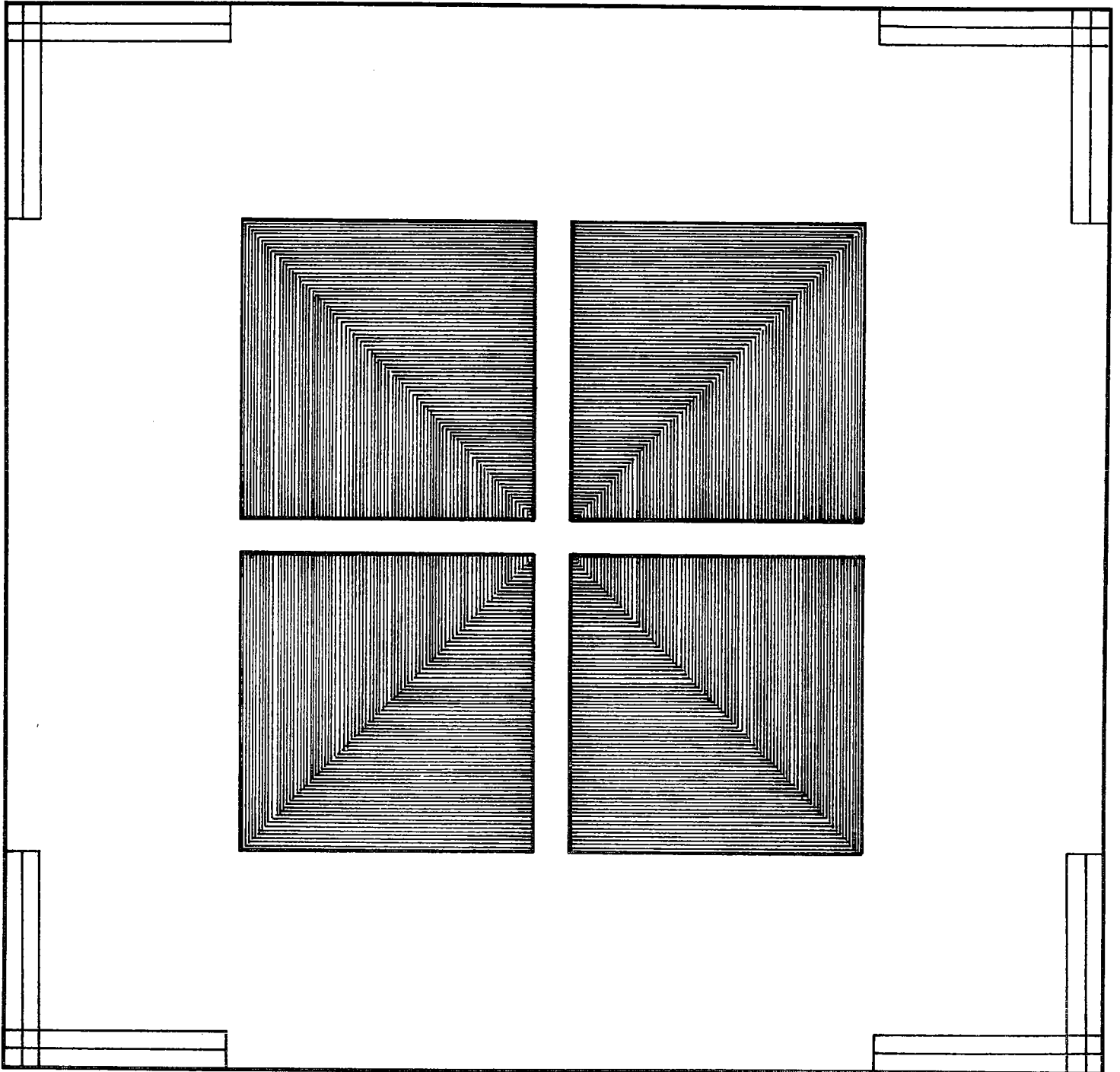


**The
Fourth National Conference
For Generalists
In Medical Education**



November 6-7, 1983

Dupont Plaza Hotel

Washington, D.C.



Purpose

The *Generalists in Medical Education* is an organization whose purpose is to provide opportunities for professional interchange and continuing professional development for its constituents. A generalist is defined as a person whose primary professional training is in education, instruction, psychology, evaluation or related disciplines and whose primary service responsibilities are in areas of faculty development, educational development or educational evaluation in an undergraduate, graduate or continuing medical education setting.

Sessions

Descriptive: These sessions will consist of several presentors providing overviews of projects, programs or strategies related to a common topic area. A single session consists of several presentors, each providing a 20-minute description of the topic, followed by a discussion among audience and presentors.

Focused Interactive: During these sessions a presentor will pose an issue, a theme, or a problem to the audience and then facilitate interaction regarding potential alternatives or solutions.

Skill Acquisition: Each of these instructional sessions involves a demonstration of particular skills or techniques aimed toward the accomplishment of specific learning objectives. These sessions should provide practical applications to participants for use in their own educational settings.



Evening Symposium on Medical Education Principal Discussant: LUDWIG W. EICHNA, M.D.

The 1983 Conference Planning Committee is pleased to announce that Dr. Ludwig Eichna has agreed to serve as the principal discussant at an evening symposium on medical education. Dr. Eichna is noted for having graduated twice from medical school, once before and once after a distinguished career in academic medicine. Upon his retirement from the chairmanship of the Department of Medicine at the State University of New York Downstate Medical Center in 1974, a position held for fourteen years, Dr. Eichna enrolled as a full-time student and graduated with his class in 1979. His perceptions of the problems in medical education, as reflected in publications in the *New England Journal of Medicine*, have sparked the interest of many leading medical educators and have been the source of much discussion ever since.

Dr. Eichna received his initial M.D. degree from the University of Pennsylvania in 1932, completed a medicine residency at the University of Pennsylvania Hospital in 1935 and completed a fellowship in medicine at Johns Hopkins Hospital in 1940. Prior to serving as chairman from 1960-1974, he had been a full-time faculty member in the Department of Medicine at Downstate Medical Center for twenty years.

Dr. Eichna's experiences as academic clinician, administrator and medical student contribute significantly to his views on medical education; his insights are invaluable.

Serving as discussants for Dr. Eichna's talk will be the associate deans for curriculum at each of the two schools sponsoring this year's conference. Both Dr. Jarecky and Dr. Kitay are well known among their colleagues, particularly for their views on the changes needed in medical education and the processes involved in effecting such change. The dialogue among these three men should be provocative.

Sunday, November 6, 1983

8:00-8:30 a.m. Board & Capital Rooms

Registration and Coffee

8:30-9:00 a.m. Plaza Room

Business Meeting/Welcome

Conference Orientation	<i>Lynn Curry</i>	Dalhousie University
	<i>Emil Petrusa</i>	The University of Texas Medical Branch
	<i>John Markus</i>	The University of Texas Medical Branch

International Educational Clearinghouse	<i>Marilyn Appel</i>	Medical College of Pennsylvania
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9:15-11:00 a.m. Executive Room

Focused Interactive Session

"Resident Evaluation"

<i>Neal Whitman</i>	University of Utah
<i>Lawrence J. Lutz</i>	University of Utah
<i>Charles E. Payton</i>	University of Utah
<i>Thomas L. Schwenk</i>	University of Utah

Participants will become familiar with resident evaluation issues so that they will work toward improving resident evaluation in their own programs. Methods for involving participants include role play, responses to challenge questions, and discussions of proposed evaluation forms and systems.

9:15-11:00 a.m. Gallery Room

Skill Acquisition Session

"Alternative Teaching Strategies for Effective Telephone Encounters"

<i>Peter Curtis</i>	University of North Carolina
<i>Madeline P. Beery</i>	University of North Carolina
<i>Nathan Berolzheimer</i>	University of North Carolina
<i>Susan Evens</i>	University of North Carolina

Telephone Medicine is an important but overlooked aspect of medical care. Demonstrations via video and audio vignettes will generate discussion of the "core issues." Three teaching strategies to teach these concepts will be demonstrated and discussed.

9:15-11:00 a.m. Plaza Room

Descriptive Session

● **Developments in Interdisciplinary Teaching and Evaluation**

Glen Fleming, Moderator
Medical University of South Carolina

"Enhancement of a Physical Diagnosis Course: Stimulated Recall for Instruction"

<i>Sue Fosson</i>	University of Kentucky
<i>Craig Kaplan</i>	University of Kentucky

A pilot project, consisting of a videotaped clinical patient interview for use in a stimulated recall session, was conducted to assist students to better achieve the objectives of a physical diagnosis course. The purpose was to facilitate the teaching of investigational strategies used by physicians and to illustrate appropriate interview behavior.

"The Integrative Course — An Approach for Integrating Medical Knowledge, Medical Problem-Solving, Communication and Physical Examination"

<i>Suzanne M. Kurtz</i>	University of Calgary
<i>Henry Mandin</i>	University of Calgary
<i>Peter Harasym</i>	University of Calgary

An innovative course designed to integrate clinical and cognitive content of early medical training, to provide training for giving information to patients, and to bridge the gap between preclerkship training and clerkship will be described. An exchange of ideas about problems of integration will be encouraged.

"Evaluating Student Performance Using a Multiple Stations Approach"

<i>Michelle L. Marcy</i>	Southern Illinois University, Springfield
<i>Debra A. DaRosa</i>	Southern Illinois University, Springfield
<i>Charlotte A. Paolini</i>	Southern Illinois University, Springfield

The ways in which a multiple stations approach can be used to assess students in several aspects of clinical competence during preclinical and clinical years will be described.

11:15 a.m.-12:30 p.m. Gallery Room

Descriptive Session

● Issues in Student Development

Joni Spurlin, Moderator

The University of Texas Medical Branch, Galveston

“What Are the Components of Student Stress? The Construction of a Stress Scale”

Shirley Nickols Fahey University of Arizona

Lisa I. Leiden University of Arizona

Marilyn Heins University of Arizona

The steps involved in constructing an instrument to measure self-reported stress among medical students and their cohorts in other professional and graduate schools will be detailed. Previous literature on the underlying dimensionality of the concept of “stress” will be followed by a discussion of the sources of stress identified in this study.

“Changes in Student Study Habits”

Gwendie Camp Bowman Gray

Henry T. Frierson, Jr. University of North Carolina

A sample of beginning medical students completed the Study Skills Assessment Inventory before and after 12-14 weeks of classes. Several instructional sessions on effective study and test-taking techniques were held between pretest and matriculation. Changes noted in several study practices could be related to instruction effects and to time pressures.

11:15 a.m.-12:30 p.m. Plaza Room

Descriptive Session

● Faculty Development Techniques

Carole J. Bland, Moderator

University of Minnesota

“Modular Packages for Faculty Development”

Muriel Wolkow University of Southern California

Julie G. Nyquist University of Southern California

Problem solving units in faculty development are being developed for use by clinical departments. This series of instructional packages includes units in the areas of teaching, instructional design, evaluation and use of media. The development, appropriate use and assessment of effectiveness will be discussed.

“Teaching Research Skills to Clinical Faculty”

Rebecca C. Henry Michigan State University

William Anderson Michigan State University

Michael Massa Michigan State University

A practical strategy for medical educators to teach research skills to physicians will be presented. A research workbook to guide physicians in their independent research efforts will be shared with conference participants as one successful strategy for developing physician research skills.

11:15 a.m.-12:30 Executive Room

Descriptive Session

● Evaluation Models

Larry Sachs, Moderator

Ohio State University

“Assessing the Effectiveness of an Elective Prenatal Program for First Year Medical Students”

W. Russell Wright Southern Illinois University, Carbondale

Donna R. Falvo Southern Illinois University, Carbondale

A quasi-experimental method for assessing the effectiveness of an educational program that does not lend itself to evaluation by a true experimental design method will be presented.

“Application of the Descriptive-Correlational-Experimental Loop to the Study of Clinical Teaching”

Donn Weinholtz University of Iowa

An overview of how multiple research strategies are being combined, in sequence, to study clinical teaching during attending rounds. The results of a descriptive study, a description of a current correlational study, and an explanation of a future experimental study will be highlighted. Implications for improving teaching practice will be examined.

1:30-2:45 p.m. Gallery Room

Descriptive Session

● **Innovative Curricular Design**

Abdul W. Sajid, Moderator
The University of Texas Medical Branch, Galveston

“An Introductory Curricular Unit Promoting an Interdisciplinary Approach to Learning and Problem-Solving in Medicine”

John H. Caster Southern Illinois University, Carbondale
Eugenie Gatens-Robinson Southern Illinois University, Carbondale
Roger E. Robinson Southern Illinois University, Carbondale

An introductory course unique in its emphasis on interdisciplinary modules, integration of behavioral science and humanities, problem based and experiential learning and use of simulated patients will be described. An overriding systems theory structure consistent with Engel's biopsychosocial model is used as the matrix to mix discipline content.

“The Development and Implementation of a Community Responsive Curriculum Program”

Judith Wright Mercer University
Diane Heestand Mercer University

The development and implementation of a four-year segment of a problem-based, student-centered curriculum in a community-based school will be described. Specifically highlighted will be the Community Responsive Curriculum Track (Circuit) which provides students the opportunity to experience and study a rural community.

1:30-3:30 p.m. Executive Room

Skills Acquisition Session

“A Researcher's Introduction to Sample Size Estimation”

Thomas W. Woolley Quillen-Dishner College of Medicine

General concepts of sample size estimation will be presented. Specific techniques for two research situations commonly adopted by medical education and clinical and basic science investigators will be demonstrated. Discussion will center on the consequences of conducting a study with an inadequate sample. Generalists at beginner and intermediate levels of research expertise are encouraged to attend.

1:30-3:30 p.m. Plaza Room

Focused Interactive Session

“Evaluative Feedback to Students During Clerkships”

Terrill A. Mast Southern Illinois University, Springfield
Judith G. Calhoun University of Michigan
John D. Engel MacNeal Memorial Hospital
M. Brownell Anderson Southern Illinois University, Springfield
Sue Ann Mertz Southern Illinois University, Springfield
Medical student Georgetown University

The purpose of the session is to stimulate generalists who work with clerkships to increase the evaluative feedback provided to students during those clerkships. Four currently used feedback methods will be presented; a medical student's reaction will be given; and group discussion will follow.

5:00-6:30 p.m.

Reception

6:30 p.m.

Dinner/Medical Education Symposium

Ludwig W. Eichna, M.D.

Roy K. Jarecky, Ed.D. University of Kentucky
Associate Dean for Academic Affairs

Julian I. Kitay, M.D. The University of Texas Medical Branch, Galveston
Associate Dean for Curricular Affairs

Monday, November 7, 1983

8:45-10:45 a.m. Gallery Room

Skill Acquisition Session

“The Role of the Generalist in the Use of Simulated Patients”

Michelle L. Marcy Southern Illinois University, Springfield
Ann Masters Ogden Southern Illinois University, Springfield
Phillip V. Davis Southern Illinois University, Springfield

Several ways in which generalists can contribute to simulated patient programs will be discussed; particular attention will be given to the role of a trained observer during simulated patient encounters. Participants will develop rating sheets for use in a clinical simulation and will use them while observing a simulated student/patient interaction. Discussion will follow.

8:45-10:45 a.m. Capital Room

Skill Acquisition Session

“The Generalist as an Evaluation Consultant: Strategies for Success”

Julie G. Nyquist University of Southern California

The process of effective consulting, including how to avoid pitfalls and how to develop and conduct tailored evaluation workshops will be the focus of this session. Particularly benefited will be the beginner or intermediate-level generalist who seeks to become more effective in assisting clinical departments in improving the assessment of student or resident performance.

8:45-10:45 a.m. Executive Room

Focused Interactive Session

“Curriculum Evaluation: A Stakeholder Approach”

Lynn Kerbeshian University of North Dakota

Dwayne Ollerich University of North Dakota

The role of the consultant in shaping a curriculum evaluation is illustrated with a case study in which principles of the stakeholder model are applied. Emphasis is on utilization of results as the criterion of success. Participants will generate “responsive” suggestions to shared problems and appraise the usefulness of this model.

9:00-10:45 a.m. Plaza Room

Descriptive Session

- Multiple Uses of Computer Technology in Medical Education

George Nowacek, Moderator

University of Virginia

“A Test Item Bank: Deposits and Withdrawals”

Lucy Milner Bowman Gray

Craig Harston Bowman Gray

Doris Saleeby Bowman Gray

Marian Wolfe Bowman Gray

A presentation of the initial implementation and the continuing evaluation of a computerized test item bank. Unexpected technical pitfalls, and the bank’s potential for addressing student and curriculum evaluation issues will provide the focus for discussion.

“Use of Computer-Assisted Instruction with Interactive Video”

Michael K. Magill University of Arizona

Meg Van de Velde University of Arizona

The current use of computer-assisted instruction (CAI) in academic medicine will be described. Strengths and weaknesses of CAI will be explored and an innovative, model-based approach to the development of self-instructional programs for medical students, using a combination of media technologies, will be presented.

“Data-Based Curriculum Management: A Case History”

David W. Brewer Southern Illinois University, Carbondale

Roger Robinson Southern Illinois University, Carbondale

John H. Caster Southern Illinois University, Carbondale

The development and implementation of a data-based curriculum management system will be described. The institutional needs which led to the creation of the system will be examined. Discussion will center around how similar curricular needs at other medical schools can be met by the adoption of a computerized management system.

11:00 a.m.-Noon Plaza Room

Business Meeting/Closure

Election of Officers

Lynn Curry

Dalousie University

Jayne Middleton

University of Kentucky

Conference Feedback

Planning Committee for Chicago, 1984



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The Office of Educational Development
The University of Texas Medical Branch, Galveston
and
The Division of Educational Development
University of Kentucky College of Medicine

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<i>Lynn Curry</i>	Dalhousie University
<i>Helen Hicks-Baker</i>	Ohio University, College of Osteopathic Medicine
<i>John Markus</i>	The University of Texas Medical Branch, Galveston
<i>Terrill Mast</i>	Southern Illinois University
<i>Jayne Middleton</i>	University of Kentucky
<i>George Nowacek</i>	University of Virginia
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<i>Paul Repicky</i>	San Diego
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1983 Conference Planning Committee

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<i>John Markus</i>	The University of Texas Medical Branch, Galveston
<i>Emil Petrusa</i>	The University of Texas Medical Branch, Galveston
<i>Connie Kohler</i>	University of Kentucky
<i>Jayne Middleton</i>	University of Kentucky

Special Program Contributors

<i>Madeline Beery</i>	University of North Carolina
<i>Barbara Gerbert</i>	University of California, San Francisco
<i>Peter Harasym</i>	University of Calgary
<i>Ilene Harris</i>	University of Minnesota
<i>Carol Hasbrouck</i>	Ohio State University
<i>J. Dennis Hoban</i>	Bowman Gray
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<i>Ronald Krol</i>	Medical College of Ohio
<i>John Littlefield</i>	The University of Texas Health Science Center, San Antonio
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<i>Kent Sheets</i>	University of Michigan
<i>Christine Vu</i>	Southern Illinois University
<i>Donn Weinholtz</i>	University of Iowa