

Experts' Remarks About the Book

The Jefferson Longitudinal Study of Medical Education is a tour de force in support of the effort to understand not only what is the basis for educating physicians to deliver good medical care but moreover what are the critical factors that contribute to whether such clinicians will also be *caring* to their patients as well. From pre-clinical to postgraduate and beyond, this book provides a high-level view of the remarkable accomplishments over 50 years of study and the important results from this program dedicated to study the quality and outcomes of medical education from ethical and psychosocial dimensions. For medical educators and those interested in the role of empathy in health care, this book is a valued resource.

Leonard H. Calabrese
Cleveland Clinic Lerner College of Medicine
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and Vice Chair, Department of Rheumatic
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A wonderful compilation of outstanding work from a superb team of scientists, this book offers critical insights throughout the continuum of medical education and across key areas of great interest. Although the project is a longitudinal study, the Jefferson medical education team has succeeded in implementing a virtuous cycle, in its truest sense, acknowledging a medical school's ethical obligation to monitor quality and assess outcomes, firmly anchoring findings with strong evidence,

establishing connections to clinical competence, and feeding results back to decision makers. The team sets a high bar while providing insight and inspiration for future generations of investigators. Happy 50th!

Steven L. Kanter
**President and CEO, Association of Academic
Health Centers/International, Washington, DC**
Editor Emeritus of *Academic Medicine*

What you have in your hand (or on your desktop) is a remarkable document. For 50 years, Jefferson has conducted a series of studies of virtually every aspect of the process and outcome of medical education. It provides far more than a snapshot of the going-on in a medical school; it is more like an IMAX theatre presentation of the journey from applicant to student to resident to physician.

Geoffrey Norman
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