

In This Issue

Editorial

Editorials in this issue welcome Drs Artino, Simpson, and Yarris as Deputy Editors (Sullivan, p. 617); offer suggestions for how to adapt clinical research skills to medical education research (Blanchard, p. 619); and provide tips to enhance the publication success of simulation-based research projects (Issenberg and Scalese, p. 623).

Perspectives

Perspectives encourage game design for medical education to be sensitive to learning as a dynamic social process (Slota and Young, p. 628); describe a personal journey of becoming a physician (Ventres, p. 631); propose telemedicine for resource-poor settings as a way to increase resident understanding of value-conscious care (Shamasunder and Wu, p. 634); introduce a scholarly activities rubric to clarify expectations for trainees (Blanchard et al, p. 636); and present a new model for scheduling internal medicine ambulatory continuity experiences (Shalaby et al, p. 639).

Reviews

Blackmore and colleagues find residency boot camps are an effective educational strategy for improving trainee clinical skills and confidence, yet also highlight methodologic flaws in studies (p. 643).

Original Research

Talusan, Long et al find night float reduces fatigue that could impair residents' driving performance and safety (p. 653).

A survey study of patient opinions about resident work hours suggests patients are more aware of fatigue than of potential adverse consequences of duty hour limits, such as more frequent transitions of care (Drolet et al, p. 658).

A focused curriculum improves surgery residents' scores on the research and statistics portion of the American Board of Surgery In-Training Examination (Trickey et al, p. 664).

A study of internal medicine residents finds regular physical activity was associated with less burnout (Olson et al, p. 669).

Kuperman and colleagues find that resident chart reviews overstate adherence to guidelines, compared to external review, and suggest external review and improving resident education as a way to enhance chart self-audits as a quality improvement tool (p. 675).

A study by Raj and Thorn suggests training faculty raters is important to accurate Milestone assessments and suggests programs will benefit from providing specific training for this important role (p. 680).

Carney et al researched the cost of residency redesign in family medicine, reporting that it marginally increased the costs of training, with added costs primarily related to faculty salaries (p. 686). A commentary by Jones and McGuinness highlights the comparably small cost of redesign when contrasted with expenditures for patient care and suggests a need for financial support to promote innovation in medical education (p. 786).

Two articles address medical student teaching by residents. Melvin et al find medical student learners prefer practical teaching with take-home points and a supportive learning environment (p. 694); Tuck et al find most resident teachers desire feedback on their teaching, yet few seek it out (p. 698). A commentary emphasizes the importance of feedback to residents in their teaching role to enhance their experience and that of the students they teach (Watling, p. 781).

Lee and colleagues test a simple, feasible faculty development program and find it effective for improving the teaching skills of underperforming faculty (p. 704).

A read-aloud exercise while completing a clinical vignette-based multiple-choice examination highlighted different clinical reasoning strategies and test-taking behaviors in high and low performers (Heist et al, p. 709). A commentary by Bowen and Ilgen suggests examination of the diagnostic process as a teachable moment (p. 783).

Starke and colleagues highlight a year of neurological surgery training in New Zealand as an effective approach to prepare residents for independent practice (p. 715).

Corbelli et al find a readily implementable curriculum on breast health improved learner confidence, with knowledge retained at 9 months (p. 721).

Ledford and colleagues show that learning about prescribing improved learner presentation of medication information, while patient activation emerged as a key component of patients' perceptions of medication discussions (p. 726).

Richards and colleagues demonstrate that a combination of a clinical process change and an educational intervention reduced unnecessary preoperative testing by residents and achieved significant cost savings (p. 733).

Educational Innovation

Reynolds et al describe a brief electronic evaluation that improves feedback on surgical skills for obstetrics and gynecology residents (p. 738).

A test of a 3:1 model for the internal medicine ambulatory continuity experience reduced conflict between inpatient and outpatient duties, and improved residents' ambulatory experience (Harrison et al, p. 742).

Text-messaging information to pediatrics residents was feasible and perceived as educationally valuable (Adamson et al, p. 746).

Calderon et al show that lean "Rounding-in-Flow" results in earlier writing of written discharge orders and duty hour compliance (p. 750).

Hoekzema and colleagues tested a residency performance index (RPI) to facilitate assessment and self-improvement in family medicine programs (p. 756).

Brief Report

Brief reports include a transitions of care entrustable professional activity (Chan et al, p. 760); a Screening, Brief Intervention, and Referral to Treatment model for substance abuse patients of first-year residents (Agle et al, p. 765); a study of emergency department operations curricula for emergency medicine residents (Watase et al, p. 770); and how a simple evaluation card completed by faculty improved resident satisfaction with surgical feedback and can serve as valuable input in Milestone documentation (Connolly et al, p. 774).

Rip Out

The Rip Out in this issue provides practical guidance for mini-sessions focused on assessment for faculty providing assessment and feedback to residents (Johnston et al, p. 779).

To the Editor

Sheu et al describe the educational and patient care benefits of a dermatology service for homeless patients (p. 789); Plante et al introduce clinical evidence summary apps as a new way to deliver content (p. 791); Garcia et al ask whether automation will improve care transitions (p. 792); Nagy et al offer a set of milestones related to proficiency in patient care quality and safety for teaching faculty (p. 793); and Collins presents strategies for increasing applicant interest in primary care (p. 795).

This section also features the 3 top-scoring abstracts from the 2014 International Conference on Residency Education, held in October in Toronto, Canada. Wooster and colleagues explored dominant themes in stakeholder roles for the 2015 revisions of CanMEDS framework (p. 796). Ginsburg et al described how linguistic pragmatics and politeness theories may explain text in in-training evaluations that require readers to "read between the lines" (p. 797). The winning abstract by Stroud and colleagues analyzed factors influencing resident perceptions of examiner credibility during an OSCE (p. 798).

On Teaching

A newly minted faculty member describes his transition from resident to faculty at the same institution (Allen, p. 799).

ACGME News and Views

Dousa and colleagues show that an innovative approach to morning report can be used to engage residents in clinical and patient safety-focused discussions (p. 801).

Rockey et al discuss how states can take advantage of Medicaid payments for graduate medical education to build their primary care workforce (p. 805).

Two reports in the News and Views section address the Institute of Medicine (IOM) 2014 report on graduate medical education (GME) financing. Nasca describes the structures put in place through the Next Accreditation System as concrete examples of the accrediting organization's and GME community's commitment to preparing the next generation of physicians to serve the American public (p. 809). Philibert aggregates examples from the literature of existing efforts in furtherance of the first goal of the 2014 IOM report (p. 811).