



## Medical Education

Edited by Robert M. Golub, MD

### Research

#### Residents' End-of-Rotation Transition and Patient Mortality 2204

Shift-to-shift transitions in care are associated with adverse events among hospitalized patients. Whether end-of-rotation patient care transitions, in which resident physicians ending a clinical rotation transfer patients to residents coming on service, are associated with adverse events is not known. Denson and colleagues examined this question in a cohort of 230 701 patients admitted to internal medicine services at 10 Veterans Affairs hospitals in 2008 to 2014. The authors found that in-hospital mortality was significantly higher among transition patients (those admitted prior to an end-of-rotation transition who died or were discharged within 7 days following transition) compared with all other patient discharges. In an Editorial, Arora and Farman discuss why inpatient service changes may be risky for patients.

📖 Editorial 2193

📄 CME [jamanetworkcme.com](http://jamanetworkcme.com)

#### Depression and Suicidal Ideation Among Medical Students 2214

Medical students have an increased risk for depression and suicidal ideation. To provide estimates of the prevalence of depression and suicidal ideation in this population of young adults, Rotenstein and colleagues undertook a systematic review and meta-analysis of data from 167 cross-sectional studies (116 628 participants) and 16 longitudinal studies (5728 participants) that assessed depression or depressive symptoms in medical students and 24 cross-sectional studies (21 002 participants) that examined suicidal ideation. The authors report a summary estimate of the prevalence of depression or depressive symptoms among medical students of 27.2% and a summary estimate of the prevalence of suicidal ideation of 11.1%. In an Editorial, Slavin discusses how the culture of medicine may contribute to poor mental health among trainees.

📖 Editorial 2195 Related Article 2237

📄 CME [jamanetworkcme.com](http://jamanetworkcme.com)

### Opinion

#### Viewpoint

2187 The Oral Case Presentation: A Key Tool for Assessment and Teaching in Competency-Based Medical Education  
L Melvin and RB Cavalcanti

2189 Navigating Ethical Tensions in High-Value Care Education  
M DeCamp and KR Riggs

#### A Piece of My Mind

2191 Alienated  
A Kalra and K Suri

#### Editorial

2193 Inpatient Service Change: Safety or Selection?  
VM Arora and JM Farman

2195 Medical Student Mental Health: Culture, Environment, and the Need for Change  
SJ Slavin

2197 Shifting Approaches for Evaluation of Resident Performance: From Competencies to Milestones  
LS Logio

2200 Looking Inward and Reflecting Back: Medical Education and JAMA  
RM Golub

### Appendixes

2283 Medical Schools in the United States, 2015-2016  
B Barzansky and SI Etzel

2291 Graduate Medical Education, 2015-2016  
SE Brotherton and SI Etzel

#### Cover:

*The Callroom of Earthly Delights*  
Illustration design by Robert M. Golub, MD,  
Illustration by Karen Bucher, MA, CMI.  
A high-resolution version is available  
at [jama.com](http://jama.com).



Editor in Chief  
Howard Bauchner, MD

133 YEARS  
OF CONTINUOUS  
PUBLICATION

## Research (continued)

### Learning Environment and Medical Student Well-being 2237

Wasson and colleagues report results of a systematic review of 28 studies (8224 participants) that evaluated the association between undergraduate medical education learning environment interventions and the emotional well-being of students. The authors found that the overall quality of evidence from the examined studies was low. Limited evidence suggested that some specific learning environment interventions—including pass/fail grading systems, mental health programs, mind-body skills programs, wellness programs, curriculum structure, and advising/mentoring programs—were associated with improved emotional well-being among medical students.

📖 Editorial 2195 Related Article 2214

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### Validity of Milestone-Based Ratings of Resident Performance 2253

Since 2015, residency training programs have been required to assess resident performance using a milestone-based rating system. To assess the validity of milestone-based ratings in internal medicine, Hauer and colleagues analyzed performance assessment data from 21 284 internal medicine residents for the 2013-2014 academic year—when both milestone ratings and the former resident annual evaluation summary (RAES) ratings were determined. Among the authors' findings was that the milestone-based ratings correlated with RAES ratings, with progressively higher correlations across training years. In an Editorial, Logio discusses an evolving approach to assessing residents' professional development.

📖 Editorial 2197

## Clinical Review & Education

### Mistreating Medical Students 2263

A respectful team culture is essential for both patient safety and optimal learning by medical students and other trainees. This article by Lucey and colleagues in the JAMA Professionalism series presents the following scenario: a respected faculty member's teaching style includes questioning students on material that is beyond their educational level, and he often persists with questions and makes sarcastic remarks when it is clear the student cannot provide answers. After observing one such faculty-student exchange, an intern on the team is upset that the student was publicly humiliated. What should the intern do?

📺 Author Audio Interview [jama.com](http://jama.com) CME [jamanetworkcme.com](http://jamanetworkcme.com)



## Humanities

### Poetry and Medicine

2278 Temporary Connection  
CK Morris

### JAMA Revisited

2280 Another Step in Higher  
Medical Education

## JAMA Patient Page

2322 Sleep-Wake Disorders

## LETTERS

### Research Letter

2271 Prevalence of Self-disclosed  
Disability Among Medical Students  
in US Allopathic Medical Schools  
LM Meeks and KR Herzer

2273 Resident Shift Handoff Strategies in  
US Internal Medicine Residency Programs  
CM Wray and Coauthors

### Comment & Response

2275 Magnetic Resonance Imaging  
Exposure During Pregnancy

2276 Shared Decision Making  
Regarding Aspirin in Primary Prevention  
of Cardiovascular Disease

2277 Correction

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**Editor's Audio Summary**  
Robert M. Golub, MD,  
summarizes and comments  
on this week's issue.

## JAMA Professionalism

**AUDIO** Interview with the authors,  
experts in the field, and representatives  
from related organizations on "Medical  
Student Mistreatment." Listen at  
<http://sites.jamanetwork.com/linked-audio/jpr160006audio1.html>.

## Departments

2175 Staff Listing

2265 CME Questions

2313 Classified Advertising

2319 Journal Advertiser Index

2321 Contact Information

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