

PBLD 2005: More Cases and More New Offerings Than Ever!

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The Problem-Based Learning Discussions (PBLD) program continues to expand to meet the needs and requests of our membership. Once again there was a record number of cases that were evaluated by members of the PBLD Committee. In order to include more of the superb and challenging cases that were submitted, the total number of offerings was increased to 149 cases, 70 percent of which will be presented for the first time.

We will again present each case twice during the meeting to enhance the opportunities for ASA members to attend sessions of their choice.

Although many cases were specifically chosen for presentation during one of the four designated tracks — critical care medicine, obstetric anesthesia, neuroanesthesia and cardiac anesthesia — there will be ample opportunities to participate in PBLDs pertinent to those subspecialties on nontrack days. Pain management, ambulatory and pediatric cases will be prominently represented, and there are increasing numbers of ethics, medicolegal and education offerings. Sessions about current topics such as anesthesia for bariatric surgery (in both pediatric and adult patients), obtaining informed consent, and complications that occur during endovascular and thoroscopic procedures appear alongside perennial favorites such as management of difficult airways and delivery of anesthetic care in nonoperating room locations.

The lower-cost refreshment sessions from 9:30 a.m. to 10:45 a.m. and 3:30 p.m. to 4:45 p.m. will continue to be offered along with the traditional 7:30 a.m. to 8:45 a.m. breakfast and 12 noon to 1:45 p.m. lunch forums. Sessions will be held at the Morial Convention Center.

Those who purchase PBLD tickets through preregistration will receive their “homework,” which consists of objectives, a case with leading questions and a reference list allowing adequate time for participants to develop their own approach to the clinical problem prior to the meeting. Pre-meeting preparation encourages involvement and helps each session to become a truly interactive discussion. Every registrant also will receive a CD-ROM that contains the entire PBLD program. We have continued to encourage that the model discussions occur in an expanded form. This increased scholarship of the discussions allows those not

present at a session to understand the objectives and salient issues involved in the case, as this promotes use of the cases as a teaching tool.

When PBLD attendees at previous meetings were questioned six months after their sessions regarding what they feel they had gained from the PBLD and how their practice has changed, a majority of participants said that they felt more “comfortable,” “knowledgeable” or “aware” of issues surrounding patient care. Having an increased ability to anticipate problems and/or complications as well as acquir-

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ing new strategies for future application were common responses when queried about what was gained during the discussion.¹

Consider experiencing the PBLDs for yourself, and see what you can glean from this exciting interactive educational opportunity.

Reference:

1. Rosenblatt MA. The educational effectiveness of problem-based learning discussions as evaluated by learner-assessed satisfaction and practice change. *J Clin Anesth.* 2004; 16:596-601.



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