

Radiologic Science Faculty Characteristics and the Use of Pedagogical Practices in the Classroom

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Abstract

Radiologic sciences have undergone rapid advancements due in part to growing complexities. Faculty are responsible for teaching these advancements, but little is known about pedagogical practices. This study examined the relationship between faculty characteristics and pedagogical practices of behaviorism and constructivism using data collected from 348 Joint Review Committee on Education in Radiologic Technology participants. Results indicated little difference among pedagogical practices among faculty. Although faculty tended more toward a behaviorist perspective than a constructivist one, they attempted to balance teaching requirements for the certification examination with skills to put into practice.

Training and Knowledge of Mammographers in Optimal Positioning Techniques for Women with Physical Disabilities: Survey Development

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Abstract

Given the many optimization factors involved in producing high-quality mammography images, quality images are important to recognize potential challenges that may present with women with physical disabilities (WWD) during mammography procedures. For this study, researchers chose breast positioning during screening mammography as the image optimization factor when seeking feedback from focus groups on a pilot survey. Group participants, who are registered mammographers, agreed that training and expertise in breast positioning for WWD are areas of concern. Feedback from the focus groups helped to develop a final survey to be sent to practicing mammographers for a second phase of the research study.

Gonadal and Fetal Shielding: Preliminary Findings of Technologists' Practices

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Abstract

The medical imaging community is debating the discontinuation of patient gonadal and fetal shielding during diagnostic imaging examinations. Preliminary results from this study indicated that most registered radiologic technologists in the sample were required to shield patients during diagnostic examinations as mandated by their employer or state law, and the majority disclosed that they rarely repeated images because of shield misplacement. To help students and technologists better understand the need to discontinue patient gonadal and fetal shielding during diagnostic imaging examinations, educators and professional organizations should address advancements of digital radiography equipment, scatter radiation principles, appropriate collimation, and proper positioning.

Clinical Instructor and Site Influence on Clinical Education

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Abstract

Many factors contribute to an effective clinical education program such as the attributes of the clinical educator, features of the training site, and the education and training of the clinical instructor. This literature review details characteristics of successful clinical instructors and training sites contributing to a successful clinical education program. Educators need to give students clear expectations of what is expected and adhere to the objectives set forth at the beginning of training to ensure the success of a clinical education program. Feedback from instructors is an important part of the success of a clinical program. The training of an educator is also influential to the success or failure of the clinical student and will be explored. Students' positive and negative perceptions of their clinical education experience are discussed. In summary, successful clinical educators are well trained and give continual feedback during clinical training to help students gain insight and succeed during their training. With adequate training in teaching methods, clinical educators can help bridge the gap between clinical education and didactic education to create positive clinical experiences. Even negative perceptions can be used by educational institutions to gain insight into where the deficits lie in their program and how to improve to give students the best education in both the clinical setting and the didactic setting.