INTRODUCTION

In conjunction with the goals of the ADEA Commission on Change and Innovation in Dental Education, Dental Grand Rounds were incorporated into the LSU dental school curriculum in 2009 with the goal of improving the student’s educational experience. The purpose of the course was to provide a small group environment in which the junior and senior dental students could share and discuss cases from their clinical experiences, linking actual patient treatment with basic science knowledge, evidence-based dental treatment, and critical thinking skills. Since its inception and with the help of feedback from students and faculty, several modifications have been incorporated to improve this teaching format. Here we will review the evolution of Dental Grand Rounds and focus on current changes that will improve patient care and student education in order to cultivate the next generation of Oral Health Care providers.

STRUCTURE & EVOLUTION (2009-2012)

Initial Structure of Dental Grand Rounds course
- Basic scientist and clinician as co-course directors
- 240 predental students organized into 6 groups
- Weekly 8:00 AM presentations by D3 or D4 students
- Students would present cases they had treated, highlighting diagnosis and treatment plans
- Outline of presentation approved by course directors
- Strong emphasis on integration of basic science and clinical concepts throughout the presentation

Modifications made during years 1-3
- Group literature review component via clinic bay team leaders
- Team Leaders served as mentors for the presentation
- Students/faculty surveyed to obtain formal feedback

Figure 1. Original Publication

Dental Rounds: An Evolving Process of Curriculum Integration at the LSU School of Dentistry

DENTAL GRAND ROUNDS – PRESENT AND FUTURE

CONTINUED EVOLUTION (2013-2016)

Modifications made to the Course with feedback from students and faculty
- Expansion of the case presentation format with the inclusion of all four years of dental students to facilitate team learning. The individual presentation material is consistent with the level of training from the current curriculum
  - D1 – Case-related basic science material
  - D2 – Case-related pharmacology material
  - D3 – Case-related medical concepts
  - D4 – Case-related dentistry
- An increased importance of leadership skills for the D4 Students to guide/mentor their team of underclassmen
- Decreased frequency of presentations (every 2-3 weeks)
- The addition of a mentoring session with clinical and basic science faculty the week prior to the actual presentation. In addition, the students can invite specific faculty members from any department if needed
- The incorporation and strategic placement of “what-if” questions throughout the presentation to foster critical thinking and discussion amongst the students
- The inclusion of two competencies for the Senior Dental Students to be evaluated in regards to meeting particular education standards:
  - 2.9 The D4 student is competent in the use of critical thinking and problem solving, including scientific inquiry and research methodology, in the comprehensive care of patients
  - 2.14 The D4 student is competent in the application of biomedical sciences for the ultimate delivery of patient care
- The introduction of Dental Grand Rounds Day, with all predental students from the individual groups viewing those presentations that the grading faculty deemed most impactful

Figure 2. Competency Documentation

Competency Evaluation (D4-Student only)
The D4 student is competent in the use of critical thinking and problem solving, including scientific inquiry and research methodology, in the comprehensive care of patients (documented in the completed outline form).

Competency Evaluation (D3-Student only)
The D4 student is competent in the application of biomedical science knowledge in the delivery of patient care.

First competency graded via submitted outline. Second competency graded during the presentation.

DENTAL GRAND ROUNDS DAY

Dental Rounds Day 2016
Auditorium C May 5th 9:00 AM – 12:00 PM

- Restorative-Driven Comprehensive Care
  - Vincent DiCarlo
  - Kyle McDonald, Matt Hicks, Abbie Thenen
  - Team Leader: Dr. Blitch

- A Call for Help – Responding to a Suicidal Patient
  - Meredith Pyton
  - Ryan Rafael, Holly Cartus, Mandy Ford
  - Team Leader: Dr. McCormick

- Restoring Today with an Eye on the Future
  - John O’Brien
  - Brian Richard, Douglas George, Cammie Green
  - Team Leader: Dr. Tomaszewski

- Myxobacteria: Extensive Surgery and Bisphosphonate Use
  - Zach Schriver
  - Monica Johnson, Ali Boshan, Emma Deconcella
  - Team Leader: Dr. McCormick

FEEDBACK FROM 2015-2016

Survey Monkey was used to gather evaluations from each class (anonymous)

Best aspect of course:
D1: “I thought the Grand Rounds Practice Week was extremely helpful.”
D3: “The groups that had take home points”
D4: “This course helped me to consider alternate view points and other possible treatment routes.”

Suggestions to improve for next year:
D1: “Devote a class to teach D1s about Grand Rounds and show examples of presentations”
D2: “I wish my fellow students and I engaged more with answering questions”
D3: “I think the presentations should emphasize the application of medicine and dentistry more, not just the basic facts.”
D4: “Boards are stressful. Try to start and end earlier.”

THE FUTURE OF DENTAL GRAND ROUNDS

We are striving to continuously improve this course for the students’ educational experience. Changes being incorporated for the 2016-2017 year include:

- The addition of assessment software technology into every presentation via the What-If questions
- Increased group discussion via faculty discussion leader
- Increasing the amount of student self-reflection with a more well-defined summary of teaching points, case analysis, and motivating factors in choosing the case
- Clarification of the objectives, grading format and competency assessment at the beginning of the course

Long-term goals for this course include:
- Continued assessment of the course format in order to improve and adapt as new technologies become available
- To incorporate other educational standards into the course framework
- To incorporate interprofessional education (IPE) experiences via students and faculty
- To integrate the Grand Rounds cases into Portfolio-based Learning, currently being introduced into the LSUSD curriculum
- To foster life-long learning for the graduates of LSU School of Dentistry

CONTINUOUS EVOLUTION, A CASE-BASED APPROACH TO INCORPORATING CLINICAL AND BASIC SCIENCE

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