



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

UX Symposium 19-21 September

Radiography User Experience: A Fresh Perspective Through the Eyes of the Facilitators

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Sciences Library)



Overview of the presentation

- Introduction and Background
- The experiences of the first year students
- Preparing the students to be scientific writers
- Phase one of the project: Introduction
- Phase two of the project: Assessment for learning
- Phase three of the project: Reflection by the facilitators
- Plan a formal study
- Conclusion
- References

Introduction and Background

Communication

“Convey information accurately, to express oneself clearly and to have a an interchange of ideas and information with others.

Scientific writing





From High School to University: Experiences for new students?

- Large classes, with potentially less contact
- Change to lecture format
- Reading load and volume of learning increase
- Responsibility nobody is going to take
- Need to balance work, school and social life
- Need to balance theory and clinical practice
- Learning how to study effectively
- Learning how to read and listen effectively
- Essay writing issues e.g. academic honesty, citing and referencing, argument, writing process
- Need to develop critical thinking and analytical thinking skills

ACADEMIC RECORD

Term: 2023	Program: BRad in Diagnostics	Plan: BRad in Diagnostics			
		In partial fulfilment of the requirements for Bachelor of Radiography in Diagnostics			
Module code	Module name	NQF Level	Credits	%	Results
AIM111	Academic information management 111	05	4.00	82	Pass with distinction
AIM121	Academic information management 121	05	4.00	85	Pass with distinction
CDR100	Clinical practice in diagnostic radiography 100	05	10.00		
DIR100	Diagnostic radiography 100	05	15.00		
ELH121	Academic English for Health Sciences (BNurs, BDietetics, BOH, BOT, BRad and BPhysio) 121	05	6.00	89	Pass with distinction
ELH122	Academic English for Health Sciences122	05	6.00		
FSG161	Physiology 161	05	6.00		
FSG162	Physiology 162	05	6.00		
IHL120	Integrated healthcare leadership 120	05	8.00		
MTL180	Medical terminology 180	05	8.00	75	Pass with distinction
RAN100	Radiographic anatomy 100	05	20.00		
RPH100	Radiation physics 100	05	10.00		
RSC100	Diagnostic radiographic science 100	05	15.00		
SEP119	Sepedi for beginners 119	06	12.00		
UPO110	Academic orientation 110	00	0.00	997	Attendance satisfactory

Weighted average % for term:

81.91

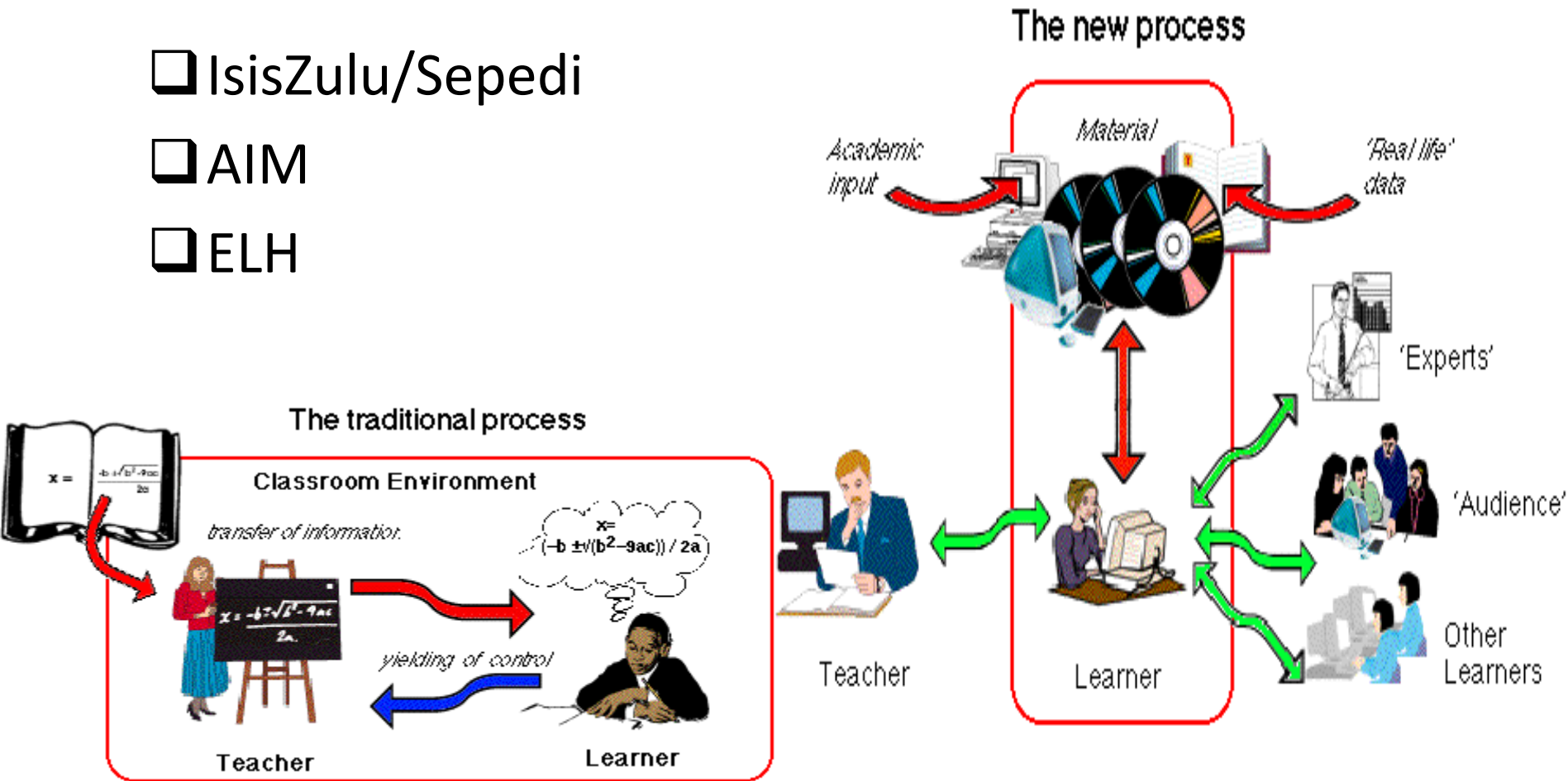
Cumulative weighted average:

81.91

OUTCOME: Permitted to proceed

Preparing students to be “Good Communicators and Scientific Writers”

- IsisZulu/Sepedi
- AIM
- ELH



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FIRST PHASE OF
THE PROJECT

INTRODUCTION

Lecturer

IS

Collaboration

Introducing the tasks for the assignment and outlining the students' responsibilities.
Providing instructions for crafting the presentation and creating groups.

Familiarizing students with the available resources within the library and assisting them in identifying relevant keywords tailored to their assignments, all while providing guidance on proper referencing using the Vancouver style.

and

Co-creation

Assessments are learning opportunities as well.

Prepare PowerPoint presentation that will be presented **in class on 21 October 2022, from 14:00 to 16:00**. Each group will have a maximum of 10 minutes to present. The assignment is based on communication with patients of different clinical conditions.

In compiling the assignment, you are expected to search for literature. You are allowed the following:

- One internet source
- Minimum two journal articles (not older than five years)
- Minimum two textbooks

Oral presentation topics

A five-year-old boy who has been referred for radiography of the forearm. It is suspected that he might be having a green-stick fracture.

A 25-year-old lady who is paraplegic. She has been referred to the radiography department for the radiography of the lumbar spine.

A 45-year-old man, speaks only Mandarin. He has been referred for radiography of the chest. He is suspected of having tuberculosis.

An 80-year-old lady has been referred for radiography of the left hip. It is suspected that she might be having osteoporosis.

A king of the Shongwe tribe has been referred for radiography of the skull. He has been complaining of headaches that are not responding to the over the counter painkillers.

A 16-year-old girl was involved in a motor-vehicle accident. She is referred for radiography of the pelvis because the referring doctor suspects that she might be having fractures of the pubic bones.

A twenty year old lady has brought an elderly woman of 90 year for radiography of the abdomen. It is suspected that she has acute abdomen.

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SECOND PHASE
OF THE PROJECT

ORAL
PRESENTATIONS

Extracts from the presentations

Issues/ Challenges that we may face when dealing with type of communication barrier



Since healthcare workers deal with various people each and everyday. It is not unusual for a radiographer to find individuals from different backgrounds, cultures races, and religious beliefs who relay messages in different ways. These can present challenges and issues such as:

- Misinterpreting the message resulting to comply with instructions.
- Lack of free communication between the patient and the healthcare professional.
- Patient may feel scared, frustrated, and demoralized, and tends to be uncooperative and irritable during the procedure.
- The patient's care becomes a heavy burden as there are differences concerning the way of life.
- The patient may feel inadequate shameful and sad for not being able to share simple information.



Problem-solving techniques for effective communication



- When using a medical interpreter focus on enunciating and slowing down your speech.
- Avoid using slang.
- Communicate one thing at a time.
- If the patient is able to understand a bit of your language(English) be sure to keep it simple and straightforward.
- Be patient, cross-cultural communication takes more time if not all time one must not expect communication to occur with the same speed and ease as when communicating with someone from their own culture or language.

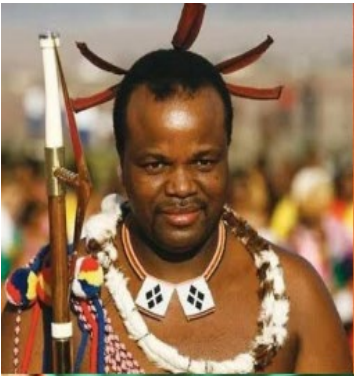




SKULL EXAMINATION COMMUNICATION WITH KING SHONGWE

COMMUNICATION BEFORE THE EXAMINATION

- After getting the request form, the radiographer should greet the King using his surname or clan name.
- The radiographer should confirm the details of the patient.
- The Radiographer should explain the procedure to the king and ask him to take off 'Umqhele'
- He might want to be touched by specific people, so consent is needed.
- Bodyguards may be present in the room, therefore the radiographer needs to ask them to wait outside and explain to them the dangers of radiation.



COMMUNICATION AFTER THE EXAMINATION

- Guide the king back to the changing room
- Inform the king about the transfer of x-ray
- Inform the king about the x-ray system and the what he is supposed to do after leaving the Radiology Department.
- Communicate your gratitude and honour
- lasly, show respect and avoid eye contact.



Importance of Communication



- Communication and patient care are important during medical imaging. They have powerful effect on your environment, mood, and efficiency.
- Clear instructions to the patient and other healthcare workers result in quality work and smooth operation
- Communication is not the same for every patient and any communication issue will have an impact on how the case turns out.
- Communication with a 16-year-old MVA patient should be tailored to their level of understanding, as they have their own perceptions about x-rays therefore respect their concern and involve them as much as possible.

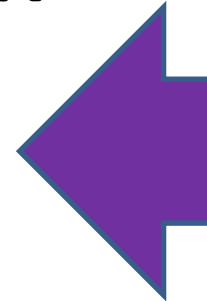
1. The ability to communicate effectively and efficiently rather than just passing information from one person to another



COMMUNICATION SKILLS



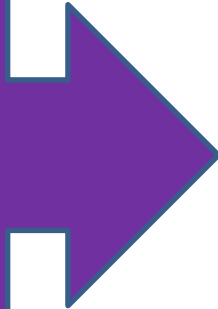
2. Educating the patient is all about making sure that the patient is completely informed and understand every treatment to be performed



3. Culture awareness involves being considerate of the patients language fluency and selecting your words properly, you can bring a translator



4. Listen skills in communication builds trust & commitment between the radiographer and the patient



OVERCOMING THE CHALLENGES:



- Misunderstanding - Be patient
- Stubbornness - Demonstrations
- Hearing - Repetition, speak louder, articulate
- Audibility - Listen attentively
- Slang or modern words - Formality
- Remembering - Repeat, observe use of family member
- Language barrier - Interpreter, family member, use of demonstrations

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THIRD PHASE
OF THE
PROJECT

REFLECTIONS
BY THE
FACILITATORS

Observation : Assignment Presentation (8 groups of students)



Originality

Progressive thinking

Collaboration

Innovation

Shared production

Co-creation

Appendix 5: Assessment criteria and rubric for group oral presentations

Name(s):		Date:				
Topic:						
<p>Rating Scale</p> <p><i>Poor:</i> Non-compliance, criteria not met or incomplete.</p> <p><i>Fair:</i> Demonstrate beginning level of performance but did not accomplish what was asked.</p> <p><i>Satisfactory:</i> Adequate work shows evidence of development towards mastering the work. The content of the presentation meets the minimum standards.</p> <p><i>Good:</i> Accomplished the task and shows evidence of mastering knowledge and understanding of the subject. Own interpretation added.</p> <p><i>Excellent:</i> Demonstrated more than the required knowledge and understanding. Included additional, unexpected and outstanding features (applicable to the topic).</p>						
The presentation		Excellent (5)	Good (4)	Satisfactory (3)	Fair (2)	Poor (1)
Voice projection (Clearly audible. Concise language.)						
Does not refer to his/her notes too often? Making eye contact with the audience...						
Visual aids adequate and relevant. Complement the content. Supportive materials / tools to enhance the impact of the presentation						
Does the presenter engage the attention of the audience? Confidence and evidence of thorough preparation.						
Content		Excellent (5)	Good (4)	Satisfactory (3)	Fair (2)	Poor (1)
Is the presentation well structured? (Introduction, content, conclusion – flow of the presentation)						
Accuracy of content in relation to the case scenario.						
Depth of content e.g. other projections or modalities.						
Correct use of Vancouver referencing in text						
Correct use of Vancouver referencing on reference list						
Design of the slide show		Excellent (5)	Good (4)	Satisfactory (3)	Fair (2)	Poor (1)
Consistency (KISS principle: keep it straight and simple) Allow audience to focus on message being delivered rather than sorting out all the other "information" (text, colour, graphic images, animations, transitions)						
Exceeding the allocated time of 10minutes						-5



Lecturer



Information Specialist

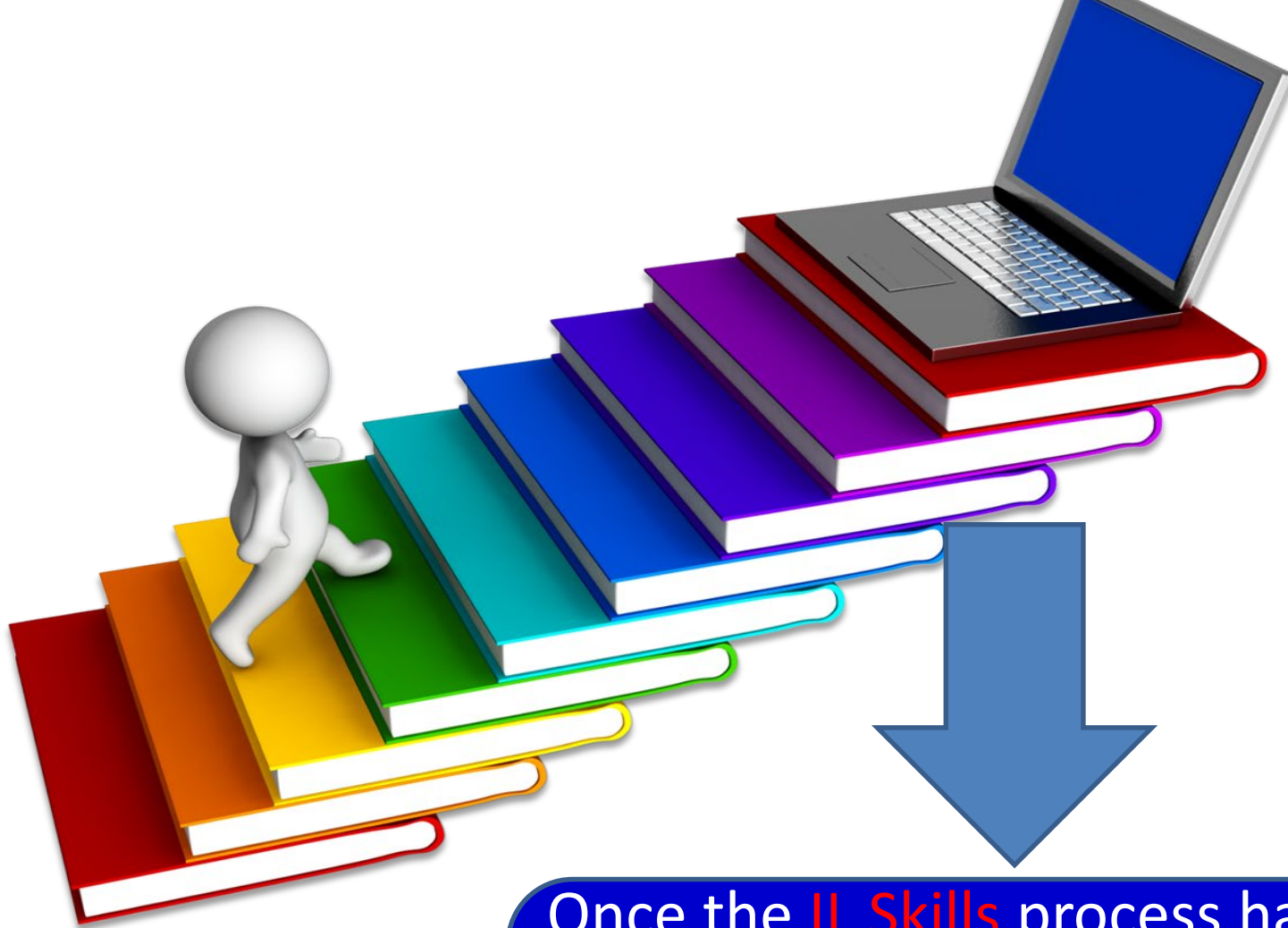


Reflection by the lecturer

- Introduction of the communication subject by using inquiry based learning.
- Different groups learnt the different clinical conditions and how each impact communication.
- Radiographers must adapt to the patient clinical condition.
- Students learnt from each other
- All presentations were posted on click-up for study purposes.

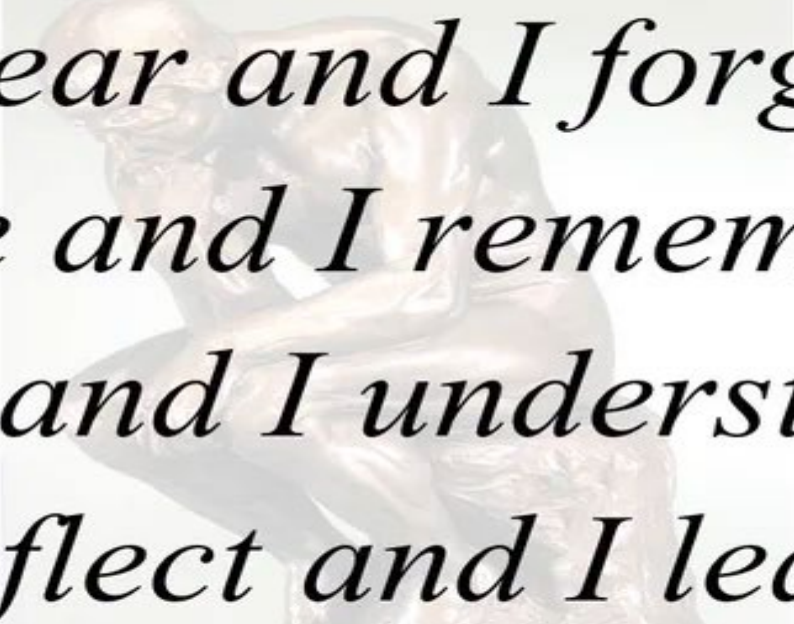
Reflection by the information specialist : IL Skills Development

- A. **Embarking on inquiry stage** with the assignment topic and identifying keywords (customized)
- B. Learned that the library has a **wide range of resources** available to answer the assignment topic- evaluate
- C. Organizing the generated results- relevancy/folders
- D. **Acknowledging the resources** used, referencing according the Vancouver referencing style
- E. **Communicating** the information learned- debate/oral presentation and producing the final product



Once the **IL Skills** process has been mastered, students are able to understand how does these skills fit in within the assignment writing stages



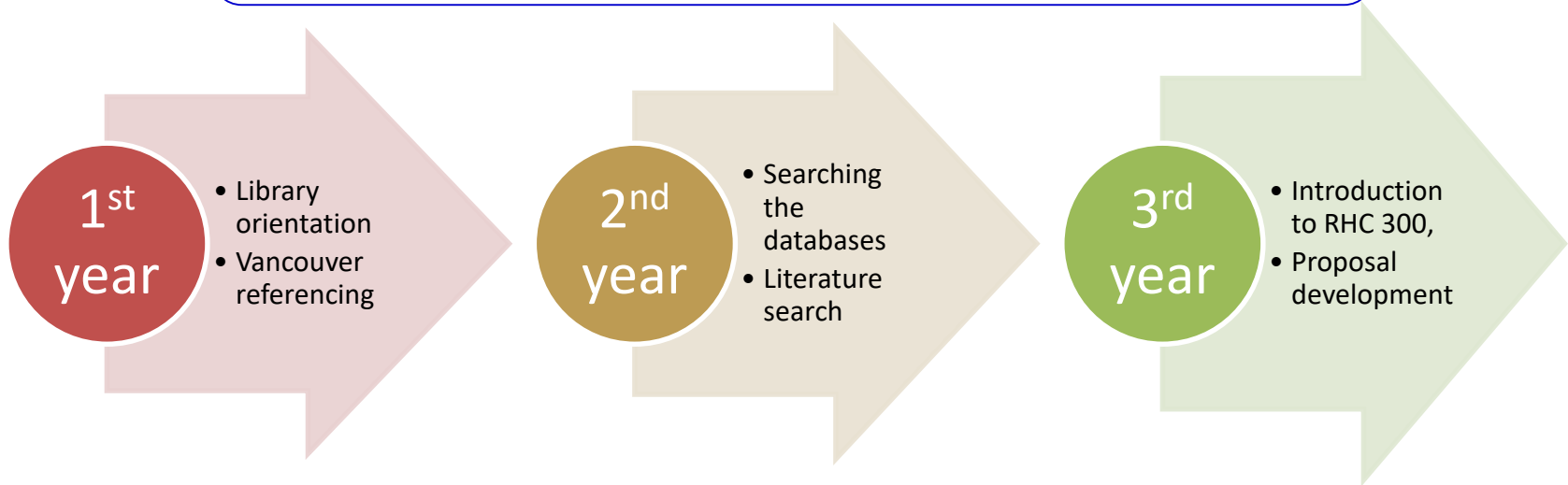


*I hear and I forget.
I see and I remember.
I do and I understand.
I reflect and I learn.*

Carmen Friesen, Tulare County Office of Education

Way forward

A formal study will be conducted



Prepare the article for publication

With this project.....,

We had an opportunity for a
collective user experience
that is intertwined around
the facilitators and the
students



References

1. Ehrlich, R. A. and Coakes, D. M. (2021) *Patient care in radiography : with an introduction to medical imaging*. Tenth edition / edn. St. Louis: Elsevier. Available [at:https://UnivofPretoria.on.worldcat.org/oclc/1140789356](https://UnivofPretoria.on.worldcat.org/oclc/1140789356) (Accessed: September 1, 2023).
2. <http://www.mediation.co.uk/education/newways/process.html>
3. <https://twitter.com/nathangildart/status/957273214861819904>