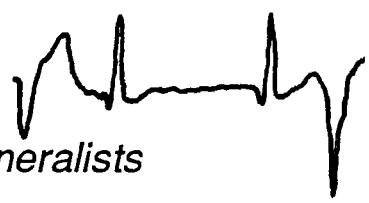




*The Eighth Annual
Conference for Generalists
in Medical Education.*



IMPLEMENTING GPEP:

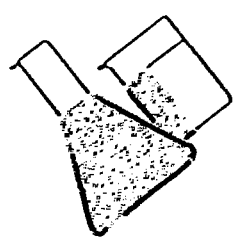


Sunday, November 8

Monday, November 9

The Embassy Row Hotel

Washington, D.C.



**MEDICAL EDUCATORS FOR
THE TWENTY-FIRST CENTURY**



WHO ARE THE GENERALISTS IN MEDICAL EDUCATION?

The Generalists in Medical Education seek to provide opportunities for professional interchange and development. A Generalist is a medical educator whose teaching, service, or research includes the areas of instructional design, curriculum development, faculty development, evaluation, testing and measurement, or student services in undergraduate, graduate, or continuing medical education. The Annual Conference offers an opportunity to exchange ideas and share knowledge with other Generalists to enhance our effectiveness in the medical education community.

CONFERENCE SESSIONS

Problem-Solving: These sessions are designed for intensive discussion focused on a particular issue, theme, or problem. The presenter provides stimulus material and organizes small-group interaction on the topic. At the end of the small-group sessions, the groups share their ideas and develop a summary statement.

Skill Acquisition: In these sessions, presenters teach particular skills or techniques. Specific learning objectives provide the Generalist with increased competence in an area of medical education. Typical topics include consulting, measurement, evaluation, research, data analysis, or curriculum, instructional, or faculty development.

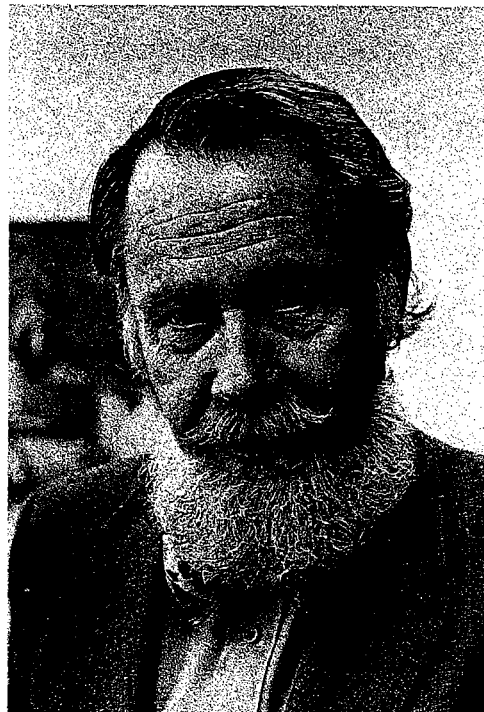
Descriptive: These sessions feature several presenters providing overviews of projects, programs, or strategies in a common area. A session typically includes three presentations followed by discussion and exchange. A moderator helps to facilitate the discussion.

Demonstration and Discussion: This new format focuses on educational technologies such as computers. Since it is difficult to provide enough equipment for individual practice and feedback, these sessions provide skill building through demonstration of new technologies and discussion of their use and impact in medical education.

KEYNOTE SPEAKER: August G. Swanson, M.D.

Our keynote speaker, Dr. August Swanson, will address the challenges we face in implementing recommendations from the General Professional Education of the Physician (GPEP) report and discuss the role of medical educators in preparing physicians for the twenty-first century.

Dr. Swanson is uniquely suited to address this topic, having served as Project Director for the Association of American Medical Colleges GPEP Project. Since joining the AAMC in 1971 as Director of the Department of Academic Affairs, he has directed a number of educational projects including the Task Force on Graduate Medical Education and the Conference on the Clinical Education of Medical Students. A graduate of Harvard Medical School, Dr. Swanson currently chairs the Kaiser Family Foundation Advisory Committee for the Harvard New Pathway Program.



SUNDAY, NOVEMBER 8, 1987

Welcome and Orientation

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

S. Dennis Baker and Mary Pat Mann
1987 Conference Co-Chairs

Problem-Solving: Teaching in Outpatient Settings

9:00 - 11:00 a.m.
Continental Room

Paula Butterfield, C. Benjamin Meleca, Robert E. McArtor
Ohio State University College of Medicine
Susan Labuda Schrop, Ellen Whiting
Northeastern Ohio College of Medicine

Teaching in an ambulatory setting is becoming a matter of necessity. This session is designed to generate ideas and suggestions for medical educators interested in improving (or developing) ambulatory clinic teaching programs, with a focus on three areas: designing curriculum objectives appropriate for outpatient settings, determining faculty development needs, and establishing evaluation approaches.

Descriptive: Philosophy, Organization and Functions of Medical School Curriculum Committees

9:00 - 10:00 a.m.
Board Room

Moderator: Larry Sachs, Ohio State University College of Medicine

William D. Hendricson, Michael S. Katz, Leslie J. Hoy
University of Texas Health Science Center - San Antonio

In response to GPEP recommendations concerning academic leadership, a questionnaire was mailed to 150 North American medical schools (62% response) to identify how curriculum committees fit into the process of educational decision-making. The results indicate the prevailing patterns of curricular authority and committee organization, operational philosophies, how frequently various curricular planning/review tasks are performed, and perceived committee impact.

Descriptive: Evaluation of Student Learning

10:00 - 11:00 a.m.
Lincoln Room

Moderator: Franklin Medio, Chicago College of Osteopathic Medicine

A Case-Based Instrument for Evaluating Basic Science Content and Clinical Reasoning Skills

David W. Brewer, Southern Illinois University School of Medicine

This session will detail the development and implementation of an instrument for 1) assessing students' clinical reasoning/problem-solving skills and knowledge of basic science content in the context of a clinical situation and 2) developing profiles of students' data bases and clinical reasoning skills from a single instrument.

Assessing Competency: An Institutional Approach

Linda Rogers, Andy Payer, John Markus
University of Texas Medical Branch at Galveston

Session will describe an institutionally-based, inductive approach to competency assessment for fourth-year medical students. Quantitative and qualitative information gathered on the exercise thus far will be presented. Issues regarding the viability of this approach in other traditional schools and as an alternative method for designing assessment will be discussed.

SUNDAY, NOVEMBER 8, 1987

Keynote Address and Luncheon

11:30 a.m.-1:00 p.m.
The Wintergarden

August G. Swanson, M.D., Vice President for Academic Affairs
Association of American Medical Colleges

Problem-Solving:

**Basic Science Faculty Development To
Promote Self-Directed, Active Learning**

1:15 - 3:15 p.m.
Continental Room

Phyllis Blumberg, E. Jane Williams, Joel A. Michael, Colin G.D. Morley
Rush Medical College

This session will present and discuss issues related to promoting change so that basic science faculty can guide students to become self-directed, active learners. Participants will discuss curricular components as well as faculty development needed for such change. Implementation of these techniques at home institutions will be discussed.

***Descriptive:* Individual Institutions Respond to GPEP**

1:15 - 3:15 p.m.
Board Room

Moderator: M. Brownell Anderson, Association of American Medical Colleges

An Innovative Parallel Curriculum Track as a Model for Implementing GPEP Recommendations

Gwendie Camp, Bryant Kendrick
Bowman Gray School of Medicine of Wake Forest University

One strategy for implementing GPEP recommendations is described. A "parallel" curriculum at one medical school provides a model for change which can be evaluated and adopted by or adapted to the "regular" curriculum. The presentation will focus on the process of institutional innovation and how specific changes accomplish GPEP recommendations.

Responding to Perceived Needs of the Twenty-First Century Through GPEP: A Case Study in Curriculum Design

Diane E. Heestand, Barbara Adams, Beverly Templeton
Mercer University School of Medicine

This presentation will describe the implementation of numerous GPEP recommendations in a new curriculum, the failure to implement other GPEP recommendations, and anticipated refinements in the curriculum.

Introduction to Human Health and Illness: Implementation and Evaluation of a New Program

Sharon K. Krackov, Jules Cohen
University of Rochester School of Medicine

This presentation describes Introduction to Human Health and Illness (IHII), a new program based on whole-case study that is designed to enable students to think broadly about patients' problems. Comprehensive formative program evaluation monitors the implementation of IHII by providing feedback that enables faculty to modify the instructional format and content.

SUNDAY, NOVEMBER 8, 1987

Skill Acquisition: An Introduction to Methods For Setting Standards 1:15 - 3:15 p.m.
Lincoln Room

John J. Norcini, Judy A. Shea, Louis J. Grosso
American Board of Internal Medicine

This session will present several techniques for setting standards. Special attention will be paid to application of these methods to situations where large numbers of equivalent standards are needed, and where less traditional item formats are used. Participants will have the opportunity to practice using one of the methods presented.

Demonstration & Discussion: Computers in Medical Education 3:30 - 5:30 p.m.
Continental Room

Implementing Computers in the Curriculum: Problems and Strategies in Responding to GPEP

Helen H. Baker, S. Dennis Baker
Ohio University College of Osteopathic Medicine

The goal of this session is to demonstrate some of the commercial medical software programs appropriate for teaching and learning in the clinical setting and to share ideas on how these programs can be implemented in the curriculum. Participants will be asked to share experiences and thoughts regarding computer implementation at their institutions.

Introduction to Interactive Videodisc: Applications in Medical Education

Doug Mann, Dan Johnson
Ohio University College of Osteopathic Medicine
William Logan, East Carolina University School of Medicine
James A. Pearsol, Ohio State University College of Medicine

Applications of interactive videodisc technology in medical education include computer-assisted instruction (CAI) and visual databases. Several projects, a variety of hardware, and a Macintosh autoring system will be demonstrated. The basic characteristics of interactive videodiscs will be explained. Options for containing project costs will be discussed.

Descriptive: Clerkship Innovations 3:30 - 5:30 p.m.
Board Room

Moderator: Elizabeth Krajic Kachur, Interfaith Hospital, Brooklyn

A Partnership System For Student-Physicians

Louise Arnold, Julia Duckwall, T. Lee Willoughby, E. Virginia Calkins, Stephen Hamburger
University of Missouri-Kansas City School of Medicine

A videotape documentary of medical-student pairs in clinical, academic, and informal settings illustrates results of a study of the processes and outcomes of a partnership system designed to help students to learn and to build positive professional relationships. It suggests steps other institutions might take to adopt the system.

Computer Conferencing for Medical Students: A Practical Approach for Curriculum Integration

Sharron J. Love, Kenneth A. Frank, Jocelyn D. Ten Haken, Judith G. Calhoun, Mel L. Barclay
University of Michigan Medical School

A description of the development, organization and management of a computer conference designed specifically for medical students will be presented. The types of issues addressed by conference participants, including academic, administrative, and social, as well as departmental and institutional utilization of the conference will be discussed.

SUNDAY, NOVEMBER 8, 1987

Clinical Electives and the Competition for Residencies

Cecilia M. Roberts, University of Illinois College of Medicine at Peoria

This presentation deals specifically with Conclusion 4, Recommendation 5 of the GPEP Report. The Class of 1987 was instructed that a maximum of two electives in the same sub-specialty would be approved. Despite fears to the contrary, results show that the overwhelming number of students obtained residencies, even in the most competitive disciplines, at programs where they had not done elective rotations.

Problem-Solving: Developing a Personal Research Agenda

3:30 - 5:30 p.m.
Lincoln Room

Julie G. Nyquist, Jerry D. Gates, Muriel Wolkow
University of Southern California School of Medicine

Generalists sometimes report feeling more like work horses than scholars, expending great effort but feeling uncertain about the contribution they are making to the "field." This session will address part of that problem. The focus will be on issues related to developing an individual research agenda and accompanying action plan.

Reception

5:45 - 7:45 p.m.
The Wintergarden

MONDAY, NOVEMBER 9, 1987

**Continental Breakfast and Panel Discussion:
Structuring the Clinical Experience**

7:30 - 8:30 a.m.
The Wintergarden

Moderator: Gwendie Camp, Bowman Gray School of Medicine of Wake Forest University

Panel: Peter A. J. Bouhuijs, Rijksuniversiteit Limburg, Maastricht, The Netherlands
Emil R. Petrusa, University of Texas Medical Branch at Galveston
David M. Irby, University of Washington School of Medicine, Seattle

Changes in the health care system as well as changing expectations for medical education (summarized in the GPEP Report) require innovations in clinical education programs. This session will present three relevant models for clinical education and will allow participants to explore benefits and barriers related to these and other innovative models.

**Problem-Solving: Evaluating Programs That Foster
Humanistic Qualities in Medical
Trainees: Process, Problems, and Promise**

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

Lila G. Croen, Steven Hahn, Robin Kupfer
Albert Einstein College of Medicine
Janet Bickel, Association of American Medical Colleges
Linda Blank, American Board of Internal Medicine

Following a brief presentation of efforts to evaluate humanistic qualities and/or training programs for medical students and house officers, participants will divide into small groups to 1) discuss work in progress, 2) identify problems inherent in evaluating such programs, and 3) develop strategies for addressing these problems. The total group will then review the problems and attempt to develop a consensus about feasible approaches to them.

MONDAY, NOVEMBER 9, 1987

Descriptive: Working With Faculty: Approaches to Innovation

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

Moderator: Judith Calhoun, University of Michigan Medical School

Faculty Development For Problem-Based Learning in Medical Education: Gearing Up and Getting Going

S. Bryant Kendrick, Jr., Michael Tytell
Bowman Gray School of Medicine of Wake Forest University

This session will review the approach to faculty development instituted by the Bowman Gray School of Medicine as a component of its new Parallel Curriculum, a problem-based approach to medical education. The theoretical and practical issues involved in developing effective tutors from the central concerns of this presentation.

Internal Review of a Basic Science Curriculum: A Responsive, Client-Centered Approach

John F. Markus, Andrew F. Payer, Abdul W. Sajid
University of Texas Medical Branch at Galveston

Following GPEP, an internal review of a traditional school's pre-clinical curriculum was conducted over a three year period. An interdisciplinary committee employed qualitative (stakeholder) evaluation methods involving large numbers of faculty and students. Methods, findings and implications of the process will be discussed from the perspectives of both the curriculum committee chair and the evaluator who served ex officio on the review committee.

How to Successfully Design Curricular Interventions on Demand: The Cancer Conference as an Example

Jerry D. Gates, Julie G. Nyquist
University of Southern California School of Medicine

This presentation will focus on a process for development of curricular interventions to meet specific needs for proposed projects or ongoing educational programs. The process will be described using as an example, the development of interventions to improve the educational effectiveness of hospital cancer conferences.

Skill Acquisition: Assessing Attitudes: An Introduction to Why, How, and What To Do

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

Lynn Kerbeshian, University of North Dakota School of Medicine

Few schools make plans to ensure acquisition of "values and attitudes that promote caring and concern for the individual and for society" through instruction or evaluation. This session for beginners will review several methods of attitude assessment that have been utilized, examine the advantages and disadvantages of each, allow practice, and suggest applications.

Business Meeting and Conference Closure

11:00 - 11:30 a.m.
Continental Room

Carol Hasbrouck, 1987 President
James A. Pearsol, 1988 President

	Continental Foyer	Continental Room	Board Room	Lincoln Room	The Wintergarden
SUNDAY					
8:00 a.m.	Registration				
9:00 a.m.		Welcome			
10:00 a.m.		PROBLEM-SOLVING Teaching in Outpatient Settings	DESCRIPTIVE Curriculum Committees		
11:00 a.m.				DESCRIPTIVE Evaluation of Learning	
12:00 m.					Keynote Lunch
1:00 p.m.					
2:00 p.m.		PROBLEM-SOLVING Basic Science Faculty Development	DESCRIPTIVE Individual Institutions Respond to GPEP	SKILL ACQUISITION An Introduction to Methods for Setting Standards	
3:00 p.m.					
4:00 p.m.		DEMONSTRATION Computers in Medical Education	DESCRIPTIVE Clerkship Innovations	PROBLEM-SOLVING Developing a Personal Research Agenda	
5:00 p.m.					
6:00 p.m.					Reception
7:00 p.m.					
8:00 p.m.					
MONDAY					
7:00 a.m.					
8:00 a.m.	Registration				Breakfast Panel
9:00 a.m.		PROBLEM-SOLVING Evaluating Programs that Foster Humanistic Qualities	DESCRIPTIVE Working with Faculty: Approaches to Innovation	SKILL ACQUISITION Assessing Attitudes	
10:00 a.m.					
11:00 a.m.		Business			
12:00 m.					

sponsored by

THE OHIO UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE

PROPOSAL REVIEWERS

William Anderson	Michigan State University
Phyllis Blumberg	Rush Medical College
David Brewer	Southern Illinois University School of Medicine
Norma Daniels	Ohio University College of Osteopathic Medicine
Debra DaRosa	Southern Illinois University School of Medicine
Diane Heestand	Mercer University School of Medicine
Lynn Kerbeshian	University of North Dakota School of Medicine
John Littlefield	University of Texas Health Science Center, San Antonio
Terrill Mast	Southern Illinois University School of Medicine
Franklin Medio	Chicago College of Osteopathic Medicine
Jayne Middleton	University of Kentucky College of Medicine
Candice Rettie	University of Texas Medical Branch
Boyd Richards	Bowman Gray School of Medicine of Wake Forest University
Deborah Rugg	Carle Foundation Hospital
Susan Schrop	Northeastern Ohio College of Medicine
Kent Sheets	University of Michigan Medical School
David Swanson	American Board of Internal Medicine
James Woolliscroft	University of Michigan Medical School

1986-87 STEERING COMMITTEE

Carol Hasbrouck	Ohio State University College of Medicine
James Pearsol	Ohio State University College of Medicine
Gwendie Camp	Bowman Gray School of Medicine of Wake Forest University
Lee Willoughby	University of Missouri-Kansas City School of Medicine
Larry Sachs	Ohio State University College of Medicine
Debra DaRosa	Southern Illinois University School of Medicine
Connie Kohler	University of Alabama-Birmingham School of Medicine
Julie Nyquist	University of Southern California School of Medicine
M. Brownell Anderson	Association of American Medical Colleges

1987 CONFERENCE PLANNING COMMITTEE

Ohio University College of Osteopathic Medicine
S. Dennis Baker, Mary Pat Mann

University of Michigan Medical School
Judith Calhoun, Jocelyn Ten Haken, Sharron Love

Ohio State University College of Medicine
Carol Hasbrouck, James Pearsol, Larry Sachs