Editor’s Note

Teaching Rounds in Cardiac Electrophysiology

The last 2 decades have seen major advances in clinical electrophysiology, particularly with ablation of complex arrhythmias and the use of implantable devices. Throughout, the main method by which trainees learn continues to be from direct interaction with practicing electrophysiologists. Most of us learned the basic rules for interpreting ECGs and electrograms during “teaching rounds,” where specific case-based examples were pointed out and the context and significance of the observation explained. Although training programs are specifically geared to provide this experience, the practicing electrophysiologist can find it a challenge to stay abreast of the plethora of newer mapping, imaging, and ablation techniques, learning their correct application and how to avoid the inevitable pitfalls that can arise.

With this issue of the Journal, we are launching “Teaching Rounds in Cardiac Electrophysiology.” This series is designed to provide a forum for review and discussion of approaches to diagnosis and therapy, in a teaching rounds format. The series will emphasize fundamentals and classic phenomena while continuously incorporating newer techniques and observations. These articles will be published online, allowing easy access to graphics and video. The series will be edited by Samuel Asirvatham and will begin with a series of articles on cardiac mapping.

We are delighted to invite submissions for the series that are consistent with the series objectives. These may include unusual or classic ECG findings, particularly combined with images from new technologies that facilitate the understanding of classic findings or physiology relevant to the practice of clinical electrophysiology. In contrast to “Images in Cardiac Electrophysiology,” submissions for the “Teaching Rounds” should include a more extensive discussion to draw from the observations relevant teaching points that have applicability to many other cases. Examples do not have to be images or tracings from a single case but may involve 3 or 4 tracings or images from different cases that are compared with each other to make a teaching point. There will be no charge for publishing color images, and videos are encouraged.

We hope that you find “Teaching Rounds in Cardiac Electrophysiology” a valuable and enjoyable addition to your electrophysiology reading.

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