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Predicting RT Student Clinical Performance

Anne Rutz, Ph.D., R.T.(R)(M)

Abstract

Recognizing the importance of accepting individuals who offer the greatest chance for success in training and in clinical practice, a study was performed to determine admission criteria for students in radiologic technology programs. The study yielded six major findings: (1) Clinical performance and high school GPA were negatively related. This could be due to the time interval between high school and radiography school for many students, (2) An applicant with a high Occupational Work Ethic Inventory initiative score is likely to be successful in the clinical setting, (3) An applicant with a high Occupational Work Ethic Inventory dependability score is likely to be successful in the clinical setting, (4) Radiography students who are successful academically are likely to be successful in the clinical setting, (5) Clinical performance can be predicted by a combination of admission variables and academic performance, (6) The final conclusion for this study is that it would be worthwhile for programs to include a measure of work ethic in their admissions requirements.

Teaching Effectiveness via Compressed Video for Distance Learning

Tammy Greuter, M.S.R.S., R.T.(R)

Abstract

Technological advances are providing new opportunities to reach students at a distance. In particular, compressed video is a type of telecommunication that transmits two-way live interactive video and audio simultaneously between two or more sites. The literature review examines published research articles that explore the challenges of using compressed video for distance learning. Findings suggest that traditional classroom teaching strategies must be adapted for distant educational programs offered via compressed video.

A study was performed to determine if a significant difference exists for faculty evaluations between on-site students and remote site students. Twenty eight students were divided between two classrooms for the same team-taught course. For part of the semester, Location 1 students received face-to-face instruction from two instructors while Location 2 students participated via an interactive compressed video connection. For the remainder of the semester, a third instructor at Location 2 delivered face-to-face instruction, and the students at Location 1 received compressed video instruction. The teaching evaluations of the three faculty members were compared to determine if differences existed a) between face-to-face and remote site evaluations for each faculty, b) evaluations of faculty at classroom Location 1, and c) evaluation of faculty at Location 2. There was no significant difference between the face-to-face and remote evaluations for two of the instructors, while one instructor did show a significant difference. There were no significant differences in faculty evaluations at either location.

The Benefits of Collaborative Learning

Carole South-Winter, M.Ed., R.T.(R), CNMT

Abstract

The very essence of the health care industry revolves around teams. One of the most common expectations of employers is for employees to function collaboratively in the health care environment. However, allied health care educational programs continue to teach in traditional lecture-style format, which discourages collaborative behavior. One of the benefits of collaborative learning is that the needs of employers and students can be met through this teaching method. Collaborative learning methods have been associated with increases in student achievement in the areas of self-efficacy, cognitive reasoning, and memory recall. Students also benefit from an increase in desirable social skills and an increased sense of commitment. Employers, educators, and patients can be beneficiaries of the incorporation of cooperative learning curriculum into allied health educational programs.