

The Eleventh Annual Conference For Generalists In Medical Education

*Changes in Medical Education:
A Reflection of Diversity*



San Francisco

Hotel Nikko
October 21-22, 1990

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 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.

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

Panel Discussion: These sessions feature several individuals responding to questions and presenting their ideas regarding a specific issue or topic. A panel typically has representation from a cross-section of perspectives and/or institutions. A moderator helps to facilitate panel comments and audience participation.

KEYNOTE SPEAKER: Janine C. Edwards, Ph.D.

Janine Edwards is a medical educator whose distinguished career is truly an example of diversity in medical education. Her professional background and experiences exemplify expertise in the areas of teaching, administration, research, and service. She began her career as a teacher and has continued that activity throughout her academic work. She has taught students of all age groups - from elementary to the post-M.D. level. She is currently Director, Research in Medical Education and Associate Professor, Department of Surgery at St. Louis University School of Medicine. In her present position she works with clinical departments, residency programs, and administrative offices in the medical school on a wide range of educational matters, including the planning and writing of grant proposals, screening of applicants, student support programs, course development and evaluation, computer-assisted instruction, and residency curricula.

Dr. Edwards was the Coordinator of the Office of Educational Development and Evaluation at Louisiana State University School of Medicine in New Orleans prior to her going to St. Louis University. During her tenure at LSU she was not only involved in a wide range of activities, including admissions, clinical teaching skills, curriculum development and evaluation, residency programs, long-range planning, accreditation, and faculty development, but she also established the Office of Educational Development and Evaluation. Her extensive list of presentations and publications attests to her breadth of knowledge and experience. Janine has been actively involved in national organizations, such as the American Educational Research Association and the Association of American Medical Colleges, and with professional journals, as a reviewer, and as Associate Editor of Academic Medicine. As a recent tribute to her success, she received this year a Distinguished Alumna Award from Florida State University where she completed her doctoral degree in 1979. Janine Edwards is certainly well-qualified to speak about the "Changes in Medical Education: A Reflection of Diversity."

1990 CONFERENCE PLANNING COMMITTEE

The Ohio State University College of Medicine
Carol Hasbrouck, Larry Sachs, Ajay Bhardwaj

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

University of Michigan Medical School
Judith Calhoun

Ohio University College of Osteopathic Medicine
Mary Pat Mann

Sunday, October 21, 1990

7:30 a.m.-5:00 p.m.	REGISTRATION	Ballroom III
8:00 a.m.- 8:30 a.m.	BREAKFAST WELCOME AND OVERVIEW Carol Hasbrouck, Larry Sachs, Ajay Bhardwaj 1990 Conference Co-Chairs	Ballroom III
8:45 a.m.-10:45 a.m.	DESCRIPTIVE SESSION Faculty Development Programs Moderator: Carol Elam, University of Kentucky	White Pearl I

"A Pathway to Becoming a Problem-Based Tutor"

LuAnn Wilkerson
Harvard Medical School

Recruiting and developing faculty members to serve as small group, student-directed tutors is a major task in implementing a problem-based curriculum. In this session, one approach to helping faculty make the transition from lecturer to tutor -- a set of course-specific, interactive, tutor-directed faculty development activities -- will be discussed.

"Training in Educational Development for Primary Care Physicians"

Karen W. Lienhart
Michigan State University

The Educational Development Track in a faculty development fellowship will be described. Instructional development process training is scheduled to match the fellows' work on an educational intervention or curriculum development project. Training content and teaching strategies will be described, with discussion on how such training might be implemented in other settings.

"Standardized Ambulatory Teaching Situations"

Deborah E. Simpson, Steven R. Lawrence, Steven R. Krogull, Mary E. Westcot, Elsa B. Cohen
Medical College of Wisconsin

The increasing use of the ambulatory setting for medical education necessitates the creation of faculty development programs focused on ambulatory teaching. This presentation describes the application of the standardized patient methodology to the development of Standardized Ambulatory Teaching Situations (SATS), using standardized students, for faculty development.

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

PROBLEM-SOLVING SESSION

Pink Pearl II

"AIDS - The Educational Pariah"

Henry S. Pohl

Albany Medical College

Linda Frank-Hertweck

University of Pittsburgh Graduate School of Public Health

Michael Spence

Hahnemann University Medical School

Tony Silvestre

Community Programs, Pittmens Study

Cheryl Heaton

Columbia University School of Public Health

AIDS has been viewed as a human disaster and an educational nightmare. The problem-solving session will look at strategies that could be used to allow AIDS to be a vehicle to educate health care workers about the complex nature of patient interactions and disease.

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

PANEL DISCUSSION SESSION

Grey Pearl II

"Unraveling the Puzzle: Performance of Men and Women on National Boards, Part I"

Louise Arnold, T. Lee Willoughby, Stephen Hamburger

University of Missouri-Kansas City School of Medicine

Steven R. Daugherty

Rush Medical College

Deborah L. Jones

Jefferson Medical College

Beth K. Dawson-Saunders

American Board of Internal Medicine

DeWitt C. Baldwin, Jr.

American Medical Association

Using longitudinal databases, investigators from three different institutions will address issues surrounding the performance of men and women on Part I of the National Board of Medical Examiners' examination (NBME I). These results will then be discussed from the perspective of psychometrics, medical education, medical practice, and research in medical education.

Sunday, October 21, 1990

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

SKILLS ACQUISITION SESSION

Pink Pearl I

"Peer Evaluation of Teaching"

Linda Z. Nieman, Lauren J. Kotloff
Medical College of Pennsylvania

This workshop will develop the skills needed to conduct peer evaluation of teaching. Through a variety of activities, participants will practice contracting for evaluation, selecting and using an evaluation instrument, and providing constructive behavior-based feedback. Skills learned in this workshop can be used to evaluate a variety of teaching approaches.

11:00 a.m.-12:45 p.m.

KEYNOTE ADDRESS AND LUNCHEON

Ballroom II

Changes in Medical Education: A Reflection of Diversity
Keynote Speaker: Janine Edwards, St. Louis University School of Medicine

1:00 p.m.-3:00 p.m.

SKILLS ACQUISITION SESSION

Pink Pearl I

"Lecture Observation: Helping Physicians Improve Their Teaching"

Jennifer L. Craig
University of British Columbia

Participants will increase their skills in observing teaching behaviors by using a check list of 140 behaviors to record their observations of videotaped teaching samples.

1:00 p.m.-3:00 p.m.

SKILLS ACQUISITION SESSION

Pink Pearl II

"Preparing Community Preceptors to Give Feedback to Students"

Mark P. Knudson, Ann W. Frye
Bowman Gray School of Medicine

Community preceptors are usually comfortable demonstrating clinical procedures or discussing patients' problems with students. They are generally less comfortable with giving students feedback on their performance. Session participants will learn about evaluation and practice ways to increase community preceptors' skill and comfort with giving positive and negative feedback to students.

1:00 p.m.-3:00 p.m.

DESCRIPTIVE SESSION

Grey Pearl II

Diverse Issues in Medical Education

Moderator: Candice Rettie, National Board of Medical Examiners

"Addressing Entering Medical Students' Concerns About Getting AIDS as a Health Care Provider"

Jerry D. Gates

University of Southern California School of Medicine

Entering medical students are increasingly concerned about acquiring AIDS as a health care provider. To address these concerns a four hour course using persons with AIDS as facilitators was implemented early in the freshman year. The data show significant reduction of these concerns as compared to the pretest results.

"Effective Strategies for the Retention of Minority Medical Students"

Moses K. Woode, Kathleen Bodisch Lynch

University of Virginia School of Medicine

The retention rate in 17 different medical schools of minority students who have participated in the University of Virginia's retention-oriented summer Medical Academic Advancement Program (MAAP) since 1984 has been 100%. Components of the MAAP will be described, along with additional retention strategies implemented at the institution.

"An Application of Focus Groups to Program Evaluation in Medical Education"

D. Bruce Holmes

Dalhousie University Faculty of Medicine

Participants in this session will learn how focus group interviews were used as a method of program evaluation for assessing the impact of two major changes to a preclinical curriculum. The merits of focus groups for Generalists and an overview of the planning required will be presented.

"A Pilot Study of Item Modeling: A Procedure for Efficient Item Generation"

Judy Shea, Paul Poniatowski, Susan C. Day, Lynn O. Langdon, John J. Norcini

American Board of Internal Medicine

Anthony LaDuca

National Board of Medical Examiners

Item modeling is a technique designed to help item authors create numerous items efficiently. Authors use a template to indicate which elements of a source item can be altered to create new items and to list response options for new items. Results of a pilot project suggest the technique is workable.

Sunday, October 21, 1990

3:15 p.m.-5:15 p.m.

DESCRIPTIVE SESSION

Grey Pearl II

Computer Applications in Medical Education
Moderator: Roger Koment, University of South Dakota School of Medicine

"Use of a Computerized Student Tracking System in Research and Evaluation: Examples from a Minority Medical Education Program"

Kathleen Bodisch Lynch, Moses K. Woode
University of Virginia School of Medicine

Examples will be provided describing ways in which data from a computerized student tracking system have been analyzed for both program evaluation and research purposes. The tracking system was designed to monitor minority students' progress after participation in University of Virginia School of Medicine summer academic advancement programs.

"Collecting Student Ratings by Computer: An Experiment with Hypercard"

Mary Pat Mann
Ohio University College of Osteopathic Medicine

Finding the best way to collect and use student ratings of teaching is still a challenge. This session will describe a new approach to collecting ratings using Hypercard on Macintosh computers. Faculty, staff, and students all responded positively to the pilot program, which greatly improves the efficiency of collecting data and preparing reports.

"Using a Computer Program to Assist Students in Evaluating and Improving their Clinical Problem-Solving Skills"

Beverly Templeton, R. Lamar Jackson, John N. Tripp, Robert S. Donner
Mercer University School of Medicine

This presentation will describe how a computer program using Bayesian probability theory can help students evaluate their intuitive bias and problem-solving skills in physical diagnosis.

"Implementation of Computerized Patient Management Problems"

Rosa Barriga, Eugenia P. Vanek, Patricia H. Moore, Janice D. Smith
Case Western Reserve University School of Medicine

Patient Management Problems will be demonstrated and results of case performance by medical students during an introductory Primary Care clerkship will be discussed. The use of simulation cases will form the basis for discussion of such issues as implementation of computerized learning tools, standardization of content, and individualization of instruction.

Sunday, October 21, 1990

3:15 p.m.-5:15 p.m.

SKILLS ACQUISITION SESSION

Pink Pearl I

"Data Collection Through Focus Group Interviews"

Ajay Bhardwaj, Frances M. Blake
The Ohio State University College of Medicine

The focus group interview has potential for widespread use because it not only allows for more group interaction but also is relatively fast and inexpensive. Focus groups can assist with the planning and design of new educational programs, evaluation of existing programs, needs assessments, and data collection for medical research.

3:15 p.m.-5:15 p.m.

PROBLEM-SOLVING SESSION

Pink Pearl II

"National Examinations During Residency Training - Opportunities and Limitations"

Elizabeth Krajic Kachur, R. Dabhi
Interfaith Medical Center
D. Theresa Kanya
American College of Physicians

Presentations will outline the perspectives of those who develop national in-training exams and those who use them (i.e., programs and trainees). In small groups participants will simulate medical education committees charged with establishing policies regarding the exam (e.g., who should take it, how should the results be utilized) and a prioritized research agenda.

6:00 p.m.-8:00 p.m.

RECEPTION

Monday, October 22, 1990

7:30 a.m.-8:30 a.m. **BREAKFAST RESOURCE SHARING SESSION**

Ballroom III
(Foyer area)

A number of Generalists have indicated an interest in having resources shared during the conference to enhance communications and networking. Individuals who submitted resources to be shared throughout the conference will be available during this time to discuss their materials. This session will be informal and will allow time for individuals to discuss resources related to various topics such as problem based learning, faculty development, curriculum development and evaluation, clinical clerkships, and AIDS education and training.

7:30 a.m.-8:30 a.m. **BREAKFAST PANEL DISCUSSION SESSION**

Ballroom III

"A Hitch-hikers Guide to Problem Based Learning"

Phyllis Blumberg, Gerald Cohen
 McMaster University Faculty of Health Sciences
Elizabeth Armstrong
 Harvard Medical School
Gwendie Camp
 Bowman Gray School of Medicine
J.E. Des Marchais
 University of Sherbrooke Faculty of Medicine
Summers Kalishman
 University of New Mexico School of Medicine
Joel Michael
 Rush Medical College
Beverly Templeton
 Mercer University School of Medicine

The varied ways problem based learning has been implemented in seven different schools will be discussed with humor. While these people often communicate with each other, they want to help others understand problem based learning so that others might try to individualize these methods in their own schools.

8:45 a.m.-9:30 a.m.

BUSINESS MEETING

Ballroom III

Phyllis Blumberg, 1990 Chairperson
Emil Petrusa, 1991 Chairperson

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

DESCRIPTIVE SESSION

Grey Pearl II

Clinical Clerkship Experiences

Moderator: Linda Rogers, University of Texas Medical Branch

"A Comparison of Medical Students' Clinical Experiences in Inpatient and Outpatient Settings"

Sharon K. Krackov, Charles H. Packman

University of Rochester School of Medicine and Dentistry

This presentation compares data from medical students' logs during inpatient and outpatient rotations in a third year medicine clerkship. Information like this may help curriculum planners better understand the diversity in students' experiences in these two settings and develop outpatient initiatives as a complement to inpatient rotations.

"The Use of Individualized Education Plans to Enhance Learning in a Primary Care Introductory Clerkship"

Patricia H. Moore, Pamela Glover, Francine Hekelman

Case Western Reserve University School of Medicine

A curriculum for an Introductory Primary Care Clerkship includes an Individualized Educational Plan (IEP), based on a pre-clerkship assessment. A mentoring/advising system uses this formulated IEP to tailor learner-centered instruction within a standardized evaluation program.

"A Women's and Children's Health Clerkship: Reaching Beyond the Clinical Disciplines"

Jane M. Neill

Harvard Medical School

David A. Link

Cambridge Hospital

This session describes the development and implementation of a combined clinical clerkship in Women's and Children's Health that incorporates a non-clinical curriculum focused on economic, ethical, political, public health and social issues in maternal and child health. Approaches to presenting social and political issues in a compelling and provocative manner will be discussed.

Monday, October 22, 1990

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

SKILLS ACQUISITION SESSION

Pink Pearl I

"A Meta Item-writing Workshop for Generalists Who Run Their Own Workshops"

Susan M. Case, David B. Swanson
National Board of Medical Examiners

The session will cover (1) traditional and new item formats; (2) fixing common item writing technical flaws; and (3) writing items that test more than recall of isolated facts. Guidelines for writing Extended Matching items and application-oriented items will be presented. The session will be organized as a model for local faculty workshops.

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

SKILLS ACQUISITION SESSION

Pink Pearl II

"Self-Study: Principles, Process and Problems"

Susan Labuda Schrop, Ellen G. Whiting, Robert E. McArtor
Northeastern Ohio Universities College of Medicine

The first step in assessing the need for changes in a curriculum must be to conduct a well-designed self-study -- a time and labor intensive effort. This session will help generalists understand the purpose and methods of self-review so that they can provide their institutions with valuable guidance throughout the self-study process to ensure that effort equals outcome.

1990 GENERALISTS IN MEDICAL EDUCATION CONFERENCE

Sponsored by

THE OHIO STATE UNIVERSITY COLLEGE OF MEDICINE

PROPOSAL REVIEWERS

Mark Albanese	University of Iowa College of Medicine
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Carol Elam	University of Kentucky College of Medicine
Paul Grover	State University of New York Health Science Center
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Summers Kalishman	University of New Mexico School of Medicine
Connie Kohler	University of Alabama at Birmingham
Roger Koment	University of South Dakota School of Medicine
Sharon Krackov	University of Rochester Medical School
John Littlefield	University of Texas Medical Branch at San Antonio
Kathleen Lynch	University of Virginia School of Medicine
Karen Mann	Dalhousie University
John Markus	University of Texas Medical Branch at Galveston
Cherry McPherson	San Diego Gas and Electric
George A. Nowacek	University of Virginia School of Medicine
Mary Beth Regan	University of Massachusetts Medical School
Candice Rettie	National Board of Medical Examiners
Kent Sheets	University of Michigan School of Medicine
Jamie Shumway	West Virginia University School of Medicine
H. James Spooner	University of Saskatchewan College of Medicine
Beverly Templeton	Mercer School of Medicine
Timothy Van Susteren	Medical College of Wisconsin
Donn Weinholtz	East Tennessee State University
James Woolliscroft	University of Michigan School of Medicine

1989-1990 STEERING COMMITTEE

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Phyllis Blumberg	McMaster University Health Sciences Center
Judith Calhoun	University of Michigan Medical Center
Jacques Des Marchais	University of Sherbrooke Faculty of Medicine
Carol Hasbrouck	The Ohio State University College of Medicine
Mary Pat Mann	Ohio University College of Osteopathic Medicine
Emil Petrusa	Duke University School of Medicine
Benjamin Stevens	University of Florida
Lee Willoughby	University of Missouri-Kansas City School of Medicine