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IN THIS ISSUE!

Here are the articles presented in this issue of the Canadian Medical Education Journal.

Original Research

What do new graduate nurses really need when transitioning to clinical roles? by Jafarimanesh and colleagues explored the needs of newly graduated nurses during their transition to clinical practice. Addressing these needs, such as health promotions and emotional support, is important for enhancing nurse retention and the quality of patient care.

Brief Reports

A qualitative study of validation practices in classroom-based assessment in health professions education: what do faculty members actually do? by Marceau and co-authors explored how faculty in health professions education validate classroom-based assessments. They found that faculty consider validation important and use different types of evidence throughout the assessment process, despite having limited support and resources.

Dual accreditation in CPD: enhancing learning, equity, and health system integration by Paton and team interviewed program directors of dually accredited programs. They found that dual accreditation is more than an administrative process; it supports collaborative learning and health system inte-ration.

Scientific Reports

Building sustainable virtual healthcare delivery in Indigenous communities through capacity building: a case study by Khan and co-authors proposed that Indigenous-led and community-governed training can support culturally safe, accessible, and sustainable virtual healthcare in rural and remote Indigenous communities by building local skills and trust.

You Should Try This!

Narrative medicine program for adults with intellectual and developmental disabilities: a co-learning model with interprofessional students by Katz and team describes a program that uses storytelling and creative arts to improve communication between adults with intellectual and developmental disabilities (IDDs) and healthcare students to help patients feel more understood while helping students become more empathetic and patient centred.

MacDonald et al.'s article, Improving undergraduate medical training on intellectual and developmental disabilities through clinical skills sessions, outlined a model that integrates people with IDDs as volunteer patients in first-year medical students' clinical skills sessions to address gaps in medical education through early, authentic patient interactions.

Augmented reality telementoring for procedural skills in remote medical education by Cole and colleagues explored whether augmented reality telementoring can support procedural teaching in remote environments where in-person instruction is not feasible.

Commentary and Opinions

Is Francophonie enough? Rethinking Global South representation in health professions education by Girerd and colleagues is a French commentary maintaining that, although Francophone health education conferences emphasize culture, equity, and social justice, they include few voices in prominent roles from the Global South.

Equitable assessment in medical education: confronting the hidden curriculum and systemic bias by Fung and Migabo noted that fair assessment depends not only on exams, but also on culture, expectations, and deliberate efforts to counter hidden and systemic biases.

Conferences

Finally, we have the Conference Abstracts from 2026 International Conference on Residency Education. The theme from this conference was "Thriving in uncertainty: residency education in a world of change."

Enjoy!