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Learning Styles of Radiography Students in College-Based Programs

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Abstract

The Kolb model of learning style theory is used to determine learning style preferences, if any, among students in medically-related educational programs and more specifically, students pursuing a bachelor of science degree in radiologic technology. The sample consisted of 113 undergraduate radiologic technology students enrolled in three Louisiana universities offering a baccalaureate degree in radiologic science. A total of 12 educators also completed the survey. A response rate of 88% was obtained. The learning style preferences for radiologic technology students determined by the Kolb Learning Style Inventory were diverging (33%), assimilating (26%), accommodating (22%) and converging (19%). The learning style preferences identified among faculty members differ from that of students. The learning style preferences among faculty determined by the Kolb LSI were converging (41.7%), assimilating (25%), accommodating (16.7%), and diverging (16.7%). Awareness of the differences in learning styles may help in the planning of successful courses in any discipline. Educators should help students develop strategies for adapting to different situations, especially when learning styles do not fit the task at hand.

Variations in Assessment of Clinical Competencies

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Abstract

Clinical competency in many radiologic sciences disciplines is currently based on radiologic procedures cited in American Registry Radiologic Technologists (ARRT) content specifications. However, the content specifications lack definition with regard to the radiologic procedures, evaluation criteria, and grading processes. To address the lack of specificity, a survey investigating the clinical competency practices of radiologic science programs was sent to program directors and clinical coordinators of programs in the United States. Among the 269 surveys analyzed, results indicated some level of standardization with regard to competency evaluators and prerequisites. Areas found to be lacking standardization included evaluation forms, grading systems, and the widely varying evaluation processes and criteria. A standardized clinical competency process may improve the overall education of radiologic science students and better meet the demands of an ever-changing health care environment.

Creating and Evaluating an Interactive, Web-Based Module for the Instruction of Radiation Therapy Simulation

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Abstract

Maintaining effective educational strategies in rapidly advancing fields like radiologic sciences is a challenge for educators. This study evaluates the effectiveness of an instructional module for radiation therapy patient simulation. A pre/post-test quasi-experimental design was utilized for the study; six radiation therapy programs from the following states participated: Illinois, Minnesota, Nebraska, Pennsylvania, and Virginia. The subjects for this study consisted of 67 first- and second-year radiation therapy students. Results indicate an increase in scores from pre- to post-test after completion of the module as well as positive student feedback in regard to their perceptions on the effectiveness of the module. An interactive web-based educational module can be used effectively to teach radiation therapy students about the simulation process.