

# The Generalists in Medical Education

*2013 Annual Conference*

**The Development of Professional Identity  
for the Future of Medicine**

**October 31-November 2  
Philadelphia, PA**



Hosted by:

**EVMS**

**Community Focus.  
World Impact.**

## 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.info>**

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# Message from the Chair

## Generalists in Medical Education

**Welcome to Philadelphia and to the 34<sup>th</sup> annual conference of The Generalists in Medical Education!**

Given the theme of our conference this year — The Development of Professional Identity for the Future of Medicine – it is fitting that we're gathering in Philadelphia, the birthplace of our nation. I am reminded of one of my favorite quotes of Colin Powell. "But just as they did in Philadelphia when they were writing the constitution, sooner or later, you've got to compromise. You've got to start making the compromises that arrive at a consensus and move the country forward." Compromise isn't focused on giving in – the essential value of compromise is recognizing the best that others offer and using it to the advantage of the group. It's about maintaining one's own identity as a contributing, integral member of a group. Interprofessional education, and of course, team-based care, requires that each team member rely upon information and action from other members of the team while recognizing the value and unique contribution of each discipline. The Generalists has grown in the same way.

For many years, we have invited our sister organizations to share and learn with us at our annual conference. The 2012 joint session regarding interprofessional learning resulted in the ultimate in collaboration! Much thanks go to Peter G.M. de Jong, Ph.D., Editor-in-Chief, Medical Science Educator, who devoted a special issue to interprofessional learning as a result of the session. Our sister organizations will join together in 2013 to share themes that emerged from the excellent manuscripts.

Collaboration is also evidenced as the annual conference of The Generalists in Medicine Education now hosts the Jack L. Maatsch Visiting Scholar in Medical Education. Look for more information in this conference program about the Maatsch Visiting Scholar program and about the 2013 scholar, Steve Durning, M.D., FACP, who will deliver the keynote address, "New Assessment Methods in Medical Education and Professional Identity Formation."

It is an honor to have served as the chair of this remarkable organization. As The Generalists in Medical Education continues to prosper and grow, I leave you all in the excellent hands of Scott Cottrell, Ed.D., who be your 2014 chair. Being part of and learning from The Generalists in Medical Education has been a highlight of my career. I look forward to the meeting this year to renew my relationships with my colleagues across the country, to meet those who are new to The Generalists, and to learn new and innovative ways to educate our future health care providers.

Enjoy learning from each other!

**Susan Labuda Schrop, Ph.D.**

*Assistant Dean of Curriculum*

*College of Medicine*

*Northeast Ohio Medical University*

*2013 Chair, The Generalists in Medical Education*

## 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 groups 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.

**Digital Posters:** 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: 1980-2013

<b>Year</b>	<b>Steering Committee Chair</b>	<b>Program Chair</b>
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, Ajay Bhardwaj
1991	Emil Petrusa	Susan Labuda Schrop, Ellen Whiting, Lee Willoughby
1992	Jocelyn Ten Haken	Robert Bridgham
1993	Mary Pat Mann	Linda Perkowski
1994	Lee Willoughby	Phil Fulkerson
1995	Sue Fosson	Lloyd Lewis
1996	Linda Perkowski	Candice Rettie
1997	Ellen Whiting	Dennis Baker
1998	Ellen Whiting	Diane Heestand, Sheila Chauvin
1999	John Shatzer	Maria Clay, Heidi Lane, Steve Willis
2000	Diane Heestand	Julie Walsh, Bill Weaver
2001	Amy Blue	Barry Linger (program 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
2012	Elza Mylona	Machelle Linsenmeyer
2013	Susan Labuda Schrop	Agatha Parks-Savage

## 2013 Steering Committee

Elza Mylona, Immediate Past Chair	Eastern Virginia Medical School
Susan Labuda Schrop, Chair	Northeast Ohio Medical University, College of Medicine
Scott Cottrell, Chair Elect	West Virginia University, School of Medicine
Larry Hurtubise, Member-at-Large	Ohio University Heritage College of Osteopathic Medicine
John C. Luk, Member-at-Large	University of Texas Southwestern Medical Center
Carol Hasbrouck, Treasurer	University of Toledo COM
Terry Dean Stratton, Nominations Chair	University of Kentucky College of Medicine
Julie Covarrubias, Website/Membership	University of Alabama School of Medicine
Agatha Parks-Savage, 2013 Conference Chair	Eastern Virginia Medical School

## 2013 Proposal Reviewers

Elizabeth Bradley	University of Virginia School of Medicine
Era Buck	University of Texas Medical Branch
Julie Covarrubias	The University of Alabama at Birmingham
Scott Cottrell	West Virginia University School of Medicine
Rebecca Cowen	Eastern Virginia Medical School
Sonia Crandall	Wake Forest School of Medicine
Marie Dent	Mercer University School of Medicine
Ann Frye	University of Texas Medical Branch
Nagaraj Gabbur	SUNY Downstate College of Medicine
Marin Gillis	Herbert Wertheim College of Medicine
Carol Hasbrouck	The Ohio State University College of Medicine
Larry Hurtubise	Ohio University
Douglas Koch	Philadelphia College of Osteopathic Medicine
Agatha Parks-Savage	Eastern Virginia Medical School
Sheryl Pfeil	Ohio State University
Susan Labuda Schrop	Northeast Ohio Medical University, College of Medicine
David Lieb	Eastern Virginia Medical School
Machelle Linsenmeyer	Oklahoma State University Center for Health Sciences
John Luk	University of Texas Southwestern Medical Center
Elza Mylona	Eastern Virginia Medical School
Michael Rowland	University of Louisville School of Medicine
David Solomon	Michigan State University College of Human Medicine
Hugh Stoddard	University of Nebraska Medical Center
Terry Dean Stratton	University of Kentucky College of Medicine
Britta M. Thompson	University of Oklahoma College of Medicine
Caer Vitek	Mayo Clinic, College of Medicine
John Woods	University of Alabama at Birmingham
Stephanie Wragg	University of Illinois College of Medicine

# The Conference of Generalists in Medical Education

## “The Development of Professional Identity for the Future of Medicine”

### Thursday, October 31, 2013

4:00–6:00pm      **Registration Open:** 3rd Floor in the Pre-Conference Area

### Friday, November 1, 2013

7:00–3:00pm      **Registration Open:** 3rd Floor in the Pre-Conference Area

7:30–7:45am      **Welcome** (Susan Labuda Schrop, PhD, Chair, 2013 Steering Committee and Dr. Richard Homan, MD, President and Provost, Dean of the School of Medicine, Eastern Virginia Medical School) and Program Overview/Continental Breakfast

#### 7:45–8:45am      **Continental Breakfast and Roundtables**

*Room:  
Abele  
Library*

#### **Using Simulation to Foster Development of Professional Identity**

*Sheryl Pfeil and John A. Davis, The Ohio State University College of Medicine*

Developing a professional identity involves acquiring new role behaviors and new self-views. This roundtable discussion will explore ways in which simulated patient encounters and other simulation exercises can be a powerful tool to help students understand role expectations and develop and refine their professional identity.

#### **Competency-Based Evaluation of 3rd-Year Medical Students using Mini-Stations**

*Michele Haughton, Nagaraj Gabbur and Sadia Khandaker, SUNY Downstate*

A unique end-of-clerkship assessment tool has been designed to evaluate medical students with respect to the ACGME competencies.

#### **In Search of a Guiding Conceptual Model for the Use of the Arts in Medical Education**

*Paul Haidet, Daniel Wolpaw, Nancy Adams, Jodi Jarecke, Heather Stuckey, Dan Shapiro, and Michael Green, The Pennsylvania State University College of Medicine and Cayla Teal, Baylor College of Medicine*

In this roundtable, we aim to involve educators across disciplines to discuss experiences in using the arts to teach a variety of topics in medicine. Our goal is to identify and compile lessons learned about how to maximize the power of the arts in fostering professional and educational outcomes.

#### **Realigning The Meaning of “Patient-Centered” Care in Medical Education: From Focusing on Diagnostic Checklists to Genuinely Hearing the Patient’s Story**

*Anne Rudnicki, University of Texas Medical Branch and Oma Morey, University of Texas Medical Branch at Galveston*

Teaching learners to elicit a social history through checklists hinders their ability to hear patients’ stories as integrated narratives, therefore, encumbering patient-centered care. The goal of this session is to inspire dialogue and storytelling on how to help learners genuinely hear patients’ stories and implement narrative understanding into their practice.



7:45–8:45am

## Continental Breakfast and Roundtables (Cont)

### Migrating to New Learning

*Douglas J. Koch, Philadelphia College of Osteopathic Medicine*

In this session, participants will discuss the major types of online collaborative tools and new educational methodologies, common barriers to their implementation, and ways of overcoming these challenges.

### Interprofessional Group Debriefing - Helping Multiple Types of Learners Learn Together

*Elizabeth Kachur, Medical Education Development*

Interprofessional training events are becoming more common. Frequently they include real or simulated clinical encounters, which are subsequently debriefed in small groups. This session will explore optimal strategies for addressing key challenges (e.g., Who is best to lead the debriefing? How to manage interprofessional conflict?).

8:45 – 9:00am

Break

9:00 – 10:30am

## Concurrent Sessions – Descriptive Sessions

*Room:  
Salon I*

### Lessons from Distance Education of a Medical Physiology Course

*Moderator:  
Carol  
Hasbrouck*

*Gabi N. Waite, Indiana University School of Medicine*

A medical physiology course was simultaneously taught in two remotely connected classrooms using an interactive classroom teaching model. Formative and summative assessments show excellent student performance outcomes. Improvable best practices for the use of technology will be discussed in regards to the optimized 21st century medical classroom.

### Developing Medical Students As Educators Through Engaged Interprofessional Teams

*Yana Thaker, Medical College of Wisconsin*

The workforce of the 21st century faces a radically different healthcare environment than previously. A rapid redesign of healthcare delivery is currently occurring in conjunction with medical education reform. Today's physicians are actively involved in interprofessional teams, requiring medical education and residency training to incorporate the theory and practice of teams and teamwork.

### Medical Students Self-Assessing Performance in a Surgery Clerkship

*Judith C. French, Cleveland Clinic Foundation and Joseph A. Iocono, University of Kentucky*

Medical students in an eight-week surgical clerkship are asked to perform a midterm self-assessment. Students are asked to provide a grade and justification for their first half performance. We quantitatively and qualitatively analyzed those self-assessments.

### Teaching Strategies that Enable Early Learners to Add Value to Clinical Preceptor and Site

*Deborah Simpson, Aurora Health Care and Medical College of Wisconsin*

Medical schools are increasingly requiring early clinical learners to have longitudinal patient experiences. Yet in today's competitive clinical practice environments, placing and teaching early clinical students is a major challenge. This session will explore how precepting strategies can result in win-win student learning and added value to the clinic.

Descriptive Session (continued)		
	<p><b>Longitudinal Integrated Clerkships - Comparison of Different Models</b></p> <p><i>Edward Simanton, Tim Ridgway, Lori Hansen, and Matt Bien, University of South Dakota Sanford School of Medicine</i></p>	<p>This descriptive session will provide participants a chance to share perspectives on longitudinal integrated clerkships (LIC). Various LIC models will be examined that have been developed by medical schools in the US and Canada. This session will provide options and alternatives to facilitate curricular change for your specific needs.</p>
<p><b>Skills Acquisition</b></p> <p><i>Room: Salon II</i></p>	<p><b>Developing Situational Questions to Enhance the Medical School Interview</b></p> <p><i>Carol Elam and Terry Stratton, University of Kentucky College of Medicine, David Jones, University of Texas School of Medicine at San Antonio, Scott Cottrell, West Virginia University School of Medicine</i></p>	<p>The admissions interview has been a central part of the medical school admission process for decades. However, researchers note that bias, variability, and a lack of predictive validity limit this approach. This session will guide participants to write structured interview questions and design descriptively-anchored rating scales to evaluate applicant responses.</p>
<p><b>Problem Solving</b></p> <p><i>Room: Barnes</i></p>	<p><b>Professional Identity Formation: Putting Theory into Practice</b></p> <p><i>Era Buck and Mark Holden of University of Texas Medical Branch, David Henzi, University of Texas Health Sciences Center San Antonio, John Luk and Angela Mihalic of University of Texas Southwestern</i></p>	<p>The formation of physician identity is an essential, complex process occurring in formal and informal curricula. Participants will explore the application of an approach to supporting and assessing this process intended to be complementary to performance competencies. Six domains of physician identity will be considered across three stages of development.</p>
10:30–10:45am	<b>Break</b>	
10:45–12:15pm	<b>Concurrent Sessions</b>	
<p><b>Digital Posters</b></p> <p><i>Room: Salon I</i></p> <p><i>Moderator: Larry Hurtubise</i></p>	<p><b>Lessons Learned from Faculty-directed Remediation of Year 3 Students Failing a Comprehensive Clinical Performance Examination</b></p> <p><i>Rebecca Henry, College of Human Medicine/ Michigan State University</i></p>	<p>A special challenge emerges for students and institutions when students fail Year 3 comprehensive clinical skills examinations. We developed and evaluated a faculty coaching program designed to diagnose deficits and build skills for students failing our high-stakes OSCE type event. Highlights are presented and institutional issues discussed.</p>
	<p><b>Group OSCEs to Teach Ambulatory Healthcare Teams about Pediatric Obesity</b></p> <p><i>Elizabeth Kachur, Maimonides Medical Center/ Medical Education Development</i></p>	<p>This presentation describes a four-station interprofessional group OSCE to teach clinicians and non-clinicians about new obesity guidelines and preventive counseling. Qualitative and quantitative evaluation data will be reported.</p>

## Digital Posters (continued)

### **Mobile Point-of-Care Resources Help Improve Quality of Care and Patient Safety of Today's Geriatrics Patients**

*Diane Brown and Gabriel Manzi, Medical College of Wisconsin, and Deborah Simpson, Aurora Healthcare*

Mobile technology has been adopted in healthcare at an unprecedented rate. The exchange of information has been an integral part of medicine today, facilitating both the storage and accessibility of vast amounts of data. This session will explore how mobile technology and point-of-care resources can improve quality of care and patient safety.

### **TBL Oversight For Continuous Quality Improvement and Student Acceptance**

*Christopher M. Burns and Stephanie Wragg, University of Illinois College of Medicine*

Medical schools improve programs through incorporation of team-based learning (TBL). Short-term faculty development sessions for training often lead to poor implementation and reception. Continued oversight by trained faculty groups in two different schools has ensured consistent and effective delivery across the curriculum, and overcome faculty and student negative reactions.

### **Problem Solving**

*Room:  
Salon II*

### **Three Keys for Professional Identity**

*William A. Anderson, Michigan State University and Elza Mylona, Eastern Virginia Medical School*

Medical educators play an important role in establishing the professional identity of faculty. Three strategies are key to developing this identity: socialization, role modeling and mentoring. In this session, participants will learn literature-based best practices, and use case studies to design, develop, and evaluate effective interventions.

### **Problem Solving**

*Room:  
Barnes*

### **Implementing a Clinical Competency Committee for Residency Milestones**

*Elissa Hall and Caer Rohrer Vitek, Mayo Clinic, College of Medicine*

There is a paucity of literature describing the implementation of clinical competency committees (CCC) as part of evaluating resident achievement of educational milestones. In this session, presenters will facilitate interactive discussion of challenges and solutions as part of establishing and implementing CCCs. A repository of strategies and resources will be generated.

**Interprofessional Education – Best Practices: Open Discussion with the Alliance for Clinical Education (ACE), Association for Standardized Patient Educators (ASPE), International Association of Medical Educators (IAMSE), and The Generalists in Medical Education**

*Room:  
Abele Library*

**Moderator:** Susan Labuda Schrop  
**Introduction:** Peter G.M. de Jong

**ACE:** Gary L. Beck (Administrative Coordinator)

**ASPE:** Tamara Owens (Past President)

**IAMSE:** John L. Szarek (Secretary)

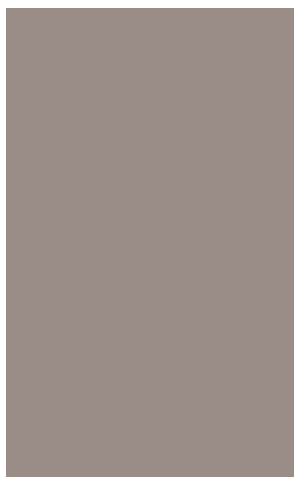
**TGME:** Sonia J. Crandall (Former Chair)



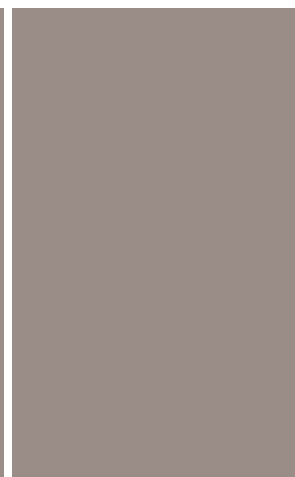
*Moderator:*  
**Peter G. M. de Jong**



*ACE:*  
**Gary L. Beck**  
*Administrative Coordinator*



*ASPE:*  
**Tamara Owens**  
*Past President*



*IAMSE:*  
**John L. Szarek**  
*Secretary*



*TGME:*  
**Sonia J. Crandall**  
*Former Chair*

**Skills Acquisition**

Room:  
Salon II

**Tools and Models for Incorporating OSTEs at Your Institution: Experience from Two Schools**

*Machelle Linsenmeyer, Oklahoma State University Center for Health Sciences and Alice Fornari, Hofstra North Shore-LIJ SOM*

OSTEs are an effective method for eliciting long-term change in teaching for faculty and residents. In this session, we will provide a description of current models for OSTEs at two schools; have participants participate in a mock OSTE; and supply participants with tools, tips/tricks, and pros/cons of different models of OSTEs.

**Digital Posters**

Room:  
Salon I

Moderator:  
**Britta Thompson**

**A Simulation-Based Intern Prep Course at the Conclusion of the 4th-Year Medical Student Curriculum**

*Zaki Hassan, Amy DiLorenzo, and Emily Garrison, University of Kentucky*

An innovative simulation-based training curriculum was implemented for senior medical students. Nine simulation experiences were created to develop/refine the knowledge and skills necessary to be high-functioning interns. Curriculum development is presented including needs-based content, format, scheduling, instructor ratios, and simulation technology requirements.

**Medical Student Stress across the Undergraduate Continuum: A Multi-School Study**

*Terry D. Stratton and Krishna Vyas, University of Kentucky College of Medicine and Neelkamal Soares, David Geffen School of Medicine at UCLA*

Based on a 2012 survey of four SE U.S. medical schools (n=575), self-reported stress levels were found to be greatest among M1 students and females. Sources of stress also varied by gender and level of undergraduate training.

**Integrating Wellness into the Medical School Curriculum During the Foundational Science Years**

*Roy W. Geib, Gabi Waite, Taihung Duong and Randy Stevens, Indiana University School of Medicine-Terre Haute*

A wellness program was incorporated into the foundational science years of medical school in order to educate medical students on how to influence their future patients toward a healthy lifestyle. Our guiding principles and lessons learned from focus groups and student evaluations will be presented.

**Resident End-Of-Rotation Assessment: Lessons Learned from Faculty Group Evaluations of Residents**

*Sowmya Patil, University of Arkansas for Medical Sciences, Arkansas Children's Hospital, and Beatrice A. Boateng, University of Arkansas for Medical Sciences*

The traditional method of global evaluations of residents at the end of a rotation by a single observer may not be effective as it may result from very few encounters. Group evaluations therefore, bring faculty members together to provide comprehensive feedback to the residents at the end of their rotation.

Digital Posters (continued)	
<p><b>Skills Acquisition</b> Room: <b>Barnes</b></p>	<p><b>Micro-messaging: Using Social Media as an Educational Tool</b></p> <p><i>Adam K. Saperstein and Lauren Cafferty, Uniformed Services University of the Health Sciences</i></p> <hr/> <p><b>Dr. Strangedata: or, How I Learned to Stop Worrying and Love Accreditation</b></p> <p><i>Hugh A. Stoddard, Emory University School of Medicine</i></p>
<p>3:45 – 4:00pm</p>	<p><b>Break</b></p>

4:00 – 5:30pm

**Keynote Address: Steven Durning, MD, FACP and Reaction Panel**

Room:  
**Abele  
Library**

**Introduction of Keynote Speaker: Brian Mavis**

**New Assessment Methods in Medical Education and Professional Identity Formation**

Steven J. Durning, MD, FACP, Associate Professor of Medicine

*Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA*



Professor Steve Durning is Associate Professor of Medicine at the Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA. Dr. Durning is a general internist and directs the Introduction to Clinical Reasoning Course for second-year medical students and developed a variety of innovative measures that significantly improved medical student performance on both standardized tests and clinical practicums. In 2005 he received the Herbert. S. Waxman award, a national award for outstanding teaching. His research interest lies in the evaluation of peer-assisted learning and its long-term effect as a learning method upon future healthcare providers.

**Reaction Panel**

Moderator: **Larry Hurtubise**

Panelists:

**Lou Grosso**

*Vice President, Knowledge Assessment, Production and Analysis,  
American Board of Internal Medicine*

**Machelle Linsenmeyer**

*Director of the Office of Educational Development,  
Oklahoma State University Center for Health Sciences;*

**Cynthia Ledford**

*Assistant Dean for Assessment,  
The Ohio State University College of Medicine;*

**Hugh Stoddard**

*Assistant Dean for Medical Education,  
Emory University School of Medicine*

6:00 – 8:00pm

**Reception and Presentation of Servant Leadership Award**

Room:  
**Atrium**

## Saturday, November 2, 2013

7:30 – 8:30am

### Breakfast and Roundtables

**Roundtable  
Presenter**

*Room:*

**Abele Library**

*Moderator:*

**Susan  
Labuda  
Schrop**

**The Future of TGME:**

*Brian Mavis, Ph.D.,  
Associate Professor and Director, Office of Medical  
Education Research and Development, College of  
Human Medicine*

The purpose of this roundtable session is to discuss the mission and direction of the Generalists in Medical Education as an organization. Participants will have an opportunity to examine current practices and identify ways to serve the medical education community better. Further discussion can take place at the annual business meeting, which is at the end of the conference.

**Interprofessional Education as a Means for Socializing Healthcare Professions Students: It's Not Just About Your Profession Anymore**

*John L. Szarek,  
The Commonwealth Medical College*

Our mantra for interprofessional education (IPE) is students learning about, from and with each other. Educators developing IPE activities also need to learn about, from and with each other. This discussion will focus on educators' experiences in working with others in developing IPE activities and strategies to facilitate culture change.

**No Ob/GYN Student Left Behind!**

*Nagaraj Gabbur, Michele Haughton, Henry Behar  
and Jasmine Patel, SUNY Downstate Medical  
Center*

Script Concordance is used in a unique manner to help teach and enhance critical thinking skills in an obstetrics and gynecology third-year medical student clerkship.

**What's the Use Of Attending Class? A Problem Solving Session Exploring Class Attendance in Professional Development of Medical Students**

*William Jeffries, University of Vermont College of  
Medicine, and John L. Szarek, The Commonwealth  
Medical College*

In this discussion we will explore the notion of class attendance in development of students and means to encourage attendance. We will deliberate on these issues then work together to develop an attendance statement.

**The Generalist's Blog**

*Larry Hurtubise,  
Ohio University Heritage College of Osteopathic  
Medicine*

Creating a TGME blog was inspired by a panel discussion at the 2012 Generalist in Medical Education Conference during which we learned from a panel of second-generation exemplars. These Generalists united to share teaching practices and reflect on current problems in medical education from their perspectives as educators. The session invited attendees to STOP... and ask: Who are we, what do we do, where have we been, where are we going as professional educators (and stakeholders) in medical education?

8:30 – 8:45am

**Break**



**Descriptive Sessions**Room:  
**Salon I**Moderator:  
**Julie Covarrubias****Using Fink's Model of Significant Learning Model to Reform a Medical School Curriculum***Brenda Roman, Wright State University  
Boonshoft School of Medicine*

This session will describe how our medical school adopted the Taxonomy of Significant Learning as a framework for curriculum reform through a process of backwards design. After describing the learning objectives, milestones for each of the phases of the curriculum were developed, then assessments identified, followed by the teaching/learning activities.

**Promoting Educational Reflection Through a Secure Social Media Platform***Nicholas E. Kman, David P. Way, Sorabh Khandelwal and Diane L. Gorgas, The Ohio State University College of Medicine, Aaron W. Bernard, Quinnipiac University, and Robert H. Bernard, Glastonbury High School*

We evaluated a secure social media platform for reflective writing among emergency medicine residents. Residents and faculty used the platform voluntarily for two months. Afterward, we analyzed reflections and surveyed participants. Both faculty and residents found the platform worthwhile, engaging, and easy to use for sharing and facilitating reflection.

**Wiki-Jectives: Using a Web-Based Collaborative Open Editing Model to Enhance Medical Student Learning***Lakha Prasannan, Nagaraj Gabbur, Michele Haughton, State University of New York, Downstate Medical Center, College of Medicine*

The concept of a wiki in medical education will be discussed. A wiki already in use will be presented that has improved peer-to-peer teaching at a large urban medical school.

**New Course Evaluation Model to Foster the Development of Professional Identity in Medical Students***Matt Vassar, Mabelle Linsenmeyer and Johnathan Franklin, Oklahoma State University Center for Health Sciences*

In this session, we will discuss the pros/cons of a new method for course evaluations that puts the evaluation process in the hands of students by incorporating the use of student groups. We will also discuss how this process can be used as a mechanism to improve student professional identity.

**Analyzing Medical Student Attendance as a Component of Professional Identity Formation: Attending Interactive Sessions Improves Student Exam Performance on Analytical and Computational Type Exam Questions but Not on all Question Types***Jeffrey Holt, Ying Sung, John Szarek and Mark White, Commonwealth Medical College*

Students attending sessions had higher mean scores ( $21.3 \pm 0.40$ ;  $n = 40$ ) than non-attendees ( $18.2 \pm 0.55$  SEM;  $n = 25$ ;  $p = 0.0001$ ). Most questions showed no difference, but specific questions showed as much as a 240% increase, indicating that only some learning types are affected by attendance.

**Panel Discussion**Room:  
**Salon II****Professional Identity Formation for Humanistic Health Care Practitioners: Three Pedagogic Strategies for Bridging Theory to Practice in Medical Education***Hedy S. Wald, Warren Alpert Medical School of Brown University*

Application of interactive reflective writing, "physician-ship" curricula, and professional development portfolios are pedagogic strategies fostering reflective skills and the identity formation of professional, humanistic practitioners. Three medical educators from the US and Canada will present their experience with bridging theory to practice as implemented at their institutions.

<p><b>Problem Solving</b> Room: <i>Barnes</i></p>	<p><b>Un-Problem-Solving Session: Harnessing Appreciative Inquiry and Strengths-based Approaches to Enhance Professionalism and Professional Identity Education for Generalist Physicians</b></p> <p><i>Lynda Montgomery, Kathy Cole-Kelly, Steven Ricanati, Case Western Reserve University School of Medicine and Kathleen Franco, Cleveland Clinic Lerner College of Medicine</i></p>	<p>Participants will explore the challenges inherent to asking physicians, who are by training deficit-thinkers, to instead consider appreciative inquiry as they support positive professional identity formation for their generalist learners. Through reflective writing and discussion, we will solicit educators to develop project and scholarly work.</p>
<p><b>Problem Solving</b> Room: <i>Rodin</i></p>	<p><b>Strategies for Encouraging Medical Education Research and Training New Faculty Developers</b></p> <p><i>Larry Hurtubise, Ohio University Heritage College of Osteopathic Medicine</i></p>	<p>Health care and curricular reform suggest a critical need for experienced medical educators and rigorous research, while the expansion of medical schools will dilute the pool of those with the requisite expertise. This problem-solving session will consider strategies to train new faculty development professionals and encourage medical educational research.</p>
<p>10:15 –10:30am</p>	<p>Break</p>	
<p>10:30-12:30pm</p>	<p>Break</p>	
<p><b>Skills Acquisition</b> Room: <i>Rodin</i></p>	<p><b>Adopting a Measure for My Educational Research Study: Where’s the Evidence for Validity?</b></p> <p><i>Ann W. Frye and Mark Holden, University of Texas Medical Branch and Sonia Crandall, Wake Forest School of Medicine</i></p>	<p>Educational researchers often use instruments developed by others. How can we know a measure “works” for us? We need evidence that our data mean what’s intended (validity evidence) to interpret findings confidently. In this hands-on session, participants will identify validity issues in sample measures and develop strategies to investigate them.</p>
	<p><b>Reflective Writing as a Tool for Professional Identity Development: How do we do it? How do we give learners feedback on their writing? How do we assess it?</b></p> <p><i>Oma Morey, University of Texas Medical Branch at Galveston</i></p>	<p>Educational researchers often use instruments developed by others. How can we know a measure “works” for us? We need evidence that our data mean what’s intended (validity evidence) to interpret findings confidently. In this hands-on session, participants will identify validity issues in sample measures and develop strategies to investigate them.</p>
<p><b>Panel Discussion</b> Room: <i>Salon I</i></p>	<p><b>How to Drive the Quality and Patient Safety Agenda: Be a Part of the Solution — Not the Problem</b></p> <p><i>Carol S. Hasbrouck and Imran Ali, University of Toledo, Deborah Simpson, Aurora UW Medical Group, and Dianne Wagner, Michigan State University</i></p>	<p>Patient safety and health care quality are receiving national attention. Preventable deaths are the third leading cause of death in the US, surpassing deaths caused by breast cancer and motor vehicle accidents. This session will address how educators across the medical education continuum can and should address this national concern.</p>

**Problem Solving**  
*Room:*  
**Barnes**

**Pre-Clinical Student-led Community Service: Stepping-Stone Towards an Integrated Formalized Service-Learning Curriculum for Professional Identity**

*James H. Spain,*  
*Eastern Virginia Medical School*

Service-learning is more than community service and can change values and ideals better than other teaching strategies. Seven student-led, fiercely owned, preclinical community service programs will demonstrate a template upon which to build formalized service-learning programs with a vertical spiral curriculum for professional identity.

12:30-1:00pm

**Business Meeting (Open Session for All Conference Attendees)**

*Room:*  
*Abele*  
*Library*

1:00pm

**TGME 2013 Conference Adjourns**

1:00-2:00pm

**Steering Committee Meeting (Closed Session)**

*Room:*  
**Tasting Room**

