N5.3 **Adopt and adapt: Undergraduate diagnostic radiography student responses to technology enhanced collaborative assessment using online wiki and verbal MS PowerPoint presentations**

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The views of diagnostic radiography students using two methods of computer supported collaborative learning (CSCL) are considered in this study. Second year students, in groups, used the the 'familiar' Microsoft (MS) PowerPoint presentation and the 'novel' wiki, a web communication and collaboration tool to explore the diagnosis of common diseases. Using an action research methodology, informed by grounded theory, outcome measures using the two group assessments are explored, particularly socio-emotional responses.

The influence of learning approach on identified themes is emphasised. This study was prompted by increasing opportunities for group formative assessment afforded by the virtual learning environments provided by universities. There has been relatively little previous work on the response of students with varying learning approaches towards using CSCL. Eight 'surface' and eight 'deep' learners were identified from online questionnaire responses and a number of key themes were clarified and explored. Findings demonstrated that all students had previous experience of MS PowerPoint; however, the wiki was new to students. Learning approach influenced students' experience of these CSCL assessments, with surface learners more likely to be passive and welcoming learning from others. Deep learners more clearly identified the benefits of online working, for example, working remotely from others in the group, and were concerned about effort from others in group work. Anxiety about verbal presentations was widespread, affecting the learning of surface learners particularly; wikis caused less anxiety, and were valuable to some students. This research increases understanding of the complex responses of students adapting to computer supported group learning.

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N5.4 **Compassionate patient care in diagnostic medical imaging**

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Background: Compassion is a poorly understood concept in medical imaging research, but an increase in its focus was recommended in the Francis Report (2013). Qualitative data were collected from student radiographers, service users and radiographers to conceptualise compassion and understand its meaning and manifestation in diagnostic imaging (DI) with a view to producing recommendations for radiography education and research.

Methods: The project was conducted from within a constructivist paradigm with appropriate ethical approval. Thirty-four semi-structured interviews were conducted with a purposive sample of DI ex-patients. Five focus groups with approximately six student radiographers recently returned from placement and one group of post-graduate radiographers were facilitated, and data were harvested from an online journal club discussion between radiographers of the author's published literature review. Data were transcribed and analysed thematically.

Results: The data reveal individual variations in needs, expectations, feelings and attitudes during DI, with preliminary results suggesting themes of humanity, kindness and understanding as key components of a compassionate radiographer-patient interaction. Asking targeted clinical questions during the introductory stage of the interaction establishes rapport between radiographer and patient and offering information about patients' X-ray images during the closing stages may limit or reduce uncertainty and anxiety. These findings have implications for scope of practice around training and competence in image interpretation.

Conclusion: Foregrounding the humanities in the radiography curriculum, in particular philosophy and ethics might personalise an otherwise technically focused radiographer-patient interaction. Understanding the nature of compassionate care could inform future interventions to re-structure patient examinations in DI.

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N5.5 **A pilot study investigating the effectiveness of a collaborative workshop between medical students and diagnostic radiography students on justifying radiology request forms to comply with IRMER legislation**

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