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

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"
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.
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 Nowacki

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

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
Thursday, November 7, 1996

8:30 a.m. - 10:30 a.m.  DESCRIPTIVE SESSIONS  
ISSUES IN TECHNOLOGY  
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  

"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.
Thursday, November 7, 1996

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.

10:45 - 1:00 p.m.  KEYNOTE ADDRESS & PANEL  Nikko Grand Ballroom
LUNCHEON

"Challenges in Medical Education: Doing More with Less"
Speaker: Stephen Abrahamsion
Panelists: Enrique Fernandez, Carol Hasbrouck, John Norcini

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.
Thursday, November 7, 1996

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.
Thursday, November 7, 1996

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  Grey Pearl I

ISSUES FOR FACULTY DEVELOPMENT
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.
"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.

"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.

"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.

"Promoting Scholarly Activity in Primary Care: A Case Study"
Era Buck, Nancy K. Hansel, Marcon 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.
Friday, November 8, 1996

7:30 a.m. - 8:30 a.m.  \textbf{BREAKFAST ROUND TABLES}  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.
Friday, November 8, 1996  

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.
SKILLS ACQUISITION SESSION

"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.

PROBLEM SOLVING SESSION

"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.
# INDEX OF PRESENTERS

**Key**

- **B**: Special Topic Breakfast
- **D**: Descriptive
- **PD**: Panel Discussion
- **PS**: Problem Solving
- **SA**: Skills Acquisition

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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

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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 guests 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.

Hotel Nikko San Francisco
Telephone: 415-394-1138
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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Gerald Arnold
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Phyllis Blumberg
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Karen V. Busch
Robert C. Byrd
Gwendie Camp
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University of Rochester Medical School
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THE GENERALISTS IN MEDICAL EDUCATION

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American Board of Internal Medicine
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Program Chair

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.