CONTENTS OF VOLUME 8

Volume 8 No. 1 2003

Editorial

A.J.A. KEEN, S. KLEIN and D.A. ALEXANDER / Assessing the Communication Skills of Doctors in Training: Reliability and Sources of Error 5–16

ROSE M. HATALA, LEE R. BROOKS and GEOFFREY R. NORMAN / Practice Makes Perfect: The Critical Role of Mixed Practice in the Acquisition of ECG Interpretation Skills 17–26

JOHN R. BOULET, DANETTE W. MCKINLEY, GERALD P. WHELAN and RONALD K. HAMBLETON / Quality Assurance Methods for Performance-Based Assessments 27–47

From the Archives:

ILENE HARRIS / What Does “The Discovery of Grounded Theory” Have to Say to Medical Education? 49–61

Exemplar:

DAVID M. IRBY and LUANN WILKerson / Charles W. Dohner, PhD: An Evaluator and Mentor in Medical Education 63–73

Reflections:

MOHAMMADREZA HOJAT, JOSEPH S. GONNELLA and ADDEANE S. CAELLEIGH / Impartial Judgment by the “Gatekeepers” of Science: Fallibility and Accountability in the Peer Review Process 75–96

Volume 8 No. 2 2003


KATHY BIERNAT, DEBORAH SIMPSON, EDMUND DUTHIE, JR., DAWN BRAGG and RICHARD LONDON / Primary Care Residents Self Assessment Skills in Dementia 105–110

PETER M. BOENDERMAKER, MARC H. CONRADI, JAN SCHULING, BETTY MEYBOOM-DE JONG, REIN P. ZWIERSTRA and JAAP C.M. METZ / Core Characteristics of the Competent General Practice Trainer, a Delphi Study 111–116
MYRIAM J. CURET and STEWART P. MENNIN / The Effect of Longterm vs Shortterm Tutors on the Quality of the Tutorial Process and Student Performance 117–126

SYLVIE FONTAINE and TIM J. WILKINSON / Monitoring Medical Students’ Professional Attributes: Development of an Instrument and Process 127–137

SARAH WILLIS, ALISON JONES, PATRICIA McARDLE and PAUL A. O’NEILL / A Qualitative Study of the Attitudes to Teamwork of Graduates from a Traditional and an Integrated Undergraduate Medical Course 139–148

JOHN M. BOLTRI, ROBERT B. HASH and ROBERT L. VOGEL / Are Family Practice Residents Able to Interpret Electrocardiograms? 149–153

FRANCISKA KOENS, OLLE TH.J. TEN CATE and EUGÈNE J.F.M. CUSTERS / Context-Dependent Memory in a Meaningful Environment for Medical Education: In the Classroom and at the Bedside 155–165

Reflections:

MARTIN DONOHOE / Advice for Young Investigators: Historical Perspectives on Scientific Research 167–171

Biography:

WILLIAM A. ANDERSON and ILENE B. HARRIS / Arthur S. Elstein, Ph.D.: Skeptic, Scholar, Teacher and Mentor 173–182

Volume 8 No. 3 2003

Editorial 183–187


A. WAGENAAR, A.J.J.A. SCHERPBIER, H.P.A. BOSHUIZEN, and C.P.M. VAN DER VLEUTEN / The Importance of Active Involvement in Learning: A Qualitative Study on Learning Results and Learning Processes in Different Traineeships 201–212

KAREN E. HAUSER, ARIANNE TEHERANI, JEFF WIESE and CYNTHIA L. FENTON / A Strategy to Standardize the Learning of Core Clerkship Objectives 213–221