

EDITORIAL

Thank You, Dr Hoppe! The Past and the Future

Aurora Denial, OD, FAAO



Two weeks ago, I assumed the responsibilities of editor of *Optometric Education*. In preparation for this new role, I spent the past year working with and learning from Dr. Elizabeth Hoppe.

Dr. Hoppe became the editor of *Optometric Education* in 2001. Although she has had many accomplishments as editor, one of her most significant was to broaden the number of contributors to the journal. Among the innovative ideas she introduced were two new features, the opinion-based “Think Tank” and the personal essay “My Best Day in Optometry.” With Dr. Barry Kran, she developed and promoted “Teaching Case Reports,” a format that combines a case report with significant educational guidelines. The goal of the teaching case report is to capture that teachable moment that often occurs in the clinical setting. In addition to offering educators the opportunity to have their teaching methodology peer-reviewed, this new format offers all clinicians the opportunity to contribute to the educational literature.

While supporting and advancing the mission of the journal, Dr. Hoppe was also an avid contributor to the journal. During her tenure as editor, she wrote eight articles for the journal, and over the course of her career, she contributed 13 articles. In 2007, she was the recipient of the Dr. Lester Janoff Award for Excellence in Writing. I look forward to future contributions to the journal from Dr Hoppe.

Working with Dr. Hoppe over the past year was a great learning experience. When interacting with authors, she had an amazing ability to detect and highlight positive qualities while providing the important critical feedback needed to produce high-quality educational manuscripts. Her ability to provide this feedback in a relaxed, supportive environment is a characteristic I will strive to attain and continue. In addition to learning about the skills needed to be an effective editor, I found working with her was always fun.

I would like to thank Dr. Hoppe for all her hard work and patience over the past year, as well as the time, energy, and leadership she has contributed to the journal.

She has had an enormous impact on the optometric educational literature base, which ultimately has impacted the profession.

In addition to working with Dr. Hoppe over this past year, I have met several significant goals. In an effort to reach out to faculty to provide information about the journal and to receive feedback on how the journal can support and advance education, I completed a series of visits to several optometric institutions. I plan to continue these outreach efforts until I have visited all of the schools and colleges of optometry.

I am also happy to report distribution of the link to the journal has been expanded to include the executive directors of the 50 state societies, 30 optometric international institutions, Veteran’s Administration hospitals and several other organizations, such as World Council of Optometry. The journal was highlighted with an informational poster at the American Academy of Optometry annual meeting in 2009, and we will be participating in the World Council of Optometric Education Meeting in September.

The development of theme issues is a way of guiding and focusing information on important topics. Future themes will focus on the challenging student, implementation of critical thinking, and the importance of scholarship.

This issue of the journal explores several important topics. Dr. Rebecca Kammer and coauthors report on the process of developing competencies and consensus in low vision education. This paper also illuminates the changes in the delivery of low vision rehabilitation and the impact of the changes on optometric education.

Dr. Shilpa Register explores the changing gender trends in optometry and their impact on the profession. She discusses lessons we can learn from other professions and how these trends affect optometric education.

Dr. Trinh Khuu and I offer a teaching case report on vernal keratoconjunctivitis. This report combines an interesting case with specific educational guidelines.

Finally, we are able to move forward because of the past. The Association of Schools and College of Optometry’s Resolution (page 85) to Dr. Hoppe expresses appreciation and good wishes. A collage of Dr. Hoppe’s contributions to the journal is displayed on page 86.



RESOLUTION

Elizabeth Hoppe, OD, MPH, DrPH

Whereas, Dr. Elizabeth Hoppe, Founding Dean at the College of Optometry at Western University for Health Sciences, former Associate Dean of Academic Affairs at the New England College of Optometry, and former faculty member at the Southern California College of Optometry, has worked passionately and tirelessly to advance the profession of optometry through optometric education; and

Whereas, Dr. Hoppe has supported the Association of Schools and Colleges of Optometry in numerous capacities, including service as chair of a Critical Issues Seminar on Defining Entry Level Competencies, which led to the development of a Model for Entry Level Determination; and

Whereas, Dr. Hoppe has served ASCO on the Financial Affairs Committee, the Academic Affairs Committee, the Evidence-Based Health Care Task Force, as Board Liaison to the Optometric Informatics Special Interest Group, and as a presenter and mentor at the Summer Institute for Faculty Development; and

Whereas, Dr. Hoppe served with distinction for 5 years as Editor of *Optometric Education*, the journal of the Association of Schools and Colleges of Optometry, during which time she advanced the mission of the journal while upholding the highest editorial standards; and

Whereas, During her tenure as Editor, Dr. Hoppe introduced innovative new columns and departments to engage readers, spark interaction and create an environment conducive to open exchange among optometric educators on timely and important topics; and

Whereas, Dr. Hoppe was a recipient of the Dr. Lester Janoff Award for Writing Excellence in 2007 and has selflessly mentored authors in pursuit of editorial excellence; and, therefore, be it

Resolved, That the Board of Directors of the Association of Schools and Colleges of Optometry expresses its earnest and deeply felt appreciation to Dr. Hoppe for her commitment to optometric education and her tireless efforts on behalf of ASCO and the ASCO journal, *Optometric Education*; and, therefore, be it further

Resolved, That the ASCO Board of Directors extends its warmest best wishes to Dr. Hoppe for her continued personal and professional success.

OPTOMETRIC EDUCATION

OPTOMETRIC EDUCATION

Instilling Ethics and Professionalism in Today's Optometry Students

Barbara McGinley, M.A.
Nancy S. Carlson, O.D., F.A.A.O.
Elizabeth Hoppe, O.D., M.P.H., Dr. PH, F.A.A.O.

A Model for Entry-Level Determination (MELD) — An ASCO Report

David A. Heath, O.D., Ed.M. (Co-Chair)
Elizabeth Hoppe, O.D., M.P.H. (Co-Chair)
Morris Barman, O.D., M.S.
David Lohlin, O.D., Ph.D.
Teresa Moddin, O.D.

A Model Curriculum For Teaching Optometry Students about Smoking Cessation Education

Elizabeth Hoppe, O.D., M.P.H.

Eyeing Abuse: Preparing Students in Domestic Violence Intervention

Elizabeth Hoppe, C.
Denise Perry

Outcomes of Residency Education: Postresidency Practice Settings

Elizabeth S. Hoppe, O.D., M.P.H., Dr. PH, F.A.A.O.
John H. Niskanen, O.D., M.B.A., F.A.A.O.

Background

In July 2002 the American Association of Colleges of Optometry (AAO) conducted a survey of its members regarding their entry-level determination (ELD) process.

Chief Academic Officer Survey on Teaching Cultural Competency in Optometric Education

Kimberly A. Stanbrough, O.D., F.A.A.O.
Beth Schultz, O.D., M.S., F.A.A.O.

All other members of the 2002 International Society of Optometric Education (ISOE) Research Group in International Optometry Education (ISOE-IOE) conducted a survey of its members regarding their entry-level determination (ELD) process.

Abstract

Background: An educational environment that fosters diversity, equity, and inclusion is essential for the development of a culturally competent workforce. The purpose of this study was to assess the current state of cultural competency education in optometric education. **Methods:** A survey of chief academic officers (CAOs) of 100 optometric colleges was conducted. The survey assessed the current state of cultural competency education in optometric education, including the use of various teaching methods and the integration of cultural competency into the curriculum. **Results:** The survey found that 60% of CAOs reported that cultural competency education was a priority in their institutions. However, only 30% of CAOs reported that cultural competency education was integrated into the curriculum. The survey also found that 40% of CAOs reported that cultural competency education was integrated into the clinical experience.

Results

60% of respondents reported that cultural competency education was a priority in their institutions. However, only 30% of respondents reported that cultural competency education was integrated into the curriculum. The survey also found that 40% of respondents reported that cultural competency education was integrated into the clinical experience.

Conclusion

The survey found that cultural competency education is a priority in optometric education, but it is not being integrated into the curriculum and clinical experience as much as it should be. This suggests that there is a need for more standardized and effective methods of teaching cultural competency in optometric education.

What Were They Thinking? Surveying Study Practices of Entering Students

Barbara McGinley, M.A.
Nancy Carlson, O.D., F.A.A.O.
Elizabeth Hoppe, O.D., M.P.H., Dr. PH, F.A.A.O.

Abstract

Purpose: Current state of the nation of students for higher education, at both undergraduate and graduate levels, has changed. The number of students entering higher education has increased, and the number of students entering higher education with a high school diploma has decreased. The purpose of this study was to assess the study practices of entering students. **Methods:** The study was a survey of 100 entering students at a large optometric college. The survey assessed the study practices of entering students, including the use of various study methods and the integration of study practices into the curriculum. **Results:** The survey found that 60% of entering students reported that they used a variety of study methods. However, only 30% of entering students reported that they used a variety of study methods that were effective. The survey also found that 40% of entering students reported that they used a variety of study methods that were ineffective.

Introduction

The majority of optometric students enter the professional program directly from high school. They bring with them their skills, knowledge, hopes, and expectations. As optometric education evolves, it is important to assess the study practices of entering students. This is to ensure that the curriculum and clinical experience are effective in preparing students for the workforce.

Methods

The study was a survey of 100 entering students at a large optometric college. The survey assessed the study practices of entering students, including the use of various study methods and the integration of study practices into the curriculum. The survey found that 60% of entering students reported that they used a variety of study methods. However, only 30% of entering students reported that they used a variety of study methods that were effective. The survey also found that 40% of entering students reported that they used a variety of study methods that were ineffective.

Conclusion

The survey found that entering students use a variety of study methods, but they do not use the most effective methods. This suggests that there is a need for more standardized and effective methods of teaching study practices in optometric education.

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