

# **The Generalists in Medical Education**

## **2011 Annual Conference**

***Reaching New Heights:  
Navigating Transitions in Medical Education***

**November 4-5, 2011 • Denver, CO**

Hosted By:

**UAMS**

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UNIVERSITY OF ARKANSAS  
FOR MEDICAL SCIENCES

## 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 areas of expertise and interest include: curriculum design and instructional development; testing and evaluation; faculty development; student support; educational research; grant writing; educational leadership; and organizational development.

### Why does our group exist?

The mission of The Generalists in Medical Education is to promote innovation and collaboration in medical education by sharing skills, knowledge, and innovative strategies to improve medical education and to enhance our professional growth.

### What can we do for you?

Through an 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 also encourage networking throughout the year, which is facilitated by an annually revised membership directory.

### How can I become a member?

You become a member by attending the conference. There are no 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. We schedule our conference adjacent to the annual meeting of the Association of American Medical Colleges (AAMC), typically in late October or early November.

Visit our website: <http://thegeneralists.org>



# Hotel Monaco Denver

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Denver, CO 80202  
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## Types of Conference Sessions

**Descriptive:** Presenters provide 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:** Several individuals respond to questions and present their ideas regarding a specific issue or topic. A panel typically has representation from a cross-section of perspectives and/or institutions. A moderator facilitates panel comments and audience participation.

**Problem-solving:** Designed for intensive discussions focused on a particular theme or problem. The presenter provides stimulus material and organizes small-group interaction on the topic. After discussion, the small group share ideas and develop a summary statement.

**Roundtables:** An informal opportunity for sharing experiences and ideas around special topics. Leaders briefly introduce their topic and then facilitate discussion among participants.

**Skills Acquisition:** Presenters teach particular skills or techniques to allow participants to gain increased competence in an area of medical education. Typical topics include consulting, measurement, evaluation, research, data analysis, curriculum and instructional design, and faculty development.

**Virtual Posters:** The purpose of this session type is to have multiple presenters share unique programs, policies, measurement strategies, or projects that focus on medical education and its improvement.

# History of the Conference of Generalists in Medical Education

## Steering Committee and Program Chairs: 1980-2011

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, Joceylyn 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
2009	James Shumway	Scott Cottrell
2010	Sonia Crandall	Nicole Borges
2011	Terry Stratton	Carol Thrush, Linda Deloney, Steven Boone

## 2011 Steering Committee

Sonia Crandall, Immediate Past Chair	Wake Forest University School of Medicine
Terry Stratton, Chair	University of Kentucky College of Medicine
Elza Mylona, Chair-Elect	Stony Brook University School of Medicine
Scott Cottrell, Member-at-Large	West Virginia University School of Medicine
Susan Labuda Schrop, Member-at-Large	Northeastern Ohio Universities Colleges of Medicine and Pharmacy
Larry Hurtubise, 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
James Shumway, Nominations Chair	West Virginia University School of Medicine
Julie Walsh-Covarrubias, Membership	University of Alabama School of Medicine

## 2011 Proposal Reviewers

Mark A.W. Andrews	Lake Erie College of Osteopathic Medicine
Joshua Becker	NYU Langone Medical Center and School of Medicine
Katherine Berry	University of Arkansas for Medical Sciences
S. Beth Bierer	Cleveland Clinic
Steve Boone	University of Arkansas for Medical Sciences
Carol Capello	Weill Cornell Medical College
Scott Cottrell	West Virginia University School of Medicine
Sonia Crandall	Wake Forest University School of Medicine
Marie Dent	Mercer University School of Medicine
Avula Renuka Devi	Kurnool Medical College, India
Ann Frye	University of Texas Medical Branch
Louis Grosso	American Board of Internal Medicine
Carol Hasbrouck	The Ohio State University College of Medicine
Tipsdua Junsanto-Bahri	Touro College of Osteopathic Medicine
Jacqueline Levesque	Baylor College of Medicine
Niamh Kelly	--
Heidi Kromrei	Detroit Medical Center
Marilyn London	Stony Brook School of Medicine, UGME
Michele Manting	Florida State University
Elza Mylona	Stony Brook University Medical Center
Sue Perlis	The Commonwealth Medical College
LJ Perrot	University of Arkansas for Medical Sciences
Jennifer M. Purcell	Albert Einstein College of Medicine
Michael Rowland	University of Louisville School of Medicine
Norma Saks	UMDNJ-Robert Wood Johnson Medical School
Pamela Saunders	Georgetown University School of Medicine
Susan Labuda Schrop	Northeastern Ohio Universities
Darshana Shah	Marshall University
Margaret Stager	Case Western Reserve University School of Medicine
Hugh Stoddard	University of Nebraska Medical Center
Terry Stratton	University of Kentucky College of Medicine
Julie Walsh-Covarrubias	University of Alabama School of Medicine
David Way	The Ohio State University College of Medicine

# The Conference for Generalists in Medical Education

## “Reaching New Heights: Navigating Transitions in Medical Education”

Friday, November 4, 2011

1:00 – 1:15  
*Paris C*

### Program Welcome and Overview

Terry Stratton, Steering Committee Chair & Carol Thrush, 2011 Program Co-Chair

1:15 – 3:15

### Concurrent Workshops

**Problem Solving**  
*Paris B*

#### Designing Effective Mentoring Programs

Elza Mylona, Stony Brook University School of Medicine; William A. Anderson, Michigan State University & Luanne Thorndyke, University of Massachusetts Medical School

Chair: Julie Walsh- Covarrubias

Medical schools are facing major faculty transitions as senior faculty retire and junior faculty attempt to navigate a chaotic academic environment. Mentoring programs have emerged as an important strategy for junior faculty retention and success. This session will address mentoring program ‘best practices’ and the resultant issues and challenges.

**Skills Acquisition**  
*Paris C*

#### Publish & Flourish: Become Prolific and Help Others Become Prolific

Tara Gray, New Mexico State University

Chair: Susan Labuda Schrop

Participants will learn how to do—and help others do—the following: write daily for 15-30 minutes; organize prose quickly and well around topic sentences; solicit the right pre-publication feedback from the right colleagues and use that feedback effectively. These methods improve the quality of academic writing as well as doubling or tripling the quantity.

**Problem Solving**  
*Paris A*

#### Using Social Media Tools to Foster Scholarly Conversation and Extend Access

Larry Hurtubise & Eric Schnell, Ohio State University

Chair: Linda Deloney

3:15 – 3:30

### Break

*When we are no longer able to change a situation, we are challenged to change ourselves.*

-Victor Frankl





3:30 – 4:30 **Concurrent Descriptive Sessions**

<b>Technology Facilitating Education</b> <i>Paris A</i>	<b>Utilizing course management system data: What can we discover from e-learning strategies?</b> Judith French, Joseph A. Iacono & Tiffany Wright, University of Kentucky	In order to accommodate medical students at different training sites, a surgery clerkship has had place quizzes on-line through the use of a course management system. The data generated by this system was compared to other examination data to determine any potential correlations which could impact the curriculum.
Chair: Julie Walsh-Covarrubias	<b>Information Literacy in Graduate Medical Education: Instrument Development</b> Sarah Knox Morley, University of New Mexico	Development of a reliable and valid survey instrument that measures information literacy skills may provide a means by which graduate medical education residency programs can assess ACGME competencies and identify areas of educational need. This session describes initial steps taken in developing such an instrument.
	<b>Using Interactive Online CME to Teach Quality Improvement in a Medical Center</b> Leslie Hall, University of Missouri - Columbia School of Medicine & John M. Harris Jr., Medical Directions Inc.	An online patient safety module, originally developed for physician CME, was integrated into an interprofessional quality improvement and patient safety curriculum. CME learners rated the program highly, and CME funds generated revenue to support educational initiatives. Learners in the QI program felt the CME module added additional value.
<b>Enhancing UGME</b> <i>Paris B</i>	<b>"The Amazing Case" - A Capstone Event to Facilitate Transition and Teamwork</b> Sara G. Tariq, James Graham, Ong Vang & Jennifer Van Ecko, University of Arkansas for Medical Sciences	A capstone event can help students integrate concepts, promote teamwork, and transition from the lecture hall to the bed-side. We created a 4-day experiential learning event where students learned about various aspects of medicine and healthcare within the context of a case. Feedback was overall very positive.
Chair: Nicole Borges	<b>Integrating LGBT Health Topics into the UGME Curriculum</b> Jonathan S. Appelbaum & Eron Manusov, Florida State University College of Medicine	Inclusion of LGBT content into undergraduate medical education is a recommendation of the AAMC and a LCME standard. We will review our experience with a 2 hour module, discuss student reaction to the content, and outline our plans to integrate this content throughout our curriculum.
	<b>Institutional Engagement: Support of Medical Student Initiatives to Enhance the Medical School Environment</b> Carol Elam, Erika Erlandson, Janielle Reed, Ima Ebong, Thad Salmon & Joe Thomas, University of Kentucky	In consideration of the backgrounds and interests of current medical students and research on millennial students and student development theory, this proposal describes a pilot effort to determine whether current medical students would respond to an engagement opportunity to develop initiatives to improve the educational environment of our medical school.

3:30 – 4:30

**Concurrent Descriptive Sessions, continued**

**Curriculum Initiatives**  
*Paris C*

**Third-year Medical Students' Perspectives on Rewards and Difficulties in Caring for the Elderly**  
David Rudy & Carol Hustedde, University of Kentucky

Third-year medical students written responses identifying rewarding and difficult aspects of caring for elderly patients were analyzed using qualitative methods. Results demonstrated interpersonal interactions as rewarding while biomedical complexity was difficult. This information may be useful in designing educational interventions that foster medical students' interest in caring for the elderly.

Chair:  
Larry  
Hurtubise

**Designing, Implementing, and Evaluating a Case-based Inter-professional Educational Exercise to Enhance Preclinical Student Learning**  
Eron G. Manusov & Stephen M. Quintero, The Florida State University, College of Medicine

The presentation will describe the development, implementation and evaluation of a module that utilized the college of nursing, the college of social work, the college of medicine, and trained simulated patients to model an inter-professional team model in the discharge management of an elderly patient with dementia.

**Putting the 'Me' in Team: Using Team Rivalry to Promote Individual Learning**  
Dawn E. Stefanik, Joen M. Iannucci & David P. Way, The Ohio State University Colleges of Medicine and Dentistry

Health profession educators designed a board preparation course using team-based learning, an audience response system and multiple choice questions. Activities used team competition and collaboration to motivate students to fully apply themselves. Average scores for this HPS went from below to above the national average.

*Change has a considerable psychological impact on the human mind. To the fearful it is threatening because it means that things may get worse. To the hopeful it is encouraging because things may get better. To the confident it is inspiring because the challenge exists to make things better.*

- Whitney Young, Jr.



4:30 – 5:30     **Keynote Address**  
*Paris C*

**Transitions in Medical Education: Reflecting on the  
Roles of Medical Educators**

**Patricia S. O’Sullivan**  
University of California San Francisco



**Patricia S. O’Sullivan, EdD** is Professor in the Department of Medicine and Director of Educational Research and Faculty Development in the Office of Medical Education at the University of California, San Francisco. Dr. O’Sullivan has over 30 years of experience in medical and health professions education. Her research focus has primarily been in clinical education and has combined her strong statistical skills with her primary areas of interest including reflection, portfolios, assessment, and faculty development. A prolific researcher, Dr. O’Sullivan has published more than 186 peer-reviewed papers, 44 peer-reviewed abstracts, and countless presentations in many prominent journals - including *Academic Medicine* and *JAMA*. Dr. O’Sullivan has also been actively involved in the American Educational Research Association (AERA) and the Association of American Medical Colleges (AAMC) - where she has served in numerous leadership capacities. Dr. O’Sullivan’s keynote presentation will acknowledge the vast number of problems medical education is facing and our efforts to address them with numerous new innovations captured in the reframing of medical education to be standardized in learning outcomes, employing individualized learning programs, integrated, emphasizing inquiry and improvement and addressing development of the physician's professional identity. However, the key to making these transitions happen in a purposeful way requires effective medical educators. The presentation will explore strategies needed by medical educators to transition their expertise into the wider medical community.

6:00 – 8:00     **Reception and Presentation of Servant Leadership Award**  
*Paris B*  
*and Foyer*

## Saturday, November 5, 2011

7:30 – 8:30  
Paris C

### Breakfast and Roundtables

#### **Methods for Transitioning Incoming Students to Medical School**

Machelle Davison & Matt Vassar, Oklahoma State University Center for Health Sciences

Transitioning from undergraduate education to medical school can be a challenging task for the incoming student. By the end of the session, we will develop a list of strategies that medical schools could implement to facilitate the transition of an incoming medical student from undergraduate studies to undergraduate medical education.

#### **Finding Solutions to Rising Medical Textbook Costs**

Jonathan Eldredge, University of New Mexico

Faculty members hold a unique position to lower textbook prices, thereby helping decrease the high cost of medical education. This session will consist of five segments that will build knowledge and analytical skills needed by faculty to offer best solutions to the high cost textbooks at their specific medical schools.

#### **Internal Medicine Workforce: Residents, Fellows, and Practicing Physicians**

Louis Grosso, American Board of Internal Medicine

This session will present data related to internal medicine workforce in residency training, subspecialty fellowship training, and practice. The goal will be to share perspectives on the appropriate mix of generalist physicians and subspecialists. In addition it will explore issues surrounding the practice characteristics of internal medicine generalists and subspecialists. The following contributed to the work but will not present: William Iobst, Rebecca Lipner, Carola Jacobs

#### **Improved In-Training Assessments of Residents**

John Littlefield & Brenda Talley, University of Texas Health Science Center at San Antonio

Training Directors frequently encounter trainees who need additional guidance. We revised our in-training assessment system: 1) At the rotation beginning, Residents review goals/objectives with the supervisor; 2) At mid-rotation, the Resident and supervisor meet again; 3) At end-of-rotation, the supervisor completes a form which has been discussed with the Resident.

8:30 – 8:45

### Break

*If you want to make enemies, try to change something.*

-Woodrow Wilson



8:45 – 10:45 **Concurrent Workshops**

**Skills Acquisition**

*Paris C*

**Peer Review Skills that Enhance Writing and Publication of Educational Scholarship**

Peter G.M. de Jong, IAMSE, Sonia J. Crandall, Wake Forest School of Medicine & Sheila W. Chauvin, Louisiana State University School of Medicine

Chair: Susan Labuda Schrop

This interactive workshop focuses on developing skills for individuals interested in reviewing for medical education journals. Reviewing skills will be enhanced by analyzing a research manuscript submitted and accepted for publication. Participants will learn appropriate review criteria and how to provide constructive feedback to authors.

**Problem Solving**

*Tokyo*

**Effective Scheduling & Advising for the Match**

Marilyn London, Andrew Wackett & Jack Fuhrer, Stony Brook School of Medicine

Chair: Linda Deloney

What are effective ways to advise students through medical school and the Match? *Careers in Medicine* and other resources can help, but advising is an eclectic task. Advisors must know course requirements, match tendencies, student characteristics, and which residencies are the best 'fit'. How can we build excellent advising programs?

**Problem Solving**

*Paris A*

**Fattening a Hog: The Problem That 'No Child Left Behind' Legislation Has Created for Medical Education**

Hugh A. Stoddard, University of Nebraska College of Medicine & R. Stephen Manuel University of Cincinnati College of Medicine

Chair: Terry Stratton

'You don't make a hog heavier by weighing it.' Assessing students doesn't contribute to their knowledge base. Incoming medical students have adapted to the 'No Child Left Behind' legislation which emphasizes measurement. This session will consider how medical educators should react and who should resolve this disconnect in educational expectations.

**Skills Acquisition**

*Paris B*

**A Mixed Methods Approach to Program Evaluation**

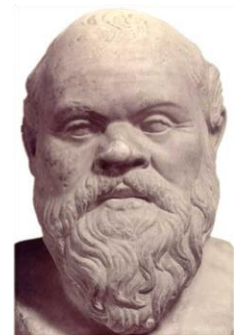
Matt Vassar, Machel Davison, Denna Wheeler & Jonathan Franklin, Oklahoma State University Center for Health Sciences

Chair: Scott Cottrell

Program evaluation is a timely and important matter in medical education. Particularly, improving program evaluation processes. Inheriting to improving processes is finding innovative ways of collecting, analyzing, and interpreting data. This session will introduce and demonstrate a mixed method approach for analyzing and quantifying subjective data in program evaluation activities.

10:45 – 11:00 **Break**

*Let him that would move the world,  
first move himself  
-Socrates*



11:00 – 11:45 **Digital Poster Session**

*Paris B*

Chair:  
Larry  
Hurtubise

**Beyond the Poster: Using Social Media Tools to Extend Access and Foster Conversation**

Larry Hurtubise & Eric Schnell, Ohio State University

Posters are a valuable tool for researchers to communicate and to engage colleagues in conversation. However, posters are displayed for a limited period of time, authors engage in one-on-one discussions accompanied by fumbling for business cards. Social media and other technologies are being used to facilitate the conversation and collaboration.

**Medical Students as Teachers: Can they be Effective Lecturers?**

Christopher Montgomery, Terry Stratton, John McLarney & Donna R. Weber, University of Kentucky College of Medicine

Medical students often teach in small-group formats. Few examples exist of medical students teaching in large group settings. Comparing three years of student versus faculty large-group lectures revealed no degradation of learning. However, students rated their peers lower than faculty as lecturers.

**Librarians in Medical Education: Information Survival Skills**

Sarah Knox Morley & Ingrid Hendrix, University of New Mexico

The crisis in scholarly communication and the increased emphasis on evidence-based practice highlight the need for information literate health care professionals. This poster provides information on how library faculty addressed this challenge by developing a medical school elective focused on specific aspects of scholarly communication and information management.

**Doing More with Less: How Pre-recorded Podcasts Can Help Faculty and Students Get More Out of Classroom Time**

John L. Szarek & Jeffrey Holt, The Commonwealth Medical College

Faculty members are being asked to reduce lecture time and promote interaction with students. How did we accomplish this? Pre-recorded podcasts. We will engage the participants in a discussion with respect to implementation of podcasts, their, and issues regarding faculty evaluations and faculty development.

**Using the NBME's Multisource Feedback Program to Assess OB/GYN Residents' Professional Behaviors: A Field Study**

Gregory Turner & Dennis Baker, Florida State University College of Medicine

Professionalism is an essential competency of resident education. The 360-degree feedback is one method of assessing and enhancing the professional development of post-graduate trainees. This presentation will describe the development, implementation, and preliminary findings of evaluating OB/GYN residents using the NBME's Assessment of Professional Behaviors (APB) instrument and program.

12:00 – 1:30 **Lunch – Open Discussion with the Alliance for Clinical Education (ACE), Association for Standardized Patient Educators (ASPE) and International Association of Medical Science Educators (IAMSE) Leaders**  
*Paris C*

ACE: Lynn Cleary (President)  
ASPE: Cate Nichols (Board of Directors, Grants & Research Committee Chair)  
IAMSE: Frazier Stevenson (President)

1:30-3:30 **Concurrent Workshops**

**Problem Solving**  
*Paris B*  
**Designing Academies as Communities of Practice in Teaching Excellence and Educational Scholarship**

Chair: Sheila W. Chauvin, Louisiana State University Health Sciences Center  
Larry Hurtubise

Participants in this session will learn about design features of teaching academies and the myriad of issues to be considered when created such programs. Institutional scenarios will be used to stimulate thinking and problem-solving about design, adoption, implementation, and long-term institutionalization of a teaching academy.

**Skill Acquisition**  
*Tokyo*  
**Calculating Sample Sizes for Educational Research Studies**

Chair: Scott Cottrell, West Virginia University, Dave Solomon, Michigan State University & Terry Stratton, University of Kentucky College of Medicine  
Jonathan Eldredge

The purpose of this workshop is to educate participants about fundamental issues related to educational research designs and samples sizes. Using practical research examples, this workshop will prepare participants to determine sample sizes for several common statistical methods. Participants will also learn about the relationship between samples sizes, effect sizes and power. The workshop will include didactic, visual, and collaborative learning methods.

**Panel Discussion**  
*Paris A*  
**Approaches to Establishing Interprofessional Initiatives**

Chair: Carol Hasbrouck, The Ohio State University College of Medicine, Linda Daley, The Ohio State University College of Nursing, Donna Kern, Medical University of South Carolina College of Medicine  
Carol Thrush

The literature highlights required transitions in medical education based on a growing emphasis on interprofessional education (IPE). Two health care institutions representing two professions will present their IPE initiatives, approaches, and challenges/ barriers. One institution has developed a synchronous, interprofessional curricular approach; the other, an institution-wide, comprehensive, multi-faceted approach to IPE.

3:30 – 4:00 **Business Meeting**

*Paris B*

4:00 - 4:30 **Steering Committee Meeting**

*Tokyo*