

Editorial

Welcome to the special issue of Yellow Journal dedicated to professional development practices, education and mentoring. Articles in this issue illuminate trends, values and priorities in obstetrics and gynecology ultrasound education for learners at all levels, from sonographers, medical students, residents to fellows and lifelong learners. A variety of topics of great importance to the educators and learners in the field of obstetrics and gynecology ultrasound are presented, including several original research articles, educational review papers and one case report illustrating multidisciplinary approach to a pregnant patient with an abdominal-pelvic mass.



I am confident that you will find many fresh ideas that you may use right away to help boost your professional development, mentor junior faculty, organize pelvic ultrasound simulation, workshop, course or even fellowship at your institution and improve learning experience of your learners. Here you will find most recent information about the challenges of inter-professional education, gender differences in academic medicine, evidence-based medicine and competency based training in the field of obstetrics and gynecology ultrasound. We are also providing some ideas how you may improve your Power Point presentations and teaching skills, or how you can efficiently start using hand-held ultrasound scanner in the clinic. In this journal issue you find a proficiency list of ultrasound skills each obstetrics and gynecology resident must accomplish by the time he/she graduates, as well as illustrative examples how radiology, emergency medicine, anesthesiology and family medicine faculty incorporate routine use of obstetrics and gynecology ultrasound in their residency and faculty development curricula.

Our common interest to improve the quality of patient care and education in the field of obstetrics and gynecology ultrasound is again connecting our international scientific community. In this respect collegiality and connectivity is vital for implementation of continuous innovation. But, are we ready for the new era of web-based online teaching? The results of our survey determining Ian Donald School faculty readiness for creation of a uniform online curriculum for basic and advanced ultrasound courses and creation of an on-line curriculum gives answers to this question. This was a basic step to get your personal input to address common needs, challenges and future directions for our distance learning project. Continuous medical education is commonly perceived as yet another burden in a very busy life of a clinician. Examples from Ian Donald Schools in Asia and the USA demonstrate positive impact of the environment of encouragement and adequate resources on a continuum of obstetrics and gynecology ultrasound education.

This issue is dedicated to all the educators in the field of obstetrics and gynecology ultrasound who are doing their best to succeed in their multiple missions of being a good physician, sonographer, researcher, teacher and mentor. Sometimes you may feel isolated, alienated and tired. Indeed you are not alone, because our international community is nurturing continuous education, sharing and collaboration. I hope that you will enjoy this issue of Donald School Journal of Ultrasound in Obstetrics and Gynecology and that you and your colleagues will consider publishing your own scholarly work in our Journal for the benefit of all our readers. Louis L'Amour (1908-1988, American author) once stated that the knowledge is like money: 'To be of value it must circulate and in circulating it can increase in quantity and, hopefully, in value.' Therefore, I cordially invite you to continue sharing and circulating your knowledge.

Sanja Kupesic Plavsic