

## Co-Editors' Notes

This issue brings to a close *Education for Health* as a print publication. In March 2007 issue 20:1 will be launched on-line with open access to all. A small number of copies of the three issues of volume 20 will be printed at the end of 2007 for those readers to whom Internet access is limited or unavailable.

Why have we decided to transition to this format? One of the goals of *Education for Health* is to disseminate globally models of health professional education and health services being piloted in developing countries. The audience we were reaching with our print journal was very limited. We expect and hope that by removing the barrier of cost and access, we will reach a much greater number of readers and ultimately researchers, policymakers and health program developers who submit their work.

In this issue we have a wide range of topics. Two of the articles focus on the teaching of communication skills. Salvatori and colleagues describe a new approach to learning communication skills to be piloted this year, which focuses on interprofessional rather than physician-patient communication. The aim of the course is to train students to involve other professions in patient care appropriate to their discipline. Claramita & Majoor compare the skills of Indonesian medical residents who received training in communication skills as medical students with those who received a traditional medical training and find little difference between the two. Wheeler *et al.* describe the problems they encountered with a pilot online attendance record and feedback scheme for medical students. Alves de Lima *et al.* studied the learning styles of cardiology residents and learned that they vary by academic performance, type of medical school and whether the students have had the experience of being teachers themselves. From Endevelt *et al.* in Israel we learn about how nutrition is being taught to second year medical students. A second article from Israel by Jotkowitz *et al.* describes the content and evaluation of a medical school clerkship in international health. Student attitudes towards learning are examined by Barman *et al.* at the University Sains Malaysia. Turner & Lane describe early barriers for university rural clinical placements in Australia. Tse and colleagues address the very important issue of curriculum development from a multidisciplinary or interdisciplinary perspective. In the development of a curriculum for health professions students who work with children with chronic health problems, the researchers elicited and analyzed input from families/consumers, employers, and faculty/educators. The researchers present an innovative and replicable framework for curriculum development that is informed by and benefits from a triangulation of perspectives. Finally, Huda &

Yousuf looked at career preferences of Pakistani medical students and found that despite a strong community orientation of the school, most students chose internal medicine, surgery, and pediatrics as their first three career choices, which are considered “specialties” in Pakistan. Students indicated as well that their choices were influenced in part by the stigma of failure associated with the choice of community or family medicine as a career.

We also have one article which addresses health professional education as one element of a medicine and public health partnership to improve health. Readers may recall that in 2002 the Network joined with the Towards Unity for Health (TUFH) project of the World Health Organization, and reoriented itself towards the promotion of health services and health professional education to change health outcomes at a community level. Groene & Branda’s article describes the approach to evaluation of some of the original TUFH projects. The challenge of identifying a unified approach to evaluation of such multidimensional programs becomes apparent in his study. For those readers who find this of interest, an entire issue will be devoted to models of the integration of medicine and public health in July 2007 (20:2).

Margaret Gadon  
Michael Glasser  
Co-Editors, *Education for Health*