

FROM THE LITERATURE

Further Reading: A Selection of Titles from Other Journals

With thanks to the Editors and Publishers of *Academic Medicine*, *Advances in Health Sciences Education*, *Medical Education*, *Medical Teacher* and *Teaching and Learning in Medicine*, we select titles of recent papers from these journals that may be of interest to the readers of *Education for Health*.

These journals can be ordered at the following addresses:

Academic Medicine: Association of American Medical Colleges, 2450 N Street, NW, Washington DC 20037, USA.

Advances in Health Sciences Education: Kluwer Academic Publishers, P.O. Box 322, 3300 AH, Dordrecht, The Netherlands or at P.O. Box 358, Accord Station, Hingham, MA 02018-0358, USA.

Medical Education: Blackwell Publishing Co., P.O. Box 87, Osney Mead, Oxford OX2 0DT, UK.

Medical Teacher: Taylor and Francis Ltd., Customer Services Department, Rankine Road, Basingstoke, Hants RG24 8PR, UK.

Teaching and Learning in Medicine: Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, NJ 07742, USA.

***Academic Medicine* June 2004, Volume 79(6)**

More on competency-based education

Michael E. Whitcomb

Academic Medicine, 79(6), 493–494, 2004.

Assessing competence in communication and interpersonal skills: the Kalama-zoo II Report

F. Daniel Duffy, Geoffrey H. Gordon, Gerald Whelan, Kathy Cole-Kelly & Richard Frankel

Academic Medicine, 79(6), 495–507, 2004.

Satisfying the patient, but failing the test

Barry Egener & Kathy Cole-Kelly
Academic Medicine, 79(6), 508–510, 2004.

Teaching communication in clinical clerkships: models from the Macy Initiative in health communications

Adina Kalet, Michele P. Pugnaire, Kathy Cole-Kelly, Regina Janicik, Emily Ferrara, Mark D. Schwartz, Mack Lipkin, Jr. & Aaron Lazare
Academic Medicine, 79(6), 511–520, 2004.

Core competencies in integrative medicine for medical school curricula: a proposal

Benjamin Kligler, Victoria Maizes, Steven Schachter, Constance M. Park, Tracy Gaudet, Rita Benn, Roberta Lee & Rachel Naomi Remen
Academic Medicine, 79(6), 521–531, 2004.

Creating a learning environment to produce competent residents: the roles of culture and context

Timothy J. Hoff, Henry Pohl & Joel Bartfield
Academic Medicine, 79(6), 532–539, 2004.

More training needed in chronic care: a survey of US physicians

Jonathan D. Darer, Wenke Hwang, Hoangmai H. Pham, Eric B. Bass & Gerard Anderson
Academic Medicine, 79(6), 541–548, 2004.

Do global rating forms enable program directors to assess the ACGME competencies?

Cynthia G. Silber, Thomas J. Nasca, David L. Paskin, Glenn Eiger, Mary Robeson & J. Jon Veloski
Academic Medicine, 79(6), 549–556, 2004.

Using the federated council for internal medicine curricular guide and administrative codes to assess IM residents' breadth of experience

George Hripcsak, Peter D. Stetson & Peter G. Gordon
Academic Medicine, 79(6), 557–563, 2004.

Assessing residents' competencies at baseline: identifying the gaps

Monica L. Lyson, John G. Frohna, Larry D. Gruppen & James O. Woolliscroft
Academic Medicine, 79(6), 564–570, 2004.

The future-oriented department chair

R. Kevin Grigsby, David S. Hefner, Wiley W. Souba & Darrell G. Kirch
Academic Medicine, 79(6), 571–577, 2004.

The art of death and dying: medical education in the metropolitan museum of art's Egyptian art galleries [commentary]

David T. Mininberg, Nancy Thompson, Debra Gillers & Joseph J. Fins
Academic Medicine, 79(6), 579, 2004.

Computer use among community-based primary care physician preceptors

Patricia A. Carney, Daniel A. Poor, Karen E. Schifferdecker, Dale S. Gephart, W. Blair Brooks & David W. Nierenberg
Academic Medicine, 79(6), 580–590, 2004.

Internal medicine-pediatrics residency training: current program trends and outcomes

John G. Frohna, Thomas Melgar, Caroline Mueller & Samuel Borden
Academic Medicine, 79(6), 591–596, 2004.

The influence of testing context and clinical rotation order on students' OSCE performance

Robert J. Blaskiewicz, Robin S. Park, John T. Chibnall & Jill K. Powell
Academic Medicine, 79(6), 597–601, 2004.

The relationship between interviewers' characteristics and ratings assigned during a multiple mini-interview

Kevin W. Eva, Harold I. Reiter, Jack Rosenfeld & Geoffrey R. Norman
Academic Medicine, 79(6), 602–609, 2004.

Results of the National Resident Matching Program for 2004

Mona M. Signer & Robert L. Beran
Academic Medicine, 79(6), 610–612, 2004.

***Advances in Health Sciences Education*
2004, Volume 9(2)**

Editorial – the morality of medical school admissions

Geoff Norman
Advances in Health Sciences Education, 9(2), 79–82, 2004.

Psychometric structure of a comprehensive objective structured clinical examination: a factor analytic approach

Kevin Volkan, Steven R. Simon, Harley Baker & I. David Todres
Advances in Health Sciences Education, 9(2), 83–92, 2004.

A qualitative study of resident learning in ambulatory clinic

C. Scott Smith, Magdalena Morris, Chris Francovich, William Hill & Janet Gieselman

Advances in Health Sciences Education, 9(2), 93–105, 2004.

In pursuit of expertise. toward an educational model for expertise development

Bruce C. Dunphy & Stacey L. Williamson

Advances in Health Sciences Education, 9(2), 107–127, 2004.

Use of the paired-comparison technique to determine the most valued qualities of the McMaster medical programme admissions process

M.L. Marrin, K.A. McIntosh, D. Keane & M.L. Schmuck

Advances in Health Sciences Education, 9(2), 129–135, 2004.

The lore of admissions policies: contrasting formal and informal understandings of the residency selection process

Shiphra Ginsburg, Martin Schreiber & Glenn Regehr

Advances in Health Sciences Education, 9(2), 137–145, 2004.

Investigating the reliability of the medical school admissions interview

Clarence D. Kreiter, Ping Yin, Catherine Solow & Robert L. Brennan

Advances in Health Sciences Education, 9(2), 147–159, 2004.

Where judgement fails: pitfalls in the selection process for medical personnel

Kevin W. Eva & Harold I. Reiter

Advances in Health Sciences Education, 9(2), 161–174, 2004.

Medical Education

June 2004, Volume 38(6)

Clarity of outcomes in medical education: do we know if it really makes a difference?

David Prideaux

Medical Education, 38(6), 580, 2004.

Applying global standards across national boundaries: lessons learned from an Asia-Pacific example

R. Hays & M. Baravilala

Medical Education, 38(6), 582–583, 2004.

Changing course

Lisa S. Pritchard
Medical Education, 38(6), 584–586, 2004.

Monkey see, monkey do: a critique of the competency model in graduate medical education

Martin Talbot
Medical Education, 38(6), 587–592, 2004.

The problem with outcomes-based curricula in medical education: insights from educational theory

Charlotte E. Rees
Medical Education, 38(6), 593–598, 2004.

Learning management systems: technology to measure the medical knowledge competency of the ACGME 599

C. Erwin Johnson, Larry C. Hurtubise, Julie Castrop, Gina French, Judy Groner, Morissa Ladinsky, Douglas McLaughlin, Laura Plachta & John D. Mahan
Medical Education, 38(6), 599–608, 2004.

Inter-rater agreement in judging errors in diagnostic reasoning

Memoona Hasnain, Hirotaka Onishi & Arthur S. Elstein
Medical Education, 38(6), 609–616, 2004.

Case representation by medical experts, intermediates and novices for laboratory data presented with or without a clinical context

Peter P. J. L. Verkoeijen, Remy M. J. P. Rikers, Henk G. Schmidt, Margje W. J. van de Wiel & Jeroen P. Kooman
Medical Education, 38(6), 617–626, 2004.

Evaluation of a handheld clinical decision support tool for evidence-based learning and practice in medical undergraduates

Janice M. Johnston, Gabriel M. Leung, Keith Y. K. Tin, Lai-Ming Ho, Wendy Lam & Richard Fielding
Medical Education, 38(6), 628–637, 2004.

Supporting the problem-based learning process in the clinical years: evaluation of an online Clinical Reasoning Guide

Greg Ryan, Terry Dolling & Stewart Barnet
Medical Education, 38(6), 638–645, 2004.

Other Original Papers

Evaluation of interns by senior residents and faculty: is there any difference?

Erika N. Ringdahl, John E. Delzell & Robin L. Kruse

Medical Education, 38(6), 646–651, 2004.

Prospective randomised comparison of traditional, personal bedside and problem-oriented practical dermatology courses

F. R. Ochsendorf, W-H. Boehncke, A. Böer & R. Kaufmann

Medical Education, 38(6), 652–658, 2004.

Clinical students' initial reports of the educational climate in a single medical school

Mary A. Seabrook

Medical Education, 38(6), 659–669, 2004.

Evaluation of self-directed clinical education: validation of an instrument

T. Dornan, H. Boshuizen, L. Cordingley, S. Hider, J. Hadfield & A. Scherpbier

Medical Education, 38(6), 670–678, 2004.

Medical Teacher

June 2004, Volume 26(4)

Autopsy teaching: a dying art?

David A. Levison

Medical Teacher, 26(4), 293–294, 2004.

How we derived a core curriculum: from institutional to national – Ankara University experience

Sabri Kemahlı, Fulya Dökmeci, Özden Palaoğlu, Tanju Aktuğ, Berna Arda, Emine Demirel-Yılmaz, Tuna Karahan, Ferda Özyurda, Hamdi Akan & İ. Hakkı Ayhan

Medical Teacher, 26(4), 295–298, 2004.

The medical teacher's job: "Working together to zero in on patient safety, and zero out preventable errors" (Clinton 1999)

J.-J. Guilbert

Medical Teacher, 26(4), 299–300, 2004.

Written case reports as assessment of the elective student clerkship: consistency of central grading and comparison with ratings of clinical performance

W. M. Molenaar, J. J. Reinders, S. A. Koopmans, M. D. Talsma & L. H. Van Essen
Medical Teacher, 26(4), 301–304, 2004.

Effectiveness of clinical rotations as a learning environment for achieving competences

H. E. M. Daelmans, R. J. I. Hoogenboom, A. J. M. Donker, A. J. J. A. Scherpbier, C. D. A. Stehouwer & C. P. M. van der Vleuten
Medical Teacher, 26(4), 305–312, 2004.

A qualitative evaluation of senior house officers' teaching and learning: towards sharing good practice

Loretta Bellman
Medical Teacher, 26(4), 313–320, 2004.

A comparison of clinical teaching evaluations by resident and peer physicians

Thomas J. Beckman, Mark C. Lee & Jayawant N. Mandrekar
Medical Teacher, 26(4), 321–325, 2004.

Measurement of perception and interpretation skills during radiology training: utility of the script concordance approach

Lucie Brazeau-Lamontagne, Bernard Charlin, Robert Gagnon, Louise Samson & Cees van der Vleuten
Medical Teacher, 26(4), 326–332, 2004.

Teaching web authoring: valuable skills, paperless courses

A. Neil Turner, Rachel Ellaway & Steve J. Yewdall
Medical Teacher, 26(4), 333–335, 2004.

Web-based, virtual course units as a didactic concept for medical teaching

Stefan Schultze-Mosgau, Thomas Zielinski & Jürgen Lochner
Medical Teacher, 26(4), 336–342, 2004.

Returning home to work: Malaysian students who studied medicine overseas

Anna Chur-Hansen
Medical Teacher, 26(4), 343–348, 2004.

Cultural perception of harassment in two groups of medical students: American and Israeli

Suzy Kovatz, Netta Notzer, Ilan Bleiberg & Louis Shenkman
Medical Teacher, 26(4), 349–352, 2004.

Organizational commitment of a health profession faculty: dimensions, correlates and conditions

Dennis M. Marchiori & Alan B. Henkin
Medical Teacher, 26(4), 353–358, 2004.

An introduction to patient education: theory and practice

Richard Bellamy
Medical Teacher, 26(4), 359–365, 2004.

Assessing professionalism: a review of the literature

Deirdre C. Lynch, Patricia M. Surdyk & Arnold R. Eiser
Medical Teacher, 26(4), 366–373, 2004.

Promoting the art of history taking

Subha Ramani
Medical Teacher, 26(4), 374–376, 2004.

The Breakfast Club: case study of a teaching-autopsy curriculum

Gregory O'Grady
Medical Teacher, 26(4), 377–378, 2004.

To what extent do students generate learning issues that correspond to pre-set faculty objectives?

Bo Sigrell, Gerd Sundblad & Per-arne Rönnås
Medical Teacher, 26(4), 378–380, 2004.

Rating of SPICES criteria to evaluate and compare curricula

Henk van den Berg
Medical Teacher, 26(4), 381–383, 2004.

Development and evaluation of a concordance training course for medical practitioners

Jon Dowell, Claudia Pagliari & Sean McAleer
Medical Teacher, 26(4), 384–386, 2004.

Teaching and Learning in Medicine
2004, Volume 16(1)

Medical student training in domestic violence: a comparison of students entering residency training in 1995 and 2001

Alex W. Miller, Dean V. Coonrod, M. Jane Brady, Maricela P. Moffitt & R. Curtis Bay
Teaching and Learning in Medicine, 16(1), 3–6, 2004.

The subspecialization rate of third year internal medicine residents from 1992 through 1998

Louis J. Grosso, Leslie D. Goode, Harry R. Kimball, Donald J. Kooker, Carola Jacobs & Glenda Lattie
Teaching and Learning in Medicine, 16(1), 7–13, 2004.

Is a third year clerkship in emergency medicine correlated with a career choice in emergency medicine?

Leslie S. Zun & LaVonne Downey
Teaching and Learning in Medicine, 16(1), 14–17, 2004.

The effects of task sequence on examinee performance

Danette W. McKinley & John R. Boulet
Teaching and Learning in Medicine, 16(1), 18–21, 2004.

A comparison of faculty-led small group learning in combination with computer-based instruction versus computer-based instruction alone on identifying simulated pulmonary sounds

Bernard M. Karnath, Mandira Das Carlo & Mark D. Holden
Teaching and Learning in Medicine, 16(1), 23–27, 2004.

A review of medical school records to investigate the effectiveness of enrichment programs for “at risk” students

Ara Tekian & Laura Hruska
Teaching and Learning in Medicine, 16(1), 28–33, 2004.

Assessment of knowledge and skills in primary health care services: senior medical students’ self-evaluation

Sevkat Bahar-Ozvaris, Riza Sonmez & Iskender Sayek
Teaching and Learning in Medicine, 16(1), 34–38, 2004.

Self-reported assessment by medical students and interns of unprofessional practice

Diaa E. E. Rizk & Margaret A. Elzubeir
Teaching and Learning in Medicine, 16(1), 39–45, 2004.

Medical student evaluations of lectures attended in person or from rural sites via interactive videoconferencing

Peter W. Callas, Tania F. Bertsch, Michael P. Caputo, Brian S. Flynn, Stephen Doheny-Farina & Michael A. Ricci
Teaching and Learning in Medicine, 16(1), 46–50, 2004.

Computer-based testing: initial report of extensive use in a medical school curriculum

Michael W. Peterson, Joel Gordon, Scott Elliott & Clarence Kreiter
Teaching and Learning in Medicine, 16(1), 51–59, 2004.

“Learning by teaching”: a peer-teaching model for diversity training in medical school

Tricia S. Tang, Eric J. Hernandez & Barbara S. Adams
Teaching and Learning in Medicine, 16(1), 60–63, 2004.

Implementation and assessment of a spiritual history taking curriculum in the first year of medical school

Dana E. King, Amy Blue, Robert Mallin & Carolyn Thiedke
Teaching and Learning in Medicine, 16(1), 64–68, 2004.

Comparison and cross-validation of simple and multiple logistic regression models to predict USMLE Step 1 Performance

Anthony M. Paolo, Giulia A. Bonaminio, Dianne Durham & Steven W. Stites
Teaching and Learning in Medicine, 16(1), 69–73, 2004.

“Profession”: a working definition for medical educators

Sylvia R. Cruess, Sharon Johnston & Richard L. Cruess
Teaching and Learning in Medicine, 16(1), 74–76, 2004.

Assessing residents’ competency in care management: report of a consensus conference

John G. Frohna, Adina Kalet, Elizabeth Kachur, Sondra Zabar, Malcolm Cox, Ralph Halpern, Mariana G. Hewson, Michael J. Yedidia & Brent C. Williams
Teaching and Learning in Medicine, 16(1), 77–84, 2004.

Assessing practice-based learning and improvement

Deirdre C. Lynch, Susan R. Swing, Sheldon D. Horowitz, Kathleen Holt & Joseph V. Messer

Teaching and Learning in Medicine, 16(1), 85–92, 2004.

Abstracts from the 2003 annual meeting of the council on medical student education in pediatrics (COMSEP)

Teaching and Learning in Medicine, 16(1), 93–97.

Status of standardized patient assessment: taking standardized patient-based examinations to the next level

Emil R. Petrusa

Teaching and Learning in Medicine, 16(1), 98–110, 2004.