

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* 2004, Volume 79**

#### **Orienting teaching toward the learning process**

Olle ten Cate, Linda Snell, Karen Mann, and Jan Vermunt  
*Academic Medicine*, 79, 219–228, 2004.

#### **New directions in medical e-curricula and the use of digital repositories**

David M. Fleischer, Nancy H. Posel & Sean P. Steacy  
*Academic Medicine*, 79, 229–235, 2004.

**Unprofessional behavior in medical school is associated with subsequent disciplinary action by a state medical board**

Maxine A. Papadakis, Carol S. Hodgson, Arianne Teherani & Neal D. Kohatsu

*Academic Medicine*, 79, 244–249, 2004.

**Finding effective strategies for teaching ethics: a comparison trial of two interventions**

Sherilyn Smith, Kelly Fryer-Edwards, Douglas S. Diekema & Clarence H. Braddock, III

*Academic Medicine*, 79, 265–271, 2004.

**Evaluating evidence-based medicine skills during a performance-based examination**

Richard A. Davidson, Margaret Duerson, Lynn Romrell, Rebecca Pauly & Robert T. Watson

*Academic Medicine*, 79, 272–275, 2004.

**Direct observation of students during clerkship rotations: a multiyear descriptive study**

Lisa D. Howley & William G. Wilson

*Academic Medicine*, 79, 276–280, 2004.

***Advances in Health Sciences Education***

**2004, Volume 9(1)**

**A controlled trial of active versus passive learning strategies in a large group setting**

Paul Haidet, Robert O. Morgan, Kimberly O'Malley, Betty Jeanne Moran & Boyd F. Richards

*Advances in Health Sciences Education*, 9(1), 15–27, 2004.

**Using a longitudinal database to assess the validity of preceptors' ratings of clerkship performance**

Kristi J. Ferguson & Clarence D. Kreiter

*Advances in Health Sciences Education*, 9(1), 39–46, 2004.

**Assessing the written communication skills of medical school graduates**

John R. Boulet, Thomas A. Rebbecchi, Elizabeth C. Denton, Danette W. McKinley & Gerald P. Whelan

*Advances in Health Sciences Education*, 9(1), 47–60, 2004.

***Medical Education***

**March 2004, Volume 38(3)**

**The detrimental ethical shift towards cynicism: can medical educators help prevent it?**

John G.S. Goldie

*Medical Education*, 38(3), 232–233, 2004.

**Do students from rural backgrounds engage in rural family practice more than their urban-raised peers?**

Wayne Woloschuk & Michael Tarrant

*Medical Education*, 38(3), 259–261, 2004.

**Academic misconduct among medical students in a post-communist country**

Maja Hrabak, Ana Vujaklija, Ivana Vodopivec, Darko Hren, Matko Marui & Ana Marui

*Medical Education*, 38(3), 276–285, 2004.

**Student perceptions of effective small group teaching**

Yvonne Steinert

*Medical Education*, 38(3), 286–293, 2004.

***Medical Teacher***

**February 2004, Volume 26(1)**

**The clinical teacher**

P.J. Mcleod, T. Meagher, Y. Steinert, L. Schuwirth & A.H. Mcleod

*Medical Teacher*, 26(1), 23–27, 2004.

**Formal appraisal of undergraduate medical students: is it worth the effort?**

Deborah G. Murdoch-Eaton & Malcolm I. Levene

*Medical Teacher*, 26(1), 28–32, 2004.

**Student-selected components in the undergraduate medical curriculum: a multi-institutional consensus on purpose**

Deborah Murdoch-Eaton, John Ellershaw, Anne Garden, David Newble, Mark Perry, Louise Robinson, John Smith, Patsy Stark & Sue Whittle

*Medical Teacher*, 26(1), 33–38, 2004.

**Identifying the perceived weaknesses of a new curriculum by means of the Dundee Ready Education Environment Measure (DREEM) Inventory**

Hettie Till

*Medical Teacher*, 26(1), 39–45, 2004.

**Demonstration of the effectiveness and acceptability of self-study module use in residency education**

Mark W. Yeazel & Bruce A. Center  
*Medical Teacher*, 26(1), 57–62, 2004.

**Clinical and education implications of shift work**

Anne Rawnsley, Keith Hurst & Mike Robinson  
*Medical Teacher*, 26(1), 74–78, 2004.

***Teaching and Learning in Medicine*  
2004, Volume 16(1)**

**Medical student training in domestic violence: a comparison of students entering residency training in 1995 and 2001**

Alex W. Miller, Dean V. Coonrod, M. Jane Brady, Maricela P. Moffitt & R. Curtis Bay  
*Teaching and Learning in Medicine*, 16(1), 3–6, 2004.

**The effects of task sequence on examinee performance**

Danette W. McKinley & John R. Boulet  
*Teaching and Learning in Medicine*, 16(1), 18–21, 2004.

**A comparison of faculty-led small group learning in combination with computer-based instruction versus computer-based instruction alone on identifying simulated pulmonary sounds**

Bernard M. Karnath, Mandira Das Carlo & Mark D. Holden  
*Teaching and Learning in Medicine*, 16(1), 23–27, 2004.

**A review of medical school records to investigate the effectiveness of enrichment programs for “at risk” students**

Ara Tekian & Laura Hruska  
*Teaching and Learning in Medicine*, 16(1), 28–33, 2004.

**Assessment of knowledge and skills in primary health care services: senior medical students’ self-evaluation**

Sevkat Bahar-Ozvaris, Riza Sonmez & Iskender Sayek  
*Teaching and Learning in Medicine*, 16(1), 34–38, 2004.

**Self-reported assessment by medical students and interns of unprofessional practice**

Diaa E. E. Rizk & Margaret A. Elzubeir  
*Teaching and Learning in Medicine*, 16(1), 39–45, 2004.

**Medical student evaluations of lectures attended in person or from rural sites via interactive videoconferencing**

Peter W. Callas, Tania F. Bertsch, Michael P. Caputo, Brian S. Flynn, Stephen Doheny-Farina & Michael A. Ricci  
*Teaching and Learning in Medicine*, 16(1), 46–50, 2004.

**“Learning by Teaching”: a peer-teaching model for diversity training in medical school**

Tricia S. Tang, Eric J. Hernandez & Barbara S. Adams  
*Teaching and Learning in Medicine*, 16(1), 60–63, 2004.

**“Profession”: a working definition for medical educators**

Sylvia R. Cruess, Sharon Johnston & Richard L. Cruess  
*Teaching and Learning in Medicine*, 16(1), 74–76, 2004.

**Assessing residents’ competency in care management: report of a consensus conference**

John G. Frohna, Adina Kalet, Elizabeth Kachur, Sondra Zabar, Malcolm Cox, Ralph Halpern, Mariana G. Hewson, Michael J. Yedidia & Brent C. Williams  
*Teaching and Learning in Medicine*, 16(1), 77–84, 2004.

**Assessing practice-based learning and improvement**

Deirdre C. Lynch, Susan R. Swing, Sheldon D. Horowitz, Kathleen Holt & Joseph V. Messer  
*Teaching and Learning in Medicine*, 16(1), 85–92, 2004.

**Status of standardized patient assessment: taking standardized patient-based examinations to the next level**

Emil R. Petrusa  
*Teaching and Learning in Medicine*, 16(1), 98–110, 2004.