

Students' Perceptions of Medical Educational Modeling in Radiologic Technology

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Abstract: This study explores students' perceptions of medical educational modeling (MEM) in radiologic technology. MEM, a pedagogical practice where students practice clinical skills on peers, is integral to medical imaging programs. Conducted as part of a larger research project, the study surveyed students enrolled in baccalaureate radiologic technology programs accredited by the Joint Review Committee on Education in Radiologic Technology across the United States. The survey assessed students' attitudes, comfort levels, and perceived educational benefits associated with MEM. Findings indicated overall positive perceptions of MEM, with students recognizing its value in enhancing clinical competence and confidence. However, the study also revealed significant demographic influences on student perceptions, including religion and body mass index. These factors may affect students' comfort levels and willingness to engage in MEM and suggest the need for tailored educational strategies to accommodate diverse student populations. The study underscores the importance of understanding students' perspectives to optimize teaching methodologies in radiologic technology education. By addressing these insights, educators can better prepare students for clinical practice and ensure a more effective and inclusive learning environment.

Keywords: medical educational modeling, radiologic technology education, clinical skills, students' perceptions, pedagogical practices, demographic influences, Joint Review Committee on Education in Radiologic Technology

Development of a Rubric to Measure Radiography Programmatic Assessment Plan Quality

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Abstract: This study proposes a self-assessment method for radiography program directors and instructors to develop and evaluate their programmatic assessment plans. There is a lack of training for those who contribute to radiography program assessment plans, often leading to citations by the Joint Review Committee on Education in Radiologic Technology. To address this issue, a comprehensive rubric was developed and validated using the Delphi technique, engaging 20 experts with extensive knowledge and experience in radiography programmatic assessment. Consensus was achieved after three rounds of evaluation. Participant feedback during rubric testing underscored the rubric's relevance and usefulness while also suggesting areas for further refinement in its development. This study provides a valuable tool for improving the quality of radiography programmatic assessment plans and contributes to the enhancement of educational standards in radiologic technology education.

Keywords: assessment plan, radiography programmatic accreditation, radiologic technology, program evaluation, Joint Review Committee on Education in Radiologic Technology