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Assessing the Skill Requirements for Radiographers in the Traditional and Patient-Focused Care Settings

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Abstract

To date, little is known regarding Iowa's administrative radiographers' opinions concerning the skills they wish to observe in the radiographers they supervise in the traditional care setting as compared to the skills they would require in the patient-focused care setting. The purpose of this study was to gather data that could aid in the identification of those radiographic skills.

The results indicated that administrators believe that radiology services would be impacted by patient-focused care by requiring multi-skilled radiographers in diagnostic radiology, the imaging modalities, and across institutional departments. However, they also believed multi-skilled radiographers were valuable in the traditional care setting. The results indicated that patient-focused care would require changes in the radiologic technology curriculum to provide multi-skilled radiographers and that radiology departments would be required to provide cross-training for radiographers.

The Expanding Role of the Radiographer

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Abstract

Internationally the roles of the radiographer are under review with new functions being explored. In some United Kingdom centers the Radiographer Abnormality Detection System (RADS) has been implemented to expand the function of the radiographer.

Assimilation of this role into the radiographers scope of practice has met with some resistance and mixed acceptance. The purpose of this study was to attempt to identify and address the radiographers major concern of implementing the RADS system in one clinical setting.

No significant difference in accuracy detection by radiographers as a function of grade was determined. ER physicians' abnormality detection accuracy was evaluated before and after the introduction of the system. RADS did not adversely affect the ER physicians' accuracy rate.

Teacher-made Outcomes Assessment Examination: Predictor of Success on the ARRT Examination in Radiography

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Abstract

Testing the students before graduation from a radiologic technology program by means of an outcome assessment examination can document whether the students have met the terminal objectives of the program. The authors sought to determine if a correlation exists between the scores on a program-developed assessment test and the results of the American Registry of Radiologic Technologists certifying examination. A positive correlation, $r=.744$, established the value of the assessment examination as a predictor of results on the certifying examination.