

The Conference of Generalists in Medical Education

“The Development of Professional Identity for the Future of Medicine”

Thursday, October 31, 2013

4:00–6:00pm Registration Open: 3rd Floor in the Pre-Conference Area

Friday, November 1, 2013

7:00–3:00pm Registration Open: 3rd Floor in the Pre-Conference Area

7:30–7:45am Welcome (Susan Labuda Schrop, PhD, Chair, 2013 Steering Committee and Richard Homan, MD, President and Provost, Dean of the School of Medicine, Eastern Virginia Medical School) and Program Overview/Continental Breakfast

7:45–8:45am Continental Breakfast and Roundtables

Using Simulation to Foster Development of Professional Identity

Sheryl Pfeil and John A. Davis, The Ohio State University College of Medicine

Competency-based Evaluation of 3rd-year Medical Students using Mini-Stations

Michele Haughton, Nagaraj Gabbur and Sadia Khandaker, SUNY Downstate

In Search of a Guiding Conceptual Model for the Use of the Arts in Medical Education

Paul Haidet, Daniel Wolpaw, Nancy Adams, Jodi Jarecke, Heather Stuckey, Dan Shapiro, and Michael Green, The Pennsylvania State University College of Medicine and Cayla Teal, Baylor College of Medicine

Realigning the Meaning of “Patient-Centered” Care in Medical Education: From Focusing on Diagnostic Checklists to Genuinely Hearing the Patient’s Story

Anne Rudnicki, University of Texas Medical Branch and Oma Morey, University of Texas Medical Branch at Galveston

Migrating to New Learning

Douglas J. Koch, Philadelphia College of Osteopathic Medicine

Interprofessional Group Debriefing: Helping Multiple Types of Learners Learn Together

Elizabeth Kachur, Medical Education Development

8:45 – 9:00am Break

9:00 – 10:30am Concurrent Sessions

Descriptive Sessions Lessons from Distance Education of a Medical Physiology Course

Gabi N. Waite, Indiana University School of Medicine

Developing Medical Students as Educators Through Engaged Interprofessional Teams

Yana Thaker, Medical College of Wisconsin

Medical Students Self-Assessing Performance in a Surgery Clerkship

Judith C. French, Cleveland Clinic Foundation and Joseph A. Iocono, University of Kentucky

Teaching Strategies that Enable Early Learners to Add Value to Clinical Preceptors and Sites

Deborah Simpson, Aurora Health Care and Medical College of Wisconsin

Longitudinal Integrated Clerkships: Comparison of Different Models

Edward Simanton, Tim Ridgway, Lori Hansen, and Matt Bien, University of South Dakota Sanford School of Medicine

Skills Acquisition Developing Situational Questions to Enhance the Medical School Interview

Carol Elam and Terry Stratton, University of Kentucky College of Medicine, David Jones, University of Texas School of Medicine at San Antonio, Scott Cottrell, West Virginia University School of Medicine

Problem Solving Professional Identity Formation: Putting Theory into Practice

Era Buck and Mark Holden, University of Texas Medical Branch, David Henzi, University of Texas Health Sciences Center San Antonio, John Luk and Angela Mihalic, University of Texas Southwestern

10:30–10:45am Break

10:45am – Concurrent Sessions

12:15pm

Digital Posters **Lessons Learned from Faculty-directed Remediation of Year 3 Students Failing a Comprehensive Clinical Performance Examination**

Rebecca Henry, College of Human Medicine/Michigan State University

Using Group OSCES to Teach Ambulatory Healthcare Teams about Pediatric Obesity

Elizabeth Kachur, Maimonides Medical Center/Medical Education Development

Mobile Point-of-Care Resources Help Improve Quality of Care and Patient Safety of Today's Geriatrics Patients

Diane Brown and Gabriel Manzi, Medical College of Wisconsin, and Deborah Simpson, Aurora Health Care and Medical College of Wisconsin

TBL Oversight for Continuous Quality Improvement and Student Acceptance

Christopher M. Burns and Stephanie Wragg, University of Illinois College of Medicine

Problem Solving

Three Keys for Professional Identity

William A. Anderson, Michigan State University and Elza Mylona, Eastern Virginia Medical School

Problem Solving

Implementing a Clinical Competency Committee for Residency Milestones

Elissa Hall and Caer Rohrer Vitek, Mayo Clinic, College of Medicine

12:15 – 1:30pm Lunch – Interprofessional Education – Best Practices: Open Discussion with the Alliance for Clinical Education (ACE), Association for Standardized Patient Educators (ASPE), International Association of Medical Educators (IAMSE), and The Generalists in Medical Education (TGME)

Moderator: Susan Labuda Schrop

Introduction: Peter G.M. de Jong

ACE: Gary L. Beck (Administrative Coordinator)

ASPE: Tamara Owens (Past President)

IAMSE: John L. Szarek (Secretary)

TGME: Sonia J. Crandall (Former Chair)

Lunch speaker: Peter G. M. de Jong



1:30-1:45pm Break

1:45– 3:45pm **Concurrent Sessions**

Skills Acquisition **Tools and Models for Incorporating OSTEs at Your Institution: Experience from Two Schools**

Machelle Linsenmeyer, Oklahoma State University Center for Health Sciences and Alice Fornari, Hofstra North Shore-LIJ SOM

Digital Posters **A Simulation-based Intern Prep Course at the Conclusion of the 4th-year Medical Student Curriculum**

Zaki Hassan, Amy DiLorenzo, and Emily Garrison, University of Kentucky

Medical Student Stress across the Undergraduate Continuum: A Multi-School Study

Terry D. Stratton and Krishna Vyas, University of Kentucky College of Medicine and Neelkamal Soares, David Geffen School of Medicine at University of California Los Angeles

Integrating Wellness into the Medical School Curriculum During the Foundational Science Years

Roy W. Geib, Gabi Waite, Taihung Duong and Randy Stevens, Indiana University School of Medicine-Terre Haute

Resident End-of-Rotation Assessment: Lessons Learned from Faculty Group Evaluations of Residents

Sowmya Patil, University of Arkansas for Medical Sciences, Arkansas Children's Hospital, and Beatrice A. Boateng, University of Arkansas for Medical Sciences

Micro-messaging: Using Social Media as an Educational Tool

Adam K. Saperstein and Lauren Cafferty, Uniformed Services University of the Health Sciences

Skills Acquisition **Dr. Strangedata: Or, How I Learned to Stop Worrying and Love Accreditation**

Hugh A. Stoddard, Emory University School of Medicine

3:45 – 4:00pm Break

4:00 – 5:30pm Keynote Address: Steven Durning, MD, FACP and Reaction Panel

**Introduction of Keynote Speaker: Brian Mavis
New Assessment Methods in Medical Education and Professional Identity Formation**

*Steven J. Durning, MD, FACP, Associate Professor of Medicine
Uniformed Services University of the Health Sciences, Bethesda, Maryland*



Professor Steve Durning is Associate Professor of Medicine at the Uniformed Services University of the Health Sciences, Bethesda, Maryland. Dr. Durning, a general internist, directs the Introduction to Clinical Reasoning Course for second-year medical students. He developed a variety of innovative measures that significantly improved medical student performance on both standardized tests and clinical practicums. In 2005, he received the Herbert S. Waxman Award, a national award for outstanding teaching. His research interest lies in the evaluation of peer-assisted learning and its long-term affect as a learning method upon future healthcare providers.

Reaction Panel

Moderator: Larry Hurtubise

Panelists:

- Lou Grosso, Vice President, Knowledge Assessment, Production and Analysis, American Board of Internal Medicine
- Cynthia Ledford, Assistant Dean for Assessment, The Ohio State University College of Medicine
- Mabelle Linsenmeyer, Director of the Office of Educational Development, Oklahoma State University Center for Health Sciences
- Hugh Stoddard, Assistant Dean for Medical Education, Emory University School of Medicine

6:00 – 8:00pm Reception and Presentation of Servant Leadership Award

Saturday, November 2, 2013

7:30 – 8:30am Breakfast and Roundtables

**Roundtable
Presenter The Future of The Generalists in Medical
Education**

*Susan Labuda Schrop, Northeast Ohio Medical
University, Chair, The Generalists in Medical
Education*

**Interprofessional Education as a Means for
Socializing Healthcare Professions Students:
It's Not Just about Your Profession Anymore**

*John L. Szarek, The Commonwealth Medical
College*

No Ob/GYN Student Left Behind!

*Nagaraj Gabbur, Michele Haughton, Henry
Behar and Jasmine Patel, SUNY Downstate
Medical Center*

**What's the Use of Attending Class? A Problem-
Solving Session Exploring Class Attendance in
Professional Development of Medical Students**

*William Jeffries, University of Vermont College
of Medicine, and John L. Szarek, The
Commonwealth Medical College*

8:30 – 8:45am Break

8:45 – 10:15am Concurrent Sessions

**Descriptive
Sessions Using Fink's Model of Significant Learning
Model to Reform a Medical School Curriculum**

*Brenda Roman, Wright State University
Boonshoft School of Medicine*

**Promoting Educational Reflection Through a
Secure Social Media Platform**

*Nicholas E. Kman, David P. Way, Sorabh
Khandelwal and Diane L. Gorgas, The Ohio State
University College of Medicine, and Robert H.
Bernard, Glastonbury High School*

Wiki-Jectives: Using a Web-based Collaborative Open Editing Model to Enhance Medical Student Learning

Lakha Prasannan, Nagaraj Gabbur, Michele Haughton, State University of New York, Downstate Medical Center, College of Medicine

New Course Evaluation Model to Foster the Development of Professional Identity in Medical Students

Matt Vassar, Machelie Linsenmeyer and Johnathan Franklin, Oklahoma State University Center for Health Sciences

Analyzing Medical Student Attendance as a Component of Professional Identity Formation: Attending Interactive Sessions Improves Student Exam Performance on Analytical and Computational Type Exam Questions but Not on all Question Types

Jeffrey Holt, Ying Sung, John Szarek, and Mark White, Commonwealth Medical College

Panel Discussion

Professional Identity Formation for Humanistic Health Care Practitioners: Three Pedagogic Strategies for Bridging Theory to Practice in Medical Education

Hedy S. Wald, Warren Alpert Medical School of Brown University

Problem Solving

Un-Problem-Solving Session: Harnessing Appreciative Inquiry and Strengths-based Approaches to Enhance Professionalism and Professional Identity Education for Generalist Physicians

Lynda Montgomery, Kathy Cole-Kelly, Steven Ricanati, Case Western Reserve University School of Medicine and Kathleen Franco, Cleveland Clinic Lerner College of Medicine

Problem Solving

Strategies for Encouraging Medical Education Research and Training New Faculty Developers

Larry Hurtubise, Ohio University Heritage College of Osteopathic Medicine

10:15 –10:30am Break

10:30am - 12:30pm Concurrent Sessions

Skills Acquisition	<p>Adopting a Measure for My Educational Research Study: Where's the Evidence for Validity? <i>Ann W. Frye and Mark Holden, University of Texas Medical Branch and Sonia Crandall, Wake Forest School of Medicine</i></p>
Skill Acquisition	<p>Reflective Writing as a Tool for Professional Identity Development: How Do We Do It? How Do We Give Learners Feedback on Their Writing? How Do We Assess It? <i>Oma Morey, University of Texas Medical Branch at Galveston</i></p>
Panel Discussion	<p>How to Drive the Quality and Patient Safety Agenda: Be a Part of the Solution - Not the Problem <i>Carol S. Hasbrouck and Imran Ali, University of Toledo, Deborah Simpson, Aurora Health Care and Medical College of Wisconsin, and Dianne Wagner, Michigan State University</i></p>
Problem Solving	<p>Pre-clinical Student-led Community Service: Stepping-Stone Towards an Integrated Formalized Service-Learning Curriculum for Professional Identity <i>James H. Spain, Eastern Virginia Medical School</i></p>
12:30-1:00pm	Business Meeting (Open Session for All Conference Attendees)
1:00pm	TGME 2013 Conference Adjourns
1:00-2:00pm	Steering Committee Meeting (Closed Session)