

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*, *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*: Kluwer Academic Publishers, PO Box 322, 3300 AH, Dordrecht, The Netherlands or at PO Box 358, Accord Station, Hingham, MA 02018-0358, USA.

*Medical Education*: Blackwell Publishing Co., PO Box 87, Osney Mead, Oxford OX2 0DT, UK.

*Medical Teacher*: Taylor and Francis 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* 2002, Volume 77**

#### **Our Compact with Tomorrow's Doctors**

Jordan J. Cohen

*Academic Medicine* 77, 475–480, 2002.

#### **Evaluating Physicians' Professionalism and Humanism: The Case for Humanism 'Connoisseurs'**

Donald A. Misch

*Academic Medicine* 77, 489–495, 2002.

#### **Assessing Professional Behavior: Yesterday, Today, and Tomorrow**

Louise Arnold

*Academic Medicine* 77, 502–515, 2002.

**The Anatomy of the Professional Lapse: Bridging the Gap between Traditional Frameworks and Students' Perceptions**

Shiphra Ginsburg, Glenn Regehr, David Stern & Lorelei Lingard  
*Academic Medicine* 77, 516–522, 2002.

**A Model for Assessing Information Retrieval and Application Skills of Medical Students**

Eta S. Berner, Julie J. McGowan, J. Michael Hardin, S. Andrew Spooner, William V. Raszka & Roger L. Berkow  
*Academic Medicine* 77, 547–551, 2002.

**A Model of How Students Link Problem-based Learning with Clinical Experience through 'Elaboration'**

Paul A. O'Neill, Sarah C. Willis & Alison Jones  
*Academic Medicine* 77, 552–561, 2002.

**Evaluating Knowledge Retention of Third-year Medical Students Taught with an Innovative Pharmacology Program**

Rodolfo Rodriguez, Efrain Campos-Sepulveda, Horacio Vidrio, Eusebio Contreras & Fermin Valenzuela  
*Academic Medicine* 77, 574–577, 2002.

**Students' Attitudes toward Indigent Patients**

Thomas P. O'Toole, Jeanette Gibbon, Joan Harvey & Galen Switzer  
*Academic Medicine* 77, 586, 2002.

***Advances in Health Sciences Education*  
2002, Volume 7, Issue 2**

**Assessing the Comparability of Standardized Patient and Physician Evaluations of Clinical Skills**

John R. Boulet, Danette W. McKinley, John J. Norcini & Gerald P. Whelan  
*Advances in Health Sciences Education* 7(2) 85–97, 2002.

**Learning to Use Minimal Access Surgical Instruments and 2-Dimensional Remote Visual Feedback: How Difficult is the Task for Novices?**

Natalie Perkins, Janet L. Starkes, Timothy D. Lee & Carol Hutchison  
*Advances in Health Sciences Education* 7(2) 117–131, 2002.

**Optimising the Reproducibility of a Performance-Based Assessment Test in Midwifery Education**

Marjan J. B. Govaerts, Cees P. M. Van der Vleuten & Lambert W. T. Schuwirth  
*Advances in Health Sciences Education* 7(2) 133–145.

**Systematic Reviews: What Are They and Why Should We Care?**

Mark Albanese & John Norcini

*Advances in Health Sciences Education* 7(2) 147–151, 2002.

**Andragogy and Medical Education: Are Medical Students Internally Motivated to Learn?**

Donald A. Misch

*Advances in Health Sciences Education* 7(2) 153–160, 2002.

***Medical Education***

**November 2002, Volume 36, Issue 11**

**Physician communication skills training: a review of theoretical backgrounds, objectives and skills**

Donald J. Cegala & Stefne Lenzmeier Broz

*Medical Education*, 36 (11) 1004–1016, 2002.

**Evaluation of procedural skills training in an undergraduate curriculum**

Merilyn J. Liddell, Sandra K. Davidson, Henry Taub & Lyndall E. Whitecross

*Medical Education*, 36 (11) 1035–1041, 2002.

**What is effective supervision and how does it happen? A critical incident study**

David Cottrell, Sue Kilminster, Brian Jolly & Janet Grant

*Medical Education*, 36 (11) 1042–1049, 2002.

**'So you row, do you? You don't look like a rower.' An account of medical students' experience of sexism**

Sandra Nicholson

*Medical Education*, 36 (11) 1057–1063, 2002.

**Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors**

Dejano T. Sobral

*Medical Education*, 36 (11) 1064–1070, 2002.

**Teaching of forensic medicine in the undergraduate curriculum in Sri Lanka: bridging the gap between theory and practice**

Nilukshi L. Abeyasinghe

*Medical Education*, 36 (11) 1089, 2002.

**Teaching teamwork to medical students: goals, roles and power**

Tim J. Wilkinson

*Medical Education*, 36 (11) 1089, 2002.

**Self-directed learning during community-based placements**

Sharon Reid & Tim Usherwood  
*Medical Education*, 36 (11) 1090, 2002.

**A special study module in hospital management**

Caroline Boggis & Caroline Davidson  
*Medical Education*, 36 (11) 1092, 2002.

**Taking the skills lab onto the wards**

R. L. Kneebone, D. Nestel & A. Darzi  
*Medical Education*, 36 (11) 1093, 2002.

**The influence of self-deception and impression management on surgeons' self-assessment scores**

A. W. Evans, R. M. A. Leeson & T. R. O. Newton-John  
*Medical Education*, 36 (11) 1095, 2002.

**A training post in women's health care for GP registrars**

Adrian Dunbar, Philip Pue, Peter Brunskill  
*Medical Education*, 36 (11) 1098, 2002.

**BaFá BaFá™: a cross-cultural simulation experience for medical educators and trainees**

Bonnie B. O'Connor, Randal Rockney & Anthony Alario  
*Medical Education*, 36 (11) 1102, 2002.

**Undergraduate training to expand regional health care: Med Experience Plus at Brock University**

Daniel J. Malleck  
*Medical Education*, 36 (11) 1108, 2002.

**Who's afraid of the pre-school child? A parent and toddler programme for teaching pre-clerkship clinical skills**

Kim Blake, Renee Skelley  
*Medical Education*, 36 (11) 1109, 2002.

***Medical Teacher***

**September 2002, Volume 24, Issue 5**

**Developing the teaching instinct 3: Facilitating Learning**

E. A. Hesketh & J. M. Laidlaw  
*Medical Teacher*, 24 (5) 479–482, 2002.

**Community-oriented medical emergency programme: development and evaluation issues**

Comfort Osonnaya, Kingsley Osonnaya & Edward William Burke  
*Medical Teacher*, 24 (5) 491–494, 2002.

**Small-group work and assessment in a PBL curriculum: a qualitative and quantitative evaluation of student perceptions of the process of working in small groups and its assessment**

S. C. Willis, A. Jones & C. Bundy, *et al.*  
*Medical Teacher*, 24 (5) 495–501, 2002.

**Assessing clinical reasoning: a method to monitor its development in a PBL curriculum**

Michele Groves, Ian Scott & Heather Alexander  
*Medical Teacher*, 24 (5) 507–515, 2002.

**Teaching professionalism with the aid of trigger films**

Rosalie Ber & Gideon Alroy  
*Medical Teacher*, 24 (5) 528–531, 2002.

**Creating student awareness to improve cultural competence: creating the critical incident**

Venita W. Morell, Penny C. Sharp & Sonia J. Crandall  
*Medical Teacher*, 24 (5) 532–534, 2002.

**Student evaluation of expert and non-expert problem-based learning tutors?**

Graham D. Hendry, Huy Phan & Patricia M. Lyon, *et al.*  
*Medical Teacher*, 24 (5) 544–549, 2002.

***Teaching and Learning in Medicine*  
2002, Volume 14, Issue 4**

**Differences between students in problem-based and lecture-based curricula measured by clerkship performance ratings at the beginning of the third year.**

Carol F. Whitfield, Elizabeth A. Mauger, Jeffrey Zwicker & Erik B. Lehman  
*Teaching and Learning in Medicine* 14 (4) 211–217, 2002.

**To what degree do problem-based learning issues change with clinical experience?**

William J. Hueston, Robert Mallin & Donna Kern  
*Teaching and Learning in Medicine* 14 (4) 218–222, 2002.

**Effectiveness of a cardiology review course of internal medicine residents using simulation technology and deliberate practice**

S. Barry Issenberg, William C. McCaghie, David Lee Gordon, Stephen Symes, Emile R. Petrusa, Ian R. Hart & Ronald M. Harden  
*Teaching and Learning in Medicine* 14 (4) 223–228, 2002.

**Medical students' gender is a predictor of success in the obstetrics and gynecology basic clerkship**

Jessica Beanstock, Shari Martin, Wendy Tzou, Harold E. Fox  
*Teaching and Learning in Medicine* 14 (4) 240–243, 2002.

**Expert-novice differences in memory: a reformulation**

Kevin W. Eva, Geoffrey R. Norman, Alan J. Neville, Timothy J. Wood & Lee R. Brooks  
*Teaching and Learning in Medicine* 14 (4) 257–263, 2002.