

losing the viewer's visual interest because of prolonged viewing of the same slide. (Optimum slide time is considered by many to be 3-5 seconds.)

Before attempting the program, the viewer should have a good radiation physics background. The program covers such topics as positron and negatron decay, Auger electrons, electron capture, photoelectric effect, Compton effect, and pair production. The slide-tape sequence covers each topic in a logical and complete manner and moves

#### **BRAIN SCAN EXAMINATION PROCEDURE**

Larry Cavendish, R.T., and Thelma Leaffer, M.S., Nuclear Associates, Inc., Westbury, N.Y., 1973, \$75.00 (2 x 2 color slides or filmstrip, cassette tape, student manual and instructor's manual).

This module includes the didactic as well as the practical aspects of brain scanning. A wide range of topics is covered, some of these being: description of how a brain scan is done, normal brain anatomy, anatomic landmarks and planes, patient positioning, and typical pathologic conditions appearing on brain scans. The student manual includes a list of specific objectives to be accomplished through the use of the module as well as a post-test designed to provide the student with a direct measurement of his learning. The instructor's manual is quite detailed and would be useful to a novice instructor.

Although the idea and format of the module is good, there are numerous technical flaws in the unit. The quality of the slides is poor in most

#### **CONVERSATIONAL ETHICS FOR THE TECHNOLOGIST IN NUCLEAR MEDICINE**

Larry Cavendish, R.T., and Thelma Leaffer, M.S., Nuclear Associates, Inc., Westbury, N.Y., 1973, \$75.00 (2 x 2 color slides or filmstrip, cassette tape, student manual and instructor's manual).

*Conversational Ethics* is an audiovisual program consisting of 40 slides that is designed to provide an opportunity for students and novices in the nuclear medicine field to learn some of the "do's" and "don'ts" of patient-technologist relations. The student manual includes an introduction and a list of objectives. After completing the program, the student is given a chance to evaluate his performance by answering the questions in the manual. The instructor's manual is more detailed than the student manual and includes a written narration of each slide as well as practical tips to aid the instructor in presenting the subject matter.

Whenever one deals with interpersonal relationships there are basic rules of conduct that should be adhered to, namely politeness and respect for

effectively from the less difficult to more difficult topics. After dealing with basic radiation physics the module explains beta counting in a liquid scintillator, choice of solvent materials, "cocktail" efficiency, and many practical considerations of liquid scintillation.

*Aspects of Liquid Scintillation Counting* can be used as a successful learning aid by students and practicing technologists.

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instances and many times there is difficulty correlating the slides with the dialogue. Also, there is a general assumption that the viewer is familiar with nuclear medicine procedures as well as terminology, when, the objectives plainly state that the student needs no nuclear medicine background. There is also a sizeable list of specific discrepancies concerned with various slides that tend to distract attention from the objectives of the module. For example, Slides 11 and 12 were out of order. On Slide 18 "abscesses" was misspelled. Also on Slide 18 abnormalities are listed as "A, B, and C," but the narrator describes them as "1, 2, and 3." Slide 33 refers to the use of a lead apron for a vertex view but the patient is not wearing one. Several other slides are also out of order.

The general consensus of the reviewers is that in its present condition the module could not be recommended. However, since content and idea are good, the module would be useful if the discrepancies were to be corrected.

another person. In a hospital setting the technologist should be aware of the various types of people he will encounter. This audiovisual module impresses on the viewer the need to establish a reassuring and personal rapport with the patient as well as respect for the patient's illness.

One criticism is that the quality of the slides leaves something to be desired. The slides are poorly correlated with the tape making it difficult to follow in certain instances. There are a number of specific discrepancies which take away from the total value of the unit. For example, several slides are out of order and words are misspelled.

Reviewers of this unit were in general agreement that, although there is a need for an audiovisual unit with such content, the technical errors in *Conversational Ethics* prevent them from recommending this module.

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