

Volume 14, Number 1, November 2009

The Clinical Portfolio: An Assessment Tool for Clinical Student Learning

Julie Kunkle, M.S.A., R.T.(R)(T)

Abstract

A portfolio is a powerful tool that is being used to assess clinical student learning. The clinical portfolio is a process that documents developmental progress of a student and has a profound impact on the capacity to reflect and change. The true strength of the portfolio lies in its ability to capture learning over time. The unique works provided by the students in portfolios provide an honest link to the assessment of the "hands-on" experience with the didactic classroom experience. Implementing the clinical portfolio into a healthcare curriculum can measure student accomplishment and growth in learning.

Problem-Based Learning in the Radiography Curriculum

Jammie T. Wilbanks, M.S.R.S., R.T.(R)

Abstract

Problem-based learning (PBL) is an active teaching method that could revitalize both teaching and learning. It is a teaching method in which the educator provides students with a scenario and then they use their previous knowledge and critical-thinking skills to come up with a solution. Problem-based learning creates a more active and engaging learning environment. This paper includes a literature review for the purpose of describing PBL and provides possible examples of its inclusion in the radiography curriculum.

Perceptions and Attitudes toward Research by Students Enrolled in an Introductory Course in Radiologic Sciences

Nina Kowalczyk, Ph.D., R.T.(R)(QM)(CT), FASRT

Kevin D. Evans, Ph.D., R.T.(R)(M)(BD), R.D.M.S., R.V.S., FSDMS

Abstract

Changes in healthcare require radiography graduates to be good consumers of relevant research through the use of evidence-based practice. Scholarly writing is also an important skill to influence professional practice and healthcare policy. This descriptive study of undergraduate students' perceptions of research investigates 5 factors prior to and upon completion of a radiography course dedicated to exploring scientific writing and research. Survey results indicate a significant change in only 1 of 5 factors.