



The Responsiveness of the College of Radiologic
Technology Curriculum to the Demands of
the Profession : An Evaluation

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ALVERN Q. ROSAS

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ABSTRACT

NAME OF INSTITUTION: De La Salle University-Dasmariñas

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AUTHOR : Alvern Q. Rosas

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OBJECTIVES OF THE STUDY

A. General:

1. To investigate the responsiveness of the radiologic technology curriculum to the demands of the profession.

B. Specific:

1. To find out the curriculum offerings of the radiologic technology which respond to the needs of the profession as evaluated by the radiologic technologists and faculty members.

2. To determine the differences in the curriculum offerings when evaluated by the radiologic technologists and faculty members.

3. To find out other skills which can be used to help the curriculum respond to the demands of the



profession.

SCOPE AND COVERAGE:

The study involved 45 radiologic technologists from 10 selected hospitals in Cavite and Metro Manila and 16 faculty members from De La Salle University - Dasmariñas SY 1989 - 1994.

METHODOLOGY:

The study used the descriptive and survey method.

MAJOR FINDINGS:

The study revealed that the majority of items listed were highly emphasized both by the radiologic technologists and the faculty members with average weighted means which range from 3.42 to 4.00. However, there are skills which are highly emphasized by the radiologic technologists but are only considered as emphasized by the faculty members and vice versa. There were no significant differences in the majority of the curriculum offerings except on the curriculum offerings on maintenance of patient records using the tabular t-ratio of 2.00 at .05 level of significance with 59 degrees of freedom. In addition, the study revealed that there were skills regarded as emphasized but were not included in the curriculum offerings.

CONCLUSIONS:

The majority of skills are considered highly emphasized. However, there are skills of the radiologic



technology curriculum which are highly emphasized but are only considered emphasized by the radiologic technologists and vice versa. Moreover, no skills were considered less emphasized nor not emphasized. In addition, there are no significant differences in the majority of the curriculum offerings as evaluated by the radiologic technologists and faculty members except on the curriculum offerings on maintenance of patient records. And finally, there are some skills that are needed to respond to the needs of the profession but are not given emphasis in the curriculum.

RECOMMENDATIONS:

The skills that are highly emphasized should be maintained. While the skills which are highly emphasized by the radiologic technologists but are only considered as emphasized by the radiologic technology curriculum should be given more importance. Since no skills were considered less emphasized nor not emphasized, the curriculum offerings should be maintained. In addition, updating of patient records should be given emphasis by the faculty members. And finally, skills that were not included in the curriculum offerings but were emphasized by the radiologic technologists should be incorporated.



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FIGURE

FIGURE

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1 The Variables and their Relationships

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