

31st Annual Conference

Generalists

In Medical Education

November 5-6, 2010 ■ Washington, DC

Hosted by:



Boonshoft
School of Medicine
WRIGHT STATE UNIVERSITY

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>

"Promoting Engaged Learning and Scholarship Across the Medical Education Continuum"

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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 the 31st annual conference of The Generalists in Medical Education (TGME). The mission of The Generalists in Medical Education is to promote innovation and collaboration in medical education. This year the conference is being held at the [Hotel Palomar](#) in Washington, DC. I want to express my wholehearted thank you to Wright State University Boonshoft School of Medicine, this year's conference sponsor, and to Dr. Nicole Borges, this year's program chair. Nicole's leadership and hard work have made this another excellent TGME conference.

Results from our 2008 needs assessment revealed that the greatest aspects of the annual TGME conference are collecting ideas and strategies for improving education, facilitating networking with other medical educators, providing opportunity to connect and the interactive format of the sessions. In keeping with the mission and spirit of the Generalists, the steering committee chose for this year's conference theme **"Promoting Engaged Learning and Scholarship across the Medical Education Continuum."**

Our keynote speaker will be Dr. William McGaghie. Dr. McGaghie is the Jacob R. Suker, MD, Professor of Medical Education, Professor of Preventive Medicine, and Director of Evaluation for the Northwestern University Clinical and Translational Sciences (NUCATS) Institute at the Northwestern University Feinberg School of Medicine in Chicago, Illinois. His keynote address, titled *"Advances in Simulation-Based Medical Education and Research,"* will be thought-provoking and will generate creative ideas for collaboration. Be sure to attend this exciting presentation, which will be held Saturday, November 6, 2010 at 1:00pm.

The steering committee has kept the conference registration fees as low as possible as we still face challenging economic times. We have to make difficult choices regarding which conferences to attend and the steering committee appreciates that you have chosen to attend this year's Generalists in Medical Education Conference.

I want to thank all of the members of the Steering Committee (names listed on next page) for their commitment, passionate support, camaraderie and "can do" spirit during this past year. One of our new initiatives was to create the TGME Newsletter to stay connected with you, which was launched Spring 2010. Terry Stratton and Scott Cottrell lead the initiative to get the newsletter "out to the members" so thank you Terry, Scott and the steering committee! The next issue will be disseminated in November so stay tuned!

Thank you for the opportunity to Chair this year's meeting. Next year our chair will be Dr. Terry Stratton. I know he will support TGME mission and tradition of leadership in innovation and collaboration. I look forward to the exciting times in medical education that we have ahead of us.

Sonia Crandall
2010 Chair

History of the Conference of Generalists in Medical Education

Steering Committee and Program Chairs: 1980-2010

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
2010	Sonia Crandall	Nicole Borges

2010 Steering Committee

James Shumway, Past Chair	West Virginia University School of Medicine
Sonia Crandall, Chair	Wake Forest University School of Medicine
Terry Stratton, Chair-Elect	University of Kentucky College of Medicine
Scott Cottrell, Member-at-Large	West Virginia University School of Medicine
Elza Mylona, Member-at-Large	Stony Brook University School of Medicine
Susan Labuda Schrop, Member-at-Large	Northeastern Ohio Universities Colleges of Medicine and Pharmacy
Carol Hasbrouck, Treasurer	The Ohio State University College of Medicine
David Solomon, Webmaster	Michigan State University College of Human Medicine
Cathy Lazarus, Nominations	Chicago Medical School of Rosalind Franklin University
Julie Walsh-Covarrubias, Membership	University of Alabama School of Medicine

2010 Proposal Reviewers

Jim Ballard

Rebecca Baranowski

Amy Blue

Carol Capello

Aleece Caron

Scott Cottrell

Sonia Crandall

Debra Danforth

Yousef Darrat

M. Marie Dent

Ann Frye

Joseph Grannum

Louis Grosso

Dr. Tayyab Hasan

Carol Hasbrouck

Larry Hurtubise

Tipsuda Junsanto-Bahri

Shibani Kanungo

Heidi Kromrei

Cathy Lazarus

Marilyn London

Sarah Knox Morley

Soha Rashed Aref Mostafa

Elza Mylona

James Olcese

Deborah Peltier

Susan Perlis

Michael Petty

Michael Rowland

Norma Saks

Susan Labuda Schrop

Jamie Shumway

Deborah Sleight

Amy Smith

Margaret Stager

Hugh Stoddard

Terry Stratton

Julie Walsh

Jacqueline Wilson

The Conference for Generalists in Medical Education

"Promoting Engaged Learning and Scholarship Across the Medical Education Continuum"

Friday, November 5, 2010

10:00 am – 6:00 pm **Registration (National Foyer)**

1:00 pm – 1:30 pm **Welcome (National)**
 Sonia Crandall, Ph.D., Chair, Generalists in Medical Education
Program Overview
 Nicole Borges, Ph.D., 2010 Program Chair

1:30 pm – 3:30 pm **Concurrent Sessions**

Skills Acquisition (Kreeger)
P Values and Effect Sizes: A Practical Approach to Understanding Educational Research Findings
Scott Cottrell, Ed.D., West Virginia University, Britta Thompson, Ph.D., The University of Oklahoma College of Medicine, Carol R. Thrush, Ed.D., University of Arkansas for Medical Sciences

Moderator: Terry Stratton, Ph.D.

Problem Solving (Corcoran A)
Interprofessional Education: What does it take to make it work and how can you do it at home?
Cathy J. Lazarus, M.D., FACP, Chicago Medical School at Rosalind Franklin University of Medicine and Science, Sarah S. Garber, Ph.D., Chicago Medical School Rosalind Franklin University of Medicine and Science, Brandi N. Woodard, M.S., PA, Rosalind Franklin University of Medicine and Science

Moderator: Susan Labuda Schrop, M.S.

Panel Discussion (Corcoran B)
Promoting Engaged Learning and a Life Span Approach to Career Development through Careers in Medicine Courses
Anita M. Navarro, M.Ed., Association of American Medical Colleges, Christopher G. Pelic, M.D., Medical University of South Carolina, Anita Pokorny, M.Ed., Northeastern Ohio Universities Colleges of Medicine and Pharmacy, Anita D. Taylor, M.Ed., Oregon Health Sciences University, Christopher M. Woleben, M.D., Virginia Commonwealth University

Moderator: Debra Danforth, ARNP

3:30 pm – 3:45 pm **Break (National Foyer)**

3:45 pm – 5:15 pm

Concurrent Sessions, continued

Panel Discussion (Kreeger)

Faculty Development in Quality Improvement: Building Human Capital at every level of Medical Education

Aleece Caron, Ph.D., The MetroHealth System, Mamta Singh, M.D., M.S., Louis Stokes Cleveland VA Medical Center, Case Western Reserve University, Anna Maio, M.D. Creighton University School of Medicine, Charles Clark, M.D., Indiana University School of Medicine, Julie Vannerson, M.D., Indiana University School of Medicine

Moderator: Elza Mylona, Ph.D.

Descriptive (National)

Incorporating Mobile Technology and Personnel for Evaluating the Clinical Skills of Third-Year Medical Students in a Geographically Distributed Curriculum: A Descriptive Report

Gregory H. Turner, Ed.D., Florida State University College of Medicine, Debra A. Danforth, ARNP, Florida State University College of Medicine, Robert Watson, M.D., Florida State University College of Medicine

Use of a Structured Self-Reflection to Promote Meaningful Mid-Clerkship Feedback

Michele A. Manting, M.D., M.Ed., Florida State University College of Medicine

Using simulation to teach the art and skill of breaking bad news

Katherine E. Galluzzi, D.O., CM.D., FACOFP, Philadelphia College of Osteopathic Medicine, Douglas J. Koch, MMB, Philadelphia College of Osteopathic Medicine, Penelope Patton, B.F.A., Philadelphia College of Osteopathic Medicine, Ruth D. Thornton, Ph.D., Philadelphia College of Osteopathic Medicine

Evaluation of Medical Students' Preference of Traditional Lecture Format Versus E-Learning Format for the Menopause Module of a Third Year Obstetrics and Gynecology Clerkship Rotation

Cynthia B. Evans, M.D., The Ohio State University College of Medicine, David Way, M.Ed., The Ohio State University College of Medicine, Larry Hurtubise, M.A., The Ohio State University College of Medicine

Moderator: Dave Solomon, Ph.D.

5:15 pm – 6:15 pm

ACE, IAMSE, ASPE Session (National)

Moderator: Sonia Crandall, Ph.D.

6:30 pm – 8:30 pm

Reception (Phillips)

Saturday, November 6, 2010

7:00 am – 11:00 am **Registration (National Foyer)**

7:45 am – 8:45 am **Breakfast and Roundtables (National)**

Future of Generalists

Sonia Crandall, PhD, Wake Forest University School of Medicine

Success in the Match & Scramble

Marilyn London, Ed.D., Stony Brook School of Medicine, Andrew Wackett, M.D., Stony Brook School of Medicine

Integrating Basic Science and Clinical Education – A Novel Premedical Experience to Engage Undergraduates

Shibani Kanungo, M.D., M.P.H., University of Kentucky College of Medicine, Terry Stratton, Ph.D., University of Kentucky College of Medicine, David Watt, Ph.D., University of Kentucky College of Medicine

Incorporating a Longitudinal Integrated Experience into the Traditional Clerkship Year Using a Team-Based Approach

Erica Brownfield, M.D., Emory University School of Medicine, Sally Santen, M.D., Ph.D., Emory University School of Medicine, J. William Eley, M.D., MPH, Emory University School of Medicine, Joel Felner, M.D., Emory University School of Medicine, Alan Otsuki, M.D., Emory University School of Medicine, Ira Schwartz, M.D., Emory University School of Medicine

A comparison between combined degree and graduate level medical student knowledge, behaviors and attitudes

Sarah Ellison, B.S., West Virginia University, Linda Vona-Davis, Ph.D., Robert C. Byrd Health Sciences Center West Virginia University

De-mystifying the Competencies for Clinical Clerks

Marilyn London, Ed.D., Stony Brook School of Medicine, Lisa Strano-Paul, M.D., Stony Brook School of Medicine

Social Networking Strategies to encourage Inter-Institutional Collaboration

Larry Hurtubise, M.A., The Ohio State University College of Medicine, Elizabeth Ryan, Ed.D., Northwestern University Feinberg School of Medicine

The cycle of learning and forgetting: Taking a look at Information retention issues.

Edward Simanton, Sanford School of Medicine of the University of South Dakota, Lori Hansen, Sanford School of Medicine of the University of South Dakota, Janet Lindemann, Sanford School of Medicine of the University of South Dakota

Engaging students by innovative use of Audience Response Systems in Medical Education

Peter GM de Jong, PhD, Leiden University Medical Center, Jacqueline Bustraan, Leiden University Medical Center, Roel Sijstermans, Academic Medical Center Amsterdam, Nynke Bos, Academic Medical Center Amsterdam

9:00 am – 11:00 am

Concurrent Sessions

Skills Acquisition (Kreeger)

Getting Your Educational Innovations Published

David Solomon, Ph.D., Michigan State University, Ann Frye, Ph.D., The University of Texas Medical Branch

Moderator: Annie Daniel, Ph.D.

Problem Solving (Corcoran A)

Constructing the Future of Medicine: How Can We Optimally Bridge Translational Research and Medical Education?

Templeton Smith, West Virginia University School of Medicine, Scott Cottrell, Ed.D., West Virginia University School of Medicine, Terry D. Stratton, Ph.D., University of Kentucky College of Medicine, Jacob W. VanLandingham, Ph.D., Florida State University College of Medicine, James M. Shumway, Ph.D., West Virginia University School of Medicine

Moderator: Cathy Lazarus, M.D., Moderator

Descriptive (Corcoran B)

Innovative Approaches to Engaging Residents and Preparing Them for Practice

Abdulla Ghori, M.D., MetroHealth Medical Center, Case Western Reserve University, Marina Lazbin, M.D., MetroHealth Medical Center, Case Western Reserve University, Aleece Caron, Ph.D., MetroHealth Medical Center, Case Western Reserve University

Assessment of Orthopaedic Resident Musculoskeletal Physical Exam Skills and Attitudes

Julie Y Bishop, M.D., The Ohio State University, Matthew Beran, M.D., The Ohio State University, David Rowley, M.D., The Ohio State University, Rollin Nagel, Ph.D., The Ohio State University

Assessing Communication Skills with the Objective Structured Competency Assessment of Residents (OSCAR)

Aleece Caron, Ph.D. The MetroHealth System, Case Western Reserve University

Moderator: Julie Walsh, M.Ed, Ed.D.

11:00 am – 11:15 am **Break**

11:15 am – 12:15 pm **Concurrent Sessions, continued**

Descriptive (Corcoran A)

A Comprehensive Approach to Fostering Self-Awareness, Communication Skills, and Professionalism Through a Mandatory, Year-Long, Process-Oriented Course in the First Year of Medical School.

Lee Rosen, Ph.D., University of Vermont, William Jeffries, Ph.D., University of Vermont

The Impact of Patient Centered Curricular Experiences on Medical Student Empathy

Lynn E. Webb, Ph.D., Vanderbilt University Medical Center, Regina Russell, Vanderbilt University Medical Center

Evaluating the Efficacy of Musculoskeletal Physical Examination Teaching in Medical School

Julie Y. Bishop, M.D., The Ohio State University, Matthew Beran, M.D., The Ohio State University, David Rowley, M.D., The Ohio State University, Rollin Nagel, Ph.D., The Ohio State University

Moderator: Dennis Baker, Ph.D.

Descriptive (Corcoran B)

Preparing Volunteer Clinical Faculty for a Longitudinal Integrated Clerkship on Three Regional Campuses at a New Medical School

Susan M. Perlis, Ed.D., The Commonwealth Medical College, Patti Vanston, The Commonwealth Medical College

Impact of an Inaugural Faculty Teaching Scholars Program

Carol S. Hasbrouck, M.A, The Ohio State University College of Medicine, Rollin Nagel, Ph.D., The Ohio State University, David P. Way, M.Ed., Ohio State University, William A. Hudson, The Ohio State University, Larry Hurtubise, M.A., The Ohio State University

Defining Medical Educational Metrics

Erica Brownfield, M.D., Emory University School of Medicine

Moderator: Hugh Stoddard, M.Ed, Ph.D.

12:15 pm – 2:00 pm

Lunch and Keynote (National)

1:00 pm - 2:00 pm

Keynote: “Advances in Simulation-Based Medical Education and Research”

William C. McGaghie, Ph.D., Northwestern University Feinberg School of Medicine

Moderator: Jamie Shumway, Ph.D.

2:15 pm – 4:15 pm

Concurrent Sessions

Skills Acquisition (Corcoran A)

Fostering Active Learning: Using Structured Debate to Teach Ethics and Professionalism to Medical Students

Ashley K. Fernandes, M.D., Ph.D. Wright State University Boonshoft School of Medicine

Moderator: Scott Cottrell, Ed.D.

Problem Solving (Corcoran B)

Providing Feedback to Community-based Preceptors: How Can It Be Done Effectively?

Dennis Baker, Ph.D., Florida State University College of Medicine, Susan Labuda Schrop, M.S., Northeastern Ohio Universities College of Medicine

Moderator: Carol Hasbrouck, M.S.

Skills Acquisition (Kreeger)

Creating Significant Learning Experiences in Medical Education: Using Integrated Course Design to Promote Active Learning

Patricia Hudes, MSIT, Wright State University Boonshoft School of Medicine, and Marc Raslich, M.D., Wright State University Boonshoft School of Medicine

Moderator: Larry Hurtubise, M.A.

4:15 pm – 5:00 pm **Business Meeting (National)**

5:00 pm – 6:00 pm **Steering Committee Meeting (TBD)**

FRIDAY, NOVEMBER 5

CONCURRENT SESSIONS

(1:30 pm - 3:30 pm)

Skills Acquisition:

P Values and Effect Sizes: A Practical Approach to Understanding Educational Research Findings

Scott Cottrell, Ed.D.

West Virginia University

Britta Thompson, Ph.D.

The University of Oklahoma College of Medicine

Carol R. Thrush, Ed.D.

University of Arkansas for Medical Sciences

The purpose of this skills acquisition session is to educate participants about the fundamentals of statistical inference and hypothesis testing related to educational research. Using practical research examples, this workshop will emphasize fundamental issues related to the interpretation of p values and effect sizes. Participation in the workshop will help prepare medical educators to implement appropriate statistical methods and make informed interpretations of statistical data.

Problem Solving:

Interprofessional Education: What does it take to make it happen and how can you do it at home?

Cathy J. Lazarus, M.D.

Chicago Medical School at Rosalind Franklin University

Sarah S. Garber, Ph.D.

Chicago Medical School Rosalind Franklin University of Medicine and Science

Brandi N Woodard, M.S., PA

Rosalind Franklin University of Medicine and Science

Interprofessional practice improves patient outcomes and professional satisfaction in primary and specialty care. In 2005, Rosalind Franklin University implemented a required interprofessional first year experience (450 students). Participants in this interactive session

will discuss the essential elements of a successful course, share lessons learned and develop ideas for their institutions.

Panel Discussion:

“Promoting Engaged Learning and a Life Span Approach to Career Development through Careers in Medicine Courses”

Anita M. Navarro, M.Ed.

Association of American Medical Colleges

Christopher G. Pelic, M.D.

Medical University of South Carolina

Anita Pokorny, M.Ed.

Northeastern Ohio Universities Colleges of Medicine and Pharmacy

Anita D. Taylor, M.Ed.

Oregon Health Sciences University

Christopher M. Woleben, M.D.

Virginia Commonwealth University

Formal career development curricula ideally begin the first week of medical school, use active learning strategies, integrate with science courses, and take a lifespan approach. This session offers four curricular examples (NEOUCOM, MUSC, OHSU, VCU) and will explore supporting physician career development across the continuum, through more intentional collaboration in the curriculum.

CONCURRENT SESSIONS

(3:45 pm - 5:15 pm)

Panel Discussion:

Faculty Development in Quality Improvement: Building Human Capital at every level of Medical Education

Aleece Caron, Ph.D.

The MetroHealth System

Mamta Singh, M.D., M.S.

Louis Stokes Cleveland VA Medical Center, Case Western Reserve University

Anna Maio, M.D.

Creighton University School of Medicine

Charles Clark, M.D.

Indiana University School of Medicine
Julie Vannerson, M.D.
Indiana University School of Medicine

Many institutions experiment with methods to add CQI training to their curricula. They struggle with this because there are few individuals who know CQI . We will review the literature and the need to train providers in CQI methods, share successes and challenges, and discuss building human capital in CQI.

Descriptive:

Incorporating Mobile Technology and Personnel for Evaluating the Clinical Skills of Third-Year Medical Students in a Geographically Distributed Curriculum: A Descriptive Report.

Gregory H. Turner, Ed.D
Debra A. Danforth, ARNP
Robert Watson, M.D.
Florida State University College of Medicine

Little is known about the use of mobile technology for performance-based assessment in remote locations. Our College of Medicine is one of the first to incorporate a Formative Objective Structured Clinical Examination in six regional campuses. Faculty and students appreciated the flexibility of the process, technology, and adaptation to site-specific needs.

Use of a Structured Self-Reflection to Promote Meaningful Mid-Clerkship Feedback

Michele A. Manting, M.D., M.Ed.
Florida State University College of Medicine

To provide students with meaningful mid-rotation feedback while developing practice-based learning skills, a reflection that incorporates procedural documentation, self-reflection and faculty feedback was implemented. The process successfully enabled students to practice seeking feedback and increase participation in procedures. It also allowed them to create personalized goals for the remainder of the rotation.

Using Simulation to Teach the Art and Skill of Breaking Bad News

Katherine E. Galluzzi, D.O., CM.D., FACOFP
Douglas J. Koch, M.M.B.
Penelope Patton, B.F.A.
Ruth D. Thornton, Ph.D.
Philadelphia College of Osteopathic Medicine

This descriptive session will explore the utility of a simulation exercise with medical students about how to break bad news. This exercise utilizes a mix of real and simulated patients to facilitate learning about how to break the bad news that a loved one has died to family members and caregivers.

Evaluation of Medical Students' Preference of Traditional Lecture Format Versus E-Learning Format for the Menopause Module of a Third Year Obstetrics and Gynecology Clerkship Rotation

Cynthia B. Evans M.D.
David Way M.Ed.
Larry Hurtubise M.A.
The Ohio State University College of Medicine

This study compared medical students' perceptions of the effectiveness of traditional PowerPoint lectures versus e-learning . Two rotations of students were given traditional PowerPoint lectures on menopause. Two rotations were given lecture modules and quizzes on-line with classroom time spent on case studies. E-learning was preferred over traditional lecture format.

**ACE, IAMSE, ASPE Session
(5:15 pm - 6:15 pm)**

Representatives from three organizations IAMSE, ASPE and ACE have planned a stimulating discussion around interesting projects in medical education. At the beginning of the session each presenter will provide the group with a summary of their organization's achievements and accomplishments for the year and will identify the possibilities for collaboration with The Generalists in Medical Education.

Participants will have an opportunity to engage in a more in depth discussion with the representative of their choice to work out the specifics of the collaboration and identify the next steps. The session will culminate with a consensus set of recommendations that will guide the future activities of the TGME.

SATURDAY, NOVEMBER 6

Roundtables (7:45 am - 8:45 am)

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.

Success in the Match & Scramble

Marilyn London, Ed.D.
Andrew Wackett, M.D.

Stony Brook University Medical Center

As class sizes increase, the Match becomes more competitive. Participants will list problems encountered in the match and scramble. They will share solutions, and work in small groups to draw up sample school policies to help solve match issues, as well as develop “best practices” for preparing students to scramble.

Integrating Basic Science and Clinical Education – A Novel Premedical Experience to Engage Undergraduates

Shibani Kanungo, M.D. MPH
Terry Stratton, Ph.D.
David Watt, Ph.D.

University of Kentucky

For incoming medical students, undergraduate educational foundations are grounded in course exposure and premedical experiences. Invariably, however, the latter is restricted largely to classroom-based, basic science courses – with little or no coordinated, meaningful clinical experience. Yet, exposure to

patient care may enable students to apply and synthesize knowledge gained during classroom didactics. Toward this end, a pilot module developed at the University of Kentucky College of Medicine seeks to integrate clinical experience with basic science education to better preparing students as future health professionals.

Incorporating a Longitudinal Integrated Experience into the Traditional Clerkship Year Using a Team-Based Approach

Erica Brownfield, M.D.
Sally Santen, M.D., Ph.D.
J. William Eley, M.D., MPH
Joel Felner, M.D.
Alan Otsuki, M.D.
Ira Schwartz, M.D.

Emory University School of Medicine

In 2010, Emory University School of Medicine piloted a longitudinal integrated experience for students. Unlike other existing longitudinal integrated experiences, the Emory model is team-based and incorporates traditional clerkships. This roundtable will highlight the Emory model and serve as a springboard for further discussion of ideal longitudinal integrated experiences for learners.

A Comparison between Combined Degree and Graduate Level Medical Student Knowledge, Behaviors and Attitudes

Sarah Ellison, B.S.
West Virginia University
Linda Vona-Davis, Ph.D.
Robert C. Byrd Health Sciences Center West Virginia University

This roundtable will examine knowledge, behaviors and attitudes of medical students in two different undergraduate programs, a combined baccalaureate/medical degree program and a traditional medical degree program. We found that students in a combined degree program feel just as satisfied and academically prepared with their accelerated medical education as their traditional counterparts.

De-mystifying the Competencies for Clinical Clerks

Marilyn London, Ed.D.
Lisa Strano-Paul, M.D.
Stony Brook School of Medicine

Can your students recognize competent behavior? This roundtable provides one way to actively involve students in learning about competencies, and for participants to share other ways in which their institutions orient their students to the clinical years and competent behavior.

Social Networking Strategies to encourage Inter-Institutional Collaboration

Larry Hurtubise, M.A.
The Ohio State University College of Medicine
Elizabeth Ryan Ed.D
Northwestern University Feinberg School of Medicine

This roundtable is an ongoing discussion of the development of strategies to leverage Social Networking (SN) technology to enhance communications in the CGEA and beyond. The focus of these discussions is an awareness of SN tools, improvement of Medical Education Research and exploration of participants needs for inter institutional collaboration.

The Cycle of Learning And Forgetting: Taking a Look at Information Retention Issues

Edward Simanton
Lori Hansen
Janet Lindemann
Sanford School of Medicine of the University of South Dakota

Much of what medical students learn is forgotten before graduation. As a medical educator and patient, this concerns me. It may be time for medical educators to have open discussions on information retention.

Engaging students by innovative use of Audience Response Systems in Medical Education

Peter GM de Jong
Jacqueline Bustraan
Leiden University Medical Center
Roel Sijstermans
Nynke Bos
Academic Medical Center, Amsterdam

This roundtable focuses in on didactical issues of using ARS in education showing several examples used in undergraduate training in Amsterdam and Leiden. ARS is a powerful tool to engage and motivate students in their medical training.

SATURDAY, NOVEMBER 6

CONCURRENT SESSIONS

(9:00 am - 11:00 am)

Skills Acquisition:

Getting Your Educational Innovations Published

David Solomon, Ph.D.
Michigan State University
Ann Frye, Ph.D.
University of Texas Medical Branch

The session is intended to help attendees in developing manuscripts describing educational innovations that are more likely to be accepted for publication and are more useful to readers. The session will include short didactic sessions, small group discussions.

Problem Solving:

Constructing the Future of Medicine: How Can We Optimally Bridge Translational Research and Medical Education?

Templeton Smith
West Virginia University School of Medicine
Scott Cottrell, Ed.D.
West Virginia University School of Medicine
Terry D. Stratton, Ph.D.
University of Kentucky College of Medicine
Jacob W. VanLandingham, Ph.D.

Florida State University College of Medicine
James M. Sbumway, Ph.D.
West Virginia University School of Medicine

The Liaison Committee on Medical Education (LCME) now requires undergraduate medical training programs to introduce students to translation research (TR). This problem-solving session will: (1) identify elements of TR relevant to medical education; (2) develop outcomes to comply with LCME Standard ED-17-A; and (3) discuss optimal teaching and assessment strategies.

Descriptive:

Innovative Approaches to Engaging Residents and Preparing Them for Practice

Abdulla Ghori, M.D.
Marina Lazbin, M.D.
Aleece Caron, Ph.D

MetroHealth Medical Center, Case Western Reserve University

This descriptive group presentation will address multiple educational activities of interest to generalists in a teaching hospital. Pediatrics in Press (PIP) is a team activity that encourages the young graduate learner to participate in inter-professional education. Process Improvement Groups (PIGs) is a group activity to improve patient care. Periodic Mocks (PMocks) is a simulation based education to improve the confidence of graduates and patient outcomes. Leadership Series is an innovative curriculum to prepare the graduates for the challenges in their future career.

Assessment of Orthopaedic Resident Musculoskeletal Physical Exam Skills and Attitudes

Julie Y. Bishop, M.D.
Matthew Beran, M.D.
David Rowley, M.D.
Rollin Nagel, Ph.D.

The Ohio State University

A 30 question MSK PE test administered to our residents indicated very low results. A 5-question survey regarding their MSK PE attitudes sent to our residents and all orthopaedic

chairmen indicated the importance of MSK PE skills. The current system leaves inadequate time for teaching and observing resident PE skills.

Assessing Communication Skills with the Objective Structured Competency Assessment of Residents (OSCAR)

Aleece Caron, Ph.D.

The MetroHealth System
Case Western Reserve University

We developed the OSCAR with clinical stations to assess intern communication skills. We chose to design scenarios that the majority of residents in all disciplines would face during their training. We believe that incorporating this into resident assessment provides a unique opportunity to teach and assess interpersonal and communication skills.

CONCURRENT SESSIONS

(11:15 am - 12:15 pm)

Descriptive:

A Comprehensive Approach to Fostering Self-Awareness, Communication Skills, and Professionalism Through a Mandatory, Year-Long, Process-Oriented Course in the First Year of Medical School

Lee Rosen, Ph.D.
William Jeffries, Ph.D.
University of Vermont

In response to the need to address humanistic considerations in medical education, the University of Vermont, College of Medicine has developed – through the implementation of a mandatory first-year course – a model for fostering the development of self-awareness and reflectivity, communication skills, empathy with patients, professionalism, and competence with diversity.

The Impact of Patient Centered Curricular Experiences on Medical Student Empathy

Lynn E. Webb Ph.D.
Regina Russell

Vanderbilt University Medical Center

Communication skills and empathy continue to be important curricular topics for medical educators. A 16-hour curricular experience at the end of second year focused on patient centeredness and empathy in patient interactions. While students described the experience as positive, pre- and post experience empathy scores did not change.

Evaluating the Efficacy of Musculoskeletal Physical Examination Teaching in Medical School

Julie Y. Bishop, M.D.
Matthew Beran, M.D.
David Rowley, M.D.
Rollin Nagel, Ph.D.

The Ohio State University

We created a reliable 20-question Musculoskeletal Physical Examination (MSK PE) test with demonstrated evidence of content and construct validity. This exam will be used to assess changes in student MSK PE decision-making as we make changes to our PE teaching sessions.

Preparing Volunteer Clinical Faculty for a Longitudinal Integrated Clerkship on Three Regional Campuses at a New Medical School

Susan M. Perlis, Ed.D
Patti Vanston

The Commonwealth Medical College

The Commonwealth Medical College (TCMC), a new medical college, has adopted a longitudinal integrated clerkship model at three regional campuses. Since all students will participate in this model and will be exposed to a variety of physicians during their clinical years, quality faculty development is an essential component for the overall success of the program. This presentation will discuss TCMC's faculty development program to support this innovative systemic clerkship model.

Impact of an Inaugural Faculty Teaching Scholars Program

Carol S. Hasbrouck, M.A.

Rollin Nagel, Ph.D.

David P. Way, M.Ed.

William A. Hudson

Larry Hurtubise, M.A.

The Ohio State University College of Medicine

To assess our Faculty Teaching Scholars' Program impact, a pre/post survey of perceived skills was administered using a 10-point proficiency scale. All 12 Scholars responded to the pre-assessment; 11 to post-assessment. Using one-tailed paired t-tests analyses, pre-to-post improvement was demonstrated for 24 of 27 items with significant improvement ($p < .05$) for 8.

Defining Medical Education Metrics

Erica Brownfield, M.D.

Emory University School of Medicine

The goal of this descriptive session is to define medical education metrics that departments of medicine can use to measure the success of their educational programs. Participants will gain information about specific medical education metrics that can be implemented at their own institution.

SATURDAY, NOVEMBER 6

CONCURRENT SESSIONS

(2:15 pm - 4:15 pm)

Skills Acquisition:

Fostering Active Learning: Using Structured Debate to Teach Ethics and Professionalism to Medical Students

Ashley K. Fernandes, M.D., Ph.D.

Wright State University School of Medicine

The purpose of this session is to introduce structured debate as an active learning modality in medical education. Participants will learn the

skills necessary to organize, execute, and evaluate a team debate on a controversial issue; teams of participants will then actively engage in a structured debate with one another.

Problem Solving:

Providing Feedback to Community-based Preceptors: How Can It Be Done Effectively?

Dennis Baker, Ph.D.

Florida State University College of Medicine

Susan Labuda Schrop, M.S.

Northeastern Ohio Universities College of Medicine

This Problem-Solving session will address the issues pertinent to providing feedback to community-based preceptors. Solutions to obtaining and providing feedback to them will be formulated. Emphasis will be placed on solutions to providing feedback from students to them in a way satisfactory to students, preceptors, and administration will be discussed.

Skills Acquisition:

Creating Significant Learning Experiences in Medical Education: Using Integrated Course Design to Promote Active Learning

Patricia Hudes, MSIT

Marc Raslich, M.D.

Wright State University Boonshoft School of Medicine

Participants will learn how to promote active and significant learning experiences by identifying

the value of integrated course design and its potential to solve common instructional problems medical educators face. Participants will be able to integrate their current ideas about good teaching with this new model of instructional design.

**Saturday, 6 November 2010
1:00 pm - 2:00 pm**

KEYNOTE ADDRESS

Advances in Simulation-Based Medical Education and Research



William C. McGaghie, Ph.D.

**Jacob R. Suker, M.D., Professor of Medical Education
Professor of Preventive Medicine**

**Director of Evaluation, Northwestern University Clinical and Translational Science Institute (NUCATS)
Northwestern University Feinberg School of Medicine**

Dr. McGaghie is the Jacob R. Suker, M.D., Professor of Medical Education, Professor of Preventive Medicine, and Director of Evaluation for the Northwestern University Clinical and Translational Sciences (NUCATS) Institute at the Northwestern University Feinberg School of Medicine in Chicago, Illinois where he has served since 1992. He has previously held faculty positions at the University of Illinois College of Medicine at Chicago (1974 to 1978) and at the University of North Carolina School of Medicine (1978 to 1992).

Dr. McGaghie's research and writing in education and preventive medicine ranges widely including such topics as personnel and program evaluation, research methodology, medical simulations, attitude measurements, medical student selection, concept mapping, curriculum development, faculty development, standardized patients and geriatrics. Dr. McGaghie served on the Research Advisory Committee for *Academic Medicine* (1999 to 2001) and reviews manuscripts for many other scholarly journals including the *Annals of Internal Medicine*, *JAMA*, the *New England Journal of Medicine*, and *The American Statistician*. He has been awarded research and training grants from a variety of NIH Institutes (eg., NHLBI, NIA) and eight private foundations (eg., Josiah C. Macy, Jr., Foundation, Charles E. Culpeper Foundation).

McGaghie has served on several National Institutes of Health and Agency for Healthcare Research and Quality Study Sections (NHLBI, NIA, HUD) and as a grant application referee for several private foundations including the NBME Stemmler Fund and the Spencer Foundation. He has served as a consultant to a variety of professional organizations including the National Board of Medical Examiners, the American Board of Internal Medicine Foundation, the American Physical Therapy Association and to universities and medical schools worldwide. Dr. McGaghie has authored or edited seven books and has published more than 200 journal articles, textbook chapters, and book reviews in health professions education, simulation-based education, preventive medicine, and related fields.

ELZA MYLONA, M.S., Ph.D.
Candidate, Chair-Elect



Elza is the Associate Dean for Curriculum Affairs and Faculty Development. She directs the Curriculum Office and the Clinical Skills Center at the State University of New York, Stony Brook School of Medicine. She holds a double faculty appointment in the Departments of Preventive and Internal Medicine. She is the Director of the fellowship in medical education certificate program at her institution.

Her academic background includes a master in educational psychology and technology, a doctorate in instructional technology with an emphasis on adult distance education and a post graduate fellowship in medical education with an emphasis on curriculum development. She maintains an active membership in the Society of Directors of Research in Medical Education (SDRME) where is currently serving as a Secretary, the American Association of Medical Colleges groups GEA and GFA, the International Association of Medical Science Educators (IAM.S.E), the Association of Medical Education in Europe (AMEE) and the NE Group of Educational Affairs (NEGEA) where she is currently serving as a Chair.

Since 1995, Elza has assisted faculty members in the study and improvement of medical education in a variety of settings with a special interest in curriculum development, performance assessment and program evaluation. She considers herself a generalist in medical education as her professional efforts have been directed at a variety of medical education activities. Her major areas of research interest include curriculum development and instructional design, professional and organizational development. She has conducted faculty development workshops for health professions faculty on a variety of topics in education and has presented at regional, national and international meetings. Dr. Mylona has served as a co-investigator on federally funded research projects related to curriculum design, program evaluation and faculty development. Her major areas of research interest include curriculum development and evaluation, instructional design, professional and organizational development.

Larry Hurtubise, M.A.
Candidate, Member-at-Large



Experience and Skills

Larry Hurtubise, M.A., is a member of the Center for Education and Scholarship (CES) and an Adjunct Assistant Professor, in Biomedical Informatics at The Ohio State University College of Medicine. His specialty is Educational Technology and Instructional Design. As a member of the CES he has participated in the development of the Faculty Teaching Scholars Program and has assisted in numerous studies of the efficacy of educational technology. Larry is the PI on a grant to develop online faculty development modules and was Co PI on a grant to develop a Faculty Learning Community to develop educational research skills and educational technology projects. Larry has been an active participant at The Generalist. He has presented and recruited others for panel presentations and reviews conference submissions regularly.

Larry is also an active member of the Central Group on Educational Affairs (CGEA) of the AAMC. He is past convener of the Technology in Medical Education Special Interest Group and a member of the Faculty Development Special Interest Group. In 2008 he lead a group that evaluated several social networking tools and ultimately developed a social networking site for members of the CGEA.

Personal Statement

It is truly an honor to be considered for an opportunity to serve The Generalists in Medical Education as a Member-at-Large. The group and annual conference serve a unique purpose in the advancement in Medical Education. Frequently medical educators are those that love to teach but have no formal training. The Generalist invites them to develop as educators and introduces them to a community of like-minded individuals.

As a new Member-at-Large I would seek to learn about the working of the Steering Committee, then volunteer to leverage my experience and skills in helping you accomplish your goals.

Thank you for considering me.