

The 21st Annual Conference for Generalists in Medical Education

*100 Years of Medical Education:
How Far Have We Come and Where Are We Going?*



Swissôtel Chicago
October 28 – 29, 2000

100 Years of Medical Education: How Far Have We Come and Where Are We Going?

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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 introduces speakers and facilitates 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.

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.

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

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, and faculty development.

Message from the Chair

At this our 21st annual conference, the Generalists in Medical Education pause to reflect upon the efforts of medical educators of the past, the challenges of the present, and the opportunities of the future. We are especially fortunate to have Christine McGuire with us as our keynote speaker to share her perspective of medical education in her most insightful and thought-provoking style.

Julie Walsh and Bill Weaver of the University of Alabama School of Medicine and the Generalists Steering Committee have organized a meeting that should provide you with ample opportunities to probe common issues, network with colleagues, absorb the new ideas of others, and generate your own solutions to educational problems. This year's conference features a special professional development session on writing proposals. We anticipate that additional professional development sessions will be offered in the future. Enjoy the conference and this time to learn.

- Diane Heestand, 2000 Chair

2000 Steering Committee

Diane Heestand, Chair	University of Arkansas for Medical Sciences
John Shatzer, Past Chair	Johns Hopkins University School of Medicine
Amy Blue, Chair Elect	Medical University of South Carolina
Louis Grosso, Membership	American Board of Internal Medicine
Carol Hasbrouck, Treasurer	Riverside Methodist Hospitals
Ruth Allen, Member	University of Arkansas for Medical Sciences
Sheila Chauvin, Member	Tulane University Medical School
Elizabeth Kachur, Member	Medical Education Development
Julie B. Walsh, Program Co-Chair	University of Alabama School of Medicine
Bill Weaver, Program Co-Chair	University of Alabama School of Medicine
Brownie Anderson, Liaison	Association of American Medical Colleges

Acknowledgments

We wish to thank Dennis W. Boulware, M.D., Associate Dean for Education, University of Alabama School of Medicine, for his support in the development of this conference.

Program Schedule

Saturday, October 28, 2000

8:30 a.m. - 5:00 p.m. Registration
TBA

1:00 p.m. – 1:30 p.m. Welcome & Overview
Edelweiss Penthouse

1:30 p.m. – 3:30 p.m. Breakout Sessions

Descriptive Session:
Curriculum Innovations
Interlaken Suite

Moderator: Linda Deloney

Implementing a Longitudinal Curriculum in
Continuous Quality Improvement

Getting into the Crowded Medical Education
Curriculum: Cancer Prevention

SAIGE: An Interdisciplinary Geriatric Educational
Program

Integrating Emergency Medicine in the Medical
Student Curriculum: Stand Alone Clerkship
versus an Integrated Model

Problem Solving Session *Zug Suite*

From Lehrfreiheit to Mission-Based: Is the Tenure
Track Realistic for Generalist Faculty?

Skills Acquisition Session
Engleberg Suite

A Toolkit for the Improvement of an Educational
Experience

Panel Discussion *Davos Suite*

From the Classroom to the Examining Room:
The Evolution of the Standardized Patient

3:30 p.m. – 3:45 p.m. BREAK

3:45 p.m. – 5:45 p.m. Breakout Sessions

Descriptive Session: *Part 1*
Faculty Development
Interlaken Suite

Moderator: Bruce Bowdish

The ABCs of Course Web Site Development: A
Faculty Development Seminar Series

Lessons from a National Dissemination Program
for Faculty Development

Part 2:

Educational Technology & Examinations

Utilization of Personal Digital Assistants (Palm
IIIx) on an Internal Medicine Ward

Evaluating Specialty Summative Examinations

Problem Solving Session *Zug Suite*

Leading Medical Education: Are Our Leaders All
That They Should Be?

Skills Acquisition Session
Engleberg Suite

Evaluating Patient – Physician Communication in
Medical Education

Panel Discussion *Davos Suite*

The Medical School as a Reflection of Society:
Impact on Medical Education

6:30 p.m. – 8:30 p.m.

Dinner & Keynote Address
Edelweiss Penthouse

Sunday, October 29, 2000

7:30 a.m. – 8:30 a.m.
Breakfast & Roundtable Sessions
Grand Ballroom

Table 1 Future of Generalists in Medical
Education

Table 2 Strategies to Encourage Resident
Participation In Evaluation

Table 3 A Collaborative Ambulatory Care
Student Clerkship: Can Three
Specialties Really Work Together?

Table 4 Technology Models and Their Use in a
Medical Curriculum

Table 5 Educational Support Offices:
Opportunities & Barriers to Being
Proactive Participants in Curriculum &
Instructional Reform

Table 6	Alternative to Memory Based Testing/Evaluation
Table 7	Courses Without Walls: Another Lesson in Integration
Table 8	The Evolution of an Honor Code to a Professional Code

8:30 a.m. - 9:00 a.m.	Business Meeting Grand Ballroom
9:00 p.m. – 10:50 p.m.	Breakout Sessions

Professional Development Workshop
Submission Writing Skills **Vevey Suite**

Problem Solving Session **Zug Suite**
Change is Process, Not an Event: Examining the Influence of Context

Skills Acquisition Session **Engleberg Suite**
Portfolios: How to Assemble and How to Implement

10:50 a.m. – 11:30 a.m.	MINI LUNCH BREAK
11:30 a.m. – 1:20 p.m.	Breakout Sessions

Descriptive Session: **Population Health**
Vevey Suite
Moderator: Pyser Edelsack

The Tradition of Community-Based Teaching: Its Relevance and Its Future

Teaching Population Health to Medical Students: A New Direction for Medical Education

Integrating a Population Approach with Residency Training

Problem Solving Session **Zug Suite**
Breathing Life into PBL

Skills Acquisition Session **Engleberg Suite**

Strategies to Facilitate Individual Implementation of Educational Innovations

1:30 p.m. – 3:20 p.m.	Breakout Sessions
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Descriptive Session: **Student Views**
Vevey Suite

Moderator: Barry Linger

Use of Focus Groups to Determine Students' Perceptions of How Far We Have Come and Where We Are Going

Using the Cognitive Behavior Survey to Assess Learning Behavior in Medical Settings

Introducing Medical Students to the Community: Results of Five Years of Service-Learning

Changes in Motivation of Health Professions Students: A Follow-up Report

Problem Solving Session **Zug Suite**

Complementary & Alternative Medicine – What is its role in medical student curricula?

Skills Acquisition Session **Engleberg Suite**

Using Personal Digital Assistants in Clinical Settings: An Introductory Skills Workshop

3:20 p.m. – 3:40 p.m.	BREAK
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3:40 p.m. – 5:30 p.m.	Breakout Sessions
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Descriptive Session:
Ambulatory Interdisciplinary Clerkship
Vevey Suite

Moderator: Cathy Lazarus

An Ambulatory Care Clerkship Sponsored by Three Specialties: Lessons in Collaboration

Developing, Implementing and Evaluating a Problem-Based Generalist Curriculum for Third Year Students

An Integrated Third Year Clerkship in Community and Ambulatory Medicine – Successes and Challenges

Problem Solving Session **Zug Suite**

Challenges of Integrating Medical Students into an Interdisciplinary Rural Health Care Curriculum

Skills Acquisition Session **Engleberg Suite**

Enhancing Community-Based Medical Education: Integrating Service and Learning

5:30 p.m. – 6:30 p.m.

Steering Committee Meeting
Room TBA



Presentation Descriptions

Saturday, October 28, 2000

Welcome & Overview

1:00 p.m. – 1:30 p.m. ***Diane Heestand, President***

Edelweiss Penthouse

Breakout Sessions

1:30 – 3:30 p.m.

Descriptive Session

Interlaken Suite

Curriculum Innovations

Moderator: Linda Deloney

Implementing a Longitudinal Curriculum in Continuous Quality Improvement (CQI)

Alan J. Smith, Eastern Virginia Medical School

In today's healthcare environment, it is essential that physicians possess the skills to work effectively in teams and to improve the processes and outcomes of clinical practice. This presentation will describe a longitudinal curriculum designed to teach family practice residents the philosophy, principles and methods of continuous quality improvement (CQI).

Getting into the Crowded Medical Education Curriculum: Cancer Prevention

Lynn C. Yeoman, Baylor College of Medicine

Larry E. Laufman, Baylor College of Medicine

Armin D. Weinberg, Baylor College of Medicine

It is difficult to introduce new educational experiences into the required medical school curriculum, especially regarding preventive medicine. This project investigates whether a problem-based, preclinical cancer prevention elective, followed by low cost educational reinforcements throughout the clinical years, can have a significant impact on students' knowledge, attitudes, and behaviors.

SAIGE: An Interdisciplinary Geriatric Educational Program

Rhondda Waddell, University of Florida College of Medicine

Richard A. Davidson, University of Florida College of Medicine

The SAIGE program is an interdisciplinary learning practicum including small group discussions and home visits with elder volunteer in the community, involving students from the Colleges of Medicine, Nursing, and Pharmacy. Home visit assignments include obtaining a medical and social history and functional evaluation, vital signs, journal and photographic ethonographies, and the evaluation outcome of student and faculty perspectives of SAIGE experience. We will present results of an evaluation of the effect of this experience on students' changes in attitudes and knowledge regarding geriatric care and interdisciplinary team work.

Integrating Emergency Medicine in the Medical Student Curriculum: Stand Alone Clerkship versus an Integrated Model

John F. Mahoney, University of Pittsburgh School of Medicine

Participants will acquire an understanding of how topics and experiences in emergency and acute care have been successfully integrated into existing clerkships. They will also learn about the gains and challenges associated with blending curricular content and clinical experiences and how integrated curricula provide a platform for additional curricular innovation.

Problem Solving Session

Zug Suite

From Lehrfreiheit to Mission-Based: Is the Tenure Track Realistic for Generalist Faculty?

Scott Moser, The University of Kansas School of Medicine

Anne Walling, The University of Kansas School of Medicine

Current trends in academic promotion and tenure pose significant challenges for faculty in generalist specialties. This session will draw on historical developments to assist participants in understanding and managing these challenges.

Skills Acquisition Session

Engleberg Suite

A Toolkit for the Improvement of an Educational Experience

Amy V. Blue, Medical University of South Carolina

Alexander Chessman, Medical University of South Carolina

Donna Kern, Medical University of South Carolina

How is it known that improvements to an educational program will make a difference? This session will provide medical educators with a conceptual framework and tools to effectively improve educational experiences through the introduction of elementary continuous quality improvement concepts and tools and their application to medical education.

Panel Discussion

Davos Suite

From the Classroom to the Examining Room: The Evolution of the Standardized Patient

Collette L. Scott, The National Board of Medical Examiners

Gail Furman, St. Louis University, School of Medicine

Wendy Gammon, University of Massachusetts, Medical School

Linda Morrison, Southern Illinois University, School of Medicine

Carol Pfeifer, University of Connecticut, School of Medicine

The use of standardized patients originated as a way to teach problem-solving skills to physicians and medical students. Today medical schools across the country use standardized patients for simulation, teaching, and high stakes examinations. This panel will explore the evolution of standardized patients and will discuss how they have become a valuable resource to medical education.

Breakout Sessions

3:45 – 5:45 p.m.

Descriptive Session

Interlaken Suite

Part 1: Faculty Development

Part 2: Educational Technology & Examinations

Moderator: Bruce Bowdish

Part 1: Faculty Development

The ABCs of Course Web Site Development: A Faculty Development Seminar Series

Christopher B. Reznich, Michigan State University College of Human Medicine

With the ever increasing reliance on the World Wide Web as a medium of communication, it is reasonable for faculty to use the Web to deliver on-line course syllabi. This Descriptive Session is a report

of a recent faculty development seminar that trained medical school faculty and staff to develop web-based course syllabi.

Lessons from a National Dissemination Program for Faculty Development

Kelley M. Skeff, Stanford University

The Stanford Faculty Development Program has implemented a national faculty development approach since 1985, training over 180 facilitators from over 90 institutions as home-site facilitators. This presentation will describe the evolution of the program, including factors that have facilitated or impeded the intra-institutional dissemination of faculty development.

Part 2: Educational Technology & Summative Examinations

Utilization of Personal Digital Assistants (Palm IIIx) on an Internal Medicine Ward

Andria Kloize, University of Florida College of Medicine

Karen Bradley, University of Florida College of Medicine

Richard Rathe, University of Florida College of Medicine

Timothy VanSusteren, University of Florida College of Medicine

A review of the utilization of Personal Digital Assistants (Palm IIIx) on an inpatient unit and the impact on student/resident education. Specific areas of educational focus; organizational skills, efficiency in record keeping and increased time for reading, research and problem solving for specific patient issues.

Evaluating Specialty Summative Examinations

Nadia Mikhael, The Royal College of Physicians and Surgeons of Canada

Gary Cole, The Royal College of Physicians and Surgeons of Canada

The Royal College of Physicians and Surgeons of Canada oversees 61 Examination Boards. To ensure that standards are met, each year an in-depth review is conducted, based on criteria used in the testing industry and in medical testing. The criteria for the review and the process for obtaining the information are presented.

Problem Solving Session

Zug Suite

Leading Medical Education: Are Our Leaders All That They Should Be?

Susan Labuda Schrop, Northeastern Ohio Universities College of Medicine

Brian Pendleton, Northeastern Ohio Universities College of Medicine

Ellen G. Whiting, Northeastern Ohio Universities College of Medicine

This session will provide a forum for medical educators to put into context their understanding and expectations about leadership based on the perceptions and experiences of their peers. The goal is to discuss and debate what we think it means to be an effective leader in medical education.

Skills Acquisition Session

Engleberg Suite

Evaluating Patient – Physician Communication in Medical Education

Toni Suzuki Laidlaw, Dalhousie University

Joan Sargeant, Dalhousie University

David M. Kaufman, Dalhousie University

This interactive skills oriented workshop is intended to develop skill in assessing, in an accurate and consistent manner, learners' communication skills with patients. It is designed for medical educators at all levels of education, with an interest in teaching and evaluating learners' communication skills with patients.

Panel Discussion

Davos Suite

The Medical School as a Reflection of Society: Impact on Medical Education

Cathy Gresham, The University of Alabama School of Medicine, Tuscaloosa

Roger Lacy, The University of Alabama School of Medicine, Tuscaloosa

Sharon Phelan, University of New Mexico

Nathan Smith, The University of Alabama School of Medicine, Birmingham

Tarak Vasavada, The University of Alabama School of Medicine, Huntsville

Bill Weaver, The University of Alabama School of Medicine, Birmingham

This PANEL/AUDIENCE discussion will focus on four areas in which the medical School reflects the concerns of society and the opportunities and problems they present: cultural issues (gender, racial, and ethnic diversity of students and faculty); financial issues (medical education funding and its relationship to healthcare reimbursement); training issues (primary vs. subspecialty); and accountability issues (quality of physicians and the care they provide).

Dinner & Keynote Address

The 21st Annual Conference for Generalists in Medical Education

Please join us for Dinner and the Keynote Speaker,

Professor Christine H. McGuire

“Progress, Problems, Passions and Priorities”

Saturday, October 28th

6:30 – 8:30 p.m.

Edelweiss Penthouse, Swissôtel Chicago

Social Time will begin at 6:00 p.m.

Professor Christine H. McGuire

- *Adjunct Professor*, Medical Education and Evaluation, George Washington University School of Medicine Health Sciences
- *Professor Emerita*, Medical Education, The University of Illinois at Chicago College of Medicine.

“Despite many improvements in medical education, numerous intractable difficulties continue to frustrate our best efforts. More importantly, ‘progress’ in both medical science and health care delivery has created new ‘research resistant’ malignancies that defy easy resolution. These force us to identify real concern, cost-effective therapies, and a realistic plan for implementing them. Professor McGuire does not presume to provide answers, only issues.”

Professor McGuire is internationally known as a writer, lecturer and consultant on medical education and evaluation, as well as having pioneered introduction of new and improved techniques of evaluating professional competence. She is the co-author/editor of a number of standard reference books and monographs. Countless prestigious professional honors have been bestowed upon Professor McGuire. In addition, she has served in a variety of leadership positions and on editorial boards of numerous professional medical education organizations. On an international level, Professor McGuire has served as a long term consultant to the World Health Organization and its Regional Offices, to medical schools in both Western and Third World countries, to various professional associations and specialty boards, and to licensure and certification authorities both in the US and overseas.

Sunday, October 29, 2000

Breakfast and Roundtable Sessions

7:30 – 8:30 a.m.

Grand Ballroom

Future of Generalists in Medical Education

Amy V. Blue, Medical University of South Carolina

The Generalists in Medical Education invites observations, comments, criticisms, hopes and aspirations related to the future of our organization. Both conference newcomers and long-time attendees are welcome!

Strategies to Encourage Resident Participation In Evaluation

Tina McClain, University of Arkansas for Medical Sciences

James Clardy, University of Arkansas for Medical Sciences

Patricia O'Sullivan, University of Arkansas for Medical Sciences

With the ACGME emphasis on outcomes, residents will be more involved in evaluation when traditionally their role has been very passive. With increasing clinical demands, residents are reluctant to do what they see as extra work. Program directors and evaluators will need strategies to motivate residents to participate.

A Collaborative Ambulatory Care Student Clerkship: Can Three Specialties Really Work Together?

Michael Lawson, University of Kansas School of Medicine

Rebecca Ruble, University of Kansas

Bruce Johnson, University of Kansas and University of Iowa

An ambulatory care clerkship, jointly sponsored by general internists, family practitioners and geriatricians, has proven to be both an opportunity for collaboration and a source of conflict by interested but competing specialties. The discussion will range from curricular design to interpersonal/professional conflict.

Technology Models and Their Use in a Medical Curriculum

Darrin Burchell, University of Kentucky College of Medicine

The leader of the discussion group will initiate a discussion of how technology has been implemented in the medical curriculum at the University of Kentucky. All participants would exchange strategies on their institution's successful uses of technology in their curriculum.

Educational Support Offices: Opportunities & Barriers to Being Proactive Participants in Curriculum & Instructional Reform

Chris Lorish, University of Alabama School of Medicine

This discussion will explore strategies – potential or actual – that offices of medical education might use to provide leadership in their institution's curriculum and instructional reform activities.

Alternative to Memory Based Testing/Evaluation & Instructional Reform

Dennis Baker, Ohio University College of Osteopathic

Stephen R. Smith, Brown University School of Medicine

Non-memory based testing strategies are seldom used in medical education. The purposes of this session will be to discuss the advantages and rationale for non-memory based testing methods, share examples of these methods, and to discuss how medical educators can influence their institutions to utilize these methods.

Courses Without Walls: Another Lesson in Integration

Amy L. Ward, University of North Carolina at Chapel Hill – School of Medicine

With the vast amount of valuable content vying for limited curriculum time it is necessary to create new ways to implement important but less traditional topics in the curriculum. In this session we will discuss ways various schools have approached this issue including the UNC Program on Prevention's integration approach.

The Evolution of an Honor Code to a Professional Code

Sheila H. Woods, University of Kentucky College of Medicine

Sue Fosson, University of Kentucky College of Medicine

Traditional Honor Codes have been in place at many medical schools. Is it time to revise them to include issues of professional behavior? Can a code be designed to set a positive tone and outline the ideals that professionals should strive to attain? These questions will be the stimulus for a discussion of strategies for moving honor codes into the 21st Century.

8:30 – 9:00 a.m. Business Meeting

Breakout Sessions

9:00 – 10:50 a.m.

Professional Development Workshop

Vevey Suite

Submission Writing Skills

Ellen Whiting, Northeastern Ohio Universities College of Medicine

Linda Lee, Medical University of South Carolina

Amy V. Blue, Medical University of South Carolina

John Shatzer, Johns Hopkins University School of Medicine

Elizabeth Kachur, Medical Education Development

Writing good presentation proposals is a skill generally not acquired through formal instruction, yet critical for disseminating the results of our work. This session offers Generalists the opportunity to develop and refine their presentation proposal writing skills through reviewing proposals, practice writing them, and obtaining feedback from others.

Problem Solving Session

Zug Suite

Change is Process, Not an Event: Examining the Influence of Context

Sheila Chauvin, Tulane University School of Medicine

Bruce Bowdish, Tulane University School of Medicine

Wendall Douglas, Tulane University School of Medicine

Participants will use a case simulation to explore the importance of context on individuals' and groups' responses to change. They will use the case to identify variables that influence change (e.g., organizational structure and culture, resources, leadership) and discuss how knowledge of these can be used to facilitate change effectively.

Skills Acquisition Session

Engleberg Suite

Portfolios: How to Assemble and How to Implement

Patricia O'Sullivan, University of Arkansas for Medical Sciences

James Clardy, University of Arkansas for Medical Sciences

Tina McClain, University of Arkansas for Medical Sciences

With increasing emphasis on outcomes, portfolios are becoming a popular method of assessment. This session will demonstrate the components to ensure valid and reliable portfolios. Participants will complete a workbook to practice the steps in the process. Issues around this method of assessment will be discussed.

10:50 – 11:30 a.m.

LUNCH

On Your Own

Breakout Sessions

11:30 a.m. – 1:20 p.m.

Descriptive Session

Vevey Suite

Population Health

Moderator: Pyser Edelsack

The Tradition of Community-Based Teaching: Its Relevance and Its Future

James C. Norton, University of Kentucky Chandler Medical Center

Mae Marie Quan, University of Kentucky Chandler Medical Center

James Ballard, University of Kentucky Chandler Medical Center

This presentation presents a retrospective description of the role of community-based teaching in medical education and will describe future challenges and directions. A summary of cumulative longitudinal student assessment data will be discussed and implications of the data regarding the latest curricular trends in medical education will be described.

Teaching Population Health to Medical Students: A New Direction for Medical Education

Donna H. Kern, Medical University of South Carolina

Amy V. Blue, Medical University of South Carolina

Monica R. Lahoz, Medical University of South Carolina

David R. Garr, Medical University of South Carolina

Jan Bellack, Medical University of South Carolina

Andrea W. White, Medical University of South Carolina

Alexander W. Chessman, Medical University of South Carolina

C. Scott Lamar, University of South Carolina School of Medicine

Sandra Kammermann, University of South Carolina School of Medicine

Elizabeth G. Baxley, University of South Carolina School of Medicine

This presentation is a case study of a rural, community-based clerkship designed to introduce third year medical students to population health principles and skills. Descriptive information about the clerkship will be presented, as well as recommendations to other institutions interested in developing a similar educational activity.

Integrating a Population Approach with Residency Training

Mark Unverzagt, University of New Mexico School of Medicine

Sarah Loetscher, University of New Mexico School of Medicine

Brian Shelley, University of New Mexico School of Medicine

Faculty and residents describe a longitudinal population health/community medicine curriculum in a family medicine residency. This is an effort to use principles of population health to train more socially

responsive physicians who acquire skills that allow them to work with communities to improve the health status of individuals and populations.

Problem Solving Session

Zug Suite

Breathing Life into PBL

Walt Barlow, University of Kentucky College of Medicine

Todd Cheever, University of Kentucky College of Medicine

Sue Quinlivan, University of Kentucky College of Medicine

PBL offers medical education distinct opportunities for students to engage rather complex, yet realistic, clinical scenarios. Therefore, we integrated standardized patient interviews to create a PBL case that would challenge students to interact with the characters portrayed in the case, in much the same manner as they interact with patients in clinical settings.

Skills Acquisition Session

Engleberg Suite

Strategies to Facilitate Individual Implementation of Educational Innovations

Sheila Chauvin, Tulane University School of Medicine

Bruce Bowdish, Tulane University School of Medicine

Wendall Douglas, Tulane University School of Medicine

Participants will use scenarios and role play to learn how to use a taxonomy for identifying the stages through which individuals progress when faced with innovation. Participants will also examine the full range of individuals' receptivity to change (ranging from enthusiastic adoption to strong resistance) and identify appropriate interventions.

Breakout Sessions

1:30 p.m. – 3:20 p.m.

Descriptive Session

Vevey Suite

Student Views

Moderator: Barry Linger

Use of Focus Groups to Determine Students' Perceptions of How Far We Have Come and Where We Are Going

Christopher N. Miller, Naval Medical Center - Portsmouth

Carol L. Elam, University of Kentucky College of Medicine

David Musick, University of Kentucky College of Medicine

Emery A. Wilson, University of Kentucky College of Medicine

This session describes the use of student focus groups (M1-M4) to form the basis for a review of a medical school's educational program. Based on the focus groups' findings, follow-up assessment surveys of the educational program were distributed to the entire student body. Results were disseminated to the students, Admissions Committee, and Curriculum Committee as well as course and clerkship directors.

Using the Cognitive Behavior Survey to Assess Learning Behavior in Medical Settings

Rudolph Mitchell, Brown University School of Medicine

Martha Regan-Smith, Dartmouth Medical School

Melissa Fischer, Stanford School of Medicine

The purpose of this session is to review the use of different versions of the Cognitive Behavior Survey to investigate the learning behavior of preclinical students and residents, and to discuss current work to develop a clerkship version of the Survey.

Introducing Medical Students to the Community: Results of Five Years of Service-Learning

Elvira Jaballas, Center for Healthy Communities/WSU School of Medicine

Carla Clasen, Center for Healthy Communities/WSU School of Medicine

Annette Canfield, Center for Healthy Communities/WSU School of Medicine

Kate Cauley, Center for Healthy Communities/WSU School of Medicine

This session explores results of five years of employing the teaching methodology of service-learning in community-based clinical experiences for medical students. Evaluation from the perspective of students, faculty, and community will be discussed. Changes in students' knowledge of the community and attitudes toward various aspects of practice will be highlighted.

Changes in Motivation of Health Professions Students: A Follow-up Report

L. J. Perrot, University of Arkansas for Medical Sciences

Linda A. Deloney, University of Arkansas for Medical Sciences

Jan K. Hastings, University of Arkansas for Medical Sciences

Daniel Halbert, University of Arkansas for Medical Sciences

Jim Ballard, University of Kentucky

Students preparing for the practice of medicine, nursing, or pharmacy must develop lifelong learning skills if they are to maintain professional competence as practitioners. While a professional education should enable students to develop these skills, students must be motivated to become lifelong learners. This session is designed to report the results of current research with medical, nursing, and pharmacy students and to stimulate discussion of problems related to student motivation in professional programs.

Problem Solving Session

Zug Suite

Complementary & Alternative Medicine – What is its role in medical student curricula?

John F. Mahoney, University of Pittsburgh School of Medicine

Complementary and alternative medicine is of growing interest throughout society, yet there is no consensus about whether or how to include it in medical school curricula. In this interactive session, participants will solve a practical problem regarding introducing CAM into a curriculum, and discuss associated advantages and disadvantages.

Skills Acquisition Session

Engleberg Suite

Using Personal Digital Assistants in Clinical Settings: An Introductory Skills Workshop

Karen Bradley, University of Florida College of Medicine

Andria Klioze, University of Florida College of Medicine

Richard Rathe, University of Florida College of Medicine

James Pettigrew, University of Florida College of Medicine and College of Dentistry

Timothy VanSusteren, University of Florida College of Medicine

A workshop to introduce the concepts and skills of using Personal Digital Assistants (Palm IIIx) and relevant application in clinical settings.

Breakout Sessions

3:40 p.m. – 5:30 p.m.

Descriptive Session

Vevey Suite

Ambulatory Interdisciplinary Clerkship

Moderator: Cathy Lazarus

An Ambulatory Care Clerkship Sponsored by Three Specialties: Lessons in Collaboration

Rebecca Ruble, University of Kansas School of Medicine

Michael Lawson, University of Kansas

Bruce Johnson, University of Kansas and University of Iowa

An ambulatory care clerkship for third year medical students is described. Opportunities to optimize faculty time and talent as well as to rationalize curricular goals are presented. Obstacles are acknowledged and our solutions presented. The collaborative efforts of general internal, family practice and geriatrics are highlighted.

Developing, Implementing and Evaluating a Problem-Based Generalist Curriculum for Third Year Students

Burton A. Dudding, University of Nevada School of Medicine

Patricia Charles, University of Nevada School of Medicine

Jamie Anderson, University of Nevada School of Medicine

Trudy Larsen, University of Nevada School of Medicine

Tracy Veach, University of Nevada School of Medicine

This presentation will describe the development, implementation and evaluation of a multi-disciplinary problem-based generalist curriculum required of third year students during clerkships in Family Medicine, Internal Medicine and Pediatrics. Outcome data including evaluation of student clinical experience by patient logs and student performance on subject exams in the primary disciplines will be discussed.

An Integrated Third Year Clerkship in Community and Ambulatory Medicine – Successes and Challenges

John F. Mahoney, University of Pittsburgh School of Medicine

Participants will learn about implementation of an integrated clinical clerkship experience and possible approaches to integrating clinical experiences at their institutions. Specific aspects that will be covered include the institutional and faculty support needed to support change and infrastructure reforms needed prior to implementation of a major curriculum reform.

Problem Solving Session

Zug Suite

Challenges of Integrating Medical Students into an Interdisciplinary Rural Health Care Curriculum

Lars Larsen, East Carolina University, Brody School of Medicine

Bonita Harriett, East Carolina University, Brody School of Medicine

Annette G. Greer, East Carolina University, Brody School of Medicine

This session will focus on the challenges and benefits of integrating medical students into interdisciplinary clinical education models. Group activities include critically analyzing one model, sharing other national models, and summarizing barriers and benefits for medical student education. The group will define the faculty roles/responsibilities in interdisciplinary education.

Skills Acquisition Session

Engleberg Suite

Enhancing Community-Based Medical Education: Integrating Service and Learning

Gordon Walbroehl, Center for Healthy Communities/WSU School of Medicine

Annette Canfield, Center for Healthy Communities/WSU School of Medicine

Kate Cauley, Center for Healthy Communities/WSU School of Medicine

Carla Clasen, Center for Healthy Communities/WSU School of Medicine

James Dobbins, Center for Healthy Communities/WSU School of Medicine

Sheranita Hemphill, Center for Healthy Communities/WSU School of Medicine

Elvira Jaballas, Center for Healthy Communities/WSU School of Medicine

This session introduces participants to the teaching methodology of service-learning as a strategy for expanding and enhancing education of medical students in community settings. Basic principles for developing community-based training using service-learning will be learned and practiced. Real-life examples of service-learning in medical and multiprofessional education will be provided.

5:30 – 6:30 p.m.

Steering Committee Meeting

Conference Registration Information

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

Individual registration includes the meeting, dinner, breakfast, and a year's subscription to **Teaching and Learning in Medicine**. The Individual registration form is on this page.

Group registration is for up to three people. Group registration includes the meeting, dinner, breakfast, and one subscription to **Teaching and Learning in Medicine**. **Teaching and Learning in Medicine** will be sent to the address provided in the space marked by the * on the Group registration form on page 17.

The postmark deadline for **Early Registration** in either category is **October 9, 2000**. **Note: No refunds will be offered after October 16, 2000, except in extenuating circumstances.**

A Group registration, like an Individual registration, may be paid with a single check.

Checks are payable in U.S. dollars to Generalists in Medical Education.

Registration forms are to be sent to:

Julie B. Walsh, Ed.D.
University of Alabama School of Medicine
CDM, VH L207
Box 700
1530 3rd Avenue South
Birmingham, AL 35294

If you have any questions about the program or registration procedure, please call Julie Walsh, Ed.D., at (205) 934-3177.

Individual Registration Form

The 21st Annual Conference for Generalists in Medical Education
Saturday, October 28, 2000 and Sunday, October 29, 2000
Swissôtel Chicago, Chicago, Illinois

Name (for tag)

Institution Affiliation (for tag)

Street and/or Building Address

City State/Province Zip Code

Telephone Fax

E-mail Address

Teaching and Learning in Medicine Subscription

Renewal New

Registration Fees

- \$150.00 (Early Registration Deadline, October 9, 2000)
 \$160.00 (Regular Registration)

For Spouses and Guests only

- \$45.00 per guest for the Dinner
_____ # of Guests

\$_____ TOTAL AMOUNT SUBMITTED

Group Conference Registration

The 21st Annual Conference for Generalists in Medical Education
Saturday, October 28, 2000 and Sunday, October 29, 2000
Swissôtel Chicago, Chicago, Illinois

(1) _____
Name (for tag)*

Institution Affiliation (for tag)

Street and/or Building Address

City State/Providence Zip Code

Telephone Fax

E-Mail Address

(2) _____
Name (for tag)

Institution Affiliation (for tag)

Street and/or Building Address

City State/Providence Zip Code

Telephone Fax

E-Mail Address

(3) _____
Name (for tag)

Institution Affiliation (for tag)

Street and/or Building Address

City State/Providence Zip Code

Telephone Fax

E-Mail Address

***Teaching and Learning in Medicine Subscription**
(One Subscription Only)
 Renewal New

Registration Fees

Early Registration Deadline: October 9, 2000

- \$275.00 for 2: [\$150.00 + \$125.00]
- \$400.00 for 3: [\$150.00 + \$125.00 + \$125.00]

Regular Registration:

- \$295.00 for 2: [\$160.00 + \$135.00]
- \$430.00 for 3: [\$160.00 + \$135.00 + \$135.00]

For Spouses and Guests only:

- \$45.00 per guest for the Dinner
_____ # of Guests

\$ _____ TOTAL AMOUNT SUBMITTED

Hotel Registration

Swissôtel Chicago
323 East Wacker Drive
Chicago, Illinois 60601
(312) 565-0565

The Swissôtel Chicago is looking forward to welcoming you to the 2000 Generalists in Medical Education 21st Annual Conference and are delighted to have the opportunity to host the upcoming stay.

Individuals may make reservations by phone (312) 565-0565 or via our web site (<http://www.swissotel.com>).

The rate for a single or double room is \$195.00 per night. This rate is exclusive of prevailing room taxes.

- You must identify yourself as a member of the **Generalists in Medical Education** group in order to receive the group rate of \$195.00.
- Please make reservations prior to September 28, 2000. Otherwise, reservations made after September 28, 2000 will be based on room availability and subject to a higher rate.
- Cancellations must be made 72 hours prior to arrival in order to avoid charge for the first night's room and tax.
- An early departure fee of \$50.00 will be charged to each guest if departure occurs prior to the agreed upon departure date. This day will be verified upon arrival, if changed after check in, this fee will apply.
- Upon arrival, each attendee will be required to present either a major credit card or cash to guarantee the payment of the charges.

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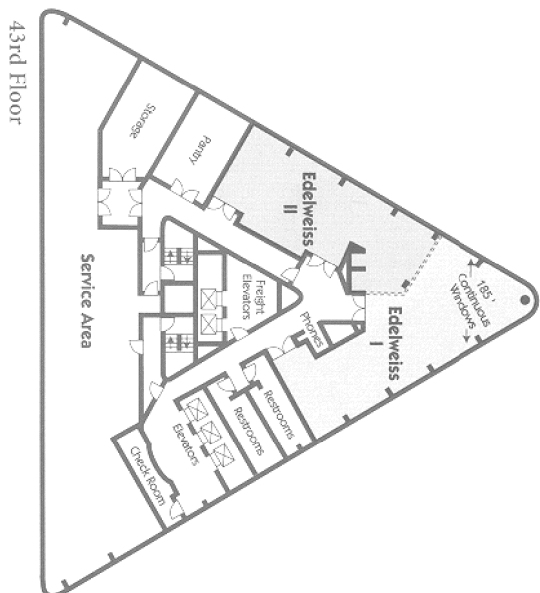
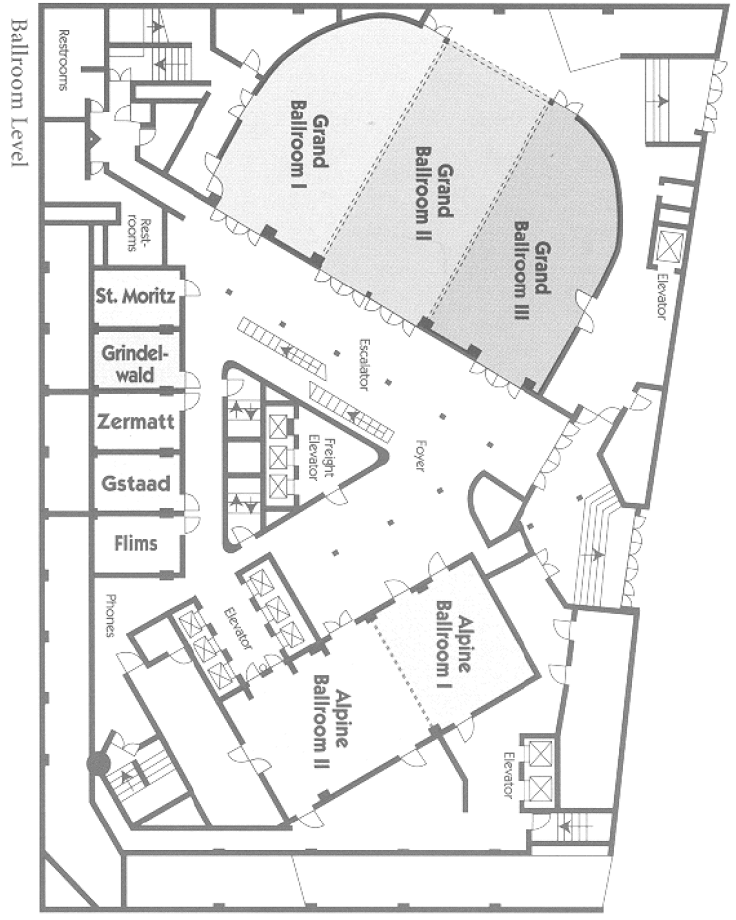
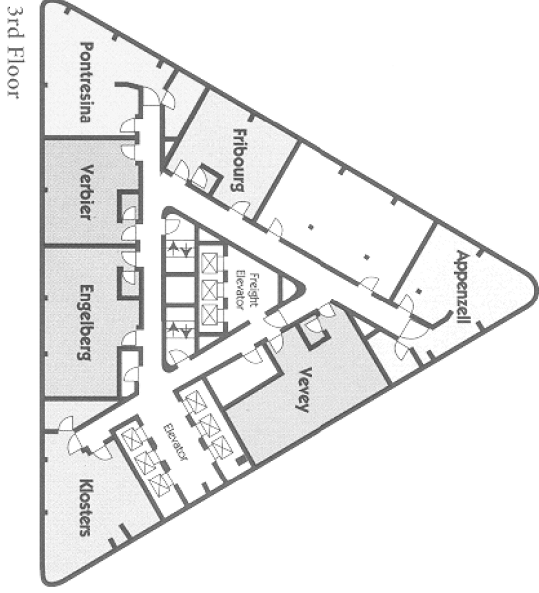
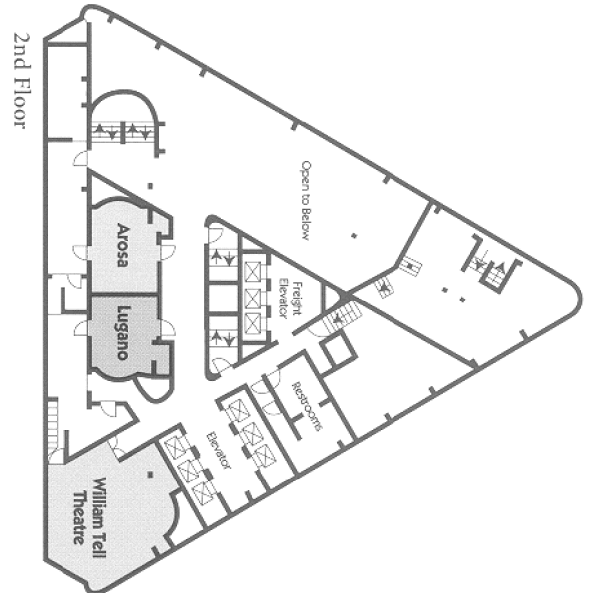
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Generalist Proposal Reviewers

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Medical College of Ohio
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