

The 23rd-Annual Conference for
Generalists in Medical Education
*Enhancing the Teaching and Learning
Environment in Medical Education*



Radisson Barcelo Hotel
Washington, DC
November 8-9, 2003

Hosted by the University of Florida College of Medicine

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>

Enhancing the Teaching and Learning Environment in Medical Education

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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

It is with great pleasure that I welcome you to the 2003 Generalists in Medical Education annual conference! In its 24th year of service to the greater medical education community, the annual conference once again offers a wide variety of topics, interactive session formats, and opportunities for networking and discussion.

Since 1980, the goal of the Generalists in Medical Education has been to provide a forum for communication about common concerns, interests and activities, and an opportunity to seek new approaches and creative solutions to problems and issues in medical education. We are delighted that you are here this year to take part in that forum and hope that you will invite interested colleagues to join you in the future.

This year's conference theme is *Enhancing the Teaching and Learning Environment in Medical Education*. Whether this is your first or twentieth year to participate in the Generalists conference, we hope that you find ideas here that will help YOU to enhance the teaching and learning environment at your school.

Ann Frye, 2003 Chair

Acknowledgements

The superb quality of the conference program is due to the diligent, creative efforts of our Program Chair, Timothy VanSusteren, ably assisted by Karen Bradley and their University of Florida colleagues. Please join us in extending hearty thanks to them for their good work. We also thank the many proposal reviewers who contributed their time and expertise to the review process.

2003 Steering Committee

Ann Frye, Chairperson	University of Texas Medical Branch
Phil Fulkerson, Past Chair	College of Medicine at Rockford
John Ullian, Chair-Elect	Eastern Virginia Medical School
Dennis Baker, Member-at-Large	Florida State University College of Medicine
Linda Deloney, Member-at-Large	University of Arkansas for Medical Sciences
Barry Linger, Member-at-Large	West Virginia University
Carol Hasbrouck, Treasurer	The Ohio State University College of Medicine and Public Health
Julie Walsh, Membership	University of Alabama School of Medicine
David Solomon, Webmaster	Michigan State University College of Human Medicine
Brownie Anderson, AAMC Liaison	Association of American Medical Colleges
Timothy Van Susteren, Program Chair	University of Florida

Generalist Proposal Reviewers

<u>Reviewer</u>	<u>Organizational Affiliation</u>
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
Karen Bradley	University of Florida
Amy Blue	Medical University of South Carolina
Scott A. Cottrell	West Virginia University
Paul Dabrowski	University of Pennsylvania Health System
Linda Deloney	University of Arkansas Medical Sciences
Phil Fulkerson	University of Illinois College of Medicine, Rockford
Ann Frye	University of Texas Medical Branch
Gregory E. Gilbert	Medical University of South Carolina
Louis Grosso	American Board of Internal Medicine
Diane Heestand	University of Arkansas for Medical Sciences
Bruce E. Johnson	University of Iowa College of Medicine
John P. Kish Jr	Oakwood Hospital and Medical Center
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
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
Maureen Shannon	Michigan State University
Robert Shreve	University of Tennessee
Karen Szauter	University of Texas Medical Branch
John A. Ullian	Eastern Virginia Medical School
Julie Walsh	University of Alabama
Bill Weaver	University of Alabama at Birmingham

Continuing Medical Education Credit

This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of the University of Florida College of Medicine and The Generalists in Medical Education. The University of Florida College of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

The University of Florida College of Medicine has a conflict of interest policy that requires course faculty to disclose any real or apparent commercial financial affiliation related to the content of their presentations/materials.

None of the presenters or planners of this activity have indicated a conflict of interest.

The University of Florida designates this educational activity for a maximum of 10.75 category 1 credits toward the AMA Physician's Recognition Award. Each physician should claim only those credits s/he actually spent in the activity.

Learning Objectives

1. Descriptive Sessions: participants who attend these sessions will be able to identify new teaching techniques and research in the areas of: curriculum design, GME, student characteristics, population/community issues, faculty development topics, curriculum topics, and/or assessment topics.
2. Problem Solving Sessions: participants who attend will understand the complexities of the topic and identify one or more techniques for: medical education literature review, implementing competency frameworks for GME, teaching and assessing students using clinical cases, and/or identify, nurture and reward core teaching faculty.
3. Skill Acquisition Sessions: participants who attend will learn and be able to apply skills related to: redefining the clinical encounter as a teaching tool, educational manuscript writing and review, developing OSTE stations, teaching standardized patients to give more effective verbal feedback, and/or developing digital multimedia presentations.
4. Panel Discussions: participants who attend will be able to identify key issues related to: conducting faculty development electronically, teaching professionalism in concert with understanding medicine's contract with society, opportunities, innovations and challenges at a new college of medicine, and/or supporting the growth of academic faculty using competency frameworks.
5. Roundtable Presentations: participants who attend will identify key issues about the core topic and share their experiences as solutions to questions raised by other learners.

Support

This activity is supported by an unrestricted educational grant from Pfizer.

Lunch and Keynote Speaker

The 23rd Annual Conference for Generalists in Medical Education

Professor Ronald M. Harden

OBE MD FRCP(Glas) FRCS(Ed) FRCPC

“IVIMEDS: The International Virtual Medical School”



Saturday, November 8th

11:15 am – 12:45 pm

Phillips Ballroom, Radisson Barcelo Hotel

Ronald Harden graduated from the Medical School in Glasgow in 1960 and practiced as a general physician with a special interest in endocrinology. As the clinician responsible for teaching the endocrine system he developed an interest in medical education. He is currently Professor of Medical Education, Teaching Dean, and Director of the Centre for Medical Education at the University of Dundee - a leading international center. Professor Harden serves as the Director of the newly established Education Development Unit of the Scottish Council for Postgraduate Medical and Dental Education. He is General Secretary and Treasurer of the Association for Medical Education in Europe (AMEE) and through his stewardship, the Association and its journal, 'Medical Teacher', have flourished with members in more than fifty different countries.

Professor Harden has a wide interest in undergraduate, postgraduate and continuing medical education. Ideas which he has pioneered include the Objective Structured Clinical Examination (OSCE), the SPICES model for curriculum planning, and distance learning as a method of continuing medical education. Distance learning programs with which he has been associated have pioneered new educational approaches and individual programs have attracted more than 40,000 participants each. He has written extensively in his areas of interest and has published more than 400 papers in leading journals.

Professor Harden is committed to developing new approaches to curriculum planning and to teaching and learning. He is the Education Director for the International Virtual Medical School (IVIMEDS), a world-wide consortium of medical schools and institutions devoted to support the education, training and development of health professionals in developing nations.

Numerous awards, including the prestigious Hubbard Award from National Board of Medical Examiners in the USA, have recognized his contribution to excellence in medical education and to research in the area.

Friday, November 7, 2003

6:00 pm- 8:00 pm Registration

Saturday, November 8, 2003

7:30 am – 5:00 pm Registration

7:30 am – 8:45 am Breakfast, Welcome, and Overview

9:00 am – 11:00 am *Descriptive Session: Curriculum Design*

Moderator: Kyle Rarey PhD, University of Florida

- Team Learning vs Didactic Instruction
- Block vs Longitudinal Primary Care Experiences in Third Year
- The Patient's Story: Student Essays
- Using Reflection to Teach about End of Life Care
- The Effect of Student Choice on Faculty Evaluation Ratings in a Third Year Neurology Clerkship

9:00 am – 11:00 am *Problem Solving Session:*
Unearthing Medical Education Literature

9:00 am – 11:00 am *Panel Discussion Session:*
Conducting Faculty Development Electronically: Methods, Challenges,
and Lessons Learned

9:00 am – 11:00 am *Skills Acquisition Session:*
Reconceptualizing the Clinical Encounter

11:15 am – 12:45 pm Keynote and Lunch: Dr. Ronald M. Harden:
"IVIMEDS: The International Virtual Medical School"

1:00 pm – 3:00 pm *Descriptive Session: Graduate Medical Education*

Moderator: Linda Deloney MA, University of Arkansas for Medical Sciences

- An Institutional 360° Global Evaluation
- Evaluating a Women's Health Residency Curriculum
- Ambulatory Clinic Report in Family Medicine: Teaching Quality Patient Care

1:00 pm – 3:00 pm *Problem Solving Session:*
Implementing Competency Frameworks in Residency Education:
Lessons from 10 Years of the CanMEDS Project

1:00 pm – 3:00 pm *Problem Solving Session:*
Teaching and Assessing Medical Students using Clinical Cases

1:00 pm – 3:00 pm *Skills Acquisition Session:*
Accept, Revise, Reject: Reviewing Educational Research Manuscripts

3:15 pm – 5:15 pm *Descriptive Session: Student Characteristics*

Moderator: John Ullian PhD, Eastern Virginia Medical School

- Association Between Learning Styles
- Validation of the Modified Archer's Health Professional Motivation Survey (MAHPMS)
- Using Focus Groups to Create More Effective Learning Environments
- A Shift in a Candidate's Acceptability Due to Shifts in Ability of the Applicant Pool

3:15 pm – 5:15 pm *Problem Solving Session:*
How Should Medical Institutions Identify, Nurture, and Reward (Value) Their Core
Teaching Faculty?

3:15 pm – 5:15 pm *Skills Acquisition Session:*
How to Develop OSTE (Objective Structured Teaching Examination) Stations

3:15 pm – 5:15 pm *Skills Acquisition Session:*
How to Teach Standardized Patients To Give Verbal Feedback More Effectively

6:00pm – 7:30 pm Reception

Sunday, November 9, 2003

7:15 am – 9:00 am Registration

7:15 am – 8:15 am Roundtables

- Table 1* Enhancing Women's Health Education in Medical School: the Role of the Generalist
Table 2 The Utility of Applying the Multifacet Rasch Model to Judged Scores
Table 3 Organizational and Educational Factors Affecting the Ambulatory Clinical Learning Environment
Table 4 Can We Realize the Promise of Electronic Learning in Primary Care Education?
Table 5 Levels of Involvement in Medical Encounters by 3rd Year Medical Students
Table 6 Could Simulated Students Help Assess Quality of Medical Teaching?
Table 7 Evidence Supporting the Need for Sleep Medicine Education
Table 8 Teaching Students and Residents Skills in Patient Education
Table 9 Using Problem-based Learning Evaluations to Improve Teaching;
Table 10 Developing Teaching Materials for Clinical Faculty Development
Table 11 Academic Support: Are We Meeting the Needs of Our Students?
Table 12 The Cultural Divide: Clinical Teaching in Academic Health Centers and Community-Based Settings
Table 13 Future of "The Generalists"
Table 14 An Approach to Clinical Reasoning

8:15 am – 8:45 am Business Meeting

9:00 am – 10:10 am *Descriptive Session: Serving the population/community*

Moderator: Dennis Baker PhD, Florida State University College of Medicine

- Community Service and Student Performance: What is the Pay off for Medical Education?
- An 8 Year Experience in Teaching Medical Students in an Urban Public School Setting
- Teaching Procedure Skills to Pre-Clinical Medical Students

9:00 am – 10:10 am *Descriptive Session: Faculty Topics*

Moderator: Julie Walsh EdD, University of Alabama

- Using Technology to Give Residents a Running Start
- Fellows as Clinician Educators: Teaching and Educational Skills Development for Fellows
- Tutors' Perceptions about the Problem-Based Learning Medical Education Program at the University of Transkei

9:00 am – 10:10 am *Descriptive Session: Curriculum Topics*

Moderator: Norman Pedigo PhD, University of Kentucky School of Medicine

- Defining Women's Health: Evaluating Content Categories Across a Multidisciplinary Curriculum
- Development & Implementation of a "Last Chance" Senior Course
- Incorporating a Curricular Theme

9:00 am – 10:10 am *Panel Discussion Session:*

Exposing the Pedagogy of Professionalism: Finding Consensus in Medicine's Contract with Society

10:20 am – 12:20 pm *Descriptive Session: Assessment*

Moderator: Barry Linger EdD, West Virginia University

- Comparison of Two Formats for Teaching and Evaluating Medical Student Clinical Skills: Standardized Patient and Diagnostic Reasoning Computer Case Presentations
- An Approach to Using Educational Portfolios
- Standardized Patient Variance
- Assessment of Student Competency in Medical Knowledge and Problem-Solving by an Oral Examination in the Gross Anatomy Laboratory

10:20 am – 12:20 pm *Skills Acquisition Session:*

Developing Digital Multimedia Presentations

10:20 am – 12:20 pm *Panel Discussion Session:*

Opportunities, Innovations, and Challenges at a New College of Medicine

10:20 am – 12:20 pm *Panel Discussion Session:*

Competency Frameworks to Support Growth of Academic Faculty

12:20 pm Adjournment

“Enhancing the Teaching and Learning Environment in Medical Education”

Presentation Descriptions

(Presenters in **BOLD**)

Saturday, November 8, 2003

Breakfast, Welcome, and Overview – Saturday, 7:30 am – 8:45 am

Room: Phillips Ballroom

Ann W. Frye PhD, University of Texas Medical Branch

Chair: Generalists in Medical Education Steering Committee

Descriptive Session: Curriculum Design – Saturday, 9:00am – 11:00am

Room: National B

Moderator: Kyle Rarey PhD, University of Florida

Team Learning versus Didactic Lecture: Session Dynamics as Viewed by Trained Observers

- **Kathryn K. McMahon PhD**, Texas Tech University Health Sciences Center
- Melinda Steele MEd, Texas Tech University Health Sciences Center

Session dynamics of Team Learning (TL) were compared to didactic lecture by trained observers monitoring sessions in year two of medical school coursework. Even when lecture involves subgroup interaction, TL provides more student engagement than lecture. TL provides an interactive platform for instructors' expertise to be available to students.

Block vs. Longitudinal Primary Care Experiences in Third Year

- **Jason Chao MD**, Case Western Reserve University
- Linda Orkin Lewin MD, Case Western Reserve University
- Betzi L. Bateman MLIS, Case Western Reserve University

We compared patient log data from third year students in an ambulatory internal medicine/family medicine block rotation to those in a longitudinal primary care preceptorship. Block students saw more chronic patient problems, performed more focused physicals, and were observed more often. Longitudinal students had more patient continuity, health maintenance and complete physical experience, and preceptor feedback.

The Patient's Story: Student Essays on Authentic Environments and Personal Experiences

- **Robert J. Bulik PhD**, University of Texas Medical Branch
- Donna B. Weaver MD, University of Texas Medical Branch
- Debra A. Newell PhD, University of Texas Medical Branch

The Patient's Story essay, written by students after visiting families in their homes and reflecting on those experiences, is based on the constructs of narrative medicine. Assessing students' experiences and valuing their reflection on authentic environments and personal family stories is challenging, but a structured scoring rubric can assure equity.

Using Reflection to Teach about End of Life Care

- **Marcy Rosenbaum PhD**, University of Iowa College of Medicine
- Jeffrey Lobas MD, University of Iowa College of Medicine

Reflection exercises were used to teach students about end of life care. Exercises included: 1) visualizing their own deaths; 2) personal death history; 3) a reflection essay; and 4) small group reflection sessions. These exercises were useful in helping students examine their attitudes and concerns toward caring for the dying.

The Effect of Student Choice on Faculty Evaluation Ratings in a Third Year Neurology Clerkship

- **Mary Jane Harrison MAE**, University of Kentucky College of Medicine
- Marlene J. Sauer MFA, University of Kentucky College of Medicine

- Terry D. Stratton PhD, University of Kentucky College of Medicine
- John T. Slevin MD, University of Kentucky College of Medicine

Some clerkships at our university evaluate attending faculty by allowing students to choose only one attending and rate that individual. A preliminary study suggests that having students choose one (among several possible) attending to rate is as valid as having them rate all the attendings with whom they worked.

Problem Solving - Saturday, 9:00 am – 11:00 am

Room: Smithsonian

Unearthing Medical Education Literature

- **Elizabeth Krajic Kachur PhD**, Medical Education Development
- **Mark Schwartz MD**, New York University
- **Adina Kalet, MD MPH**, New York University
- **Thomas Comerci MD**, New York University
- **Lisa Altshuler PhD**, Maimonides Medical Center

Searching for references to inform medical education decisions and support training can be challenging. As we are moving towards evidence-based medical education, an expeditious exploration of the literature becomes crucial. This session will review journals and electronic databases and identify their relative utility in 'unearthing' medical education literature.

Panel Discussion - Saturday, 9:00 am – 11:00 am

Room: Hirshhorn

Conducting Faculty Development Electronically: Methods, Challenges, and Lessons Learned

- **Julie B. Walsh EdD**, University of Alabama at Birmingham
- **Dennis Baker PhD**, Florida State University College of Medicine
- **Ardis Davis MSW**, AKD Consulting
- **James W. Tysinger PhD**, University of Texas Medical School at San Antonio
- **Robin Smith PhD**, University of Arkansas for Medical Sciences

To ensure the optimal education of students, medical school faculty (including preceptors) are in need of faculty development (FD). However, FD poses many barriers such as time, cost, personnel, and logistics. Panelists will share their strategies for overcoming these barriers through the use of electronic technologies.

Skills Acquisition - Saturday, 9:00 am – 11:00 am

Room: Renwick

Reconceptualizing the Clinical Encounter

- **Mark Goldszmidt MD FRCPC MHPE**, University of Western Ontario/London Health Sciences Centre
- The model of the “clinical encounter” is based on a patient centered approach to clinical care that incorporates an understanding of the medical education literature. Participants will learn the model and be able to discuss how to use it to direct teaching that addresses all six of the ACGME competencies.

Keynote and Lunch – Saturday, 11:15am-12:45 pm

Room: Phillips Ballroom

Dr. Ronald M. Harden: “IVIMEDS: The International Virtual Medical School”

Descriptive Session: Graduate Medical Education - Saturday, 1:00pm – 3:00pm

Room: National B

Moderator: Linda Deloney MA, University of Arkansas for Medical Sciences

A Look at Residents from the Eyes of Others: An Institutional 360-degree Global Evaluation

- **Michael E. Petty PhD**, University of Arkansas for Medical Sciences
- **Jeanne K. Heard MD PhD**, University of Arkansas for Medical Sciences
- **Kimberly N. Shields BS**, University of Arkansas for Medical Sciences

Preliminary results from an institutional 360-degree evaluation involving 12 residency programs will be presented, including the exploratory factor analysis (EFA) aligning evaluation questions with the general competencies. Problems encountered during implementation and modifications required will be presented to guide others who elect to implement this form of evaluation.

Evaluating a Women's Health Residency Curriculum

- **David G. Weismiller MD ScM**, East Carolina University
- **Kristen Springer Dreyfus MA**, East Carolina University
- Lauren M. Whetstone PhD, East Carolina University
- Jerri R. Harris MPH, East Carolina University

This presentation describes strategies used to evaluate the effectiveness of a women's health and wellness program in a family practice residency. It provides an overview of the curricular evaluation methods that can be used for global assessment of a program.

Ambulatory Clinic Report in Family Medicine: Teaching Quality Patient Care

- **Jack R. Scott EdD MPH**, University of Texas Medical Branch
- I. Kuncharapu MD, University of Texas Medical Branch
- Ron E. Williams MEd, University of Texas Medical Branch

Ambulatory Clinic Report (ACR) is a new interactive educational approach to patient management patterned after Morning Report. Research investigated this educational activity based on outpatient clinical instruction in family medicine. ACR is an effective instructional model for residents to learn (e.g., knowledge and patient management) among common ambulatory care cases.

Problem Solving – Saturday, 1:00 pm – 3:00 pm

Room: Hirshhorn

Implementing Competency Frameworks in Residency Education: Lessons from 10 Years of the CanMEDS Project

- **Jason R. Frank MD MA(Ed) FRCPC**, Royal College of Physicians and Surgeons of Canada
- **Nadia Z. Mikhael MD FRCPC**, Royal College of Physicians and Surgeons of Canada

Implementing the ACGME standards poses a challenge to residency programs across the country. The Royal College of Physicians and Surgeons of Canada (RCPC) has been implementing its framework of needs-based competencies since 1996. We present the tools, outcomes, and lessons learned from the implementation of the RCPC's CanMEDS Roles framework across 59 specialties since 1996.

Room: Smithsonian

Teaching and Assessing Medical Students using Clinical Cases

- **Z. H. Elza Mylona PhD**, University of Southern California Keck School of Medicine
- Linda C. Perkowski PhD, University of Texas-Houston Medical School

This workshop will provide specific knowledge and tools for effective usage of cases. Some advantages and limitations of case-based teaching, based on the intended educational objectives, will be discussed. We will share our experience with different forms of cases used in teaching and assessment and participants will contribute examples. Written materials describing the various forms of case-based teaching, and assessment examples, will facilitate adaptation in the participants' own educational programs.

Skills Acquisition – Saturday, 1:00 pm – 3:00 pm

Room: Renwick

Accept, Revise, Reject: Reviewing Educational Research Manuscripts

- **Sonia Crandall PhD**, Wake Forest University School of Medicine
- **Karen Bradley DMD MBA**, University of Florida
- **Michelle Rossi MD**, University of Florida
- **Amy Blue PhD**, Medical University of South Carolina
- **Rosalyn Stewart MD**, University of Maryland
- **Kathy Kreutzer**, Medical College of Virginia

Participants will learn and practice skills needed to review manuscripts, thus enhancing their abilities to serve as reviewers for many venues (journals, conferences). They will be able to prepare better manuscripts and proposals for submission. The session includes small group work and large group feedback to analyze a manuscript using established manuscript review criteria.

Descriptive Session: Student Characteristics – Saturday, 3:15 pm – 5:15 pm

Room: National B

Moderator: John Ullian PhD, Eastern Virginia Medical School

The Association Between Learning Styles and Prediction of Success in the First Two Years of Medical School

- **Robert Shreve EdD**, University of Tennessee Health Sciences
- Pamela D. Connor PhD, University of Tennessee Health Sciences
- Genevieve Fridland PhD, University of Tennessee Health Sciences
- Vicki Murrell MEd, University of Tennessee Health Sciences
- Stephan Russ MD, Vanderbilt University Medical School
- Richard Peppler PhD, University of Tennessee Health Sciences

Identification of learning styles of medical students can yield useful information which can aid in the design of learning activities, courses, and curricular content. This study correlates learning styles of medical students over time, as well as with their undergraduate major, MCAT scores, ethnicity, and age.

Validation of the Modified Archer's Health Professional Motivation Survey (MAHPMS)

- **LJ Perrot MD JD**, University of Arkansas for Medical Sciences
- Judy Garrett PhD, University of Arkansas for Medical Sciences
- Linda A. Deloney MA, University of Arkansas for Medical Sciences

The authors measured medical students' motivational factors. This validation study was to determine the stability of subscores over a 3-year period and whether responses varied significantly by GPA level and actual use of metacognitive strategies. Significant between-year differences were found. Post-hoc analysis suggests GPA influences responses to goal orientation items.

Using Focus Groups to Create More Effective Learning Environments

- **Karen D. Merz PhD**, Oklahoma State University Center for Health Sciences
- **Bruce A. Benjamin PhD**, Oklahoma State University Center for Health Sciences

A medical physiologist and an instructional developer will discuss how using focus groups to collect qualitative data on current students can help faculty create a more effective learning environment.

A Shift in a Candidate's Acceptability Due to Shifts in Ability of the Applicant Pool

- **Peter Harasym PhD**, University of Calgary
- **Rodney A. Crutcher MD**, University of Calgary
- Douglas M. Lawson MSc, University of Calgary

Selecting the best applicant pool of candidates for an educational program is always difficult. It is possible that a candidate's ranking could shift depending on the quality of the applicant pool. Using 3-facet Rasch modeling, this study found evidence of a significant shift in candidate ratings due to a shift in the ability of the applicant pool.

Problem Solving - Saturday, 3:15 pm – 5:15 pm

Room: Hirshhorn

How Should Medical Institutions Identify, Nurture, and Reward (Value) Their Core Teaching Faculty?

- **Charlene Dewey MD**, Baylor College of Medicine
- **Nancy Searle EdD**, Baylor College of Medicine
- Boyd Richards PhD, Baylor College of Medicine

A recent report on the Millennium Conferences calls for the recognition of a core-teaching faculty to serve as educational leaders. In this problem solving session, we will identify current trends, brainstorm ideas, and discuss ways that individuals can strengthen the educational mission by identifying, nurturing, and rewarding a core-teaching faculty.

Skills Acquisition – Saturday, 3:15 pm – 5:15 pm

Room: Renwick

How to Develop OSTE (Objective Structured Teaching Examination) Stations

- **Elizabeth Krajic Kachur PhD**, Medical Education Development
- **Mark Schwartz MD**, New York University
- **Sondra Zabar MD**, New York University
- **Adina Kalet MD MPH**, New York University
- **Elizabeth H. Morrison MD MEd**, University of California, Irvine

Instructional skills are a central concern of medical education. Efficient and effective strategies to impart and assess them are needed. This session will convey knowledge and skills important for developing teaching skills stations that utilize standardized learners. They may be integrated in typical clinical skills exams or combined to constitute an OSTE.

Room: Smithsonian

How to Teach Standardized Patients To Give Verbal Feedback More Effectively

- **Win May MD PhD**, University of Southern California Keck School of Medicine
- **Dixie Fisher PhD**, University of Southern California Keck School of Medicine
- **Anita Richards**, University of California San Diego School of Medicine

Faculty who use standardized patients will learn how to train SPs to give more effective verbal feedback by using a model approach to train standardized patients to give verbal feedback, will rate SPs' feedback skills using a newly developed Quality of SP Feedback rating form, and will experience a web-based SP assessment tool.

Reception in the Phillips Ballroom -- Saturday, 6:00pm – 7:30 pm

“Enhancing the Teaching and Learning Environment in Medical Education”

Sunday, November 9, 2003

(Presenters in **BOLD**)

Registration - Sunday, 7:15 am – 9:00 am

Roundtable Sessions - Sunday, 7:15 am – 8:15 am

Room: Phillips Ballroom

Enhancing Women's Health Education in Medical School: the Role of the Generalist

- **Jennifer Black MD**, Temple University School of Medicine
- Colleen Veloski MD, Temple University School of Medicine
- Jennie Barbieri, Temple University School of Medicine

To discuss the importance of the generalist physician in this area of medical education, we will describe our 4th year Women's Health Elective, now in its first year. We hope to foster a broad discussion of women's health education and a comprehensive gender based curriculum, looking at implementation challenges and exciting future directions.

The Utility of Applying the Multifacet Rasch Model to Judged Scores

- Douglas M. Lawson MSc, University of Calgary
- **Peter H. Harasym PhD**, University of Calgary

This roundtable will assist Generalists in determining if their OSCE scores would have increased utility if Item Response Theory is applied to their data. Example output tables will be provided to assist in the discussions.

Organizational and Educational Factors Affecting the Ambulatory Clinical Learning Environment

- **Linda M. Roth PhD**, Wayne State University

Most medical educators who investigate the effectiveness of ambulatory clinical education have focused primarily on the dyad of the teacher and learner. We will discuss efforts of investigators whose expanded focus includes contextual factors such as site characteristics, learner opportunities, faculty and staff roles, and the organizational environment.

Can We Realize the Promise of Electronic Learning in Primary Care Education?

- **Linda Orkin Lewin MD**, Case Western Reserve University
- Betzi L. Bateman MLIS, CWRU School of Medicine

Educational technology has the potential to enhance learning in medicine, but little is written about best uses of electronic learning in medicine. The purpose of this session is to introduce one online primary care course and to explore other potential uses of educational technology in clinical medical education.

Levels of Involvement in Medical Encounters by 3rd Year Medical Students

- **Karen McClanahan MA**, University of Kentucky
- Jennifer Joyce MD, University of Kentucky

At our university students spend four weeks in a required family practice rotation. During this month students work with one preceptor or several at their practice site. Logbooks document student's involvement in patient care. This study assesses the influence of student-preceptor continuity and gender differences on student's level of involvement.

Could Simulated Students Help Assess Quality of Medical Teaching?

- **Norman W. Pedigo Jr. PhD**, University of Kentucky School of Medicine
- **C Darrell Jennings MD**, University of Kentucky School of Medicine
- **Terry D Stratton PhD**, University of Kentucky School of Medicine
- **Brian R MacPherson PhD**, University of Kentucky School of Medicine
- **Amy V. Blue PhD**, Medical University of South Carolina

Assessing *quality* of teaching is essential for measuring faculty performance and curricular success. We propose training individuals to critique medical teaching, analogous to using simulated patients to evaluate students on clinical performance exams. This would provide objective feedback for improving teaching and learning through focused faculty development and curricular reform.

Evidence Supporting the Need for Sleep Medicine Education

- **Cheryl C. Purvis PhD**, Nova Southeastern University

This session will focus on ways to incorporate new material into the medical curriculum. Sleep medicine will be used as an example of an important topic that needs to be included. We will share how we have approached this problem using data from a recent study. Also, ongoing projects at other institutions will be discussed. Participants will be asked to share ideas they have used to tackle this growing problem.

Teaching Students and Residents Skills in Patient Education

- **Jack R. Scott EdD MPH**, University of Texas Medical Branch

This Roundtable session will provide a forum for discussion of strategies in teaching patient education, especially health promotion and self-care. Existing initiatives and potential barriers will shape a set of recommended guidelines that incorporate interpersonal communications and practice-based patient care competencies, including effective use of information technologies.

Using Problem-based Learning Evaluations to Improve Teaching;

- **Scott Cottrell EdD**, West Virginia University
- **Barry Linger EdD**, West Virginia University
- **Jamie Shumway PhD**, West Virginia University

This roundtable will discuss how anonymous course and faculty evaluations for a problem-based learning (PBL) experience are correlated. Identifying relationships between students' reflections about the problem-based learning experience and how well facilitators guided the group (e.g., helped identify key learning issues or questions about the material) can answer fundamental questions about the potential of PBL to advance essential skills and knowledge.

Developing Teaching Materials for Clinical Faculty Development

- **Andy Hudson EdD**, Ohio State University College of Medicine and Public Health
- **Dawn Watson BS**, Ohio State University College of Medicine and Public Health
- **Carol Hasbrouck MS**, Ohio State University College of Medicine and Public Health

By sharing our experiences in developing and using a concise, practical, easy-to-read handbook, we hope to learn from and work with other institutions and The Generalists to develop more faculty/resident educational development materials. We will stress faculty, GME, and institutional benefits and rewards.

Academic Support: Are We Meeting the Needs of Our Students?

- **Norma S. Saks EdD**, UMDNJ-Robert Wood Johnson Medical School
- **Robert B. Lebeau EdD**, UMDNJ-Robert Wood Johnson Medical School

Participants will discuss components of a comprehensive academic support program and compare what is available in their institutions to what would be most beneficial to students in developing lifelong learning skills. Key dimensions in providing academic support, skills/training for providers, and methods for evaluating efficacy will also be discussed.

The Cultural Divide: Clinical Teaching in Academic Health Centers and Community-Based Settings

- **Mae Marie Quan MSED**, University of Kentucky
- **James Ballard MS**, University of Kentucky
- **James C. Norton PhD**, University of Kentucky
- Chris Nelson MD, University of Kentucky
- Anthony Weaver MD, University of Kentucky

A "cultural divide" exists between campus and community-based academic medical faculty. This session will identify key challenges facing those who call for a more integrative approach to medical education and suggest

potential strategies for integrating preceptors into the entire academic process as a way of strengthening institutions' educational missions.

The Future of the Generalists

- **John Ullian PhD**, Eastern Virginia Medical School

Incoming chair of The Generalists in Medical Education

This annual session is an opportunity for members of The Generalists in Medical Education to discuss their ideas for the future of the organization. All conference participants are welcome.

An Approach to Clinical Reasoning

- **Ananda Weerasuriya MD**, Mercer University School of Medicine

Five concepts that are very familiar to diagnosticians and medical students are incorporated into a paradigm for case analysis. The clinical and laboratory data of a case are analyzed in a reductionist fashion to delineate the disease process. A synthesis of the elaborated scheme, representing the diagnosis as a hypothesis, is tested further by laboratory tests and treatment regimen.

Business Meeting - Sunday, 8:15 am – 8:45 am

Descriptive Session: Serving the population/community - Sunday, 9:00am – 10:10am

Room: National B

Moderator: Dennis Baker PhD, Florida State University College of Medicine

Community Service and Student Performance: What is the Pay off for Medical Education?

- **Wanda Gonsalves MD**, University of Kentucky College of Medicine
- **Joslyn Albright MS 2**, University of Kentucky College of Medicine
- **Whitney Browning MS 2**, University of Kentucky College of Medicine
- Linda Brown MPA, University of Kentucky College of Medicine

Many medical schools are involved in community-based education and community service by medical students. The AAMC and Pfizer partnership encourages the development of student-initiated services and programs in the community. This session illustrates how a student-run free clinic could enhance learning outcomes while increasing health care access for the community.

An 8 Year Experience in Teaching Medical Students in an Urban Public School Setting

- **Carla Clasen MPH RN**, Wright State University/Center for Healthy Communities
- **Elvira Jaballas MD**, Wright State University School of Medicine
- S. Bruce Binder MD PhD, Wright State University School of Medicine,
- Mark Clasen MD PhD, Wright State University School of Medicine

This presentation describes how teaching of well-child history and physical exam skills to first year medical students evolved over an eight year period, ultimately leading to a relationship with the public schools that allowed medical student interaction with Kindergarteners. Evaluation of the experience, implications, and future directions are discussed.

Teaching Procedure Skills to Pre-Clinical Medical Students

- **Daryl P. Lofaso MEd**, Louisiana State University Health Sciences Center (LSUHSC), School at Medicine in New Orleans
- Peter DeBlieux MD, LSUHSC School at Medicine in New Orleans
- Sheila W. Chauvin PhD, LSUHSC School at Medicine in New Orleans
- Richard DiCarlo MD, LSUHSC, School at Medicine in New Orleans
- Charles Hilton MD, LSUHSC School at Medicine in New Orleans

The LSU School of Medicine created and implemented a state-of-the-art Clinical Skills Lab (LSU-CSL) in the Fall 2001. This session will describe the CSL and core curriculum, and the preliminary evaluation results, including a longitudinal study of students' self-reported expertise and practice experience for targeted skills and procedures.

Descriptive Session: Faculty Topics – Sunday, 9:00 am – 10:10 am

Room: Hirshhorn

Moderator: Julie Walsh EdD, University of Alabama

Using Technology to Give Residents a Running Start

- **Joseph Greaser MA**, University of Florida
- Timothy VanSusteren PhD, University of Florida
- Karen Bradley DMD MBA, University of Florida

Orientation programs for new residents tend to be hectic. They usually have a very tight schedule and the new residents are overwhelmed with vital information on a wide variety of essential topics and issues. In this session we will describe an online orientation program that alleviates some of the information overload.

Fellows as Clinician Educators: Teaching and Educational Skills Development for Fellows

- **Bruce E. Johnson MD**, University of Iowa Carver College of Medicine
- **Marcy Rosenbaum PhD**, University of Iowa Carver College of Medicine

Internal medicine fellows seeking academic positions as a clinician educator often have little or no training in teaching skills. We developed a program to address this need open to fellows in any internal medicine specialty. The program is a two year course covering most elements of a faculty development course.

Tutors' Perceptions about the Problem-Based Learning Medical Education Program at the University of Transkei

- **Sitwala Imenda EdD**, University of Transkei

This was a case study conducted to determine the extent to which tutors (a) embraced the PBL philosophy and espoused PBL pedagogical principles. Results revealed that most respondents (a) agreed with PBL's philosophical foundations, and (b) held a positive view of the new pedagogical approach.

Descriptive Session: Curriculum Topics – Sunday, 9:00 am – 10:10 am

Room: Smithsonian

Moderator: Norman Pedigo PhD, University of Kentucky School of Medicine

Defining Women's Health: Evaluating content categories across a multidisciplinary curriculum

- **Thomas R. Henzel MEd**, National Board of Medical Examiners
- Janet Mee, National Board of Medical Examiners

Test items for a Women's Health examination were evaluated for appropriateness and for match with a content category scheme. Of the 8 physician raters, 4 were obstetrician-gynecologists and 4 were generalists. Results suggest good agreement about the general content, but a scheme for organizing it is not yet clearly defined.

Development & Implementation of a "Last Chance" Senior Course

- **Reed Thompson MD**, University of Arkansas for Medical Sciences
- Jay Menna PhD, University of Arkansas for Medical Sciences
- Frederick G. Guggenheim MD, University of Arkansas for Medical Sciences
- Linda A. Deloney MA, University of Arkansas for Medical Sciences

The senior year is an individualized but fragmented educational experience, and our seniors identified certain deficiencies in our curriculum. A four-week final block in the senior year was added as a required course. We describe course development and implementation, course evaluation and student assessment, and the evolution of the curriculum.

Incorporating a Curricular Theme in Information Management into a Medical School Curriculum

- **Christopher B. Reznich PhD**, Michigan State University
- Henry Barry MD, Michigan State University

This presentation will focus on one medical school's experience developing an information management curricular theme using the MSOP objectives as the basis for their planning. Initial curricular units in information management have been implemented and results will be presented.

Panel Discussion - Sunday, 9:00 am – 10:10 am

Room: Renwick

Exposing the Pedagogy of Professionalism: Finding Consensus in Medicine's Contract with Society

- **Leesa Nite PhD JD**, University of Texas Medical Branch
- **Jennifer Bard MPH JD**, Texas Tech University School of Law

Since publication of the ABIM Charter (2002), references to medicine's contract with society are becoming commonplace in the professionalism literature without evidence of consensual understanding of the social contract idea. Faculty must share an articulate understanding of this idea before they can model its uniform application to students. This session will start to uncover hidden consensual meanings within the specific terms of the contract.

Descriptive Session: Assessment – Sunday, 10:20 am – 12:20 pm

Room: National B

Moderator: Barry Linger EdD, West Virginia University

Comparison of Two Formats for Teaching and Evaluating Medical Student Clinical Skills: Standardized Patient and Diagnostic Reasoning Computer Case Presentations

- **Tracy L. Veach EdD**, University of Nevada School of Medicine
- Michael Turner MS III, Harvard Medical School
- Kevin Facemye, PhD, University of Nevada School of Medicine
- Lynn Newhall MSN RN, University of Nevada School of Medicine
- Jennifer Kimmel MD, University of Nevada School of Medicine
- Burton Dudding MD, University of Nevada School of Medicine

A program of computer-based (DxR) and standardized patient (SP) approaches were compared for: 1) ability to influence final exam scores, 2) cost, and 3) student affinity. No difference was found in final exam scores. Start-up costs were comparable, but the DxR had lower incremental costs. Students preferred the SP

An Approach to Using Educational Portfolios

- **Heather Harrell MD**, University of Florida
- Kathy Pipkins, University of Florida

We incorporated educational portfolios into the third year medicine clerkship as an innovative approach to evaluate student competencies while promoting reflection and self-directed learning. Interactions with portfolio advisors, reflective writing, and specific, directed feedback on patient write-ups were valued most by students. Interest in internal medicine and clerkship evaluations improved.

Standardized Patient Variance in CPX Ratings: Sources and Implications

- **Karen L. Lewis MA**, Baylor College of Medicine
- Tai Chang MA, Baylor College of Medicine
- F. Marconi Monteiro EdD, Baylor College of Medicine

Studies measuring standardized patient (SP) variation in clinical performance examinations (CPXs) have focused on differences between SP and faculty ratings, SP recollection bias, and differences among multiple SPs. This session describes methods we have used to reduce SP variance in our CPX and discusses other sources of variation and their implications for CPXs.

Assessment of Student Competency in Medical Knowledge and Problem-Solving by an Oral Examination in the Gross Anatomy Laboratory

- **Kyle E. Rarey PhD**, University of Florida College of Medicine
- Olga Malakhova MD PhD, University of Florida College of Medicine
- Robert Vander Griend MD, University of Florida College of Medicine
- Lynn J. Romrell PhD, University of Florida College of Medicine

The objective of this presentation is to describe the design, implementation, and results of an oral examination to determine students' level of mastery in the competencies of core discipline and problem-solving. Feedback from oral examinations has proven invaluable to students and faculty about student acquisition and application of anatomical knowledge.

Skills Acquisition - Sunday, 10:20 am – 12:20 pm

Room: Renwick

Developing Digital Multimedia Presentations

- **David Solomon PhD**, Michigan State University
- **Deborah Sleight PhD**, Michigan State University
- **John Williamson MA**, Michigan State University

This session presents an inexpensive and efficient means of creating high quality full-motion digital video presentations in a CD-ROM format. These presentations are relatively easy to create and require less than \$1,000 of off-the-shelf digital video equipment. The session will demonstrate the process and provide hands-on training in creating these presentations.

Panel Discussion - Sunday, 10:20 am – 12:20 pm

Room: Hirshhorn

Opportunities, Innovations, and Challenges at a New College of Medicine

- **Dennis Baker PhD**, Florida State University College of Medicine
- **David Steele PhD**, Florida State University College of Medicine
- **Andrew Payer PhD**, Florida State University College of Medicine
- **Nancy Clark Med**, Florida State University College of Medicine
- **Barbara Shearer MLS**, Florida State University College of Medicine
- **Sarah Sherraden RN MSN**, Florida State University College of Medicine

This session will focus on innovations and challenges at the new Florida State University College of Medicine. Information about innovations will include: medical informatics, the clinical learning center, E-library, curriculum, and faculty development. Panelists will also share challenges encountered and invite audience input relative to these challenges.

Room: Smithsonian

Competency Frameworks to Support Growth of Academic Faculty

- **Ellen G. Whiting MEd**, Northeastern Ohio Universities College of Medicine
- **Terri Cameron MA**, Southern Illinois University School of Medicine
- **Janet Riddle MD**, Rush- Presbyterian- St. Luke's Medical Center
- **Susan Labuda Schrop MS MEd**, Northeastern Ohio Universities College of Medicine

A panel of educators will discuss the development of academic competencies and systems for assessing faculty abilities and learning needs. Mechanisms for communicating and documenting faculty competencies are essential in planning and assessing outcomes of faculty development and in creating shared understandings of what it means to be an effective teacher, administrator and researcher.

12:20 pm *Adjournment*

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