Introduction to PBL Case Practice

Margarita Zeichner-David, Ph.D.
Welcome DDS Class of 2023
PBL Orientation Sessions

- Introduction to PBL Case Practice
- Introduction to Library Resources
- Learning Needs Construction
- PBL Resource Selection
- Group Dynamics and Feedback
- Closing A Case
- Introduction to Assessments, Courses and Grades
- Triple Jump Orientation
Integrated Curriculum

1. Human Structure
2. Human Function
3. Human Behavior
4. Human Clinical Dentistry
What is a PBL case?

- The biomedical curriculum is delivered through PBL cases - each case is based on a virtual patient and is designed with specific learning objectives.

- Biomedical Sciences, previously known as Basic Sciences, include: Anatomy, histology, physiology, biochemistry, cell, molecular and developmental biology, immunology, microbiology, virology, genetics, pharmacology and pathology.

- Every PBL case integrates the structural, functional, behavioral, and clinical sciences.
Why we need to learn Biomedical Sciences?

Because they provide the foundational knowledge to understand diseases.

As Doctors in Dental Sciences, you will be treating patients, not only teeth, and some of those patients will have complicated systemic diseases.
**PBL PROCESS**

**STUDENT ROLES & RESPONSIBILITIES**

**FACILITATOR ROLES & RESPONSIBILITIES**

**HOW ARE STUDENTS ASSESSED**

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**Assessments in the first year of dental school:**

In the first year of dental school assessments will be comprised of the following: PBL Process Grades, Triple Jump Exercise, MCQ Examinations, COMBOT Examinations, Pre-Clinical/ Clinical Examinations. Figure 1 illustrates how learning activities are linked to the various assessments. Many of these assessments will be accompanied by some form of feedback to help the student improve his/her performance. Of equal importance, the results of these assessments will feed into the Euro courses in which the student is enrolled, ultimately determining his/her course grades. The rationale, timing, associated learning activities, course links and further guidance for these assessments can be found in Table 2. Further guidance for the various assessments follows.

![Assessment Diagram](image)

**Figure 1: Diagram of learning activities and their respective assessments**

- **Triple Jump (T3) or (P3)**
- **Combot**
- **MCQ**
- **Cases**
- **Pre-Clinical Sessions**
- **Clinical Exams**

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**Student Roles & Responsibilities in the PBL Group**

Graduate students are expected to take on roles and assume more responsibility as learners. Within PBL, students have specific roles to pay and responsibilities to meet individually, and in the group. These roles, especially student responsibilities, will be expanded upon in the sessions on program and group roles. However, for now, a general list of student roles and responsibilities in the PBL group include:

1. Serving in various group roles: reader, source and/or typist, session leader, and/or chair (if available)
2. Participating actively and at the level of group ability in all stages of the PBL process, including self and peer assessment
3. Avoiding practice discussions that are Learning Need Developments
4. Perceiving positive behaviors outlined in the PBL process guidelines, to the degree possible (self and Peer Evaluation)
5. Developing and maintaining good group dynamics, in self and by developing group ground rules
6. Providing the facilitator with constructive feedback on their facilitation

**Good Group Dynamics**

Establishing and maintaining good dynamics take work on the part of all group members. The benefits of having good group dynamics are many. The learning environment becomes more enjoyable and effective as group functions well together. Teamwork skills developed are useful in practicing dentistry, working in a practice or leading a team in an independent practice.

Good communication and interpersonal skills are paramount as is the good understanding that a group member’s role and responsibilities are defined and communicated. Particularly, group roles and responsibilities are defined and agreed upon by the group itself. In essence, getting the group to work in a self-regulated manner is the challenge and the key to the group process. If the group process, they will not replace the learning facilitation.

How to give feedback to the facilitator?

Your facilitator will have strengths and weaknesses, just as your facilitator acted as a student might have with other PBL Process skills. The program is designed to provide all participants with feedback on their performance so that students may reflect and contemplate change in the future. As such, all students take the responsibility to evaluate the facilitator after every case.

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**How is PBL done at Heriot-Watt School of Dentistry of University of Edinburgh**

The PBL Process at Heriot-Watt School of Dentistry is comprised of 7 steps and includes:

1. Fact Identification
2. Idea Generation
3. Learning Need Determination
4. Resource Collection
5. Application of Knowledge
6. Outcomes Assessment
7. Self and Peer Evaluation

These steps are modeled in large part on the Keele University PBL Seven Jump process, a process that is used widely in PBL health professions education (see, for example, Barrows, 1996). In the PBL School, Steps 1 through 6 occur in chronological order and are repeated in PBL cases that have more than one part. Steps 6 and 7 are completed upon completion of the PBL case and the facilitation activity. Each PBL case in the curriculum is examined using this process. Let’s look at each of the steps of the PBL Process at Heriot-Watt with the aim of understanding how and why each step is done. The description for each step may often be accomplished by additional learning documents.
To get started:

➢ Log on to the Case Library

https://dent-web10.use.edu/CaseLibrary

User ID: your USC email address

Password: your password or '12345' if this is your first time accessing the site

➢ You will only see Part 1 of these 5 parts case.
We work in small groups. Everybody has been assigned to a group.

Each group has a facilitator.

Learner Centered Education - The group (based on facts, ideas/hypothesis and discussions) identifies what needs to be learned from each case to understand the patient problems.

The facilitator will guide students in identifying the proper learning needs relevant to the case.
#2301: Verna Williams (5 parts), Weeks 2-4

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Students Role and Responsibilities

- Create rules for the group
- Read through the first part of the "Verna Williams" Case
- Identify the significant **Facts**
- Based on these facts, generate mechanistic oriented **Ideas /Hypotheses**
- Based on the Ideas/Hypotheses formulate **Learning Needs**
- Assign each group member a **Learning Need**
- Set a specific deadline for submission of LN packets to the group and facilitator (email? Google doc? Dropbox? Etc.)

*Deadline should provide enough time for all members of the group to read everybody's Learning Needs.*
IT SEEMS THERE IS A DIFFERENCE BETWEEN A "HYPOTHESIS" AND A "GUESSTIMATE."
Guide you throughout the case

Help you understand the process of learning in Learner Centered environment/Pedagogy

Answer questions pertaining the process

Provide comprehensive feedback:

- In identifying significant facts
- In generating researchable ideas/hypotheses
- In guiding you through learning need topics identification and specific gaps of knowledge
- In selecting proper resources
- In providing you feedback on your Learning Needs packets
- In giving you feedback about your performance for the case
More information

- Cases last from 2-3 weeks (3 to 6 parts)
- New case = new facilitator
- Case sessions are scheduled Mondays and Fridays
- Each case starts with a Pre-session (8-9 AM or 1-2 PM) with no facilitator
- Pre-sessions are designed for the group to teach and learn from each other by asking and answering questions related to their LNs
- Sessions (9-12 PM or 2-5 PM), with the facilitator, are designed to apply the knowledge acquired demonstrating a deeper understanding of what is going on with the patient and continuing the process of identifying facts, ideas and LN for the new part of the case.
More information

❖ The first case, 2301 - Verna Williams, starting next Monday is a PRACTICE case:

❖ Facilitators will participate more than in a typical case
❖ Facilitators will give you a grade for the case
❖ This grade DOES NOT contribute to your trimester grade
❖ Knowledge acquired from this case will be part of the Midterm exams (MCQ and COMBOT)

❖ MCQ & COMBOT final exams are NOT accumulative
Resource Sessions

- After each case there is a lecture with an expert on the topic:
  - Verna Williams
  - Dr. Elham Radan
  - September 24, 2019
  - 10:30-11:45 AM
  - Century Club

- After each MCQ/COMBOT exam, there is an exam review session
  - MCQ/COMBOT Midterms
  - Dr. Zeichner-David
  - November 6, 2019
  - 9-10 AM
  - Century Club
What will happen on the first day?

You will meet with your group in your designated room:

**Morning Groups:**

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<th>Facilitator</th>
<th>Room</th>
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<td>A1</td>
<td>Dr. Schmid</td>
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<td>WDL Study R2</td>
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<td>B1</td>
<td>Dr. Ahsan</td>
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<td>B3</td>
<td>Dr. Cui</td>
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<td>C1</td>
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<td>C2</td>
<td>Dr. Snead</td>
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<tr>
<td>C3</td>
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What will happen on the first day

You will meet with your group in your designated room:

### Afternoon Groups:

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<td>Dr. Ravindranath</td>
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TRAM Services Available to Students:

Intercampus Shuttles

- Students are encouraged to use the USC Intercampus Shuttles (ICS) made available for traveling between both campuses (UPC & HSC).

- Tram service is available all day with multiple travel times and is always free of charge.

For more detail visit:
http://transnet.usc.edu/index.php/bus-map-schedules/
Always check your USC e-mail

Margarita Zeichner-David, Ph.D.
D1 PBL Coordinator
zeichner@usc.edu

Malcolm Snead, D.D.S., Ph.D.
Chair, Biomedical Sciences Division (Division 5)
mlsnead@usc.edu

Mahvash Navazesh, D.M.D.
Associate Dean for Academic Affairs
Navazesh@usc.edu

Nasrin Bahari, Ph.D.
D2 PBL Coordinator
Bahari@usc.edu