

In This Issue

From the Editor

A second editorial in a series on qualitative research by Joan Sargeant describes techniques used to select participants, methods for data analysis, and ways of ensuring study quality (p. 1).

Riesenberg describes the patient handoff, including challenges in implementing the Accreditation Council for Graduate Medical Education (ACGME) requirements related to transitions in care, and opportunities for research to improve the handoff (p. 4).

Perspectives

A perspective by Kalkman from the Netherlands discusses virtual reality in residency education (p. 11).

Sklar highlights graduate medical education's potential to transform by a focus on delivery systems and quality of care and discusses practical implications (p. 14).

Research and Innovation

Several articles address the patient handoff. Chuang and colleagues report on a randomized trial of a handoff based on aviation principles (p. 52); O'Horo et al show that an electronic system with feedback reduces errors in resident handoffs (p. 42); and Aylward and colleagues show how an interactive workshop improves handoff performance by interns (p. 68).

Carney and colleagues describe a novel way to enhance family medicine residents' preparedness to deliver care in a patient-centered medical-home approach (p. 16). Triola tackles this topic in a companion commentary (p. 112).

Barsuk et al discuss how simulation-based education improves residents' skills for performing paracentesis (p. 8).

Addressing alcohol use in patients remains a challenge for many physicians. Pringle et al discuss a program preparing residents to deliver a brief intervention that includes motivational interviewing and use of validated screening tools (p. 58).

Craig and colleagues report on findings from a survey of transitional-year residency program directors, describing challenges and offering suggestions for improvement (p. 28).

A study from New Zealand describes a resident-as-teacher workshop and reports on the effect on medical student ratings of resident teaching effectiveness and medical student learning outcomes (Hill et al, p. 34).

Guerrasio and colleagues show that attributes of postrotation evaluations can predict residents in need of remediation (p. 47).

Keller et al describe use of a commercial evaluation system to reinforce resident teaching skills (p. 64).

Taylor and colleagues report on a program to address racial and ethnic disparities in cancer health, building on the strength of diversity training offered at a traditionally African American medical school (p. 72).

Lebensohn et al discuss an intervention for residents to develop competency in integrative medicine through a comprehensive online curriculum and report on feasibility and acceptance by residents (p. 76).

Preparing physicians to provide care for older patients is a national priority. Powers and colleagues describe an approach using case-based presentations enhanced with evidence from the research literature to teach geriatrics competencies to residents in a range of specialties (Powers et al, p. 83).

A structured workshop designed and implemented by Talwalkar and colleagues improves the quality of resident discharge summaries (p. 87).

McCarthy et al describe a new tool for testing and training ophthalmoscope skills and report on effectiveness and user satisfaction (p. 92).

Pierce and colleagues redesigned rotations in an internal medicine program to ensure duty hour compliance. They discuss the effect on learning and professional satisfaction (p. 97).

Potentially the most challenging ACGME competency, from a teaching and evaluation perspective, is professionalism. Kesselheim and colleagues report on this issue with results from a survey of program directors in pediatric residency (p. 101).

Conforti et al report on Institutional Review Board reviews and approval for quality improvement in residency programs, finding variability not explained by project attributes (p. 106).

Letters to the Editor

"Letters to the Editor" discuss a virtual journal club to teach evidence-based medicine (p. 116); an armed forces "Over the Shoulder" (observation) program to enhance the training of Iraqi physicians (p. 117); and observations on neurosurgery call at a large teaching hospital (p. 119).

RIP OUT

Faculty and resident scholarship is the focus of this issue's "Rip Out," which offers practical advice to program directors and academic leaders (p. 111).

On Teaching

Schumacher offers a personal chronicle of his experience as the resident representative on the expert group that developed the ACGME Educational Milestones in Pediatrics (p. 120).

ACGME News and Views

An analysis of resident perceptions of strengths and opportunities for improvement, collected before program site visits, finds some attributes mentioned only as irritants, whereas others are critical to the residents' satisfaction with the learning environment (p. 122).