

Co-Editors' Notes

Dr Margaret Gadon and Dr Michael Glasser are very pleased to have been appointed co-editors of *Education for Health*. We began our work with the journal this past July – one of the major tasks at hand being preparation of this first issue of Volume 19, 2006. It has been fulfilling to be a part of the review and publication process, working with the excellent staff at Maastricht University and the dedicated associate editors. These people have made our transition much easier and more effective.

As you will see in this issue, the journal continues to receive results of projects and highlights activities from across the world, spanning many areas of educational and health interest. In this issue, while the major focus of research and evaluation is medical students at various levels of training, also included are projects targeting speech and language therapy students, general practitioners, and trauma teams.

A recurring theme in health care, internationally, is that of disparities – or differences in health, health outcomes, and access among different populations. On this topic, Štrkalj and Wilkinson discuss race and human variation and the importance of addressing this concept by medical students and practitioners alike, Wisborg and colleagues demonstrate the effectiveness of a model of addressing trauma in multiple populations, including rural and urban, and Qureshi *et al.* present a strategy for increasing access to mental health services for the general population. In relation to access to and quality of medical care, Niraula and Khanal summarize one institution's strategies, outcomes, and future directions related to the recruitment of medical students.

The theme of quality of care continues with Karamouzis *et al.* who make the case that the provision of updated medical knowledge in oncology should move from a purely disease-oriented perspective to include attitudes about cancer prevention, psychological approaches to patients, and ethical issues and dilemmas. Further, in addressing patient-physician relationships, Shapiro and associates present a method for improving written skills related to affective dimensions of care, with the next question being how these skills can be translated into clinical practice. Additionally, Shankar *et al.* address attitudes of medical students toward training in communication skills, pointing out that social and behavioral scientists – as well as clinicians – should be involved in such training during the basic science years.

In relation to learning methods and quality of care, Upton presents evidence that student performance in response to online learning is comparable to performance based on traditional lecture-style formats. Ozkan *et al.* conclude

that implementation of a task-based learning program contributes to the acquisition of holistic and interdisciplinary approaches, enhances student motivations and practices, and promotes student learning. And Panagopoulou and colleagues in the innovative “Daisy Project” present a strategy aimed at: enhancing students’ communication skills; helping students to integrate clinical, communication, and research skills; familiarizing students with the diversity of experiences encountered in medical practice, hospital, and community settings; and promoting the physician’s role as a clinician, researcher, and as an active citizen – focusing not only in treating, but also in preventing disease and promoting health.

Finally, in addition to the learning models presented above, da Rosa and colleagues present a game strategy for improving students’ understanding and knowledge of viral hepatitis and Shaikh and Deschamps argue for greater awareness of the health of students living in residence halls and the potential importance of peer advice on the facilitation of social integration.

In this issue of *Education for Health*, we also continue to bring you features like “The Student’s Voice” and book reviews. We look forward to your contributions and feedback as we collectively address health and health professions education, workforce issues, health care delivery, and health outcomes in the international arena.

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