

UBC DENTISTRY



THE
UNIVERSITY OF
BRITISH
COLUMBIA

The 7th International Conference on PROBLEM-BASED LEARNING (PBL) IN DENTISTRY ELEMENTS OF A SUCCESSFUL PROGRAM

September 21, 2011: Introduction to PBL and Tutor Training
September 22 - 24, 2011: Main Conference

Nita Lake Lodge
2131 Lake Placid Road, Whistler, BC, Canada



GENERAL INFORMATION

description

The University of British Columbia (UBC) Faculty of Dentistry is honoured to host the 2011 Biennial Conference on Problem-Based Learning in Dentistry: Elements of a Successful Program, in the beautiful resort community of Whistler BC, a scenic 2 hour drive from Vancouver. Join with colleagues from around the world as we take over the luxurious Nita Lake Lodge (nitalakelodge.com) from September 21 (pre-conference, see IPTT section on page 3) to 24, 2011 to disseminate, discuss and debate the elements of small-group, student-centered learning. We wish to explore aspects of successful programs such as:

- Highlighting research-based evidence and best practices for the application of PBL in the dental school environment
- Improving the admissions process for PBL programs
- Expanding our knowledge of the limits of self-assessment in the health professions
- Understanding the importance of developing effective communication skills as part of our professional education programs
- Appreciating the value of learner error in deepening learning
- Learning from the successes and challenges of sister PBL-based dental programs
- Identifying the costs involved in choosing or refusing PBL in dental education

We look forward to welcoming your participation in meaningful dialogue with colleagues new and lasting.

learning objectives

We wish to bring together the international dental education community to share PBL experiences and questions. Over the course of the conference, we will:

- Review the pedagogy of PBL and learn the PBL process implemented at UBC, including the basics of tutoring small-group learning (pre-conference - IPTT)
- Discuss the value and implementation of Multiple Mini Interviews (MMI) as part of the dental school admissions process
- Learn the value and limits of self-assessment within and beyond the dental school environment
- Review evidence-based curricula and methods for teaching, learning, and evaluating communication skills
- Examine the relationship between learner mistakes and quality of learning
- Articulate a PBL-based curriculum structure that is informed by educational theory and practice
- Develop assessment methods to match curricular learning objectives

registration

Registration limited to 100 spots ONLY. Please refer to the last page for the registration fees.

Full registration includes:

- Participation in all sessions
- A set of official publications
- Certificate of attendance indicating the number of educational hours (6.5 hours for Wednesday; 14 hours and 45min for Thursday-Saturday)
- Exhibition and poster viewing
- Coffee breaks and lunches (Thursday and Friday) during the Conference
- Thursday wine & cheese reception (one drink ticket provided)
- Friday dinner, including dessert and coffee (one drink ticket provided)

The most secure method Online: Secure, fast online registration is available for Visa and Mastercard holders at the conference organizer's website: www.dentistry.ubc.ca/pbl2011 or use the form on the back of the brochure.

By Fax: Fax completed registration form to: +1-604-822-4835

Charge-by-phone (please have Visa or Mastercard ready): Toll free within North America: 1-877-328-7744;

Other callers: +1-604-827-3112

Mail: Send the registration form with cheque to: IN9570 REGISTRATION, Interprofessional Continuing Education, The University of British Columbia, Room 105-2194 Health Sciences Mall, Vancouver, BC, V6T1Z3, Canada

Participants paying by credit card outside of North America: Please inform your credit card company of the transaction as some banks put a block on credit card payments made outside your country.

refund and cancellation policy

Refunds will be made (less a \$50.00 processing fee) if written notice of withdrawal is received by August 22, 2011. No refunds will be granted for withdrawal after that date. There is a \$25 replacement charge in case of a registration transfer. Please contact us prior to August 22, 2011 if you cannot attend and would like another person to come in your place.

exhibiting

Organizations interested in exhibiting at this conference are invited to contact the conference organization for more information. Exhibit space is limited. Please contact +1 604-822-2801 or by e-mail: ipinfo@interchange.ubc.ca.

The conference will be held at the Nita Lake Lodge, one of Whistler’s most exclusive luxury boutique hotels overlooking Nita Lake, just steps from the base of Whistler Mountain. The Nita Lake Lodge in Whistler has been selected as one of the top luxury hotels in Canada by TripAdvisor in its 2011 Travellers’ Choice Awards. It is located off Creekside, at 2131 Lake Placid Road, Whistler, BC, Canada.

[conference location](#)

A block of rooms has been booked at the Nita Lake Lodge under “PBL 2011” at these special rates: Studio \$139.00 CAD; 1 Bedroom \$149.00 CAD; 2 Bedroom \$179.00 CAD

[accommodation](#)

For cost savings, we strongly encourage you to share a 2 Bedroom Suite with a colleague. Reservations can be made by calling toll free: +1-888-755-6482 or local: +1-604-966-5700. Please specify that you are booking under the PBL 2011 conference room block to receive the reduced rates. The rooms will be held based on availability until August 24, 2011, so reserve today to avoid disappointment!

Whistler, BC, is located 2 hours north of Vancouver. The closest airport is Vancouver International Airport (YVR). From there, a direct shuttle bus and rental cars are available for the trip up to Whistler. Pacific Coach Line conveniently offers the YVR/Whistler SkyLynx service which would take you directly from YVR to the conference hotel, Nita Lake Lodge, or most other hotels in Whistler. There are several scheduled departures throughout the day.

[travel information](#)

Alternately, Rocky Mountaineer offers a breathtaking experience aboard the Whistler Sea To Sky Climb, a 3.5 hour train trip from Vancouver to Whistler. The route starts from the coastal city of Vancouver and arrives in the mountain landscape of Whistler Village. For more information, schedules, and reservations please contact Rocky Mountaineer directly at Toll-Free: +1-877-460-3200, Local: +1-604-606-7245 or visit their website: www.rockymountaineer.com.

Whistler offers an abundance of activities from exciting outdoor hikes to luxurious indoor pampering spas. The pedestrian only Whistler Village offers a charming environment for visitors to enjoy local shopping and cuisine. Please visit the Tourism Whistler website below for more detailed information.

[tourism information](#)

Tourism Whistler
+1-604-932-0606 (www.whistler.com)

Tourism Vancouver
+1-604-683-2000 (www.tourismvancouver.com)

INTRODUCTION TO PBL and TUTOR TRAINING (IPTT) WEDNESDAY, SEPTEMBER 21

8:00 - 9:00am Registration open and Light Breakfast provided

9:00 - 12:00pm [Introduction to PBL and Tutor Training \(IPTT\)](#)
Leandra Best, DMD, Clinical Associate Professor, Years 1 & 2 Coordinator, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada
Nancy Black, MSc, DMD, Clinical Assistant Professor, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada

Please join Dr.’s Leandra Best and Nancy Black, UBC Dentistry’s PBL Coordinators, for an interactive day learning about PBL pedagogy and the process implemented at the University of British Columbia’s Faculty of Dentistry. Participants will discover strategies to become an effective PBL tutor through an engaging tutorial experience, observations of video-clip scenarios and interactive discussions. The morning will focus on the PBL process and an introduction to assessment, while the afternoon will aim at training the new PBL tutor.

Participants in the full day workshop will:

- Acquire basic knowledge of the PBL process
- Recognize the impact of PBL case design
- Gain strategies to effectively facilitate a PBL tutorial
- Learn what to expect from students in a PBL group
- Experience a PBL tutorial
- Receive formative feedback as they learn in the tutorial experience
- Observe various tutorial scenarios to develop skills in assessing students’ performance

12:00 - 1:30pm Lunch (provided for registered IPTT participants)

1:30 - 5:00pm [Afternoon Session: IPTT Continued](#)

- 7:30 - 8:30am Registration open & Light Breakfast provided
- 8:30 - 8:45am **Welcome Remarks**
Charles Shuler, DMD, PhD, Dean, Faculty of Dentistry, University of British Columbia, Vancouver, BC, Canada
- 8:45 - 9:45am **Plenary: Self-Assessment, Self-Direction, Self-Regulation and Other Myths (Including Q&A)**
Glenn Regehr, PhD, Scientist & Associate Director - Research, Centre for Health Education Scholarship Professor, Department of Surgery, The University of British Columbia, Vancouver, BC, Canada
Moderator: Joanne Walton
- Learning Objectives:
1. Review and elaborate the concepts of self-assessment and self-direction
 2. Describe some of the personal and environmental limitations on these processes
 3. Explore how we might address these limitations in order to evolve safe and effective practitioners
- 9:45 - 10:15am Break - Exhibits open & Poster viewing
- 10:15 - 11:15am **Plenary: Problem-Based Methods for Teaching, Learning, and Assessing Communication Skills for Dentists: Why, What, and How (Including Q&A)**
Suzanne M. Kurtz, PhD, Clinical Professor, Washington State University, Pullman, WA; Professor Emerita, University of Calgary, Calgary, AB, Canada
Moderator: Eli Whitney
- Learning Objectives:
1. Examine assumptions and (mis)perceptions that students, clinicians, and educators frequently hold about communication teaching, learning, and assessment.
 2. Consider the goals, approaches, paradigms, and first principles that inform decisions about what is worth teaching in communication education and training.
 3. Explore specific strategies and techniques for teaching communication effectively in the health professions.
 4. Combine these evidence-based elements into an organizational structure around which to develop more comprehensive, systematic, and coherent communication programs from undergraduate through continuing dentistry education.
- 11:15 - 12:15pm **Plenary: The Value of Being Wrong: Why There Are No Such Things as Dead Ends in Learning (Including Q&A)**
Gary Poole, PhD, Senior Scholar, Centre for Health Education Scholarship, The University of British Columbia, Vancouver, BC, Canada
Moderator: Nancy Black
- Learning Objectives:
1. Become familiar with some of the research on the relationship between learner mistakes and quality of learning
 2. Understand cognitive mechanisms that help explain the correlation between learner mistakes and quality of learning
 3. Apply research and cognitive theory to the creation of learning opportunities, especially those involving problem solving
- 12:15 - 1:30pm Lunch provided - Exhibits open & Poster viewing

1:30 - 3:00pm

Interactive Session A (90-min. each; max. 25 people per session)

A1

The Real Problem of Self Assessment

Glenn Regehr, PhD, Scientist & Associate Director - Research, Centre for Health Education Scholarship Professor, Department of Surgery, The University of British Columbia, Vancouver, BC, Canada

Learning Objectives:

1. Reinforce and further elaborate the idea that our belief that we can self-assess is a myth
2. Explore the sources of this personal myth
3. Discuss implications for practice and education

A2

Putting the Why, What, and How into Communication Training Programs for Dentistry

Suzanne M. Kurtz, PhD, Clinical Professor, Washington State University, Pullman, WA; Professor Emerita, University of Calgary, Calgary, AB, Canada

Learning Objectives:

1. Identify participants' questions and issues regarding development of problem-based communication training programs in dentistry with respect to the why, what, and how (based on ideas and models set forth in the plenary session and on other experiences that participants have had with developing skills training programs)
2. Organize those questions and issues within a larger framework for developing such programs and to prioritize those items that participants find to be most important to explore within the time frame allotted for this interactive session
3. Respond to participants' highest priority questions and issues from evidence-based perspectives and from the experiential bases that facilitator and participants bring to the session

A3

Creating Viable Learning Opportunities Where Getting It Wrong in the Early Stages Translates Into Getting It Right in the Long Run

Gary Poole, PhD, Senior Scholar, Centre for Health Education Scholarship, The University of British Columbia, Vancouver, BC, Canada

Learning Objectives:

1. Contrast learning opportunities where "getting it wrong" is feasible versus infeasible
2. Enhance case writing in PBL such that learner errors are a valuable part of the learning experience
3. Enhance tutoring in PBL such that learner errors are a valuable part of the learning experience

A4

Logistical and Blueprinting Considerations in Establishing a Multiple Mini-Interview

Kevin Eva, BSc, PhD, Associate Professor and Director of Educational Research and Scholarship, Department of Medicine; Senior Scientist, Centre for Health Education Scholarship; University of British Columbia, Vancouver, BC, Canada

Learning Objectives:

1. Recognize the different sources of measurement error and their relative impact on selection decisions
2. Develop an assessment blueprint appropriate to guide their educational program's admissions protocol
3. Describe and write stations appropriate for inclusion in an MMI based on their institution's blueprint

3:00 - 3:30pm

Break - Exhibits open & Poster viewing

3:30 - 5:00pm

Interactive Session B (90-min. each; max. 25 people per session)

B1

The Real Problem of Self Assessment (A1 Repeated - See A1 for information)

B2

Putting the Why, What, and How into Communication Training Programs for Dentistry (A2 Repeated - See A2 for information)

B3

Creating Viable Learning Opportunities Where Getting It Wrong in the Early Stages Translates Into Getting It Right in the Long Run (A3 Repeated - See A3 for information)

B4

Logistical and Blueprinting Considerations in Establishing a Multiple Mini-Interview (A4 Repeated - See A4 for information)

5:00 - 6:15pm

Networking Reception (Wine & Cheese served; one drink ticket provided)

7:45 - 8:30am Registration open & Light Breakfast provided

8:30 - 9:30am **Plenary: PBL and Beyond: The Adelaide Experience Warts and All (Including Q&A)**
Grant Townsend, BDS, BScDent(Hons), PhD, DDSc, Professor of Dental Science, School of Dentistry, The University of Adelaide, Adelaide, South Australia
Moderator: Leandra Best

Learning Objectives: To Demonstrate the Need to:

1. Articulate a PBL-based curriculum structure and approach that is informed by educational theory and practice
2. Evaluate outcomes that are linked to educational objectives, addressing different levels of evaluation and including a range of people involved in the curriculum, e.g. students, staff and other stakeholders
3. Adapt the curriculum, acknowledging mistakes and failures, and responding to evaluation results

9:30 - 9:35am Break

9:35 - 10:35am **Plenary: Recent Advances in Student Selection: Overcoming the Myths, Pitfalls, and Misconceptions (Including Q&A)**
Kevin Eva, BSc, PhD, Associate Professor and Director of Educational Research and Scholarship, Department of Medicine; Senior Scientist, Centre for Health Education Scholarship; The University of British Columbia, Vancouver, BC, Canada
Moderator: Eli Whitney

Learning Objectives:

1. Describe the challenges inherent in making optimal student selection decisions
2. Discuss the evidence base pertaining to admissions within the health professions
3. Understand the benefits of sampling strategies developed for the purpose of making admissions decisions

10:35 - 11:00am Break - Exhibits open & Poster viewing

11:00 - 12:00pm **Interactive Session C (60 min each; max. 25 people per session)**

C1 **How Can We Improve The Way We Assess Our Students in PBL-Based Programmes**
Grant Townsend, BDS, BScDent(Hons), PhD, DDSc, Professor of Dental Science, School of Dentistry, The University of Adelaide, Adelaide, South Australia

This interactive session will provide an opportunity for participants to discuss key issues in designing integrated assessment approaches in PBL-based curricula, including consideration of blueprinting and standard setting. We will develop some questions in groups using various formats and then share our efforts before reviewing the relative advantages and disadvantages of the different methods, including their validity and feasibility.

Learning Objectives: By sharing our experiences, to learn new ways of:

1. Encouraging and rewarding desirable approaches to learning among our students
2. Stimulating positive and productive interactions between staff in relation to assessment
3. Developing approaches to assessment that match the structure, objectives and teaching and learning activities of the curriculum

C2 **Enhancing Self-Directed Learning Through Student-Facilitated PBL**
Nancy Black, MSc, DMD, Clinical Assistant Professor, Oral Health Sciences, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada
Leandra Best, DMD, Clinical Assistant Professor, Oral Health Sciences, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada
Pawel M Kindler, PhD, Senior Instructor, Department of Cellular and Physiological Sciences & MD Undergraduate Program, Faculty of Medicine, The University of British Columbia, Vancouver, BC, Canada

Presenters will briefly summarize a joint pilot project conducted by UBC Dentistry and Medicine to explore student-facilitated PBL as an alternative to tutor-led PBL sessions. Subsequent modifications to UBC's hybrid PBL model and assessment of students in PBL, inspired by this project, will be discussed.

Learning Objectives:

1. Explain an alternate PBL learning environment designed to:
 - a. augment professional skills in communication, accountability, teamwork, reasoning and problem solving, evidence-based practice, feedback and reflection
 - b. promote independence and initiative in a self-directed learning process
 - c. encourage leadership, facilitation and self-regulation skills
2. Discuss various PBL challenges and implemented solutions

12:00 - 1:30pm Lunch Provided - Exhibits open & Poster viewing

C3

PBL Skills for Integration of Clinical Ergonomics

Lance Rucker, DDS, Dental Educator, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada
 Michael M. Belenky, DDS, MPH, Associate Professor (Retired), Dental School, University of Maryland, Baltimore, MD, USA

Participants will be introduced to the concept of authentic clinical ergonomics assessment processes as an integral element of authentic clinical education. They will be shown 45-second video clips of clinical procedures for assessment using a simple pictographic format.

Learning Objectives:

1. Learn to use a simple clinical ergonomic assessment format
2. Consider new ways to integrate clinical process assessment as part of the outcome assessment for any pre-clinical or clinical procedure
3. Characterize the basic tool set required for an instructor to provide ergonomic assessment feedback as part of the authentic evaluation of a student’s clinical performance.

C4

Problem-based Psychomotor Skills Education

Ingrid Emanuels, DMD, Clinical Assistant Professor, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada

Participants will be invited to determine the basic elements for authentic clinical psychomotor skills development, and will be directed to consider new ways of addressing and ordering these elements in order to achieve the psychomotor skill set(s) necessary for dental student education.

Learning Objectives

1. Define the psychomotor skill set required for dental student education
2. Characterize the introduction of clinical skills to students with a problem-based approach (rather than a model-based approach)
3. Identify three specific exercises and/or assessments which you think might enhance a student’s application of problem-based skills to learning in the psychomotor domain

12:00 - 1:30pm

Lunch provided - Exhibits open & Poster viewing

1:30 - 2:30pm

Interactive Session D (60 min each; Max 25 people per session)

D1

How Can We Improve The Way We Assess Our Students in PBL-Based Programmes
 (C1 Repeated - See C1 for information)

D2

Enhancing Self-Directed Learning Through Student Facilitated PBL
 (C2 Repeated - See C2 for information)

D3

PBL Skills for Integration of Clinical Ergonomics
 (C3 Repeated - See C3 for information)

D4

Problem-based Psychomotor Skills Education
 (C4 Repeated - See C4 for information)

2:30 - 3:00pm

Break - Exhibits open & Poster viewing

3:00 - 3:45pm

Interactive Session E (45 min each; Max 25 people per session)

E1

Ontological and Epistemological Beliefs and PBL Facilitation

HsingChi von Bergmann, PhD, Educational Specialist, Associate Professor, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada
 Charles Shuler, DMD, PhD, Dean, Faculty of Dentistry, University of British Columbia, Vancouver, BC, Canada

With this working session, we intend to bring all interested collaborators who we have contacted prior to this conference for a more formalized discussion on topics around the PBL facilitation. Specifically, we intend to build on survey results we have obtained from them prior to the conference and create research directions so that each institution’s collaborator has a specific task to complete at their own institution.

Learning Objectives:

1. Increase the awareness of PBL practitioners in the area of Impacts of Ontological and Epistemological Beliefs on various learning and programming issues
2. Facilitate opportunity for increased collaboration across institutions in the area of PBL facilitators’ ontological and epistemological beliefs

E2

Teaching & Learning of the UNMDG through PBL - a Universitas 21 Initiative

Colman McGrath, BDentSc, FDS, FMSc, MEd, PhD, Faculty of Dentistry, The University of Hong Kong, Hong Kong, HK China

An interactive session on the U21 UNMDGs initiative will be conducted whereby an educators' guide to implementing a UNMDGs 'course' within an existing PBL curricula will be presented. Specific details of the U21 UNMDGs activities framework and how to evaluate such an initiative will be discussed. Interactive opportunities on 'how', 'why' and 'what' to do, to enhance health science students awareness, understanding, internationalization and personal adoption of UNMDGs will take place.

Learning Objectives:

1. Increase awareness and understanding of the U21 UNMDGs initiative
2. Provide insight into an inter-professional PBL case (which dentistry has lead), that can be employed to contribute to the training of dental students with respect to the UNMDGs
3. Illustrate to participants how training in the UNMDGs can be conducted through an activities framework and how outcomes (attitudinal, knowledge and skills objectives) can be assessed

E3

Problem Based Learning at a University with Limited Resources

Kack-Kyun Kim, DDS, PhD, Professor, School of Dentistry, Seoul National University, Seoul, Korea

Faculty of Dentistry, International University, Cambodia, has limited resources in every respect to implement PBL. But students are very well-motivated to organize PBL on their own. We would like to discuss if PBL could be implemented properly and even proved to be an advisable pedagogy in such a condition.

Learning Objectives:

1. Describe the desirable pedagogy for a resource-poor school
2. Discuss the basic requirements for PBL

E4

Incorporating PBL in the Dental Admissions Process

Leandra Best, DMD, Clinical Assistant Professor, Oral Health Sciences, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada

Nancy Black, MSc, DMD, Clinical Assistant Professor, Oral Health Sciences, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada

Four years ago, the Admissions process in UBC Dentistry was changed to include an interactive PBL session with experienced PBL tutors. Consequently, the tutors' assessment results were incorporated into the overall admissions score. Early results of this change will be shared with participants.

Learning Objectives:

1. Discuss rationales for incorporating PBL in the admissions process
2. Explain the method implemented at UBC Dentistry
3. Describe the tutor and student observations

3:45 - 4:00pm

Room Change

4:00

Round Table Discussion F

An informal opportunity to share ideas around one of four thought-provoking questions.

F1

What forms of assessment do you use in PBL and what are your successes and challenges?

F2

How do you address tutor challenges (e.g. recruitment, retention, calibration, etc.)?

F3

How do you encourage tutors and students to give and receive constructive feedback?

F4

How do you select applicants who are likely to be successful in a PBL program?

6:30 - 7:00pm

Reception (one drink ticket provided)

7:00pm

Dinner (provided) (cash bar will be available)

8:30pm

Dessert & Coffee (provided) & Networking (cash bar will be available)

- 7:45 - 8:30am Registration open & Breakfast provided
- 8:30 - 10:30am **Panel: The Monetary and Educational Costs of a PBL program: Points For and Against (Including Q&A)**
Panel Facilitator: Grant Townsend, BDS, BScDent(Hons), PhD, DDSc, Professor of Dental Science, School of Dentistry, The University of Adelaide, Adelaide, South Australia
Panelists:
Charles Shuler, DMD, PhD, Dean, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada
T. Howard Howell, DDS, FACD, Dean of Dental Education, Harvard School of Dental Medicine; A. Lee Loomis Professor of Periodontology, Boston, MA, USA
Madeline Rohlin, DDS, PhD, Professor, Malmö University, Malmö, Sweden
- 10:30 - 10:45am Break - Exhibits open & Poster viewing
- 10:45 - 11:50am **Poster Discussion - All poster presenters are required to attend the poster discussion**
Facilitated by: Nancy Black and Leandra Best
- 11:50 - 12:00pm **Closing Remarks**
Charles Shuler, DMD, PhD, Dean, Faculty of Dentistry, The University of British Columbia, Vancouver, BC, Canada
- 12:00pm Adjourn (Delegates on their own for lunch)
- 3:00pm **UBC School of Dentistry Site Visit (Vancouver)**
(To be confirmed if sufficient number of participants are interested)

POSTER PRESENTATIONS & CONFERENCE COMMITTEE

On Saturday, September 24 from 10:45 - 11:50am, there will be a poster discussion where all poster presenters will be available to discuss and answer questions about their posters.

An Educational Tool To Capture Student Performance In PBL Curriculum Accounting For Inherent Class Diversity

Veerasathpurush Allareddy, BDS, MBA, MHA, MMSc, PhD, Instructor and Director of Predoctoral Orthodontic, Harvard School of Dental Medicine, Boston, MA, USA

Journal-Based Learning, Following on From PBL at the University of Hong Kong

Michael Botelho, BDS, MSc, FRADCS, MRD, RCS, PhD, Associate Professor, Prince Philip Dental Hospital, Sai Ying Pun, Hong Kong, China

Researching Multimodality in Problem-Based Learning (PBL)

Susan M Bridges, EdD, Dental Education, Faculty of Dentistry, The University of Hong Kong, Hong Kong, China

The Oral Ecosystem as a Model for Dental Education and Research

Julia R Davies, PhD, Associate Professor, Lecturer in Oral Biology, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

First-Year Interdisciplinary PBL Curriculum: Perceptions and Approaches to Learning of Japanese Students

Rintaro Imafuku, PhD Student, Faculty of Education, University of Hong Kong, Hong Kong, China

A Novel Approach to Assessing Alumni Perceptions about Core Skills of PBL

Nadeem Y Karimbux, DMD, MMSc, Assistant Dean for Dental Education, Harvard School of Dental Medicine, Boston, MA, USA

Healthcare Student Performance in an Inter-Professional Problem Based Learning Setting

Ryuta Kataoka, DDS, PhD, Associate Professor, School of Dentistry, Showa University, Tokyo, Japan

Problem Based Learning in Orthodontic Residency: Role of Resident Led Discussions on Performance

Nadeem Y Karimbux, DMD, MMSc, Assistant Dean for Dental Education, Harvard School of Dental Medicine, Boston, MA, USA

A Novel Approach to Student Clinical Evaluation in Clinical Settings at the Harvard School of Dental Medicine

Romesh P Nalliah, Instructor/Senior Tutor, Office of Dental Education, Harvard School of Dental Medicine, Boston, MA, USA

Transmitting Knowledge: How Students Construct PBL Group Learning

Vicki J Skinner, BA, BEd(Hons), PhD, Lecturer, Member of the Coordination Team for Dental Science & Practice 1 & 2, School of Dentistry, The University of Adelaide, Adelaide, South Australia, Australia

The Malmö Model: How to Achieve Future Sustainability in a Problem-Based Curriculum?

Claes Wickström, PhD, Researcher, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

Anna Ljunggren, PhD, Dentist, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

Jessica Neillands, PhD, Researcher, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

Liselotte Björnsson, PhD, Dentist, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

Evaggelia Papia, PhD Student, Dental Technician, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

Sofia Petré, PhD, Dentist, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

First- and Third-Year Students' Approaches to Learning in Two PBL Dental Curricula

Gunnel Svensäter, DDS, OdontDr, Academic, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

Madeleine Rohlin, DDS, Professor of Oral Radiography, Faculty of Odontology, Malmö University, Malmö, Skåne, Sweden

First- and Third- Year Students' Understandings of PBL from Two Dental Curricula

Tracey A Winning, BDS, GradDipHEd, PhD, Lecturer, Member of the Coordination Team for Dental Science & Practice 1 & 2, School of Dentistry, The University of Adelaide, South Australia, Australia

Employer's Perception of Competency of Graduates from HKU's Integrated PBL Dental Curriculum

Cynthia KY Yiu, BDS, MDS, PhD, Clinical Associate Professor, Faculty of Dentistry, The University of Hong Kong, Hong Kong, China

UBC DENTISTRY CONFERENCE COMMITTEE

Joanne N. Walton, DDS, Dip. Pros., FRCD(C), Conference Chair, Professor of Prosthodontics and Associate Dean, Academic and Student Affairs

Leandra Best, DMD, Clinical Associate Professor, Years 1 & 2 Coordinator

Nancy Black, MSc, DMD, Clinical Assistant Professor

Sandra Fastlicht, DDS, MS, Clinical Associate Professor, Year 3 Coordinator

Eli Whitney, DDS, Dip. Oral Med., Dip. Oral Path., FRCD(C), Assistant Professor, Year 4 Coordinator

PLEASE WRITE IN BLOCK LETTERS:

One registration form per person. Please photocopy if more are needed.

Dr. Ms. Mrs. Miss Mr. Professor

Last Name First Name Initials

Affiliation/Profession

Organization Name/Mailing Address

Mailing Address

City Prov/State Postal Code

Country Daytime Telephone Number/Local

E-Mail

No, I do not permit my email address to be shared on the participant list

Dietary Requirements (if any)

Yes, I require a formal letter of invitation

Concurrent Session Choices

Please refer to the program for session descriptions. *You must enter your 2 choices or YOU WILL NOT BE REGISTERED. Example shown in grey.*

	1 st Choice	2 nd Choice
Example:	<u> A1 </u>	<u> A4 </u>

Thursday, September 22, 2011

Please choose your 1st and 2nd choices for the Concurrent Sessions (A, B)

Session A:	_____	_____
Session B:	_____	_____

Friday, September 23, 2011

Please choose your 1st and 2nd choices for the Concurrent Sessions (C, D, E, F)

Session C:	_____	_____
Session D:	_____	_____
Session E:	_____	_____
Session F:	_____	_____

Yes, I am interested in attending the dinner (provided Friday)

Saturday, September 24, 2011

Yes, I am interested in the UBC Faculty of Dentistry Site Visit

The 7th International Conference on PROBLEM-BASED LEARNING (PBL) IN DENTISTRY ELEMENTS OF A SUCCESSFUL PROGRAM

We encourage you to register online as it is the fastest and most secure method. Online registration is available for Visa and Mastercard holders at:

www.dentistry.ubc.ca/pbl2011

Tuition Fees

Pre-registration prior to August 22, 2011 is strongly recommended to ensure you receive all conference materials. All rates are quoted in \$CAD and the tuition fee includes HST. Please use one registration form per person. The registration fee includes:

- Participation in all sessions
- A set of official publications
- Certificate of attendance
- Exhibition and poster viewing
- Coffee breaks and lunches (Thursday and Friday)
- Thursday wine & cheese reception (one drink ticket)
- Friday reception and dinner, including dessert and coffee (one drink ticket)

RATE AFTER JULY 15 2011:

Wednesday, September 21, 2011	<input type="checkbox"/> \$280CAD (250 + 12%HST)
Full Thursday - Saturday program	<input type="checkbox"/> \$730CAD (645 + 12%HST)
Thursday, September 22, 2011 ONLY	<input type="checkbox"/> \$325CAD (286 + 12%HST)
Friday, September 23 2011 ONLY	<input type="checkbox"/> \$325CAD (286 + 12%HST)
Saturday, September 24, 2011 ONLY	<input type="checkbox"/> \$150CAD (132+ 12%HST)

Total Payment = \$ _____

Method of Payment

We are unable to register anyone without one of the following:

*Payment by Credit Card *PLEASE DO NOT FAX CREDIT CARD INFORMATION**

1. Complete the full registration online at interprofessional.ubc.ca with your Visa or MasterCard
2. Fax the registration form to +1 604-822-4835 and indicate that you would like to pay with Visa or MasterCard. We will send you the secure on-line link to enter your credit card information
3. Register and pay over the phone: Local/International: +1 604-827-3112 or toll free within Canada/USA: 1-877-328-7744

Payment by Cheque

Please make your cheque payable to the University of British Columbia and send it along with complete registration form to:
Interprofessional Continuing Education, The University of British Columbia
Room 105 – 2194 Health Sciences Mall
Vancouver, BC V6T 1Z3 Canada

Alternative Payment Methods

Mail or fax complete registration form along with one of the following:

1. Signed purchase order (PO)
2. Letter of Authorization (LOA) from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager
3. Signed cheque requisition form (ChReq)

Please indicate below how you would like to pay

- Credit Card:** Please email me a secure on-line link to enter my credit card number
- Cheque:** Payment is enclosed with mailed registration form
- PO/LOA/ChReq:** Purchase order/letter of authorization/cheque requisition form is enclosed with faxed/mailed registration form