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### **The Importance of Selected Workplace Skills and Radiographers' Ability to Perform Them: Implications for Education and Practice**

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#### **Abstract**

As the health care delivery system changes, it is imperative to assess the skills of practitioners to ensure consistency between educational preparation and workplace needs. The purpose of this study was to examine radiology managers' perceptions of selected workplace skills and new radiography graduates' ability to perform them. A random sample of 1,932 members of the American Healthcare Radiology Administrators received a questionnaire containing 35 skills, categorized as basic, intermediate or advanced. Skills in three categories (basic, intermediate and advanced) were ranked by the magnitude of the difference exhibited between managers' rating of the importance of each skill and their rating of graduates' ability to perform that skill satisfactorily. Educational and practice implications are discussed for the top-ranked skills.

### **A Pre-Employment Assessment Process for Selecting PartTime Faculty in Allied Health**

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#### **Abstract**

This study described, analyzed, and assessed the effectiveness of four selection variables (interview, in-basket exercise, group discussion, and the Principles of Adult Learning Scale) of a preemployment assessment process. It examined the relationship between teaching performance of parttime faculty in an allied health degree completion program and the results of a pre-employment assessment process of selection. Four research hypotheses were tested using multiple statistical procedures.

Concluding evidence supported the use of four prediction variables. This process, with revisions of four selection activities and corresponding rating scales, is an appropriate mechanism for predicting teaching performance.

### **Early Experiences with Problem-Based Learning in a Radiation Therapy Program**

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#### **Abstract**

Problem-based learning was introduced into the final year radiation therapy subject in the Bachelor of Applied Science at The University of Sydney to address an increasing need for advanced problemsolving and independent learning skills in the radiation therapy profession. Twenty-six students were surveyed at the completion of the subject. A significant number found difficulty with this new learning method, but they agreed that it helped them to develop useful life-long learning skills. While there were mixed opinions regarding the availability of resources, the majority of students felt the assessment adequately tested their knowledge, problem-solving and planning skills. Some alterations to the program were recommended and implemented in 1995 based on the results of the survey. Problem-based learning appears to be a suitable learning method for radiation therapy.