

When Good Is Not Good Enough

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Abstract

A question that is frequently asked is whether practitioners in the radiologic and imaging sciences are professionals. Practitioners certainly see themselves as professionals and act accordingly, and our profession is undoubtedly evolving and growing. The number and quality of the people running for offices in professional societies, on editorial review boards, and serving committees is quite impressive. The number of technologists in the profession who have earned a baccalaureate degree is inching towards a critical mass. The number of baccalaureate and graduate programs in the country is increasing. The number of educators with doctoral degrees is very encouraging for the profession. The public perception of us as professionals is also growing. However, according to legal definitions, the field of radiologic and imaging sciences is only in the process of meeting the definitions of a profession and we, therefore, are not professionals.

Using Photovoice to Explore and Expand the Meaning of Cancer

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Abstract

This experimental action research project was performed in order to evaluate the teaching technique of photovoice as a tool to evaluate learning and the evolution of the meaning of cancer among radiation therapy students. Photovoice is a teaching technique that utilizes images and reflections on those images to document learning or change in thought process. Students provided photos and personal reflections at the beginning of the program and at the end of their first year of the program that documented their meaning of cancer. Photos demonstrated their transition from an intrinsic view of cancer to a broader more global understanding of the impact of cancer. The use of photovoice has many future research possibilities and potential applications for educators or clinicians. Educators can alter the research questions to anything they wish to have their students reflect on and collect the images and reflection responses from their specific questions. Clinicians can potentially use the technique as a way to help patients who are undergoing treatment discuss their feelings or express thoughts, or worries, to their families or healthcare providers.

Social Media Considerations in Higher Education: Recommendations for Radiologic Sciences Education

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Abstract

Social media has been incorporated as a learning tool into the higher education system, with health sciences and human services programs developing ways of implementing its use in the curricula. Before incorporating social media into privacy-driven fields, benefits and barriers

should be examined carefully. Current research presents more use of social media among medical, nursing, and allied health fields than in radiologic sciences. The purpose of this literature review is to present barriers, benefits, and recommendations for social media use in radiologic sciences and to determine if medical imaging programs are using social media to enhance learning in the curricula.