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

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.
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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Steering Committee Chair</th>
<th>Program Chair</th>
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<tbody>
<tr>
<td>1980</td>
<td>Larry Sachs, Cherry McPherson</td>
<td>Larry Sachs, Cherry McPherson</td>
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<td>1981</td>
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<td>Terry Mast, Bill Anderson</td>
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<td>1982</td>
<td>Terry Mast</td>
<td>Jayne Middleton</td>
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<td>1983</td>
<td>Lynn Curry</td>
<td>John Markus, Emil Petrusa</td>
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<tr>
<td>1984</td>
<td>Jayne Middleton</td>
<td>Gwendie Camp</td>
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<tr>
<td>1985</td>
<td>John Markus</td>
<td>Julie Nyquist</td>
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<tr>
<td>1986</td>
<td>Carol Hasbrouck</td>
<td>Judy Calhoun, Joceylyn Ten Haken</td>
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<tr>
<td>1987</td>
<td>Jim Pearson</td>
<td>Phyllis Blumberg, Franklin Medio</td>
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<tr>
<td>1988</td>
<td>Judy Calhoun</td>
<td>John Norcini, Judy Shea, Lou Grosso</td>
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<tr>
<td>1989</td>
<td>Phyllis Blumberg</td>
<td>Carol Hasbrouck, Larry Sachs, Ajy Bhardwaj</td>
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<td>1990</td>
<td>Emil Petrusa</td>
<td>Susan Labuda Schop, Ellen Whiting, Lee Willoughby</td>
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<tr>
<td>1991</td>
<td>Carol Hasbrouck</td>
<td>Robert Bridgham</td>
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<td>1992</td>
<td>Mary Pat Mann</td>
<td>Linda Perkowski</td>
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<td>1993</td>
<td>Lee Willoughby</td>
<td>Phil Fulkerson</td>
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<tr>
<td>1994</td>
<td>Sue Fosson</td>
<td>Lloyd Lewis</td>
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<tr>
<td>1995</td>
<td>Linda Perkowski</td>
<td>Candice Rettie</td>
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<tr>
<td>1996</td>
<td>Ellen Whiting</td>
<td>Dennis Baker</td>
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<tr>
<td>1997</td>
<td>Ellen Whiting</td>
<td>Diane Heestand, Sheila Chauvin</td>
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<tr>
<td>1998</td>
<td>Ellen Whiting</td>
<td>Maria Clay, Heidi Lane, Steve Willis</td>
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<tr>
<td>1999</td>
<td>John Shatzer</td>
<td>Julie Walsh, Bill Weaver</td>
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<tr>
<td>2000</td>
<td>Diane Heestand</td>
<td>Barry Linger (program canceled)</td>
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<td>2001</td>
<td>Amy Blue</td>
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<td>2002</td>
<td>Phil Fulkerson</td>
<td>Tim Van Susteren</td>
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<td>2003</td>
<td>Ann Frye</td>
<td>John Uillian</td>
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<td>2004</td>
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<td>John Uillian and the Steering Committee</td>
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<td>2005</td>
<td>Lou Grosso</td>
<td>Carol Hasbrouck and Sara Calvey</td>
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<td>2006</td>
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<td>2007</td>
<td>Dennis Baker</td>
<td>Scott Cottrell</td>
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<td>2008</td>
<td>Cathy Lazarus</td>
<td>Elza Mylona</td>
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Steering Committee 2008

Cathy Lazarus, Chair  
James M. Shumway, Chair Elect  
Dennis Baker, Past Chair  
Jim Ballard, Member-at-Large  
David Way, Member-at-Large  
Carol Hasbrouck, Treasurer  
David Solomon, Webmaster  
Julie Walsh-Covarrubias, Membership  
Elza Mylona, Member-at-Large and Program Chair

Chicago Medical School of Rosalind Franklin University  
West Virginia University School of Medicine  
Florida State University College of Medicine  
University of Kentucky College of Medicine  
The Ohio State University College of Medicine  
The Ohio State University College of Medicine  
Michigan State University College of Human Medicine  
University of Alabama School of Medicine  
Stony Brook University School of Medicine
# 2008 Proposal Reviewers

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

**Friday October 31, 2008**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>11:00am - 6:00pm</td>
<td>Regency East Foyer</td>
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<tr>
<td>Registration</td>
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<tr>
<td>1:30pm - 2:00pm</td>
<td>Regency East</td>
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<tr>
<td>Welcome and Program Overview</td>
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</tr>
<tr>
<td>Cathy Lazarus, Chair</td>
<td>Chicago Medical School</td>
</tr>
<tr>
<td>James Shumway, Chair Elect</td>
<td>West Virginia University School of Medicine</td>
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<tr>
<td>Elza Mylona, Program Chair</td>
<td>Stony Brook University School of Medicine</td>
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<td>2:00pm - 3:30pm</td>
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<tr>
<td>CONCURRENT SESSIONS:</td>
<td>Llano</td>
</tr>
<tr>
<td>DESCRIPTIVE: Process Improvement and Communication</td>
<td></td>
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<tr>
<td>Developing a Skills-Based Curriculum to Break Bad News</td>
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<tr>
<td>The Problem-Based Learning Small Group Facilitator Certification Examination</td>
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<td>An Approach to Reviewing Undergraduate Medical Education Programs: Adopting a GME-Style Internal Review Process</td>
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<tr>
<td>Assessing Sensitivity to Patient Concerns During Routine Clinical Tasks</td>
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<tr>
<td>PROBLEM SOLVING:</td>
<td>Pecos</td>
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<tr>
<td>After the Conference, Maximizing the Transfer of Acquired Information into Actionable Improvements at Your Home Institution</td>
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<td>SKILLS ACQUISITION:</td>
<td>Blanco</td>
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<tr>
<td>The Use of Concept Mapping/Pattern Matching for Planning and Evaluation in Medical Education</td>
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<tr>
<td>PROBLEM SOLVING:</td>
<td>Mesquite</td>
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<tr>
<td>Future Megatrends in Medical Education: How Should They Affect Strategic Planning</td>
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**“10 Megatrends in Medical Education”**

**Program At-a-Glance**

**Friday October 31, 2008**

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

Saturday, November 1, 2008

**EVENT**
7:00am - 9:00am
Registration

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 Encountered in the First Year of Medical School
- Use of a Web-Based System for Assessing and Tracking Faculty Academic Competency
- Future of the Generalists in Medical Education
- A School of Medicine Elective Review Process

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

**PANEL DISCUSSION:**
Using Multiple Sites for Medical Student Education: Working to Achieve “Comparable Experiences” and “Equivalent Methods”

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

**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

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

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 Colleges 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
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
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
The Generalists in Medical Education
Saturday, November 1, 2008

Full Program

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
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...
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 Pfefiele; 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
Eliza 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...
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**
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.
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”.

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