

## Volume 22, Number 2, June 2017

### Perceptions of Clinical Preparedness Among Radiography and Radiation Therapy Baccalaureate Students in JRCERT-Accredited Programs

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#### Abstract

The purpose of this study is to explore the perceptions of clinical education preparedness. A 25-question survey was mailed to a volunteer sample. The paper survey was administered to students following their first semester of clinical education. Questions were categorized into three domains (social comfort, communication, and clinical confidence) thought to be central to successful clinical integration. Domains and individual questions were analyzed. Educators and clinical staff would serve students well to understand student-perceived clinical barriers. Educators and clinical staff who integrate students into the clinical environment should be aware that clinical education is dynamic and unpredictable.

### Advising in Higher Education

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#### Abstract

This literature review explores academic advising as it relates to higher education. A brief history, the roles of advisors, advising styles, and student satisfaction relay the effectiveness of advising in the college setting. Statistics about college student population and attributes of millennial, adult, developmental, and immigrant students are described as well. As colleges focus on student retention, effective academic advising can play a fundamental role on a student's persistence to graduate.

### Using 3D Printed Models in Radiologic Science Education

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#### Abstract

Three-dimensional (3D) printing is a process that involves transforming a computer-aided design into a physical model by printing layer by layer. It is gaining interest in the medical field since it can be combined with computed tomography and magnetic resonance images to produce replications of anatomical structures. Using peer-reviewed journal articles and other scholarly sources, this literature review provides an overview of 3D printing and details its implications in radiologic science education. These highly detailed 3D models have the potential to become valuable tools in teaching anatomy and exploring pathologies by offering medical imaging students direct visualization of anatomic details.

### Feedback Delay as an Approach to Teaching Oral Radiographic Technique

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#### Abstract

This study evaluated instruction using short-term feedback delay with and without distractor tasks as measured by laboratory examinations (LEs) in an oral radiography course. Students in the control group ( $n=44$ ) received 10-minute short-term delayed feedback with an unrelated distractor task using conventional film-based imaging, while the students enrolled in the experimental group ( $n=44$ ) were provided a brief 3-second delay of feedback without an unrelated distractor task using direct digital radiography (DDR). The unrelated distractor task for the control group consisted of processing and mounting film-based radiographs, which did not relate to radiographic technique skills assessed by LEs. A two sample t-test showed favorable results for the control group demonstrating the anticipatory active memory processing when feedback was more delayed and an unrelated distractor task was given; however, profile analysis via ANCOVA demonstrated retention was increased in students receiving a brief 3-second feedback delay with an entry-level GPA above 3.5.