



2016 SCHOLARSHIP WINNERS:

Laura Di Michele

Laura graduated as a medical imaging professional in 2011 and is currently working as an Associate Lecturer at the University of Sydney. Laura has a keen interest in improving patient outcomes, and finding ways to create greater efficiency within radiology department. Laura's research project is titled:

“The Translation of research findings into evidence based practice within diagnostic radiography in Australia”

This research that Laura is undertaking, aims to explore the barrier and incentives to achieve evidence based practice within diagnostic radiography in order to identify the most appropriate change management models. It is the first study to systematically explore research translation in diagnostic radiography through exploring the perspective of students and practicing professionals.

Dr Caroline Wright

Caroline is the Course Convenor for the Graduate Entry Master of Radiation Therapy, Bachelor of Radiation Science and Master of Advanced Radiation Therapy Practice programs at Monash University. Caroline completed her PhD investigating fitness to practise in radiation therapy in 2015. Caroline's other research interests include patient care, clinical assessment, student selection and curriculum development for advanced practice roles in radiation therapy. Caroline is currently the Chair of the Australia and New Zealand Medical Radiations Research Network. Caroline is also a member of the Editorial Review Board for the Journal of Radiotherapy in Practice. Caroline will be undertaking a qualitative-cross sectional study looking into:

“Professionalism in the medical radiations practice professions: understanding professional dilemmas through student narratives about workplace learning”

Workplace learning/clinical placement is an integral part of all radiation therapy and radiography curricula. Students spend many hours in the clinical environment developing their technical and professional skills prior to graduation. However, in practice, professionalism is not always modeled by practitioners. Given that clinical placement comprises such a large part of the curriculum, students may be exposed or even participate in unprofessional practice. These professional dilemmas may have a negative impact on students and affect their future performance, health and well-being. This study will explore MRS student narratives of professional dilemmas, the types of events they encounter and the ways in which they narrate those events.