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On Launching a New Journal 'Progress in Medical Education'

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Medical education serves as the foundation of healthcare systems worldwide, shaping the knowledge, skills, and professional values of future healthcare providers. It is through education that we equip the next generation of doctors, nurses, and allied health professionals to navigate the complexities of patient care, scientific discovery, and public health. In an era marked by rapid advancements in medical science and technology, the need for innovative, evidence-based, and effective educational strategies has never been more pressing. Against this backdrop, we are launching Progress in Medical Education (PME), a new open-access, peer-reviewed journal dedicated to the timely publication of articles on health professions education.

Our journal aspires to be an international platform where educators, researchers, and clinicians can exchange insights, explore novel approaches, and collaborate on solutions to the evolving challenges in medical education. At PME, we are committed to fostering a vibrant community that values scholarly dialogue and practical innovation. By disseminating innovative research, sharing best practices, and providing actionable strategies, we seek to drive meaningful progress in medical education.

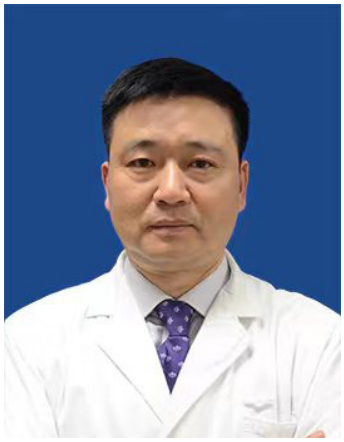
In our maiden issue, PME presents eight studies that collectively address pressing challenges in medical training. The first four articles focus on educational strategies and clinical integration. A cross-sectional survey of Chinese anesthesia graduates identifies key factors affecting job satisfaction, including income disparities and occupational stress, and it calls for targeted support systems to retain skilled professionals. Building on this, a curricular innovation study proposes embedding spatial transcriptomics and 3D modeling into histology education, summarizing how these tools help students contextualize foundational knowledge within modern scientific paradigms. The third article reimagines pharmacology teaching through virtual reality simulations, illustrating how immersive case studies enhance clinical reasoning skills. Finally, a randomized trial examines the integration of ideological education into anesthesiology residency programs, showing measurable improvements in residents' communication abilities and patient-centered care. Collectively, these studies showcase groundbreaking innovations that bridge theoretical knowledge with practical application, while addressing critical workforce and curricular gaps.

The remaining four articles tackle systemic and technological advancements. For example, a clinical trial confirms the superiority of visual double-lumen catheters for pulmonary isolation training, demonstrating reduced procedural complications and improved trainee confidence. An analysis of ethical approval processes uncovers institutional delays in postgraduate research, underscoring the need for streamlined protocols to align academic and clinical timelines. Another study explores China's medical employment landscape, emphasizing the role of AI-driven career guidance and school-hospital collaborations in mitigating job market saturation. Concluding this issue, a competency-based online platform for anesthesiology postgraduates addresses fragmented curricula through modular, updatable learning resources tailored to evolving clinical demands. Together, these contributions highlight transformative approaches to advancing medical education, offering both localized solutions and scalable innovations that address critical challenges in the field.

As an open-access journal, PME is dedicated to making research and educational content freely accessible to readers worldwide. By removing barriers to knowledge, we aim to foster a truly global dialogue in medical education, ensuring that valuable insights reach the widest possible audience and contribute to the continuous improvement of healthcare training.

We warmly invite the medical education com-

munity to contribute to join us in this endeavor by submitting high-quality research, innovative practices, and insightful perspectives. Together, we can drive progress in medical education and shape the future of healthcare training. We look forward to fostering meaningful collaborations, engaging in thought-provoking discussions, and inspiring impactful contributions that will propel the field forward for years to come.



Editor-in-Chief of Progress in Medical Education

Xiangbing Shui

Professor Shui is a senior anesthesiologist and medical education expert who graduated from the Naval Medical University and has nearly 40 years of experience in clinical anesthesia. He holds an authoritative role in anesthetic management and neonatal resuscitation for patients with multiple organ injuries, extensive burns, septic shock, and high-risk pregnancies, and he is also highly experienced in providing deep sedation without intubation for pediatric dental procedures. In addition, he has unique expertise in diagnosing and differentiating a wide range of pain conditions and is skilled in minimally invasive spinal interventions such as intervertebral foramen radiofrequency pulse thermocoagulation and plasma therapy. His work has a particular focus on managing challenging pain syndromes, including herpes zoster, postherpetic neuralgia, cancer pain, and intractable pain.

Throughout his career, Professor Shui has published more than 20 research papers in leading journals and has guided the publication of over 20 teaching-related papers. He has led a project in the Nanjing Military Region and has received multiple accolades, including an award for scientific and technological innovation as well as individual and collective third-class honors.