

The Twentieth Annual Conference for
Generalists in Medical Education

Revised Edition

"Medical Education
in the
New Millennium"

October 23-24, 1999
Radisson Barceló Hotel
Washington, D.C.



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 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

“Medical Education In the New Millennium”

Table of Contents

Conference Sessions	1
Message from the Chair	2
1999 Steering Committee	2
Acknowledgements.....	2
Program at a Glance.....	3
Program Schedule	4
Presentation Descriptions.....	6
KeyNote Speaker/Reception.....	14
Conference Registration Information	15
Individual Registration Form.....	15
Group Conference Registration Form.....	16
Hotel Registration	17
Index of Presenters.....	19
Reviewers.....	Inside Back Cover

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 1999 Conference of the Generalists in Medical Education!

The 1999 Generalist in Medical Education Conference marks the 20th anniversary of our meetings and the final meeting of the century. This junction of events provides us with an opportunity to reflect upon where we've been over the past nineteen years and where we want to go as we move into the new millennium. Of course there is nothing magical or especially significant about the passage into the next century. . . it's just another year in medical education! And, I can assure you that our twentieth anniversary will not be our last.

But the challenges we face are both old and new. The original call for organizing the first conference went out with the goal to: *provide a forum for generalists in medical education that will facilitate communication about common concerns, interests and activities, and provide an opportunity to seek new approaches and creative solutions to problems and issues in medical education.* The intended audience was persons with backgrounds in education, psychology, social sciences and related fields that had assumed positions in medical education. Our goal has remained the same, although we now welcome a growing number of physicians to the conference.

The landscape of medical education, on the other hand, has certainly changed, and the Generalist Conference is required to respond. I believe you'll find that the 1999 meeting will remain true to our history, and at the same time, provide timely and relevant topics and forums required to help you meet the challenges of the new millennium.

John Shatzer
1999 President

1999 Steering Committee

John Shatzer, Chair
Ellen Whiting, Past Chair
Diane Heestand, Chair Elect
Louis Grosso, Membership
Carol Hasbrouck, Treasurer
Ruth Allen
Amy Blue
Elizabeth Kachur
Maria Clay
Stephen Willis
Heidi Lane
Brownie Anderson

Johns Hopkins University School of Medicine
Northeastern Ohio Universities College of Medicine
University of Arkansas for Medical Sciences
American Board of Internal Medicine
Riverside Methodist Hospitals
University of Arkansas for Medical Sciences
Medical University of South Carolina
Medical Education Development
East Carolina University
East Carolina University
East Carolina University
Liason with AAMC (Association of American Medical Colleges)

Acknowledgements

We thank the administration of East Carolina University Office of Clinical Skills Assessment & Education for their support in the development of this conference. In particular we wish to acknowledge the efforts of Diane Pitts, Paulette Everette, and Patrick Merricks.

Program at a Glance

Saturday, October 23, 1999						
8:30 a.m. – 1:00 p.m.			Registration			
1:00 p.m. – 1:30 p.m.			Welcome			
1:30 p.m. – 3:30 p.m.			Breakout Sessions			
Descriptive			Problem Solving		Skills Acquisition	
A Model for Integrating the Basic Sciences into a Clinical Curriculum	Giving Back to the Community: Combining Service, Research and Education	Teaching Young Teachers: A Primer in Medical Teaching Skills for Residents	Web-Based Multimedia Courseware in Medical Education: Benefits and Challenges	Developing a Personal Teaching Philosophy: Implications for Faculty	Communication Skills Laboratory: Transforming Critical Incidents into Learning Experiences	
3:30 p.m. – 3:45 p.m.			BREAK			
3:45 p.m. – 5:45 p.m.			Breakout Sessions			
Descriptive			Problem Solving			
Third Year Medical Students Reflecting on Milestones of Professional Development	Development of a Multi-Level Curriculum in Professionalism	A System for Comprehensive Evaluation of Clinical Skills	How to Utilize Primary Care Community Faculty Feedback Constructively	Beyond 2000: Sustaining Administrative Support for Primary Care Education and Practice	Portfolio-Based Evaluation in Clinical Education	
6:00 p.m.			Reception			
6:30 p.m. – 8:30 p.m.			Dinner, Awards & Keynote Speaker			
Sunday, October 24, 1999						
7:30 a.m. – 8:30 a.m.			Breakfast and Roundtable Sessions			
Self-Directed Learning through Experiential Projects	Deciphering Medical Education Organizations	Initiating a Collaborative Approach to Faculty Development	“Exploring the Pros, Cons, and Tactics for Using Alternative Assessment Methodologies with Medical Students	Collaborations in Distance Learning	Covey’s “7-Habits” Applied to Clinical Teaching: A Fresh Perspective	Assessing Faculty Development Outcomes: Alternatives to the Happiness Index
				Competing for No Good Reason	Q-Methodology and Medical Education Research	Future of Generalists in Medical Education
8:30 a.m. – 9:00 a.m.			Business Meeting			
9:00 a.m. – 11:00 a.m.			Breakout Sessions			
Panel Discussion			Problem-Solving		Skills Acquisition	
“Can this Doctor be Saved”? Postgraduate Skills Assessment and Remedial Medical Education			Achieving Consensus on a Core Curriculum in Ethics Education for Medical Students		Management Skills for the Millennium	
11:00 a.m. – 1:00 p.m.			Breakout Sessions			
Panel Discussion			Problem Solving		Skills Acquisition	
Community Faculty Development on the New Frontier: Promoting Preceptor Collaboration in Students’ Distance			Identification of Motivational Factors of Students in Various Health Professions Colleges: A Pilot Study		Teaching Effective Communication in Difficult Situations	
1:00 p.m. – 3:00 p.m.			Lunch (On Your Own)			
3:00 p.m. – 5:00 p.m.			Breakout Sessions			
Descriptive			Skills Acquisition			
Preparing for the New Millennium by Moving from Intro- to Interdisciplinary Community Faculty Development	Computer Boot Camp: A Direct Approach to Teaching Computer Skills to Academic Medicine Faculty		Potential Pitfalls in Statistical Reporting and Ways to Avoid Them		Leader, Leader, Who Will be the Millennium Leader	
5:00 p.m. – 6:00 p.m.			Working Groups			
6:00 p.m.			Steering Committee Meeting			

Program Schedule

Saturday, October 23, 1999

8:30 a.m. – 1:00 p.m. Registration

3:00 p.m. – 5:00 p.m. Registration

1:00 p.m. – 1:30 p.m. Welcome

1:30 p.m. – 3:30 p.m. Breakout Sessions

Descriptive Session: (Room TBA)

*Curriculum
Moderator (TBA)*

A Model for Integrating the Basic
Sciences into a Clinical Curriculum

Giving Back to the Community:
Combining Service, Research and
Education

Teaching Young Teachers: A Primer
in Medical Teaching Skills for Residents

Problem Solving Session (Room TBA)

Web-Based Multimedia Courseware in
Medical Education: Benefits and Challenges

Skills Acquisition Session (Room TBA)

Developing a Personal Teaching Philosophy:
Implications for Faculty

Skills Acquisition Session (Room TBA)

Communication Skills Laboratory:
Transforming Critical Incidents into Learning
Experiences

3:30 p.m. – 3:45 p.m. BREAK

3:45 p.m. – 5:45 p.m. Breakout Sessions

Descriptive Session: (Room TBA)

*Professionalism
Moderator (TBA)*

Development of a Multi-Level Curriculum in
Professionalism

Third Year Medical Students Reflecting on
Milestones of Professional Development

A System for Comprehensive Evaluation of
Clinical Skills

Problem Solving Session (Room TBA)

How to Utilize Primary Care Community
Faculty Feedback Constructively

Problem Solving Session (Room TBA)

Beyond 2000: Sustaining Administrative
Support For Primary Care Education and
Practice

Problem Solving Session (Room TBA)

Portfolio-Based Evaluation in Clinical
Education

6:00 p.m. Reception

6:30 p.m. – 8:30 p.m. Dinner, Awards
& Keynote Speaker

Sunday, October 24, 1999

7:30 a.m. – 11:00 a.m. Registration
7:30 a.m. – 8:30 a.m. Breakfast & Roundtable Sessions (Room TBA)

Table 1 Self-Directed Learning through Experiential Projects

Table 2 Deciphering Medical Education Organizations

Table 3 Initiating a Collaborative Approach To Faculty Development

Table 4 "Exploring the Pros, Cons, and Tactics For Using Alternative Assessment Methodologies with Medical Students

Table 5 Collaborations in Distance Learning

Table 6 Covey's "7-Habits" Applied to Clinical Teaching: A Fresh Perspective

Table 7 Assessing Faculty Development Outcomes: Alternatives to the Happiness Index

Table 8 Future of Generalists in Medical Education

Table 9 Q-Methodology and Medical Education Research

Table 10 Competing for No Good Reason

8:30 a.m. – 9:00 a.m. Business Meeting
9:00 a.m. – 11:00 a.m. Breakout Sessions

Panel Discussion (Room TBA)

"Can this Doctor be Saved"? Postgraduate Skills Assessment and Remedial Medical Education

Problem Solving Session (Room TBA)

Achieving Consensus on a Core Curriculum in Ethics Education for Medical Students

Skills Acquisition Session (Room TBA)

Management Skills for the Millennium

11:00 a.m. – 1:00 p.m. – Breakout Sessions

Panel Discussion (Room TBA)

Community Faculty Development on the New Frontier: promoting preceptor Collaboration in Students' Distance

Problem Solving Session (Room TBA)

Identification of Motivational Factors of Students in Various Health Professions Colleges: A Pilot Study

Skills Acquisition Session (Room TBA)

Teaching Effective Communication in Difficult Situations

1:00 p.m. – 3:00 p.m. – Lunch (On Your Own)

3:00 p.m. – 5:00 p.m. Breakout Sessions

Descriptive Session (Room TBA)

Faculty Development Moderator (TBA)

Preparing for the New Millennium by Moving from Intro- to Interdisciplinary Community Faculty Development

Computer Boot Camp: A Direct Approach Teaching Computer Skills to Academic Medicine Faculty

Skills Acquisition Session (Room TBA)

Potential Pitfalls in Statistical Reporting and Ways to Avoid Them

Skills Acquisition Session (Room TBA)

Leader, Leader, Who will be the Millennium Leader

5:00 p.m. – 6:00 p.m. Working Groups

6:00- p.m. Steering Committee Meeting

Presentations Descriptions

Saturday, October 23, 1999

1:30p.m. – 3:30 p.m.
(Rooms to Be Announced)

Descriptive Sessions

A Model for Integrating the Basic Sciences into a Clinical Curriculum
Malcolm C. Modrzakowski, Ohio University College of Osteopathic Medicine
Ronald Portanova, Ohio University College of Osteopathic Medicine
Dennis Baker, Ohio University College of Osteopathic Medicine
Michael Adelman, Ohio University College of Osteopathic Medicine
Barbara Ross-Lee, Ohio University College of Osteopathic Medicine

Ohio University College of Osteopathic Medicine is developing a medical education continuum eliminating traditional boundaries of discipline and stage of training. Biomedical sciences have been integrated into the clinical clerkships of a patient centered, case based curricular tract. The design, implementation, and key elements for future success will be described.

Giving Back to the Community: Combining Service, Research and Education
Brian F. Pendleton, The University of Akron
Susan Labuda Schrop, The University of Akron
Karen M. Gil, The University of Akron

Medical education in the new millennium will require that we make effective use of resources. An innovative project which makes extensive use of computers and telecommunications technology to improve the health care of the medically underserved will be described including how we effectively combined service, research and education in 20 clinical sites, 10 of which are dedicated to the underserved.

Teaching Young Teachers: A Primer in Medical Teaching Skills for Residents
Stephen Schexnayder, University of Arkansas for Medical Sciences
Ruth Allen, University of Arkansas for Medical Sciences

Training in teaching skills is now a necessary component in the postgraduate training of physicians. This session will focus on one institution's course taught to pediatric residents using a multidimensional concept. Results from the first course will be presented as well as plans for future courses.

Problem Solving Session

Web-Based Multimedia Courseware in Medical Education: Benefits and Challenges

Gita Varagoor, University of Texas-Houston Medical School

Linda C. Perkowski, University of Texas-Houston Medical School

Zoi-Helen Mylona, University of Texas-Houston Medical School

This problem solving session will focus on issues related to the integration of web-based courseware into Medical Education. The goal of this session is to come up with educational guidelines for the integration of web-based courseware. Session is intended for Medical Educators currently using or planning to use web-based courseware.

Skills Acquisition

Developing a Personal Teaching Philosophy: Implications for Faculty

Robert J. Bulik, University of Texas Medical Branch

Ann W. Frye, University of Texas Medical Branch

Faculty development activities often emphasize practical, basic teaching skills; medical faculty are not often asked to reflect on their role as teacher. This session will utilize an established framework to assist those in attendance to develop a personal philosophy of teaching. This activity can be repeated at home institutions.

Skills Acquisition

Communication Skills Laboratory: Transforming Critical Incidents into Learning Experiences

Jeanne Drouin, University of Ottawa

Patients from linguistic minority groups often complain that they do not receive proper care from their physicians, on account of communication difficulties. An inventory of critical incidents reflecting doctor-patient miscommunication was made and used to design stations in a communication skills laboratory for medical students using simulated patients.

Breakout Sessions

3:45 – 5:45

Descriptive Session

Third Year Medical Students Reflecting on Milestones of Professional Development

Sheila H. Woods, University of Kentucky

Sue Fosson, University of Kentucky

An event described to re-energize third year medical students toward goals of professional and humanistic qualities.

Development of a Multi-Level Curriculum in Professionalism

Karen Szauter, University of Texas Medical Branch

Eugene Boisubin, University of Texas Medical Branch

Teaching professionalism across all levels of learners is difficult because of variations in experience, knowledge and attitudes. We have introduced a multilevel curriculum in professionalism using case-based teaching. We will work with small groups in reviewing techniques employed.

A System for Comprehensive Evaluation of Clinical Skills

(See Page 23)

Problem Solving Session

How to Utilize Primary Care Community Faculty Feedback Constructively

Tanya Pagan Raggio, City University of New York Medical School of Medicine

E. Krajec Kachur, City University of New York Medical School of Medicine

Marthe R. Gold, City University of New York Medical School of Medicine

Annabel Santana, City University of New York Medical School of Medicine

Pyser Edelsack, City University of New York Medical School of Medicine

The Sophie Davis School of Biomedical Education CUNY is a combined seven-year undergraduate and medical school. We will share our partnership experience, with faculty from eight community health centers, to develop and evaluate a primary care curriculum for first year medical students.

We were able to conduct this program as a result of a grant from the Josiah Macy Jr. Foundation.

Problem Solving Session

Beyond 2000: Sustaining Administrative Support for Primary Care Education and Practice

Deirdre C. Lynch, East Carolina University School of Medicine

Ruth-Marie E. Fincher, Medical College of Georgia

Lars C. Larsen, East Carolina University School of Medicine

Thomas G. Irons, East Carolina University School of Medicine

Janis A. Work, Medical College of Georgia

Max D. Miller, Medical College of Georgia

Why and how should medical schools continue administrative support of primary care in an era of limited resources for medical education in general? Session participants will address this question and discuss suggestions for enhancing the usefulness and viability of administrative infrastructures to support primary care education and practice.

Problem Solving Session

Portfolio-Based Evaluation in Clinical Education

Sarah Sprafka, University of New England College of Osteopathic Medicine

The problem with the way we evaluate learner achievement in clerkships is that it is often non-standard, and lacks foundation in principles. In this session, we will explore whether we can apply principles of authentic, portfolio-based assessment to evaluation in clerkships.

Please join us for Dinner, Awards
&
George Barrett, M.D.
President-elect of the Federation of State Medical Boards

**The Twentieth Annual Conference
For Generalists in Medical Education**

Saturday, October 23, 1999
6:00 – 8:30 p.m.
Radisson Barceló Hotel



Dr. George Barrett is the president-elect of the Federation of State Medical Boards. He is a progressive and innovative thinker who will bring a perspective focussing on the “fruits of our labor” – the post-residency physician. Many medical educators are not familiar with many of the issues that exist in the next “new frontier” in medical education – the maintenance or remediation of skills for specifically targeted physicians.

Dr. Barrett is a Radiologist from Charlotte, North Carolina. He has served in a variety of leadership roles on Boards of numerous professional organizations including serving on the Board of Directors for the Federation of State Medical Boards, the Board of Trustees for the University of North Carolina at Charlotte Foundation, and on the Board of Trustees for the North Carolina Medical Society Foundation. Dr. Barrett is dedicated to enhancing professionalism within the medical profession. He is truly a “man for all seasons”.

Sunday, October 24, 1999

Breakfast and Roundtable Sessions

7:30 a.m. – 8:30 a.m.
(Rooms to be Announced)

Future of the Generalists in Medical Education
Diane Heestand, University of Arkansas for Medical Sciences

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

Self-Directed Learning through Experiential Projects

Leesa DiBartola, The George Washington University Medical Center

The experiential project encourages self-directed learning by having students explore a topic of their choice and learn from "experience". Each student experiences an event such as teaching at a high school, spending a day with a practitioner of complimentary medicine, conducting an opinion survey on a health related topic at a public location, going to a support group for a chronic disease, spending a day with a registered dietician or other health care provider, conducting a chart review, etc. Each student then presents a summary of the experience, the why, what, how and lessons learned.

Deciphering Medical Education Organization

Amy V. Blue, Medical University of South Carolina

Deborah Simpson, Medical College of Wisconsin

John Shatzer, Johns Hopkins University School of Medicine

E Krajec Kachur, Medical Education Development

Given the variety of organizations affiliated with medical education, understanding names and organizational inter-relationships is daunting to professionals new (and even old) to medical education. This session is intended to provide a brief, informal introduction to medical organization names, purposes and interrelationships.

Initiating a Collaborative Approach to Faculty Development

Candy Norman, University of Kentucky College of Medicine

Lois Margaret Nora, University of Kentucky College of Medicine

This presentation will present materials from one institution that has taken a center-wide collaborative approach to faculty development in medical education. The center will be briefly described as one possible model, but the aim of the presentation is to facilitate discussion among participants about the benefits and disadvantages of the collaborative approach and other approaches that are being used across institutions.

Exploring the Pros, Cons, and Tactics for Using Alternative Assessment Methodologies with Medical Students

Cathy J. Lazarus, Tulane University School of Medicine

Sheila Chauvin, Tulane University School of Medicine

With the increased emphasis in medical education on the teaching of professional and humanistic values, and on the integration and real-life application of basic science and clinical knowledge and skills, there is a need to explore new ideas and experiences related to alternative assessment methodologies such as journals, portfolios, and peer evaluations. This roundtable discussion will encourage participants to think creatively about using alternative assessments of students' learning and development.

Collaborations in Distance Learning

Dale Gephart, Dartmouth Medical School

A committee representing 11 medical schools currently sponsored by the The Robert Wood Johnson Foundation Generalist Physician Initiative is working on ways medical schools can collaborate in distance learning activities. At this roundtable discussion, we will discuss progress to date with our efforts.

Covey's "7-Habits" Applied to Clinical Teaching: A Fresh Perspective

Dennis S. Baker, Ohio University College of Osteopathic Medicine

Olivia Sheehan, Ohio University College of Osteopathic Medicine

Generalists involved in faculty development are always looking for new and different approaches for workshops, seminars, etc. In this roundtable discussion the two facilitators will share ideas and materials they plan to use in clinical teaching skills workshops that place those skills in the context of Covey's 7-Habits. Participants will be invited to expand on these ideas and the resulting synergy will add to everyone's knowledge.

Competing for No Good Reason

Diane L. Parry, Ohio University School of Interpersonal Communication

Dennis S. Baker, Ohio University College of Osteopathic Medicine

In developing group climates for effective decision-making, it behooves medical educators to look toward the future for a fresh framework from which to problem-solve. The prevalence of a competitive mindset continues to be the norm and a hindrance. Participants in this session will discuss the effects of competitive vs. cooperative climates and work through a short exercise to illustrate these mindsets.

Assessing Faculty Development Outcomes: Alternatives to the Happiness Index

Ellen G. Whiting, Northeastern Ohio Universities College of Medicine

Few guidelines appear in the literature for evaluating the effectiveness of faculty development programs. Based on their knowledge and experiences, participants will be asked to respond to a longitudinal model designed to measure changes in attitudes and behavior of faculty who have attended a faculty development program.

Q-Methodology and Medical Education Research

Kay Beaver, Case Western Reserve University College of Medicine

Clint Snyder, Case Western Reserve University College of Medicine

Learn Q-methodology while exploring preliminary findings on humanistic patient care. Q-method is a quantitative technique for assessing operant subjectivity among group members. Although subjectivity is the domain of qualitative studies, Q adds the strength of quantitative analysis via correlation/factor analysis, factor rotation, and calculation of factor scores.

8:30 a.m. – 9:00 a.m. Business Meeting

Breakout Sessions
9:00 a.m. – 11:00 a.m.

Panel Discussion Session

“Can this Doctor be Saved?” Postgraduate Skills Assessment and Remedial Medical Education

Timothy J. VanSusteren, University of Florida College of Medicine

Stephen E. Willis, East Carolina University School of Medicine

Maria C. Clay, East Carolina University School of Medicine

George Mejicano, College of Medicine, University of Wisconsin

Robert Hatch, University of Florida College of Medicine

Annually, thousands of physicians have an adverse encounter with a state Board of Medicine and their knowledge, skill and ability to practice medicine is question. The three presenters will provide a description and discussion of their institution’s postgraduate assessment and remedial education programs for physicians.

Problem Solving Session

Achieving Consensus on a Core Curriculum in Ethics Education for Medical Students

David W. Musick, University of Kentucky College of Medicine

Medical educators have not achieved consensus on instruction in ethics for medical students. Academic deans of US medical schools have indicated support for 12 ‘core’ content areas for ethics education. This proposal will simultaneously allow participants to develop a core ethics curriculum and acquire skills in using the Delphi survey research technique.

Skills Acquisition Session

Management Skills for the Millennium

Susan Labuda Schrop, Northeastern Ohio Universities College of Medicine

Ellen Whiting, Northeastern Ohio Universities College of Medicine

Brian F. Pendleton, Northeastern Ohio Universities College of Medicine

Medical educators are often placed in managerial positions without receiving any appropriate training. Even if one is a skilled educator, a talented physician, or an effective teacher, one isn’t necessarily a good manager. This session will focus on management principles and awareness of personal skills and attributes to help managers help themselves, as well as help other faculty members, become effective managers of other medical professionals.

11:00 a.m. – 1:00 p.m.

Breakout Sessions

Panel Discussion Session

Community Faculty Development on the New Frontier: Promoting Preceptor Collaboration in Students’ Distance Learning Activities

Constance D. Baldwin, University of Texas Medical Branch

Doreen Nicastro, Boston University Medical Campus

Donna Qualters, University of Massachusetts Medical College

Martin Klein, New York Medical College

Dale S. Gephart, Dartmouth Medical School

This session will focus on strategies for engaging community faculty in learning basic computer and internet skills so they can use teletechnology in collaborative work with students, including distance education activities. The panel will discuss faculty development methods in workshops and online, and parallel learning activities for student-preceptor teams.

Problem Solving Session

Identification of Motivational Factors of Students in Various Health Professions Colleges: A Pilot Study

L.J. Perrot, University of Arkansas for Medical Sciences

Shelia Savell, University of Arkansas for Medical Sciences

Jan K. Hastings, University of Arkansas for Medical Sciences

H. Gail Beeman, University of Tennessee Center for Health Sciences

Linda A. Deloney, University of Arkansas for Medical Sciences

This interactive session will focus on motivation in teaching and learning. Participants will identify their own motivational goal orientation (mastery or performance) and receive a copy of our survey instrument. Results of a student motivation study will be presented and participants will discuss the relevance and application of this information.

Skills Acquisition Session

Teaching Effective Communication in Difficult Situations

Susan Zucker, University of South Florida College of Medicine

Sheila W. Chauvin, Tulane University Medical Center School of Medicine

This interactive session focuses on teaching effective communication in difficult situations. Although physicians and medical educators generally communicate effectively, giving bad news, dealing with conflict, giving negative feedback, and interacting with patients who have physical and mental difficulties are issues that health care professionals struggle with at various times.

1:00 p.m. – 3:00 p.m. Lunch (On Your Own)

3:00 – 5:00 p.m. Breakout Sessions

Descriptive Session

Faculty Development Mode

Moderator (TBA)

Preparing for the Millennium by Moving from Intra- to Interdisciplinary Community Faculty Development

Katherine McGinnis, Eastern Area Health Education Center – East Carolina University School of Medicine

Lars C. Larsen, East Carolina University School of Medicine

Deirdre C. Lynch, East Carolina University School of Medicine

Dona L. Harris, East Carolina University School of Medicine

A rationale for moving from intra- to interdisciplinary community faculty development will be presented. Implementation of one approach will be described together with evaluation results, benefits, and challenges of conducting interdisciplinary community faculty development.

Computer Boot Camp: A direct approach to teaching computer skills to academic medicine faculty

Tatum Langford, Michigan State University

Christopher B. Reznich, Michigan State University

Research and scholarly activities require a select set of computer skills not generally mastered by clinical faculty. A series of six 2-hour Computer Boot Camps were conducted to train clinical faculty in these skills. The sessions were evaluated by participation feedback, skill objective acquisition, and follow-up services.

Skills Acquisition Session

Potential Pitfalls in Statistical Reporting and Ways to Avoid Them

Theodore W. Whitley, East Carolina University School of Medicine

Deirdre C. Lynch, East Carolina University School of Medicine

Certain forms of inaccurate statistical reporting, most of which are easily corrected, recur in the medical literature. In this session, participants will learn how to correct these inaccuracies, thereby improving the quality of reporting in medical education research.

Skills Acquisition Session

Leader, Leader, Who Will be the Millennium Leader

Annette G. Greer, East Carolina University School of Medicine

Bonita Harriett, Eastern Area Health Education Center – East Carolina University School of Medicine

This session will focus on acquisition team leadership skills, using a shared leadership model. Individuals will assume the role of other health care disciplines involved in patient care, other will observe, analyzing the interactions to determine leadership roles. The session will identify the skills needed to provide a collaborative interdisciplinary model of health care delivery.

5:00 p.m. – 6:00 p.m. Working Groups

6:00 p.m. Steering Committee Meeting

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, reception, breakfast sessions, and a year's subscription to *Teaching and Learning in Medicine*. The Individual registration form is on this page.

Group registration is for up to three people. Group registration includes the meetings, 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 Group registration form on page 16.

The postmark deadline for Early Registration in either category is **October 5, 1999**. Note: No refunds will be offered after **October 10, 1999**, 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:
Office of Clinical Skills Assessment & Education
Heidi Lane, MAEd
East Carolina University
Brody Medical Sciences Building
Lakeside Annex #6
Greenville, NC 27858-4354

If you have any questions about the program or registration procedure, please call Heidi Lane, MAEd, at (252) 816-3054.

Individual Registration Form

The Twentieth Annual Conference for Generalists in Medical Education
Saturday, October 23rd, 1999 and Sunday, October 24th, 1999
Radisson Barceló 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

Teaching and Learning in Medicine Subscription

Renewal New

Registration Fees

\$150.00 (Early Registration Deadline, October 5, 1999)
 \$160.00 (Regular Registration)

For Spouses and Guests Only

\$35.00 per guest for the Evening Dinner
_____ # of Guests

\$ _____ TOTAL AMOUNT SUBMITTED

Group Conference Registration

The Twentieth Annual Conference for Generalists in Medical Education
Saturday, October 23rd, 1999 and Sunday, October 24th, 1999
Radisson Barceló 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

***Teaching and Learning in Medicine
Subscription**

Renewal New

Registration Fees

Early Registration Deadline: October 5

\$275.00 for 2: (\$150.00 + \$125.00)
 \$400.00 for 3: (\$150.00 + \$125.00 +
\$125.00)

Regular Registration:

\$295.00 for 2: (\$160.00 + \$135.00)
 \$430.00 for 3: (\$160.00 + \$135.00 +
\$135.00)

For Spouses and Guests Only:

\$35.00 per guest for the Evening
Dinner, _____ # of Guests

_____ **TOTAL AMOUNT SUBMITTED**

**Barceló Hotel Registration
2120 "P" Street
Washington, DC 20037
202-293-3100**

The management and staff of the Radisson Barceló are most eager to welcome you and are very pleased that you have selected us to host your group.

Individuals may make reservations by calling our hotel directly at (202) 293-3100 and ask for our reservations department during the hours of 8:00 a.m. – 6:00 p.m.

Please note our check-in time of 3:00 p.m. and checkout time of 12 noon.

The single rate for a room is \$145.00 and for two people sharing the same room (double) is \$165.00. A charge of \$20.00 will be added for a third person sharing a double room. Please note that these rates are subject to local taxes, currently 14.5% per room per night. Taxes are subject to change without notice.

The Hotel requires all reservations to be guaranteed (with a credit card number or rooming list for master billed accounts) at point of reservations. All reservations not guaranteed will be subject to cancellation at the discretion of the hotel. All cancellations must be received 24 hours prior to the day of arrival to prevent a no show charge. **When making reservations, please tell the Hotel that you are with the Generalists in Medical Education Conference.**

Parking Facilities

A number of parking facilities is available in close proximity to the Radisson Barceló Hotel. In addition, valet parking is available from the P street entrance for a daily charge of \$16.00 – 24 hours and \$10.00 – 8 hours.

Notes

Index of Presenters

Key

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

A

<i>Adelman, Michael</i>	<i>OUCOM</i>	<i>DS (pp 6)</i>
<i>Allen, Ruth</i>	<i>UAMS</i>	<i>DS (pp 6)</i>

B

<i>Baker, Dennis</i>	<i>OUCOM</i>	<i>DS (pp 6)</i> <i>RT (pp 11)</i> <i>RT (pp 11)</i>
<i>Baldwin, Constance</i>	<i>UTMB</i>	<i>PD (pp 12)</i>
<i>Beaver, Kay</i>	<i>CWRU</i>	<i>RT (pp 11)</i>
<i>Beeman, H. Gail</i>	<i>UTCHS</i>	<i>PS (pp 13)</i>
<i>Blue, Amy</i>	<i>MUSC</i>	<i>RT (pp 10)</i>
<i>Boisaubin, Eugene</i>	<i>UTMB</i>	<i>DS (pp 8)</i>
<i>Bulik, Robert</i>	<i>UTMB</i>	<i>SA (pp 7)</i>

C

<i>Chauvin, Sheila</i>	<i>TUSM</i>	<i>RT (pp 10)</i> <i>SA (pp 13)</i>
<i>Clay, Maria</i>	<i>ECU</i>	<i>PD (pp 12)</i>

D

<i>Deloney, Linda</i>	<i>UAMS</i>	<i>PS (pp 13)</i>
<i>DiBartola, Leesa</i>	<i>GWUMC</i>	<i>RT (pp 10)</i>
<i>Drouin, Jeanne</i>	<i>U of Ottawa</i>	<i>SA (pp 7)</i>

E

<i>Edelsack, Pyser</i>	<i>CUNYMS</i>	<i>PS (pp 8)</i>
------------------------	---------------	------------------

F

<i>Fincher, Ruth-Marie</i>	<i>MCG</i>	<i>PS (pp 8)</i>
<i>Fosson, Sue</i>	<i>UKCM</i>	<i>DS (pp 7)</i>
<i>Frye, Ann</i>	<i>UTMB</i>	<i>SA (pp 7)</i>

G

<i>Gephart, Dale</i>	<i>DMS</i>	<i>PD (pp 12)</i> <i>RT (pp 11)</i>
<i>Gil, Karen</i>	<i>UA</i>	<i>DS (pp 6)</i>
<i>Gold, Marthe</i>	<i>CUNYMS</i>	<i>PS (pp 8)</i>
<i>Greer, Annette</i>	<i>ECU</i>	<i>SA (pp 14)</i>

H

<i>Harris, Dona</i>	<i>ECU</i>	<i>DS (pp 13)</i>
<i>Harriett, Bonita</i>	<i>ECU</i>	<i>SA (pp 14)</i>
<i>Hastings, Jan</i>	<i>UAMS</i>	<i>PS (pp 13)</i>
<i>Hatch, Robert</i>	<i>UFCM</i>	<i>PD (pp 12)</i>
<i>Heestand, Diane</i>	<i>UAMS</i>	<i>RT (pp 9)</i>
<i>Henry, Rebecca</i>	<i>MSU</i>	<i>DS (pp 23)</i>
<i>Hoppe, Ruth</i>	<i>MSU</i>	<i>DS (pp 23)</i>

<i>Irons, Thomas</i>	<i>ECU</i>	<i>PS (pp 8)</i>
----------------------	------------	------------------

K

<i>Kachur, E. Krajec</i>	<i>CUNYMS</i>	<i>PS (pp 8)</i> <i>RT (pp 10)</i>
<i>Klein, Martin</i>	<i>NYMC</i>	<i>PD (pp 12)</i>

L

<i>Langford, Tatum</i>	<i>MSU</i>	<i>DS (pp 14)</i>
<i>Larsen, Lars</i>	<i>ECU</i>	<i>DS (pp 13)</i> <i>PS (pp 8)</i>
<i>Lazarus, Cathy</i>	<i>TUSM</i>	<i>RT (pp 10)</i>
<i>Lynch, Deirdre</i>	<i>ECU</i>	<i>DS (pp 13)</i> <i>PS (pp 8)</i> <i>SA (pp 14)</i>

M

<i>McGinnis, Katherine</i>	<i>ECU</i>	<i>DS (pp 13)</i>
<i>Mejicano, George</i>	<i>UWCM</i>	<i>PD (pp 12)</i>
<i>Miller, Max</i>	<i>MCG</i>	<i>PS (pp 8)</i>
<i>Modrzakowski, Malcolm</i>	<i>OUCOM</i>	<i>DS (pp 6)</i>
<i>Musick, David</i>	<i>UKCM</i>	<i>PS (pp 12)</i>
<i>Mylona, Zoi-Helen</i>	<i>USC</i>	<i>PS (pp 7)</i>

N

<i>Nicastro, Doreen</i>	<i>BUMC</i>	<i>PD (pp 12)</i>
<i>Nora, Lois Margaret</i>	<i>UKCM</i>	<i>RT (pp 10)</i>
<i>Norman, Candy</i>	<i>UKCM</i>	<i>RT (pp 10)</i>

P

<i>Parry, Diane</i>	<i>OUCOM</i>	<i>RT (pp 11)</i>
<i>Pendleton, Brian</i>	<i>U of Akron</i>	<i>DS (pp 6)</i>
		<i>SA (pp 12)</i>
<i>Perkowski, Linda</i>	<i>UTHMS</i>	<i>PS (pp 7)</i>
<i>Perrot, L.J.</i>	<i>UAMS</i>	<i>PS (pp 13)</i>
<i>Portanova, Ronald</i>	<i>OUCOM</i>	<i>DS (p 6)</i>

Q

<i>Qualters, Donna</i>	<i>UMMC</i>	<i>PD (pp 12)</i>
------------------------	-------------	-------------------

R

<i>Raggio, Tanya Pagan</i>	<i>CUNYMS</i>	<i>PS (pp 8)</i>
<i>Reznich, Christopher</i>	<i>MSU</i>	<i>DS (pp 14)</i>
<i>Ross-Lee, Barbara</i>	<i>OUCOM</i>	<i>DS (pp 6)</i>

S

<i>Santana, Annabel</i>	<i>CUNYMS</i>	<i>PS (pp 8)</i>
<i>Savell, Shelia</i>	<i>UAMS</i>	<i>PS (pp 13)</i>
<i>Schexnayder, Stephen</i>	<i>UAMS</i>	<i>DS (pp 6)</i>
<i>Schrop, Susan</i>	<i>NEUCOM</i>	<i>DS (pp 6)</i>
		<i>SA (pp 12)</i>
<i>Shatzer, John</i>	<i>JHUSM</i>	<i>RT (pp 10)</i>
<i>Sheehan, Olivia</i>	<i>OHCOM</i>	<i>RT (pp 11)</i>
<i>Simpson, Deborah</i>	<i>MCW</i>	<i>RT (pp 10)</i>

S (Continued)

<i>Snyder, Clint</i>	<i>CWRU</i>	<i>RT (pp 11)</i>
<i>Sprafka, Sarah</i>	<i>UNECOM</i>	<i>PS (pp 8)</i>
<i>Szauter, Karen</i>	<i>UTMB</i>	<i>DS (pp 8)</i>

T

<i>Turner, Jane</i>	<i>MSU</i>	<i>DS (pp 23)</i>
---------------------	------------	-------------------

V

<i>VanSusteren, Timothy</i>	<i>UFCM</i>	<i>PD (pp 12)</i>
<i>Varagoor, Gita</i>	<i>UTHMS</i>	<i>PS (pp 7)</i>

W

<i>Willis, Stephen</i>	<i>ECU</i>	<i>PD (pp 12)</i>
<i>Whiting, Ellen</i>	<i>NEUCOM</i>	<i>RT (pp 11)</i>
		<i>SA (pp 12)</i>
<i>Whitley, Theodore</i>	<i>ECU</i>	<i>SA (pp 14)</i>
<i>Woods, Sheila</i>	<i>UK</i>	<i>DS (pp 7)</i>
<i>Work, Janis</i>	<i>MCG</i>	<i>PS (pp 8)</i>

Z

<i>Zucker, Susan</i>	<i>USFCM</i>	<i>SA (pp 13)</i>
----------------------	--------------	-------------------

A System for Comprehensive Evaluation of Clinical Skills

Rebecca Henry, Michigan State University

Jane Turner, Michigan State University

Ruth Hoppe, Michigan State University

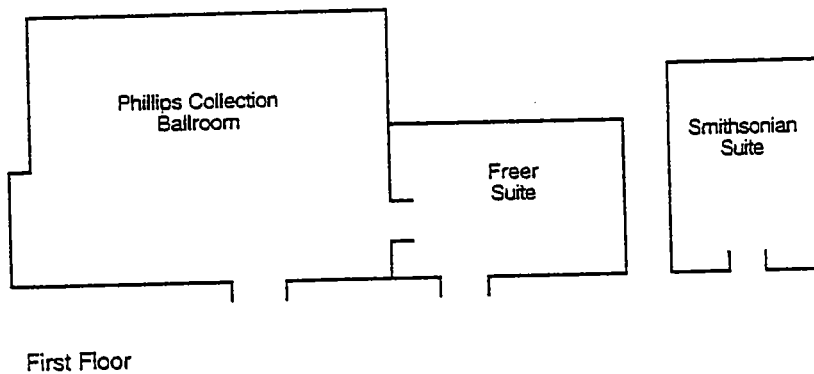
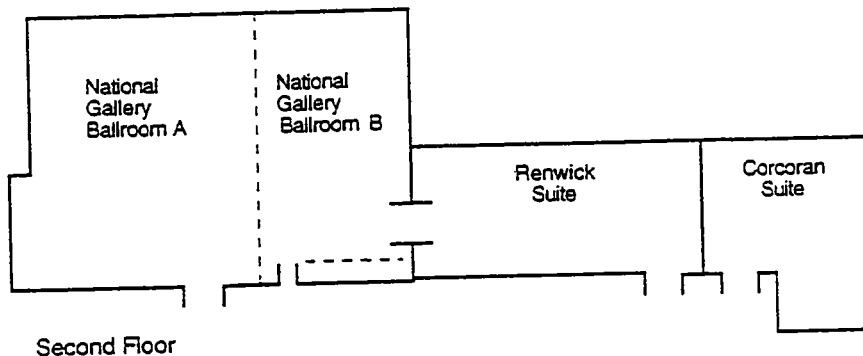
This session will describe how a practical comprehensive system for performance assessment of clinical skills was developed. Participants will receive a copy of the model used at MSU and will participate in a discussion on the challenges of unified performance assessment from preclinical through the clerkships



Printed on recycled paper.

800 copies of this public document were printed at a cost of \$1384.53, or \$1.73 per copy.

RADISSON BARCELO HOTEL
Floor Plan for Meeting Rooms

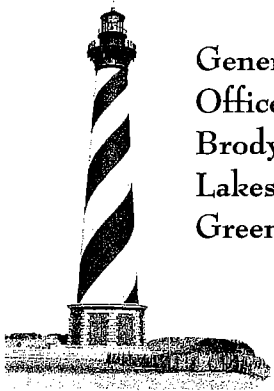


Reviewers Generalist

Ruth Allen, University of Arkansas for Medical Sciences
Kimberly Anderson, Michigan State University
David Brewer, SIU School of Medicine
Joseph Brocato, Medical College of Ohio
Rekecca Burke, Medical College of Wisconsin
Kate Cauley, Wright State University
Maria Clay, East Carolina University
LuAnn Linson Coldwell, NEOUCOM
Sandy Cook, University of Chicago
Linda Deloney, University of Arkansas for Medical Sciences
Leesa DiBartola, George Washington University
Jennifer Doyle, Beth Israel Deaconess Medical Center
Kelly Edwards, University of Washington SOM
Patricia Fullager, Duke University
Margaret Peal Grubb, East Carolina University
Bruce Holmes, Dalhousie University
Steven Kanter, University of Pittsburgh
Suzanne Kiewit, Northeastern Ohio Universities College of Medicine
Sharon Krackov, New York University SOM
Heidi Lane, East Carolina University
Cathy Lazarus, Tulane University
Sandra Lee, University of Chicago
Kristine Lohr, University of Tennessee, Memphis
Pamela Navaroli, Chicago College of Osteopathic Medicine
Patricia O'Sullivan, University of Arkansas for Medical Sciences
Linda Perkowski, University of Texas, Houston Medical SOM
Jonathan Rohrer, Michigan State University
Deborah Rugg, Carle Foundation Hospital
Ron Saranchuk Canadian Memorial Chiropractic College
Mildred Savidge, University of Arkansas for Medical Sciences
Susan Labuda Schrop, Northeastern Ohio Universities College of Medicine
Maureen Shannon, Michigan State University
Kent Sheets, University of Michigan
Robert Shreve, East Carolina University
Eugenia Popor Vanek
David Virtue, KU School of Medicine
Stephen Willis, East Carolina University
Lee Willoughby, UMKC School of Medicine
David Yens, NY College of Osteopathic Medicine



"Medical Education in the New Millennium"



Generalists in Medical Education
Office of Clinical Skills Assessment & Education
Brody Medical Sciences Building
Lakeside Annex #6
Greenville, NC 27858-4354

Nonprofit Org.
U.S. Postage
PAID
Permit # 666
Greenville, NC

Carol S. Hasbrouck
Assistant Director, Medical Education
Riverside Methodist Hospital
Medical Education
3535 Olentangy River Road
Columbus, OH 43214