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Journal of Medical Education and Family Medicine publishes research article, review article, rare case reports, and letter to the editor articles that will contribute to the medical education and family medicine. The main purpose of the journal is to disseminate the scientific knowledge produced in the field of medical education and family medicine to a wide platform.

**Medical Education:** The journal covers a broad spectrum of topics related to medical education, the developments in teaching approach, including innovative teaching methodologies, curriculum development, assessment strategies, and educational technology in medical training. Articles may explore the challenges and advancements in undergraduate and postgraduate medical education, as well as continuing professional development for healthcare practitioners. Although articles related to medical education are our priority, we will also consider studies related to health education and educational science that we believe will contribute to the literature.

**Family Medicine:** The scope extends to various aspects of family medicine, encompassing primary care, preventive medicine, and the management of common health conditions within the context of family and community settings. Research on patient-centered care, chronic disease management, and interdisciplinary collaboration in family medicine is encouraged.

The target audience of the journal includes academicians, clinical researchers, medical/health professionals, students, and related professional and academic bodies and institutions.

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## Editors's Note

## Dear Readers,

We are delighted to present the third issue of the Journal of Medical Education and Family Medicine, featuring diverse research and perspectives in family medicine and medical education.

This edition highlights the therapeutic value of informed consent in reducing pre-operative anxiety and addresses the adverse effects of corporal punishment on students in Somaliland. The role of hands-on training in family medicine residency and the development of the Physicians Skills Library underline the significance of practical knowledge in medical education.

Lastly, the foundational principles of assessment in medical education are discussed, emphasizing its critical role in training future healthcare professionals.

We thank our contributors for their dedication and our readers for their continued support. We hope this issue fosters dialogue and innovation in the fields.

Warm regards

Prof. Dr. Yasemin ÇAYIR

Assoc Prof. Esra ÇINAR TANRIVERDİ

Editor-in-Chief Journal of Medical Education and Family Medicine



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