Reflective Approaches in Medical Education. Implications for Medical Imaging

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INTERNET JOURNAL OF ALLIED HEALTH SCIENCES AND PRACTICE
Volume: 16 Issue: 2
Article Number: 8
Published: 2018
Document Type: Article

Abstract
Purpose: The literature regarding the utility and direction of reflective approaches in medical imaging education was reviewed. Methods: The Scopus database was accessed. The word reflective was used as the main search term to look for the relevant literature. The inclusion criteria used in this study included those papers published in English between the years 2006 to 2016, indexed in Scopus database, and limited to articles about reflective approaches in medical education. Published papers that had the main search terms in the articles' title only were tabulated. The data were then filtered using other reflective-related terms. A thematic analysis was done. Results: Two hundred and four articles were identified to have one or more search terms in the articles' titles only. Studying the data using other reflective-related terms showed that the term reflective writing had the highest frequency, followed by reflective learning and expressive learning. There were 24 studies in which students’ reflective approaches were evaluated for assessing and improving the domain of professionalism in medical sciences. Twenty-two studies showed that the researchers utilized various types of reflective approaches for evidence of students' learning skills. In other studies, the efficacy of different types of reflective learning in the domains of attitude, teamwork, empathy, learning skills, competencies, clinical skills, and patient care were explored. Pertinent to the medical imaging education area, only two studies were found. The promotion of reflective learning was reported in one, and the use of the portfolio was mentioned in the other. Conclusion: This review, based on Scopus database, demonstrated the educational approaches that were used for the concept of reflection. Educational approaches were used to facilitate the learning and assessment in various medical disciplines. There was a dearth of articles in which reflective approaches were described in relation to medical imaging education. Much work is required to understand how reflective approaches can be used to effectively assess the students' performances in various domains in medical imaging education.

Keywords
KeyWords Plus: EXPERIENCE; THINKING

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Publisher
NOVA SOUTHEASTERN UNIV, 3200 S UNIVERSITY DR, FORT LAUDERDALE, FL 33328 USA

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Showing 30 of 42  
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