



MARQUETTE
UNIVERSITY

School of Dentistry

Dental Rounds Fall 2019

D4 Orientation



**FALL
EBD
ROUNDS**

What I learned as faculty that I wish I knew 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 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”

D4 TO-DO list

- When Rounds schedule is posted by your Group Leader:
 - Select your case and discipline ASAP
 - 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.

Process of EBD:

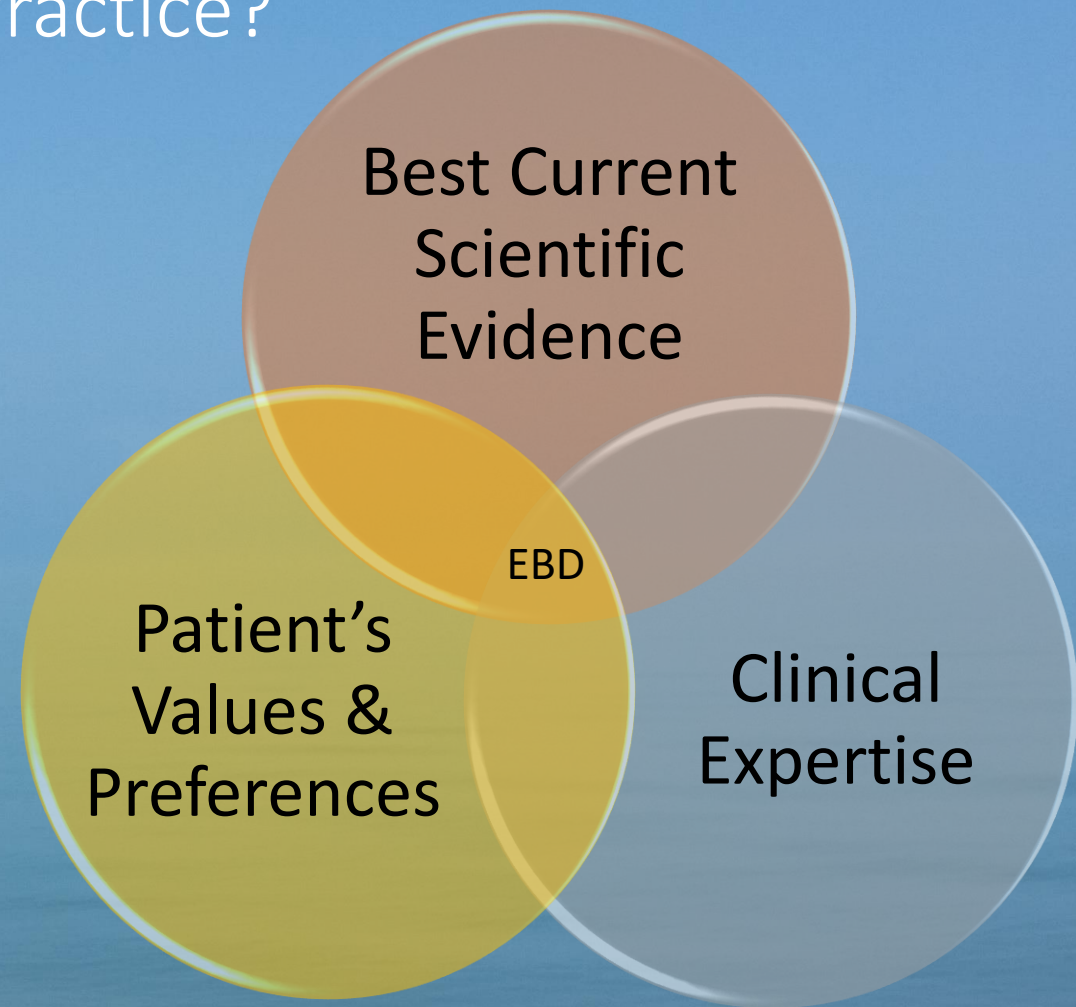
Start: Questions raised in clinical practice

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 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? Decide whether the studies have been undertaken in a way that makes their findings reliable? Can you make sense of the results? Do you know what the results mean in the context of your decision-making?
- **D4: develop leadership skills in managing a team to address a clinical question relevant to a specific patient.**

Rounds Team Responsibilities

- **Your case presentation** PLUS:
- You are expected to **attend** all 4 Observation Rounds presentations with your assigned Rounds Group
 - Approx. 20 students, 5 teams of 4 students
 - (Some teams will have an extra student while others may lack a team member)
- 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
 - Scientific literature AND lay literature/media
- Critical appraisal: weigh the strength of the evidence

- **D4: Translate D3 clinical bottom line into recommendations for patient.**

- **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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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 _____

D4 Responsibilities – as Presenters

- Case presentation (<10min)
- Diagnostic data
 - Medical / dental Hx
 - Clinical & radiographic findings
 - Odontogram, clinical photos, radiographs, casts
- Translate D3 Clinical Bottom Line into recommendations for the patient, communicate on the patient level.
 - How does the evidence apply to the patient? (If at all)
 - What will you tell the patient? (Communicate on their level)
- Answer questions, participate in discussion with faculty and observers

Timelines – postings are time/date stamped

-- 10% grade reduction for each late posting

| PRESENTER ACTIVITY | EXPECTED TIMELINE |
|---|--|
| GL approval: case selection & clinical question Required Consents: CON 036 (Initial) & CON 024 (HIPAA) | 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
 - Approved absences require notification (*Handbook of Academic Policies & Procedures*)
 - Observation:
 - Absence/late 15min requires make-up session. 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.

Resources

Presentation & Observation

- Your Group Leader & Course Director
- 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. Linda Garofalo
 - 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

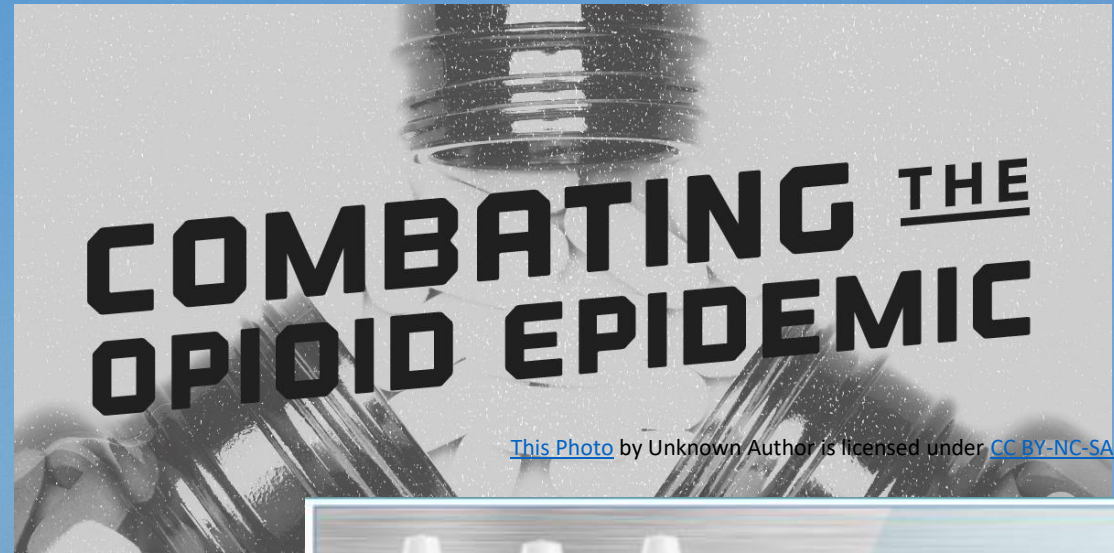
- You are expected to come to Rounds each session prepared to participate.
- Missing a Rounds session (or >15 min. late) require attendance at another Rounds session approved by your Group Leader and host Group Leader.
 - **Register on the Rounds Website**
- Unapproved absences (or > 15 min. late) will 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*

Select your case & topic
Contact your D1
Confer with your team

And: Group Leader
Specialist
Course Director

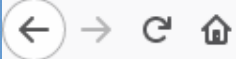
TOPICS

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



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



QUESTIONS?

April -- MUSoD Calendar 2014

Thank you!

Mary A. Cimrmancic, DDS

Room 336 HH

288-0791

Mary.Cimrmancic@Marquette.edu

SharePoint

The screenshot shows a web browser window displaying a SharePoint site. The browser's address bar shows the URL <https://marq.sharepoint.com/sites/resources/default.aspx>. The page has a blue header with "Office 365" and "SharePoint" links. Below the header, there's a navigation bar with "BROWSE" and "PAGE" tabs. The main content area is divided into two columns. The left column contains a list of "Sites" and "Documents". The right column, titled "Popular Items", lists various resources. A yellow arrow points to the "Popular Items" heading. The taskbar at the bottom shows several application icons, including the Start button, File Explorer, Microsoft Edge, and various office applications. The system clock in the bottom right corner indicates the time is 5:02 PM on 8/26/2016.

Sites

- IdeaBox
- ePortfolio - Class of 2014

Documents

- 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

Pictures

- Class Composites
- Graduate Composite
- Graduation Composites
- Class of 2013

Popular Items

- [Rounds Web Site](#)
- [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](#)

MUSoD Rounds

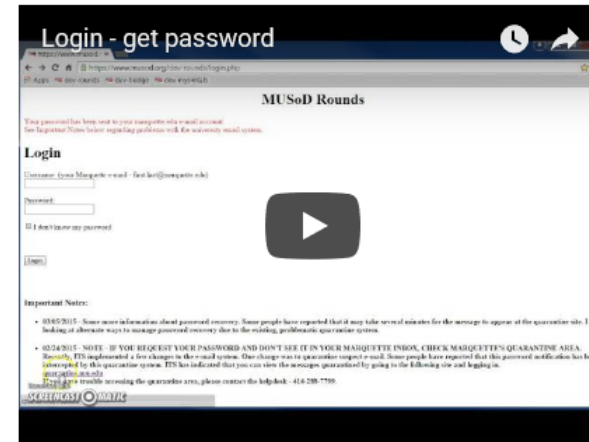
Login

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 17:11

User: Cimmancic, 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

Cimrmancic, Mary

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.

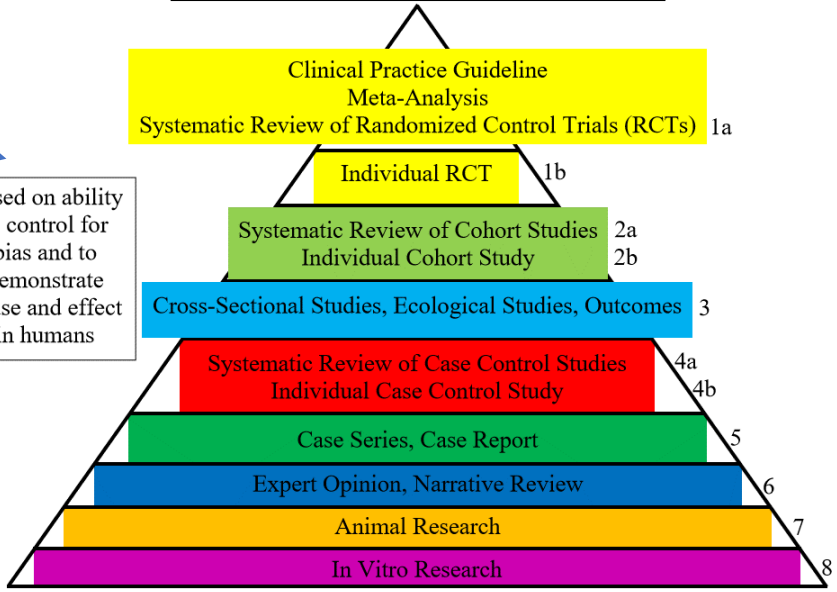
Basic Science Question:
Click here to enter text.

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
- Student/Group Status Report
- Documents/Templates

1A-1

1A-2

1A-3

1A-4

1A-5

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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 | |

What is Evidence Based Dental Practice?

