About The Generalists

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, organizational development and other similar areas.

Why does our group exist?

We come together as a group at the annual conference to exchange knowledge, skills 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 a membership directory.

How can I become a member?

You become a member by attending a conference. There are no annual membership dues. We'll keep you on our member list for several years even if you don't attend future meetings, but we certainly hope to see you annually.

Benefits of your registration:

1. Attendance at the sessions. (All attendees and presenters must register.)
2. Two breakfasts, lunch and a reception.
3. A vote at the annual business meeting.
4. Access to the online membership directory.
5. An annual subscription to *Teaching and Learning in Medicine*, if registered individually or if you are the first one registered in a group.

We schedule our conference adjacent to the annual meeting of the Association of American Medical Colleges (AAMC), typically in late October or early November. The meeting places alternate between Washington, D.C. and elsewhere.

You can be added to our mailing list by e-mailing your name and address to: **membership@thegeneralists.org**.

Visit our website: **http://www.thegeneralists.org**

"Twenty-five years: Looking Back, Looking Forward"

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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 to five 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 Generalists 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 the 25th Annual Conference for Generalists in Medical Education. As many of you know, the 25th meeting is being held in the 26th year since the group's inception because the 2001 meeting was cancelled due to the events of September 11.

Before I comment on this year's meeting I feel it is important to say a word or two regarding those who have endured the tremendous hardships caused by the two recent hurricanes along the Gulf Coast. Some of you have experienced this situation directly, while others indirectly. I believe all of us have provided some assistance and/or support. Let us not forget (I know this group will not) that this need will continue for some time into the future. Please continue to help as best you can.

The planning for this meeting began at the 2004 meeting as we celebrated our 25th year. In reality, this meeting has emerged from our experiences and growth over the past 26 years. This is an organization built on hard work, sharing, volunteerism, and teamwork. In the many years that I have attended I have been amazed at the quality of work and the amount of learning that occurs. A hallmark of the meetings is the extremely positive reactions voiced by those who attend. Looking at the 2005 program, I believe this year will be no exception.

At the same time, this meeting has a different tone from those of prior years. In addition to the traditional high quality sessions, time has been set aside to look at the birth and growth of the Generalists in Medical Education: what the group is today, what we want to be, and where we want to go in the future. Thematic lunch discussions are scheduled. In his Keynote Address David Irby will review the past 100 years of medical education in America. His address will be followed by a panel discussion on the "was, is, and will be" of medical education. Lastly, at the business meeting, Cathy Lazarus, Chair of the Future of the Generalists Taskforce, will speak about the work of that group. Your reactions and feedback are requested.

I would like to thank all who have participated in Generalists meetings over the years and have made them outstanding annual events for so long. Additional thanks go to all who have submitted their work and those who are presenting at this year's meeting.

Your Steering Committee deserves special thanks for all the hard work that they contributed. They are very talented and hard working. Each has contributed to the success of the organization in his/her own way. To John Ullian, I extend a personal thank you for the guidance that you provided me over the past year.

Your Program Chair, Carol Hasbrouck, carried double duty this year, also serving as your Treasurer. She deserves a very special acknowledgment for all that she has done this year and for so many years. I would be greatly remiss if I forgot to mention Sara Calvey who most ably assisted Carol in pulling this program together and who was extremely diligent about gently keeping me on task.

We also wish to acknowledge Advanced Informatics, maker of medical education management systems including E-Value and other competency-based and 360-degree evaluation tools, for its contribution to the Generalists' reception Saturday evening.

It has been an honor and privilege to serve as your Chair for the past year. I look forward to my final year as a member of the Steering Committee. It will be a pleasure to work under the able leadership of our next Chair, Sheila Chauvin. Thank you for the opportunity to serve.

Louis Grosso, 2005 Chair

2005 Steering Committee

Louis J. Grosso, Chair	American Board of Internal Medicine
Sheila Chauvin, Chair Elect	Louisiana State University Health Sciences Center at New Orleans
John Ullian, Past Chair	Eastern Virginia Medical School
Sonia Crandall, Member-at-Large	Wake Forest University Baptist Medical Center
Cathy Lazarus, Member-at-Large	Chicago Medical School at Rosalind Franklin University
Barry Linger, Member-at-Large	West Virginia University School of Medicine
Carol S. Hasbrouck, Treasurer & 2005 Program Chair	The Ohio State University College of Medicine
David Solomon, Webmaster	Michigan State University College of Human Medicine
Julie Walsh, Membership	University of Alabama School of Medicine

Steering Committee and Program Chairs: 1980 – 2005

Year	Steering Committee Chair	Program Chair
1980	Larry Sachs, Cherry McPherson	Larry Sachs, Cherry McPherson
1981	Larry Sachs, Cherry McPherson	Terry Mast, Bill Anderson
1982	Terry Mast	Jayne Middleton
1983	Lynn Curry	John Markus, Emil Petrusa
1984	Jayne Middleton	Gwendie Camp
1985	John Markus	Julie Nyquist
1986	Gwendie Camp	Judy Calhoun, Jocelyn Ten Haken
1987	Carol Hasbrouck	Dennis Baker, Mary Pat Mann
1988	Jim Pearson	Phyllis Blumberg, Franklin Medio
1989	Judy Calhoun	John Norcini, Judy Shea, Lou Grosso
1990	Phyllis Blumberg	Carol Hasbrouck, Larry Sachs, Ajay Bhardwaj
1991	Emil Petrusa	Susan Labuda Schrop, Ellen Whiting, Lee Willoughby
1992	Jocelyn Ten Haken	Robert Bridgham
1993	Mary Pat Mann	Linda Perkowski
1994	Lee Willoughby	Phil Fulkerson
1995	Sue Fosson	Lloyd Lewis
1996	Linda Perkowski	Candice Rettie
1997	Ellen Whiting	Dennis Baker
1998	Ellen Whiting	Diane Heestand, Sheila Chauvin
1999	John Shatzer	Maria Clay, Heidi Lane, Steve Willis
2000	Diane Heestand	Julie Walsh, Bill Weaver
2001	Amy Blue	Barry Linger (program cancelled)
2002	Phil Fulkerson	Carol Hodgson
2003	Ann Frye	Tim Van Susteren
2004	John Ullian	John Ullian and the Steering Committee
2005	Lou Grosso	Carol Hasbrouck and Sara Calvey

Proposal Reviewers 2005

Reviewer	Institution
Jim Ballard	University of Kentucky College of Medicine
Amy Blue	Medical University of South Carolina
Ronald Brewer	University of Illinois College of Medicine
Scott Cottrell	West Virginia University School of Medicine
Linda Deloney	University of Arkansas for Medical Sciences
Barbara G. Ferrell	University of Texas Medical Branch – Galveston
Jason R. Frank	Royal College of Physicians and Surgeons of Canada
Ann Frye	University of Texas Medical Branch – Galveston
Ben Green	The Texas A & M System Health Science Center College of Medicine
Andy Hudson	The Ohio State University College of Medicine
Heidi A. Lane	Brody School of Medicine, East Carolina University
Sonya R. Lawson	Virginia Commonwealth University
Randall Longenecker	The Ohio State University College of Medicine
Kathryn K. McMahon	Texas Tech University Health Sciences Center
Elza Mylona	Stony Brook University School of Medicine
Michael Petty	University of Arkansas for Medical Sciences
Christopher Reznich	Michigan State University
Nicole Roberts	Carle Foundation Hospital
Norma Saks	U. of Med. & Dentistry of New Jersey: Robert Wood Johnson Medical School
Jack R. Scott	Louisiana State University Health Sciences Center School of Medicine
Graham Shaw	Barry University School of Natural and Health Sciences
Kent Sheets	University of Michigan Department of Family Medicine
Terry Stratton	University of Kentucky College of Medicine
Carol R. Thrush	University of Arkansas for Medical Sciences
David Way	The Ohio State University College of Medicine

and Members of The 2005 Steering Committee

The Conference for Generalists in Medical Education
"Twenty-five years: Looking Back, Looking Forward"

Program At-a-Glance

Friday, November 4, 2005

5:00 pm – 7:00 pm	**Registration**	Chairman's Boardroom

Saturday, November 5, 2005

7:30 am – 5:00 pm	**Registration**	Chairman's Boardroom
7:30 am – 8:30 am	**Continental breakfast**	Governor's Room
8:30 am – 8:45 am	**Welcome**	Governor's Room
9:00 am - 11:00 am	**Concurrent Sessions**	
	The Art of In-Patient Bedside Teaching (Skills Acquisition)	Governor's Room
	Individual and Organizational Considerations for Creating Models to Advance Educational Scholarship: Exploring Potential Promises and Pitfalls (Problem Solving)	Capitol Room
	A Kinder, Gentler Method of Teaching Essential Journal Club Skills (Skills Acquisition)	Calvert Room
	Thinking Outside the Box: Can the Concept of "Social Capital" Guide Our Understanding of Medical Education Challenges (Problem Solving)	Embassy Room
11:15 am – 12:30 pm	**Lunch Discussions (boxed lunches)**	
	Career Development for Medical Educators: Maximizing Success While Avoiding Burnout	Embassy Room
	Research and Scholarship in Medical Education	Capitol Room
	Beyond Food: Strategies for Faculty Development in Medical Education	Governor's Room
	Assessing Competencies Across the Continuum of Medical Education	Calvert Room
12:45 pm – 1:45 pm	**Concurrent Descriptive Sessions**	
	Systems-Based Practice	Embassy Room
	Systems Survivor: A Unique Approach to Systems-Based Practice	
	System-Based Practice Competency and Faculty Development	

Program At-a-Glance
Saturday, November 5, 2005

Professionalism, Values & Well-Being   Capitol Room
Assessing Medical Student Professionalism: An Analysis of
    a Peer Assessment

An Instrument Measuring Values & Ideals of Physicians:
    A Psychometric Analysis of New Taiwanese Physicians

Student Mind-Body Wellness Program: A Pilot Study

Faculty Development   Governor's Room
The Value of an Institution-Endorsed Faculty Development
    Initiative for Educational Scholarship

Paving the Way for UTMB's Future Success: Preparing the
    Next Generation of Clinical Leaders

A Statewide Community Teaching Scholars Program To
    Enhance Preceptors' Teaching Skills

Real and Standardized Patients as Teachers   Calvert Room
The Accuracy of Standardized Patients' Ratings of Clinical
    Behaviors in a Simulated Encounter: An Empirical Study

Preparing Breast Cancer Patient Educators to Teach
    Communication Skills and Psychosocial Adjustment to Illness

2:00 pm – 3:00 pm   **Keynote Address**   Hampton Ballroom
David Irby, PhD
 "American Medical Education 100 Years After Flexner"

3:00 pm – 4:00 pm   **Invited Panel**   Hampton Ballroom
"Perspectives on Medical Education: What Was, Is and Will Be"

John Littlefield, PhD, The University of Texas Health Science Center
Linda Perkowski, PhD, University of Minnesota Medical School
John Shatzer, PhD, Vanderbilt University Medical Center
Jamie Shumway, PhD, West Virginia University School of Medicine

Moderators: Judith Calhoun, PhD, MBA & Carol Hasbrouck, MA

4:15 pm – 5:00 pm   **Business Meeting**   Hampton Ballroom

6:30 pm   **Reception** (Omni Shoreham Hotel)   Bird Cage

7:15 am – 9:00 am	**Registration**	Chairman's Boardroom

7:15 am – 8:15 am	**Breakfast & Roundtables**	Governor's Room

Table 1: Continuity of Care - It's Not Just For Patients Anymore
Table 2: Everything Old Is New Again: Following Graduates To Document Curriculum Effectiveness
Table 3: Cognitive Teaching in Clinical Settings
Table 4: Picking Up The Pieces
Table 5: HABLÉ (Healing in A Bilingual Learning Environment): Integrating Medical Spanish into a First Year Clinical Medicine Course
Table 6: Streaming video and other electronic media: Risks versus Benefits
Table 7: Students Managing Disruptive Clinical Faculty Behavior - In the Face of Role Models

8:30 am – 10:30 am	**Concurrent Sessions**	
	HELP! The Challenging Student/Resident: Strategies to Recognize and Effectively Deal with the Behaviors (Skills Acquisition)	Calvert Room
	How to Develop & Evaluate Case-Based E-Teaching Programs (Skills Acquisition)	Capitol Room
	The Declining Number of Generalists – What are the Challenges in Medical Education? (Problem Solving)	Governor's Room
	Planning for Sustainable Curriculum Change (Problem Solving)	Embassy Room
10:45 am – 12:45 pm	**Concurrent Sessions**	
	Never Be Boring Again: Tips and Tools for Winning Presentations (Skills Acquisition)	Governor's Room
	Teaching a "New Dog" An "Old Trick": Strengthening Faculty Curriculum Design Skills for Competency-Based Curricular Revision (Skills Acquisition)	Calvert Room
	Rocking the Boat: Making Things Happen (Skills Acquisition)	Embassy Room
	Distinguishing Web-based Applications for Learner, Faculty and Program Evaluation: Lessons Learned from Three Different Institutions (Panel Discussion)	Capitol Room

"Twenty-five years: Looking Back, Looking Forward"

Saturday, November 4, 2005

7:30 am - 5:30 pm   **Registration**   Chairman's

7:30 am - 8:30 am   **Breakfast**   Governor's

8:30 am - 8:45 am   **Welcome**   Governor's

Lou Grosso, Chair
American Board of Internal Medicine
Carol Hasbrouck, Program Chair
The Ohio State University College of Medicine

Concurrent Sessions
9:00 am - 11:00 am

Skills Acquisition   Governor's

The Art of In-Patient Bedside Teaching

**Charlene M. Dewey, MD, MEd, FACP &
Teri Turner, MD, MPH, MEd, FAAP**
Baylor College of Medicine

Bedside teaching is decreasing. A number of competing issues/barriers have forced teaching into conference rooms and limited teaching with patients. This 2-hour, interactive workshop is geared toward addressing these barriers and improving overall effort, efficiency, focus and feedback of bedside rounding by the use of brainstorming, paper cases and role-plays.

Problem Solving   Capitol

Individual and Organizational Considerations for Creating Models to Advance Educational Scholarship: Exploring Potential Promises and Pitfalls

**Sheila W. Chauvin, MEd, PhD &
Jack Scott, EdD, MPH**
Louisiana State University Health Sciences Center at New Orleans

Initiatives to promote scholarship in teaching are affected by individual and organizational features that can facilitate or interfere with initiatives. Participants will explore different models, individual and organizational features that can facilitate or interfere with implementation and strategies for facilitating success and for coping with interference and barriers.

Skills Acquisition Session   Calvert

A Kinder, Gentler Method of Teaching Essential Journal Club Skills

Patricia Mullan, PhD & Christopher Reznich, PhD
Michigan State University

We will present and review a set of literature-based methods and tools for critically reading the medical literature and for presenting critical appraisals at journal club sessions. Practice and interactive discussion will promote adaptations of these methods for participants' institutional needs and opportunities.

Problem Solving Session   Embassy

Thinking Outside the Box: Can the Concept of "Social Capital" Guide Our Understanding of Medical Education Challenges?

Allison R. Ownby, PhD, The University of Texas Medical School at Houston
Linda C. Perkowski, **PhD,** University of Minnesota Medical School

It has been suggested that the greatest challenge facing medical education is the subordination of educational activities to patient care and research. This session will explore the usefulness of social capital as a construct for understanding the challenges facing medical education and the debate surrounding the future of medical education.

Saturday, November 4, 2005

Lunch Discussions
11:15 am – 12:30 pm

Career Development for Medical Educators: Maximizing Success While Avoiding Burnout
Moderator: Carol Elam, EdD
Room: Embassy Room

Research and Scholarship in Medical Education
Moderator: ??
Room: Capitol Room

Beyond Food: Strategies for Faculty Development in Medical Education
Moderator: Helen H. Baker, PhD, MBA
Room: Governor's Room

Assessing Competencies Across the Continuum of Medical Education
Moderator: George Nowacek, PhD
Room: Calvert Room

Concurrent Descriptive Sessions
12:45 pm – 1:45 pm

Systems-Based Practice
Embassy Room

Moderator: Dan Clinchot, MD
The Ohio State University

Systems Survivor: A Unique Approach to Systems-Based Practice

Christine Turley, MD & Marilyn Marx, MD, MBA
The University of Texas Medical Branch at Galveston

The scope of the ACGME Systems-Based Practice core competency has posed challenges for many programs. UTMB has designed and implemented an innovative, experiential resident rotation, Systems Survivor, to meet this requirement in a creative and successful manner. Utilizing existing educational resources, Systems Survivor is a uniquely educational model.

- and -

Systems-Based Practice Competency and Faculty Development

A challenge in teaching Systems-Based Practice content is preparing faculty, who may need to increase their knowledge of the larger healthcare systems to be able to adequately educate residents and students. In response to an assessment of faculty knowledge regarding SBP, we have designed an experiential faculty development curriculum.

Professionalism, Values & Well-Being
Capitol Room

Moderator: Cynthia Ledford, MD
The Ohio State University

Assessing Medical Student Professionalism: An Analysis of a Peer Assessment

Scott Cottrell, EdD, Sebastian Diaz, PhD, James Shumway, PhD & Anne Cather, MD
West Virginia University School of Medicine

Medical students' professional development is an essential aim of medical school. The purpose of this paper is to report how an assessment was designed to gauge medical students' professional behavior in a problem-based learning (PBL) course. The assessment was implemented as a peer assessment of professional skills, which were delineated according to our school's professional code. The results suggest both the limitations and advantages of implementing this peer assessment.

An Instrument Measuring Values and Ideals of Physicians: A Psychometric Analysis Based on a Sample of New Taiwanese Physicians

Charity Tsai, MD, Mackay Memorial Hospital, Taiwan
Peter H. Harasym, PhD & Claudio Violato, PhD
University of Calgary

Professionalism in medical education reflects approximately eight characteristics: altruism to respect for others. The extent to which various items are deemed important by foreign graduating medical students is unknown. This study looked into the values 133 students ascribed to 32 items.

Student Mind-Body Wellness Program: A Pilot Study

Susan M. Gerik, MD, FAAP
University of Texas Medical Branch at Galveston

In this program, medical students are presented with the didactic background and research on several mind-body approaches. They learn the techniques, practice them, and discuss their experiences. The program and preliminary outcomes will be described. Plans for integration of this program into the existing curriculum will be discussed.

Saturday, November 4, 2005

Concurrent Descriptive Sessions Continued
12:45 pm – 1:45 pm

Faculty Development
Governor's Room

Moderator: Ann Frye
University of Texas Medical Branch at
Galveston

The Value of an Institution-Endorsed Faculty Development Initiative for Educational Scholarship

Jack R. Scott, EdD, MPH; Sheila Chauvin, MEd, PhD; Tong Yang, MD, MS & Geoff Wiggins, MS
Louisiana State University Health Sciences Center

An academic health center faculty development model in teaching excellence shows statistically significant quantitative and qualitative improvements in perceived self-efficacy and value-addedness for educational scholarship at LSUHSC – New Orleans. Research findings among multi-disciplinary faculty demonstrate this model's effectiveness in advancing the science and practice of teaching and learning.

Paving the Way for UTMB's Future Success: Preparing the Next Generation of Clinical Leaders

Marilyn Marx, MD, MBA, Susan Coulter, JD, & Valerie Parisi, MD, MPH, MBA
University Of Texas Medical Branch at Galveston

Where will our academic healthcare system find the next generation of leaders? We will describe an innovative program at the University of Texas Medical Branch to develop the next generation of physician leaders. Our program equips participants with a global view of healthcare, preparing them for the challenges of tomorrow.

A Statewide Community Teaching Scholars Program To Enhance Preceptors' Teaching Skills

Marcy Rosenbaum, PhD, Susan Lenoch, MA, & **Anne Busha, PhD**
University of Iowa Carver College of Medicine

The Community Teaching Scholars Program trains community-based faculty to develop and provide regional faculty development workshops to their peers throughout the state. In two years, 12 scholars have facilitated 40 workshops for preceptors focusing on teaching skills and reinforcing primary care curricular topics within the context of clinical practice.

Real and Standardized Patients as Teachers
Calvert Room

Moderator:

The Accuracy of Standardized Patients' Ratings of Clinical Behaviors in a Simulated Encounter: An Empirical Study

Terry D. Stratton, PhD; Michael B. Donnelly, PhD; Donald B. Witzke, PhD; Margaret A. Plymale, MSN, RN; Amy E. Murphy-Spencer, EdS, & Susan L. Quinlivan, MA
University of Kentucky College of Medicine
Mary Jane Freund, MAE, Indiana University School of Medicine

Based on consensus scores generated by two groups of three raters, SP errors on two OSCE checklists were found to be considerable. Virtually all were errors of commission, suggesting that measurement error tends to accumulate rather than cancel out – leading to inflated student scores. Ramifications of these findings are discussed.

Preparing Breast Cancer Patient Educators To Teach Communication Skills and Psychosocial Adjustment to Illness

Elizabeth Krajic Kachur, PhD, New York University School of Medicine's Center for Health Information Preparedness
Stuart Green, MSW, MA, Overlook Hospital

This presentation describes a faculty development program for breast cancer patients and survivors who take on a teaching role in a training program for family medicine, internal medicine and surgical residents. The impact on the patient educators is reviewed and resident program evaluations are discussed as well.

Saturday, November 4
2:00 pm – 3:00 pm
Keynote Address

The Generalists are delighted to have

David Irby, PhD
Vice Dean for Education, University of California San Francisco School of Medicine

address this year's conference.

"American Medical Education 100 Years After Flexner"

Hampton Ballroom

Dr. David Irby is Vice Dean for Education and Professor of Medicine at the University of California, San Francisco where he directs undergraduate, graduate and continuing medical education programs of the School of Medicine and leads the Office of Medical Education. As a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching, he also co-directs a national study on the professional preparation of physicians – the Second Flexner Report.

For his research on clinical teaching in medicine and leadership in medical education for the past 35 years, he received the Distinguished Scholar Award by the American Educational Research Association, the John P. Hubbard Award from the National Board of Medical Examiners, and the Daniel C. Tosteson Award for Leadership in Medical Education from Carl J. Shapiro Institute for Education and Research at Harvard Medical School and Beth Israel Deaconess Medical Center.

Dr. Irby is also noted for his faculty development workshops that have been conducted nationally and internationally. He created a year long, part-time Teaching Scholars Program at the University of Washington and at UCSF.

He earned a doctorate in education from the University of Washington, a Masters of Divinity from Union Theological Seminary, and a postdoctoral fellowship in academic administration from Harvard.

Saturday, November 4
3:00 pm – 4:00 pm
Invited Panel: "Perspectives on Medical Education: What Was, Is and Will Be"
Hampton Ballroom

Dr. John Littlefield is Director of Academic Informatics Services (AIS), an educational and research support department at the University of Texas Health Science Center at San Antonio (UTHSCSA). The 51 AIS staff members support UTHSCSA faculty with educational development, faculty development, distance learning, database development and statistical analysis. John's research has focused on teaching and evaluating students in clinical settings. He received his PhD from the University of Texas – Austin.

Linda Perkowski is the Associate Dean for Education and Curricular Development at the University of Minnesota Medical School and Associate Professor of Family Medicine and Community Health. She is a founding board member of the Association for Standardized Patient Educators. Her research interests have been on faculty development, curriculum development, and evaluation, and the use of SPs. She received her BS and MS.in psychology and her clinical doctorate in Preventive Medicine & Community Health

Dr. James Shumway's expertise is in curriculum development and student assessment with academic interests focusing on competence- (or outcomes-) based medical education. He is Associate Dean for Medical Education and Director of the Office of Medical Education at the West Virginia University (WVU) School of Medicine. He has been a Liaison Committee for Medical Education (LCME) team member for the accreditation of a number of medical schools in North America and Canada. He received his PhD from the University of North Carolina at Chapel Hill.

Dr. John Shatzer is Assistant Professor in the Division of Medical Education and Administration and the first Director of the newly created Office of Medical Education and Learning Center in the School of Medicine at Vanderbilt, where he served as Director of the Office of Medical Education Services for 14 Years. He continues to be a part-time faculty member at Johns Hopkins School of Medicine. He received his PhD from the University of Illinois at Champaign-Urbana

Moderator: Judith Calhoun, PhD, MBA
Most recently, Dr. Calhoun has been assisting the National Center for Healthcare Leadership with the development and evaluation of a competency model for health leaders, as well as the deployment of competency-based education in health care management and policy graduate and professional development programs across the U. S. Judith Calhoun has over twenty years of experience in health care education, research, management, public relations, marketing, and strategic planning, at both the undergraduate and graduate levels of higher education, as well as in academic health center business settings.

4:15 pm – 5:00 pm	*Business Meeting*	Hampton Ballroom
6:30 pm	*Reception*	Bird Cage (Omni Shoreham Hotel)

Sunday, November 5, 2005

| 7:15 am - 9:00 am | **Registration** | Chairman's |

| 7:15 am - 8:15 am | **Breakfast & Roundtable Sessions** | Governor's |

Table 1: *Continuity of Care - It's Not Just For Patients Anymore*

Shirley Tipton, MA, Marlene Sauer, MFA & Karen McClanahan, MA
University of Kentucky

The world of UME continues to wrestle with the issues of how to nurture several dimensions in the training of our students. The model in place here is one of continuity of care for every student across Admissions, Student Affairs, and Curriculum - under the umbrella of the Office of Academic Affairs.

Table 2: *Everything Old Is New Again: Following Graduates To Document Curriculum Effectiveness*

Barbara G. Ferrell, PhD
The University of Texas Medical Branch at Galveston

Following medical school graduates into residency to evaluate curriculum is not an easy task, yet required by the LCME. This round table will provide a forum for participants to discuss what is currently being done and an opportunity to brainstorm new types and methods of data for follow-up studies.

Table 3: *Cognitive Teaching in Clinical Settings*

Nancy F. Barrett, EdD, Carle Foundation Hospital

This session will identify ways that cognitive strategies can enhance learning outcomes. Criteria in selecting appropriate strategies will be discussed, and the emergence of a group interested in studying the effectiveness of cognitive strategies on clinical teaching and learning is a possible long-range outcome.

Table 4: *Picking Up The Pieces*

Diane Corsaro, BSN, University of Illinois College of Medicine at Urbana-Champaign

Most high-stakes exams are well supported with resources for study, and to remediate poor performance if necessary. The Step 2 CS exam lacks these resources. Participants in this round table will uncover strategies to remediate students who perform poorly on the clinical skills portion of the USMLE step 2 exam.

Table 5: *HABLÉ (Healing in A Bilingual Learning Environment): Integrating Medical Spanish into a First Year Clinical Medicine Course*

Donna B. Weaver, MD, Janice K. Smith, MD, MPH & Robert J. Bulik, PhD
The University of Texas Medical School at Galveston

We will discuss ways to integrate medical Spanish and Hispanic culture into the first year medical school curriculum. We have designed a pilot project that will integrate medical Spanish into a clinical medicine course, where students will learn how to conduct interviews and physical exams in both English and Spanish.

Table 6: *Streaming video and other electronic media: Risks versus Benefits*

Beth Nelson, MD and Britta Thompson, PhD
Baylor College of Medicine

Students are provided with an array of learning resources in medical education including streaming video and other electronic media.   Access to these resources is having effects on the educational culture and teaching satisfaction. We will discuss strategies schools are using to balance student desires, educational merit and faculty teaching satisfaction.

Table 7: *Students Managing Disruptive Clinical Faculty Behavior - In the Face of Role Models*

Ronald W. Brewer, PhD, University of Illinois College of Medicine at Urbana-Champaign
Nicole Roberts, MSEd, Carle Foundation Hospital

Early exposure to positive clinical role models can prepare students to identify disruptive behavior. Being able to identify and name positive behaviors, and also being able to identify and name negative, inappropriate behaviors, gives the student the necessary tools to interrogate the negative actions of the disruptive practitioner.

Concurrent Sessions
8:30 am – 10:30 am

Skills Acquisition Session   Calvert

HELP! The ChallengingStudent/Resident: Strategies to Recognize and Effectively Deal With the Behaviors

Isaac K. Wood, MD, Virginia Commonwealth University School of Medicine
Cathy J. Lazarus, MD, Chicago Medical School at Rosalind Franklin University
Dean X. Parmelee, MD, Wright State University School of Medicine

Trainees with persistent and disruptive negative behaviors represent a significant challenge to faculty who feel ill-equipped to intervene. The purposes of this session are to teach faculty to identify trainees who may have underlying personality disorders what behaviors to expect and how to effectively respond.

Skills Acquisition Session   Capitol

How to Develop and Evaluate Case-Based E-Teaching Programs

John M. Harris Jr., MD, MBA, University of Arizona & Medical Directions, Inc.

This interactive workshop will present key issues around developing and evaluating case-based E-Teaching programs, and it will expose participants to the essentials of good program design. Participants will explore the uses of video and graphics and will practice developing behavioral objectives and case-writing skills that can be used to prepare effective computer-based simulations.

Problem Solving Session   Governor's

The Declining Number of Generalists - What are the Challenges in Medical Education?

Joseph Zanga, MD & Bruce Johnson, MD
Brody School of Medicine at East Carolina University

Medicine is changing, as is medical education. There is declining interest in primary care, while primary care organizations continue to attempt to improve primary care education. This session will review some of the data and ask participants to propose strategies to (perhaps radically) alter the conduct of that education.

Problem Solving Session   Embassy

Planning for Sustainable Curriculum Change

Victor Sierpina, MD, Susan M. Gerik, MD, FAAP, Robert J. Bulik, PhD & Ann Frye, PhD
The University of Texas Medical Branch at Galveston

Though accomplishing curriculum change is a significant challenge, sustaining changes can be an even greater challenge. Session participants will analyze a curriculum-change case study for sustainability and apply the resulting observations to their own curricular change processes. Bland et al.'s (2000) 6-category model will provide the discussions' starting point.

Concurrent Sessions
10:45 am – 12:45 pm

Skills Acquisition Session   Governor's

Never Be Boring Again: Tips and Tools for Winning Presentations

Julie B. Walsh, EdD, University of Alabama School of Medicine
Linda Deloney, EdD, University of Arkansas for Medical Sciences College of Medicine
Jeanne B. Schlesinger, MEd, Medical College of Virginia of Virginia Commonwealth University

We all give presentations, yet how clearly are we actually communicating our messages? This session will be fun, interactive, and possibly a refresher course for many. We will look at the principles of good content, design, planning techniques, and effective slide development while providing opportunities to practice effective presentation skills.

Skills Acquisition Session   Calvert

Teaching A "New Dog" An "Old Trick": Strengthening Faculty Curriculum Design Skills for Competency Design Skills for Competency-Based Curricular Revision

Teri Turner, MD, MPH, MEd & Charlene M. Dewey, MD, MEd, FACP
Baylor College of Medicine

With the emphasis on competency-based education, faculty are revising curricula to address the competencies without having the experience and knowledge regarding basic curriculum development theory. This workshop will provide an opportunity to discuss and plan strategies in faculty development

activities that will strengthen skills in curriculum design and implementation.

Panel Discussion Session Capitol

Distinguishing Web-based Applications for Learner, Faculty and Program Evaluation: Lessons Learned from Three Different Institutions

Lynn C. Yeoman, Ph.D., Baylor College of Medicine
Andria Thomas, PhD, Medical College of Georgia
Scott Cottrell, EdD, West Virginia University

Since 2003, these educators have learned much about the strengths and the weaknesses associated with their particular Web-based evaluation tools, their implementation strategies and a host of discovery issues. These lessons learned will help inform other schools as they struggle to decide whether to implement or change their existing Web-based evaluation tools. tools.

Skills Acquisition Session Embassy

Rocking the Boat; Making Things Happen

Elza Mylona, PhD & Marilyn M. London, EdD
Stony Brook School of Medicine

Negotiation is a complex communication process. The ability to negotiate is an essential skill for influencing and motivating people to get things done and to experience greater success in day-to-day professional and personal life. A set of dynamic, team-oriented, negotiation activities will illustrate the importance of key negotiation concepts and skills. Participants will apply techniques they learn in real-life case scenarios.