# CLINICAL EDUCATION BOOKLET

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Disclaimer Clause
Assessment is an important element in a program’s overall evaluation process and leads to continual improvement. Program policies, offerings, and requirements are continually being assessed and improved. The contents of this booklet and all program policies are in effect at the time of revision and are subject to change. Students will be notified of changes in policy and requirements.

All forms can be found on the Trajecsys site.
GOALS
DURING THE CLINICAL EDUCATION PORTION OF THE PROGRAM THE STUDENT WILL:
1. Gain an appreciation of the complexities of the clinical setting.
2. Understand the differences between facilities.
3. Appreciate the diversity amongst patients.
4. Value their role as part of the health care team.
5. Appreciate the effects of patient condition on a radiographic study.
6. Appreciate their role as a colleague and co-worker.
8. Understand the relationships between theory and clinical practice.

OBJECTIVES
WITH INCREASING INDEPENDENCE AND RESPONSIBILITY WITH EACH SEMESTER DURING THE CLINICAL EDUCATION PORTION OF THE PROGRAM THE STUDENT WILL:
1. Correctly apply technical factors to produce acceptable images.
2. Identify the criteria for acceptable images.
3. Given a set of images, critique and evaluate to determine if they meet the criteria for an acceptable study.
4. Given a set of unacceptable radiographs, identify the reasons for their unacceptability and offer suggestions for corrective actions.
5. Given a situational scenario, identify problems and provide suggestions for corrective action.
6. Assess patient condition in relation to their physical well-being and to the procedure ordered.
7. Correctly document facts of the study on patient medical records/charts.
8. Identify emergency situations and identify responses and treatments.
9. Identify various types of imaging equipment.
10. Correctly manipulate various types of imaging equipment.
11. Identify and manipulate elements of a medical imaging unit’s control panel.
12. Correctly utilize imaging modality applications according to department protocol.
13. When applicable, correctly utilize computed/digital radiographic equipment.
14. Identify the differences between patients.
15. Identify hospital procedures, layout, codes, emergency phone numbers, patient safety items, and accreditation issues, state regulatory issues and communities of interest.
16. Identify hospital safety and patient services.
17. Identify and be familiar with hospital protocols for cardiac arrest, fire, baby abduction, Disaster, harassment, infection control and various other threats (bombs, terrorists etc.)
18. Identify and describe patient support services such as family/friends, pastoral care, patient support groups, psychological support groups, hospice, and home care.
19. Identify appropriate interactions between the technologist (student), patient and family.
1. ORIENTATION
   a. Hospital layout.
   b. Hospital specific policies and procedures.
   c. Hospital specific codes and emergency phone numbers:
      1. fire
      2. bomb threat
      3. stolen babies
      4. cardiac/respiratory emergencies
      5. disasters
   d. Administrative/department personnel.
      1. clerical - file office/secretaries
      2. technical aides
      3. management/chain of command
      4. physicians/chain of command
   e. The Joint Commission/State issues.
      1. mandates and regulations
      2. RACE
      3. employee ID
      4. MSDS/OSHA issues
   f. Patient safety/services.
   g. Public safety/services.

2. EQUIPMENT
   a. Makers of radiographic equipment.
   b. Types of radiographic equipment.
      1. Radiographic/fluoroscopic rooms
      2. angiography suites
      3. cardiac catheterization suites
      4. computed/digital imaging systems
      5. mobile units-radiographic
      6. mobile units-fluoroscopic
   c. Tube types.
      1. floating/ceiling mount
      2. tube stands
      3. tomographic
   d. Tube motions and locks.
   e. Table types.
      1. floating
      2. stationary
      3. portable tables - radiographic and fluoro
   f. Table motions.
   g. Appropriate use and conditions for AEC
h. Fluoroscopy carriages.
   1. locks and movements
   2. film loading/unloading
   3. field size controls
   4. imaging field size selection (4/1, 3/1 etc.)
   5. fluoro exposure button
   6. foot control pedal
   7. grid in/out control
   8. compression cone
   9. tube/intensifier relationship
  10. standard image intensified versus direct capture fluoroscopic units
i. Control panels.
   1. technical controls (kV, mA, mAs, time, focal spot, AEC, APR)
   2. fluoroscopy settings (kV, mA, for fluoro & kV, mA, time for fluoro imaging)
   3. fluoroscopy timers
j. Mobile Units.
   1. types
   2. portable radiography units (kV, mAs, mAs readouts, lights, tube motions and locks, drive mechanism, power mechanism)
   3. C-arm units (motions, locks, control panel, data entry, imaging)
k. Technologist/patient safety
   1. where fingers get caught, head bumps, crushing or electrical injuries, patient restraints, compression bands (and their use).
   2. foot stand placement and testing

3. CLINICAL PROCEDURES
   a. Patient flow.
   b. Patient information.
   c. Location of units, patient care units, waiting areas.
   d. Sterile technique.
      1. surgical attire
      2. attire for assisting in sterile procedures
      3. tray/field setup
      4. assisting in tray/field setup
      5. observation/participation in sterile procedures
   e. Isolation techniques.
      1. standard precautions
      2. strict isolation
      3. droplet/contact precautions
      4. reverse/protective isolation
      5. protective masks/filters - surgical versus duckbill, hepa filters, hepa isolation rooms etc.
      6. Gowns, gloves, masks, eyewear protections
      7. Appropriate isolation technique - clean versus dirty members
   f. Emergency procedures.
      1. location of emergency response items i.e. crash cart
   g. Imaging/Special procedures.
4. PATIENT ASSESSMENT
   a. Patient condition - vital signs and symptoms
      1. communicating and questioning
      2. communicating with floor secretary and nurses
   b. Modifications necessary for procedure.
   c. Isolation/personnel protection requirements.
   d. Monitoring patient condition throughout exam.
   e. Emergency procedures, drugs used.
   f. Need for restraints if applicable.

5. RADIATION PROTECTION
   a. Types of radiation protection devices
   b. Types of radiation monitoring devices
   c. Appropriate use of patient shielding.
   d. Appropriate use of collimation.
   e. Appropriate use of lead aprons.
   f. Appropriate location for radiation monitoring devices.
   g. Appropriate actions for holding patients during exposures.

6. COMMUNICATIONS AND INTERACTIONS
   a. Types of patients.
      1. non-English speaking
      2. socio-economically poor, middle class or upper class
      3. vulnerabilities (fear, stage of illness, new trauma, etc.)
   b. Families.
      1. recognizing state of mind (fear, loss etc.)
      2. communicating with families (clarity)
   c. Technologist responsibilities.
      1. verification of patient
      2. verification of procedure, side, part etc.
      3. explanation to patient/family
      4. clear instructions to patient/family/interpreter
      5. respect for privacy/modesty
      6. respect for all types of patients
   d. As part of the health care team.
      1. respect for instructors, technologists, management, physicians and ancillary personnel
      2. pleasant/mature communications and cooperation
      3. reliability (attendance, tardiness)
      4. organization/follow through on procedures
      5. application of critical thinking/problem solving skills
   e. patient support services such as family/friends, pastoral care,
      1. patient to patient support groups, psychological support groups, hospice, and home care.
   f. Identify appropriate interactions between the technologist
      2. (student), patient and family.
7. **FILM EVALUATION AND ANALYSIS**
   
a. Film critique.
   1. films hung properly
   2. techniques reviewed
   3. clinical information/patient history
   4. positioning
   5. radiation protection
   6. procedure/findings reviewed
   7. presentation innovations
   8. problem/repeated films reviewed analyzed
   9. suggestions for improvements/corrections to problems
   
b. Problem solving scenarios

c. Review
   1. worksheets
   2. games
   3. questions
Competency Education Plan

**Formal Class**
Didactic material presented by academic or clinical faculty

**Practice Positioning**
With non-patient at clinic and/or lab

**Simulate Projections for Body Part**
Complete checklist simulation with clinical education coordinator or program faculty.

**Clinical Observations**
Under direct supervision at clinical setting with initial sign-off

**Practice with Patients**
Under direct supervision at clinical setting with initial sign-off

**Competency Evaluation**
Must pass with:
- 90% sophomores
- 85% freshmen

**Remediate**
1. Review
2. Simulate
3. Practice with patients
4. 2nd competency evaluation – redo comps in failed category

**Indirect Supervision**
Continue to improve competency. If repeat is required, must be done with direct supervision.

**Terminal Competency**
To demonstrate continued proficiency and improvement. Emphasis placed on trauma, pediatric patients and those with acute illnesses.

Pass

Fail
STRUCTURE OF CLINICAL EDUCATION FOR RADIOLOGIC TECHNOLOGY

Clinical Education for Radiologic Technology students at Monroe Community College is divided into five meaningful required units and one supplemental unit if needed.

1. XRT 151 Orientation/Clinical Education I, First Semester Freshmen
2. XRT 152 Clinical Education II, Second Semester Freshmen
3. XRT 153 Clinical Education III, Summer Session Freshmen
4. XRT 251 Clinical Education IV, First Semester Sophomore
5. XRT 252 Clinical Education V, Second Semester Sophomore
6. XRT 253 Supplemental Clinical Education, Optional Summer Session Sophomore

References for all Clinical Education Courses

Clinical Education Booklet, MCC Radiologic Technology Program.

Standards for an Accredited Educational Program in Radiologic Sciences, Joint Review Committee on Education in Radiologic Technology.

"Standards of Ethics", American Registry of Radiologic Technologists.

"Standards of Practice", American Society of Radiologic Technologists.
Student Orientation Booklet, MCC Radiologic Technology Program.

Radiography Curriculum, The American Society of Radiologic Technologists.

**CLINICAL GRADING PROGRAM**
Monroe Community College has adopted the Trajecsys online grading program for the purpose of clinical grading effective September 2016.
**Student Rotational Assignment**

Clinical Education is assigned on a rotational basis to provide experiences consistent with each students' level of achievement in three different hospital environments: a large university medical center, a general acute care hospital, and a community hospital. Assignments range from 8 to 12 clinical hours per week during the first year of study and 24 hours per week the second year. The seven week summer session provides full-time experience of 40 hours per week.

Sophomore students are assigned at a private medical imaging center for a 4 to 7 week period and may volunteer for off-hours rotation not to exceed 4 clinical days during XRT 252.

A supplemental summer session may be added the second year to allow time for completion of all clinical competencies required to graduate.

Assignments are based on current program criteria in effect at the time of registration.

**Clinical Education Centers**

General Acute Care Hospitals
* Strong Health - Highland Hospital (includes UMI River Road)
* Rochester Regional Health System - Unity Hospital
* Rochester Regional Health System - Rochester General Hospital

Level 1 Trauma Center University of Rochester Medical Center
* Strong Health - Strong Memorial Hospital

Community Hospital with Acute and Chronic Care Facilities
* Rochester Regional Health System - Newark-Wayne Hospital

Private Imaging Centers
- Borg/Imaging, PC
  * Park Ridge Professional Building
  * Lattimore Road Office
  * Clinton Crossings Office
- Rochester Regional Health System Imaging Centers at
  * Alexander Park/Cross Keys/Northern Heights
- University Medical Imaging PC – Clinton Crossings at Lac de Ville; River Road
- Strong Orthopedics

151/152:Bklt1
9/87, 9/94, 10/96, 12/00, 10/04, 12/06, 12/08, 12/13, 11/15, 1/17, 11/17
MONROE COMMUNITY COLLEGE
Radiologic Technology Program

SUPERVISION - CLINICAL EDUCATION
Policy #16

DIRECT SUPERVISION

In accordance with the JRCERT Standards for An Accredited Educational Program in Radiologic Sciences, direct supervision is defined as a licensed radiographer/clinical instructor actually present for the total radiographic procedure at the specific exposure site. Until a student achieves and documents competency in a given procedure, all clinical assignments shall be carried out under direct supervision of qualified radiographers. The parameters of direct supervision are:

1. The qualified radiographer reviews the request for examinations in relation to the student's achievement;
2. The qualified radiographer evaluates the condition of the patient in relation to the student's achievement;
3. A qualified radiographer is present during the conduct of the examination; and
4. The qualified radiographer reviews and approves the radiographs by initialing the request or quality control mechanism.

Also, unsatisfactory radiographs shall be repeated only in the presence of a qualified radiographer, regardless of the student's level of competency.

INDIRECT SUPERVISION

In accordance with the JRCERT Standards for an Accredited Educational Program in Radiologic Sciences, indirect supervision is defined as that supervision provided by a qualified radiographer (and/or clinical instructor) immediately available to assist students regardless of the level of student achievement.

The clinical instructor or qualified radiographer is present at the affiliate to review the request for examinations, evaluate patient condition, assign patients to students, assist students, and evaluate radiographs with the student.

- The qualified radiographer reviews and approves the radiographs by initialing the request or quality control mechanism.

Also, unsatisfactory radiographs shall be repeated only in the presence of a qualified radiographer, regardless of the student's level of competency.

Approved by the Radiologic Technology Faculty in April, 1985.
DESCRIPTION

The faculty of the Radiologic Technology Program wish to welcome you into the radiologic technology profession. This program offers each participant the opportunity for success and professional satisfaction in this progressive medical specialty.

Course content includes an overview of radiography and its role in health care delivery including specific guidelines, responsibilities, and policies outlined in the following five modular sections.

1.0 Orientation to the Program

2.0 Radiography as a Health Science Profession

3.0 Professional Ethics

4.0 Safety Issues
   4.1 Radiation Safety and Protection
   4.2 Health Safety Issues/Policies including:
      4.2.1 Standard Precautions
      4.2.2 Workplace Safety and Hazardous Materials
   4.3 Patient transfer, blood pressure analysis, O₂ administration
   4.4 HIPAA – patient privacy issues

5.0 Clinical Education I

Course Learning Outcomess:
1. Examine current issues in healthcare; scrutinize a healthcare organization's mission, organization and structure; identify the professional role and responsibilities of a radiographer; and research professional organizations and development activities.
2. Describe professional ethical standards including appropriate key definitions, professional characteristics of radiographer, patient's bill of rights, patient consent, confidentiality, professional and institutional liability, misconduct, negligence lawsuits, and the rationale for proper authorization and documentation.
3. Develop team building skills by working in small research groups to gather data on current ethical issues and public speaking skills by presenting findings on critical ethical issues of the day.
4. Describe the basic components for radiation safety and protection including the properties of ionizing radiation, biological effect, A.L.A.R.A. concept, personal monitoring, dose limits, pregnancy considerations, beam limiting, and shielding requirements.

5. Describe the standard precautions/infection control rationale and performance guidelines recommended for healthcare workers by the National Center for Disease Control, and study the right-to-know laws, OSHA requirements and MSDS for hazardous materials found in the workplace.

6. Practice methods for proper blood pressure analysis, simulate patient transfer techniques for both ambulatory and non-ambulatory patients, and apply proper methods of oxygen administration.

7. Assess patient privacy scenarios for compliance with HIPPA regulations and determine alternatives for non-compliant activities.

8. Apply safety, ethical, privacy, and professional issues to the clinical setting. CLOs:
   1. Examine current issues in healthcare; scrutinize a healthcare organization's mission, organization and structure; identify the professional role and responsibilities of a radiographer; and research professional organizations and development activities.
   2. Describe professional ethical standards including appropriate key definitions, professional characteristics of radiographer, patient's bill of rights, patient consent, confidentiality, professional and institutional liability, misconduct, negligence lawsuits, and the rationale for proper authorization and documentation.
   3. Develop team building skills by working in small research groups to gather data on current ethical issues and public speaking skills by presenting findings on critical ethical issues of the day.
   4. Describe the basic components for radiation safety and protection including the properties of ionizing radiation, biological effect, A.L.A.R.A. concept, personal monitoring, dose limits, pregnancy considerations, beam limiting, and shielding requirements.
   5. Describe the standard precautions/infection control rationale and performance guidelines recommended for healthcare workers by the National Center for Disease Control, and study the right-to-know laws, OSHA requirements and MSDS for hazardous materials found in the workplace.
   6. Practice methods for proper blood pressure analysis, simulate patient transfer techniques for both ambulatory and non-ambulatory patients, and apply proper methods of oxygen administration.
   7. Assess patient privacy scenarios for compliance with HIPPA regulations and determine alternatives for non-compliant activities.
   8. Apply safety, ethical, privacy, and professional issues to the clinical setting.
COMPETENCIES - (Modules 1.0-5.0)

After completing the reading assignments, attending the lectures/laboratory sessions, the student will be able to:

1.0 List, identify, and describe the program curriculum, mission statement, goals, expected outcomes, policies and requirements for both didactic and clinical education components.

2.0 Develop an understanding of current health care issues; mission, organization and structure of radiology and health care facilities; professional roles and responsibilities of a radiographer; and professional organizations and development activities.

3.0 List, identify, and describe professional ethical standards including appropriate key definitions, professional characteristics of radiographer, patient bill of rights, patient consent, confidentiality, professional and institutional liability, misconduct, negligence lawsuits, and the rationale for proper authorization and documentation.

4.0 Describe the concepts of safety issues listed in 4.1, 4.2, 4.3.

4.1 List, identify, and describe the basic components for radiation safety and protection including the properties of ionizing radiation, biological effect, A.L.A.R.A. concept, personal monitoring, dose limits, pregnancy considerations, collimation, and shielding requirements.

4.2 Identify and describe the health safety issues/policies included in the Student Orientation Booklet. (Include policies #6, 8, 18, 19, 20, 28, 31, 32, 33) List, identify, and describe the standard precautions/infection control rational and performance guidelines recommended for health care workers by the National Center for Disease Control (CDC) (Policy #28). Successful completion of the Standard Precautions/Infection Control post quiz with a grade of "S" (satisfactory) is required for this unit. Understand the right-to-know laws, OSHA requirements and MSDS for hazardous materials found in the workplace.

4.3 List, identify, and describe the methods(s) for proper blood pressure analysis, patient transfer guidelines on both ambulatory and unable to assist patients, proper methods of oxygen administration. Successful completion of laboratory competencies with a satisfactory grade of "S" are required for this unit.

4.4 Assess patient privacy scenarios for compliance with HIPAA regulations and determine alternatives for non-compliant activities. Successful completion of competency test with a satisfactory grade is required for this unit.

5.0 Develop/describe the requirements and standards of Clinical Education I.

5.1 Develop an appreciation of the role of radiographer under limited clinical participation which includes observation, assisting the radiographer, and actual practice/performance under the direct supervision of the program's faculty or qualified radiographer.
5.0  5.1 The student will identify and develop professional behavior standards regarding:
* Organization
* Time management
* Communication
* Interpersonal relationships
* Motivation
* Situational assessment
* Professional ethics
* Self-confidence
* Retention of knowledge

5.2 Identify the requirements and policies related to clinical education by reviewing policies in the Student Orientation Booklet listed below:
* Policy #1 Attendance regarding Clinical Education
* Policy #7 Dress Code

5.3 Identify additional requirements, etc., such as:
* Policy #16 Supervision - Clinical Education including repeat film requirements
* Assessment of professional growth form
* Hospital location/maps and directions/parking

**COURSE REQUIREMENTS**
* Completion of all reading and homework assignments on time. No late assignments will be accepted without prior arrangement.
* Regular attendance and punctuality.
* Active class and clinical participation.
* Completion of all listed evaluation criteria including homework, quizzes, examinations, written synopsis, and successful completion of laboratory practical competencies on blood pressure analysis, patient transfer, and O₂ administration with a grade of "S" (satisfactory).
* Completion of the Standard Precautions/Infection Control post quiz with a grade of “S” (satisfactory).

**CLASS ATTENDANCE**
All program policies set forth in the Student Orientation Booklet are in effect in this class. In general, attendance is required at each class, and clinical education site and will be taken into account in evaluating the final course grade. Attendance will be excused for (a) death of a close relative, (b) religious holiday, (c) other circumstance beyond the control of the student. In the event that an absence is unavoidable, please make arrangements with your professor to get copies of handouts and assignments.

**GRADING**
20% - Module #2
40% - Module #3
40% - Module #4
100%
Successful completion of HIPAA, standard precautions, blood pressure evaluation, O₂ administration and patient transfer competencies with a grade of "S" (satisfactory) is required for successful completion of this course.
XRT 151 Orientation & Clinical Education I

CLINICAL EDUCATION I
Since Clinical Education I includes limited clinical participation, no formal grade will be given. Students may begin the mastery learning cycle as outlined by the attached Competency Education Plan flowchart. Clinical competency is achieved through a mastery learning structure where students first observe a licensed radiographer, practice performance of the procedure under direct supervision, then perform all aspects of the procedure as a “practice” for initialed sign-off by a licensed radiographer prior to competency testing. In XRT 151, the student may obtain documented observation on any study. Students may not obtain initialed sign-off for a practice or competency test until XRT 152.

Each student will receive an evaluation called "Assessment of Professional Growth" in order to provide awareness of acceptable and competent behavior at the end of the semester.

CLINICAL ATTENDANCE REQUIREMENTS
Attendance at all clinical education sites will be documented and assessed. The student must call the clinical instructor at the site and the Clinical Coordinator in the event of an absence or tardy. If the student fails to call in, there will be a deduction of 2 points from the final average of XRT 151. If the student is absent there will be a 5-point deduction from the final average of XRT 151. Tardy or early departure hours will result in a 1 point deduction per hour or less for each incident from the final average of XRT 151.

TEXTBOOKS


Assorted Articles and Handouts.

In addition to the required texts listed above, each student will receive the following documents:
* Radiologic Technology Program's Student Orientation Booklet
* N.Y.S. Sanitary Code Chapter 1, Part 16, Ionizing Radiation - Albany, NY 12203-3394
* Hospital specific handouts including routine diagnostic procedures.

Attachments (2)
- Policy #16 Supervision-Clinical Education
- Assessment of professional growth
XRT 152 Clinical Education II

**XRT 152**  
Clinical Education II

<table>
<thead>
<tr>
<th>PROFESSOR</th>
<th>E-MAIL</th>
<th>OFFICE</th>
<th>TELEPHONE</th>
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<tbody>
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</tr>
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</table>

**Part-time Clinical Supervisors**

<table>
<thead>
<tr>
<th>Supervisors</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deb Lingard</td>
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<td>Roxanne Moran</td>
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</tr>
</tbody>
</table>

**PREREQUISITES**  
XRT 111 and 151 with a grade of "C" or better.

**DESCRIPTION**  
This course is designed for second semester freshmen students to experience day-to-day real life situations in health care which are essential to foster a professional demeanor, compassionate behavior, desirable work ethic and the skills necessary to perform radiographic procedures and produce radiographic images for diagnosis. This clinical component of the curriculum is structured to coordinate with the competencies learned in XRT 111 and XRT 122. It is a continuation of XRT 151 with expectation of clinical skills development.

**Course Learning Outcomes:**
1. Competently perform a minimum of five radiographic procedures on patients in the clinical setting under the direct supervision of a licensed radiographer.
2. Apply general radiation safety and protection practices associated with radiographic examinations.
3. Perform image acquisition and processing using current and emerging technologies.
4. Develop skills in patient verification, education, care, protection and safety in the clinical setting.
5. Model the role of a radiologic sciences professional by demonstrating ethical behavior, using scientific terminology and developing an awareness of cultural factors that necessitate adapting standard radiographic exam protocols.

**Clinical Participation:** The student actively assists the radiographer in radiographic examinations. As the student gains experience in various procedure(s), he/she gradually moves through mastery learning toward independent clinical performance. During this mastery learning process, the student is actually performing a variety of examinations under direct supervision of clinical faculty or a licensed radiographer. After successful competency testing, the student may perform the exam under indirect supervision with the permission of the clinical faculty. Repeat radiographs are always performed under the direct supervision of clinical faculty or a licensed radiographer.

**TYPE OF SUPERVISION**  
Direct supervision by clinical faculty/licensed radiographer(s) until competency is achieved -- see Department Policy #16 for specifics.
TEXTBOOKS/REFERENCES
Clinical Education Booklet, Student Orientation Booklet, clinical education center procedures and information.
Trajecsys online clinical grading program

GRADING/EVALUATION
Grade worksheets are used to determine clinical education grades based on the following criteria and percentages. Clinical faculty shall review the completed worksheet with the student and have him/her sign the form as an indication that the worksheet was reviewed by both parties. The student signature does not necessarily indicate student's agreement with the grade.

20% Area Evaluations
At the start of each semester, the student will be given a list of the areas of clinical assignment in which performance will be evaluated by the clinical faculty or a licensed radiographer. Area evaluations indicate the performance level of the student at the end of a clinical rotation through an area or room. It provides an indication of skills consistently performed/mastered, skills being developed, and skills that need more attention by the student. Area (technologist) evaluations (pink) are to be completed by a licensed radiographer or clinical faculty. Equipment mastery, patient services and public/patient safety forms (yellow) are completed by the student. Area evaluations must be entered in the student's clinical portfolio on the Trajecsys clinical grading program.

30% Clinical Competency Tests
Clinical competency is achieved through a mastery learning structure where students are required to observe, practice and master skills prior to competency testing. The cycle may not begin until after receiving formal lecture on a procedure. A student may perform as many (mastery learning) practice examinations as he/she feels comfortable with doing, prior to competency testing. The clinical instructor or licensed radiographer must provide a sign-off of mastery of at least one observation and one practice procedure. Following the mastery/learning plan, the student may competency test. A terminal competency test is required after successfully completing all competency tests in a particular radiographic procedures area as grouped on the competency tests checklist. Competency testing may be evaluated by clinical faculty or clinical staff radiographers. At least five (5) mandatory, elective, or terminal competency tests must be successfully completed in XRT 152. There is no maximum limit of tests that may be completed during the semester. The faculty recommends a goal of completing more than the minimum number of competency tests in order to assure completion of the required fifteen (15) terminal, fifteen (15) elective and one (1) critical thinking competency test by XRT 252.

If a student fails a Radiographic Positioning II exam or is failing the course they may not receive practice or competency test sign-offs on the radiographic procedures tested. If they already have passed a competency test it will be rescinded. They must receive remediation through simulated competency examination and a 10 question written quiz on the failed material during clinic from the clinical instructors.

Failure on a clinical competency test will require that the student begin the mastery learning cycle again as outlined in the “Competency Education Plan”. The failing grade will be averaged with all other competency tests completed and will qualify to be included in the count of the minimum number of competency tests completed for the semester. Successful completion of
less than the minimum number of competency tests by the end of the semester indicates that the student has not obtained the minimum level of expected performance and a grade of zero (O) will be recorded for those procedures not completed. A grade of “D” will be recorded and the student will be dismissed from the program.

15% Image Critique Assessment
The student shall evaluate at least two sets of radiographic images in formal/informal image critique sessions during the semester. The faculty recommends a goal of completing more than two image critiques in order to assure completion of the required ten (10) by XRT 252. The grades from clinical film critiques will averaged with the lab film critiques from XRT 122 Part I Radiographic Positioning II. Students will be given two opportunities to pass each film critique administered on campus to be allowed to continue in the program. “Pop” image critiques may be administered.

25% Assessment of Professional Growth
Each assigned clinical faculty shall evaluate the student's professional growth in the affective domain at mid-term and at the end of the semester.

10% Dress code compliance
Compliance with the dress code is expected. Failure to comply will result in loss of grade points.

Attendance
Tardiness and absenteeism result in a scaled loss of grade points, based on 1 point per hour or less for each incident, five points per day and two points per failure to call the clinical faculty. If incorrect geolocation or no geolocator is employed through Trajecsys the student will be penalized one point per incident. An official written excuse maybe required. One clinical day of banked time will be available for the semester.

100% XRT 152 Clinical Education II Grade

COMPETENCIES
At the completion of Clinical Education II, the student will be able to:

1.0 Apply the competencies learned in XRT 151 and XRT 111 courses: Radiographic Positioning I, Radiographic Exposure I, Medical Terminology, Professional Ethics, Patient Care, Radiographic Processing, Radiation Protection/safety issues and roles of radiologic sciences professionals.

2.0 Competently perform the basic routine procedures evaluated during the semester's clinical competency tests and develop mastery in performing procedures indicated on the "Guidelines for Clinical Competency" chart.

3.0 Identify and manipulate equipment, supplies and set up for basic routine exams in assigned radiographic areas. (See assigned area evaluations and room assignments).

4.0 Process images accurately using proper algorithms, readers, IP plates or DR detectors and related software.
5.0 Identify the patient services available within the department.
6.0 Identify the public/patient safety procedures within the clinical education center.
7.0 Utilize the proper clerical protocols for the patient's medical record.
8.0 Begin to develop image evaluation skills at formal/informal image critique sessions.
9.0 Strive toward developing attitudes and skills needed as an effective radiologic science professional.

COURSE REQUIREMENTS
* Attendance and punctuality are expected at every clinical class.
* Prompt notification of absence by calling the clinical faculty is required. An official written excuse may be required.
* Active participation in clinical activities is expected.
* A professional and respectful demeanor toward patients, their family members, hospital staff, classmates and faculty is expected.
* Completion of all clinical requirements as outlined in the grading/evaluation area of this syllabus.
* A grade of "C" or better is required in order to remain in the program.
* Develop and maintain student's clinical portfolio via Trajecsys.
PREREQUISITES
XRT 122 and 152 with a grade of "C" or better; PHY 141.

Description:
A continuation of XRT 152. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in standard routine procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Additional laboratory focus is on mammography including competency testing. Forty clinical hours each week for seven weeks of summer session.

Course Learning Outcomes:
1. Competently perform a minimum of fifteen radiographic procedures on patients in the clinical setting under the direct supervision of a licensed radiographer.
2. Apply general radiation safety and protection practices associated with radiographic procedures.
3. Perform image acquisition and processing using current and emerging technologies.
4. Demonstrate skills in patient verification, education, care, protection and safety in the clinical setting.
5. Model the role of a radiologic sciences professional by demonstrating ethical behavior, using scientific terminology and developing an awareness of cultural factors that necessitate adapting standard radiographic exam protocols.
7. Develop team building skills by participating in a group project on a topic focused on valuing diversity and develop public speaking skills by presenting findings on the team's diversity issue.
8. Build on patient care skills through a variety of activities in the laboratory including to establish and maintain a sterile field; simulate a pediatric chest procedure; recognize various tubes and catheters and their functions; simulate procedures dealing with the trauma patient, EKG, vital signs and communicable diseases.

Clinical Participation: The student actively assists the radiographer in radiographic examinations. As the student gains experience in various procedure(s), he/she gradually moves through mastery learning toward independent clinical performance. During this mastery learning process, the student is actually performing a variety of examinations under direct supervision of clinical faculty or a licensed radiographer. After successful competency testing, the student may perform the exam under indirect supervision with the permission of the clinical faculty. Repeat radiographs are always performed under the direct supervision of clinical faculty or a licensed radiographer.
TYPE OF SUPERVISION
See Department Policy #16 for specifics.

TEXTBOOKS/REFERENCES
Clinical Education Booklet, Student Orientation Booklet, clinical education center procedures and information.
All program assigned textbooks, most recent edition.
Trajecsys online clinical grading program.

GRADING/EVALUATION
Grade worksheets are used to determine clinical education grades based on the following criteria and percentages. Clinical faculty shall review the completed worksheet with the student and have him/her sign the form as an indication that the worksheet was reviewed by both parties. The student signature does not necessarily indicate student's agreement with the grade:

20% Area Evaluations
At the start of the summer session, the student will be given a list of the areas of clinical assignment in which performance will be evaluated by the clinical faculty or a licensed radiographer. Area evaluations indicate the performance level of the student at the end of a clinical rotation through an area or room. It provides an indication of skills consistently performed/mastered, skills being developed, and skills that need more attention by the student. Area evaluations are to be completed by a licensed radiographer or clinical faculty with the exception of equipment mastery, patient services and public/patient safety forms which are completed by the student. An Area Evaluation must be obtained from an evaluator by the student, signed and filed in the student's clinical portfolio.

30% Clinical Competency Tests
Clinical competency is achieved through a mastery learning structure where students are required to observe, practice and master skills prior to competency testing. An observation may be documented on any procedure. A student may perform as many (mastery learning) practice examinations as he/she feels comfortable with doing, prior to competency testing. The clinical instructor or licensed radiographer must provide initial sign-off of mastery of at least one practice procedure. Following the mastery learning plan, the student may competency test. A terminal competency test is required after successfully completing all competency tests in a particular radiographic procedures area as grouped on the competency tests checklist. Competency testing may be evaluated by clinical faculty or clinical staff radiographers. At least fifteen (15) mandatory, elective, or terminal competency tests must be successfully completed in XRT 153. There is no maximum limit of tests that may be completed during the semester. The faculty recommends a goal of completing more than the minimum number of competency tests in order to assure completion of the required fifteen (15) terminal, fifteen (15) elective and one (1) critical thinking competency tests by XRT 252

Failure on a competency test will require that the student begin the mastery learning cycle again as outlined in the "Competency Education Plan". The failing grade will be averaged with all other competency tests completed and will not qualify to be included in the count of the minimum number of competency tests completed for the summer session. Successful completion of less than the minimum number of competency tests by the end of the summer
indicates the student has not obtained the minimum level of expected performance and a grade of zero (O) will be recorded for those procedures not completed. A grade of “D” will be recorded and the student will be dismissed from the program.

15% Image Critique Assessment
The student shall evaluate at least two sets of radiographic images in formal image critique sessions during the summer session. The faculty recommends a goal of completing more than two image critiques in order to assure completion of the required ten (10) by XRT 252. “Pop image critiques will be given:

25% Assessment of Professional Growth
Each assigned clinical faculty shall evaluate the student's professional growth in the affective domain at the end of the summer session.

10% Dress code compliance
Compliance with the dress code is expected. Failure to comply will result in loss of grade points.

Attendance
Tardiness and absenteeism result in a scaled loss of grade points, based on 1 point per hour or less per incident, five points per day and two points per failure to call the clinical faculty. If incorrect geolocation or no geolocator is employed through Trajecsys the student will be penalized one point per incident.
An official written excuse maybe required. One clinical day of banked time will be available for the semester.

The above calculation will account for 80% of the XRT 153 grade. The other 20% will be calculated from the completion of activities on campus. (.40 (40%) written final, .60 (60%) all other graded activities.

100% XRT 153 Clinical Education III Grade

COMPETENCIES
At the completion of Clinical Education III, the student will be able to complete the following.

1.0 Apply the competencies learned in XRT 152 and XRT 122 courses: Radiographic Positioning II (includes pediatric radiography); Radiographic Exposure II; Radiography of the Skull and Contrast Media.

2.0 Competently perform the basic routine procedures evaluated during the semester's clinical competency tests and develop mastery in performing procedures indicated on the "Competency Education Plan" chart.

3.0 With progressing efficiency manipulate equipment and set up for standard routine procedures in assigned radiographic areas. (See assigned area evaluations and room assignments.)

4.0 Process images accurately using digital imaging: IP plate or DR detector, algorithms, processing.
XRT 153 Clinical Education III

5.0 Identify and assist patients in the use of patient services available within the department.
6.0 Identify and follow public/patient safety procedures within the clinical education center.
7.0 Utilize the proper clerical protocols for the patient's medical record.
8.0 Continue to develop image evaluation skills at formal image critique or lab sessions.
9.0 With decreasing supervision continue to strive toward developing attitudes and skills needed as an effective radiologic science professional.

COURSE REQUIREMENTS
* Attendance and punctuality are expected at every clinical class.
* Prompt notification of absence by calling the clinical faculty is required. An official written excuse may be required.
* Active participation in clinical activities is expected.
* A professional and respectful demeanor toward patients, their family members, hospital staff, classmates and faculty is expected.
* Completion of all clinical requirements as outlined in the grading/evaluation area of this syllabus.
* A grade of "C" or better is required in order to remain in the program.
* Develop and maintain student's clinical portfolio via Trajecsys.
XRT 251
Clinical Education IV

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PREREQUISITES
XRT 153 with a grade of "C" or better.

Description:
A continuation of XRT 153. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in advanced procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Twenty-four clinical laboratory hours.

Clinical Participation: The student actively assists the radiographer in radiographic examinations. As the student gains experience in various procedure(s), he/she gradually moves through mastery learning toward independent clinical performance. During this mastery learning process, the student is actually performing a variety of examinations under direct supervision of clinical faculty or a licensed radiographer. After successful competency testing, the student may perform the exam under indirect supervision with the permission of the clinical faculty. Repeat radiographs are always performed under the direct supervision of clinical faculty or a licensed radiographer.

Course Learning Outcomes:
1. At the completion of the course the student will: competently perform advanced radiographic positioning including the radiographic procedures of the facial bones and orbits.
2. Apply general radiation safety and protection practices associated with radiologic examinations and basic computed tomography.
3. Perform image acquisition and processing using current and emerging technologies.
4. Provide patient verification, education, care, protection and safety
5. Model the role of a radiologic sciences professional by demonstrating ethical behavior, using scientific terminology and develop an awareness of cultural factors that necessitate adapting standard radiographic exam protocols.

TYPE OF SUPERVISION
Indirect supervision by clinical faculty/licensed radiographer(s) -- see Department Policy #16 for specifics.
TEXTBOOKS/REFERENCES
Clinical Education Booklet, Student Orientation Booklet, clinical education center procedures and information.
Trajecsys online grading program.

GRADING/EVALUATION
Grade worksheets are used to determine clinical education grades based on the following criteria and percentages. Clinical faculty shall review the completed worksheet with the student and have him/her sign the form as an indication that the worksheet was reviewed by both parties. The student signature does not necessarily indicate student's agreement with the grade.

20% Area Evaluations
At the start of each semester, the student will be given a list of the areas of clinical assignment in which performance will be evaluated by the clinical faculty or a licensed radiographer. Area evaluations indicate the performance level of the student at the end of a clinical rotation through an area or room. It provides an indication of skills consistently performed/mastered, skills being developed, and skills that need more attention by the student. Area evaluations are to be completed by a licensed radiographer or clinical faculty with the exception of equipment mastery, patient services and public/patient safety forms that are completed by the student. An Area Evaluation must be obtained from an evaluator by the student, signed and filed in the student's clinical portfolio.

30% Clinical Competency Tests
Clinical competency is achieved through a mastery learning structure where students are required to observe, practice and master skills prior to competency testing. A student may perform as many (mastery learning) practice examinations as he/she feels comfortable with doing, prior to competency testing. The clinical instructor or licensed radiographer must provide initial sign-off of mastery of at least one practice procedure. Following the mastery learning plan, the student may competency test. A terminal competency test is required after successfully completing all competency tests in a particular radiographic procedures area as grouped on the competency tests checklist. Competency testing may be evaluated by clinical faculty or clinical staff radiographers. At least fifteen (15) mandatory, elective, or terminal competency tests must be successfully completed in XRT 251. There is no maximum limit of tests that may be completed during the semester. The faculty recommends a goal of completing more than the minimum number of competency tests in order to assure completion of the required fifteen (15) terminal, fifteen (15) elective and one (1) critical thinking competency tests by XRT 252.

Failure on a competency test will require that the student begin the mastery learning cycle again as outlined in the "Remedial Criteria for Clinical Competency Re-testing". The failing grade will be averaged with all other competency tests completed and will qualify to be included in the count of the minimum number of competency tests completed for the semester. Successful completion of less than the minimum number of competency tests by the end of the semester indicates that the student has not obtained the minimum level of expected performance and a grade of zero (0) will be recorded for those procedures not completed; a "D" grade will be recorded on the transcript and the student will be dismissed from the program.

15% Image Critique Assessment
The student shall evaluate at least two sets of radiographic images in formal image critique sessions during the semester. The faculty recommends a goal of completing more than two image critiques in order to assure completion of the required ten (10) by XRT 252. At least two informal “pop” critique sessions will administered and averaged in the 15% image critique assessment.
25% Assessment of Professional Growth
Each assigned clinical faculty shall evaluate the student's professional growth in the affective domain at mid-term and at the end of the semester.

10% Dress code compliance
Compliance with the dress code is expected. Failure to comply will result in loss of grade points.

Attendance
Tardiness and absenteeism result in a scaled loss of grade points, based on 1 point per hour or less per incident, five points per day and two points per failure to call the clinical faculty. If incorrect geolocation or no geolocator is employed through Trajcsys the student will be penalized one point per incident.
An official written excuse maybe required. One clinical day of banked time will be available for the semester.

100% XRT 251 Clinical Education IV Grade

COMPETENCIES
With increasing skills and confidence, at the completion of Clinical Education IV, the student will be able to complete the following.

1.0 Apply the competencies learned in XRT 153 especially positioning, procedures, exposure, terminology, ethics, patient care, processing, patient education, protection and safety, image evaluation, and own role as a radiologic sciences professional.

2.0 Competently perform the advanced procedures evaluated during the semester's clinical competency tests and develop mastery in performing procedures indicated on the "Guidelines for Clinical Competency" chart.

3.0 Identify and manipulate equipment, supplies and set up for routine and advanced exams in assigned radiographic areas. (See assigned area evaluations and room assignments.)

4.0 Process images accurately using digital imaging: IP plate or DR detector, algorithms, processing.

5.0 Identify and assist patients in the use of patient services available within the department.

6.0 Identify and follow public/patient safety procedures within the clinical education center.

7.0 Utilize the proper clerical protocols for the patient's medical record.

8.0 Continue to develop image evaluation skills at formal/informal film critique sessions.

9.0 With continued decreasing supervision, strive toward developing attitudes and skills needed as an effective radiologic science professional.
COURSE REQUIREMENTS
* Attendance and punctuality are expected at every clinical class.
* Prompt notification of absence by calling the clinical faculty and the Clinical Coordinator is required. An official written excuse may be required.
* Active participation in clinical activities is expected.
* A professional and respectful demeanor toward patients, their family members, hospital staff, classmates and faculty is expected.
* Completion of all clinical requirements as outlined in the grading/evaluation area of this syllabus.
* A grade of "C" or better is required in order to remain in the program.
* Develop and maintain student's clinical portfolio.
XRT 252
Clinical Education V

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PREREQUISITES
XRT 211, XRT 215 and XRT 251 each with a grade of "C" or better.

Description:
A continuation of XRT 251. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in advanced procedures and move through mastery learning toward competent clinical attitudes and skills development. Additional emphasis is on procedural proficiency leading to professional competence. Completion of all clinical education requirements and submission of the student's clinical portfolio is essential in order to graduate. A grade of C or better is required. Twenty-four clinical laboratory hours.

Clinical Participation: The student actively assists the radiographer in radiographic examinations. As the student gains experience in various procedure(s), he/she gradually moves through mastery learning toward independent clinical performance. During this mastery learning process, the student is actually performing a variety of examinations under direct supervision of clinical faculty or a licensed radiographer. After successful competency testing, the student may perform the exam under indirect supervision with the permission of the clinical faculty. Repeat radiographs are always performed under the direct supervision of clinical faculty or a licensed radiographer.

TYPE OF SUPERVISION
Indirect supervision by clinical faculty/licensed radiographer(s) -- see Department Policy #16 for specifics.

TEXTBOOKS/REFERENCES
Clinical Education Booklet, Student Orientation Booklet, clinical education center procedures and information.

GRADING/EVALUATION
Grade worksheets are used to determine clinical education grades based on the following criteria and percentages. Clinical faculty shall review the completed worksheet with the student and have him/her sign the form as an indication that the worksheet was reviewed by both parties. The student signature does not necessarily indicate student's agreement with the grade.

20% Area Evaluations
At the start of the semester, the student will be given a list of the areas of clinical assignment in which performance will be evaluated by the clinical faculty or a licensed radiographer. Area evaluations indicate the performance level of the student at the end of a clinical rotation through an area or room. It provides an indication of skills consistently performed/mastered, skills being developed, and skills that need more attention by the student. Area evaluations are to be completed by a licensed radiographer or clinical faculty with the exception of equipment mastery, patient services and public/patient safety forms that are completed by the student. An Area Evaluation must be obtained from an evaluator by the student, signed and filed in the student's clinical portfolio.

30% Clinical Competency Tests
Clinical competency is achieved through a mastery learning structure where students are required to observe, practice and master skills prior to competency testing. A student may perform as many (mastery learning) practice examinations as he/she feels comfortable with doing, prior to competency testing. The clinical instructor or licensed radiographer must provide initial sign-off of mastery of at least one practice procedure. Following the mastery learning plan, the student may competency. Competency testing may be evaluated by clinical faculty or clinical staff radiographers. All remaining competency tests listed on the Clinical Competency Tests Checklist (that have not previously been successfully completed), including the written critical thinking competency exam with a grade of 73 or greater, must be successfully completed in XRT 252. Two attempts will be allowed on the exam. If the student fails both attempts remedial work will be assigned and monitored by program faculty. Upon successful completion of the remedial work the student will be cleared for graduation. If the student has not successfully completed all the required competencies/clinical requirements, a grade of "D" or "F" will be recorded on the transcript at the discretion of the faculty. In other words, the student will not graduate from the program. If the student chooses to immediately register for XRT 253 Supplemental Clinical Education for the summer, and successfully completes all required competencies/clinical requirements, then a change of grade for XRT 252 will be submitted along with a grade for XRT 253.

Failure on a procedural competency test will require that the student begin the mastery learning cycle again as outlined in the "Remedial Criteria for Clinical Competency Re-testing". The failing grade will be averaged with all other competency tests completed. A failing grade on the critical thinking competency test will require a student to register for XRT 253 in order to graduate. The critical thinking competency test will be administered twice during the XRT 252 semester, one computer based and one written. The student must successfully pass one of the two with a grade a 73 or higher.

15% Image Critique Assessment
The student shall evaluate radiographic images in all remaining categories of formal image critique assessments (that have not previously been completed) during the semester as listed on the Clinical Competency Tests Checklist. At least two informal “pop” image critique sessions will administered and averaged in the 15% image critique assessment. If the student has not successfully completed all the required film critique assessments/graduate outcomes, a grade of "D" or "F" will be recorded on the transcript at the discretion of the faculty. In other words, the student will not graduate from the program. If the student chooses to immediately register for XRT 253 Supplemental Clinical Education for the summer, and successfully completes all required film critique assessments/graduate outcomes, then a change of grade for XRT 252 will be submitted along with a grade for XRT 253. At least two informal “pop” critique sessions will administered and averaged in the 15% image critique assessment.

25% Assessment of Professional Growth
Each assigned clinical faculty shall evaluate the student's professional growth in the affective domain at mid-term and at the end of the semester.
10% Dress code compliance
Compliance with the dress code is expected. Failure to comply will result in loss of grade points.

Attendance
Tardiness and absenteeism result in a scaled loss of grade points, based on 1 point per hour or less per incident, five points per day and two points per failure to call the clinical faculty. If incorrect geolocation or no geolocator is employed through Trajecsys the student will be penalized one point per incident. An official written excuse maybe required. One clinical day of banked time will be available for the semester.

100% XRT 252 Clinical Education V Grade

Course Learning Outcomes:
At the completion of the course the student will:
1. competently perform advanced radiographic positioning and procedures including trauma and mobile radiography.
2. Apply general radiation protection practices associated with radiologic examinations and basic computed tomography.
3. Perform image acquisition and processing using current and emerging technologies.
4. Provide patient verification, education, care, protection and safety.
5. Model the role of a radiologic sciences professional by demonstrating ethical behavior, using scientific terminology and developing an awareness of cultural factors that necessitates adapting standard radiographic exam protocols.
7. Complete all remaining radiographic, image assessment and patient care clinical competency requirements for graduation.

COMPETENCIES
With extended independence, at the completion of Clinical Education V, the student will be able to complete the following.

1.0 Apply the competencies learned in XRT 251 and XRT 211 especially positioning, procedures, exposure, ethics, patient care and education, processing, protection and safety, image evaluation, role of radiologic sciences professional, facial bone radiography, and radiation biology.

2.0 Competently perform the advanced procedures evaluated during the semester's clinical competency tests and develop mastery in performing procedures indicated on the "Guidelines for Clinical Competency" chart.

3.0 Identify and manipulate equipment, supplies and set up for routine and advanced exams in assigned radiographic areas, including mastery of the C-arm. (See assigned area evaluations and room assignments.)

4.0 Process images accurately using digital imaging: IP plate or DR detector, algorithms, processing.

5.0 Competently assist patients with patient services available within the department.

6.0 Identify the public/patient safety procedures within the clinical education center.
7.0 Utilize the proper clerical protocols for the patient's medical record.

8.0 Demonstrate image evaluation skills at formal/informal film critique sessions.

9.0 Demonstrate attitudes and skills needed as an effective radiologic science professional.

10.0 Demonstrate problem solving/critical thinking skills to perform in today’s health care environment.

11.0 Assure the practice of wellness and safety standards to include proper body mechanics, immunizations, standard precautions, hospital protocols involving health and safety issues.

COURSE REQUIREMENTS

* Attendance and punctuality are expected at every clinical class.
* Prompt notification of absence by calling the clinical faculty and Clinical Coordinator is required.
  • An official written excuse may be required.
  • Active participation in clinical activities is expected.
  • A professional and respectful demeanor toward patients, their family members, hospital staff, classmates and faculty is expected.
  • Successful completion of all remaining mandatory/elective and terminal competency tests as listed on the Clinical Competency Test Checklist, successful completion of critical thinking competency test, completion of all categories of film critique assessments as listed on the Clinical Competency Test Checklist, and 80% of assigned area evaluations must be completed in order to obtain a grade of "C" or better. Successful completion of vital sign, O2, CPR certification, sterile technique, venipuncture, and patient transfer competency requirements must be attained.
  • A grade of "C" or better is required in order to graduate. Should the student receive less than a "C" grade, he/she may immediately register for/enroll in XRT 253 Supplemental Clinical Education for summer and successfully complete all required competencies/graduate outcomes (required in XRT 252). A change of grade for XRT 252 will be submitted along with a grade for XRT 253.
  • Complete and submit student's clinical portfolio via Trajecsys.
  • Complete and submit student’s diversity journal which reflects concepts discussed on campus via Trajecsys.
XRT 253
Supplemental Clinical Education

PREREQUISITES
Permission of the Radiologic Technology Program Director.

DESCRIPTION
This is not a required course. It is designed as an extension of the clinical education experience for those students who need additional time to successfully complete the required competencies/graduation requirements. It is primarily intended as a supplement to XRT 252 and offered concurrently with XRT 153 (up to seven weeks, 40 hours per week summer session.). Program faculty may offer tutoring and review sessions on campus to assist the student in meeting course requirements.

Clinical Participation: If required the student actively assists the radiographer in radiographic examinations. As the student gains experience in various procedure(s), he/she gradually moves through mastery learning toward independent clinical performance. During this mastery learning process, the student is actually performing a variety of examinations under direct supervision of clinical faculty or a licensed radiographer. After successful competency testing, the student may perform the exam under indirect supervision with the permission of the clinical faculty. Repeat radiographs are always performed under the direct supervision of clinical faculty or a licensed radiographer.

TYPE OF SUPERVISION
Indirect or direct supervision by clinical faculty/licensed radiographer(s) --see Department Policy #16 for specifics.

TEXTBOOKS/REFERENCES
Clinical Education Booklet, Student Orientation Booklet, clinical education center procedures and information.

VARIABLE CREDIT
Mutual agreement between the program director and student will be used to determine the credit hour(s) which may vary between 1-to-4 credits.

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\text{XRT 253} & \:= 1 \text{ credit hour} = 1-2 \text{ clinical weeks of study} \\
\text{XRT 253} & \:= 2 \text{ credit hours} = 3-4 \text{ clinical weeks of study} \\
\text{XRT 253} & \:= 4 \text{ credit hours} = 5-7 \text{ clinical weeks of study}
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GRADING/EVALUATION
Grade worksheets are used to determine clinical education grades based on the following criteria and percentages. Clinical faculty shall review the completed worksheet with the student and have him/her sign the form as an indication that the worksheet was reviewed by both parties. The student signature does not necessarily indicate student's agreement with the grade.
20% Area Evaluations
If in the clinic, at the start of the summer session, the student will be given a list of the areas of clinical assignment in which performance will be evaluated by the clinical faculty or a licensed radiographer. Area evaluations indicate the performance level of the student at the end of a clinical rotation through an area or room. It provides an indication of skills consistently performed/mastered, skills being developed, and skills that need more attention by the student. Area evaluations are to be completed by a licensed radiographer or clinical faculty with the exception of equipment mastery, patient services and public/patient safety forms which are completed by the student. An Area Evaluation must be obtained from an evaluator by the student, signed and filed in the student's clinical portfolio.

30% Clinical Competency Tests
Clinical competency is achieved through a mastery learning structure where students are required to observe, practice and master skills prior to competency testing. A student may perform as many (mastery learning) practice examinations as he/she feels comfortable with doing, prior to competency testing. Following the mastery learning plan, the student may complete a competency test. Competency testing may be evaluated by clinical faculty or clinical staff radiographers. All remaining competency tests listed on the Clinical Competency Tests Checklist (that have not previously been successfully completed), including the critical thinking competency with a grade of 73 or greater, must be successfully completed in XRT 253. If the student successfully completes all required competencies/clinical requirements, then a change of grade for XRT 252 will be submitted along with a grade for XRT 253. If the student has not successfully completed all the required competencies/clinical requirements, a grade of "D" or "F" will be recorded on the transcript at the discretion of the faculty. In other words, the student will not graduate from the program. Failure on a procedural competency test will require that the student begin the mastery learning cycle again as outlined in the "Remedial Criteria for Clinical Competency Re-testing". The failing grade will be averaged with all other competency tests completed.

15% Film Critique Assessment
The student shall evaluate radiographic images in all remaining categories of film critique assessments (that have not previously been completed) as listed on the Clinical Competency Tests Checklist. If the student successfully completes all required film critique assessments/graduate outcomes, then a change of grade for XRT 252 will be submitted along with a grade for XRT 253. If the student has not successfully completed all the required film critique assessments/graduate outcomes, a grade of "D" or "F" will be recorded on the transcript at the discretion of the faculty. In other words, the student will not graduate from the program.

25% Assessment of Professional Growth
Each assigned clinical faculty shall evaluate the student's professional growth in the affective domain at the end of the clinical rotation.

10% Dress code compliance
Compliance with the dress code is expected. Failure to comply will result in loss of grade points.

Attendance
Tardiness and absenteeism result in a scaled loss of grade points, based on 1 point per hour or less per incident, five points per day and two points per failure to call the clinical faculty. If incorrect geolocation or no geolocator is employed through Trajecsys the student will be penalized one point per incident.
An official written excuse maybe required. One clinical day of banked time will be available for the semester.

100% XRT 253 Supplemental Clinical Education Grade
COMPETENCIES

With extended independence, at the completion of Supplemental Clinical Education, the student will be able to:

1.0 Apply the competencies learned in XRT 252 and XRT 222 especially in the areas of advanced imaging, quality assurance, equipment analysis, and management.

2.0 Competently perform the advanced procedures evaluated during the semester's clinical competency tests and develop mastery in performing procedures indicated for XRT 252 on the "Guidelines for Clinical Competency" chart.

3.0 Identify and manipulate equipment, supplies and set up for routine and advanced exams in assigned radiographic areas, including mastery of the C-arm. (See assigned area evaluations and room assignments.)

4.0 Process images accurately using digital imaging: IP plate or DR detector, algorithms, processing.

5.0 Assist patients with the patient services available within the department.

6.0 Utilize the public/patient safety procedures within the clinical education center.

7.0 Utilize the proper clerical protocols for the patient's medical record.

8.0 Demonstrate image evaluation skills at formal/informal film critique sessions.

9.0 Demonstrate attitudes and skills needed as an effective radiologic science professional.

10.0 Demonstrate problem solving and critical thinking skills necessary to perform effectively in today’s health care environment.

11.0 Complete all pre-conference/review/testing to the satisfaction of the faculty.

COURSE REQUIREMENTS

* Attendance and punctuality are required at every clinical class.
* Prompt notification of absence by calling the clinical faculty is required. An official written excuse may be required.
* Active participation in clinical activities is expected.
* A professional and respectful demeanor toward patients, their family members, hospital staff, classmates and faculty is expected.
* Successful completion of all remaining mandatory/elective and terminal competency tests as listed on the Clinical Competency Test Checklist, successful completion of critical thinking competency test, completion of all categories of film critique assessments as listed on the Clinical Competency Test Checklist, and 80% of assigned area evaluations must be completed in order to obtain a grade of "C" or better. Successful completion of vital sign, O2, CPR certification, sterile technique, venipuncture, and patient transfer competency requirements must be attained.
* A grade of "C" or better is required in order to graduate.
* Complete and submit all additional assignments as per college faculty.
Monroe Community College
Radiologic Technology Program

Clinical Education Evaluation By Student

Affiliate Institution:__________________________________________________________

Semester:_________________________   Class of __________________________

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

Please answer each question carefully and thoughtfully.

If you do not have an opinion or the question does not apply to you/your situation, please leave it blank.

1. The clinical education site was conducive to learning? (circle one)

   4   3   2   1
   SA  A  D  SD

Comments:

List strong points.

1.

2.

3.

List weak points.

1.

2.

3.
Clinical Education Evaluation by Student

2. At your competency level, the quality and quantity of radiographic procedures was adequate.
   
   | 4 | 3 | 2 | 1 |
   | SA | A | D | SD |

   Comments:

3. The clinical faculty facilitated the integration of your activities into the department operation and staff activities.

   | 4 | 3 | 2 | 1 |
   | SA | A | D | SD |

   Comments:

   What could be done to help you integrate more easily?

4. The clinical instructor (college faculty or partnership appointee) motivated you to reach your potential educational growth.

   | 4 | 3 | 2 | 1 |
   | SA | A | D | SD |

   Comments:

5. The clinical adjuncts (technologists allowed to evaluate competency) motivated you to reach your potential educational growth.

   | 4 | 3 | 2 | 1 |
   | SA | A | D | SD |

   Comments:
Clinical Education Evaluation by Student

6. The technical staff at the facility motivated you to reach your potential educational growth.

   4     3     2     1  
   SA    A     D     SD

   Comments:

   What could have been done to improve this?

7. The direct supervision (prior to competence) while working with patients followed college policy.

   4     3     2     1  
   SA    A     D     SD

   Comments:

8. The indirect supervision (after competence) while working with patients followed college policy.

   4     3     2     1  
   SA    A     D     SD

   Comments:

9. The repeat policy of the college was followed as directed.

   4     3     2     1  
   SA    A     D     SD

   Comments:

10. The pre-clinical conference was useful and productive.

    4     3     2     1  
    SA    A     D     SD

    Comments:
Clinical Education Evaluation by Student

11. The film critique sessions were useful and productive.

   4  3  2  1
   SA  A  D  SD

   Comments:

12. Your overall clinical experience was satisfactory.

   4  3  2  1
   SA  A  D  SD

   Comments:

For Question 13 refer to the following rating scale.

13. Rate the following adjuncts in terms of the instruction you received.

   4 = Excellent   3 = Good   2 = Below Average   1 = Poor

<table>
<thead>
<tr>
<th>Adjunct</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<td>4.</td>
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<tr>
<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>10.</td>
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<td>11.</td>
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<td>14.</td>
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</table>
Monroe Community College  
Radiologic Technology Program  
Evening Rotation Evaluation

Clinical Site_________________

1. The evening rotation provided you experience more procedures not typically experienced during the day.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

2. The evening rotation caseload was sufficient in number and variety.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

3. There was sufficient opportunity to gain masteries and competencies.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

4. Until competency was achieved direct supervision was provided.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

5. After competency was achieved indirect supervision was provided.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

6. Rate your overall impression of the evening rotation.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

7. How many competencies (total) did you need entering the evening rotation? (circle one)

- 0 – 5 = 5
- 6-10 = 1
- 11-15
- more than 15

8. How many competencies (total) did you achieve while assigned to the evening rotation? (circle one)

- 0 – 5 = 5
- 6-10 = 1
- 11-15
- more than 15

Site (hospital) ____________________________________________

CE42:PAPl:j:1/06, 12/13, 1/17
Monroe Community College
Radiologic Technology Program
Office/Clinic Rotation Evaluation

1. The office/clinic rotation provided you experience more procedures not typically experienced at a hospital.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

2. The office/clinic rotation caseload was sufficient in number and variety.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
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Comments:

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<table>
<thead>
<tr>
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<th>Disagree</th>
<th>Strongly Disagree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

4. Until competency was achieved direct supervision was provided.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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Comments:

5. After competency was achieved indirect supervision was provided.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:

6. Rate your overall impression of the office rotation.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

7. How many competencies (total) did you need entering the office rotation? (circle one)

   0 – 5  6-10  11-15  more than 15

8. How many competencies (total) did you achieve while assigned to the office rotation? (circle one)

   0 – 5  6-10  11-15  more than 15

Site (office) ____________________________________________________

CE43:PAP/tj:1/06, 12/13, 1/17
<table>
<thead>
<tr>
<th>Max. Point Value</th>
<th>Category Explanation</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td><strong>AREA EVALUATIONS</strong>&lt;br&gt;Each student must complete 30% of the area evaluations assigned.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30% = 10 points&lt;br&gt;≥ 25% &lt; 30% = 7 points&lt;br&gt;≥ 20% &lt; 25% = 3 points&lt;br&gt;&lt;20% = 0 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td># assigned __<em><strong>, #completed <em><strong><strong>, %completed</strong></strong></em></strong></em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em><strong><strong><strong>Average grade x 0.10 =</strong></strong></strong></em>_</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td><strong>CLINICAL COMPETENCY TESTS</strong>&lt;br&gt;Each student must complete all clinical competency requirements as outlined on the checklist during XRT 152 - XRT 252 with no less than the minimum level of expected performance. Mandatory, elective and terminal competency test scores (including failures) will be averaged and multiplied by a factor of .3 to earn a maximum total of 30 points. If no competency tests have been completed by midterm, a score of zero will be recorded. See course syllabus for minimum number of competency requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ average x .3 = _____ points</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>IMAGE ANALYSIS</strong>&lt;br&gt;Each student must successfully complete all ten required film critique examinations during XRT 152 - XRT 252 as listed in the Clinical Education Booklet. Failure to successfully complete the required 10 film critique evaluations by XRT 252 may necessitate the option of the student enrolling in XRT 253 Supplemental Clinical Education to allow time for completion of all evaluations required for graduation. A minimum of 2 film critiques assessments must be completed in XRT 152 - XRT 252 (the faculty recommends completion of 3).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 evaluation = earned points&lt;br&gt;≤1 evaluation = 0 points&lt;br&gt;≤ evaluations completed _____ , Average points earned: _____ x 0.15=____ points</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td><strong>ASSESSMENT OF PROFESSIONAL GROWTH</strong>&lt;br&gt;Each student must have a Professional Assessment form completed by each of the assigned professors or designee(s) at midterm. Clinical grade point values will be averaged, if completed by more than one faculty. Maximum total points awarded are 25 plus 1 bonus point, if applicable.</td>
<td></td>
</tr>
</tbody>
</table>
| 10 | DRESS CODE – Complete, Consistent Compliance = 10 points  
   | Each student must comply with the dress code.  
   | Inappropriate top or bottom, colored socks/shoes, underwear seen - _____-2 pts.  
   | Consistently missing name tag, film badge, pens, markers - _____-2 pts.  
   | Consistently wrinkled uniform - _____-2 pts.  
   | Uniforms or shoes soiled or unwashed - _____-2 pts.  
   | Hair/facial hair unkempt, body odor (includes smoke and fragrances) _____-2 pts.  
   | Area of non-compliance __________________________________________________________ | Points Deducted |

| ATTENDANCE  
   | Perfect attendance is expected from 8:00 a.m. - 4:00 p.m.  
   | The program monitors attendance through thus use of the Trajecsys program. Each absence results in the loss of 5 points.  
   | Every occurrence of failure to follow the call-in procedure will result in the loss of 2 more points.  
   | As per the attendance policy every tardiness or occurrence of leaving early will result in the loss of 1 point per hour or less.  
   | If incorrect geolocation or no geolator is employed through Trajecsys the student will be penalized 1 point per incident.  
   | An official written excuse may be required. One clinical day of banked time will be available for the semester.  
   | # times: absent __________, failed to call in by 8:00 am __________  
   | # of hours absent due to tardiness and early departure __________.  
   | Trajecsys error______________ |

Total Pts. Earned _____________  

- Attendance (minus banked clinical day) _____________  

-Other deductions (anecdotals) _____________  

Grade _____________  

COMMENTS:  

Grade Earned: _____________  

Evaluator’s Signature_________________________ Date______________  

Student’s Signature_________________________ Date______________  

Student’s signature does not necessarily signify agreement with above comments.  

EMD/ns/bl  
152:CE10  
9/87, 1/89, 12/93, 12/96, 2/99, 4/99, 12/00, 11/02, 10/04, 5/10, 12/13, 12/17
**MONROE COMMUNITY COLLEGE**
Radiologic Technology Program

**CLINICAL EDUCATION**
**FINAL GRADE WORKSHEET**

Name____________________________________ Semester___________________ XRT________

Class of_______ Date_______________________ Hospital__________________________

<table>
<thead>
<tr>
<th>Max. Point Value</th>
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<td></td>
</tr>
<tr>
<td></td>
<td>100% = 10 points</td>
<td></td>
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<tr>
<td></td>
<td>≥ 90% &lt; 100% = 7 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>≥ 80% &lt; 90% = 3 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;80% = 0 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td># assigned _____, #completed _____, %completed ________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>____ Avg grade x 0.10 = ________</td>
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<td>30</td>
<td>CLINICAL COMPETENCY TESTS</td>
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<td></td>
<td>Each student must complete all competency requirements as outlined on the checklist during XRT 152 - XRT 252 with no less than the minimum level of expected performance. Mandatory, elective and terminal competency test scores (including failures) will be averaged and multiplied by a factor of .3 to earn a maximum total of 30 points. For XRT 152 five is the minimum number of competency tests required: for XRT 153 and 251 fifteen is the minimum requirement. For XRT 252 all requirements remaining must be completed. If less than the minimum # of competency tests have been completed a &quot;0&quot; point value will be recorded.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ avg x .3 = _____ points</td>
<td></td>
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<tr>
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<td>IMAGE ANALYSIS</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>2 evaluation = average of earned points on all film critique completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;2 evaluation = 0 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td># evaluations completed______, Average points earned: _____x0.15= _____ points</td>
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| Points Deducted |

| ATTENDANCE  
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| |  
| | # times: absent _________, failed to call in by 8:00 am _________  
| | # of hours absent due to tardiness and early departure _________  
| | Trajecsys error___________  

| Total Pts. Earned _________  
- Attendance (minus banked clinical day) _________  
-Other deductions (anecdotals) _________  

| Grade _________  

| COMMENTS:  
Grade Earned: _________  
Evaluator's Signature_________________________________________ Date_____________  
Student's Signature___________________________________________ Date_____________  

Student's signature does not necessarily signify agreement with above comments.  

EMD/ns/bl  
152:CE12  
9/87, 10/89, 11/89, 12/93, 1/97, 2/99, 4/99, 12/00, 5/10, 12/13, 1/17, 12/17  

44
STUDENT: ________________________________
Assessment of Professional Growth (2 forms from each assigned clinical faculty).
Assigned Clinical Faculty/Designee:______________________________

AREA EVALUATIONS
You are responsible for collecting one (1) Area Evaluation from each of the following 15 areas
(12 areas for XRT 152). The Area Evaluation point accumulation on the mid-term/final grade
worksheets are based on your filing all assigned evaluations unless waived by your clinical
faculty.

# Evaluations assigned  ________
Initials clinical coordinator  ________

(Pink) Area Evaluations (to be completed by supervising R.T.)  Waived
Routine #1
Routine #2
Fluoro #1
Fluoro #2
Chest
Portable
Special procedures (exclude XRT 152)
US (*exclude XRT 152)
CT (*exclude XRT 152)

(Yellow) Area Evaluations (to be completed by the student)
Patient Services
Public/Patient Safety
Room Equipment Mastery: Routine 1, Routine 2, Chest, Fluoro #1, Fluoro #2, 1 Portable, CR, DR, CT, MRI

EMD/ns/bl/rm/pap
152:CE18
9/87, Rev.9/92, 9/93, 1/97, 3/97, 1/11, 1/12, 12/13
Monroe Community College
Radiologic Technology Program
AREA EVALUATION ASSIGNMENTS
Newark-Wayne Community Hospital (NWCH)

Student Name: ______________________________________________

Assigned Clinical Faculty / Designees: ______________________________

At the end of the semester, an Assessment of Professional Growth Evaluation will be completed by each assigned clinical faculty.

Area Evaluations:
Students are responsible for collecting one (1) area evaluation from each of the following areas. The area evaluation point accumulation on the mid-term / final grade worksheets are based on each student’s completion of all assigned evaluations (unless it is waived by clinical faculty).

A minimum of twelve (12) evaluations will be due at the end of the semester.

(Pink) Area Evaluations: (To be completed by Supervising RT) Waived

Room #2
Room #3
Room #4
Portable Unit
OR
CT*
MRI*
Ultrasound*

(CT, MRI, and Ultrasound are optional areas, and only one evaluation from these areas may be counted toward the minimum number required)

(Yellow) Area Evaluations: (To be completed by each student individually)

Patient Services
Public / Patient Safety
Room Equipment Mastery:
• Room #2
• Room #3
• Room #4
• C-arm

CE 16 Newark Wayne Area Evaluation Assignments
DD: Rev. 5/08, 11/08
EMD: 9/87, 9/93, 1/97, 12/13
STUDENT: ______________________________

Assessment of Professional Growth (2 forms from each assigned clinical faculty)

Assigned Clinical Faculty/Designee: ______________________________

AREA EVALUATIONS

You are responsible for collecting one (1) Area Evaluation from each of the following 17 areas. The Area Evaluation point accumulation on the mid-term/final grade worksheets are based on your filing all assigned evaluations unless waived by your coordinating clinical faculty.

(Pink) Area Evaluations (to be completed by supervising R.T.) Waived
GI/GU
ED North
ED South
Portables
Pediatric
Outpatient/Mammo
OR
CT
MRI
IR

(Yellow) Area Evaluations (to be completed by student)
Patient Services
Public/Patient Safety
Room Equipment Mastery: 1 room in each area:
   ED North           Portable          C-arm Unit
   ED South           Pediatric (diagnostic room)  CR Room
   Fluoro            Outpatient

EMD/ns/bl/knbg
152:CE15
9/87, 1/03, 12/13, 4/16
MONROE COMMUNITY COLLEGE
Radiologic Technology Program
AREA EVALUATION ASSIGNMENT
Rochester General Hospital

Assigned Professor/Designee: ________________________________

Student Name: ____________________________________________

AREA EVALUATIONS

You are responsible for collecting the assigned Area Evaluations from each of the following areas. The Area Evaluation point accumulation on the mid-term/final grade worksheets are based on your filing all assigned evaluations unless waived by your coordinating clinical faculty.

(Pink) Area Evaluations (to be completed by supervising R.T.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOB</td>
<td>1</td>
</tr>
<tr>
<td>GI Area (3, 4, 9)</td>
<td>1</td>
</tr>
<tr>
<td>IP/ED Area (11, 12)</td>
<td>1</td>
</tr>
<tr>
<td>ED (25)</td>
<td>1</td>
</tr>
<tr>
<td>Portables</td>
<td>1</td>
</tr>
<tr>
<td>Operating Room</td>
<td>1</td>
</tr>
<tr>
<td>CT</td>
<td>1</td>
</tr>
<tr>
<td>Special Areas</td>
<td>1</td>
</tr>
</tbody>
</table>

WAIVED

8 pink (4 by midterm)

(Yellow) Area Evaluations (to be completed by student)

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Services</td>
<td>1</td>
</tr>
<tr>
<td>Public/Patient Safety</td>
<td>1</td>
</tr>
<tr>
<td>Room Equipment Mastery - 1 from each area assigned.</td>
<td></td>
</tr>
</tbody>
</table>
  MOB                                  | 1      |
  GI Area (3, 4, 9) one for 3, one for 4 or 9 | 2      |
  IP/ED (11, 12) one for 11 AND 12       | 2      |
  ED Area (25)                         | 1      |
  Portable (any 1 portable unit)       | 1      |
  OR (C-arm)                           | 1      |
  CT (#10, 14, 64)                     |        |

waived

Specials (17-23)                      |        |
1 DR checklist                       | 1      |
1 CR checklist                       | 1      |

12 yellow (6 by midterm)
20 evaluations total

PAP/bl/dl
M:master plan/clinicalinfoschedorientation/RGHinfo/areaassignmentsheets
9/89, 9/92, 9/93, 1/97, 1/06, 1/09, 5/11, 1/12, 1/14/14, 5/16, 5/17, 11/17
MONROE COMMUNITY COLLEGE  
Radiologic Technology Program  

AREA EVALUATION ASSIGNMENTS  
Unity Hospital (Park Ridge)  

Assessment of Professional Growth (2 forms from each assigned clinical faculty).  

Assigned Clinical Faculty/Designee: ________________________________  
   ___________________________________________________________________

AREA EVALUATIONS  

You are responsible for collecting one (1) Area Evaluation from each of the following 14 areas. The Area Evaluation point accumulation on the mid-term/final grade worksheets are based on your filing all assigned evaluations unless waived by your coordinating clinical faculty.  

(Pink) Area Evaluations (to be completed by supervising R.T.)  

Routine Room  
Emergency Room  
GI  
Portable/Operating Room  
CT  
Specials (Angio/Cath Lab)  

(Yellow) Area Evaluations (to be completed by the student)  

Patient Services  
Public/Patient Safety  
Room Equipment Mastery:  
   Routine Room  
   Emergency Room  
   GI  
   Portable  
   Operating Room (C-arm)  

EMD/ns  
152:CE35  
9/87, 9/93, 1/97, DL 12/08, 12/13, 1/17
This form is to be completed by the supervising RT and given to the student for filing. **It is an overall appraisal of student performance.** Please check the appropriate response (0, 1, 2, 3) for each student performance competency, or if the performance is not applicable, please write NA.

<table>
<thead>
<tr>
<th>3. consistent performance</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. developing skills</td>
<td>90%</td>
</tr>
<tr>
<td>1. requires attention</td>
<td>80%</td>
</tr>
<tr>
<td>0. non-performance</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.0 **Interpret radiographic orders and diagnostic reports.**

2.0 **Performs effective patient care and communication.**
   2.1 Establish rapport with patient.
   2.2 Demonstrates safe patient lifting and moving.
   2.3 Explains procedures/give appropriate directions.
   2.4 Proper use/handling of contrast agents.

3.0 **Demonstrates knowledge of structure and function of human body.**

4.0 **Performs basic radiographic/fluoro procedures.**
   4.1 Prepares room for procedures.
   4.2 Positions patient for routine projections.
   4.3 Marks and IDs all films properly.
   4.4 Manipulates equipment effectively.

5.0 **Selects proper exposure factors/control panel settings.**

6.0 **Applies proper radiation protection procedures.**
   6.1 Demonstrates proper beam limiting.
   6.2 Uses gonadal shielding on patients.

7.0 **Evaluates radiographs to identify diagnostic quality.**

Evaluator's Signature _____________________________
Student's Signature _____________________________

Comments (Use reverse side if needed):

________________________________________________________________________________________
________________________________________________________________________________________

EMD/
152:CE6
5/87, 9/93, 4/94, 1/97, 5/10, 12/13, 1/17
MONROE COMMUNITY COLLEGE
Radiologic Technology Program

Clinical Education
AREA EVALUATION
SPECIAL PROCEDURES

Name_______________________________  Semester______________________________
Class _________ Date______________ Hospital______________________________

Please check the appropriate response (Yes, No, Not Applicable).

<table>
<thead>
<tr>
<th>The student:</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>is punctual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is professionally attired.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays acceptable attitude toward:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicates effectively with:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays initiative and willingness to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>willingly assists the radiographer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understands and follows proper sterile technique.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is able to identify anatomy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>applies proper radiation protection procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is able to identify catheters/guidewires/etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates initiative in learning the proper use of digital imaging equipment.</td>
<td></td>
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</tr>
</tbody>
</table>

Evaluator/Technologist's Signature__________________________________________

Student's Signature_________________________________________________________

Comments: __________________________________________________________________

____________________________________
EMD/ns/bl
152:CE25
1/87, 9/92, 9/93, 1/97; 7/13, 1/17

51
COMPETENCIES

At the completion of a limited rotation of sophomore students in Special Procedures or Operating Room Procedures, the student shall be able to do the following:

1.0 Display a professional attitude and appearance.

2.0 Assist in comforting and reassuring the patient.

3.0 Assist in patient education through explaining the basic procedure and answer simple questions of the patient.

4.0 Assist in preparing the patient for the procedure.

5.0 Assist the radiographer with the equipment.

6.0 Follow sterile procedures and maintain sterile field where applicable.

7.0 Apply proper radiation protection procedures.

8.0 Identify the basic catheters, guidewires, etc.

9.0 Bring and discuss at least one special procedure case to Film Critique. Critique discussion should include:
   * Definition of procedure
   * Equipment, injection method, contrast and dosage, projections, gowning and protective wear
   * Imaging requirements (positioning and exposure)
   * Anatomy visualized
   * Pathology visualized, if appropriate.
   * Clinical information

It is recommended that the student and clinical faculty enlist a Special Procedures technologist to present at least one case (15-30 min) during Film Critique class at least 3 times during the fall and spring semesters.
This form is an overall appraisal of student performance. Please check the appropriate response (0, 1, 2, 3) for each student performance competency, or if the performance is not applicable, please write NA.

3. consistent performance 100%
2. developing skills 90%
1. requires attention 80%
0. non-performance 0%

<table>
<thead>
<tr>
<th>The student is able to:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpret radiographic orders and diagnostic reports.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>prepare adequate cleansing and garb for OR.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>maintain sterile fields while in OR.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>demonstrate safe practices.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>manipulate C-arm equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hook-up C-arm and TV equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>energize equipment.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>select appropriate exposure controls for conventional / fluoro modes.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>set up appropriate collimation/cone for examination.</td>
<td></td>
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</tr>
<tr>
<td>manipulate and adjust fluoro/digital image.</td>
<td></td>
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</tr>
<tr>
<td>apply appropriate radiation protection procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate radiographs/fluoroscopic images.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>develop rapport with other members of the health care team.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Evaluator's Signature____________________________________

Student's Signature _____________________________________

Comments:__________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

EMD/ns 152:CE8
5/87 rev. 3/93, 5/93, 4/94, 1/97, 5/10, 12/13, 1/17
This form is overall appraisal of student performance. Please check the appropriate response (1, 2, 3, NA) for each student performance competency.

3. consistent performance 100%
2. developing skills 90%
1. requires attention 80%
0. non-performance 0%

<table>
<thead>
<tr>
<th>The student is able to:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpret radiographic orders and diagnostic reports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>obtain adequate Hx. and records on requisition.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>communicate effectively with patient and staff.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>demonstrate safe patient lifting and moving.</td>
<td></td>
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</tr>
<tr>
<td>obtain appropriate pregnancy information.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>demonstrate knowledge of human structure and function.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>perform basic radiographic/fluorographic procedures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* prepares room for portable procedures.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>* moves portable unit into proper position.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>* positions patient for routine projections.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* marks and ID's all films properly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* manipulates equipment effectively.</td>
<td></td>
<td></td>
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<tr>
<td>* follows appropriate isolation/surgical asepsis technique.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* utilizes proper SID.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* direct CR perpendicular to the cassette.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>select proper exposure factors/control panel settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apply proper radiation protection procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* demonstrates proper beam limiting.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>* uses gonadal shielding when appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* announces &quot;verbal warning&quot; before making exposure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* shields self with protective lead apron.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate radiographs to identify diagnostic quality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator's Signature_____________________________________________________
Student's Signature ____________________________________________________
Comments:_____________________________________________________________________________
____________________________________________________________________________
______________________________________________________________________________  
AEJ/ 152/CE11  2/93, 5/93, 4/94, 1/97, 5/10, 12/13, J/17
**MONROE COMMUNITY COLLEGE**  
Radiologic Technology Program  
Clinical Education  
AREA EVALUATION  
ULTRASOUND ROTATION

Name_____________________________________________________ Semester_________________________________

Class of _______________ Date______________________ Hospital__________________________________________

Please check the appropriate response (Yes, No) or if the performance is not applicable, please check NA.

<table>
<thead>
<tr>
<th>The student:</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>is punctual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is professionally attired.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays an acceptable attitude toward:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicates effectively with:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays initiative and willingness to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates understanding of simple instrumentation principles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates desire to identify imaged structures and anatomy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>willingly assists sonographer and others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates safe behaviors for self, patient, others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator/Technologist's Signature__________________________________  
Student's Signature_________________________________________________

Comments: _______________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

EMD/ns  
152:CE27  1/87, 1/97, 12/13, 1/17
MONROE COMMUNITY COLLEGE
Radiologic Technology Program

Clinical Education
ULTRASOUND ROTATION

COMPETENCIES

Upon completion of a limited rotation in the Ultrasound Department, the student shall be able to:

1.0 Develop a basic understanding of the instrumentation and imaging procedure of sonography.

2.0 Recognize the differences in imaging principles between radiography and sonography.

3.0 Maintain a professional attitude and appearance.

4.0 Apply basic anatomy principles to images produced.

5.0 Assist the sonographer in patient education, preparations, and procedures.

6.0 Demonstrate effective communication skills.

7.0 Maintain safe procedures toward self, patient and others.

EMD/ns
152:CE27
3/87, 1/97, 12/13, 1/17
MONROE COMMUNITY COLLEGE  
Radiologic Technology Program  
Clinical Education  
AREA EVALUATION  
CT SCANNING ROTATION  

Name______________________________________________________ Semester________________________________________
Class of ____________ Date____________________ Hospital________________________________________

Please check the appropriate response (Yes, No) or if the performance is not applicable, please check NA.

<table>
<thead>
<tr>
<th>The student:</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>is punctual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is professionally attired.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays an acceptable attitude towards:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicates effectively with:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays initiative and willingness to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>willingly assists technologist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates ability to relate knowledge of anatomy to images.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains safe practices toward self, patient and others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator/Technologist's Signature______________________________
Student's Signature____________________________________________

Comments:
_________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

EMDPAP//ns
152:CE28
1/87, 1/97; 7/13, 1/17
COMPETENCIES

At the completion of a limited rotation in the CT Department, the student shall be able to:

1.0 Comfort and reassure the patient.

2.0 Explain the basic procedure and answer simple questions of the patient.

3.0 Prepare the patient for the procedure.

4.0 Assist radiographer with the patients.

5.0 Operate routine scan functions if appropriate.

6.0 Demonstrate a professional attitude and attire.

7.0 Indicate and procedures requiring contrast agents.

8.0 Maintain safe procedures to protect self, patient and others.

BJG/PAP/ns
152:CE28
Rev. 1/97; 7/13, 1/17
# MR Imaging Rotation

**Name___________________________________**

**Semester______________________________**

**Class of ___________ Date________________**

Hospital________________________________

Please check the appropriate response (Yes, No) or if the performance is not applicable, please check NA.

<table>
<thead>
<tr>
<th>The student:</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>is punctual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is professionally attired.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays an acceptable attitude towards:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patient staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicates effectively with:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patients staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>displays initiative and willingness to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>willingly assists technologist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates ability to relate knowledge of anatomy to images.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintains safe practices toward self, patient and others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator/Technologist's Signature________________________________________

Student's Signature_______________________________________________________

Comments:

______________________________________________________________________

________________________________________________

________________________________________________

________________________________________________

EMD/ns
152:CE26
1/87, 1/97, 1/17
COMPETENCIES

At the completion of a limited rotation in the MR Imaging Department, the student shall be able to:

1.0 Comfort and reassure the patient.

2.0 Explain the basic procedure and answer simple questions of the patient.

3.0 Prepare the patient for the procedure.

4.0 Assist radiographer with the patients.

5.0 Operate routine scan functions if appropriate.

6.0 Demonstrate a professional attitude and attire.

7.0 Indicate and procedures requiring contrast agents.

8.0 Maintain safe procedures to protect self, patient and others.

BJG/ns
152:CE26
3/87, Rev. 1/97, 12/13, 1/17
This form is to be completed by the student and placed in the clinical education portfolio for inclusion in the area evaluation point accumulation.

**PATIENT WAITING AREAS**
List the location of all out-patient waiting areas.

List the location of all in-patient waiting areas.

List the facilities found in an in-patient waiting area.

**DRESSING ROOMS**
List the location of dressing areas.

**EMERGENCY CALL SYSTEM**
List the location of all emergency call systems.

**LINEN**
List the location(s) of all linen supplies.

Explain the system for disposing of contaminated linen or wastes.

**STRETCHERS/WHEELCHAIRS**
Explain where or how you would obtain a stretcher or wheelchairs.
This form is to be completed by the student and placed in the clinical education portfolio for inclusion in the area evaluation point accumulation.

**OXYGEN SHUT-OFFS**
List the location of all 02 shut-offs/oxygen tanks within the department.

Explain how to shut down the 02.

**FIRE HOSES**
List the location of all fire hoses/blankets/extinguishers in the department.

**FIRE ALARM BOXES**
List the location of all alarm boxes within the department.

Explain how one would activate the alarm.

**FIRE DOORS**
List the location of all fire doors.

Explain how they work.
EXITS
List all exits from the department.

Explain why the elevators would never be used in a fire.

FIRE PROCEDURES/DRILLS
List step-by-step the actions taken in case of a fire.

PATIENT EMERGENCY
Define code(s) used.

List the person(s) responsible for initiating a code.

List the action(s) you would take if:
  Your patient fainted.

Where is the location of the nearest ammonia capsule?

Your patient quit breathing/arrested?

DEPARTMENT NURSING STAFF
List the procedure for contacting a member of the department nursing staff.

NEEDLES/SYRINGES
Describe the method of disposing of contaminated needles and syringes.
### ROOM EQUIPMENT MASTERY

**Area Evaluation**

Name____________________________________________ Hosp.______________________________

Signature

Semester________________  XRT_____________ Class of____________ Room #_______________

Must be completed by students and may be reviewed by evaluating technologist.

**EQUIPMENT**

<table>
<thead>
<tr>
<th>Type:</th>
<th>Focal Spots:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kv Range:</td>
<td>Ma/Mas Range:</td>
</tr>
<tr>
<td>Main Switch Location:</td>
<td>Filtration:</td>
</tr>
</tbody>
</table>

**MANIPULATE EACH TUBE**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Transversely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center lock to the table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longitudinally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vertically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angle the tube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotate the tube 90 degrees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center lock to the upright bucky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready lock at 40”/72” or required SID</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MANIPULATE THE TABLE CONTROLS**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move the table top longitudinally/transversely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angle the table upright/Trendelenburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulate the bucky tray controls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attach/detach the footboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjust the patient-handles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPERATE THE CONTROL PANEL**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energize each tube-bucky combination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energize the AEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collimate using manual controls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collimate using PBL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operate hand/foot exposure switches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program fluoroscopy settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select menu/automatic programming techniques</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROVIDE A SUGGESTED TECHNIQUE ON AN AVERAGE PATIENT FOR EACH OF THE FOLLOWING:**

- **Decubitus abdomen:** Kv____ MaS____ SID____ Grid____ Screen/Film/CR/DR (circle one)
- **Non-grid extremity:** Kv____ MaS____ SID____ Grid____ Screen/Film/CR/DR (circle one)
- **72” grid Chest:** Kv____ MaS____ SID____ Grid____ Screen/Film/CR/DR (circle one)
- **KUB:** Kv____ MaS____ SID____ Grid____ Screen/Film/CR/DR (circle one)
Name_____________________________________
Last First
Class of ___________ Date_________________
Hospital___________________________________

This form is to be completed by the student and filed in the clinical education folder for inclusion in the area evaluation point accumulation.

List Type (model #)______________________________
List kvP range
List mA range
List Timer range
List Focal spots
List Filtration

<table>
<thead>
<tr>
<th>Locate On/off switch</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate Image transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate Image size control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate Digital controls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate Connectors to wall outlet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MANIPULATE C-ARM UNIT**

Move unit forward/backward/lock unit
Move unit with tube and intensifier - adjust locks
Move unit vertically - tube and intensifier adjustment locks
Identify all exposure controls/modes of operations
Set up control panel for conventional or fluoroscopic technique
Hook t.v. monitor to C-arm
Connect C-arm to wall with adapters if necessary
Energize unit and t.v. monitor(s) rotate image for viewing!
Set up appropriate collimation/cone for examination
- adjust "mode" selection, image size, noise enhancement controls on t.v. monitor
- make exposures or fluoroscopic image-per request

**OPERATE THE CONTROLS (C-ARM with T.V. MONITOR)**

Set conventional technique for:
- chest(Freeze image on t.v. last image hold-(LIH)
- hip
- abdomen
Set fluoroscopic "mode" appropriate fluoro controls for
- chest
- hip
- abdomen

152:CE14
3/93, 5/93, 1/97, 12/13, 1/17
This form is to be completed by the student and filed in the clinical education portfolio for inclusion in the Area Evaluation point accumulation.

**EQUIPMENT**

Identify the type of portable radiographic/fluorographic equipment.

List type (model #)______________________________
List kvP range ________________________________
List mA range ________________________________
List timer range ______________________________
List focal spots ______________________________
List filtration ________________________________
List on/off switch ____________________________

**PORTABLE CONTROLS**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Locks - adjust tube laterally, longitudinally and vertically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Connect electrical cord to wall outlet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Operate manual and automatic drive controls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Set collimation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Set – SID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Angle tube if appropriate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONTROL PANEL OPERATION**

Set:  

| kvP, mA, time |     |     |
| Focal spot size |     |     |
| Utilize exposure guide |     |     |
| Activate rotor |     |     |
| Utilize exposure switch |     |     |
| Set up exposure factors for adult PA chest 72" |     |     |
| Set up exposure factors for adult AP abdomen |     |     |
| Set up exposure factors for adult AP hip |     |     |
| Set up exposure factors for adult AP hand |     |     |

152:CE11  
3/93, 5/93, 4/94, 1/97, 12/13
# EQUIPMENT MASTERY

## Direct Digital Capture Radiography (DR)

Name______________________________________ Hospital/Office_________________________

Signature  
Semester___________________ XRT____________ Class of____________ Room______________

Must be completed by students and may be reviewed by a supervising technologist.

Type of equipment_______________________________________________________

Image processing software used___________________________________________

### Exposure Indicator range ____________________________________________

<table>
<thead>
<tr>
<th>MANIPULATE THE UNIT</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulation of detector array (if applicable)</td>
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<td></td>
</tr>
<tr>
<td>Portrait</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscape</td>
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<td></td>
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<tr>
<td>Position array</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Horizontal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Vertical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log on system and enter password</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify patient identification (name, dob)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify appropriateness of exam ordered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify MRN/x-ray/accession numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter patient data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using barcode reader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using patients MRN#/last name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using new patient screen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm active exam information is correct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select correct study/technique</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANIPULATE THE IMAGE</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select correct algorithms (positions, orientation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjust contrast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mask image to field size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add markers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add comments/tech notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotate/flip/mirror image</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reverse image (negative/positive)</td>
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</tr>
<tr>
<td>Reprocess image</td>
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</tr>
<tr>
<td>Evaluate exposure number</td>
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<td></td>
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<tr>
<td>Accept image</td>
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<td></td>
</tr>
<tr>
<td>Complete exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add view</td>
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<td></td>
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<tr>
<td>Add study</td>
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</tr>
<tr>
<td>Create a copy</td>
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<tr>
<td>Close study</td>
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<td></td>
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</tr>
<tr>
<td>Repreview</td>
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</tr>
<tr>
<td>Resend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reprint</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Log off system</td>
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</tbody>
</table>

152:CE39

Pap 9/04, 9/12, 12/13
# EQUIPMENT MASTERY

**Computer Radiography (CR)**

Name______________________________________ Hospital/Office_________________

Signature

Semester___________________ XRT__________ Class of___________ Room_________

Must be completed by students and may be reviewed by a supervising technologist.

Type of equipment_______________________________________________________

Image processing software used___________________________________________

<table>
<thead>
<tr>
<th>Exposure Indicator range</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

## MANIPULATE THE UNIT

<table>
<thead>
<tr>
<th>Use IP in proper orientation</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portrait</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long on system and enter password</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Verify patient identification [name, dob]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify appropriateness of exam ordered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify MRN/x-ray/accession number</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enter patient data</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Using barcode reader</td>
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<td></td>
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</tr>
<tr>
<td>Using patients MRN#/last name</td>
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</tr>
<tr>
<td>Using new patient screen</td>
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<tr>
<td>Enter patient data</td>
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<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Using barcode reader</td>
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<tr>
<td>Using patients MRN#/last name</td>
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</tr>
<tr>
<td>Using new patient screen</td>
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</tr>
<tr>
<td>Confirm active exam information is correct</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Select correct study/technique</td>
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## MANIPULATE THE IMAGE

<table>
<thead>
<tr>
<th>Select correct algorithms [position, orientation]</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Adjust contrast</td>
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<td></td>
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</tr>
<tr>
<td>Mask image to field size</td>
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<tr>
<td>Add markers</td>
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<tr>
<td>Add comments/tech notes</td>
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<tr>
<td>Rotate/flip/mirror image</td>
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</tr>
<tr>
<td>Reverse image [negative/positive]</td>
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<td></td>
</tr>
<tr>
<td>Reprocess image</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate exposure number</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accept image</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete exam</td>
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<td></td>
</tr>
<tr>
<td>Add view</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Add study</td>
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</tr>
<tr>
<td>Create a copy</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Close study</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Repreview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resend</td>
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</tr>
<tr>
<td>Reprint</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log off system</td>
<td></td>
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Pap 9/04, 9/12, 12/13, 1/17
### Category – Mandatory

<table>
<thead>
<tr>
<th>Observation (initials, date)</th>
<th>Practice (initials, date)</th>
<th>Competency (initials, date)</th>
<th>Grade</th>
<th>Terminal Competency (evaluator, date)</th>
<th>Grade</th>
</tr>
</thead>
</table>

1. **Distal Upper Extremity**
   - 1. Finger/thumb
   - 2. Hand
   - 3. Wrist

2. **Mid Upper Extremity**
   - 4. Forearm
   - 5. Elbow

3. **Proximal Upper Extremity**
   - 6. Humerus
   - 7. Shoulder (non-trauma)
   - 8. Clavicle

4. **Distal Lower Extremity**
   - 9. Foot
   - 10. Ankle

5. **Mid Lower Extremity**
   - 11. Tibia-fibula
   - 12. Knee

6. **Proximal Lower Extremity/Pelvic Girdle**
   - 13. Femur
   - 14. Hip (routine)
   - 15. Pelvis

7. **Spine**
   - 16. Lumbosacral spine
   - 17. Thoracic Spine
   - 18. Cervical spine (routine)

8. **Thorax - Chest**
   - 19. Chest (routine)
   - 20. Chest AP (stretcher, wheelchair)

9. **Thorax - Ribs**
   - 21. Ribs

10. **Abdomen**
    - 22. Abdomen supine (KUB)
    - 23. Abdomen series (upright)

11. **C-Arm Studies**
    - 24. C-arm procedure (manipulation/more than one projection)
    - 25. C-arm procedure (manipulation around sterile field)

12. **Mobile Studies**
    - 26. Chest
    - 27. Abdomen
    - 28. Orthopedic

13. **Trauma/Horizontal Beam Studies**
    - 29. Upper extremity
    - 30. Shoulder (axillary or Y shot)
    - 31. Lower extremity
    - 32. Hip (cross table)
    - 33. Lateral spine (cross table)

14. **Pediatrics < 6 years of age**
    - 34. Chest (routine)

15. **Geriatric >65; cognitive impairment**
    - 35. Chest (routine)
    - 36. Upper extremity
    - 37. Lower Extremity

**Patient Care**
- CPR
- Sterile technique
- Venipuncture
- Care of medical equipment

**Critical Thinking Competency**
- Exam 1
- Exam 2

*Inserting date with initials signifies that the student has satisfactorily completed the task. The examiner must personally place their initials after the date. All clinical requirements must be successfully completed by the end of XRT 252, otherwise the student must successfully complete XRT 253 in order to graduate.*
<table>
<thead>
<tr>
<th>Category – Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 Required)</td>
</tr>
<tr>
<td><strong>1. Upper Extremity</strong></td>
</tr>
<tr>
<td>1. AC Joints</td>
</tr>
<tr>
<td>2. Scapula</td>
</tr>
<tr>
<td><strong>2. Lower Extremity</strong></td>
</tr>
<tr>
<td>3. Toe</td>
</tr>
<tr>
<td>4. Calcaneus</td>
</tr>
<tr>
<td>5. Patella</td>
</tr>
<tr>
<td><strong>3. Spine</strong></td>
</tr>
<tr>
<td>6. Sacrum and or Coccyx</td>
</tr>
<tr>
<td>7. Scoliosis series</td>
</tr>
<tr>
<td>8. Sacroiliac joints</td>
</tr>
<tr>
<td><strong>4. Head <em><strong>Must do one elective from the head section</strong></em></strong></td>
</tr>
<tr>
<td>9. Skull</td>
</tr>
<tr>
<td>10. Paranasal Sinuses</td>
</tr>
<tr>
<td>11. Facial bones</td>
</tr>
<tr>
<td>12. Orbits</td>
</tr>
<tr>
<td>13. Zygomatic arches</td>
</tr>
<tr>
<td>14. Nasal bones</td>
</tr>
<tr>
<td>15. Mandible (Panorex acceptable)</td>
</tr>
<tr>
<td>16. Temporomandibular Joints</td>
</tr>
<tr>
<td><strong>5. Thorax</strong></td>
</tr>
<tr>
<td>17. Decubitus chest</td>
</tr>
<tr>
<td>18. Sternum</td>
</tr>
<tr>
<td>19. Airway (soft tissue neck)</td>
</tr>
<tr>
<td><strong>6. Abdomen</strong></td>
</tr>
<tr>
<td>20. Decubitus abdomen</td>
</tr>
<tr>
<td>21. IVP</td>
</tr>
<tr>
<td><strong>7. Gastrointestinal/Fluoroscopy *** Must do two electives from fluoroscopic studies area; one must be UGI or BE</strong>***</td>
</tr>
<tr>
<td>22. UGI</td>
</tr>
<tr>
<td>23. BE</td>
</tr>
<tr>
<td>24. Small bowel series</td>
</tr>
<tr>
<td>25. Esophagus</td>
</tr>
<tr>
<td>26. Cystography/VCUG</td>
</tr>
<tr>
<td>27. ERCP</td>
</tr>
<tr>
<td>28. Myelography</td>
</tr>
<tr>
<td>29. Arthrography</td>
</tr>
<tr>
<td>30. Hystrosalpingography</td>
</tr>
<tr>
<td><strong>8. Pediatric &lt; 6 years old</strong></td>
</tr>
<tr>
<td>31. Upper extremity</td>
</tr>
<tr>
<td>32. Lower extremity</td>
</tr>
<tr>
<td>33. Abdomen</td>
</tr>
<tr>
<td>34. Mobile study</td>
</tr>
</tbody>
</table>

**Film Critique Assessment**

<table>
<thead>
<tr>
<th>Non-bucky extremity</th>
<th>Gastrointestinal Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucky extremity</td>
<td>Cervical Spine</td>
</tr>
<tr>
<td>Abdomen Series</td>
<td>Lumbar Spine</td>
</tr>
<tr>
<td>Thorax</td>
<td>Unique case</td>
</tr>
<tr>
<td>Hip, Pelvis, Sacrum</td>
<td>Trauma Study</td>
</tr>
</tbody>
</table>

**Monroe Community College**  
Radiologic Technology Program  
Clinical Competency Evaluation Form

**Student Name** ____________________________  
**Class of** ________  
**Mandatory:** Finger/Thumb, Hand, Wrist

**Instructions:** Fill out this form assigning numerical values of 0 - 2 points in each category (A - O) according to stated criteria; C # columns are for Competencies, CMP column is for the Terminal Competency exam. Individual Competency tests must be passed before the Terminal Competency exam is attempted. Determine grades by adding points and using key on reverse side. Place date, patient ID, exam, examiner signature and have student initial in appropriate box. A zero in any category is an automatic failure, but the entire form must be filled out for each Competency exam.

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>C6</th>
<th>CMP</th>
</tr>
</thead>
</table>
| **A. Reads and Interprets Requisition** - Prior to calling patient.  
  2.) Correctly interprets terminology, projections needed, & procedure protocol  
  1.) Limited understanding of terminology, projections, procedure protocol  
  0.) Misinterprets terminology, projections needed, procedure protocol | | | | | | | |
| **B. Patient Relationship** - Applies communication skills. Explanation, history and identification verifications are demonstrated.  
  2.) Introduces self, verifies, explains procedure, takes history (?pregnancy)  
  1.) Communicates with patient, leaves some detail out  
  0.) Does not introduce self, verify, explain, or talk to patient acceptably | | | | | | | |
| **C. Room/Equipment Setup and Use** - Properly sets up room and control panel for procedure. Room reasonably prepared before patient enters.  
  2.) Prepares table, chairs, equipment & films, sets control panel  
  1.) Improperly sets up room / control panel- catches & corrects mistake  
  0.) Has to be corrected just before exposure | | | | | | | |
| **D. Film Size/Type/Direction** - Used according to department protocol.  
  2.) Uses correct film size & type, used in the proper alignment  
  1.) Uses incorrect film size or type but is logical in choice & alignment  
  0.) Uses incorrect film size or type, film used in the wrong alignment | | | | | | | |
| **E. Patient Position** - Applies class lecture information and department protocol.  
  2.) Patient placed in correct position for study  
  1.) Minor corrections made (e.g. oblique not quite 45)  
  0.) Patient placed in completely wrong position for study | | | | | | | |
| **F. Central Ray/Landmarks** - Applies class lecture and department protocols.  
  2.) Correct central ray and landmark use  
  1.) Acceptable central ray and landmark use, part is sufficiently within field  
  0.) Correct central ray and/or landmarks are not used | | | | | | | |
| **G. Tube/Film/Part Alignment** - Applies class lecture and department protocols.  
  2.) All alignment is correct  
  1.) Alignment slightly off but acceptable  
  0.) Alignment inappropriate - part is or would be cut off | | | | | | | |
| **H. Immobilization (as needed)** - Applies class lecture with patient safety in mind.  
  2.) Immobilization techniques correctly and creatively applied  
  1.) Immobilization techniques adequate for procedure  
  0.) Immobilization is not used or is ineffectively used | | | | | | | |
| **I. Markers, I.D.** - Used according to lecture, legal guidelines & department protocols.  
  2.) Uses markers and patient I.D. correctly, seen on radiograph  
  1.) Uses markers & I.D., not seen on radiograph/not used properly  
  0.) Does not have/use markers, and/or does not use I.D. (Flash) | | | | | | | |
### J. Technique - Applies technique based on department protocols & technique charts.
2.) Consists technique chart and correctly sets technical factors
1.) Consults technique chart, makes small error film not affected,
0.) Does not consist technique chart/ uses incorrect technical factors

### K. Collimation - Applies class instruction and department protocol.
2.) Uses proper collimation (collimation to film or better, part not cut)
1.) Collimates, but should be better for this exam
0.) Does not collimate or collimates but cuts off part

### L. Shielding - Applies classroom information and/or department protocol.
2.) Shields patient properly
1.) Shields patient, more area could be covered
0.) Does not shield, covers part, or does not shield patient properly

### M. Patient Safety - Applies class lecture & department protocols for safe practices, is aware of patient needs and responds appropriately.
2.) Applies safe practices and responds appropriately to patient needs
1.) Acceptably safe practices, good response, unsure of some patient needs
0.) Unacceptable safety measures, and/or unaware of patient needs, and/or inappropriate response to patient needs

### N. Work Pattern - Applies logical steps in preparing for & performing procedure in a timely manner.
2.) All steps follow a logical sequence in a timely manner
1.) Some steps cause wasted time
0.) No logical order to steps, seems confused, disorganized, excessive time

### O. Image Evaluation - Films are properly evaluated for quality & completeness.
2.) Identifies all anatomy and positions, properly judges quality
1.) Identifies most anatomy and positions, fairly good judgment of quality
0.) Unable to identify anatomy or positions, poor judgment of quality

### Points Earned/Fail

<table>
<thead>
<tr>
<th>P/F</th>
<th>Grade</th>
<th>Date</th>
<th>MRN</th>
<th>Exam</th>
<th>Supervision followed Y or N</th>
<th># of repeats</th>
<th>Examiner’s Signature</th>
<th>Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td></td>
<td></td>
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<td>C2</td>
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<td>C3</td>
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<td>C4</td>
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<tr>
<td>C5</td>
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<td>C6</td>
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</tr>
</tbody>
</table>

### Comments:
- C1
- C2
- C3
- Comp

### KEY:
**Competency:**
- 30 = 100 \((\text{points} \times 100) \div 30 = \text{grade}\)
- 29 = 97
- 28 = 93
- 27 = 90
- 26 = 87 Sophomore fail, Freshman pass
- 25 = 83 Freshman pass
- below 25 Freshman fail

**A zero in any (A - O) = Fail Competency**
OVERVIEW

Students are required to satisfactorily complete competency testing at or above the minimum level of expected performance as stated on Clinical Competency Evaluation Form for clinical education courses. If a student attains a grade below the minimal expected performance level, the below criteria for remedial work must be completed before the student is re-tested.

1.0  Re-study radiographic positioning/procedure from textbook and notes.

2.0  Review clinical education center's policies and procedures.

3.0  Begin the mastery learning cycle again: (excluding observations) - performing the competency failed under direct supervision. If a terminal competency test was failed, then the student must again perform a competency test on each procedure within the category of the terminal competency, followed by a second terminal competency. The terminal competency test may be on any procedure within the competency category at the discretion of the evaluator.

4.0  Request conference with clinical faculty to review procedure requirements prior to competency testing.

**************

I have completed 1.0 to 4.0 and I am ready to re-test.

yes  no

______________________________
Student Signature

Is student ready for re-testing?

yes  no

______________________________
Clinical Faculty Signature

______________________________
Date

Records for student portfolio:
* 1st clinical competency evaluation form
* this remedial form
* 2nd clinical competency evaluation form

ED/bl
152:Bkt1
9/87, 9/93, 10/96, 12/00, 10/04, 12/13
This form is designed to guide the student toward proper film critique presentations. Each student must be evaluated during film critique sessions at least twice every semester.

<table>
<thead>
<tr>
<th>The student is able to:</th>
<th>Excellent (2)</th>
<th>Fair (1)</th>
<th>Poor (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Evaluate the radiographic request and correlate clinical information with the radiographic exam.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.0 Place each radiograph on the illuminator correctly/pull up PACS images correctly.</td>
<td></td>
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</tr>
<tr>
<td>3.0 Identify all radiographic projections.</td>
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<tr>
<td>4.0 Explain anatomical structures demonstrated in each projection.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.0 Identify landmarks, tube-part-film alignment, central ray and other positioning techniques.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.0 Discuss exposure factors as related to diagnostic acceptability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.0 Identify proper identification, identify side of body part.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.0 Evaluate radiation protection measures used including beam limiting and shielding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.0 Describe suggestions for any radiographic examination improvements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.0 Present information in an innovative manner, prepared and complete, unrushed manner which challenges fellow students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCORE  ____________________________

2 = excellent presentation, complete, accurate, prepared
1 = good presentation, a little brief or incomplete
0 = too brief, under-prepared, inaccurate

Comments: _______________________________________________________________________

________________________________  _________________________________________
Signature of Evaluator              Signature of Student

20 points = 100  19 points = 95  18 points = 90  17 points = 85  16 points - 80

Passing - 90 for sophomores
Passing - 85 for freshman

AEJ//PP/brtCE19 1/87 Rev. 11/03, 1/06, 7/06, 12/13, 11/15
OVERVIEW
The goal of the Clinical Educational Experience is to graduate professional individuals who conform to professional standards of conduct and have desirable employment characteristics. The function of this assessment is to provide the faculty a means of evaluating each student as he/she progresses toward the goal of an independent professional. Each section is weighted with a value of 0-3 as indicated. 

Indicate the value to indicate level of performance.

A. **Organization**: Exhibits logic in work patterns.
   - (3) Consistently demonstrates organizational skills.
   - (2.5) Usually well organized.
   - (2) Adapts well with some guidance.
   - (1.5) Usually attempts to be organized.
   - (1) Understands need for improvement.
   - (.5) Demonstrates weakness in organizational skills.
   - (0) Never shows organizational skills.

B. **Quality of Work**: Thorough, neat, accurate, organized.
   - (3) Meets highest standards of accuracy and thoroughness.
   - (2.5) Usually meets high standards.
   - (2) Work is consistently well done.
   - (1.5) Performs well with guidance.
   - (1) Recognizes need for improvement and attempts to correct.
   - (.5) Demonstrates significant weakness in organizational skills.
   - (0) Needs improvement, does not recognize need for improvement.

C. **Time Management**: Constructive and productive use of time.
   - (3) Consistently efficient
   - (2.5) Highly productive.
   - (2) Productive with guidance.
   - (1.5) Attempts to use time efficiently.
   - (1) Slow to initiate and complete work.
   - (.5) Has difficulty using time efficiently, has to be pushed.
   - (0) Does not engage.

D. **Communication**: Ability to interact with patients.
   - (3) Superior ability to establish rapport with patients.
   - (2.5) Usually aware if patient needs.
   - (2) Usually interacts well with guidance.
   - (1.5) Attempts to communicate.
   - (1) Understands need for improved skills
   - (.5) Responds to direct requests only.
   - (0) Avoids communication.

E. **Interpersonal Relationships**: Communication/interaction with hospital staff and peers.
   - (3) Tactful, promotes good will.
   - (2.5) Pleasant and friendly.
   - (2) Gets along well with others.
   - (1.5) Attempts to communicate well.
   - (1) Could be more considerate and tactful.
   - (.5) Poor interaction with others.
   - (0) Lack of ability to communicate.

F. **Motivation**: Willingness to work.
   - (3) Actively seeks additional work and independent responsibilities.
   - (2.5) Self-motivated, becomes involved in procedures without prompting.
   - (2) Requests assistance when interested in attempting procedures.
   - (1.5) Usually responds when directly requested to do a procedure.
(1) Usually follows through when assigned tasks.
(5) Hesitant to initiate involvement in procedures.
(0) Avoids work.

G. **Situational Assessment: Reasoning and Interpretation Skills**
   (3) Takes control of situation.
   (2.5) Responds well under pressure.
   (2) Uses sound reasoning in making decisions and reaching conclusions.
   (1.5) Makes sound decisions with guidance.
   (1) Has limited ability to assess a given situation.
   (0.5) Somewhat illogical in decisions, needs monitoring.
   (0) Frequent inaccurate or poor decisions.

H. **Professional Ethics: Patient Rights, Integrity, Honesty, Character, Reaction to Criticism.**
   (3) Demonstrates impeccable professional integrity, always on time, never absent, always in assigned area, always accepts criticism in a professional manner.
   (2.5) Adheres to professional standards in acceptable manner, usually on time, usually in assigned area, always accepts constructive criticism in an acceptable manner.
   (2) Attempts professional conduct, usually succeeding, sometimes tardy or absent, accepts criticism well.
   (1.5) Exhibits professional behavior with guidance, sometimes tardy or absent, has some issues with criticism.
   (1) Sometimes exhibits unprofessional behavior, sometimes tardy or absent, often not in assigned area, does not accept criticism well.
   (0) Ignores rights of others, displays negative attitude, frequently tardy or absent, disrespectful.

I. **Self-confidence: Trust in Ones Abilities.**
   (3) Consistently self-confident and competent.
   (2.5) Can usually apply independent judgment. Usually exhibits competence.
   (2) Self-confident within reason.
   (1.5) Exhibits some confidence and competence with guidance.
   (1) Sometimes unsure or unable to move forward when indicated.
   (0) Easily upset and unsure, little confidence or competence.

J. **Retention of Knowledge**
   (3) Consistently interprets and applies information correctly.
   (2.5) Is usually able to apply learned information.
   (2) Can apply most information with guidance.
   (1.5) Requires some repetition of information.
   (1) Requires regular repetition or explanations.
   (0.5) Consistently unable to apply information.
   (0) Never able to apply information.

Total Value: ________ Points toward Clinical Grade: ________.
Fifteen clinical grade points indicates an expected level of performance.

<table>
<thead>
<tr>
<th>Meets All Expectations</th>
<th>Very Satisfactory Progress</th>
<th>Satisfactory Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 - 30 = 25 points</td>
<td>20 - 24.5 = 20 points</td>
<td>15 - 19.5 = 15 points</td>
</tr>
<tr>
<td>Below Satisfactory Progress, Some Improvement Needed</td>
<td>Major Improvement Needed</td>
<td>0-10.5 = 5 points</td>
</tr>
<tr>
<td>10 - 14.5 = 10 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator: __________________________ Date: __________________________
Student Name: __________________________ Semester: __________________
Signature

Comments: ____________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

152: CE9
11/92, 3/93, 5/93, 9/93, 1/97, 3/97, 10/02, 5/03, 5/19/03, 12/13, 1/17, 12/17

76
To be used with assessment of professional growth, this progress form provides faculty with a means for evaluating individual student progress in the clinical setting. This is not a skills assessment, but rather an appraisal of the student's progress toward the goal of an independent professional with meaningful employment characteristics.

STUDENT NAME: _______________________________________________________________  Class of __________

<table>
<thead>
<tr>
<th>DATE:</th>
<th>XRT 151</th>
<th>XRT 152</th>
<th>XRT 153</th>
<th>XRT 251</th>
<th>XRT 252</th>
<th>XRT 253</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFILIATE:</td>
<td></td>
<td></td>
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<tr>
<td>EVALUATOR:</td>
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</tr>
</tbody>
</table>

A. Organization
B. Quality of work
C. Time Management
D. Communication
E. Interpersonal Relationships
F. Motivation
G. Situational Assessment
H. Professional Ethics
I. Self-confidence
J. Retention of Knowledge

Grade Total
Anecdotal
yes/no
Student Initials

(Written Summaries on back of this form)  12/00, 12/03, 12/13

152:CE9
<table>
<thead>
<tr>
<th>XRT 111</th>
<th>XRT 122</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>XRT 153</td>
<td>XRT 251</td>
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<td>XRT 252</td>
<td>XRT 253</td>
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</tr>
</tbody>
</table>

152:CE9
The following counseling report was issued today and is to be made part of the following student's file.

Student Name ___________________________________________ Date ____________________

Clinical Site _________________________________________ Semester ______________ Class ________________

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☐ Narcotic and/or other drug infraction</td>
<td>1. ☐ Unprofessional/disorderly behavior</td>
<td>1. ☐ Helped patient</td>
</tr>
<tr>
<td>2. ☐ Misuse/theft of hospital property</td>
<td>2. ☐ Leaving assigned clinical area</td>
<td>2. ☐ Complimented by physician/staff</td>
</tr>
<tr>
<td>3. ☐ Disclosure of confidential information</td>
<td>3. ☐ Failure to be alert</td>
<td>3. ☐ Other Category</td>
</tr>
<tr>
<td>4. ☐ Falsification of clinical documents</td>
<td>4. ☐ Hindering clinical flow</td>
<td>Category I ☐ Dismissal from site/program according to College policy</td>
</tr>
<tr>
<td>5. ☐ Unprofessional/unethical conduct</td>
<td>5. ☐ Insubordination</td>
<td>Category II ☐ 1st Offense – Counseling</td>
</tr>
<tr>
<td>7. ☐ Assault, abuse of negligence with respect to any person</td>
<td>7. ☐ Violation of safety rules/regulations</td>
<td>☐ 3rd Offense – Dismissal from site</td>
</tr>
<tr>
<td>8. ☐ Tampering with official documents</td>
<td>8. ☐ Failure to comply with supervision policy</td>
<td>Category III ☐ Positive Event – 3 point addition to final grade</td>
</tr>
<tr>
<td>9. ☐ Cheating</td>
<td>9. ☐ Unauthorized use of hospital equipment, supplies</td>
<td></td>
</tr>
<tr>
<td>10. ☐ Non-compliance with code of conduct</td>
<td>10. ☐ Radiation protection policy infraction</td>
<td></td>
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<td>11. ☐ Second failure of competency exam in the same exam category</td>
<td>11. ☐ Poor quality patient care and/or comfort</td>
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<tr>
<td>12. ☐ Fifth counseling report for any discipline action</td>
<td>12. ☐ Insufficient exam supervision</td>
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<tr>
<td>14. ☐ Displays moral turpitude</td>
<td>14. ☐ Loss or regression of clinical skills</td>
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<tr>
<td>15. ☐ Inability to apply positioning and/or imaging principles</td>
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</tbody>
</table>

Description of occurrence (continue on back if necessary)

Resolution (if required) (continue on back if necessary)

*Student Signature: ___________________________________________ Date: ____________________

Faculty/Coordinator Signature: _________________________________ Date: ____________________

- Signature does not necessarily indicate agreement but indicates that the student has reviewed this record.
The following counseling report was issued today and is to be made part of the following student’s file.

Student Name ___________________________________________ Date ________________
Clinical Site ___________________________ Semester ____________________ Class ________________

Be-weekly student anecdotal evaluation:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Concerns/Recommendations:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

*Student Signature: ___________________________________________ Date: ________________
Faculty/Coordinator Signature: ___________________________ Date: ________________
  • Signature does not necessarily indicate agreement but indicates that the student has reviewed this record
Monroe Community College Important Clinical Definitions

**OBSERVATION** - Student observes and assists in the performance of the radiographic procedure. (Including the verification of the patient). *(XRT 151-XRT 252)*

**PRACTICE** - After classroom instruction and successful evaluation, and after competence with equipment has been achieved, the student performs the procedure with little if any assistance from a qualified technologist (including patient verification). *(XRT 152-XRT 252)*

**COMPETENCY EVALUATION** - The student performs the entire procedure with no assistance from a qualified technologist. (including patient verification). *(XRT 152-XRT 252)*

**TERMINAL COMPETENCY EVALUATION** - A retest of one procedure from each category of required competencies following competency guidelines. *(XRT 152-XRT 252)*
Frequently Asked Clinical Question:

**Student:** Can I get initials for that exam?

**Answer:** Yes, if... you have practiced the exam with the supervision of a qualified technologist.
- If... you have had formal instruction in the classroom on the procedure.
- If... you did the complete exam start-to-finish with minimal assistance.

**Student:** Do I have to be perfect to receive initials?

**Answer:** No, you are in the learning mode and can make mistakes. The initial exam should be considered “a competency test without the grade”. It gives you the opportunity to identify areas that need improving prior to competency testing. However, major issues may preclude initials, by indicating that you are not ready to competency test.

**Student:** What if I fail a competency test?

**Answer:** It means you need more experience with the radiographic procedure. You will be required to start the mastery learning cycle again (observing a licensed radiographer, practicing under direct supervision, obtaining initial sign-off by a radiographer, then re-competency testing).

**Student:** What if I fail a terminal competency test?

**Answer:** Failing a terminal competency test means you have lost skills over time and need remediation to bring those skills back. You will be required to again successfully perform a competency test on each radiographic procedure within the category, followed by a terminal competency test on any procedure within the category at the discretion of the evaluator. You will need to sign a Remediation Criteria for Clinical Competency Re-testing (found on page 70 of your Clinical Education Booklet) and have it signed by your clinical instructor before re-testing on your terminal competency.
Related Clinical Policies
MONROE COMMUNITY COLLEGE
Department of Health Professions
Radiologic Technology Program

Policy 31
Student Participation in Fluoroscopy Studies

According to New York State Public Health Law, Part 89, “Practice beyond the scope of the practice of radiologic technology for the purpose of Section 3510 of the Public Health Law shall include, but not be limited to, any use of fluoroscopes of fluoroscopy. The foregoing notwithstanding, a radiologic technologist under the immediately personal supervision of a licensed practitioner may assist the licensed practitioner in the operation of fluoroscopic equipment in the course of the performance by the licensed practitioner of a fluoroscopic examination or of a special radiographic examination which includes fluoroscopy, and a radiologic technologist may use fluoroscopy for localization purposes prior to the taking of a spot film of a mobile organ such as the gall bladder or the duodenal cap.”

Therefore, students may operate fluoroscopic equipment, during a fluoroscopic examination, only under direct supervision of a licensed practitioner, when the need arises.

Approved by the Radiologic Technology faculty 1/01.

BI/ED/PAP
PO31
1/01, 11/08, 3/14
Purpose - The evening shift rotation will be offered to students in the second semester of their sophomore year. **This shift will be voluntary.** The purpose of the evening shift rotation is to allow students to have access to cases that are not typically encountered during a day shift, such as skull and facial work.

Objective - After working an evening shift rotation the student will be more proficient in emergency and trauma studies.

Days/Hours - The evening shift will be **2:00 PM - 9:00 PM** with a one hour lunch break. The shift may be worked on Monday and Wednesday so as not to conflict with college class schedules.

Hospitals - Students may elect to work an evening rotation at the clinical site they are scheduled at. Arrangements for the evening shift should be made through their on-site clinical instructors.

Supervision
- The students must work with direct supervision until competency in an area has been achieved. Direct supervision is described as a registered technologist being in the room with the student.
- The student may work with indirect supervision once competency has been achieved. Indirect supervision is described as a registered technologist being immediately available.
- Regardless of the level of competency, any repeats must be performed under the direct supervision of a registered technologist.
- Students are not to be used to replace staff technologists.
- Regardless of competency level, all studies performed by a student must be approved by a registered technologist before the patient is released from the department. The technologist must initial the patient requisition or document electronically per department protocol.

Parameters
- Students who volunteer to work an evening shift must select their week at the beginning of the semester. They may not work on days when the college is not in session (e.g. holidays, winter or spring breaks).
- If a student wishes to work a second week of an evening rotation they must receive approval from one of the **Clinical Coordinators** prior to the start of the semester.
- On a week where a student attends clinic on Monday and Wednesday evenings **they must attend clinic on Friday as usual.**

Rules and Guidelines - All college and hospital rules, dress codes, regulations and competency requirements that apply to regular daytime clinical experience apply to the evening shifts.
Evening Rotation Competencies

At the completion of the evening shift rotation the student will:

1. Complete mastery and competency requirements in common "off shift" studies such as trauma skulls, facial bones, spines, abdomens, chest and operating room procedures.

2. Utilize modified positioning techniques as warranted.

3. Gain confidence working in an environment of fewer people with more responsibilities.

4. Increase their ability to properly evaluate image quality.

5. Develop an understanding of the nature of independent decision making and judgement.

6. Gain proficiency on procedures in which they have been deemed competent.

7. Through closer interactions with resident and emergency room staff become familiar with triage, trauma evaluation, and emergency room technique.
MONROE COMMUNITY COLLEGE
Radiologic Technology Program

STUDENT NAME TAG REQUIREMENT
Policy #26

In accordance with the proposed action of the Department of Health, Public Health Law 3504, 89.2 (C), Title 10 NYCRR, students will wear name tags giving their name and title as "Student Radiologic Technology". Name tags shall not be smaller than 3/4" x 3" in dimension.

Color Name tags will be black with white lettering

Reference: New York State Register, 5/14/80
New York State Department of Health Rule 89.8(C), 11/3/80

Approved by radiologic technology faculty on 9/11/80.
MONROE COMMUNITY COLLEGE
Radiologic Technology Program

HOSPITAL STUDENT DRESS CODE
Policy #7

Uniforms: White, neat, having a professional look. No colored stitching, belts, emblems or appliqué. No jeans. No T-shirt, v-neck or midriff style tops. White scrub-style tops may be worn with an undershirt. Polo-style tops are encouraged. Optional white polo with black MCC logo available in MCC Bookstore. Appropriate undergarments for modesty are required.

Lab jacket: White, extending to fingertip length only. No knee length lab coats.

Sweaters: Plain white cardigans may be worn. Lab jackets are preferred. No hoods.

Shoes: White, having sufficient support and comfort. May be good support, totally white sneakers. Leather or non-porous material, not canvas for health reasons.

Hose/sock: White socks only. Hosiery must be white or flesh-tone. No patterns.

Jewelry: Jewelry may be hazardous; it should not be worn. One set of earrings are permitted and should be post-type only.

Hair: Should be neat and clean. Hair length extending past the shoulders should be tied back. Extravagant barrettes or ties are non-professional.

Hair pieces: If essential, should be short, plain, neat and compatible to your own hair color.

Facial hair: Should be clean, neatly shaped and trimmed.

Make-up: Should be in good taste.

Nails: Should be short, clean and neat. No acrylic nails or nail polish permitted for health reasons.

Tattoos: Must be covered whenever possible.

Body Piercings: Should be removed if visible except for one pair of post-style earrings.

Name tags: Available at Uniform Village, Inc.
376 Jefferson Road
Rochester, NY 14623
Phone: 424-1550
$11.00 approximate cost
Style D-11 Black with white lettering

Accessory: Watch having a second hand, 72 inch tape measure, pen, lead markers - L & R.

Monroe Community College
Jane
Student Radiologic

rev.3/88, 9/92, 5/95, 4/97, 6/01, 11/03, 12/04, 11/07, 12/07; 11/08, 11/13, 11/15, 1/17
Radiologic Technology students may assist in holding patients in the following circumstances: An example would be studies where patient movement compromises the quality of the image. Examples are: pediatric imaging studies. Students should not hold patients during any radiographic procedure when an immobilization method is the appropriate standard of care. As students progress in the program, they must become increasingly proficient in the application of radiation safety practices.

Holding patient **must not** be part of their regular clinical experience.

Students **must not hold image receptors** during any radiographic procedures.

Student must understand basic radiation safety practices prior to assignment to clinical settings.

Approved by program faculty November 2015
Monroe Community College
Radiologic Technology Program
Policy #42
MR Safety Screening Protocol for Students

It is the policy of the Radiologic Technology Program that all students assigned to a clinical site should be oriented and screened as to MRI safety information. This screening should include but not be limited to the following information: potential dangers of implants or foreign bodies and magnetic wave and radiofrequency hazards. Student shall be made aware of these hazards at program orientations on campus and in the clinical setting. Screening protocols will be those used at that particular MRI site.

References
http://www.ismrm.org/smrt/

Approved by program faculty November 18, 2015