

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.

We schedule our conference adjacent to the annual meeting of the Association of American Medical Colleges (AAMC), typically in late October or early November. 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>

Photograph for Program Cover provided by:
Jamie Shumway, Ph.D., West Virginia University School of Medicine

"Enhancing Teaching, Learning and Scholarship Through Reflective Thinking and Collaboration"

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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 facilitate panel comments and audience participation.

Problem-solving: Problem-solving sessions are designed for intensive discussions focused on a particular 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 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 Skills 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 Washington, D.C. and the 27th annual conference of the Generalists in Medical Education. This year's conference theme, "Enhancing Teaching, Learning and Scholarship Through Reflective Thinking and Collaboration," continues and expands on our theme from last year, "Teaching, Learning, and Scholarship in Medical Education." The timeliness of our conference theme is apparent by the number of submissions describing current efforts to foster reflection, collaboration, and scholarship at all levels across the continuum of the teaching /learning process. Virtually every presentation describes an innovative program that will give us take home ideas just as all the Generalists' conferences have done so well in the past.

I am very excited this year about our continued collaborative efforts with the American Association of Medical Colleges, International Association of Medical Sciences Educators, Alliance for Clinical Education, and Association of Standardized Patient Educators. These professional organizations will be prominently represented in our program for only the second time but I think this establishes a tradition that will continue to be a part of our conference. Another component of the program that is becoming a tradition is the "Lunch and Discussion Groups." There are many critical changes going on in medical education as new medical schools are starting, student values are changing, and LCME accreditation emphases continue to evolve. The Lunch and Discussion sessions will address these important areas and more.

I am also excited about this year's keynote speaker, Mark Quirk, Ed.D. Many of us know Mark through his excellent work in faculty development, student development, and educational research. His new book *Intuition and Metacognition in Medical Education: Keys to Developing Expertise*, speaks directly to our conference theme. Mark's presentation will focus on how medical educators can enhance the metacognitive skills of learners and will also provide the opportunity to reflect on how we can enhance our own skill development in this important area. Becoming skilled at examining our patterns of thinking and improving them based on goal setting and self-examination are metacognitive skills that are core elements of being an effective professional educator. You can be certain that Dr. Quirk's presentation and the discussion following will be a stimulus for exciting new ideas and growth within ourselves and the Generalists' organization.

The Generalists' membership is comprised of an outstanding group of medical educators who work hard every day to enhance medical education. I am honored to be a member of this organization and to be the steering committee chair this year. The steering committee is such a talented group that worked collaboratively and unselfishly to produce this year's great program. Carol Hasbrouck, our treasurer, has once again worked her "magic" to bring together the complexity of details that makes the program possible here at the Palamor. Additionally Scott Cotrell, our 2007 Conference program chair and his support staff at West Virginia, our host school, have been unbelievably patient, organized, and creative in putting the program together. Scott has been a steady force to whom we can all be thankful.

I am so proud to be part of such a wonderful organization and I am even more thankful to know so many of you personally. I am honored and humbled to serve as your 2007 Chair and look forward to this very special conference.

A handwritten signature in black ink that reads "Dennis Baker". The signature is written in a cursive, flowing style.

Dennis Baker
2007 Chair

History of the Conference of Generalists in Medical Education

Steering Committee and Program Chairs: 1980-2007

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, Joceylyn Ten Haker
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, Ajy 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	Diane 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 canceled)
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
2007	Dennis Baker	Scott Cottrell

2007 Steering Committee

Sheila Chauvin, Past Chair	Louisiana State University Health Sciences Center
Dennis Baker, Chair	Florida State University College of Medicine
Sonia Crandall, Member-at-Large	Wake Forest Univ School of Medicine
Cathy Lazarus, Member-at-Large	Chicago Medical School of Rosalind Franklin University
Jim Ballard, Member-at-Large	University of Kentucky College of Medicine
David Way, Member-at-Large	The Ohio State University College of Medicine
Carol S. Hasbrouck, Treasurer	The Ohio State University College of Medicine
David Soloman, Webmaster	Michigan State University College of Human Medicine
Julie Walsh-Covarrubias, Membership	University of Alabama School of Medicine
Scott Cottrell, Program Chair	West Virginia University School of Medicine

2007 Proposal Reviewers

Dennis Baker
James Ballard
Amy V. Blue
Nicole Borges
Pamela Bradigan
William Brescia
Joseph Brocato
Sheila Chauvin
Eileen CichoskiKelly
Scott Cottrell
Sonia Crandall
Sheila Crow
Susan A. DeRiemer
Anna Frye
Lou Grosso
Carol Hasbrouck
Caridad Hernandez
Herbert Janssen
Summers Kalishman
Niamh Kelly
Susan Labuda Schrop
Cathy Lazarus
Jacqueline Levesque
Barry Linger

Marilyn London
Pat McCarter
Jean McKendree
Christopher Mooney
Anna Moses
Narga Nair
Sandra Oliver
Allison Ownby
Rebecca Pauly
Peggy Stager
Linda Perkowski
Michael Petty
Nicole Roberts
Norma Sales
Jack Scott
Jamie Shumway
David Solomon
Carol Thrush
Julie Walsh
David Way
Ellen Whiting
Victoria Wong
Stephanie Wragg

The Conference for Generalists in Medical Education

*"Enhancing Teaching, Learning and Scholarship
Through Reflective Thinking and Collaboration"*

Program At-a-Glance

Friday, November 2, 2007

		<i>Location</i>
10:00am – 6:00pm	Registration	
1:00pm – 1:15pm	Welcome and Program Overview	<i>National</i>
1:15pm – 3:15pm	Concurrent Sessions	
	Descriptive:	<i>National</i>
	Assessment of Student Learning	
	Integrating Anatomical Simulations with Standardized Patients in a Clinical Skills Examination	
	The Reliability of a 360-degree Professionalism Assessment Instrument	
	Students at Risk of USMLE Step 1 Failure: Does the Choice of Exam Date Matter?	
	Problem Solving:	<i>Corcoran A</i>
	Challenges in Tracking Students' Clinical Competencies	
	Problem Solving:	<i>Corcoran B</i>
	The Train-the-Trainer Approach: Getting Others to Replicate Your Instructional Program	
	Problem Solving:	<i>Kreeger</i>
	Engaging Geographically Dispersed Faculty and Students in Conversations About Teaching and Learning Using Webcams	
3:15pm – 3:30pm	Break	

3:30pm – 4:00pm	<p>Plenary Session I: International Association of Medical Science Educators (IAMSE) How Do The Basic Sciences Fit Into the Vision of Medical Education of the Future?</p>	<p><i>Location</i> <i>National</i></p>
4:00pm – 4:15pm	Break	
4:15pm – 6:15pm	Concurrent Sessions	
	<p>Descriptive: Arts, Reflection and Education Introducing Arts and Literature to the First Year Medical Curriculum</p> <p>Theater, Medical Education and International Health: Using Drama to Teach Medical Students to Teach</p> <p>Thinking about Learning: Reflections on Community Experiences</p> <p>“Name One Thing”: Using Reflection to Evaluate Clinical Experiences during the First Year of Medical School</p>	<p><i>Corcoran A</i></p>
	<p>Problem Solving: Leadership for Change: Exploring Frameworks, Behaviors, and Strategies that Create Organizational Contexts that are Conducive to Change</p>	<p><i>Corcoran B</i></p>
	<p>Panel Discussion: Incorporating Reflection Into Medical Education: Strategies, Pitfalls, and Future Directions</p>	<p><i>Kreeger</i></p>
6:30pm – 8:30pm	<p>Reception <i>National</i></p>	

Saturday, November 3, 2007

Location

7:00am - 9:00am

Registration

7:00am – 8:00am

Breakfast and Roundtables

National

The Impact of an Individualized Learning Plan on Resident Education and Professional Development

Using Portfolio-Based Methods to Assess Subjective Competencies

Medical Students as Teachers: A Discussion of the Models and Possibilities for Curricular Change

Teaching Students to “See”: Programs for Increasing Observational Skills in Medical Students

Choosing an Academic Career in Medicine: Reflection on How, Why, When?

Determining Optimal Faculty Development Programs for Primary Care Teaching Physicians through a Community Driven Process: A Pilot Project Discussion

Exploring Issues Regarding the Next Generation of Medical Education Fellowship Programs

Future of the Generalists in Medical Education

8:00am – 8:15am

Break

8:15am – 10:15am

Concurrent Sessions

Descriptive:

National

Innovative Programs

The Generalist Physician Anatomy Faculty (GPAF) Program: Anatomy and Dissection as a Patient-centered Clinical Learning Experience

Collaborating with State Agencies to Train Medical Students for Emergency Deployment

Development of an Interprofessional Women’s Health Program: A Work in Progress

Location

Skills Acquisition: *Corcoran A*
Not Another *Boring* Lecture: Creatively Using PowerPoint in Medical Education

Problem Solving: *Corcoran B*
Approaches to Fostering Interdisciplinary Simulation Education and Research

Panel Discussion: *Kreeger*
Setting Standards for Clinical Performance
Exams Using the Modified Angoff Method:
Pragmatic Lessons from the Trenches

10:15am – 10:45am **Plenary Session II:** *National*
Association of Standardized Patient Educators (ASPE)
Past, Present and Future: Presentation on the Ever Evolving Use of SP Methodology Across the Continuum of Simulation, Medical Education and Across Disciplines.

10:45am – 12:45am **Concurrent Sessions**

Descriptive: *National*
Faculty Development
Interession Day: Bringing Fellowship Workshops to the Desktop

Providing Faculty Development in Medical Informatics in a Community-based Medical School: The FSU story

Sustaining Quality Professional Development for Faculty and Residents through Good Times and Bad

Problem Solving: *Corcoran A*
Clinical Jazz: Live in Concert

Skills Acquisition: *Corcoran B*
Writing Successful Proposals

Skills Acquisition: *Kreeger*
Would Socrates Use the “Socratic Method” for Clinical Instruction? A Technique for Improving Bedside and Small Group Teaching

		<i>Location</i>
12:45pm – 2:00pm	Lunch and Discussion Groups	
	Millennials and GenXers in the Health Professions: Are we meeting their educational technology expectations in the classroom?	<i>Corcoran A</i>
	AAMC Update on New Medical Schools	<i>Corcoran B</i>
	A Discussion about LCME Accreditation Standards: A personal view of preparing my institution	<i>National</i>
	Promoting Educational Scholarship Among Teaching Faculty	<i>Kreeger</i>
2:00pm – 2:30pm	Plenary Session III: Alliance for Clinical Education (ACE)	<i>National</i>
	ACE and the Generalists: Taking the Next Steps in Working Together Our presentation will briefly recap the history of ACE, and focus on recent developments that will facilitate our working with others.	
2:30pm – 3:00pm	Keynote Address: A New Way of Thinking about Thinking: Changing the Culture of Medical Education	<i>National</i>
3:00pm – 3:30pm	Keynote Discussion	<i>National</i>
3:30pm – 4:30pm	Business Meeting	<i>National</i>
4:30pm – 5:00pm	Steering Committee Meeting	<i>TBD</i>

Session presenters and abstracts on following pages.

Friday, November 2, 2007

10:00am – 6:00pm **Registration**

1:00pm – 1:15pm **Welcome and
Overview (National)**

Dennis Baker, Chair
Florida State University

Scott Cottrell, Program Chair
West Virginia University

Concurrent Sessions
1:15pm - 3:15pm

Descriptive Sessions (National)

Assessment of Student Learning

Moderator: Jim Ballard

**Integrating Anatomical Simulations with
Standardized Patients in a Clinical Skills
Examination**

Margaret Duerson
Jacqueline Woodard
Mouna Hammoud
University of Florida

A shortcoming of standardized patient use is that they cannot portray important positive physical findings. Anatomical simulators can gauge a student's technical ability but not other critical elements of the patient encounter. Combining the use of simulators with standardized patients addresses the limitations of both methods.

**The Reliability of a 360-degree
Professionalism Assessment Instrument**

Sheila M. Crow
University of Oklahoma College of Medicine
Scott Cottrell
West Virginia University School of Medicine
Robert M. Hamm
University of Oklahoma College of Medicine

This session will describe the development and psychometric properties of a 360-degree Professionalism Assessment Instrument. The tool is a useful way to obtain information on medical students' personal and professional behaviors and provides feedback to them as well as to program leadership. The psychometric properties of this scale are encouraging.

**Students at Risk of USMLE Step 1
Failure: Does the Choice of Exam Date
Matter?**

Hugh A. Stoddard
University of Nebraska College of Medicine

Because most medical schools require passage of Step 1 for promotion, advisors and student affairs personnel should help students choose their exam date wisely. This study analyzed Step 1 scores and dates and found that delaying the exam was correlated with higher scores for students who were at risk of failure.

Problem Solving (Corcoran A)

Challenges in Tracking Students' Clinical Competencies

Peggy Stager

MetroHealth Medical Center Case Western Reserve University School of Medicine

Klara Papp

CWRU School of Medicine

Direct observation of students' clinical skills is not performed at an adequate level. Furthermore, faculty feedback and documentation of a students' progress is often insufficient. We will explore ways to better prepare our faculty preceptors to increase the number and quality of direct observations of students.

Problem Solving (Corcoran B)

The Train-the-Trainer Approach: Getting Others to Replicate Your Instructional Program

Elizabeth Karmic Kachur

Joanne (Thompson) Pearsol

Ohio State University, School of Public Health

Marian Anderson

New York University School of Medicine

Anne Dembitzer

City University of New York School of Medicine

Train-the-trainer programs are popular strategies for disseminating programs in and outside of educational institutions (e.g., faculty development for community preceptors, enhancing reach for preparedness training). This problem solving session will address common challenges and offer potential strategies to enhance the effectiveness of such educational events.

Problem Solving (Kreeger)

Engaging Geographically Dispersed Faculty and Students in Conversations About Teaching and Learning Using Webcams

Ellen G. Whiting

Susan Labuda Schrop

Northeastern Ohio Universities College of Medicine

Dennis Baker

Florida State University College of Medicine

One-on-one methods are best for addressing the learning needs and overcoming time/distance constraints of geographically dispersed preceptors. Participants will observe a live webcam interaction and discuss benefits, drawbacks and options for this and other preceptor development strategies.

Plenary Session I (National)

3:30 – 4:00

International Association of Medical Science Educators (IAMSE)

Edward P. Finnerty

How Do The Basic Sciences Fit Into the Vision of Medical Education of the Future?

Concurrent Sessions

4:15 – 6:15

Descriptive Sessions (Corcoran A)

Arts, Reflection and Education

Moderator: Lou Grosso

Introducing Arts and Literature to the First Year Medical Curriculum

Melanie Hagen

Rebecca R. Pauly

University of Florida College of Medicine

Early exposure to the arts contributes to medical student understanding of physician patient relationships and the patient perspective. We added to the first year medical school curriculum the opportunity to reflect on literature and art as well as the experience of creating an individual project.

Theater, Medical Education and International Health: Using Drama to Teach Medical Students to Teach

Nina Stoyan-Rosenzweig
University of Florida

International health trips organized by medical students and allied health profession students at the University of Florida increasingly focus on long term interventions using theater to teach health behaviors. A pilot program involving undergraduate and Arts in Medicine developed the first skit in a series.

Thinking about Learning: Reflections on Community Experiences

M. Marie Dent
Jerry Daniel
Dona Harris
Mercer University School of Medicine

M1, M2, and M4 students engage in a reflective exercise at the completion of rotations with community-based preceptors. Results indicate trends in professional development associated with year in medical school and have implications for curriculum design as well as development of critical thinking skills.

“Name One Thing”: Using Reflection to Evaluate Clinical Experiences During the First Year of Medical School

Sarah McGrew
Angela Mowrer
Ohio University College of Osteopathic Medicine

Ohio University College of Osteopathic Medicine (OU-COM) began clinical experiences for first-year students in 1991. The program consisted initially of two experiences per quarter. Early clinical learning is now emphasized; evaluation of experiences includes reflection.

Problem Solving (Corcoran B)

Leadership for Change: Exploring Frameworks, Behaviors, and Strategies that Create Organizational Contexts that Conducive to Change

Jack R. Scott
Louisiana State University School of Medicine
Sheila W. Chauvin
Louisiana State University School of Medicine

This workshop will allow participants to explore their leadership behaviors and embed the concepts of organizational change that contribute to culture at their own institution. Participants will explore barriers that impede organizational change and strategies that contribute to organizational change in medical education.

Panel Discussion (Kreeger)

Incorporating Reflection Into Medical Education: Strategies, Pitfalls, and Future Directions

Heather E Harrell
University of Florida College of Medicine
Melissa A. Fischer
University of Massachusetts Medical School
Adam S. Cifu
University of Chicago Pritzker School of Medicine

Many medical schools incorporate reflective activities into their curricula with limited guidance. Information from three diverse medical schools which have successfully incorporated reflection into the clinical years will be shared along with resources to stimulate discussion about the utility of formalizing reflection in the medical curriculum.

Saturday, November 3, 2007

**Roundtables (National)
7:00am - 8:00am**

The Impact of an Individualized Learning Plan on Resident Education and Professional Development

Bobby L. Miller

Marshall University School of Medicine

The impact of an Individualized Learning Plan (ILP) on pediatric residents' education and professional development remains largely unknown. A study conducted at our institution indicates that ILPs do impact on resident abilities to identify their strengths and weaknesses, prioritize their learning needs, reflect on clinical practice, and develop career plans.

Using Portfolio-Based Methods to Assess Subjective Competencies

Janice A. Grackin

Stony Brook University Medical Center

In medical education, the assessment of inherently more "subjective" competencies such as self-awareness, communication and professionalism can be problematic. This Roundtable Discussion will focus on identifying potentially reliable formative and summative approaches to assessment of competencies, particularly those difficult to quantify, through use of portfolio-based methods, including interactive e-portfolios.

Medical Students as Teachers: A Discussion of the Models and Possibilities for Curricular Change

Eileen CichoskiKelly

University of Vermont College of Medicine

Participants will engage in discussion about: Model and outcomes of a teaching requirement at University of Vermont's College

of medicine; roles of student teachers in their institutions; perceived facilitators and barriers for implementing student-teacher programs.

Teaching Students to "See": Programs for Increasing Observational Skills in Medical Students

Nina Stoyan-Rosenzweig

Paulette Hahn

Heather Harrell

Caridad Hernandez

Melanie Hagen

University of Florida

Observational skills are vital for medical practice, but are not always taught in medical schools. Recent studies address this challenge through fine arts training methods, and other professions have methods for training in observation. This program will discuss the range of methods, their value and applicability to medical school education.

Choosing an Academic Career in Medicine: Reflection on How, Why, When?

Nicole J. Borges

J. Dennis Hoban

Anita M. Navarro

Amelia Grover

Wright State University Boonshoft School of Medicine and Virginia Commonwealth University School of Medicine

While there are formalized programs to produce the physician-researcher, there appears to be a dearth of programs to develop physicians wanting to provide patient care and teach. This roundtable will provide reflection on academic physician career decisions and fostering teaching careers in academic medicine across the continuum.

Determining Optimal Faculty Development Programs for Primary Care Teaching Physicians through a Community Driven Process: A Pilot Project Discussion

Patti Parisian

Florida State University College of Medicine

Anna Torrens

American Cancer Society, Florida Division

This roundtable session will offer participants an opportunity to discuss a unique community driven approach to identifying optimal faculty development programs for primary care teaching physicians at a distributed medical school campus.

Exploring Issues Regarding the Next Generation of Medical Education Fellowship Programs

Jack R. Scott

Sheila W. Chauvin

Louisiana State University School of Medicine

Participants in this session will explore what has been achieved and learned from prior developments in and outcomes of medical education fellowships and what might be envisioned for a new generation of such programs in an age of increased acceptance and promotion of educational scholarship.

Future of the Generalists in Medical Education

Concurrent Sessions

8:15am – 10:15am

Descriptive Sessions (National)

Innovative Programs

Moderator: Julie Walsh-Covarrubias

The Generalist Physician Anatomy Faculty (GPAF) Program: Anatomy and Dissection as a Patient-centered Clinical Learning Experience

Todd R. Olson

Charles E. Schwartz

Alice Fornari

Elizabeth Lee-Rey

Sherry A. Downie

Albert Einstein College of Medicine

Using generalist physicians to mentor dissection teams advances early medical education by encouraging students to adopt a patient-centered perspective emphasizing both the need to reflect and report upon the remains of human beings who had cultural, psychosocial, and medical histories as well as to learn the basics of human anatomy.

Collaborating with State Agencies to Train Medical Students for Emergency Deployment

Janet Lindemann

Edward Simanton

Rodney Parry

Sanford School of Medicine of The University of South Dakota

Recently, 100 South Dakota medical students were trained for deployment in the event of a pandemic or other medical emergency. We will describe how training was planned and carried out collaboratively with state agencies to meet the needs of students, medical school and government.

Development of an Interprofessional Women's Health Program: A Work in Progress

Sarah S Garber

Susan K. Tappert

Rosalind Franklin University of Medicine and Science

An on-line Interprofessional Women's Health Masters and Certificate program was designed to address the development of team-based skills in conjunction with focusing on critical thinking skills, basic science knowledge, evidence based medicine and clinical issues specific to women's health and development.

Skills Acquisition (Corcoran A)

Not Another Boring Lecture: Creatively Using PowerPoint in Medical Education

Beatrice A. Boateng

Anna S. Moses

Lea A. Mabry

University of Arkansas for Medical Sciences

This workshop is designed for medical educators who are interested in alternatives to PowerPoint based lectures. Participants will learn how to creatively use PowerPoint as a mindtool for promoting reflective thinking and collaboration. Through collaborative group activities, participants will explore hands-on techniques using this familiar instructional tool.

Problem Solving (Corcoran B)

Approaches to Fostering Interdisciplinary Simulation Education and Research

Carol Hasbrouck

Daniel Clinchot

Sherri Harkless

Catherine Lucey

The Ohio State University College of Medicine

Use of simulation in medical education, as well as in nursing and other health professions, is increasing. As simulation education, research and collaboration expand, so should efforts in interdisciplinary education and team training. This session will focus on ways to encourage innovations in simulation and foster more interdisciplinary simulation activities.

Panel Discussion (Kreeger)

Setting Standards for Clinical Performance Exams Using the Modified Angoff Method: Pragmatic Lessons from the Trenches

David J Solomon

Michigan State University

Ann Frye

UTMB Galveston

Rebecca Henry

Michigan State University

This session will overview the use of the Angoff method for standard setting in clinical performance examinations. The panelists will discuss their own experiences, challenges and the compromises they had to make in balancing the practical realities of developing defensible performance standards in the real world.

Plenary Session II (National)

10:15am – 10:45pm

Association of Standardized Patient Educators (ASPE)

Tamara L. Owens

University of Texas Medical School - Houston

Cate Nicholas

University of Vermont

Past, Present and Future: Presentation on the ever evolving use of Standardized Patient methodology across the continuum of simulation, medical education and across disciplines

Concurrent Sessions

10:45 – 12:45

Descriptive Sessions (National)

Faculty Development

Moderator: David Way

Intersession Day: Bringing Fellowship Workshops to the Desktop

**Christopher B. Reznich
Deborah Sleight**
Michigan State University

As time available for face-to-face faculty development decreases, means are being sought to bring the workshop to the desktop. This presentation reports the work of faculty in an academic medicine fellowship program to design and implement two intersession Days of workshops and mentor group meetings at a distance.

Providing Faculty Development in Medical Informatics in a Community based Medical School: The FSU story

Nancy B. Clark
FSU College of Medicine

This session describes an innovative training program in medical informatics for a community-based faculty dispersed state-wide. This program insures that the resources of our virtual library are used to their maximum potential, and that students see the use of the latest medical information incorporated into the medical decision making and lifelong learning process while on clerkships.

Sustaining Quality Professional Development for Faculty and Residents through Good Times and Bad

**Sheila W. Chauvin
Jack R. Scott
Tong Yang
Charles V. Sanders
Fred Lopez**

Dayton Daberkow

Louisiana State University Health Sciences

A department-based professional development program to enhance faculty and residents' effectiveness in teaching and educational scholarship underwent significant modification as a result of Hurricane Katrina and the subsequent levee breaches. This presentation summarizes the changes made to sustain and enhance department commitment and provides evidence of program effectiveness.

Problem Solving (Corcoran A)

Clinical Jazz: Live in Concert

**Randall Longenecker
Cheryl B. Levine**

The Ohio State University Rural Program

Residents, students, and faculty of The OSU Rural Program will conduct a live session of Clinical Jazz, an iterative small group process designed to develop reflective practitioners, and employ the audience in identifying elements of our success that may be adaptable to other settings.

Skills Acquisition (Corcoran B)

Writing Successful Proposals

**Amy Blue
John Shatzer
Ellen Whiting**

Writing good presentation proposals is a skill generally not acquired through formal instruction, yet it is critical for disseminating scholarly work. This interactive session offers all Generalists the opportunity to refine proposal writing skills to increase the likelihood of acceptance at this and other conferences.

Skills Acquisition (Kreeger)

Would Socrates Use the "Socratic Method" for Clinical Instruction? A Technique for Improving Bedside and Small Group Teaching

Hugh A. Stoddard

David V. O'Dell

University of Nebraska College of Medicine

Carol R. Thrush

University of Arkansas for Medical Sciences

Session attendees will develop skills in use of the Socratic Method for clinical teaching and how to recognize the genuine Socratic Method as distinct from counterfeit methods of questioning. Applications of this method to bedside and small-group teaching settings, residents-as-teachers programs, and faculty development will be emphasized.

Lunch and Discussion Groups

Millennials and GenXers in the Health Professions: Are We Meeting their Educational Technology Expectations in the Classroom? (Corcoran A)

Beatrice A. Boateng

Lea A. Mabry

Anna S. Moses

University of Arkansas for Medical Sciences

AAMC Update on New Medical Schools (Corcoran B)

Atul Grover,

Association of American Medical Colleges

A Discussion about LCME Accreditation Standards: A personal view of preparing my institution (National)

Jamie Shumway

West Virginia University School of Medicine

Promoting Educational Scholarship Among Teaching Faculty (Kreeger)

Anne Frye

University of Texas Medical Branch

Plenary III (National)

2:00pm – 2:30pm

Alliance for Clinical Education (ACE)

Louis N. Pangaro

Uniformed Services University

ACE and the Generalists: Taking the next steps in working together

Our presentation will briefly recap the history of ACE, and focus on recent developments that will facilitate our working with others.

Saturday, November 3, 2007
2:30 pm – 3:00 pm
Keynote Address



The Generalists are delighted to have

Mark Quirk, EdD

addressing this year's conference

**A New Way of Thinking about Thinking:
Changing the Culture of Medical Education**

Dr. Quirk is Professor of Family Medicine and Community Health at the UMASS Medical School and has published more than 50 articles related to behavioral and social science research and medical education. He has delivered invited keynote addresses on doctor-patient communication and on medical education to the Society of Teachers of Family Medicine (STFM) Annual Predoctoral Training Conference, the Group on Educational Affairs (AAMC), the International Association of Health Psychologists in Japan and the Nordic Network for Education in Medical Communication in Iceland. He has published two books on teaching and learning in medical education, the latest entitled: *Intuition and Metacognition in Medical Education: Keys to Developing Expertise* published by the Springer Publishing Company (2006). He is Director of an Arthur Vining Davis Foundation Grant to develop caring attitudes among physicians and the 2006 recipient of the national Excellence in Education award from the Society of Teachers of Family Medicine.

At UMMS Mark is also the Assistant Dean for Academic Achievement and Associate Chair of Family Medicine. In addition to directing the Clinical Faculty Development Center he also directs the national Center for Clinical Communication and Performance Outcomes and the Center for Academic Achievement.