

Supporting and Promoting the Education Scholarship Pathway for Medical Physicists


The Society of Directors of
Academic Medical Physics
Programs

2024 Annual Meeting



Meeting Agenda

7:30 - 8:00 AM	Breakfast
8:00 - 8:05 AM	Welcome and Introduction, Speaker: Anna Rodrigues
8:05 - 9:15 AM	Keynote Address, Speaker: Larry Gruppen
9:15 - 9:30 AM	Break
9:30 - 11:00 AM	Medical Physics Educators Experience, Speaker Panel: Abby Besemer, Ashley Cetnar, Jessica Nute, Leah Schubert
11:00 - 11:15 AM	Break
11:15 - 11:45 AM	Business Meeting, Speaker: Manuel Arreola
11:45 - 12:00 PM	Awards and Honors, Speaker: Jay Burmeister
12:00 - 1:00 PM	Lunch

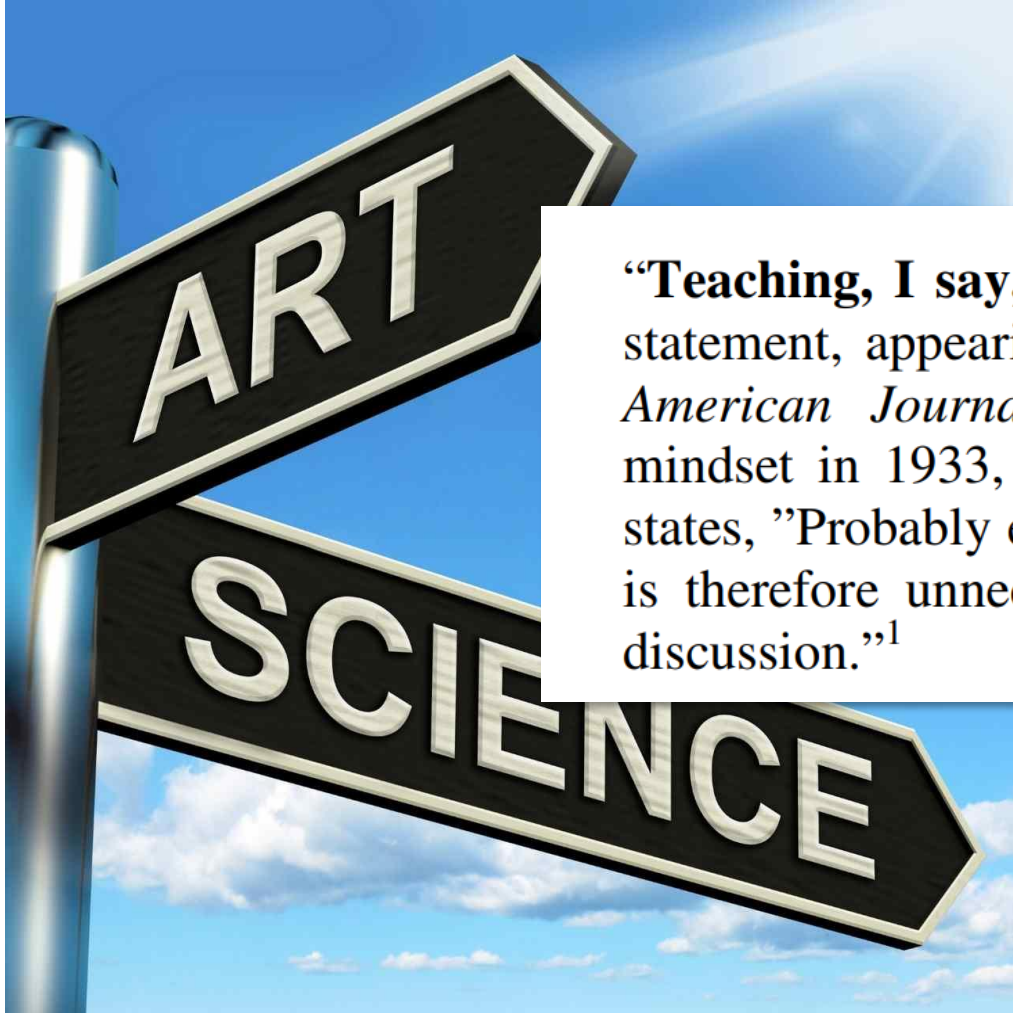


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“Teaching, I say, is an art, and not a science.” Floyd K. Richtmyer’s statement, appearing in the very first article in the premier issue of the *American Journal of Physics*, accurately represented the prevailing mindset in 1933, as well as a common belief today. Richtmyer further states, “Probably everyone would agree with this statement and perhaps it is therefore unnecessary to make it, except as a starting point for the discussion.”¹

“I did what everyone else did: lectures. And the feedback was positive... . . . when I gave them . . . [the Halloun-Hestenes (1985a,b) (HH) concept-based exam]. . . about half had no clue as to what Newtonian mechanics were about.”

Eric Mazur, quoted in Dreifus (2007)



Why should we
promote
medical physics
education
research?

Received: 6 May 2022 | Revised: 7 September 2022 | Accepted: 8 September 2022
DOI: 10.1002/acm2.13792

AAPM REPORTS & DOCUMENTS

Academic program recommendations for graduate degrees in medical physics: AAPM Report No. 365 (Revision of Report No.

Jay W. Burmeister
Robert Jeraj⁵ |
Victor J. Montan
Ehsan Samei¹⁰
Alison R. Roth¹²
Leonard H. Kim¹

JOURNAL OF APPLIED CLINICAL MEDICAL PHYSICS, VOLUME 15, NUMBER 3, 2014

Essentials and guidelines for clinical medical physics residency training programs: executive summary of AAPM Report Number 249

Joann I. Prisciandaro.^{1a} Charles E. Willis.² Jav W. Burmeister.³

Geoff
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C A M P E P

Commission on Accreditation of Medical Physics Educational Programs, Inc.

Standards for Accreditation of Graduate Educational Programs in

C A M P E P

Commission on Accreditation of Medical Physics Educational Programs, Inc.

Standards for Accreditation of Residency Educational Programs in Medical Physics

Revised July 2024

WHAT'S HAPP
SUPER COURSE
CONDENSED
TIMELINE
VS
REG
FORMAT

WHAT DO
STUDENTS
REMEMBER?

IT FAUGHT
D. LYN LAW

COMMUNITY
HEALTH
SCIENCES

PORTFOLIO

MARY-BETH
RADDON
SOCIOLOGY

AGENTS
OF
CHANGE

STRATEGIC

IS THE
SCHOLARSHIP

AND

LEARNING?

GOAL:
To
IMPROVE
LEARNING

N MANY WAYS
STOCK
BEYOND PUBLICATION
MORE CONVE

PEDAGOGICAL
REAL

CREA
M
LEA

What methods do you use to change your curriculum, assessment, or pedagogy?

1. Experience
2. Preference
3. Best practices
4. Conceptual frameworks & theories



Do you see teaching or educational leadership roles as part of your job or additional to your job?

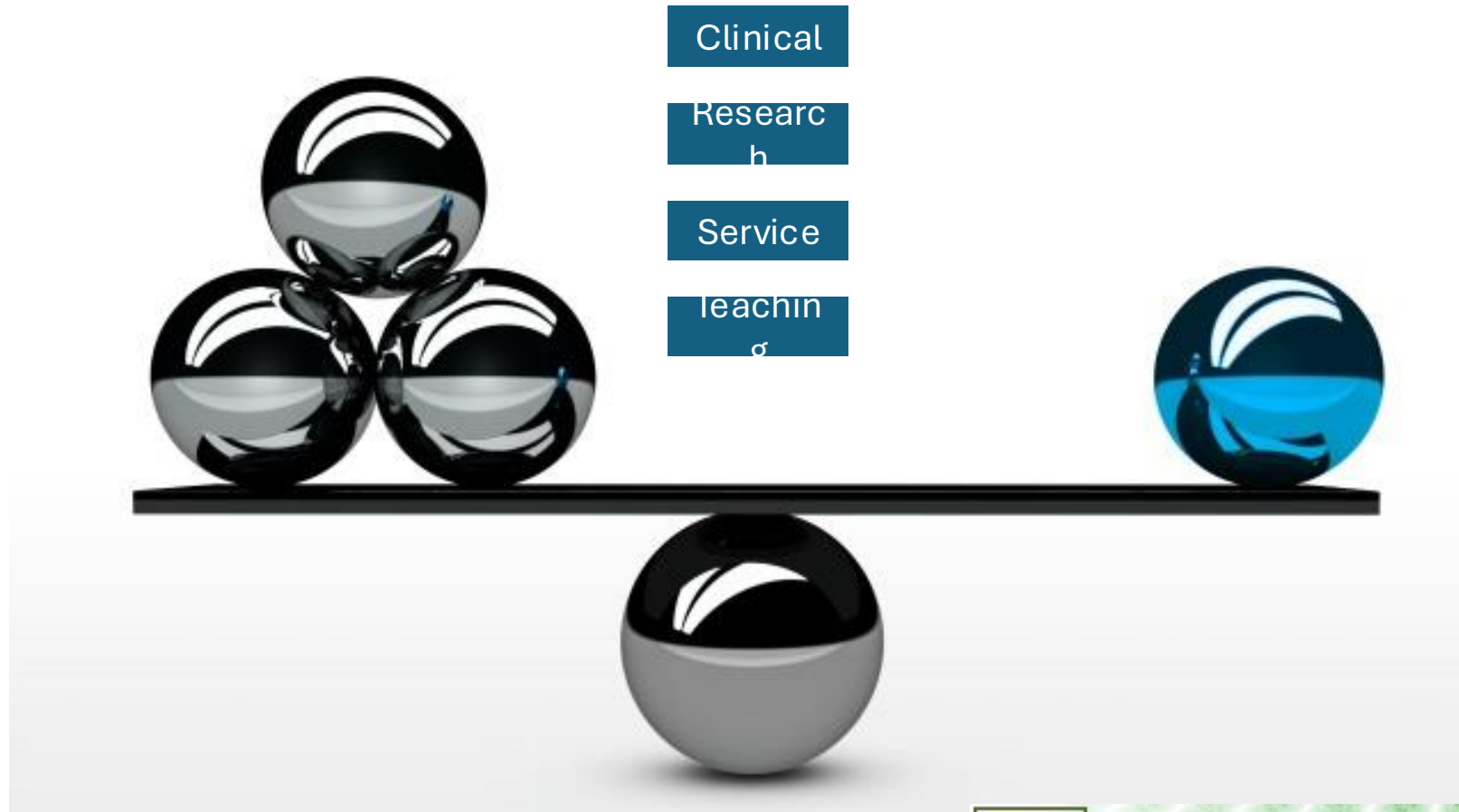
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How highly valued are your educational activities as part of your promotional pathway?

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The balancing act





Key note Address:

Dr. Larry D. Gruppen

“An Introduction to Doing
Research in Medical
Physics Education”

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Keynote Speaker



Larry D. Gruppen, Ph.D.

Professor, Department of Learning
Health Science, University of Michigan
Medical School

Director, Master of Health Professions
Education Program, University of
Michigan Medical School



The Society of Directors of
Academic Medical Physics Programs



Panel Discussion:

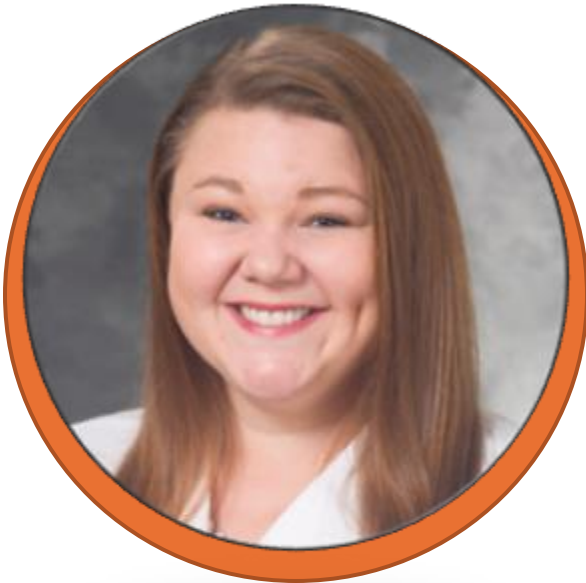
“Medical Physicist Experiences on the Education Scholarship Pathway”

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Medical Physics Panelists



Abby Besemer, PhD

Assistant Professor
University of Wisconsin



Ashley Cetnar, PhD

Associate Professor
The Ohio State University



Jessica Nute, PhD

Associate Professor
UT Health San Antonio



Leah Schubert, PhD

Associate Professor
University of Colorado

Group Discussions on Table Topics



- Each group will have a facilitator who will take notes of the discussions had at each table
- 5 min discussion
- 5 min Q&A with panelists and keynote speaker

Group Discussions on Table Topic # 1

- **What opportunities do you currently have at your institution to pursue medical physics education research or apply medical physics education methods to your practice?**
 - Do you have teaching or educational program leadership responsibilities?
 - What questions, issues, problems, areas for improvement do you see in these activities? Think about these in terms of curriculum, assessment, and pedagogy.
 - What challenges and barriers do you face to making these changes?

Group Discussions on Table Topic # 2

- **How quantitative/data-driven are the educational decisions you make?**
 - What data do you use to modify your curriculum, assessment, or pedagogy?
 - Do you proactively collect data to inform changes?
 - What tools do you use?



Please fill in the post-meeting survey

① Start presenting to display the poll results on this slide.