

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

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

*Medical Education*: Blackwell Publishing Co., PO Box 1354, 9600 Garsington Road, Oxford OX4 2ZG, UK.

*Medical Teacher*: Taylor and Francis Group 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* April 2005, Volume 80(4)**

#### **Community-engaged scholarship: Is faculty work in communities a true academic enterprise?**

Diane C. Calleson, Catherine Jordan & Sarena D. Seifer  
*Academic Medicine*, 80(4), 317–321, 2005.

#### **How a community-based organization and an academic health center are creating an effective partnership for training and service**

Dodi Meyer, Anne Armstrong-Coben & Milagros Batista  
*Academic Medicine*, 80(4), 327–333, 2005.

***Advances in Health Sciences Education***  
**December 2004, Volume 9(4)**

**Students' assessment of problems in a problem-based learning  
pharmacology course**

Y. Marin-Campos, L. Mendoza-Morales & J. A. Navarro-Hernandez  
*Advances in Health Sciences Education*, 9(4), 299–307, 2004.

***Journal of General Internal Medicine***  
**January 2005, Volume 20(1)**

**Asking family about memory loss. Is it helpful?**

Lea C. Watson, Carmen L. Lewis & Gerda G. Fillenbaum  
*Journal of General Internal Medicine*, 20(1), 28–32, 2005.

**Bedside interactions from the other side of the bedrail**

Kathlyn E. Fletcher, David S. Rankey & David T. Stern  
*Journal of General Internal Medicine*, 20(1), 58–61, 2005.

***Journal of Interprofessional Care***  
**January 2005, Volume 19(1)**

**Integrating health and social care: implications for joint working and  
community care outcomes for older people**

Barbara Davey, Enid Levin, Steve Iliffe & Kalpa Kharicha  
*Journal of Interprofessional Care*, 19(1), 22–34, 2005.

**Core topics of health care ethics. The identification of core topics for  
interprofessional education**

Helen Aveyard, Sarah Edwards & Sharon West  
*Journal of Interprofessional Care*, 19(1), 63–69, 2005.

***Medical Education***  
**April 2005, Volume 39(4)**

**Problem-based learning: let's not throw the baby out with the bathwater**

Kristi J Ferguson  
*Medical Education*, 39(4), 352, 2005.

**How can medical students learn in a self-directed way in the clinical environment? Design-based research**

Tim Dornan, Judy Hadfield, Martin Brown, Henny Boshuizen & Albert Scherpbier

*Medical Education*, 39(4), 356–364, 2005.

**General competencies of problem-based learning (PBL) and non-PBL graduates**

Katinka J. A. H. Prince, Patrick W. L. J. van Eijs, Henny P. A. Boshuizen, Cees P. M. van der Vleuten & Albert J. J. A. Scherpbier

*Medical Education*, 39(4), 39–401, 2005.

***Medical Teacher***

**January 2005, Volume 27(1)**

**Twelve tips for developing and maintaining a simulated patient bank**

Jean S. Ker, Alan Dowie, Jon Dowell, Gillian Dewar, John A. Dent, John Ramsay, Sheena Benvie, Lee Bracher & Cathy Jackson

*Medical Teacher*, 27(1), 4–9, 2005.

**Lectures in problem-based learning—Why, when and how? An example of interactive lecturing that stimulates meaningful learning**

Anna Fyrenius, Björn Bergdahl & Charlotte Silén

*Medical Teacher*, 27(1), 61–65, 2005.

***Teaching and Learning in Medicine***

**2005, Volume 17(1)**

**Use of ‘standardized examinees’ to screen for standardized-patient scoring bias in a clinical skills examination**

Heidi Worth-Dickstein, Louis N. Pangaro, Mary K MacMillan, Daniel J. Klass & John H. Shatzer

*Teaching and Learning in Medicine*, 17(1), 9–13, 2005.

**Comparison of clinical skills of third-year students who completed structured clinical skills program with sixth-year students who acquired clinical skills in unsystematic way**

Dilek Güldal, Nilgün Özçakar, Nese Yeniçeri, Çitım Dontlu & Banu Ulusel

*Teaching and Learning in Medicine*, 17(1), 21–26, 2005.

**A needs assessment for communication skills curriculum in Iran**

Mohsen Tavakol, Roger Murphy & Sima Torabi

*Teaching and Learning in Medicine*, 17(1), 36–41, 2005.