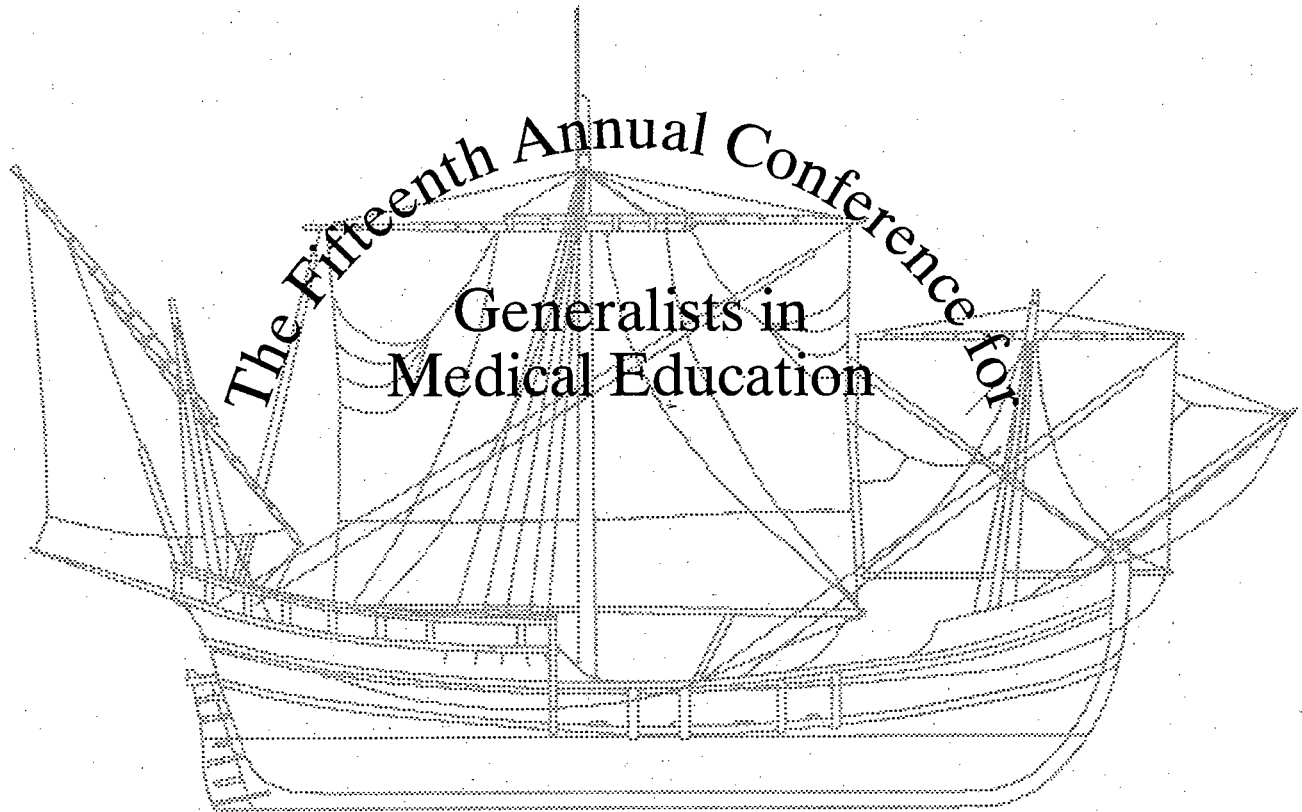


AUG 16 1994



***"Medical Education in  
an Age of Reform"***

*Boston*

*October 30-31, 1994*

*Sheraton Boston Hotel and Towers*

**GENERALISTS IN MEDICAL EDUCATION**  
**1994 Annual Conference**  
***"Medical Education in an Age of Reform"***

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***CME CREDITS***

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The Medical College of Wisconsin is accredited by the Accreditation Council for Continuing Medical Education to sponsor continuing medical education for physicians.

The Medical College of Wisconsin designates this continuing medical education activity for 8.00 credit hours in Category I of the Physician's Recognition Award of the American Medical Association.

The Medical College of Wisconsin, accredited by the Council on the Continuing Education Unit, certifies that this program meets the criteria for 0.80 Continuing Education Units (CEU's).

## *"Medical Education in an Age of Reform"*

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### Conference Sessions

**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 the panel comments and audience participation.

**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.

**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.

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

#### STATEMENT OF PURPOSE

*The Generalists in Medical Education welcome basic scientists, clinicians, and other educators interested in medical education. We are educators who teach, conduct research, and provide support services in all areas of predoctoral, postdoctoral, and continuing medical education. Specific areas of interest include curriculum and faculty development, testing and evaluation, and student services. At each annual conference, we exchange ideas and knowledge to enhance our professional growth. Each conference offers opportunities to develop specific skills to enhance our effectiveness, to develop understandings of the latest initiatives and innovations in medical education, and to explore solutions to educational problems.*

## MESSAGE FROM THE CHAIR

Welcome to Boston and the Fifteenth Annual Conference for Generalists in Medical Education. The program, keynote speaker, and reception promise to be excellent. We offer a collective "thank you" to the program committee and presenters; however, the success of the conference continues to be due to the contribution of conferees. Our tradition is one of encouraging the open exchange of ideas and experience. All of the sessions are designed to facilitate audience participation. Feel free to join the discussion.

Since there is no salaried staff, this group is able to host a conference each year only because of volunteer effort. What can you do to help? Two things come to mind: provide feedback and participate. Evaluate the sessions you attend. Tell us what you think about the inclusion of the journal subscription in the registration fee. Did you like the changes made this year in the call for proposals? Participate in the sessions you attend. Submit a proposal for next year's program. Your feedback and participation will be appreciated.

In closing, consider the directory. It is compiled to encourage communication beyond the conference. Feel free to use it. You will be carrying on the tradition of exchanging ideas and experiences. You will also be acknowledging the substantial effort to maintain it.

Again, welcome and enjoy.

T. Lee Willoughby, 1994 Chairperson

### LUNCHEON KEYNOTE ADDRESS

PAUL BRUCKER, M.D.

#### *"The Impact of Health Care Reform on Academic Medical Centers"*

A native of Philadelphia, Dr. Paul C. Brucker earned his Bachelor Of Science degree (summa cum laude) from Muhlenberg College and his Doctor of Medicine from the University of Pennsylvania School of Medicine. After his internship at the Lankenau Hospital, Dr. Brucker completed a family medicine residency at the Hunterdon Medical Center, Flemington, New Jersey. Following this he took additional residency training in internal medicine at Lankenau. From 1960 to 1973, he practiced in a family medicine group practice in suburban Philadelphia. In 1973, Dr. Brucker established the first Department of Family Medicine at the Jefferson Medical College and was appointed Alumni Professor and Chair of the Department. Dr. Brucker has served as President of Thomas Jefferson University since 1990.

Throughout his career, Dr. Brucker has been on the forefront of medical education issues. He chaired Jefferson's curriculum and student evaluation committees. He served on the Executive Committee of the National Board of Medical Examiners and was President of the American Board of Family Practice. He was instrumental in the liaison between the ABFP and the ABIM which resulted in fellowship training and certifying exams for Certificate of Added Qualifications for geriatrics.

Dr. Brucker has also developed considerable expertise on issues of health care delivery. In 1992, he was appointed to the Council on Graduate Medical Education (COGME), advisory to the Secretary of the Department of Health and Human Services regarding graduate medical education and the health manpower needs of the nation. Recently, he has served on COGME's Subcommittee on Medical Licensure and the Office of Technology Assessment's Advisory Panel of Medical Workforce Reform. His experience in both medical education and health policy make him eminently qualified to address the Generalists in Medical Education on the topic "The Impact of Health Care Reform on Academic Medical Centers."

SATURDAY, OCTOBER 29, 1994

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5:30 - 8:30 PM

REGISTRATION

Kent

SUNDAY, OCTOBER 30, 1994

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7 AM - 5 PM

REGISTRATION

Kent

7:30 - 9 AM

BREAKFAST

Commonwealth

8:30 - 9 AM

*Welcome and Overview*

T. Lee Willoughby - 1994 Chair, Generalists in Medical Education

9:15 - 11:15 AM

CONCURRENT SESSIONS

**Problem-Solving Session**

Clarendon

*"Implementing the ACME-TRI Strategies in Undergraduate Medical Education Curricula"*

David Kaufman, Bruce Holmes

**Skills Acquisition Session**

Berkeley

*"Progress Testing -- A 'How To' Introduction"* - David Keane, T. Lee Willoughby,

John Cunningham, Loretta Loftus

**Descriptive Sessions - CURRICULAR INITIATIVES**

Jefferson

**Moderator: Ellen Whiting**

*"Four-Year Courses in the New Generalists Curriculum at Albany Medical College: Comprehensive Care Case Studies, Health Care and Society, Journal Club, Clinical Skills, and Continuity Clinic"* - Dan Mayer, Henry Pohl, Liva Jacoby

*"Teaching Cost Effective Medicine at the University of Cincinnati - Past Experience and Future Planning"* - Saad J. Ghosn

*"Basic Science Course Revision to Promote Active Learning"* - Walter J. Costello, Doug Mann

11:30 AM - 1 PM

LUNCHEON - KEYNOTE SPEAKER

Commonwealth

Paul C. Brucker, , President, Thomas Jefferson University

*"The Impact of Health Care Reform on Academic Medical Centers"*

1:15 - 3:15 PM

CONCURRENT SESSIONS

**Problem-Solving Session**

Berkeley

*"How Can We Determine the Cost/Benefit Ratio of Medical Education"* -

Karen J. Wendelberger, Deborah E. Simpson

**Descriptive Sessions - PROGRAM/CURRICULUM DEVELOPMENT**

Clarendon

**Moderator: Reaner Shannon**

*"How to Develop a Summer Pre-Medical Program for Minority and Disadvantaged High School Students"* - Wei Li Fang, Moses Kwamena Woode, Jeffrey M. Schuyler

*"Development of a Graduate--Level Core Curriculum in Medical Ethics, Jurisprudence, and Health Care Policy"* - Thomas W. Hubbard, Linda A. Archer

1:15 - 3:30 PM **PBL COLLOQUIUM - NEW DEVELOPMENTS IN PROBLEM-BASED LEARNING** Jefferson  
**Moderator: Gwendie Camp**

*"Identification of Learning Issues in a 'Real-Time, Real-Patient' Environment"* -  
Cathy L. Gresham, James R. Philp

*"Teaching Medical Physiology by the Problem-Based Method with Limited Resources: the  
'Paper Case Clinic'"* - Warren E. Finn

*"Remembering the 'Forgotten' Basic Science: Integration of the Behavioral in a Problem-  
Based Learning Curriculum"* - David W. Brewer, Earl Loschen

*"Teaching Epidemiology and Literature Interpretation Skills Using a Modified Problem-  
Based Learning Format"* - Dennis Baker, Michael H. Pollak, Diane I. Persson

3:30 - 5:30 PM

**CONCURRENT SESSIONS**

**Problem-Solving Session** Berkeley  
*"Designing Faculty Development for PBL in the Clinical Setting"* - Candice S. Rettie,  
Brent Buchele, Carol Hasbrouck

**Panel Discussion Session - CULTURAL DIVERSITY AND ETHNIC-CULTURAL  
SENSITIVITY: ACADEMIC AND COMMUNITY APPROACHES**

**Moderator: Morris Hawkins, Jr.** Jefferson  
*"Cultural Diversity Seminar: Looking Within to See the Outside Better"* -  
Ana E. Núñez, Sherry Stolberg

*"Teaching Ethnic-Cultural Sensitivity to Medical Students and Residents in Medical  
Practice"* - Cecilia M. Romero, Manuel A. Idrogo

**Descriptive Sessions - CURRICULUM/PROGRAM EVALUATION** Clarendon  
**Moderator: Mary Jane Kelley**

*"Investigation of a Maternal Child Health Resident Rotation from a Cognitive Psychology  
Perspective"* - Rudolph Mitchell, Brian Jack

*"Evaluating the Effectiveness of Initiatives to Increase Geriatrics into Medical Education"* -  
Phyllis Blumberg, Ellie Deveau, Nancy Ryan

6:30 p.m.  
9:30 p.m.

**RECEPTION FOR GENERALISTS AND GUESTS  
at the  
NEW ENGLAND AQUARIUM**

**Tour the exhibits; talk to the fishes; tangle with the marine mammals;  
taste the hors d'oeuvres, network with colleagues!**

7:30 - 9 AM **BREAKFAST** Constitution

8 - 9 AM **BREAKFAST ROUNDTABLES** Constitution

1. *"Dialogue: An Alternative Faculty Development Strategy"* -  
Linda S. Lee, Patricia K. Fullagar
2. *"Health Care Reform: Effects on Specialty Choice"* - Reaner Shannon
3. *"Helping Others Navigate the Publication Process: Preparation, Politics, and Perseverance"* -  
Richard R. Albrecht
4. *"New Teaching/New Teachers: A Faculty Development Project for Women Osteopathic Physicians"* - Mary Pat Mann, Marconi Monteiro, Katherine T. Clark,  
Joan McDonough, Connie Cashen
5. *"A Reconceptualization of Preceptoring"* - Jeff Bieber, Barbara Brandt, Mae Marie Quan,  
James C. Norton
6. *"Standardized Patient Recruitment: A Discussion for SP Trainers"* - Barbara Downing,  
Anita Richards, Ann King
7. *"Teaching Perspectives in Medicine"* - Carol Glassheim
8. *"Writing About Curriculum Development Efforts: An Alternative to the I.M.R.A.D. Format"* -  
Karen W. Lienhart, Josephine M. Csete
9. *"Designing Computer Skills Training in the Health Professions: Minimalist Design Principles"*  
Christopher B. Reznich
10. *"Future of the Generalists"* - Susan Fossen

9 - 9:30 AM **GENERALISTS BUSINESS MEETING** Constitution

9:45 - 11:45 AM **CONCURRENT SESSIONS**

**Skills Acquisition Session** Berkeley  
*"Problem-Solving with Power: A Practical Workshop for Getting Meaning from Research Results"* - Gerald K. Arnold, Rosemary A. Reshetar

**Descriptive Sessions - ISSUES IN FACULTY DEVELOPMENT** Clarendon  
**Moderator: Deborah E. Simpson**

*"Mentoring: Reform on a Personal Level"* - Era Buck, Joe Bedford, Nancy Hansel

*"Faculty Development for Women Osteopathic Physicians"* - Mary Pat Mann,  
Marconi Monteiro

**Panel Discussion - INNOVATIVE APPROACHES TO STUDENT EVALUATION**

**Moderator: Louise Arnold** Jefferson  
*"Assessment in an Age of Reform: Development of Skills in Self-Assessment and Portfolio Assessment with Medical Students"* - Summers Kalishman, William Galey,  
Tom McConnell

*"A Collaborative Preclinical OSCE"* - George Poehlman, Stephen Willis, Mark Hannis, Lanell Boyett

# PRESENTATION DESCRIPTIONS

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## PROBLEM SOLVING SESSIONS

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### *Implementing the ACME-TRI Strategies in Undergraduate Medical Education Curricula*

Sunday, October 30, 9:15 - 11:15 a.m.

This session will focus on several key strategies for change in medical education recommended in the ACME-TRI report. Participants will address questions regarding specific activities for overcoming obstacles and implementing the strategies in three areas: faculty development, evaluation of students' achievement, and use of computers.

David Kaufman  
Bruce Holmes

Dalhousie University  
Dalhousie University

### *How Can We Determine the Cost/Benefit Ratio of Medical Education?*

Sunday, October 30, 1:15 - 3:15 p.m.

Health care reform, legislative restraints, and fiscal austerity are challenging medical educators to examine the true cost of medical education. This problem-solving session will encourage participants to examine this question from two perspectives using tools of quality management: what does medical education cost in terms of 1) cost of instruction; and 2) added expenses for health care delivery.

Karen Wendelberger  
Deborah E. Simpson

Medical College of Wisconsin  
Medical College of Wisconsin

### *Designing Faculty Development for PBL in the Clinical Setting*

Sunday, October 30, 3:30 - 5:30 p.m.

Implementing PBL in the clinical setting poses special challenges to faculty who have been educated and functioned as faculty in more traditional settings. Effective faculty development is a critical component of any curricular changes, especially when implementing PBL. Changing the learning environment, and thereby changing the faculty's role from being a provider of pearls of wisdom to being a guide in the search for knowledge, necessitates faculty development. An effective faculty facilitator needs to understand and apply adult learning theories and models of adult intellectual development. This includes stages of adult learning, learning styles, contextualizing new information, retention and retrieval of new information, and fostering development of effective learning skills (Davis 1993). Using PBL methods, participants will design faculty development programs that discuss these issues.

Candice S. Rettie  
Brent Buchele  
Carol Hasbrouck

Robert Wood Johnson School of Medicine  
Ohio State University  
Riverside Methodist Hospitals/Ohio State University



## DESCRIPTIVE SESSIONS

### CURRICULAR INITIATIVES

Sunday, October 30, 9:15 - 11:15 a.m.

*Four Year Courses in the New Generalists Curriculum at Albany Medical College:  
Comprehensive Care Case Studies, Health Care and Society, Journal Club,  
Clinical Skills and Continuity Clinic*

The curriculum of Albany Medical College has been restructured to emphasize the skills needed for generalist physicians. Reduction in lecture hours, early patient contact, third year ambulatory rotations, fourth year in-hospital rotations, and several four year courses teaching students the "art and science" of medical practice are primary care directed and population-based and will be described.

Dan Mayer  
Henry Pohl

Albany Medical College  
Albany Medical College

*Teaching Cost-Effective Medicine at the University of Cincinnati -*

*Past Experience and Future Planning*

The session will describe how the University of Cincinnati College of Medicine included teaching about cost-effective medicine in its curriculum. It will specifically describe a one-month fourth year elective course on "Practicing Efficient and Cost Effective Medicine," started in 1985 and offered twice yearly since. It will focus on the course components, content, and teaching strategies. Student evaluations and feedback will be reviewed. A description of a new third year mandatory course on cost effectiveness, to be offered as of next fall, will also be given.

Saad J. Ghosn

University of Cincinnati College of Medicine

*Basic Science Course Revision to Promote Active Learning*

Participants will describe several methods for achieving active student learning by integration of clinical material in basic science courses. Examples of goal-driven course revisions using educational technology in a basic science course will be demonstrated.

Walter J. Costello  
Doug Mann

Ohio University of Osteopathic Medicine  
Ohio University of Osteopathic Medicine

### PROGRAM/CURRICULUM DEVELOPMENT

Sunday, October 30, 1:15 - 3:15 p.m.

*How to Develop a Summer Pre-Medical Program for Minority and Disadvantaged  
High School Students*

This session will describe the development of a summer high school program for under-represented minority and disadvantaged students who are interested in health science, especially medical careers. Local applications will be stressed.

Wei Li Fang  
Moses Kwamena Woode  
Jeffrey M. Schuyler

University of Virginia School of Medicine  
University of Virginia School of Medicine  
University of Virginia School of Medicine

*Development of a Graduate-Level Core Curriculum in Medical Ethics, Jurisprudence,  
and Health Care Policy*

A graduate-level core curriculum for the generalist disciplines covering medical ethics, jurisprudence, and health care policy topics is being developed. A survey of clinical faculty and residency directors identified 9 (of 17) topics as being highly relevant or worthy of inclusion in a core curriculum. Discussion will cover topic selection, survey, and implementation.

Thomas W. Hubbard  
Linda A. Archer

Eastern Virginia Medical School  
Eastern Virginia Medical School

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**DESCRIPTIVE SESSIONS (continued)**

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**CURRICULUM/PROGRAM EVALUATION**

Sunday, October 30, 3:30 - 5:30 p.m.

*Investigation of a Maternal Child Health Resident Rotation from*

*a Cognitive Psychology Perspective*

The transformation of health professions education from the hospital to the community presents educational challenges. We will present the results of an examination of a community oriented resident rotation from a cognitive psychology perspective. We will present a description of a model of the cognitive environment, and analysis of survey data.

Rudolph Mitchell  
Brian Jack

Brown University School of Medicine  
Brown University School of Medicine

*Evaluating the Effectiveness of Initiatives to Increase Geriatrics into Medical Education*

Our purpose was to evaluate the effectiveness of 68 medical education activities through measurement of the attainment of an interdisciplinary centre's goals by identifying anticipated and achieved outcomes. Two hundred forty-nine outcomes were achieved and 61 anticipated outcomes were not achieved. The application of this methodology will assist others in program evaluation because it identifies a program's strengths/weaknesses.

Phyllis Blumberg  
Ellie Deveau  
Nancy Ryan

McMaster University  
McMaster University  
McMaster University

**ISSUES IN FACULTY DEVELOPMENT**

Monday, October 31, 9:45 - 11:45 a.m.

*Mentoring: Reform on a Personal Level*

The Family Practice Mentor Program was designed to provide an opportunity for students to develop a personal relationship with a family physician. The emphasis of the program is on exposing students to the values, philosophies, and lifestyles of family physicians rather than on the development of clinical or academic skills.

Era Buck  
Joe A. Bedford  
Nancy K. Hansel

The University of Texas Health Science Center  
The University of Texas Health Science Center  
The University of Texas Health Science Center

*Faculty Development for Women Osteopathic Physicians*

This session will describe a grant-funded faculty development program for women osteopathic physicians in Ohio. The program sought to recruit additional preceptors and was initiated with a statewide survey. The session will describe the need for the program, the survey results, and the program activities.

Mary Pat Mann  
Marconi Monteiro

Ohio University College of Osteopathic Medicine  
Ohio University College of Osteopathic Medicine

***Identification of Learning Issues in a "Real-Time, Real-Patient" Environment***

Application of PBL methods on a busy general medicine inpatient service in a "real-time" manner necessitates opportunism while fulfilling one's ultimate responsibility to care for the patients. Approaches and challenges will be discussed.

Cathy L. Gresham  
James R. Philp

University of Alabama School of Medicine  
University of Alabama School of Medicine

***Teaching Medicine Physiology by the Problem-Based Method with Limited Resources:  
the "Paper Case Clinic"***

This session will describe a highly successful, two-year pilot project which introduced problem-based instruction of medical physiology in a traditional curriculum with limited faculty and classroom resources. The goal of the project was to develop, deliver, and evaluate an alternative to lecturing in the teaching of physiology within a mainly traditional medical school curriculum. A "Paper Case Clinic" was developed as an innovative approach to providing problem-based learning to second-year medical students in an Organ Systems Biology course.

Warren E. Finn

Oklahoma State U College of Osteopathic Medicine

***Remembering the "Forgotten" Basic Science: Integration of the Behavioral in a  
Problem-Based Learning Curriculum***

This session will describe the patient-problem design and development process used by a problem-based learning curriculum to integrate the behavioral science into mainstream curriculum status. Faculty will explicitly describe the major variables in such a process.

David W. Brewer  
Earl Loschen

Southern Illinois University School of Medicine  
Southern Illinois University School of Medicine

***Teaching Epidemiology and Literature Interpretation Skills Using a Modified  
Problem-Based Format***

This session will describe strategies for implementing a medical information sciences course designed to teach epidemiology and literature interpretation skills. Also discussed will be methods for training small group facilitators who are not expert in the content area and for utilizing new approaches to evaluation.

Dennis Baker  
Michael H. Pollak  
Diane I. Persson

Oklahoma State U College of Osteopathic Medicine  
Oklahoma State U College of Osteopathic Medicine  
Oklahoma State U College of Osteopathic Medicine

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PANEL DISCUSSION SESSIONS

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**Cultural Diversity and Ethnic-Cultural Sensitivity: Academic and Community Approaches**  
Sunday, October 30, 3:30 - 5:30 p.m.

*Cultural Diversity Seminar: Looking Within to See the Outside Better*

This session will describe an interactive experience in cross-cultural training and address strategies to establish seminars to improve students' interactions with diverse communities. Key concepts and terminology will be introduced.

Ana E. Núñez  
Sherry Stolberg

Medical College of Pennsylvania/Hahnemann U  
Medical College of Pennsylvania/Hahnemann U

*Teaching Ethnic-Cultural Sensitivity to Medical Students and Residents in Medical Practice*

This session will describe methods to help faculty teach students and residents about ethnic-cultural sensitivity in a practical way. The program emphasizes ways to approach and begin to correct a deficiency of many physicians practicing medicine - insufficient knowledge about ethnic-cultural differences in our society.

Cecilia M. Romero  
Manuel A. Idrogo

The University of Texas Medical Branch  
The University of Texas Medical Branch

**Innovative Approaches to Student Evaluation**

Monday, October 31, 9:45 - 11:45 a.m.

*Assessment in an Age of Reform: Development of Skills in Self-Assessment and Portfolio*

*Assessment with Medical Students*

In the 1993-94 academic year, the University of New Mexico School of Medicine introduced a curriculum change which included new approaches to the assessment of each student's progress which are linked to an overall assessment plan in the new curriculum. Portfolio assessment and self-assessment are two elements which are being emphasized in the new assessment. Knowledge and skills in these formats are expected to contribute to the development of a physician with life-long skills in self-assessment and with a structure for organization and presentation of the multiple abilities that a given physician will be expected to demonstrate as a professional.

Summers Kalishman  
William Galey  
Tom McConnell

University of New Mexico School of Medicine  
University of New Mexico School of Medicine  
University of New Mexico School of Medicine

*A Collaborative Preclinical OSCE*

East Carolina University Departments of Family Medicine and Internal Medicine administered an OSCE for the combined final for two required courses. Student response was positive, and all acknowledged they had learned from the test. This OSCE model offers potential for collaborative teaching, testing, and faculty development in generalist medical education.

George Poehlman  
Stephen Willis  
Mark Hannis  
Lanell Boyett

East Carolina University  
East Carolina University  
East Carolina University  
East Carolina University

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## ROUNDTABLE DISCUSSIONS

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Monday, October 31, 8 - 9 a.m.

### *Dialogue: An Alternative Faculty Development Strategy*

Engaging medical faculty in a dialogue, through efforts that are neither formal nor traditional faculty development activities, can serve a vital faculty development function when barriers to formal participation abound. Discussion will focus on strategies for identifying and capitalizing on such opportunities.

Linda S. Lee

Patricia K. Fullagar

Duke University School of Medicine

Duke University School of Medicine

### *Health Care Reform: Effects on Speciality Choice*

Health reformers see primary and preventive care as being key to improving health in America. Participants will look at trends in medical students' specialty choices, identify factors effecting those choices, and look for ways to better advise and prepare students for the effects Health Care Reform will have on medicine.

Reaner Shannon

U of Missouri-Kansas City School of Medicine

### *Helping Others Navigate the Publication Process: Preparation, Politics, and Perseverance*

Career advancement and recognition in the medical profession often require tangible evidence of scholarly activity. One readily identifiable product of such activity is the dissemination of one's scholarly efforts. This Roundtable shares a proven method of demystifying what is often a confusing and frustrating process to the first-time author.

Richard R. Albrecht

Michigan State University

### *New Teaching/New Teachers: A Faculty Development Project for Women Osteopathic Physicians*

Women osteopathic physicians who participated in a faculty/professional development project will discuss program activities and their impact. The project emphasized the development of teaching skills and the establishment of a women osteopathic physician network in Ohio.

Mary Pat Mann

Marconi Monteiro

Katherine T. Clark

Joan McDonough

Connie Cashen

Ohio University College of Osteopathic Medicine

Ohio University College of Osteopathic Medicine

Ohio University College of Osteopathic Medicine

Ohio University College of Osteopathic Medicine

Ohio University College of Osteopathic Medicine

### *A Reconceptualization of Preceptoring*

Traditional ways of looking at preceptors and the preceptoring experience must change as ways of educating medical and health professions students change. Preceptors must be viewed as colleagues, integral to many aspects of the academic process. Based on this perspective, results of an interdisciplinary Preceptor Task Force will be discussed.

Jeff Bieber

Barbara Brandt

Mae Marie Quan

James C. Norton

University of Kentucky Medical Center

University of Kentucky Medical Center

University of Kentucky Medical Center

University of Kentucky Medical Center

***Standardized Patient Recruitment: A Discussion for SP Trainers***

Novice and expert standardized patient trainers are encouraged to attend this Roundtable discussion group to share information on SP recruitment. The group facilitators will present SP recruitment issues unique to developing a national licensure exam. Group discussion topics include criteria for selection of SP's, screening SP's, and developing an SP pool.

Barbara Downing  
Anita Richards  
Ann King

National Board of Medical Examiners  
National Board of Medical Examiners  
National Board of Medical Examiners

***Teaching Perspectives in Medicine***

This session will be an informal forum to discuss of some of the difficult issues in designing curriculum to guide medical students toward a larger perspective and a more humane practice of medicine.

Carol Glassheim

University of New Mexico School of Medicine

***Writing About Curriculum Development Efforts: An Alternative to the I.M.R.A.D Format***

Unlike the standard outline for reporting research, peer-reviewed journals have no uniform format for articles on curricular reform. This makes it difficult for faculty developing educational programs to write clearly about their work. Participants will discuss problems created by lack of a standard outline and critique a proposed uniform format.

Karen W. Lienhart  
Josephine M. Csete

Michigan State University  
Michigan State University

***Designing Computer Skills Training in the Health Professions: Minimalist Design Principles***

The Minimalist Design Principles of John M. Carroll provides a conceptual framework to guide developers of computer skills instruction. Participants will be introduced to Carroll's eight design principles, and examples of instruction designed according to the principles will illustrate their application.

Christopher B. Reznich

Michigan State University

***Future of the Generalists***

The chair-elect of the Generalists for Medical Education invites observations, comments, criticisms, hopes, aspirations, etc. related to the future of our organization.

Susan Fossen

Kentucky University

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## SKILLS ACQUISITION SESSIONS

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### *Progress Testing -- A "How To" Introduction*

Sunday, October 30, 9:15 - 11:15 a.m.

Progress testing (PT) involves longitudinal assessment of knowledge acquisition and retention relative to curriculum-wide or broader criteria. PT can replace or supplement course-specific evaluation. Participants will learn PT's major features, when to consider PT, and how to design a test blueprint and good feedback.

David Keane  
T. Lee Willoughby  
John Cunnington  
Loretta Loftus

McMaster University  
University of Missouri School of Medicine  
McMaster University  
University of Missouri School of Medicine

### *Problem-Solving with Power: A Practical Workshop for Getting Meaning from Research Results*

Monday, October 31, 9:45 - 11:45 a.m.

The ability to plan a research project and to evaluate research results is an important skill for medical educators. This session presents an intuitive, experiential, nontechnical approach to power analysis of research results. Participants will use their new skill to resolve why two identical studies yield contradictory results.

Gerald K. Arnold  
Rosemary A. Reshetar

American Board of Internal Medicine  
American Board of Internal Medicine

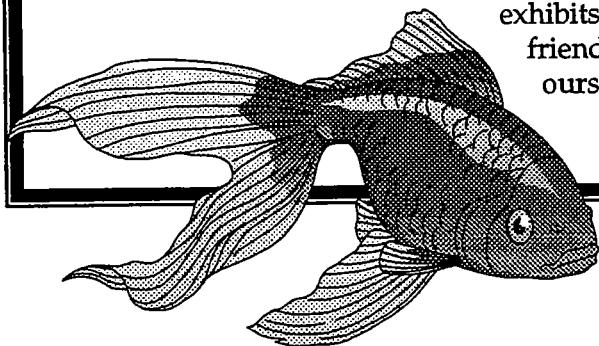
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## A FESTIVE EVENING WITH THE FISH

Come and join us for an exciting evening reception at the New England Aquarium. We have reserved the Main Exhibit Building for your discovery and conversation. Enjoy the spectacular four-story ocean tank surrounded by balconies of fascinating exhibits over a shimmering penguin pool! Renew old friendships and make new ones. The entire aquarium is ours for the evening.

*See you there!*



## CONFERENCE REGISTRATION INFORMATION

*Please note an increase in the registration fee. Although the Program Committee has tried to be cost conscious, prices in Boston are very high.*

All presenters, co-presenters, and participants must register for the Conference in either a single or group category. Use the same form for single or group registration.

A single registration includes the meetings, luncheon, reception, breakfast sessions, and a subscription to *Teaching and Learning in Medicine*.

A group registration includes ONE subscription to *Teaching and Learning in Medicine*; and the meetings, luncheon, reception, and breakfast sessions for two or three persons who register together.

The postmark deadline for Early Registration is October 8, 1994. No refunds will be offered after October 9, 1994 except in extenuating circumstances.

The Registration form is on pages 17 and 18. If you have any questions about the program or registration procedure, please call Betty Strecker at (414) 456-8207.

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## HOTEL RESERVATION INFORMATION

### *THE SHERATON BOSTON HOTEL AND TOWERS*

The GENERALISTS have reserved a block of sleeping rooms for our meeting (from Saturday, October 29 through Wednesday, November 2, 1994). **Your reservation at the Sheraton will help the Generalists Conference keep expenses (hence, registration fees) as low as possible. It will benefit us GREATLY if you stay at the Sheraton.**

The Sheraton Boston Hotel and Towers is located on the Back Bay of Boston within walking distance of the historical sites and the Freedom Trail. The hotel is attached to the new, enclosed atrium mall, "Shops on the Pru."

**MAIL OR FAX THE COMPLETED HOTEL REGISTRATION (Page 16)  
DIRECTLY TO THE HOTEL.**

**The rates and reserved block of rooms are only guaranteed to October 8, 1994.**

SHERATON BOSTON HOTEL AND TOWERS  
39 Dalton Street  
Boston, MA 02199  
Registration Phone: (617) 236-2020  
Registration Fax: (617) 236-6102



**Boston.**  
America's Walking City.



# SHERATON BOSTON HOTEL AND TOWERS REGISTRATION FORM

To assure proper room registration for your stay, please complete this reservation request and return before **OCTOBER 8, 1994**. Requests received after this date will be accepted based on room availability. All reservation requests must be accompanied with a one night room tariff plus 9.7% tax by check, American Express or Diners Club guarantee. Requests received without a one night deposit will not be honored. We look forward to serving you.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_

STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ PHONE: \_\_\_\_\_

ARRIVAL DATE: \_\_\_\_\_ DEPARTURE DATE: \_\_\_\_\_

Accommodations	Price per room	Number of reservations
Single: One person	\$146	x \$146 =
Double: Two persons/1 bed	\$166	x \$166 =
Twin: Two persons/2 beds	\$166	x \$166 =
3rd & 4th persons additional	\$20/person	x \$ 20 =
1 & 2 bedroom suites	Suite information available through Reservation Office (617) 236-2020.	

All hotel accounts are payable at departure, subject to prior credit arrangements at time of registration. Room registration will be after 3 p.m. on date of arrival. Check-out time is 1 p.m. No charge for children under 18 years when sharing room with parent in existing bedding.

- I would like to receive information on booking hospitality suite.
- I desire room equipped for handicapped persons.
- I prefer a non-smoking room.
- Check for first night deposit and tax enclosed. -OR-
- Charge my credit card (American Express, Visa, MasterCard or Diners Club) for first night's deposit and tax. (No other credit card will be accepted for deposit).

Credit Card # \_\_\_\_\_ Circle type: Amex    Visa    MasterCard    Diners

Expiration date: \_\_\_\_\_ Phone: \_\_\_\_\_

I understand that I am liable for one night's room tariff and tax which will be covered by my deposit or billed through my credit card in the event that I do not arrive or cancel on the arrival date indicated.  
Signature: \_\_\_\_\_

- \* Deposit is fully refundable upon receipt of cancellation 48 hours prior to arrival.
- \* Reservations not claimed on date of arrival, hotel will retain first night deposit and tax.

# GENERALISTS IN MEDICAL EDUCATION Conference Registration



<p><b>Early Registration</b></p> <p>_____ \$125* (single registration)</p> <p>_____ \$195 for 2 (\$125* + \$85)</p> <p>_____ \$280 for 3 (\$125* + \$85 + \$85)</p>	<p><b>Regular Registration</b></p> <p>_____ \$135* (single registration)</p> <p>_____ \$215 for 2 (\$135* + \$95)</p> <p>_____ \$310 for 3 (\$135* + \$95 + \$95)</p>
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Please include an additional \$25 for each spouse or guest for either the Keynote Luncheon or the Evening Reception and denote the number of additional reservations below.

\_\_\_\_\_ \$25 for Keynote Luncheon      \_\_\_\_\_ \$25 Evening Reception

**MAKE CHECKS PAYABLE IN US DOLLARS TO GENERALISTS IN MEDICAL EDUCATION. Send payment and registration form to:**

**Betty Strecker**  
**Medical College of Wisconsin**  
**Family and Community Medicine**  
**PO Box 26509**  
**Milwaukee, WI 53226**

\* A full price reservation of includes one subscription to *Teaching and Learning in Medicine*. We would like your input regarding this publication. **Please respond the questionnaire on the reverse side of this form.**

	CME Credit	
	Yes    No	
Name (for tag)		
Institutional Affiliation (for tag)		
Building, Department		
Street Address		
City, State, Zip		
Telephone	FAX	E-Mail Address

Additional registrant forms available on reverse

ADDITIONAL REGISTRANT FORMS

CME Credit  
Yes No

---

Name (for tag)

---

Institutional Affiliation (for tag)

---

Building, Department

---

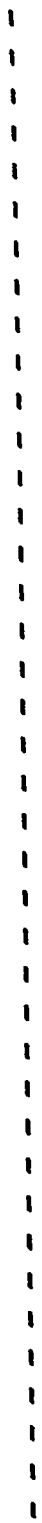
Street Address

---

City, State, Zip

---

Telephone FAX E-Mail Address



CME Credit  
Yes No

---

Name (for tag)

---

Institutional Affiliation (for tag)

---

Building, Department

---

Street Address

---

City, State, Zip

---

Telephone FAX E-Mail Address

**Concerning the subscription to *Teaching and Learning in Medicine***

A. 1) I prefer combined GME registration and *TLM* subscription. \_\_\_\_\_

2) I prefer making the *TLM* subscription optional and independent of GME registration. \_\_\_\_\_

B. If you subscribed to *TLM* through the Generalists last year, did you

Receive your subscription?	Y	N
Experience delays or other problems with subscription?	Y	N

If yes, please describe the problems:

\_\_\_\_\_

\_\_\_\_\_

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