



CAME Voice/Voix

Canadian Medical Education Journal 7(1)

Rachel Ellaway, CAME Voice Editor

The latest edition of the Canadian Medical Education Journal (CMEJ) has just been released. As usual the journal presents an eclectic range of studies and papers exploring the art and science of medical education in Canada:

- Roze des Ordons et al. look at postgraduate medical education in the context of palliative and end of life care and show that poor communication can cause significant harm. We therefore need to be more deliberate in developing trainees' communications skills as a priority rather than as an afterthought.
- Kidd et al. explore how art can be used to trigger provocative and collaborative conversations among health care students and practitioners in developing affective responses to vulnerable persons.
- Koszycki et al. evaluate the feasibility and benefits of a longitudinal peer-led mindfulness meditation program (MMP). While compliance was a problem, the program decreased participant stress levels and it enhanced their mindfulness, self-compassion and altruism.
- Lindsay et al. report on differences between physicians who have different levels of participation in continuing professional development (CPD). Non-attenders indicated less satisfaction with present opportunities and wanted new options such as personal study and online resources.
- Roy et al. investigate whether GPAs, MCAT scores, internal examinations, and NBME scores correlate with and predict MCC Qualifying Examination Part I scores. They show that much of the variation in the MCC exam is accounted for by the NBME, but only negligible variation coming from the GPA and the MCAT.
- Dagnone et al. describe a successful pilot of a multi-centre, 3-station simulation-based OSCE for the assessment of resuscitation competence for postgraduate emergency medicine trainees.
- Boutis et al. compare the difficulty of interpreting normal versus abnormal pediatric radiographs. While abnormal images were more difficult to interpret, normal images could also be problematic. They recommend including more normal cases in teaching radiographic interpretation.
- Steinmetz et al. (2016) review bedside ultrasound teaching in medical schools across Canada, finding much activity as well as many barriers to bedside ultrasound in medical education.
- This issue concludes with Lougheed and Bowmer independently exploring whether the MCC Part 2 exam truly protects Canadian patients.

The CMEJ continues to solicit scholarly papers and articles on matters of interest to the Canadian medical education community, and remember that there is a call for a special issue of the CMEJ on Globalization and Medical Education: Canadian Dimensions.

The CMEJ is online at www.cmej.ca