

EDITORIAL

Medical Education Adaptations: Really Good Stuff for educational transition during a pandemic

In response to the COVID-19 pandemic, educators around the globe are scrambling to adapt in ways that facilitate the ongoing knowledge and skill development of the next generation of health professionals while social distancing and other measures are dramatically disrupting standard practices.


Classroom-based teaching and discussion groups are quickly moving to online delivery; assessments are being delayed or cancelled, with uncertainty about what that could mean for patient safety; emotional and psychological impacts are being monitored; in the workplace, preceptors are being overwhelmed by their own clinical responsibilities and debate is routine regarding the activities in which trainees should be allowed to participate; retired clinicians and non-specialists are being recruited and rapidly retrained to ensure the workforce can keep up with the infection rate; and telehealth efforts are ramping up, with efforts to determine how to best incorporate learners into that mode of care delivery.

In these exceptional times of educational adaptation, we need to share information and we need to share it fast. Journals can only do so much as the publication lags required for writing, reviewing, formatting and distributing full articles prevent dissemination from happening rapidly. *Medical Education*, however, will do what it can by creating (for an indefinite period) a new series called Medical Education Adaptations.

We are well positioned to get really good ideas out quickly for four reasons: (a) we are a globally focused journal with readers and authors from a wide array of countries that are at varying stages of a health crisis; (b) we have a 20-year history of disseminating key lessons learned through educational innovation through our Really Good Stuff (RGS) series; (c) we have recently begun immediate publishing of "Accepted Articles", such that manuscripts are posted online (within days of acceptance) in submitted form (i.e., pre-formatting); and (d) we have a number of volunteers as well as seven

cohorts worth of editorial interns who have expressed a willingness to help with rapid review - these are exceptionally talented scholars, the latter of whom engaged deeply during their internship with learning about publication practices in general and RGS in particular.

These articles will be formatted and evaluated in the same way as our regular RGS articles, but they will be posted to www.mededuc.com as "Accepted Articles" upon acceptance (with eventual print publication) rather than published in bulk twice a year. If you have an educational insight worth sharing, please visit our website, review the Author Guidelines (under the "Contributors" menu), and upload your manuscripts using the "Submit an Article" link. We will use our standard criteria of soundness of approach, originality, clarity and significance to decide which to include.

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