



**The Society of Teachers of Family Medicine**

# 35th Annual Predoctoral Education Conference

January 22-25, 2009

Savannah Marriott Riverfront • Savannah, Ga

*"Best conference  
I have been to.  
Great networking.  
Excellent speakers."  
-2008 Conference Attendee*



## **Conference Theme: "Celebrating Our Strengths: Masters of Complexity and Continuity"**

### *By Attending This Conference You Can:*

- Receive great ideas about teaching methods and programs through the many educational sessions geared specifically for you
- Be inspired about family medicine education
- Experience unlimited networking opportunities to share your ideas and strategies with colleagues
- Get involved with national initiatives
- Put your program in perspective and compare it with other national family medicine institutions
- Have fun while learning valuable skills that you can incorporate at your institution

# “Celebrating Our Strengths: Masters of Complexity and Continuity”

Family medicine is a challenging, rewarding specialty, and family physicians have unique strengths. For the 2009 Predoctoral Education Conference, I wanted to focus on two of these strengths: our expertise in complexity and continuity. I chose these two from among many strengths, because complexity and continuity are difficult to showcase to learners in our educational programs.

Family physicians are masters of complexity. Our work is with diverse patients who respond differently to the same patient education, medications, or other interventions. As such, we adapt our interactions to our patients’ experiences, their culture, their resources, their family, and their expectations. This purposeful, high-level critical thinking can look like indecision, waffling, or chaos to our learners. After all, our learners spend so much of their time in less complex environments, where they see every patient with a given diagnosis treated in a very similar way. When students join us in complex environments, we have the opportunity to demonstrate the intellectual challenges of our specialty. We need to capture the essence of complexity in our educational programs.

Family medicine care is continuity care. We understand continuity, but our students, who rarely see the same patient more than once, are less likely to understand continuity. They see that we “know our patients,” but may not recognize that it is continuity that allows us to appropriately treat with tincture of time or address only a portion of the indicated interventions in each visit. This method presents a stark contrast to the “solve the most pressing problem” approach used in a finite hospital stay. We must develop creative methods to teach our students to recognize glimpses of continuity in their episodic educational experiences.



Heidi Chumley, MD  
2009 Conference Chair

The 35th Annual STFM Predoctoral Education Conference offers a wide variety of sessions demonstrating how we showcase complexity, continuity, and many of our other strengths.

Now is the time to celebrate. We have unique skills. We have a challenging and rewarding specialty. Come join us in Savannah as we celebrate our strengths.

STFM extends a big “thank you” to this year’s Conference Steering Committee for all of their hard work in coordinating and planning this year’s conference:

Heidi Chumley, MD, conference chair  
Kansas University Medical Center

Gurjeet Shokar, MD, conference cochair  
University of Texas Medical Branch

Robert Hatch, MD, MPH  
University of Florida

Jeffrey Stearns, MD, chair,  
STFM Education Committee  
University of Wisconsin



## CONFERENCE SCHEDULE

### Thursday, January 22

- 8 am–5:30 pm STFM Predoctoral Directors Development Institute  
*(Additional Fee: \$2,095; See page 7 for additional information; mark the appropriate space on the registration form to preregister.)*
- 8 am–5 pm PR1: Facing Down Our Demons: A 1-day Writing Workshop for Family Medicine Faculty  
*(No additional Fee; See page 6 for additional information; Please mark the appropriate space on the registration form to preregister.)*
- 9 am–5 pm PR2: A Day for Students and Faculty to Celebrate and Strengthen Our National Network of Student-run Free Clinics  
*(Additional Fee: \$140; \$40 student; See page 6 for additional information; Please mark the appropriate space on the registration form to preregister.)*
- 12:30–7:30 pm Conference Registration and Computer Café
- 6–6:30 pm Meeting Orientation  
Are you new to STFM, the Predoctoral Education Conference, or just need a refresher on the conference? You should attend this 30-minute session that provides you a brief overview of the conference and the organization. This session also allows you to build on your network of predoctoral educators by introducing yourself to others at the orientation. Afterward, we invite you to join your conference colleagues at the Welcoming Reception to be held from 6:30–7:30 pm.  
*Coordinators: Gurjeet Shokar, MD, conference cochair, and Heidi Chumley, MD, conference chair*
- 6:30–7:30 pm Welcoming and Networking Reception

### Friday, January 23

- 7 am–5:30 pm Conference Registration and Computer Café
- 7–8:15 am Group on Predoctoral Education Open Business Meeting With Breakfast
- 7:15–8:15 am Continental Breakfast and Networking With Poster Presenters
- 8:30–10 am Welcome With Announcements and Greetings: *Heidi Chumley, MD, conference chair*  
  
Plenary Session I: “Rural and Frontier Health Care: The Role of Family Medicine in the Health Care Safety Net”—*Beth Landon, MBA, MHA, Alaska Center for Rural Health, Anchorage, Alaska*  
Moderator: *Suzanne Allen, MD, MPH*
- 10–10:25 am Refreshment Break and Poster Session
- 10:30 am–Noon Concurrent Educational Sessions
- 12:15–1:15 pm Networking Luncheon With Award Presentations
- 1:30–5:30 pm Concurrent Educational Sessions
- 3–3:30 pm Refreshment Break and Poster Session
- 5:45–6:45 pm Predoctoral Directors Steering Committee Meeting (private meeting)
- 5:45–6:45 pm STFM Group on Faculty Development Open Meeting
- 7 pm Dine-around Friday Night—*Make New Friends Over Dinner! (each participant pays own)*
- 9 pm–Midnight Dance Party—*families and friends are welcome to participate.*

## CONFERENCE SCHEDULE

### Saturday, January 24

- 6-6:45 am "Fun Run/Walk"—*families and friends are welcome to participate!*
- 7 am-1:15 pm Conference Registration and Computer Café
- 7-8 am Special Topic Breakfasts (see page 20)  
STFM Group on Predoctoral Education Open Meeting With Breakfast
- 7-8 am "Planning for Your Retirement Nest-egg" Breakfast With Ameriprise Financial Services, Inc.—*Audrey Croft, CRPC, senior financial advisor, Ameriprise Financial Services, Inc, Roswell, Ga*  
(More information on page 6. Please check the appropriate box on the registration form if you plan to attend this breakfast.)
- 8-8:15 am Transition Break
- 8:15-9:15 am Plenary Session II: "Can We Teach Continuity of Care in a Discontinuous Medical School Curriculum?"—*John Rogers, MD, MPH, MEd, Baylor College of Medicine*  
Moderator: Heidi Chumley, MD
- 9:15-9:30 am Refreshment Break—Last Chance to Visit Posters!!!
- 9:30 am-1:15 pm Concurrent Educational Sessions
- 11-11:15 am Transition Break
- 1:15 pm Lunch on Own—*Free Afternoon*
- 1:45-2:45 pm STFM Group on Predoctoral Education Open Meeting
- 1:45-2:45 pm Family Medicine Coordinators Information Session
- 1:45-2:45 pm STFM Group on Educational Professionals Open Meeting
- 1:45-5 pm fmCASES Authoring Workshop  
(See page 6 for additional information. If you are not a case writer, but are interested in participating and would like additional information, please check appropriate box on registration form.)
- 1:45-5:45 pm NBME Item Writing Workshop: Developing High-Quality Multiple-Choice Questions to Assess Application of Knowledge Using Patient Vignettes  
(See page 6 for additional information. Please check the appropriate box on the registration form if you plan to attend.)



STFM is pleased to recognize and thank Ameriprise Financial Services, Inc, for their corporate partnership with STFM and their support of this year's conference.

### Sunday, January 25

- 7:30-11:30 am Conference Registration and Computer Café
- 7:30-8 am Coffee Service
- 8-8:15 am Transition Break
- 8:15-9:45 am Concurrent Educational Sessions
- 9:45-10 am Refreshment Break
- 10-11 am Closing Plenary Session: "Complexity Science and Predoctoral Education: Embracing Uncertainty and Surprise"—*Michael Parchman, MD, University of Texas Health Science Center, San Antonio*  
Moderator: Gurjeet Shokar, MD
- 11 am Conference Adjourns

## GENERAL INFORMATION

### Hotel Information

Savannah Marriott Riverfront  
100 General McIntosh Boulevard  
Savannah, GA 31401

Reservations: 800-285-0398  
Guest Phone: 912-233-7722



Conference Hotel Room Rate: \$143 single/double

Reservations deadline: January 3, 2009

Online Reservations: <http://www.marriott.com/hotels/travel/savrf?groupCode=stfstfa&app=resvlink&fromDate=1/21/09&toDate=1/27/09>

To receive the special conference rate listed above, call the Marriott at 800-285-0398 and tell them that you are with the STFM Predoctoral Education Conference. Reservations must be made by January 3, 2009—after that date, rooms will be assigned on a space-available basis. Rates do not include state and local sales tax. Reservations must be guaranteed for late arrival with a credit card. Cancellations must be made at least 72 hours prior to arrival date. Check-in time is 4 pm; check-out time is 11 am. The conference rate is available 3 days prior to and 3 days following the conference, based on space availability at the time the reservation is made. Please note, if conference attendance exceeds expectations, rooms in the conference block may be sold out prior to the cut-off date. Please make your reservations as soon as possible to ensure your preferred accommodations. As a helpful reminder, request a confirmation number when making your hotel reservations. And in the unlikely event that you have to cancel your reservations, please ask for a cancellation confirmation.

### Air Travel

Passport Travel, STFM's official travel agency, is available to help you with your airline arrangements. For travel assistance and other special services, call 866-203-5962 and ask for the "STFM Travel Desk." Office hours are 9 am–5 pm (CST) Monday through Friday.

### Car Rental Discount

Book your rental car with this year's conference official rental car agency, Budget Rent A Car System, Inc. Conference rates begin at \$48 per day or \$176 per week. Special weekend rates begin at \$27 per day. Make your reservations at 800-772-3773 or [www.budget.com](http://www.budget.com). Use the conference discount code during booking: U063655. Rates do not include any state or local surcharges, tax, optional coverages, or gas refueling charges. Renter must meet Budget's age, driver, and credit requirements.

### Ground Transportation

Taxi service is available between the airport and hotel for approximately \$25 one way.

(Savannah does not have a public shuttle service, and private shuttle service rates begin at \$65 per person, one-way.)

### Child Care Services

Please contact the Marriott Hotel concierge at 912-233-7722 for a list of bonded and licensed services in the downtown area.

### Continuing Medical Education

Application for CME credit has been filed with the American Academy of Family Physicians. Determination of credit is pending and will be available in October. AAFP is approved by the American Osteopathic Association to offer Category 2 credits for DO participants. For other credit, STFM will assist individuals by providing information needed to the extent possible.

### Dine-around Night

Join your friends and colleagues from the conference for an optional dinner on Friday night. Restaurant options will be available within walking distance from the hotel. Sign-up sheets will be posted at the conference registration desk. Participants are responsible for meal costs.

### SAVANNAH, GEORGIA....more friendly than formal!

SAVANNAH—one of the great historic cities of the South. In fact, their Web site even boasts, "Est. 1733." And, they're also proud to say they are more friendly than formal in Savannah. Whoever you are, wherever you're from, Savannah will welcome you with true Southern hospitality, just as they've been welcoming guests for 275 years! Hip and historic, robust and refined, Savannah is where you'll find amazing architecture, spooky cemeteries, and rich history—along with global sophistication, funky nightlife, and fabulous food. It's where history resonates into the present day and where memories are still being made. Begin planning your memories by exploring the official Savannah Convention and Visitors' Web site at [www.savcb.com](http://www.savcb.com).



## PRECONFERENCE WORKSHOPS

**Thursday, January 22**

**8 am–5 pm**

### PR1: Facing Down Our Demons: A 1-day Writing Workshop for Family Medicine Faculty

*Lucy Candib, MD, University of Massachusetts; John Frey, MD, Valerie Gilchrist, MD, University of Wisconsin*

This is the third workshop in a series, sponsored by the STFM Group on Minority and Multicultural Health. We will work with writers at all different levels of experience to strengthen their writing skills, overcome obstacles, and provide tools to move forward. Presenters will address writing issues for those who have attended the previous two workshops, and a separate section will focus on participants attending for the first time. Interested attendees will have the opportunity to choose a track focused on writing materials in the areas of curriculum and educational research together with other colleagues with similar interests. Attendees are urged to come for the whole day as the workshop is planned as a daylong activity (ie, not suitable to attend for just the morning or after lunch).

*Workshop is sponsored by the STFM Foundation. No additional fee. Mark the appropriate space on the registration form to preregister.*

**9 am–5 pm**

### PR2: A Day for Students and Faculty to Celebrate and Strengthen Our National Network of Student-run Free Clinics

*Richard Usatine, MD, University of Texas HSC at San Antonio; Wanda Gonsalves, MD, University of South Carolina; Ellen Beck, MD, University of California, San Diego*

Student-run free clinic projects address in small part some of the vast national unmet health care need, while providing meaningful service learning experiences and opportunities to learn leadership and management skills. Sharing the knowledge, experience, and skills developed in the creation and maintenance of these projects is important to achieve high-quality service and education. This preconference workshop will build on last year's meeting and continue to build a national community of faculty and student leaders directing student-run free clinics. Each participant will receive a CD with PowerPoint presentations, video clips, and ideas sharing the wealth of experiences across the nation. This year, an Art Event will be added. Participants are encouraged to display their photographs, painting, poetry, and sculpture to tell the stories of their experiences. Participants should prepare their own framing of projects as desired/required. For more information about the Art Project, please contact Dr Usatine at [usatine@uthscsa.edu](mailto:usatine@uthscsa.edu).

*Additional Fee: \$140; \$40 student. Please mark the appropriate space on the registration form to preregister.*

## OPTIONAL SESSIONS

**Saturday, January 24**

**7-8 am**

### "Planning for Your Retirement Nest-egg" Breakfast

*Audrey Croft, CRPC, Ameriprise Financial Services, Inc., Roswell, GA*

This session will address your retirement, and planning beyond the numbers, and will help you think about your options in retirement. It will also encourage you to envision the life you want to live, with exercises that help define your retirement dreams, and how working with a financial advisor now can help you achieve a more fulfilling retirement.

*No additional fee. Please check the appropriate box on the registration form if you plan to attend this breakfast.*

**1:45–5 pm**

### NBME Item Writing Workshop: Developing High-Quality Questions to Assess Application of Knowledge Using Patient Vignettes

*Kathy Holtzman, National Board of Medical Examiners*

This session focuses on preparing and reviewing multiple-choice questions (MCQs) that assess application of clinical knowledge in patient care situations, rather than just recall of isolated facts. Participants will be able to recognize, correct and avoid commonly occurring technical flaws in MCQ phrasing; select topics for MCQs that are suitable for a family medicine end of clerkship examination; write (and rewrite) MCQs assessing application of clinical knowledge in patient care situations; and participate effectively in group review of MCQs. Participants will receive a copy of "Constructing Written Test Questions for the Basic and Clinical Sciences."

*No additional fee; Please check the box on the registration form. Workshop attendance is limited.*

**1:45–5:45 pm**

### fmCASES Authoring Workshop

*Shou Ling Leong, MD, Penn State University; Alexander Chessman, MD, Medical University of South Carolina; John Waits, MD, University of Alabama; Stephen Scott, MD, Baylor College of Medicine; Jason Chao, MD, MS, Case Western Reserve University; Leslie Fall, MD, Norman Berman, MD, Dartmouth Medical School*

In partnership with ilnTime, STFM is developing fm-CASES, a set of Web-based virtual patient cases to teach the national curriculum of the family medicine clerkship. Guided by the goals and objectives of the Family Medicine Curriculum Resources Clerkship Curriculum and the core clerkship topics identified by the NBME task force, this project will develop cases that will help clerkship directors to address the LCME's (Liaison Committee for Medical Education) ED-2 requirement and ensure that every student develops a basic mastery of the core clerkship topics of the STFM national curriculum. This session is primarily for case authors, although we do have limited space for others interested in the project or who would like to serve as reviewers/editors.

*(No additional fee; Please check the box on the registration form. Workshop attendance is limited.)*

## Enroll in STFM's Third Annual Predoctoral Directors Development Institute

Imagine yourself as a faculty member in a family medicine department tasked with administrative responsibilities consistent with the role of a predoctoral director, such as oversight of the courses and advising programs offered to medical students. Although you may have a few years of experience with predoctoral teaching, you may feel you need more help to develop in your role and advance in your career. Now you have an opportunity for this training through the Predoctoral Directors Development Institute, or PDDI, developed by the STFM Education Committee and the Group on Predoctoral Education.

The **Predoctoral Directors Development Institute (PDDI)** is a comprehensive educational program designed to give you the skills you need to be successful in the role of predoctoral director.

You can expect to learn all aspects of the predoctoral director role, including these practical topics on how to....

- Direct a clerkship or preclinical course
- Obtain and manage resources
- Develop curricula and exams
- Evaluate students
- Deal with difficult students
- Recruit preceptors
- Write grants
- Negotiate support from the chair/dean

Each fellow will form a relationship with an advisor who will be one of the PDDI faculty and will complete a project geared toward your personal interests. A special outcome for participants will be the relationships you will develop, with both participants as well as teachers at the Institute. We hope that you will forge enduring relationships that support and guide you throughout your professional career.

The Institute will include two special day-long sessions:

- January 22nd prior to the 2009 STFM Predoctoral Education Conference in Savannah.
- April 29th prior to the 2009 STFM Annual Spring Conference in Denver.

Institute fellows are also encouraged to attend specific sessions that constitute a PDDI Track at each conference.

You must commit to attend both full-day special sessions and the PDDI educational sessions. Tuition for the fellowship is \$2,095 and includes conference registration fees for both the 2009 STFM Predoctoral Education Conference (January 22-25) and the 2009 STFM Annual Spring Conference (April 29 - May 3) and the advisor/peer support during and between meetings.

If you pay the tuition for the PDDI fellowship program, you should not register for the Predoctoral Education Conference and the Annual Spring Conference. Your fellowship fee includes registration for those conferences and STFM staff will automatically register you for those conferences.

**Predoctoral Directors Development Institute Fee: \$2,095.** Register by completing the form on page 21.

### PDDI Steering Committee:

Katie Margo, MD, Chair,  
*University of Pennsylvania*

Jeff Stearns, MD, STFM Education Committee Chair,  
*University of Wisconsin, Milwaukee*

Alec Chessman, MD, PDDI Evaluator  
*Medical University of South Carolina*

Alison Dobbie, MD  
*University of Texas, Southwestern Medical School*

David Little, MD  
*University of Vermont*

Paul Paulman, MD  
*University of Nebraska*

Kent Sheets, PhD,  
*University of Michigan*

### 2008 PDDI participants said:

"I have been involved in predoc education for more than 10 years. The PDDI was exactly what I needed in my professional development. There have been numerous resources, ideas, and contacts that I have made that have been invaluable to me. The PDDI rejuvenated me in my work."

"Extremely helpful overall. There was a great deal of knowledge shared in the lectures. The collaborative group discussions interspersed with the lectures allowed for processing and building on information provided. Small-group discussions were very valuable mentoring opportunities."

"This was an extremely valuable experience. It was targeted toward my needs and interests. The faculty was dedicated, knowledgeable, and excellent facilitators."

## PLENARY ADDRESSES

**Friday, January 23**  
**8:30–10 am**

### “Rural and Frontier Health Care: The Role of Family Medicine in the Health Care Safety Net”

*Beth Landon, MBA, MHA, Alaska Center for Rural Health, Anchorage, Alaska*



Family medicine serves a critical role in the provision of primary care throughout the world; here in the United States, family physicians are the primary providers of rural and frontier health care. Our nation’s rural health care safety net therefore depends on a supply of appropriately trained family docs. But our supply is dwindling, which is especially bad news for the growing aging population of rural America.

There are a number of things we can do to improve this supply. First, we can help select the students who will be family docs in rural areas. There are a number of factors attributed to or associated with individuals who pursue careers in rural family medicine, and those can be targeted early in training. Next, we can extend educational opportunities to folks for and in rural areas. Finally, we can partner with Title VII programs and rural organizations. One example is the new STFM-AHEC partnership that is working to increase the number of rural family medicine preceptors providing training. It is time to take action and together we can make an impact on the number of family docs and the number of rural docs providing the necessary care in America.

#### Learning Objectives:

1. Audience will learn examples demonstrating the importance of family medicine in rural and frontier health care in the United States
2. Audience will learn examples of how to encourage youth into family medicine
3. Audience will learn examples of successful programs that can support family medicine educators with rural exposure

Beth Landon is the 2008 president of the National Rural Health Association. She directs the Alaska Center for Rural Health—Alaska’s AHEC at the University of Alaska Anchorage. Ms Landon started with community-based participatory research to assess health needs in communities and tribal health organizations and expanded to federally funded evaluations and statewide health professions workforce studies. She is currently responsible for the evaluation of the Frontier Extended Stay Clinic demonstration project, documenting the workload and work stresses faced by our nation’s most isolated clinics towards creation of a new provider type.

**Saturday, January 24**  
**8:15–9:15 am**

### “Can We Teach Continuity of Care in a Discontinuous Medical School Curriculum?”

*John Rogers, MD, MPH, MEd, Baylor College of Medicine*



Continuity of care is the fundamental core of family medicine. Without it there is no way to provide or coordinate comprehensive acute, chronic, preventive, and psychosocial care with a whole-person orientation. How can students possibly experience the power of continuity in a medical curriculum that is characterized by discontinuity? To respond to this challenge, this presentation will examine the essential elements of continuity and alternative teaching strategies that may help students experience the essence of continuity.

John Rogers, MD, MPH, MEd, is professor of family and community medicine at Baylor College of Medicine (BCM) and served as the vice chair for education in the Department of Family and Community Medicine from 1997–2007. He is now professor-in-residence in the Office of Undergraduate Medical Education, where he is charged with advancing the Core Competency Graduation Goals, developing a 4-year curriculum in relationship-centered care, and initiating a mentoring program. Dr Rogers is certified by the American Board of Preventive Medicine and the American Board of Family Medicine and also has a Certificate of Added Qualifications in sports medicine. He is the immediate past president of the Society of Teachers of Family Medicine.

#### Learning Objectives:

After this presentation, participants will be able to:

1. Explain the definition, measures, and benefits of continuity of care
2. Outline teaching opportunities and challenges in the medical curriculum
3. Describe essential elements of continuity and alternative teaching strategies



**Sunday, January 25**  
**10–11 am**

**“Complexity Science and Predoctoral Education: Embracing Uncertainty and Surprise”**

Michael Parchman, MD, University of Texas Health Science Center, San Antonio



The majority of learning and development during the medical education experience occurs within small teams of health professionals in outpatient clinics or hospital wards. Complexity science has offered a new way to think about these teams, specifically that they are complex adaptive systems. Complex adaptive systems are a diverse collection of agents (clinic staff, clinicians, and patients), who have the capacity to learn and co-evolve with each other and their environment. The agents in a CAS are highly interdependent and interact in a non-linear dynamic fashion, resulting in emergent properties of the CAS that are often surprising. The purpose of this address is to identify some of the most critical insights from viewing health care teams as a complex adaptive system and their implications for designing and implementing more effective learning experiences for our students.

**Learning Objectives:**  
By the conclusion of this presentation, attendees should be able to:

1. Describe the fundamental characteristics of a complex adaptive system.
2. Give examples of how health care settings where medical education occurs demonstrate characteristics of a complex adaptive system.
3. Design a medical education experience that takes into account the characteristics of a complex adaptive system.

Michael Parchman, MD, MPH, is an associate professor at the University of Texas Health Science Center at San Antonio in the Department of Family and Community Medicine and investigator at the VERDICT Health Services Research Program in the South Texas Veterans Health Care System. His areas of interest include understanding primary care settings as a type of complex adaptive systems, practice-based research network (PBRN) development and methodologies and improving outcomes of care for patients with type 2 diabetes in the primary care clinic setting. As a coinvestigator on the UT Health Science Center’s Clinical Translational Science Award, he is leading the development of a PBRN resource center for the University. His current research activities are funded by both the NIH and the VA HSR&D.

**SESSION FORMATS**

The Predoctoral Education Conference offers a variety of session formats to satisfy differing needs. Here is a brief overview of the sessions available for your participation:

**Workshops**

These 2-hour task-oriented, small-group educational sessions offer participants an increased understanding of and/or skills in teaching or clinical applications.

**Seminars**

90 minutes of didactic presentation and audience discussion are involved in the exploration of ideas or information in these sessions.

**Symposia**

These 90-minute sessions provide diverse perspectives and approaches to educational subjects or issues requiring collaborative work and presentation from multiple institutions or departments. These sessions provide a forum for extended discussion. A moderator organizes a brief presentation (self or panel) to stimulate a focused discussion by the participants.

**Lecture-Discussions**

These 45-minute lectures provide a forum for concise, didactic presentation, followed by discussion. The focus may be clinical, research, administrative, educational, or personal or career development. (Two lectures are paired and offered consecutively in a 90-minute session.)

**PEER Sessions**

As Professional Education Experience Review sessions, these 15-minute presentations provide a forum for sharing research projects, curricular ideas, teaching experiences, or other educational concepts in a brief format.

**CONFERENCE PLANNING TRACKS**

Throughout the development of this program, the needs of students, preceptors, and coordinators were considered. While you are the best judge of what meets your needs, please note sessions in the conference abstracts (denoted by the following codes that follow the session title) that may be especially valuable for you.

S= Student      P= Preceptor      C=Coordinator

Participants may choose to attend one session in each time block. No preregistration is required for sessions. Sessions are filled on a first-come, first-served basis.

## CONCURRENT EDUCATIONAL SESSIONS

Participants may choose to attend one session in each time block. There is no preregistration for sessions. Sessions are filled on a first-come, first-served basis.

### FRIDAY, JANUARY 23

10:30 am–Noon

#### SEMINARS

##### **S1: fmCASES: Web-based Virtual Patient Cases for The Family Medicine Clerkship**

Shou Ling Leong, MD, Penn State University; Alexander Chessman, MD, Medical University of South Carolina; John Waits, MD, University of Alabama; Stephen Scott, MD, Baylor College of Medicine; Jason Chao, MD, MS, Case Western Reserve University; Leslie Fall, MD, Norman Berman, MD, Dartmouth Medical School

#### LECTURE-DISCUSSIONS

##### **L1A: Medical Student Insight Into Personal Coping Strategies: One Aspect of a Burnout Prevention Curriculum [S]**

Robin Schroeder, MD; Chantal Brazeau, MD; Steven Keller, PhD, UMDNJ-New Jersey Medical School

##### **L1B: Mastering Complexity Without Burning Out: Role-modeling and Teaching Self-care and Burnout Prevention to Medical Students**

Chantal Brazeau, MD; Robin Schroeder, MD; Steven Keller, PhD, UMDNJ-New Jersey Medical School

##### **L2A: Student Unprofessional Behavior: What Would You Do? [C]**

Kaparaboyana Kumar, MD; Maria Munoz, MD; James Tysinger, PhD, University of Texas HSC at San Antonio

##### **L2B: How to Bash Bashing: Students' Experiences and Recommendations [S]**

David Holmes, MD, SUNY at Buffalo; Frank Domino, MD, University of Massachusetts; Elizabeth Terragnoli; Williamsville, NY

##### **L3A: A Curriculum for Teaching EHR-specific Communications Skills**

Jay Morrow, DVM, MS; Alison Dobbie, MD; Scott Kinkade, MD, MSPH; Dan Sepdham, MD, University of Texas, Southwestern

##### **L3B: Teaching Preclinical Students to Write Health Records: Acknowledging the Diversity and Complexity of Patient Visits**

Robin DeMuth, MD; Brian Rayala, MD; Steven Roskos, MD; Suzanne Sorkin, MD, Michigan State University

##### **L4A: The Challenging Learner: A Multidisciplinary Approach to Diagnosis and Remediation [P,C]**

Lisa Gussak, MD; Tracy Kedian, MD, University of Massachusetts

##### **L4B: Mastering a Complex Task: Medical Student Remediation by Family Physicians**

Robert Hatch, MD, MPH; Kendall Campbell, MD; Daniel Rubin, University of Florida

#### PEER PAPERS

##### **PEER SESSION A: Longitudinal Training**

**PA1: A New Longitudinal Interprofessional Chronic Illness Curriculum**  
Lauren Collins, MD; Christine Jerpak, MD; Christine Arenson, MD; Jefferson Medical College

##### **PA2: Building Bridges to Enhance the Progression and Continuity of Clinical Skills Training**

Peter Lewis, MD; Patricia Gordon, MD; Pennsylvania State University

##### **PA3: Experiences in Early Outpatient Clinical Medicine—One School's Journey in Establishing a Longitudinal Curriculum**

Joanne Williams, MD, MPH, Emory University

##### **PA4: The Development of a Continuity Care Course in the Third-year Curriculum on Dissimilar Campuses**

Robert Risimini, MD; Joyce Afran, MD; UMDNJ-RWJ Medical School

##### **PA5: Model Madres—Maternal, Child, and Family Health: Transforming Clerkships Into an Integrated Longitudinal Learning Module**

Adriana Padilla, MD; Susan Hughes, MS; University of California San Francisco-Fresno

##### **PEER SESSION B: Interdisciplinary/Intraprofessional**

##### **PB1: Oral-Dental Health Training for Senior Medical Students: A Medical and Dental School Collaborative Curriculum**

David Gaspar, MD; Mark Deutchman, MD; University of Colorado

##### **PB2: Introducing Interprofessional Learning Through a Clerkship Experience**

Amy Blue, PhD; Donna Kern, MD; Scotty Buff, PhD; Sarah Shrader, PharmD; Andrea White, PhD; Marilyn King, RN, PhD; Mary Hewett, PA-C, Medical University of South Carolina; Emily Warren, MSW, LowCountry AHEC, Walterboro, SC

##### **PB3: Enhancing Continuity Through Collaborative Education: An Interdisciplinary Approach to Care of the Underserved**

Barbara Carranti, RN, LeMoyne College, Syracuse, NY; Lynn-Beth Satterly, MD, SUNY Upstate Medical University

##### **PB4: Students 2: Collaborative Learning**

India Broyles, EdD; Jeani Reagan; Tyler Raymond, University of New England College of Osteopathic Medicine

##### **PB5: Educating Medical Students on the Appropriateness of Specialty Referral From Family Medicine**

Joel Heidelbaugh, MD; Kent Sheets, PhD, University of Michigan

## CONCURRENT EDUCATIONAL SESSIONS

### PEER SESSION C: Student Interest

#### PC1: Beyond the FMIG: Harnessing Student Interest Through an Array of Extracurricular Activities [C,S]

Sarah Pritts, MD, University of Cincinnati

#### PC2: Using Women's Health to Recruit Students to Family Medicine

Heather Paladine, MD, Columbia University; Norma Jo Waxman, MD, University of California, San Francisco; Pablo Joo, MD, Columbia University

#### PC3: Developing Family Medicine Programs in China—A Complex Task

Audrey Paulman, MD, MMM; Paul Paulman, MD; Jeffrey Harrison, MD; Kai Fu, MD, University of Nebraska

#### PC4: The New MedDebt Program at Boston University School of Medicine

John Wiecha, MD, MPH, Boston University

#### PC5: Integrative Medicine in Residency: A New Way to Attract Medical Students to Family Medicine?

Victor Sierpina, MD, University of Texas Medical Branch at Galveston

### SPECIAL SESSIONS

#### SS1: What Is Core? Defining Expectations for Our Required Third-year Clerkships

Scott Fields, MD, Oregon Health and Science University

#### SS2: Educational Grant Writing 101

Alison Dobbie, MD, University of Texas, Southwestern

## FRIDAY, JANUARY 23

1:30–3 pm

### LECTURE-DISCUSSIONS

#### L5A: Conversation Cafés for Cultural Competency

Suzanne Eidson-Ton, MD, MS, University of California, Davis

#### L5B: Another Elephant in the Consulting Room: Educating Medical Students About Suffering

Thomas Egnew, EdD, Tacoma Family Medicine, Tacoma, Wash

#### L6A: Case Reporting: Attracting Students to Family Medicine by a Road Less Traveled [S]

Dean Seehusen, MD, MPH; Jason Lanham, MD; Aaron Saguil, MD, US Army Fort Gordon FMR, Evans, Ga

#### L6B: Using Reflective Writing as an Avenue to Student Scholarly Activity

Melly Goodell, MD; Adam Dimitrov, MD, Family Practice Franklin Square, Fallston, Md

#### L7A: Teaching Continuity of Care and Management of Complex Illness at a Student-run Free Clinic Project

Ellen Beck, MD; Sunny Smith, MD; Michelle Johnson, MD, University of California, San Diego

#### L7B: Homelessness and the Medical Home: Building a Foundation of Care and Continuity Through Street-based Outreach

David Deci, MD, West Virginia University

#### L8A: Utilizing a Strategic Planning Process to Guide the Function of a Student-run Free Clinic [S]

Nicholas Stucky, MS; Janell Jones; Ryan Smith; Claire Zeigler; Adam Obley; John May; Allen Greiner, MD; Joshua Freeman, MD, University of Kansas Medical Center

#### L8B: Student-run Free Clinics: Inspiring Students to Improve the Quality of Health Care and Medical Education [S]

Marcia Slone, University of South Florida; Adam Mecca, University of Florida; Aaron Jaworek; Fariha Esmail; Laurie Woodard, MD, University of South Florida

#### L9A: A Longitudinal Integrated Clerkship: Next Step Report

Sue Runyan, MD, MPH; William Shore, MD, University of California, San Francisco

#### L9B: Developing a Longitudinal Continuity Experience for Third-year Medical Students: Rewards, Challenges, and Lessons Learned

Betsy Jones, EdD; Lance Evans, PhD; David Trotter, MA; Mike Ragain, MD, MEd, Texas Tech Family Practice at Lubbock; Kathryn Horn, MD; Frank Hromas, MD, Texas Tech University; Fiona Prabhu, MD; Ronald Cook, DO, MBA, Texas Tech Family Practice at Lubbock

#### L10A: Preparing Students for the USMLE Step 2-Clinical Skills Examination [C]

Anne Walling, MD; Scott Moser, MD, University of Kansas-Wichita

#### L10B: Using Standardized Patient Encounters for Assessment and Remediation of Medical Student Clinical and Professional Skills

Michelle Colen, MD, Kirksville College of Osteopathic Medicine

*"Great conference. Lots of energy and motivation from presenters and among the audiences. Good range of topics. I had a hard time picking what sessions to attend, which is always a good sign of the quality of the conference content."*

*—2008 Conference Attendee*

## CONCURRENT EDUCATIONAL SESSIONS

**FRIDAY, JANUARY 23**

**1:30–3 pm**

### PEER PAPERS

#### PEER SESSION D: Community

##### PD1: Partnering the University With the Community for Service, Education, and Research

Lynn-Beth Satterly, MD; Andrea Manyon, MD, SUNY Upstate Medical University; Barbara Carranti, RN, MS, CNS, LeMoyne College, Syracuse, NY; Christopher Morley, MA, CAS; Clyde Satterly, MD, SUNY Upstate Medical University

##### PD2: Student Attitudes: Potential Barriers to Implementing a Community Medicine Field Activity in a Clerkship

Katherine Margo, MD; Kent Bream, MD; Gillian Bazelon, MEd; Gary Davis, Jr, MD; Peter Cronholm, MD, MSCE; University of Pennsylvania

##### PD3: Family Medicine and Rural/Community Medicine Clerkship as an Integrated, 2-month Experience

John Waits, MD; James Leeper, PhD, University of Alabama

##### PD4: Going Beyond the Clinical Office: Enhancing Medical Education Through Community Experiences

Joyce Afran, MD; Anna Looney, PhD, UMDNJ-RWJ Medical School

##### PD5: Domestic Violence Education: An Immersion Experience in Community Medicine

Suzanne Harrison, MD, Florida State University, Tallahassee; Michael Muszynski, MD, Florida State University, Orlando

#### PEER SESSION E: Across the Spectrum

##### PE1: Health Mentors: Their Impact on First-year Student Education

Christine Jerpbak, MD; Lauren Collins, MD, Thomas Jefferson University

##### PE2: Professionalism From the Eyes of First-year Medical Students [S]

Carol Hustedde, PhD; Andrea Pfeifle, EdD; William Elder, PhD; Jennifer Joyce, MD; Ray Archer, PhD, University of Kentucky

##### PE3: A 4-year Elective in Family Medicine: Teaching Our Core Values to Future Physicians

Sarah Pritts, MD, University of Cincinnati

##### PE4: Incorporating Relaxation Techniques in a Transitions to Internship Course

Sarah-Anne Schumann, MD; Sandy Smith, PhD; University of Chicago/Pritzker

##### PE5: A Medical Student EBM Project as a Useful and Relevant Resident Teaching Tool

Lisa Maxwell, MD, Christiana Care, Wilmington, Del

#### PEER SESSION F: Administrative

##### PF1: A Clerkship Handheld Encounter Log to Document Visit Types, Tasks Performed, and Level of Involvement

William Huang, MD; Haijun Wang, MS; Elvira Ruiz; Jane Corboy, MD; John Rogers, MD, MPH, MEd; Baylor College of Medicine

##### PF2: Reigning in the Teaching Beast: A Pilot Project in Equitably Assigning Medical School Teaching Responsibilities

Vincent WinklerPrins, MD, Michigan State University

##### PF3: Development of a Model to Integrate New Content Into an Already Crowded Curriculum

John George, PhD; Jeffrey Suzewits, DO, MPH; Stephan Laird, DO; Kirksville College of Osteopathic Medicine

##### PF4: Half-full Glasses: Finding the Best From Community Preceptors [P]

Peter Ham, MD; Steven Heim, MD; Sunhee Park; Leslie Stewart; University of Virginia

##### PF5: Teaching and Learning Within the Complex Evolution of the New Medical Home

Shawn Blanchard, MD; John Saultz, MD; Oregon Health and Science University

**FRIDAY, JANUARY 23**

**1:30-5 pm** (includes 30-minute break at 3 pm)

### SPECIAL SESSION

#### SS3: Faculty Development Workshop: Developing Educational Scholarship and Building an Educator's Portfolio

Alison Dobbie, MD, University of Texas, Southwestern; James Tysinger, PhD, University of Texas HSC at San Antonio

(Preregistration is required—No additional fee. Workshop attendance is limited to 30. Mark appropriate box on registration form to register.)

**FRIDAY, JANUARY 23**

**3:30–5 pm**

### SEMINAR

#### S2: Rural Health Programs: The Third Generation [P]

Byron Crouse, MD, University of Wisconsin; Lisa Dodson, MD, Oregon Health and Science University; Taihung Duong, PhD, Indiana University

**FRIDAY, JANUARY 23**

**3:30–5 pm**

SYMPOSIUM

**SY1: Innovative Pearls From the NIH-sponsored Behavioral and Social Sciences Education Initiative**

*William Toffler, MD; Kathryn Chappelle, MA, Oregon Health and Science University; Susan Skochelak, MD, MPH, University of Wisconsin; John Rogers, MD, MPH, MEd, Baylor College of Medicine; Lynne Cleeland, MS, Medical College of Wisconsin; Mary Johanna Fink, MD, Columbia University*

LECTURE-DISCUSSIONS

**L11A: Becoming a Game Show Host: Using an Audience Response System to Energize Your Didactic Sessions [C]**

*James Deckert, MD; Fred Rottnek, MD; Kelly Everard, PhD, St Louis University*

**L11B: Using Technology to Help Students Navigate the Complex Depth of Family Medicine**

*David Henderson, MD; Kenia Mansilla-Rivera, MD, University of Connecticut; Sylvia Shellenberger, PhD, Medical Center of Central Georgia, Macon, Ga;*

**L12A: The Role of the Academic Coordinator in Promoting and Recruiting to Family Medicine [C]**

*Jill Stetzer; Rachel Halvaksz, University of Texas HSC at San Antonio*

**L12B: Evolving the Teacher/Preceptor Role to Have a Positive Influence on Family Medicine Career Choice [P]**

*Robert Baldor, MD, University of Massachusetts; Wayne Altman, MD, Tufts University; Mark Quirk, EdD, University of Massachusetts; Randa Kutob, MD, MPH, University of Arizona; Frank Domino, MD, University of Massachusetts*

**L13A: Primary Care and Substance Abuse: A Model for Teaching Screening, Treatment, and Continuity of Care**

*Rosanne McBride, PhD; Charles Christianson, MD, ScM; University of North Dakota*

**L13B: Transition Planning and Management: Continuity of Care for Youth With Developmental Disabilities**

*Christopher Morley, MA, CAS; Nienke Dosa, MD, MPH, SUNY Upstate Medical University; Sweetie Jain, MD, Lehigh Valley Hospital FMR, Allentown, Pa; Bruce Kelly, MD, CHAT Project, Asheville, NC; Irene Jurczyk, Mountain AHEC-Asheville FMR, Asheville, NC; John Reiss, PhD, University of Florida; Monique Winslow, PhD, NC DHHS/Division of Public Health, Raleigh, NC; Dana Boyd, Pennsylvania Academy of Family Physicians, Harrisburg, Pa; Jeffrey Tamburo, LMSW, SUNY Upstate Medical University*

PEER PAPERS

**PEER SESSION G: Innovations**

**PG1: Educating Medical Students for Health Policy and Advocacy: Lessons From a Family Medicine Clerkship [S]**

*Tiffany Snyder, DO; Martha McGrew, MD; University of New Mexico*

**PG2: Preliminary Outcomes From Piloting a Novel Medical Genetics Curriculum in the Family Medicine Clerkship**

*Kent McKelvey, Jr, MD; Sarita Prajapati, MD, MPH; University of Arkansas for Medical Sciences*

**PG3: Sharing the Patient's Story: Reflective Narrative in a Third-year Clerkship Debriefing**

*Melissa Bradner, MD, MHA; Steven Crossman, MD; Judy Gary, MEd; Virginia Commonwealth University*

**PG4: The Effect of New Medical School Curricula on Students' and Preceptors' Perception of Practice Change**

*Bonnie Jortberg, MS, RD, CDE; David Gaspar, MD; Kelly White, MD; University of Colorado*

**PG5: A New Longitudinal Interprofessional Chronic Illness Curriculum**

*Christine Jerpbak, MD; Christine Arenson, MD; Thomas Jefferson University*

**PEER SESSION H: Student Interest**

**PH1: Student Interest Metrics: Updates and Data From the AAFP**

*Amy McGaha, MD; Ashley DeVilbiss; American Academy of Family Physicians, Leawood, Kan*

**PH2: Pipeline Program - Encouraging And Replenishing [P]**

*Joanne Williams, MD, MPH; Sam Funt; Zwade Marshall; Emory University*

**PH3: Third-year Continuity Clinics With Generalists Versus Specialists: Differences in Clinical Skills Acquisition and Residency Selection**

*Margo Vener, MD, MPH; Maria Wamsley, MD; Cynthia Irvine, MEd; Katherine Hsieh; Arianne Teherani, PhD; Elisabeth Wilson, MD, MPH; University of California, San Francisco*

**PH4: The Generalist Careers Pathway Program: Do Match Rates Improve With Primary Care Mentoring?**

*Darwin Deen, MD; Lisa Rucker, MD; Alice Fornari, EdD, RD; Diane Indyk, DO; Maria Teresa Santos, MD; Albert Einstein College of Medicine*

**PH5: Factors Influencing Medical Student's Specialty Choice [P]**

*Rachel Bramson, MD, MS; Iftexhar Ahmed, MA, Texas A&M University; Betsy Jones, EdD, Texas Tech Family Practice at Lubbock; Robert Wiprud, MD, Texas A&M University; Fiona Prabhu, MD, Texas Tech Family Practice at Lubbock; Shannon DeShazo, MD, University of Nebraska; Mark English, MD; Samuel Forjuoh, MD, MPH, DrPH, Texas A&M University*

## CONCURRENT EDUCATIONAL SESSIONS

**FRIDAY, JANUARY 23**

**3:30–5:30 pm**

### WORKSHOPS

#### **W1: Would You Want This Medical Student to Be Your Doctor?**

David Little, MD, University of Vermont; Donna Kern, MD, Medical University of South Carolina; Paul Paulman, MD, University of Nebraska; Katherine Margo, MD, University of Pennsylvania; Kent Sheets, PhD, University of Michigan

#### **W2: A Feedback Workshop for Community Preceptors Using OSTEs [P]**

Sarah-Anne Schumann, MD; Lisa Vargish, MD, MS; Sandy Smith, PhD; Michael Mendoza, MD, MPH; University of Chicago/Pritzker

**SATURDAY, JANUARY 24**

**9:30–11 am**

### SEMINARS

#### **S3: Using Implicit Association Tests in Medical Education: A Method to Promote Reflection and Cultural Competence**

Sonia Crandall, PhD, MS; Gail Marion, PA-C, PhD; Wake Forest University; Anne Gill, DrPH, MS, RN; Paul Haidet, MD, MPH; Baylor College of Medicine

#### **S4: The “Lake Wobegon Effect” in Family Medicine Clerkship Grading [P]**

Kathryn Chappelle, MA; William Toffler, MD; Jill Christensen; Oregon Health and Science University

### SYMPOSIUM

#### **SY2: Innovations in Family Medicine Clerkships: Comparison of Four Programs**

William Shore, MD; Margo Vener, MD, MPH; University of California, San Francisco; Jason Chao, MD, MS, Case Western Reserve University; John Delzell, Jr, MD, MSPH, University of Kansas Medical Center; Sue Runyan, MD, MPH, University of California, San Francisco; David Steele, PhD, Texas Tech University

### LECTURE-DISCUSSIONS

#### **L14A: TERM Experience in Family Medicine: An Expanded Rural Site Core Clerkship Curriculum for Medical Students [C]**

Ashley Evans, MD; Lea Yerby, PhD; John Waits, MD; Daniel Avery, MD; Sara Bush, University of Alabama-Tuscaloosa

#### **L14B: Development of Rural Teaching Community Health Centers: Progress and Outcomes After 3 Years**

Peter Beatty, PhD; Eugene Bailey, MD, SUNY Upstate Medical University

#### **L15A: “Play’s” the Thing: Using Unique Forms of Expression to Explore Complexities in Medical Practice**

Katherine Wagner, MD, Albany Medical College; Mary Johanna Fink, MD, Columbia University; Mary Smith, MSW, PhD, Albany Medical College

#### **L15B: Using Reflection to Address the Complexities of Health Care**

Frank Domino, MD, University of Massachusetts; Marie Dent, PhD, Mercer University; Mark Quirk, EdD, University of Massachusetts

#### **L16A: Credibility Versus Fun: Can We Achieve Both on a Third-year Clerkship?**

David Schneider, MD, MSPH, St Louis University; Kaparaboyana Kumar, MD; James Tysinger, PhD; Jill Stetzer; Maria Munoz, MD, University of Texas HSC at San Antonio

#### **L16B: Measuring Student Competency in Information Mastery/Evidence-based Medicine**

Steven Heim, MD, University of Virginia

### PEER PAPERS

#### **PEER SESSION I: Teaching/Assessing Clinical Skills**

##### **PI1: Meeting the Challenge: Teaching and Assessing Medical Students’ Use of Interpreters**

Allison Macerollo, MD; Joseph Dusseau, MD; Doug Knutson, MD, Ohio State University.

##### **PI2: Student Clinical Notes: Are Key Items Forgotten, Invented, or Never Asked?**

Anne Walling, MD; Scott Moser, MD, University of Kansas, Wichita

##### **PI3: Delivering Bad News—A Sub-internship Competency**

Glenn Miller, MD; Sarah Kent, MD; Erin Martin, MD; Amanda Wright, DO, University of Illinois at Peoria.

##### **PI4: Teaching the Complexity of Procedural Skills to Medical Students: The Impact on Confidence**

Jocelyn Gravlee, MD; Lou Ann Cooper, PhD; University of Florida

##### **PI5: Tools for the Medical Home: Teaching Evidence-based Activity Prescription Skills to Clerkship Students**

Michael Cannon, MD, St Louis University

### PEER SESSION J: Tools and Assessments

#### **PJ1: Case-based Evaluation of Student Performance in the Family Medicine Clerkship**

Amanda Keerbs, MD, MSHS; Tom Greer, MD, MPH, University of Washington.

#### **PJ2: Evaluation of Musculoskeletal Knowledge—A Multiple Choice Examination**

John Turner, MD, Indiana University

#### **PJ3: Using Point of Care Tools to Teach EBM**

Alison Lauber, MD, Medical College of Georgia

#### **PJ4: Describing Medical Students' Growth in Professionalism Using Krathwohl and Bloom's Taxonomy of the Affective Domain**

Andrea Shipp-Pfeifle, EdD; Ray Archer, PhD; Carol Hustedde, PhD; Jennifer Joyce, MD; William Elder, PhD, University of Kentucky

#### **PJ5: Shadowing Our Students: Teaching by Shadowing Clerkship Students in the Outpatient Clinical Setting**

Vincent WinklerPrins, MD, Michigan State University

### PEER SESSION K: Innovations

#### **PK1: How Sweet It Is: A Creative Approach to Teaching Diabetes, Dyslipidemia, and CQI**

Amanda Allmon, MD; Sarah Swofford, MD, University of Missouri-Columbia

#### **PK2: Teaching Contraception: An Update**

Ruth Lesnewski, MD, MS; Honor MacNaughton, MD, Beth Israel Residency Program in Urban Family Practice, New York, NY

#### **PK3: The Effect of a Medical Student-administered CVD Risk Assessment on Patient Health Outcomes**

Bonnie Jortberg, MS, RD, CDE; David Gaspar, MD; Kelly White, MD, University of Colorado

#### **PK4: Development of an Innovative Integrated Selective on the Nature and Challenge of the Doctor-Patient Relationship**

Richard Holloway, PhD, Medical College of Wisconsin; Susanne Krasovich, MD, Waukesha Family Practice Residency, Waukesha, Wis; Ranier Gedeit, MD, Medical College of Wisconsin

#### **PK5: Clinician Educators—Thoughts About Teaching Medical Students to Address Religion and Spirituality With Patients**

Mimi McEvoy, MA; William Burton, EdD; Bradley Morgantern; Lauren Glass; Felise Milan, MD, Albert Einstein College of Medicine

### SPECIAL SESSION

#### **SS4: Share Your Work and Build Community Using STFM's Family Medicine Digital Resources Library (FMDRL)**

Richard Usatine, MD, University of Texas HSC at San Antonio; Traci Nolte, Society of Teachers of Family Medicine, Leawood, Kan

### **SATURDAY, JANUARY 24**

**11:15 am–12:45 pm**

### SEMINAR

#### **S5: "Green Eggs and Ham:" Scrambling to Teach Students About Underserved Medicine [S]**

Scott Renshaw, MD; Jennifer Custer, Indiana University

### LECTURE-DISCUSSIONS

#### **L17A: Contributions of Community-based Preceptors to the Clerkship Curriculum [P]**

David Wright, MD, Austin Medical Education Program, Austin, Tex; Radheshyam Miryala, MD, Family Medicine, Galveston, Tex; Robert Bulik, PhD, University of Texas Medical Branch at Galveston

#### **L17B: Transforming Community Faculty Development Into a Collaborative School-wide Offering Elevates the Status of Family Medicine**

Wayne Altman, MD; Richard Glickman-Simon, MD; Amy Lee, MD, Tufts University

#### **L18A: The Student Interest Portfolio: Departments Share Successes and Collaborations**

Ashley DeVilbiss; Amy McGaha, MD, American Academy of Family Physicians, Leawood, Kan

#### **L18B: Using Graham Center Resources to Meet Advocacy and Planning Needs of Primary Care Educators**

Andrew Bazemore, MD, MPH, American Academy of Family Physicians, Washington, DC

#### **L19A: The Science of Persuasion: Using Pharmaceutical Marketing Techniques to Positively Influence Patients**

Bruce Britton, MD; Thomas Lynch, PharmD, Eastern Virginia Medical School

#### **L19B: Simplifying and Teaching the Complexity of the Medical Interview**

Peggy Wagner, PhD; Thomas Huff, MD; Stacie Speers, MS; Stan Sulkowski; Ralph Gillies, PhD, Medical College of Georgia

#### **L20A: Teaching Continuity of Care, Modeling Transitions of Care, and Emphasizing Prevention: A Blended Inpatient-Outpatient Clerkship**

Margo Vener, MD, MPH; Leila Alpers Moore, MD, MS; Arianne Teherani, PhD; Elisabeth Wilson, MD, MPH, University of California, San Francisco

#### **L20B: Teaching Family Medicine in Non-traditional Settings [P,C]**

Vivek Kantayya, MD, University of Illinois at Rockford

## CONCURRENT EDUCATIONAL SESSIONS

**SATURDAY, JANUARY 24**

**11:15 am–12:45 pm**

### LECTURE-DISCUSSIONS CONT'D

#### L21A: Development and Implementation of a Team-based Learning Curriculum

Douglas Bower, MD; Joan Bedinghaus, MD; Nancy Havas, MD; Kayleen Papin, MD; Sabina Diehr, MD; Staci Young, PhD, Medical College of Wisconsin

#### L21B: Initiating Global Health Instruction at Your School: Tips and Resources

Dennis Gingrich, MD; Norman Fredrick, MD, Pennsylvania State University

### PEER PAPERS

#### PEER SESSION L: Students as Teachers

##### PL1: Fourth-year Student Patients for First-year Doctoring Course [S]

Robin Schroeder, MD; Steven Keller, PhD; Chantal Brazeau, MD, UMDNJ-New Jersey Medical School

##### PL2: Teaching Medical Students to Teach [S]

Julie Taylor, MD, MSc; Salma Faghri, Nitin Aggarwal; Kimberly Zeller, MD, Brown University,

##### PL3: Integrating Public Health Into Predoctoral Curriculum—An Experiment Involving Older Students as Teachers

Christina Porucznik, PhD, MSPH; Susan Cochella, MD; Claire Clark, PhD; Peter de Schweinitz, MD, University of Utah

##### PL4: How to Successfully Involve Second-year Medical Students in Teaching Their Peers in Physical Diagnosis [S]

Richard Schrot, MD, University of South Florida

##### PL5: The Continuum of Student to Teacher: Fourth-year Medical Students as Small-group Facilitators [S]

Katrina Miller, MD, Glendale Adventist Family Practice, Los Angeles

#### PEER SESSION M: Web-based Learning and Technology

##### PM1: Using Podcasting to Teach Geriatrics to Third-year Medical Students

Betsy Jones, EdD; Fiona Prabhu, MD, Texas Tech Family Practice at Lubbock; Charmaine Martin, MD, Texas Tech Family Practice Center, El Paso, Tex; Marichu Balmes, MD, Texas Tech University Health Sciences Center, Amarillo, Tex; Lynn Bickley, MD; Robert Neilson, MD, Texas Tech University, Lubbock, Tex; Steven Urban, MD, Texas Tech University, Amarillo, Tex; Dinorah Nutis, MD, Texas Tech Family Practice Center, El Paso, Tex

##### PM2: Integrating Program and Nationally Constructed Case-based Learning Modules: Searching for an Optimal Fit

Bruce Bennard, PhD; Joseph Florence, MD, East Tennessee State University; Jason Moore, MD, Bristol Family Practice, Bristol, Tenn; James Shine, MD, East Tennessee State University

##### PM3: A Web-based Approach to Enhance Preventive Medicine Education Outcomes for Third-year Medical Students

Pablo Joo, MD, Columbia University; Sharon Krackov, EdD, Associated Medical Schools of New York, New York, NY; Michelle Hall, BSc, Columbia University; Edgar Figueroa, MD, MPH, Weill Medical College, New York, NY; Devayani Tirthali, Center for New Media Teaching and Learning, New York, NY; Susan Lin, DrPH, Center for Family and Community Medicine, New York, NY

##### PM4: Using Design-a-case<sup>®</sup> for Self-directed Learning: Which Cases Are Selected, Why, and Does Choice Impact Performance?

Jay Morrow, DVM, MS; Dan Sepdham, MD; Scott Kinkade, MD, MSPH; University of Texas, Southwestern; Gurjeet Shokar, MD, University of Texas Medical Branch at Galveston; Laura Snell, MPH; Alison Dobbie, MD; University of Texas, Southwestern

##### PM5: Asynchronous Web-based Orientation for a Required Rotation: Creating Time to Teach Complex Concepts

Jacob Prunuske, MD, MSPH, University of Wisconsin

### SPECIAL SESSION

#### SS5: Clerkship Organization for the Academic Coordinators

Cynthia Villanueva, MS, University of Colorado

**SUNDAY, JANUARY 25**

**8:15-9:45 am**

### SEMINAR

#### S6: "Hollywood" on a Shoestring: Use of Multimedia Solutions to Enhance a Medical Curriculum

Ryan Palmer, MFA, Oregon Health and Science University; Donna Kern, MD, Medical University of South Carolina; Scott Sallay, MD, Oregon Health and Science University; Alexander Chessman, MD; Robert Mallin, MD; Medical University of South Carolina

### SYMPOSIUM

#### SY3: The Maternal-child Health of Medical Students

Julie Taylor, MD, MSc; Anna Groskin, MA; Joanne Wilkinson, MD; Miriam Hoffman, MD; Megan Adamson, MD, Brown University; Tracy Kedian, MD; Laura Petras, University of Massachusetts



**SUNDAY, JANUARY 25**

**8:15-9:45 am**

### LECTURE-DISCUSSIONS

#### **L22A: A Group Peer Review Process for Web-based Cases: Monitoring Quality and Recognizing Faculty Scholarship**

*Surjeet Shokar, MD; Victor Sierpina, MD; Barbara Ferrell, PhD; Robert Bulik, PhD; University of Texas Medical Branch at Galveston*

#### **L22B: Changing Medical Student Learning Styles—Are Textbooks Becoming Obsolete? [C]**

*Lisa Slatt, MEd; Philip Sloane, MD, MPH; University of North Carolina; Mark Ebell, MD, MS, Medical College of Georgia*

### PEER PAPERS

#### **PEER SESSION N: Medical Errors**

##### **PN1: Using Web-based Interactive Learning Module to Teach Students to Make Effective Medical Error Apologies**

*Ralph Gillies, PhD; Peggy Wagner, PhD; Sara Young, MD; Stacie Speers, MS; Stanley Sulkowski; Medical College of Georgia*

##### **PN2: Innovative Cognitive Learning Lab Within a Patient Safety Curriculum to Introduce Students to Cognitive Errors**

*Sara Young, MD, MS; Peggy Wagner, PhD; Ralph Gillies, PhD; Stacie Speers, MS; Stan Sulkowski; Medical College of Georgia*

##### **PN3: Information-gathering Patterns Associated With Incorrect Diagnoses**

*John Delzell, Jr, MD, MSPH; Heidi Chumley, MD, University of Kansas Medical Center*

### POSTERS

*Visit with leaders in innovative curriculum development and research in predoctoral education, while viewing their projects and work in an informal information-exchange setting! Join poster presenters over breakfast and during refreshment breaks.*

Posters will be open all day Friday, January 23, beginning at 7:15 am with breakfast. They will remain on display through the refreshment break on Saturday morning, January 24.

#### **P1: A Comparison of Faculty and Standardized Patient Ratings of Student Clinical Skills**

*Desiree Lie, MD, MEd; Michael Prislun, MD; Jennifer Encinas; Susan Ahearn, RN; Frances Stephens, MFA, University of California, Irvine*

#### **P2: Teaching the Chronic Care Model in a Family Medicine Clerkship**

*David Pole, MPH; Fred Rottnek, MD, St Louis University*

#### **P3: "FAST" Trauma Evaluation of a Simulated Patient by Second-year Medical Students**

*Jeffrey Adams, MD, University of Minnesota-Duluth*

#### **P4: Pediatrics Lab: An Authentic Early Clinical Experience**

*Margaret Wilson, DO; Patricia Sexton, DHEd, Kirksville College of Osteopathic Medicine*

#### **P5: Mentoring Physician Healers**

*Patricia Sexton, DHEd; Margaret Wilson, DO, Kirksville College of Osteopathic Medicine*

#### **P6: Family Medicine Track Integration of an Enrichment Program in a Competitive Curriculum**

*Daniel Spogen, MD; David Fiore, MD; Jamie Anderson, MS, MA; Molly Torvinen, MD; Derek Beenfeldt, MD, University of Nevada-Reno*

#### **P7: Complexity and Continuity: Changing a Collaborative Clerkship Into a Required Third- and Fourth-year Experience**

*Holly Cronau, MD, Ohio State University*

#### **P8: Use of Online Discussions for Teaching Professionalism and Ethics During a Clinical Rotation**

*Holly Cronau, MD, Ohio State University*

#### **P9: A Curriculum for Teaching Medical Students to Provide Patient-centered Care for Patients With Disabilities**

*Andrew Symons, MD, MS; Denise McGuigan, MEd, SUNY at Buffalo*

*(Posters continued on next page)*

## POSTERS

### P10: Case Discussions as a Venue to Teach Principles of Chronic Disease Management

Joel Heidelbaugh, MD; William Chavey, MD, MS; Kent Sheets, PhD, University of Michigan

### P11: Medical Student Attitudinal Change Toward Home Visits

Claudia Anglade, UMDNJ-New Jersey Medical School; Frances Wu, MD, Somerset Family Practice, Somerville, NJ

### P12: Introducing Curricular Change Through a Faculty Development Process

John George, PhD; Jeffrey Suzewits, DO, MPH; Stephen Laird, DO, Kirksville College of Osteopathic Medicine

### P13: Leadership Legacy: Looking Forward and Teaching Those Who Follow

Erika Erlandson; Carol Hustedde, PhD; Carol Elam, EdD; Janelle Reed, PhD, University of Kentucky

### P14: Women's Health Free Clinic: A Medical Student/Family Physician Collaboration

Honor MacNaughton, MD; Natasha Kelly, DO, Beth Israel Residency Program in Urban Family Practice, New York, NY; Maura Madou; Anjali Gudi; Jolyn Taylor, New York University

### P15: Health Care for the Homeless: An Innovative Medical Student-run Service Learning Initiative

Victoria Manuelli; Sarah Fulham, Columbia University

### P16: The 4-year Residency: An Emerging Model for Excellence in Family Medicine Education

Stephanie Rosener, MD; Alan Douglass, MD; Middlesex Hospital FPRP, Middletown, Conn

### P17: Student Wellness: Can We Measure It? Can or Should We Try to Improve It?

Victor Sierpina, MD; Julie Dial, MA, CES; Wanetta Pre-low; University of Texas Medical Branch at Galveston

### P18: Show Me the Money: How to Navigate the Complex Funding Issues for FMIGs

Kelly Fleming, MD, Ohio State University

### P19: Walk in My Shoes: A Cross-cultural Experience With the Homeless for Preclinical Students

Betsy Jones, EdD, Texas Tech Family Practice at Lubbock; Patti Patterson, MD, Texas Tech University

### P20: The Patient Safety Wiki

Peggy Wagner, PhD; Stan Sulkowski; Ralph Gillies, PhD; George Nixon, MD; Stacie Speers, MS; Sara Young, MD; Medical College of Georgia

### P21: Patient Response to a Student Brief Dietary Intervention

Juliann Binienda, PhD; Jira Coumarbatch, MD; Kendra Schwartz, MD, MSPH, Wayne State University

### P22: Rural Community Interprofessional Experience

Ruth Westra, DO, MPH; Debbie Sisson, RPh, University of Minnesota-Duluth

### P23: The Impact of Electronic Feedback on Communication Skills in First-year Medical Students

Yumi Jarris, MD; Pamela Saunders, PhD; Peggy Weissinger, EdD, Georgetown University

### P24: Motivational Interviewing Curriculum for Third-year Students: Results on Performance

Jeffrey Morzinski, PhD, MSW; William Gaertner, MD, MS; Douglas Bower, MD, Medical College of Wisconsin

### P25: The Latino Diabetes Group Medical Visit: Fostering Better Continuity, Participation, and Understanding

Hector Llenderrosos, MD, MPH, University of California-Irvine FPR, Santa Ana, Calif; Desiree Lie, MD, MEd; Wadie Najm, MD, MEd, University of California-Irvine, Orange, Calif

### P26: MU Rural Track Pipeline Program

Kevin Kane, MD, MSPH; Kathleen Quinn, MEd, University of Missouri-Columbia

### P27: Teaching, Learning, Doing: Using Chronic Disease Management Tools in the Family Medicine Clerkship

Joyce Copeland, MD; Nancy Weigle, MD, Duke University

### P28: Addressing the Diminishing Patient-centered Attitudes of Medical Students

David Trotter, MA; Betsy Jones, EdD; Lance Evans, PhD; Mike Ragain, MD, MEd; Ronald Cook, DO, MBA; Fiona Prabhu, MD; Lynn Bickley, MD; Neha Mittal, MD; Carol Felton, MD; Robert Jensen, MD, PhD, Texas Tech University

### P29: FaMeS Student Track—Inoculate, Vaccinate, and Inculcate

Miriam Hoffman, MD; Joanne Wilkinson, MD; Elizabeth Bogel; Eileen Pierce, MD, Boston University

### P30: Geriatric Syndrome Training Exercise

Jeri Reid, MD; Donna Roberts, MD, University of Louisville

**P31: Barriers to Accessing Health Care: An Interactive Curriculum for First-year Medical Students**

*Debra Howenstine, MD, University of Missouri-Columbia*

**P32: Do They Get It?**

*Donna Roberts, MD; Jeri Reid, MD, University of Louisville*

**P33: Integrating Family Medicine Clerkship Didactic Sessions and Preceptor Teaching With a Weekly Newsletter**

*Robert Ellis, MD; Jerry Friemoth, MD, University of Cincinnati*

**P34: The Observed Clinical Encounter Among Different Third-year Clinical Clerkships**

*Maria Teresa Santos, MD, Albert Einstein College of Medicine*

**P35: An Interactive Musculoskeletal Curriculum in the Family Medicine Clerkship**

*John Waits, MD; Jarrod Warren, MD, University of Alabama-Tuscaloosa*

**P36: Teaching Healer's Art and Survival Skills to Medical Students**

*Victor Sierpina, MD; Juliet McKee, MD; Geary Cara, MD, PhD, University of Texas Medical Branch at Galveston*

**P37: The Preceptor Feedback Performance Scale: Evaluating Preceptor Performance in Giving Feedback to Students**

*Sandy Smith, PhD; Lisa Vargish, MD, MS; Michael Mendoza, MD, MPH; Sarah-Anne Schumann, MD, University of Chicago/Pritzker*

**P38: Educational Outcomes of a Virtual Interactive Tool to Teach Community-oriented Primary Care**

*Susan Cochella, MD, MPH; Margie Stewart; Robert Quinn, MPA; Christina Porucznik, PhD, MSPH; Claire Clark, PhD, University of Utah*

**P39: Identifying Barriers in Management of Complex Chronic Conditions for Uninsured Patients**

*Jose Rodriguez, MD; Katherine Rodby; Suzanne Harrison, MD, Florida State University*

**P40: Teaching Medical Students to Address Controversy in Women's Health**

*Michelle Roett, MD, MPH, Laurel, MD; Karen Kelly, MD; Colmar Manor, MD; Alison Bartleman, MD, Georgetown University*

**P41: Efficient Transfer of Patient Health Information to Promote Continuity of Care**

*Vasantha Kondamudi, MD; Irina Erlikh, MD; Brooklyn Hospital FPR, Brooklyn, NY*

**P42: Teaching Travel Medicine in a Horizontally X Vertically Integrated Second-year and Third-year Curriculum**

*Ronald Warner, PhD, DVM, Texas Tech Family Practice at Lubbock*

**P43: Taking a Good Look at Ourselves—The Evaluation of a Family Medicine Clerkship**

*Joanne Williams, MD, MPH, Emory University; Katherine Margo, MD, University of Pennsylvania*

**P44: Chronic Disease and Palliative Care in a Family Medicine Third-year Ambulatory Clerkship Experience**

*Alice Fornari, EdD, RD; Peter Selwyn, MD, MPH; Albert Einstein College of Medicine, Bronx, NY; Allen Hutchinson, MD, DFSM-Palliative Care, Bronx, NY*

**P45: Health Literacy in Tobacco Education**

*Suzanne Harrison, MD; Stacia Kutter; Kendall Riley; Tiffany Vollmer; Gail Bellamy, PhD; Andree Aubrey, PhD, Florida State University*

**P46: A Pilot Interdisciplinary Service Learning Experience for Health Professions Students**

*Memoona Hasnain, MD, MHPE, PhD; Michael Koronkowski, PharmD; Diane Kondratowicz, PhD; Kristen Goliak, PharmD, University of Illinois at Chicago*

**P47: First-year Medical Students as Welcomed Members of the Patient Care Team in a Community Clinic**

*Amy Blair, MD; Aaron Michelfelder, MD; Kayhan Parsi, JD, PhD, Loyola University*

**P48: Innovative Use of the Electronic Medical Record—Teaching Medical Students Complementary and Alternative Medicine**

*Raymond Teets, MD; Andreas Cohrssen, MD, Beth Israel Residency Program in Urban Family Practice, New York, NY*

**P49: Smiles for Life 2: The STFM National Oral Health Curriculum Second Edition**

*Alan Douglass, MD, Middlesex Hospital FMR, Middletown, CT; Mark Deutchman, MD, University of California, Davis; Wanda Gonsalves, MD, Medical University of South Carolina; Russell Maier, MD, Central Washington Family Medicine, Yakima, Wash; Hugh Silk, University of Massachusetts, MD; Jim Tysinger, PhD, University of Texas HSC at San Antonio; Steve Wrightson, MD, University of Kentucky*

## SPECIAL TOPIC BREAKFASTS

Join your conference colleagues to share experiences and ideas in an informal setting over breakfast! Topic discussions will be focused on problem-solving and idea-sharing.

### **Saturday, January 24 7–8 am**

#### **B1: Family Physicians as HIV Physicians: Showcasing Continuity of Care for Complex Patients**

Peter Meacher, MD, Montefiore Medical Center, New York, NY

#### **B2: Student Presentations of the Ambulatory Patient: Structuring the Encounter and Asking the Right Questions**

Radheshyam Miryala, MD, University of Texas Medical Branch at Galveston; David Wright, MD, Austin Medical Education Program, Austin, Tex; Robert Bulik, PhD, University of Texas Medical Branch at Galveston

#### **B3: Teaching Medical Students to Care for Their LGBT Patients: A Curriculum Component for Third-year Clerkship Students**

Kimberly Zoberi, MD; James Deckert, MD, St Louis University

#### **B4: Reaching Out to the Unreached: Ensuring All Community Faculty Has Access to Teaching Skill Tools**

William Huang, MD; Carolyn Olson, Baylor College of Medicine

#### **B5: Developing a Longitudinal Community Track for Medical Students**

Sarah-Anne Schumann, MD, University of Chicago/Pritzker

#### **B6: Curriculum Development for a Month-long Fourth-year Elective in Global Health**

Steven Crossman, MD, Virginia Commonwealth University

#### **B7: Obtaining Continuity in a Student-run Free Clinic for the Patients and the Practice**

Wanda Gonsalves, MD; Martin Avery; Matthew Dettmer; Katie Koval; Drew Hunter, Medical University of South Carolina.

#### **B8: Essentials of Family Medicine Clerkship Exam**

Alexander Chessman, MD, Medical University of South Carolina; Lisa Slatt, MEd, University of North Carolina

#### **B9: Crucial Confrontation**

Barbara Orr, MD, Loma Linda University

#### **B10: Teaching While Improving Health Care: An Interprofessional QI Curriculum for Medical Students**

Amanda Allmon, MD; Kristen Deane, MD, University of Missouri-Columbia

#### **B11: Creating a Family Medicine Clerkship in the Setting of a Longitudinal Ambulatory Clerkship**

Elizabeth Brown, MD, MPH, University of Rochester/Highland Hospital FPR, Rochester, NY

#### **B12: Importance of Networking for the Family Medicine Academic Coordinator**

Michelle Jeter, Texas A&M University

#### **B13: Student Advocacy: Increasing Community Awareness of Domestic Violence**

Suzanne Harrison, MD; Lauren Engelmann; Nicole Meisner, Florida State University

#### **B14: Teaching the Art of Medicine**

Richard Colgan, MD, University of Maryland

# Predoctoral Directors Development Institute Registration Form

Copy this form for multiple registrations. Please print or type all information.

Name \_\_\_\_\_ Degree(s) \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Professional Role:  Predoctoral Director  Predoctoral Faculty  Other \_\_\_\_\_

## Registration for the Predoctoral Directors Development Institute includes:

- 2009 Registration for both the Predoctoral Education Conference and the Annual Spring Conference.
- A special day-long session on January 22 prior to the 2009 Predoctoral Education Conference in Savannah, Ga.
- A special day-long session on April 29 prior to the 2009 Annual Spring Conference in Denver, Colo.
- Institute fellows will also attend specific sessions that constitute a PDDI Track at each conference.
- Advisor/peer support during and between meetings.

Fellows must commit to attend both full-day special sessions and the PDDI educational sessions. See an Institute description on page 7.

## PDDI Registration Fees:

Member \$ 2,095

Nonmember \$ 2,370\*

\*This fee includes STFM membership for either active physician or active non-physician categories

## OPTIONAL SESSIONS

Friday, January 23

- 1:30-5 pm Faculty Development Workshop: Developing Educational Scholarship and Building an Educator's Portfolio—*No Additional Fee*  
(Workshop attendance limited to 25.)

Saturday, January 24

- 7-8 am "Planning for Your Retirement Nest-egg" Breakfast  
With Ameriprise Financial Services, Inc.—*No Additional Fee*
- 1:45-5 pm NBME Item Writing Workshop—*No Additional Fee*
- 1:45-5:45 pm fmCASES Authoring Workshop—*No Additional Fee*  
(Check this box if you are not a case writer, but are interested in participating and would like additional information.)

## Payment Method:

MasterCard  Visa  American Express  Check (make payable to STFM)

Card Number \_\_\_\_\_ Exp. date \_\_\_\_\_

Signature \_\_\_\_\_

## Work Setting (check only one):

- Medical School  Residency Program  Private Practice  Association
- Managed Care Organization  Other \_\_\_\_\_

## So We May Better Serve You:

- This is my first time to attend the Predoctoral Education Conference
- Special dietary needs:  Vegetarian  Kosher (72-hour notice)
- Check here if you have a disability and may require special accommodation(s) to fully participate. STFM will contact you.

## Institute Location and Hotel Information:

Savannah Marriott Riverfront, 100 General McIntosh Boulevard, Savannah, GA 31401 • Room Rate: \$143 single/double  
Reservations: call 800-285-0398 or register online (see link on page 5).

To receive the special rate listed above, call the Marriott at 800-285-0398 and mention you are with the STFM Predoctoral Education Conference. The deadline for hotel reservations is January 3, 2009.

## How Did You Hear About the Institute? (check all that apply)

- Email from STFM
- Family Medicine Ad
- Family-L listserv
- Information from STFM Exhibit
- Other Listserv
- Predoc Listserv
- Colleague Recommended
- STFM Mailed Brochure
- STFM Messenger Article
- STFM Web Site
- Other \_\_\_\_\_

## HOW TO REGISTER....

### By Mail:

Society of Teachers of Family Medicine,  
11400 Tomahawk Creek Parkway  
Leawood, KS 66211

### By Fax:

Registration paid by credit card may be faxed to  
913-906-6096.

# Conference Registration Form

2009 Predoctoral Education Conference  
Savannah Marriott Riverfront • Savannah, Ga

Use this registration form if you are NOT enrolling in the Predoctoral Directors Development Institute.  
Copy this form for multiple registrations. Please print or type all information. Register online at [www.stfm.org](http://www.stfm.org).

Name \_\_\_\_\_ Degree(s) \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Registration Fees:	Before Dec 22	After Dec 22 and Onsite
<input type="checkbox"/> STFM Member	\$ 395	\$ 470
<input type="checkbox"/> Nonmember*	\$ 670	\$ 745
<input type="checkbox"/> One Day	\$ 245	\$ 320
<input type="checkbox"/> Fellow-Member	\$ 245	\$ 320
<input type="checkbox"/> Fellow-Nonmember*	\$ 335	\$ 410
<input type="checkbox"/> Resident	\$ 205	\$ 280
<input type="checkbox"/> Student	\$ 145	\$ 220
<input type="checkbox"/> Coordinator/Admin Staff **	\$ 220	\$ 295

\* This fee includes STFM membership.

\*\* Non-physician health professional, coordinator,  
and/or administrative staff

TOTAL: \$ \_\_\_\_\_  
(total registration fee and workshop fees)

## Payment Method:

MasterCard  Visa  American Express

Check (make payable to STFM)

Card Number \_\_\_\_\_ Exp. date \_\_\_\_\_

Signature \_\_\_\_\_

CANCELLATION POLICY: 50% of the total registration fee will be refunded if a cancellation is necessary and written notification is received in the STFM office by December 22, 2008. After that date, no refunds will be issued.

There is no pre-selection of sessions for the conference. All sessions are filled on a first-come, first-served basis on-site.

## Major Professional Role (check only one):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Predoctoral Director        | <input type="checkbox"/> Predoctoral Faculty | <input type="checkbox"/> Department Chair      |
| <input type="checkbox"/> Residency Director          | <input type="checkbox"/> Residency Faculty   | <input type="checkbox"/> Practicing Physician  |
| <input type="checkbox"/> Behavioral/Social Scientist | <input type="checkbox"/> Dietitian           | <input type="checkbox"/> Pharmacist            |
| <input type="checkbox"/> Nurse                       | <input type="checkbox"/> Nurse Practitioner  | <input type="checkbox"/> Researcher            |
| <input type="checkbox"/> Health Educator             | <input type="checkbox"/> Physician Assistant | <input type="checkbox"/> Coordinator/Adm Staff |
| <input type="checkbox"/> Fellow                      | <input type="checkbox"/> Resident            | <input type="checkbox"/> Student               |
| <input type="checkbox"/> Other _____                 |  |  |

## Work Setting (check only one):

- Medical School  Residency Program  Private Practice  
 Association  Managed Care Organization  
 Other \_\_\_\_\_

## So We May Better Serve You at the Conference:

- This is my first time to attend the Predoctoral Education Conference  
 Special dietary needs:  Vegetarian  Kosher (72-hour notice)  
 Check here if you have a disability and may require special accommodation(s) to fully participate. You will be contacted by STFM for further arrangements.

REMINDER: Hotel reservation deadline is January 3, 2009.

## PRECONFERENCE WORKSHOPS—Thursday, January 22

- PR1: Facing Down Our Demons: A 1-day Writing Workshop for Family Medicine Faculty—No additional fee. Includes refreshments and learning materials.
- PR2: A Day for Students and Faculty to Celebrate and Strengthen our National Network of Student-run Free Clinics—Additional Fee: \$140; \$40 students. Includes refreshments and learning materials.

## OPTIONAL WORKSHOPS

Friday, January 23

- SS3: Faculty Development Workshop: Developing Educational Scholarship and Building an Educator's Portfolio—No additional fee

Saturday, January 24

- "Planning for Your Retirement Nest-egg" Breakfast With Ameriprise—No additional fee
- fmCASES Authoring Workshop—No additional fee; Check this box if you are not a case writer but would like to participate.
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### By Mail:

Society of Teachers of Family Medicine,  
11400 Tomahawk Creek Parkway, Leawood, KS 66211

### By Fax:

Registration paid by credit card may be faxed to 913-906-6096.

# 2009 Annual Spring Conference



*Make Plans to Join Your STFM  
Colleagues in Denver in 2009!*

**“Transforming Education to Meet the Needs of the Personal Medical Home”**



**April 29-May 3, 2009**

**Hyatt Regency Denver ~ Denver, Colorado**

The STFM Annual Spring Conference offers the best and most up-to-date educational material within family medicine, including research, faculty development, and clinical and systems medicine. The 2009 conference will have special tracks for mid- and senior-level faculty, students, residents, preceptors, and attendees who want to attend sessions related to the Future of Family Medicine.

## *Conference Highlights:*

- **STFM’s Annual Showcase**—providing the best opportunity for camaraderie with colleagues in family medicine through meetings, informal gatherings, and social events.
- **Nearly 400 educational offerings**, including workshops, seminars, lecture-discussions, PEER papers, research forums, and research and scholastic posters – to help you gain new ideas and vital information to use in teaching.
- **Networking**—ample quality time to make connections and contacts with your peers through common interest and special topic breakfasts, the research fair, and task force and group meetings.
- **Educational Resource and Career Opportunity Exhibits**—visit vendors and literature displays to see what’s available to enhance your teaching, professional development, and work with residents and students. For an exhibitor prospectus, contact Priscilla Noland at [pnoland@stfm.org](mailto:pnoland@stfm.org).

## *2009 Plenary Speakers:*

**Frank deGruy, MD,**  
*University of Colorado, Denver*

**Jeannette South-Paul, MD**  
*University of Pittsburgh*

**Sandra Burge, PhD**  
*University of Texas HSC at San Antonio*

**John Wennberg, MD, MPH**  
*Dartmouth Institute for  
Health Policy and Clinical Practice*

*Please visit [www.stfm.org](http://www.stfm.org) in December for conference details!*

*For additional information, call 800-274-2247, ext. 5415.*

The Society of Teachers of Family Medicine

# 35th Annual Predoctoral Education Conference

January 22–25, 2009

Savannah Marriott Riverfront • Savannah, Georgia

*“Rejuvenating and inspiring. I like the fact that attending this conference did not add even more to my already long list of duties, but is helping me to perform better in my job.”—2008 Attendee*

## Savannah, Georgia



Hip and historic, robust and refined, Savannah is where you'll find amazing architecture, spooky cemeteries and rich history—along with global sophistication, funky nightlife and fabulous food. It's where history resonates into the present day, and where memories are still being made. For more information, visit [www.savcvb.com](http://www.savcvb.com).

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Jefferson City, MO  
Permit No. 210

The Society of Teachers of Family Medicine  
11400 Tomahawk Creek Parkway, Suite 540  
Leawood, KS 66211