

Selected Medical Education Journals

This list has been compiled by Nancy Calabretta, Assistant Director of the CMSRU Medical Library

Academic Medicine: Journal of the Association of American Medical Colleges

NLM Title Abbreviation: Acad Med

ISSN: 1040-2446 (Print) ; 1938-808X (Electronic); Philadelphia, PA: Published for the Association of American Medical Colleges by Lippincott Williams & Wilkins. Currently indexed for MEDLINE.

JCR Impact Factor: 2.571

Acceptance Rate: Up to 20%

Academic Medicine is the official, peer-reviewed journal of the Association of American Medical Colleges. The journal serves as an international forum for the exchange of ideas, information, and strategies to address the major challenges facing the academic medicine community as it strives to carry out its missions in the public interest. The journal's areas of focus include: education and training issues; health and science policy; institutional policy, management, and values; research practice; and clinical practice in academic settings. The average time from acceptance to publication is 150 days.

Advances in Health Sciences Education : Theory and Practice

NLM Title Abbreviation: Adv Health Sci Educ Theory Pract

ISSN: 1382-4996 (Print) ; 1573-1677 (Electronic) ; Dordrecht ; Boston : Kluwer Academic Publishers, c1996-

Currently indexed for MEDLINE.

JCR Impact Factor: 1.416

Acceptance Rate: 11-20%

Invited Articles: 0-5%

Advances in Health Sciences Education is a forum for scholarly and state-of-the art research into all aspects of health sciences education. It will publish empirical studies as well as discussions of theoretical issues and practical implications. The primary focus of the Journal is linking theory to practice, thus priority will be given to papers that have a sound theoretical basis and strong methodology. ... An important criterion for acceptance is educational significance.... AHSE has no page limit, in order that each paper can be accompanied by a critical review of related research, and the discussion can highlight how the study findings add to knowledge.

BMC Medical Education

NLM Title Abbreviation: BMC Med Educ

ISSN: 1472-6920 (Electronic) ; London : BioMed Central, 2001-

Currently indexed for MEDLINE.

JCR Impact Factor: 1.20

BMC Medical Education is a BioMed Central Open Access journal publishing original peer-reviewed research articles in relation to the training of healthcare professionals, including undergraduate,

postgraduate, and continuing education. The journal has a special focus on curriculum development, evaluations of performance, assessment of training needs and evidence-based medicine.

BMC Medical Education offers a very fast publication schedule while maintaining rigorous peer review; all articles must be submitted online, and peer review is managed fully electronically (articles are distributed in PDF form, which is automatically generated from the submitted files). Articles will be published electronically in manuscript form immediately upon acceptance. A fully structured web version, and accompanying laid out PDF, will be published within a few weeks of acceptance. Following publication in *BMC Medical Education*, the full text of each article is immediately and permanently archived in PubMed Central, the US National Library of Medicine's full-text repository of life science literature, and also in repositories at the University of Potsdam in Germany, at INIST in France and in e-Depot, the National Library of the Netherlands' digital archive of all electronic publications.

The Clinical Teacher

NLM Title Abbreviation: Clin Teach

ISSN:1743-4971 (Print) ; 1743-498X (Electronic) ; Oxford, UK : Blackwell Pub., c2004-

Currently indexed for MEDLINE.

Medical Education and its sister journal *The Clinical Teacher* are both published by Wiley-Blackwell on behalf of the Association for the Study of Medical Education (ASME).

The Clinical Teacher has been designed with the active, practising clinician in mind. It aims to provide a digest of current research, practice and thinking in medical education presented in a readable, stimulating and practical style. The journal includes sections for reviews of the literature relating to clinical teaching bringing authoritative views on the latest thinking about modern teaching. There are also sections on specific teaching approaches, a digest of the latest research published in *Medical Education* and other teaching journals, reports of initiatives and advances in thinking and practical teaching from around the world, and expert community and discussion on challenging and controversial issues in today's clinical education.

All papers are edited to high standards by a strong technical and clinically orientated international editorial board to ensure that clinical teachers are provided with easily assimilated and up-to-date information. Your article will be screened initially by one or more editors and may proceed to double-blinded peer review. We would normally expect to be able to send a first decision in around 12 weeks.

Education for Primary Care: The official journal of the UK Association Of Programme Directors (UKAPD), the National Association of Primary Care Educators UK and the World Organisation of Family Doctors (WONCA).

NLM Title Abbreviation: Educ Prim Care

ISSN:1473-9879 (Print) ; 1475-990X (Electronic)

Abingdon, Oxon : Radcliffe Medical Press,

Currently indexed for MEDLINE

Education for Primary Care aims to reflect the best experience, expertise and innovative ideas in the development of undergraduate, postgraduate and continuing primary care education. The journal is UK based but welcomes contributions from all over the world.

Readers will benefit from the broader perspectives on educational activities provided through the contributions of all health professionals, including general practitioners, nurses, midwives, health visitors, community nurses and managers. This sharing of experiences has the potential for enhancing healthcare delivery and for promoting inter-professional working.

Education for Health

Title Abbreviation: Educ Health
ISSN: 13576283(Print), 14695804(Electronic);
Philadelphia, PA: Taylor & Francis

Education for Health (EfH) is the peer-reviewed journal of The Network: Towards Unity for Health, a global consortium of health professions schools that are committed to improve the preparation of future health professionals particularly ensuring that they are responsive to the needs of the communities in which they learn and work.

Education for Health is dedicated to the dissemination of work consistent with the organization's mission and objectives in international health. It publishes original contributions of interest to health and clinical practitioners, educators, policy makers, administrators, and learners in the health professions. Specifically this focus is on global models of health system integration and health professions education that lead to improved health and health care delivery.

Journal of Continuing Education in the Health Professions

Alliance for Continuing Medical **Education.**; Society of Medical College Directors of Continuing Medical **Education.**
NLM Title Abbreviation: J Contin Educ Health Prof ISSN:0894-1912(Print); 1708-8321 (Electronic);
Hoboken, NJ : Wiley: 2005 - Currently Indexed for MEDLINE

Addresses continuing education and continuing professional development in the health sciences. Topics of special interest include: continuous quality improvement, health policy and performance, competency assessment, knowledge translation, team learning, and disease management.

The Journal of Graduate Medical Education

ISSN: 1949-8349(Print);1949-8357(Electronic); Quarterly (March, June, September, and December);
Lawrence, KS: Allen Press, 2009-

In 2009, the ACGME proudly announced the publication of a new peer-reviewed journal, the Journal of Graduate Medical Education (JGME). The inaugural issue of the Journal was published in September 2009. The Journal disseminates scholarship and promotes critical inquiry to inform and engage the graduate medical education community to improve the quality of graduate medical education. The Journal is editorially independent.

The journal is devoted to original research, educational innovations, review articles, and commentaries about graduate medical education and related matters relevant to the education of residents and fellows and to the settings in which such education occurs. The Journal also publishes perspectives, brief reports, letters to the editor, personal essays on teaching, and invited guest editorials.

Each issue has a limited number of pages with important updates from the ACGME and its review committees. This section is clearly distinguished from the peer-reviewed sections.

Medical Education

NLM Title Abbreviation: Med Educ

ISSN:0308-0110 (Print) ; 1365-2923 (Electronic) ; Oxford, Blackwell Scientific Publications.

Currently indexed for MEDLINE.

JCR Impact Factor: 2.639

JCR Ranking(2010): Health care Sciences & Services: 10/71; Education, Scientific Disciplines: 2/32

Medical Education and its sister journal *The Clinical Teacher* are both published by Wiley-Blackwell on behalf of the Association for the Study of Medical Education (ASME).

Medical Education seeks to be the pre-eminent journal in the field of education for health care professionals, and publishes material of the highest quality, reflecting worldwide or provocative issues and perspectives. The journal welcomes high quality papers on all aspects of medical education.

Medical Education Online

NLM Title Abbreviation: Med Educ Online

ISSN:1087-2981 (Electronic) ;

[E. Lansing, MI] : Medical Education Online, [1996-

Currently indexed for MEDLINE.

Medical Education Online (MEO) is a peer-reviewed international Open Access journal for disseminating information on the education and training of physicians and other health care professionals. It was launched in 1996 as the first ever freely available online journal in the field of medical education and has since then grown to become a highly ranked source of information in this area, with indexing in PubMed/MEDLINE and inclusion in NIH's digital archive of biomedical and life sciences journal literature, PubMed Central. As of 2010, *MEO* is published by Co-Action Publishing who will also provide free access to the valuable archive.

The aim of *MEO* is to disseminate information on the education and training of physicians and other health care professionals. Manuscripts on any aspect of the process of educating and training health professionals will be considered for publication.

Medical Teacher

NLM Title Abbreviation: Med Teach

ISSN:0142-159X (Print) ; 1466-187X (Electronic) ; 0142-159X (Linking)

London : Informa Healthcare

Currently indexed for MEDLINE.

Medical Teacher is the journal of the Association for Medical Education in Europe, an international association for all involved with medical and healthcare professions education. Members of AMEE receive the journal free with their membership subscription, with a small additional payment for online access.

Medical Teacher addresses the needs of teachers and administrators throughout the world involved in training for the health professions. This includes courses at basic and post-basic levels as well as the increasingly important area of continuing education.

Medical Teacher provides accounts of new teaching methods, guidance on structuring courses and assessing achievement, and serves as a forum for communication between medical teachers and those involved in general education. In particular, the journal recognises the problems teachers have in keeping up-to-date with the developments in educational methods that lead to more effective teaching and learning at a time when the content of the curriculum - from medical procedures to policy changes in health care provision - is also changing. The journal features reports of innovation and research in medical education, case studies, survey articles, practical guidelines, reviews of current literature and book reviews. All articles are peer reviewed.

Teaching and Learning in Medicine

Published By: Routledge
Frequency: 4
Print ISSN: 1040-1334
Online ISSN: 1532-8015
Five-Year Impact Factor: 1.051
Ranking: 14/32 in Education, Scientific Disciplines
Cabell's Commendable Journal
Acceptance Rate: 21 – 30%
Invited Articles: 0-5%

Teaching and Learning in Medicine (TLM) is an international forum for scholarly, state-of-the-art research on the purposes and processes of teaching and learning in the education of medical professionals. Its international scope acknowledges the common challenge faced by all medical teachers—fostering the acquisition and maintenance of usable knowledge and skills in a broad, highly complex, and constantly changing clinical science—and that a common base of theory and research will contribute to meeting that challenge. Its articles address practical issues in the conduct of medical education, as well as issues more basic to medical education, and provide analysis and empirical research needed to facilitate educational decision making by administrators, teachers, and learners. Its scope includes all levels of medical education, from premedical to postgraduate and continuing medical education.