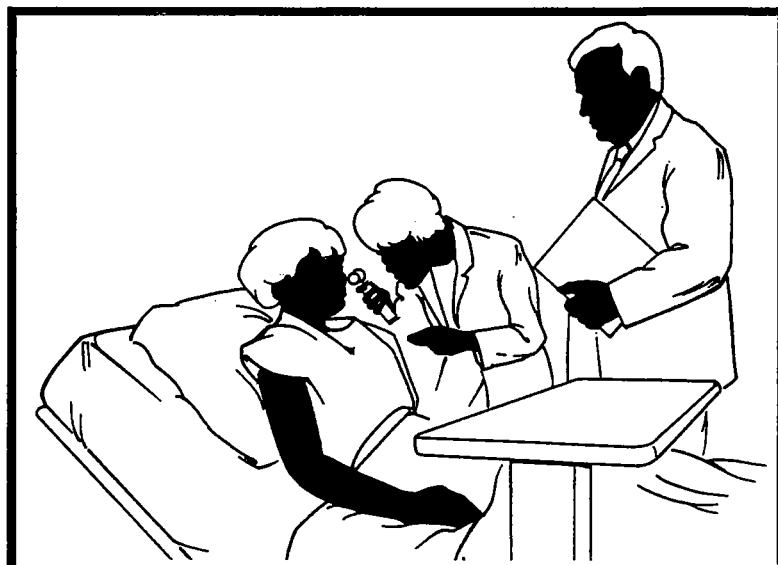


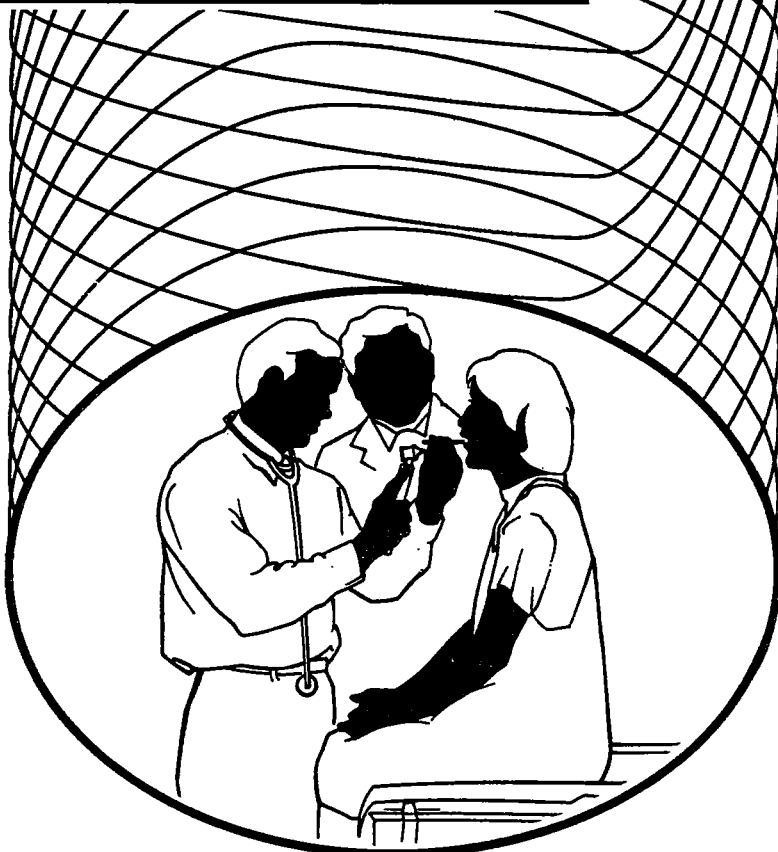
MEDICAL EDUCATION IN TRANSITION



THE NINTH ANNUAL CONFERENCE
FOR GENERALISTS IN MEDICAL EDUCATION

November 13 & 14, 1988

Inn of Chicago
Chicago, Illinois



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.

KEYNOTE SPEAKER: David Irby, Ph.D.

Our keynote speaker, Dr. David Irby, will address the challenges facing medical educators during this transitional period in medical education. He will share his experiences over the last 20 years by examining the roles of medical educators, past, present and future.

Dr. Irby is eminently qualified to address this topic having distinguished himself as a medical educator of national and international renown. His experiences include planning and conducting medical education conferences, addressing medical groups, directing a variety of grants, consulting with numerous medical organizations, publishing and teaching. He completed a postdoctoral fellowship at Harvard University in academic administration. He is currently the Assistant Dean for Planning and Associate Professor of Medical Education at the University of Washington School of Medicine.



SATURDAY, NOVEMBER 12, 1988

REGISTRATION

4:00 - 6:00 P.M.
MEZZANINE LEVEL

SOCIAL EVENT:
Evening Pizza Party
(extra Registration)

6:30 - 10:00 P.M.
GINO'S EAST
160 E. Superior

SUNDAY, NOVEMBER 13, 1988

REGISTRATION

7:30 - 5:30 P.M.
MEZZANINE LEVEL

Continental Breakfast and Panel Discussion:
Making Professional Career Changes

7:30 - 8:45 A.M.
CHICAGO ROOM I

Moderator: Steven Abrahamson, Professor and Chairman of Research and
Medical Education, University of Southern California
Panel: Helen Baker, Associate Director, Department of Education,
American Osteopathic Association
Judith Calhoun, Associate Director of Marketing,
Constituent Relations, University of Michigan Medical
Center
Robert Draba, Director, Corporate Services, Chicago
Osteopathic Health Systems
John Engel, Coordinator, University of Delaware/
Jefferson Medical College Program in Medical Education
Len Heller, Partner, Illinois Diversatech; President,
Sumware, Inc.

WELCOME AND CONFERENCE OPENING:
Jim Pearsol, President
Ohio State University College of Medicine

8:45 - 9:00 A.M.
CHICAGO ROOM I

PROBLEM-SOLVING: Issues related to designing,
implementing, maintaining a
a multi-site educational
project

9:00 - 11:00 A.M.
CHICAGO ROOM IV

Lawrence Gable, The Ohio State University College of Medicine

Opportunities abound for generalists in medical education to be
"specialists" and, hence, to use the unique skills and expertise they
have in developing programmatic initiatives. As developers of
resources versus consumers of resources, the transition period of
medical education will be more easily transcended.

SUNDAY, NOVEMBER 13, 1988

DESCRIPTIVE: Non-traditional Students

9:00 - 11:00 A.M.
CHICAGO ROOM II

Moderator/Discussant: Debra DeRosa, Southern Illinois University
College of Medicine

The Use of Problem Based Programs as a Recruitment Tool

Katharine Lofgren, Rush Medical College
Phyllis Blumberg, McMaster University

This session will describe the findings from several years of admissions files. An increasing percentage of the applicants expressed an interest in the school because it had an innovative track. Some students said it was their only reason for applying to that school. The ramifications of this finding and its implications for admissions at other schools will be discussed.

"Two-in Three" -- The Flexible Scheduling Program

Sheila E. Johnson, Dalhousie University

"Flexible Scheduling" is an alternate program enabling students to spend three years completing two preclinical years, and/or three years completing two clerkship years. "Two-in-three" was designed for students with heavy stressful external commitments. Objectives, process, curricular structure, difficulties, evaluation, and the role of generalists will be discussed.

Medical Education, Clinical Performance and Irregular Progress

Summers Kalishman, Lucinio Santos-Gomez
University of New Mexico School of Medicine

Categories of medical student irregular progress (noncontinuous enrollment in medical school) and their effects on clinical performance will be reviewed in a comparative study with a control group of students who progressed without interruption through one medical school.

SUNDAY, NOVEMBER 13, 1988

SKILL ACQUISITION: The Training and Use of Nonmedical Observers to Evaluate Student Performance in Introductory Clinical Skills 9:00 - 11:00 A.M. CHICAGO ROOM III

Beverly B. Templeton, John N. Tripp, Diane E. Heestand,
Mercer University School of Medicine

Participants will learn how to apply the use of nonmedical observers as evaluators in their introductory clinical skills course. Skills emphasized in the session are: setting up the program, developing the checklist of items to be evaluated, selecting and training the evaluators, and assessing their effectiveness.

KEYNOTE ADDRESS AND LUNCHEON
David Irby
Assistant Dean for Planning
University of Washington

11:15 - 12:45 P.M.
CHICAGO ROOM I

PROBLEM SOLVING: Enabling Medical Students to be Effective Peer and Self-Evaluators 1:00 - 3:00 P.M. CHICAGO ROOM IV

Gwendie Camp, Elizabeth Bradley,
The Bowman Gray School of Medicine of Wake Forest University
Parker Small, University of Florida College of Medicine
Howard Zeitz, Rush Medical College

This session will feature short overviews of several different strategies used to implement peer and self evaluation by medical students, followed by exploration, in small groups, of the potential desirability and feasibility for use at the participants' home institutions. Summaries of small group discussion will wrap-up the session.

SUNDAY, NOVEMBER 13, 1988

DESCRIPTIVE: Research Methods and Processes

1:00 - 3:00 P.M.
CHICAGO ROOM II

Moderator/Discussant: William Hendricson, University of Texas Health Sciences Center - San Antonio

Measuring Transitions: A Survey of Medical School Alumni

Mary Pat Mann, Ohio University College of Osteopathic Medicine

A recent survey asked alumni to rate College programs, but also their use of content areas (cardiology, biochemistry) and their confidence in performing clinical skills (interpreting lab tests, interacting with patients). This session will review how we used the ratings to track changes in the curriculum and in medical practice.

Teaching Physicians How to Present their Research Findings: A Critical Component in a Complete Research Curriculum

Karen Wilson Lienhart, Michigan State University

Description of a program to teach physicians how to plan, prepare and present a research study at professional conferences. Program teaches both standup presentation skills and design of scientific posters. Program materials and strategies have been used with residents in general internal medicine and primary care faculty development fellows.

Coding Social Interaction

Antoinette S. Peters, Elaine Lenkei, James Bono, William Coles, Steven Wear,
SUNY/Buffalo School of Medicine

Given the current prevalence of videotaping of student-doctor/patient interviews, it is important, whether for research or instructional feedback, to develop reliable and valid schema to code social interaction. This session will describe how to analyze videotaped interactions using the informed consent interview process as the model.

INVITED SKILLS ACQUISITION: "How to Make Career Changes and Job Moves"

1:00 - 3:00 P.M.
CHICAGO ROOM III

Hunt Unger
Professional Career Counselor
Jewish Vocational Service, Chicago

SUNDAY, NOVEMBER 13, 1988

PROBLEM SOLVING: Recruiting the Changing
Applicant of the 90's

3:15 - 5:15 P.M.
CHICAGO ROOM IV

Katharine A. Lofgren, Teresa Cappetta, William Schwer
Rush Medical College

This session will focus on the changing applicant pool and the implications for medical school teaching programs and admissions committees. Marketing and recruitment strategies and potential administrative and educational changes will be explored in functional groups through the discussion of actual applicant profiles.

DESCRIPTIVE: Clinical Instruction

3:15 - 5:15 P.M.
CHICAGO ROOM II

Moderator/Discussant: Sharon Krockov, University of Rochester

A Learner-Centered Interviewing Curriculum

Craig Kaplan, Sue Fosson, Carol Elam
University of Kentucky

This session will focus on a learner-centered approach in an interviewing curriculum. Student responses to the curriculum along with literature-based predictions of their behavior will be presented. The value of learner-centered approaches will be discussed in light of the difficulties in using this approach in traditional curricula.

Clinical Teaching in the Ambulatory Care Setting in General Internal Medicine: An Ideal Learning Environment?

Mariana G. A'B Hewson, University of Wisconsin

Descriptions of the actions and intents of attending physicians in a GIM clinic were obtained using naturalistic inquiry methods. Analyses of data used the framework of cognitive apprenticeship. The findings suggest that the clinic setting satisfies certain critical aspects of learning. Suggestions are offered for enriching this learning experience.

"Transition from the Classroom to the Hospital Setting: Development and Implementation of a New Office Based, Family Medicine Clerkship"

Dennis Baker, Cheryl Riley, John Molea,
Ohio University College of Osteopathic Medicine

The development and implementation of an office-based family medicine rotation designed to provide a transition from the classroom to the hospital setting will be described. Associated issues such as recruitment and training of volunteer preceptors and insuring a positive impression of family medicine will be addressed.

SUNDAY, NOVEMBER 13, 1988

SKILLS ACQUISITION: Developing AIDS Curricula 3:15 - 5:15 P.M.
for the Health Care CHICAGO ROOM III
Professional

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

Critical issues regarding AIDS treatment and education, selection of AIDS curricular materials, and the risks and responsibilities of involved professionals will be addressed. This session will provide Generalists with the opportunity to review and try out selected materials relevant to developing AIDS curricula for health care professionals.

SOCIAL EVENT: 6:00 P.M. - ?
Food, Fun and Dancing JUKE BOX SATURDAY NITE
(extra Registration) 2351 N. Lincoln Ave

MONDAY, NOVEMBER 14, 1988

REGISTRATION 7:00 - 10:00 A.M.
MEZZANINE LEVEL

Continental Breakfast and Panel Discussion: 7:00 - 7:45 A.M.
Trends in Funding CHICAGO ROOM I

Ronald Richards
Director of Evaluation
Kellogg Foundation

PROBLEM SOLVING: The Role of the Curriculum 8:00 - 10:00 A.M.
Coordinator as Change Agent: CHICAGO ROOM IV
Obvious or Subtle?

Patricia McArdle, Elizabeth Armstrong, Mimi Wetzel
Harvard Medical School

Using three mini-cases, participants will explore the role of the curriculum coordinator in promoting and effecting curriculum innovation and change. Each small group will develop an action prescription for each case, using their own perspectives and raising issues of the long and short term effectiveness of this role.

MONDAY, NOVEMBER 14, 1988

DESCRIPTIVE: A Curriculum to Develop
Problem Solving Skills

8:00 - 10:00 A.M.
CHICAGO ROOM II

Joel Michael, Steve Rothschild, Lise Weisberger, Howard Zeitz
Rush Medical College
Phyllis Blumberg, McMaster University

While the literature suggests that problem based learning leads to problem solving skill development, experience does not support this. This session discusses the need to explicitly teach an approach to problem solving, the individual steps in this process and the implementation of a specific problem solving curriculum within problem based learning.

SKILLS ACQUISITION: The Design of Teaching
Programs for Ambulatory
Settings

8:00 - 10:00 A.M.
CHICAGO ROOM III

Joan Feltovich, Terrill A. Mast, Norman G. Soler
Southern Illinois University School of Medicine
Emil R. Petrusa, Michael Ainsworth
University of Texas Medical Branch - Galveston

Resources available for clinical education in ambulatory settings vary from school to school. This session will explore factors involved in facilitating faculty teaching in differing ambulatory settings. Participants will have practice evaluating critical factors in selected ambulatory teaching situations and identifying specific teaching goals and methods appropriate for each situation.

SKILLS ACQUISITION: Strategies for Assessing
Students' Critical Think-
ing Skills in Reading and
Writing

10:15 - 12:15 P.M.
CHICAGO ROOM III

Norma E. Wagoner, Dorothy H. Air, Carol Banks Setter
University of Cincinnati College of Medicine

This session provides strategies for assessing medical students' critical thinking skills through reading and writing performance. It presents critical thinking skills information that can be used for admission decisions, academic and clinical performance, and curriculum development. Appropriate faculty counseling techniques will be emphasized that improve student performance.

MONDAY, NOVEMBER 14, 1988

DESCRIPTIVE: Trained Patients as Teachers
and Evaluators

10:15 - 12:15 P.M.
CHICAGO ROOM II

Carole Bishop, Franklin Medio, Matthew Teolis
Chicago College of Osteopathic Medicine
Michelle Marcy, Southern Illinois School of Medicine
Reed Williams, University of Illinois at Chicago

The session will examine three aspects of programs that utilize trained patients: 1) program development; 2) role of program coordinator and 3) role of patient as teacher and evaluator. This session will provide a blueprint for educators interested in designing a trained patient program at their institution.

DESCRIPTIVE: Problem-Based Learning (PBL) in a
Traditional Curriculum: The
Development of Cases

10:15 - 11:15 P.M.
CHICAGO ROOM IV

Clark T. Sawin, Richard Norton, Robert Kennison
Tufts University School of Medicine

The presentation describes the process of case development for use in small groups (n=6 or 7) using a problem based learning approach in the preclinical years wherein the problem based learning component of the curriculum is merged with the traditional curriculum, the whole being attended by all students.

DESCRIPTIVE: A Computer Based Curriculum and
Evaluation Indexing Model

11:15 - 12:15 P.M.
CHICAGO ROOM IV

Allison Hubbard, Harvey Kosherrick, Robert Jones
Chicago College of Osteopathic Medicine

The organization and execution of a scheme for indexing materials used in the curriculum in osteopathic manipulative medicine will be described. The indexing system integrates materials covering cognitive, technical and research information. A brief description of the scheme and the process used in developing the model will be followed by a demonstration of the computer application designed to assist specific users of the index.

BUSINESS MEETING and LUNCHEON:
James Pearsol, 1988 President
Judith Calhoun, 1989 President

12:15 - 12:45 P.M.
CHICAGO ROOM I

1988 GENERALISTS IN MEDICAL EDUCATION CONFERENCE

PROPOSAL REVIEWERS

Marjorie Alschuler	Academy of General Dentistry
William Anderson	Michigan State University
Eta Berner	University of Alabama Medical Center
Paula Boyum	Chicago College of Osteopathic Medicine
Michelle	
Burpeau-DiGregorio	University of Arizona
Paula Butterfield	Ohio State University College of Medicine
Gwendie Camp	Bowman Gray School of Medicine of Wake Forest University
Debra DeRosa	Southern Illinois University School of Medicine
Sue Fossum	University of Kentucky
Diane Heestand	Mercer University School of Medicine
William Hendricson	University of Texas Health Sciences Center at San Antonio
Sheila Johnson	Dalhousie University
Sharon Krackov	University of Rochester School of Medicine
John Littlefield	University of Texas Health Sciences Center at San Antonio
Katharine Lofgren	Rush Medical College
Terrill Mast	Southern Illinois University School of Medicine
Joel Michael	Rush Medical College
Pamela Navaroli	Chicago College of Osteopathic Medicine
Julie Nyquist	University of Southern California School of Medicine
Linda Pfeffer	Chicago College of Osteopathic Medicine
Susan Schrop	Northeastern Ohio College of Medicine
Kent Sheets	University of Michigan Medical School
Jamie Shumway	West Virginia University School of Medicine
Beverly Templeton	Mercer University School of Medicine
Cheryl Thayer-Doyle	Chicago College of Osteopathic Medicine
Mimi Wetzel	Harvard University School of Medicine
Ellen Whiting	Northeastern Ohio College of Medicine
LuAnn Wilkerson	Harvard University School of Medicine

1988 GENERALISTS IN MEDICAL EDUCATION CONFERENCE

Sponsored by

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McMASTER UNIVERSITY
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