

In This Issue

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What factors affect specialty selection for US medical school graduates and residency applicants? Can we predict what makes residents successful in their chosen specialties? These questions are of interest to program directors and institutional leaders, and a series of articles in this issue are devoted to resident selection and success in residency and beyond. Patel and colleagues (p 360) report on medical students matching into “controllable lifestyle specialties,” Mahabir and colleagues (p 316) report on factors that contribute to success in matching into a surgical specialty, and Santen et al (p 336) report on potentially discriminating questions during resident interviews and the effect on residents’ choice. Wetz and colleagues (p 327) discuss offers outside of the residency match, as well as potential implications for specialty selection, with a commentary by National Resident Matching Program leaders (p 334).

Two articles report on research to assess factors that predict successful performance in obstetrics-gynecology (Brustman et al, p 349 and Stohl and colleagues, p 322). Chang et al (p 341) analyze the impact of resident role models on medical student interest in obstetrics-gynecology. Using an Objective Structured Clinical Examination, Lypson and colleagues (p 354) assess the competence of underrepresented minority residents, and Lister et al (p 366)

assess the effect of a transition to practice experience for neurosurgery residents.

In addition to these works on a “theme,” the issue includes articles on practical interventions in resident education, assessment, and environment and context in a range of medical specialties. Williams et al (p 373) describe geriatrics competencies for internal medicine and family medicine residents, Opar and colleagues (p 404) report on their use of simulation to assess resident performance in caring for patients with acute coronary syndrome and cardiac arrest, Castillo and colleagues (p 449) offer evidence for the value of global health experiences in advancing residents’ sensitivity in caring for diverse and economically disadvantaged patients, and Arora et al (p 456) describe a neighborhood health exchange as a means of educating residents and enhancing care for a local patient population.

An article and two commentaries discuss the work life and work context of academic physicians. Christmas and colleagues (p 478) report on their assessment of academic clinicians’ perceptions of the advantages and challenges of their role. A commentary by Thornburg (pp. 485) and a second commentary by Bush and Nasca (p 488) in the “News and Views” section present added perspectives on the topic.

Also in this issue are Hicks and colleagues’ (p 410) summary of the work of the pediatrics community to develop educational milestones for pediatrics residents, and an accompanying commentary by Carraccio and colleagues (p 419).

The September 2010 issue says farewell to themed issues and introduces Gail Sullivan, MD, MPH, as its editor-in-chief. In her first editorial, titled “Slouching Towards Bethlehem: *Journal of Graduate Medical Education* as Midwife,” Dr Sullivan describes her vision for the *Journal*.

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