

EDITORIAL

Dear Readers,

It gives me great pleasure to introduce you to the third issue of the *Journal of Medical Education Research (JMER)* from the University of Buckingham Press. I would like to take this opportunity to thank our readers, authors, reviewers, and editorial board members for their time and contributions to *JMER*.

The third issue of *JMER* examined the experience of medical students and doctors.

Blancher and colleagues reported findings from a questionnaire-based study conducted in the United States that showed medical students have a higher level of knowledge about autism spectrum disorder but a lower level of confidence about their knowledge as compared with the general population. Hanson provided a useful commentary on the role of mindfulness in undergraduate medical education. While there are diverse views on the utility and effectiveness of mindfulness in medical education, I strongly encourage readers, especially those who have supervision responsibilities, to learn more about mindfulness as a potential tool to support students and trainees.

Badri and colleagues explored the professionalism issue of informal consultations and reported on how doctors in postgraduate training from one hospital in the United Kingdom handled these requests. Seeley described her experience of a new General Practice training initiative in England and described how the new placement enriched her professional development. I highly recommend Moiz and Hailston's commentary on career paths for doctors beyond the traditional medical training programmes.

Reflection is critical to how we learn and grow as a person and as a professional. Joyce and colleague wrote about paediatricians' engagement with reflective practices. They discussed different types of reflections and their utility, which I found highly relevant to my practice as a clinician and educator.

I hope you will enjoy reading this issue of *JMER*.

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