

Assessment of Technologists' Knowledge of and Practices in Digital Radiography

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Abstract

Research was conducted to ascertain whether certain best practices were being followed in digital radiography practice. A review of literature was conducted; online databases were searched for articles related to digital radiography, particularly with regard to radiation safety, patient exposure, and best practices. A survey was distributed to radiographers with a goal of assessing their knowledge of and practice regarding exposure indices and post-processing tools. While best practices were being followed for many aspects of digital radiography, there is still concern regarding training and education, mostly as they relate to use of exposure indices.

Assessing Academic Writing Instruction: A Case Report Involving Radiologic Science Graduate Students

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Abstract

Academic writing is an integral part of many graduate and doctoral programs. As future scholars in their fields of expertise, graduate and doctoral students must effectively disseminate findings to diverse audiences in a variety of venues. This case report presents a project assessing academic writing instruction in a radiologic science graduate program. Specifically, the writing instruction included completion of a synthesis matrix activity, participation in a jigsaw puzzle citation competition, and identification of common writing errors in sample papers. By acquiring suggestions about how to improve instruction from the graduate student participants, this case report details how changes to the writing instructional strategies assisted students in developing and strengthening their writing skills while promoting scholarly productivity.

Promotion of Critical Thinking in Students: An Examination of Current Educational Practices

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Abstract

The purpose of the study is to examine the current educational practices related to critical thinking within programmatically accredited radiography programs. The survey findings suggest that educators perceive value in teaching critical thinking, though the majority of programs do not utilize a specific critical thinking framework. The results showed that programs heavily rely on clinical experiences to facilitate critical thinking behaviors and that problem-based learning is a commonly used educational activity for promoting critical thinking. This data can be used to

guide educational programs as they prepare future professionals for a changing work environment and to advance curriculum efforts towards more deliberate critical thinking learning methodologies.