

Internship supervisors' perception of the radiography students in clinical environment

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Aims and objectives

The main goal of this research was to identify and describe the perception of internship supervisors of the radiography students in clinical environment about their competencies, skills and characteristics.

Methods and materials

This was a quantitative, descriptive and correlational study.

The instrument used was the "Clinical Learning Assessment Inventory-Mentor" (CLASIM) from Abreu & Calvário (2005) adapted to the reality of the radiography students.

This was a paper-based instrument delivered and filled by the radiographer supervisors.

The sample was composed by 34 valid questionnaires from supervisors of the final-year undergraduate radiography students from a public university.

Results

The supervisor's perception of the student's knowledge at the beginning and during the internship can be seen in [Table 1](#) on page 5.

The supervisor role in the integration and development of the professional socialization of the student can be seen in [Table 2](#) on page 5.

The supervisor's perception of the student's performance during and at the end of the internship can be seen in [Table 3](#) on page 6.

The Spearman's correlations with Question 24 "Were you satisfied with the students' availability?" was statistically significant, with positive moderate correlations ($0.4 < R_s < 0.6$). The test can be seen in [Table 4](#) on page 6 . For all other questions, no significant correlations were found ($p > 0.05$).

In addition, the majority of the supervisors are very satisfied with the students' availability (93,6%) and the levels of supervision (96,7%) throughout the radiography clinical internship.

The supervisor was also asked to point three moments that have been pleasant during the supervision of the student, and three moments that were unpleasant. This can be seen in [Table 5](#) on page 6.

Images for this section:

Question	Answer	Absolute Frequency	Relative Frequency (%)
II-Q1. How do you consider the theoretical information provided in the University to the students prior to the internship?	Sufficient	28	82,4
	Insufficient	6	17,6
II-Q3. Before starting the internship, what kind of knowledge have the students about the medical imaging department?	Insufficient	5	15,2
	Moderate	25	75,8
	Good	3	9,1
II-Q7. Do you feel that you needed (at the beginning of the internship) to express again concepts previously acquired by the students at university?	Sometimes	22	64,7
	Always	12	35,3
II-Q8. Do you feel that you needed (during the internship) to express again concepts previously acquired by the students.	Sometimes	30	88,2
	Always	4	11,8

Table 1: Supervisor's perception of the student's knowledge at the beginning and during the internship.

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Question	Answer	Absolute Frequency	Relative Frequency (%)
II-Q 2. At the beginning of the internship, the role and responsibility of the student during the stay in the department was clearly defined	Yes	29	85,3
	No	5	14,7
II-Q4. Have you developed any specific action for the reception of the students?	Yes	10	29,4
	No	24	70,6
II-Q5. Have you developed any specific action for the integration of the students?	Yes	22	64,7
	No	12	35,3
II-Q6. Did you introduce yourself as a supervisor?	Yes	33	97,1
	No	1	2,9
II-Q9. During the internship, did you involved the students in activities with the multidisciplinary team?	Yes	27	81,8
	No	6	18,2
II-Q22. Did the student have the opportunity to know the policies and practices of the department in terms of quality issues?	Yes	30	90,9
	No	3	9,1
II-Q24. Did your and other radiographers relationship with the student helped in the learning process?	Sometimes	10	30,3
	Always	23	69,7
II-Q25. Do you consider that the student's relationship with the group of radiographers helped in the learning process?	Sometimes	13	38,2
	Always	21	61,8

Table 2: Supervisor role in the integration and development of the professional socialization of the student

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Question	Answer	Absolute Frequency	Relative Frequency (%)
II-Q23. The quality of the student influences the supervision process	Sometimes	12	35,3
	Always	22	64,7
II-Q26. Do you feel that the student missed you when he had to make decisions?	Never	7	20,6
	Sometimes	24	70,6
	Always	3	8,8
II-Q28. Was the student prepared for the final internship evaluation?	Yes	27	84,4
	No	5	15,6

Table 3: Supervisor's perception of the student's performance during and at the end of the internship

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Clinical supervision	Correlation	
	Coef.	Sig.
21. Do you consider that the student designate you as a "good professional"?	0,401	0,042
22. Had you concerned about creating a learning environment?	0,602	0,000

Table 4: Spearman's Correlations with Question 24 "Were you satisfied with the students' availability?"

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STUDENTS COMPETENCIES	PLEASENT (%)	UNPLEASENT (%)
Supervisor-supervisee relationship	5,9	20,6
Relationship with the patients	50	11,8
Relationship with the team	44,1	2,9
Knowledge level progression	50	8,8
Performance level progression	52,9	11,8
Professional presentation to the supervisor	8,8	5,9
Professional presentation to the other professionals	0	26,5
Planning (strategy)	11,8	29,4
Planning (action)	14,7	23,5
Motivation	26,5	35,3

Table 5: Pleasent and unpleasent moments mentioned by the supervisor.

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Conclusion

The training and education provided to the undergraduate radiography students prior to their internship is sufficient to assure the gradual development of the competencies and characteristics of the future radiographers.

Additionally, the effective integration into the multidisciplinary team and a relationship of trust with the supervisor are also fundamental for the student's development.

The pedagogical atmosphere is considered pivotal, with reference to students' learning activities and competent development within the clinical setting.

The most desired competencies in a student by supervisors are communication skills with both patients and other team members, a high level of theoretical knowledge and performance in practice, fast learning and the overall motivation exhibited throughout the internship.

Furthermore, supervisors are satisfied with both their own and students' availability, showing great expectations for the future radiographers.

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Images for this section:



Fig. 1

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