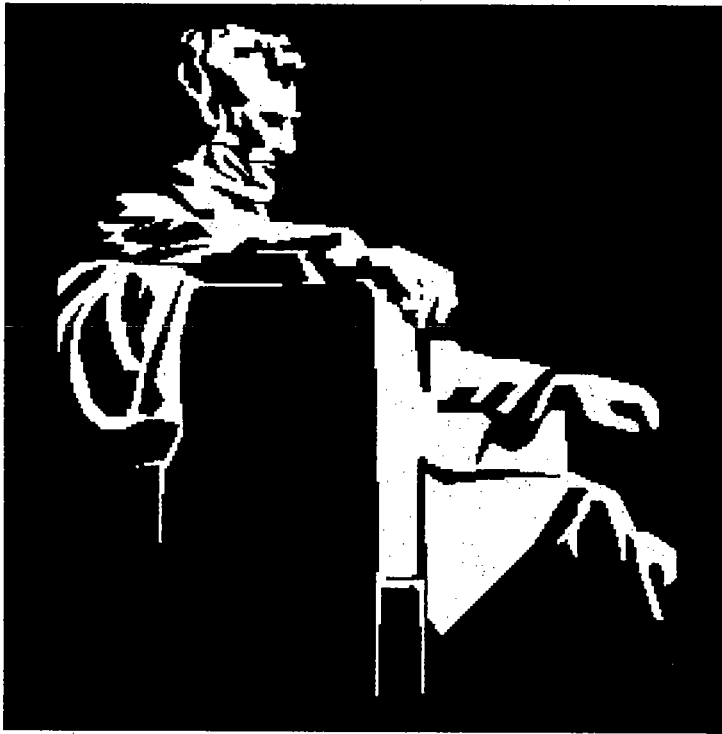


**The Fourteenth Annual Conference
for Generalists
in Medical Education**



***Training
Physicians
for
Practice
of the
Future***

Washington, D.C.

**Omni Georgetown Hotel
November 6-8, 1993**

GENERALISTS IN MEDICAL EDUCATION

STATEMENT OF PURPOSE

The Generalists in Medical Education welcome basic scientists, clinicians, and other educators interested in medical education. We are educators who teach, conduct research, and provide support services in all areas of predoctoral, postdoctoral, and continuing medical education. Specific areas of interest include instructional design, educational methodologies, curriculum development, faculty development, testing and evaluation, and student services. At each annual conference, we exchange ideas and knowledge to enhance our professional growth and development. Each conference offers opportunities to develop specific skills to enhance our effectiveness, to develop understandings of the latest initiatives and innovations in medical education, and to explore solutions to educational problems.

1993-1994 STEERING COMMITTEE

M. Brownell Anderson
Debra DaRosa
Louis Grosso
Carol Hasbrouck
Mary Pat Mann
Candice Rettie
Linda Rogers
Jocelyn Ten Haken
T. Lee Willoughby

Association of American Medical Colleges
Southern Illinois University School of Medicine
American Board of Internal Medicine
Ohio State University College of Medicine
Ohio University College of Osteopathic Medicine
Robert Wood Johnson Medical School
University of Texas Medical Branch
University of Michigan Medical Center
University of Missouri-Kansas City

Conference Program Planning Committee members at the University of Texas Medical Branch want to acknowledge the contributions of all the members of the Office of Educational Development to this year's meeting of the Generalists.

1993 GENERALISTS IN MEDICAL EDUCATION CONFERENCE

Training Physicians for Practice of the Future

Sponsored by

**The University of Texas Medical Branch
Office of Educational Development**

Galveston, Texas

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RESOURCE SHARING

Resource sharing to enhance communications and networking is supported during the Conference in informal sessions during registration and the periods between formal sessions. These sessions allow individuals to discuss the materials submitted for sharing with the people who submitted them. Set-up for resource sharing will begin Saturday at 5:30p.

CONFERENCE OVERVIEW

Saturday, November 6

5:30p - 8:30p Registration

Sunday, November 7

8:00a - 5:30p Registration & Resource Sharing

8:00a - 8:30a Breakfast Session
Welcome/Overview

8:30a - 11:30a Concurrent Sessions

11:30a - 1:00p Keynote Address & Luncheon

1:15p - 3:15p Concurrent Sessions

3:30p - 5:30p Concurrent Sessions

7:00p - 9:00p Reception

Monday, November 8

8:00a - 9:00a Breakfast/Roundtables

9:00a - 9:30a Business Meeting

9:45a - 11:45a Concurrent Sessions

CONFERENCE SESSIONS DESCRIPTIONS

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

Innovative Format: In these sessions, presenters test the boundaries of conventional session formats and structures. They may need extended time periods or extra space or specialized equipment; to achieve their purposes they may plan highly interactive activities for session participants or even presentation modalities that would be impossible in more standard formats for conference sessions.

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.

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.

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.

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

MESSAGE FROM THE CHAIR

Welcome, new friends and old, to the Fourteenth Annual Conference for Generalists in Medical Education! The variety of program offerings mirrors the opportunities and challenges that face us as medical educators. As you review the program and attend sessions, I think you will agree with me that the Program Committee at The University of Texas Medical Branch has done an excellent job in planning and implementing this year's conference. I, together with the Steering Committee and Program Committee, urge you to become actively involved with speakers and fellow participants during the conference.

You may remember the survey that accompanied the registration materials this year -- I hope you responded. Consistent with our theme we're involved in some needs analysis and future planning for the Generalists this year, and we ask for your input. More copies of the survey are available at the registration desk; we have a Roundtable devoted to the future of the Generalists; and we welcome your comments and ideas at the business meeting or in conversation. The success of the Generalists and this conference depends on continuing to meet the needs of our members. Help us move toward the future and (most important) enjoy the conference.

Mary Pat Mann, 1993 Chairperson, Generalists in Medical Education

LUNCHEON/KEYNOTE ADDRESS

Sunday, November 7, 11:30a-1:00p

National Health Care Reform and the Physician of the Future

We are pleased that David F. Altman, M.D. will present the 1993 Generalists' Luncheon Address. His discussion will link our medical education mission with his own involvement in the work of the White House Task Force on health care reform. He is clearly no stranger to health care policy at the national level: as a Robert Wood Johnson Health Policy Fellow for 1992-93 Dr. Altman contributed substantially to the work of Senator John D. Rockefeller IV on primary care workforce issues.

When he is "at home" Dr. Altman is Professor of Clinical Medicine at the University of California, San Francisco (UCSF) and Director of Research for the Pew Health Professions Commission and the Center for Health Professions at UCSF. UCSF is where he has made the bulk of his contributions to medical education: as faculty and eventually Associate Dean for Student and Curricular Affairs. He has also served as Associate Dean and Director of UCSF's Fresno-Central San Joaquin Valley Medical Education Program which seeks to develop training programs at the undergraduate and graduate levels that address chronic problems of physician undersupply for certain rural and urban populations. These commitments to physician preparation have not precluded an active clinical practice and participation in clinical investigation of gastrointestinal manifestations of AIDS.

Please, join us for this special session with Dr. Altman.

SATURDAY, November 6, 1993**LOCATION**5:30p - 8:30p **REGISTRATION**

Freer Room

SUNDAY, November 7, 1993**LOCATION**8:00a - 5:30p **REGISTRATION & RESOURCE SHARING**
(Begins & continues throughout conference)

Freer Room

8:00a - 8:30a **BREAKFAST***Welcome & Overview*

Mary Pat Mann - 1993 Chairperson

Linda Rogers - Host Institution Spokesperson

Phillips Ballroom

8:30a - 11:30a **CONCURRENT SESSIONS*****Innovative Format Session***IF1 -- *Developing Curricular Reform: A Workshop
in Basic Principles* (Note: A 2-part session)
Robert Bridgham, William Anderson,
Kathy Doig, Ruth Hoppe, Gerald Moore,
Yasmin Richmond

Corcoran Room

Problem Solving SessionPS1 -- *Defining the Clinical Teaching Knowledge
of Medical Educators*
Deborah Simpson, Steven Krogull,
Karen Wendelberger, Beth Mewis,
David Irby

Smithsonian Room

Skills Acquisition SessionsSA1 -- *Objective Item Types for Achievement
Measurement in the Health
Professions: Matching Formats to
Content*
Steven Downing, Susan Case, John
Norcini, Jon Veloski

Renwick Room

SA2 -- *Evaluation of Instructional Programs in
Medical Education*
Gerald Arnold, Carol Hasbrouck, Lou
Grosso, David Way

Omni Club Room

11:30a - 1:00p **KEYNOTE ADDRESS LUNCHEON**
National Health Care Reform and the Physician of the Future **Phillips Ballroom**
David Altman, M.D., Member of the
White House Task Force on Health Care
Reform

1:15p - 3:15p **CONCURRENT SESSIONS**

Innovative Format Sessions

IF1 -- *Developing Curricular Reform: A Workshop in Basic Principles* [Continued] **Corcoran Room**
Robert Bridgham, William Anderson,
Kathy Doig, Ruth Hoppe, Gerald Moore,
Yasmin Richmond

IF2 -- *Health Care Jeopardy: Factors Affecting the Future Practice of Medicine* **Omni Club Room**
Carol Hasbrouck, Robin Riggs, Steve
Haist, Cynthia Kreger, Christopher
Mahler, Julie Williamson

Descriptive Sessions

Curricular Solutions **Smithsonian Room**
Moderator: Nathan Schafer

D1 -- *A Competence-Based Model for Asthma Education*
Sandra K. Willsie, Lee Willoughby,
Richardson Noback

D2 -- *A Longitudinal Evaluation of a Summer Academic Enrichment Program*
Al Hesser, Louis Cregler, Lloyd Lewis

D3 -- *Data Collection to Data Utilization: What Can Quality Improvement (QI) Principles Contribute?*
Ajay Bhardwaj

Skills Acquisition Session

SA3 -- *Critiquing and Creating Tables and Graphs: Effective Display of Quantitative Information* **Renwick Room**
Rosemary Reshetar, Rebecca Baranowski

3:30p - 5:30p

CONCURRENT SESSIONS

Descriptive Sessions

Computers in Medical Education

Moderator: George Nowacek

Corcoran Room

**D4 -- *Computer-Based Clinical Case Studies
in Basic Science Courses***
Jack Blazyk, Peter Dane

**D5 -- *Using Computer Information Networks
to Enhance Preceptor-Based Teaching
of Introductory Clinical Skills***
Kimberly McInnis, Beverly Pickard, John
Tripp

Problem Solving Sessions

**PS2 -- *Implementing the ACME-TRI Strategies in
Undergraduate Medical Education Curricula***
David Kaufman, Bruce Holmes

Smithsonian Room

**PS3 -- *How Can Medical Schools Foster the Role
of the Generalist Physician?***
Sharon Krackov, John Shatzer

Omni Club Room

Panel Discussion Session

**PD1 -- *Implementing Curricular Goals Through
Student Evaluation***
Ann Frye, Gwendie Camp, Elizabeth
Bradley, Christine Vu

Renwick Room

7:00p - 9:00p

RECEPTION

*Jazz Combo, Complimentary Cocktail, Cash Bar,
and Hors d'Œuvre Buffet*

Phillips Ballroom

MONDAY, November 8, 1993**LOCATION**

8:00a - 9:00a **BREAKFAST/ROUNDTABLES** **Phillips Ballroom**
(RESOURCE SHARING available in Freer)
ADA Impact on Medical Education -- Lou Grosso, Candice Rettie
Basic Science Innovation -- Linda Lee
Computerized Log Books -- Barbara Ferrell
Development of an Interdepartmental Primary Care Elective --
Robin Riggs, Dawn Watson
*Early Clinical Contact Programs: Clinical Experience in the
First and Second Years* -- Mary Pat Mann
Educational Uses of Telemedicine -- Michael O'Dell
Future of the Generalists -- Lee Willoughby
*Kentucky's Medical Curriculum: Response to Changing
Expectations of Medical Care* -- Susan Butler
Mentoring Through Medical Humanities -- Carol Glassheim
*Standardized Patients Teaching and Assessing Basic Skills
In the Introduction to Clinical Medicine Program* -- Josie
Hasle, Delia Anderson
*Utilizing Standardized Patients to Teach and/or Assess Patient
Evaluation and Counseling* -- Carol Pfeiffer, Gail Schnabl

9:00a - 9:30a **BUSINESS MEETING** **Phillips Ballroom**

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

Descriptive Sessions***The Shape of Reform***

Moderator: Phyllis Blumberg

Corcoran Room

**D6 -- *Consumer Reports: Medical Students
Validate Ongoing Efforts to Reform a
Medical Curriculum***
Julie Ann Sosa, Patty Chang, John
Shatzer

**D7 -- *Physicians, Patients, and Society I: A
New Curriculum Course, Preparing
Physicians for the Future***
Patrice Mayo, Bryan Johnstone, John
Wilson

Problem Solving Sessions

PS4 -- *Problem-Based Learning in the Clinical Setting: To Be or Not To Be? How? Is the Question* **Smithsonian Room**
Candice Rettie, James Alexander, Carol Hasbrouck, James Philp, Richard K. Spence

PS5 -- *Model Orientation Program for New Medical Educators* **Omni Club Room**
Darrin Cheney, Dawn Bragg, Deborah Simpson

Panel Discussion Session

PD2 -- *Innovations in Traditional and Non-traditional Medical School Curricula Using Case-Based Exercises* **Renwick Room**
Catherine Brower, Kathleen Straker, Steven Kanter, Sharon Krackov, Linda Lee, Betty Williams; Martha Regan-Smith, Moderator

ACCREDITATION STATEMENT

The University of Texas Medical Branch at Galveston (UTMB) designates this continuing medical education activity as meeting the criteria for 11 hours in Category 1 of the Physician's Recognition Award of the American Medical Association.

The University of Texas Medical Branch at Galveston (UTMB) is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to sponsor continuing medical education for physicians.

SESSION DESCRIPTIONS

Descriptive Sessions

D1 -- *A Competence-Based Model for Asthma Education*

A vital component of reducing morbidity and mortality for asthma is adequate education of health care workers. A competence-based learning program was developed for educating and evaluating medical students and house officers. The presentation describes the process and products which were considered applicable to other clinical conditions and educational settings.

Sandra K. Willsie
Lee Willoughby
Richardson Noback

University of Missouri-Kansas City School of Medicine
University of Missouri-Kansas City School of Medicine
University of Missouri-Kansas City School of Medicine

D2 -- *A Longitudinal Evaluation of a Summer Academic Enrichment Program*

This session will illustrate an evaluation approach in the context of presenting an ongoing assessment study of a summer academic enrichment program for minority college students. It will also present the results of a formative evaluation project involving the first five of a ten-year longitudinal study which has implications for student selection criteria.

Al Hesser
Louis Cregler
Lloyd Lewis

Medical College of Georgia
Medical College of Georgia
Medical College of Georgia

D3 -- *Data Collection to Data Utilization: What Can Quality Improvement (QI) Principles Contribute?*

The session discusses the application of Continuous Quality Improvement in Medical Education (CQIM) principles in promoting the use of evaluation data to improve total student experience. Generalists interested in improving total student experience in their school will benefit from the session by gaining knowledge of CQIM principles and their application.

Ajay Bhardwaj

State University of New York Health Science Center
at Syracuse

D4 -- *Computer-Based Clinical Case Studies in Basic Science Courses*

Clinical case correlations can motivate students to learn and integrate basic science material. We will describe how our first-year medical students used a HyperCard based case study program and small-group meetings to explore clinical cases relating to intermediary metabolism in a Medical Biochemistry course.

Jack Blazyk
Peter Dane

Ohio University College of Osteopathic Medicine
Ohio University College of Osteopathic Medicine

D5 -- *Using a Computer Information Network to Enhance Preceptor-Based Teaching of Introductory Clinical Skills (ICM)*

We will describe and demonstrate the use of a computer-based medical information system (The Georgia Interactive Network for Medical Information) in preceptorships throughout the State. Participants will see how students and preceptors in the introductory clinical skills course benefit from access to the Medical School Library.

Kimberly McInnis
Beverly Pickard
John Tripp

Mercer University School of Medicine
Mercer University School of Medicine
Mercer University School of Medicine

D6 -- *Consumer Reports: Medical Students Validate Ongoing Efforts to Reform a Medical Curriculum*

Students are often the silent majority in discussions of medical education, but a model was developed for involving them in curriculum review. Students at Johns Hopkins provided incentive for reform to broaden Years I/II with a "Physician and Society" course and created a reproducible method for validating revision by faculty.

Julie Ann Sosa
Patty Chang
John Shatzer

The Johns Hopkins University School of Medicine
The Johns Hopkins University School of Medicine
The Johns Hopkins University School of Medicine

D7 -- *Physicians, Patients, and Society I: A New Curriculum Course, Preparing Physicians for the Future*

"Physicians, Patients, and Society I," a required multi-disciplinary new-curriculum course for first-year medical students at UK College of Medicine, uses problem-based learning methodology. Unique case content encourages students to focus on social, psychological, ethical, economic, and legal issues in clinical situations and within doctor-patient relationships.

Patrice Mayo
Bryan Johnstone
John Wilson

University of Kentucky College of Medicine
University of Kentucky College of Medicine
University of Kentucky College of Medicine

Innovative Format Sessions

IF1 -- *Developing Curricular Reform: A Workshop in Basic Principles*

Participants will discuss and apply basic principles of curricular reform in a simulation of critical stages in curriculum change in a typical medical school. The experience of workshop participants and recent reforms at Michigan State University and University of Nebraska will be used to test and illustrate the significance of the principles. *Registration will be limited to 25 participants.*

Robert Bridgham
William Anderson
Kathy Doig
Ruth Hoppe
Yasmin Richmond
Gerald Moore

Michigan State University
Michigan State University
Michigan State University
Michigan State University
Michigan State University
University of Nebraska

IF2 -- *Health Care Jeopardy: Factors Affecting the Future Practice of Medicine*

This session will focus on factors affecting the future practice of medicine and will be conducted in a game show format similar to Jeopardy. There will be ample opportunity for audience participation as individuals attempt to answer questions from a broad range of sources regarding health care and health care reform.

Carol Hasbrouck
Robin Riggs
Cynthia Kreger
Christopher Mahler
Julie Williamson
Steve Haist

Ohio State University College of Medicine
Ohio State University College of Medicine
Ohio State University College of Medicine
Ohio State University Hospitals Fiscal Services
Ohio State University Department of Medicine Foundation
University of Kentucky College of Medicine

Panel Discussion Sessions

PD1 -- *Implementing Curricular Goals Through Student Evaluation*

This two-part session addresses principles of curriculum and evaluation alignment at the theoretical and implementation levels. Using one school's concrete experience, we ask: Do our evaluation activities support our stated and implied curricular goals? Are we sabotaging or enhancing learning? How do we realign curricular goals and evaluation processes?

Ann Frye
Gwendie Camp
Elizabeth Bradley
Christine Vu

Bowman Gray School of Medicine of Wake Forest University
Bowman Gray School of Medicine of Wake Forest University
Bowman Gray School of Medicine Of Wake Forest University
Southern Illinois University School of Medicine

PD2 -- *Innovations in Traditional and Nontraditional Medical School Curricula Using Case-Based Exercises*

Mandates for change to problem-based learning surround us. Many schools may be unable or unwilling to develop a true PBL curriculum but will choose to incorporate some case-based teaching. By sharing a variety of case-based experiences, this panel will assist those who are faced with charges to implement change.

Catherine Brower
Kathleen Straker
Betty Williams
Steven Kanter
Sharon Krackov
Linda Lee
Martha Regan-Smith

University of Texas Medical Branch School of Medicine
University of Texas Medical Branch School of Medicine
University of Texas Medical Branch School of Medicine
University of Pittsburgh School of Medicine
University of Rochester School of Medicine and Dentistry
Duke University Medical Center
Dartmouth Medical School

Problem Solving Sessions

PS1 -- *Defining the Clinical Teaching Knowledge of Medical Educators*

Recent research has revealed that expert teachers have pedagogical knowledge which goes beyond that of subject matter alone. However, no descriptions of the educational consultant's knowledge have been published. This session will identify the unique knowledge of medical educators within the area of clinical teaching.

Deborah Simpson
Steven Krogull
Karen Wendelberger
Beth Mewis
David Irby

Medical College of Wisconsin
Medical College of Wisconsin
Medical College of Wisconsin
Medical College of Wisconsin
Medical College of Wisconsin

PS2 -- *Implementing the ACME-TRI Strategies in Undergraduate Medical Education Curricula*

This session will focus on several key strategies for change in medical education recommended in the ACME-TRI report. Participants will address questions regarding specific activities for overcoming obstacles and implementing the strategies in three areas: faculty development, evaluation of students' achievement, and use of computers.

David Kaufman
Bruce Holmes

Dalhousie University
Dalhousie University

PS3 -- *How Can Medical Schools Foster the Role of the Generalist Physician?*

This problem solving session will give participants an opportunity to discuss issues and share ideas about ways in which medical schools can meet the national mandate for more generalists within the context of their own goals, environment and culture.

Sharon Krackov
John Shatzer

University of Rochester School of Medicine
The Johns Hopkins University School of Medicine

PS4 -- *PBL in the Clinical Setting: To Be or Not to Be? How? Is the Question*

Faculty pose five major questions about PBL: cost, development of "cognitive scaffolding" for future learning, range of content, participants' dependence upon the small group environment, and faculty time commitment (Albanese and Mitchell, 1993). This problem solving session will provide actual curriculum scenarios for exploration of these and other issues that may arise when implementing PBL in clinical settings.

Candice Rettie
Richard K. Spence
James Alexander
Carol Hasbrouck
James Philp

Robert Wood Johnson School of Medicine
Robert Wood Johnson School of Medicine
Cooper Hospital-Department of Surgery
Ohio State University College of Medicine
University of Alabama Medical College

PS5 -- *Model Orientation Program for New Medical Educators*

The transition for professional staff from traditional higher education to medical education can be a difficult and time-consuming process. Following a brief description of the challenges facing new medical educators, a model self-directed orientation program will be presented and strategies to solve this problem will be explored.

Darrin Cheney
Dawn Bragg
Deborah Simpson

Medical College of Wisconsin
Medical College of Wisconsin
Medical College of Wisconsin

Skills Acquisition Sessions

SA1 -- *Objective Item Types for Achievement Measurement in the Health Professions: Matching Formats to Content*

The session will explore item types that are commonly used in health professions education, presenting definitions, examples, suggested applications, validity evidence, and typical reliability. Multiple-choice, alternate choice, multiple true-false, extended matching, clinical vignettes, and long menu or uncued items will be discussed. Practical advice on the appropriate use of item types will be presented. A critical evaluation of item type usage will conclude the session.

Steven Downing
John Norcini
Susan Case
Jon Veloski

American Board of Internal Medicine
American Board of Internal Medicine
National Board of Medical Examiners
Jefferson Medical College

SA2 -- Evaluation of Instructional Programs in Medical Education

The ability to conduct formal program evaluations is a necessary skill for medical educators. This problem-based learning session will provide an overview of program evaluation skills as participants work through a program case scenario. Attendees will plan and implement an evaluation design for the problem scenario.

Gerald Arnold
Lou Grosso
Carol Hasbrouck
David Way

American Board of Internal Medicine
American Board of Internal Medicine
Ohio State University College of Medicine
Ohio State University College of Medicine

SA3 -- Critiquing and Creating Tables and Graphs: Effective Display of Quantitative Information

This session will enhance participants' ability to communicate effectively with tables and graphs, and to critically evaluate material presented in graphic and tabular form. The session will include a critique of graphs and tables, a review of guidelines for creating useful graphs and tables, and a small-group problem-solving experience.

Rosemary Reshetar
Rebecca Baranowski

American Board of Internal Medicine
American Board of Internal Medicine

ABOUT THE HOTEL

The Omni Georgetown Hotel is centrally located to the sights of Washington and both the Generalists' and the AAMC conference locations. If you want to stay at the Omni and are attending both the Generalists' and the AAMC meetings, you will need to make your arrangements through the AAMC's Housing Bureau. If you will be attending only the Generalists' Conference and you want to stay at the Omni, please call Melanie Loving at (409) 772-2791.

CONFERENCE REGISTRATION INFORMATION

REGISTRATION IS DIFFERENT THIS YEAR, VIZ.:

All presenters, co-presenters, and participants must register for the Conference in either of the two available categories, *Individual* or *Group*.

- *Individual* registration includes the meetings, luncheon, reception, breakfast sessions, and *Teaching and Learning in Medicine* Volume 6 (1994). The *Individual* registration form is on the opposite page.
- *Group* registration includes the meetings, luncheon, reception, breakfast sessions for two or three persons who register together, ~~using the *Group* registration form on the back of the opposite page.~~ *Teaching and Learning in Medicine* Volume 6 (1994) will be sent to the address provided in the space marked by a * on the form.
- The postmark deadline for Early Registration in either category is **October 14, 1993**. *Note:* No refunds will be offered after October 15, except in extenuating circumstances.
- Checks are payable in U.S. dollars to **Generalists in Medical Education**.
- A *Group* registration, like an *Individual* registration, may be paid with a single check.
- Registration forms are to be sent to **Melanie Loving** at:

The University of Texas Medical Branch
Office of Educational Development
144 Gail Borden Building, F64
Galveston, TX 77555-0664

If you have any questions about the program or registration procedure, please call **Melanie Loving** or **Christine Stroup-Benham** at **409/772-2791**.

INDIVIDUAL CONFERENCE REGISTRATION

The Fourteenth Annual Conference for Generalists in Medical Education

**Sunday, November 7 and Monday, November 8, 1993
Omni Georgetown Hotel -- Washington, D.C.**

Name (for tag)

Institutional Affiliation (for tag)

Street and/or Building Address

City State/Province ZIP(+)

Telephone FAX Email Addr.

I plan to attend the following sessions and am willing to
provide feedback to presenters: _____
(List session codes)

___ Yes, I plan to bring resources for sharing. I will need
___ linear feet of table space.

___ No, I do not plan to bring resources for sharing.

Renews *Teaching and Learning in Medicine*?
 Yes No

For spouses and guests only:

_____ \$110.00 (Early Registration)

_____ \$120.00 (Regular Registration)

_____ \$25.00 Keynote Luncheon

_____ \$20.00 Evening Reception





GROUP CONFERENCE REGISTRATION

The Fourteenth Annual Conference for Generalists in Medical Education

**Sunday, November 7 and Monday, November 8, 1993
Omni Georgetown Hotel -- Washington, D.C.**

1. _____ *

Name (for tag)

Institutional Affiliation (for tag)

Street and/or Building Address

City State/Province ZIP(+)

Telephone FAX Email Addr.

I plan to attend the following sessions and am willing to provide feedback to presenters: _____
(List session codes)

___ Yes, I plan to bring resources for sharing. I will need _____ linear feet of table space.

___ No, I do not plan to bring resources for sharing.

2. _____

Name (for tag)

Institutional Affiliation (for tag)

Street and/or Building Address

City State/Province ZIP(+)

Telephone FAX Email Addr.

I plan to attend the following sessions and am willing to provide feedback to presenters: _____
(List session codes)

___ Yes, I plan to bring resources for sharing. I will need _____ linear feet of table space.

___ No, I do not plan to bring resources for sharing.

3. _____

Name (for tag)

Institutional Affiliation (for tag)

Street and/or Building Address

City State/Province ZIP(+)

Telephone FAX Email Addr.

I plan to attend the following sessions and am willing to provide feedback to presenters: _____
(List session codes)

___ Yes, I plan to bring resources for sharing. I will need _____ linear feet of table space.

___ No, I do not plan to bring resources for sharing.

Renews *Teaching and Learning in Medicine*?
 Yes No

Total #s of spouses and guests:

_____ \$25.00 Keynote Luncheon

_____ \$20.00 Evening Reception

Early

\$195.00 for 2: [\$110.00 + \$85.00]

\$280.00 for 3: [\$110.00 + \$85.00 + \$85.00]

Regular

\$215.00 for 2: [\$120.00 + \$95.00]

\$310.00 for 3: [\$120.00 + \$95.00 + \$95.00]