Welcome to the inaugural issue of The Generalists in Medical Education (TGME) newsletter!

To further “promote innovation and collaboration in medical education,” we’re using this as a new venue to share member successes and expertise.

As you know, TGME is an organization without dues-paying members. Rather, “members” are simply those who attend the annual fall meeting.

Results from a 2008 needs assessment of conference attendees revealed the two most important functions of the annual TGME meeting to be:

- collecting ideas and strategies for improving education; and
- facilitating networking with other medical educators.

Similarly, the two most important features of the annual meeting were:

- providing the opportunity to connect; and
- the interactive format of the sessions.

Responses also encouraged more continuous interaction and increased organizational visibility outside the annual meeting, such as:

- a virtual repository for curriculum and teaching materials;
- a Listserv or website to promote discussion;
- more advanced faculty development; and
- a newsletter.

We chose to “get the ball rolling” with this latter project.

This inaugural issue includes information and commentary from current TGME Steering Committee members Jamie Shumway (2009 TGME Chair), Scott Cotrell (2009 Program Chair), Nicole Borges (2010 Program Chair), and Cathy Lazarus (Chair, Nominations Committee).

The TGME fall meeting remains one of the best-kept secrets at the AAMC annual conference — welcoming new and existing medical educators alike. We strive to harness that energy and benefit from our collective expertise.

We face new challenges to educating the next generation of health care professionals and accommodating their life-long learning. The depth and breadth of expertise among TGME perfectly positions us to meet the needs of learners—both across the medical education continuum and across health professions to foster interprofessional education.

We hope this newsletter helps you stay engaged, and encourages the mutual sharing of ideas, strategies, and approaches to health professions education.

In future issues, we will be describing various opportunities for members to serve TGME with an online volunteer sign-up. Other exciting opportunities are also in the works, such as formal collaborations with peer organizations (IAMSE, ASPE, and ACE) and possibilities for publishing TGME conference abstracts. So stay tuned!

TGME wants to hear from you! Please send suggestions for items that you would like to see or share. This is your newsletter — help us make it successful! Feel free to contact members of the Steering Committee, or me personally at: crandall@wfubmc.edu.

I look forward to hearing from you and seeing you at the 2010 meeting in Washington, DC!

Sonia Crandall, PhD
Chair, Steering Committee
Wake Forest University
College of Medicine
2010 Program Call for Proposals

The 31st Annual Generalists in Medical Education conference will be held November 5-6, 2010 at The Hotel Palomar in Washington, DC.

Through your willingness to share professional accomplishments and educational research, TGME fulfills its mission of “promoting innovation and collaboration in medical education.”

We are seeking proposals on innovative methods of teaching, evaluation, assessment, and scholarship that engage learners during undergraduate, graduate, and continuing medical education.

“Engaged learning” refers to creative teaching strategies such as: Problem- and Team-Based Learning, Distance Learning, Blended Learning, Active Learning, Self-Directed Learning, Just-in-Time Learning, and Simulation in Medical Education.

Proposals related to interprofessional education are also encouraged, as are proposals addressing the megatrends identified in the 2008 conference program (see http://thegeneralists.org/) and competence in health professions education.


Please consider submitting a proposal. TGME offers panel discussions and posters/roundtables - as well as problem-solving, descriptive, and skill-acquisition sessions (see page 4 for details). We also welcome multi-program and interprofessional collaborations.

Proposal reviewers can volunteer at: http://thegeneralists.org/submissions/reviewer.html

Nicole Borges, PhD
2010 Program Chair
Wright State University
Boonshoft School of Medicine

The TGME Nominations Committee, headed by TGME Past Chair Cathy Lazarus, MD, is charged with developing a list of candidates for chair-elect and member at large.

The chair-elect serves a 3-year term on the Steering Committee (chair-elect, chair, past-chair) the member-at-large is a 2-year stint.

The Generalists in Medical Education is looking for a few good medical educators!

Cathy Lazarus, MD
Past-Chair, Steering Committee
Medical School at Rosalind Franklin University of Medicine and Science

Interested parties should contact Sonia Crandall, current TGEM Steering Committee Chair, at: crandall@wfubmc.edu

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Detailed descriptions of each position can be found on the TGME website at:

http://thegeneralists.org/
TGME: A Vision for the Future

James M. Shumway, PhD
Past Chair
TGME Steering Committee
West Virginia University
School of Medicine

At last year’s TGME conference in Boston, my “Message from the Chair” addressed our mission “to promote innovation and collaboration in medical education”. Given our mission, then, what does the future hold?

Understanding where our organization has been and where we are going is important. The theme of the previous conference - “Medical Education: Maintaining Momentum in Challenging Times” - was a follow-up to the 2008 theme: “Megatrends in Medical Education.”

For our 2009 gathering, John Prescott, Chief Academic Officer of the Association of American Medical Colleges (AAMC), delivered the keynote address on informing local practice while maintaining momentum in medical education with limited financial resources.

In 2007, Cathy Lazarus (2008 TGME Steering Committee Chair) led “The Future of The Generalists in Medical Education Task Force” - which concluded that any vision for The Generalists hinges on our abilities to:

- Increase collaboration with Teaching and Learning in Medicine, including potential guest columns and publishing of conference proceedings;
- Establish a relationship with Medical Education Online;
- Increase collaboration with other medical education organizations, [e.g., International Association of Medical Science Educators (IAMSE), Professional and Organizational Development Network (POD), Alliance for Clinical Education (ACE), and the Society of Directors of Research in Medical Education (SDRME)];
- Develop personal liaisons at each school - targeting (especially) faculty development offices; and
- Increase our focus on GME, CME, and faculty development.

Since The Generalists represent a unique segment of the medical education community that seeks to contribute to regional and national policy in this arena, we propose the following recommendations for establishing a vision for The Generalists. As such, we should strive to:

- Increase our academic relationships with journals by exploring the publication of our proceedings and submission of editorial contributions;
- Facilitate and sponsor ongoing scholarship by working on projects that benefit the institutions we serve;
- Establish partner relationships with other medical education organizations; and
- Initiate a strategic planning process to facilitate achieving our organizational goals.

Establishing a vision for The Generalists, however, is not without obstacles. TGME is a voluntary (not a dues-based) organization, so no official membership required for conference registration. Similarly, leadership changes annually and organizational memory resides entirely within those individuals involved. As a result, defining who we are and why we are unique is not easily articulated.

For the past two years, the TGME Steering Committee has been working hard to address these obstacles to establishing a clear and viable vision.

I believe we can now propose a vision of The Generalists that includes providing collaborative leadership across the continuum of medical education by informing regional, national, and global medical education practice on a more continual, ongoing basis.

This organizational vision is only achievable if we, as individuals, are able to sustain our collective energies, collaborations, and collegiality beyond the annual two-day conference. Indeed, this newsletter is one step toward nurturing this.

In summary, we must expand and maintain our organizational involvement in medical education scholarship and projects. In so doing, we hope to develop collaborative projects with our partners, and foster relationships with journals to publish future contributions from you, our “generalists” in medical education.

The Generalists in Medical Education - You can call us: “TGME”
This is your newsletter!
Help us make it a useful tool for sharing your knowledge of, interests in, and passion for medical education!

Please direct any comments, questions, or suggestions to:

Terry Stratton, PhD
University of Kentucky College of Medicine
tdstra00@email.uky.edu

Scott Cottrell, EdD
West Virginia University School of Medicine
scottrell@hsc.wvu.edu

The Generalists in Medical Education

Future Issues: Tell Us What You’d Like to See

2010 Program: Submission Formats

**Problem-Solving Sessions** are designed for intensive, small group discussion focused on a particular issue, theme or problem. The presenter introduces the sessions by providing stimulus material, and is responsible for organizing small group interaction on the topic. A variety of small group formats can be used to explore potential solutions or alternatives. At the end of the small group sessions, the groups share thoughts and ideas - and a summary statement is developed.

**Skill Acquisition Sessions** are typically two-hour instructional sessions in which presenters teach particular skills or techniques. The session should accomplish specific learning objectives designed to provide participants with increased competence in some area of medical education. The session should include opportunities for practice and feedback. When this is not possible, the sessions must include time to discuss skill application in the participants’ work settings.

**Descriptive Sessions** provide: a) overviews of projects, programs, or strategies; or b) results of research and scholarship in medical education. The Program Committee will identify and group common topics among the selected proposals, and a moderator will be chosen to coordinate the presentations and help facilitate discussion and exchange between the audience and presenters. Each two-hour Descriptive Session will include several 10-15 minute presentations with time allotted for audience discussion and exchange.

**Panel Discussions** are one to two hours in length, and feature several individuals presenting ideas regarding a specific issue or topic and responding to questions. A moderator will facilitate panel comments and audience participation. Proposals for Panel Discussions should include identification of all panelists, an abstract by each panelist to clarify their perspective on the topic, anticipated total session time, and the method by which audience interaction will be facilitated.

**Roundtable/Poster Sessions** provide an informal mechanism for sharing experiences, ideas, curricula, research and scholarship in medical education. Both works-in-progress and completed-works are encouraged.