



GENERALISTS

IN MEDICAL EDUCATION

THE THIRD NATIONAL CONFERENCE
for
GENERALISTS
IN MEDICAL EDUCATION

November 7-8, 1982
Dupont Plaza Hotel
Washington, D.C.



SUNDAY, NOVEMBER 7, 1982

9:30 A.M. REGISTRATION AND COFFEE

10:00 A.M. SPECIAL WORKSHOP (Four Hours)

Applications of Experiential Learning to Clinical Instruction

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|----------------------|------------------------------|
| Cherry McPherson | Women's College Hospital |
| Wayne Widdis | Fromkin - Van Horn - Handley |
| Phillip K. Fulkerson | Ohio State University |
| C. Benjamin Meleca | Ohio State University |
| Neil Staten | Ohio State University |

Historically, the clinical instruction component in medical education was one of the earliest instances of experiential learning in higher education. As current efforts in medical education are directed towards improving clinical instruction, it makes sense to re-examine instructional practices from the framework provided by experiential learning theory and to determine how to better organize and implement clinical instruction. Two experiential learning models will be applied by participants in the design and development of clinical instruction.

NOTE: PREREGISTRATION REQUIRED

FOCUSED INTERACTIVE SESSION

Faculty Development: Issues and Problems from the Viewpoint of the Faculty Developers

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| Julie G. Nyquist | University of Southern California |
| Muriel Wolkow | University of Southern California |
| Jerry Gates | National Medical Enterprises |

Brings together professionals experienced in faculty development for the purpose of developing a definitive list of the most significant issues and problems related to faculty development in the health sciences and to provide suggested resolutions or solutions for a subset of these issues/problems.

✓ **DESCRIPTIVE SESSION**

EVALUATION MODELS

George Nowacek, Moderator
University of Virginia

Close Encounters of the Fiscal Kind: Estimating Faculty Teaching Time

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| M. J. Peters | Southern Illinois University |
| Terrill A. Mast | Southern Illinois University |

Budget restrictions and current economic misery compel medical schools to determine specifically the fiscal, physical, and human resources necessary to educate students. To address the human resources question, a project to estimate faculty teaching time has begun. Methods and professional issues will be discussed.

A Practical Approach to the Evaluation of Faculty Development and Other Short-Term Training Programs

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| Kent J. Sheets | Michigan State University |
| Rebecca C. Henry | Michigan State University |

Presents the evaluation model and methods used to evaluate a faculty development program for family practice physicians. Discusses results of the evaluation and implications for future evaluation efforts with similar programs.

A Multi-Faceted Model for Course Evaluation

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| Lucy Milner | Bowman Gray |
| Gwendie Camp | Bowman Gray |
| Dennis Hoban | Bowman Gray |
| John Ureda | Bowman Gray |

Presents a multi-faceted model for the evaluation of new and revised courses; provides beginning and intermediate medical educators with a guide which is inexpensive, innovative in its use of traditional evaluation tools, and equal to the complexity of the courses it attempts to evaluate.

Outlines four consultant strategies for interacting with faculty clients. Addresses both the client's problem definition and the consultant's working style in determining product or process outcome. Concludes with administration of a self-assessment instrument for participants to determine their preferred consulting mode.

DESCRIPTIVE SESSION

DIRECTIONS IN STUDENT DEVELOPMENT

Judith Calhoun, Moderator
University of Michigan

Improving the Study Habits of Medical Students

Gwendie Camp

Bowman Gray

Includes description of the components of an individualized program to help medical students improve study habits. Features include assessing present study habits, time scheduling, arranging study environments, assessing quality of study time, self testing, improving both motivation and learning, reducing test anxiety, and enhancing test-taking strategies.

The Rutgers Medical School Family Medicine Tracking Program: A Research Methodology for Determining Curriculum Impact on Student Specialty Choice

Barbara E. Walls
Craig Rosevear

University of Medicine and Dentistry of New Jersey
University of Medicine and Dentistry of New Jersey

A tracking program was initiated in 1978 in the Department of Family Medicine-Rutgers Medical School. The Program is designed to examine: 1) demographic data of students entering Rutgers Medical School; 2) factors which influence specialization decisions and practice location preference; and 3) anticipated professional career activities.

4:30 P.M.

BUSINESS MEETING FOLLOWED BY RECEPTION

Terrill A. Mast, Presiding
Chairman, Steering Committee

6:30 P.M.

DINNER AND KEYNOTE ADDRESS

Howard S. Barrows
Southern Illinois University

MONDAY, NOVEMBER 8, 1982

8:00 A.M.

SKILL ACQUISITION SESSION

Problem-Based Learning Modules: (PBLM's) Teaching and Evaluating Patient Management Skills

Garfield C. Pickell
Phil V. Davis
Reed G. Williams

Southern Illinois University
Southern Illinois University
Southern Illinois University

The use of PBLM's, which are actual patient problems in a paper format, will be demonstrated and explained. Participants will learn to use these modules as educational tools by working through a patient problem in small groups.

FOCUSED INTERACTIVE SESSION

Interviewing and Communication Skills for Medical Students

Carol S. Hasbrouck
Larry A. Sachs
Emil Petrusa
Barbara Gerbert
Murray M. Kappelman

Ohio State University
Ohio State University
University of Texas Medical Branch, Galveston
University of California
University of Maryland

Focus is on curricular, methodological, and measurement issues related to developing, teaching and assessing interviewing and communication skills programs in medical schools. A practical orientation will be promoted so that participants will go beyond state-of-the-art discussions to idea generation and problem resolution.

SPONSORED BY

**The Division of Educational Development
University of Kentucky
College of Medicine**

and

**The Division of Medical Education and
The Office of Curriculum Affairs
Southern Illinois University
School of Medicine**

1981-1982 STEERING COMMITTEE

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SUNDAY, NOVEMBER 7, 1982

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|------------|---|---|---|
| 9:30 a.m. | Registration and Coffee (Plaza Room #218-219) | | |
| | SESSION | SESSION | SESSION |
| 10:00 a.m. | <i>Applications of Experiential Learning to Clinical Instruction</i> (Plaza Room #218-219) | <i>Faculty Development: Issues and Problems from the Viewpoint of the Faculty Developers</i> (Executive Room #215) | <i>Evaluation Models</i> (Capital Room #222) |
| 1:15 p.m. | (Special Workshop until 2:00 p.m.) | <i>The Socialization of Medical Educators</i> (Capital Room #222) | <i>Supportive Critiquing: Giving Faculty Feedback on Their Teaching Skills</i> (Executive Room #215) |
| 3:30 p.m. | <i>Directions in Student Development</i> (Plaza Room #218-219) | <i>Consultation in Medical Education</i> (Capital Room #222) | <i>Issues in Student Evaluation</i> (Executive Room #215) |
| 4:30 p.m. | Business Meeting (Plaza Room #218-219) Reception Suite #19720 | | |
| 6:30 p.m. | Dinner and Keynote Address (^{Embassy} Dupont Room - off lower lobby) | | |

MONDAY, NOVEMBER 8, 1982

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| | SESSION | SESSION | SESSION |
| 8:00 a.m. | <i>Problem-Based Learning Modules: Teaching and Evaluating Patient Management Skills</i> (Capital Room #222) | <i>Interviewing and Communication Skills for Medical Students</i> (Executive Room #215) | |
| 8:30 a.m. | | | <i>Teaching Improvement Projects</i> (Plaza Room #218-219) |
| 10:00 a.m. | <i>Multivariate Methods in Medical Education</i> (Capital Room #222) | <i>Using Principles of Adult Learning in Faculty Development and Clinical Teaching</i> (Plaza Room #218-219) | <i>How to Analyze Physician-Patient Interactions Involving Distressful Information</i> (Executive Room #215) |