



The Eighteenth Annual Conference for Generalists in Medical Education

**Creating Collaborative Medical
Education Environments**

November 2-3, 1997
Radisson Barcelo Hotel
Washington D.C.

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

Welcome to the 1997 Conference of Generalists in Medical Education! The theme of our eighteenth meeting, "Creating Collaborative Medical Education Environments," is central to the role of all medical educators - now more than ever. The titles and abstracts of many of this year's presentations promise great discussions about practical strategies for building successful alliances with colleagues within and outside academic medicine. Thanks to all who submitted presentation proposals, to the volunteers who reviewed them, and to the steering committee members who planned the program. I look forward to the learning and camaraderie that our reunion brings. To make the most out of our conference, I encourage you to be an active participant in each session and to exchange ideas and experiences with others between sessions.

~ Ellen Whiting, 1997 Chairperson

Table of Contents

	<u>Page</u>
Conference Sessions	3
Resource Sharing	3
Conference Overview	4
Keynote Address	5
Notes	6
Program Schedule	7
Proposal Descriptions	9
Conference Registration Information	17
Individual Registration Form	18
Group Registration Form	19
Hotel Registration Information	20
Proposal Reviewers	21
1997 Generalist Steering Committee	22
Acknowledgements	22
Index	23
Notes	25
Conference Room Layout	Back Cover

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 introduces speakers and facilitates discussion.

Panel Discussion: These sessions feature several individuals responding to questions and presenting their ideas regarding a specific issue or topic. A panel typically has representation from a cross-section of perspectives and/or institutions. A moderator helps to facilitate panel comments and audience participation.

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

RESOURCE SHARING

A number of Generalists have indicated an interest in having resource sharing during the conference to enhance communication and networking. Individuals who submit resources to be shared throughout the conference will be available during this time (Saturday, November 1, 1997 6:00 p.m. - 8:00 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.

Generalists Conference Overview, 1997

Saturday, November 1, 1997

6:00 p.m. - 8:00 p.m. **Registration & Resource Sharing** Hirshhorn

Sunday, November 2, 1997

7:00 a.m. - 5:00 p.m. **Registration** Hirshhorn

7:00 a.m. - 8:00 a.m. **Breakfast** Phillips Ballroom

8:00 a.m. - 8:20 a.m. **Welcome and Overview** Phillips Ballroom

8:30 a.m. - 9:20 a.m. **Roundtable Sessions** Phillips Ballroom

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

Descriptive Sessions National A

Problem Solving Session Renwick

Skills Acquisition Session National B

Problem Solving Session Corcoran

11:30 a.m. - 1:00 p.m. **Keynote Address & Luncheon** Phillips Ballroom

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

Descriptive Sessions National A

Problem Solving Session Renwick

Skills Acquisition Session National B

Problem Solving Session Corcoran

3:30 p.m. - 5:30 p.m. **Concurrent Sessions**

Descriptive Sessions National A

Problem Solving Session Renwick

Skills Acquisition Session National B

Panel Discussion Session Corcoran

6:30 p.m. - 8:30 p.m. **Reception** Phillips Ballroom

Monday, November 3, 1997

7:00 a.m. - 8:00 a.m. **Breakfast** Phillips Ballroom

8:00 a.m. - 8:50 a.m. **Roundtable Sessions** Phillips Ballroom

9:00 a.m. - 9:30 a.m. **Business Meeting** Phillips Ballroom

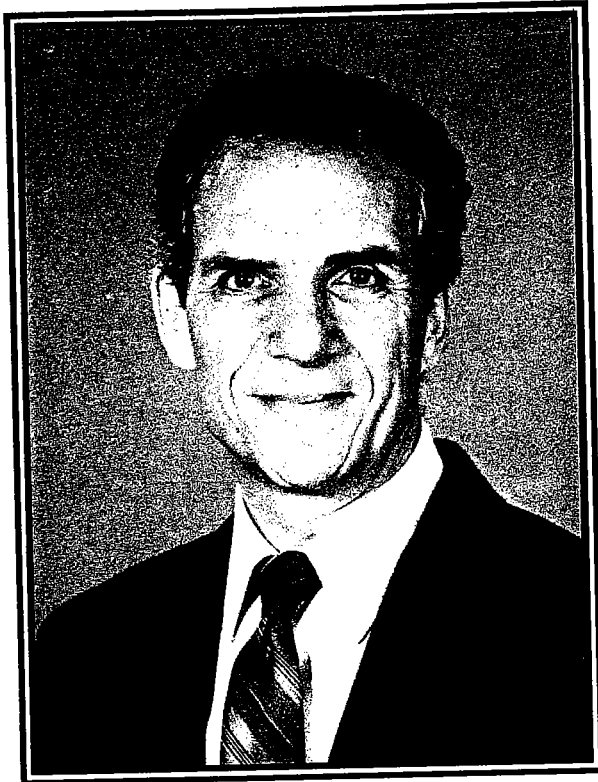
9:30 a.m. - 11:30 a.m. **Concurrent Sessions**

Skills Acquisition Session National A

Problem Solving Session Renwick

Skills Acquisition Session National B

Panel Discussion Session Corcoran



KEYNOTE ADDRESS

Hilliard Jason, M.D., Ed.D

***Fostering Collaboration: Vital Skills
for Health Professionals of the Future***

**Sunday, November 2, 1997
11:30 a.m. - 1:00 p.m.**

The Generalists are delighted to have Hilliard Jason, co-author of *Collaborative Clinical Education: the Foundation of Effective Health Care*, address this year's conference.

Since earning his doctorates at the University of Buffalo, Hilliard Jason has played a variety of pivotal roles in the development of professional medical education. He has served as the founding Director of the Office of Medical Education Research and Development at Michigan State University's College of Human Medicine, founding Director of the National Center for Faculty Development at the University of Miami School of Medicine, and a Scholar in Residence at the National Library of Medicine.

Internationally renowned as a consultant, a prolific author, and an accomplished pioneer in the field of educational videos and teleconferencing, Dr. Jason is currently a Clinical Professor of Family Medicine at the University of Colorado School of Medicine and the Executive Director of the Center for Instructional Support in Boulder.

NOTES:

PROGRAM SCHEDULE

Saturday, November 1, 1997

6:00 - 8:00 p.m. **Registration/Resource Sharing**
Hirshhorn

Sunday, November 2, 1997

7:00 a.m. **Registration**
Hirshhorn

7:00 a.m. **Breakfast**
Phillips Ballroom

8:00 a.m. **Welcome & Overview**
Phillips Ballroom

Dennis Baker, '97
Program Chair
Ellen Whiting, '97 Chair,
Generalists in Medical Education

8:30 - 9:20 p.m. **Roundtable Sessions**
Phillips Ballroom

Table 1: Medical Student Indebtedness: The Business of Medicine Should Not Interfere with the Practice of Medicine

Table 2: Unique Issues for the Older Medical Student

Table 3: Community-based Education: The Challenge of Recruiting, Developing, and Evaluating Community Preceptors

Table 4: Electronic Collaboration-Jointly Conquering Cyberspace

Table 5: General Medicine and Family Medicine: Can we Work Together to Develop Curriculum?

Table 6: Sexual Harassment in Medical Education: Developing Effective Prevention Strategies

Table 7: Developing Population-Based Cases for PBL

Table 8: Teaching Opportunities for Fourth Year Students: Collaboration in Medical Education

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

Descriptive Sessions

National A

Faculty Development
Moderator: Diane Parry, Ph.D.

The Development of a Physician Leadership Initiative as a Collaborative Enterprise

Assessing Faculty Teaching Behavior Change in a Faculty Development Fellowship Program For Primary Care Physicians through the use of Conti's 'Principle of Adult Learning Scale'

Grant Writing in Academic Medicine: The Development of a Workshop Series for Medical Education Faculty

Problem Solving Session

Renwick

Measuring Quality Education in Community Practice Settings: A Problem-Solving Session

Skills Acquisition Session

National B

Improving the Communication of Research Results via Effective Representation of Data

Problem Solving Session

Corcoran

Collaborative & Distance Learning in Pediatric Medical Education: Are They Compatible?

11:30 a.m. **Keynote Address & Luncheon**
Phillips Ballroom

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

Descriptive Sessions

National A

Collaboration Projects in Residency Education
Moderator: Steve Haist, M.D.

Creating Collaborative Medical Education Environments: Preventive Medicine Advocacy in a Multi-disciplinary Residency Clinic

Creating a Statewide Mechanism for Collaboration among Primary Care Residency Programs

Sunday, November 2, 1997 (cont.)

The Managed Care Preceptor Project: A Collaborative Approach

***Problem Solving Session* Renwick**

What is your DQ (Diversity Quotient)? Are you Ready for the Rainbow?

***Skills Acquisition Session* National B**

Using Knowledge of Personality Type to Enhance Interpersonal Communications and Teamwork

***Problem Solving Session* Corcoran**

Evaluation Designs that Decision Makers Will Use

3:30 - 5:30 p.m. Concurrent Sessions

***Descriptive Sessions* National A**

Medical Education in Underserved Environments
Moderator: Linda Perkowski

Inter-Institutional Collaboration: A Borderline Experience

Opportunities for Educational Experiences at Medically Underserved Sites

Generalists Fellowship in Procedural Skills

***Problem Solving Session* Renwick**

Academic Faculty and Community-Based Faculty: A Dichotomy of Perspectives

***Skills Acquisition Session* National B**

Practicing What We Preach: Portfolio Development Skills for Medical Educators

***Panel Discussion Session* Corcoran**

Quality Control Strategies for SP Simulations

6:30 - 8:30 p.m. **Reception Phillips Ballroom**

Monday, November 3, 1997

7:00 a.m. ***Breakfast Phillips Ballroom***

8:00 - 8:50 a.m. ***Roundtable Sessions Phillips Ballroom***

Table 1: Future of Generalists in Medical Education

Table 2: Integrating an Ambulatory Training Curriculum into an Internal Medicine Residency Program

Table 3: Mechanisms of Basic Science Course Review and Improvement

Table 4: What Does it Take to Run an SP Exam?

Table 5: Collaborative Efforts in Curricular Evaluation Using a Critical Thinking Framework

Table 6: Medical Students Teaching Medical Students

Table 7: Collaboration In Medical Education: A Critical Review of Literature

Table 8: Strategic Quality Assurance Using Alumni to Evaluate a Residency Program

9:00 - 9:30 a.m. ***Business Meeting Phillips Ballroom***

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

***Skills Acquisition Session* National A**

Developing Tests in the Changing World of Medical Education: A Collaborative Model

***Problem Solving Session* Renwick**

Promoting Service-Learning within Medical Education

***Skills Acquisition Session* National B**

Teaching Medical Informatics Skills within the Clinical Curriculum

***Panel Discussion Session* Corcoran**
Academic and Community Partnerships in Medical Education: Transcending Tribal Behavior

8:30 a.m. - 9:20 a.m.

ROUNDTABLE SESSIONS

Phillips Ballroom

Medical Students Indebtedness: The Business of Medicine Should not Interfere with the Practice of Medicine

D. Bruce Holmes and Brian MacDougall

Medical students' indebtedness has increased more than 100% in the last ten years. A review of the literature offers several explanations, yet there is far less describing what medical schools can or should do to help. This session will be a description and discussion of the action taken by one medical school.

Unique Issues for the Older Medical Student

Lorraine J. Adams, Steven Kick and Ann O'Brien

National trends show an increasing number of students are entering medical school at an older age. These students have differences from younger students in terms of past careers, relationships, children and financial concerns. This session will be a discussion of how these factors may markedly influence their medical school experiences, needs, career decisions.

Community-Based Education: The Challenge of Recruiting, Developing, and Evaluating Community Perspectives

Jennifer J. Peel, Constance D. Baldwin, Harold G. Levine and Cheryl A. Chamblee

This session is designed to promote discussion of goals and obstacles in the development of community faculty. Questions that will be raised include: "How can community physicians be motivated to participate in community-based curricular experiences?," "What are the characteristics of an "effective" preceptor?," and "What are effective mechanisms of evaluating community preceptors?"

Electronic Collaborations- Jointly Conquering Cyberspace

Elizabeth Krajic Kachur, David J. Solomon, Brian E. Mavis and Hilliard Jason

Gradually more academic activities have moved to e-mail and the World Wide Web. This offers new opportunities for collaboration. Using electronic entities as examples (The Dr-Ed Discussion group, the New York Medical Education Journal Club, Medical Education On-line and the Center for Instructional Support Web page), participants will address the opportunities and challenges for collaboration.

General Medicine and Family Medicine: Can we Work Together to Develop Curriculum

Michael R. Lawson and Bruce E. Johnson

Differences in traditions of general medicine and family medicine may result in redundancy in curriculum and poor utilization of resources along with competition and even suspicion between the specialties. This roundtable will discuss both exciting opportunities and pitfalls in working together to develop a course in primary care for medical students.

Sexual Harassment in Medical Education: Developing Effective Prevention Strategies

Stephen J. Morewitz and Franklin Medio

This roundtable will focus on the legal, psychosocial and educational issues related to incidents of sexual harassment. Instructional strategies to continually educate faculty, residents, students and staff in order to prevent sexual harassment will be discussed.

Developing Population-Based Cases for PBL

Kim-Thu Pham and Phyllis Blumberg

This roundtable discussion will focus on the development of Problem-Based Learning cases that emphasize the population-based perspective, e.g., the improvement of the health status of a community by striving to prevent diseases and promote health. Participants will contrast individual patient cases with population-based cases using specific guidelines that will be offered during the discussion.

Teaching Opportunities for Fourth Year Students: Collaboration in Medical Education

Patricia Charles, Davis Eiore, Tracy Veach and Mary Gilbertson

An elective course initiated in 1995 is preparing fourth year students for future teaching roles. In this roundtable we will discuss how collaboration with faculty can be structured to guide students in understanding the application of educational theory.

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

DESCRIPTIVE SESSIONS

Faculty Development

Moderator: Diane Parry

National A

The Development of a Physician Leadership Initiative as a Collaborative Enterprise

Amy V. Blue, Richard W. Schwartz, Douglas Scutchfield, Patricia Cluff, Martha Layne Collins

The demand for new physician leadership competencies, such as leadership and management skills, creates the need for physician leadership initiatives at all training levels (undergraduate, graduate, and continuing medical education). This session presents information about a collaborative effort to develop a physician leadership initiative at one academic medical center.

Assessing Faculty Teaching Behavior Change in a Faculty Development Fellowship Program for Primary Care Physicians Through the use of Conti's "Principles of Adult Learning Scale"(PALS)

Sandro O. Pinheiro and Jonathan D. Rohrer

This session presents a study utilizing a pre/post test research design investigating the degree to which faculty development participants accepted and practiced adult learning principles in their teaching, before and after a faculty development program, with reflection on the appropriateness of this evaluative instrument for faculty development in medical education.

Grant Writing in Academic Medicine: The Development of a Workshop Series for Medical Education Faculty

Lorinda M. Sheppard and Joseph J. Brocato

This session will provide a framework for developing a grant-writing workshop series for medical education faculty, as well as share resources which proved helpful in the development process.

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

PROBLEM SOLVING SESSION

Renwick

Measuring Quality Education in Community Practice Settings: A Problem-Solving Session
Thomas Rosenthal, Paul James and Diane G. Schwartz

This session will provide an opportunity for small groups to explore the question, "What are the factors that determine teaching quality in community settings?" A key focus of the session will be to determine if the factors can be measured. The literature of teaching effectiveness will direct the discussion to the research being conducted by these investigators to "Develop a Measure of Quality Education in Community Practice Settings." The important findings from this study will be presented, with the goal of fostering an enhanced understanding of the instructional characteristics/ behaviors that lead to effective learning in community settings.

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

SKILLS ACQUISITION SESSION

National B

Improving the Communication of Research Results via Effective Representation of Data
Robin Guille and Rosemary Reshetar

This session reviews the use of statistics and statistical graphics in recent medical education journals. Types of statistical analyses and graphical displays will be compared for effectiveness and suitability. An open discussion regarding applicable statistical and graphical methods for improving the communication of research results will follow.

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

PROBLEM SOLVING SESSION

Corcoran

Collaborative & Distance Learning in Pediatric Medical Education: Are They Compatible?
Carol Kamin and Robin Deterding

Formative evaluation results will be presented from a pediatric web-based program with digital videocases used in a PBL format with case discussion supported by synchronous and asynchronous conferencing among third year students at multiple clinical sites. Session participants will discuss issues related to the development of similar programs.

11:30 a.m.-1:00 p.m.

KEYNOTE ADDRESS & LUNCHEON

Phillips Ballroom

"Fostering Collaboration: Vital Skills for Health Professionals of the Future"
Speaker: Hilliard Jason, M.D., Ed.D.

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

DESCRIPTIVE SESSIONS

National A

Collaborative Projects in Residency Education
Moderator: Steve Haist

Creating Collaborative Medical Education Environments: Preventative Medicine Advocacy in a Multi-disciplinary Residency Clinic
Candice S. Rettie and Lynn Helmer

We will discuss the faculty development, curriculum development and facilitation necessary to implement a program designed to teach and deliver preventative medicine in a multi-disciplinary residency-based clinic. Interdisciplinary, iterative faculty interactions focused on curriculum development, emphasizing communication skills and improved preventive care delivery in the changing environment of medicine. Faculty collaboration resulted in enhanced patient care.

Creating a Statewide Mechanism for Collaboration Among Primary Care Residency Programs

Anne Walling, Rick Kellerman and Pam Shaw

A council of directors was created to increase collaboration among the ten primary care residency programs in Kansas. Goals and activities in strategic planning, recruitment, curriculum development, faculty development, and communication/organization have been developed and implemented over the two years' initial operation. The long-term role of Council continues to evolve as a valuable activity for this very diverse group.

The Managed Care Preceptor Project: A Collaborative Approach

Robert Woodworth and Olivia Ojano-Sheehan

The Managed Care Preceptor Project is a product of a collaboration between a managed care organization and a medical education institution. A creative educational environment exists whereby family practice residents are provided learning experiences in a managed care setting in a rural, underserved area.

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

PROBLEM SOLVING SESSION

Renwick

What's Your DQ (Diversity Quotient)? Are You Ready For the Rainbow?

Charlene L. Dienes, Ellen G. Whiting, Nuria Cuevas and Kenneth B. Durgans

The premise of this presentation is that personal biases, stereotyping, and ongoing discrimination tactics are silent impediments to the collaboration efforts of medical educators. Participants will have the rare opportunity to identify and then discuss openly the personal and cultural biases which adversely affect the working relationships so critical for meeting the current and future goals of medical education.

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

SKILLS ACQUISITION SESSION

National B

Using Knowledge of Personality Type to Enhance Interpersonal Communications and Teamwork

S. Dennis Baker and Sebastian Diaz

This session will help participants gain a working knowledge of Myers Briggs Type Indicator (MBTI); especially as it relates to the facilitation of collaboration and teamwork. The MBTI is a widely used questionnaire in medical education which measures type preferences. The session will be an introduction to the MBTI but is also appropriate for the Generalists who have taken/used the MBTI and would like to renew their interest in it. **Advance sign-up required. Limited to 15 participants. Call Dennis Baker at 614-593-0157 or e-mail him at dbaker@exchange.oucom.ohiou.edu.**

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

PROBLEM SOLVING SESSION

Corcoran

Evaluation Designs that Decision Makers will Use

David Way, Gerald Arnold, Louis Grosso and Carol Hasbrouck

Medical education programs are developed, implemented, and sometimes terminated within political arenas. As a result, evaluation efforts seem to contribute only superficially to program decision making. Participants will develop strategies for promoting the use of evaluation information in program decision making.

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

DESCRIPTIVE SESSIONS
Medical Education in Underserved Environments
Moderator: Linda Perkowski

National A

Inter-Institutional Collaboration: A Borderline Experience
Alan J. Smith and Sandra Martinez Garvock

UTMB is dedicated to preparing physicians for practice in medically underserved areas of Texas, including underserved areas along the border with Mexico. This session will describe our collaboration with two Mexican medical schools to enhance the social, cultural and clinical skills of graduates to be effective providers in these areas.

Opportunities for Educational Experiences at Medically Underserved Sites
Steve Smith, Amy L. Ward and Ellen Whiting

Students' increased exposure to medically underserved patients is a goal of NEOUCOM. The Department of Family Medicine has developed an experience which introduces students to these indigent populations. This session will provide a brief introduction to our newly implemented Underserved Care Experience during the Family Medicine Clerkship and future plans for this project.

Generalist Fellowship in Procedural Skills (GFPS)
Deborah D. Proctor, Lars C. Larsen, Deirdre Lynch, Jeffrey Garland, John D. Rose,
Pamela F. Younghaus and Dawn Hoffmann

We will discuss a program that involves collaboration between various generalist disciplines, governmental, and funding agencies. The GFPS was developed so that the participants could acquire skills in Cardiology, Pulmonary/Critical Care, and Gastroenterology that would better equip them to practice in underserved areas in eastern North Carolina.

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

PROBLEM SOLVING SESSION

Renwick

Academic Faculty and Community-Based Faculty: A Dichotomy of Perspectives
James C. Norton, Mae Marie Quan and Jeffrey Bieber

The results of a recent study indicate key differences between the way academic faculty and community-based faculty view themselves and one another. These differences present barriers to forming collaborative teaching environments. Identifying these barriers and developing strategies to address the barriers can lead to greater collaboration.

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

SKILLS ACQUISITIONS SESSION

National B

Practicing What We Preach: Portfolio Development Skills for Medical Educators
Joseph J. Brocato, Deborah E. Simpson, Jonathan D. Rohrer and Diane E. Heestand

This session integrally involves medical educators in developing their own portfolios considering both common and individualized structures, content, and format. Particular attention will be given to the literature which undergirds portfolio generation as well as the career development issues raised by the use of such portfolios by medical educators.

Sunday, November 2, 1997

Proposal Descriptions

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

PANEL DISCUSSION SESSION

Corcoran

Quality Control Strategies for SP Simulations

Michael Callaway, Linda Perkowski, Gayle Gliva-McConvey, Ann King and Sydney Smee

Standardized Patients (SPs) are used to accurately portray actual patient problems in a reproducible manner and to accurately report (checklist) or correct (feedback) actions taken by the examinee in the patient encounter. Consistently achieving this standard of quality for performance in SP simulations is challenging. We will describe selected quality control strategies applied to a variety of SP applications. Participants will be encouraged to discuss and relate these quality control strategies to their own SP applications.

Monday, November 3, 1997

Proposal Descriptions

8:00 a.m. - 8:50 a.m.

ROUNDTABLE SESSIONS

Phillips Ballroom

Future of Generalists in Medical Education

Candice Rettie

The chair-elect of the Generalist in Medical Education invites observations, comments, criticisms, hopes, and aspirations related to the future of our organization.

Integrating an Ambulatory Training Curriculum into an Internal Medicine Residency Program

Pamela A. Navaroli and Franklin Medio

This session will examine the problems created by the demand for increased ambulatory training in traditional hospital-based residency programs. The discussion will include a presentation of a successful 18 month ambulatory curriculum which will focus on the obstacles encountered and the strategies to overcome them.

Mechanisms of Basic Science Course Review and Improvement

Bill Weaver

All faculty want to be perceived as being effective in their teaching. Although most medical students will succeed regardless of the circumstances, faculty seem to be increasingly concerned about how their courses are perceived by students. The intent is to explore both directions and methods of course improvement.

What Does It Take To Run An SP Exam?

Barbara A. Carr and Loretta F. Wilkinson

Clinical skills assessments which use Standardized Patients are a growing part of medical education. The efficient implementation of these programs involves many aspects, including program design, organization, and personal needs. This discussion will explore these and other issues important in delivering a quality program. The suggestions generated in this session will be summarized and sent, at a later date, to the participants to use as reference materials.

Collaborative Efforts in Curricular Evaluation Using a Critical Thinking Framework

Diane L. Parry

As we immerse ourselves in the various collaborative environments of the day, we are challenged to consider curricular quality as a composite of interdependent elements. In the endeavors to monitor and develop a problem-based medical curriculum track at our institution, collaborative, on-going evaluation strategies are being fostered using a critical thinking framework. Participants in the session will further their understanding of the strategies involved in collaborative models of program and course evaluation, and begin to consider utilizing these new paradigms in their respective programs.

Medical Students Teaching Medical Students

Steven A. Haist and Ellen F. Hughes

In an era when medical education reform is advocating more small-group learning and faculty are being asked to be more productive in research and clinical activities, creative alternatives to meet the increased need for teaching should be explored. Medical students teaching other medical students is a seldom used but successful alternative to be discussed.

Collaboration in Medical Education: A Critical View of the Literature

Nicki Cohen-Cliffer and Elizabeth Krajic Kachur

This session will be an opportunity to arrive at a general overview of the literature concerning program collaboration. After applying the presented findings to our educational practices, participants will identify some areas where further publications are needed.

Strategic Quality Assurance Using Alumni to Evaluate a Residency Program

H. Lisesel Copeland, Mariana Hewson and Garron Weiker

Using alumni feedback to evaluate programs provides useful information for quality improvement measures, measuring customer satisfaction, assessing the need for change, and providing program direction. The methods and results of an actual residency evaluation project will be shared and discussed.

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

SKILLS ACQUISITION SESSION

National A

Developing Tests in the Changing World of Medical Education: A Collaborative Model

Steven M. Downing and Rebecca A. Baranowski

This workshop focuses on a model for the efficient, cost-effective, and collaborative development of written cognitive tests. Participants will acquire skills in blueprinting tests, evaluating the effectiveness of test items, determining the passing score, assessing the overall effectiveness of a test, and providing useful feedback to students and faculty.

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

PROBLEM SOLVING SESSION

Renwick

Promoting Service-Learning within Medical Education
Augusta M. Villanueva, Mary Ellen Bradley and Phyllis Blumberg.

The proposed session is intended to sensitize medical school faculty and administrators about the success stories achieved in other health professions schools and institutions of higher learning through Service-Learning; promote strategies that will facilitate adoption and/or expansion of Service-Learning across medical schools; and foster development of a collaborative network of Service-Learning educators across institutions.

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

SKILLS ACQUISITION SESSION

National B

Teaching Medical Informatics Skills within the Clinical Curriculum
Patty Brown and Marcy Rosenbaum

How can you integrate training in computer-based skills into the clinical curriculum? This session will present an overview of a medical informatics module developed for 4th-year medical students. Interactive discussion will focus on identifying effective instructional and organizational strategies for developing relevant computer skills in clinical contexts.

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

PANEL DISCUSSION SESSION

Corcoran

Academic and Community Partnerships in Medical Education: Transcending Tribal Behavior
Susan Labuda Schrop, Ellen G. Whiting, Brian Pendleton and Carol S. Hasbrouck

The worlds of health care delivery and medical education are being reshaped by multiple forces including the change in delivery of care from the university hospital to community settings. The best teaching efforts result from successful alliances considering the needs of all involved in the partnership. This panel discussion will not only provide information regarding the principles of collaboration, but will present successes and challenges in forging academic/community partnerships from three perspectives -- the medical school, the hospital, and the community.

Conference Registration Information

All presenters, co-presenters, and participants must register for the Conference in one 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 page 18.
- *Group* registration is for up to three people. *Group* registration includes the meetings, luncheon, reception, breakfast session, 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 the * on the form. The *Group* registration form is on page 19.
- The **postmark deadline** for Early Registration in either category is **October 13, 1997**. **Note:** No refunds will be offered after **October 20, 1997**, except in extenuating circumstances.
- A *Group* registration, like an *Individual* registration, may be paid with a single check.
- Checks are payable in U.S. dollars to *Generalists in Medical Education*.
- Registration forms are to be sent to Dennis Baker, Ph.D. at:

Ohio University, College of Osteopathic Medicine
Academic and Clinical Education
222 Grosvenor Hall
Athens, Ohio 45701

If you have any questions about the program of registration procedure, please call Dennis Baker, Ph.D. at (614) 593-0157

Individual Registration Form
 The Eighteenth Annual Conference for Generalists in Medical Education
 Sunday, November 2, 1997 and Monday, November 3, 1997
 Radisson Barcelo Hotel, Washington, D.C.

 Name (for tag)

 Institution Affiliation (for tag)

 Street and/ or Building Address

 City State/ Providence Zip Code

 Telephone Fax

 E-Mail Address

_____ **Yes**, I plan to bring resources for sharing.
 (Please call or e-mail Dennis Baker with a description of materials and display space required.)

Teaching and Learning in Medicine
 Subscription?

Renewal New

Registration Fees

- \$ 135.00 (Early Registration- Deadline, **October 13,1997**)
- \$ 145.00 (Regular Registration)

For Spouses and Guests only:

\$ 25.00 per guest for the Keynote Luncheon
 _____ # of Guests

\$ 25.00 per guest for the Evening Reception
 _____ # of Guests

\$ _____ **TOTAL AMOUNT SUBMITTED**

Group Conference Registration

The Eighteenth Annual Conference for Generalists in Medical Education
Sunday, November 2, 1997 and Monday, November 3, 1997
Radisson Barcelo Hotel, Washington, D.C.

(1)

Name (for tag) *

Institution Affiliation (for tag)

Street and/ or Building Address

City State/ Providence Zip Code

Telephone Fax

E-Mail Address

(2)

Name (for tag)

Institution Affiliation (for tag)

Street and/ or Building Address

City State/ Providence Zip Code

Telephone Fax

E-Mail Address

(3)

Name (for tag)

Institution Affiliation (for tag)

Street and/ or Building Address

City State/ Providence Zip Code

Telephone Fax

E-Mail Address

_____ **Yes, We plan to bring resources for sharing.**
(Please call or e-mail Dennis Baker with a description of materials and display space required.)

***Teaching and Learning in Medicine Subscription?**

Renewal

New

Registration Fees

Early Registration Deadline: October 13

\$245.00 for 2: [\$135.00 + \$110.00]

\$355.00 for 3: [\$135.00 + \$110.00 + \$110.00]

Regular Registration:

\$265.00 for 2: [\$145.00 + \$120.00]

\$385.00 for 3: [\$145.00 + \$120.00 + \$120.00]

For Spouses and Guests only:

\$ 25.00 per guest for the
Keynote Luncheon

_____ # of Guests

\$ 25.00 per guest for the
Evening Reception

_____ # of Guests

\$ _____ **TOTAL AMOUNT
SUBMITTED**

HOTEL RESERVATION INFORMATION
The Radisson Barcelo Hotel

The Generalist have received a block of sleeping rooms for our meeting (from Saturday November 1, 1997, through Monday, November 3, 1997.) Your reservation at the Radisson will help the Generalist Conference keep registration fees as low as possible..

The block of rooms we have reserved at the Radisson are guaranteed **until October 4, 1997**. To make reservations please call the number listed below and ask for the Reservation Desk. It is very important that you let the Hotel know your reservation is for the "Generalists in Medical Education".

Radisson Barcelo Hotel
2121 P Street Northwest
Washington, D.C. 20037
Phone: (202) 293 - 3100

1997 GENERALISTS IN MEDICAL EDUCATION CONFERENCE
Sponsored by
Ohio University College of Osteopathic Medicine

Proposal Reviewers

Organization Affiliation

M. Brownell Anderson	Association of American Medical Colleges
Gerald K. Arnold	Cooper Hospital/University Medical Center
S. Dennis Baker	Ohio University College of Osteopathic Medicine
Rebecca Baranowski	American Board of Internal Medicine
Amy Blue	University of Kentucky School of Medicine - Dept. of Surgery
John R. Boker	University of Tennessee - Memphis
David W. Brewer	SIU School of Medicine - Carbondale
Era L. Buck	University of Texas Health Sciences Center, Medical School - Houston
Robert Bulik	Ohio University College of Osteopathic Medicine - Northwest CORE
Joseph J. Brocato	Michigan State University
Liza Cariago-Lo	Bowman Gray School of Medicine of Wake Forest University
Patricia Charles	University of Nevada School of Medicine
Michael Callaway	University of Texas Medical Branch Office of Educational Development
Sebastian Diaz	Ohio University College of Osteopathic Medicine
Charlene Dienes	Northeast Ohio Universities College of Medicine
Steve M. Downing	American Board of Internal Medicine
Jennifer Doyle	Harvard Medical School - Deaconess Hospital
Judith Edinger	Ohio University College of Osteopathic Medicine
Ann W. Frye	Bowman Gray School of Medicine of Wake Forest University
Patricia K. Fullagar	Duke University School of Medicine
Louis J. Grosso	American Board of Internal Medicine
Carol S. Hasbrouck	Riverside Methodist Hospitals - Medical Education
Diane Heestand	University of Arkansas for Medical Sciences
Mariana Hewson	Cleveland Clinic Foundation - Division of Education
Bruce Holmes	Dalhousie University - Undergraduate Medical Education
David M. Kaufman	Dalhousie University - Division of Medical Education - Clinical Research
Mary Jane Kelly	East Tennessee State University - Section of Medical Education
Sharon K. Krackov	Cornell University Medical College - Office of Curriculum & Educational
Linda S. Lee	Duke University School of Medicine - Education Research & Development
Lloyd A. Lewis	Medical College of Georgia Curriculum Office
Barry T. Linger	West Virginia University College of Osteopathic Medicine
Kristen Lohr	University of Tennessee - Memphis
Mary Pat Mann	Ohio University College of Osteopathic Medicine
Marconi F. Monteiro	University of Texas - Houston Health Science Center
Virginia Moyer	Dept. Of Pediatrics - Lyndon B. Johnson General Hospital
Pamela A. Navaroli	Chicago College of Osteopathic Medicine
Diane Parry	Ohio University College of Osteopathic Medicine
Jennifer Peel	University of Texas Medical Branch - Office of Educational Development
Linda C. Perkowski	University of Southern California School of Medicine - Div. Of Medical Education
Linda Pololi	East Carolina University School of Medicine
Candice S. Rettie	UMDNJ/RWJ Medical School at Camden
Christopher B. Reznich	Michigan State University
Marcy E. Rosenbaum	OSU College of Osteopathic Medicine
Jane Scott	Wright State University - Department of Anatomy
Susan Labuda Schrop	Northeastern Ohio Universities College of Medicine - Dept. of Family Medicine
Maureen A. Shannon	Michigan State University - COGMET
John H. Shatzer	John Hopkins University School of Medicine
Alan J. Smith	University of Texas Medical Branch
Eugenia P. Vanek	Education Consultant
Ellen G. Whiting	Northeastern Ohio Universities College of Medicine - Dept. of Family Medicine
David P. Yens	New York College of Osteopathic Medicine

1997 Generalists in Medical Education Steering Committee

Ellen G. Whiting	Northeastern Ohio Universities College of Medicine - Dept. of Family Medicine
Linda C. Perkowski	University of Southern California School of Medicine - Div. of Medical Education
Candice S. Rettie	UMDNJ/RWJ Medical School at Camden
Louis J. Grosso	American Board of Internal Medicine
Carol S. Hasbrouck	Riverside Methodist Hospitals Medical Education
Amy Blue	University of Kentucky School of Medicine - Dept. of Surgery
John H. Shatzer	John Hopkins University School of Medicine
Linda S. Lee	Duke University School of Medicine
S. Dennis Baker	Ohio University College of Osteopathic Medicine
M. Brownell Anderson	Association of American Medical Colleges

Acknowledgments

The Generalists in Medical Education wish to thank the Ohio University College of Osteopathic Medicine (OUCOM) for its support of Dennis Baker as program chair and for making OUCOM graphics and secretarial support available.

Index of Presenters

Key

R: Special Topic Roundtable
 D: Descriptive
 PD: Panel Discussion
 PS: Problem Solving
 SA: Skills Acquisition

A

Adams, Lorriane J. R p.8
 Arnold, Gerald K. PS p.12

B

Baker, Dennis S. SA p.12
 Baldwin, Constance R p.8
 Baranowski, Rebecca A. SA p.15
 Bieber, Jeffrey PS p.13
 Blue, Amy V. D p.9
 Blumberg, Phyllis R,PS p.9,16
 Bradley, Mary Ellen PS p.16
 Brocato, Joseph D,SA p.9,13
 Brown, Patty SA p.16

C

Callaway, Michael PD p.14
 Carr, Barbara A. R p.14
 Chamblee, Cheryl A. R p.8
 Charles, Patricia R p.9
 Cluff, Patricia D p.9
 Cohen-Cliffer, Nicki R p.15
 Collins, Martha Layne D p.9
 Copeland, Lisesel H. R p.15
 Cuevas, Nuria PS p.12

D

Deterding, Robin PS p.10
 Diaz, Sebastian SA p.12
 Dienes, Charlene L. PS p.12
 Downing, Steven M. SA p.15
 Durgans, Kenneth B. PS p.12

E

Eiore, David R p.9

G

Garland, Jeffrey D p.13
 Gilbertson, Mary R p.9
 Gliva-McConvey, Gayle PD p.14
 Grosso, Louis PS p.12
 Guille, Robin SA p.10

H

Haist, Steven A. R p.15
 Hasbrouck, Carol PS,PD p.12,16
 Heestand, Diane E. SA p.13
 Helmer, Lynn D p.11
 Hewson, Mariana R p.15
 Hoffmann, Dawn D p.13
 Holmes, Bruce D. R p.8
 Hughes, Ellen F. R p.15

J

James, Paul PS p.10
 Jason, Hilliard R p.8
 Johnson, Bruce E. R p.8

K

Kamin, Carol PS p.10
 Kellerman, Rick D p.12
 Kick, Steven R p.8
 King, Ann PD p.14
 Krajic Kachur, Elizabeth R,R p.8,15

L

Labuda Schrop, Susan PD p.16
 Larsen, Lars C. D p.13
 Lawson, Michael R. R p.8
 Levine, Harold G. R p.8
 Lynch, Deirdre D p.13

M

MacDougall, Brian R p.8
 Martinez Garvock, Sandra D p.13
 Mavis, Brian E. R p.8
 Medio, Franklin R,R p.8,14
 Morewitz, Stephen J. R p.8

Index of Presenters

<u>N</u>			<u>V</u>		
Navarroli, Pamela A.	R	p.14	Veach, Tracy	R	p.9
Norton, James C.	PS	p.13	Villanueva, Augusta M.	PS	p.16
<u>O</u>			<u>W</u>		
O'Brien, Ann	R	p.8	Walling, Anne	D	p.12
Ojano Sheehan, Olivia	D	p.12	Ward, Amy L.	D	p.13
<u>P</u>			Way, David	PS	p.12
Parry, Diane L.	R	p.15	Weaver, Bill	R	p.14
Peel, Jennifer J.	R	p.8	Weiker, Garron	R	p.15
Pendleton, Brian	PD	p.16	Whiting, Ellen G.	PS,D,PD	p.12,13,16
Perkowski, Linda	PD	p.14	Wilkinson, Loretta F.	R	p.14
Pham, Kim-Thu	R	p.9	Woodworth, Robert	D	p.12
Pinheiro, Sandro O.	D	p.9	<u>Y</u>		
Proctor, Deborah D.	D	p.13	Younghaus, Pamela F.	D	p.13
<u>Q</u>					
Quan, Mae Marie	PS	p.13			
<u>R</u>					
Reshetar, Rosemary	SA	p.10			
Rettie, Candice	D,R	p.10,14			
Rohrer, Jonathan D.	D,SA	p.11,13			
Rose, John D.	D	p.13			
Rosenbaum, Marcy	SA	p.16			
Rosenthal, Thomas	PS	p.10			
<u>S</u>					
Schwartz, Diane G.	PS	p.10			
Schwartz, Richard W.	D	p.9			
Scutchfield, Douglas	D	p.9			
Shaw, Pam	D	p.12			
Sheppard, Lorinda M.	D	p.9			
Simpson, Deborah E.	SA	p.13			
Smee, Sydney	PD	p.14			
Smith, Alan J.	D	p.13			
Smith, Steve	D	p.13			
Soloman, David J.	R	p.8			

NOTES: