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Survey Evaluation of Academic Dishonesty and Radiologic Technology Students

Jammie T. Wilbanks, M.S.R.S., R.T.(R)

Abstract
Academic dishonesty is a growing problem in all levels of education, including radiologic technology education. This paper not only reviews the literature on copyright laws and previous studies of plagiarism in higher education, but also reports a pilot online study of radiologic technology students that reveals radiologic technology students have a high incidence of plagiarism and a lack of knowledge of plagiarism. A survey was sent to 35 program directors in Alabama and Georgia to distribute to their students (n=344). The results show that students admit to participating in minimum to moderate plagiarism; however, they do not have a solid understanding of plagiarism. Therefore, they are committing the act of plagiarism unconsciously. It is suggested that academic dishonesty in radiologic technology students at all levels of education be further researched. Educators should not only monitor for this behavior but also educate their students on academic integrity.

Math Anxiety Levels of Radiography Students in Two Programs: A Case Study

Rebecca Lowell, M.S.R.S., R.T.(R)(MR)
Donna Lee Wright, Ed.D., R.T.(R), FAEIRS
James Johnston, Ph.D., R.T.(R)(CV)
Jeff B. Killion, Ph.D., R.T.(R)(QM)

Abstract
Math anxiety may influence a student's decision to pursue a particular career. Math anxiety levels have been reported in some courses of study such as the humanities, but not so frequently in medically-related studies. Perhaps students who choose science-related careers that involve mathematics would have a relatively low level of math anxiety, scoring within or below the 30th percentile on the Math Anxiety Rating Scale (MARS)-30 table of norms, which would indicate a low math anxiety level. Radiologic Sciences programs require some math skills, so researchers thought it would be interesting to document the levels of math anxiety in a convenient, small-scale sample of entering students in two large entry-level radiography programs. The MARS-30 survey revealed that the entering radiography students surveyed had moderate math anxiety level, scoring in the 60th percentile on the MARS-30 table of norms. While this one-shot case study design is pre-experimental, and cannot be generalized beyond the two groups reported, these results could be the inspiration for a more rigorous formalized study of this issue.

Factors Affecting Program Directors' Satisfaction with the JRCERT Accreditation Process

LaDon Terry-Graham M.S., C.N.M.T.
M. Gary Sayed, Ph.D.

Abstract
This study used a survey to determine the attitudes of radiologic technology program directors toward programmatic accreditation by the Joint Review Committee on Education in Radiologic Technologies (JRCERT). A stratified random sampling of 195 of the 610 radiologic technology program directors identified by the JRCERT in the United States was made. A survey response rate of 36% (n = 70) resulted in the following findings:

1. There was a high level of support for the JRCERT accreditation process as indicated by a high level of agreement (91%) with the survey item that addressed support of programmatic accreditation. This finding was reinforced by the results of the open-ended question in which a majority of the respondents reported a positive attitude toward programmatic accreditation.
2. For the response to the question of whether programmatic accreditation resulted in program improvement, 88% of the participants agreed. This is further supported by the 83% results received from the participants who felt that programmatic accreditation provides for quality assurance to the public.
3. In terms of the cost effectiveness of the JRCERT accreditation process, the mean Likert score was negative, although a slight majority of directors gave positive responses.

Nuclear Medicine Technology Program Directors' Opinion of the JRCNMT Accreditation Process

Andrew L. Sanderson, M.S., R.D.M.S., R.T.(R)

M. Gary Sayed, Ph.D.

ABSTRACT

Program directors of 101 nuclear medicine technology programs were interviewed as part of this study. Program directors were asked 47 questions and 2 open-ended questions about the clarity of requirement and guidance in preparing an accreditation Self Study; perceptions of the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) effectiveness, fairness, and follow-through; and if the accreditation process fosters quality improvement. Overall, there was strong support for the process and the JRCNMT. Although a majority of directors responded positively to all questions, there was a substantial minority of the directors who believe there are some problems with specific parts of the process. Fully one-fourth of the directors felt the process has no value or little value to them personally or to their programs.