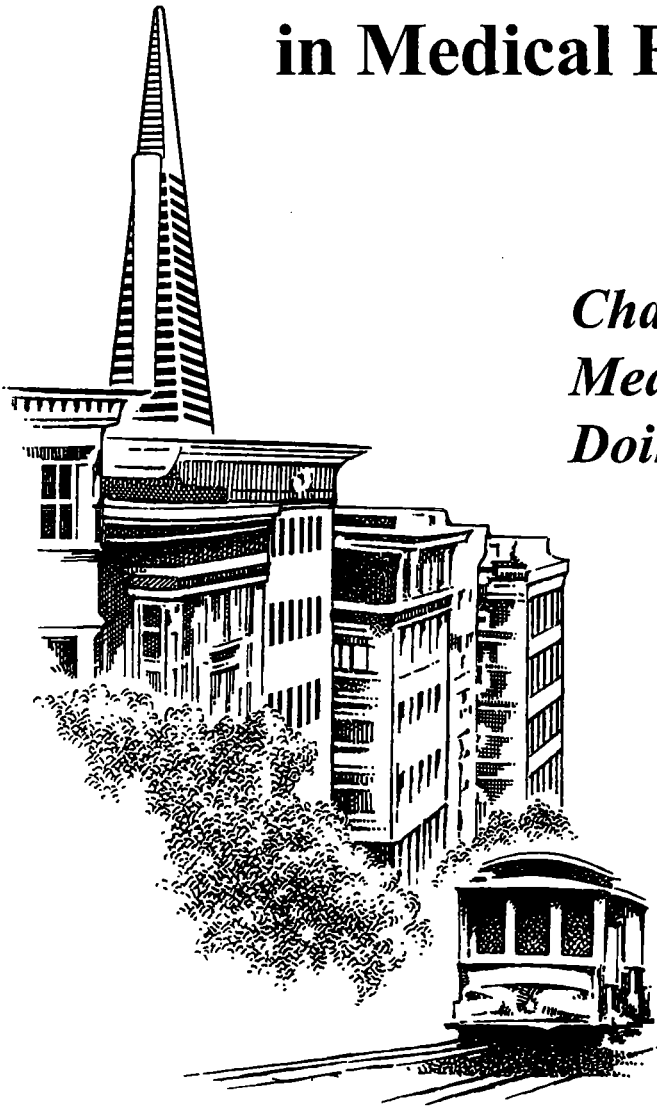


**The Seventeenth Annual Conference  
for Generalists  
in Medical Education**



*Challenges in  
Medical Education:  
Doing More with Less*

*San Francisco, California*

Hotel Nikko

November 6 - 8, 1996

## **The Generalists in Medical Education**

### **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 pre-doctoral, 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

The 1996 Conference of Generalists in Medical Education welcomes you to the seventeenth annual meeting in San Francisco. Many individuals have given their time and effort to create this informative and timely program. My thanks go to the steering committee, the program committee, and all those who contribute to this program through their submissions, reviews, ideas, and participation.

Changes in the health care delivery system are having a significant impact on the medical education process. As educators, we are all keenly aware of the multiple challenges these changes create. Finding innovative, resource-efficient, and effective ways to address these challenges is a common need. At this year's conference we will afford each of you opportunities to share your ideas and experiences with your colleagues. Through this process I know that we will all be better prepared to meet the challenges facing us.

-Linda Perkowski, 1996 Chairperson

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## CONFERENCE OVERVIEW

### *Wednesday, November 6*

5:00 p.m. - 8:00 p.m. Registration/Resource Sharing

### *Thursday, November 7*

7:00 a.m. - 5:30 p.m. Registration

7:00 a.m. - 8:00 a.m. \*Breakfast

8:00 a.m. Welcome and Overview  
- Candice Rettie, 1996  
Program Chair  
- Linda Perkowski, 1996  
Chairperson

8:30 a.m. - 10:30 a.m. Concurrent Sessions  
*Problem-Solving -  
Skills Acquisition -  
Descriptive -  
Panel Discussion -*

10:45 a.m. - 1:00 p.m. Keynote Address and Panel  
Luncheon

1:15 p.m. - 3:15 p.m. Concurrent Sessions  
*Skills Acquisition -  
Descriptive -  
Problem Solving -*

3:30 p.m. - 5:15 p.m. Concurrent Sessions  
*Problem-Solving -  
Skills Acquisition -  
Descriptive -*

5:30 p.m. - 8:30 p.m. Reception

### *Friday, November 8*

7:30 a.m. - 8:30 a.m. \*Breakfast Roundtable

8:45 a.m. - 9:30 a.m. Business Meeting  
1996 Chair, Linda Perkowski  
1997 Chair, Ellen Whiting

9:35 a.m.- 11:30 a.m. Concurrent Sessions  
*Panel Discussion-  
Problem-Solving -  
Skills Acquisition -  
Descriptive -*

\*See page 2 "Study Session"

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## 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 panel comments and audience participation.

**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.

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

**\*Study Session:** This year, one of the topics will be an on-going "Study Session" for people who want to join with colleagues in planning their conference experience to maximize their learning goals and to discuss the conference proceedings. This study session will be an on-going session that will be available for interested parties Thursday and Friday morning breakfast.

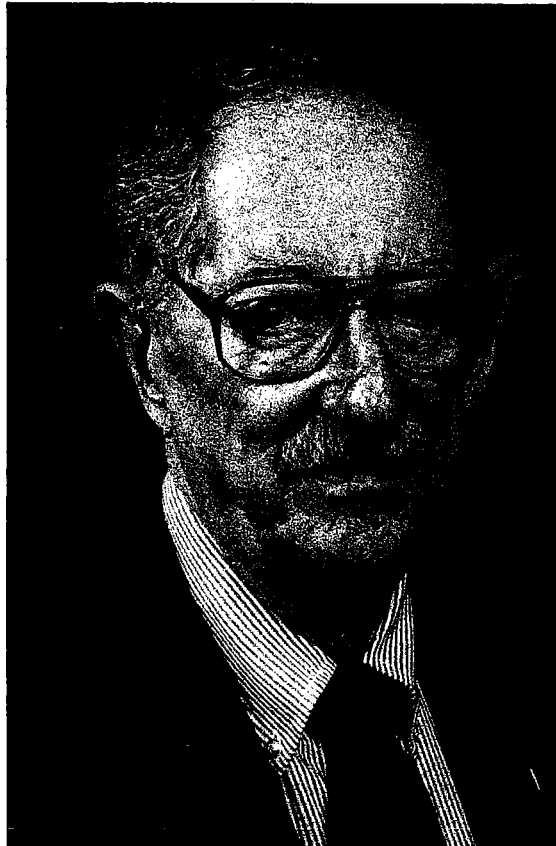
## RESOURCE SHARING

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 this time (Wednesday, 5:30 - 8:30 p.m.) to discuss their materials. This session will be informal and will allow time for individuals to discuss resources related to various topics pertinent to medical education.

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**KEYNOTE ADDRESS**

Thursday, November 7  
10:45-11:45



Keynote Speaker: Dr. Stephen Abrahamson

We are excited to have Dr. Stephen Abrahamson, distinguished medical educator, writer and lecturer, present this year's keynote address: *Challenges in Medical Education -- Doing More with Less*. His illustrious career includes the development of many of our current paradigms and practices in the academic study of medical education. Dr. Abrahamson offers the Generalists a unique perspective on the current and future status of medical education with his insightful, humorous critic of contemporary medical education.

Invited Panelists: Enrique Fernandez, Division Medicine, HRSA; John Norcini, ABIM;  
Carol Hasbrouck, Grant/Riverside Methodist Hospitals.

We are pleased to have a panel of three eminently qualified individuals who will respond to Dr. Abrahamson's address. Following their responses we anticipate a lively discussion including the audience. Please join us for this very special session.

## PROGRAM SCHEDULE

### Wednesday, November 6

5:30-8:30 p.m. Registration/Resource Sharing -  
*White Pearl II*

### Thursday, November 7

7:00 a.m. Registration - *White Pearl II*

7:00 a.m. \*Breakfast - *Nikko Grand Ballroom*

8:00 a.m. Welcome & Overview  
*Nikko Grand Ballroom*  
-Candice Rettie, '96 Program Chair  
-Linda Perkowski, '96 Chair,  
Generalist in Medical Education

8:30-10:30 a.m. *Concurrent Sessions*

Descriptive Sessions - *Grey Pearl I*  
Issues in Technology  
Moderator: *George Nowachek*

Sharing the Resources: Linking MSU  
Medical Schools Via Teleconferencing

Academic Computing in The Medical  
Curriculum: A Case Study

Integrating Distance Learning Technology  
Into a Decentralized Medical Education  
Structure: Challenges and Issues

Panel Discussion - *Pink Pearl I*

The Faculty Portfolio in Academic Medicine:  
Evaluative Uses for Documentation and  
Presentation of Faculty Work

Skills Acquisition Session - *Pink Pearl II*

Needs Assessment for Medical  
Education

Problem Solving Session - *Grey Pearl II*

Training Health Professions Students  
in Teams: An Interprofessional  
Collaborative Mode

10:45 a.m. Keynote Address & Panel  
Luncheon - *Nikko Grand Ballroom*

"Challenges in Medical Education:  
*Doing More with Less*"

- Stephen Abrahamson  
Keynote Speaker  
- Enrique Fernandez, Carol Hasbrouck,  
John Norcini - Panelists

1:15-5:15 p.m. *Concurrent Sessions*

1:15-3:15 p.m.  
Descriptive Sessions - *Grey Pearl I*  
Issues for Program Evaluation  
Moderator: *Sharon Krachov*

Program Evaluation: A Theoretical  
Model for Medical Education

Evaluating Clinic-Based Generalist  
Clerkships

Student Faculty Focus Groups in  
Curriculum Development and  
Evaluation

Skills Acquisition Session- *Pink Pearl I*

Using Knowledge Maps as Tools to  
Enhance Medical Education

Skills Acquisition Session - *Pink Pearl II*

Modern Testing Applications in  
Medical Education

Problem Solving Session - *Grey Pearl II*

Why, What and How do We Teach  
Clinical Faculty about Giving Feedback  
to Learners?

**PROGRAM SCHEDULE**

**Thursday, November 7 (Cont.)**

3:30 p.m. *Concurrent Sessions*

**Descriptive Sessions - *Grey Pearl I***  
**Issues For Faculty Development**  
**Moderator: *Linda S. Lee***

**Using Qualitative Methods to Evaluate  
Faculty Development Program for  
Primary Care Faculty**

**Teaching and Learning in the  
Ambulatory Setting: A Faculty  
Development Self-Study Program to  
Train Physicians as Preceptors**

**The Community-Based Faculty  
Initiative: A Model Program to Address  
the Changing Role of Community-Based  
Faculty**

**Educational Coaching: Winning the  
Game**

**Skills Acquisition Sessions - *Pink Pearl I***

**Educating the Culturally Competent  
Physician: Practical Approaches to  
Integrating Cultural Diversity into  
Undergraduate & Graduate Medical  
Education**

*Pink Pearl II*

**Cyber Class: Building Computer  
Competency Through Online Learning**

**Problem Solving Session - *Grey Pearl II***

**Promoting Scholarly Activity in Primary  
Care: A Case Study**

5:30- 8:30 p.m. *Nikko Grand Ballroom*  
**RECEPTION**

**Friday, November 8**

7:30-8:30 a.m. *Breakfast Roundtable Sessions*

**Faculty Evaluation: Documentation for  
Career Development**

**Turning Faculty Resistance into Faculty  
Consensus**

**Medical Education/Community  
Interfacing -- Benefits for All**

**The Teaching Portfolio: A Tool for  
Institutional Assessment**

**State Legislative Clerkship Mandates:  
Who Will Direct the Medical  
Curriculum?**

**Promoting Effective and Consistent  
Learning in Multi-site Clerkships**

**Medical Educators: How to Do More  
With Less**

8:45-9:30 a.m. *Business Meeting*  
*Nikko Grand Ballroom*

9:35 - 11:30 a.m. *Concurrent Sessions*

**Panel Discussion Session - *Grey Pearl II***

**The Creation of a New Medical  
Education Consortium Designed to  
Share Resources and Build a Learning  
Organization: A Status Report**

**Skills Acquisition Session - *Pink Pearl I***

**Qualitative Evidence of Test Item  
Validity**

**Problem Solving Session - *Pink Pearl II***

**Improving Survey Research**

8:30 a.m. - 10:30 a.m.

**DESCRIPTIVE SESSIONS  
ISSUES IN TECHNOLOGY**

*Grey Pearl I*

Moderator: George Nowachek

***"Sharing the Resources: Linking MSU Medical Schools Via Teleconferencing"***

Christopher B. Reznich

The goals of this videoconferencing demonstration project were to deliver quality instruction, to provide effective administrative communication between the East Lansing campus and community sites, and to determine how such technology would be received by participants. While technical difficulties were reported, the technology was well-received, and will continue to be used.

***"Academic Computing in The Medical Curriculum: A Case Study"***

Amy V. Blue, Giulia Bonaminio, Linda Frazer, David Musick  
Linda Skeeters, Jim Hoskins, Bob Rubek

Students' ready access to computers has several advantages during an era in which medical educators need to "do more with less." This case study of the implementation of academic computing within the curriculum at one institution discusses the implementation process, how computing facilitates communication, and the economics associated with computing.

***"Integrating Distance Learning Technology Into a Decentralized Medical Education Structure: Challenges and Issues"***

S. Dennis Baker, Robert Bulik, Adeline N. Wong, Theresa A. Combs

Session will describe the educational and organizational changes that occurred when our medical college integrated distance learning technologies (videoconferencing, teleteaching, e-mail, etc.) into the curriculum in the context of a new organizational structure. Participants will actively explore problems/challenges (e.g. faculty development training) in an effort to develop generalizable solutions for anyone anticipating or beginning an involvement in distance learning.

8:30 a.m. - 10:30 a.m.

**PANEL DISCUSSION SESSION**

*Pink Pearl I*

***"The Faculty Portfolio in Academic Medicine: Evaluative Uses for Documentation and Presentation of Faculty Work"***

Jonathan D. Rohrer, Joseph J. Brocato, Linda S. Lee  
Maureen A. Shannon, Deborah E. Simpson

This session will explore the alternative evaluative uses for the faculty portfolio in academic medicine. The panelists will individually explore the challenges and contextual applications for each evaluative emphasis. Further, the session will integrally involve participants in proposing creative strategies for implementation across the continuum of evaluative uses of the faculty portfolio.



8:30 a.m. - 10:30 a.m.                      **SKILLS ACQUISITION SESSION**                      *Pink Pearl II*

***"Needs Assessment for Medical Education"***

Gerald Arnold, David Way, Louis Grosso, Carol Hasbrouck

Effective medical educators must anticipate and adapt to a changing environment with dwindling program resources. This workshop provides the fundamentals for designing a program needs assessment. Participants practice their needs assessment skills on study cases taken from medical education settings.

8:30 a.m. - 10:30 a.m.                      **PROBLEM-SOLVING SESSION**                      *Grey Pearl II*

***"Training Health Professions Students in Teams: An Interprofessional Collaborative Model"***

James Schindler, Gwen Sherwood, Robert Martin, Hardy Loe, Carol McCoy, Era Buck

This session will present a collaborative model for development of interprofessional training experiences used at a large urban health science center. Successful strategies for addressing barriers and problems will be discussed, and participants will develop an action outline for use in their setting.

<b>10:45 - 1:00 p.m.</b>	<b>KEYNOTE ADDRESS &amp; PANEL LUNCHEON</b>	<b>Nikko Grand Ballroom</b>
	<b>"Challenges in Medical Education: Doing More with Less"</b>	
	<b>Speaker: Stephen Abrahamson</b>	
	<b>Panelists: Enrique Fernandez, Carol Hasbrouck, John Norcini</b>	

1:15 p.m. - 3:15 p.m.                      **DESCRIPTIVE SESSION**                      *Grey Pearl I*

**ISSUES FOR PROGRAM EVALUATION**

Moderator: Sharon Krachov

***"Program Evaluation: A Theoretical Model for Medical Education"***

Marconi Monteiro, Era L. Buck

This session presents a theoretical model of program evaluation applicable to medical education. The model includes cognitive, affective and psychomotor domains for both processes and outcomes among learners, faculty and programs. The presentation will include examples of data representative of each of the eighteen cells in this model.

*1:15 p.m. - 3:15 p.m.*

**DESCRIPTIVE SESSIONS (Cont.)**

*Grey Pearl I*

***"Evaluating Clinic-Based Generalist Clerkships"***

Patricia A. Gerken, Jon Schrage, Cynthia M. Brown

An eight-pronged evaluation system has been developed to allow thorough assessment of a new five-month ambulatory clerkship. The evolution, implications, and utility of this system will be discussed. Data comparing students in the new clerkship with students in the traditional clerkship will be presented.

***"Student Faculty Focus Groups in Curriculum Development and Evaluation"***

Anne M. Summer

This session will describe the ongoing experience of incorporating medical students into the formal decision-making process for the design, implementation, and evaluation of their initial physical diagnosis course.

*1:15 p.m. - 3:15 p.m.*

**SKILLS ACQUISITION SESSION**

*Pink Pearl I*

***"Using Knowledge Maps to Enhance Basic Science Lectures"***

Jennifer L. Peel, David J. Solomon, Gail L. Woods

The goal of this skill acquisition is introducing knowledge mapping as a way of representing information. The participants will gain both an understanding of the theoretical background and process of knowledge mapping and practice constructing maps of their own. In addition, potential applications of knowledge mapping in medical education will be discussed.

*1:15 p.m. - 3:15 p.m.*

**SKILLS ACQUISITION SESSION**

*Pink Pearl II*

***"Modern Testing Applications in Medical Education"***

Raja G. Subhiyah, Carol Morrison Featherman, Rosemary Reshetar,  
Gerald Arnold, Steven M. Downing

The session deals mainly with applications of modern ideas in measurement to testing in medical education. The main features of Item Response Theory (IRT) are briefly discussed in non-technical, non-mathematical terms. Then, how this modern theory is used to increase the efficiency of test development, scoring, and standard-setting are investigated.

1:15 p.m. - 3:15 p.m.

**PROBLEM SOLVING LESSON**

*Grey Pearl II*

***"Why, What and How do We Teach Clinical Faculty about Giving Feedback to Learners?"***

Ann W. Frye, Liza Cariaga-Lo, Boyd Richards

Promoting more student learning with less faculty time means helping faculty develop more powerful, flexible teaching skills, such as giving feedback. Session participants will consider three questions in the light of new research: Why develop better faculty feedback skills? What skills are included? How can faculty develop feedback skills?

3:30 p.m. - 5:15 p.m.

**DESCRIPTIVE SESSIONS**  
**ISSUES FOR FACULTY DEVELOPMENT**

*Grey Pearl I*

Moderator: Linda Lee

***"Using Qualitative Methods to Evaluate Faculty Development Teaching Behavior: An Evaluation Plan of a Faculty Development Program for Primary Care Faculty"***

Sandro O. Pinheiro, Jonathan D. Rohrer, Perrin E. Parkhurst

This session gives a rationale for using qualitative methods to evaluate faculty behavior and attitude change in teaching, the benefits and challenges of using qualitative assessment for faculty development programs, and an overview of a specific plan of qualitative evaluation for primary care faculty.

***"Teaching and Learning in the Ambulatory Setting: A Faculty Development Self-Study Program to Train Physicians as Preceptors"***

Rudolph Mitchell, Alicia Monroe

This presentation will outline a faculty development CME self-study course to train family physicians as preceptors and includes descriptions of course content, design, and methodology, as well as provides copies of a sample module. Discussion will focus on curriculum design and principles relevant to ambulatory teaching and learning.

***"The Community-Based Faculty Initiative: A Model Program to Address the Changing Role of Community-Based Faculty"***

James C. Norton, Mae Marie Quan

This presentation describes a model program developed through intensive and ongoing interactions with preceptors. The program shifts emphasis away from traditional models of preceptor "training" to one of integration of preceptors into the academic process. Issues involving off-site educational activity will be discussed and strategies to bring acceptance of this new model will be described.

3:30 p.m. - 5:15 p.m.

**DESCRIPTIVE SESSIONS (Cont.)**

*Grey Pearl I*

***"Educational Coaching: Winning the Game"***

Karen V. Busch, Perrin E. Parkhurst

Winning the game of quality teaching performance requires practice and a supportive coach. One-on-one educational coaching provides targeted instruction and feedback about teaching skills for physician faculty. We will discuss the outcomes and challenges of a unique, individualized faculty development approach, particularly suited for community based faculty.

3:30 p.m. - 5:15 p.m.

**SKILLS ACQUISITION SESSIONS**

*Pink Pearl II*

***"Educating the Culturally Competent Physician: Practical Approaches to Integrating Cultural Diversity into Undergraduate & Graduate Medical Education"***

Janie Perez, Lisa M. Beardsley, Gwen J. Lombard

The objective of this session is to promote lively dialogue about integrating cultural diversity education into an overstuffed and understaffed medical education curriculum. Methods and materials perceived to be relevant and timely by faculty, students, and residents will be discussed.

*Pink Pearl II*

***"Cyber Class: Building Computer Competency Through Online Learning"***

Ellen G. Whiting, Amy Ward, Ann Carlson, LuAnne Stockton, Nuria M. Cuevas

Competencies of tomorrow's medical school graduate must include the knowledge and skills for accessing computer resources. Teaching and evaluating computer skills are the latest challenges to medical educators. This session will offer a practical guide for incorporating an interactive, online activity into the curriculum. A hands-on computer discussion of a clinical case will allow participants to discover the benefits and barriers of this form of instructional technology.

3:30 p.m. - 5:15 p.m.

**PROBLEM SOLVING SESSION**

*Grey Pearl II*

***"Promoting Scholarly Activity in Primary Care: A Case Study"***

Era Buck, Nancy K. Hansel, Marconi Monteiro, Georgia Lange, Victoria Briscoe

This session will present methods of promoting scholarly activity in a large, urban, multi-site, department. The presenters will also identify a process for evaluation and planning which can be incorporated in many venues.

**RECEPTION - Nikko Grand Ballroom**  
**Thursday, November 7, 1996**  
**5:30 - 8:30 p.m.**

**Friday, November 8, 1996**

**Presentation Description**

7:30 a.m. - 8:30 a.m.

**BREAKFAST ROUNDTABLES**

Nikko Grand Ballroom

***"Faculty Evaluation: Documentation for Career Development"***

Lloyd A. Lewis, Susan P. Porterfield, Ruth Marie E. Fincher

In 1993 the curriculum committee developed a faculty and course evaluation system to provide feedback to course directors and faculty. The system was piloted in 1994 and implemented in 1995. The dean has begun using teaching evaluations as a component in decisions about faculty compensation.

***"Turning Faculty Resistance into Faculty Consensus"***

Leesa DiBartola

This session will offer ideas, strategies and creative methods to turn resistant faculty into faculty with consensus. Typical roadblocks that prevent faculty consensus will be explored and then examples of methods used to gain consensus will be explained and discussed.

***"Medical Education/Community Interfacing -- Benefits For All"***

Diane L. Parry

In the present demanding medical care climate, it behooves medical educators to contemplate ways in which the delivery of curricula can have a direct, positive impact on students, educators, and the interfacing community. Participants in this session will discuss key interfacing points in their programs which may serve to promote experiences beneficial to both medical education and delivery/service.

***"The Teaching Portfolio: A Tool for Institutional Assessment"***

Linda S. Lee, Robert C. Froh

Developing credible, acceptable, and cost-effective means for documenting faculty educational contributions requires assessing the institutional climate for teaching. During this discussion, participants will explore quantitative and qualitative strategies for such assessment that emerge in the process of developing and implementing teaching portfolios.

**7 30 a.m. - 8:30 a.m.      BREAKFAST ROUNDTABLES (Cont.)      Nikko Grand Ballroom**

***"State Legislative Clerkship Mandates: Who Will Direct the Medical Curriculum?"***

Brian N. Ivanovic, Janet Lindermann

The California Legislature has mandated that all physicians seeking licensure after 1998 complete a four week family medicine clerkship to obtain medical licensure. The results of a national survey suggesting the potential for further state legislative activity in this area and the implications of such actions will be discussed.

***"Promoting Effective and Consistent Learning in Multi-site Clerkships"***

Suzanne F. Kiewit, Joann K. Clark, Nuria M. Cuevas

Consistent presentation of material to junior medical students at multiple teaching sites is a challenge. Core materials have been developed in OB/GYN, Surgery, and Psychiatry clerkships. Such information sets permit efficient faculty preparation for collaborative sessions and encourage focused student preparation. Faculty development efforts paralleled implementation of materials.

***"Medical Educators: How to Do More with Less"***

Gwendie Camp, Linda Perkowski, Diane Heestand

This session, led by medical educators who are doing "more with less," will allow participants to generate ideas about 1) what is the "more" we are expected to do, 2) what is the "less" we will have to work with, and 3) what are individual and Office strategies for accomplishing more with less.

**8:45 a.m. - 9:30 a.m.**

**Business Meeting**

***Nikko Grand Ballroom***

**9:35 a.m. - 11:30 a.m.      PANEL DISCUSSION SESSION**

***Grey Pearl II***

***"The Creation of a New Medical Education Consortium Designed to Share Resources and Build a Learning Organization: A Status Report"***

S. Dennis Baker, Christopher T. Meyer, Robert J. Bulik, Adeline N. Wong, Terry Bahn

We will described a newly created medical education consortium comprised of a College of Osteopathic Medicine and thirteen teaching hospitals. This consortium was created to bring together the personnel, educational, and financial resources needed to build a new model of medical education; the "Medical Education Center Without Walls." The Director of Faculty Development and five faculty/curriculum development coordinators will describe the components of this consortium.

9:35 a.m. - 11:30 a.m.

**SKILLS ACQUISITION SESSION**

*Pink Pearl I*

***"Qualitative Evidence of Test Item Validity"***

Steven M. Downing, Rebecca A. Baranowski

High-stakes examinations, such as those used as part of an end-of-curriculum graduation requirement, require validity evidence to be defensible. Validity evidence necessarily begins with the test item itself and is required for both objectively-scored and performance-based items. This workshop discusses twelve essential areas of item validity evidence and encourages participants to relate these principles to their own assessments.

9:35 a.m. - 11:30 a.m.

**PROBLEM SOLVING SESSION**

*Pink Pearl II*

***"Improving Survey Research"***

Susan Labuda Schrop, Gary McCord, Ellen G. Whiting

The survey is a frequently used method for collecting data for educational and clinical research. The quality of survey research is often related to the quality of the survey instrument. Guidelines to enhance the effectiveness of surveys will be provided. Participants will learn by critiquing survey instruments.

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**D: Descriptive**                      **SA: Skills Acquisition**  
**PD: Panel Discussion**

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Quan, Mae Marie	UKMC	D(p. 9)
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## R

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Reshetar, Rosemary	ABIM	SA(p. 8)
Reznich, Christopher B.	MSU	D(p. 6)
Richards, Boyd	Bowman Gray	PS(p. 9)
Rohrer, Jonathan D.	MSU	PD(p. 6)
		D(p. 9)
Rubek, Bob	UKMC	D(p. 6)

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Schindler, James	U TX- Hstn	PS(p. 7)
Schrage, Joe	UNV-R	D(p. 8)
Schrop, Susan L.	NEUCOM	PS(p 13)
Shannon, Maureen A.	MSU	PS(p. 6)
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Simpson, Deborah E.	MCOM WI	PD(p.6)
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Summer, Anne M.	NEDUCOM	D(p. 8)

## W

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Ward, Amy	NEUCOM	SA(p.10)
Way, David	OSU	SA(p. 7)
Whiting, Ellen G.	NEUCOM	SA(p.10)
		PS(p. 13)
Wong, Adeline N.	OSU	D(p. 6)
		PD(p.12)
Woods, Gail L.	UTMB	SA(p. 8)

## CONFERENCE REGISTRATION INFORMATION

All presenters, co-presenters, and participants must register for the Conference in either of the two available categories, *Individual* or *Group*.

- *Individual* registration includes the meeting, luncheon, reception, breakfast sessions, and a year's subscription to *Teaching and Learning in Medicine*. The *Individual* registration form is on the next page.
- *Group* registration is for up to three people. *Group* registration includes the meetings, luncheon, reception, breakfast sessions and one subscription to *Teaching and Learning in Medicine*. *Teaching and Learning in Medicine* will be sent to the address provided in the space marked by a \* on the form. The *Group* registration form is on page number 18.
- The *postmark deadline* for Early Registration in either category is *October 7, 1996*. *Note:* No refunds will be offered after October 18, 1996, except in extenuating circumstances.
- Checks are payable in U.S. dollars to *Generalists in Medical Education*.
- A *Group* registration, like an *Individual* registration, may be paid with a single check.
- Registration forms are to be sent to Michele McGlashan at:

Cooper Hospital-UMDNJ/RWJMS at Camden  
Department of Surgery  
3 Cooper Plaza, Suite 411  
Camden, NJ 08103

If you have any questions about the program or registration procedure, please call Michele McGlashan or Cathi Cooney at (609) 963-3985.

**INDIVIDUAL CONFERENCE REGISTRATION**

The Seventeenth Annual Conference for Generalists in Medical Education  
Thursday, November 7 and Friday, November 8, 1996  
Hotel Nikko - San Francisco, CA

\_\_\_\_\_  
Name (for tag)

\_\_\_\_\_  
Institution Affiliation (for tag)

\_\_\_\_\_  
Street and/or Building Address

\_\_\_\_\_  
City                      State/Province                      Zip Code

\_\_\_\_\_  
Telephone                      Fax

\_\_\_\_\_  
E-Mail Address

\_\_\_\_\_                      Yes, I plan to bring resources  
for sharing. I will need  
\_\_\_\_\_ linear feet of table space

**Teaching and Learning in Medicine?**  
 **Renewal**                       **New**

\_\_\_\_\_  
**REGISTRATION FEES**

- \$135.00 (Early Registration -  
Deadline **Oct. 7th**)
- \$145.00 (Regular Registration)

For Spouses and Guests only:

- \$30.00 Keynote Luncheon  
per guest  
# Guests \_\_\_\_\_
- \$25.00 Evening Reception  
per guest  
# Guests \_\_\_\_\_

\$ \_\_\_\_\_ **TOTAL AMOUNT SUBMITTED**

**GROUP CONFERENCE REGISTRATION**

The Seventeenth Annual Conference for Generalists in Medical Education  
Thursday, November 7 and Friday, November 8, 1996  
Hotel Nikko - San Francisco, CA

1 \_\_\_\_\_ \*  
Name (for tag)

\_\_\_\_\_  
Institution Affiliation (for tag)

\_\_\_\_\_  
Street and/or Building Address

\_\_\_\_\_  
City            State/Province            Zip Code

\_\_\_\_\_  
Telephone                            Fax

2 \_\_\_\_\_  
Name (for tag)

\_\_\_\_\_  
Institution Affiliation (for tag)

\_\_\_\_\_  
Street and/or Building Address

\_\_\_\_\_  
City            State/Province            Zip Code

\_\_\_\_\_  
Telephone                            Fax

\_\_\_\_\_  
E-Mail Address

\_\_\_\_\_ Yes, I plan to bring resources  
for sharing. I will need  
\_\_ linear feet of table space

3 \_\_\_\_\_  
Name (for tag)

\_\_\_\_\_  
Institution Affiliation (for tag)

\_\_\_\_\_  
Street and/or Building Address

\_\_\_\_\_  
City            State/Province            Zip Code

\_\_\_\_\_  
Telephone                            Fax

\_\_\_\_\_  
E-Mail Address

\_\_\_\_\_ Yes, I plan to bring resources  
for sharing. I will need  
\_\_ linear feet of table space

**REGISTRATION FEES**

**Early Registration Deadline: October 7th**

- \$245.00 for 2: [\$135.00 + \$110.00]
- \$355.00 for 3: [\$135.00 + \$110.00 + \$110.00]

**Late Registration**

- \$265.00 for 2: [\$145.00 + \$120.00]
- \$385.00 for 3: [\$145.00 + \$120.00 + \$120.00]

For spouses and guest only:

- \$30.00 Keynote Luncheon per guest  
# Guests \_\_\_\_\_
- \$25.00 Evening Reception per guest  
# Guests \_\_\_\_\_

\_\_\_\_\_  
\$ \_\_\_\_\_ **TOTAL AMOUNT SUBMITTED**

**HOTEL RESERVATION  
INFORMATION  
Hotel Nikko, San Francisco**

The **GENERALISTS** have reserved a block of sleeping rooms for our meeting (from Wednesday, November 6 through Friday, November 8, 1996). **Your reservation at the Hotel Nikko will help the Generalists Conference keep expenses (hence, registration fees) as low as possible.** It will benefit us **GREATLY** if you stay at the Hotel Nikko. Please detach and mail or fax the registration form. Should you call 1-800-645-5687 to make your reservation be certain to mention the Generalists Conference.

The Hotel Nikko is situated two blocks from Union Square in the heart of San Francisco. Hotel Nikko is conveniently located to sightseeing, theater and shopping. Featuring 522 luxurious guest rooms, including 22 suites, a fully equipped Fitness Center with the city's only indoor, glass-enclosed swimming pool, a Business Center and two world-class restaurants, Hotel Nikko is ideal for business or pleasure.

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Facsimile: 415-421-0455  
Reservation: 1-800-645-5687**

# **JOIN US**

**For the Reception of  
The Seventeenth Annual Conference  
For Generalists  
in Medical Education**

**Thursday, November 7, 1996**

**5:30 - 8:30 p.m.**

**At the Grand Ballroom, Hotel Nikko**

**Hors d'oeuvres and wine will be served**

*We invite you to share an evening with your colleagues.*

## 1996 GENERALISTS IN MEDICAL EDUCATION CONFERENCE

*Sponsored by*

University of Medicine and Dentistry of New Jersey/  
Robert Wood Johnson Medical School at Camden

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Rebecca A. Baranowski	American Board of Internal Medicine
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# THE GENERALISTS IN MEDICAL EDUCATION

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<b>Louis Grosso</b>	<b>American Board of Internal Medicine</b>
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<b>Candice S. Rettie</b>	<b>UMDNJ - RWJMS at Camden Program Chair</b>

### Acknowledgments

We wish to thank the administration of University of Medicine and Dentistry/Robert Wood Johnson Medical School at Camden and Cooper Health Systems Department of Surgery for their support in the development of this conference. Linda Perkowski was always available on a moment's notice to provide advise, assistance and broad shoulders. Carol Hasbrouck has been invaluable as a negotiator and repository of information. Michele McGlashan and Cathi Cooney of the RWJ-Camden, Office of Surgical Education, provided unflagging enthusiasm and hours of time in assisting with this program. Finally, Pharmacia and Upjohn Company has generously underwritten the reception.