

The Sixteenth Annual

Conference for
Generalists in
Medical Education

*Finding Creative Responses
to a Changing World*

October 28-30, 1995

Presented At

Radisson Barcelo Hotel
Washington, D.C.

Generalists in Medical Education

1995 ANNUAL CONFERENCE

“Finding Creative Responses to a Changing World”

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CME Credit

The School of Medicine of the Medical College of Georgia is accredited by the Accreditation Council for Continuing Medical Education to sponsor continuing medical education for physicians.

The School of Medicine of the Medical College of Georgia designates this continuing medical education activity for **8 credit hours in Category 1 of the Physician’s Recognition Award** of the American Medical Association.

The scheduled instructional time in this course is 8 hours, and attendance at the entire program is approved by the Medical College of Georgia for **.8 Continuing Education Unit (CEU)**.



Conference Sessions

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 the 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 include 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, then facilitate discussion among participants.

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 curriculum and faculty development, testing and evaluation, and student services. At each annual conference, we exchange ideas and knowledge to enhance our professional growth. 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.

Chair's Message

With our return to Washington, D.C. for the 1995 Conference of Generalists in Medical Education, we celebrate the sixteenth annual meeting of this group. The planning committee has organized an informative, thought-provoking program representing medical educators from varied institutions. My thanks go to the individuals who made the conference possible, the steering committee, all those who submitted proposals, reviewers, and especially those in attendance. My hope is that we can share and learn together throughout the two-day conference. I challenge you to meet new colleagues and learn new strategies as we find creative responses to change.

—Sue Fosson, 1995 Chairperson

Luncheon Keynote Address

"Navigating Curricular Change"

Wayne K. Davis, Ph.D.

*Associate Dean for Medical Education
Professor and Director, Office of Educational Resources
and Research
Department of Postgraduate Medicine
The University of Michigan Medical School*

Wayne K. Davis, Ph.D., has been a full Professor on the University of Michigan Medical School faculty since 1982, Director of the Medical School's Office of Educational Resources and Research since 1978, and Associate Dean for Medical Education since 1991.

Dr. Davis, an educational psychologist by training, is an internationally-known expert in medical education who has published widely on assessment of medical student learning and assessment of clinical competence. In 1990, he was asked to apply his administrative skills and his expertise in how students learn to a process of curriculum review and revision at the University of Michigan Medical School. Dr. Davis expertly guided this comprehensive yet succinct effort to success, and in 1992, the first phase of a new curriculum for the M.D. degree was implemented at the University of Michigan.

Currently, Dr. Davis chairs the Medical School curriculum policy committees and provides direction and guidance to the faculty who manage and deliver the curriculum. In addition, Dr. Davis is responsible for all centralized resources and funding for the Medical School's educational program for the M.D. degree.

Program Schedule

Saturday, October 28, 1995

5:30–8:30 p.m. **Registration**—Hirshhorn

7:30–8:30 p.m. **Study Session for the Generalist and AAMC Meetings**—Smithsonian Suite

Sunday, October 29, 1995

Morning Session (7:00–11:30 a.m.)

7:00 **Registration**—Hirshhorn

7:30 **Breakfast**—Phillips Ballroom

8:30 **Welcome and Overview**

—Sue Fosson, 1995 Chair, *Generalists in Medical Education*

9:15 **CONCURRENT SESSIONS**

Problem-Solving Session—Corcoran Suite

Learning Disabled Medical Students: What Medical Schools Should and Could Do

—Barry T. Linger, James Shumway

Skills Acquisition Session—Smithsonian Suite

Procedural Skills Evaluation

—Christopher B. Reznich, John Littlefield

Panel Discussion—Renwick Suite

Computer Adaptive Testing (CAT): The Changing Face of Testing in the Medical Professions

—Rosemary A. Reshetar, Raja Subhiyah, Carol Morrison, Gerald Arnold, Steven Downing

Descriptive Sessions—National B

Creative Responses to Change

Moderator: Anne W. Frye

A Protocol for Assessing the Curricular Validity of PBL Cases

—Carol S. Kamin, Jacqueline Hawkins

A Template for Longitudinal Clinical Performance Assessment

—Megan Becker, John Bowling, Era Buck, Michael R. Callaway, Cesar Freytes, J. Ben Green, Lynne Kirk, Barbara Pence, Jay Shores, Armin Weinberg, Billy U. Philips

Reengineering GME: Utilizing Strategic Planning and a CQI Process

—Kathryn M. Lane, Desta Lakew

A New Required Clerkship in Cost-Effectiveness

—Victoria K. Johnson, Patricia Fullagar

- 11:30 **Luncheon and Keynote Speaker**
 –Phillips Ballroom
“Navigating Curricular Change”
 Wayne K. Davis, Associate Dean and Director,
 Office of Educational Resources and Research,
 University of Michigan Medical School

Afternoon Session (1:15–5:30 p.m.)

1:15 **CONCURRENT SESSIONS**

Skills Acquisition Session–Smithsonian Suite

**Mapping the Way Between Evaluation
 Questions and Data Analyses**

–Gerald Arnold, Louis Grosso, Rosemary Reshetar,
 Carol Hasbrouck

Panel Discussion–Renwick Suite

**Standardized Patients with the ‘Willing
 Suspension of Disbelief’: The Imperative and
 Costs of a Curriculum Using Standardized
 Patients**

–Stephen E. Willis, Emil R. Petrusa, Allen Smith,
 Donna Harward, Boyd Richards

Descriptive Sessions–National B

**Community-Based Preclinical and Clinical
 Courses**

Moderator: Rhee Fincher

**Development and Implementation of a
 Multidisciplinary Ambulatory Clerkship (MAC)**

–Alice J. Speer, Linda Perkowski, Megan Becker

**Management of a Community-Based
 Ambulatory Care Course for Preclinical Medical
 Students: An Informatics Approach**

–Pat Hoffman, Linda Hopkins, Leslie Levine,
 Steven L. Kanter

The Community Continuity Experience

–Jennifer Peel, Catherine Brower,
 Eugene Boisabuin, Judy Bolt, Janie Perez

3:30 **CONCURRENT SESSIONS**

Problem-Solving Sessions–Corcoran Suite

**Implementing a Multi-Instrument Evaluation
 Process to Assess Clinical Skills: Practical
 Problems and Solutions**

–Pamela Navarroli, Linda Perkowski,
 Steven Haist, Franklin Medio

Panel Discussion–Renwick Suite

**Multi-Institutional Curricular Efforts: How and
 When Do They Work?**

–Scott R. Morell, Joseph F. O’Donnell,
 Lucy W. Tuton, Megan Becker

Descriptive Sessions–National B

Innovative Ambulatory Learning Experiences

Moderator: Phillip Fulkerson

**Building Bridges: Team Training of PA and MD
 Students in Primary Care**

–Linda S. Lee, Victoria K. Johnson

HMOs as Sites for Medical Education

–Elizabeth Kachur, Eliot Moshman, Karen Edwards,
 Martha Grayson

**Integrating Community and University
 Educational Efforts in a Newly Required Third
 Year Family Medicine Clerkship**

–Cynthia N. Rosenberg, Stanly K. Dorst,
 Steven L. Kanter, Leslie Levine

6:30 **Generalists Reception**–Phillips Ballroom

Monday, October 30, 1995

(7:30–11:45 a.m.)

7:30 **Breakfast**–Phillips Ballroom

8:00 **BREAKFAST ROUNDTABLES**–Phillips Ballroom

1. **Effective Use of Focus Groups**

–Dawn St. A. Bragg, Rebecca Burke,
 Jennifer Peel, Javier E. Perez

2. **Developing Model Educational Programs for
 International Projects**

–Wei Li Fang, Moses K. Woode,
 Eugene J. Barrett, J. Terry Saunders,
 Joyce G. Pastors, Cynthia W. Sanborn

3. **Tracking Students’ Choices of a Medical
 Specialty**

–Barbara G. Ferrell, Megan Becker,
 Jennifer Peel, Linda Perkowski,
 Deborah Seale, David Solomon

4. **Recruiting Minority Medical Faculty**

–Joseph J. Brocato, Wanda Lipscomb

5. **Experiences and Lessons in Introducing
 Generalism into Early Medical
 Education**

–David Fiore, Patricia A. Gerken

6. **Groundwork for Curriculum Initiatives:
 Understanding the “Map”**

–Diane L. Parry

7. **Preparing our Learners for Managed Care:
 What Can We Do?**

–Victoria K. Johnson

8. **Future of the Generalist in Medical
 Education**

–Linda Perkowski

9:00 **Generalists Business Meeting**—Phillips Ballroom

9:45 **CONCURRENT SESSIONS**

Problem-Solving Session—Corcoran-Suite

Strategies for Developing a Peer Evaluation Process to Foster Professional Development in Generalists in Medical Education

—Megan Becker, Linda Perkowski, Barbara Ferrell, Karen Hunley, Jean Pierce

Skills Acquisition Session—Smithsonian Suite

A Conceptual Approach to Tutoring in PBL

—David M. Kaufman

Descriptive Sessions—National A

Reaching Community-Based Clinicians

Moderator: Steven L. Kanter

REACH CONSULTS at ECU—Rural Residency Program: An Application of Telemedicine that Decreases Distance and Enhances Learning During Rural Residency Education

—George S. Poehlman, Dom Rodriguez Que

Distance Learning: Doing Interactive Satellite Teleconferencing

—Lawrence L. Gabel

A Statewide Model for Community-Based Faculty Development Training in Osteopathic Primary Care

—Karen V. Busch, Sarah Sprafka, Perrin Parkhurst, Colleen Ludorf

Presentation Descriptions

PROBLEM SOLVING SESSIONS

Learning Disabled Medical Students: What Medical Schools Should and Could Do

Sunday, October 29, 9:15–11:15 a.m.

Recently, an increased number of students with learning disabilities have applied and been accepted to medical school. The purpose of this session is to assist medical educators in developing a knowledge-base of information about learning disabilities which can be used to provide services for medical students with learning disabilities.

Barry T. Linger, West Virginia University School of Medicine
James M. Shumway, West Virginia University School of Medicine

Implementing a Multi-Instrument Evaluation Process to Assess Clinical Skills: Practical Problems and Solutions

Sunday, October 29, 3:30–5:30 p.m.

This session will examine practical problems encountered in designing and implementing a 'multi-instrument' approach to evaluate clinical skills. Three individuals will present their evaluation methods and share their experiences. The facilitator will guide participants through problem-solving exercises that illustrate common barriers to effectively using 'multi-instrument' evaluation methods.

Pamela Navaroli, Chicago College of Osteopathic Medicine
Linda Perkowski, University of Texas Medical Branch
Steven Haist, University of Kentucky-College of Medicine
Franklin Medio, Consulting Services, Chicago

Strategies for Developing a Peer Evaluation Process to Foster Professional Development in Generalists in Medical Education

Monday, October 30, 9:45–11:45 a.m.

A formative evaluation process plays a key role in the generalist's professional development. Strategies for development, modification and tracking of a peer evaluation process will be presented as a stimulus for discussion of the benefits and liabilities of using such a process and the implications for faculty and personal development.

Megan Becker, University of Texas Medical Branch
Linda Perkowski, University of Texas Medical Branch
Barbara Ferrell, University of Texas Medical Branch
Karen Hunley, University of Texas Medical Branch
Jean Pierce, University of Texas Medical Branch

DESCRIPTIVE SESSIONS

CREATIVE RESPONSES TO CHANGE

Sunday, October 29, 9:15–11:15 a.m.

A Protocol for Assessing the Curricular Validity of PBL Cases

This presentation will provide information on training participants to use a protocol to (a) code the content of a PBL case, (b) complete a matrix of the case objectives and the case content, and (c) analyze thematic interactions within the case by observing the emphasis of case elements.

Carol Kamin, University of Texas Medical Branch
Jacqueline Hawkins, University of Houston

A Template for Longitudinal Clinical Performance Assessment

This presentation will provide a rationale for longitudinal performance assessment and describe a template for such an assessment. The template includes six OSCE stations and delineates requisite skills by level of learner for each case/station. The utility of similar methods of assessment will be discussed.

Megan Becker, University of Texas Medical Branch
John Bowling, University of North Texas Health Science Center
Era Buck, University of Texas-Houston Medical School
Michael R. Callaway, University of Texas Medical Branch
Cesar Freytes, University of Texas Health Science Center at San Antonio
J. Ben Green, Texas A&M University-College of Medicine
Lynne Kirk, University of Texas Southwestern Medical School
Barbara Pence, Texas Tech University Health Science Center
Jay Shores, University of North Texas Health Science Center at Fort Worth
Armin Weinberg, Baylor College of Medicine
Billy U. Philips, University of Texas Medical Branch

Reengineering GME: Utilizing Strategic Planning and a CQI Process

Maimonides Medical Center's creative solution to enable it to redefine the mission of, reconfigure and restructure Graduate Medical Education in a changing health care environment. A review of the process for successful reengineering of GME to meet the demands for internal and external changes in education and the delivery of health care.

Kathryn M. Lane, Maimonides Medical Center
Desta Lakew, Maimonides Medical Center

A New Required Clerkship in Cost-Effectiveness

A required clerkship on cost-effectiveness, implemented at Duke Medical School, uses a variety of strategies to improve students' understanding of cost issues and means of cost reduction. This interdisciplinary program, designed and administered by generalist faculty, focuses on provision of quality care within a cost-conscious context.

Victoria K. Johnson, Duke University Medical Center
Patricia Fullagar, Duke University Medical Center

COMMUNITY-BASED PRECLINICAL AND CLINICAL COURSES

Sunday, October 29, 1:15–3:15 p.m.

Development and Implementation of a Multi-Disciplinary Ambulatory Clerkship (MAC)

National trends in medical education are moving toward generalist and ambulatory education. Spurred by the granting of a Robert Wood Johnson Generalist Physician

Initiative, educators at our institution proposed development of a 16-week integrated, multidisciplinary ambulatory clerkship to occur during the third year. This presentation is a description of the process for developing this new course.

Alice J. Speer, University of Texas Medical Branch
Linda Perkowski, University of Texas Medical Branch
Megan Becker, University of Texas Medical Branch

Management of a Community-Based Ambulatory Care Course for Preclinical Medical Students: An Informatics Approach

The Ambulatory Care Course exposes students to social aspects of health and illness by rotating them through a series of ambulatory care settings such as physicians' offices, community health centers and social agencies. This presentation demonstrates how the use of informatics cost effectively facilitates the management of this complex course.

Pat Hoffman, University of Pittsburgh School of Medicine
Linda Hopkins, University of Pittsburgh School of Medicine
Leslie Levine, University of Pittsburgh School of Medicine
Steven L. Kanter, University of Pittsburgh School of Medicine

The Community Continuity Experience

A new course, the Community Continuity Experience (CCE) will be described. The one-half day per week course combines experiences in generalist community physicians' offices with on-campus discussion sessions. Students developed health maintenance projects based on patient needs and acted as "practice associates."

Jennifer Peel, University of Texas Medical Branch
Catherine Brower, University of Texas Medical Branch
Eugene Boisabun, University of Texas Medical Branch
Judy Bolt, University of Texas Medical Branch
Janie Perez, University of Texas Medical Branch

INNOVATIVE AMBULATORY LEARNING EXPERIENCES

Sunday, October 29, 3:30–5:30 p.m.

Building Bridges: Team Training of PA and MD Students in Primary Care

Shifting focus from specialty training to increased opportunities for generalist preparation is painful for academic health centers. In response to imperatives for change, Duke University Medical Center implemented a program for PA/MD student pairs in an 8-week community-based clerkship. This session will describe that program and invite discussion of barriers to change.

Linda S. Lee, Duke University
Victoria K. Johnson, Duke University

HMOs as Sites for Medical Education

This session will address logistical and attitudinal problems one faces when developing clinical rotations to an HMO. A report from eight focus groups held with HMO physicians and nurses, residents and residency program faculty will identify areas of concern.

Elizabeth Kachur, New York Medical College
Eliot Moshman, Northeast Permanente Medical Group, P.C.
Karen Edwards, New York Medical College
Martha Grayson, New York Medical College

Integrating Community and University Educational Efforts in a newly Required Third-Year Family Medicine Clerkship

The Family Medicine Clerkship is a requirement in the medical school's revised curriculum. Because the university has no Family Medicine residency, community sites were needed to achieve curricular objectives. This presentation discusses the strategies utilized to implement successfully the clerkship and the resulting benefits to community and university teaching.

Cynthia Rosenberg, University of Pittsburgh School of Medicine
Stanley Dorst, University of Pittsburgh School of Medicine
Steven L. Kanter, University of Pittsburgh School of Medicine
Leslie Levine, University of Pittsburgh School of Medicine

REACHING COMMUNITY-BASED CLINICIANS

Monday, October 30, 9:45–11:45 a.m.

REACH CONSULTS at ECU—Rural Residency Program: An Application of Telemedicine that Decreases Distance and Enhances Learning During Rural Residency Education

Telemedicine offers an opportunity to decrease distance between rural residency sites and the parent institution. Benefits include providing care to patients in rural practices in a timely manner; added benefit is the enhanced learning provided the resident who can achieve a completed learning loop while in collaboration with the consultant.

George S. Poehlman, East Carolina University School of Medicine
Dom Rodriguez Que, East Carolina University School of Medicine

Distance Learning: Doing Interactive Satellite Teleconferencing

Satellite teleconferencing is an excellent vehicle for delivering efficient, cost-effective programming to geographically and professionally diverse audiences. This session will serve as a guide to those who want to use satellite teleconferencing in health professions education. Key elements will be discussed, and step-by-step guidance will be given.

Lawrence Gabel, The Ohio State University

A Statewide Model for Community-Based Faculty Development Training in Osteopathic Primary Care

A unique model for community-based faculty development has been developed for osteopathic primary care faculty in Michigan. Features include traveling training coordinators, faculty focus groups and inclusion of residents. Results demonstrate considerable behavioral changes in faculty teaching/learning interactions. Program development, implementation, outcomes and challenges will be discussed.

Karen V. Busch, Michigan State University College
Sarah Sprafka, Michigan State University College
Perrin Parkhurst, Michigan State University College
Colleen Ludorf, Michigan State University College

PANEL DISCUSSION SESSIONS

Computer Adaptive Testing (CAT): The Changing Face of Testing in the Medical Professions

Sunday, October 29, 9:15–11:15 a.m.

This discussion will familiarize medical educators with CAT, focusing on its transition from the research phase to the operational phase. Panelists will review the basics of CAT, current applications, practicalities of implementing CAT, and their experiences in CAT research and development. Discussion of the pros and cons of CAT and a question and answer period will follow.

Rosemary A. Reshetar, American Board of Internal Medicine
Raja G. Subhiyah, National Board of Examiners
Carol Morrison, National Board of Medical Examiners
Gerald K. Arnold, American Board of Internal Medicine
Steven Downing, American Board of Internal Medicine

Standardized Patients and the 'Willing Suspension of Disbelief': The Imperative and Costs of a Curriculum Using Standardized Patients

Sunday, October 29, 1:15–3:15 p.m.

This session will provide participants an overview of the longitudinal use of standardized patients within the curriculum, the cost of such a standardized patient program and its associated activities, and possible funding sources. The goal of this session will be to provide the participants with the requisite information needed and strategies for refining or expanding a standardized patient program.

Stephen E. Willis, East Carolina University School of Medicine
Emil R. Petrusa, Duke University School of Medicine
Allen Smith, University of North Carolina School of Medicine
Donna Harward, University of North Carolina School of Medicine
Boyd Richards, Bowman Gray School of Medicine

Multi-Institutional Curricular Efforts: How and When Do They Work?

Sunday, October 29, 3:30–5:30 p.m.

This panel will discuss three multi-institutional projects, all of which have been successful. Panelists will briefly describe each of their consortia and what they have accomplished. Discussion and questions will focus on characteristics of successful consortia and their utility in curriculum development.

Scott Morell, University of Texas Medical Branch
Joseph F. O'Donnell, Dartmouth Medical School
Lucy W. Tuton, University of Pennsylvania
Megan Becker, University of Texas Medical Branch

ROUNDTABLE DISCUSSIONS

Monday, October 30, 8:00–9:00 a.m.

Effective Use of Focus Groups

At the University of Texas Medical Branch at Galveston, we implemented student focus groups 1 1/2 years ago. Focus groups generate data which reflect attitudes, values, and affect; they yield in-depth information quickly for rapidly changing fields such as medical education. We will discuss our experiences and factors in the effective use of focus groups.

Dawn St. A. Bragg, Medical College of Wisconsin
Rebecca Burke, Medical College of Wisconsin
Jennifer Peel, University of Texas Medical Branch
Javier E. Perez, University of Texas Medical Branch

Developing Model Educational Programs for International Projects

The purpose of this session is to describe the development and implementation of a model diabetes education program for health care professionals in Ghana. The goal of the model education program is to significantly improve the level of education and treatment capability among the medical community in Ghana.

Wei Li Fang, University of Virginia School of Medicine
Moses K. Woode, University of Virginia School of Medicine
Eugene J. Barrett, University of Virginia School of Medicine
J. Terry Saunders, University of Virginia School of Medicine
Joyce G. Pastors, University of Virginia School of Medicine
Cynthia W. Sanborn, University of Virginia School of Medicine

Tracking Students' Choices of a Medical Specialty

A tracking system was developed which uses qualitative and quantitative methods and a longitudinal approach to assess the impact of curricular change on career choice. Students are surveyed as they proceed through medical school, residency and into practice. Focus group interviews provide in-depth probing of reasons for change in career choice.

Barbara G. Ferrell, University of Texas Medical Branch
Megan Becker, University of Texas Medical Branch
Jennifer Peel, University of Texas Medical Branch
Linda Perkowski, University of Texas Medical Branch
Deborah Seale, University of Texas Medical Branch
David Solomon, University of Texas Medical Branch

Recruiting Minority Medical Faculty

This session will discuss ways to effectively recruit minority medical faculty through the results of an extensive literature review and examples of approaches used within the College of Human Medicine at MSU. Participants will be encouraged to discuss how their institutions recruit new minority medical faculty and the challenges associated therein.

Joseph J. Brocato, Michigan State University
Wanda Lipscomb, Michigan State University

Experiences and Lessons in Introducing Generalism into Early Medical Education

The experiences and consequences of developing a new course which introduces clinical skills, with a focus on generalism during the preclinical years will be presented. Course format, content, and evaluation will be reviewed. Medical educators seeking new methods of highlighting generalism will be interested.

David Fiore, University of Nevada School of Medicine
Patricia A. Gerken, University of Nevada School of Medicine

Groundwork for Curriculum Initiatives: Understanding the "Map"

A well-planned curriculum provides the essential framework for conceptualizing and strategizing curricular modifications, research, and evaluation. Prior to initiating effective internal processes for any analysis or change, an understanding of the institutional "map" lays the groundwork for a common approach. Participants in this session will learn how to access materials for and discuss the applicability for their own working institutional map.

Diane L. Parry, Ohio University College of Osteopathic Medicine

Preparing our Learners for Managed Care: What Can We Do?

With the transition to managed care, generalists face the challenges of becoming gatekeepers, and of training our students and residents to practice in the new environment. This discussion will be a sharing of ideas and experiences in approaching this new educational issue.

Victoria K. Johnson, Duke University Medical Center

Future of the Generalists in Medical Education

The chair-elect of the Generalists in Medical Education invites observations, comments, criticisms, hopes, aspirations, etc. related to the future of our organization.

Linda Perkowski, University of Texas Medical Branch

SKILLS ACQUISITION SESSIONS

Procedural Skills Evaluation

Sunday, October 29, 9:15–11:15 a.m.

Participants will learn how to develop and implement behavioral checklists as a means of evaluating procedural skills. After a brief didactic presentation, participants will work in small groups developing task descriptions of their choice of procedures. The concepts of piloting an evaluation checklist and checking rater reliability will be introduced.

Christopher B. Reznich, Michigan State University
John Littlefield, Health Sciences Center at San Antonio

Mapping the Way Between Evaluation Questions and Data Analyses

Sunday, October 29, 1:15–3:15 p.m.

A crucial part of an evaluation or research study is picking analytical tools that answer evaluation or research questions. This workshop presents a set of pictorial aids to help identify appropriate research tools. Participants practice using the aids by working through research problems taken from the medical education literature.

Gerald Arnold, American Board of Internal Medicine
Louis Grosso, American Board of Internal Medicine
Rosemary Reshetar, American Board of Internal Medicine
Carol Hasbrouck, Riverside Methodist Hospital

A Conceptual Approach to Tutoring in PBL

Monday, October 30, 9:45–11:45 a.m.

This session will describe the roles and functions of the tutor in problem-based learning (PBL), and will present a set of educational categories which are relevant to small-group teaching. Participants will analyze and discuss a series of videotaped small-group scenarios.

David Kaufman, Dalhousie University

Registration Information

Conference Registration

Please note an increase in the registration fee. Although the Program Committee has tried to be cost-conscious, prices in Washington are very high.

All presenters, co-presenters, and participants must register for the Conference in either a **single** or **group** category. Use the same form for single or group registration.

A **single registration** includes the meetings, luncheon, reception, breakfast sessions, and a subscription to *Teaching and Learning in Medicine*.

A **group registration** includes one subscription to *Teaching and Learning in Medicine*; and the meetings, luncheon, reception, and breakfast sessions for two or three persons.

The postmark deadline for **Early Registration** is October 9, 1995. No refunds of the registration fee will be offered after October 9, 1995, except in extenuating circumstances.

If you have questions about registration procedures, please contact the Division of Continuing Education, Medical College of Georgia, Augusta, GA 30912-1400. (Telephone: 800/221-6437 or 706/721-3967. FAX: 706/721-4642)

Hotel Reservations—The Radisson Barcelo Hotel

The Generalists have reserved a block of sleeping rooms for our meeting (from Saturday, October 28, through Monday, October 30, 1995.) Your reservation at the Radisson will help the Generalist Conference keep expenses (hence, registration fees) as low as possible. It will benefit us **greatly** if you stay at the Radisson.

Mail or fax the completed Hotel Reservation Form DIRECTLY to the Hotel.

The rates and reserved block of rooms are guaranteed only until **September 28, 1995.**

Radisson Barcelo Hotel
2121 P Street Northwest
Washington, DC 20037
Reservation Phone: 202/293-3100
Reservation Fax: 202/956-6693

Use the forms on the next page for Conference Registration and Hotel Reservations.



Hotel Reservation Form—Radisson Barcelo Hotel

Generalists in Medical Education

To assure proper room reservation for your stay, please complete this reservation request and return before September 28, 1995. Requests received after this date will be accepted based on room availability. All reservation requests must be accompanied by one night's room tariff plus 13% and \$1.50 tax by check or credit card at least 10 days prior to your arrival. Failure to guarantee your reservation will result in cancellation. You have until 4:00 p.m. on the day of arrival to cancel a guaranteed reservation.

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Phone: _____

Arrival Date: _____ Departure Date: _____

Time of Arrival: _____ Sharing Room With: _____

Accommodations	Price per Room	No. of Rooms
Single: One person	\$119	x =
Double: two persons/1 bed	\$139	x =

All hotel accounts are payable at departure, subject to prior credit arrangements at time of registration. Check-in time is 3:00 p.m. on date of arrival. Check-out time is noon. No charge for children under 18 when sharing room with parent in existing bedding.

- I desire a room equipped for handicapped persons.
- I prefer a non-smoking room.
- Check for first night deposit and tax enclosed—**or**
- Charge my credit card (American Express, Visa, MasterCard, Carte Blanche or Diners Club) for first night's deposit and tax (no other credit card will be accepted for deposit).

Credit Card No. _____

Circle Type: Amex Visa MasterCard Carte Blanche Diners Club

Expiration Date: _____ Phone: _____

I understand that I am liable for one night's room tariff and tax which will be covered by my deposit or billed through my credit card in the event that I do not arrive or cancel on the arrival date indicated.

Signature: _____

Mail or Fax this form directly to: Radisson Barcelo Hotel, 2121 P Street Northwest, Washington, DC 20037, Phone 202/293-3100, or FAX 202/956-6693.

Conference Registration

Generalists in Medical Education, October 28–30, 1995

Early Registration

- ___ \$125* (single registration)
 ___ \$225 for two (\$125* + \$100)
 ___ \$325 for three (\$125* + \$200)

Regular Registration

- ___ \$135* (single registration)
 ___ \$245 for two (\$135* + \$110)
 ___ \$355 for three (\$135* + \$220)

Please include an additional \$25 for each spouse or guest for either the Keynote Luncheon or the Evening Reception and denote the number of additional reservations:

- ___ \$25 for Keynote Luncheon
 ___ \$30 for Evening Reception

* A full price reservation includes one subscription to *Teaching and Learning in Medicine*.

- My check, payable to the Medical College of Georgia, is enclosed—**or**
- Please charge \$_____ to my Visa MasterCard

Name (for tag) _____

Institutional Affiliation (for tag) _____

Building, Department _____

Street _____

City _____

State _____ Zip _____

Phone _____ FAX _____

E-Mail Address _____

Social Security Number _____

Professional Degree _____ Specialty _____

Additional registrants, please copy this form.

Mail this form to: Division of Continuing Education, Medical College of Georgia, Augusta, GA 30912. You may FAX registrations by credit card to 706/721-4642.

Generalists '95 At A Glance

Saturday, October 28

- 5:30–8:30 p.m. **Registration**–Hirshhorn
7:30–8:30 p.m. **Study Sessions for the Generalist and AAMC Meetings**–Smithsonian Suite

Sunday, October 29

- 7:00 a.m.–5:00 p.m. **Registration**–Hirshhorn
7:30–9:00 a.m. **Breakfast**–Phillips Ballroom
8:30–9:00 a.m. **Welcome and Conference Overview**–Phillips Ballroom
9:15–11:30 a.m. **Concurrent Sessions**
 Problem-Solving–Corcoran Suite
 Skills Acquisition–Smithsonian Suite
 Descriptive–National B
 Panel Discussion–Renwick Suite
11:30 a.m.–1:00 p.m. **Luncheon and Keynote Speaker**–Phillips Ballroom
 Wayne K. Davis, "Navigating Curricular Change"
1:15–3:15 p.m. **Concurrent Sessions**
 Skills Acquisition–Smithsonian Suite
 Panel Discussion–Renwick Suite
 Descriptive–National B
3:30–5:30 p.m. **Concurrent Sessions**
 Problem-Solving–Corcoran Suite
 Panel Discussion–Renwick Suite
 Descriptive–National B
6:30 p.m. **Generalists Reception**–Phillips Ballroom

Monday, October 30

- 7:30–9:00 a.m. **Breakfast**–Phillips Ballroom
8:00–9:00 a.m. **Roundtable Discussions**–Phillips Ballroom
9:00–9:30 a.m. **Generalists Business Meeting**–Phillips Ballroom
9:45–11:45 a.m. **Concurrent Sessions**
 Problem-Solving–Corcoran Suite
 Skills Acquisition–Smithsonian Suite
 Descriptive–National A

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