

Success in Medical Imaging: African American Student Perspectives

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Abstract

According to the Bureau of Labor Statistics (2015), the medical imaging workforce has a projected growth rate of 9% between 2014 and 2024; medical imaging professionals will be needed to care for and accurately diagnose health conditions of an aging and increasingly diverse U.S. population (U.S. Census Bureau, 2012). In order to meet these workforce demands, medical imaging programs and academic institutions must recruit and educate a diverse student population to keep pace with the rapid growth of the profession and to improve communication and culture conscious care for all patients (U.S. Department of Health and Human Services Health Resources and Services Administration Bureau of Health Professions, 2006). Using critical race theory storytelling, this case study examines African American students' perspectives on their needs and access to academic resources, the social, cultural, and educational climate as well as strategies to improve student success in medical imaging programs at a public Midwestern university. Study findings included students' definitions of success, racial identity and self-efficacy, environmental and social networks, and their impact on student success. Recommendations for improvements in existing institutional policies, student engagement practices, and resources were identified. In addition, the research findings indicate a need for further research to address student engagement practices and expanded social networks necessary to increase retention and graduation of African American students in medical imaging.

Factors Affecting Job Satisfaction of Radiologic Sciences Faculty: Implications for Recruitment and Retention

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Abstract

The need to recruit and retain radiologic sciences faculty is essential to meet the increasing demand of graduates. The purpose of this study was to determine current job satisfaction levels for radiologic sciences faculty. A survey method was utilized to gather demographic and job satisfaction data of faculty in programs accredited by the Joint Review Committee on Education in Radiologic Technology. Findings indicate that faculty members are satisfied and that their job satisfaction may increase with age, years of teaching, and increased salary. Implications of this study are related to identifying job satisfaction factors that would influence recruitment of appropriate individuals who would remain in education long term and meet the growing demand for graduates and imaging technologists.

Learner-Centered Teaching

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Abstract

In a learner-centered teaching course, the focus is redirected from the instructor and placed on the student to promote self-directed learning. The instructor becomes a facilitator by providing students with opportunities to learn individually or collaboratively. Authentic learning activities, flipped classrooms, and tutorial-style lectures are part of learner-centered teaching that contribute to the student's ability to link theory with practice in radiologic sciences education. Developing a learner-centered environment can be challenging for instructors and students, but worth the work to ensure the student creates personal meaning with the content. True understanding and retention equips the students with workforce skills such as problem solving, critical thinking, and self-reliance for the twenty-first century workforce.

Effect of CR Lab Equipment on ARRT Image Acquisition and Evaluation Scores

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Abstract

The adoption of digital imaging in medical radiography included the addition of computed radiography (CR) equipment. To provide students with the best possible instruction, radiography programs implemented CR equipment into the laboratory settings to enhance the education students were receiving in the clinical setting. This study compared the scores on the imaging acquisition and evaluation section of the American Registry of Radiologic Technologists (ARRT) national examination for two radiography programs in Texas before the implementation of CR equipment and after to determine if the addition of equipment had an impact on student scores. After the addition of CR equipment in the laboratory setting at the university, the scores on the imaging acquisition and evaluation portion of the ARRT national examination declined. During the same time period, the national average on the same portion of the examination also declined, not as dramatically, but there was still a reduction. The community college, however, demonstrated a slight increase in scores. Based on the decline of the national average on the imaging acquisition and evaluation portion of the ARRT national examination, it is necessary to investigate the cause of the decline.