

Volume 13, Number 2, October 2008

Sequencing and Articulating the Cognitive and Psychomotor Domains of Learning in a Nuclear Medicine Technology Curriculum

David Simons, M.Sc., C.N.M.T., R.T.(N)

Gregory G. Passmore, Ph.D., C.N.M.T.

Mary Anne Owen, M.H.E., R.T.(N)

Abstract

In the clinical education process, students must demonstrate competence for a variety of clinically based psychomotor tasks. These psychomotor domain-based clinical competencies depend on a patient population in which the presentation of disease is not generally predictable. In order to sequence and articulate the didactic and clinical components of the curriculum, we examined the relationships between the number of studies available and the number of students to achieve competency, as well as the number of studies available and the number of days to reach competency. Regression analyses indicated that the more studies available for practice the shorter the time needed to reach competency. However, strength of association was moderate, prompting the authors to plan further analysis on the affective domain's effect on these curricular relationships.

Information Literacy for the Radiologic Sciences: A Pilot Study

Laura Aaron, Ph.D., R.T.(R)(M)(QM)

Diane Graham Webb, R.N., M.S.N., C.N.E.

Abstract

Information literacy is a concept that is becoming increasingly important to healthcare and radiologic sciences. Life-long learners need information literacy skills in order to locate, evaluate, and use information effectively in the healthcare environment. Radiologic science educators need to determine if their students are graduating with these skills. This pilot study examines one program's attempt to measure student information literacy skills upon entrance and exit to a radiologic sciences program. Results indicated an increase in student information literacy skills as well as areas that need further improvement.