

Radiologic Science Students' Perceptions of Educators' Caring

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Abstract

Caring is a professional behavior that should be modeled in academic learning. A mixed-methods approach was used to examine junior (n=20) and senior (n=27) level radiologic science (RT) students' perceptions of radiologic science (RT) educators' caring behaviors in the clinical learning environment. Qualitatively, RT students described feeling *cared for* when RT educators were encouraging, respectful, and gave tangible support. RT students felt *uncared for* when RT educators were demeaning, uncivil, and insensitive. Quantitatively, RT students ranked specific RT educator behaviors as caring or uncaring. Data analysis indicated that senior level students ($M = 156.5$) felt more cared for than junior level students ($M = 145.6$); however, the mean total scale difference between junior and senior level students was not statistically significant ($t = -1.69, p = 0.098$). Overall, RT students indicated they felt RT educators exhibited caring behaviors during their clinical education.

Predicting Success on the ARRT National Certification Examination Through Mock Examinations

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Abstract

The student pass rate on certification exams in the imaging sciences is important to programs and can impact accreditation. Being able to provide supplemental instruction prior to graduation would be possible if students could be identified as potentially unsuccessful. This study examined the relevance of a practice examination score as an indicator for success on the American Registry of Radiologic Technologists certification examination. Data from the practice examinations and participants' self-reported preliminary scores from the certification exam were matched and compared utilizing contingency tables. Sensitivity, specificity, positive predictive value, and negative predictive values were calculated for each tested parameter. While results lacked significance, the best cutoff score to be utilized as a threshold indicator for students who may need remediation prior to attempting the certification exam was 60. While this study was limited, programs could utilize this model to establish program specific thresholds for remediation and improve pass rates.

Overcoming Combat-Related Learning Deficiencies in the Radiography Classroom

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Abstract

To date, the United States has deployed over 2 million men and women to the wars in Iraq and Afghanistan. With many of these combat veterans returning home and utilizing the benefits of the GI Bill to enter into higher education, it is possible that many of these students may select radiography as their future occupation. The purpose of this paper was to compare the literature on the unique challenges faced by combat veterans with post traumatic stress disorder and traumatic brain injury in the academic learning environment, specifically those affecting behavior, cognition, and personal identity, and explore different ways that faculty can reach the student academically. The research concluded that while many of these obstacles may hinder effective learning, veterans are often resilient and adaptable to change. Faculty who employ a variety of instructional techniques, classroom strategies, and encourage peer mentoring may be more effective in instructing this specific student population.

Journaling as an Instructional Tool: Impact on Critical Thinking in the Radiologic Sciences

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Abstract

The purpose of this mixed method study was to examine the critical thinking (CT) disposition and perceptions of radiologic science students using a standardized assessment and journaling exercises. The radiologic science students' ($n = 25$) critical thinking disposition was assessed using the California Critical Thinking Disposition Inventory (CCTDI) to determine the impact of journaling on critical thinking. The researchers completed a quantitative analysis of the data collected using the CCTDI assessment with no significant change in CT pre and post journaling intervention. The qualitative portion was completed using a single-site case study method. Ten themes emerged, including students' perception, among other purposes, of journaling as a tool for self-reflection leading to critical thinking. The contrast between the quantitative results and perceived student attitudes in the qualitative reflection led the researchers to suggest that a more in-depth qualitative study be performed with interviews to investigate what motivates students to think critically as a skill to be practiced and learned.