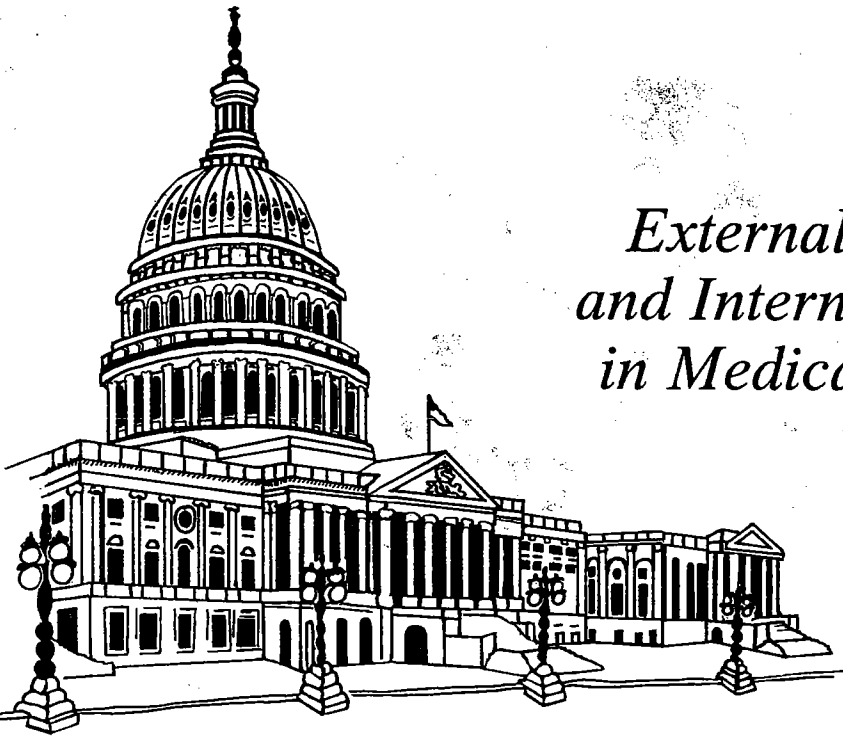


# The Twelfth Annual Conference for Generalists in Medical Education



*External Influences  
and Internal Responses  
in Medical Education*

*Washington, D.C.*

Omni Georgetown Hotel  
November 10-11, 1991

## **THE GENERALISTS IN MEDICAL EDUCATION**

### **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.

## CHAIRMAN'S MESSAGE

Old Friends and Newcomers!!!

Welcome to the Twelfth Annual Conference for Generalists in Medical Education. This year's program offers an exciting range of innovative projects and presentations. Join this Conference's spirit of active involvement by expressing your own "initial responses" to the "external influences" from the papers, panels, problem solving and skills sessions in this year's program. I am confident you will find this to be a stimulating and enjoyable conference.

Emil Petrusa  
Chair, Generalists  
Steering Committee

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## CONFERENCE OVERVIEW

### Saturday, November 9

5:30 p.m. - 8:30 p.m. Registration  
Resource Sharing

### Sunday, November 10

7:00 a.m. - 5:30 p.m. Registration  
Resource Sharing

7:30 a.m. - 7:45 a.m. Plenary Session  
Greetings  
Panel Discussion: External  
Influences and Internal  
Responses in Medical  
Education

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

11:15 a.m. - 1:00 p.m. Keynote Address/Luncheon

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

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

6:30 p.m. - 8:30 p.m. Reception at the Woodrow  
Wilson House

### Monday, November 11

7:30 a.m. - 8:30 a.m. Special Topic Breakfast  
Discussions

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

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

11:45 a.m. Conference Ends

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## CONFERENCE SESSIONS

**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, curriculum and instructional design, 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.

**Special Topic Breakfast Discussions:** Special Topic Breakfast Discussions provide an informal opportunity for sharing experiences and ideas. Leaders briefly introduce the topic then facilitate discussion among participants.

## RESOURCE SHARING

A number of Generalists have indicated an interest in having resources sharing during the conference to enhance communications and networking. Individuals who submit 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 pertinent to medical education.

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**KEYNOTE ADDRESS**

*Sunday, November 10*

11:15 - 12:15



*John Stone, M.D.*

We are excited to have Dr. John Stone, distinguished writer and lecturer, present this year's keynote address. Dr. Stone balances his talents as a poet and an essayist with a medical career as a Cardiologist, Professor of Medicine and Dean of Admissions at Emory University School of Medicine. He offers the Generalists a personal response to what he, the writer, witnesses in his work as a physician and a medical educator. Please join us for this very special session.

"...For there will be the arts  
and some will call them  
soft data  
whereas in fact they are the hard data  
by which our lives are lived..."

(Gaudeamus Igitur: A Valediction)

**Saturday, November 9, 1991**  
**REGISTRATION**  
**AND SET-UP FOR RESOURCE SHARING**

5:30 p.m. - 8:30 p.m.

Phillips

**Sunday, November 10, 1991**

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7:00 a.m. - 5:00 p.m.

**REGISTRATION**

Phillips

**RESOURCE SHARING**

begins and continues throughout conference

7:30 a.m. - 7:45 a.m.

**BREAKFAST**

Phillips

**WELCOME AND OVERVIEW**

Susan Labuda Schrop, Ellen G. Whiting, T. Lee Willoughby  
1991 Conference Co-Chairs

Emil Petrusa  
1991 Chairperson, Generalists in Medical Education

7:45 a.m. - 8:45 a.m.

**PANEL DISCUSSION**

Phillips

***External Influences and Internal Responses  
in Medical Education***

Moderator: T. Lee Willoughby

Discussants: Dennis Baker  
Thomas A. Blackwell  
Martha Evans  
Phillip K. Fulkerson  
Marilyn McGuyre  
David Swanson

8:45 a.m. - 9:00 a.m.

**BREAK/RESOURCE SHARING**

Phillips

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

**DESCRIPTIVE SESSION**

Freer

Descriptive Demonstrations

Moderator: Debra DaRosa

***"Using OSCE's to Assess Student Performance in Medical Ethics"***

Deborah E. Simpson  
Robyn Shapiro  
Kathy Biernat  
Matthew Zagumny  
David Schiedermayer

The reliability, validity and utility of OSCE's as an assessment method for medical ethics will be presented through a description of the development and implementation of an 8-station Ethics OSCE administered to second year medical students. Analysis of student performance data and student/faculty evaluation will also be provided.

***"Learning Teamwork and Group Problem Solving:  
An Adventure Education Experience"***

Ronald C. Comer

In a rapidly changing health care environment, physicians and other health care professionals need to work effectively as team members. Adventure education, an experiential strategy, has been introduced into the professional curricula and used with faculty to develop group process skills, leadership, and group problem solving.

***"How to Select Strategies to Improve Teaching"***

Neal Whitman

The aim of this session is to help participants plan, conduct, and evaluate strategies to improve the teaching skills of medical faculty. As a result of the session, they will be able to survey their faculty to identify perceptions of strategies currently used to improve teaching.

**Sunday, November 10, 1991**

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

***"Developing a More Effective Medical Humanities  
Behavioral Sciences Curriculum"***

John Curry  
Carol S. Hasbrouck  
Thomas Shope  
Juan Bowen

The session will be a problem-solving exercise on developing a better Medical Humanities and Behavioral Science course. The discussion will begin with a "sample" curriculum, which small groups will develop and refine, and report back to the group at large.

9:00 a.m. - 11:00 a.m.                      **PANEL DISCUSSION SESSION**                      Omni

***"Specific Examples of External Influences and Internal Responses:  
Incorporating Health Promotion and Disease Prevention  
into the Medical School"***

Connie L. Kohler  
Joan M. Wolle  
Janine Edwards  
Barbara Barzanski  
Alan Hull  
Donald E. Melnick

The panel will address how external agencies encourage medical schools to incorporate health promotion/disease prevention into the curriculum. Individuals from external agencies (NIH, LCME, and NBME) will join medical educators working on specific externally funded preventive medicine projects to address issues pertinent to agency goals and schools' responses.

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

***"Designing Ill-Structured Problems for Problem-Based Curricula"***

Earl Loschen  
Howard S. Barrows  
Ann C. Myers

The purpose of this skill-building session is to enable participants to develop problems for a problem-based learning curriculum which allow for free inquiry of the patient similar to the inquiry process used in a clinical encounter.

11:00 a.m. - 11:15 a.m.                      **BREAK/RESOURCE SHARING**                      Phillips



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

**KEYNOTE ADDRESS  
LUNCHEON**

National Gallery  
Phillips

"In the Country of Hearts"  
John Stone, M.D.

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

**DESCRIPTIVE SESSION**

Freer

Issues for Faculty Development

Moderator: Dennis Baker

***"The Teaching Scholars Program"***

Donna H. Harward  
Frank T. Stritter

The Teaching Scholars Program is a local response to reward and ensure quality teaching in the face of increasing external pressures that seem to reward research and clinical work more frequently than quality teaching. Essential components of a successful faculty development program will be discussed in reference to this easily transferable model.

***"Faculty Development for Community Preceptors:  
Emphasis on Evaluation and Curriculum"***

Mark P. Knudson  
Ann W. Frye

Lack of understanding of curricular goals and underdeveloped evaluation skills are common to preceptors in community experiences. A method for training community preceptors that addresses these areas of concern will be described. Alternative approaches will be discussed.

***"Gender-Fairness of a Medical Education Environment:  
A Needs Assessment"***

Risa P. Gressard  
Sharon L. Hostler

As a needs assessment for determining the "gender-fairness" of one medical school environment, we surveyed chairs, faculty, house staff, students, and ten peer institutions. Results showed: (a) women faculty perceived professional inequities, (b) both men and women perceived sexism and needed support services, and (c) "gender-fairness" varied across peer institutions.

**Sunday, November 10, 1991**

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

**PROBLEM-SOLVING SESSION**

Smithsonian

***"Learning Activities in Physical Diagnosis —  
Toward Optimal Resource Utilization"***

Phillip K. Fulkerson  
Carol S. Hasbrouck  
Cynthia Kreger

This session will focus on the impact of scarce or changing educational resources on the choice of Learning Activities for pre-clinical physical diagnosis courses. Participants will explore solutions to a variety of scenarios including a mismatch of available resources and Learning Activities. Common approaches and shared solutions will be developed.

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

**PANEL DISCUSSION SESSION**

Omni

***"Third Year Ambulatory Programs:  
Barriers and Implementation Strategies"***

Sharon K. Krackov  
Charles H. Packman  
Dennis Baker  
Lorraine Birskevich  
Martha Regan-Smith  
Susan J. Seward

Several panelists will share their strategies for addressing some common barriers to establishing ambulatory experiences. Inclusion of a variety of perspectives will enable the audience to find approaches that may be especially useful in their own environment. The audience will be invited to ask questions and share ideas.

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

**SKILLS ACQUISITION SESSION**

Renwick

***"Practical Applications and Variations of  
the Angoff Standard-Setting Method"***

Judy Shea  
John J. Norcini, Jr.  
Louis Grosso  
Rosemary Reshetar  
Beth Dawson-Saunders

The Angoff standard-setting method will be described with a focus on its flexibility. The parts of the session include: (1) a description of the method, (2) examples of applications to item/case formats such as patient management problems and standardized patients, (3) variations in the basic design that has all experts meet together to rate all items, and (4) practical suggestions and references.

3:15 p.m. - 3:30 p.m.                      **BREAK/RESOURCE SHARING**                      Phillips

3:30 p.m. - 5:30 p.m.                      **DESCRIPTIVE SESSION**                      Freer

Evaluation Issues

Moderator: Jamie Shumway

***"An Evaluation Paradigm for a State-Mandated  
Decentralized Clerkship in Family Medicine:  
Meeting the Needs of Diverse Constituencies"***

Barbara G. Ferrell

A model for evaluating a decentralized clerkship in family medicine will be described which focuses on those aspects which are unique to clerkships in which off-campus sites are utilized. The balance between political, practical and measurement issues in developing an evaluation design will be discussed.

***"Evaluation of Resident Performance in an  
Outpatient Internal Medicine Clinic"***

Richard P. Day  
Mariana M. G. Hewson  
Phillips Kindy  
Judith Van Kirk

Medical education currently focuses upon two problems: medical expertise (what does an individual need to know to be an effective physician?) and certification (how to determine if an individual is qualified, or excels, in the practice of medicine?). A method for addressing these questions using standardized patients is described.

***"Residency Training Program Directors' Ratings of Medical Knowledge:  
Does Feedback Help Evaluation at the Local Level?"***

Louis Grosso  
John J. Norcini, Jr.

This study examines ratings of medical knowledge before and after feedback addressing national and local level data on performance and ratings was given to raters. Correlations between scores and ratings increased after feedback, suggesting that raters made adjustments towards national norms. Whether or not feedback was responsible cannot be determined.

**Sunday, November 10, 1991**

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

**PROBLEM-SOLVING SESSION**

Smithsonian

***"Nurturing the Accuracy of Self-Evaluations in Medical School:  
Helping Students to Recognize Internal Responses to  
External Performance Cues"***

Boyd Richards  
Ann W. Frye  
Elizabeth W. Bradley

If the ability to accurately self-evaluate performance is important to life-long professional development, should it be nurtured in medical education? If so, how? This session addresses these questions using a problem-based learning format: small groups will discuss a self-evaluation case before and after "studying learning issues" stimulated by the case.

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

**PANEL DISCUSSION SESSION**

Omni

***"Responses of Medical Schools and Residency Programs to  
the Changes in the Licensure Process"***

Carol S. Hasbrouck  
Brownell Anderson  
David Swanson  
Gwendie Camp  
Brent Buchele

The objectives of this session are to highlight changes in the medical licensure process, present various perspectives on what impact these changes might have on medical schools and residency programs, to foster sharing of other perspectives, and to promote discussion and debate among participants. The goal is to have an informative, interactive, and enjoyable session.

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

**SKILLS ACQUISITION SESSION**

Renwick

***"Getting Together in an Age of Change:  
Forging New Alliances for  
Community-Based Training"***

Paula Butterfield  
Bonnie Kantor

This session will teach participants a set of planning and negotiation skills useful for developing a community-based training network. The focus is on the use of non-traditional sites and faculty to train students in providing care for the increasing numbers of patients with chronic illnesses and/or disabilities.

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

**RECEPTION**

Woodrow Wilson House  
2340 S Street, N.W.

7:30 a.m. - 8:30 a.m.    **SPECIAL TOPIC BREAKFAST DISCUSSIONS**    Phillips

1.    Care and Feeding of a Generalist  
      Judy Calhoun
2.    Computer Applications — What's New?  
      T. Lee Willoughby
3.    HIV, STD's, AIDS and Clinical Patients for Rectal/Genital Examinations  
      Linda Rogers
4.    Impact of the Animal Rights Movement on Medical Schools  
      Robert Bonnell
5.    Influence of Medical Student Characteristics on Curriculum and Teaching Methods  
      James Diamond
6.    Integrating PBL into the Traditional Medical Curriculum  
      Summers Kalishman and Stewart Mennin
7.    Integrating Teaching of MEDLINE Searching into Medical School Curriculum  
      Dennis Baker and Bobbi Conlisse
8.    Networking Outside the Annual Generalist Conference  
      Ellen G. Whiting
9.    Researching and Publishing: The Generalists' Perspective  
      John Markus
10.   Small Group Case-Based Exercises: Development, Implementation and  
      Evaluation  
      Sharon K. Krackov and John Hansen
11.   Student Evaluation Methods — What's New?  
      Mimi Wetzel

Additional tables will be available for general/open discussions.

8:30 a.m. - 8:45 a.m.    **BREAK/RESOURCE SHARING**    Phillips

8:45 a.m. - 9:30 a.m.    **BUSINESS MEETING**    Phillips

Emil Petrusa, 1991 Chairperson  
Jocelyn Ten Haken, 1992 Chairperson

9:30 a.m. - 9:45 a.m.    **BREAK/RESOURCE SHARING**    Phillips

**Monday, November 11, 1991**

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

**DESCRIPTIVE SESSION**

Freer

Issues in Problem-Based Learning

Moderator: Deborah E. Simpson

***"Curriculum Index — How do You Document What's  
Included in a Problem-Based Curriculum?"***

Susan Zapatka  
Alane Shanks

This session will describe the development and use of a database program, Curriculum Index, to document the topics included in a problem-based curriculum over four years. Issues to be presented include: planning process, program design, data collection, reporting functions and the potential audiences for the information.

***"Collecting Faculty Teaching Contributions:  
The Lessons Learned in a Pilot Study"***

Sheila A. Salamone  
Alane Shanks

Our medical school conducted a pilot study on tracking faculty teaching contributions in a problem-based curriculum. This session will describe the methods used in the pilot study and provide time for discussion on how such methods could be generalized to other institutions.

***"Beyond the Learning Issues in a  
Problem-Based Learning Curriculum"***

David W. Brewer  
Daniel J. Chavez

An innovative program tracks students' learning in a Problem-Based Learning Curriculum beyond the (listed) learning issues, utilizing comprehensive tutor guides and a taxonomy of learning issues, resulting in a content examination blueprint based upon a demonstrated extent of students' learning, thereby minimizing issues of sampling error and content validity.

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

**PANEL DISCUSSION SESSION**

Smithsonian

***"Consortia Respond to Challenges of Curricular Change, Computer Competency, and Cost"***

Diane E. Heestand  
Paula N. O'Neill  
Eileen M. Palmer  
Suzanne S. Stensaas

The panelists represent four consortia that are characterized individually as library-based, sponsor-based, user-based, and curriculum-based. Each panelist will describe the organization and activities of the consortium she represents. While the impetus for formation of the consortia differs, each faces the issues of effectiveness, faculty involvement, and support.

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

**PANEL DISCUSSION SESSION**

Omni

***"The Dynamics of Curricular Change at a Traditional Medical School: A Self-Study"***

Kathleen Straker  
Daniel Allensworth  
Andrew Payer  
Barbara Thompson  
Emil Petrusa

A brief overview of external and internal factors contributing to curricular change at a traditional medical school will be presented. The etiology of the changes in an interdisciplinary course, the creation of a third-year clerkship and the formation and activities of an Alternative Curriculum Task Force will be discussed.

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

**SKILLS ACQUISITION SESSION**

Renwick

***"Developing a Case-Based Content Examination for Students in a Problem-Based Curriculum"***

Elizabeth W. Bradley  
James R. Philp  
Charles J. Eldridge

Workshop participants will function in the role of an interdisciplinary content examination committee, practicing the model that has evolved at the Bowman Gray School of Medicine. They will be given learning issues from cases, identify important concepts covered and create a patient case to tie the questions together in a meaningful way.

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 PD: Panel Discussion

PS: Problem Solving  
 SA: Skills Acquisition

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JOIN US  
for the Reception of  
The Twelfth Annual Conference  
for Generalists  
in Medical Education

Sunday, November 10, 1991  
6:30 - 8:30 p.m.

at the National Historic Landmark:  
THE WOODROW WILSON HOUSE  
2340 S Street, N.W.

*Hors d'oeuvres and wine will be served.*

*Personalized tours will be provided  
throughout the evening.*

*We invite you to share an evening with your colleagues  
and explore this unique time capsule  
of Washington history in the 1920's.*

*Directions from Dupont Circle:  
Travel northwest on Massachusetts Avenue  
for seven blocks to S Street.  
Turn right to 2340 S Street.*

**THE TWELFTH ANNUAL CONFERENCE  
FOR GENERALISTS IN MEDICAL EDUCATION**

Sunday, November 10 and Monday, November 11, 1991  
Omni Georgetown Hotel  
Washington, D.C.

CONFERENCE REGISTRATION

Please return conference registration form to:  
Susan Labuda Schrop  
Northeastern Ohio Universities College of Medicine  
Department of Family Medicine  
4209 State Route 44, P.O. Box 95  
Rootstown, OH 44272-0095

Name: \_\_\_\_\_  
(as you would like it to appear on your name tag)

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

**All presenters, co-presenters, and participants must register for the Conference. Full registration includes the meetings, luncheon, reception, and the breakfast sessions.**

\_\_\_\_\_ \$80.00 Early Registration Fee (must be postmarked by October 21, 1991)

\_\_\_\_\_ \$90.00 Regular Registration Fee (postmarked after October 21, 1991)

For spouses and guests only:

\_\_\_\_\_ \$25.00 Keynote Luncheon

\_\_\_\_\_ \$20.00 Evening Reception

***Please make check payable in U.S. dollars to the Generalists in Medical Education.***

**Note:** No refunds will be offered after October 21, except for extenuating circumstances.

If you have any questions about the program or registration procedures, call Susan Labuda Schrop or Ellen G. Whiting at 216-379-5888 or T. Lee Willoughby at 816-276-1891.

Please list sessions that you plan to attend and would be willing to provide feedback to the presenter(s):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I plan to bring resources for sharing: \_\_\_\_\_ Yes; Linear feet of table space required \_\_\_\_\_  
\_\_\_\_\_ No



## OMNI GEORGETOWN HOTEL

Choice location for The Twelfth Annual Conference for  
Generalists in Medical Education

The Omni Georgetown boasts 300 of the largest rooms in Washington. At the newly renovated Omni, you'll be centrally located to the sites of Washington and the Generalists and AAMC conference locations. All rooms provide executive sized desks, spacious sitting areas, free HBO, and three telephones.

Please support the Generalists and stay at the Omni using the form below. Note: Use of the AAMC hotel registration form will not credit your room to the Generalists. The single room rate of \$110 and double rate of \$125 are held at the 1989 rates and will be available to you throughout the Generalists and AAMC conferences.

To guarantee your room, and the Generalists' rate, send the form by October 9, 1991, to:

Reservations Department  
Omni Georgetown Hotel  
2121 P Street, N.W.  
Washington, D.C. 20037



Reservations can be made by phone at (202) 293-3100. Indicate that you are with the Generalists.

**Group Name:** Generalists in Medical Education  
Annual Conference  
11/9-11/11/91

**OMNI** **GEORGETOWN HOTEL**  
Dial Direct 202-293-3100

Type of Room	No. of Rooms	Convention Rates	
Single (1 person)		\$ 110	
Double (2 people)		\$ 125	
Triples		\$	
Quads		\$	
<b>Do you prefer non-smoking?</b>			<input type="checkbox"/>

If all rooms in the requested rate category are already reserved the next available rate will be assigned.

**Reservations must be received by** Oct. 9,  
1991

Date of Arrival \_\_\_\_\_  
 Time of Arrival \_\_\_\_\_  
 Date of Departure \_\_\_\_\_  
 Check In Time: 3 p.m.  
 Check Out Time: 12 Noon  
 Require overnight parking \_\_\_\_\_  
 Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone No. \_\_\_\_\_  
 Sharing room with \_\_\_\_\_  
 Children in same room with existing bedding under 18 FREE!

Your reservation must be guaranteed with a credit card or cash deposit at least 10 days prior to your arrival. Failure to guarantee your reservation will result in cancellation. You have up until 4 pm on the day of arrival to cancel a guaranteed reservation.

Guaranteed by one of the following.

Deposit of \$ \_\_\_\_\_  
 American Express # \_\_\_\_\_  
 Diners Club # \_\_\_\_\_  
 Carte Blanch # \_\_\_\_\_  
 Master Card # \_\_\_\_\_  
 Visa # \_\_\_\_\_  
 Expiration Date \_\_\_\_\_  
 Signature \_\_\_\_\_

## 1991 GENERALISTS IN MEDICAL EDUCATION CONFERENCE

*Sponsored by*

Northeastern Ohio Universities College of Medicine  
University of Missouri - Kansas City

### PROPOSAL REVIEWERS

William Anderson	Michigan State University
Dennis Baker	Ohio University College of Osteopathic Medicine
Helen Baker	American Osteopathic Association
Ajay Bhardwaj	The Ohio State University College of Medicine
Phyllis Blumberg	McMaster University Health Sciences Center
David Brewer	Southern Illinois University School of Medicine
Gerald Cohen	McMaster University Health Sciences Center
Michael Cope	West Virginia School of Osteopathic Medicine
Debra DaRosa	Southern Illinois University School of Medicine
Beth Dawson-Saunders	American Board of Internal Medicine
James Diamond	Jefferson Medical College
Jennifer Doyle	Deaconess Harvard Surgical Services
Roger Draba	Chicago College of Osteopathic Medicine
Carol Elam	University of Kentucky College of Medicine
Barbara Ferrell	University of Texas Medical Branch at Galveston
Sue Fosson	University of Kentucky College of Medicine
George Gray	Rush University
Louis Grosso	American Board of Internal Medicine
Steve Haist	University of Kentucky College of Medicine
Carol Hasbrouck	The Ohio State University College of Medicine
Bill Hendricson	University of Texas Medical Branch at San Antonio
Summers Kalishman	University of New Mexico School of Medicine
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John Schatzer	University of Illinois College of Medicine
Susan Labuda Schrop	Northeastern Ohio Universities College of Medicine
Judy Shea	American Board of Internal Medicine
Jamie Shumway	West Virginia University School of Medicine
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