

***Pigmaei gigantum humeris impositi
plusquam ipsi gigantes vident***

Students of the health sciences around the world increasingly recognize the need for new ways of learning in order to adapt to the reality of an unprecedented growth in medical knowledge. If the past twenty years have been marked by a revolution in how we access information, the next twenty may very well be gauged by how effectively we communicate this information and put it into clinical practice. We are moving beyond the information age and entering into a conceptual era where the quality of ideas is quickly becoming the new currency.

It is this theme, perhaps more than any other, which will challenge the TSMJ in the years to come. How do we become a trusted resource for students instead of a dusty, old bookend? How do we make student research more relevant to an audience saturated with information and aware of a myriad of alternative forms of communication?

If medical education must move beyond the didactic lecture, then the medical journal must, likewise, move beyond the didactic article. To this end, this year's production has focused on improving both the form and content of the journal while emphasizing new forms of medical education and the role of research as a core discipline in medicine.

Loyal readers will recognize several changes to the format of this year's TSMJ. Five clinical highlights have been added to each article, emphasizing salient points which we hope will be relevant to students working on the wards. The editorial process has also been reformed to include genuine links with the academic faculty at Trinity in order to improve the peer review process and, ultimately, the quality of our publication.

We open the journal with a look at recent research news within the Faculty of Health Sciences and present students with the unique opportunities available here at Trinity to work with world-class research groups. The role of physician as researcher is increasingly complimentary to that of clinician, and research experience is an invaluable tool that will serve students throughout their medical careers.

Our lead article on amiodarone presents an alternative form of medical education, addressing the need for critical thought and debate, rather than blind acceptance, of evidence-based medicine. The use of this medication in clinical practice highlights the tension between clinical experience and evidence-based decision making. In an age of rapidly changing protocols and unprecedented scrutiny, medical practice increasingly demands that physicians stay abreast of the latest developments in research. This new and arduous task requires equally new and creative means of making the acquisition of this information palatable and pleasurable.

The TSMJ is unique in that it is a journal run entirely by medical students, for medical students. Our strength lies in our ability to publish articles which reflect areas of medicine that students find interesting and pertinent to their development as physicians. The process of putting together the journal is, by its very nature, a learning experience. As editors, we are faced with the challenge of fostering the development of new authors while engaging the interest of our peers. It is impossible to publish all of our submissions but we are working tirelessly towards providing the maximum number of students with an opportunity to learn the skills necessary to produce an article, abstract, or poster to share with the wider health care community.

Change is in our midst. We are only beginning to realize the potential for a collaborative editorial process. We are working towards an online editing forum open to comment and discussion by all. To this end, we are beginning to improve the TSMJ website to accommodate more voices, more teaching modalities and more access to student research. If the journal is to grow it must become more inclusive and more representative of student interests. We envision a medical journal open to contributions from health science students across Ireland.

Ultimately, it is up to us to seek out and communicate the information which we feel is most relevant to our development as healthcare professionals, and it is our hope that the TSMJ will continue to be at the forefront of student led medical education.

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Robert Burton - The Anatomy of Melancholy

Jared Butler and J. David Ryan



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