

30th Annual Conference

Generalists

In Medical Education

November 6-7, 2009 • Boston, Massachusetts

Hosted by:



Promoting innovation and collaboration in medical education

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 area of expertise and interest include: curriculum design and instructional development; testing and evaluation; faculty development; student support; educational research; grant writing; educational leadership; and organizational development.

Why does our group exist?

We come together as a group to exchange skills, knowledge, 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 an annually revised membership directory.

How can I become a member?

You become a member by attending the 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.

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

"Medical Education: Maintaining Momentum in Challenging Times"

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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.

Educational Research in Progress: Developing Good Ideas into Scholarly Projects:

This lunch roundtable session is designed to maximize the quality of developing research projects and encourage future development of educational scholarship. The session is designed to offer friendly consultation and guidance, while helping other participants learn ways to maximize the quality of educational research.

Message from the Chair



I would personally like to welcome you to the 30th annual conference of The Generalists in Medical Education. This year it is being held in Boston, Massachusetts, at the Hilton Back Bay hotel. I would like to thank West Virginia University School of Medicine for sponsoring this year's conference.

During the business session at last year's conference we adopted a mission statement, and I am pleased to state that "the mission of The Generalists in Medical Education is to promote innovation and collaboration in medical education." When we surveyed participants after the conference and asked them if this mission statement captured the essence of The Generalists, 82% agreed or strongly agreed that it did. Having a concise mission for an organization is important because it clearly lets those we serve know what we stand for. Sonia Crandall, next year's chair of The Generalists, will be reporting on additional information from the survey during the opening session.

It is easy to take-for-granted an organization such as The Generalists because what we do and what we concern ourselves with are often invisible. Thirty years ago, The Generalists was founded on the principle that we can have a more participatory conference and we instituted the five types of sessions (innovation) we are familiar with today: descriptive, panel discussion, problem solving, roundtables, and skills acquisition. This year we are extending our innovation to include sessions on educational research: developing good ideas into scholarly projects. These sessions, given by individuals new to medical education research, are being mentored by experienced medical educators working collaboratively with the presenters. Another theme that clearly came out on the survey was that people attended The Generalists conference because of the relationships they formed with other participants (collaboration). It is for these two reasons (demonstrated innovation and collaboration) that I think that our mission accurately captures the essence of The Generalists in Medical Education.

The theme of this year's conference is "Medical Education: Maintaining Momentum in Challenging Times." The first thing we did in planning the conference was to hold our conference registration fees at or below last year's cost realizing that during these difficult financial times attending a conference is a choice and that one cannot attend every conference that one likes. We appreciate that you have chosen to attend this year's Generalists in Medical Education Conference.

Given this year's theme, and as a follow-up to last year's theme, "Megatrends in Medical Education", we have asked John Prescott, Chief Academic Officer of the Association of American Medical Colleges (AAMC) to be our keynote speaker (5:00 PM, Friday evening). We believe he can give us a national perspective informing local practice on maintaining momentum in medical education with limited financial resources. We look forward to his presentation.

Finally, I would like to thank each member of the Steering Committee (their names can be found on a previous page) for their commitment, support, and friendship during this past year. All of us could not have done this without each other's hard work and collaboration. I sincerely believe that next year's chair, Sonia Crandall, will continue the tradition of The Generalists of leadership in innovation and collaboration. Lastly, there is one individual that I would like to single out as being, in my view, the personification of what a Generalist in Medical Education is all about. That individual is Scott Cottrell, this year's program chair. Without him, none of what you will experience in the conference could have happened. I would like all of us to thank Scott for his dedication and hard work.

A handwritten signature in black ink, appearing to read "Jamie Shumway". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Jamie Shumway
2009 Chair

History of the Conference of Generalists in Medical Education

Steering Committee and Program Chairs: 1980-2009

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
2008	Cathy Lazarus	Elza Mylona
2009	James Shumway	Scott Cottrell

2009 Steering Committee

Cathy Lazarus, Past Chair	Chicago Medical School of Rosalind Franklin University
James Shumway, Chair	West Virginia University School of Medicine
Sonia Crandall, Chair-Elect	Wake Forest University School of Medicine
Dennis Baker, Member-at-Large	Florida State University College of Medicine
Scott Cottrell, Member-at-Large	West Virginia University School of Medicine
David Way, Member-at-Large	The Ohio State University College of Medicine
Elza Mylona, Member-at-Large	Stony Brook University School of Medicine
Carol S. Hasbrouck, Treasurer	The Ohio State University College of Medicine
David Solomon, Webmaster	Michigan State University College of Human Medicine
Julie Walsh-Covarrubias, Membership	University of Alabama School of Medicine

2009 Proposal Reviewers

Anping Dong
Amy Smith
Susan A. DeRiemer
Catherine A. Macomber
Dennis Baker
Maria Blanco
Beatrice Boateng
Pamela Bradigan
Carol Capello
Angel Centeno
Sheila Chauvin
Scott Cottrell
Sonia Crandall
Linda Deloney
Marie Dent
Barbara Farrell
Ann Frye
Louis Grosso
Carol Hasbrouck
Annie J. Daniel
Tipsuda Junsanto-Bahri
Karen Kelly
Susan Labuda Schrop
Ellen Lavelle
Cathy Lazarus
Keh-Min Liu

Monica Lypson
Ann Maderer
Lynn Manfred
Kathryn McMahon
Jennifer Mendez
Luke Mortensen
Elza Mylona
Naghma Naeem
Andrea Pfeifle
Norma Saks
Darshana Shah
James Shumway
Karen Szauter
Olivia T. Ojano Sheehan
Sara Udupa
Julie Walsh- Covarrubias
David Way
Ellen Whiting
Babbi Winegarden
Stephanie Wragg

The Conference for Generalists in Medical Education

"Medical Education: Maintaining Momentum in Challenging Times"

Program At-a-Glance

Friday, November 6, 2009

		<i>Location</i>
10:00am – 6:00pm	Registration	
1:00pm – 1:30pm	Welcome and Program Overview.....	Washington
1:30pm – 3:00pm	Concurrent Sessions	
	Skills Acquisition:.....	Adams A
	Problem Solving Competency Assessment	
	Script Concordance Tests (SCT): Principles and Practical Issues	
	Script Concordance Tests: A Measure of Clinical Data Interpretation	
	Assessing the Clinical Reasoning of Medical Students Using the Script Concordance Test	
	Building Virtual Bridges to Support Multi-Site Research Collaboration	
	Problem Solving:.....	Lincoln
	Recognizing and Responding to the Needs of Volunteer Faculty	
	Skills Acquisition:.....	Adams B
	Student Peer Assessment (SPA) as an Instructional Strategy	
3:00pm – 3:15pm	Break	

Location

3:15pm – 4:45pm	Concurrent Sessions	
	Descriptive Sessions:	Washington
	Curricular and Teaching Innovations	
	Research-based Reader's Theatre: Moving Beyond Paper Case Learning in the Classroom	
	Difficult Conversations: A Workshop to Promote Discussion of Attitudes about Contraception and Abortion	
	Pilot Pediatric Electrocardiogram Curriculum for First-Year Pediatric Residents	
	Creating More Curriculum Content with Less Curriculum Time	
	Panel Discussion:	Adams A
	Strategies and Opportunities in Medical Education to Publish your Scholarly Work	
	Skills Acquisition:	Adams B
	Using Multimedia in Faculty Development on Multiculturalism	
4:45pm – 5:00pm	Break	
5:00pm – 6:00pm	Keynote Address	Washington
	Roll Over Flexner and Tell Medical Education the News	
	John E. Prescott, M. D. Chief Academic Officer Association of American Medical Colleges	
6:30pm – 8:30pm	Reception	Fenway

Saturday, November 7, 2009

Location

7:00am – 11:00am	Registration	
8:00am – 9:00am	Breakfast and Roundtables	Fenway
9:00am – 10:30am	Concurrent Sessions	
	Descriptive Sessions:	Jefferson
	Student Development	
	Learning Resources Used by Pre-clinical Medical Students	
	Teaching and Assessing Core Values Development in Doctorate of Physical Therapist Students	
	Are UK Medical Graduates Really Prepared for Practice?	
	Skills Acquisition:	Adams A
	Using Standardized Patients to Teach Students to Provide Evidence Based Psychiatric Care in Primary Care Setting	
	Panel Discussions:	Adams B
	Implementation of the Multiple Mini Interview: Lessons Learned	
10:30am– 10:45am	Break	
10:45am – 11:15am	Plenary: (ASPE and IAMSE)	Fenway
11:15am – 12:45pm	Concurrent Sessions	
	Descriptive Sessions:	Jefferson
	Faculty Development	
	Schwartz Compassionate Care Faculty Development Program: Promoting Humanistic Teaching in Health Care Educators	
	Student Evaluation of Facilitator Teaching Effectiveness: A Pilot Study of the Reliability and Strength of Student Anonymous vs. Face-To-Face Evaluations of PBL Facilitator's Teaching	
	No Need to Travel: An Innovative Training Program to Prepare Community Based Faculty to Score OSCEs from Remote Locations	
	Tufts University School of Medicine's Innovations in Education Intramural Grant Program	
	Panel Discussion:	Adams A
	Celebration of Professionalism and Leadership	
	Skills Acquisition:	Adams B
	Less Time, but Quality & Accountability Essential? Maximize the Use of Test Management Software to Link Learning Outcomes to Instructional Assessment!	

Location

12:45pm – 2:00pm	Lunch	Maverick A/B
12:45pm – 2:00pm	Lunch and Educational Research in Progress: Developing Good Ideas into Scholarly Projects	
	Building the Pyramid: A Method of Measuring Outcomes.....	Adams A
	in a Pre-Clinical Bioethics Course	
	Examining the Personality Types of Osteopathic Medical.....	Adams B
	Students, as Measured by the Myers Briggs Type	
	Indicator, and Academic Performance on the Medical	
	Boards, as Measured by COMLEX1	
	Evaluation of Teaching Methods and CXR Interpretation.....	Lincoln
	Skill of Senior Medical Students	
	Do Erroneous Reports of Computer Interpreted-.....	Jefferson
	Electrocardiogram Influence Analysis by Medical	
	Trainees?	
2:00pm – 4:00pm	Concurrent Sessions	
	Panel Discussion:	Jefferson
	Perspectives on Enhancing Medical Education in Psychiatry	
	Skills Acquisition:	Adams A
	Reviewing Qualitative Educational Research	
	Manuscripts	
	Skills Acquisition:	Adams B
	Building Skills for Small Group Facilitation	
4:00pm – 5:00pm	Business Meeting	Maverick A/B
5:00pm – 6:00pm	Steering Committee Meeting	TBD

FRIDAY, NOVEMBER 6

CONCURRENT SESSIONS (1:30pm-3:00pm)

Skills Acquisition:

Problem -Solving Competency Assessment

Mary T. Johnson

Indiana University School of Medicine

Peggy Seidman

Stony Brook University Medical Center

Janice Grackin

Nassau Community College

The evaluation of problem solving competency in early medical learners is a considerable challenge. In this presentation the pros and cons of traditional methods like multiple-choice questions and structured problem-based learning exercises are considered in comparison with the Script Concordance Test, a new method for evaluating problem solving competency.

Script Concordance Tests: Principles And Practical Issues

Mary T. Johnson

Aloysius Humbert

Edward Miech

Indiana University School of Medicine

Fred Friedberg

Peggy A. Seidman

Stony Brook University Medical Center

Janice A. Grackin

Nassau Community College

Bernard Charlin

University of Montreal, Faculty of Medicine

This session will allow participants (1) to discover the Script Concordance Test (SCT), an innovative competency assessment based on written simulations; (2) to apply session information in hands-on practice with writing SCT test items; and (3) to discuss practical issues for establishing validity and reliability in competency assessment.

Script Concordance Tests: A Measure of Clinical Data Interpretation

Bernard Charlin

University of Montreal

Part of a physician's competence is the capacity to deal with the complex and ambiguous nature of clinical practice. The Script Concordance Test is a theory-based measure of data interpretation, a component of the problem-solving dimension of medical competence. This presentation describes the theory and design of Script Concordance testing.

Assessing the Clinical Reasoning of Medical Students Using the Script Concordance Test

Peggy A Seidman

Fred Friedberg

Stony Brook University Medical Center

Mary T. Johnson

Aloysius J. Humbert

Edward Miech

Indiana University School of Medicine

Jance A Grackin

Nassau Community College.

Medical Problem Solving is a difficult competency to assess. Use of Script Concordance Theory (SCT) as a measurement of this skill has been validated to differentiate between medical student to resident to attending. We discuss a dual institution collaboration around developing an SCT specifically geared to undergraduate medical trainees.

FRIDAY, NOVEMBER 6

CONCURRENT SESSIONS (1:30pm-3:00pm)

Building Virtual Bridges to Support Multi-Site Research Collaborations

Janice A. Grackin

Nassau Community College

Long-distance multi-site research collaborations are difficult to develop and challenging to maintain. The IUSM-SBUMC collaboration successfully leveraged available technologies to facilitate the research process. Communications technologies can be used to compensate for lack of face-to-face communication and overcome the challenges to interaction inherent in the use of virtual interactions.

Problem Solving:

Recognizing and Responding to the Needs of Volunteer Faculty

Elza Mylona

Stony Brook University School of Medicine

Dennis Baker

Florida State University, College of Medicine

William A. Anderson

Michigan State University

Medical schools have traditionally relied on community-based medical educators for the clinical teaching of their students. This small group interactive discussion will enable participants to reflect on these issues, share their experiences and address the question of how can medical schools more explicitly engage and reward community-based faculty for their valuable services.

Skills Acquisition:

Student Peer Assessment (SPA) as an Instructional Strategy

Jonathan Eldredge

University of New Mexico

This interactive, hands-on session will enable participants to explore different forms of Student Peer Assessment (SPA), and then to adapt the most appropriate form(s) to her or his instructional strategies. All participants will leave the session with an informed action plan to implement SPA at her or his institution.

CONCURRENT SESSIONS (3:15pm-4:45pm)

Descriptive:

Research-based Reader's Theatre: Moving Beyond Paper Case Learning in the Classroom

Oma Morey

Susan Gerik

University of Texas Medical Branch

Research-based theatre stimulates creative/imaginative elements important to learning, adds realism to patient/caregiver stories and enhances empathy and compassion. This study shows how research-based reader's theatre was used with first year medical students to teach the medical and psycho-social aspects of care, while enhancing empathy and understanding of the patient/caregiver/physician triad.

FRIDAY, NOVEMBER 6

CONCURRENT SESSIONS (3:15pm-4:45pm)

Difficult Conversations: A Workshop to Promote Discussion of Attitudes about Contraception and Abortion

Julia B. Frank

George Washington University

This presentation reviews two years of experience with a structured workshop that helps preclinical medical students clarify and articulate their beliefs about issues in reproductive medicine, including contraception, abortion, adoption and parenting.

Pilot Pediatric Electrocardiogram Curriculum for First-Year Pediatric Residents

Waseem Ostwani

Bob Miller

Darshana Shah

Marshall University

Joan C. Edwards School of Medicine,

No prior studies have looked at developing pediatric ECG curriculum for the pediatric residents. The current study describes development and implementation of pilot pediatric ECG curriculum. Results demonstrated improved confidence level in ECG interpretation of pediatric residents confirmed by a pre- and post-tests. This study provides baseline data to initiate a structured ECG curriculum for first year pediatric residents.

Creating More Curriculum Content with Less Curriculum Time

Stephen Laird

John George

Kirkville College of Osteopathic Medicine

The session will present a model that participants can use to deal with the challenges faced when infusing new curricular content into a full schedule. The impact of this model and

the results that can be achieved through its use should be helpful to many schools.

Panel Discussion:

Strategies and Opportunities in Medical Education to Publish your Scholarly Work

Edward P. Finnerty

Des Moines University

Peter De Jong

Leiden University Medical Center

Jack Scott

Louisiana State University Health Sciences

Julie Hewett

Association Manager, IAMSE

Organizing and submitting scholarly medical education are important professional expectations. The panelists will share insights and strategies that promote the attributes of educational scholarship. Effective methods for writing and publishing including: reviewer and submission guidelines; writing for clarity, manuscript organization; peer review and journal selection.

Skills Acquisition:

Using Multimedia in Faculty Development on Multiculturalism

Monica L. Lypson

Arno K. Kumagai

Paula T. Ross

Terence Joiner

University of Michigan

The multicultural faculty development workshop involves semi-structured discussions based on scenes from the movie "Crash". Upon viewing four different scenes from the Academy Award-winning movie "Crash," participants will engage in active discussion sessions in which they reflect on their impressions of the actors, situations and themes of each scene.

SATURDAY, NOVEMBER 7

ROUNDTABLES (8:00am-9:00am)

Meeting Students Where They Are: Ethical Issues Encountered in the First Year of Medical School

Ashley K. Fernandes

Wright State University School of Medicine

We explore the significance of an anonymously submitted exam which asks first-year medical students to identify and analyze an ethical dilemma faced during the year. The types of dilemmas documented may have significant implications for the development of a medical ethics curriculum tailored toward the students' actual environment.

Review and Update on the Development and Implementation of a Comprehensive Interprofessional Education Curriculum

Sheree Aston

Western University of Health Sciences

Western University of Health Sciences will provide an update on the development and implementation of a comprehensive interprofessional education (IPE) model and program. Our IPE curriculum, launching 2010 with a required small group based course, will involve first year students from nine professional health programs. A discussion will follow.

You Can Observe a lot Just by Watching: Simulation and Competency-based evaluation

William Wertheim

Robert Reilly

Elza Mylona

Stony Brook School of Medicine

Participants will be given a description of the role of simulation in the residency for competency-based evaluation, teaching, and assessment of decision-making skills. We will provide overviews of scenarios and the competency-oriented forms we use to grade performance. We will provide examples of feedback given to residents after each session.

What Do Learners Know? Measuring Informatics Skills

Sarah Knox Morley

UNM Health Sciences Center

Participants will discuss and comment on an instrument being developed to measure informatics skills in medical education. Suggestions provided by roundtable discussants will be used in the next phase of instrument development.

The Development of Special Program Tracks Within a School of Medicine Curriculum

Pamela L. Hentschel

University of Texas Medical Branch

Special Program Tracks are defined as extracurricular opportunities providing expanded learning experiences in non-specialty-based areas of emphasis that serve to enrich individual student's interests and can be applied to one's future career goals. Some examples include aerospace medicine, global health, health disparities, rural medicine, and translational research.

The Future of the Generalists

The Generalists Steering Committee

The purpose of this roundtables session is to discuss the future mission and goals of the Generalists. Ideas and observations will be discussed further at the business meeting.

SATURDAY, NOVEMBER 7

ROUNDTABLES (8:00am-9:00am)

21st Century Collaboration: Use of Communications Technology to Support Multi-Institutional Research Projects

Janice A. Grackin

Nassau Community College

Mary T. Johnson

IU School of Medicine

Through this Roundtable, participants will learn how the IUSM-SBUMC collaboration systematically leveraged available communications technologies to facilitate successful research collaboration. Participants will discuss how communications technologies can be used to provide virtual collaborative spaces and the benefits and challenges of using such technologies to support long-distance research collaborations.

Enhancing Educational Effectiveness of Bedside Rounds

William Nitardy

Bob Miller

Darshana Shah

Marshall University

Joan C. Edwards School of Medicine

In today's landscape of academic medicine can daily rounds be an effective teaching tool? A survey conducted at an academic center in West Virginia assessed residents' perceptions of daily bedside rounds. During this round table discussion we will review this study as an introduction for identifying areas of improvement in this longstanding model of medical education.

CONCURRENT SESSIONS (9:00am-10:30am)

Descriptive:

Learning Resources Used by Pre-clinical Medical Students

Edward P. Finnerty

Des Moines University

Intuition and student comments suggest many learning resources are popular and effective, yet little research exists to demonstrate what is actually used and their impact on learning. This study reports the pattern of use of available learning resources and the influence of these on academic performance in pre-clinical medical education.

Teaching and Assessing Core Values Development in Doctorate of Physical Therapist Students

Lorna Hayward

Betsey Blackmer

Northeastern University

A Model, incorporating standardized patients, online communities of practice, and reflection was designed to facilitate professional role formation in doctor of physical therapy students. Model effectiveness was evaluated using the Professionalism Physical Therapy Core Values, Work Self Efficacy Inventory instruments and reflective papers. Data support the Model for promoting student professionalism.

SATURDAY, NOVEMBER 7

CONCURRENT SESSIONS (9:00am-10:30am)

Are UK Medical Graduates Really Prepared for Practice?

Catherine Matheson

David Matheson

University of Nottingham and East Midlands
Deanery

In relation to most of the competencies outlined in Tomorrow's Doctors (2003) (British General Medical Council guidelines) medical graduates (interns) were deemed by themselves, specialty trainees and specialist registrars (residents/chief residents) and consultants to be best prepared in recognising their limitations and communication skills and unprepared for most clinical and practical skills.

Skills Acquisition:

Using Standardized Patients to Teach Students to Provide Evidence Based Psychiatric Care in Primary Care Settings

Julia B. Frank

George Washington University

Participants will learn to implement an eight case curriculum that teaches students to address anxiety, depression, somatization and alcohol abuse as they present in primary care. They will also learn how to get students to present evidence based discussions of these issues to their peers.

Panel Discussion:

Implementation of the Multiple Mini Interview: Lessons Learned

Stephen Manuel

Laura Wexler

University of Cincinnati

Michelle Cassetty Collins

Northeastern Ohio Universities College of
Medicine (NEOUCOM)

The Multiple-Mini Interview (MMI) for medical school admissions has steadily grown in use throughout the world due to its fairness, reliability, and validity. The purpose of this panel symposium is to review challenges, obstacles, and best practices for MMI implementation as well as future modifications at two US medical schools.

CONCURRENT SESSIONS (11:15am-12:45pm)

Descriptive:

Schwartz Compassionate Care Faculty Development Program: Promoting Humanistic Teaching in Health Care Educators

Maria Blanco

Paul Summergrad

Thomas Campfield

Robert Kalish

Yung-Chi Sung

Tufts University School of Medicine

With Compassionate Care as a key theme of our medical school four-year curriculum, Tufts University School of Medicine designed a faculty development program sponsored by The Kenneth Schwartz Center to train health care educator teams to teach compassionate care, and to implement a compassionate care project at their clinical site.

Student Evaluation of Facilitator Teaching Effectiveness: A Pilot Study of the Reliability and Strength of Student Anonymous vs. Face-To-Face Evaluations of PBL Facilitator's Teaching

Scott Epstein

Maria Blanco

SATURDAY, NOVEMBER 7

CONCURRENT SESSIONS (11:15am-12:45pm)

Ralph Arons

Tufts university School of Medicine

Keith White

Baystate Medical Center

Our study examines the reliability and strength of student evaluations of faculty teaching comparing two evaluation modes; anonymous online and face-to-face. Ratings were statistically higher for face-to-face evaluation. We are now tracking student ratings longitudinally to determine reliability of methods, and collecting student perceptions of giving face-to-face feedback to faculty.

No Need to Travel: An Innovative Training Program to Prepare Community Based Faculty to Score OSCEs from Remote Locations

Dennis Baker

Debra Danforth

Robert Watson

Florida State University College of Medicine

This session will describe how we are using videoconferencing technology to train community based faculty at regional campuses to remotely access video recorded OSCE performances and to also enter scores. Thus they will be able to view and score OSCE stations on their personal computers from home or office.

Tufts University School of Medicine's Innovations in Education Intramural Grant Program

Ann Maderer

Scott K. Epstein

Maria Blanco

Tufts University School of Medicine

In 2004, Tufts University School of Medicine created an annual faculty grants program to enhance its mission and curriculum while providing faculty with experience and feedback applying for grants. Most grant projects have led to full or partial sustained curricular change. Intramural grants can promote educational research, collaboration and innovation.

Panel Discussion:

Celebration of Professionalism and Leadership

Sheryl Pfeil

Linda Stone

Mary Fleming

The Ohio State University College of Medicine

N. Joseph Espat

AOA Board of Directors

Roger Williams Medical Center in Rhode Island

This panel of faculty, student, and honor society representatives will focus on local and national initiatives that celebrate professionalism and leadership. As educators strive to develop cultures of professionalism, implementing approaches to celebrate positive behaviors may be effective tools versus focusing primarily on the identification and correction of undesirable behaviors.

Skills Acquisition:

Less Time, but Quality & Accountability Essential? Maximize the Use of Test management Software to Link Learning Outcomes to Instructional Assessment!

Donna R. Weber

Steven O. Evans

University of Kentucky

Do your students' learning outcomes correspond to stated learning objectives? This session will demonstrate how you can exploit

SATURDAY, NOVEMBER 7

test management software in conjunction with the creation of a multi-level categorization scheme that reflects complex learning objectives - enhancing student learning, pedagogical change and/or instructors for educational accountability. Bring some Learning Objectives & MCQs!

Education Research in Progress: Developing Good Ideas into Scholarly Projects (12:45pm-2:00pm)

Building the Pyramid: A Method of Measuring Outcomes in a Pre-Clinical Bioethics Course

Ashley K. Fernandes
Nicole J. Borges
Patricia Hudes
Bette Sydelko

The Boonshoft School of Medicine at Wright State University

We describe the educational implications of a pre- and post-test administered to first-year medical students to determine whether a bioethics course can demonstrate gains in knowledge of bioethical core concepts. The results show statistically significant gains, enhancing the possibility that Bloom's (1956) pyramid of educational goals is achievable in bioethics.

Examining the Personality Types of Osteopathic Medical Students, as Measured by the Myers Briggs Type Indicator, and Academic Performance on the Medical Boards, as Measured by COMLEX1 (Comprehensive Osteopathic Medical Examination).

Marilyn Kimmelman
Jackie Giacobbe
Claudia Switala

University of Medicine and Dentistry of New Jersey-School of Osteopathic Medicine

The MBTI was paired with COMLEX licensing exam scores to determine if a pattern exists among personality types and COMLEX scores. The majority of students are intuit feelers (NF) who do least well on COMLEX is similar to findings by Donnell (1982) who found that intuit feelers (NF's) had the most difficulty with the NBME.

Evaluation of Teaching Methods and CXR Interpretation Skill of Senior Medical Students

Shadi Obeidat
Nancy Munn
Fadi Alkhankan,
Darshana Shah
Marshall University
Joan C. Edwards School of Medicine

Abstract: CXR interpretation is an important clinical skill for medical students. Fourth-year students were surveyed about their comfort level in interpreting CXR and opinion on best CXR teaching method. Students preferred small group teaching by an attending. Results indicate that to raise students' comfort level in interpreting CXR, the school needs to develop a consistent and uniform CXR-teaching curriculum.

Do Erroneous Reports of Computer Interpreted-Electrocardiogram Influence Analysis by Medical Trainees?

Yousef Darrat
Darshana Shah
Nessren Benhamed
Todd Gress
Mehiar Elhamdani
Marshall University
Joan C Edwards School of Medicine

This study investigates the effect of erroneous automated EKG reports on the interpreting

SATURDAY, NOVEMBER 7

abilities of medical students, residents and cardiology fellows. We have demonstrated that the EKG reading skills improve in a chronological manner but the influence of false EKG statements is similar regardless of the level of training.

CONCURRENT SESSIONS (2:00pm-4:00pm)

Panel Discussion:

Perspectives on Enhancing Medical Education in Psychiatry

Doug Hughes

Boston University Medical School

Steven Schlozman

Harvard Medical School and Massachusetts General Hospital

Glenn Currier

University of Rochester School of Medicine

This panel will review the research suggesting significant prevalence of negative anti-psychiatry and anti-psychiatric patient biases among medical students and physicians in the USA. Strategies based on these studies will address ways to overcome these biases.

Skills Acquisition:

Reviewing Qualitative Educational Research Manuscripts

Sonia J Crandall

Wake Forest University School of Medicine

Qualitative research is gaining popularity among medical educators. Those asked to review these manuscripts may feel unprepared to evaluate them. This session focuses on reviewing a qualitative manuscript to provide participants with basic understanding of differences between quantitative and qualitative studies

and expertise to help them review qualitative studies.

Skills Acquisition:

Building Skills for Small Group Facilitation

Carol Capello

Weill Cornell Medical College

Elza Mylona

Catherine Messina

Stony Brook University School of Medicine

Small group teaching remains a powerful tool across the continuum. However, lack of formal training and unfamiliarity with group development processes could challenge the facilitation of a small group discussion. Participants will explore methods and techniques for managing small groups that they can apply flexibly to their own teaching.

Friday, 6 November, 2009
5:00 PM – 6:00 PM

KEYNOTE ADDRESS



John E Prescott, MD
Chief Academic Officer,
Association of American Medical Colleges (AAMC)

“Roll Over Flexner and Tell Medical Education the News”

As chief academic officer, John E. Prescott, M.D., and his staff lead the association's efforts to improve the education and training of new physicians, enabling them to meet the changing health care needs of the public. With oversight of medical education and academic affairs, he is responsible for directing AAMC programs related to all stages of the medical education continuum, including preparation for medical school, and undergraduate, graduate, and continuing medical education. Dr. Prescott also leads efforts supporting the Council of Deans, the Organization of Student Representatives, the Group on Regional Medical Campuses, the Group on Educational Affairs, and the Group on Student Affairs. In addition, Dr. Prescott oversees the Careers in Medicine program and MedEdPORTAL®, and he leads the AAMC's collection of medical school financial and operating data.

Prior to joining the AAMC in 2008, Dr. Prescott served as dean of the West Virginia University (WVU) School of Medicine for four years. He also served as president and CEO of University Health Associates, WVU's integrated multi-specialty faculty practice plan, from 1999-2004. As the first chair of the WVU Department of Emergency Medicine from 1993-99, Dr. Prescott founded and was the first director of the WVU Center for Rural Emergency Medicine. Dr. Prescott earned his medical and his bachelor's degrees from Georgetown University.