

Diagnostic Imaging Students' Attitudinal Changes in Response to Interprofessional Training

- Tracy Glentz, Ed.D., C.N.M.T.

Abstract

Limited interprofessional education (IPE) literature exists explicitly focusing on diagnostic imaging professionals. This non-experimental, quantitative research examines the effectiveness of an IPE training module by measuring changes in pre- and post-survey median scores of students enrolled in the nuclear medicine technology, radiography, and diagnostic medical sonography programs. Participants' attitudes and perceptions toward IPE in the domains of teamwork and team-based care, roles/responsibilities, and patient outcomes from collaborative practice were measured. The results indicated statistically significant outcomes in the domains of students' roles/responsibilities and patient outcomes from collaborative practice. The findings of this study supported IPE as a valued practice in diagnostic imaging curriculum revealing students' attitudes and perceptions toward IPE were positively impacted following the completion of the IPE training module.

Patient Education and Community Outreach by U.S. Radiation Therapy Programs

- Elwin R. Tilson, Ed.D., R.T.(R)(M)(QM)(CT), FAEIRS;
- Archana More Sharma, M.P.H., Ph.D.
- Kevin R. Clark, Ed.D., R.T.(R)(QM), FAEIRS

Abstract

This study was conducted to determine what patient education skills, community education skills, and community outreach activities are part of U.S. radiation therapy education. A survey was distributed via email to the program directors of the 71 JRCERT accredited programs. Thirty-six (50.7%) surveys were returned and completed. The survey contained 14 patient education skills, eight community education skills, and 11 community health education activities. A chi-square analysis between demographic factors and curriculum requirements found no significant associations. A paired t-test between the number of patient education skills and community education skills required showed a significant difference ($p < .001$) with few community education skills incorporated in programs.

Radiography Educators Online Resource Utilization and Attitudes Pre- and Post-COVID-19

- Hector Garduño, M.S.R.I.S., R.T.(R)
- Elwin R. Tilson, Ed.D., R.T.(R)(M)(QM)(CT), FAEIRS
- Kevin R. Clark, Ed.D., R.T.(R)(QM), FAEIRS

Abstract

A sample of 985 radiography educators in the United States was asked to participate in a study about online usage before and during the COVID-19 pandemic. There were 144 (14.6%) valid responses. Prior to the pandemic, very few radiography courses were primarily taught online, and the most common use of online resources was as a repository for student materials. During the pandemic, the most common technologies used were the institution's learning management system (LMS) to distribute and collect materials, LMS for testing students, and video conferencing software. There was a significant increase in the likelihood faculty would teach online after the COVID-19 experiences.

Patient Safety Perspective Transformation in Radiation Therapy Education

- Becky J. Dodge, M.E.T., Ph.D., R.T.(R)(T)

Abstract

Technological advancements increased radiation therapy complexity and created new opportunities for error, prompting a different approach to safety. Equipping students with modern safety perspectives requires educators to apply strategies that foster transformational learning. This qualitative study explored patient safety instruction in United States' radiation therapy programs. Select findings from faculty interviews (n = 13) and student surveys (n = 31) are reported. Information theory and transformational learning theory (TLT) guided inquiry. Most participants observed or experienced a perspective transformation. TLT components and influential learning activities were identified. Sources of noise that may degrade instructional messages emerged. Opportunities exist to integrate TLT in instruction cohesively.