

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*, *Journal of Interprofessional Care*, *Journal of General Internal Medicine*, *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*: Springer Science & Business Media, PO Box 990, 3300 AZ Dordrecht, The Netherlands.

*Journal of Interprofessional Care*: Taylor and Francis Ltd., Customer Services Department, Rankine Road, Basingstoke, Hants RG24 8PR, UK.

*Journal of General Internal Medicine*: Blackwell Publishing Co., PO Box 1354, 9600 Garsington Road, Oxford OX4 2ZG, UK.

*Medical Education*: Blackwell Publishing Co., PO Box 1354, 9600 Garsington Road, Oxford OX4 2ZG, 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*** **November 2004, Volume 79(11)**

#### **Developing resources to teach and assess the core competencies: a collaborative approach**

Virginia A. Reed, G. Christian Jernstedt, Mark Ballow, Robert K. Bush,  
Anita T. Gewurz & Stephen J. McGeady

*Academic Medicine*, 79(11), 1062–1066, 2004.

**The value of systematic reviews as research activities in medical education**

Thomas A. Lang

*Academic Medicine*, 79(11), 1067–1072, 2004.

**Assessing the teaching behaviors of ambulatory care preceptors**

Walter N. Kernan, Eric Holmboe & Patrick G. O'Connor

*Academic Medicine*, 79(11), 1088–1094, 2004.

***Advances in Health Sciences Education***

**2004, Volume 9(3)**

**Do clinical clerks provide candidates with adequate formative assessment during objective structured clinical examinations?**

Harold I. Reiter, Jack Rosenfeld, Kiruthiga Nandagopal & Kevin W. Eva

*Advances in Health Sciences Education*, 9(3), 189–200, 2004.

**How can I know what I don't know? Poor self assessment in a well-defined domain**

Kevin W. Eva, John P. W. Cunningham, Harold I. Reiter, David R. Keane & Geoffrey R. Norman

*Advances in Health Sciences Education*, 9(3), 211–224, 2004.

**A visitor's guide to effect sizes – statistical significance versus practical (clinical) importance of research findings**

Mohammadreza Hojat & Gang Xu

*Advances in Health Sciences Education*, 9(3), 241–250, 2004.

***Journal of Interprofessional Care***

**August 2004, Volume 18(3)**

**On-line interprofessional learning: introducing constructivism through enquiry-based learning and peer review**

Matthew Hughes, Susie Ventura & Mark Dando

*Journal of Interprofessional Care*, 18(3), 263–268, 2004.

**Lessons from interprofessional e-learning: piloting a care of the elderly module**

Anitta Juntunen & Eija Heikkinen

*Journal of Interprofessional Care*, 18(3), 269–278, 2004.

***Journal of General Internal Medicine***  
**November 2004, Volume 19(11)**

**Patient-centered communication. Do patients really prefer it?**

Sara L. Swenson, Stephanie Buell, Patti Zettler, Martha White, Delaney C. Ruston & Bernard Lo  
*Journal of General Internal Medicine*, 19(11), 1069–1079, 2004.

**Satisfaction with the outpatient encounter. A comparison of patients' and physicians' views**

Linda C. Zandbelt, Ellen M. A. Smets, Frans J. Oort, Mieke H. Godfried & Hanneke C. J. M. de Haes  
*Journal of General Internal Medicine*, 19(11), 1088–1095, 2004.

**Better physician-patient relationships are associated with higher reported adherence to antiretroviral therapy in patients with HIV infection**

John Schneider, Sherrie H. Kaplan, Sheldon Greenfield, Wenjun Li & Ira B. Wilson  
*Journal of General Internal Medicine*, 19(11), 1096–1103, 2004.

***Medical Education***  
**November 2004, Volume 38(11)**

**Anxiety in medical students: is preparation for full-time clinical attachments more dependent upon differences in maturity or on educational programmes for undergraduate and graduate entry students?**

K. Hayes, A. Feather, A. Hall, P. Sedgwick, G. Wannan, A. Wessier-Smith, T. Green & P. McCrorie  
*Medical Education*, 38(11), 1154–1163, 2004.

**The long case**

Val Wass & Cees van der Vleuten  
*Medical Education*, 38(11), 1176–1180, 2004.

**A peer-reviewed collection of reports on innovative approaches to medical education**

M. Brownell Anderson  
*Medical Education*, 38(11), 1181–1182, 2004.

**Cinematic clinical psychiatric cases in graduate medical education**

Lorenzo Tarsitani, Roberto Brugnoli & Paolo Pancheri  
*Medical Education*, 38(11), 1187, 2004.

**Interacting factors of students' perceptions on an effective curriculum**

A. P. Fan, C. H. Chen & L. T. Ho  
*Medical Education*, 38(11), 1196, 2004.

**Developing clinical skills: a simple and practical tool**

Ben Lawton & Colin MacDougall  
*Medical Education*, 38(11), 1198, 2004.

***Medical Teacher***

**August 2004, Volume 26(5)**

**Components of quality: competence, leadership, teamwork, continuing learning and service**

James M. Shumway  
*Medical Teacher*, 26(5), 397–399, 2004.

**Providing physicians with feedback on how they supervise students during patient contacts**

D. H. J. M. Dolmans, H. A. P. Wolfhagen, W. J. Gerver, W. De Grave & A. J. J. A. Scherpbier  
*Medical Teacher*, 26(5), 409–414, 2004.

**Multi-professional education in diabetes**

Rodney A. Crutcher, Karen Then, Alun Edwards, Kathy Taylor & Peter Norton  
*Medical Teacher*, 26(5), 435–443, 2004.

***Teaching and Learning in Medicine*  
2004, Volume 16(3)**

**Students assigned to community practices for their pediatric clerkship perform as well or better on written examinations as students assigned to academic medical centers**

Christopher B. White & Andria M. Thomas  
*Teaching and Learning in Medicine*, 16(3), 250–254, 2004.

**Introducing first-year medical students to clinical practice by having them “shadow” third-year clerks**

Cynthia L. Alford & Donald M. Currie  
*Teaching and Learning in Medicine*, 16(3), 260–263, 2004.

**Telephone precepting: the development of a curriculum**

Mary Parks Lamb

*Teaching and Learning in Medicine*, 16(3), 276–278, 2004.