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Kellie Kaneshiro, MLIS, AHIP

Beth Whipple, MLS

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Simulators: a new use for an old paradigm.
JSL. 2006 Jul-Sep;10(3):281-3. No abstract available.
PMID: 17212880 [PubMed - indexed for MEDLINE]
- 2: [Nierenberg DW, Eliassen MS, McAllister SB, Reid BP, Pipas CF, Young WW, Ogrinc GS.](#)
A web-based system for students to document their experiences within six core competency domains during all clinical clerkships.
- 3: [McDonnell PJ, Kirwan TJ, Brinton GS, Golnik KC, Melendez RF, Parke DW 2nd, Renucci A, Smith JH, Smith RE.](#)
Perceptions of recent ophthalmology residency graduates regarding preparation for practice.
Ophthalmology. 2007 Feb;114(2):387-91. Epub 2006 Dec 20.
PMID: 17187862 [PubMed - indexed for MEDLINE]
- 4: [Stearns JA, Stearns MA, Paulman PM, Chessman AW, Davis AK, Sherwood RA, Sheets KJ, Steele DJ, Matson CC.](#)
Family Medicine Curriculum Resource Project: the future.
Fam Med. 2007 Jan;39(1):53-6.
PMID: 17186449 [PubMed - indexed for MEDLINE]
- 5: [Bell HS.](#)
Encouragement: giving "heart" to our learners in a competency-based education model.
Fam Med. 2007 Jan;39(1):13-5. No abstract available.
PMID: 17186439 [PubMed - indexed for MEDLINE]

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1: [Ophthalmology](#). 2007 Feb; 114(2):387-91. Epub 2006 Dec 20.

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FULL-TEXT ARTICLE

Perceptions of recent ophthalmology residency graduates regarding preparation for practice.

[McDonnell PJ](#), [Kirwan TJ](#), [Brinton GS](#), [Golnik KC](#), [Melendez RE](#), [Parke DW 2nd](#), [Renucci A](#), [Smith JH](#), [Smith RE](#).

Wilmer Ophthalmological Institute, Johns Hopkins University School of Medicine, Baltimore, Maryland 21287-9278, USA. pmcdonn1@jhmi.edu

OBJECTIVE: To evaluate young ophthalmologists' perceptions of how well residency training prepared them for various aspects of their clinical practice. **DESIGN:** Self-administered survey. **PARTICIPANTS:** Two hundred sixty-nine United States ophthalmologists who have been in practice for < or =5 years. **METHODS:** A 4-page questionnaire was mailed to a randomly selected sample of 900 U.S. members and fellows of the American Academy of Ophthalmology who had been in practice for < or =5 years. **MAIN OUTCOME MEASURES:** Comparison of perceived preparedness in clinical and nonclinical areas of ophthalmology practice. **RESULTS:** Two hundred sixty-nine surveys were completed and returned (margin of error, +/-5%). Analysis of tabulated results indicated that 86% said they were extremely or very well prepared to practice comprehensive ophthalmology after residency training. Even so, about half of those respondents also desired some additional clinical training, and two thirds felt the need for some additional training in surgical areas (refractive, oculoplastics/orbital, glaucoma, retina, and pediatric ophthalmic surgery). At least 60% reported being not very or not at all well prepared in 6 of the nonclinical areas explored (business operations and finance, personal financial management, practice management skills, coding and reimbursement, political advocacy, and exposure to practice setting models). With the exception of personal financial management, most ophthalmologists thought training in all of these nonclinical areas was the responsibility of the residency training program. **CONCLUSION:** The transition from residency training to successful, efficient, ethical, high-quality ophthalmic practice demands a number of skills in addition to diagnostic acumen and surgical ability. In general, the U.S. residency program graduates surveyed are comfortable with their clinical training, but less so with their training in nonclinical areas. Opportunities to help ophthalmologists prepare better for the transition to clinical practice after training appear to exist and might be addressed by training programs, professional organizations, informal physician networks, and other stakeholders.

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Perceptions of recent ophthalmology residents

[McDonnell PJ](#), [Kirwan TJ](#), [Brinton GS](#), [Golnik KR](#)

Wilmer Ophthalmological Institute, Johns Hopkins University
pmcdonn1@jhmi.edu

OBJECTIVE: To evaluate young ophthalmologists' perceptions of aspects of their clinical practice. DESIGN: Self-administered survey of 900 U.S. ophthalmologists who have been in practice for randomly selected sample of 900 U.S. members and fellows in practice for < or =5 years. MAIN OUTCOME MEASUREMENTS: Perceptions of nonclinical areas of ophthalmology practice. RESULTS: Most residents (margin of error, +/-5%). Analysis of tabulated results showed that 80% of residents practice comprehensive ophthalmology after residency training, and two thirds felt the need for additional clinical training, and two thirds felt the need for oculoplastics/orbital, glaucoma, retina, and pediatric ophthalmology. Residents felt well prepared in 6 of the nonclinical areas explored (but not in management skills, coding and reimbursement, political management, and financial exception of personal financial management, most ophthalmologists thought training in all of these nonclinical areas was the responsibility of the residency training program. CONCLUSION: The transition from residency training to successful, efficient, ethical, high-quality ophthalmic practice demands a number of skills in addition to diagnostic acumen and surgical ability. In general, the U.S. residency program graduates surveyed are comfortable with their clinical training, but less so with their training in nonclinical areas. Opportunities to help ophthalmologists prepare better for the transition to clinical practice after training appear to exist and might be addressed by training programs, professional organizations, informal physician networks, and other stakeholders.

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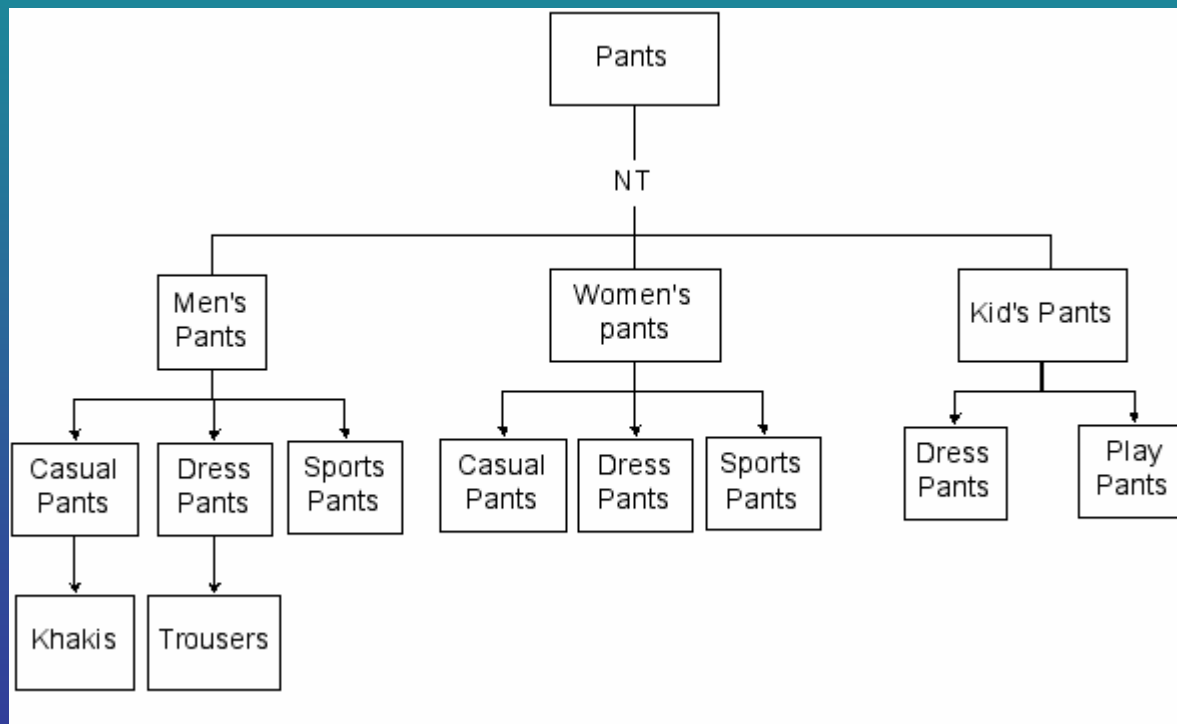
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Ex. From The Gap stores—different kinds of pants



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- 1: [Yoder-Wise PS.](#) [Related Articles, Links](#)
State and certifying boards/associations: CE and competency requirements.
J Contin Educ Nurs. 2007 Jan-Feb;38(1):3-11. No abstract available.
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- 4: [Swain GR, Burns K.](#) [Related Articles, Links](#)
Emergency response: physician training and obligations.
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PMID: 17304874 [PubMed - indexed for MEDLINE]
- 5: [Mackie S.](#) [Related Articles, Links](#)
Developing an education package on diabetic foot disease.
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PMID: 722766 [PubMed - indexed for MEDLINE]
- 3: [Wegman DH, Peters JM, Fine LJ, Boden LI, Burgess WA.](#) [Related Articles, Links](#)
Teaching occupational health to physicians.
J Med Educ. 1978 Sep;53(9):746-51.
PMID: 691028 [PubMed - indexed for MEDLINE]
- 4: [Andrus LH, O'Hara-Devereaux M, Burr BD, Mentink JL.](#) [Related Articles, Links](#)
A new teacher in medical education: the family nurse practitioner.
J Med Educ. 1977 Nov;52(11):896-900.
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- 5: [Barbaccia JC.](#) [Related Articles, Links](#)
Introducing quality assurance and medical audit into the UCSF medical center curriculum.
J Med Educ. 1976 May;51(5):386-91.
PMID: 1083434 [PubMed - indexed for MEDLINE]
- 6: [Jessee WF, Goran MJ.](#) [Related Articles, Links](#)
The role of the academic medical center in the PSRO program.
J Med Educ. 1976 May;51(5):365-9.
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PG - 563-71
AB - Internet use has increased greatly in the past decade across all demographic sectors in the United States, and the World Wide Web currently serves as a valuable informational resource for physicians. A study was conducted in 2005 to evaluate the role of the Web in radiology education. A 28-question multiple-choice survey was administered during two institutionally run continuing medical education (CME) conferences. Questions addressed perceptions and use of the Web, as well as preferred resources for radiologic information and radiology education. Surveys were submitted by 92 radiologists, 97% of whom use the Web for radiology education. The reliability of information on the Web was deemed equal to that of information from traditional sources by 69% of respondents. Forty-five percent use the Web for CME; however, an institutionally run course was selected most frequently as the preferred method of CME, as well as the most effective and efficient. The search engine used by the largest number of participants to identify radiologic information is Google. For reading journal articles, 67% of respondents prefer hard copy. Monthly review of publications made available online before the print version is performed by only 26%. The results of the survey indicate that, despite an increase in Internet use and the perception that Web-based information is reliable, most practicing radiologists still prefer traditional educational resources for radiologic information and radiology education. (c) RSNA, 2007.

AD - Department of Radiology, Johns Hopkins University, 601 N Caroline St, Room 3251, Baltimore, MD 21287.

FAU - Rowell, Melissa R
AU - Rowell MR
FAU - Johnson, Pamela T
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    <description>NCBI: db=PubMed; Term=medical education</description>
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