The Nineteenth Annual Conference
For Generalists in Medical Education

November 1-2, 1998
Hotel Inter-Continental
New Orleans

Maintaining a Moral Compass: Challenges for Generalists
Generalists in Medical Education

Who Are We?

The Generalists in Medical Education are committed to improving medical education. We teach, conduct research, and provide educational support services in all areas of pre-doctoral, post-doctoral, and continuing medical education.

What are our roles as educators?
In addition to teaching, our area of expertise and interest include: curriculum design and instructional development; testing and evaluation; faculty development; student support; educational research; grant writing; educational leadership; and organizational development.

Why does our group exist?
We come together as a group to exchange skills, knowledge, and ideas to improve medical education and to enhance our professional growth.

What can we do for you?
At the annual conference we offer opportunities to develop specific skills to enhance professional effectiveness, to understand the latest initiatives and innovations in medical education, and to explore solutions to educational problems. Conference sessions are interactive and informal. We encourage networking throughout the year, which is facilitated by an annually revised membership directory.

How can I become a member?
There are no annual membership dues. Registration at our annual conference provides you the opportunity to: 1) attend all sessions, associated meals, and a reception, 2) vote at the annual business meeting, 3) obtain an updated membership directory, and 4) receive a subscription to Teaching and Learning in Medicine. We coordinate the timing of our annual meeting with the annual meeting of the Association of American Medical Colleges (AAMC) which is typically held in late October or early November. Every other year both meetings are held in Washington, D.C.

Look for us on the Internet at http://www.utmb.edu/meo/generalists/

To be included on our mailing list, send your name and address to:

Louis Grosso
American Board of Internal Medicine
510 Walnut Street, Suite 1700
Philadelphia, PA 19106
E-mail: lgrosso@abim.org
Maintaining
a Moral Compass:
Challenges for Generalists

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Conference Sessions

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

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.

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

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.
Message from the Chair

Welcome to the 1998 Conference of the Generalists in Medical Education! Our focus this year is on professionalism and our roles and responsibilities in "maintaining a moral compass." How do we define "professional behavior"? Are traditional notions of professionalism changing as medical care is changing? In what ways do we teach, assess, and model professional traits and behaviors? These and other conceptual and practical issues will be discussed candidly during the interactive sessions. With New Orleans as the backdrop, enjoy this time with old and new colleagues as you gain new information, skills and insights as a medical educator.

- Ellen G. Whiting, 1998 Chair

1998 Steering Committee

Ellen Whiting, Chair
Linda Perkowski, Past Chair
John Shatzer, Chair Elect
Louis Grosso, Membership
Carol Hasbrouck, Treasurer
Sheila Chauvin, Program
Diane Heestand, Program
Amy Blue
Elizabeth Kachur
Linda Lee
Brownie Anderson, Liaison

Northeastern Ohio Universities College of Medicine
University of Southern California School of Medicine
Johns Hopkins University School of Medicine
American Board of Internal Medicine
Riverside Methodist Hospitals
Tulane University Medical School
University of Arkansas for Medical Sciences
Medical University of South Carolina
Medical Education Development
Duke University School of Medicine
Association of American Medical Colleges

Acknowledgments

We wish to thank the administrations of Tulane University Medical School and the University of Arkansas for Medical Sciences for their support in the development of this conference. In particular we wish to acknowledge the efforts of Ruth Allen, Anna Moses, Mildred Savidge, and Deborah Rhoades of the Office of Educational Development at the University of Arkansas for Medical Sciences and Bruce Bowdish of the Office of Educational Research and Services of Tulane University Medical School.
# Program at a Glance

**Saturday, October 31, 1998**

8:00 p.m.-8:00 p.m.  
Registration in LeFoyer

7:00 a.m.  
Registration in LeFoyer

8:00 a.m.  
Welcome and Overview

8:30 a.m.-9:20 a.m.  
Roundtable Sessions  
Pontalba Room

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<th>Table 6 Maintaining a Moral Compass Must Include Cultural Competency</th>
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9:30 a.m.-11:30 a.m.  
Concurrent Sessions

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<th>Vieux A</th>
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<td>Developing the Generalists Looking Glass: Increasing Relevance through Contextual Learning in the Year 1 Medical School Curriculum</td>
<td>Medical Ethics Grand Rounds: A Content Analysis</td>
<td>Professional Development of Medical Students: A Differential Diagnosis</td>
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**Sunday, November 1, 1998**

8:30 a.m.-9:20 a.m.  
Breakfast in the Pontalba Room

11:30 a.m.  
Luncheon and Panel Discussion in the Pontalba Room

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

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<td>Promoting Professional Behavior of Medical Students and Resident Physicians</td>
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**Monday, November 2, 1998**

7:00 a.m.  
Reception in Los Continentes

8:00 a.m.-8:50 a.m.  
Roundtable Sessions in the Pontalba Room

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Business Meeting in the Pontalba Room

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<td>A Statewide Approach to Community-Based Medical Education: Application and Challenges</td>
<td>The Compass Points toward the Community</td>
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7:00 p.m.-9:00 p.m.  
Reception in Los Continentes
Luncheon Panel
11:30 a.m. in the Pontalba Room

Setting the Compass on Professionalism: Perspectives

Barbara Barzansky is Director of the Department of Medical School Services at the AMA and Assistant Secretary of the Liaison Committee on Medical Education. She received a Ph.D. in biology from the University of California at Irvine and a master’s degree in health professions education from the University of Illinois at Chicago.

Linda L. Blank is Vice President for Clinical Competence and Communications at the American Board of Internal Medicine. She serves as an ex-officio representative to the Residency Review Committee for Internal Medicine, provides ABIM staff liaison for the Federated Council for Internal Medicine, and works with other major organizations in internal medicine involved in graduate medical education.

Deborah Danoff is Assistant Vice president in the Division of Medical Education at the AAMC. She received her medical degree from McGill University where she served as Associate Dean for Undergraduate Medical Education and Student Affairs. At the AAMC, she has responsibility for initiatives related to the practice of medicine including professionalism, and teaching and learning about cultural competence.

David Stern is an assistant professor at the University of Michigan Health System, Division of General Medicine. Dr. Stern received his medical degree from Vanderbilt Medical School. He served as a fellow in Ambulatory Care and Research at Stanford and the Palo Alto VAMC and received his Ph.D. from Stanford University School of Education. Dr. Stern’s primary research interest is in the development of professional character of physicians.

Description of Session

Setting the Compass on Professionalism is the responsibility of all Generalists in Medical Education. Barbara Barzansky, Linda Blank, and Deborah Danoff represent the three associations very active in fostering professionalism; each will report on the efforts of her association. The three will join moderator David Stern and members of the Generalists in discussing several case scenarios that demonstrate the use of principles of professionalism in medical and educational contexts.
Program Schedule

Saturday, October 31, 1998
6:00-8:00 p.m. Registration Le Foyer

Sunday, November 1, 1998
7:00 a.m. Registration Le Foyer
7:00 a.m. Breakfast Pontalba Room
8:00 a.m. Welcome & Overview Pontalba Room
8:30-9:20 a.m. Rountable Sessions Pontalba Room

Table 1 Future of the Generalists in Medical Education
Table 2 Incorporating Evidence-Based Medicine into the Medical Curriculum
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Table 5 Curriculum Revision in the Clinical Years of the Curriculum
Table 6 Maintaining a Moral Compass Must Include Cultural Competency
Table 7 Consortia for Health Professions Training in Community-Based Settings

9:30-11:30 a.m. Concurrent Sessions
Descriptive Session Vieux A
Teaching Methods Moderator: Barry Linger
Developing and Integrating Skills and Procedures Learning into a PBL Curriculum

Through the Generalist’s Looking Glass: Increasing Relevance Through Contextual Learning in the Year 1 Medical School Curriculum
Medical Ethics Grand Rounds: A Content Analysis

Problem Solving Session Vieux B
Professional Development of Medical Students: A Differential Diagnosis

Problem Solving Session Oak
Evidence-Based Medical Education: A Strategy for the 21st Century

Skills Acquisition Session Magnolia
Integrating Student Learning Objectives with Community Service Objectives: The Service Learning Protocol for Health Professions Schools

11:30 a.m. Luncheon & Panel Discussion Room

1:15-3:15 p.m. Concurrent Sessions
Panel Discussion Vieux A
Collaborative Reflection: The Story of a National Initiative in Medical Education

Problem Solving Session Vieux B
The Development of a Professional: Working with Housestaff and Medical Students

Skills Acquisition Session Oak
Strategies for Evaluating Community Faculty Development Programs

Skills Acquisition Session Magnolia
Promoting Professional Behavior of Medical Students and Resident Physicians
3:30-5:30 p.m. Concurrent Sessions

Descriptive Session  Vieux A

Issues in Medical Education (Lagniappe)
Moderator: Carol Hasbrouck

Assessing the Need for Educational Technology within a Statewide Medical Education Consortium: Preliminary Survey Results and Future Directions

Promoting Curricular Changes at a Research-Oriented, Tertiary Care, Tri-Campus Medical School: Successes, Failures, and Lessons Learned

A Program to Facilitate Educator Faculty Research Productivity

Panel Discussion  Vieux B

Computers in Medical Education: From Paper to Pencil to the Keyboard

Problem Solving Session  Oak

Preparing Students for their Future Clinical Roles: Match or Mismatch between Expectations

Problem Solving Session  Magnolia

Evaluation of Preceptors and the Feedback Process: Challenges of Quality Control in Decentralized Medical Education

5:30-6:30 p.m. Task Force Meetings

Information Technology for Generalists
John Shatzer, Coordinator  Vieux A

Orientation to Medical Education
Amy Blue, Coordinator  Vieux B

Professional Development and Resources
Linda Perkowski, Coordinator  Magnolia

7:00-9:00 p.m. Reception  Les Continents

Monday, November 2, 1998

7:00 a.m. Breakfast  Pontalba Room

8:00-8:50 a.m. Roundtable  Pontalba Room

Sessions

Table 1  A Model for Competency-Based Interdisciplinary Education in a Biomedical Graduate Curriculum

Table 2  Professional Self-Development: What Really Counts

Table 3  Relationship Between Physician-Patient Interactions and Clinical Teaching

Table 4  How Do Educators Get Promoted in Medical Schools? A Discussion of Policies and Procedures at Your School

Table 5  Integrating Meaningful Written Paper Assignments into the Medical School Curriculum

Table 6  Facilitating the Clinical Context for Problem-Based Learning: Promotion of Patient-Centered Learning

9:00-9:30 a.m. Business Meeting  Pontalba Room

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

Descriptive Session  Vieux A

Evaluation
Moderator: Linda Lee

Taking the Blinders Off: Why Is Empowerment Evaluation Important?

Rushing to Judgement: A Crash Program of Modified Peer Review of All Courses and Clerkships in the Undergraduate Medical Education Program

Panel Discussion  Vieux B

A Statewide Consortial Approach to Community-Based Medical Education: Application and Challenges

Problem Solving Session  Oak

The Compass Points toward the Community

Skills Acquisition Session  Magnolia

Defining and Assessing Professionalism in Medical Education
Roundtable Sessions
8:30-9:20 a.m.
Pontalba Room

Future of the Generalists in Medical Education
John Shatzker, Johns Hopkins University School of Medicine
The chair-elect of the Generalists in Medical Education invites observations, comments, criticisms, hopes, and aspirations related to the future of our organization.

Incorporating Evidence-Based Medicine into the Medical Curriculum
Dennis Baker, Ohio University College of Osteopathic Medicine
Sebastian Diaz, Ohio University College of Osteopathic Medicine
Medical training institutions are in the process of incorporating evidence-based medicine (EBM) into the curriculum. The two facilitators will share an EBM journal club module they developed and implemented that incorporated PBL methodologies. Participants will respond to the content of the module and its implementation method. Participants will be asked to share their curriculum development and faculty development experiences with regard to EBM.

Has the Pendulum Swung Too Far? Professional Behavior and Attitudes of Medical Students
Leesa M. DiBartola, The George Washington University Medical Center
Participants will identify the salient themes concerning the professional behavior and attitudes of students and will discuss guidelines for protocols, expectations, and accountability.

Applying Systems Theory Concepts to Medical Curricula
Mary Wurm Schaar, The Western Pennsylvania Hospital
Judith Shipengrover, SUNY at Buffalo School of Medicine and Biomedical Sciences
Participants will be introduced to the application of basic systems theory concepts to medical curricula. Employing systems concepts can foster the transition of curriculum work from an often reactive and seemingly chaotic activity to a proactive, coherent endeavor. Effective as well as ineffective strategies for responding to curriculum initiatives will be discussed.

Curriculum Revision in the Clinical Years of the Curriculum
Imogene Smith, Medical University of South Carolina
Amy V. Blue, Medical University of South Carolina
Steve Haist, University of Kentucky College of Medicine
Medical school curriculum revisions have focused primarily on the basic science years of the curriculum; revision of the clinical years has not been widely described. This roundtable discussion will focus on curricular changes and innovations in the clinical years, as well as the barriers and successes institutions have encountered during the change process.

Maintaining a Moral Compass Must Include Cultural Competency
Charlene Diennes, Northeastern Ohio Universities College of Medicine
The complexion of the US is changing and access to quality health care is disproportionate to people of color. This discussion will challenge medical educators with a moral compass to develop curricula to teach students, residents, and faculty the importance of culturally competent care and to teach them how to deliver it.
Consortia for Health Professions Training in Community-Based Settings

Jerome A. Paulson, The George Washington University Medical Center
Karen Shaw, The George Washington University Medical Center

The authors developed a database containing limited information on approximately 100 collaborative community-based educational consortia. Using in-depth interviews of the CEOs of some of those organizations, a more detailed database of 20 consortia was developed. The discussion will focus on a number of topics, such as problems associated with formation and operation of consortia and plans for long-term funding.

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

Descriptive Session
Vieux A

Teaching Methods
Moderator: Barry Linger

Developing and Integrating Skills and Procedures Learning into a PBL Curriculum

Graham Bullock, Dalhousie University Faculty of Medicine
D. Bruce Holmes, Dalhousie University Faculty of Medicine

We require students to be properly taught and evaluated on the high priority skills and procedures along the medical education continuum. As resources seemingly diminish within traditional clinical settings, innovative approaches are required. This presentation will describe one such innovation and emphasize how it was developed and integrated into the curriculum.

Through the Generalist's Looking Glass: Increasing Relevance Through Contextual Learning in the Year 1 Medical School Curriculum

Denise Ferrier, Allegheny University of Health Sciences
Barry Mann, Allegheny University of Health Sciences
Burton Landau, Allegheny University of Health Sciences

Clinical relevance and contextual learning in the first year curriculum at MCP*Hahnemann SOM are emphasized by linking learning objectives of traditional courses to one or another of 12 clinical symptoms commonly seen in a generalist physician's office. Generalist physicians provide the clinical context for each symptom-based module.

Medical Ethics Grand Rounds: A Content Analysis

David W. Musick, University of Kentucky College of Medicine

Medical educators emphasize the importance of instruction in ethics and professionalism, but the content of such instruction does not include topics of direct relevance to medical students and resident physicians. A content analysis of one ethics education "grand rounds" program confirms the need to expand the topical relevance of ethics instruction.

Problem Solving Session
Vieux B

Professional Development of Medical Students: A Differential Diagnosis

Ellen G. Whiting, Northeastern Ohio Universities College of Medicine
LuAnn Coldwell, Northeastern Ohio Universities College of Medicine

There is no debate about professional development being critical to medical education and clinical competency. Yet unlike "cognitive" knowledge, professionalism is less well defined and evaluated. A differential diagnosis will combine our expectations and outline the obstacles in order to guide our students on a clear path of professional development.
Problem Solving Session
Oak

Evidence-Based Medical Education: A Strategy for the 21st Century

Elizabeth Krajec Kachur, Medical Education Development
Susan V. Watson, New Jersey Medical School

Similar to medicine, medical education has become more evidence-based. This session will review what educational evidence is and how it can be collected. Furthermore, "evidence" will be compared with other factors that influence academic decision-making.

Skills Acquisition Session
Magnolia

Integrating Student Learning Objectives with Community Service Objectives: The Service Learning Protocol for Health Professions Schools

Kate Cauley, Wright State University
Carla Clasen, Wright State University
Mark Clasen, Wright State University
Bill Mase, Wright State University

Health professions education has a long history of community service through clinical training in hospitals serving indigent patients. As students move to community-based sites, faculty are supported through Service Learning, a teaching methodology which works to integrate learning and service objectives, extending the service delivery system while preparing health care providers of tomorrow.

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

Panel Discussion
Vieux A

Collaborative Reflection: The Story of a National Initiative in Medical Education

Stewart Mennin, University of New Mexico School of Medicine
Sharon Krackov, Cornell Medical School
John Shatzer, Johns Hopkins University School of Medicine
Summers Kalishman, University of New Mexico School of Medicine

Panelists will address the conference theme, “Maintaining a Moral Compass: Challenges for Generalists,” from the perspective of representative participants in a recently completed eight-school, national initiative to change medical education curricula. The presenters will discuss and analyze approaches undertaken by the eight schools to achieve the initiatives’ goals, and the process and outcome of their collaborations, including a submitted supplement to Academic Medicine.

Problem Solving Session
Vieux B

The Development of a Professional: Working with Housestaff and Medical Students

Karen Szauter, The University of Texas Medical Branch
Marcia Levetown, The University of Texas Medical Branch
Eugene Boisaubin, The University of Texas Medical Branch
James Wilterding, The University of Texas Medical Branch

Attention to the professional development of our students and housestaff is critical if the profession of medicine is to remain one of honor. This session will use a problem-based learning format to address issues of professionalism and offer participants an opportunity to enhance their practical and teaching skills in this area.
Skills Acquisition Session
Oak

Strategies for Evaluating Community Faculty Development Programs

Constance D. Baldwin, The University of Texas Medical Branch
Harold G. Levine, The University of Texas Medical Branch
Virginia N. Niebuhr, The University of Texas Medical Branch
Robert Bulik, The University of Texas Medical Branch

This session will address the evaluation of community faculty development programs: purposes, audiences, evaluation questions, and methods. After discussing strategies and methods, three small groups will develop evaluation plans to address evaluation questions which are appropriate for assessment of a community faculty development program, and share their results.

Skills Acquisition Session
Magnolia

Promoting Professional Behavior of Medical Students and Resident Physicians

Louise Arnold, University of Missouri, Kansas City School of Medicine
Barbara Barzansky, American Medical Association
Timothy R. Hansen, Chicago Medical School
Ruth Hoppe, Michigan State University College of Human Medicine
Loretta S. Loftus, University of Missouri, Kansas City School of Medicine

Short didactic presentations, related case studies, and subsequent discussion to resolve issues embedded in the cases will enable participants to improve their educational program’s ability to nurture professionalism among learners and prevent, mitigate, and correct learners’ nonprofessional behavior.

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

Descriptive Session
Vieux A

Issues in Medical Education (Lagniappe)
Moderator: Carol Hasbrouck

Assessing the Need for Educational Technology within a Statewide Medical Education Consortium: Preliminary Survey Results and Future Directions

Joseph J. Brocato, College of Osteopathic Medicine, Michigan State University
Jonathan D. Rohrer, College of Osteopathic Medicine, Michigan State University
Karen V. Busch, College of Osteopathic Medicine, Michigan State University

In this presentation, the planning process for faculty development in computer-based educational technology across a statewide consortium of 16 community-based hospitals will be described. Additionally, the results from the first phase of a consortium-wide faculty educational technology needs assessment survey will be disseminated.

Promoting Curricular Changes at a Research-Oriented, Tertiary Care, Tri-Campus Medical School: Successes, Failures, and Lessons Learned

Bill Weaver, University of Alabama School of Medicine
Dennis W. Bouware, University of Alabama School of Medicine
Chris Lorish, University of Alabama School of Medicine

When a medical school’s reputation is based on its success in external funding and highly subspecialize clinical care, enhancing the position of the undergraduate medical education program calls for approaches that differ substantially from those whose education is the most rewarded mission. Both our successes and our failures will be described.
A Program to Facilitate Educator Faculty Research Productivity

Amy V. Bluy, Medical University of South Carolina College of Medicine
Carol Elam, University of Kentucky College of Medicine
Lois Margaret Nora, University of Kentucky College of Medicine

This presentation consists of a case study of a faculty development program designed to introduce inexperienced educator faculty to the conduct of medical education research and scholarship. Descriptive information about the seven-session program will be presented, as well as, recommendations to other institutions interested in developing a similar program.

Panel Discussion

Vieux B

Computers in Medical Education: From Paper to Pencil to the Keyboard

Amy J. Fitzgerald, University of Arkansas for Medical Sciences
Robert Hopkins, University of Arkansas for Medical Sciences
Lee Bairnsfather, Louisiana State University Medical School at Shreveport
Linda Deloney, University of Arkansas for Medical Sciences

The prevalence of computers and new technology and the explosion of the Internet and the World Wide Web provide many new opportunities for medical educators. In this panel discussion, we will demonstrate a computerized course examination, Web-based applications in a basic science course, a Web-based faculty evaluation tool, and electronic-mail student journals.

Problem Solving Session

Oak

Preparing Students for their Future Clinical Roles: Match or Mismatch between Expectations

Susan M. Labuda Schrop, Northeastern Ohio Universities College of Medicine
Ellen G. Whiting, Northeastern Ohio Universities College of Medicine
Brian F. Pendleton, The University of Akron

The medical education system has role expectations for medical students—some explicit, but some that are ambiguous and poorly communicated to students. This session will define the role of the medical student, how role expectations are communicated and reinforced, and how the role of medical students compares to their future roles as residents and clinicians.

Problem Solving Session

Magnolia

Evaluation of Preceptors and the Feedback Process: Challenges of Quality Control in Decentralized Medical Education

Jennifer L. Peel, The University of Texas Medical Branch

This session is designed to encourage participants to "brainstorm" about goals, obstacles, and strategies for evaluating and providing feedback to community preceptors. This is an extremely pertinent topic to Generalists given the multitude of community-based programs around the country. More and more medical schools are shifting away from the tertiary care hospital and toward a more decentralized educational experience. At the same time, many on-campus faculty express concerns about the quality and variability of experiences the students are having at the off-campus sites.
Monday, November 2, 1998

Roundtable Sessions
8:00-8:50 a.m.
Pontalba Room

A Model for Competency-Based Interdisciplinary Education in a Biomedical Graduate Curriculum
Carol-Ann Courneya, University of British Columbia

The design for, and recent implementation of, a novel competency-based graduate course will be reviewed. Competencies included hypothesis generation, matching experimental techniques to hypotheses, enquiry strategies, articulation of scientific concepts, and awareness of professional, ethical, and safety concepts. Graduate students engaged in the pilot run. Qualitative and quantitative student evaluation will be reviewed and form the basis for continued, improved design leading toward development of a model for competency-based graduate courses.

Professional Self-Development: What Really Counts
Diane L. Parry, Ohio University College of Osteopathic Medicine

The effects of appropriate self-development should increase the learner’s ability to assess his or her own knowledge and/or performance and then seek the necessary resources from which to make decisions. Valid self-development is a competency that can be taught and formalized, but rarely exists in these terms. Participants in this session will further their understanding of critical components of the self-development process involved in fostering professionalism.

Relationship between Physician-Patient Interactions and Clinical Teaching
H. Liesel Copeland, Cleveland Clinic Foundation
Mariana Hewson, Cleveland Clinic Foundation

This session will explore the theoretical relationship between clinical teaching and patient relations including results from an exploratory study. A deeper empirically based understanding of the isomorphism between physician-patient and clinical teaching interactions may aid medical educators in teaching the skills of both clinical teaching and patient communication.

How Do Educators Get Promoted in Medical Schools? A Discussion of Policies and Procedures at Your School
Ann Frye, University of Texas Medical Branch
Jennifer Peel, University of Texas Medical Branch

Promotion policies for medical school educators vary widely among institutions. This session will provide an opportunity for educators with personal knowledge of how educators are promoted in some institutions to share their knowledge with educators seeking promotion or who are designing policies and procedures for the promotion process.

Integrating Meaningful Written Paper Assignments into the Medical School Curriculum
Dennis Baker, Ohio University College of Osteopathic Medicine
Cheryl Riley, Ohio University College of Osteopathic Medicine

Writing papers is a learning activity that is met with mixed reactions from teachers and students in the medical school setting. We will share our experiences associated with the creation and administration of a case-based paper assignment as part of a family medicine clerkship. Participants will be asked to share their experiences with written paper assignments and to brainstorm how research can be conducted on this type of curriculum activity.
Facilitating the Clinical Context for Problem-Based Learning: Promotion of Patient-Centered Learning

David W. Brewer, Southern Illinois University School of Medicine

A unit in an existing Problem-Based Learning curriculum was modified to address students’ learning outcomes perceived to be deficient in behavioral sciences, medical ethics, psychosocial concerns, and professionalism. A program modification will be described. This modification entailed re-formatting the patient problems and requiring new student tasks, resulting in a more patient-centered curriculum.

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

Descriptive Sessions
Vieux A

Evaluation
Moderator: Linda Lee

Taking the Blinders Off: Why is Empowerment Evaluation Important?

Brian F. Pendleton, The University of Akron
Susan Thomas Frank, Community Partnership
Margo Erme, Northeastern Ohio Universities College of Medicine

The boundaries for “health” continue an expansion into “prevention” themes. Students are increasingly being required to become familiar with dimensions of community health and well being. New paradigms for program evaluation are needed. This descriptive session introduces the participant to “empowerment evaluation,” describing its development, credibility, effectiveness, and “how-to.”

Rushing to Judgement: A Crash Program of Modified Peer Review of All Courses and Clerkships in the Undergraduate Medical Education Program

John A. Caldwell, University of Alabama School of Medicine
Julie Walsh, University of Alabama School of Medicine
Chris Lorish, University of Alabama School of Medicine
Theresa Logan, University of Alabama School of Medicine

Continuous curriculum assessment is especially vital for institutions with programs conducted at several sites. An initial quality assessment program lacked the timeliness and standardization desired. A new program has been developed and implemented that includes self-study, peer review, and departmental discussion.

Panel Discussion
Vieux B

A Statewide Consortial Approach to Community-Based Medical Education: Application and Challenges

Karen V. Busch, Michigan State University College of Osteopathic Medicine
Johnathan Rohrer, Michigan State University College of Osteopathic Medicine
Judith Lyles, Michigan State University College of Osteopathic Medicine
Joseph Brocato, Michigan State University College of Osteopathic Medicine

This session will 1) describe the consortial model of community-based medical education at Michigan State University College of Osteopathic Medicine and its uses in curriculum, evaluation, faculty development, and administration; and 2) provide participants an opportunity to discuss resolutions to their own medical education challenges by applying consortial organization models.
Problem Solving Session
Oak

The Compass Points toward the Community

Mark E. Unverzagt, University of New Mexico School of Medicine
Summers Kalishman, University of New Mexico School of Medicine
Martha McGrew, University of New Mexico School of Medicine

There are many barriers to successful implementation of a population focus within the biomedically driven clinical teaching and service model for medical and residency education. Alternative models from one institution's perspective, including service learning, will be presented as an antidote to the common dilemma of limited interest for inclusion of community/population medicine in health professions education. Participants in the problem solving session will be asked to provide their insights, alternative approaches, and critical perspectives on the approaches and models presented.

Skills Acquisition Session
Magnolia

Defining and Assessing Professionalism in Medical Education

Sheila W. Chauvin, Tulane University School of Medicine
Cathy Lazarus, Tulane University School of Medicine

Participants will observe videotaped vignettes targeting important elements of professionalism. Using observation data, participants will complete a performance-based assessment rubric and discuss their assessments in small groups. Discussions will be used to highlight assessment and implementation issues often associated with performance-based assessment, particularly for areas such as professionalism.

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The Nineteenth Annual Conference for Generalists in Medical Education

Sunday, November 1, 1998
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# Index of Presenters

## Key

- **D**: Descriptive
- **PD**: Panel Discussion
- **PS**: Problem Solving
- **RT**: Roundtable Session
- **SA**: Skills Acquisition

## Presenters

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