

In This Issue

From the Editor

In her editorial, Sullivan likens the community's acceptance of the misalignment between physician production and the nation's health care needs to a "tragedy of the commons" (p. 1).

Perspectives

Grimm and colleagues discuss misrepresentation in the residency application process and National Resident Matching Program policies for postinterview communications, and encourage the community to move toward sensible regulations (p. 7).

Schrager and Sadowski suggest a "to-do list" as a strategy for increasing scholarly productivity (p. 10).

Using a question-and-answer format, Lawson and Kalet discuss the legal framework for a decision to conduct an administrative psychiatric evaluation on a resident, and the circumstances when such an evaluation is not appropriate (p. 14).

Regan and colleagues suggest how milestones can be used to guide resident remediation in interpersonal and communication skills and professionalism (p. 18).

Freeman discusses the implications of Missouri's 2014 legislation that established an "assistant physician" position for medical school graduates unable to find a residency position (p. 24).

Original Research

Two research studies address ambulatory continuity of care. Francis and colleagues find that several continuity models produced good diabetic quality outcomes, but a block model design is superior (p. 27); and Bjorklund et al show specific interventions may be needed to enhance continuity of care from a trainee perspective (p. 33). A commentary by Warm advocates for assessments of continuity beginning with the patient's experience with care (p. 101).

Objective computer data show first-year residents spent significant hours using the electronic health record, and reached maximum efficiency by or before January (Chen et al, p. 39). A commentary by Ellaway discusses the unintended effects of electronic health records on patient care, on learning, on professionalism, and on ethics in the clinical environment (p. 104).

Perelstein et al report an automated shift scheduling system for residents that improves scheduling efficiency and schedule quality (p. 45).

Moroz and Bang show residents' self-assessments can predict performance on the American Board of Physical Medicine and Rehabilitation written examination, and a cut-point can be used to identify residents "at risk" for low performance (p. 50).

Caverly and colleagues find that many residents and faculty may not understand relevant dimensions of clinical trials and their outcomes, and that their use of this information may not promote good patient care (p. 57). In her commentary, Korenstein suggests that giving physicians the skills to make good care decisions requires a renewed focus on the basics of evidence-based medicine (p. 106).

National trends for carpal tunnel release and hand fracture procedures show that, despite stable average volume, orthopaedic surgery residents' experience in both of these procedures is variable, which has educational implications (Hinds et al, p. 63).

Caruso et al find that a supported mentorship program maximized trainees' perceptions of mentorship and satisfaction with their training program (p. 68).

Educational Innovation

Courtlandt et al find that a longitudinal, multimodal, and experiential quality improvement curriculum increases pediatrics residents' confidence in knowledge and skills (p. 74).

Haspel and colleagues report on a team-based learning workshop on genomic pathology for residents held at national meetings (p. 80).

Incorporating scientific graduate degree research during their specialty or subspecialty training benefits training and retaining physician-scientists (Wong et al, p. 85).

Brief Report

Rivero et al study data from an analysis of unmatched orthopaedic surgery residency applicants, finding that reapplication success may depend on developing relationships with faculty at a local institution (p. 91).

Rip Out

Wright and colleagues discuss the foundations of research, focusing on researchers' perspectives on what can be known and how it can be known and how this influences study methodology (p. 97).

Cabrera and Cooney provide practical guidance on wiki development, noting that wikis are helpful for the creation and management of asynchronous and multiauthor educational materials (p. 99).

To the Editor

Letters to the editor reflect on the educational value of international experiences (Lenger, p. 109); introduce the position of "junior editor" for peer-reviewed journals (Bradley and McGowan, p. 110); discuss public speaking anxiety and its relationship to interpersonal and communication skills (Tejwani et al, p. 111); and suggest formal research and scholarship education should be mandatory for physicians (Mizuno et al, p. 112).

On Teaching

Mohanty reflects on the contributions and value of interchanges with patients that occur in the context of care (p. 116).

ACGME News and Views

Byrne et al compare the accreditation decisions and citation distribution among programs prior and a year following the Next Accreditation System implementation (p. 118).

Wagner and colleagues present the executive summary of a new initiative aimed at enhancing quality and safety in the institutional learning environment (p. 124).