

# In This Issue

## From the Editor

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Ilgen and colleagues present an approach to group peer review as both a means of training new reviewers and a new area for community engagement and mentorship of junior colleagues (p. 646); and Sullivan discusses the articles and accompanying commentaries in this issue on the topic of wellness and burnout in graduate medical trainees (p. 650).

## Perspectives

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Perspectives in this issue offer advice to institutions interested in starting new graduate medical education programs in rural areas (Bush et al, p. 655); warn about online predatory publishing organizations (Carroll, p. 662); emphasize patient counseling and lifestyle changes as effective approaches in care and health promotion (Clarke and Hauser, p. 665); and advocate for education fellowships to promote professional development and advance the careers of educators (Yarris et al, p. 668).

## Reviews

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Raj's review of the literature on efforts to enhance resident well-being suggest a need for a clear definition along with metrics to further advance research in this important area (p. 674).

A review of research on global health and graduate medical education by Bills and Ahn highlights the heterogeneity of studies and lack of educational or clinical benefits (p. 685).

## Original Research

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An intervention to reduce burnout by emphasizing wellness, safety, and interpersonal skills did not show quantifiable benefits; qualitative analysis suggested the benefit of an emotionally intelligent learning community (Cohen-Katz et al, p. 692).

Torralba and colleagues used the VA Learners' Perceptions Survey to highlight the importance of psychological safety in residents' satisfaction with their learning environment (p. 699). A commentary warns that an environment that causes trainees to feel incompetent, unworthy, or to experience marginalization may place them at greater risk for burnout and other negative psychological consequences (Bynum and Haque, p. 780).

A study of missing data in work-based assessments finds that they are not correlated with resident performance, and can be dealt with by programs (McConnell et al, p. 708).

Grenda and colleagues describe a computer model to simulate case distribution, and predict the likelihood of all residents in a given program achieving required case volumes (p. 713).

Ho et al find that sociocultural differences need to be considered in adapting Western professionalism frameworks in a Middle Eastern context (p. 719).

A study shows that variance in rater-based judgments are a legitimate component of ratings, creating a new reliability framework (Borcardin et al, p. 726).

Beck et al analyze strategies to enhance resident autonomy during family-centered rounds in a pediatrics residency (p. 731).

## Educational Innovation

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A comprehensive communications curriculum for pediatrics residents improved communication skills and was feasible due to use of existing resources (Peterson et al, p. 739).

Ey and colleagues describe a decade of success with an institutional trainee and faculty wellness program that is able to overcome traditional access barriers for wellness services (p. 747). Commentaries by Ejnes (p. 775) and Walsh (p. 777) further emphasize the need for change in the culture of medical education to emphasize trainee well-being.

A study of a just-in-time procedural simulation room showed improved trainee confidence and reduced supervisor interventions during actual resident procedures (Thomas et al, p. 754).

## Brief Report

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The Brief Reports in this issue describe an online scheduling system for residency application interviews (Hern et al, p. 759); show that a preinterview dinner had a positive effect on candidate perception of a fellowship program (Skalski et al, p. 763); and report that nearly 5% of applicants to primary sports medicine programs had unverified publications (Stevens et al, p. 767).

## Rip Outs

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The practical Rip Out in this issue demystifies the SQUIRE guidelines as a scholarly approach to reporting quality improvement projects (McQuillan and Wong, p. 771); and the Qualitative Rip Out offers suggestions for how to use data from program evaluations for qualitative research (Balmer et al, p. 773).

## To the Editor

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Letters discuss reactions to the death of a colleague (Hinchey and Blanchard, p. 783); talk about trainee learning and the potential for pitfalls of caring for “VIP” patients (Gershengoren, p. 784); and suggest reflective writing as a way to teach interdisciplinary management of patients with delirium (Syed et al, p. 785).

This section also features the 3 top research abstracts from the 2016 International Conference on Residency Education (ICRE), with topics addressing the effects of examiners of feedback credibility in objective structured clinical examinations (Stroud et al, p. 787); the impact of supervisor continuity on the quality of work-based assessments (Cheung et al, p. 787); and the establishment of standards for technical performance (Goldenberg and colleagues, p. 788); as well as the 5 top resident abstracts from the ICRE meeting (beginning on p. 789).

## On Teaching

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Topics in this section address incentives for scholarly activities during a sabbatical (Doolittle and Ellman, p. 792); and offer reflections on how teaching stratagems may not translate across languages and cultures (Harris, p. 793).

## ACGME News and Views

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A narrative review presents 30 influential articles that showcase the strengths and limitations of the empirical literature on resident duty hour limits (Philibert, p. 795).