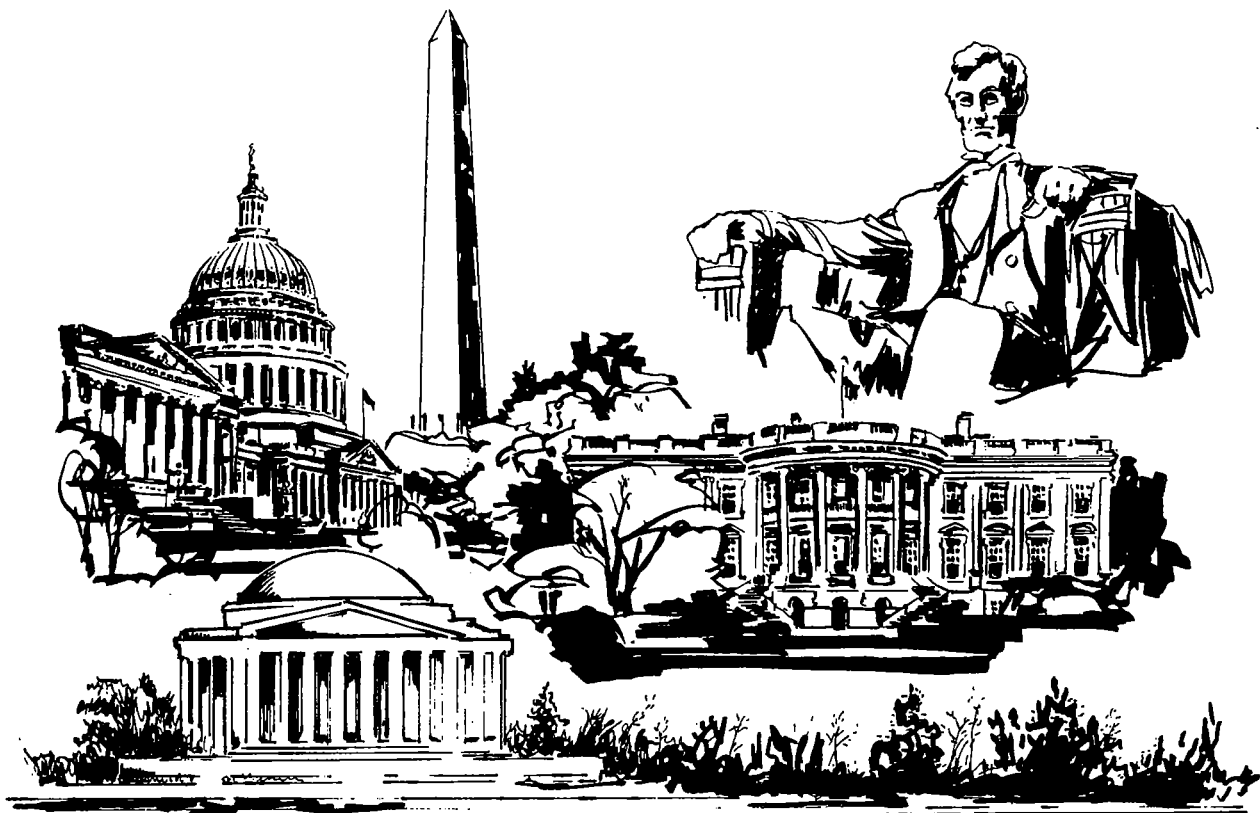


The Tenth Annual Conference For Generalists In Medical Education

"A Decade of Challenge and Change"



October 29-30, 1989 ★ Embassy Row Hotel ★ Washington, D.C.

STATEMENT OF PURPOSE

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

Skills 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.

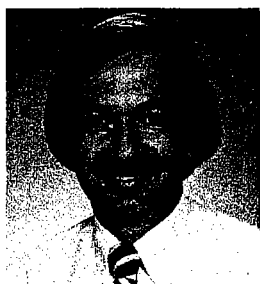
Problem-Solving: These sessions are designed for intensive discussion focused on a particular issue, theme, or problem. The presenter provides stimulus material or organizes small-group interaction on the topic. At the end of the small-group sessions, the groups share their ideas and develop a summary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

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.

**THERE WILL BE REGISTRATION ON SATURDAY, OCTOBER 28TH,
FROM 5:00 P.M.-7:00 P.M. IN THE CONTINENTAL FOYER.**

KEYNOTE SPEAKERS

Larry Sachs, PhD. and Cherry McPherson, Ph.D.



Larry Sachs began his career as a high school mathematics teacher and then decided to pursue a doctorate in mathematics education with an emphasis on research design, analysis, and evaluation. He joined the Division of Research and Evaluation in Medical Education (DREME) at Ohio State University in 1975 while completing his Ph.D. His contributions to medical education cover all aspects of academia: research, service, administration, and teaching. His research skills are well-known and need little comment. His service has been felt within the Ohio State community, as well as nationally in the area of medical education, as exemplified by his efforts to start this organization and continually lend full support to it and other educational organizations. Larry has demonstrated his administrative expertise in his past role as the Assistant Director of DREME and in his very recent promotion to Associate Director of the School of Allied Medicine at Ohio State. Last but not least is his excellence in teaching. No matter what role he fulfills or activity he engages in, he is truly a teacher at all times. He has a rare talent which is the ability to make difficult concepts comprehensible. In addition, he does what all outstanding teachers should do—stimulate and challenge one to think.

Cherry McPherson is one of the most spirited and motivated individuals people will have the opportunity to encounter. She has the ability to make things happen, even in traditional settings in which change can come slowly. Upon completing her doctoral work in Curriculum and Instruction, she joined the Division of Research and Evaluation in Medical Education at Ohio State in 1978. Cherry made many noteworthy contributions during her four years at Ohio State: the attainment of large interdisciplinary grants and the implementation of numerous curricular innovations. Thanks to her work, first year medical students at Ohio State enjoyed elective mini-modules in the Behavioral Sciences and small group instruction in interviewing skills and the doctor-patient relationship. On a national level, the initiation of the Generalists in Medical Education emanated from her creativity and conceptualization. From Ohio State she went to Women's College Hospital in Toronto as an administrator and trainer and enjoyed great success with increasing levels of responsibility. Her most recent move took her to San Diego where she stepped out of the medical education arena into the area of organizational development with the San Diego Gas and Electric Company.

Clearly Cherry and Larry are individuals well-qualified to speak on a Decade of Challenge and Change for Generalists in Medical Education.

Sunday, October 29, 1989

7:00 a.m.-5:00 p.m. **REGISTRATION** Continental Foyer

7:30 a.m.-8:30 a.m. **BREAKFAST SESSION** Continental Room

Panel Discussion: Legislative Update

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

Speakers: Sarah Carr, Catherine Cahill
Association of American Medical Colleges

8:30 a.m.-8:45 a.m. **WELCOME AND ORIENTATION** Continental Room

John J. Norcini, Louis J. Grosso, Judy A. Shea
1989 Conference Co-Chairs

9:00 a.m.- 11:00 a.m. **SKILLS ACQUISITION SESSION** Continental Room

"Integrating Occupational and Preventive Health into the Medicine Clerkship (Using No Extra Time)"

Rosemary K. Sokas
George Washington University Medical School
Mary Anne Johnston, Deborah Diserens
University of Pennsylvania School of Medicine

Participate as both "student" and "faculty" in a role-play session designed to integrate occupational and preventive health into the traditional third year medicine clerkship. The materials promote active learning in the setting of the small group conferences usually given by teaching residents or clinical faculty.

9:00 a.m.-11:00 a.m. **PROBLEM-SOLVING SESSION** Lincoln Room

"Should Medical Schools Forward Previous Evaluation Information About Students to Faculty in Subsequent Units?"

Gerald S. Cohen, Phyllis Blumberg
McMaster University Faculty of Health Sciences

A concern of evaluation systems is the failure to forward assessment information on students entering subsequent clerkships. A diversity of policies governing the use of assessment data exists. This session will discuss advantages and disadvantages of forwarding information, try to formulate a "best" policy and explore strategies for bringing about institutional change where necessary.

Sunday, October 29, 1989

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

DESCRIPTIVE SESSION

Board Room

Issues in Ambulatory Training
Moderator/Discussant: Steven Haist, University of Kentucky

"Implementation of a New Ambulatory Clerkship: Results and Future Directions"

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

The implementation and evaluation of a new required 8-week ambulatory family medicine rotation will be described and problems and successes will be shared. Planned changes for the second offering of the rotation will be presented.

"A Program for Integrating Literature Searching Skills into an Ambulatory Family Practice Clerkship"

Bobbi L. Conliffe, Dennis Baker
Ohio University College of Osteopathic Medicine

This session describes our first attempt to introduce computerized literature searching to third year students in an ambulatory family practice rotation. It discusses our method for integrating the skill into the curriculum, training methods, statistical data from the project, student evaluation, and a revised plan for the project's second year.

"The Use of Standardized Patients in the Ambulatory Care Setting"

Candice S. Rettie, Linda P. Rogers, Michael A. Ainsworth, Rosalyn C. Segal
University of Texas Medical Branch

This session will summarize our year-long intervention project where standardized patients were integrated into routine General Internal Medicine clinics staffed by residents as part of a three year study of the influence of physicians' attitudes on their practice of preventive cardiology. A brief description of the difficulties encountered and the solutions implemented will be presented.

11:15 a.m.-1:00 p.m.

KEYNOTE ADDRESS AND LUNCHEON

The Wintergarden

"The Generalists: A Ten-Year Appraisal with Future Implications"

Cherry McPherson
San Diego Gas and Electric Company
Larry Sachs
The Ohio State University College of Medicine

The speakers will describe the historical background of the Conference for Generalists in Medical Education. Goals, activities and outcomes of the first ten years will be summarized. The appraisal will be based on quantitative and qualitative information as well as on the presenters' individual perceptions. Future implications for the Generalists as a group and for individuals who perform as Generalists in their professional settings will be explored.

Sunday, October 29, 1989

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

SKILLS ACQUISITION SESSION

Continental Room

“Using Prime-Time Television to Teach Instructional Design”

Deborah E. Simpson, Steven R. Krogull
Medical College of Wisconsin

The purpose of this workshop is to provide participants with an understanding of a systematic process for instructional design, to challenge participants to apply this design process in the analysis of an instructional event, and to apply these skills in the analysis of a “non-traditional” instructional event, using excerpts from a prime-time television show.

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

PROBLEM-SOLVING SESSION

Lincoln Room

“Human Values Teaching: How Are We Adapting to the Challenge?”

Imogene K. Smith, Chris Colthorpe, Ron Durand
Medical University of South Carolina

For those interested and/or involved in developing curriculum related to medical ethics, social responsibility, history of medicine, literature, law, and religion as related to medicine, self-development of the student (stress management, values clarification, etc.). Share your ideas, problems, resources—successes and failures—with others. Take home new ideas and develop acquaintances with others involved in human values teaching.

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

DESCRIPTIVE SESSION

Board Room

Issues in Medical Education
Moderator/Discussant: Frederic M. Wolf, University of Michigan

“The Impact of Parallel Curricula on the Perception of Preparedness of Medical Residents”

Summers Kalishman, Lucinio Santos-Gomez, Stewart P. Mennin
University of New Mexico School of Medicine

This study compares perceptions of preparation for residency of medical graduates from an innovative, problem-based track and a parallel, conventional curricular track. Eight dimensions in medicine were studied and the self-reported findings are discussed in relation to differences in instructional methods and learning experiences in the two tracks. Findings suggest that specific, goal-related instruction in a curriculum can affect the learner’s self-perceived preparedness.

"An Approach for Facilitating Faculty Consensus on Student Performance Criteria in a Diagnostic Exercise"

John F. Markus, Linda Rogers
University of Texas Medical Branch

Following an observed patient encounter, senior medical students' initial written diagnostic impressions and laboratory requests were compared with those of a multidisciplinary cohort of faculty. Data regarding the variability between student performance and faculty expectations are used to stimulate discussions regarding the setting of global performance criteria.

"Challenges in Medical Education: Where Do We Find the Teachers for Small Group Exercises?"

Sharon K. Krackov, Jules Cohen
University of Rochester School of Medicine and Dentistry
Lisa Ross
St. Louis University Medical Center

This presentation describes an innovative approach to the challenge of increasing small group teaching: use of contemporaneous (first or second year student) leaders combined with fourth year students as resources for small groups, and augmented by a few faculty who circulate among the groups.

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

INVITED ROUNDTABLE SESSION

Continental Room

"Tools for Assessment: Alternatives to MCQs"

Essay Questions—Karen Mitchell, Association of American Medical Colleges

Pattern Recognition Questions—Susan Case, National Board of Medical Examiners

Live Simulations—Emil Petrusa, University of Texas Medical Branch

Performance Ratings—Paula Butterfield, The Ohio State University

Patient Encounter Logs—Eugenia Vanek, Rosa Barriga, Barry Lindley, Francine Hekelman,
Alan Hull, Case Western Reserve University School of Medicine

Sunday, October 29, 1989

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

PROBLEM-SOLVING SESSION

Lincoln Room

“Utilizing Institutional Self-Analysis to Increase Minority Student Recruitment and Retention”

Timothy J. Van Susteren, Phillip K. Fulkerson
Medical College of Wisconsin
Larry Sachs, Leibert Morris
The Ohio State University College of Medicine

This session will portray institutional self-analysis as the first step in improving minority student success/recruitment/participation. Using role playing and small group problem solving techniques, participants will be involved in analyzing authentic and simulated institutional self-study data and generating potential solutions to a set of identified problems. Potential solutions by the groups will be synthesized at the end of the session.

3:30 p.m.-4:25 p.m.

DESCRIPTIVE SESSION

Board Room

Moderator/Discussant: LuAnn Wilkerson, Harvard Medical School

“From Traditional to Problem-Based Learning: An Experience of Complete Undergraduate Curriculum Change at Sherbrooke”

Jacques E. Des Marchais, Paul Grand 'Maison, Paul Montambault
University of Sherbrooke Faculty of Medicine

Is complete curriculum change a more feasible solution in implementing problem-based learning? After two years, the experience has led to major impacts on faculty development, on student attitude towards the study of medicine and its evaluation, on personnel and financial resources, and even on the institutional reward system.

4:35 p.m.-5:30 p.m.

DESCRIPTIVE SESSION

Board Room

Moderator/Discussant: Judith Calhoun, University of Michigan

“Medical Education in Ambulatory Settings: Issues of Costs and Productivity”

Mohan S. Garg
University of Illinois
Craig Booher, Joseph F. Boero
UIC-College of Medicine at Rockford

The session will present 1) a methodology to estimate additional costs, if any, of incorporating medical education in ambulatory settings and 2) the effects of such programs on the productivity of the preceptors and their cost consequences.

6:30 p.m.-8:30 p.m.

RECEPTION

State Department Annex

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

BREAKFAST SESSION

Continental Room

Panel Discussion: Perspectives on Student Recruitment and Retention
Moderator: Robert Beran, Association of American Medical Colleges

Speakers: To Be Announced

8:30 a.m.-9:30 a.m.

BUSINESS MEETING

Continental Room

Judith Calhoun, 1989 President
Phyllis Blumberg, 1990 President

9:45 a.m.-11:45 a.m.

SKILLS ACQUISITION SESSION

Continental Room

"Can We Develop Workshops that Challenge and Change?"

Mary Pat Mann
Ohio University College of Osteopathic Medicine

Workshops have a mixed reputation—they are a low-cost way to reach a large audience, but ineffective in promoting lasting change. Can workshops become opportunities for meaningful interaction? This session will explore innovative formats and general guidelines for successful workshops, based on the experiences of both presenter and participants.

9:45 a.m.-11:45 a.m.

PROBLEM-SOLVING SESSION

Lincoln Room

"The Changing Role of Basic Sciences"

Roger W. Koment
University of South Dakota
Alix I. Robinson
State University of New York-Syracuse
William R. Galey
University of New Mexico

This session will explore the current role of basic sciences in medical education and develop arguments for adapting that role in the future to meet the changes even now occurring. Through better understanding, ideas for acceptable change will be generated which can be implemented at participants' institutions.

Monday, October 30, 1989

9:45 a.m.-11:45 a.m.

DESCRIPTIVE SESSION

Board Room

Issues in Evaluation

Moderator/Discussant: James Woolliscroft, University of Michigan

"Comparison of Two Concurrent Methods for Evaluating Teaching"

Carol S. Hasbrouck, Larry Sachs, Seth M. Kantor
The Ohio State University

This session will provide a description of the implementation and results of a student evaluation of teaching study which compared two systems: one using seven trained student evaluators and the other using a larger group of randomly selected untrained students. A brief description of the training workshop will be given.

"Developing a Student Evaluation System Consistent with the Goals of Problem-Based Learning"

Gwendie Camp, Elizabeth Bradley
Bowman Gray School of Medicine of Wake Forest University

Too often, innovative attempts to improve instruction/learning are undermined by an evaluation scheme which counteracts the objectives of the innovation. This session describes an overall student evaluation system which is consistent with, and enhances, the goals of a student-oriented, problem-based, small group medical school curriculum.

"Approaches for Evaluating Standardized Patient Performance in Clinical Assessment Encounters"

Linda Rogers, Karon Collins, Mike Callaway
University of Texas Medical Branch

Analyses of Standardized Patients' (SPs) evaluations of medical history interviews (long encounter) using optically scanned forms and reviews of transcribed audiotapes of multiple-station format interviews (short encounter) will be summarized. Issues regarding the practicality and validity of these methods, as well as their impact on optimizing the standardization of SPs, will be discussed.

SCHEDULE OF EVENTS

	CONTINENTAL FOYER	CONTINENTAL ROOM	BOARD ROOM	LINCOLN ROOM	THE WINTERGARDEN
SATURDAY					
5:00pm	REGISTRATION				
6:00pm	↓				
7:00pm					
SUNDAY					
7:00am	REGISTRATION				
8:00am	↓	BREAKFAST SESSION			
9:00am	↓	WELCOME			
10:00am	↓	SKILLS ACQUISITION Integrating Occupational and Preventive Health ...	DESCRIPTIVE Issues in Ambulatory Training	PROBLEM-SOLVING Should Medical Schools Forward Previous Evaluation ...	
11:00am	↓				
12:00	↓				KEYNOTE ADDRESS AND LUNCHEON
1:00pm	↓				
2:00pm	↓	SKILLS ACQUISITION Using Prime-Time TV to Teach Instructional Design	DESCRIPTIVE Issues in Medical Education	PROBLEM-SOLVING Human Values Teaching: How are We Adapting to ...	
3:00pm	↓				
4:00pm	↓	ROUNDTABLE SESSION Tools for Assessment: Alternatives to MCQs	DESCRIPTIVE From Traditional ...	PROBLEM-SOLVING Utilizing Institutional Self-Analysis to Increase ...	
5:00pm	↓		DESCRIPTIVE Medical Education ...		
6:00pm					
7:00pm	RECEPTION—STATE DEPARTMENT ANNEX				
8:00pm	RECEPTION—STATE DEPARTMENT ANNEX				
9:00pm	RECEPTION—STATE DEPARTMENT ANNEX				
MONDAY					
7:00am					
8:00am		BREAKFAST SESSION			
9:00am		BUSINESS MEETING			
10:00am		SKILLS ACQUISITION Can We Develop Workshops that Challenge and Change	DESCRIPTIVE Issues in Evaluation	PROBLEM-SOLVING The Changing Role of Basic Sciences	
11:00am					
12:00					

1989 GENERALISTS IN MEDICAL EDUCATION CONFERENCE

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Elizabeth Armstrong	Harvard Medical School
Dennis Baker	Ohio University College of Osteopathic Medicine
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Lynn Curry	Canadian College of Health Service
Jerry Gates	University of Southern California School of Medicine
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Peter Harasym	University of Calgary
Mariana Hewson	University of Wisconsin-Madison
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Mary Jane Kelley	University of Illinois Urbana-Champaign
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Phyllis Blumberg	McMaster University Health Sciences Centre
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