

**Title:**

**The Bologna Era and the Nuclear Medicine Technologist Education: three years after**

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**Introduction:** Allied Health Technologies in general and Medical Imaging in particular are medical specialities where the intrinsic dynamic nature and the absolute need for the related health professionals to entirely comply with an external environment in constant evolution, with technical and regulatory issues obliging the provision of a solid basic education to be complemented with an adequate long-life learning attitude. At our institution the “Bologna Process” was considered as a great opportunity to re-think all the educative process, and the Nuclear Medicine Degree Course chose the moment to work on its adaptation regarding the real nature of the competences perceived as needed – and so naturally expected as an intrinsic characteristic from the new graduates - as well as the possible best solutions to optimize the correlation between the formal and informal education received, the “real world” needs and the preparation towards its predictable evolution.



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**Aims:** This presentation is focused on the “Process of Adaptation” of our Course to the “Bologna Era” and, as three years had passed, the analysis of the first results.

**Discussion:** A real and effective assumption of the student as the cornerstone of the Learning Process has been assumed as “THE” crucial step. Having that in mind, the Nuclear Medicine Degree Course has been entirely re-designed, namely switching the learning approach, actually aiming the acquisition of practical, verifiable predefined competences rather than just pure knowledge transfer, as it was being done before, and the use of PBL - Problem Based Learning methodology had been chosen as “the main methodological tool”, but always adapted to the real situation – when Allied Health Technologies and Nuclear Medicine specificities claims for it – and complemented with an adequate level of EBL – Evidence Based Learning.

This paper will briefly mention the “before, during and after” of the entire Process, and, admitting that it is, by definition, a “permanently on-going Process”, as it is always under evaluation and close monitoring, since always seeking for continuously improving itself, will present some analysis of already obtained results, while exposing some improvements already done as well as some others actually in course.

**Conclusion:** The active participation and commitment of students on the Learning and Evaluation Process has directly conducted to the development of interpersonal and individual skills, frequently allowing efficient demonstrations of a good level of teamwork and individual development, far away from the ones usually obtained and verified by the traditional methods.

*Foi decidido que não será apresentada a versão integral deste documento.*

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