



MARQUETTE
UNIVERSITY

School of Dentistry

Dental Rounds Fall 2019

D3 Orientation

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D'oh!



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What I learned as faculty that I wish I knew in dental school...

- Best ways to learn:
- As though you are teaching someone else
 - 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 you don't quite understand, ask questions
 - Make up exam questions
- Use cases to illustrate your topic → case-based learning



Dental Rounds Format – same as before

- 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 by Semester – no change

- 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

New for Fall 2019 – disciplines & specialists

- **Special Needs Patients** – “The Year of the Special Needs Patient”
- **Collaborative Care**
- **Special Topics/Emerging Trends**

- See Dr. Cimrmancic to coordinate with specialists
- SOME SPECIALISTS: “CONSULT ONLY”

New for Fall 2019 – disciplines & specialists

- **Special Needs Patients** – “The Year of the Special Needs Patient”
 - ACC / Special Needs Patients OR: apply “what-if” scenario to routine case
 - Considerations: patient management – cognitive, behavioral, medical
 - Treatment parameters of general dentists vs. referral
- See Dr. Cimrmancic to coordinate with specialists
- Note: SOME SPECIALISTS: “CONSULT ONLY”

New for Fall 2019 – disciplines & specialists

- **Collaborative Care**

- Managing referrals from physicians for dental care – communication & coordination.
- Systemic conditions affecting dental Tx delivery, collaborating with PCP & medical specialists
 - Ex: oncology, orthopedic, cardiovascular patients, poorly controlled chronic disease.
- See Dr. Cimrmancic to coordinate with specialists
- Note: SOME SPECIALISTS: “CONSULT ONLY”

New for Fall 2019 – disciplines & specialists

- **Special Topics/Emerging Trends**

- **Emerging** diseases, technology, therapies, materials, popular health care trends.
- **Patient Health Literacy:** health care concerns for patients, health beliefs, anti-fluoride/vaccines/amalgam. Use lay literature/media and resources for pt. education.
- **Provider Cultural Competency:** Develop awareness of cultural influences on health care practices, access to care, compliance with provider recommendations.
- **Trauma Informed Care:** approach to treating patients with a history of trauma, behaviors suggesting trauma history, abuse, trafficking.
- See Dr. Cimrmancic to coordinate with specialists
- SOME SPECIALISTS: “CONSULT ONLY”

D3 TO-DO list

- When Rounds schedule is posted by your Group Leader:
 - D4 selects case and discipline. Might be one of **your** patients.
 - For new disciplines, see Dr. Cimrmancic for guidance to specialists:
 - Special Needs Patients
 - Collaborative Care
 - Special Topics/Emerging Trends
- Download D4 Checklist / D3 Consult Form
 - Follow the deadlines for approvals
 - Consult with specialist
 - Some specialists: “consult only”

EVIDENCE BASED
DENTAL ROUNDS
Fall 2019:
Building on your
skills



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.

EBD is a process:

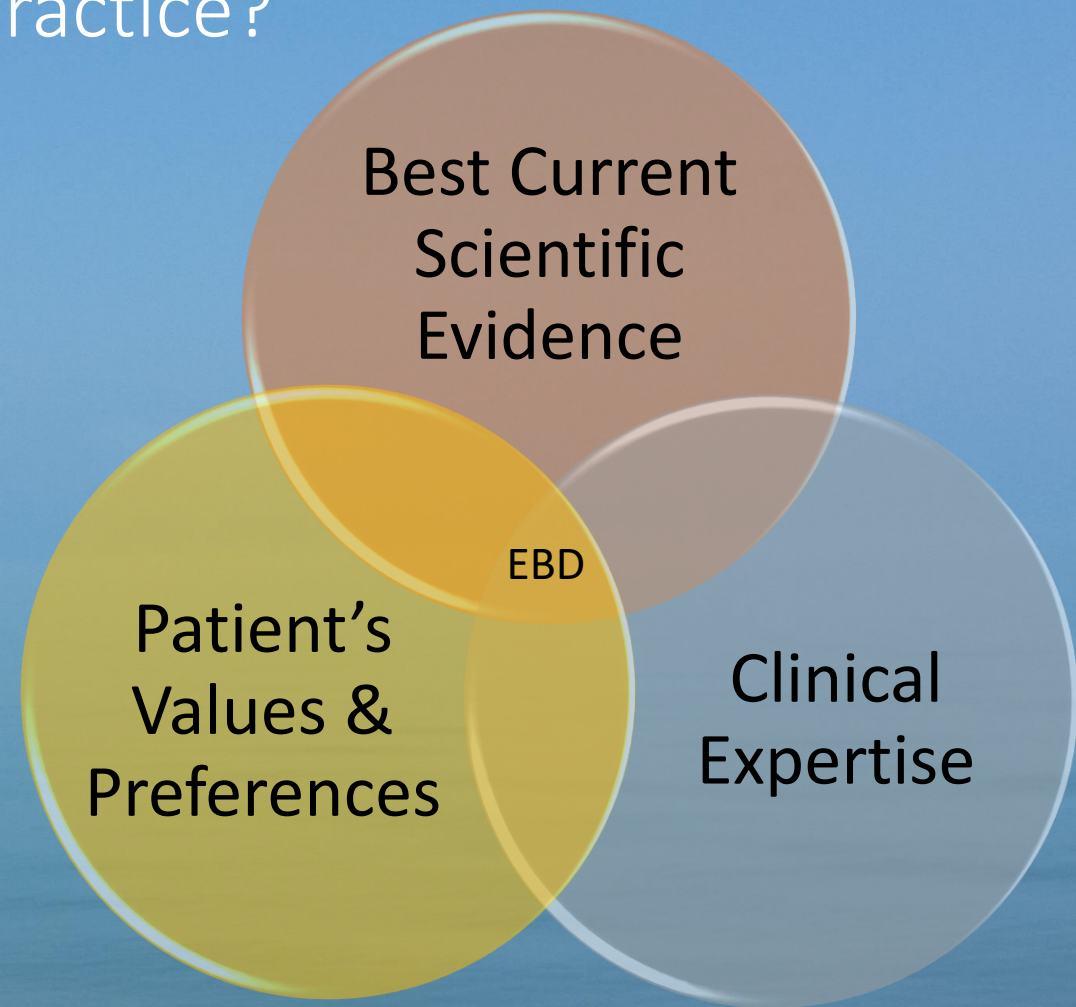
Questions raised in clinical practice

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 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.

D 1-4 Rounds Team Responsibilities

- **As presenters:** your portion of the presentation
 - Alternate D3's: present different aspects of the same case
- **As observers:**
 - Attend all 4 remaining Rounds presentations within your assigned Rounds Group
 - In Advance:
 - Review posted materials
 - Post a question related to each of the other teams cases PRIOR TO their presentations
 - Select one journal article from any observed presentation
 - Review and summarize
 - 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
 - Translates D3 recommendations to patient
- **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

D4 Team Leader Responsibilities

- Oversees the vertical team
- Selects the case and topic area
- Contacts and works with:
 - Their D1, D2, D3 team members
 - 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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D3 Responsibilities – as Presenters

- EBD presentation (10min)
- Consult with assigned specialist
- Develop a focused PICO question, conduct literature search.
- Complete the CAT template posted on the MUSoD Rounds Website
- Develop slides for the PowerPoint with highlights from the written CAT template
- Present the PICO question and CAT in the Rounds setting
- Answer questions, participate in discussion with faculty and observers

D3 What is Critical Appraisal?

- Process of careful & systematic examination of the research to evaluate:
 - Is it trustworthy? Is there bias?
 - Is it relevant, and does it have value for the clinical problem to be solved?
- An essential skill for evidence-based practice
 - Make sense of scientific evidence. (What do the results really mean?)
 - Find and use research evidence reliably and efficiently
 - Assess research results, its relevance, and validity.
 - Is the intervention effective?

References

Scientific vs. Consumer

- 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 Prosthodontics

Journal of Endodontics

Journal of Dental Research

Journal of the American Dental Association

Journal of Pediatric Dentistry

COMPARE AND CONTRAST WITH SCIENTIFIC EVIDENCE one public/consumer resource, where applicable:

Dentaltown

Lectures

Dental Management

Consumer resources

Office websites

Conversations

Predatory Journals

Resources

Presentation & Observation

- Your Group Leader & Course Director
- Ms. Rosemary DelToro
 - MU Librarian
 - 288-3944
 - Rosemary.deltoro@Marquette.edu
- Your specialist faculty
- MUSoD Rounds Website
- Syllabus
- Articles & templates, PPT 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

Presenter Checklist & Specialist Consult Form
Evidence Based Rounds Fall 2018

GROUP _____ Presentation Date/Time _____ Discipline _____

D4 Team Leader _____

D3 _____

D2 _____

D1 _____

Alternate team member _____

Patient Chart Number _____ Age _____ Gender _____ Ethnicity _____

Checklist
For D4's

PRESENTER ACTIVITY	APPROVAL	TIMELINE
Case Selection:	GL	4 weeks prior to presentation
Clinical Question:	GL	
Specialist:	Consult Date:	Prior to GL approvals below
PICO Question:	GL	3 weeks prior to presentation
Pathology Question:	GL	
Basic Science Question:	GL	
POSTINGS IN ROUNDS WEBSITE	RESPONSIBILITY	
PowerPoint Case Presentation	D4	1 week prior to presentation
Case Summary	D4	
CAT Template	D3	
Pathology Template	D2	
Basic Science Template	D1	

Presenter Checklist & Specialist Consult Form
Evidence Based Rounds Fall 2018

D3 / SPECIALIST CONSULT FORM

PATIENT SUMMARY

Chief Complaint:

Problems:

Clinical Question:

Reason for specialist consultation:

RECOMMENDATIONS

Items for discussion and consideration

Treatment options

Recommendations for PICO* question & literature search

*P=Problem/Population; I=Intervention; C=Comparison; O=Outcome

Bottom line: How to advise the patient?

Consult
Form
For
D3's

Download from Rounds Website

Faculty Name, Signature _____

Specialty/Discipline (Group Leader OK when specialist is not available) _____

Date of Consult _____

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

Timelines – postings are time/date stamped

-- 10% grade reduction for each late posting

PRESENTER ACTIVITY	EXPECTED TIMELINE
GL approval: case selection & clinical question	4 weeks before presentation
GL approval: 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.

Grading

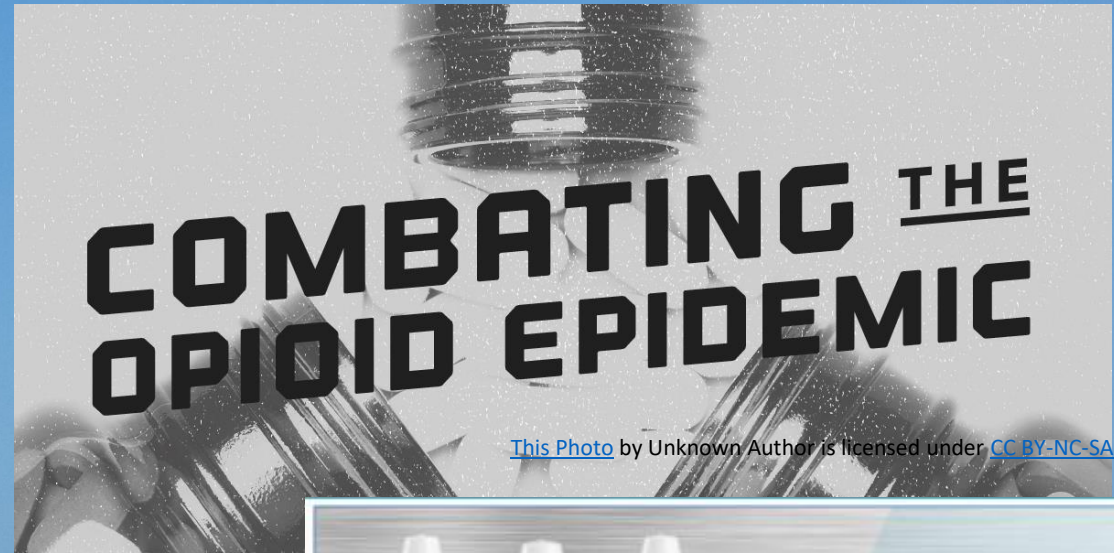
- **Case Presentation** 40% of overall grade
- **Written Case Materials** 20% of overall grade
 - Rounds case document
 - Clinical Question 50% of written case materials
 - PowerPoint Template 50% of written case materials
- **Participation** 40% of overall grade
 - Discussion Questions 50% of participation
 - Classify/Weigh Evidence 50% of participation
- **Attendance** Affects final grade
 - Observation:
 - Absence: missed session or > 15 minutes late
 - Approved absences require notification (*Handbook of Academic Policies & Procedures*)
 - Register online for make-up sessions.
 - Unapproved absence/late 15 min: requires make-up and incurs ½ letter grade deduction from final grade.
 - Presentation: you must pass your presentation in order to pass the course. Unapproved missed presentation results in course failure.

Rounds attendance and participation

- You are expected to come to Rounds each session prepared to participate.
- Missing a Rounds session (or >15 min. late) require attendance at another Rounds session approved by your Group Leader and host Group Leader.
 - **Register on the Rounds Website**
- Unapproved absences (or > 15 min. late) will result in a half letter grade deduction from your final grade.
- Missing your own presentation: remediate. If absence is unapproved: failure of the course.
- Follow the policies in the *Course Syllabus* and refer to *Handbook on Academic Policies and Procedures*

TOPICS

- Interesting, timely issues
- Classic topics
- Emerging topics
- The What-if scenario
- Work with your GL, specialist, Dr. C

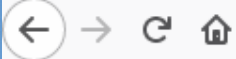


With D4: confer on case & topic
Contact your Specialist
Collaborate with your team

And: Group Leader
Specialist
Course Director

Dental Rounds as a laboratory for applied research, case-based learning. Presentation and discussion. Where clinicians are made...

- GP as the quarterback of a case.
- Specialists as the resources.
 - **Private practice:** patient is referred to specialist(s) for opinions on treatment options. GP and patient evaluate those opinions and options and decide on course of treatment. Opinions may or may not be consistent. What to do?
 - **Critical thinking** – assess the evidence, opinions, make decisions and recommendations
 - **Evidence Based Dentistry** – scientific evidence, clinician experience, patient preferences and ability to proceed with tx.
- What to do with the information as it pertains to advising the patient in making treatment decisions?



Rounds

Marquette University School of Dentistry



Monday August 26, 2019 20:44

User: Cimrmancic, Mary (faculty)

[Logout](#)**Reports/Lists**

Schedule by Date
Schedule by Specialty
Faculty
Request Switch of
Observation Group

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

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.

[Go to Evaluation Form](#)



Rounds

Marquette University School of Dentistry



Monday August 26, 2019 20:48 User: Cimrmancic, Mary (faculty) Logout

- Reports/Lists
 - Schedule by Date
 - Schedule by Specialty
 - Faculty
 - Request Switch of Observation Group
- 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

Request Switch for Observation Group

- Be sure to select a new observation group at least 3 working days from today. You need to submit a discussion question to this group at least 2 days before the presentation.
- Obtain verbal approval from your group leader prior to making this request
- Obtain verbal approval from the host group leader of the new observation group prior to making this request

From which observation group should you be removed? 1A-1

To which observation group should you be added? 1A-1

Did your group leader approve this switch request? ☐ Yes ☐ No

Did the host group leader for the new observation group approve this switch request? ☐ Yes ☐ No

Submit

Register for make-up Observation session

Puts you on GL attendance sheet

No walk-ins, please



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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ADA Oral-B

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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 favorites](#)

Rounds

Marquette University School of Dentistry

Sunday August 26, 2018 17:13

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

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

Faculty Forms

Help - Vidoes

Videos

Presenter Features (2:16)

CONSIDER

Cut

Copy

Format Painter

Clipboard

B

I

U

underline

color

X

background color

A

font color

Aa

font size

Font

Paragraph

Styles

Normal

Colorful

List Para...

Editing

MUSoD Rounds

D3 PICO CAT

Critically Appraised Topic (CAT)

Project Team:

Click here to enter text.

Project Team Participants:

Click here to enter text.

Clinical Question:

Click here to enter text.

PICO Format:

P:

Click here to enter text.

I:

Click here to enter text.

C:

Click here to enter text.

O:

Click here to enter text.

PICO Formatted Question:

Click here to enter text.

Clinical Bottom Line:

Click here to enter text.

Date(s) of Search:

Click here to enter text.

Database(s) Used:

Click here to enter text.

Search Strategy/Keywords:

Click here to enter text.

MESH terms used:

Click here to enter text.

Article(s) Cited:

Click here to enter text.

Study Design(s):

Click here to enter text.

Reason for Article Selection:

Click here to enter text.

Article(s) Synopsis:

Click here to enter text.

Levels of Evidence: (F)

See <http://www.cebm>

Template revised 10/

MUSoD Rounds

D3 PICO CAT

1a – Clinical Practice Guideline, Meta-Analysis, Systematic Review of Randomized Control Trials (RCTs)

1b – Individual RCT

2a – Systematic Review of Cohort Studies

2b – Individual Cohort Study

3 – Cross-sectional Studies, Ecologic Studies, “Outcomes” Research

4a – Systematic Review of Case Control Studies

4b – Individual Case Control Study

5 – Case Series, Case Reports

6 – Expert Opinion without explicit critical appraisal, Narrative Review

7 – Animal Research

8 – In Vitro Research

Strength of Recommendation Taxonomy (SORT) For Guidelines and Systematic Reviews

See article J Evid Base Dent Pract 2007;147-150

A – Consistent, good quality patient oriented evidence

B – Inconsistent or limited quality patient oriented evidence

C – Consensus, disease oriented evidence, usual practice, expert opinion, or case series for studies of diagnosis, treatment, prevention, or screening

Conclusion(s):

Click here to enter text.

STUDY TYPES AND LEVELS OF EVIDENCE

Clinical Practice Guideline
Meta-Analysis
Systematic Review of Randomized Control Trials (RCTs)

1a

Individual RCT

1b

Systematic Review of Cohort Studies
Individual Cohort Study

2a
2b

Cross-Sectional Studies, Ecological Studies, Outcomes

3

Systematic Review of Case Control Studies
Individual Case Control Study

4a
4b

Case Series, Case Report

5

Expert Opinion, Narrative Review

6

Animal Research

7

In Vitro Research

8

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.

Critically Appraised Topic (CAT)

Project Team:
Click here to enter text.
Project Team Participants:
Click here to enter text.
Clinical Question:
Click here to enter text.
PICO Format:
P:
Click here to enter text.
I:
Click here to enter text.
C:
Click here to enter text.
O:
Click here to enter text.
PICO Formatted Question:
Click here to enter text.
Clinical Bottom Line:
Click here to enter text.
Date(s) of Search:
Click here to enter text.
Database(s) Used:
Click here to enter text.
Search Strategy/Keywords:
Click here to enter text.
MESH terms used:
Click here to enter text.
Article(s) Cited:
Click here to enter text.
Study Design(s):
Click here to enter text.
Reason for Article Selection:
Click here to enter text.
Article(s) Synopsis:
Click here to enter text.
Levels of Evidence: (For Therapy/Prevention, Etiology/Harm)
See http://www.cebm.net/index.aspx?o=1025

<input type="checkbox"/> 1a – Clinical Practice Guideline, Meta-Analysis, Systematic Review of Randomized Control Trials (RCTs) <input type="checkbox"/> 1b – Individual RCT <input type="checkbox"/> 2a – Systematic Review of Cohort Studies <input type="checkbox"/> 2b – Individual Cohort Study <input type="checkbox"/> 3 – Cross-sectional Studies, Ecologic Studies, “Outcomes” Research <input type="checkbox"/> 4a – Systematic Review of Case Control Studies <input type="checkbox"/> 4b – Individual Case Control Study <input type="checkbox"/> 5 – Case Series, Case Reports <input type="checkbox"/> 6 – Expert Opinion without explicit critical appraisal, Narrative Review <input type="checkbox"/> 7 – Animal Research <input type="checkbox"/> 8 – In Vitro Research
Strength of Recommendation Taxonomy (SORT) For Guidelines and Systematic Reviews See article <i>J Evid Base Dent Pract</i> 2007;147-150 <input type="checkbox"/> A – Consistent, good quality patient oriented evidence <input type="checkbox"/> B – Inconsistent or limited quality patient oriented evidence <input type="checkbox"/> C – Consensus, disease oriented evidence, usual practice, expert opinion, or case series for studies of diagnosis, treatment, prevention, or screening
Conclusion(s): Click here to enter text.

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
- Student/Group Status Report
- Documents/Templates

1A-1

1A-2

1A-3

1A-4

1A-5

1B-1

1B-2

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2A-1

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2B-4

2B-5

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	



April -- MUSoD Calendar 2014

Thank you!

Mary A. Cimrmancic, DDS

Room 336 HH

288-0791

Mary.Cimrmancic@Marquette.edu