Advances in Health Sciences Education
Theory and Practice
Editor-in-Chief: G.R. Norman

- Publishes empirical studies, fosters theoretical discussions, and addresses practical implications
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- Presents new ideas for health sciences education that describe interesting new educational tools, approaches, or solutions
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*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.

The Journal will accept articles on topics such as admissions, problem-based and self-directed learning, faculty development, achievement testing, motivation, curriculum development, curricular comparisons, program evaluation, expertise development, clinical reasoning, continuing education, community-based education, and communication skills (the list is intended as illustrative, not exhaustive). All rigorous methodologies, both quantitative and qualitative, are encouraged. It is aimed at all those committed to the improvement of health professions education: researchers and educators in the fields of medicine, nursing, occupational therapy, physiotherapy, nutrition and related disciplines.

From the perspective of external validity, it is critical that authors place their study in a theoretical and empirical context. 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. Authors are encouraged to explore their study from multiple analytical perspectives, to include multiple converging studies if possible, and to specifically state how the study findings add to knowledge in the field.

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