Medical Education: Socially Responsive Programs for Tough Times?

The Thirteenth Annual Conference for Generalists in Medical Education

NEW ORLEANS

Radisson Suite Hotel
November 8-9, 1992
The Generalists in Medical Education

**STATEMENT OF PURPOSE**

The Generalists in Medical Education seek to provide opportunities for professional interchange and development. A Generalist is a medical educator whose teaching, service, or research includes the areas of instructional design, curriculum development, faculty development, evaluation, testing and measurement, or student services in undergraduate, graduate or continuing medical education. The Annual Conference offers an opportunity to exchange ideas and share knowledge with other Generalists to enhance our effectiveness in the medical education community.

**CONFERENCE SESSIONS**

*Skills Acquisition:* In these sessions, presenters teach particular skills or techniques. Specific learning objectives provide the Generalist with increased competence in an area of medical education. Typical topics include consulting, measurement, evaluation, research, data analysis, curriculum and instructional design, or faculty development.

*Problem Solving:* These sessions are designed for intensive discussion focused on a particular issue, theme, or problem. The presenter provides stimulus material and organizes small-group interaction on the topic. At the end of the small-group sessions, the groups share their ideas and develop a summary statement.

*Descriptive:* These sessions feature several presenters providing overviews of projects, programs, or strategies in a common area. A session typically includes three or four presentations followed by discussion and exchange. A moderator helps to facilitate the discussion.

*Panel Discussion:* These sessions 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 to facilitate panel comments and audience participation.

*Special Topic Roundtables:* These sessions provide an informal opportunity for sharing experiences and ideas. Leaders briefly introduce the topic then facilitate discussion among participants.

**RESOURCE SHARING**

A number of Generalists have indicated an interest in having resource sharing during the conference to enhance communications and networking. Individuals who submit resources to be shared throughout the conference will be available during registration and breaks to discuss their materials. These sessions are informal and allow individuals to discuss resources related to various topics pertinent to medical education.
The Thirteenth Annual Conference for Generalists in Medical Education
Medical Education: Socially Responsive Programs for Tough Times?

Message from the Chair

Welcome to the Thirteenth Annual Conference for Generalists in Medical Education! This year's program offers thoughtful and creative solutions to the challenge of providing socially responsive medical education programs. The program includes distinguished speakers, representing an array of approaches addressing these issues. I join the program committee in looking forward to your active participation.

Jocelyn Ten Haken

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Conference Overview

Saturday, November 7
5:30-8:30 p.m. Registration
Resource Sharing

Sunday, November 8
7:00 a.m.-5:00 p.m. Registration
Resource Sharing
7:30-8:45 a.m. Welcome
Panel Discussion
9:00-11:00 a.m. Concurrent Sessions
11:15-1:00 p.m. Keynote Address/Luncheon
1:15-3:15 p.m. Concurrent Sessions
3:30-5:30 p.m. Concurrent Sessions
7:00 p.m. Reception and Dinner at Richoux's Restaurant

Monday, November 9
7:30-8:30 a.m. Breakfast/Common Interest Roundtables
8:45-9:30 a.m. Business Meeting
9:45-11:45 a.m. Concurrent Sessions

1992-1993 Steering Committee

Brownell Anderson
Robert Bridgham
Debra DaRosa
Jacques Des Marchais
Louis Grosso
Carol Hasbrouck
Mary Pat Mann
Patricia Mullan
Emil Petrusa
Candice Rettle
Jocelyn Ten Haken

Association of American Medical Colleges
Michigan State University
Southern Illinois University School of Medicine
University of Sherbrooke Faculty of Medicine
American Board of Internal Medicine
The Ohio State University College of Medicine
Ohio University College of Osteopathic Medicine
Michigan State University
Duke University School of Medicine
National Board of Medical Examiners
University of Michigan Medical Center
SATURDAY, November 7, 1992

5:30-8:30 p.m.  REGISTRATION & RESOURCE SHARING SET-UP  Foyer (6th Floor)

SUNDAY, November 8, 1992

7:00 a.m.- 5:00 p.m.  REGISTRATION & RESOURCE SHARING  Foyer (6th Floor)
(Begins and continues throughout the conference)

7:30-7:45 a.m.  BREAKFAST  Bayou Jean LaFitte (6th Floor)
Welcome & Overview — Jocelyn Ten Haken, Patricia Mullan, Robert Bridgham

7:45-8:45 a.m.  PANEL DISCUSSION  Bayou Jean LaFitte (6th Floor)
Developing Socialy Responsive Programs: Case Histories
Moderator: Patricia Mullan
Leonard Fleck, A. Cherrie Epps, Ronald Richards

8:45-9:00 a.m.  BREAK/RESOURCE SHARING  Foyer (6th Floor)

9:00-11:00 a.m.  CONCURRENT SESSIONS

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Problem Solving Session  Diamond A (1st Floor)
PS1 — The Future of Primary Care in Tough Times: The Generalist’s Role
Carol Hasbrouck, Paula Butterfield, Steve Haist, Robin Riggs, Julie Williamson

Skills Acquisition Session  Bayou Teche (6th Floor)
SA1 — Faculty Development for Tutoring in a Problem-Based Curriculum
Bruce Holmes, David Kaufman, Shumin Lee

11:00-11:15 a.m.  BREAK/RESOURCE SHARING  Foyer (6th Floor)

11:15-1:00 p.m.  KEYNOTE ADDRESS LUNCHEON  Atrium Courtyard (1st Floor)
Medical Education and the Community Physician of the Future
Reed Tuckson, M.D., President of Charles R. Drew University of Medicine and Science
CONCURRENT SESSIONS

**Descriptive Sessions** — Moderator: Louis Grosso

- **D4** — Development of an Interactive Computer-Based Curriculum for a Decentralized Clerkship in Family Medicine
  - Barbara Ferrell

- **D5** — A Primary Care Curriculum for Interns: An Innovative Experiment in the Ambulatory Setting

- **D6** — Responding to the Need for Medical Education Researchers Through a Regional Fellowship Program
  - Deborah Simpson, Matthew Zagumny, Louise Arnold

**Panel Discussion Session**

- **PD1** — Breaking the Barriers for Blacks in Medicine
  - E. Virginia Calkins, Edward Cross, Morton Slater, Reaner Shannon, Stephen Smith, Michael Weaver

**Skills Acquisition Session**

- **SA2** — Strategies for Setting Standards on Performance of Physicians' Clinical Skills
  - Anthony LaDuca, Steven Downing, Daniel Klass, John Norcini, John Engel

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BREAK/RESOURCE SHARING

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CONCURRENT SESSIONS

D7 — Home Visitations to Adolescent Patients by First Year Medical Students: A Continuity of Care Experience

- Daniel Allensworth, Janie Perez, Linda Rogers

D8 — The Childhood Asthma Project (CAP): A Multi-Faceted Physician and Patient Education Intervention

- William Hendricson, Pamela Wood, Megan Kromer, Humberto Hidalgo, Amelie Ramirez

D9 — Responding to AIDS: A Model of Faculty and Student Cooperation

- Phyllis Nash, K. Suzanne Nash

**Problem Solving Session**

- **PS2** — Evaluating Academic Support Programs: Exploring History, Models and Instruments
  - Patricia Mullan, Robert Bridgham

**Skills Acquisition Session**

- **SA3** — Qualitative Analysis from the Ground Up: An Introduction to Grounded Theory
  - Mary Pat Mann

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RECEPTION AND DINNER

- Richoux's Restaurant
  - 601 Loyola, Suite 232
MONDAY, November 9, 1992

7:30-8:30 a.m. BREAKFAST/ROUNDTABLES

- Affective Objectives in HIV Risk Assessment Training: Addressing the Prerequisite Attitudes — Karen Lienhart
- Alumni Studies of Innovative Training Programs — Eldon Clark, Patricia Mullan
- Assessing the Collective Impact of a Federally Funded Program: Inferences from Transfusion Medicine Education — Deborah Simpson
- Designing and Implementing a Family and Community Medicine Clerkship in Medically Underserved Areas — William Shore
- Development of Clinical Skills in Facilities Serving Medically Underserved Populations — Elizabeth Dyer
- Emergency Student Tutelage (EST) — John Stang
- Evaluation of Professional Mentoring — Matthew Zagumny
- Innovative Methods in Program Evaluation — Phyllis Blumberg
- Introducing and Implementing Innovative Curricula — Linda Gunzburger, Roger Kornent
- Kellogg in the Trenches: Generalists’ Involvement with Initiatives for Change in Health Professions Education — Helen Baker, Michael Cope, Arnold Hassen
- Medical Ethics — Imogene Smith
- Non-Tutorial Correlated Learning Sessions in Problem-Based Learning Curricula — Gwendie Camp
- The General Education of Physicians: Balance Between the Scientific and Humanitarian Aspects of Medicine — Jeffrey Turnbull

8:30-8:45 a.m. BREAK/RESOURCE SHARING

8:45-9:30 a.m. BUSINESS MEETING

Jocelyn Ten Haken, 1992 Chairperson and Mary Pat Mann, 1993 Chairperson

9:30-9:45 a.m. BREAK/RESOURCE SHARING

9:45-11:45 a.m. Concurrent Sessions

Descriptive Sessions — Moderator: Carol Hasbrouck

D10 — Preceptor Training: Results of a Needs Assessment
- Ajay Bhardwaj, Seth Kantor, Fran Blake

D11 — A Patient Self-Report Psychosocial Questionnaire as an Educational Tool
- Stephen Morewitz, Zylphia Ford, Franklin Medio

D12 — Formative Evaluation of the Eye Examination Project: A Case Study of CAI Integration
- Shumin Lee, David Kaufman, Kaireen Chaylor

Problem Solving Session

PS3 — Developing and Implementing Discrete Curricular Blocks in Resident Ambulatory Education
- Alice Speer, Michael Ainsworth, David Solomon

Panel Discussion Session

PD2 — Clinical Skills Assessment: A Model for Maximizing Inter-Institutional Resources
- Barbara Ferrell, Linda Rogers, John Rogers, John Uillian, Patricia Butler

Skill Acquisition Session

SA4 — Applying Techniques of Continuous Quality Improvement to Enhance Medical Education
- Eugenia Vanek, J. Gaul, Patricia Chapek

Foyer (6th Floor)

Bayou Jean LaFitte (6th Floor)

Foyer (6th Floor)

Diamond A (1st Floor)

Lafayette A (1st Floor)

Diamond B (1st Floor)

Bayou Teche (6th Floor)
Session Descriptions

Problem Solving Sessions

**PS1 The Future of Primary Care in Tough Times: The Generalist's Role**
Carol Hasbrouck  
The Ohio State University  
Sunday, 9:00-11:00 a.m.  
Diamond A (1st Floor)
Paula Butterfield  
Doctor's Hospital  
Steve Haist  
University of Kentucky  
Robin Riggs  
The Ohio State University  
Julie Williamson  
Department of Medicine Foundation

The country needs more primary care physicians, yet the numbers of students entering primary care fields is dropping. What roles might Generalists play in developing ways to overcome some of the barriers to primary care? Small groups will emphasize undergraduate curriculum, residency training, faculty development, and fiscal/administrative issues affecting primary care.

**PS2 Evaluating Academic Support Programs: Exploring History, Models and Instruments**
Patricia Mullan  
Michigan State University  
Sunday, 3:30-5:30 p.m.  
Diamond A (1st Floor)
Robert Bridgham  
Michigan State University

This session reviews existing work in the design and evaluation of academic support programs, drawing on annotated bibliographies of published literature and sample instruments and evaluation reports. Participants will interactively explore: 1) potential models for evaluating programs and 2) strategies for addressing issues involved in the evaluation of academic support programs.

**PS3 Developing and Implementing Discrete Curricular Blocks in Resident Ambulatory Education**
Alice Speer  
University of Texas Medical Branch at Galveston  
Monday, 9:45-11:45 a.m.  
Lafayette A (1st Floor)
Michael Ainsworth  
University of Texas Medical Branch at Galveston
David Solomon  
University of Texas Medical Branch at Galveston

Problems and potential solutions will be discussed for developing an ambulatory block rotation in a primary care residency program. The focus will be on developing an educationally sound rotation with limited faculty time and resources. How to structure the rotation, what topics to cover, and how to use faculty will be discussed.

Skills Acquisition Sessions

**SA1 Faculty Development for Tutoring in a Problem-Based Curriculum**
Bruce Holmes  
Dalhousie University  
Sunday, 9:00-11:00 a.m.  
Bayou Teche (6th Floor)
David Kaufman  
Dalhousie University  
Shumin Lee  
Dalhousie University

This session will provide participants with a seven-stage process for preparing faculty to undertake a new teaching role (called 'tutoring') in a problem-based curriculum. Participants will be introduced to the three core skills required of the beginning tutor (navigating, questioning and facilitating), by participating in a case-based tutorial, and working with a videotape of an actual tutorial.

**SA2 Strategies for Setting Standards on Performance of Physicians' Clinical Skills**
Anthony LaDuca  
National Board of Medical Examiners  
Sunday, 1:15-3:15 p.m.  
Bayou Teche (6th Floor)
Steven Downing  
National Board of Medical Examiners
Daniel Klass  
National Board of Medical Examiners  
John Norcini  
American Board of Internal Medicine  
John Engel  
Jefferson Medical College

This session will propose and discuss strategies for setting absolute (i.e., content based) standards that integrate the heightened fidelity of performance assessments (simulations) with the judgments of content experts. It will be argued that both feasibility and the content validity of the simulation is enhanced by such an approach. These are issues of increasing concern in contemporary medical education.
SA3 **Qualitative Analysis from the Ground Up: An Introduction to Grounded Theory**
Mary Pat Mann  
Ohio University College of Osteopathic Medicine  
Sunday, 3:30-5:30 p.m.  
Bayou Teche (6th Floor)

We all use qualitative methods like observation and interviewing - whether in teaching, research, development or evaluation. But how do we analyze what we see and hear? And what happens to the results? This workshop will show how grounded theory can take us from qualitative data, through themes, to building theory.

SA4 **Applying Techniques of Continuous Quality Improvement to Enhance Medical Education**
Eugenia Vanek  
Educational Consultant  
Monday, 9:45-11:45 a.m.  
Bayou Teche (6th Floor)

J. Gaul  
Cleveland Clinic Foundation

Patricia Chapek  
Cleveland Clinic Foundation

The purpose of this workshop is to analyze and critique an educational program using the framework and tools of Continuous Quality Improvement (CQI). Educational generalists must be prepared to use terminology and techniques of quality improvement, increasingly being applied in health care quality counsels.

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**Descriptive Sessions**

D1 **The Kellogg Community Partnership Initiative in Health Professions Education: A Multi-Site Program Evaluation**
Rebecca Henry  
Michigan State University  
Sunday, 9:00-11:00 a.m.  
Diamond B (1st Floor)

Dona Harris  
Michigan State University/Kalamazoo Campus

Andrew Hogan  
Michigan State University

The goal of this session is to share with participants the design and implementation of a large multi-site evaluation for the Community Partnership Initiative. Because of its complexity, it is a good vehicle for discussing numerous evaluation issues that pertain to health professions education program evaluation.

D2 **Follow-Up Study of a Premedical Program for Underrepresented Populations**
Shirley McGlinn  
Southern Illinois University  
Sunday, 9:00-11:00 a.m.  
Diamond B (1st Floor)

Evelyn Jackson  
Southern Illinois University

Harold Bardo  
Southern Illinois University

A follow-up study of minority and disadvantaged students who participated in a premedical program from 1972 to 1992 reports the number of students who matriculated in health professional schools, graduation rates and the types of schools attended. Issues related to the efficacy of such programs will be raised.

D3 **A Model for a Post Baccalaureate Program for Minority Students Sponsored by a Medical School: Implications for Increasing Minority Student Enrollment**
Wanda Lipscomb  
Michigan State University  
Sunday, 9:00-11:00 a.m.  
Diamond B (1st Floor)

This session will provide an overview of a postbaccalaureate program which was developed and implemented at a medical school in response to the need to increase the numbers of underrepresented minority students who enroll at the institution. The session will describe the program components: student selection, student characteristics, program design, student academic support, and program evaluation. The program will be presented as a model which could be duplicated at other medical schools.

D4 **Development of an Interactive Computer-Based Curriculum for a Decentralized Clerkship in Family Medicine**
Barbara Ferrell  
University of Texas Medical Branch  
Sunday, 1:15-3:15 p.m.  
Diamond A (1st Floor)

A model for providing an interactive computer-based curriculum for a decentralized clerkship will be presented. The model includes database management functions for program monitoring and CAI materials. Decisions which had to be made in developing the curriculum and selecting hardware and software will be discussed. Programs which were developed will be demonstrated for the audience.
D5  A Primary Care Curriculum for Interns: An Innovative Experiment in the Ambulatory Setting
Mariana Hewson  University of Wisconsin  Sunday, 1:15-3:15 p.m.
Richard Day  University of Wisconsin  Diamond A (1st Floor)
Phillips Kindy  University of Wisconsin
Judith Van Kirk  University of Wisconsin

Description of a curriculum for interns which was implemented in an ambulatory care clinic. Six standardized patients portraying six typical outpatient problems were used to address interns' needs for clinical experience while allowing for sufficient observation of their performance by faculty to provide tailored instructional intervention.

D6  Responding to the Need for Medical Education Researchers Through a Regional Fellowship Program
Deborah Simpson  Medical College of Wisconsin  Sunday, 1:15-3:15 p.m.
Matthew Zagumny  Medical College of Wisconsin  Diamond A (1st Floor)
Louise Arnold  University of Missouri-Kansas City

Given the need to enhance the quality of medical education research in a cost-effective format, a regional, non-resident Fellowship-Medical Education Research (F-MER) was developed. The Fellowship will be described in the context of the faculty development literature, the political milieu, and process and progress evaluation data.

D7  Home Visitations to Adolescent Patients by First Year Medical Students: A Continuity of Care Experience
Daniel Allensworth  University of Texas Medical Branch  Sunday, 3:30-5:30 p.m.
Janie Perez  University of Texas Medical Branch  Diamond B (1st Floor)
Linda Rogers  University of Texas Medical Branch

The Introduction to Patient Evaluation Course (an interdisciplinary course in which preclinical students learn to interview and examine patients) piloted a home visitation program over the first three school terms. The main purpose of these visits was to sensitize the students to adolescent patients' and their families' culture and background, as well as to how their health and illness affect the patient, their families and their lifestyles. These home visits, presented as a continuity of care experience, will serve as the focus for group interaction in the following areas: program development, implementation, and evaluation.

D8  The Childhood Asthma Project (CAP): A Multi-Faceted Physician and Patient Education Intervention
William Hendricson  University of Texas Health Science Center-San Antonio  Sunday, 3:30-5:30 p.m.
Pamela Wood  University of Texas Health Science Center-San Antonio  Diamond B (1st Floor)
Megan Kromer  University of Texas Health Science Center-San Antonio
Humberto Hidalgo  University of Texas Health Science Center-San Antonio
Amelie Ramirez  University of Texas Health Science Center-San Antonio

The Childhood Asthma Project, a multi-dimensional patient and physician intervention, is being implemented to reduce asthma morbidity among Hispanic children. This presentation will demonstrate the use of social learning theory to design culturally sensitive educational interventions for low income, bilingual families and demonstrate strategies for modifying physician behavior in an outpatient clinic.

D9  Responding to AIDS: A Model of Faculty and Student Cooperation
Phyllis Nash  University of Kentucky  Sunday, 3:30-5:30 p.m.
K. Suzanne Nash  University of Kentucky  Diamond B (1st Floor)

A successful project developed with cooperation between faculty members and medical students to provide AIDS education for eighth grade students can serve as a model for meeting a number of society's needs, enhancing the educational experience of medical students, and strengthening the relationship between faculty members and students.
D10 Preceptor Training: Results of a Needs Assessment
Ajay Bhardwaj
Seth Kantor
Fran Blake
The Ohio State University
The Ohio State University
The Ohio State University
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Diamond A (1st Floor)
Diamond A (1st Floor)
Diamond A (1st Floor)

The session will focus on the results of a needs assessment conducted for an interdisciplinary Preceptor Training Institute. The institute was sponsored by one of the Area Health Education Centers (AHEC). Preceptors from five professional schools, namely, Medicine, Nursing, Dentistry, Pharmacy and Allied Medicine were involved in the needs assessment.

D11 A Patient Self-Report Psychosocial Questionnaire as an Educational Tool
Stephen Morewitz
Zyphia Ford
Franklin Medio
University of Illinois at Chicago
University of Illinois at Chicago
University of Medicine & Dentistry of New Jersey
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Diamond A (1st Floor)
Diamond A (1st Floor)
Diamond A (1st Floor)

Participants will discuss the degree to which a patient self-report psychosocial questionnaire: a) enhances the medical students’ and residents’ recognition and assessment of psychosocial aspects of a patient’s history e.g., family or personal crisis, habits, past trauma and depression/suicide; b) increases documentation of psychosocial problems; and c) promotes psychosocial training in primary care settings.

D12 Formative Evaluation of the Eye Examination Project: A Case Study of CAI Integration
Shumin Lee
David Kaufman
Kaureen Chaytor
Dalhousie University
Dalhousie University
Dalhousie University
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Diamond A (1st Floor)
Diamond A (1st Floor)
Diamond A (1st Floor)

Participants in this session will learn how the role of formative evaluation plays in integrating computer-assisted instruction into a medical curriculum. A case study of the Pupil Examination Project will be used to highlight the discussion.

Panel Discussion Sessions

OPENING PANEL — Developing Socially Responsive Programs: Case Histories
Leonard Fleck
A. Cherrie Epps
Ronald Richards
Michigan State University
Tulane University
Kellogg Foundation
Sunday, 7:45-8:45 a.m.
Sunday, 7:45-8:45 a.m.
Sunday, 7:45-8:45 a.m.
Bayou Jean Lafitte
Bayou Jean Lafitte
Bayou Jean Lafitte
(6th Floor)
(6th Floor)
(6th Floor)

The panelists will share their experiences: developing an innovative approach to providing children access to health care; identifying and preparing underrepresented minority students for roles as health professionals; and developing foundation sponsorships for community-responsive medical education programs.

PD1 Breaking the Barriers for Blacks in Medicine
E. Virginia Calkins
Edward Cross
Reaner Shannon
Stephen Smith
Morton Slater
Michael Weaver
University of Missouri-Kansas City School of Medicine
University of Missouri-Kansas City School of Medicine
University of Missouri-Kansas City
Brown University
City University of New York-Sophie Davis School of Biomedical Sciences
St. Luke's Hospital
Sunday, 1:15-3:15 p.m.
Sunday, 1:15-3:15 p.m.
Sunday, 1:15-3:15 p.m.
Sunday, 1:15-3:15 p.m.
Sunday, 1:15-3:15 p.m.
Sunday, 1:15-3:15 p.m.
Diamond B (1st Floor)
Diamond B (1st Floor)
Diamond B (1st Floor)
Diamond B (1st Floor)
Diamond B (1st Floor)
Diamond B (1st Floor)

This discussion will focus on the continuing underrepresentation of blacks in medical schools and address present efforts to change this. Panelists will describe what we are doing and what more should be done.

PD2 Clinical Skills Assessment: A Model for Maximizing Inter-Institutional Resources
Barbara Ferrell
Linda Rogers
John Rogers
John Ullian
Patricia Butler
University of Texas Medical Branch
University of Texas Medical Branch
Baylor College of Medicine
Baylor College of Medicine
University of Texas Medical School at Houston
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Monday, 9:45-11:45 a.m.
Diamond B (1st Floor)
Diamond B (1st Floor)
Diamond B (1st Floor)
Diamond B (1st Floor)
Diamond B (1st Floor)

Three medical schools have formed a consortium to extend the application of standardized patient assessment techniques. This goal is being achieved through a sharing of resources such as cases, standardized patients, student databases, facilities and equipment. The model will be discussed from the perspective of each institution. The project initiated by the consortium will be described.
Keynote Address

Medical Education and the Community Physician of the Future

Sunday, November 8, 11:15-1:00 p.m.
Atrium Courtyard (1st Floor)

We are honored to have Reed Tuckson, M.D., presenting the 1992 keynote presentation. In addressing this year's conference theme, Dr. Tuckson draws on his experience in his previous positions as Commissioner of Public Health in the District of Columbia and as Senior Vice President for Programs for the March of Dimes Birth Defects Foundation, and in his current role as President of Charles R. Drew University of Medicine and Science. One of only four Black medical schools in the nation, Drew University of Medicine and Science is dedicated to assisting society's most disadvantaged and neglected communities.

Dr. Tuckson's insights on the potential of medical education were influenced by the breadth of his own formal education at Howard University, Georgetown University Medical School, the University of Pennsylvania (where he was a Robert Wood Johnson Foundation Clinical Scholar) and the Wharton School of Business.

Please join us for this very special session.

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Evening in New Orleans

You are invited to a
Reception and Dinner
at the Thirteenth Annual Conference
for Generalists in Medical Education

Sunday, November 8, 1992
7:00-12:00 midnight
at Richoux's Restaurant
601 Loyola Avenue, Suite 232
in the Poydras Plaza Mall in the Hyatt Superdome complex.

A cajun seafood buffet and salad bar
will be served from 7:00-9:00 p.m.

After dinner, relax and enjoy
music from a
New Orleans style dance and show band.

Be prepared for games, entertainment and surprises!!
CONFERENCE REGISTRATION

The Thirteenth Annual Conference for
Generalists in Medical Education

Sunday, November 8 and Monday, November 9, 1992
Radisson Suite Hotel
New Orleans, Louisiana

Please return the Conference Registration Form (on page 11) to:
Therese deSpelder
Michigan State University
Office of Medical Education Research & Development
A-209 East Fee
East Lansing, Michigan 48824

Please make check payable in U.S. dollars to the Generalists in Medical Education.

NOTE: No refunds will be offered after October 16, except in extenuating circumstances.

If you have any questions about the program or registration procedure, call Patricia Mullan at 517/353-9400 or Therese deSpelder at 517/353-9656.

RADISSON SUITE HOTEL

Choice location for the Thirteenth Annual Conference for Generalists in Medical Education

Located approximately six blocks from the AAMC meeting site and the French Quarter. Each suite contains a bedroom, with a king size bed, a spacious living area including a desk and sleeper sofa, and a refrigerator. The Hotel offers a whirlpool, lap pool and jogging track. Nightly rate includes buffet breakfast and cocktail reception. Check in time is 3:00 p.m. Check out is 12:00 noon. Generalists rates are: Single occupancy - $115 and Double occupancy - $130.

Please support the Generalists and stay at the Radisson Suite Hotel. To guarantee your room at the Generalists' rate, send the Hotel Reservation Form on page 11 by October 7, 1992, to:

Attention: Reservations
Radisson Suite Hotel New Orleans
315 Julia Street
New Orleans, Louisiana 70130-9990

Reservations can also be made by phone at 504/525-1993. Indicate that you are with the Generalists.
Conference Registration Form

Name: ____________________________________________
(as you would like it to appear on your name tag)

Institution: _______________________________________

Address: _______________________________________________________________________

Telephone: _______________________________________________________________________

All presenters, co-presenters, and participants must register for the Conference. Full registration includes the meetings, luncheon, Sunday dinner, and the breakfast sessions.

☐ $80.00 Early Registration Fee (must be postmarked by October 16, 1992).
☐ $90.00 Regular Registration Fee (postmarked after October 16, 1992).
☐ I am planning to attend the dinner Sunday evening (price included in registration).

For spouses and guests only:

☐ $20.00 Keynote Luncheon    ☐ $25.00 Sunday Evening Dinner

Please list sessions that you plan to attend and would be willing to provide feedback to presenter(s):

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________

I plan to bring resources for sharing: ☐ Yes; Linear feet of table space required ______
                                      ☐ No

Radisson Suite Hotel New Orleans — Hotel Reservation Form

Organization: Generalists in Medical Education Annual Conference 11/7-11/9/92
All requests for the above group must be received by October 7, 1992. Please type or print form.

NAME ____________________________________________ INSTITUTION __________________________

ADDRESS ___________________________________________________________________________

CITY ______________________ STATE ______ ZIP CODE _______________________

SHARING ROOM WITH __________________________ NO. OF PERSONS ______

SIGNATURE __________________________________ PHONE NUMBER _______________

Arrival Date ____________________ Arrival Time __________________

Departure Date ____________________ Check In 3:00 p.m. Check out 12:00 noon

Accommodations will not be confirmed without a check for the first night's deposit or use of a credit card to guarantee reservations. You will be charged for the first night if reservations are not canceled 24 hours prior to arrival.

Credit Card #: ____________________________ ☐ AMEX ☐ Diners Club ☐ VISA ☐ Mastercard

Expiration Date _______________________________

Please check accommodations: ☐ Single occupancy — $115 ☐ Double occupancy — $130

No charge for children under 18 occupying the same room as parents. There is an additional $15.00 charge for the third or fourth occupant in each room.
The Natchez, an old-fashioned stern wheel steamboat. Sketch by New Orleans Artist/Author Joseph A. Amigo.