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CLINICAL PORTFOLIOS:
INTEGRATION OF CLINICAL ASSESSMENT

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OBJECTIVES

• BASIC COMPONENTS OF PORTFOLIO CLINICAL ASSESSMENT
• COMPARING TRADITIONAL CLINICAL ASSESSMENT TO PORTFOLIO CLINICAL ASSESSMENT
• EVALUATE THE IMPACT OF PORTFOLIO ASSESSMENT

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MOTIVATION

• INCORPORATE LEARNER-CENTERED INSTRUCTION INTO CLINICAL COURSES
• PROMOTE LIFELONG LEARNING
• FOSTER CRITICAL THINKING
• INCREASE STUDENT INVOLVEMENT AND RESPONSIBILITY IN THEIR PROFESSIONAL DEVELOPMENT
Portfolios in clinical education and assessment...

Wlodkowski (2004, P. 143)

“When adults can see that what they are learning makes sense and is important according to their values and perspective, their motivation emerges.”

Portfolio models in education

- Showcase
- Descriptive
- Evaluative
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<table>
<thead>
<tr>
<th>Description</th>
<th>Evaluation</th>
<th>Description</th>
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<tr>
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<td>Clinical Education Log</td>
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**Portfolio Components**

- Clinical Competency
- Lifelong learning
- Assessment
- Philosophy
- Journal

The students must understand the structure and purpose of the portfolio as well as how it will be used for assessment.

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**Clinical competency component**

- 3 Sections
  - Part 1 preparation of patient and room
  - Part 2 description of procedure
  - Part 3 evaluator’s clinical competency assessment form
- Learner-centered – student describes the procedure
- Log Sheets
- Case Studies
Student Clinical Competency Report

Student Name:
Clinical Site:
Magnet Type:
Exam:

Part 1 - Procedure for Room Set up and Patient Preparation

1. List the exam requested and history/reason or reasons for exam.
2. Explain the steps in patient preparation for the exam.
3. Explain the requirements of the room set up and equipment necessary for the exam.
4. Describe the patient position, coil position and landmark for the selected procedure.

Part 2 - Details Regarding Imaging and Procedure Completion

1. State the protocol and specific sequences performed in this competency.
2. If contrast was used, list the reason/s for contrast and the dose given.
3. Choose 3 sequences from the protocol. For each sequence selected:
   List the parameters used
   Describe any adjustments made to the parameters for improved image quality.
   Describe the position/orientation of the slices to the anatomy.
   List anatomy and/or pathology imaged.

Patient Preparation Prior to Scan

Yes
No
N/A

Identify and correlate the exam requested, clinical history and protocol.
Identify and screen the patient appropriately.
Explain the procedure in layman’s terms to the patient.
Provide the patient with instructions for exam preparation and answer questions when necessary.

Patient Preparation in the Scan Room

Enter the patient information accurately and select the appropriate protocol.
Prepare the room for the patient. Room is clean and organized and the correct coil is set up with clean linen.
Position the patient properly, safely and comfortably on the table.
Provide hearing protection.
Position the coil to the patient properly and landmark the patient.
Provide appropriate instructions to the patient for image optimization and patient safety.
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Select the correct protocol.

Prescribe each sequence correctly.

Select appropriate imaging parameters.

Adjust parameters as needed to optimize image quality and minimize scan time.

Monitor patient throughout the exam verbally and visually.

Check each sequence for quality as scan progresses.

Recognize suspicious areas on sequences and modify protocol as needed.

Gently remove the patient from the bore and table when the scan is completed. Detach any equipment that is on the patient.

Complete all necessary documentation.

Image, archive, and store exam appropriately.

Clean the room, coil, and all other equipment used.

Review all sequences for quality.

Review all sequences demonstrating knowledge of anatomic structures in all planes.

Perform all required post-processing procedures.

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MCPHS - MRI Program

Clinical Education Log Sheet

Student's Name: __________________________________

Clinical Site:  _____________________________________

NOTE:

In contrast column, just say yes or no.

In level of participation column, list as observe, assist, perform.

DATE | PROCEDURE | CONTRAST | LEVEL OF PARTICIPATION | TECH INITIALS
---|---|---|---|---
3/15/10 | MRCP | Iv insertion and administration | Assisted with patient set up and observed the procedure | Lt
3/15/10 | Brain with gadolinium | Assisted with patient set up and observed the procedure | Lt

NOTE: In contrast column and in level of participation column list as observe, assist, perform.

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MRI Case Studies-

The student will complete 5 case studies to be included in the portfolio.

The following information is required for each case study entry to your portfolio:

- Patient history (no patient identifiers)
- Exam ordered
- Protocol used
- List sequences with parameters
- Images on a CD with no identification
- Findings - remove all patient identifiers

BASIC REQUIREMENTS

- All case studies must be exams performed at your clinical internship site
- All patient identifiers must be removed from report
- You must submit 5 different case studies in the Spring. Each case study must be a different type of MRI.
- All case studies must be typed and all images must be on CD.
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Lifelong Learning Component

- 5 year plan
- Continuing education
- CEU requirements
- Professional development
- Personal goals

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Assessment Component

Performance Evaluation
- Performed by clinical evaluator
- Based on performance and student goals
- Leads to action plan
- Involves the evaluator and the student

Self Assessment
- Performed by the student
- Based on clinical requirements and personal goals
- Leads to action plan
- Involves the student and the evaluator

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Performance Category

<table>
<thead>
<tr>
<th>Attendance</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student technologist arrives prepared for clinical education and completes the required eight hours of clinical time per week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td>The student technologist arrives on time prepared for clinical education and reports to their assigned technologist. The student is ready to commence the working tasks.</td>
<td></td>
</tr>
<tr>
<td>Dress code</td>
<td>The student technologist arrives in professional attire and has proper ID.</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>The student technologist demonstrates professional conduct in their interactions with staff, patients and visitors; the student technologist maintains patient confidentiality.</td>
<td></td>
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</tbody>
</table>
Student Technologist Name:
Clinical Site:
Evaluator:
Please give a written evaluation with examples about the student’s clinical performance regarding the listed topics:

1. The student technologist initiative to train in MR procedures and scanning.
2. The student technologist ability to effectively complete MRI safety checks for MRI patients.
3. The student’s comfort level while scanning independently while under direct supervision.

___________________________________
___________________________________
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1. The student technologist initiative to train in MR procedures and scanning.
   The student shows up on time everyday, ready to observe and take notes for each patient. The student does not actively participate with patient set up or scanning.

___________________________________
___________________________________
___________________________________
___________________________________
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3. The student technologist ability to effectively complete MRI safety checks for MRI patients.
   The student does not speak up or make eye contact with the patient. The patient has trouble hearing the student. The student does not appear to have confidence when completing the safety checklist with the patient. The student is able to check implants on the MRI safety website.
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3. The students comfort level while scanning independently while under direct supervision.

The student does not perform many scans independently. The student will only scan a patient if asked.

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**SELF ASSESSMENT DOCUMENTS**

**REQUIREMENTS**

Self assessments must be completed during clinical week 2, 4, 6, 8, 10, and 12.

Based on 2 goals set to achieve in the assigned period.

Contain an action plan based on the assessment of progress.

**PROCESS/FORMAT**

Each assessment must reflect each of the following categories of clinical practice:
- Accountability - attendance, punctuality
- Professionalism - responsibilities, confidentiality, appearance
- Patient interactions - patient history, safety, education, empathy, communication
- Responsibility - performance, competency, dependability

The format should be as follows:

1. List the week's objectives.
2. Assessment summary - include whether your goals were met. Include the actions you took to address any issues.
3. Action plan - include ideas you have to complete goals if a significant amount of progress has not been made.

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**Self Assessment**

<table>
<thead>
<tr>
<th>#</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Objectives</td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>Accountability</td>
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<td>Patient care</td>
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<td>Responsibility</td>
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<tr>
<td>Assessment Summary</td>
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<tr>
<td>Action plan</td>
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</table>
**Philosophy Component**

**Before…**
- Prior to entering clinical
- Personal values
- Personal vision
- Expectations

**After…**
- Upon completion of clinical education
- Personal reflection

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**Journal Component**

- Integration of theory and clinical practice
- Utilization of communication skills in clinical practice
- Ethical issues in clinical practice
- Utilization of knowledge base to facilitate patient education
- Patient/Staff interactions

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**Benefits to the Student**

- Clinical experience gained through active participation
- Enables student to document progress and set goals
- Student assessment of personal goals
- Encourages reflection and planning
- Enhances motivation to learn
- Improve retention of newly learned skills
- Expand integration of didactic and clinical courses
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Benefits to the Faculty and Clinical Staff

- Ability to gain insight into the student's perspective based on individual expectations and experiences
- Ability to facilitate student learning based on periodic portfolio review and student goals
- Ability to evaluate student progress in a cohesive manner
- Saves time!!!!

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Design and Implementation

- Resources
- Inservices
- Requirements
- Revisions
- Concerns
- Questions???

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References

- Gonzalez, J A. Promoting Student Autonomy through the Use of the European Language Portfolio. Published by Oxford University Press; all rights reserved ETL journal; doi 10193/elt/ccno59
- Department of Education Sate of California, Using portfolio assessment in EL civics classes in California, California Adult Education, Research Digest No. 1/Performance Assessment, June 2003
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