

## Editorial

# Journal of Medicine and Movies, 5<sup>th</sup> Anniversary

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While part of the Spanish university community remains immersed in the useless dialectic of saying “yes or no” to the Bologna Declaration on the European Higher Education Area (EHEA), some devote their time to the creation of new learning tools with the aim of getting closer to the best of our European environment. The Journal of Medicine and Movies was born and developed in that context, with the original idea of making a medical journal with an unusual scope: to provide medical education, of varied nature, through film.

The journal accepts *Originals*, *Medicine in Film Stills* and *Letters to the editor*, completing its presentation with an *Editorial* and an *Editors' forum*. The publishing line is very wide, accepting a diversity of subjects, all of them logically related to medicine in its various aspects; nevertheless, the acceptance of manuscripts is strict. The journal has an extensive, multipurpose and international editorial board and its publication rules depend on the assessment of the articles by peer reviewers.

A backward glance at the first 16 issues of the journal (four a year) published between 2005 and 2008, shows that time has managed to consolidate the journal in the first place, and to improve its quality in the second place, which is evident in the increase of originals per issue or in the appearance of new sections (medicine in stills or the incipient correspondence with the editor). All of this can only be explained by the welcome of teachers and learners who approach the *Journal of Medicine and Movies* in growing numbers.

In these years I have had the chance of acting

as learner and teacher for the journal. I have been delighted to read the articles I thought interesting for my professional and teaching practice. I have also contributed three originals<sup>1-3</sup>. Through three films I have been able to reflect (and comment) on several aspects of pregraduate teaching, biomedical research, and the teacher-pupil relationship as I could not have done in any other way. After this experience I must admit that film, with its varied purposes, has a very noteworthy formative aspect and is a very useful tool to transmit concepts, draw conclusions and create lines of reasoning. The teaching of medicine undoubtedly finds a very fruitful forum in film.

The publishing house (Ediciones Universidad de Salamanca) is be congratulated for its technical expertise. The presentation is very meticulous, the translation of the originals into English (*Journal of Medicine and Movies*) provides a wider circulation, but an additional effort so that the journal would not only be available on-line would be in order. At the moment subscription is free, with an e-mail notice of when the next issue is coming out.

It is also important to highlight the fact that the editors' activities are not limited to the journal, but that they periodically offer local or regional training courses that judging by their programs are readily exportable. Acceptance by the student community is excellent, which further strengthens the idea that learning can provide great pleasure.

There remains no more for me to say but to congratulate those who have made this project pos-

sible, to thank their trust in allowing me to become part of their editorial committee, and above all to thank them because their media have allowed us to link medicine and humanism. In the editorial of the first issue of the journal<sup>4</sup> the editors wondered about the reason for this initiative; well then, they now have five years of additional arguments to continue to explain the usefulness of this journal. Congratulations to all those who have made it possible in one way or another.

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Translation by the team of the Languages Service of the University of Salamanca.

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