

Integration of Computed Tomography Content in Radiography Curriculum

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Abstract

As computed tomography (CT) continues to grow in its prevalence, it is valuable for educators to have a historical understanding as to how CT has evolved. Using a mixed-methods research approach, program directors in programmatically accredited radiography programs were surveyed to examine current trends for integration of CT content into curriculum and their perspectives on the evolution of the integration of CT content. Findings suggest that programs integrate CT clinical time more commonly than didactic coursework specific to CT. Program directors perceive the integration of CT content as preparing graduates for workforce needs, but also recognize the challenge of adding more content to an already rigorous curriculum. Educators can utilize the results of this study to guide decisions related to curriculum revisions in response to the heightened prevalence of CT found in clinical practice.

The Impact of Case-Based e-Learning Pedagogy on Critical Thinking in Imaging Science Students: A Multi-Institutional Study

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Abstract

The purpose of this multi-institutional study was to investigate the use of case-based, e-Learning Modules (ELMs) as an instructional method to improve critical-thinking skills in medical imaging students. Students completed required, instructor-assigned ELMs over two semesters. Overall mean pre/post HSRTN scores decreased (79.0 to 78.9, $p=0.87$); individual scores increased in 34% of students ($n=16$), remained the same for 34% ($n=16$), and decreased in 32% ($n=15$). These findings support current literature that case based learning may improve critical thinking skills for some students, but not all. In addition, critical thinking can be challenging to teach and to assess.