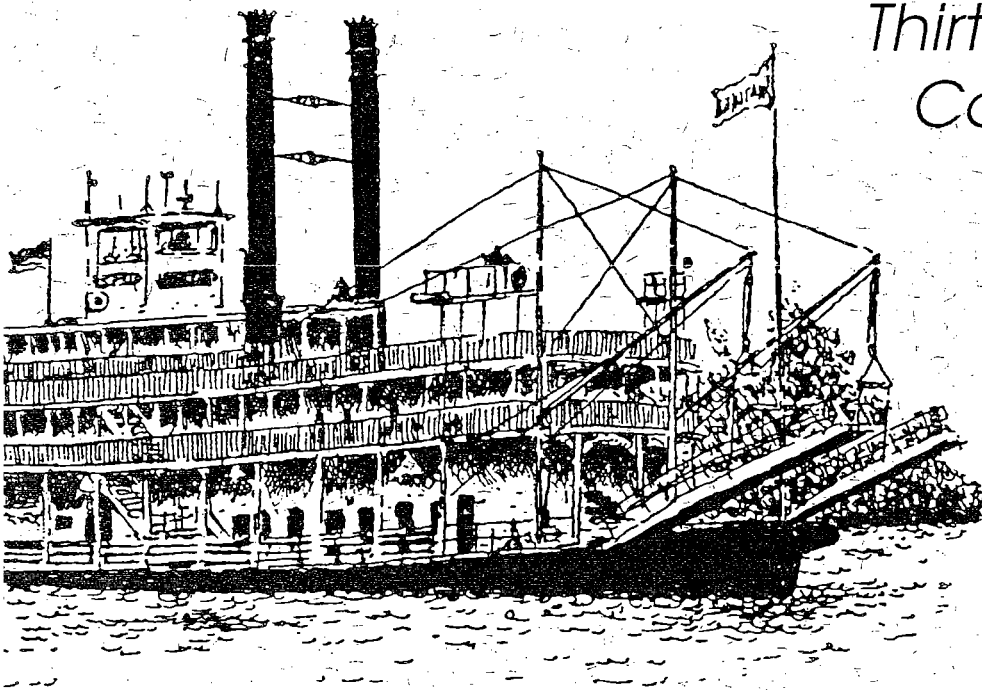


Medical Education:  
Socially Responsive Programs for Tough Times?

*The  
Thirteenth Annual  
Conference for  
Generalists  
in Medical  
Education*



**NEW ORLEANS**

Radisson Suite Hotel  
November 8-9, 1992

## The Generalists in Medical Education

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### STATEMENT OF PURPOSE

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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.

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### CONFERENCE SESSIONS

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**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, 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 Roundtables:** These sessions provide an informal opportunity for sharing experiences and ideas. Leaders briefly introduce the topic then facilitate discussion among participants.

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### RESOURCE SHARING

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A number of Generalists have indicated an interest in having resource sharing during the conference to enhance communications and networking. Individuals who submit resources to be shared throughout the conference will be available during registration and breaks to discuss their materials. These sessions are informal and allow individuals to discuss resources related to various topics pertinent to medical education.

**The Thirteenth Annual Conference for Generalists in Medical Education  
 Medical Education: Socially Responsive Programs for Tough Times?**

*Message from the Chair*

*Welcome to the Thirteenth Annual Conference for Generalists in Medical Education! This year's program offers thoughtful and creative solutions to the challenge of providing socially responsive medical education programs. The program includes distinguished speakers, representing an array of approaches addressing these issues. I join the program committee in looking forward to your active participation.*

*Jocelyn Ten Haken*

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Sunday Afternoon Schedule ..... 3	<b>Sunday, November 8</b> 7:00 a.m.-5:00 p.m. Registration Resource Sharing
Monday Morning Schedule ..... 4	7:30-8:45 a.m. Welcome Panel Discussion
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Descriptive Session Descriptions ..... 6	1:15-3:15 p.m. Concurrent Sessions
Panel Discussion Session Descriptions ..... 8	3:30-5:30 p.m. Concurrent Sessions
Keynote Address ..... 9	7:00 p.m. Reception and Dinner at Richoux's Restaurant
Dinner & Entertainment ..... 9	<b>Monday, November 9</b>
Conference Registration Form ..... 11	7:30-8:30 a.m. Breakfast/Common Interest Roundtables
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	9:45-11:45 a.m. Concurrent Sessions

**1992-1993 Steering Committee**

Brownell Anderson	Association of American Medical Colleges
Robert Bridgham	Michigan State University
Debra DaRosa	Southern Illinois University School of Medicine
Jacques Des Marchais	University of Sherbrooke Faculty of Medicine
Louis Grosso	American Board of Internal Medicine
Carol Hasbrouck	The Ohio State University College of Medicine
Mary Pat Mann	Ohio University College of Osteopathic Medicine
Patricia Mullan	Michigan State University
Emil Petrusa	Duke University School of Medicine
Candice Rettie	National Board of Medical Examiners
Jocelyn Ten Haken	University of Michigan Medical Center

SATURDAY, November 7, 1992

5:30-8:30 p.m. **REGISTRATION & RESOURCE SHARING SET-UP** Foyer (6th Floor)

SUNDAY, November 8, 1992

7:00 a.m.-  
5:00 p.m. **REGISTRATION & RESOURCE SHARING** Foyer (6th Floor)  
(Begins and continues throughout the conference)

7:30-7:45 a.m. **BREAKFAST** Bayou Jean LaFitte (6th Floor)  
*Welcome & Overview* — Jocelyn Ten Haken, Patricia Mullan, Robert Bridgham

7:45-8:45 a.m. **PANEL DISCUSSION** Bayou Jean LaFitte (6th Floor)  
*Developing Socially Responsive Programs: Case Histories*  
Moderator: Patricia Mullan  
Leonard Fleck, A. Cherrie Epps, Ronald Richards

8:45-9:00 a.m. **BREAK/RESOURCE SHARING** Foyer (6th Floor)

9:00-11:00 a.m. **CONCURRENT SESSIONS**

**Descriptive Sessions** — Moderator: Emil Petrusa Diamond B (1st Floor)

D1 — *The Kellogg  
Community Partnership  
Initiative in Health  
Professions Education:  
A Multi-Site Program  
Evaluation*  
Rebecca Henry, Dona Harris,  
Andrew Hogan

D2 — *Follow-up Study  
of a Premedical  
Program for  
Underrepresented  
Populations*  
Shirley McGlenn, Evelyn  
Jackson, Harold Bardo

D3 — *A Model for a  
Post Baccalaureate  
Program for Minority  
Students Sponsored  
by a Medical School:  
Implications for In-  
creasing Minority  
Student Enrollment*  
Wanda Lipscomb

**Problem Solving Session** Diamond A (1st Floor)

PS1 — *The Future of Primary Care in Tough Times:  
The Generalist's Role*

Carol Hasbrouck, Paula Butterfield, Steve Haist, Robin Riggs, Julie Williamson

**Skills Acquisition Session** Bayou Teche (6th Floor)

SA1 — *Faculty Development for Tutoring in a Problem-Based Curriculum*

Bruce Holmes, David Kaufman, Shumin Lee

11:00-11:15 a.m. **BREAK/RESOURCE SHARING** Foyer (6th Floor)

11:15-1:00 p.m. **KEYNOTE ADDRESS LUNCHEON** Atrium Courtyard (1st Floor)  
*Medical Education and the Community Physician of the Future*  
Reed Tuckson, M.D., President of Charles R. Drew University of Medicine and Science

SUNDAY, November 8, 1992

1:15-3:15 p.m.

**CONCURRENT SESSIONS**

**Descriptive Sessions** — Moderator: Louis Grosso

Diamond A (1st Floor)

D4 — *Development of an Interactive Computer-Based Curriculum for a Decentralized Clerkship in Family Medicine*

Barbara Ferrell

D5 — *A Primary Care Curriculum for Interns: An Innovative Experiment in the Ambulatory Setting*

Mariana Hewson, Richard Day, Phillips Kindy, Judith Van Kirk

D6 — *Responding to the Need for Medical Education Researchers Through a Regional Fellowship Program*

Deborah Simpson, Matthew Zagumny, Louise Arnold

**Panel Discussion Session**

Diamond B (1st Floor)

PD1 — *Breaking the Barriers for Blacks in Medicine*

E. Virginia Calkins, Edward Cross, Morton Slater, Reaner Shannon, Stephen Smith, Michael Weaver

**Skills Acquisition Session**

Bayou Teche (6th Floor)

SA2 — *Strategies for Setting Standards on Performance of Physicians' Clinical Skills*

Anthony LaDuca, Steven Downing, Daniel Klass, John Norcini, John Engel

3:15-3:30 p.m.

**BREAK/RESOURCE SHARING**

Foyer (6th Floor)

3:30-5:30 p.m.

**CONCURRENT SESSIONS**

**Descriptive Sessions** — Moderator: Candice Rettie

Diamond B (1st Floor)

D7 — *Home Visitations to Adolescent Patients by First Year Medical Students: A Continuity of Care Experience*

Daniel Allensworth, Janie Perez, Linda Rogers

D8 — *The Childhood Asthma Project (CAP): A Multi-Faceted Physician and Patient Education Intervention*

William Hendricson, Pamela Wood, Megan Kromer, Humberto Hidalgo, Amelie Ramirez

D9 — *Responding to AIDS: A Model of Faculty and Student Cooperation*

Phyllis Nash, K. Suzanne Nash

**Problem Solving Session**

Diamond A (1st Floor)

PS2 — *Evaluating Academic Support Programs: Exploring History, Models and Instruments*

Patricia Mullan, Robert Bridgham

**Skills Acquisition Session**

Bayou Teche (6th Floor)

SA3 — *Qualitative Analysis from the Ground Up: An Introduction to Grounded Theory*

Mary Pat Mann

7:00 p.m.

**RECEPTION AND DINNER**

Richoux's Restaurant  
601 Loyola, Suite 232

MONDAY, November 9, 1992

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7:30-8:30 a.m.      **BREAKFAST/ROUNDTABLES**      Bayou Jean LaFitte (6th Floor)

*Affective Objectives in HIV Risk Assessment Training: Addressing the Prerequisite Attitudes* — Karen Lienhart  
*Alumni Studies of Innovative Training Programs* — Eldon Clark, Patricia Mullan  
*Assessing the Collective Impact of a Federally Funded Program: Inferences from Transfusion Medicine Education* — Deborah Simpson  
*Designing and Implementing a Family and Community Medicine Clerkship in Medically Underserved Areas* — William Shore  
*Development of Clinical Skills in Facilities Serving Medically Underserved Populations* — Elizabeth Dyer  
*Emergency Student Tutelage (EST)* — John Stang  
*Evaluation of Professional Mentoring* — Matthew Zagumny  
*Innovative Methods in Program Evaluation* — Phyllis Blumberg  
*Introducing and Implementing Innovative Curricula* — Linda Gunzburger, Roger Koment  
*Kellogg in the Trenches: Generalists' Involvement with Initiatives for Change in Health Professions Education* — Helen Baker, Michael Cope, Arnold Hassen  
*Medical Ethics* — Imogene Smith  
*Non-Tutorial Correlated Learning Sessions in Problem-Based Learning Curricula* — Gwendie Camp  
*The General Education of Physicians: Balance Between the Scientific and Humanitarian Aspects of Medicine* — Jeffrey Turnbull

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8:30-8:45 a.m.      **BREAK/RESOURCE SHARING**      Foyer (6th Floor)

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8:45-9:30 a.m.      **BUSINESS MEETING**      Bayou Jean LaFitte (6th Floor)

Jocelyn Ten Haken, 1992 Chairperson and Mary Pat Mann, 1993 Chairperson

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9:30-9:45 a.m.      **BREAK/RESOURCE SHARING**      Foyer (6th Floor)

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9:45-11:45 a.m.      **CONCURRENT SESSIONS**

<i>Descriptive Sessions</i> — Moderator: Carol Hasbrouck		Diamond A (1st Floor)
D10 — <i>Preceptor Training: Results of a Needs Assessment</i> Ajay Bhardwaj, Seth Kantor, Fran Blake	D11 — <i>A Patient Self-Report Psychosocial Questionnaire as an Educational Tool</i> Stephen Morewitz, Zylphia Ford, Franklin Medio	D12 — <i>Formative Evaluation of the Eye Examination Project: A Case Study of CAI Integration</i> Shumin Lee, David Kaufman, Kaireen Chaytor

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**Problem Solving Session**      Lafayette A (1st Floor)

PS3 — *Developing and Implementing Discrete Curricular Blocks in Resident Ambulatory Education*  
Alice Speer, Michael Ainsworth, David Solomon

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**Panel Discussion Session**      Diamond B (1st Floor)

PD2— *Clinical Skills Assessment: A Model for Maximizing Inter-Institutional Resources*  
Barbara Ferrell, Linda Rogers, John Rogers, John Ullian, Patricia Butler

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**Skill Acquisition Session**      Bayou Teche (6th Floor)

SA4 — *Applying Techniques of Continuous Quality Improvement to Enhance Medical Education*  
Eugenia Vanek, J. Gaul, Patricia Chapek

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## Session Descriptions

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### Problem Solving Sessions

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#### **PS1 The Future of Primary Care in Tough Times: The Generalist's Role**

Carol Hasbrouck	The Ohio State University	Sunday, 9:00-11:00 a.m.
Paula Butterfield	Doctor's Hospital	Diamond A (1st Floor)
Steve Haist	University of Kentucky	
Robin Riggs	The Ohio State University	
Julie Williamson	Department of Medicine Foundation	

The country needs more primary care physicians, yet the numbers of students entering primary care fields is dropping. What roles might Generalists play in developing ways to overcome some of the barriers to primary care? Small groups will emphasize undergraduate curriculum, residency training, faculty development, and fiscal/administrative issues affecting primary care.

#### **PS2 Evaluating Academic Support Programs: Exploring History, Models and Instruments**

Patricia Mullan	Michigan State University	Sunday, 3:30-5:30 p.m.
Robert Bridgham	Michigan State University	Diamond A (1st Floor)

This session reviews existing work in the design and evaluation of academic support programs, drawing on annotated bibliographies of published literature and sample instruments and evaluation reports. Participants will interactively explore: 1) potential models for evaluating programs and 2) strategies for addressing issues involved in the evaluation of academic support programs.

#### **PS3 Developing and Implementing Discrete Curricular Blocks in Resident Ambulatory Education**

Alice Speer	University of Texas Medical Branch at Galveston	Monday, 9:45-11:45 a.m.
Michael Ainsworth	University of Texas Medical Branch at Galveston	Lafayette A (1st Floor)
David Solomon	University of Texas Medical Branch at Galveston	

Problems and potential solutions will be discussed for developing an ambulatory block rotation in a primary care residency program. The focus will be on developing an educationally sound rotation with limited faculty time and resources. How to structure the rotation, what topics to cover, and how to use faculty will be discussed.

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### Skills Acquisition Sessions

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#### **SA1 Faculty Development for Tutoring in a Problem-Based Curriculum**

Bruce Holmes	Dalhousie University	Sunday, 9:00-11:00 a.m.
David Kaufman	Dalhousie University	Bayou Teche (6th Floor)
Shumin Lee	Dalhousie University	

This session will provide participants with a seven-stage process for preparing faculty to undertake a new teaching role (called 'tutoring') in a problem-based curriculum. Participants will be introduced to the three core skills required of the beginning tutor (navigating, questioning and facilitating), by participating in a case-based tutorial, and working with a videotape of an actual tutorial.

#### **SA2 Strategies for Setting Standards on Performance of Physicians' Clinical Skills**

Anthony LaDuca	National Board of Medical Examiners	Sunday, 1:15-3:15 p.m.
Steven Downing	National Board of Medical Examiners	Bayou Teche (6th Floor)
Daniel Klass	National Board of Medical Examiners	
John Norcini	American Board of Internal Medicine	
John Engel	Jefferson Medical College	

This session will propose and discuss strategies for setting absolute (i.e., content based) standards that integrate the heightened fidelity of performance assessments (simulations) with the judgments of content experts. It will be argued that both feasibility and the content validity of the simulation is enhanced by such an approach. These are issues of increasing concern in contemporary medical education.

### **SA3 Qualitative Analysis from the Ground Up: An Introduction to Grounded Theory**

Mary Pat Mann

Ohio University College of Osteopathic Medicine

Sunday, 3:30-5:30 p.m.  
Bayou Teche (6th Floor)

We all use qualitative methods like observation and interviewing - whether in teaching, research, development or evaluation. But how do we analyze what we see and hear? And what happens to the results? This workshop will show how grounded theory can take us from qualitative data, through themes, to building theory.

### **SA4 Applying Techniques of Continuous Quality Improvement to Enhance Medical Education**

Eugenia Vanek

Educational Consultant

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

J. Gaul

Cleveland Clinic Foundation

Bayou Teche (6th Floor)

Patricia Chapek

Cleveland Clinic Foundation

The purpose of this workshop is to analyze and critique an educational program using the framework and tools of Continuous Quality Improvement (CQI). Educational generalists must be prepared to use terminology and techniques of quality improvement, increasingly being applied in health care quality counsels.

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## **Descriptive Sessions**

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### **D1 The Kellogg Community Partnership Initiative in Health Professions Education: A Multi-Site Program Evaluation**

Rebecca Henry

Michigan State University

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

Dona Harris

Michigan State University/Kalamazoo Campus

Diamond B (1st Floor)

Andrew Hogan

Michigan State University

The goal of this session is to share with participants the design and implementation of a large multi-site evaluation for the Community Partnership Initiative. Because of its complexity, it is a good vehicle for discussing numerous evaluation issues that pertain to health professions education program evaluation.

### **D2 Follow-Up Study of a Premedical Program for Underrepresented Populations**

Shirley McGlenn

Southern Illinois University

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

Evelyn Jackson

Southern Illinois University

Diamond B (1st Floor)

Harold Bardo

Southern Illinois University

A follow-up study of minority and disadvantaged students who participated in a premedical program from 1972 to 1992 reports the number of students who matriculated in health professional schools, graduation rates and the types of schools attended. Issues related to the efficacy of such programs will be raised.

### **D3 A Model for a Post Baccalaureate Program for Minority Students Sponsored by a Medical School: Implications for Increasing Minority Student Enrollment**

Wanda Lipscomb

Michigan State University

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

Diamond B (1st Floor)

This session will provide an overview of a postbaccalaureate program which was developed and implemented at a medical school in response to the need to increase the numbers of underrepresented minority students who enroll at the institution. The session will describe the program components: student selection, student characteristics, program design, student academic support, and program evaluation. The program will be presented as a model which could be duplicated at other medical schools.

### **D4 Development of an Interactive Computer-Based Curriculum for a Decentralized Clerkship in Family Medicine**

Barbara Ferrell

University of Texas Medical Branch

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

Diamond A (1st Floor)

A model for providing an interactive computer-based curriculum for a decentralized clerkship will be presented. The model includes database management functions for program monitoring and CAI materials. Decisions which had to be made in developing the curriculum and selecting hardware and software will be discussed. Programs which were developed will be demonstrated for the audience.



**D5 A Primary Care Curriculum for Interns: An Innovative Experiment in the Ambulatory Setting**

Mariana Hewson	University of Wisconsin	Sunday, 1:15-3:15 p.m.
Richard Day	University of Wisconsin	Diamond A (1st Floor)
Phillips Kindy	University of Wisconsin	
Judith Van Kirk	University of Wisconsin	

Description of a curriculum for interns which was implemented in an ambulatory care clinic. Six standardized patients portraying six typical outpatient problems were used to address interns' needs for clinical experience while allowing for sufficient observation of their performance by faculty to provide tailored instructional intervention.

**D6 Responding to the Need for Medical Education Researchers Through a Regional Fellowship Program**

Deborah Simpson	Medical College of Wisconsin	Sunday, 1:15-3:15 p.m.
Matthew Zagumny	Medical College of Wisconsin	Diamond A (1st Floor)
Louise Arnold	University of Missouri-Kansas City	

Given the need to enhance the quality of medical education research in a cost-effective format, a regional, non-resident Fellowship-Medical Education Research (F-MER) was developed. The Fellowship will be described in the context of the faculty development literature, the political milieu, and process and progress evaluation data.

**D7 Home Visitations to Adolescent Patients by First Year Medical Students: A Continuity of Care Experience**

Daniel Allensworth	University of Texas Medical Branch	Sunday, 3:30-5:30 p.m.
Janie Perez	University of Texas Medical Branch	Diamond B (1st Floor)
Linda Rogers	University of Texas Medical Branch	

The Introduction to Patient Evaluation Course (an interdisciplinary course in which preclinical students learn to interview and examine patients) piloted a home visitation program over the first three school terms. The main purpose of these visits was to sensitize the students to adolescent patients' and their families' culture and background, as well as to how their health and illness affect the patient, their families and their life-styles. These home visits, presented as a continuity of care experience, will serve as the focus for group interaction in the following areas: program development, implementation, and evaluation.

**D8 The Childhood Asthma Project (CAP): A Multi-Faceted Physician and Patient Education Intervention**

William Hendricson	University of Texas Health Science Center-San Antonio	Sunday, 3:30-5:30 p.m.
Pamela Wood	University of Texas Health Science Center-San Antonio	Diamond B (1st Floor)
Megan Kromer	University of Texas Health Science Center-San Antonio	
Humberto Hidalgo	University of Texas Health Science Center-San Antonio	
Amelie Ramirez	University of Texas Health Science Center-San Antonio	

The Childhood Asthma Project, a multi-dimensional patient and physician intervention, is being implemented to reduce asthma morbidity among Hispanic children. This presentation will demonstrate the use of social learning theory to design culturally sensitive educational interventions for low income, bilingual families and demonstrate strategies for modifying physician behavior in an outpatient clinic.

**D9 Responding to AIDS: A Model of Faculty and Student Cooperation**

Phyllis Nash	University of Kentucky	Sunday, 3:30-5:30 p.m.
K. Suzanne Nash	University of Kentucky	Diamond B (1st Floor)

A successful project developed with cooperation between faculty members and medical students to provide AIDS education for eighth grade students can serve as a model for meeting a number of society's needs, enhancing the educational experience of medical students, and strengthening the relationship between faculty members and students.

### **D10 Preceptor Training: Results of a Needs Assessment**

Ajay Bhardwaj                      The Ohio State University  
Seth Kantor                         The Ohio State University  
Fran Blake                         The Ohio State University

Monday, 9:45-11:45 a.m.  
Diamond A (1st Floor)

The session will focus on the results of a needs assessment conducted for an interdisciplinary Preceptor Training Institute. The institute was sponsored by one of the Area Health Education Centers (AHEC). Preceptors from five professional schools, namely, Medicine, Nursing, Dentistry, Pharmacy and Allied Medicine were involved in the needs assessment.

### **D11 A Patient Self-Report Psychosocial Questionnaire as an Educational Tool**

Stephen Morewitz                  University of Illinois at Chicago  
Zylphia Ford                        University of Illinois at Chicago  
Franklin Medio                      University of Medicine & Dentistry of New Jersey

Monday, 9:45-11:45 a.m.  
Diamond A (1st Floor)

Participants will discuss the degree to which a patient self-report psychosocial questionnaire: a) enhances the medical students' and residents' recognition and assessment of psychosocial aspects of a patient's history e.g., family or personal crisis, habits, past trauma and depression/suicide; b) increases documentation of psychosocial problems; and c) promotes psychosocial training in primary care settings.

### **D12 Formative Evaluation of the Eye Examination Project: A Case Study of CAI Integration**

Shumin Lee                         Dalhousie University  
David Kaufman                      Dalhousie University  
Kaileen Chaytor                     Dalhousie University

Monday, 9:45-11:45 a.m.  
Diamond A (1st Floor)

Participants in this session will learn how the role of formative evaluation plays in integrating computer-assisted instruction into a medical curriculum. A case study of the Pupil Examination Project will be used to highlight the discussion.

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## **Panel Discussion Sessions**

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### **OPENING PANEL — Developing Socially Responsive Programs: Case Histories**

Leonard Fleck                      Michigan State University  
A. Cherrie Epps                     Tulane University  
Ronald Richards                     Kellogg Foundation

Sunday, 7:45-8:45 a.m.  
Bayou Jean LaFitte  
(6th Floor)

The panelists will share their experiences: developing an innovative approach to providing children access to health care; identifying and preparing underrepresented minority students for roles as health professionals; and developing foundation sponsorships for community-responsive medical education programs.

### **PD1 Breaking the Barriers for Blacks in Medicine**

E. Virginia Calkins                  University of Missouri-Kansas City School of Medicine  
Edward Cross                        University of Missouri-Kansas City School of Medicine  
Reaner Shannon                      University of Missouri-Kansas City  
Stephen Smith                        Brown University  
Morton Slater                         City University of New York-Sophie Davis School of Biomedical Sciences  
Michael Weaver                      St. Luke's Hospital

Sunday, 1:15-3:15 p.m.  
Diamond B (1st Floor)

This discussion will focus on the continuing underrepresentation of blacks in medical schools and address present efforts to change this. Panelists will describe what we are doing and what more should be done.

### **PD2 Clinical Skills Assessment: A Model for Maximizing Inter-Institutional Resources**

Barbara Ferrell                      University of Texas Medical Branch  
Linda Rogers                         University of Texas Medical Branch  
John Rogers                         Baylor College of Medicine  
John Ullian                            Baylor College of Medicine  
Patricia Butler                        University of Texas Medical School at Houston

Monday, 9:45-11:45 a.m.  
Diamond B (1st Floor)

Three medical schools have formed a consortium to extend the application of standardized patient assessment techniques. This goal is being achieved through a sharing of resources such as cases, standardized patients, student databases, facilities and equipment. The model will be discussed from the perspective of each institution. The project initiated by the consortium will be described.

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## Keynote Address

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### Medical Education and the Community Physician of the Future

Sunday, November 8, 11:15-1:00 p.m.  
Atrium Courtyard (1st Floor)

We are honored to have Reed Tuckson, M.D., presenting the 1992 keynote presentation. In addressing this year's conference theme, Dr. Tuckson draws on his experience in his previous positions as Commissioner of Public Health in the District of Columbia and as Senior Vice President for Programs for the March of Dimes Birth Defects Foundation, and in his current role as President of Charles R. Drew University of Medicine and Science. One of only four Black medical schools in the nation, Drew University of Medicine and Science is dedicated to assisting society's most disadvantaged and neglected communities.

Dr. Tuckson's insights on the potential of medical education were influenced by the breadth of his own formal education at Howard University, Georgetown University Medical School, the University of Pennsylvania (where he was a Robert Wood Johnson Foundation Clinical Scholar) and the Wharton School of Business.



Reed Tuckson, M.D.

Please join us for this very special session.

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## Evening in New Orleans

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You are invited to a  
Reception and Dinner  
at the Thirteenth Annual Conference  
for Generalists in Medical Education



Sunday, November 8, 1992  
7:00-12:00 midnight  
at Richoux's Restaurant  
601 Loyola Avenue, Suite 232  
in the Poydras Plaza Mall in the Hyatt Superdome complex.

A cajun seafood buffet and salad bar  
will be served from 7:00-9:00 p.m.

After dinner, relax and enjoy  
music from a  
New Orleans style dance and show band.



Be prepared for games, entertainment and surprises!!

## CONFERENCE REGISTRATION

The Thirteenth Annual Conference for  
Generalists in Medical Education

*Sunday, November 8 and Monday, November 9, 1992*  
*Radisson Suite Hotel*  
*New Orleans, Louisiana*

Please return the Conference Registration Form (on page 11) to:  
Therese deSpelder  
Michigan State University  
Office of Medical Education Research & Development  
A-209 East Fee  
East Lansing, Michigan 48824

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

**NOTE:** No refunds will be offered after October 16, except in extenuating circumstances.

If you have any questions about the program or registration procedure, call Patricia Mullan at 517/353-9400 or Therese deSpelder at 517/353-9656.

## RADISSON SUITE HOTEL

Choice location for the Thirteenth Annual Conference for  
Generalists in Medical Education

Located approximately six blocks from the AAMC meeting site and the French Quarter. Each suite contains a bedroom, with a king size bed, a spacious living area including a desk and sleeper sofa, and a refrigerator. The Hotel offers a whirlpool, lap pool and jogging track. Nightly rate includes buffet breakfast and cocktail reception. Check in time is 3:00 p.m. Check out is 12:00 noon. Generalists rates are: Single occupancy - \$115 and Double occupancy - \$130.

Please support the Generalists and stay at the Radisson Suite Hotel. To guarantee your room at the Generalists' rate, send the Hotel Reservation Form on page 11 by **October 7, 1992**, to:

Attention: Reservations  
Radisson Suite Hotel New Orleans  
315 Julia Street  
New Orleans, Louisiana 70130-9990

Reservations can also be made by phone at 504/525-1993. Indicate that you are with the Generalists.



### Conference Registration Form

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, Sunday dinner, and the breakfast sessions.

- \$80.00 Early Registration Fee (must be postmarked by October 16, 1992).
- \$90.00 Regular Registration Fee (postmarked after October 16, 1992).
- I am planning to attend the dinner Sunday evening (price included in registration).

For spouses and guests only:

- \$20.00 Keynote Luncheon
- \$25.00 Sunday Evening Dinner

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

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

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



### Radisson Suite Hotel New Orleans — Hotel Reservation Form

Organization: Generalists in Medical Education Annual Conference 11/7-11/9/92  
 All requests for the above group must be received by October 7, 1992. Please type or print form.

NAME \_\_\_\_\_ INSTITUTION \_\_\_\_\_  
LAST FIRST

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

SHARING ROOM WITH \_\_\_\_\_ NO. OF PERSONS \_\_\_\_\_

SIGNATURE \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_

Arrival Date \_\_\_\_\_ Arrival Time \_\_\_\_\_

Departure Date \_\_\_\_\_ Check in 3:00 p.m. Check out 12:00 noon

Accommodations will not be confirmed without a check for the first night's deposit or use of a credit card to guarantee reservations. You will be charged for the first night if reservations are not canceled 24 hours prior to arrival.

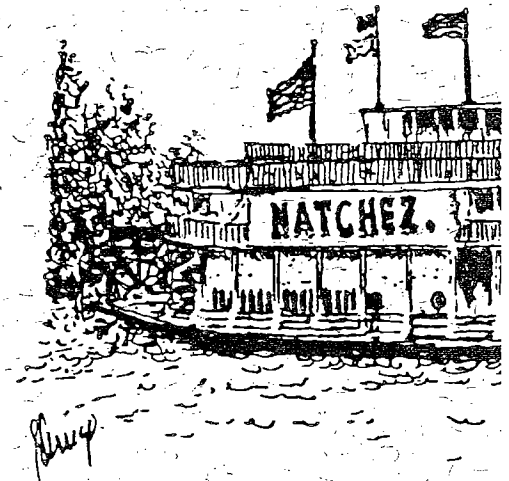
Credit Card # \_\_\_\_\_  AMEX  Diners Club  VISA  Mastercard

Expiration Date \_\_\_\_\_

Please check accommodations:  Single occupancy — \$115  Double occupancy — \$130

No charge for children under 18 occupying the same room as parents. There is an additional \$15.00 charge for the third or fourth occupant in each room.

Office of Medical Education Research & Development  
A-217 East Fee Hall  
Michigan State University  
East Lansing, Michigan 48824-1316



The Natchez, an old-fashioned stern wheel steamboat.  
Sketch by New Orleans Artist/Author Joseph A. Arrigo