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Michael Glasser, Co-Editor-in-Chief

Dr. Michael Glasser is Associate Dean for Rural Health Professions and Research Professor of Medical Sociology at the University of Illinois College of Medicine at Rockford. He is the George T & Mildred A Mitchell Professor in Rural and Family Medicine. Dr. Glasser directs the National Center for Rural Health Professions and is co-director of the campus School of Public Health Program. Dr. Glasser serves as co-editor of the international journal *Education for Health*, a position he has held since 2005.



Dr. Glasser helped in establishing the nationally and internationally recognized Rural Medical Education (RMED) Program on the Rockford campus and the interdisciplinary National Center for Rural Health Professions (NCRHP), a designated center of the Illinois Board of Higher Education. He has served as PI on many grants including the NIH funded Project EXPORT Center for Rural Health, supported by the National Center on Minority Health and Health Disparities and the Kellogg Foundation Rural People, Rural Policy initiative. He has extensive experience in research on rural medical and pharmacy students' career pathways. He is director of the NCRHP Collaborating Center for Medical Education and Primary Health Care for the WHO and PAHO. He is also Co-Investigator on the recently Health Resources and Services Administration-funded grant to recruit and educate mental health social workers for rural Illinois – with a goal of 210 social workers in rural and underserved communities in the next four years. Finally, he has helped implement a Native American Pathways Program to recruit and prepare Native American students for medical and health professions practice in their home tribal communities.

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Maaïke Flinkenflögel, Co-Editor-in-Chief

Maaïke Flinkenflögel, is a Dutch medical doctor who has been working in the field of international health and health professions education since 2006. She obtained postgraduate degrees in international health at ITM, Antwerp (2005-6) and in health professions education (HPE) from SAFRI, Capetown (2013-14).

Since 2016 she has been working at KIT (Royal Tropical Institute) Amsterdam, as an advisor in postgraduate education in international health. In this position she coordinated the Masters in International Health that is part of the TropEd Network, she is educating working on curriculum development and collaborating with partners in LMIC in several projects in HPE.

Before her present position she gained experience in HPE in Eastern Africa as educator in Tanzania at a clinical officers training college (2006-7), as the coordinator of the EU-funded Primafamed network with 20 universities in Sub Sahara Africa on the development of family medicine training based at Ghent University (2008-10) and as honorary associate professor/ head of department PHC at the University of Rwanda, employed by Partners In Health (2010-16). In this last position she strengthened the postgraduate family medicine training and the undergraduate curriculum at the university. She developed a new online undergraduate training for medical, dental and pharmacy students in social and community medicine. At KIT she presently is advisor in postgraduate education, where she supervises the Masters in International Health and works on international projects on further development of health professions education around the globe.

She is trying to pursue a PhD at Ghent University, on the development of PHC/ family medicine education in the undergraduate curricula in SSA, with a focus on Rwanda, though as she recently became a happy mum, this put on hold.

She published several peer-reviewed articles. She has experience with both quantitative and qualitative research.

Danette Mckinley, Co-Editor-in-Chief

As Director of Research and Data Resources at the Foundation for Advancement of International Medical Education and Research (FAIMER), Dr. McKinley determines research priorities, defines scope, and proposes methodology for studies focused on understanding and promoting international medical education. She is Co-Chair of the Internal Research and Data Review Committee of the Educational Commission for Foreign Medical Graduates (ECFMG), and plays a key role in the development of the ECFMG research agenda. She supports research activities related to the certification of graduates of international medical programs and concentrates her efforts on the development of research programs on international medical education and the migration of health care workers.

Beginning in April 2015 she began her term as Vice President of Division I, Education in the Professions, American Educational Research Association (AERA). Division I focuses on the context and conduct of scientific studies that address education in professional practice disciplines, including medicine, pharmacy, dentistry, and nursing. As Vice President, Dr. McKinley will represent the interests of Division I members as she serves as a member of the AERA Council. Her tenure as Vice President over the next three years will serve to increase the visibility, both nationally and internationally, of FAIMER and ECFMG in the professional community.

Prior to joining FAIMER, Dr. McKinley was the Associate Psychometrician for ECFMG's Clinical Skills Assessment. With more than 20 years of experience in licensure and certification testing, she now concentrates her efforts on the development of research programs on international medical education and the migration of health care workers. Continuing her interest in assessment and education of professionals, she completed her studies with a Ph.D. in educational psychology from Temple University. She conducted research on the licensure and certification of health professionals for more than 20 years, and her current research interests include assessment of professionals, trends in international medical education, and physician migration. She serves as a reviewer for several medical education journals and has served as associate editor for BMC Medical Education for a number of years. She worked with international health professions education faculty, providing guidance and analytic support for their research. Dr. McKinley holds a B.A. in Psychology from Williams College, an M.A. in Research Methodology from the University of Pittsburgh, and a Ph.D. in Educational Psychology from Temple University.

Robert Woollard, Associate Editor

Robert Woollard, MD, CCFP, FCFP is Royal Canadian Legion Professor and Head of the

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Department of Family Practice, Faculty of Medicine at the University of British Columbia in Canada. He currently chairs the Committee on the Accreditation of Canadian Medical Schools (CACMS) and the Committee on the Accreditation of Continuing Medical Education (CACME) and sits on the Executive of the international Liaison Committee on Medical Education (LCME). He has chaired senior committees, councils and task forces for the BC Medical Association, Canadian Medical Association and the College of Family Physicians of Canada in the areas of medical education, environmental health and ethical relations with industry. His primary research focus is the study of complex adaptive systems as they apply to the intersection between human and environmental health. His book, "Fatal Consumption: Rethinking Sustainable Development" details his work in this regard. His background in the full continuum of the life-long-learning of physicians has informed his commitment to understanding the links between medical education and health outcomes. He is Co-Chair of the UBC Task Force on Healthy and Sustainable Communities and has provided leadership in a number of major initiatives grant-funded through the Science Council of British Columbia, the Tri Council Research Fund and is currently a co-investigator in a Major Collaborative Research Initiative (MCRI) grant being administered through the Sustainable Development Research Institute. He is a member of the SDRI, Centre for Health Services and Policy Research and the Institute of Health Promotion Research. He is Chair of the Board of the CHF Partners in Rural Development, an international development organization. He has completed a five year, five university CIDA project on Localized Poverty Reduction in Vietnam.



He has assisted in the development of a rural practice undergraduate program, the design and development of the distributed expansion of Medical School, and continues the active practice of medicine. During his first term as Department Chair he led a Faculty initiative on Integrating Study & Service which contributed to the success of the Strategic Teaching Initiative, a substantial, targeted increase in resources for the Faculty of Medicine to help focus its research and educational capacity on the priority health needs of British Columbians. He currently chairs a Task Group of the Association of Faculties of Medicine of Canada (AFMC) charged with implementing the policy paper Social Accountability: A Vision for Canadian Medical Schools. At these various levels he is leading the development of five-way partnerships (policy makers/health managers/communities/ professional organizations/academy) to build responsive and responsible academic systems in support of responsive and responsible health care systems.

He is currently working in a number of venues. These address issues relevant to social responsibility of the profession and range from local (Departmental pilot initiatives) through regional (BC Academic Health Science Initiative on Towards Unity for Health) through provincial (Steering Committee for the Primary Health Care Transition Fund, BCMA Board of Directors, BC Cancer Agency Primary Care Oncology Network, etc.) and to national (Primary Health Care Transition Fund National Envelope initiatives with AFMC) and international realms (World Federation of Medical Education and Localized Poverty Reduction in Vietnam initiatives).

He has worked on the development of primary care electronic networks in the rural undergraduate program at UBC and has been part of an interdisciplinary team looking at community preparedness for information technology and telemedicine. He is married to Erlene; they have three sons, a granddaughter and grandson.

Karen Peters, Book and Electronic Media Review Editor

Dr. Karen E. Peters is a Clinical Assistant Professor of Community Health Sciences at the School of Public Health, University of Illinois at Chicago (UIC). She holds joint appointments as Assistant Professor in the Graduate College of UIC and an Adjunct appointment in the Department of Family and Community Medicine in the National Center for Rural Health Professions, College of Medicine - Rockford. Dr. Peters serves as the Program Director of the Illinois Area Health Education Centers Network Program and holds a faculty affiliation with UIC's Institute for Health Research and Policy in the Illinois Prevention Research Center and in the Center for Research on Health and Aging where she serves as Co-Investigator. Dr. Peters teaches courses in global public health and in health policy analysis at the undergraduate and graduate levels. Her research interests are in evidence based community health intervention development, implementation, evaluation and diffusion, most recently in the areas of cardiovascular disease, arthritis and oral health among underserved urban and rural populations. Her area of expertise is translation of population-based health promotion and disease prevention interventions to practice using community based participatory action research models.



Payal Bansal, Managing Editor

Payal Bansal is Professor and Head of the Institute of Medical Education Technology and Teachers' Training, Maharashtra University of Health Sciences (MUHS) at its Regional Centre in Pune, India. She graduated from Christian Medical College, Ludhiana and completed her post graduation in Surgery from PGIMER (Postgraduate Institute for Medical Education and Research), Chandigarh, India.



Dr. Bansal's medical education training includes three International Fellowships in Medical Education

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through the Foundation for Advancement in International Medical Education and Research (FAIMER) : in 2004-2005, the year-long Medical Education Scholar's Program at the University of Michigan Medical School, Ann Arbor, Michigan; in 2007-2009, FAIMER Institute Fellowship in Education and Leadership at FAIMER, Philadelphia ; and from 2011-2013, the Master's in Health Professions Education Fellowship at Maastricht University, the Netherlands.

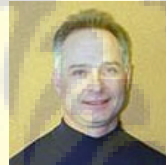
Areas of interest in health professions education are faculty development, assessment, program evaluation and facilitating change through educational capacity building programs. Through her work at the Department of Medical Education at MUHS, Dr. Bansal has developed a model for health professions education capacity building through a Health Science University. She is responsible for curriculum development and implementation of her department's programs and programs for national and international faculty. She also serves on faculty for the Regional Institute Programs of FAIMER in India. She has been instrumental in bringing several grants to her university, the most recent being the \$250,000 Obama-Singh 21st Century Knowledge Initiative Award, given jointly to MUHS and the University of Michigan, USA.

Dr. Bansal has served as a Member of the Undergraduate Working Group for curriculum reform in Medical Education – Vision 2015 of the Medical Council of India from 2010-2011. She is a member of the Academic Council and Chairperson of the Board of Studies in Medical Education at MUHS, and a member of the Exam Reform Committee. She has written many book chapters and has several publications in medical education. She is a reviewer for seven international medical education journals.

INTERNATIONAL EDITORIAL BOARD

Jack Boulet

Jack Boulet, Ph.D. is the Director of Research and Tracking for the Foundation for Advancement of International Medical Education and Research (FAIMER®). He received his doctorate in 1996 from the University of Ottawa, specializing in educational measurement. Dr. Boulet has published extensively in the field of medical education, focusing specifically on measurement issues pertaining to performance-based assessments, including objective structured clinical examinations (OSCEs) and various mannequin-based methodologies. More recently, he has become involved in health workforce research, conducting studies to enumerate, and assess the impact of, physician migration.



William Burdick

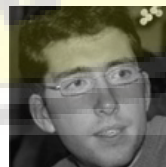
As FAIMER's Director of Education, William Burdick, M.D., M.S.Ed., oversees the Foundation's efforts to create educational resources for international medical educators. Dr. Burdick has been a Co-Director of the FAIMER Institute since its inception in 2001. He also serves as ECFMG's Assistant Vice President of Assessment Services, a position he has held since 1999.



Dr. Burdick is Clinical Professor of Emergency Medicine at Drexel University College of Medicine, and has been recognized for teaching excellence with the Lindback Award and the Trustees' Award. A graduate of Oberlin College, University of Pennsylvania Graduate School of Education, and Cornell University Weill School of Medicine, Dr. Burdick completed training in Internal Medicine at Boston City Hospital and is certified by the American Board of Internal Medicine and the American Board of Emergency Medicine.

Robbert Duvivier

Robbert Duvivier is a 24-year-old student from Maastricht University, The Netherlands. After graduating from secondary school he spent his gap year travelling the globe.



Robbert has worked on medical education issues since the onset of his academic life on local, national and international level. Locally: He was involved in the student council at the Faculty of Medicine, Maastricht University and was student board member at the Institute of Medical Education. Furthermore, he co-organised the elective course "International Health and Tropical Medicine" which is taken by 150 second-year students and entirely organised by medical students.

Nationally: Robbert served as Vice President of the International Federation of Medical Students' Associations The Netherlands (IFMSA-NL) in 2005-2006.

Internationally: Recently, he was elected Liaison Officer on Medical Education issues to the executive board of the International Federation of Medical Students' Associations (IFMSA). In this capacity he will represent medical students in the executive board of Association for Medical Education in Europe (AMEE) and in the executive council of World Federation of Medical Education (WFME). Before that, he served as Vice President of the European Medical Students' Association (EMSA) in 2006-2007.

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His professional interests include clinical skills training, the promotion of global equality in medical education and health professional workforce issues. He is currently pursuing a PhD in medical education, alongside the clinical part of his medical degree.

He has travelled extensively on five continents and coordinated projects in Kenya and Southern Sudan. He hopes to eventually combine his clinical practice with a career in either public health academia or with an international non-governmental organisation. In his spare time he enjoys long-distance running, photography and spending time with family and friends.

Trevor Gibbs

Professor Trevor Gibbs is currently Professor of Primary Care and Medical Education at the Ukraine National Medical Academy of Postgraduate Education. As a General Practitioner and academic for over thirty years, he has extensive experience in the development and delivery of Primary Care and Community-based Education. He has been involved with many of the innovations in Primary Care over these years; instigatory in the creation of the concept of the Practice Nurse in the UK on the early 1980s, leading the development of small practice Fund holding and Practice Management in the early 1990's, and creating the largest community-based undergraduate medical education programme in the UK at Liverpool in the mid 1990s. He has recently provided policy direction for the proposed new training curriculum for UK General Practice, and the proposals for re-certification and re-accreditation of General Practitioners.



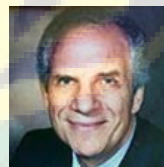
As a lead in Vocational Training for General Practice, he was Deputy Dean of Postgraduate General Practice in Liverpool and Director of Community Studies in Liverpool Medical School.

His experience in General Practice and his interest in Medical Education have given him the opportunity to develop medical curricular programmes in many parts of the world. He has held Chairs in Family Medicine and Medical Education in South Africa, the Middle East, Ukraine, Japan and Hong Kong. He writes extensively on the subject of Medical Education and retains an Executive position as Educational Consultant to the Association of Medical Education in Europe.

His research interests are in International Medical Education, Adolescent Health and the relationship between nutrition, diet and health in developing countries.

Hilliard Jason

Hilliard Jason, MD, EdD has devoted his career since the late 1950s to finding ways to help enhance the quality and humanize the process of teaching and practice in the health professions. "Hill" pursued medical and educational doctorates at the University of Buffalo plus a residency and fellowship in psychiatry at the University of Rochester and McGill University. He was founding Director of the Office of Medical Education Research and Development at Michigan State University and the Division of Faculty Development at the Association of American Medical Colleges. He is former Editor of the journal, Education for Health: Change in Learning and Practice and is now Clinical Professor, Department of Family Medicine, at the University of Colorado School of Medicine.



With his wife, Jane Westberg, PhD, Hill has co-authored 7 academic books and more than 40 widely distributed educational videos. He has hosted or co-hosted more than 60 educational videos. Hill was responsible for one of the pioneering studies of medical problem solving, which culminated in the influential book, Medical Problem Solving: An Analysis of Clinical Reasoning (Elstein, A. S. and others. (1978) Cambridge MA: Harvard University Press) and for the two largest, multi-institutional studies of the instructional process in medicine ever done (the second of which culminated in the book, Teachers and Teaching in U.S. Medical Schools (Jason, H., & Westberg, J. (1982). Norwalk, Connecticut: Appleton-Century-Crofts).

Hill has been a consultant to health professions educational programs in 32 countries.

Tadahiko Kozu

Tadahiko Kozu, M.D. graduated from the School of Medicine University Tokyo in 1965. He was a Professor of Gastroenterology and GI-Endoscopy at the Institute of Gastroenterology in Tokyo Women's Medical University until 1995, when he was appointed as the Professor of Medical Education for the newly-established Department of Medical Education in Tokyo Women's Medical University. He was the first Professor of Medical Education in Japan. In 2003, he semi-retired and became Professor Emeritus of Tokyo Women's Medical University.



Dr. Kozu has engaged himself in the innovation of medical education in Japan since 1990, when Tokyo Women's Medical University started the new integrated curriculum, with which PBL was implemented for the first time in Japan. He has served as a real advocator of PBL during these 18 years. Dr. Kozu has also been active internationally. He has shared his rich experiences in medical education to 61 colleges of medical, dental, nursing, pharmaceutical, science, in countries such as Japan, USA, UK, Korea, Mainland China, and Taiwan. He is an Education Committee member of the

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World Gastroenterology Organization (OMGE).

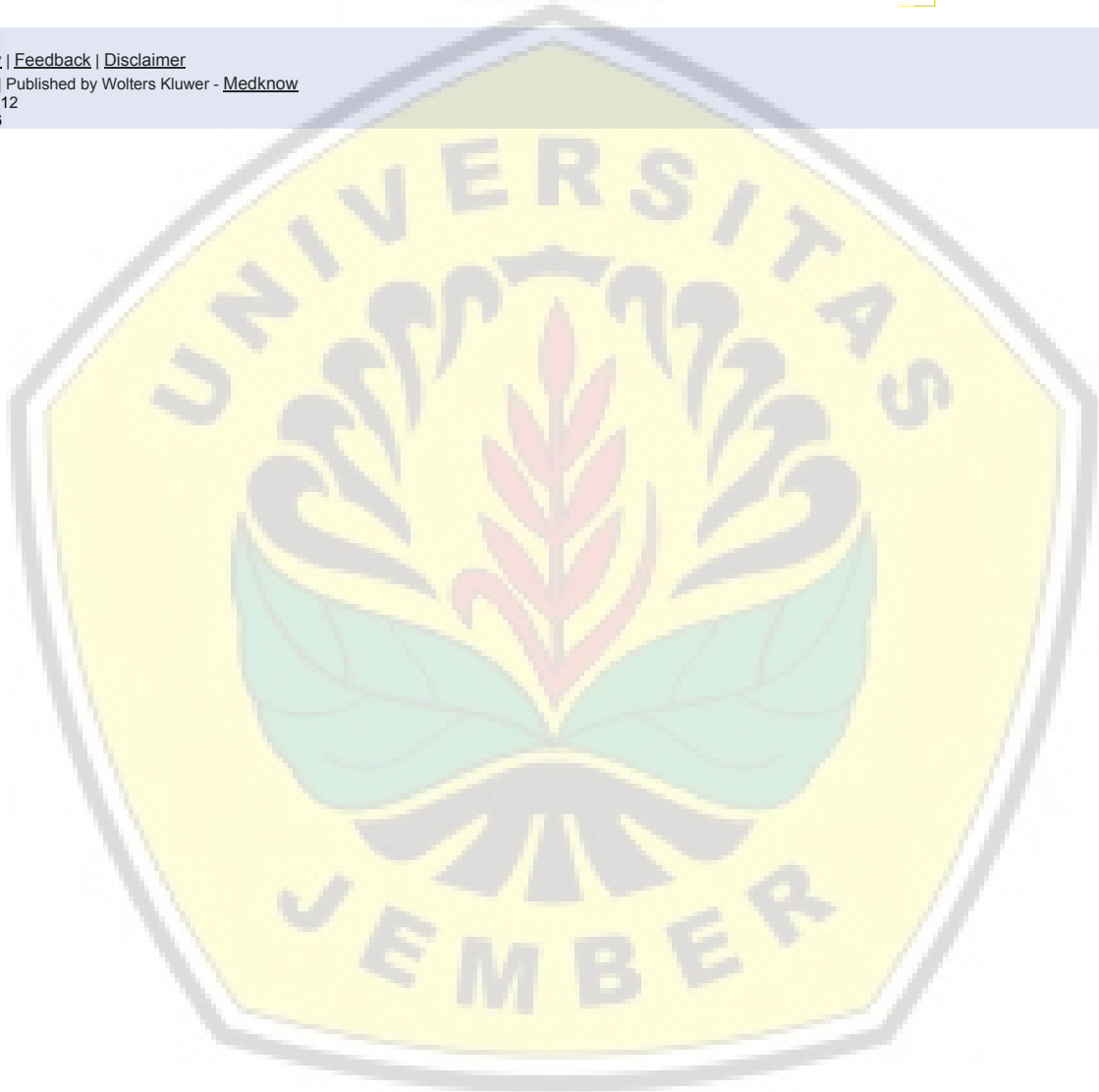
Currently, Dr. Koza is an advisor of Tokyo Women's Medical University, a councilor of Japanese Medical Education Foundation, a member of Mutual Accreditation Committee of the Japan University Accreditation Association, Committee for University Accreditation of the National Institution for Academic Degrees and University Accreditation, an honorary member of the Japan Society for Medical Education, a trustee of the Japan Gastroenterological Endoscopy Society and a chairman of the Committee for Board Certification of JGES, a special member of the Japan Society of Gastroenterology and a deputy chair of the Committee for Postgraduate Education of the JSGE, an Honorary Invited Researcher of the International Research Center for Medical Education at the University of Tokyo, and a trustee of the University of Occupational and Environmental Health.

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EDITORIAL



Co-Editors' Notes

Danette McKinley, Maaïke Flinkenflögel, Michael Glasser

DOI:10.4103/1357-6283.271200

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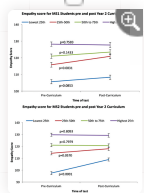
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Johanna Shapiro, Julie Youm, Aaron Kheriaty, Tiffany Pham, Yanjun Chen, Ralph Clayma

DOI:10.4103/efh.EFh_133_18

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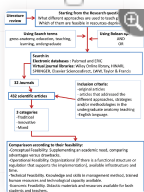
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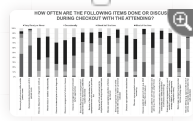
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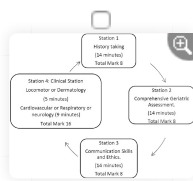
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Breast Self-Examination Education for Skill and Behavior

Dear Editor,

Breast self-examination (BSE) is an early detection method to prevent breast cancer among women and is an early method of breast cancer screening (BCS) that can be done easily by women at home. BSE provides an early check that does not take a long time, does not require costs, maintains privacy, and does not include invasive procedures. BSE only takes 5 min.^[1] Women are more likely to screen for breast cancer if they have a college education.^[2] Health education from health professionals can increase awareness and the practice of BSE, more so than for individuals who obtain BSE information through the media. Yerramilli *et al.* suggest that cancer control in Mongolia should emphasize health education, especially among low-educated, rural, and unemployed women. However, not many women are involved in screening.^[3]

In our study on the impact of BSE education on skill and behavior, we found that health education which involved six sessions significantly could increase psychomotoric skill but did not influence behavior. There were two participants of 40 women who found lumps on their breasts. This implies that health education may indirectly influence the behavior of participants where they may find breast abnormalities.

Enhancement of BSE awareness and practice through BSE training of health-care professionals may increase early breast cancer diagnosis and treatment rates.^[4] In fact, Masoudiyekta *et al.* concluded that after educational intervention using the Health Belief Model related to BCS, there was a significant increase in knowledge, awareness, perceived susceptibility, perceived seriousness, perceived benefits, perceived barriers, self-efficacy, and cause of action. Further, the investigators reported that women's performance in the treatment group regarding BSE and mammography was more positive after the educational intervention compared to a control group [Table 1]. The difference in mean scores of knowledge between the two groups can likely be attributed to the educational value of BSE as an efficient, flexible, variety (using videos, lectures, SMS, and phone reminder follow-up), and interesting method of educational intervention in the current study.^[5] Therefore, health education administered by health-care professionals regarding BSE could result in early self-detection, preventing breast cancer among women.

Table 1: Comparison of psychomotoric skill and behavior related to breast self-examination (n=40)

Skill of BSE	Mean±SD	P	Correlation
Pair 1			
Preskill	54.33±12.86	0.04	0.320
Postskill	76.38±6.10		
Pair 2			
Prebehavior	0.33±0.08	0.16	0.225
Postbehavior	5.28±1.18		

SD=Standard deviation

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Conflicts of interest

There are no conflicts of interest.

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