

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, P.O. Box 322, 3300 AH, Dordrecht, The Netherlands or at P.O. 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

Volume 78(11), November 2003

Prospective medicine: the next health care transformation

Ralph Snyderman and R. Sanders Williams

Academic Medicine, 78(11), 1079–1084, 2003.

The imperative for quality: a call for action to medical schools and teaching hospitals

The Academic Medical Center Working Group of the Institute for Healthcare Improvement

Academic Medicine, 78(11), 1085–1089, 2003.

A national survey of residents' self-reported work hours: thinking beyond specialty

DeWitt C. Baldwin, Jr., Steven R. Daugherty, Ray Tsai, and Michael J. Scotti, Jr.

Academic Medicine, 78(11), 1154–1163, 2003.

Pelvic examination training for interns: a randomized controlled trial

Jerome E. Herbers, Jr., Lois Wessel, Jehan El-Bayoumi, Sheik N. Hassan, and Joan E. St. Onge

Academic Medicine, 78(11), 1164–1169, 2003.

Challenges to the practice of evidence-based medicine during residents' surgical training: a qualitative study using grounded theory

Mohit Bhandari, Victor Montori, P. J. Devereaux, Sonia Dosanjh, Sheila Sprague, and Gordon H. Guyatt

Academic Medicine, 78(11), 1183–1190, 2003.

First-year medical students' attitudes toward diversity: PPQRST

Prashant Vaishnava

Academic Medicine, 78(11), 1089, 2003.

Mark my words

Lee Lee Doyle

Academic Medicine, 78(11), 1149, 2003

Advances in Health Sciences Education

Volume 8(3), 2003

Clinical skills as demonstrated by a comprehensive clinical performance examination: who performs better—men or women?

Haist Steven A., Witzke Donald B., Quinlivan Susan, Murphy-Spencer Amy, Wilson John F.

Advances in Health Sciences Education, 8(3), 189–199, 2003.

The importance of active involvement in learning: a qualitative study on learning results and learning processes in different traineeships

Wagenaar A., Scherpier A.J.J.A., Boshuizen H.P.A., van der Vleuten C.P.M.

Advances in Health Sciences Education, 8(3), 201–212, 2003.

A strategy to standardize the learning of core clerkship objectives

Hauer Karen E., Teherani Arianne, Wiese Jeff, Fenton Cynthia L.

Advances in Health Sciences Education, 8(3), 213–221, 2003.

A sequenced OSCE for licensure: administrative issues, results and myths

Smee Sydney M., Dauphinee W. Dale, Blackmore David E., Rothman Arthur I., Reznick Richard K., Marchais Jacques Des
Advances in Health Sciences Education, 8(3), 223–236, 2003.

The use of standardized patients to teach and test interpersonal and communication skills with students in speech-language pathology

Zraick Richard I., Allen Ruth M., Johnson Sherry B.
Advances in Health Sciences Education, 8(3), 237–248, 2003.

Effects of problem-based learning curricula on faculty learning: new lenses, new questions

Quinlan Kathleen M.
Advances in Health Sciences Education, 8(3), 249–259, 2003.

Medical Education

Volume 37(11), November 2003

The impact of curricular change on medical students' knowledge of anatomy

P. P. McKeown, D. J. A. Heylings, M. Stevenson, K. J. McKelvey, J. R. Nixon, D. R. McCluskey
Medical Education, 37(11), 954–961, 2003.

The determination of the relevance of basic sciences learning objectives to clinical practice using a questionnaire survey

J. R. Rudland, S. C. Rennie
Medical Education, 37(11), 962–965, 2003.

Development of clinical reasoning from the basic sciences to the clerkships: a longitudinal assessment of medical students' needs and self-perception after a transitional learning unit

Elisabeth van Gessel, Mathieu R. Nendaz, Bernard Vermeulen, Alain Junod, Nu V. Vu
Medical Education, 37(11), 966–974, 2003.

Teaching and learning in the clinical setting: a qualitative study of the perceptions of students and teachers

Patsy Stark
Medical Education, 37(11), 975–982, 2003.

Towards valid measures of self-directed clinical learning

Tim Dornan, Albert Scherpbier, Henny Boshuizen
Medical Education, 37(11), 983–991, 2003.

Validation of a short questionnaire to assess the degree of complexity and structuredness of PBL problems

Alexandra E. J. P. Jacobs, Diana H. J. M. Dolmans, Ineke H. A. P. Wolfhagen, Albert J. J. A. Scherpbier
Medical Education, 37(11), 1001–1007, 2003.

Interprofessional learning involving medical students or doctors

K. Mattick, J. Bligh
Medical Education, 37(11), 1008–1011, 2003.

Medical Teacher

Volume 25(5), September 2003

Health and lifestyle needs assessment of medical students in the United Arab Emirates

Anne O. Carter, Margaret Elzubeir, Yousef M. Abdulrazzaq, Anthony D. Revel, Anthony Townsend
Medical Teacher, 25(5), 492–496, 2003.

Stress among medical students in a Thai medical school

Ratana Saipanish
Medical Teacher, 25(5), 502–506, 2003.

Standards in medical education in the European Union

Sam Leinster
Medical Teacher, 25(5), 507–509, 2003.

Students' perspectives on the educational environment, Faculty of Medical Sciences, Trinidad

Bharat Bassaw, Sue Roff, Sean McAleer, Syam Roopnarinesingh, Jerome De Lisle, Surujpaul Teelucksingh, Shireen Gopaul
Medical Teacher, 25(5), 522–526, 2003.

The development and evaluation of a fieldwork educator's training programme for allied health professionals

Angela D. Hook, Anne Lawson-Porter
Medical Teacher, 25(5), 527–536, 2003.

Consultation by the United Kingdom to South Africa to develop human diversity teaching

Nisha Dogra, Rachel Morake, Mari Lloyd Williams
Medical Teacher, 25(5), 544–547, 2003.

Teaching problem solving and decision making in undergraduate medical education: an instructional strategy

Hugo Van Puymbroeck, Roy Remmen, Josette Denekens, Albert Scherpier, Zeno Bisoffi, Jef Van Den Ende
Medical Teacher, 25(5), 547–550, 2003.

Teaching and Learning in Medicine
Volume 15(4), 2003

The effect of task exposure on repeat candidate scores in a high-stakes standardized patient assessment

John R. Boulet, Danette W. McKinley, Gerald P. Whelan, Ronald K. Hambleton (USA)
Teaching and Learning in Medicine, 15(4) 227–232, 2003.

The impact of a newly implemented PBL curriculum on the national board of chiropractic examiners part I examinations at the National University of Health Sciences

Nagwa S. Shenouda, Randy L. Swenson, Jaeson T. Fournier
Teaching and Learning in Medicine, 15(4) 233–237, 2003.

The role of medical students in curriculum committees

Terrence E. Steyer, Roneka L. Ravenell, Arch G. Mainous III, Amy V. Blue
Teaching and Learning in Medicine, 15(4) 238–241, 2003.

Residents as members of intern selection committees: can they partially replace faculty?

Caroline K. Milne, Lisa M. Bellini, Karima L. Ravenell, Camille A.N. Henry, Judy A. Shea
Teaching and Learning in Medicine, 15(4) 242–246, 2003.

Wit: using drama to teach first-year medical students about empathy and compassion

Linda A. Deloney, C. James Graham
Teaching and Learning in Medicine, 15(4) 247–251, 2003.

Humanities in full retreat

Benjamin H. Levi, Michael J. Green
Teaching and Learning in Medicine, 15(4) 252–256, 2003.

Integration of persons with HIV in a problem-based tutorial: a qualitative study

Patricia Solomon, Dale Guenter, Penny Salvatori

Teaching and Learning in Medicine, 15(4) 257–261, 2003.

Cognitive, social and environmental sources of bias in clinical performance ratings

Reed G. Williams, Debra A. Klamen, William C. McGaghie

Teaching and Learning in Medicine, 15(4) 270–292, 2003.

Methodological issues in the use of standardized patients for assessment

John Norcini, John Boulet

Teaching and Learning in Medicine, 15(4) 293–295, 2003.