

“ 10 Megatrends in Medical Education ”

Table of Contents

Types of Conference Sessions	1
Message from the Chair	2
Megatrends in Education	3
History of the Conference of Generalists in Medical Education	4
Steering Committee and Program Chairs: 1980-2008	4
2008 Steering Committee	4
2008 Proposal Reviewers	5
Program At-a-Glance	6
Program Schedule with Presenters and Abstracts	10

Types of Conference Sessions

Descriptive: Descriptive sessions feature several presenters providing overviews of their 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: Panel Discussions 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 facilitate panel comments and audience participation.

Problem-solving: Problem-solving sessions are designed for intensive discussions focused on a particular theme or problem. The presenter provides stimulus material and organizes small-group interaction on the topic. At the end of the small-group discussions, the groups share 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 Skills Acquisition 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



On behalf of the 2008 Generalists in Medical Education Steering Committee and our Program Chair, Dr. Elza Mylona, welcome to San Antonio and to the 29th Generalists in Medical Education Annual Conference.

Our theme this year “*10 Megatrends in Medical Education*” was suggested by steering committee member, David Way. David reminded us of John Naisbitt’s best selling 1982 book *Megatrends*. In his book, Naisbitt identifies 10 “megatrends” influencing change in our society. With the many changes going on in the current health care delivery and educational environment, we hope that our 10 identified trends will help us recognize that for our professional world of medical education.

Welcome to our “prenote” and our “keynote” speakers, and to our esteemed guest speakers from our partner organizations. Dr. Ronald Harden will help us set the compass for our discussions of the 10 Megatrends. Dr. Herbert Swick will challenge us to consider past and future directions around professionalism, a topic that has been and will continue to be critical to the future of medical education. Ms. Tamara Owens (Association of Standardized Patient Educators), Mr. Gary Beck (Alliance for Clinical Education), and Dr. Edward (Pat) Finnerty (International Association of Medical Science Educators) will encourage us to consider how the 10 megatrends impact the mission and activities of their organizations. We will conclude the session with a discussion about how the Generalists in Medical Education can work collaboratively with these organizations to foster positive changes in medical education.

The Generalists in Medical Education, under the leadership of Steering Committee Chair-Elect, Dr. James Shumway, is embarking on a strategic reexamination of its mission, vision, values, and structure. We need YOUR input in this process and hope that you will attend the “Future of the Generalists” roundtable discussion, and the business meeting on November 1 to share your ideas.

We had many wonderful submissions for this meeting, and our reviewers worked hard to help select the elements of our program this year. This is the second year we have held our meeting on Friday/Saturday (October 31-November 1 2008) in response to the overwhelmingly positive feedback we got about this schedule change last year. We are continuing our popular “Lunch and Discussion” groups on Saturday, providing a relaxed setting for thoughtful reflection about important topics in medical education and we would encourage you to attend as many sessions as possible.

Many thanks to our incredible steering committee. Treasurer Carol Hasbrouck has again seen to it that our meeting logistics at the Hyatt Riverwalk San Antonio are perfect. This program would not be possible without the incredible and tireless efforts of our program chair, Dr. Elza Mylona and her assistant, Ms. Heidi Campani. Please seek them out and thank them yourselves. It has been an incredible privilege to have served as Chair of the Steering Committee this year. The enthusiasm and dedication of the steering committee and the members are beyond any other organization I have ever worked with. We are a MEMBER organization and I encourage each and every one of you to get involved. I promise you will get back more than you give.

Sincerely,
Cathy J. Lazarus
2008 Chair

Naisbitt, John. 1984 “Megatrends” Warner Books, New York (first published 1982)

Megatrends in Medical Education

Globalization

•

Simulation

•

Rising Cost of Medical Care and
Medical Education

•

Redefinition of the Desired Physician Traits,
Characteristics and Skill Set

•

Need for Continuity and Cooperation Across
the Medical Education Timeline

•

Interdisciplinary and Interprofessional
Health Care Education

•

Recognition of Medical Education

•

Need for Life-Long Learning and
Medical Professional Support

•

Changes in the Medical Education Setting

•

Technology

History of the Conference of Generalists in Medical Education

Steering Committee and Program Chairs: 1980-2007

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, Joceelyn Ten Haker
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, Ajy 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 canceled)
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
2006	Sheila Chauvin	Susan Labuda Schrop
2007	Dennis Baker	Scott Cottrell
2008	Cathy Lazarus	Elza Mylona

Steering Committee 2008

Cathy Lazarus, Chair	Chicago Medical School of Rosalind Franklin University
James M. Shumway, Chair Elect	West Virginia University School of Medicine
Dennis Baker, Past Chair	Florida State University College of Medicine
Jim Ballard, Member-at-Large	University of Kentucky College of Medicine
David Way, Member-at-Large	The Ohio State University College of Medicine
Carol Hasbrouck, Treasurer	The Ohio State University College of Medicine
David Solomon, Webmaster	Michigan State University College of Human Medicine
Julie Walsh-Covarrubias, Membership	University of Alabama School of Medicine
Elza Mylona, Member-at-Large and Program Chair	Stony Brook University School of Medicine

2008 Proposal Reviewers

Dennis Baker	Marilyn London
James Ballard	Susan Lubuda Schropp
Rebecca Baranowski	Gail March
Amy Blue	Luke Mortensen
Beatrice Boateng	Moses Anna
Justin Bonzo	Elza Mylona
William Brescia	Rollin Nagel
Eileen Cichoskikelly	Elizabeth Nelson
Sandy Cook	Kimberlee Norwood
Richard Currie	Jennifer Peel
Machelle Davison	Linda Perkowski
Linda Deloney	Michael Petty
Steven Evans	Jennifer Purcell
Dixie Fisher	Lynne Robins
Ann Frye	Jeanne Schlesinger
Louis Grasso	James Shumway
Melanie Hagen	Deborah Sleight
Paulette Hahn	David Solomon
Carol Hasbrouck	Hugh Stoddard
Karla Hemesath	Terry Stratton
Dennis Hoban	Karen Szauter
Bruce Johnson	Julie Walsh
Tipsuda Junsanto-Bahri	David Way
Niamh Kelly	Bobbi Weingarden
Kathy Kreutzer	Peter Williams
Ellen Lavelle	Cindy Wilson
Doug Lawson	Majka Woods
Cathy Lazarus	Stephanie Wragg

"10 Megatrends in Medical Education"
Program At-a-Glance

Friday, October 31, 2008

EVENT

11:00am - 6:00pm

Registration

LOCATION

Regency East Foyer

1:30pm- 2:00pm

Welcome and Program Overview

Cathy Lazarus, Chair

Chicago Medical School

James Shumway, Chair Elect

West Virginia University School of Medicine

Elza Mylona, Program Chair

Stony Brook University School of Medicine

Regency East

2:00pm-3:30pm

CONCURRENT SESSIONS:

DESCRIPTIVE: Process Improvement and Communication

Liano

Developing a Skills-Based Curriculum to
Break Bad News

The Problem-Based Learning Small Group Facilitator
Certification Examination

An Approach to Reviewing Undergraduate Medical
Education Programs:

Adopting a GME-Style Internal Review Process

Overcoming Resistance to Change:
Attempts to Improve the Quality of
Standardized Patient Feedback to Second
Year Medical Students

Assessing Sensitivity to Patient Concerns
During Routine Clinical Tasks

PROBLEM SOLVING:

Pecos

After the Conference, Maximizing the Transfer of Acquired
Information into Actionable Improvements at Your
Home Institution

SKILLS ACQUISITION:

Blanco

The Use of Concept Mapping/Pattern Matching for
Planning and Evaluation in Medical Education

PROBLEM SOLVING:

Mesquite

Future Megatrends in Medical Education: How Should
They Affect Strategic Planning

"10 Megatrends in Medical Education"
Program At-a-Glance

Friday, October 31, 2008

EVENT	LOCATION
3:30pm - 3:45pm Break	
3:45pm - 4:30pm Plenary Session I: "Tensions and Megatrends in Medical Education - A Blue Ocean Strategy" Ronald Harden, MD Editor of Medical Teacher General Secretary & Treasurer of the Association for Medical Education in Europe (AMEE) University of Dundee SCOTLAND	Regency East
4:40pm - 6:10pm CONCURRENT SESSIONS: DESCRIPTIVE: Interdisciplinary and Inter-professional Health Care Education	Llano
Crossing the Barrier: Interdisciplinary Training of Medical and Pharmacy Students Facilitation of Professional and Communication Skills Development in a Doctorate of Physical Therapy Cur- ricula: A 360-Degree Assessment Model for Students and Faculty A Quasi-Experimental Controlled Trial of Inter-Profes- sional Education (IPE) Development and Implementation of a Comprehensive Inter-Professional Education Curriculum Procedural Skills Training and Competency Assess- ment Among Training Programs of Different Specialties	
PROBLEM SOLVING: Developing Interventions and Assessment Tools for Self-Awareness Competency	Pecos
SKILLS ACQUISITION: Engaging Students in Understanding Patient Perspec- tives of Health: Using the International Classification of Functioning Within a Dynamic Learning Community	Blanco
PANEL DISCUSSION: Exploring the Next Generation of Teaching Awards in Medical Education	Mesquite
6:15pm-8:15pm Reception	Garden Terrace

"10 Megatrends in Medical Education"
Program At-a-Glance

Saturday, November 1, 2008

EVENT	LOCATION
7:00am - 9:00am Registration	Regency East Foyer
7:00am - 8:00am Breakfast and ROUNDTABLES Innovations in Residency Training We Can Stop the "Assembly Line" in Medical Education: Lean Manufacturing Principles in Medical Education Meeting Students Where They Are: Ethical Issues En- countered in the First Year of Medical School Use of a Web-Based System for Assessing and Track- ing Faculty Academic Competency Future of the Generalists in Medical Education A School of Medicine Elective Review Process	Regency East
8:00am - 8:15am Break	
8:15am - 10:15am CONCURRENT SESSIONS: DESCRIPTIVE: Curriculum and Teaching Innovations Longitudinal Utilization of Learning Communities Throughout a Medical School Curriculum A Model for Continuity Throughout Third Year From Yankton South Dakota The Medical Literature Curriculum Using an Audience Response System for Medical School Lectures: Does it Relate to Improved Learning? Biopsychosocial Workshops; An Integrative Teaching Model Integrating Geriatrics into the Preclinical Years	Pecos Mesquite
PANEL DISCUSSION: Using Multiple Sites for Medical Student Education: Working to Achieve "Comparable Experiences" and "Equivalent Methods"	Blanco
SKILLS ACQUISITION: An Introduction to Research in Medical Education: A Plan to Jump Start Your Educational Research	Llano
PANEL DISCUSSION: Point-Counterpoint: Reversing the Trend-Can Medical Schools Impact the Future of Primary Care Medicine?	
10:15am - 10:30am Break	

"10 Megatrends in Medical Education"
Program At-a-Glance

Saturday, November 1, 2008

EVENT	LOCATION
10:30am - 12:30pm CONCURRENT SESSIONS:	
SKILLS ACQUISITION: Reflective Practice in Medical Education: Enhancing Lifelong Learning	Blanco
PANEL DISCUSSION: Implementing Inter-professional Education: Lessons Learned and Next Steps	Pecos
SKILLS ACQUISITION: Working in Teams: Getting People to Focus on the Best Outcome	Llano
PANEL DISCUSSION: Case-Based vs. Competency-Based Approaches to Standard Setting: Does it Matter? A Faculty Learning Community Model for Advancing Educational Scholarship in the Health Sciences	Mesquite
12:30pm - 1:45pm Lunch Discussion	
On Whose Shoulders We Stand: Lessons from Exemplar Medical Educators	Regency East
Teaching Empathy: Skill or Value?	Blanco/Llano
1:45- 3:15pm PANEL DISCUSSION:	
"Perspectives on the Megatrends: What Do They Mean to Our Partner Organizations?" (Association of Standardized Patient Educators, Alliance for Clinical Education, International Association of Medical Sci- ence Educators) Presenters: Tamara Owens, Gary Beck, Edward (Pat) Finnerty	Regency East
3:30pm-4:00pm Keynote: Professionalism: Megatrend or Bandwagon?	
Herbert M. Swick , MD Research Professor - The University of Montana Clinical Associate Professor - University of Washington	Regency East
4:00pm-4:30pm Keynote Discussion	Regency East
4:30pm-5:00pm Business Meeting	Regency East
5:00pm-5:30pm Steering Committee Meeting	Regency East

Full Program
Friday, October 31, 2008

11:00am - 6:00pm

Registration

1:30pm- 2:00pm

Welcome and Program Overview

Cathy Lazarus, Chair

Chicago Medical School

James Shumway, Chair Elect

West Virginia University

School of Medicine

Elza Mylona, Program Chair

Stony Brook University

School of Medicine

2:00pm-3:30pm

CONCURRENT SESSIONS:

DESCRIPTIVE: Process Improvement and Communication

Moderator: Carol Hasbrouck

Developing a Skills-Based Curriculum to Break Bad News

Mohammed Attar

University of Michigan

We developed a skills based curriculum for pediatric residents to break bad news. Residents were surveyed about their breaking bad news experience. Support was obtained and input was solicited from faculty. The curriculum included attending a skills-based session and a standardized patient exercise. Algorithms and supporting material supplemented the curriculum.

The Problem-Based Learning Small Group Facilitator Certification Examination

Christopher Reznich

Michigan State University

The need for qualified PBL small group facilitators has been identified as a continuing faculty development issue at our institution. This descriptive session presents a pilot test of a PBL facilitator certification examination that will both certify competent small group leaders, and identify facilitators who could benefit from further faculty development.

An Approach to Reviewing Undergraduate Medical Education Programs: Adopting a GME-Style Internal Review Process

Carol Hasbrouck; Daniel Clinchot;

Mary McIlroy

The Ohio State University A GME-style "internal review" process was implemented for undergraduate medical education programs. A structured interview checklist was developed which ties questions to specific LCME standards. Following this new protocol helps assure alignment with objectives, compliance with LCME, and facilitates quality improvement. Responses to the process have been positive; concrete changes have occurred.

Overcoming Resistance to Change: Attempts to Improve the Quality of Standardized Patient Feedback to Second Year Medical Students

Terry Sommer

Mt. Sinai School of Medicine

A Rater Reliability Review of our SPs signaled that strong improvement was needed in the area of Appropriateness and Efficiency of SP-to-Student In-Person Feedback. Initial attempts at retraining were met with resistance, which ultimately yielded to careful framing of the training approach. Excellent results have followed.

Assessing Sensitivity to Patient Concerns During Routine Clinical Tasks

Kimberly Lomis; Lynn Web

Vanderbilt University

School of Medicine

At the beginning of the 3rd year, medical students were asked to complete clinical tasks (routine outpatient interval history and pre-anesthesia history) with standardized patients. During the interviews, SP's were instructed to insert 5 scripted "cues" at the appropriate time indicating some underlying emotional concern regarding the topic being discussed. After the interview, SP's and students rated the student's depth of response to each of the cues presented. Students demonstrated a range of responses from not acknowledging the cue at all to asking further questions to better understand the SP's statement.

PROBLEM SOLVING

After the Conference, Maximizing the Transfer of Acquired Information into Actionable Improvements at Your Home Institution

Carol R. Thrush

Beatrice A. Boateng; Anna Moses

Full Program
Friday, October 31, 2008

J. Ben Guise; James A. Clardy

University of Arkansas for Medical
Sciences

Hugh A. Stoddard

University of Nebraska
Medical Center

Professional development conferences generate abundant information; however, attendees often are unable to implement them back at their home institution. This problem solving session will propose methods for utilizing knowledge acquired at conferences using a four-pronged conceptual framework to guide the problem presentation, the small group discussions, and the summary activities.

SKILLS ACQUISITION

The Use of Concept Mapping/Pattern Matching for Planning and Evaluation in Medical Education

Sebastian Diaz; Scott Cottrell

West Virginia University

Dennis Barker

Florida State University

Concept Mapping / Pattern Matching (CMPM), a mixed-methods approach used to conceptualize domains defining practice or curriculum areas, is a useful methodology for program planning and evaluation. This session will orient participants to this methodology by reviewing an example germane to medical education. Participants will then experientially learn about CMPM by participating in the initial stages of a research project designed to address: What are the characteristics of an effective conference such as The Generalists?

PROBLEM SOLVING

**Future Megatrends in Medical Education-
How Should They Affect Strategic Planning?**

Elizabeth K. Kachur

Medical Education Development
National & International Consulting

David Solomon

Michigan State University

Ronald Harden

University of Dundee

We will explore future trends in medical education and related fields, and contemplate strategies for integrating forward thinking into current program plan-

ning and policy decisions. Participants will work in small and large groups, and engage in consensus-building exercises. The applicability of the deliberations to their daily work will be stressed.

3:30pm - 3:45pm **Break**

3:45pm - 4:30pm

Plenary Session I:

"Tensions and Megatrends in Medical Education - A Blue Ocean Strategy"

Ronald M. Harden, MD

Editor of Medical Teacher
General Secretary & Treasurer of the Association for Medical Education in Europe (AMEE)
University of Dundee - SCOTLAND

4:40pm - 6:10pm

CONCURRENT SESSIONS:

DESCRIPTIVE: Interdisciplinary and Inter-Professional Health Care Education

Moderator: Cathy Lazarus & Jim Ballard

Crossing the Barrier: Interdisciplinary Training of Medical & Pharmacy Students

Richard A. Currie; Lisa Morris;

Patricia Nuznoff; Marilda Ward;

Laurie Zupp (not attending)

Northeastern Ohio Universities

College of Medicine and Pharmacy

The need for healthcare practitioners to collaborate as part of a healthcare team is emerging nationally. The Northeastern Ohio Universities Colleges of Medicine and Pharmacy have identified a blueprint for interdisciplinary education to foster active learning and interaction regarding patient care challenges common to both medicine and pharmacy.

Facilitation of Professional and Communication Skills Development in a Doctorate of Physical Therapy Curricula: A 360-Degree Assessment Model for Students and Faculty

Lorna Hayward; Alycia Markowski;

Mary Hickey; Ann Golub Victor;

Susan Lowe; Sonya Larrieux

Northeastern University

Our 360-Degree Assessment Model used simulated patients augmented by

*Full Program
Friday, October 31, 2008*

asynchronous communities of practice to facilitate the acquisition of professionalism and communication skills by Doctor of Physical Therapist students. The Model provided students with multiple perspectives on their learning and resulted in a Scholarship of Teaching and Learning experience for faculty.

A Quasi-Experimental Controlled Trial of Inter-Professional Education (IPE)

Paul Bradley

Peninsula Medical School

Simon Cooper

Monash University

Fiona Duncan

Faculty of Health & Social Work
Plymouth, UK

A quasi-experimental mixed methods study of IPE using 2nd year medical/nursing students showed no performance difference in resuscitation skills taught and assessed interprofessionally and unprofessionally. Focus groups supported IPE with caveats regarding inappropriate role adoptions, hierarchy issues, professional identity and timing of IPE. Attitudes showed significant but short-lived gains.

Development and Implementation of a Comprehensive Inter-Professional Education Curriculum

Sheree J. Aston

Elizabeth P. Boynton

John H. Tegzes

Susan Mackintosh

Western University of
Health Sciences

Western University of Health Sciences will present and lead a discussion on what it takes to plan, develop and implement a comprehensive interprofessional education (IPE) program. Our IPE curriculum, launching fall 2009 with a required small-group case-based course, will involve first year students from nine professional health programs.

Procedural Skills Training and Competency Assessment Among Training Programs of Different Specialties

Rollin W. Nagel

Maria R. Lucarelli

Catherine R. Lucey

The Ohio State University

A survey to Internal Medicine, Emergency Medicine, Surgery and Anesthesiology residency program directors revealed many differences in training and assessment methods for central line (CVC) placement. Appropriate training should reduce CVC placement complications. Simulation training is appealing, however, currently fewer than 50% use it and even fewer (26%) for assessing competency.

PROBLEM SOLVING

Developing Interventions and Assessment Tools for Self-Awareness Competency

Marilyn London; Iris Granek

Stony Brook University
School of Medicine

We will explore future trends in medical education and related fields, and contemplate strategies for integrating forward thinking into current program planning and policy decisions. Participants will work in small and large groups, and engage in consensus-building exercises. The applicability of the deliberations to their daily work will be stressed.

SKILLS ACQUISITION

Engaging Students in Understanding Patient Perspectives of Health: Using the International Classification of Functioning Within a Dynamic Learning Community

Jennifer Joyce; Janice Kuperstein

University of Kentucky

Dynamic Learning Community (DLC) combined with the comprehensive ICF model of health provides an alternative within current clinical medical education. Faculty and students together create learning. Each student conducts a home visit. Through the experience students discover how comprehensive patient centered care enhances patients' experiences with the health care system.

PANEL DISCUSSION

Exploring the Next Generation of Teaching Awards in Medical Education

Moderator: Sheila Chauvin

Sheila Chauvin

Louisiana State University
Health Sciences Center

Sheila M. Crow

University of Oklahoma
College of Medicine

*Full Program
Friday, October 31, 2008*

Ruth Greenberg

University of Louisville

Elizabeth Nelson

Baylor College of Medicine

John Littlefield

University of Texas

College of Medicine

Teaching awards are commonplace, but poorly understood. Why are teaching awards created? How should they be structured? Is there a new generation of teaching awards on the horizon? Participants will interact with panelists to reflect on prior research and current practices to consider the future of teaching awards.

6:15pm-8:15pm

Reception

Full Program
Saturday, November 1, 2008

7:00am - 9:00am

Registration

7:00am - 8:00am

Breakfast and ROUNDTABLES:

Innovations in Residency Training

Charlene Dewey

Vanderbilt University

Barbara G. Ferrell

The University of Texas
Medical Branch

Teri Turner

Baylor College of Medicine

The use of simulations and web-based learning tools has been slow to find a place in residency education. This roundtable discussion will provide an opportunity for participants to share ways in which these technologies are being used and brainstorm ways in which they might be incorporated into their residency programs.

We Can Stop the "Assembly Line" in

Medical Education: Lean Manufacturing

Principles in Medical Education

Karen McClanahan;

Martha Wilson; Darrell Jennings

University of Kentucky

Curriculum governance is an LCME requirement (ED-33) that is being tested every day. At our institution, curricular oversight comes in the form of our quality assurance (QA) initiative. The CD for each required course presents a plan at the beginning of the AY and a report at the end of the AY.

Meeting Students Where They Are: Ethical Issues Encountered in the First Year of Medical School

Ashley K. Fernandes

Wright State University

We will explore the significance of an anonymously submitted exam which asks first-year medical students to identify and analyze an ethical dilemma faced during the year. The types of dilemmas documented may have significant implications for the development of a medical ethics curriculum tailored toward the students' actual "moral environment."

Use of a Web-Based System for Assessing

& Tracking Faculty Academic Competency

Susan Labuda Schrop

Ellen G. Whiting

Northeastern Ohio Universities

Colleges of Medicine & Pharmacy

There is increasing interest among our faculty members for identifying essential academic competencies and assessing competency attainment. This descriptive session will present an overview of a web-based system for assessing and tracking faculty academic competency at three levels of experience in three critical areas - teaching, administration and research.

Future of the Generalists in

Medical Education

James M. Shumway

West Virginia University

School of Medicine

The purpose of this roundtable is to discuss the mission, vision and future goals of The Generalists. Based on this discussion, a strategy will emerge for a strategic plan for The Generalists. Follow up to this roundtable will be a discussion of potential goals at the Business Meeting at the conclusion of day.

A School of Medicine Elective Review Process

Pamela L. Hentschel

Judith L. Rowen

University of Texas Medical Branch

Electives are typically provided within medical school curricula, yet sparse reports exist that outline methods to define standard course criteria. An Electives Committee at the University of Texas Medical Branch developed a process to review existing and newly developed courses. Outcomes regarding elective cancellations and Course Director needs are discussed.

8:00am - 8:15am **Break**

8:15am - 10:15am

CONCURRENT SESSIONS:

DESCRIPTIVE: Curriculum and Teaching Innovations

Moderator: Julie Walsh

Longitudinal Utilization of Learning Communities: Throughout a Medical School Curriculum

Full Program
Saturday, November 1, 2008

Ann M. Karty

Kansas City University of Medicine
and Biosciences College of
Medicine and Pharmacy

Current research on the effectiveness of small group teaching is limited. These activities are highly regarded as effective tools; however students find repeated divisions into various activities problematic. Focus groups of medical students will provide qualitative data to direct further interventions that may be beneficial in organizing the student groups.

A Model for Continuity Throughout Third Year from Yankton South Dakota

**Lori Hansen; Edward Simanton;
Janet Lindeman**

Sanford School of Medicine of
The University of South Dakota
The Yankton Ambulatory Program in South Dakota is the longest running longitudinal third-year program. This program combines all traditional clerkships into a single year long integrated clinical experience. Scores on NBME shelf exams indicate that students achieve similar scores to students in traditional block clerkships but with better long-term retention.

The Medical Literature Curriculum

Paul F. Shanley; Karen C. Kelly

SUNY Upstate Medical University
Formal reading of the medical literature under the guidance of faculty can be a foundational educational experience. The Medical Literature Curriculum is a series of courses developed at our school whose goal is to initiate students into the authentic conversation of medicine as represented in the medical literature.

Using an Audience Response System for Medical School Lectures: Does it Relate to Improved Learning?

Hugh A. Stoddard; Craig A. Piquette
University of Nebraska
College of Medicine

Audience Response Systems (ARS) are common use in many classes; however, little research has directly measured their efficacy. This study used exam scores to measure the impact of an ARS adoption. Although no statistically significant effects were found, the novel study

design proved to be viable and should be replicated.

Biopsychosocial Workshops: An Integrative Teaching Model

Catalina Triana

University of Texas
Medical Branch

These Biopsychosocial workshops were developed to model the integration of current medical guidelines with a biopsychosocial approach, including practice management skills and the patient's personal experience of illness. We describe the program highlighting the richness of the experiential process.

Integrating Geriatrics into the Preclinical Years

**Lisa Granville; Suzanne Baker;
Dennis Baker**

Florida State University
In 2005 Florida State University College of Medicine became one of 30 schools awarded a four year Reynolds grant to educate physicians to care for older adults. This presentation will describe three curricular innovations implemented with year one medical students as part of the grant activities.

PANEL DISCUSSION:

Using Multiple Sites for Medical Student Education: Working to Achieve "Comparable Experiences" and "Equivalent Methods"

Moderator: Elza Mylona

Monica Ann Shaw

University of Louisville

Dean M. Frate

Northeastern Ohio Universities
Colleges of Medicine and
Pharmacy

Laura J. Morrison

Baylor College of Medicine

Laura Martin

Emory University
School of Medicine

Medical educators use multiple geographic sites for students' training. There must be "comparable educational experiences and equivalent methods of evaluation across all sites." Six schools implemented a Palliative Care curriculum, enlisting a number of diverse sites

Full Program
Saturday, November 1, 2008

and using many innovative techniques. Faculty in any discipline that coordinate clinical training across multiple sites will benefit from the discussion.

SKILLS ACQUISITION:

An Introduction to Research in Medical Education: A Plan to Jump Start Your Educational Research

Charlene Dewey; Mario Davidson

Vanderbilt University
School of Medicine

Nancy Searle; Teri Turner

Baylor College of Medicine

This session will introduce educators to a systematic approach to conducting educational research. With the knowledge and experience gained in this workshop, faculty members who teach students, residents, and other faculty will be able to turn their educational "obligations" into publishable research activities which will successfully pass peer review.

Point-Counterpoint: Reversing the Trend - Can Medical Schools Impact the Future of Primary Care Medicine?

Moderator: Carol Hasbrouck

Carol Hasbrouck;

Sheryl Pfeil; Linda Stone

The Ohio State University
College of Medicine

Suzanne Rose

Mt. Sinai School of Medicine

Interest in primary care fields is steadily becoming overshadowed by specialty and subspecialty fields, and none of the "highly competitive specialties" are primary care fields [NRMP August 2007]. This session will debate the role of medical school initiatives versus societal and economic factors in preserving primary care medicine.

10:15am - 10:30am **Break**

10:30am - 12:30pm

CONCURRENT SESSIONS:

SKILLS ACQUISITION:

Reflective Practice in Medical Education: Enhancing Lifelong Learning

M. Marie Dent; Dona L. Harris

Mercer University

School of Medicine

Dennis Baker

Florida State University
School of Medicine

Reflective learning is a pedagogy becoming more widely accepted and implemented in medical education. Participants will explore reflection including various methods, how to guide students in the technique, how to evaluate student reflections, and various approaches for incorporating this learning approach into the medical school curriculum.

PANEL DISCUSSION:

Implementing Inter-Professional Education: Lessons Learned and Next Steps

Moderator: Cathy Lazarus

Amy V. Blue

Medical University of
South Carolina

Andrea Pfeifle; James Ballard

University of Kentucky

Susan Gerik

University of Texas
Medical Branch

Iveris Martinez

Florida International University

Robert Shreve

University of Tennessee

Inter-professional education (IPE) is an emerging megatrend in health professions education. This panel discussion includes presentations from five institutions with differing experiences implementing IPE, including campus-wide initiatives, implementation setbacks, and a new medical school. Emphasis will be on lessons learned and discussion with participants around the issues of IPE implementation.

SKILLS ACQUISITION:

Working in Teams: Getting People to Focus on the Best Outcome

Elza Mylona

Stony Brook School of Medicine

Norma S. Sacks

University of Texas Medical Branch

Participants will increase understanding of the ingredients of effective group leadership. Faculty are frequently asked to participate in and lead committees

Full Program
Saturday, November 1, 2008

and task forces; team collaborations often lead to major accomplishments. This session will increase understanding of what is involved in creating a high performance team to make teamwork successful.

PANEL DISCUSSION:

Case-Based vs. Competency-Based Approaches to Standard Setting: Does It Matter?

Moderators: David Way & David Solomon

**Rebecca Henry; David Solomon;
Brian Mavis**

Michigan State University

Linda Perkowski

University of Minnesota
School of Medicine

When establishing passing scores in performance assessments, educators often use either case-based or competency-based approaches. This session will examine implications of each approach for student remediation and curriculum evaluation.

A Faculty Learning Community Model for Advancing Educational Scholarship in the Health Sciences

Larry C. Hurtubise;

Pamela S. Bradigan; Rollin W. Nagel
The Ohio State University

Mark A. Terrell

Lake Erie College of
Osteopathic Medicine

Faculty learning communities (FLCs) encourage investigation and adoption of new teaching methods. An FLC was formed among health sciences faculty at The Ohio State University to focus on advancing educational technology scholarship. Additional results included increased awareness of the importance of teaching and scholarship of teaching and learning.

12:30pm - 1:45pm

Lunch Discussion:

On Whose Shoulders We Stand: Lessons from Exemplar Medical Educators

Maurice Hitchcock

Keck School of Medicine at the
University of Southern California

William A. Anderson

Michigan State University

In this session, participants will learn the results of an oral history project done with six early professional educators. They revealed the lessons they learned about being an effective educational change agent. These lessons will be used for participants to assess their own development as medical educators.

Teaching Empathy: Skill or Value?

Bret Simon; Oma Morey

University of Texas
Medical Branch

Can empathy be taught? While one may outwardly manifest behaviors associated with empathy, one cannot know whether this represents "deep" empathy or superficial behaviors—empathy as performance. This session will consider the pedagogical implications of teaching empathy as a skill or empathy as a value.

1:45pm - 3:15pm

PANEL DISCUSSION:

"Perspectives on the Megatrends: What Do They Mean to Our Partner Organizations?"

ASPE, IAMSE, ACE

Moderator: Linda Perkowski
University of Minnesota

Panel members:

Tamara Owens, Gary Beck,
Edward (Pat) Finnerty

3:15pm - 3:30pm **Break**

3:30pm - 4:00pm

KEYNOTE:

**"Professionalism:
Megatrend or Bandwagon?"**

Herbert M. Swick, MD

Research Professor:

The University of Montana
Clinical Associate Professor:
University of Washington
School of Medicine

4:00pm - 4:30pm

KEYNOTE DISCUSSION

4:30pm - 5:00pm

BUSINESS MEETING

5:00pm - 5:30pm

STEERING COMMITTEE MEETING

Saturday, November 1, 2008

3:30pm - 4:00pm

Keynote Address:



The Generalists are delighted to have

Herbert M. Swick, MD

Addressing this year's conference

Professionalism: Megatrend or Bandwagon?

Dr. Swick is a Research Professor at The University of Montana and Clinical Associate Professor in the Department of Medicine at the University of Washington School of Medicine. In 2007, he retired as the Executive Director of the Institute of Medicine and Humanities, a joint program of Saint Patrick Hospital and Health Sciences Center and The University of Montana in Missoula.

Dr. Swick earned his MD degree from Johns Hopkins University in 1966, then completed training in pediatrics and in child neurology. He spent over thirty years in academic medicine, holding faculty and administrative appointments at the Medical College of Wisconsin and the University of Kansas, School of Medicine. In 1998-1999, he was a Robert G. Petersdorf Scholar-in-Residence at the Association of American Medical Colleges.

He is a member of Phi Beta Kappa and Alpha Omega Alpha, and more recently has been inducted into the Golden Key International Honors Society and Phi Kappa Phi Honors Society. In 2006, he was named a National Honoree of the Gold Humanism Honor Society. Dr. Swick is a member of the American Osler Society.

Dr. Swick's research interests include medical professionalism and professional values, as well as the humanities in medicine, particularly literature and music. For ten years, he presented Music and Medicine at the annual AAMC meeting.

Friday, October 31, 2008

3:45pm - 4:30pm

Plenary Speaker:



The Generalists are delighted to have
Ronald M. Harden, MD
Addressing this year's plenary session

Tensions and Megatrends in Medical Education - A Blue Ocean Strategy

Dr. Harden is the editor of *Medical Teacher* and General Secretary and Treasurer of the Association for Medical Education in Europe (AMEE). Professor Harden was formerly Professor of Medical Education, Teaching Dean and Director of the Centre for Medical Education at the University of Dundee, Consultant Physician, and Director of the Educational Development Unit of the Scottish Council for Postgraduate Medical and Dental Education.

Professor Ronald Harden graduated from the medical school in Glasgow, UK. He completed training and practiced as an endocrinologist before moving full time to medical education.

He is recognized as one of the leading international authorities in medical education with unparalleled experience in undergraduate, postgraduate and continuing medical education. He brings to medical education a unique blend of theoretical and practical experience.

Professor Harden is committed to developing new approaches to medical education, curriculum planning and to teaching and learning. Ideas which he has pioneered include the Objective Structured Clinical Examination (OSCE) which has been universally adopted as a standard approach to assessment of clinical competence. He is currently leading work related to outcome-based education, curriculum mapping, and the application of new learning technologies. Professor Harden has written extensively in his areas of interest and has published more than 400 papers in leading journals. He is co-editor of the best-selling book - "A Practical Guide for Medical Teachers".

