The 22nd-Annual Conference for

Generalists in Medical Education

Investigation and Innovation in Medical Education: Toward Best Practices

Hotel Nikko
San Francisco, California
November 9-10, 2002
Hosted by the University of California, San Francisco

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.

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

membership@thegeneralists.org

URL: http://www.thegeneralists.org

Investigation and Innovation in Medical Education: Toward Best Practices

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Types of 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, and faculty development.

Message from the Chair

Welcome to San Francisco and the 22nd Annual Conference for Generalists in Medical Education. As usual, our program offers a lively glimpse at current medical education; this time from the perspective of "Investigation and Innovation in Medical Education: toward Best Practices." Our collaborative learning and the success of our meeting owes much to the diligence and effort of our host institution; specifically, thanks to Carol Hodgson, PhD and Sylvia Yu at University of California, San Francisco.

There are several qualities of our organization that positively distinguish it from groups with similar missions. Two characteristics that are important to me are its egalitarian membership and its creative, interactive presentation formats. The dynamic and continually evolving nature of the Generalist is another remarkable feature. Consider, our migration away from paper to electronic proposal submissions and the Internet-based registration and directory. This year we will also hope to pilot some new, more flexible proposal submission forms and instructions. These should help you more easily and more accurately describe your project or research, toward having it judged more fairly. Look for these updated submission forms next spring!

As we keep evolving, sometimes we even get better!!!

Phil Fulkerson, MD, 2002 Chair

2002 Steering Committee

Phil Fulkerson, Chairperson	College of Medicine at Rockford
Amy Blue, Past Chair	Medical University of South Carolina
Ann Frye, Chair Elect	University of Texas Medical Branch
Julie Walsh, Membership	University of Alabama School of Medicine
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Dennis Baker, Member	Florida State University College of Medicine
Linda Deloney, Member	University of Arkansas for Medical Sciences
Carol Hodgson, Program Chair	University of California, San Francisco
Brownie Anderson, AAMC Liaison	Association of American Medical Colleges

Acknowledgments

We wish to thank Carol Hodgson, PhD, Associate Professor and Director of the Office of Educational Research and Devlopemnt at the University of Californa San Francisco for her support in the development and implementation of this conference. We also wish to thank David Solomon, PhD, of Michigan State Univeristy for his work on the Generalist website and online registration. Lastly, we need to thank Carol Hasbrouck for all of her work coordinating with the conference hotel.

Generalist Proposal Reviewers

Reviewer	**Organizational Affiliation**
Heidi A. Anderson	University of Nevada
KoKo Aung	Texas Tech University Health Sciences Center
Jim Ballard	University of Kentucky
Rebecca Baranowski	American Board of Internal Medicine
Amy Blue	Medical University of South Carolina
Sheila Chauvin	Tulane University
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Diane Heestand	University of Arkansas for Medical Sciences
Bruce E. Johnson	University of Iowa College of Medicine
Summers Kalishman	University of New Mexico School of Medicine
Lawrence Kaplan	Robert Wood Johnson Medical School-Camden
John P. Kish Jr.	Oakwood Hospital and Medical Center
Steve Krogull	Medical College of Wisconsin
Clair Kuykendall	University of California, San Francisco
Heidi A. Lane	Brody School of Medicine
Cathy J.Lazarus	Tulane University School of Medicine
Kristine M. Lohr	University of Tennessee
William McAfee	Columbus Family Practice Residency
Elza Mylona	University of Southern California
Diane L. Parry	
Linda Perkowski	University of Texas-Houston Medical School
Christopher Reznich	Michigan State University
Jonathan Rohrer	Michigan State University
Ron Saranchuk	Canadian College of Naturopathic Medicine
Mildred Savidge	University of New England College of Osteopathic Medicine
Susan Labuda Schrop	Northeastern Ohio Universities College of Medicine
Maureen Shannon	Michigan State University
John Shatzer	John Hopkins School of Medicine
Kent J. Sheets	University of Michigan
Robert Shreve	University of Tennessee
David Solomon	Michigan State University
Karen Szauter	University of Texas Medical Branch
Arianne Teherani	University of California, San Francisco
John A. Ullian	Eastern Virginia Medical School
Julie Walsh	University of Alabama
Bill Weaver	University of Alabama at Birmingham
Lynn C. Yeoman	Baylor College of Medicine

FRIDAY November 8, 2002

6:00 PM-8:00 PM   Registration

SATURDAY November 9, 2002

7:00 AM-5:00 PM   Registration
8:00 AM-8:30 AM   Welcome

8:30 AM-10:20 AM
Descriptive Session:
Moderator: Dennis Baker, PhD, Florida State Unioveristy College of Medicine
- Using a Student-run Free Clinic as an Adjunct to the Traditional Medical Curriculum
- Cultural Competence and Medical Students and Residents: Beyond a Curricular Model
- Integrating Geriatric and Gerontology Content into an Undergraduate Medical School Curriculum: A Successful Process Model
- Disability Awareness and Skills Training in Medical Education
Problem Solving Session:
- Preparation for Early Clinical Experiences: Training in Professional and Societal Issues
Skills Acquisition Session:
- An Item-Writing Workshop for People Who Run Item-Writing Workshops
- Lights, Camera, Action! Well sort of... Using Digital Video to Enhance and Extend Instruction

10:30 AM –12:30 PM
Descriptive Session:
Moderator: Julie Walsh. EdD, University of Alabama School of Medicine
- Educating Residency Program Directors on "Best Practices" in Competency Evaluations
- Evaluating an Online Course Management System in a Faculty Development Fellowship
- Mentoring Relationships Among Medical Students: A Focus Group Analysis
- Peer Teaching as a Method of Feedback Following a Clinical Skills Examination
Skills Acquisition Session:
- Effective workshops for creating extended matching questions to evaluate clinical decision making (problem solving) skills
- SP Management A to Z

12:30 PM-1:45 PM Lunch and Keynote Speaker: Dr. LuAnn Wilkerson, Geffen UCLA School of Medicine

2:00 PM-3:50 PM
Panel Discussion Session:
- Use of Handheld Technology in Medical Education: A Best Practice?
Problem Solving Session:
- Medical Students as Educators: Developing their Teaching Roles in the Undergraduate Curriculum
Skills Acquisition Session:
- An Introduction to Standard Setting Techniques
- Developing Cultural Competency Curricula for Medical Education

4:00 PM-5:50 PM
Problem Solving Session:
- Strengthening the "Pro-Teaching" Environment in Today's Academic Medical Centers
Skills Acquisition Session:
- Conducting Faculty Development Workshops on Use of Computers to Enhance Community-based Teaching
- How To Develop A Self-Assessment Program For Medical Students

6:30 PM-8:30 PM Reception

SUNDAY November 10, 2002

7:00 AM-9:00 AM   Registration
7:15 AM-8:00 AM   Breakfast and Roundtable Sessions

Table 1   Blackboard, WebCT and other online curriculum management software – Tips for the Technology Journey
Table 2   Assessing Academic Competencies of Faculty
Table 3   Integrating the basic and clinical sciences; an informal discussion
Table 4   Medical Education in the Ambulatory Setting. Community Faculty Rewards
Table 5   Simulators: A New Frontier in Medical Student Education and Assessment
Table 6   The "Student Practice Profile Project" A Model for Integrated Curricular Design.

8:00 AM- 8:30 AM   Business Meeting

8:40 AM-10:30 AM
Descriptive Session:
Moderator: Ann Frye, PhD, University of Texas Medical Branch
- A Novel Method to Offer an Advanced Cardiac Life Support (ACLS) Course
- Innovation in Curriculum Reform: A Qualitative Study of Student and Faculty Perceptions of Integration
- Community Primary Care Physicians as Curriculum Developers: The Community Preceptor Leadership Council at Case Western Reserve
- Integrating Instructional Multimedia into Medical Education: Toward Best Practices

Problem Solving Session:
- Research on Standardized Patients: Where do we go from here?

Skills Acquisition Session:
- Using Team Learning Principles to Enhance Interaction in Large Enrollment Classrooms
- A Proven Approach to Improving Faculty Lecture Skills

10:40 AM-12:30 PM
Descriptive Session:
Moderator: Arianne Teherani, PhD, University of California San Francisco
- Using a Competency Framework for In-Training Evaluation
- Adjusting for "Hawks and Doves" on an OSCE
- Collaborative Teaching and Engaged Learning
- Curricular Orphans: Pathways to Adoption

Problem Solving Session:
- Community-Based Ambulatory Education: Methods of Maintenance and Support

Skills Acquisition Session:
- How to Set Pass/Fail Standards on Examinations.
- Teacher directed integrative teaching in large group settings: Lecture strategies

The 22nd Annual Conference
for
Generalists in Medical Education

Please join us for Lunch and the Keynote Speaker,

Dr. LuAnn Wilkerson
"Learning: An Evolving Science"

Saturday, November 9th
12:30 – 1:45 p.m.
Room: Monterey, Hotel Nikko

LuAnn Wilkerson, EdD, began her work in faculty development in 1972 with the Clinic to Improve University Teaching at the University of Massachusetts, Amherst, while completing her doctorate in education. Since 1980, Dr. Wilkerson has assisted faculty members in the study and improvement of medical education in a variety of settings with a special interest in ambulatory teaching and problem-based learning. She was instrumental in the design and implementation of the New Pathway curriculum at Harvard Medical School where she served as Director of Faculty Development from 1984 to 1992.

Dr. Wilkerson is currently Senior Associate Dean for Medical Education with responsibility for oversight of the full range of medical student curricular programs at UCLA and its partner programs at Drew University of Medicine and Science and the University of California, Riverside. She serves as Director of the Center for Educational Development and Research (http://www.medsch.ucla.edu/som/edr/index.html) and oversees the Instructional Design and Technology Unit (http://www.medsch.ucla.edu./idtu/) in the Geffen UCLA School of Medicine. As a Professor of Medicine, she has active research projects in patient/physician communication skills, ambulatory teaching, and curricular change and serves as Program Director for the UCLA Fellowship in Medical Education.

Dr. Wilkerson has conducted faculty development workshops locally, nationally, and internationally. She is an active leader in the Association of American Medical Colleges, serving as Chair of the Group on Educational Affairs in 1998-1999.

Presentation Descriptions

SATURDAY NOVEMBER 9, 2002

Welcome -- Saturday -- 8:00-8:30 AM
Room: Monterey
Phil Fulkerson, MD, University of Illinois College of Medicine – Rockford

Descriptive Sessions -- Saturday -- 8:30-10:20 AM
Room: Mendocino II
Moderator: Dennis Baker, PhD, Florida State University College of Medicine

Student-run Free Clinic as an Adjunct to the Traditional Medical Curriculum

Todd Philippe, M2, University of Kentucky College of Medicine
Wanda Gonsalves, MD, University of Kentucky College of Medicine
Joel Knight, M2, University of Kentucky College of Medicine
Brian Allen, M2, University of Kentucky College of Medicine

Traditional medical education may benefit from new educational models with respect to teaching the role of community resources in health care, advocating and caring for underserved populations, and building civic responsibility. This session will illustrate how a student-run free clinic could augment the curriculum at any medical college.

Cultural Competence and Medical Students and Residents: Beyond a Curricular Model

Mae Marie Quan, MSEd, University of Kentucky Chandler Medical Center
Sam Matheny, MD, University of Kentucky Chandler Medical Center
James C. Norton, PhD, University of Kentucky Chandler Medical Center

This presentation describes an initiative that provides medical students and residents with a multi-faceted approach to increase cultural and linguistic competence. The initiative focuses on skill development to enable future practitioners to apply knowledge of cultural and linguistic competence in clinical settings and raise awareness about health disparities, healthcare access and utilization.

Integrating Geriatric and Gerontology Content into an Undergraduate Medical School Curriculum: A Successful Process Model

Debra A. Newell, MS, University of Texas Medical Branch
James S. Goodwin, MD, University of Texas Medical Branch
Barbara L. Thompson, MD, University of Texas Medical Branch

Key elements of the successful infusion process for establishing a core content thread across a four-year medical school curriculum are identified and described. The School of Medicine has identified skills, competencies, and modalities for geriatric/gerontology content delivery and assessment. Orchestration of this task requires coordination among multiple groups and disciplines.

Disability Awareness and Skills Training in Medical Education

Cathy J. Lazarus, MD, Tulane University School of Medicine
Lesley Saketkoo, MD, MPH, Tulane University School of Medicine
Delia Anderson, MS, Tulane University Medical School

People with disabilities are a prominent sub-group of the US population. Skills in caring for patients with disabilities are rarely taught in medical education. We will describe a curriculum enhancement/educational research project, Disability Awareness and Skills Training, directed towards senior medical students. We hope this project will influence other medical institutions.

Problem Solving Session-- Saturday -- 8:30-10:20 AM
Room: Mendocino I

Preparation for Early Clinical Experiences: Training in Professional and Societal Issues

Christine C. Matson, MD, Eastern Virginia Medical School
John A. Ullian, PhD, Eastern Virginia Medical School

Participants will develop, from lists of competencies provided, a consensus on what medical students need to know about medical ethics, laws, regulations, patient safety, health care economics, and professional practice traditions prior to beginning a community-based preceptorship during their first or second year.

Skill Acquisition Sessions-- Saturday -- 8:30-10:20 AM
Room:Carmel I
An Item-Writing Workshop for People Who Run Item-Writing Workshops

David B. Swanson, **PhD,** National Board of Medical Examiners
Kathleen Z. Holtzman, National Board of Medical Examiners

Participants will learn to run workshops training faculty to write and review integrative multiple-choice items that assess students' ability to apply their understanding of the basic and clinical sciences to patient situations. A time-in/time-out format will be used to allow participants to discuss why the workshop is structured as it is and what other strategies might be used.

Room: Carmel II
Lights, Camera, Action! Well sort of... Using Digital Video to Enhance and Extend Instruction

Robert P. Fons, MSE, University of Kentucky College of Medicine
Darrin J. Burchell, University of Kentucky College of Medicine
Norman L. Goodman, PhD, University of Kentucky College of Medicine

Laboratory and learning time is limited, yet many subtle steps to a task may be missed. Recording procedures on digital video enables repeated viewing and practice opportunities available 24/7. Attendees will experience the ease of capturing and editing video.

Descriptive Sessions -- Saturday -- 10:30 AM-12:20 PM
Room: Mendocino II
Moderator: Julie Walsh, EdD, University of Alabama School of Medicine

Educating Residency Program Directors on "Best Practices" in Competency Evaluations

Michael Petty, PhD, University of Arkansas for Medical Sciences
Patricia O'Sullivan, EdD**,** University of Arkansas for Medical Sciences
Ruth Allen, PhD**,** University of Arkansas for Medical Sciences
Jeanne Heard, MD, PhD**,** University of Arkansas for Medical Sciences

We prepared 47 programs for external reviews using the ACGME competencies. Several initiatives were undertaken. One was a seminar series on assessment methodologies. While program directors' and program coordinators' motivational

attitudes changed little during the series, they frequently referred to evaluation concepts introduced during seminars in consultations with individual programs.

Evaluating an Online Course Management System in a Faculty Development Fellowship

Deborah A. Sleight, PhD, Michigan State University
John Williamson, MA, Michigan State University

Our fellowship participants used an online course management system by surveying them and comparing their responses to the statistics collected by the system. The session describes the evaluation process and its results.

Mentoring Relationships Among Medical Students: A Focus Group Analysis

Arianne Teherani, PhD, University of California, San Francisco
Karen Hauer, MD, University of California, San Francisco
Amy Dechet, MD, University of California, San Francisco
Eva Aagaard, MD, University of California, San Francisco

Four focus groups were conducted with 24 fourth-year medical students to explore students' perceptions of successful mentoring relationships. Barriers to mentoring were addressed also. Medical students characterize "good" mentors in terms of a personal connection, student advocacy, and vision in helping a students formulate a holistic vision for the future.

Peer Teaching as a Method of Feedback Following a Clinical Skills Examination

Margaret C. Duerson, **PhD**, University of Florida
Rebecca Pauly, MD, University of Florida
Kyle Rarey, PhD, University of Florida

Providing effective feedback to students on clinical skills exams is a challenge for medical educators. Following a third-year clinical skills exam, 12 students were invited to present one of their SP encounters in a peer teaching/feedback session. The majority of students indicated that the peer session provided helpful feedback.

Skills Acquisition Session -- Saturday -- 10:30 AM-12:20 PM
Room: Carmel I
Effective workshops for creating extended matching questions to evaluate clinical decision making (problem solving) skills

Douglas M. Lawson, University of Calgary, Faculty of Medicine
Peter H. Harasym, PhD, University of Calgary, Faculty of Medicine

The workshop is a safe and productive environment in which to expose question writers to extended-matching items. This session will focus on a successful structure that has been used with field doctors, specialists, and faculty members to assist them in developing abilities in creating questions in this useful format.

Room: Carmel II
SP Management A to Z

Penelope A. Garcia, MSW, National Board of Medical Examiners
Colette Scott, **MEd**, National Board of Medical Examiners
Mary Cantrell, MA, University of Arkansas College of Medicine
Holly Fox, MSW, Albany Medical College
The growth of standardized patient programs in medical education has resulted in the increased need for skilled and reliable SPs. This workshop is an opportunity for trainers and educators to share ideas and to learn and practice new skills related to effective SP management, from recruitment through replacement.

Lunch -- Saturday -- 12:30-1:45 PM
Room: Monterey
Speaker LuAnn Wilkerson, EdD, Geffen UCLA School of Medicine

In 2000, the National Research Council published a multidisciplinary report on key findings about learning that should be used to design educational programs that are content, learner-, and assessment-centered. In this presentation, I will propose ways in which we might utilize these key findings on **How People Learn** in curriculum development, faculty development, and program evaluation.

Panel Discussion Session -- Saturday -- 2:00-3:50 PM
Room: Mendocino II

Use of Handheld Technology in Medical Education: A Best Practice?

Carol S. Hasbrouck, MA, The Ohio State University Medical Center
Pamela J. Boyers, PhD, Riverside Methodist Hospital
James Hoekstra, MD, The Ohio State University Medical Center
Janet Engle, MD, Columbus Children's Hospital
Andrew Thomas, MD, MBA,The Ohio State University Medical Center
Mrunal Shah, MD, Riverside Methodist Hospital

A broad range of perspectives on use of handheld technology in undergraduate and graduate medical education will be described, from use as a patient tracking system to total integration with hospital information systems. Implementation issues, key questions, and barriers to overcome will be discussed. Ample time allotted for audience participation.

Problem Solving Session -- Saturday -- 2:00-3:50 PM
Room: Mendocino I

Medical Students as Educators: Developing their Teaching Roles in the Undergraduate Curriculum

Benjamin Blatt, MD, George Washington University School of Medicine
Gene Kallenberg, MD, George Washington University School of Medicine
Larrie Greenberg, MD, George Washington University School of Medicine

This session will focus on medical students as educators in the undergraduate curriculum. It will feature small group discussion and interaction with medical students trained as educators in out program to help participants develop or expand their own programs.

Skills Acquisition Sessions -- Saturday -- 2:00-3:50 PM
Room: Carmel I
An Introduction to Standard Setting Techniques

Louis Grosso, MEd, American Board of Internal Medicine
Gregory Fortna, MSEd, American Board of Internal Medicine
Rebecca Lipner, PhD, American Board of Internal Medicine.
Barry Linger, EdD, West Virginia University, School of Medicine
This session provides an introduction to techniques for establishing examination passing scores (standard setting). An overview of standard setting principles, instruction in the use of several standard setting methodologies, and reference materials will be provided. In addition, participants will conduct a standard setting exercise on a short test.

Room: Carmel II
Developing Cultural Competency Curricula for Medical Education

Amy V. Blue, PhD, Medical University of South Carolina
Sonia Crandall, PhD, Wake Forest University School of Medicine

Cultural competency training for health care providers is receiving increased national attention and is becoming a requisite across the medical education continuum. Participants in this skill acquisition session will have the opportunity to examine and discuss strategies for implementing cultural competency in health care curricular experiences.

Problem Solving Session -- Saturday -- 4:00-5:50 PM
Room: Mendocino I

Strengthening the "Pro-Teaching" Environment in Today's Academic Medical Centers

Charlene M. Dewey, MD, Baylor College of Medicine
Flavio Monteiro, EdD, Baylor College of Medicine
Boyd Richards, PhD, Baylor College of Medicine
Teri Turner, MD, MPH, Baylor College of Medicine
Joan A. Friedland, MD, MPH, Baylor College of Medicine

Using a ""strategic planning"" process, participants will explore core issues necessary to promote a pro-teaching environment in the climate of today's medical centers. In small groups, participants will brainstorm, generate and rank possible solutions to these issues. Results will be compared to the literature and to experiences at our institution.

Skills Acquisition Sessions -- Saturday -- 4:00-5:50 PM
Room: Carmel I
Conducting Faculty Development Workshops on Use of Computers to Enhance Community-based Teaching

Virginia Niebuhr, PhD, University of Texas Medical Branch
Constance Baldwin, PhD, University of Texas Medical Branch
Jack Scott, EdD, University of Texas Medical Branch

This workshop is for those interested in providing community faculty development on computer technology applications for medical education (e.g. Internet applications; web-based curriculum, pdas). Workshop presenters are part of a team of educators with grant funding to deliver such faculty development. Agenda items include possible workshop content, workshop methods, delivery strategies, and challenges.

Room: Carmel II
How To Develop A Self-Assessment Program For Medical Students

RoseMarie Thomas, RN, MS, CCRN, University of Illinois College of Medicine - Rockford
Phil Fulkerson, MD, University of Illinois College of Medicine - Rockford
Karen Phelan, MD, University of Illinois College of Medicine -Rockford

The skills of self-assessment are critical for effective life-long learning/ professional development for health care providers. This session offers both a conceptual framework and practical exercises to help participants acquire the skills which will help them implement one model of a self-assessment program at their home institutions.

Reception in the Big Sur Room and Art Gallery-- Saturday -- 6:30-8:30 PM

SUNDAY NOVEMBER 10, 2002

Round Table Sessions -- Sunday-- 7:15-8:00 AM
Room: Monterey

Blackboard, WebCT and other online curriculum management software – Tips for the Technology Journey

Steven O. Evans, University of Kentucky

Our university has adopted Blackboard as it's online course management system. With it have come many new advantages, as well as pit-falls - both of which we are learning "as we go." We have a wide range of technology knowledge among our students, faculty and staff. We are continually training employees across campus on the new system. Participates would be able to share what they have learned from their course management system. We would be able to share creative ways to use the technology as well as work through some of the problems we have encountered. Institutions seeking to purchase software would be able hear from individuals already using different software options.

Assessing Academic Competencies of Faculty

Ellen G. Whiting, Northeastern Ohio Universities College of Medicine
Susan Labuda Schrop, MS, Northeastern Ohio Universities College of Medicine

Programs must be able to assess the strengths and limitations of new and experienced faculty to define expectations, set objectives for faculty development and measure learning outcomes. Participants will review a tool and a process for assessing academic skills and discuss its potential value to individual faculty and programs.

Integrating the basic and clinical sciences; an informal discussion

Douglas Gould, PhD, University of Kentucky College of Medicine
Jennifer Brueckner, PhD, University of Kentucky College of Medicine

The Common Interest Round Table's open and informal format will allow further exploration/discussion of better ways to integrate the basic and clinical sciences in medical education. Discussion will be guided using the results of a recent faculty survey, which illustrated both benefits and obstacles to integration of the sciences.

Medical Education in the Ambulatory Setting. Community Faculty Rewards

Pamela B. Glover, MEd, Case Western Reserve University School of Medicine
Linda O. Lewin, MD, Case Western Reserve University School of Medicine
Beth Bierer, MEd, Case Western Reserve University School of Medicine

Medical educators are relying increasingly on community preceptors to teach medical students. The academic faculty must nurture and protect these community teachers   encouraging new physicians to teach, keeping community teachers interested, and providing training and incentives that enable preceptors to care for their patients and their practices while teaching.

Simulators: A New Frontier in Medical Student Education and Assessment

Sheila H. Woods, MD,University of Kentucky College of Medicine
Susan Quinlivan, MA, University of Kentucky College of Medicine

The goal of this roundtable is to share experiences of various medical educators regarding incorporation of simulators in medical student education and assessment. Participants will discuss topics ranging from simulator use in teaching procedural skills to simulator use in comprehensive assessment.

The "Student Practice Profile Project" A Model for Integrated Curricular Design

Elza Mylona, PhD, University of Southern California Keck School of Medicine
Allan V. Abbott, MD, University of Southern California Keck School of Medicine
Clive R. Taylor, MD, PhD, University of Southern California Keck School of Medicine
R. Ben-Ari, MD, University of Southern California Keck School of Medicine
F. P. J. Dixon, PhD, University of Southern California Keck School of Medicine
D. D. Elliott, MD, University of Southern California Keck School of Medicine

An innovative curriculum has been implemented aiming to provide a generalist education that will prepare graduates to entry any specialty. A major emphasis of the revision process is the enhancement of clinical relevancy through the systematic study of clinical cases that represent the most common and important problems in all medial specialties.

Business Meeting Monterey Room -- Sunday-- 8:00-8:30 AM

Descriptive Sessions -- Sunday-- 8:40 AM-10:30 AM
Room: Mendocino II
Moderator: Ann Frye, PhD, University of Texas Medical Branch

A Novel Method to Offer an Advanced Cardiac Life Support (ACLS) Course

Judie Heinschel, PhD, University of Illinois College of Medicine at Rockford
Philip Fulkerson, MD, University of Illinois College of Medicine at Rockford

Completion of an Advanced Cardiac Life Support course was highly desired by our medical students and is required by many residency programs; however, the typical brief, intensive ACLS course was not favored by our medical educators. This presentation describes a novel, longitudinal, integrated ACLS curriculum designed to employ accepted educational principles.

Innovation in Curriculum Reform: A Qualitative Study of Student and Faculty Perceptions of Integration

Jessica Muller, PhD, University of California, San Francisco
Sharad Jain, MD, University of California, San Francisco

The promotion of integration is a hallmark of curriculum redesign currently taking place in undergraduate medical education. Our new curriculum lists integration as a fundamental goal. We have designed a qualitative interview study to explore perceptions of integration among different stakeholders at our school and will report our preliminary results.

Community Primary Care Physicians as Curriculum Developers: The Community Preceptor Leadership Council at Case Western Reserve

Linda Orkin Lewin, MD, Case Western Reserve University
Carla Harwell, MD, Case Western Reserve University
Sona Kirpekar, MD, Case Western Reserve University

This descriptive session will outline how a community primary physician group in greater Cleveland, Ohio was identified, and how they worked with university-based faculty to develop a curriculum for a medical student longitudinal preceptorship. The group, the curriculum, and challenges to the collaboration will be described.

Integrating Instructional Multimedia into Medical Education: Toward Best Practices

Jennifer Brueckner, PhD, University of Kentucky College of Medicine
Douglas Gould, PhD, University of Kentucky College of Medicine

This descriptive session is designed to explore best practices for integrating multimedia into medical education. Development, implementation and assessment strategies will be presented, along with discussion points to encourage audience participation. Novel uses for instructional multimedia will be introduced, including digital lectures, online learning objective databases and virtual laboratories.

Problem Solving Session -- Sunday-- 8:40 AM-10:30 AM
Room: Mendocino I

Research on Standardized Patients: Where do we go from here?

Linda Perkowski, PhD, University of Texas- Houston Medical School
Karen Szauter, MD, University of Texas Medical Branch
Gail Furman, PhD, RN, Saint Louis University School of Medicine

Standardized patients (SPs) are widely used in medical education. This session will focus on research relating to SPs, identifying the areas which have been reviewed and those in need of systematic evaluation. The discussion will examine practical issues influencing the everyday use of SPs and identify areas for collaborative research.

Skills Acquisition Session -- Sunday-- 8:40 AM-10:30 AM

Room: Carmel I
Using Team Learning Principles to Enhance Interaction in Large Enrollment Classrooms

Nancy Searle, EdD, Baylor College of Medicine
Charles Seidel, PhD, Baylor College of Medicine
Boyd Richards, PhD, Baylor College of Medicine
Paul Haidet, MD, MPH, Baylor College of Medicine

Team learning, a method of large-group teaching which fosters active teaching strategies into curricula, incorporates a number of innovations that foster small group, self-study, advance preparation, and team communication among students in the large lecture hall setting. This workshop uses team-learning methods to introduce/apply team learning core principles.

Room: Carmel II
A Proven Approach to Improving Faculty Lecture Skills

Rachel Yudkowsky, MD, MHPE, University of Illinois at Chicago, College of Medicine
RoseMarie Thomas, RN, MS, CCRN, University of Illinois College of Medicine - Rockford
Mark H. Gelula, PhD, University of Illinois at Chicago, College of Medicine

This session will teach participants to organize and teach a lecture methods faculty development program. They will learn and practice a multimodal approach including process consultation, microteaching, and interactive mini-lectures. Participants will analyze videotaped lecture vignettes and will receive all materials necessary for implementing this program in their own institution.

Descriptive Sessions -- Sunday-- 10:40 AM-12:30 PM
Room: Mendocino II
Moderator: Arianne Teherani, PhD, University of California, San Francisco

Using a Competency Framework for In-Training Evaluation

Nadia Z. Mikhael, MD, The Royal College of Physicians and Surgeons of Canada
Gary Cole, PhD, The Royal College of Physicians and Surgeons of Canada

The Royal College of Physicians and Surgeons of Canada, responsible for all specialty certification, has set up an in-training evaluation process based on a competency framework which comprises seven roles: medical expert, communicator, collaborator, health advocate, scholar, professional and manager.   The process and tools used for this evaluation will be described.

Adjusting for "Hawks and Doves" on an OSCE

Douglas M. Lawson, University of Calgary, Faculty of Medicine
Peter Harasym, PhD, University of Calgary, Faculty of Medicine

The effect of the leniency and strictness of observer ratings, and whether examinee results should be statistically adjusted to correct for observer variance has not been adequately reported. The presentation will report the results of a study that investigated the impact on 95 candidates that took a ten station OSCE**Collaborative Teaching and Engaged Learning**

Peter Dane, DO, Ohio University College of Osteopathic Medicine

Following a review of the goals of our curriculum revision effort, the presenters will describe the processes established to achieve those goals. Subsequently, we will outline the prominent challenges we encountered, and our responses to those challenges. Finally, we will describe the results of our efforts, including measures of student/faculty acceptance and satisfaction.

Curricular Orphans: Pathways to Adoption

Jamie Anderson, MS, MA, University of Nevada School of Medicine
Burton A. Dudding, MD, University of Nevada School of Medicine
Patricia A. Charles, DrPH, University of Nevada School of Medicine
Tracy L. Veach, EdD, University of Nevada School of Medicine

This study describes a method for assessing curricular integration "adoption", or lack thereof, of thirty-three heterogeneous content areas "curricular orphans" included in the Liaison Committee on medical education's institutional self-study. The results indicate that 30% of these curricular orphans have been adopted whereas nearly half (45%) have not.

Problem Solving Session -- Sunday-- 10:40 AM-12:30 PM
Room: Mendocino I

Community-Based Ambulatory Education: Methods of Maintenance and Support

Jim Ballard, MS, University of Kentucky Chandler Medical Center
Mae Marie Quan, MSEd, University of Kentucky Chandler Medical Center
James C. Norton, PhD, University of Kentucky Chandler Medical Center

This session focuses on both best practices and disappointments of a program dedicated to enhancing the efficacy of campus-community partnerships and subsequent effectiveness of ambulatory education experiences. Following an analysis of the program, participants will discuss potential solutions to the collective challenges faced by those who facilitate community experiences.

Skills Acquisition Session -- Sunday-- 10:40 AM-12:30 PM

Room: Carmel I
How to Set Pass/Fail Standards on Examinations

Raja G. Subhiyah, **PhD,** National Board of Medical Examiners
Carol Morrison Featherman, PhD, National Board of Medical Examiners
Marie M. Brown, MA, National Board of Medical Examiners

The session is designed to impart participants with a working practical knowledge of the principles, techniques, and methods of setting pass/fail standards for various kinds of tests. Participants will learn about state-of-the-art best practices for setting standards by participating in a real procedure.

Room: Carmel II
Teacher directed integrative teaching in large group settings: Lecture strategies

John W. Pelley, PhD, Texas Tech University

Strategies that develop an integrative learning style in all students are easily accessible to any teacher. This workshop will demonstrate/apply the use of concept mapping and consult-your-colleague in large group teaching. Applications of learning style to team learning will provide a bridge to a companion skills session on team learning.

Notes

Notes

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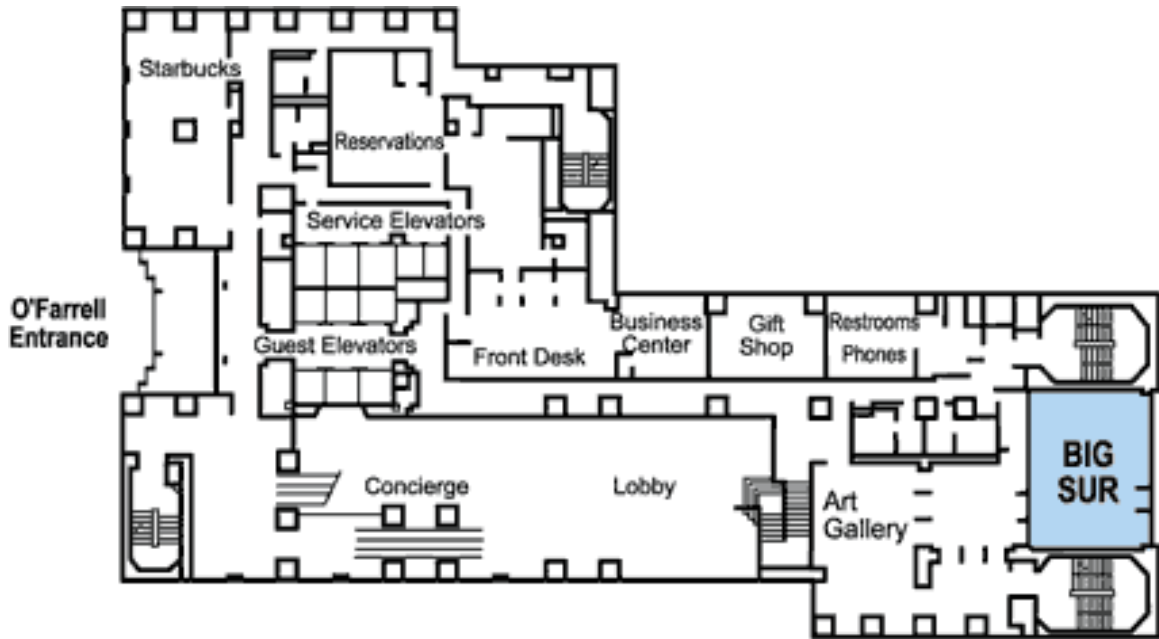Geffen UCLA School of Medicine
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Floor Plan of the Hotel Nikko

1st floor

Starbucks

Reservations

Service Elevators

O'Farrell Entrance

Guest Elevators

Front Desk

Business Center

Gift Shop

Restrooms Phones

BIG SUR

Concierge

Lobby

Art Gallery

2nd floor

MENDOCINO

II

I

Service Elevators

Guest Elevators

Open to Lobby below

ANZU

3rd floor

MONTEREY

I II

CARMEL

II

I

Service Elevators

Guest Elevators

Catering office

F/B Office

Ballroom Foyer

I II III

NIKKO GRAND BALLROOM
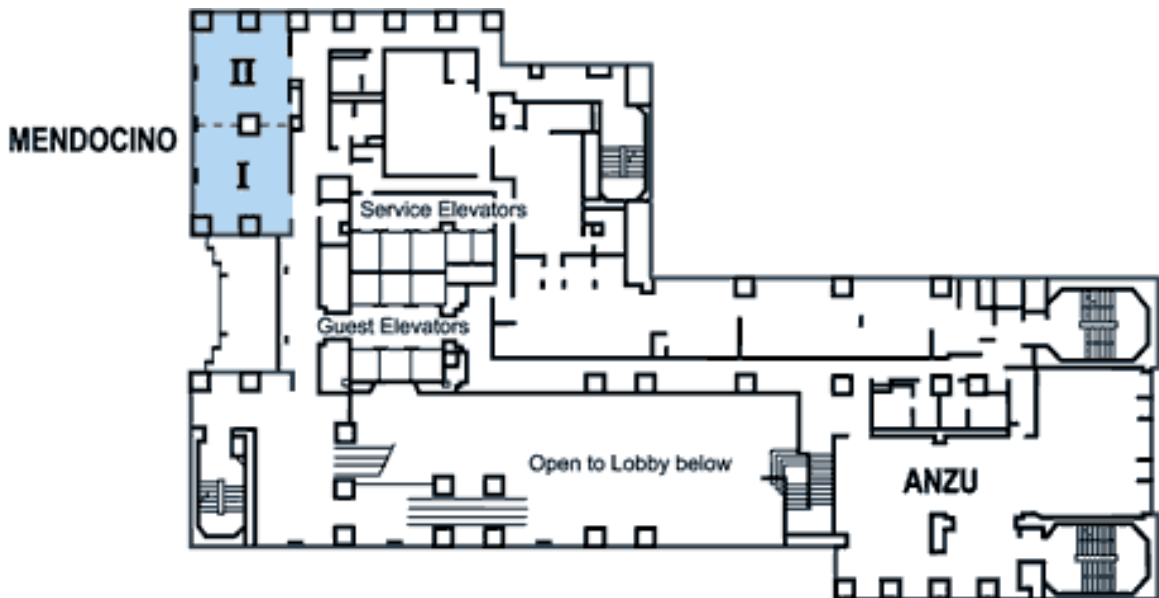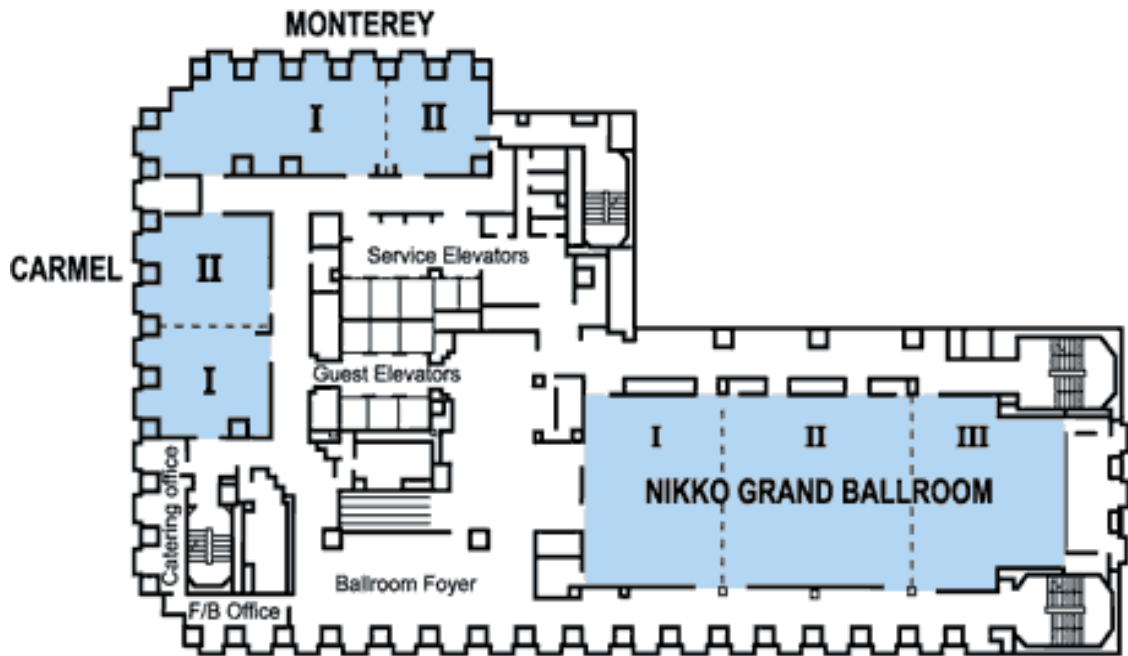
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Program at a glance

Friday, November 8, 2002	
6:00 PM-8:00 PM	Registration in the Monterey Foyer

Saturday, November 9, 2002

7:00 AM-5:00 PM	Registration in the Monterey Foyer
8:00 AM-8:30 AM	Welcome and Overview in the Monterey Room
8:30 AM-10:20 AM	Concurrent Sessions: Descriptive, Problem Solving, and Skills Acquisition

Descriptive Session				Problem Solving Session	Skills Acquisition Session	
Room: Mendocino II				*Mendocino I Room*	*Room:Carmel I*	*Room: Carmel II*
Student-run Free Clnics as an Adjunct to the Traditional Medical Curriculum	Cultural Competence and Medical Students and Residents	Integration Geriantric and Gerontology Content	Disability Awareness and Skills Training	Preparation for Early Clinical Experiences	An Item-Writing Workshop for People Who Run Item-Writing Workshops	Lights, Camera, Action! Well, sort of… Using Digital Video to Enhance and Extend Instruction

10:30 AM-12:20 PM	Concurrent Sessions: Descriptive and Skills Acquisition

Descriptive Session				Skills Acquisition Session	
Room: Mendocino II				*Room:Carmel I*	*Room: Carmel II*
Educating Residency Program Directors on "Best Practices"	Evaluating an Online Course Management System	Mentoring Relationships Among Medical Students	Peer Teaching as Method of Feedback	Effective workshops for creating extended matching querstions	SP Management A to Z

12:30 PM-1:45 PM	Lunch and Keynote Speaker: LuAnn Wilkerson, EdD, Geffen UCLA School of Medicine *Room: Monterey*
2:00 PM-3:50 PM	Concurrent Sessions: Panel Discussion, Problem Solving, and Skills Acquisition

Panel Discussion Session	Problem Solving Session	Skills Acquisition Session	
Room: Mendocino II	*Room: Mendocino I*	*Room:Carmel I*	*Room: Carmel II*
Use of Handheld Technology in Medical Education	Medical Students as Educators	An Introduction to Standard Setting Techniques	Developing Cultural Competency Curricula for Medical Education

4:00 PM-5:50 PM	Concurrent Sessions: Problem Solving and Skills Acquisition

Problem Solving Session	Skills Acquisition Session	
Room: Mendocino I	*Room:Carmel I*	*Room: Carmel II*
Strengthening the "Pro-Teaching" Environment in Today's Academic Medical Centers	Conducting Faculty Development Workshops on Use of Computers to Enhance Community-based Teaching	How to Develop A Self-Assessment Program for Medical Students

6:30 PM-8:30 PM	Reception in the Big Sur Room and Art Gallery

Sunday, November 10, 2002

7:00 AM-9:00 AM	Registration in the Lobby
7:15 AM-8:00 AM	Round Table Sessions

Room: Monterey

Assessing Academic Competencies of Faculty	Integrating the basic and clinical sciences	Medical Education in the Ambulatory Setting	Simulators: A New Frontier	The "Student Practice Profile Project"	Blackboard, WebCT and other online curriculum management software

8:00 AM-8:30 AM	Business Meeting *Room: Monterey*
8:40 AM-10:30 AM	Concurrent Sessions: Descriptive, Problem Solving, and Skills Acquisition

Descriptive				Problem Solving	Skills Acquisition	
Room: Mendocino II				*Room: Mendocino I*	*Room: Carmel I*	*Room: Carmel II*
A Novel Method to Offer an ACLS Course	Innovation in Curriculum Reform	Community Primary Care Physicians as Curriculum Devlopers	Integrating Instructional Multimedia into Medical Education	Research on Standardized Patients: Where do we go from here?	Using Team Learning Principles to Enhance Interaction in Large Enrollment Classrooms	A Proven Approach to Faculty Lecture Skills

10:40 AM-12:30 PM	Concurrent Sessions: Descriptive, Problem Solving, and Skills Acquisition

Descriptive				Problem Solving	Skills Acquisition	
Room: Mendocino II				*Room: Mendocino I*	*Room: Carmel I*	*Room: Carmel II*
Using Competencey Framework for In-Training Evaluation	Adjusting for "Hawks and Doves" on an OSCE	Collaborative Teaching and Engaged Learning	Curricular Orphans: Pathways to Adoption	Community- Based Ambulatory Education	How to Set Pass/Fail Standards on Examinations	Teacher directed integrative teaching in large groups strategies