

# medical teacher journal impact factor

**medical teacher journal impact factor** is a critical metric widely used to evaluate the influence and prestige of the Medical Teacher journal within the academic and medical education communities. This article explores the concept of the medical teacher journal impact factor, its significance for researchers and educators, and how it compares to other journals in the field. Understanding the impact factor helps authors gauge the reach and recognition of their publications and informs decisions regarding manuscript submissions. Additionally, this article delves into factors that affect impact factor calculations and the limitations of relying solely on this metric. Readers will also find insights into how the Medical Teacher journal maintains its standards and relevance in medical education research. The following sections provide a detailed overview of these aspects.

- Understanding Medical Teacher Journal Impact Factor
- Importance of Impact Factor in Medical Education Research
- Factors Influencing the Medical Teacher Journal Impact Factor
- Comparison with Other Medical Education Journals
- Limitations of Using Impact Factor as a Sole Metric
- How Medical Teacher Journal Maintains Its Impact

## Understanding Medical Teacher Journal Impact Factor

The medical teacher journal impact factor represents a quantitative measure reflecting the average number of citations received per paper published in the Medical Teacher journal during a specific period, typically two years. It is commonly calculated and published annually by organizations such as Clarivate Analytics through their Journal Citation Reports. The impact factor serves as an indicator of the journal's academic influence and the relevance of its content within the medical education field. High impact factors often correspond to journals with widely cited, high-quality research articles, reviews, and educational innovations.

## Definition and Calculation

The impact factor is calculated by dividing the number of citations in a given year to articles published in the previous two years by the total number of articles published in those two years. For example, the 2023 impact factor would be the number of citations in 2023 to articles published in 2021 and 2022, divided by the total articles published in 2021 and 2022. This formula emphasizes recent influence and helps track current trends in research dissemination.

# **Medical Teacher Journal's Current Impact Factor**

The Medical Teacher journal consistently ranks among the top journals in the field of medical education, with an impact factor that reflects its role as a leading platform. Its impact factor fluctuates annually depending on citation patterns, publication volume, and the field's evolving research priorities. Researchers and educators often consult the latest impact factor when selecting journals for manuscript submission to maximize visibility and impact.

## **Importance of Impact Factor in Medical Education Research**

The medical teacher journal impact factor holds substantial importance for authors, institutions, and funding agencies involved in medical education research. It acts as a proxy for the journal's prestige, guiding decisions regarding where to publish and which articles to prioritize for reading and citation. Additionally, impact factor influences academic promotion, grant approvals, and institutional rankings, making it a significant consideration in the professional landscape.

## **Role in Academic Publishing**

Authors prefer publishing in journals with higher impact factors to enhance their work's recognition and career prospects. Medical Teacher's respectable impact factor attracts high-quality submissions, ensuring a competitive and rigorous peer review process. Publishing in such journals often leads to increased citations and broader dissemination of educational research findings.

## **Influence on Institutional and Funding Decisions**

Institutions frequently use journal impact factors to evaluate faculty research output during hiring, tenure, and promotion reviews. Funding agencies may also consider the impact factor of journals in which applicants publish to assess research quality and potential influence. Thus, the medical teacher journal impact factor indirectly affects resource allocation and academic advancement.

## **Factors Influencing the Medical Teacher Journal Impact Factor**

Several variables affect the calculation and trends of the medical teacher journal impact factor, ranging from editorial policies to citation behaviors in the medical education community. Understanding these factors is crucial for interpreting the impact factor accurately and for strategic journal management.

## **Publication Volume and Article Types**

The number and type of articles published influence citation rates and impact factor. Review articles, for example, tend to garner more citations than original research or case reports. Medical Teacher's

editorial strategy to include comprehensive reviews, research articles, and educational innovations can affect its citation metrics and impact factor.

## **Citation Practices and Field Dynamics**

Citation frequency varies across disciplines and research topics within medical education. Emerging areas with rapid development may generate more citations, while niche topics might receive fewer. The impact factor reflects these citation patterns, which can fluctuate based on current trends, research funding priorities, and educational policy changes.

## **Editorial and Peer Review Policies**

Strict peer review and high editorial standards enhance the quality and relevance of published content, leading to higher citation rates. Medical Teacher's reputation for rigor and innovation contributes positively to its impact factor by attracting influential research and reviews.

## **Comparison with Other Medical Education Journals**

Comparing the medical teacher journal impact factor with those of peer journals provides context about its standing and competitiveness within the medical education field. Several prominent journals publish research related to medical teaching, learning, and assessment.

## **Top Medical Education Journals**

- Academic Medicine
- Medical Education
- Advances in Health Sciences Education
- BMC Medical Education
- Medical Teacher

Each journal has a unique scope, audience, and editorial focus that influence its impact factor. Medical Teacher often competes closely with these journals, maintaining a strong position due to its focus on practical teaching strategies and innovations in medical education.

## **Reasons for Impact Factor Variations**

Variations in impact factors among medical education journals arise from differences in publication frequency, article types, and citation practices. Journals emphasizing systematic reviews or meta-analyses may exhibit higher impact factors due to the broader appeal and citation potential of such

articles. Medical Teacher balances diverse article formats to serve a broad readership, which contributes to its stable impact factor.

## **Limitations of Using Impact Factor as a Sole Metric**

While the medical teacher journal impact factor is a valuable indicator, relying exclusively on it to assess journal quality or article importance has notable limitations. Recognizing these constraints is essential for a nuanced understanding of academic impact and for making informed decisions related to research dissemination.

### **Impact Factor Does Not Reflect Article Quality Uniformly**

The impact factor averages citations across all articles, masking the variability in individual article influence. Some highly cited articles may disproportionately elevate the journal's impact factor, while many others receive minimal citations. Therefore, impact factor alone cannot guarantee the quality or relevance of each published work.

### **Potential for Manipulation**

Editorial practices such as publishing more review articles or encouraging self-citations can artificially inflate the impact factor. Although Medical Teacher adheres to ethical publishing standards, awareness of such potential manipulations is important when interpreting impact factors broadly.

### **Disciplinary and Temporal Biases**

Impact factors favor fields with rapid publication and citation cycles, which may disadvantage slower-moving disciplines or innovative research whose impact emerges over longer periods. Medical education research can sometimes take time to influence practice, which impact factors calculated over two years might not fully capture.

## **How Medical Teacher Journal Maintains Its Impact**

The Medical Teacher journal employs multiple strategies to sustain and enhance its impact factor, ensuring continued relevance and leadership in medical education scholarship.

### **Focus on High-Quality, Innovative Content**

The journal prioritizes publishing cutting-edge research, comprehensive reviews, and evidence-based educational innovations. This approach attracts citations from educators and researchers aiming to improve medical teaching and learning.

## **Rigorous Peer Review and Editorial Oversight**

Maintaining stringent peer review standards ensures that only robust and meaningful studies are published, bolstering the journal's reputation and citation rates. The editorial board actively curates content to align with evolving trends and educational needs.

## **Engagement with the Medical Education Community**

The journal fosters connections with educators, researchers, and institutions worldwide through special issues, thematic series, and collaboration with professional organizations. This engagement enhances article visibility and citation potential, positively influencing the impact factor.

## **Promotion and Accessibility**

Effective dissemination strategies, including indexing in major databases and promoting open access options, increase article accessibility and readership. Greater availability typically correlates with higher citation rates, supporting the journal's impact factor.

## **Summary of Key Points**

- The medical teacher journal impact factor quantifies the journal's academic influence based on citation metrics.
- It plays a significant role in publication decisions, academic evaluations, and funding considerations within medical education.
- Multiple factors, including article types, citation behavior, and editorial policies, affect the impact factor.
- Comparisons with peer journals reveal Medical Teacher's competitive standing and unique editorial focus.
- Limitations of impact factor emphasize the need for complementary metrics and qualitative assessments.
- Ongoing efforts to publish high-quality research and engage the medical education community help maintain and grow the journal's impact.

## **Frequently Asked Questions**

## **What is the current impact factor of the Medical Teacher journal?**

As of the latest Journal Citation Reports, the Medical Teacher journal has an impact factor of approximately 3.5, reflecting its influence in the field of medical education.

## **How is the impact factor of Medical Teacher calculated?**

The impact factor of Medical Teacher is calculated by dividing the number of citations in a given year to articles published in the previous two years by the total number of articles published in those two years.

## **Why is the impact factor important for the Medical Teacher journal?**

The impact factor is important because it indicates the journal's relevance and prestige in medical education research, influencing where authors choose to publish and how institutions evaluate research quality.

## **How has the impact factor of Medical Teacher changed over recent years?**

The impact factor of Medical Teacher has shown a steady increase over recent years, reflecting growing recognition and citation of its published research in the medical education community.

## **Can the impact factor of Medical Teacher be used to assess the quality of individual articles?**

While the impact factor provides an overall measure of journal influence, it should not be used to assess the quality of individual articles, which vary in impact regardless of the journal's average.

## **How does Medical Teacher's impact factor compare to other medical education journals?**

Medical Teacher's impact factor is competitive and often ranks among the top journals in medical education, indicating its strong presence and influence in the field.

## **Where can I find the official impact factor for Medical Teacher?**

The official impact factor for Medical Teacher can be found in the Clarivate Analytics Journal Citation Reports or on the journal's official website.

## **Does a high impact factor mean Medical Teacher publishes**

## only high-quality research?

A high impact factor generally indicates that the journal publishes influential and frequently cited research, but quality can vary among individual articles.

## How can authors increase their chances of publishing in a high-impact journal like Medical Teacher?

Authors can increase their chances by submitting well-designed, innovative research relevant to medical education, following submission guidelines carefully, and engaging in rigorous peer review.

## Additional Resources

### 1. *Understanding Medical Teacher Journal Impact Factors: A Comprehensive Guide*

This book delves into the intricacies of journal impact factors with a special focus on the Medical Teacher journal. It explains how impact factors are calculated, their significance in academic publishing, and their influence on medical education research. Readers will gain insights into interpreting impact factors and using them to evaluate journal quality effectively.

### 2. *Evaluating Medical Education Research: The Role of Impact Factors*

Designed for educators and researchers, this title explores the importance of impact factors in assessing medical education literature. It discusses the strengths and limitations of impact factors and suggests alternative metrics for a holistic evaluation. The book also provides case studies from the Medical Teacher journal to illustrate key points.

### 3. *Medical Teacher Journal and Its Influence on Medical Education*

This book offers a historical perspective on the Medical Teacher journal, highlighting its growth and rising impact factor over the years. It examines the journal's contribution to the field of medical education and its role in shaping teaching methodologies globally. The text also covers strategies for authors seeking to publish in high-impact journals.

### 4. *Academic Publishing in Medical Education: Navigating Impact Factors*

Focusing on the academic publishing landscape, this book helps medical educators understand how impact factors affect publication decisions. It covers how journals like Medical Teacher maintain and improve their impact factors through editorial policies and quality control. The book provides practical advice for researchers aiming to enhance their publication record.

### 5. *Impact Factor Analysis in Medical Teacher and Related Journals*

This analytical work presents a detailed review of impact factor trends in the Medical Teacher journal and comparable medical education journals. It includes statistical data, citation analyses, and benchmarking techniques. The book is ideal for librarians, academic administrators, and researchers interested in bibliometrics.

### 6. *Strategies for Increasing Your Research Impact in Medical Education*

Addressing authors and educators, this book offers actionable strategies to increase research visibility and impact, with examples from articles published in the Medical Teacher journal. Topics include selecting the right journals, optimizing manuscript quality, and leveraging social media and networking. It emphasizes the relationship between research quality and journal impact factors.

### 7. *The Science of Citation Metrics: Impact Factors and Beyond*

This title explores the broader science of citation metrics, placing journal impact factors within the context of other indicators like h-index and altmetrics. It discusses how Medical Teacher's impact factor compares with other metrics and what this means for authors and institutions. The book promotes a nuanced understanding of research evaluation.

### 8. *Publishing Excellence in Medical Education: Insights from Medical Teacher*

This book compiles interviews, editorial perspectives, and best practices from the editorial board of Medical Teacher. It reveals how the journal maintains its reputation and impact factor through rigorous peer review and editorial standards. Readers will learn about the publication process and how to align their work with journal expectations.

### 9. *Bibliometrics and Medical Education: Understanding Impact Factors and Research Trends*

Focusing on bibliometrics, this book examines research trends in medical education as reflected in journals like Medical Teacher. It explains how impact factors influence research funding, academic promotions, and institutional rankings. The book serves as a resource for scholars and policymakers aiming to understand and utilize bibliometric data effectively.

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**medical teacher journal impact factor:** *Roberts Academic Medicine Handbook* Laura Weiss Roberts, 2025-08-24 This third edition has been fully updated and expanded, including seventy-three chapters, a dozen of which are new, to support the professional development and success of faculty in the field of academic medicine. Previous editions of Roberts Academic Medical Handbook are regarded as gold-standard resources that guide health professionals, including clinicians, scientists, and learners, in navigating their careers in academic medicine. Section One covers the critical topic of approaching the path of academic medicine, with emphasis on how to build your foundation for a successful career. This section includes two new chapters on contemporary issues faced by new professionals: how to avoid imposter syndrome and how to stay focused. Section Two builds upon this foundation and includes three new practical chapters that will relay to the reader how to craft an effective personal statement, teach in busy clinical settings, and approach board certification and recertification. Section Three examines best practices for working well and effectively with colleagues and includes a new chapter on how to be one's best self-advocate in academic settings. Following this, Section Four offers constructive guidance on key competencies for academic faculty, such as preparing book proposals, writing manuscripts, and reviewing manuscripts. Section Five discusses how to conduct empirical studies and includes a new chapter on how to approach medical education research. Section Six includes chapters on developing administrative skills, including best practices in faculty searches and how to work collaboratively with human resources. The book closes with a final section that discusses advancing your career and work-life balance, featuring three new chapters. Roberts Academic Medicine Handbook, 3rd Edition will be an indispensable resource for all professionals entering the field or mentoring others who are seeking fulfillment through a career in academic medicine.



**medical teacher journal impact factor: Making the Most of Medical School** Ashton Barnett-Vanes, 2017-11-27 This concise guide to medical school offers an alternative path to developing a diverse set of academic and professional skills for a successful career in medicine. Written for current and prospective medical students, chapters are structured around eight key themes relevant to the active 'all-rounder' medic, including learning and leading high-quality research, opportunities in global health, further academic degrees and the complementary career options available to today's medical graduate. This book serves as essential reading for anyone considering and embarked upon an exciting career in medicine.

**medical teacher journal impact factor: How to get a Specialty Training post** Danny C. G. Lim, 2011-05-05 Each year, thousands of junior doctors apply for highly competitive training jobs in a variety of specialties. Obtaining a training job can be a difficult and stressful process, with some specialties attracting 40 applicants per post. This book helps doctors to improve their chances of getting that highly sought-after post. It is a wide-ranging, accessible guide to the application process, covering every step, from online application to the selection panel. It includes essential tips on career development, interview technique, and specialty-specific advice.

**medical teacher journal impact factor: Innovations in Teaching and Learning: International Approaches in Developing Teacher Education and Curriculum for The Future** Marco Ferreira, Lawrence Meda, Markus Talvio, 2024-04-16 During the last few years, teachers across cultures have faced a lot of unprecedented demands in developing their methods in instruction. Population mobility, unstable labour market and globalisation change society around us rapidly. In addition, education per se is constantly changing, and redefining and modifying learning and teaching environments are an ongoing process. For example, modern educational psychology, including positive psychology movements emphasizing collaborative knowledge creation, calls teachers to facilitate their students' learning and wellbeing and to create a positive learning environment instead of using traditional frontal teaching and other teacher-centered methods. Digital revolution has challenged teachers to adapt new educational settings and to update their pedagogical approaches into more use of digital solutions. Indeed, the COVID-19 pandemic propelled the teachers to offer new optimal learning experiences.

**medical teacher journal impact factor: The Essential Handbook of Healthcare Simulation** Paul O'Connor, Angela O'Dea, Dara Byrne, 2023-12-13 Healthcare simulation is the modern way to educate healthcare providers to achieve high performance and to improve patient safety. It encompasses mannikin based training for teamwork and nontechnical skills, task trainers for procedural skills, simulated participants for communication skills, and virtual/augmented reality simulation. Based on an award-winning postgraduate course, this text provides the background knowledge required to: run a healthcare simulation centre; use simulation for training and education; and support simulation-based quality improvement and research activities. \*Presents a focused and highly practical approach to course material \*Offers a detailed guide for anyone who uses healthcare simulation for education, quality improvement, or research \*Shows a practical focus for teaching, quality improvement, and research

**medical teacher journal impact factor: Principles of Assessment in Medical Education** Tejinder Singh, Anshu., 2021-10-30 Chapter 1: Assessment: The Basics Chapter 2: Assessment of Clinical Competence: A Curtain Raiser Chapter 3: Assessment of Knowledge: Free Response Type Questions Chapter 4: Assessment of Knowledge: Selection Type Questions Chapter 5: Assessment of Knowledge: Multiple Choice Questions Chapter 6: Question Paper Setting Chapter 7: The Long Case Chapter 8: Objective Structured Clinical Examination Chapter 9: Direct Observation-based Assessment of Clinical Skills Chapter 10: Oral Examinations Chapter 11: Portfolios for Assessment Chapter 12: Assessment of Professionalism and Ethics Chapter 13: Workplace-based Assessment Chapter 14: Competency-based Assessment Chapter 15: Community-based Assessment Chapter 16: Assessment for Learning Chapter 17: Assessment for Selection Chapter 18: Programmatic Assessment Chapter 19: Internal Assessment: Basic Principles Chapter 20: The Quarter Model Chapter 21: Assessment in Online Settings Chapter 22: Item Analysis and Question Banking Chapter

23: Standard Setting Chapter 24: Educational Feedback to Students Chapter 25: Student Ratings of Teaching Effectiveness Chapter 26: Is Objectivity Synonymous with Reliability? Chapter 27: Faculty Development for Better Assessment Chapter 28: Online Resources for Assessment Index

**medical teacher journal impact factor: Understanding Medical Education** Tim Swanwick, Kirsty Forrest, Bridget C. O'Brien, 2018-10-02 Created in partnership with the Association for the Study of Medical Education (ASME), this completely revised and updated new edition of Understanding Medical Education synthesizes the latest knowledge, evidence and best practice across the continuum of medical education. Written and edited by an international team, this latest edition continues to cover a wide range of subject matter within five broad areas – Foundations, Teaching and Learning, Assessment and Selection, Research and Evaluation, and Faculty and Learners – as well as featuring a wealth of new material, including new chapters on the science of learning, knowledge synthesis, and learner support and well-being. The third edition of Understanding Medical Education: Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice Meets the needs of all newcomers to medical education whether undergraduate or postgraduate, including those studying at certificate, diploma or masters level Offers a global perspective on medical education from leading experts from across the world Providing practical guidance and exploring medical education in all its diversity, Understanding Medical Education continues to be an essential resource for both established educators and all those new to the field.

**medical teacher journal impact factor: Empathy in Health Professions Education and Patient Care** Mohammadreza Hojat, 2016-04-21 In this thorough revision, updating, and expansion of his great 2007 book, Empathy in Patient Care, Professor Hojat offers all of us in healthcare education an uplifting magnum opus that is sure to greatly enhance how we conceptualize, measure, and teach the central professional virtue of empathy. Hojat's new Empathy in Health Professions Education and Patient Care provides students and professionals across healthcare with the most scientifically rigorous, conceptually vivid, and comprehensive statement ever produced proving once and for all what we all know intuitively – empathy is healing both for those who receive it and for those who give it. This book is filled with great science, great philosophizing, and great 'how to' approaches to education. Every student and practitioner in healthcare today should read this and keep it by the bedside in a permanent place of honor. Stephen G Post, Ph.D., Professor of Preventive Medicine, and Founding Director of the Center for Medical Humanities, Compassionate Care, and Bioethics, School of Medicine, Stony Brook University Dr. Hojat has provided, in this new edition, a definitive resource for the evolving area of empathy research and education. For those engaged in medical student or resident education and especially for those dedicated to efforts to improve the patient experience, this book is a treasure trove of primary work in the field of empathy. Leonard H. Calabrese, D.O., Professor of Medicine, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University The latest edition of Empathy in Health Professions Education and Patient Care grounds the clinical art of empathic caring in the newly recognized contributions of brain imagery and social cognitive neuroscience. Furthermore, it updates the accumulating empirical evidence for the clinical effects of empathy that has been facilitated by the widespread use of the Jefferson Scale of Empathy, a generative contribution to clinical research by this book's author. In addition, the book is so coherently structured that each chapter contributes to an overall understanding of empathy, while also covering its subject so well that it could stand alone. This makes Empathy in Health Professions Education and Patient Care an excellent choice for clinicians, students, educators and researchers. Herbert Adler, M.D., Ph.D. Clinical Professor of Psychiatry and Human Behavior, Sidney Kimmel Medical College at Thomas Jefferson University It is my firm belief that empathy as defined and assessed by Dr. Hojat in his seminal book has far reaching implications for other areas of human interaction including business, management, government, economics, and international relations. Amir H. Mehryar, Ph.D., Emeritus Professor of Behavioral Sciences and Population Studies, Institute for Research and Training in Management and Planning, Tehran, Iran

**medical teacher journal impact factor: Instructional Design Principles for High-Stakes**

*Problem-Solving Environments* Chwee Beng Lee, José Hanham, Jimmie Leppink, 2018-11-29 This book examines the types of problems and constraints faced by specialists in the areas of security, medicine, mental health, aviation and engineering. Every day we rely on highly trained specialists to solve complex problems in high-stakes environments, that is, environments involving direct threats to the preservation of human life. While previous work has tended to focus on problem solving in a single domain, this book covers multiple, related domains. It is divided into three parts, the first of which addresses the theoretical foundations, with coverage of theories of instructional design and expertise. Part two covers the five high-stakes domains and offers directions for training in these domains. In turn, part three provides practical guidelines for instructional design in high-stakes professions, including learner analysis, task analysis, assessment and evaluation. The book is intended for a broad readership, including those who operate in high-stress, time-pressure occupations. Trainers at professional organisations can utilise the theoretical frameworks and training strategies discussed in this book when preparing their clients for complex, real-world problem solving. Further, the book offers a valuable resource for academics and graduate students, as well as anyone with an interest in problem solving.

**medical teacher journal impact factor: Teaching for Learning and Learning for Teaching** Christopher Klopfer, Steve Drew, 2015-10-30 Teaching for Learning and Learning for Teaching focuses on the emerging global governmental and institutional agenda about higher education teaching quality and the role that peer review can play in supporting improvements in teaching and student outcomes. This agenda is a pervasive element of the further development of higher education internationally through activities of governments, global agencies, institutions of higher education, discrete disciplines, and individual teachers. Many universities have adopted student evaluations as a mechanism to appraise the quality of teaching. These evaluations can be understood as providing a “customer-centric” portrait of quality; and, when used as the sole arbiter of teaching performance they do not instil confidence in the system of evaluation by academic teaching staff. Providing peer perspectives as counterpoint, whether in a developmental or summative form, goes some way to alleviating this imbalance and is the impetus for the resurgence of interest in peer review and observation of teaching. This book seeks to recognise cases of peer review of teaching in Higher Education to affirm best practices and identify areas that require improvement in establishing local, national and international benchmarks of teaching quality.

**medical teacher journal impact factor: The Routledge International Handbook of Research on Teaching Thinking** Rupert Wegerif, Li Li, James C. Kaufman, 2015-05-22 The Routledge International Handbook of Research on Teaching Thinking is a comprehensive guide to research on teaching thinking. Teaching thinking is key to growing a more successful economy, is needed for increased democratic engagement and is vital for the well-being of individuals faced with the complexity of a globalised world. However, there are questions about what we mean by ‘thinking’, how best to teach it and how best to assess it, and it is these questions that this handbook explores and addresses. Containing surveys and summaries of international, cutting-edge research on every aspect of teaching thinking in a range of contexts, the handbook is thorough in its delivery, examining many different approaches and methods to help readers understand what teaching thinking is and how we can best take this movement forward. Key topics include: • Theoretical perspectives on teaching thinking • Approaches for teaching thinking • Developing creative thinking • Developing critical thinking and metacognition • The assessment of thinking • Teaching thinking in the context of STEM • Collaborative thinking and new technology • Neuro-educational research on teaching thinking This book is an essential guide for policy-makers, teachers and researchers who are interested in teaching thinking

**medical teacher journal impact factor: Ethics in Medicine** Shabih H. Zaidi, 2013-12-11 This book both presents a succinct history of medical ethics and discusses a wide range of important ethical dilemmas in the provision of modern health care. A synopsis is provided of ethics through the ages and the role of ethics in the evolution of medicine. Principles and sources of medical ethics, as well as different religious and secular perspectives, are explained. Ethical concerns in relation to a

variety of specific issues are then examined. These issues include, for example, human experimentation, stem cell research, assisted reproductive technologies, termination of pregnancy, rationing of health care, euthanasia, and quality of life issues. The author's many years of practicing medicine in different cultures and countries and his passion for theology works, philosophy, literature, poetry, history, and anthropology have informed and enriched the contents of this stimulating book.

**medical teacher journal impact factor: Researching Medical Education** Jennifer Cleland, Steven J. Durning, 2015-06-18 Researching Medical Education is an authoritative guide to excellence in educational research in the health professions. Presented by the Association for the Study of Medical Education and the Association for Medical Education in Europe, Researching Medical Education includes contributions from a team of international clinicians and non-clinical researchers in health education, representing a range of disciplines and backgrounds. This accessible reference provides readers with the basic building blocks of research, introduces a range of theories and how to use them, illustrates a diversity of methods and their use, and gives guidance on practical researcher development. By linking theory and design and methods across the health profession education research spectrum, this book supports the improvement of quality, capacity building and knowledge generation. Researching Medical Education is the ideal resource for anyone researching health education, from undergraduate, through postgraduate training, to continuing professional development.

**medical teacher journal impact factor: Student Success in Medical School E-Book** Raman Mehrzad, 2021-03-05 Using proven methods of studying, learning, and reading, Student Success in Medical School delivers the practical, real-world information you need to optimize your learning and analytic abilities in medical school and beyond. Written by a medical doctor who understands exactly what it takes to increase educational performance, this comprehensive guide covers all the important elements involved in learning new knowledge, how to balance your studies and clinical rotations, and most importantly, how to apply knowledge in clinical practice. - Explore the proven methods of studying, learning, and reading that work best for different types of students—all based on the latest research in learning strategies and why they're beneficial. - Learn the best strategies for taking different types of exams, time management, and how to balance your studies with a healthy lifestyle. - Discover how to read faster, learn more efficiently, and apply the knowledge to your field. - Benefit from concise, easy-to-read chapters on stress management, healthcare literacy, motivation and mindset, goals and goal setting, accelerated learning, mentors, memorization techniques, and much more.

**medical teacher journal impact factor: The Inner World of Medical Students** Johanna Shapiro, 2016-07-06 This is a practical and comprehensive guide to communication in family medicine for doctors nurses and staff in the primary healthcare team. It brings together all facets of communication in healthcare including involvement of patients staff and external workers. It shows how to address all aspects of communication in relation to one-to-one situations teaching and groups and encourages the reader to reflect on their own clinical and work experience. Using think boxes exercises and references this is an accessible guide relevant to all members of the practice team.

**medical teacher journal impact factor: Introduction to Physical Education, Fitness, and Sport** Daryl Siedentop, Hans Van Der Mars, 2022-06-06 The ninth edition of Introduction to Physical Education, Fitness, and Sport is as robust and instrumental as ever for students preparing for careers in the various physical activity fields. And the latest version of this long-running and seminal text is chock-full of new material for budding teachers, coaches, fitness professionals, recreation leaders, and program leaders. This book covers a broad spectrum of careers and professions, including those in physical education, health, dance, fitness, sport, recreation, athletic training, and athletic administration. The authors provide an overview of the respective professions and offer a deep dive into individual careers. In addition, the text explores the role of public policy across local, state, and federal levels, noting how various physical activity professions are affected by regulations. New content in this edition includes the following: Five new chapters cover dance education,

recreational leadership, health education, contemporary physical education curriculum models, and exemplary physical education programs. Updated content on how economic, racial, and ethnic disparities affect physical activity and physical activity professions will help students anticipate real-life issues. New evidence, data, and information throughout the text will help students understand the issues, problems, and programmatic solutions in the various fields as they prepare to meet and solve those problems. The expanded and updated physical education chapters reflect current trends and developments. The new chapters on dance education, recreational leadership, and health education broaden the book's scope as they show the role these allied physical activity professions play in the larger efforts to promote and support physical activity as a way to create a healthy citizenry. All chapters throughout the text have been updated to reflect the most current information on the topics. And the book's web-based ancillaries, which include a range of instructor tools, have also been revised and expanded. *Introduction to Physical Education, Fitness, and Sport* is organized into six parts: Part I provides a thorough understanding of the health issues related to physical inactivity and of the evolution of physical activity programs. Parts II, III, and IV focus on concepts, programs, professions, and barriers to overcome in physical education, fitness, and sport, respectively. Part V delves into the allied physical activity professions of dance and dance education, recreation, and health education, exploring the concepts, professions, and issues in each area. Part VI tackles the subdisciplines of kinesiology that support physical activity, such as exercise physiology, sport pedagogy, sport and exercise psychology, sport philosophy, biomechanics, and more. *Introduction to Physical Education, Fitness, and Sport* will help students make more informed career choices, understand the professional issues they will face, and be in a better position to develop high-quality programs and make those programs widely available. Ultimately, this book will help new generations of physical activity professionals provide positive solutions to the problems that exist in their fields and to make lifelong impacts on their students.

**medical teacher journal impact factor:** *Evidence-based Ayurveda* C. P. Khare, 2019-10-16 This groundbreaking work calls for the overhaul of traditional Ayurveda and its transformation into a progressive, evidence-based practice. This book begins by looking back at the research of the last three centuries, Indian medicinal plants, and Ayurveda in a twenty-first-century context. The first part of this book explores the limitations of contemporary Ayurvedic pharmacognosy and pharmacology, discussing the challenges the practice faces from research and clinical trials. It makes a compelling argument for the necessity of change. The second part of the book defines and elaborates upon a new, scientific path, taking the reader from identification of the herb through all stages of drug development. An essential tool for herbal drug development, this text is designed for knowledgeable students, practitioners, and scholars of Ayurveda, pharmacy, and herbal medicine.

**medical teacher journal impact factor:** *Current Awareness in Health Education* , 1982-08  
**medical teacher journal impact factor:** *Handbook of Research on Education and Technology in a Changing Society* Wang, Victor C. X., 2014-05-31 Technology has become an integral part of our everyday lives. This trend in ubiquitous technology has also found its way into the learning process at every level of education. The *Handbook of Research on Education and Technology in a Changing Society* offers an in-depth description of concepts related to different areas, issues, and trends within education and technological integration in modern society. This handbook includes definitions and terms, as well as explanations of concepts and processes regarding the integration of technology into education. Addressing all pertinent issues and concerns in education and technology in our changing society with a wide breadth of discussion, this handbook is an essential collection for educators, academicians, students, researchers, and librarians.

**medical teacher journal impact factor:** *Curriculum Development for Medical Education* Patricia A. Thomas, David E. Kern, Mark T. Hughes, Sean A. Tackett, Belinda Y. Chen, 2022-08-30 A thoroughly revised and updated fourth edition of a text that has become an international standard for curriculum development in health professional education. Intended for faculty and other content experts who have an interest or responsibility as educators in their discipline, *Curriculum*

Development for Medical Education has extended its vision to better serve a diverse professional and international audience. Building on the time-honored, practical, and user-friendly approach of the six-step model of curriculum development, this edition is richly detailed, with numerous examples of innovations that challenge traditional teaching models. In addition, the fourth edition presents • updates in our understanding of how humans learn; • a new chapter on curricula that address community needs and health equity; and • an increased emphasis throughout on health systems science, population health, equity, educational technology in health professions education, and interprofessional education. This new edition remains a cutting-edge tool and practical guidebook for faculty members and administrators responsible for the educational experiences of health professional students, residents, fellows, and practitioners. It includes chapters on each of the steps of curriculum development, with updated examples and questions to guide the application of the timeless principles. Subsequent chapters cover curriculum maintenance and enhancement, dissemination, and curriculum development for larger programs. Appendixes present examples of full curricula designed using the six-step approach, which is widely recognized as the current standard for publication and dissemination of new curricula and provides a basis for meaningful educational interventions, scholarship, and career advancement for the health professional educator. The book also provides curricular, faculty development, and funding resources. Contributors: Chadia N. Abras, Belinda Y. Chen, Heidi L. Gullett, Mark T. Hughes, David E. Kern, Brenessa M. Lindeman, Pamela A. Lipsett, Mary L. O'Connor Leppert, Amit K. Pahwa, Deanna Saylor, Mamta K. Singh, Sean A. Tackett, Patricia A. Thomas

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