

**Education Journal Club**  
**Academic Assembly 2017**  
**Esther H Chen, David Duong, David Gordon**  
*\*Article Discussed by Speakers*

**Assessment & Feedback**

\*Lau, AMS. 'Formative good, summative bad?' – A review of the dichotomy in assessment literature. *Journal of Further and Higher Education*. 2016;40(4):509-525.

Bok HG, Jaarsma DA, Spruijt A, Van Beukelen P, Van Der Vleuten CP, Teunissen PW. Feedback-giving behaviour in performance evaluations during clinical clerkships. *Med Teach*. 2016;38(1):88-95.

\*Dudek NL, Dojeiji S, Day K, Varpio L. Feedback to Supervisors: Is Anonymity Really So Important? *Acad Med*. 2016;91(9):1305-12.

Govaerts MJ. Competence in assessment: beyond cognition. *Med Educ*. 2016;50(5):502-4.

Gauthier G, St-Onge C, Tavares W. Rater cognition: review and integration of research findings. *Med Educ*. 2016;50(5):511-22.

\*Ginsburg S, van der Vleuten C, Eva KW, Lingard L. Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. *Adv Health Sci Educ Theory Pract*. 2016;21(1):175-88.

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Newble D. Revisiting 'The effect of assessments and examinations on the learning of medical students'. *Med Educ*. 2016;50(5):498-501.

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## Diversity

Tunson J, Boatright D, Oberfoell S, Bakes K, Angerhofer C, Lowenstein S, et al. Increasing Resident Diversity in an Emergency Medicine Residency Program: A Pilot Intervention With Three Principal Strategies. *Acad Med.* 2016;91(7):958-61.

\*Boatright D, Ross D, O'Connor P, Moore E, Nunez-Smith M. Racial Disparities in Medical Student Membership in the Alpha Omega Alpha Honor Society. *JAMA.* 2017 [e pub ahead of print]

\*Capers Q, Clinchot D, McDougle L, Greenwald AG. Implicit Bias in Medical School Admissions. *Acad Med.* 2017; 92(3): 365-69.

## Faculty Development

\*Regan L, Jung J, Kelen GD. Educational Value Units: A Mission-Based Approach to Assigning and Monitoring Faculty Teaching Activities in an Academic Medical Department. *Academic Medicine.* 2016;91(12):1642-1646.

Yoon M, El-Haddad C, Durning S, Hu W. Coaching early-career educators in the health professions. *Clin Teach.* 2016;13(4):251-6.

## Leadership

\*Leenstra NF, Jung OC, Johnson A, Wendt KW, Tulleken JE. Taxonomy of Trauma Leadership Skills: A Framework for Leadership Training and Assessment. *Acad Med.* 2016;91(2):272-81.

## Learners

O'Brien BC, Hirsh D, Krupat E, Batt J, Hansen LA, Poncelet AN, et al. Learners, performers, caregivers, and team players: Descriptions of the ideal medical student in longitudinal integrated and block clerkships. *Med Teach.* 2016;38(3):297-305.

Shapiro J, Rakhra P, Wong A. The stories they tell: How third year medical students portray patients, family members, physicians, and themselves in difficult encounters. *Med Teach.* 2016;38(10):1033-40.

## Medical Education Research

Cook DA, Lineberry M. Consequences Validity Evidence: Evaluating the Impact of Educational Assessments. *Acad Med.* 2016;91(6):785-95.

Gruppen LD, Durning SJ. Needles and Haystacks: Finding Funding for Medical Education Research. *Acad Med.* 2016;91(4):480-4.

## **Interpersonal Skills**

\*Ragsdale JW, Van Deusen R, Rubio D, Spagnoletti C. Recognizing Patients' Emotions: Teaching Health Care Providers to Interpret Facial Expressions. *Acad Med.* 2016;91(9):1270-5.

Macqueen S, Woodward-Kron R, Flynn E, Reid K, Elliott K, Slade D. A resource for teaching emergency care communication. *Clin Teach.* 2016;13(3):192-6.

## **Professionalism**

\*Mak-van der Vossen MC, van Mook WN, Kors JM, van Wieringen WN, Peerdeman SM, Croiset G, et al. Distinguishing Three Unprofessional Behavior Profiles of Medical Students Using Latent Class Analysis. *Acad Med.* 2016;91(9):1276-83.

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## **Remediation**

\*Kalet A, Guerrasio J, Chou CL. Twelve Tips for Developing and Maintaining a Remediation Program in Medical Education. *Medical Teacher.* 2016;38(8):787-792.

## **Residency Selection and Transition**

Cuddy MM, Winward ML, Johnston MM, Lipner RS, Clauser BE. Evaluating Validity Evidence for USMLE Step 2 Clinical Skills Data Gathering and Data Interpretation Scores: Does Performance Predict History-Taking and Physical Examination Ratings for First-Year Internal Medicine Residents? *Acad Med.* 2016;91(1):133-9.

\*Prober CG, Kolars JC, First LR, Melnick DE. A Plea to Reassess the Role of United States Medical Licensing Examination Step 1 Scores in Residency Selection. *Acad Med.* 2016;91(1):12-5.

Sozener CB, Lyson ML, House JB, Hopson LR, Dooley-Hash SL, Hauff S, et al. Reporting Achievement of Medical Student Milestones to Residency Program Directors: An Educational Handover. *Acad Med.* 2016;91(5):676-84.

## **Wellness and Resilience**

\*Rogers D. Which Educational Interventions Improve Healthcare Professionals' Resilience? *Medical Teacher.* 2016;38(12):1238-1241.