

**Teaching,
Learning and
Scholarship
in Medical
Education**

Seattle Westin

Hosted by



NEOUCOM
NORTHEASTERN OHIO UNIVERSITIES
COLLEGE OF MEDICINE

SEATTLE

26th Annual Conference for the

GENERALISTS

In Medical Education

October 28-29, 2006

2006

About the Generalists

Who are we?

The Generalists in Medical Education are committed to improving medical education. We teach, conduct research and provide educational support services in all areas of pre-doctoral, post-doctoral and continuing medical education.

What are our roles as educators?

In addition to teaching, our areas of expertise and interest include: curriculum design and instructional development, testing and evaluation, faculty development, student support, educational research, grant writing, educational leadership, organizational development and other similar areas.

Why does our group exist?

We come together as a group at the annual conference to exchange knowledge, skills and ideas to improve medical education and to enhance our professional growth.

What can we do for you?

At the annual conference we offer opportunities to develop specific skills to enhance professional effectiveness, to understand the latest initiatives and innovations in medical education, and to explore solutions to educational problems. Conference sessions are interactive and informal. We encourage networking throughout the year, which is facilitated by a membership directory.

How can I become a member?

You become a member by attending a conference. There are no annual membership dues. We'll keep you on our member list for several years even if you don't attend future meetings, but we certainly hope to see you annually.

Benefits of your registration:

1. Attendance at the sessions (All attendees and presenters must register.)
2. Two breakfasts, lunch and a reception
3. A vote at the annual business meeting
4. Access to the online membership directory
5. An annual subscription to *Teaching and Learning in Medicine*, if registered individually or if you are the first one registered in a group

We schedule our conference adjacent to the annual meeting of the Association of American Medical Colleges (AAMC), typically in late October or early November. The meeting places alternate between Washington, D.C., and elsewhere.

You can be added to our mailing list by e-mailing your name and address to: membership@thegeneralists.org.

Visit our website: <http://www.thegeneralists.org>

“Teaching, Learning and Scholarship in Medical Education”

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Types of Conference Sessions

Descriptive: Descriptive Sessions feature several presenters providing overviews of their projects, programs or strategies in a common area. A session typically includes three to five presentations followed by discussion and exchange. A moderator introduces speakers and facilitates discussion.

Panel Discussion: Panel Discussions 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: Problem-Solving Sessions are designed for intensive discussions 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 discussions, 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 Skill Acquisition Sessions, presenters teach particular skills or techniques. Specific learning objectives provide the Generalists 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



Welcome to Seattle and the 26th annual conference of the Generalists in Medical Education. This year's conference theme, Teaching, Learning and Scholarship in Medical Education, is particularly exciting, given the attention given to this topic in recent years. The presentations and activities that comprise this conference will engage all of us in conversations, reflection, and activities that target knowledge, skills, attitudes and values pertaining to excellence and scholarship in teaching and learning across the medical continuum. In addition, this year's meeting gives particular emphasis to expanding the diversity of conference presentations and participants through sessions targeting basic sciences, clinical education, professional socialization, mentoring, and faculty development, just to name a few. Equally exciting is the diversity of sessions targeting innovative approaches to teaching, learning and assessment that include various types of simulation, strategies for faculty development and career advancement, digital and web-based resources, and models and tools for effective assessment and evaluation. Clearly, making decisions about which concurrent sessions to attend will be difficult.

Based on the very positive feedback from last year's conference, the luncheon discussion format has been included. Please be sure to pick up a lunch and join one of these conversations. Also, drawing upon the recommendations of the Future of the Generalists Task Force, we are very pleased to have direct participation from collaborating professional organizations such as the Association of American Medical Colleges, the International Association of Medical Sciences Educators, the Alliance for Clinical Education, and the Association of Standardized Patient Educators, as we explore ways in which professional organizations can nurture and recognize teaching, learning and scholarship in medical education.

Certainly a highlight of this year's conference will be the keynote address presented by Lois Margaret Nora, M.D., J.D. From her perspective as President and Dean of Northeastern Ohio Universities College of Medicine, Dr. Nora will help us consider the leadership and institutional features that foster excellence and scholarship in teaching and learning. Given her current role nationally as Chair and Council of Deans Liaison for the AAMC Group on Educational Affairs, her remarks certainly will contribute to the theme of this year's conference. I am sure that Dr. Nora will give us much to think about and to discuss in the business meeting and reception that will follow her address. Please share your input and ideas.

Whether you are new to the Generalists or a long-time member, I'm sure you'll find this meeting rich in the quality and diversity of sessions, the collegiality and collaboration of conference participants, and the insights and enthusiasm you will experience regarding excellence and scholarship in teaching and learning in medical education. These are hallmarks of the Generalists in Medical Education that bring us together year after year.

I want to express special thanks to the members of the Steering Committee. Every person contributed talent, hard work, and enthusiasm to strengthen the Generalists in Medical Education as an organization and to support yet another outstanding annual conference. Our treasurer, Carol Hasbrouck, once again facilitated a wonderful venue for our conference at the beautiful Westin Seattle. Finally, particular thanks goes to Susan Labuda-Schrop, 2006 Conference Program Chair, and her colleagues at the Northeastern Ohio Universities College of Medicine for the yeoman's work and extraordinary support that have made this year's conference so special.

Serving as your Chair has been an honor and a very special privilege. Throughout this past year I experienced the professional commitment, care, and collegiality of Steering Committee members and the Generalists in Medical Education organization as a whole. Thank you for the opportunity to serve this wonderful organization.

A handwritten signature in black ink that reads "Sheila". The signature is stylized with a large, looping initial 'S'.

Sheila Chauvin
2006 Chair

History of the Conference of Generalists in Medical Education

Steering Committee and Program Chairs: 1980-2006

Year	Steering Committee Chair	Program Chair
1980	Larry Sachs, Cherry McPherson	Larry Sachs, Cherry McPherson
1981	Larry Sachs, Cherry McPherson	Terry Mast, Bill Anderson
1982	Terry Mast	Jayne Middleton
1983	Lynn Curry	John Markus, Emil Petrusa
1984	Jayne Middleton	Gwendie Camp
1985	John Markus	Julie Nyquist
1986	Gwendie Camp	Judy Calhoun, Jocelyn Ten Haken
1987	Carol Hasbrouck	Dennis Baker, Mary Pat Mann
1988	Jim Pearson	Phyllis Blumberg, Franklin Medio
1989	Judy Calhoun	John Norcini, Judy Shea, Lou Grosso
1990	Phyllis Blumberg	Carol Hasbrouck, Larry Sachs, Ajay Bhardwaj
1991	Emil Petrusa	Susan Labuda Schrop, Ellen Whiting, Lee Willoughby
1992	Jocelyn Ten Haken	Robert Bridgham
1993	Mary Pat Mann	Linda Perkowski
1994	Lee Willoughby	Phil Fulkerson
1995	Sue Fosson	Lloyd Lewis
1996	Linda Perkowski	Candice Rettie
1997	Ellen Whiting	Dennis Baker
1998	Ellen Whiting	Dinane Heestand, Sheila Chauvin
1999	John Shatzer	Maria Clay, Heidi Lane, Steve Willis
2000	Diane Heestand	Julie Walsh, Bill Weaver
2001	Amy Blue	Barry Linger (program cancelled)
2002	Phil Fulkerson	Carol Hodgson
2003	Ann Frye	Tim Van Susteren
2004	John Ullian	John Ullian and the Steering Committee
2005	Lou Grosso	Carol Hasbrouck and Sara Calvey
2006	Sheila Chauvin	Susan Labuda Schrop

2006 Steering Committee

Louis J. Grosso, Past Chair	American Board of Internal Medicine
Sheila Chauvin, Chair	Louisiana State University Health Sciences Center at New Orleans
Dennis Baker, Chair Elect	Florida State University College of Medicine
Sonia Crandall, Member-at-Large	Wake Forest University Baptist Medical Center
Cathy Lazarus, Member-at-Large	Chicago Medical School at Rosalind Franklin University
Jim Ballard, Member-at-Large	University of Kentucky College of Medicine
Carol S. Hasbrouck, Treasurer	The Ohio State University College of Medicine
Susan Labuda Schrop, 2006 Program Chair	Northeastern Ohio Universities College of Medicine
David Solomon, Webmaster	Michigan State University College of Human Medicine
Julie Walsh-Covarrubias, Membership	University of Alabama School of Medicine

2006 Proposal Reviewers

Amy Blue	Medical University of South Carolina
Nicole Borges	Wright State University Boonshoft School of Medicine
Scott Cottrell	West Virginia University School of Medicine
Richard A. Currie	Northeastern Ohio Universities College of Medicine
Susan A. DeRiemer	Meharry Medical College
Ann Frye	Univeristy of Texas Medical Branch – Galveston
Caridad Hernandez	University of Florida College of Medicine
Jennifer K. Holtz	DePaul University
Niamh Kelly	University of British Columbia
Heidi A. Lane	Brody School of Medicine, East Carolina University
Marilyn London	Stony Brook University School of Medicine
Veronica Michaelsen	University of Virginia School of Medicine
Anna Moses	University of Arkansas for Medical Sciences
Elza Mylona	Stony Brook University School of Medicine
Sandra Oliver	Scott & White Memorial Hospital
Linda Perrot	University of Arkansas for Medical Sciences
Michael Petty	University of Arkansas for Medical Sciences
Christopher Reznich	Michigan State University
Janet M. Riddle	University of Illinois at Chicago
Nicole Roberts	Southern Illinois University School of Medicine
Waseem Suleman	College of Medicine in Al Asha, King Faisal University Saudi Arabia
Carol R. Thrush	University of Arkansas for Medical Sciences
John A. Ullian	Eastern Virginia Medical School
David Way	The Ohio State University College of Medicine
Ellen Whiting	Northeastern Ohio Universities College of Medicine
Majka B. Woods	University of Arkansas for Medical Sciences



Still smiling after the Steering Committee Meeting, July 2006, in Akron. Front (l-r) Susan Labuda Schrop, Sheila Chauvin, and Carol Hasbrouck. Back (l-r) Jim Ballard, Dennis Baker, Sonia Crandall, David Solomon, and Lou Grosso. Not pictured: Julie Walsh-Covarrubias and Cathy Lazarus.

The Conference for Generalists in Medical Education
“Teaching, Learning and Scholarship in Medical Education”
Program At-a-Glance

Friday, October 27, 2006

		<u>Location</u>
4:00 pm – 7:00 pm	Registration	TBA

Saturday, October 28, 2006

7:00 am – 5:00 pm	Registration	Cascade Foyer North
7:30 am – 8:30 am	Continental Breakfast	Cascade II
8:30 am – 8:45 am	Welcome	Cascade II
8:45 am - 9:00 am	Break	
9:00 am – 11:00 am	Concurrent Sessions	Cascade II
	Skills Acquisition: Grab Your Audience and Hold Their Attention: It's Easier Than You Think	Cascade 1-A
	Panel Discussion: Applications of Emotional Intelligence in Medical Education	Baker
	Problem Solving: Human Patient Simulators in Undergraduate Medical Education: A Band Wagon or the Future of Medical Education?	Cascade 1-B
	Problem Solving: Growing Your Own: Strategies for Socializing Medical Educators	Cascade 1-C
11:00 am – 11:15 am	Break	Cascade Foyer North
11:15 am – 12:30 pm	Lunch and Discussion Groups	Cascade II
	1. Quantifying and Rewarding Faculty Teaching Efforts	Baker
	2. Engaging Students and Residents in the Scholarship of Teaching and Learning	Cascade I-A
	3. Innovations in Graduate Medical Education	Cascade I-B
	4. Enhancing Teaching and Scholarship by Building Alliances Among Medical Education Organizations	Cascade I-C

		<u>Location</u>
12:30 pm – 12:45 pm	Break	Cascade Foyer North
12:45 pm – 2:45 pm	Concurrent Sessions	
	Problem Solving: The Millennials in Medical School	Cascade 1-A
	Problem Solving: Faculty Development Websites: Purposes, Effectiveness, and Opportunities for Educational Scholarship	Cascade 1-B
	Panel Discussion: How Do 'Working Groups' Really Work?	Baker
	Descriptive: Using Assessment to Enhance Teaching and Learning	Cascade 1-C
	Teaching Basic Skills in Minimally Invasive Surgery: Impact of Mode of Instruction on Trainee Self-Reported Confidence Levels	
	Effects of a Preclinical Curriculum Revision on Cognitive Behavior	
	Teaching and Measuring Professionalism Using the Clinical Skills Exam: Impact of Feedback	
2:45 pm – 3:00 pm	Break	Cascade Foyer North
3:00 pm – 4:00 pm	Keynote Address Creating Great Environments for Learning, Teaching and Scholarship	Cascade II
	Lois Margaret Nora, M.D., J.D. President and Dean Northeastern Ohio Universities College of Medicine	
4:00 pm – 5:00 pm	Business Meeting	Cascade II
6:30 pm – 8:30 pm	Reception	Cascade II

Sunday, October 29, 2006

		<u>Location</u>
7:00 am – 9:00 am	Registration	Cascade Foyer North
7:15 am – 8:15 am	Breakfast and Roundtable Discussions	Cascade II
	<ol style="list-style-type: none"> 1. Training our Learners for Problem-Based Learning 2. Addressing the Reliability, Validity and Usefulness of 360-Degree Professionalism Assessments 3. Where Have All the Mentors Gone? 4. Evaluating the Effectiveness of a Comprehensive Faculty Development Program: Integrating Innovative and Traditional Methods 5. Integrating Basic Science Curriculum: Sharing Ideas and Problems 6. Visible Artifacts: Institutionalizing the Core Clinical Competencies 7. Future of the Generalists 	
8:15 am – 8:30 am	Break	Cascade II
8:30 am – 10:30 am	Concurrent Sessions	
	Skills Acquisition: Developing Digital Training Modules with Camtasia Studio	Cascade 1-A
	Skills Acquisition: Using an Outcomes-Logic-Model Approach to Develop, Implement and Evaluate Faculty Development Programs	Cascade 1-B
	Problem Solving: Mentoring Programs for Medical Students	Cascade 1-C
	Problem Solving: Solving the Teaching Resources Dilemma with Evidence-Based Education	Baker
10:30 am – 10:45 am	Break	Cascade Foyer North
10:45 am – 12:45 pm	Concurrent Sessions	
	Skills Acquisition: Having Fun with Faculty: Creative Activities Used in Educational Fellowships	Cascade 1-C
	Problem Solving: Documenting the Effect of Programs to Develop Educational Scholarship in Medical Schools	Baker
	Problem Solving: How Are Residents Best Prepared to Teach?	Cascade 1-A

Location

Descriptive: Web-based Resources for Teaching and Evaluating

Cascade 1-B

Development of an Online Resource, the Online Interview Teaching Tool

Development of an Online Teaching Tool, the Online Physical Exam Teaching Assistant

Lessons Learned Converting from a Paper-Based Clerkship Evaluation System to a Web-Based System

Cooperative Efforts Produce Results: Enhancing Knowledge and Information Management Education

1:00 pm – 3:00 pm

Steering Committee Meeting

Baker

Session presenters and abstracts on following pages.

“Teaching, Learning and Scholarship in Medical Education”

Saturday, October 28, 2006

7:00 am – 5:00 pm **Registration**
Cascade Foyer North

7:30 am – 8:30 am **Breakfast**
Cascade II

8:30 am – 8:45 am **Welcome & Overview**
Cascade II

Sheila Chauvin, Chair
Louisiana State University Health Sciences Center

Susan Labuda Schrop, Program Chair
Northeastern Ohio Universities College of Medicine

Concurrrent Sessions

9:00 am – 11:00 am

Skills Acquisition (Cascade 1-A)

***Grab Your Audience and Hold Their Attention:
It's Easier Than You Think***

Julie B. Walsh Covarrubias
University of Alabama School of Medicine
Linda A. Deloney
University of Arkansas for Medical Sciences
Jeanne B. Schlesinger
Virginia Commonwealth University School of Medicine

For people to learn from a presentation, they must be engaged in the material. In this session we provide strategies for opening and concluding presentations with pizzazz and techniques for maintaining audience attention from start to finish.

Panel Discussion (Baker)

***Applications of Emotional Intelligence in
Medical Education***

Carol Elam
University of Kentucky College of Medicine
Terry D. Stratton
University of Kentucky College of Medicine
Nicole J. Borges
Wright State University Boonshoft School of Medicine
Peggy J. Wagner
Medical College of Georgia

Panelists will fully explore the construct of emotional intelligence (EI) and its applicability in medical education through a moderator/audience structured question and answer session. Four areas related to emotional intelligence will be considered: definition and relevance, EI as a state or trait, assessment measures, and current and future research.

Problem Solving (Cascade 1-B)

***Human Patient Simulators in Undergraduate
Medical Education: A Band Wagon or the
Future of Medical Education?***

John L. Szarek
Ross University School of Medicine
Sheila Chauvin
Louisiana State University Health Sciences Center
Valeriy Kozmenko
Louisiana State University Health Sciences Center
Pat Finnerty
Des Moines University

Human patient simulator technology has experienced an exponential growth worldwide. Although their use in the undergraduate medical education curriculum is increasing, there is scant evidence on their effectiveness. In this session a group of experienced educators who use simulators will explore with attendees issues related to adopting, implementing, evaluating, and institutionalizing human patient simulators in the undergraduate curriculum.

Problem Solving (Cascade 1-C)

***Growing Your Own:
Strategies for Socializing Medical Educators***

Linda C. Perkowski
University of Minnesota Medical School
Allison R. Ownby
The University of Texas Medical School at Houston

Working in academic medical education is complex and challenging. Finding and retaining effective professional educators is difficult for many institutions. The goal of this session is to identify competencies that medical educators with non-traditional backgrounds (i.e., education or social science) should be socialized in order to be successful.

Saturday, October 28, 2006

Lunch Discussions

11:15 am – 12:30 pm

(see details in lunch discussions supplement)

1. Quantifying and Rewarding Faculty Teaching Efforts

Moderator: John A. Ullian
Eastern Virginia Medical School
Location: Baker

2. Engaging Students and Residents in Scholarship of Teaching and Learning

Moderator: Richard A. Currie
Northeastern Ohio Universities
College of Medicine
Location: Cascade I-A

3. Innovations in Graduate Medical Education

Moderator: Cathy Lazarus
Chicago Medical School at
Rosalind Franklin University
Location: Cascade I-B

4. Enhancing Teaching and Scholarship by Building Alliances Among Medical Education Organizations

Moderator: Sheila Chauvin
Louisiana State University Health
Sciences Center at New Orleans
Room: Cascade I-C

Concurrent Sessions

12:45 pm – 2:45 pm

Problem Solving (Cascade 1-A)

The Millennials in Medical School

Nicole K. Roberts

Southern Illinois University School of Medicine

Ron Brewer

University of Illinois College of Medicine

Each generation of students presents its own set of expectations, challenges, and ideals. Generation X's edgy cynics are being replaced by the Millennials and their sunny sense of entitlement. How do we honor the strength and promise of this "hero" generation while ensuring that we keep our own integrity intact?

Problem Solving (Cascade 1-B)

Faculty Development Websites: Purposes, Effectiveness, and Opportunities for Educational Scholarship

Dennis Baker

Florida State University College of Medicine

Ellen Whiting

Northeastern Ohio Universities College of Medicine

Steve Davis

Ohio University College of Osteopathic Medicine

Helen Baker

West Virginia School of Osteopathic Medicine

Some Generalists are already responsible for faculty development websites or play a role in their development. Others may be considering developing such sites. The goal of this interactive problem solving session is to identify purposes, characteristics, and assessment/enhancement strategies for faculty development websites as well as scholarship opportunities they provide.

Panel Discussion (Baker)

How Do 'Working Groups' Really Work?

Majka B. Woods, Sara Tariq, James Clardy

University of Arkansas for Medical Sciences

The concept of the 'working group' is part of an effort to institutionalize a self-sustaining model to support and encourage educational scholarship in a medical education setting. By providing both the mechanism and the infrastructure it is anticipated that a true integration of educational and clinical scholarship can be developed.

Descriptive (Cascade 1-C)

Using Assessment to Enhance Teaching and Learning

Moderator: Martha Silling

Northeastern Ohio Universities

College of Medicine

Teaching Basic Skills in Minimally Invasive Surgery: Impact of Mode of Instruction on Trainee Self-Reported Confidence Levels

John Paige, Tong Yang, Yarong Tang, Rodney Hoxsey, Alan Marr, Sharon Weintraub, John Hunt, Sheila Chauvin

Louisiana State University Health Sciences Center

The ideal teaching method for basic skills in minimally invasive surgery (MIS) is unknown. Results of our study revealed that neither text-based, computer-based video, nor faculty-tutor instruction had a significant effect on the self-reported self-efficacy mean scores of participants undergoing MIS basic skills training.

Saturday, October 28, 2006

Concurrent Sessions

(continued)

12:45 pm – 2:45 pm

***Effects of a Preclinical Curriculum Revision
on Cognitive Behavior***

**David Way, Rollin Nagel, Charles L. Hitchcock,
Judith A. Westman**

The Ohio State University College of Medicine

To evaluate the revision of three curricular tracks, comparisons between the tracks across years were analyzed for changes in students' cognitive behavior using 2x3 Multivariate Analysis of Variance with two between variables: academic year and track. Post hoc tests for significant effects were analyzed for differences.

***Teaching and Measuring Professionalism using the
Clinical Skills Exam: Impact of Feedback***

**Heidi A. Lane, Patrick Merricks, Kathy Previl,
Pam Larsen, M J Barchman**

East Carolina University & The Brody School
of Medicine

M3 clerks participated in focus-group feedback and self-analysis interventions which concentrated on professional behavior. Individual Professionalism Scores were extracted from CSE data. The ANOVA results (p values 0.042, 0.031) indicate that the IPS post-interventions were significantly different than those without interventions. All Clerkships are implementing focus-group feedback to improve professionalism.

*Saturday, October 28, 2006
3:00 pm - 4:00 pm
Cascade II*

Keynote Address

*Creating Great Environments for
Learning, Teaching and Scholarship*



The Generalists are honored to present

*Lois Margaret Nora, M.D., J.D.
President and Dean
Northeastern Ohio Universities College of Medicine*

Lois Margaret Nora, M.D., J.D., is president and dean of the Northeastern Ohio Universities College of Medicine (NEOUCOM), a community-based state medical school that has built a reputation of preparing physicians who are as skilled in caring for and communicating with their patients as they are competent in the science of medicine.

Dr. Nora is a neurologist with subspecialty certification in electrodiagnostic medicine and fellowship training in clinical medical ethics. She is a fellow of the American Academy of Neurology and the American Association of Electrodiagnostic Medicine and served as the latter organization's president. Dr. Nora's scholarly work is focused on issues where law and medicine intersect as well as topics in medical education.

Dr. Nora received her medical degree from Rush Medical College, Chicago, a law degree from the University of Chicago and an MBA from the University of Kentucky Gatton College of Business and Economics.

She is the recipient of multiple honors including: Kellogg National Leadership Program, Group 10; an American Council on Education Fellowship that she completed with William Kirwan at The Ohio State University; the American Association of University Women Research Scholar-in-Residence award; and the American Medical Women's Association President's Recognition award.

Sunday, October 29, 2006

Breakfast and Roundtables

7:15 am – 8:15 am

Cascade II

7:15 am – 9:00 am Registration
Cascade Foyer North

Table 1

Training our Learners for Problem-Based Learning

Niamh Kelly, John Collins
University of British Columbia

This session will address the following questions: How are we preparing our learners for PBL? Is this training adequate? How do we know/not know? The session leaders will share the results of a survey exploring beliefs about PBL before, during, and after students' immersion in this form of learning.

Table 2

Addressing the Reliability, Validity and Usefulness of 360-Degree Professionalism Assessments

Scott Cottrell, Jamie Shumway
West Virginia University
Sheila Crow
The University of Oklahoma College of Medicine

The question of whether 360-degree assessments are practical, reliable and valid often fails to resonate as educators struggle to meet the broad demands of accountability. As educators adopt 360-degree evaluations, several caveats come to the fore. This roundtable will discuss measurement issues, which suggest implications for appropriately implementing 360-degree professionalism assessments.

Table 3

Where Have All the Mentors Gone?

Linda A. Deloney, L. J. Perrot
University of Arkansas for Medical Sciences

The need for mentoring in academic medicine is increasing as the pool of available mentors is shrinking. Time is limited; few tangible rewards are offered to compensate mentors. Few successful initiatives to recruit or reward mentors have been reported. We will discuss potential strategies to increase the pool of mentors.

Table 4

Evaluating the Effectiveness of a Comprehensive Faculty Development Program: Integrating Innovative and Traditional Methods

Anna Moses, Diane E. Heestand, Lee Lee Doyle, Elizabeth Hicks
University of Arkansas for Medical Sciences

This roundtable will provide an introduction to several evaluation methods used to assess the impact and effectiveness of faculty development programs, including: curriculum vita analysis, participant interviews, and protégé and colleague interviews. Participants will have the opportunity to discuss both traditional and innovative evaluation methods being used at their institutions.

Table 5

Integrating Basic Science Curriculum: Sharing Ideas and Problems

Jay Menna, Michael Petty, Ong Vang, James Gibson, Chris Hackler, Micah Hester, Kim Hiatt, Danvy Mui, Jeffrey Sawyer, Patrick Tank, Sara Tariq
University of Arkansas for Medical Sciences

Many medical schools have either integrated their basic science curriculum or are about to begin the process as a result of initiatives from the LCME and the AAMC. This session provides a forum for those with experience to offer ideas to those seeking knowledge and support.

Table 6

Visible Artifacts: Institutionalizing the Core Clinical Competencies

Carol R. Thrush, Majka B. Woods
University of Arkansas for Medical Sciences

This roundtable session will focus on sharing our experiences in developing and disseminating useful, user-friendly educational materials (e.g., handouts, pocket cards) about the core clinical competencies and facilitating discussion about systematic and sustainable methods to assist in ensuring understanding among learners, faculty and staff about the core clinical competencies.

Table 7

Future of the Generalists

Dennis Baker
Florida State University College of Medicine
Chair Elect, Generalists in Medical Education

This breakfast discussion provides an opportunity for Generalists to discuss the focus and direction of our organization.

Sunday, October 29, 2006

Concurrrent Sessions

8:30 am – 10:30 am

Skills Acquisition (Cascade 1-A)

**Developing Digital Training Modules
with Camtasia Studio**

David Solomon, Deborah Sleight, John Williamson
Michigan State University

This will be a hands-on session on the process of creating Web delivered digital video training modules. **Attendees are encouraged to bring their own Windows laptop computer.** Software, sample files, an instructional manual and a few laptops will be available for use during the training session.

Skills Acquisition (Cascade 1-B)

***Using an Outcomes-Logic-Model Approach to
Develop, Implement and Evaluate Faculty
Development Programs***

Janet M. Riddle, John E. Tulley
University of Illinois-Chicago College of Medicine

Faculty in generalist disciplines are among the key clinical teachers in their departments. Given increasing clinical and non-clinical workloads, these faculty need support for their teaching role. Using our faculty development problem as the stimulus for discussion, participants will gain familiarity with and use the outcomes logic model to develop effective faculty development programs.

Problem Solving (Cascade 1-C)

Mentoring Programs for Medical Students

Sheila Chauvin, Jack Scott, Tong Yang
Louisiana State University Health Sciences
Center - New Orleans

Renewed interest in professional development and socialization prompts widely varying institutional initiatives for mentoring medical students. Yet no consensus on what constitutes true mentoring exists. This session engages participants in discussion and structured activities to develop consensus about critical attributes of mentoring and to explore informal and formal institutional approaches.

Problem Solving (Baker)

***Solving the Teaching Resources Dilemma
with Evidence-Based Education***

Carol Packard
University of Illinois - Urbana

Although evidence-based medicine is mandated in current medical education, the practice has not broadly transferred to teaching within medical education programs. This session is designed to develop a medical educator scholar-practitioner community to make existing education research more accessible and usable to medical educators to more broadly enable evidence-based teaching.

Concurrrent Sessions

10:45 am – 12:45 pm

Skills Acquisition (Cascade 1-C)

***Having Fun with Faculty: Creative Activities Used in
Educational Fellowships***

Nancy S. Searle
Baylor College of Medicine
Kristi Ferguson
University of Iowa Carver College of Medicine
Allison Ownby
University of Texas Houston Medical School
Linda Perkowski
University of Minnesota College of Medicine
Lynne Robins
University of Washington School of Medicine
Deborah Simpson
Medical College of Wisconsin

The purpose of this session is to share creative activities successfully used by faculty developers to address the problem of engaging participants and creating communities of educators. This topic will be of interest to anyone involved in faculty development efforts including short programs as well as more extensive educational fellowships.

Problem Solving (Baker)

***Documenting the Effect of Programs to Develop
Educational Scholarship in Medical Schools***

Barbara G. Ferrell, Ann Frye
University of Texas Medical Branch

The difficulty with all evaluations of outcomes in programs to produce "scholars" in medical education is separating program effect from other intervening and confounding variables. This problem-solving session will examine outcome measures as sources of measuring program effectiveness and ways that they might be used will be discussed.

Sunday, October 29, 2006

***Concurrent Sessions
(continued)***

10:45 am – 12:45 pm

Problem Solving (Cascade 1-A)

How Are Residents Best Prepared To Teach?

Jack R. Scott, Sheila Chauvin

Louisiana State University Health Sciences Center

Residents spend significant time supervising, teaching and assessing medical students. Yet there are few reliable methods for assessing and enhancing their teaching skills. Session participants will prepare to affect organizational change by evaluating the current literature and then refining resident teaching practices using experiential and graduate medical case study analysis.

Descriptive (Cascade 1-B)

***Web-based Resources for
Teaching and Evaluation***

Moderator: Marilda Ward

Northeastern Ohio Universities
College of Medicine

***Development of an Online Resource, the Online
Interview Teaching Tool***

Jack Cheng, Rebecca R. Pauly, Jack Cheng, Melanie Hagen, Richard Rathe, Margaret Duerson

University of Florida

The Online Interview Teaching Tool (ITT) was developed to provide an accessible resource for students to view proper interviewing techniques and serve as a reference for specific portions of the interview. The ITT complements classroom lectures and demonstrations as well as small group discussions of students' videos of patient encounters.

***Development of an Online Teaching Tool, the Online
Physical Exam Teaching Assistant***

Christina Cavanagh, Rebecca Pauly, Douglas Arnold, Richard Rathe, Melanie Hagen, Margaret Duerson

University of Florida

The Online Physical Exam Teaching Assistant (OPETA) is a web-based program developed to teach medical students proper physical exam techniques. Professional demeanor and attention to patient comfort are demonstrated. This program was designed to complement

traditional hands-on approach to learning the physical exam. Students have responded very positively to this tool.

***Lessons Learned Converting from a Paper-Based
Clerkship Evaluation System to a Web-Based System***

Deborah Sleight, Carrie Thorn, Donna Mulder

Michigan State University

Two years ago the MSU College of Human Medicine switched from a paper clerkship evaluation system to a web-based one. We describe how we implemented the change, what we learned during our three-year journey, how the preceptors, students and staff use the system, and our plans for future initiatives.

***Cooperative Efforts Produce Results: Enhancing
Knowledge and Information Management Education***

Pam Bradigan, Larry Hurtubise

The Ohio State University

Health Sciences faculty face an overwhelming choice of information resources and technology service providers. The Prior Health Sciences Library (HSL) at Ohio State formed a partnership with the Center for Knowledge Management (CKM) in an effort to better serve and educate customers in the area of Knowledge and Information Management.