

## Physics Summit: Physics Education of Medical Physicist

Saturday, January 21, 2006

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### Summary Comments – Day 2

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1. Organizations in education and educational accountability in medical physics (AAPM, ABR, ABMP, ACMP, etc.) and within AAPM many groups – also regulatory agencies and licensing boards – need to weave these efforts together in a common focus towards shared objectives obvious responsibility of AAPM.
2. Physicians – undergraduate degree-med school-residency-board certification-continuing education – MOC; no similar program for medical physics.
3. CAMPEP has a huge responsibility
  - a. Educational standards (AAPM)
  - b. Program accreditation
  - c. Pathway definition - graduate education, residency, and/or alternate pathways
  - d. Affiliated programs for accreditation and almost no resources
4. Should the purpose of accreditation and certification be better defined (clinical vs. research)?
5. Consensus that partial accreditation is undesirable. Also that it is the residency/experience component of education that defines the specialty and is most meaningful to certification. Graduates of medical physics education programs going directly into unsupervised clinical positions should be discouraged. Linking accreditation and certification (goal of 2012) will largely address this issue.
6. ABR should reexamine current demarcation of medical physics specialties.
7. Find ways to involve more physicists and physicians in written and oral exams.
8. Need to address requirement of mentoring by ABR certified physicists as a handicap for Canadian physicists.
9. Consensus bar (entry criterion and exam process) should be gradually raised for medical physicists.
10. How do licensure and the CARE bill fit into the accreditation issue?

11. Educational programs in medical physicists and accredited education programs.  
Work with institutional leaders and national organizations like the AHA and the AAHC. Networking is important.

12. Educational programs in medical physics probably should include issues such as
  - a. Equipment acquisition
  - b. Negotiating skills
  - c. How to teach
  - d. Mentoring skills
  - e. Benefits
  
13. Today's discussion related to yesterday's on Mastery of Technology as essential to clinical acumen of radiologists and to quality, safety and cost-effectiveness of procedures, all of which are essential to preservation of radiology and its turf. This is major educational, service and research role of the physicists. Quality and safety more than regulatory minimum.
  
14. Similarly, tomorrow's discussion will focus on the importance of physics in the major of the technological complexity of radiation oncology including quality and safety and cost-effectiveness – elevated role for the physicist.
  
15. Doctor of medical physicists is not a pathway for incompetence – must satisfy CAMPEP requirements. This is driven by the need for educational quality.
  
16. Emerald Project is a web-based educational program in imaging physics serve as a mold for distance education/MOC