The latest news and updates from the Radiation Oncology Education Collaborative Study Group (ROECSG)

Announcements

The Fifth Annual ROECSG Spring Symposium focusing on “Growing the Radiation Oncology Education Community: Five Years of ROECSG Symposia” is scheduled for Friday May 13th, 2022. Make sure to register at: https://roecsg.org/symposium2022/

Submit your abstract today at: https://roecsg.org/symposium-abstract-submission/
Abstract deadline = March 14th 2022 at 11pm ET

Opportunity for US residents: Dr. Joanne Alfieri, Radiation Oncology Program Director at McGill University, is seeking participation from US residents to complete e-learning modules on radiation emergencies for an ongoing study. Residents can sign up as individual participants. If interested, please contact: joanne.alfieri@mcgill.ca. Thank you!

Did you know? ROECSG has compiled helpful resources on its website related to RadOnc education. Check it out at: https://roecsg.org/web-resources/

Call for volunteers: We are seeking 1-2 motivated individuals to help with the ROECSG Report. Please contact us at https://roecsg.org/contact if interested.
Spotlight on Establishing a Deaf and ASL Inclusive Residency Program

Special Q&A with authors/pioneers of this process, Dr. Hill and Dr. Page

This edition, we would like to highlight an exceptional team. They have established a radiation oncology residency program that is Deaf and American Sign Language inclusive. Read more about this commendable achievement in their publication: Hill, Colin, et al. “Establishing a Deaf and American Sign Language Inclusive Residency Training Program.” Academic Medicine: Journal of the Association of American Medical Colleges, Oct. 2021, doi: 10.1097/ACM.0000000000004469 and in the Q&A with lead and senior authors below.

Q1: What has been the most important lesson learned from this process?
Dr. Page: The most important part of the 5 step transition process was to involve Dr. Hill and get his input from the very beginning so that he could help us make sure we had a program in place to address any needs. We were very excited when we found out he was joining us, and soon thereafter planned a collaborative effort involving his input each step of the way, whether it’s what kind of interpreters we should bring, or how we rearrange the resident room. The second most important lesson, is that it pays off to be open to trying new things. Say “yes” to learning, trying new things, and incorporating people in your work life who teach you new things. Saying YES is more possible than you might think, and you won’t be disappointed!

Q2: Could you provide an overview of the 5-step transition process used for the development of the Deaf and ASL inclusive residency training program?
Dr. Hill: The most important part is engaging the trainee directly on their communication preferences (part 1) and engaging the trainee throughout the process. Then engage key stakeholders within the program and institution early (part 2) to discuss necessary strategies to create an inclusive environment. With the trainee’s input, reach out to qualified ASL interpreters/agencies (part 3). Each program should also consider incorporating institutional ADA officers, outside training consultants with expertise in cultural training in medicine, and discuss cultural/communication expectations with faculty/staff (part 4) with the goal of creating an ASL-inclusive culture within the department. Workspace accommodations (part 5) to create a more ASL-inclusive workspace should be explored and implemented with the trainee’s input based on DeafSpace principles and consideration of other accommodations, as necessary, such as live or automated captioning, amplified or visual stethoscopes, to name a few.

Q3: What were some of the challenges with implementing this program?
Dr. Page: There wasn’t a blueprint for this before, so we wanted to take the time to learn a little bit about ASL, learn about things that are helpful to know for working with a Deaf colleague, learning a little bit about the Deaf culture, and working with interpreters. We set up educational sessions ahead of time. We hadn’t had the opportunity to work with a Deaf colleague before and while some of this took time and agreement on a process, this helped us understand and realize how we could improve our inclusive environment many other ways.

Q4: What has been the greatest success with this academic model?
Dr. Page: The awareness it has brought us has challenged us to become better colleagues, employers, and doctors as a result.
Dr. Hill: In addition, it has shown that utilizing ASL as the preferred communication modality is a very viable approach to pursuing residency training and is very reproducible. We believe that our model can be easily implemented by other residency programs across the county in recruiting and training physicians that preferentially utilize ASL.

Opportunities for Getting Involved

ROECSG encourages active participation in our collaborative study group. We have recently established Working Groups to allow for even more engagement from our members. If you are interested in learning more about opportunities for getting involved with ROECSG and joining one of our new Working Groups, please feel free to contact us anytime at: https://roecsg.org/contact. Make sure to also follow us on Twitter (@roecsg)! Click ->
Ongoing medical education initiatives

ROECSG members are involved in multiple ongoing medical education initiatives. The full list of ongoing projects can be accessed at: https://roecsg.org/current-initiatives

- Development of a structured medical student clerkship curriculum
- Introductory Radiation Oncology Course (IROC) for Residents
- Simulation-based education for radiation oncology contouring
- Residents-as-Teachers (RAT) in Radiation Oncology
- Self-directed treatment planning/dosimetry training for the clinical radiation oncologist
- We are also collaborating with eContour.org to develop novel contouring educational tools for radiation oncology
- ROECSG Core Curriculum: https://roecsg.org/corecurriculum

Recent #RadOnc #MedEd Publications

Here is a contemporaneous list of recent RadOnc MedEd publications. Lots of exciting work in this space! These pubs are also featured on the ROECSG website at: roecsg.org/references. If you would like your publication featured in the next ROECSG Report, please email the citation to: info@roecsg.org. Brachy articles are in blue, med student in orange, simulation-based in pink, global in green, workforce in purple, and the rest in black.


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