University of Cumbria

Smart, Shelley and Miller, Paul K. ORCID: https://orcid.org/0000-0002-5611-1354 (2024) Student radiographers' role ideal and role reality. In: UK Imaging and Oncology Congress 2024 (UKIO 2024): Vision and values: Putting people first, 10-12 June 2024, Liverpool ACC, UK. (Unpublished)

Downloaded from: http://insight.cumbria.ac.uk/id/eprint/7584/

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found here.
Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

Student radiographers' role ideal and role reality

Shelley Smart and Paul K. Miller

Institute of Health, University of Cumbria, UK

UK Imaging and Oncology Congress, Liverpool ACC, 10th to 12th June 2024.

Abstract

Background: A Diagnostic Radiographer's role is recognised as dual in nature; to produce diagnostic images while meeting patients' holistic needs (Møller, 2016). Notwithstanding evidence suggesting both are of equal importance, the technical demands often take precedence in practical circumstances (Munn et al, 2104). The preference for a task-centred approach is attributed to role perception (role ideal) and the realities of the role experienced (role reality), and this begins prior to qualification (Hale and White, 2021). This study explores the role ideal and the role reality of student Radiographers.

Method: With ethical approval, N=6 semi-structured focus groups, with a mean number of 4 participants, were undertaken, two for each of the three-year groups from a single Diagnostic Radiography BSc (Hons) programme. Reflexive thematic analysis facilitated the identification of 6 themes.

Results: Evidence suggests the role ideal is formed early on in training; each academic year perceived the role to be a balance between technical and psychosocial duties. However, the role reality differed, as participants perceived their technical role to be more important. Analysis revealed six lower-order themes relating to matters that had impacted upon role ideal: departmental pressures and responsibilities, workplace dynamics, efficiency, student radiographers' and patients' characteristics. These informed three global themes describing the broader and intersecting domains of such impact: structural, cultural, and personal.

Conclusion: This study suggests the role reality devalues the psychosocial role, with specific barriers being identified. The barriers highlighted need to be addressed

through research, education, leadership, and recruitment in order achieve the role ideal.

References

Hale, T. and Wright, C. (2021) "Unprofessional practice and student professionalism dilemmas: What can radiography learn from the other health professions?" *Radiography*, 27(4), pp. 1211–1218.

Møller, L. (2016) "Radiography with the patient in the centre," *Journal of Radiology Nursing*, 35(4), pp. 309–314.

Munn, Z. et al. (2014) "'On their side': Focus group findings regarding the role of MRI radiographers and patient care," *Radiography*, 20(3), pp. 246–250.