



STOCKHOLM • 11-16 JUNE 2016

92nd CONGRESS

11th EUROPEAN ORTHODONTIC TEACHERS FORUM

Sunday June 12, 2016

Time 10.15 -14.00 hrs
Venue EOS Congress Venue Stockholmsmässan (located in Älvsjö)
Room Conference room T1, first floor (please double check the monitor in the congress centre)

Prior to the Forum Meeting you have to register for the EOS Congress, so please be on time. The registration desk of the EOS congress opens at 8.00hr.

10.00 – 10.15hr Registration for the Teacher’s Forum at the conference room
10.15 – 10.25hr Welcome and introduction (AK)
Minutes of the last meeting (Venice 2015) (AK)
10.25 – 10.30 hr Dr. Julian O’Neill
About professor Charles Bolender, after whom the EFOSA Award has been named

Workshop Teach the Teacher Fostering Resident Autonomy by Adopting a Coaching Approach to Teaching

by Ben Lommelen, Leuven, Belgium

10.30 – 10.35hr Introduction (GW)
10.35 – 12.00 00hr Ben Lommelen

The workshop will consist of plenary sessions and break-out group sessions with a coffee break in between

12.00-13.00hr Exercise in break-out groups
13.00 – 13.45hr Plenary report and discussion (Ben Lommelen, GW)
13.45 – 14.00hr Conclusions and take home messages (Ben Lommelen)
14.00 hr Closure of the meeting (GW)

Situational leadership

Depending on the characteristics of the situation and the resident, a different teaching style might be more effective. Hersey and Blanchard's theory on situational leadership helps you to choose the most appropriate leadership style.

The importance of supportive teaching

Introducing a formula from the scientific field of small group decision making research, the importance of a people based approach to teaching is emphasized, alongside an equally important task oriented orientation.

Implications for practice are discussed, introducing Pendleton's model for feedback in medical education.

Leary's interaction wheel: eight different approaches to teaching

According to Timothy Leary's theory, human behavior can be described most accurately and most parsimoniously according to two axes: dominance and communion. By combining these two axes, a circumplex structure of human behaviour emerges, enabling one to better understand human interaction. Moreover, this theory will help you to influence people to interact in a more agreeable and constructive way, allowing you to tackle challenging resident behaviour and to broaden your spectrum of teaching styles.

Contact details

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