

# medical teacher impact factor

**medical teacher impact factor** is a crucial metric for evaluating the significance and influence of the journal Medical Teacher within academic and professional circles. This article explores the concept of impact factor as it relates to Medical Teacher, a leading publication in medical education research. Understanding the medical teacher impact factor helps researchers, educators, and institutions assess the quality and reach of published studies in medical education. This article provides a detailed overview of what impact factor means, how it is calculated, the importance of Medical Teacher's impact factor in the academic community, and factors that influence it. Additionally, it discusses strategies for authors aiming to publish in high-impact journals like Medical Teacher and outlines the broader implications of impact factor on medical education research dissemination. The following sections will guide readers through these essential aspects of the medical teacher impact factor.

- Understanding Medical Teacher Impact Factor
- Calculation and Significance of Impact Factor
- Factors Influencing Medical Teacher Impact Factor
- Importance of Medical Teacher Impact Factor in Medical Education
- Strategies to Publish in High-Impact Medical Education Journals
- Future Trends Affecting Medical Teacher Impact Factor

## Understanding Medical Teacher Impact Factor

The medical teacher impact factor is a quantitative measure reflecting the average number of citations to articles published in the Medical Teacher journal. As a reputable publication focusing on medical

education, Medical Teacher covers research, innovations, and reviews relevant to teaching methodologies, curriculum development, assessment, and faculty development in medical schools worldwide. The impact factor serves as an indicator of the journal's influence and prestige in the scientific community, especially within the specialized field of medical education. It is widely used by authors, institutions, and librarians to evaluate the reach and credibility of the journal when considering where to publish or which journals to subscribe to.

## **Definition of Impact Factor**

Impact factor is defined as the ratio of citations received in a particular year to the total number of citable articles published in the previous two years. It is published annually by organizations such as Clarivate Analytics through the Journal Citation Reports. In the context of Medical Teacher, the impact factor reflects how frequently recent articles in medical education are cited by other scholars, indicating the journal's academic influence.

## **Scope of Medical Teacher Journal**

Medical Teacher focuses on a wide range of topics including curriculum design, teaching methods, assessment strategies, faculty development, and educational technology. The journal's interdisciplinary approach attracts contributions from educators, clinicians, researchers, and policymakers, enhancing its visibility and citation potential across diverse domains within medical education.

## **Calculation and Significance of Impact Factor**

Understanding how the medical teacher impact factor is calculated provides insight into its significance as a bibliometric indicator. The formula considers citations received by articles published in the previous two years, emphasizing recent research impact. This time frame aims to capture immediate scholarly attention and relevance.

## **Formula for Impact Factor Calculation**

The impact factor for Medical Teacher in a given year is calculated as follows:

1. Count the total number of citations in the current year to articles published in Medical Teacher during the previous two years.
2. Divide this citation count by the total number of "citable items" (typically original research articles and reviews) published in Medical Teacher during those two years.

This calculation yields a numeric value that represents the average citations per article, serving as a proxy for the journal's influence.

## **Significance in Academic Publishing**

The impact factor is often used as a proxy for journal quality and prestige. A higher medical teacher impact factor suggests that the journal's articles are frequently cited, reflecting the relevance and quality of its published research. Institutions may use the impact factor to assess faculty publication records, and authors often target high-impact journals like Medical Teacher to maximize the visibility and impact of their work.

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

Several factors affect the medical teacher impact factor, influencing the journal's citation rates and overall reputation. Understanding these factors helps explain fluctuations in impact factor values and guides editorial and author strategies.

### **Quality and Relevance of Published Articles**

Publishing rigorous, innovative, and clinically relevant research tends to attract more citations. Medical Teacher emphasizes novel contributions to medical education practice and theory, which enhances its citation potential.

### **Journal Visibility and Accessibility**

Wider dissemination through indexing in prominent databases and open access options improves

article visibility, leading to increased citations. Medical Teacher's presence in major indexing platforms contributes positively to its impact factor.

## **Editorial Policies and Peer Review**

Stringent peer review and editorial standards ensure that only high-quality manuscripts are published. These practices uphold the journal's reputation, attracting authoritative contributions that are more likely to be cited.

## **Publication Frequency and Article Types**

The number of issues published per year and the balance between original research, reviews, and editorials can influence citation patterns. Review articles, for example, tend to receive higher citation rates, which can elevate the medical teacher impact factor.

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

The medical teacher impact factor holds significant value for various stakeholders in the field of medical education. It informs decision-making regarding research dissemination, funding allocation, and academic recognition.

### **For Researchers and Authors**

Publishing in a journal with a strong impact factor like Medical Teacher enhances authors' academic profiles and increases the likelihood of their work being cited. This can lead to greater professional opportunities and influence within the medical education community.

### **For Academic Institutions**

Institutions use impact factor metrics to evaluate the research productivity and quality of their faculty. High-impact publications contribute positively to institutional rankings and reputation, supporting grant applications and collaborative partnerships.

## **For Medical Education Advancement**

The dissemination of high-impact research drives improvements in teaching strategies, curriculum innovation, and learner outcomes. The medical teacher impact factor indirectly supports the advancement of medical education by highlighting influential research findings.

## **Strategies to Publish in High-Impact Medical Education Journals**

### **Journals**

Authors aiming to publish in Medical Teacher or similar high-impact journals can adopt several effective strategies to enhance the quality and citation potential of their manuscripts.

### **Focus on Novelty and Relevance**

Conducting original research that addresses current challenges or gaps in medical education increases the likelihood of acceptance and citation. Emphasizing practical implications and innovative approaches attracts wider interest.

### **Adhere to Rigorous Research Standards**

Using robust methodology, clear data presentation, and comprehensive literature reviews enhances manuscript credibility. Compliance with journal guidelines and transparent reporting also facilitates peer review and publication.

### **Engage with the Medical Education Community**

Presenting findings at conferences, collaborating with established researchers, and promoting published work through academic networks can boost visibility and citation rates.

### **Choose Appropriate Article Types**

Consider submitting review articles, meta-analyses, or educational innovations, as these formats often receive higher citations and contribute positively to the medical teacher impact factor.

# Future Trends Affecting Medical Teacher Impact Factor

The landscape of academic publishing and medical education is evolving, influencing future trends related to the medical teacher impact factor.

## Open Access and Digital Dissemination

The growing prevalence of open access publishing is expanding the reach of medical education research. Increased accessibility may lead to higher citation rates and positively impact the medical teacher impact factor.

## Interdisciplinary Research

Collaborations across disciplines such as technology, psychology, and healthcare are broadening the scope of medical education research. This interdisciplinary approach can attract diverse citations, enhancing journal impact.

## Alternative Metrics and Evaluation

Alongside traditional impact factor, alternative metrics like article downloads, social media mentions, and practitioner engagement are gaining importance. These indicators provide a more comprehensive view of research impact beyond citations alone.

- Improved peer review technologies and processes may increase publication quality.
- Enhanced data sharing and transparency can foster reproducibility and trust.
- Greater emphasis on global health education may diversify research topics and audience.

# Frequently Asked Questions

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

The impact factor of Medical Teacher varies yearly; as of the latest available data, it is approximately 4.5. For the most current number, it is best to consult the Journal Citation Reports or the journal's official website.

## How does the impact factor reflect the quality of Medical Teacher?

The impact factor measures the average number of citations to recent articles published in Medical Teacher, indicating its influence and relevance in the field of medical education research.

## Why is the impact factor important for authors publishing in Medical Teacher?

The impact factor can influence an author's decision to publish in Medical Teacher as it reflects the journal's reputation and the potential visibility and citation of their work.

## How can I find the latest impact factor for Medical Teacher?

You can find the latest impact factor for Medical Teacher by checking the Journal Citation Reports via Clarivate Analytics or visiting the journal's official website.

## Does a higher impact factor mean Medical Teacher is a better journal?

Generally, a higher impact factor indicates greater citation frequency, but it should be considered alongside other factors like peer review quality, editorial board, and relevance to your field.

## How does Medical Teacher's impact factor compare to other medical

## **education journals?**

Medical Teacher typically has one of the higher impact factors among medical education journals, reflecting its leading role in publishing influential research in the field.

## **Can the impact factor of Medical Teacher influence academic promotions?**

Yes, publishing in journals with higher impact factors like Medical Teacher can positively impact academic promotions as it signals the significance and reach of the research.

## **What factors affect the impact factor of Medical Teacher?**

Factors include the number of citations received by articles published in the journal, the total number of articles published, and the journal's visibility and indexing in databases.

## **Are there alternatives to impact factor for assessing Medical Teacher's influence?**

Yes, alternatives include the h-index, CiteScore, Altmetric scores, and qualitative assessments such as peer recognition and article downloads.

## **Additional Resources**

### *1. Understanding Impact Factors in Medical Education Journals*

This book provides a comprehensive overview of impact factors and their significance in the field of medical education. It explains how impact factors are calculated and their role in evaluating the quality of academic journals. The text also discusses the limitations and controversies surrounding impact factors, offering alternative metrics for assessing research influence.

### *2. Medical Teacher: Strategies for Publishing in High Impact Journals*



Focused on medical educators and researchers, this guide offers practical advice on preparing manuscripts for submission to top-tier journals. It covers topics such as selecting appropriate journals, understanding editorial expectations, and enhancing the visibility of published work. The book emphasizes the importance of impact factors in shaping career advancement and academic recognition.

### *3. Evaluating Research Impact in Medical Education*

This title explores various methods for measuring the impact of educational research within the medical field. It includes discussions on bibliometrics, citation analysis, and alternative metrics like social media engagement. Readers will gain insight into how impact factors fit into the broader context of research evaluation and academic influence.

### *4. The Role of Impact Factors in Medical Teacher Development*

Examining the career trajectories of medical educators, this book highlights how publishing in high-impact journals can affect professional growth. It addresses the pressures and challenges faced by medical teachers striving to increase their research impact. Case studies illustrate successful strategies for balancing teaching responsibilities with scholarly productivity.

### *5. Impact Factor Trends in Medical Education Journals: A Historical Perspective*

This work traces the evolution of impact factors in the realm of medical education literature over several decades. It analyzes trends, shifts in journal rankings, and the emergence of new influential publications. The book provides context for understanding how impact factors have shaped the dissemination of medical teaching research.

### *6. Advancing Medical Education through High Impact Publications*

Highlighting the importance of impactful research dissemination, this book encourages medical educators to aim for publications that reach wide audiences. It discusses techniques for crafting compelling research narratives and leveraging digital platforms to enhance visibility. The text underscores the relationship between impactful publications and educational innovation.

### *7. Bibliometrics and Beyond: Assessing Medical Teacher Scholarship*

This resource delves into various bibliometric tools and their application in evaluating medical educators' scholarly output. It critiques the reliance on impact factors and introduces complementary measures such as h-index and altmetrics. The book offers guidance on presenting research impact effectively in academic portfolios.

#### *8. Medical Teacher Journal: Navigating Its Impact and Influence*

Focused specifically on the journal "Medical Teacher," this book examines its impact factor, editorial policies, and role in shaping medical education research. It provides insights into the journal's submission process and tips for authors aiming to publish within it. Readers will understand how this journal contributes to the field's scholarly landscape.

#### *9. Enhancing Research Quality to Improve Impact Factors in Medical Education*

This title emphasizes the connection between research quality and journal impact factors. It offers strategies for designing robust studies, ensuring methodological rigor, and adhering to ethical standards. The book advocates for continuous improvement in research practices to elevate both individual and journal-level impact in medical education.

## **Medical Teacher Impact Factor**

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**medical teacher impact factor:** The Eight Roles of the Medical Teacher Ronald M. Harden, Pat Lilley, 2018-05-16 This book will be an essential read for all new teachers or trainers in medicine and the healthcare professions, while encouraging the more experienced teacher to review their educational responsibilities. It looks at teaching from the perspective of the functions or roles of a teacher. While aiming to maintain both brevity and clarity it adopts a personal style and approach in order to provide a flavour of what it means to be a teacher. The authors describe the eight key roles for the teacher or trainer. For maximum effectiveness and job satisfaction it is important for every teacher to establish their roles in an education programme and to know how to contribute most effectively. This book is written to assist with these goals. All teachers should have an understanding of the eight roles but cannot be expected to be an expert in all of them. A consideration of these roles illuminates what is expected of a teacher and illustrates how to maximise potential. All the chapters contain brief overviews, key take-home messages, a summary of the role responsibilities of

all teachers, 'expert' teachers and 'master' teachers, and suggestions for consideration by the teacher as to their personal role. At the end of each chapter is a list of references of the topics addressed in the chapter. The text includes short narratives from 38 teachers around the world as well as personal anecdotes to provide an additional insight into the roles a teacher fulfils. - The first chapter highlights the importance of the teacher in an educational programme and how the teacher is critical to the success of the learner. - The second chapter provides an overview of the eight roles and how they are interconnected. - The subsequent chapters describe in turn each of the roles, highlighting what is expected of a teacher, what is required of an expert teacher, and what is anticipated of a master teacher who is an innovator in the field relating to a particular role. - The final chapter reviews the eight roles in the context of the day-to-day work of the teacher and how these roles are changing.

**medical teacher impact factor: Impact of Technology on Human Behaviors in Medical Professions Education** Muhammad Azeem Ashraf, Jinbo He, Samson Maekele Tsegay, 2025-02-20 Human behaviors are essential in understanding how individuals engage in medical science academic activities. Healthcare systems across the globe have witnessed a significant shift in recent years by integrating technology in innovating new methods and practices to improve educational practices. Therefore, pedagogical practices in medical sciences are expected to be consistent with the current developments so that medical students are prepared with the necessary skills when entering workplaces. In addition, the excessive use of technology has created severe concerns in the academic community that needs further investigation. Thus, it is crucial to know how teachers and students in medical sciences engage themselves in challenging behaviors, particularly in academic activities. This Research Topic aims to call for papers examining the influence of technology on human behavior in medical education. We invite researchers, practitioners, teachers, and students in all medical science disciplines to submit their research papers, encompassing Quantitative studies, Qualitative studies, Empirical Case studies, Mixed-Method studies, Experimental Research, and Review studies. This Research Topic welcomes articles about but not only limited to the following topics: 1. impact of technology on human behavior in medical professions teaching 2. impact of technology on human behavior in medical professions training and learning 3. effect of different social and psychological factors on healthy/unhealthy use of technology in medical sciences

**medical teacher 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 impact factor:** Cumulated Index Medicus , 1994

**medical teacher impact factor: Essential Skills for a Medical Teacher** Ronald M. Harden, Jennifer M Laidlaw, 2020-06-11 Perfect for new teachers in undergraduate, postgraduate, or continuing education, as well as more experienced educators who want to assess, improve, and gain new perspectives on teaching and learning, *Essential Skills for a Medical Teacher* is a useful, easy-to-read professional resource. This book offers a concise introduction to the field of medical education, with key coverage of educational models and theory that can help inform teaching practice. Clear illustrations and practical tips throughout make it an excellent starting point for those new to the field of medical education or who want to facilitate more effective learning for their students or trainees. - Provides hints drawn from practical experience that help you create powerful learning opportunities for your students, with readable guidelines and new techniques that can be adopted for use in any teaching program. - Includes new coverage of just-in-time learning, entrustable professional activities, steps on introducing outcome/competency-based education, selecting a teaching method, programmatic assessment, self-assessment, the student and patient as partners in the education process, the changing role of the teacher, bringing about change, and the future of medical education. - Covers recent developments in our understanding of the relationship between learning and technology, as well as curriculum planning and curriculum mapping. - Offers practical advice from leading international expert Professor Ronald Harden and co-author Jennifer Laidlaw, who has designed and taught many courses for medical teachers. - Prompts you to reflect on your own performance as an educator, as well as analyze with colleagues the different ways that your work can be approached and how your students' or trainees' learning can be made more effective.

**medical teacher impact factor:** Index Medicus , 2001

**medical teacher 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 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

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**medical teacher 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 impact factor: Nep 2020: A New Era In Education** Dr. Anuj Agarwal And Dr. Dheeraj Kumar Sharma, 2025-05-28 We live in a time of big change. tech is growing fast, and the world is more connected. this new era brings chances, problems, and new ideas. these changes affect our lives, jobs, and society. the book, new era, looks at this changing time. it gives insight into human progress. it covers ai, green tech, and new social ideas. it shows how these changes impact who we are and the future of work. new era is about more than just new tech. it is about how to think to guide the future. it looks at where we are and where we could go. it encourages talks and action during this unsure time. the book asks you to think about your role in the future. it asks you to welcome change. it asks you to see chances that come when we plan for progress. it calls on leaders, thinkers, and people to use this new era. it asks them to create a future that embraces and guides change. i am happy to share this book. i hope it starts talks, gives ideas, and unites us to build the future. - dr. anuj agarwal dr. dheeraj kumar sharma

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Developments and Future Prospects in Surgical Research and Practice.

**medical teacher impact factor:** Essential Skills for a Medical Teacher E-Book Ronald M Harden, Jennifer M Laidlaw, 2012-04-25 Essential Skills for a Medical Teacher is a new book that will serve as a perfect introduction for new teachers to the exciting opportunities facing them, whether they are working in undergraduate, postgraduate or continuing education. It will also be of considerable use to more experienced teachers to review and assess their own practice and gain a new perspective on how best to facilitate their students' or trainees' learning. The contents are based on the authors' extensive experience of what works in medical education, whether in teaching and curriculum planning or in the organisation of faculty development courses in medical education at basic and advanced levels. About the authors Ronald M Harden is General Secretary for the Association of Medical Education in Europe, Editor of *Medical Teacher*, former Professor of Medical Education, Director of the Centre for Medical Education and Teaching Dean at the University of Dundee, UK and Professor of Medical Education at Al-Imam University, Riyadh, Saudi Arabia. He is internationally recognised for his commitment to developing new approaches to medical education, curriculum planning and to teaching and learning. His contributions to excellence in medical education have attracted numerous awards. Jennifer M Laidlaw is Former Assistant Director of the Education Development Unit of the Scottish Council for Postgraduate Medical and Dental Education and the University of Dundee, UK. She has planned, organised and lead courses on medical education both in Dundee and overseas. She has acted as a medical education consultant for the World Health Organisation, the British Council, medical schools and colleges. The text provides hints drawn from practical experience to help teachers create powerful learning opportunities for their students, providing readable guidelines and introducing new techniques that potentially could be adopted for use in any teaching programme. Throughout the book introduces some key basic principles that underpin the practical advice that is given and which will help to inform teaching practice. This book will assist readers to reflect on and analyse with colleagues the different ways that their work as a teacher or trainer can be approached and how their student or trainee's learning can be made more effective.

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**medical teacher impact factor:** Remediation in Medical Education Adina Kalet, Calvin L. Chou, 2023-08-22 On a daily basis, health professions educators struggle to find effective and respectful ways of working with trainees who struggle to meet standards – most of whom will become practicing clinicians. Society allows and expects the health professions to regulate ourselves, and we must do so. The first edition of this book concentrated on medical student learners mainly in the United States. Since then, the literature has exploded, offering a wider range of remediation practices for all levels of learners in all health professions throughout the world. This new edition continues to offer evidence-based, theory-informed, and pragmatic approaches to identifying and remediating trainees who cannot yet perform to standards. Illustrative case studies frame practical and programmatic advice from experienced front-line educators. All original chapters have been updated, and there are 21 brand new chapters. Of the 73 chapter authors, 52 are new to this edition, broadening the book's relevance internationally and across the health professions. This book is required reading for all those committed to ensuring health professionals are ready and able to serve the health of the public.

**medical teacher impact factor:** *Resources in Education* , 1997

**medical teacher 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 impact factor:** *Handbook of the Sociology of Medical Education* Caragh Brosnan, Bryan S. Turner, 2009-09-10 The Handbook of the Sociology of Medical Education provides a contemporary introduction to this classic area of sociology by examining the social origin and implications of the epistemological, organizational and demographic challenges facing medical education in the twenty-first century. Beginning with reflections on the historical and theoretical foundations of the sociology of medical education, the collection then focuses on current issues affecting medical students, the profession and the faculty, before exploring medical education in different national contexts. Leading sociologists analyze: the intersection of medical education and social structures such as gender, ethnicity and disability; the effect of changes in medical practice, such as the emergence of evidence-based medicine, on medical education; and the ongoing debates surrounding the form and content of medical curricula. By examining applied problems within a framework which draws from social theorists such as Pierre Bourdieu, this new collection suggests future directions for the sociological study of medical education and for medical education itself.

**medical teacher impact factor:** *Annals of the Academy of Medicine, Singapore* Academy of Medicine (Singapore), 2004

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**medical teacher impact factor:** *Research Grants Index* National Institutes of Health (U.S.). Division of Research Grants, 1972

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