

AAPM CARES Update on the Use of Patient Gonadal and Fetal Shielding

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Abstract

It has been two years since the American Association of Physicists in Medicine (AAPM) issued the Position Statement on the Use of Patient Gonadal and Fetal Shielding and the publication of the article, Patient Shielding in Diagnostic Imaging: Discontinuing a Legacy Practice (AAPM, 2019; Marsh & Silosky, 2019). These statements raised important questions in the radiologic science community, and today, we continue to navigate the professional ramifications of the paradigm shift and how it impacts radiography programs.

The AAPM position statement recommended that the use of gonadal and fetal shielding should be discontinued (AAPM, 2019). Marsh and Silosky (2019) concluded that although patient shielding is standard practice in diagnostic imaging, evidence shows that it provides negligible or no benefit and carries a risk of increasing patient dose and compromising the diagnostic efficacy of an image. Among the rationale for these realizations, research concludes that shielding may obscure anatomic information or interfere with the automatic exposure control of the imaging system (AAPM, 2019), variations in normal anatomical positions of gonads, and gonadal dose resultant from internal scatter radiation (NCRP, 2021). The AAPM position statement has since been reinforced by the National Council on Radiation Protection and Measurements (NCRP) Statement No. 13 (2021), recommending ending routine gonadal shielding use during abdominal and pelvic radiography (NCRP, 2021).

Interactions in Online Medical Imaging and Radiation Therapy Courses

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Abstract

This study evaluated educators' perceptions regarding the importance of various interactive strategies in on-line medical imaging and radiation therapy courses. Educators in this sample perceived learner-instructor interactive strategies to be significantly more important than learner-learner ($p < .001$) or learner-content strategies ($p = .002$). They also stated learner-content strategies to be significantly more important than learner-learner strategies ($p = .006$). Of all of the interactive strategies, grading assignments in a timely manner was rated as most important. Providing students with reflection opportunities using journals or surveys was rated as least important in online medical imaging and radiation therapy courses.

Teaching Professionalism in Radiologic Technology

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Abstract

The purpose of this literature review was to investigate teaching professionalism in the radiologic sciences. The American Society of Radiologic Technologists (ASRT) publishes a curriculum that serves as a guide for educators to design their programs. Within the ASRT curriculum, there is a small section related to professionalism. However, it does not include specific professional attitudes and behaviors. Findings indicate that effective teaching of professionalism should integrate a three-stage process regarding student learning, including setting expectations, providing experiences, and assessing outcomes. In conclusion, professionalism can be taught utilizing various methods, and some include case studies, role-playing, videos, reflection, and role modeling.