

The Generalists in Medical Education

2012 Annual Conference



Outcomes, Competencies and Milestones Across the Continuum

November 2-3, 2012 • San Francisco, CA

Hosted by:



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; and organizational development.

Why does our group exist?

The mission of The Generalists in Medical Education is to promote innovation and collaboration in medical education by sharing skills, knowledge, and innovative strategies to improve medical education and to enhance our professional growth.

What can we do for you?

Through an 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 also encourage networking throughout the year, which is facilitated by an annually revised membership directory.

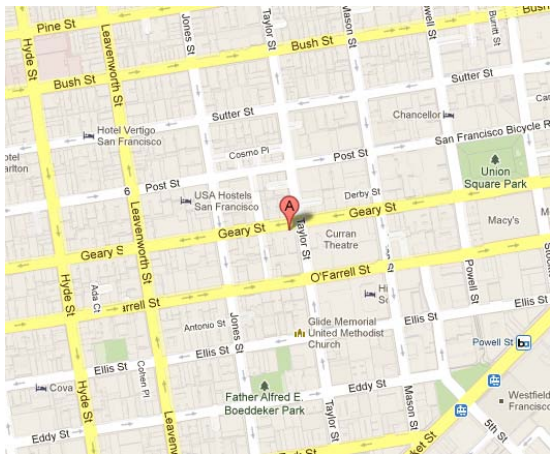
How can I become a member?

You become a member by attending the conference. There are no 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.info>

Hotel Monaco San Francisco

501 Geary Street
San Francisco, CA 94102
(415) 292-0100 phone
(415) 292-0111 fax
www.monaco-sf.com



Catering to discerning travelers drawn to the Hotel Monaco's high style, plush San Francisco lodging and sublime service, the hotel offers the perfect blend of old-world glamour and modern luxury. Colorfully elegant guestrooms and suites combine with signature Kimpton Hotel services and amenities for a memorable stay at the luxury Hotel Monaco San Francisco. We offer:

- Wireless high-speed Internet access throughout the hotel, complimentary to [Kimpton InTouch members](#)
- Hosted evening wine reception in our hotel living room from 5 p.m. to 6 p.m. nightly
- Complimentary morning coffee service in our living room from 6 a.m. to 10 a.m. daily
- Complimentary daily newspaper delivered to your hotel room
- 24-hour room service
- Award-winning dining, pre-theater menus and one of the city's best happy hours
- Complimentary use of our onsite fitness center and spa from 6 a.m. to 10 p.m.
- [Onsite and in-room spa services](#), including facials, couples massage and body treatments
- 24-hour onsite business center Complimentary limousine/town car to the Financial and shopping districts (7 a.m. – 10 a.m., Monday – Friday) based on availability
- [Pet-friendly services and amenities](#) and "Guppy Love" goldfish program
- Valet parking available for \$50/night and \$65/night for oversized vehicles, with 25% discount for Hybrid cars

Types of Conference Sessions

Descriptive: Presenters provide 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: Several individuals respond to questions and present their ideas regarding a specific issue or topic. A panel typically has representation from a cross-section of perspectives and/or institutions. A moderator facilitates panel comments and audience participation.

Problem-solving: Designed for intensive discussions focused on a particular theme or problem. The presenter provides stimulus material and organizes small-group interaction on the topic. After discussion, the small groups share ideas and develop a summary statement.

Roundtables: An informal opportunity for sharing experiences and ideas around special topics. Leaders briefly introduce their topic and then facilitate discussion among participants.

Skills Acquisition: Presenters teach particular skills or techniques to allow participants to gain increased competence in an area of medical education. Typical topics include consulting, measurement, evaluation, research, data analysis, curriculum and instructional design, and faculty development.

Digital Posters: Multiple presenters share unique programs, policies, measurement strategies, or projects that focus on medical education and its improvement.

History of the Conference of Generalists in Medical Education

Steering Committee and Program Chairs: 1980-2012

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, Ajay Bhardwaj
1991	Emil Petrusa	Susan Labuda Schrop, Ellen Whiting, Lee Willoughby
1992	Jocelyn Ten Haken	Robert Bridgham
1993	Mary Pat Mann	Linda Perkowski
1994	Lee Willoughby	Phil Fulkerson
1995	Sue Fosson	Lloyd Lewis
1996	Linda Perkowski	Candice Rettie
1997	Ellen Whiting	Dennis Baker
1998	Ellen Whiting	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
2011	Terry Stratton	Carol Thrush, Linda Deloney, Steven Boone
2012	Elza Mylona	Machelle Linsenmeyer

2012 Steering Committee

Terry Stratton, Immediate Past Chair	University of Kentucky College of Medicine
Elza Mylona, Chair	Stony Brook University School of Medicine
Susan Labuda Schrop, Member-at-Large and Chair Elect	Northeast Ohio Medical University
Larry Hurtubise, Member-at-Large	The Ohio State University College of Medicine
Britta Thompson, Member-at-Large	University of Oklahoma College of Medicine
Carol Hasbrouck, Treasurer	The Ohio State University College of Medicine
David Solomon, Webmaster	Michigan State University College of Human Medicine
Sonia Crandall, Nominations Chair	Wake Forest School of Medicine
Julie Walsh-Covarrubias, Membership	University of Alabama School of Medicine

2012 Proposal Reviewers

Joan Bedinghaus	Medical College of Wisconsin
Rebecca D Blanchard	Baystate Health- Massachusetts
Rachel MA Brown	University of Missouri
Carrie A. Calloway	West Virginia University Health Sciences Center
Carol Capello	Weill Cornell Medical College
Colleen Colbert	Scott & White Healthcare- Texas
Julie Covarrubias	The University of Alabama at Birmingham
Sonia Crandall	Wake Forest School of Medicine
Tyler Childs Cymet	American Association of College of Osteopathic Medicine
Alix Darden	University of Oklahoma Health Sciences Center
Rachel Ellaway	Northern Ontario School of Medicine
Johnathan Franklin	Oklahoma State University Center for Health Sciences
Nagaraj Gabbur	SUNY Downstate College of Medicine
Carol Hasbrouck	The Ohio State University College of Medicine
Larry Hurtubise	The Ohio State University College of Medicine
Betsy Goebel Jones	Texas Tech University Health Sciences Center
Elizabeth Kachur	Medical Education Development- New York
Jill Konkin	University of Alberta
Susan Labuda Schrop	Northeast Ohio Medical University
Machelle Linsenmeyer	Oklahoma State University Center for Health Sciences
Patricia Bridget Mullan	University of Michigan
Elza Mylona	Stony Brook University School of Medicine
David Solomon	Michigan State University College of Human Medicine
Hugh Stoddard	University of Nebraska Medical Center
Terry Dean Stratton	University of Kentucky College of Medicine
Britta M. Thompson	University of Oklahoma College of Medicine
Carol R Thrush	University of Arkansas for Medical Sciences
Matt Vassar	Oklahoma State University Center for Health Sciences
Gabi N Waite	Indiana University School of Medicine
William Wertheim	Stony Brook University School of Medicine

The Conference for Generalists in Medical Education “Outcomes, Competencies and Milestones Across the Continuum”

Thursday, November 1, 2012

4:00 – 6:00 pm **Registration Open**
Sydney Lounge

Friday, November 2, 2012

7:00 – 3:00 **Registration Open**
7:30 – 7:45 **Welcome and Program Overview/Continental Breakfast- Athens South**
7:45 – 8:45 **Continental Breakfast and Roundtables**

Room: **Flip this Roundtable! How we are flipping classrooms at The Commonwealth Medical College**
Athens South John Szarek & Jeffrey Holt, The Commonwealth Medical College

In this age of boundless information when “anyone can now learn anything from anyone at anytime” (Bonk, 2009), why are we wasting precious class time lecturing to our students? One solution is flipping the classroom. Our Roundtable Discussion will be conducted as a flipped classroom engaging participants in the process.

The ePortfolio: A Tool for Assessing Competency
Carrie Calloway & Scott Cottrell, West Virginia University Health Sciences Center

ePortfolios can serve as an indicator of student professional growth and development. Self-reflection and entrustable professional activities can assist students and medical education faculty in the identification and articulation of competencies and behaviors. The Roundtable Discussion will explore strategies for implementing ePortfolios for assessing competency attainment across the continuum.

Measuring Student’s Diagnostic Reasoning
Edward Simanton & Matt Bien, University of South Dakota Sanford School of Medicine

Discussion of diagnostic reasoning testing including conversations about testing formats, uses of testing data and future directions. This discussion is intended for medical educators of any experience level regarding diagnostic reasoning.

Neuroanatomy Based Clinical Skills Laboratory
Jeff Holt & Ying Sung, The Commonwealth Medical College

Most medical programs teach neuroanatomy and clinical skills separately and hope the students integrate these on their own initiative. We created a combined neuroanatomy and clinical skills lab facilitated by an anatomist and two generalist physicians. The students then describe pathways and predict potential abnormalities while practicing the neuro exam.

Tools and Methods for Tracking Student Competencies in Medical School
Machelle Linsenmeyer & Johnathan Franklin, Oklahoma State University Center for Health Sciences

In this session, we will discuss the importance of assessing competencies throughout the curriculum, methods for determining what to assess (beyond the mandated competencies), and tools that we have developed to collect data and information including an online tracking and case log system.

8:45 – 9:00 **Break**

9:00 – 10:00 **Concurrent Sessions**

Digital Posters

*Room:
Athens North*

Feasibility of Using High Fidelity Simulation Exercises to Evaluate and Enhance Neonatal Resuscitation Skills

Mohammad Attar, Jennifer McAllister & Hilary Haftel, University of Michigan

We detected frequent deficiencies in house officers' (n=46) neonatal resuscitation (NR) skills and no significant improvement after exposure to a single high fidelity simulation NR session during their rotation in the neonatal intensive care unit. Further practice and skills-based curricula may be necessary to achieve sustained improvement in NR skills.

Measuring Evidence-based-medicine Skills in an OSCE Setting

Matt Bien & Edward Simanton, University of South Dakota Sanford School of Medicine

The skill of evidence-based-medicine [EBM] is considered critically important among the clinical skills that students must master in medical school. Various methods, including OSCE cases, will be discussed as authentic methods of assessing EBM among medical students.

Change in Approach for Medical Student Anesthesia Simulation

Lee-Lynn Chen, University of California- San Francisco

A change in approach to our medical student anesthesia simulation course was developed to improve experiential learning by each student. Students were able to work well in their assigned roles and modify previous mistakes to improve subsequent performance. Students received a uniform experience and demonstrated attainment of the preset objectives.

A Unique Approach to Evaluating Patient-Physician Interactions

Susan Labuda-Schrop, Northeast Ohio Medical University

Learners along the medical education continuum, student through practicing physician, benefit from feedback on their interactions with patients. This poster will present our approach to providing learners with feedback on their interactions with patients from a variety of perspectives, including patients, non-physician healthcare professionals and faculty members.

Electronic Fetal Monitoring (EFM) Education for Family Medicine Residents

Matthew Meunier & Barbara Apgar, University of Michigan Medical School
Stephen Ratcliffe, Lancaster General Health
Patricia Mullan, University of Michigan Medical School

Directors of family medicine obstetrics curricula were surveyed to determine current methods of electronic fetal monitoring training for residents, assess the need for a computer-based tutorial in this topic, and assess how programs anticipate adapting curricula to proposed Family Medicine ACGME requirement changes.

Panel Discussion
Tracking Medical Student Academic Advancement: Green Means Go & Red Means Stop
Room: Vienna North
Daniel Clinchot, Carol Hasbrouck & Howard Werman, The Ohio State University College of Medicine

Medical schools struggle with identifying and implementing the best method to track and facilitate students' academic progress. The purpose of this session is to discuss methods utilized by different institutions to track progress and to discuss advantages, disadvantages, and challenges. A newly instituted on-line colored light system will be described.

Panel Discussion
In Defense of Medical School Admissions Interview
Room: Vienna South
Carol Elam & Terry Stratton, University of Kentucky College of Medicine
Edwin Doug Taylor, Quillen College of Medicine

As an assessment of personal qualities of applicants, the admissions interview has been a central part of the medical school admission process for decades. However, researchers note that bias, variability, and a lack of established predictive validity mar this measure. This panel discussion will explore why the medical school interview persists.

10:15 – 10:30 **Break**

10:30 – 12:00 **Concurrent Sessions**

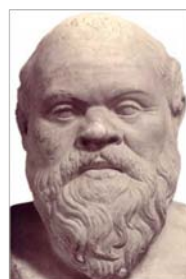
Problem Solving
The Potential for Social Media to Educate Faculty: Should We Be 'Tweeting' This Seriously?
Room: Vienna South
Larry Hurtubise, The Ohio State University College of Medicine; Greg Turner, Florida State University; Caer Vitek, Mayo Clinic, College of Medicine

Providing faculty development to a dispersed and diverse population of community-based faculty or hospital-based clinicians is challenging. Recent advances in social networking hold promise for medical educators across the continuum. This problem-solving session will explore the impact, implementation, benefits and limitations of social media within medical education.

Problem Solving
Should Simulation Centers Have a Role in Community Outreach?
Room: Athens North
Sheryl Pfeil, Sara Pastore, & Carol Hasbrouck, The Ohio State University College of Medicine

This session will focus on the role of simulation centers in community outreach, collaborations and recruitment, including the appropriateness of these activities; challenges encountered; support needed; and perceived effectiveness. Centers can perhaps help motivate students toward health sciences; support community interests; promote advocacy and social responsibility; and develop community-school partnerships.

*Let him that would move the world,
first move himself.*
-Socrates



<p>10:30 – 12:00 (cont.)</p> <p>Descriptive Sessions</p> <p><i>Room:</i> <i>Vienna North</i></p>	<p>Curriculum Design for Socially Accountable and Community Engaged Medical Education Rachel Ellaway, Lisa Graves & Sarah Newbery, Northern Ontario School of Medicine</p> <p>Overcoming Obstacles for Successful Interdisciplinary Integration of Milestones Rebecca Blanchard & Kevin Hinchey, Baystate Medical Center and Tufts University School of Medicine</p> <p>What Have I Gotten Myself Into? Making Reality Match Expectations for First Year Medical Students Hugh Stoddard, University of Nebraska College of Medicine & Carol Thrush, University of Arkansas for Medical Sciences</p> <p>Why Medical Students Volunteer? An Exploratory Study of Motivations and Behaviors Kali Cyrus, University of Illinois at Chicago College of Medicine</p>	<p>The paper describes curriculum development at a relatively new school that was founded on principles of community engagement and social accountability. Although institution-specific values can be accommodated it is not without challenges. We continue to explore the implications of following the vision of the school in curriculum development.</p> <p>The ACGME is mandating that institutions adopt milestones to track resident development. This session will highlight potential obstacles identified by program directors in anticipation of this process, from logistics of using new tools to the utilization of milestone data, and present solutions and discussion questions for educationalists assisting with this transition.</p> <p>Students' expectations of medical school often do not match the realities they encounter during their first year. This session will use data from a pre-post survey of students to inform and stimulate discussion about how medical schools should respond to discrepancies between expectation and actual experience.</p> <p>The session will begin with a poignant overview of background explaining the significance of investigating why students choose to volunteer, pertinent findings from the survey, and common themes mentioned by students in on- on-one interviews. Programming suggestions promoting volunteerism and work with the undeserved will then be presented, followed by conversation.</p>
<p>Skills Acquisition</p> <p><i>Room:</i> <i>Caracas</i></p>	<p>Essential Competencies for Future Educational Leaders William Anderson, Michigan State University & Elza Mylona, Stony Brook School of Medicine</p>	<p>The goal of this skill acquisition session is to identify the essential competencies for future educational leaders by applying findings from the medical education literature and by having participants develop a personal "prescription". Finally, participants will discuss issues and problems in implementing the "prescriptions".</p>

12:00 – 1:15 **Lunch –Interprofessional Education and Opportunities: Open Discussion with the Alliance for Clinical Education (ACE), Association for Standardized Patient Educators (ASPE), International Association of Medical Science Educators (IAMSE), and The Generalists in Medical Education (TGME) Leaders**

*Room:
Athens North
& South*

ACE: Lynn Cleary (President)
ASPE: Cate Nichols (Board of Directors, Grants & Research Committee Chair)
IAMSE: Frazier Stevenson (President)
TGME: Sonia Cradell

1:15 – 2:45 **Concurrent Sessions**

Skills Acquisition **Designing Cases to Meet Your Educational Objectives**

*Room:
Vienna South*

Elza Mylona, Stony Brook School of Medicine & Linda Perkowski, Central Michigan School of Medicine

This workshop is designed to provide participants with the essential skills to select and develop specific types of cases to meet their educational objectives and curricula. The session is appropriate for educators at all levels who are involved in teaching and assessment of medical students, residents and practicing physicians, curriculum development, evaluation and faculty development.

Problem Solving **Bridging the Milestones Across the Medical Education Continuum**

*Room:
Vienna North*

Ellen Pearlman, Judith Brenner, Saima Chaudhry, & Alice Fornari, Hofstra North Shore- LIJ School of Medicine

With competency-based milestone tracking, we have an opportunity to develop competency-based milestones across the medical education continuum, from UME through GME and CME, yet little attention has been paid to their alignment. In this session, we will work toward aligning competency-based milestone and EPA development/assessment across the continuum of education.

Problem Solving **The Facilitators and Barriers of Medical Education Innovations: How are Medical Education Innovations Adopted and Diffused through Medical Education?**

*Room:
Caracas*

Britta Thompson, University of Oklahoma College of Medicine

Innovations in the delivery of education, such as team-based learning, problem based learning, standardized patients and simulation, are vital to medical education. This session will explore the diffusion of innovations processes. Using team-based learning as an example, we will look at facilitators and barriers to medical education innovations, and identify ways to systematically evaluate innovations. Participants will deepen their understanding of diffusion theory and be able to use the principles of diffusion of innovations theory in their home institutions.

2:45 – 3:00 **Break**

3:00 – 4:15 **Keynote Address**
Room: Athens North & South

**Connecting Competencies to the Workplace:
The Use of Entrustable Professional Activities**

Dr. Olle (Th.J.) ten Cate
University of California San Francisco



Dr. ten Cate studied medicine at the University of Amsterdam (UvA) where, in 1980, he began work as an educational advisor and was closely involved with all of UvA's major preclinical and clinical curriculum reforms, educational research, program evaluation and educational development. In 1999, he was appointed full professor of medical education at Utrecht University, and, until 2005, served as program director of medical education at University Medical Centre Utrecht. Since 2005, Dr. ten Cate leads the Centre for Research and Development of Education at University Medical Center Utrecht (UMCU) with responsibilities in research supervision, curriculum development, faculty development, student education, educational technology and quality assurance of education. In 2006, he was elected president of the Netherlands Association for Medical Education and has been a visiting professor at the University of California San Francisco since 2010. His interests include competency-based education, among many other facets of medical training.

4:15 – 6:15 **Through the Looking Glass: What is the Future of Educators in Medical Education?- Ellen Whiting, Northeast Ohio Medical University (Moderator) & Deborah Simpson, Medical College of Wisconsin (Co-Presenter)**

*Room:
Athens North
& South*

Panelists: Dennis Baker, Florida State University College of Medicine; Carol Hasbrouck, The Ohio State University College of Medicine; Maurice Hitchcock, University of Southern California Keck School of Medicine; David Irby, University of California, San Francisco School of Medicine; Mark Quirk, American Medical Association. **Description:** Generalists unite to share teaching practices and reflect on current problems in medical education from their perspectives as educators. The session invites attendees to STOP... and ask: Who are we, what do we do, where have we been, where are we going as professional educators (and stakeholders) in medical education?

6:30 – 8:30 **Reception and Presentation of Servant Leadership Award**
Room: Sydney Lounge

Saturday, November 3, 2012

7:30 – 8:30

Breakfast and Roundtables

Room:

Athens South

Learning Communities: Integration in a Residency Program

Nagaraj Gabbur, SUNY Downstate Medical Center

Participants will discuss the concept of a Learning Community and how it can be used for resident education. Participants will also discuss how to extend the Learning Community concept for medical students and possible improvements upon the concept.

Professional Identity Formation: Meaning, Manifestations, & Machinations

Mark Holden, Era Buck, Mark Clark, Julie Trumble, & Karen Szauter, University of Texas Medical Branch- Galveston

This roundtable will focus on a discussion of the concept of identity formation, exploration of the relationships between formation and professionalism, reflection on formation in other professions and relevance to medicine, and consideration of factors which may promote or inhibit professional identity formation in medical education.

Using Science and Community to Teach Nutrition to Medical Students

Gabi Waite & Robin Danek, Indiana University School of Medicine-Terre Haute
Erik Southard, Indiana State University
Roy Geib, Indiana University School of Medicine- Terre Haute

Essential nutrition teaching during medical school is still a major challenge as evidenced by statistics that show the discomfort of graduates on their nutritional knowledge and skills. We present our developing nutrition track which includes the science of nutrition, many hands-on activities, and the practice of effectively communicating lifestyle changes.

Differences in OSCE and CLIPP Scores Between Campus Based and AHEC Based Students

Karen Glancy McClanahan & Irene Hong-McAtee, University of Kentucky

One third of our Pediatrics students complete an AHEC rotation as part of their outpatient clerkship. At this roundtable the discussion will center on the issues of sending students to multiple sites during a Pediatrics rotation and how to ensure that the experiences remain comparable.

Developing and Delivering Workshops on Feedback: New Models for Clinical Educators

Dennis Baker, Gregory Turner & Suzanne Bush, Florida State University College of Medicine

This discussion is designed to provide participants with information and ideas for designing and delivering workshops for clinical educators on the topic of "giving feedback." Ideas/materials from an existing feedback workshop will be shared. Participants can share and generate ideas from within the group.

Future of the Generalists

The goal of the session is to examine our current practices and identify ways to better serve the medical education community.

8:30 – 8:45

Break

8:45 – 10:15

Concurrent Sessions

Skills Acquisition

Room:
Vienna North

Using a Narrative Approach to Teach Learners About Stigma

Rachel Brown, Kimberly Hoffman, Melissa Griggs, Jessica Nittler, John Cummins, & Karen Gordy-Panhorst, University of Missouri School of Medicine

This workshop teaches how to incorporate narrative into curriculum, including the approach to narrative, faculty development, student confidentiality and the electronic portfolio. Attendees will participate in an exercise using narrative to address stigma towards patients with mental illness. Themes from medical student narratives and focus groups will be presented.

Descriptive Sessions

Room:
Vienna South

Effect of Attendance at Interactive Sessions on Exam Scores in Both Basic and Clinical Application Settings: Pilot Study

Jeff Holt, Mark White, Ying Sung, & John Szarek, The Commonwealth Medical College

Students have greater retention of science if integrated with clinical problems. We developed a combined lab stressing both neuroanatomy and clinical skills. Students enjoyed integrating neuroanatomy with the actual performance of an exam and were able to successfully describe the key pathways (e.g. eye movements or pupillary reflex abnormalities).

Students' Experience Taking a High Stakes Team Test

Ruth Levine, The University of Texas Medical Branch; Nicole Borges & Agata Butler, Wright State University Boonshoft School of Medicine; Agata Butler & Dave Swanson, National Board of Medical Examiners; Britta Thompson, University of Oklahoma School of Medicine

We administered the NBME Psychiatry Subject Test to third-year medical students, first as an individual, then as a "team" test, and assessed their attitudes with quantitative and qualitative methods. Most students reported positive learning outcomes, with themes of increased learning, seeing other perspectives, and being a better team player.

From Innovation to Tradition: What Longitudinal Integrated Clerkship Students Say About Their Experience in Rotation-Based 4th Year

Jill Konkin & Carol Suddards, University of Alberta- Canada

This study explores students' experiences in the fourth and final year of medical school after completing a longitudinal integrated clerkship in their third year. The overarching theme is loss of agency, confidence, and sense of identity as a member of a clinical team and junior colleague to their preceptors.

A Framework for Developing Integrated Clinical Learning Experiences During the Preclinical Years

Nelia Afonso, Jill Stefaniak, Barbara Joyce & Maurice Kavanagh, Oakland University William Beaumont School of Medicine

Traditional medical school involves the sequential presentation of complex material to students who are expected to apply this learning to real life situations. The 4C/ID model, developed by van Merriënboer et al, was adapted to teach medical students how to integrate various competencies through the use of experiential learning activities.

<p>8:45 – 10:15 (cont.) Digital Posters</p>	<p>The Video Textbook----A Pilot Project Nagaraj Gabbur, SUNY Downstate Medical Center</p>	<p>This project uses short videos produced as a movie scene to teach about various medical topics. The effectiveness of this method of learning will be compared to traditional lectures.</p>
<p><i>Room : Athens North</i></p>	<p>Improving the Educational Experience of the 4th Year: Addressing the Forgotten Curriculum Rosemarie Conigliaro & Terry Stratton, University of Kentucky College of Medicine</p>	<p>This session will: (1) provide a brief background on the current state of the fourth year in U.S. medical schools; (2) provide an overview of results of a survey of two cohorts of fourth-year students; and (3) describe curricular changes made in our institution based on the survey results.</p>
	<p>Transition to Active Learning: Resistance and Change Joan Bedinghaus, Medical College of Wisconsin</p>	<p>When curricula move from lecture-based courses to active learning methods, they sometimes encounter intense resistance. This poster's object is to analyze sources of resistance, tactics that were helpful in managing it and problems that remain, using one school's experience with a course in evidence-based medicine as an example.</p>
	<p>The Non-clinical Competencies of Medical School: A Modified Delphi Study of Medical Education Experts Stephen Wolf, Tai Lockspeiser, Jennifer Gong, Morgan Valley, Emma Petroff, Gretchen Guiton, University of Colorado School of Medicine</p>	<p>Medical students (MS) entering graduate medical education (GME) training occasionally struggle with their overall performance despite having no obvious clinical deficiencies. Non-clinical competencies expected of MS entering GME seem to exist implicitly. We identified and defined 12 non-clinical competencies necessary for a medical student's successful transition to graduate medical education.</p>
	<p>Competency-based Individual Learning Plans for Medical Students in a Large Urban Medical School Nagaraj Gabbur, SUNY Downstate Medical Center</p>	<p>Many medical schools have integrated the six ACMGE Competencies into their curricula. This project discusses how one 3rd year medical student clerkship has introduced the Competencies to help medical students understand them through their own experiences.</p>
<p>Problem Solving <i>Room: Athens South</i></p>	<p>Simulation in Medical Education: The Basic, the Bold and the Creative Carol Hasbrouck, Sheryl Pfeil & Sara Pastore, The Ohio State University College of Medicine</p>	<p>This session will prepare participants to: describe different types of basic to complex simulations; give examples of how simulation can be used in teaching, assessment, and faculty development; describe steps involved in planning simulations; and to consider one creative way to use simulations that they have not previously considered.</p>

10:15 – 10:30 **Break**

10:30-12:30 **Concurrent Sessions**

Skills Acquisition **How Motor Skills Theory Can Improve Every Day Procedural Training & Retention**

Roy Phitayakorn, The Massachusetts General Hospital, Harvard Medical School

Room:
Vienna South

This skills session will provide participants with an opportunity to learn new motor skill techniques to add to their armamentarium for teaching procedural skills. The session will begin with trying out a designated motor skill, followed by debrief discussion of the learning objectives.

Skill Acquisition **I've Always Wanted to Direct: Using Video to Develop Faculty- and Student-Generated Teaching Materials**

Betsy Goebel Jones, Texas Tech University Health Sciences Center

Room:
Vienna North

This skill building session will focus on two strategies for developing faculty- and/or student-generated videos: Xtranormal.com, a web-based product that produces text-to-videos, and the iPad /iPhone video capabilities. It will demonstrate techniques already used successfully to involve students in creating teaching videos and showcase materials and methods to publish and share content.

Problem Solving **Interprofessional Group Debriefing—Helping Multiple Types of Learners Learn Together**

Elizabeth Kachur, Medical Education Development, National & International Consulting; Demian Szyld, New York Simulation Center for the Health Sciences; Karen Adamo-Henry, Sophie Davis School; Sondra Zabar & Jennifer Adams, New York University School of Medicine

Room:
Athens North

Interprofessional training events are becoming more common. Frequently they include real or simulated clinical encounters which are subsequently debriefed in small groups. This session will explore optimal strategies for addressing key challenges (e.g., Who is best to lead the debriefing? How to manage interprofessional conflict?).

12:30 – 1:00 **Business Meeting**

Room: Athens South

1:00 – 2:00 **Lunch on Your Own**

If you want to make enemies, try to change something.

-Woodrow Wilson



2:00-5:00 **Workshops (registration required)- see following pages for additional information**

Room: **Session with Journal Editors: Publishing in Online Outlets**
Vienna North
Sonya Crandell, Wake Forest School of Medicine; Peter de Jong, IAMSE; Dave Solomon, Michigan State University; & Terry Stratton, University of Kentucky College of Medicine

This session is designed to help authors negotiate options to publish and disseminate educational scholarship. The presenters are experienced editors who will share practical advice on writing, preparing and submitting scholarship for publication.

Room: **Expanding the Role and Use of Mixed Method Approaches in Program Evaluation**
Vienna South
Matt Vassar & Machelles Linsenmeyer, Oklahoma State University Center for Health Sciences

Program evaluation is a timely and important matter in medical education, particularly, improving program evaluation processes. Inherent to improving processes is finding innovative ways of collecting, analyzing, and interpreting data. This workshop will introduce and demonstrate mixed method approaches for analyzing data in program evaluation activities.

Room: **Using Knowledge of Personality Type (MBTI) to Enhance Personal Awareness, Communication, Teaching, and Leadership**
Athens North
Dennis Baker & Greg Turner, Florida State University

Use of the MBTI can enhance personal growth and communication. Both of these factors thus can enhance one's teaching and leadership skills. Participants in this workshop will take the MBTI and apply the knowledge of their type to areas of personal and professional growth. Both workshop presenters are certified to administer the MBTI and interpret the results. A \$15 fee is charged for this session to cover the cost of the "Self-Scorable MBTI Questionnaire" and handouts.

5:00 -6:00 **Steering Committee Meeting**

Room: Caracas

Change has a considerable psychological impact on the human mind. To the fearful it is threatening because it means that things may get worse. To the hopeful it is encouraging because things may get better. To the confident it is inspiring because the challenge exists to make things better.

- Whitney Young, Jr.



Workshop Description:

Title: Session with Journal Editors: Publishing in Online Outlets

Panelists: Sonia J. Crandall, Ph.D., Peter G.M. de Jong, Ph.D., David J. Solomon, Ph.D., and Terry D. Stratton, Ph.D.

Abstract: The dissemination of scholarly work – be it basic research or applied innovations – is central to the field of medical education. Moreover, the acceptance by peers remains a key metric of achievement for individual faculty in most academic institutions. With the continued advance of instructional technology and Internet-based platforms, an increasing number of viable electronic (online) outlets exist for medical educators seeking to share their work. This session is designed to help authors negotiate publishing options to disseminate educational scholarship. The presenters are experienced editors and reviewers who will share practical advice on writing, preparing and submitting scholarship for publication in online, medical education venues.

Rationale/Description: Along with basic writing and organizational skills, choosing the right strategy in submitting one's work to the most appropriate journal remains critically important. Given the explosion of scholarly outlets, including electronic (online) journals, medical educators are both blessed and cursed with myriad options for sharing their intellectual efforts. As with "traditionally published" journals, there exists a wide range of online options in terms of structure, quality, and scope. Hence, for any given journal, it is useful to understand how the editorial office and editorial board elicit and handle and review manuscripts received. Indeed, knowing what to anticipate can significantly increase the chances for acceptance of a manuscript.

Objectives:

By the end of the session, participants will be able to:

1. Appreciate the relevant features of electronic (online) journals
2. Articulate similarities and differences of electronic (online) outlets with "traditionally published" journals
3. Identify key differences in online journal formats, structures, etc. when selecting an outlet
4. Locate and access electronic (online) relevant to medical education
5. Describe the basic submission, review, and pre-production phases in two medical education on-line journals - Medical Education Online (MEO) and Medical Science Educator (MSE)
6. Recognize issues that may impact the acceptance and eventual dissemination of your work
7. Acknowledge pros and cons to targeting an electronic (online) outlet for your scholarly work

Workshop Description:

Title: Expanding the Role and Use of Mixed Method Approaches in Program Evaluation

Presenters: Matt Vassar, Ph.D. & Mabelle Linsenmeyer, Ed.D., Oklahoma State University Center for Health Sciences

Abstract: Program evaluation is a timely and important matter in medical education. Particularly, improving program evaluation processes. Inherent to improving processes is finding innovative ways of collecting, analyzing, and interpreting data. This workshop will introduce and demonstrate mixed method approaches for analyzing data in program evaluation activities.

Rationale/Description: Program evaluation is a timely and important matter in medical education. Administrators, residency directors, program directors, course directors, faculty and staff are always looking for ways to improve their program evaluation processes. With program evaluation, one objective is often to assess the attitudes or perceptions of various stakeholders involved in the program. For example, evaluators might be interested in examining students' perceptions of a standardized patient program or in understanding the motivation of standardized patients to participate in encounters. In such cases, subjective data are collected through a variety of means, both quantitative and qualitative, and the evaluator is left to interpret the results. Mixed method approaches lend themselves well to program evaluation data because you can take advantage of both qualitative and quantitative methodologies. For example, from a quantitative perspective evaluators can examine increases in board scores, pass rates, grade point average, etc. while from a qualitative perspective evaluators can take an in depth approach at understanding the quantitative data (i.e. study strategies for board exams) or other areas not easily measured through quantitative approaches.

Objectives:

By the end of the session, participants will be able to:

1. Describe mixed method approaches
2. Discuss the strengths and weaknesses of using a mixed method approach in program evaluation
3. Use a tool to help quantify qualitative data in a mixed methods approach
4. Design an appropriate mixed method approach for their home institution
5. Discuss what other institutions are doing with mixed methods approaches at their institution

Workshop Description:

Title: Using Knowledge of Personality Type (MBTI) to Enhance Personal Awareness, Communication, Teaching, and Leadership

Presenters: Dennis Baker, Ph.D. & Greg Turner, Ed.D., Florida State University

Abstract: Use of the MBTI can enhance personal growth and communication. Both of these factors thus can enhance one's teaching and leadership skills. Participants in this workshop will take the MBTI and apply the knowledge of their type to areas of personal and professional growth. Both workshop presenters are certified to administer the MBTI and interpret the results. A \$15 fee is charged for this session to cover the cost of the "Self-Scorable MBTI Questionnaire" and handouts.

Rationale/Description: The Myers-Briggs Type Indicator (MBTI) is a questionnaire designed to identify personality preferences. It is widely used in medical education to provide faculty and students with a greater understanding of self and others. Use of the MBTI can enhance personal growth and communication. Both of these factors thus can enhance one's teaching and leadership skills. This workshop will begin with brief background information about the Myers Briggs Type Indicator (MBTI). Participants will then take the self-scorable form of the Myers Briggs Type Indicator (MBTI). This will be followed by an explanation of the terms that constitute type such as Introvert (I) and Extravert (E). Based on this presentation participants will write down what they believe their type to be and they will then score their self-scorable MBTI and compare the results. Having each person verify his/her type is an important part of the session. This will be followed by a set of activities to help participants apply their knowledge of type to areas of personal and professional growth. Both workshop presenters, Dennis Baker and Greg Turner, are certified to administer the MBTI and interpret the results. A \$15 fee is charged for this session to cover the cost of the "Self-Scorable MBTI Questionnaire" and handouts.

Learning Objectives:

Participants will be able to:

1. Explain the meaning of the terms (e.g. sensing vs. intuition) that constitute type as described by the Myers-Briggs Type Indicator.
2. Apply knowledge of "personality type" to enhance personal awareness and communication skills.