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Healthcare Reform: Impact of Clinical Sites and Radiologic Science Education

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Abstract

Warning! Influential people in Washington with the ear of a number of congressmen and women and federal agencies have been claiming that the educators in allied health are unprepared to educate the professionals needed by 2005, Future funding and legislation may be predicated on this information, Educators in the radiologic sciences should not consider themselves exempt from this warning.

Whether these alarmists are right or wrong, as an employer of allied health professionals I am here to tell you that I am afraid that their warnings are coming true.

Things are changing so quickly that we are in danger of educating a generation of students who will be unemployable in the workplace.

Portfolios as a Component of Faculty Assessment

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Abstract

Faculty portfolios include input from a variety of perspectives including administrators, peers, self, students, and archival records. Portfolios can address many of the challenges associated with faculty evaluation, demonstrate accountability, form a basis for faculty development, or contribute to personnel decisions involving faculty members. Review and feedback from faculty portfolios based on the principles of effective communication may provide an innovative component of faculty assessment.

Constructing Concept Maps Facilitates Learning in Radiologic Technologies Education

Gregory G. Passmore, M.S., CNMT

Abstract

A concept map is a concise, two-dimensional, schematic representation of the concepts and linking relationships in a student's knowledge set. Concept mapping was used as a method to facilitate learning in the radiologic technology classroom. This project utilized statistical analyses to investigate learning and linear regression analyses to investigate the effects of this learning intervention on the predictive ability of the Scholastic Aptitude Test (SAT) scores.

Analysis of data suggests the concept mapping treatment was an effective learning intervention. Students with low and moderate SAT scores improved their performances through the use of concept mapping. Concept mapping was not beneficial to students with high SAT scores. SAT scores may not be a useful predictor of student performance when concept mapping is used as a learning intervention.