

Program Mission

The purpose of the Radiologic Science Bachelor's (RDSC) Degree Program at Oregon Institute of Technology is to provide graduates with the knowledge, clinical skills, and compassion that will allow them to become exemplary medical imaging technologists and future leaders in radiology and advanced or post-primary imaging professions.

Program Alignment to Oregon Tech Mission and Core Themes

The Oregon Tech Radiologic Science program is the quintessential example of the University mission and core themes by providing students a unique hands-on learning experience in the field of medical imaging. Once a student is accepted into the Radiologic Science (RDSC) program, he/she will be exposed to learning opportunities including on campus didactic training and extensive laboratory experiences followed by an 11-month externship in the real-world clinical setting applying theory and skills that were presented on campus.

The RDSC student also exceeds the didactic training requirements in multiple post-primary modalities (MRI, CT, Mammography, and Interventional) as stated by the American Registry of Radiologic Technologists (ARRT). The student is then allotted a minimum of 12 weeks' clinical application where he/she can complete clinical competencies as required by the ARRT to sit for the post-primary modality national registry exam.

The Oregon Tech RDSC graduate can fit two unique niches in Oregon and throughout the Pacific Northwest:

1. Rural healthcare facilities prefer hiring technologists that are multimodality trained to reduce staffing burden.
2. Urban healthcare facilities prefer hiring technologists that have specialized training in a single post-primary imaging modality rather than cross-training a general radiographer.

Core Theme 1: Applied Degree Programs: We are dedicated to providing the highest quality education in the medical imaging as demonstrated through the caliber of our faculty, the tremendous success of our alumni, and the enthusiastic support of health care facilities.

Core Theme 2: Student and Graduate Success: Our aim is to continue to partner with high potential students, from diverse backgrounds and perspectives, and assist them in becoming medical imaging leaders at the national level as well as organizational leaders.

Core Theme 3: Statewide Educational Opportunities: We will continue supporting bold intellectual pursuits that advance and expand the medical industry's comfort zone in order to improve and innovate the quality of individual patient care.

Core Theme 4: Public Service: We strive to partner with communities, industry, other colleges and universities, and private citizens to develop community-based solutions to community problems.

Program Educational Objectives

The following objectives are what the faculty expect graduates from this program to be able to accomplish upon graduation from the RDSC program:

- Be compassionate, caring healthcare professionals.
- Be eligible, well-prepared, and able to sit for and pass the ARRT credentialing examination.
- Have immediate job placement within six months of graduation.
- Work in advanced imaging fields and sit for advanced imaging registries.

Program Description and History:

The Oregon Tech Radiologic Science (RDSC) program was founded as a certificate program in 1952, it evolved into an associate degree program then transitioned into the first RDSC bachelorette degree offered in the United States. The program now boasts that every graduate is prepared to take the national registry exam administered by the American Registry of Radiologic Technologists (ARRT) and exceeds the didactic requirements for post-primary imaging modalities (MRI, CT, mammography, and interventional radiography). The senior year is an 11-month externship that is spent in a healthcare facility where students complete a minimum of 125 competency exams as required by the ARRT. In some cases, students can complete the competency exams in a post-primary modality as well; allowing them to be dual certified in general radiography and one of the advanced modalities listed above. By providing this opportunity to our students the RDSC program has been better able to meet industry needs in rural and urban healthcare facilities in the Pacific Northwest with the versatility of our graduates.

Program Location: Klamath Falls campus only.

Program Enrollment

The five-year history of enrollment numbers includes the online RDSC degree completion program, so they appear slightly elevated. The on-campus program accepts 48 students each spring from an applicant pool of 75 to 100 students. The attrition rate has been below 5% resulting in a total enrollment of 138 to 144 RDSC students each year. The program limits its enrollment in an attempt to maintain equilibrium between industry needs and graduates produced each year. In the event that industry demand should increase, the faculty would revisit the potential of the program to meet the need.

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
163	154	160	152	154

Program Graduations

As stated in the program enrollment, the data has been aggregated to include the on-line degree completion graduates. Again, the data demonstrates annual consistency of graduates for past 5 years. This is one of the indicators of program sustainability that the faculty have strove to achieve. Prior to implementing the student selection process the program had cyclical enrollment highs and lows that followed with the same cyclical industrial demand of technologist saturation and need. This equilibrium has been positive for the program, graduates, and industry alike in the opinion of the faculty.

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
50	53	51	50	48	55	45	57	47	52

Employment Rates and Salaries

The data indicates the employment success rate at 99% with a median salary of \$52,000/year (n=122). A majority of the data was collected within a month of graduation. Of these graduates 58.3% (49/84) indicated that they are working in an advanced modality or supervisory role in their place of hire. It is antidotal, but the faculty feel that a higher percentage of alumni are practicing in these capacities as this data was collected so near graduation. This meets one of the program objectives to have graduates that are leaders in advanced modalities. The faculty are currently exploring tools that would collect more accurate data at 6, 12, and 24 months' post-graduation surveys to better evaluate alumni success.

Pass Rates on Board and Licensure Exam

It is the program goal to have a 100% pass rate on the American Registry of Radiologic Technologists national exam for graduates that actually attempt. This is a lofty goal but one that we strive for each year. Over the past 10 years only five students that have applied for the examination are not documented as being successful in passing it. Three of these students did not attempt the exam after registering due to various reasons, one of which was

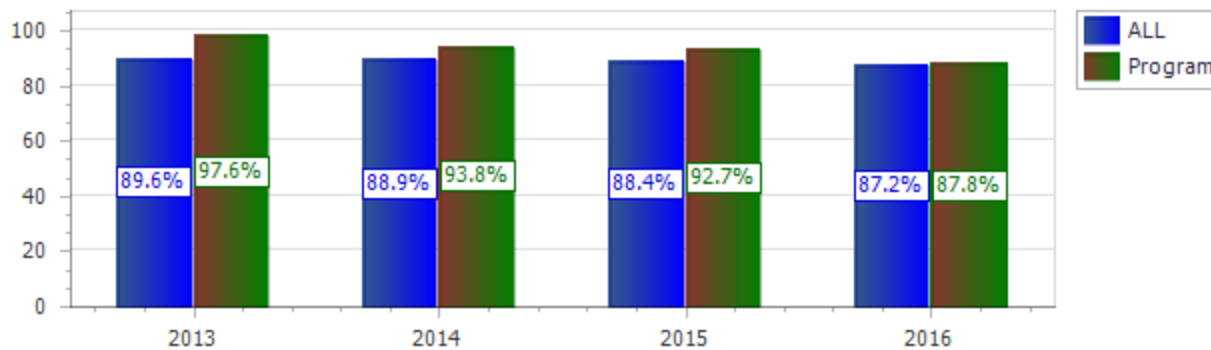
accepted into medical school while on externship. The other goal for the program is to have each cohort score at or above the national average in five criteria plus the percent of pass rate. Until 2017 the five criteria were:

- A. Radiation Protection
- B. Equipment Operation and Quality Control
- C. Image Acquisition and Evaluation
- D. Imaging Procedures
- E. Patient Care and Education

Report based on dates from 01/2013 through 12/2016

Radiography										
Calendar Year	Group	Number Candidates	Section Means					Total Mean	Percentile Rank	% Pass
			A	B	C	D	E			
2013	ALL	11684	8.6	8.2	8.1	8.5	8.6	84.1		89.6
2013	Program	42	8.8	8.4	8.4	8.8	8.9	86.8	72	97.6
2014	ALL	11831	8.5	8.1	8.2	8.5	8.5	83.8		88.9
2014	Program	48	8.7	8.1	8.3	8.7	8.8	85.3	60	93.8
2015	ALL	11485	8.4	8.0	8.2	8.4	8.6	83.7		88.4
2015	Program	41	8.6	8.2	8.3	8.7	9.0	85.8	64	92.7
2016	ALL	11740	8.4	8.2	8.3	8.4	8.3	83.3		87.2
2016	Program	49	8.1	7.8	8.2	8.6	8.4	82.7	45	87.8

Program vs Total Pass Percentage



In 2017 the ARRT changed the criteria and added subgroups allowing radiology programs to better analyze their outcomes. The eight criteria are:

Patient Care

- 1. Patient Interactions and Management

Safety

- 2. Radiation Physics and Radiobiology
- 3. Radiation Protection

Image Production

- 4. Image Acquisition and Technical Evaluation
- 5. Equipment Operation and Quality Assurance

Procedures

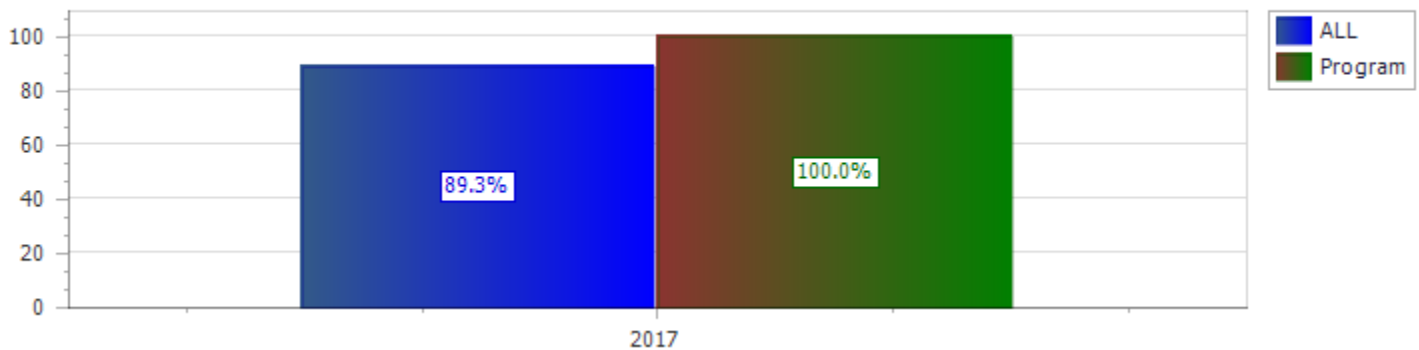
6. Head, Spine and Pelvis Procedures
7. Thorax and Abdomen Procedures
8. Extremity Procedures

Report based on dates from 01/2017 through 12/2017

Radiography

Calendar		Number Candidates	Section Means	Total								Percentile Mean	Rank	% Pass
Year	Group			1	2	3	4	5	6	7	8			
2017	ALL	11166	8.4	8.2	8.2	8.2	8.1	8.9	8.4	8.7	83.6		89.3	
2017	Program	41	8.9	8.5	8.7	8.5	8.5	9.0	8.8	8.9	87.1	72	100.0	

Program vs Total Pass Percentage



National Registry Exam Data Analysis

The Oregon Tech Radiologic Science graduate success rate for passing the national registry exam is not accurately reflected in the above data. Upon drilling down in the data, the program assessment coordinator found that if a graduate does not take the exam in the same calendar year that they applied, it counts as a non-pass. The goal of exceeding the category national average has been achieved over the past five years (yellow highlight), barring 2016 categories A, B, and C (red text). This unmet measure was identified in the 2016 RDSC Assessment Report and will be addressed below in the Evidence of Improvement in Student Learning section of this report.

Showcase Learning Opportunities

RDSC students have additional learning opportunities through participation in Association of Collegiate Educators in Radiologic Technology (ACERT) conferences held in Las Vegas each year and attendance at the Oregon Society of Radiologic Technologists conference. Sophomore and junior students are registered as student members of the OSRT while seniors on externship register as student members of the American Society of Radiologic Technologists. These memberships provide excellent opportunities for students to network, participate in society activities and have access to a robust library of resources.

A junior in the Oregon Tech RDSC program was one of fewer than 50 radiology students across the nation selected to participate in the American Society of Radiologic Technologist (ASRT), Student Leadership Development Program. This provides opportunities to participate in state and national conferences where the ASRT provides leadership training for these student to be future leaders in the imaging profession.

The Radiologic Science student club participates in a joint venture with the Federal Fish and Wildlife Services of Klamath Falls, to identify fish species through digital imaging of fish that are named in the endangered species list.

While all RDSC students are required to successfully complete courses in MRI, CT, and interventional radiography, the program offers elective imaging courses in mammography, advanced MRI, cadaver imaging, and advanced CT that will be offered spring of 2019.

Program Student Learning Outcomes

From the RDSC objectives the program faculty believe that every student in the program should possess the following abilities that are measured by observation throughout the students' educational experience at Oregon Tech:

- An ability to practice organizational skills using prioritization.
- An ability to demonstrate quality work in the didactic and laboratory settings.
- An ability to comprehend radiologic theory and principles and apply them in the laboratory setting.
- An ability to work in a stressful environment and perform effectively in under pressure.
- An ability to use good judgement and critical thinking skills.
- An ability to demonstrate confidence in their knowledge and skills.
- An ability to demonstrate attention to details and follow instructions.
- An ability to practice initiative.
- An ability to approach tasks and duties with a positive attitude.
- An ability to accept and apply constructive criticism.
- An ability to be punctual and reliable.
- An ability to practice positive interpersonal skills with faculty, classmates, other professionals.
- An ability to effectively work in a team setting.

Curriculum Map

Course	PSLO #1 ESLO #1	PSLO #2 ESLO #2	PSLO #3 ESLO #3	PSLO #4 ESLO #4	PSLO #5 ESLO #5	PSLO #6 ESLO #6	PSLO #7	PSLO #8	PSLO #9
RDSC 201		P			F			F	F
PHY 217					F			P	
RDSC 202		P	P		P			F	P
RDSC 205	P			P		P	F		
RDSC 210	P		P	P		P	F	P	P
RDSC 211	P		P	P	P	P	P	P	P
RDSC 233				P				P	P
RDSC 235			P				P	F	
RDSC 272					P				P
RDSC 301	P		P	P	P	P	P	P	P
RDSC 320		P	P	P	P	P	P	P	P
RDSC 326			P	P	P	P	P		P
RDSC 410	C	C	C	C	C	C	C	C	C

F = Foundational

P = Practice

C = Capstone

Assessment Cycle Radiologic Science Outcome Assessment	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
ESLO #1 Communication PSLO #1 Communication effectively in the health care setting.			P			P
ESLO #2 Inquiry & Analysis PSLO #2 Demonstrate effective critical thinking and problem solving skills in the health care setting.	P I			P		
ESLO #3 Ethical Reasoning PSLO #3 Demonstrate professional conduct and ethical decision making in the health care setting.		P I			P	
ESLO #4 Teamwork PSLO #4 Demonstrate teamwork skills while conducting patient procedures.			P I			P I
ESLO #5 Quantitative Literacy PSLO # 5 Demonstrate knowledge of x-ray physics and related math in the medical imaging setting.	P			P I		
ESLO #6 Diverse Perspective PSLO # 6 Demonstrate diverse perspective in the health care setting.		P			P I	
PSLO #7 Demonstrate effective patient care skills.	P			P		
PSLO #8 Demonstrate technical ability in the medical imaging setting.		P			P	
PSLO #9 Demonstrate radiation safety for self, staff, and patients as set forth by the ALARA standard.			P			P

P = Program Assessment Cycle

I = Institutional Assessment Cycle

Program Student Learning Outcomes Assessment Cycle Courses

PROGRAM STUDENT LEARNING OUTCOMES 6-Year Cycle Radiologic Science B.S.	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Communication effectively in health care setting.			RDSC 202 RDSC 205 RDSC 211 RDSC 410			RDSC 202 RDSC 205 RDSC 211 RDSC 410
Demonstrate effective critical thinking and problem solving skills in the healthcare setting.	RDSC 320 RDSC 410			RDSC 320 RDSC 410		
Demonstrate professional conduct and ethical decision making in the healthcare setting.		RDSC 202 RDSC 205 RDSC 211 RDSC 410			RDSC 202 RDSC 205 RDSC 211 RDSC 410	
Demonstrate teamwork skills while conducting patient procedures.			RDSC 202 RDSC 205 RDSC 211 RDSC 410			RDSC 202 RDSC 205 RDSC 211 RDSC 410
Demonstrate knowledge of x-ray physics and related math in the medical imaging setting.	RDSC 202 RDSC 410			RDSC 202 RDSC 410		
Demonstrate diverse perspective in the healthcare setting.		RDSC 205 RDSC 410			RDSC 205 RDSC 410	
Demonstrate effective patient care skills.	RDSC 205 RDSC 410			RDSC 205 RDSC 410		
Demonstrate technical ability in the medical imaging setting.		RDSC 410			RDSC 410	
Demonstrate radiation safety for self, staff, and patients as set forth by the ALARA standard.			RDSC 272 RDSC 410			RDSC 272 RDSC 410

Methods for Assessment

The RDSC PSLOs that were assessed for academic year 2017-18 were:

PSLO 2 - Demonstrate effective critical thinking and problem solving skills in the healthcare setting.

PSLO 5 - Demonstrate knowledge of x-ray physics and related math in the medical imaging setting.

PSLO 7 - Demonstrate effective patient care skills.

The common assessment tools used for the capstone level for these PSLOs were the student exit survey which was administered spring term asking the students to rate their proficiency in the program student learning outcomes. We also administered a survey to the clinical instructors (CI) asking them to rate the student(s) proficiency in the same skill sets. The program has found that observation of students in the real-world setting by medical imaging professionals may have a degree of scoring variability; however, it provides valuable information regarding the student's ability to meet industry standards in our desired skill sets.

For the practicing level of the PSLOs we applied application testing in the laboratory setting and test questions as outlined below.

PSLO 2 - Demonstrate effective critical thinking and problem solving skills in the healthcare setting.

- RDSC 320 Surgical, Trauma, and Mobile Radiography
 - Students are tested in a practicum format where they are given a scenario and they have to perform some sort of surgical or mobile radiographic procedure. After the procedure the scorer has them evaluate their performance, explain their reasoning, and develop an alternate method to perform the same procedure.
- RDSC 410 – Clinical Externship
 - Students are observed by medical imaging professionals in a health care facility for a total of 11 month months while the students perform medical imaging duties. The CI documents their observations in the student’s professional evaluation then responds to an end of the year survey that asks “In your opinion, how well did the Oregon Tech RDSC program prepare your extern student(s) in the following subjects?”

RDSC 320 Practical Exam

Assessment method	Measurement scale	Minimal acceptable performance	Proficiency	High Proficiency
Rubric scored lab project	1 – 4 proficiency	80% at 3 or 4	66.67% (32)	31.25% (15)

CI Survey Results

In your opinion, how well did the Oregon Tech RDSC program prepare your extern student(s) in the following subjects?

Question	Not Proficient	Some Proficiency	Proficient	High Proficiency
Demonstrate effective critical thinking and problem solving skills in the health care setting.	0.00%	18.19% (2)	36.36% (4)	45.45% (5)

Student Survey Results

Please rate your proficiency in the following areas. (n=45)

Question	High proficiency	Proficiency	Some proficiency	Limited proficiency
Demonstrate effective critical thinking and problem solving skills in the health care setting.	62.22% (28)	35.56% (16)	2.22% (1)	0.00%

Results

The desire of the faculty was to have 80% or more of the cohort to be rated as a three or four in the RDSC 320 lab practical examination and as proficiency or high proficiency in the survey results. The data indicate that that clinical

instructors rated 81.81% of extern students in the desire category and 97.78% of the cohort rated themselves at this level.

Analysis

RDSC faculty met on October 11, 2018 to analyze the data for this PSLO and were satisfied with the results. Discussion included the challenge that some of our extern students have thinking “outside of the box” when performing examinations in the real world setting.

Action Plan

While the data indicates that these measures were met, faculty believe that this is an area that will continue to be watched as it is challenging to teach this skill set. The faculty will continue to work at having students think outside of the box on campus so that they will be better prepared for externship.

PSLO 5 - Demonstrate knowledge of x-ray physics and related math in the medical imaging setting.

- RDSC 202 – Imaging Techniques II
 - Students perform calculations and make exposures that correlate to the calculation that should result in each of the five images should look fairly similar with the adjustments and application of the calculations.
 - Students asked exam question during the final exam for the course.
- RDSC 410 – Clinical Externship
 - Students are observed by medical imaging professionals in a health care facility for a total of 11 month months while the students perform medical imaging duties. The CI documents their observations in the student’s professional evaluation then responds to an end of the year survey that asks “In your opinion, how well did the Oregon Tech RDSC program prepare your extern student(s) in the following subjects?”

RDSC 202 Practical Exam

The faculty assessed x-ray physics and related math in RDSC 202 Imaging Techniques II Winter term 2018, using a lab project graded with a rubric. There were 46 students assessed, results by proficient and highly proficient are listed in the table below.

Assessment method	Measurement scale	Minimal acceptable performance	Proficiency	High Proficiency
Rubric scored lab project	1 – 4 proficiency	80% at 3 or 4	4.35%	95.5%

CI Survey Results

In your opinion, how well did the Oregon Tech RDSC program prepare your extern student(s) in the following subjects?

Question	Not Proficient	Some Proficiency	Proficient	High Proficiency
Demonstrate knowledge of x-ray physics and related math in the medical imaging setting.	0.00%	0.00%	15.79% (6)	9.62% (5)

Student Survey Results

Please rate your proficiency in the following areas. (n=45)

Question	High proficiency	Proficiency	Some proficiency	Limited proficiency
Demonstrate knowledge of x-ray physics and related math in the medical imaging setting.	51.11% (23)	44.44% (20)	4.44% (2)	0.00%

Results

Students met or exceeded faculty expectations in this PSLO.

Analysis

Upon reviewing the results of the practical exam, the clinical instructor and student exit survey the faculty believe that there is no evidence for taking corrective steps at this time.

Action Plan

No action plan is needed at this time.

PSLO 7 - Demonstrate effective patient care skills.

- RDSC 205 – Patient Care
 - Students are required to practice then perform specific patient care skills to pass this course and proceed to externship a year later. The skills include but are not limited to taking vital signs, sterile and aseptic technique, venipuncture, patient transfer, and care of patient medical equipment
- RDSC 410 – Clinical Externship
 - Students are observed by medical imaging professionals in a health care facility for a total of 11 month months while the students perform medical imaging duties. The CI documents their observations in the student’s professional evaluation then responds to an end of the year survey that asks “In your opinion, how well did the Oregon Tech RDSC program prepare your extern student(s) in the following subjects?”

RDSC 205 Skills Practical Exam

The faculty assessed patient care skills in RDSC 205 Patient Care winter term 2012 using a lab project graded with a rubric. There were 46 sophomore students assessed, results by proficient and highly proficient are listed in the table below.

Performance criteria	Assessment method	Measurement scale	Minimal acceptable performance	Results
Vital signs (blood pressure, pulse, and respiration)	Rubric scored presentation	1 – 4 proficiency	90% at 3 or 4	100%
Sterile and aseptic technique	Rubric scored presentation	1 – 4 proficiency	90% at 3 or 4	100%

Venipuncture	Rubric scored presentation	1 – 4 proficiency	90% at 3 or 4	100%
Transfer of patient	Rubric scored presentation	1 – 4 proficiency	90% at 3 or 4	100%
Care of patient medical equipment	Rubric scored presentation	1 – 4 proficiency	90% at 3 or 4	100%

CI Survey results

In your opinion, how well did the Oregon Tech RDSC program prepare your extern student(s) in the following subjects?

Question	Not Proficient	Some Proficiency	Proficient	High Proficiency
Demonstrate effective patient care skills.	0.00%	9.09% (1)	18.18% (2)	72.73% (8)

Student Results

Please rate your proficiency in the following areas.

Question	High proficiency	Proficiency	Some proficiency	Limited proficiency
Demonstrate effective patient care skills.	80.00% (36)	20.00% (9)	0.00%	0.00%

Results

Students met or exceeded expectations in this PSLO.

Analysis

On campus faculty require that students practice patient care skills until they meet or exceed expectations. RDSC faculty strongly believe that this helps to set the students up for success on externship their senior year. This is indicated by the data collected on the exit survey and CI survey.

Action Plan

No action is needed at this time.

Evidence of Improvement in Student Learning.

In the 2016-17 Radiologic Science Assessment Report faculty recommended the following changes to better meet the desired outcome on the national registry exam. In the 2016 ARRT National Comparison Data our program did not meet or exceed the national averages in three categories:

- A. Radiation Protection
- B. Equipment Operation and Quality Control
- C. Image Acquisition and Evaluation

Modifications recommended in the 2015-16 report were made and implemented the following academic year as follows:

- RDSC 201 & 202
 - Course material has been rearranged in a more systematic manner to better engage students in the learning process.
 - Test questions are being edited to better align with the ARRT test question format.
- RDSC 272
 - Course material and test questions have been realigned to the ARRT standards.
- RDSC 301
 - The image analysis and lab presentation has been modified to have students evaluate and present until they master the skill set.
- RDSC 410
 - Faculty will research online registry review testing services to assure that we are currently using the service that best meets the Oregon Tech RDSC program needs. There is also consideration to requiring additional use of testing services while the students are on externship.

The outcome in the 2017 AART National Comparison Data was much more positive after the modifications were implemented.

Calendar Year	Group	Number Candidates	Section Means					Total Mean	Percentile Rank	% Pass
			A	B	C	D	E			
2016	ALL	11740	8.4	8.2	8.3	8.4	8.3	83.3		87.2
2016	Program	49	8.1	7.8	8.2	8.6	8.4	82.7	45	87.8

Calendar Year	Group	Number Candidates	Section Means								Total Mean	Percentile Rank	% Pass
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2017	ALL	11166	8.4	8.2	8.2	8.2	8.1	8.9	8.4	8.7	83.6		89.3
2017	Program	41	8.9	8.5	8.7	8.5	8.5	9.0	8.8	8.9	87.1	72	100.0

2017 Categories Legion

Patient Care

1. Patient Interactions and Management

Safety

2. Radiation Physics and Radiobiology
3. Radiation Protection

Image Production

4. Image Acquisition and Technical Evaluation
5. Equipment Operation and Quality Assurance

Procedures

6. Head, Spine and Pelvis Procedures

7. Thorax and Abdomen Procedures
8. Extremity Procedures

Data-driven Action Plans: Changes Resulting from Assessment

Steps were taken to improve the Oregon Tech RDSC program comparison to the national average for radiologic science programs as described above.

Appendix A

OREGON INSTITUTE OF TECHNOLOGY
 Medical Imaging Department
 RDSC SELF PROFESSIONAL EVALUATION 20xx

Student's Name: _____ Course: _____ Date: _____

Faculty/Evaluator: _____

Performance Rating: Use the following scale to evaluate the student. A number range may be used.

E	(P)	Exceptional	Performance exceeds expectations for skill level
C	(P)	Competency	Performance is at expected skill level
D	(P)	Developing/Digressing	Performance requires modification
F	(F)	Failing	Performance fails expectation for skill level

		E	C	D	F
1)	Organizational Skills				
	<u>Prioritizes lab activities</u> <u>Shows an efficient and methodical approach while working</u> <u>Performs procedures in sequential steps</u> <u>Develops and follows a process that works for him/her</u>	Comments:			
2)	Quantity of lecture & lab work				
	<u>Completes expected amount of work</u> <u>Contributes equally in lab projects</u> <u>Utilizes lab time efficiently</u>	Comments:			
3)	Quality of lab work				
	<u>Continuously shows improvement of work</u> <u>Achieves mastery of skills at performance level</u>	Comments: Current Grade _____			
4)	Comprehension of lab procedures				
	<u>Understands lab objectives</u> <u>Applies logic/methodology to completion of lab activities</u> <u>Asks for help when needed</u>	Comments:			
5)	Performance under pressure				
	<u>Maintains composure in a stressful environment</u> <u>Manages accurate performance with increased stress</u> <u>Performs well in a continuously changing environment</u>	Comments:			
6)	Judgment and critical thinking				
	<u>Assesses situation before taking action</u> <u>Anticipates potential problems</u> <u>Applies knowledge and uses judgment when problem solving</u>	Comments:			
7)	Perseverance				
	<u>Shows an interest in learning despite setbacks</u> <u>Continuous effort to complete all task and improve work</u>	Comments:			
8)	Self confidence				
	<u>Develops confidence in abilities</u> <u>Performs collaboratively and independently</u> <u>Demonstrates self-reliance</u>	Comments:			

		E	C	D	F
9)	Attention to detail and instructions				
	<u>Demonstrates attention to details</u> <u>Demonstrates ability to retain and follow written instructions</u> <u>Demonstrates ability to retain and follow verbal instructions</u>	Comments:			
10)	Initiative				
	<u>Shows interest in participating without being told</u> <u>Actively seeks learning opportunities</u>	Comments:			
11)	Attitude toward assigned tasks				
	<u>Accepts all tasks and assignments with a positive attitude</u> <u>Engages in all assigned lab exercises and activities</u>	Comments:			
12)	Attitude towards criticism				
	<u>Accepts advice without negative comments or behavior</u> <u>Engages in respectful dialogue to better understand instruction</u> <u>Embraces criticism positively with a desire to improve</u>	Comments:			
13)	Punctuality & attendance				
	<u>Always in attendance</u> <u>Arrives on time</u> <u>Is ready to begin work</u>	Comments:			
14)	Appearance				
	<u>Follows department dress code policy</u> <u>Hygienic and neat in appearance</u> <u>Appearance is appropriate for clinical workplace setting</u>	Comments:			
15)	Interpersonal relationship with peers/faculty				
	<u>Interaction with peers is respectful, supportive and kind</u> <u>Interacts appropriately and respectfully with faculty</u> <u>Verbal communication skills</u> <u>Written Communication skills</u>	Comments:			
16)	Teamwork				
	<u>Works well in a group situation and contributes equally</u> <u>Communicates effectively with peers and faculty</u> <u>Resolves conflict</u> <u>Works collaboratively to accomplish objectives</u>	Comments:			
17)	Knowledge of lab/classroom policies and procedures				
	<u>Observes all lab/classroom requirements</u> <u>Adheres to all rules as stated in the course syllabi</u> <u>In compliance with MIT student handbook policies</u>	Comments:			

List three strengths:

List three areas of focus:

Student signature: _____

Faculty signature: _____

The information on this evaluation has been reviewed and:

I concur _____ I do not concur _____ Comments:

RDSC 320 PRACTICAL COMPETENCY EVALUATION

Student _____ Date _____

Begin Time _____ End Time _____

Mobile Exam:				
1	IDENTIFICATION – identifying goals and patient ID			
	Checked wrist band and confirm name			
	Identified how to obtain optimal images			
	Identified how to creatively work around the injury			
	Assessed how to provide appropriate patient care			
2	CLARIFICATION			
a	PATIENT CARE			
	Communication			
	Utilized sheet			
	Sponges			
	Obtained lifting help for injured part or supine chest			
	Considered pillow placement or removal			
	Minimized lifting of part to no more than 2 times			
b	PATIENT SAFETY			
	Railings up when possible			
	All locks on			
c	PROPER EQUIPMENT			
d	CORRECT TECHNICAL FACTORS			
	SID			
	100 vs 400RS			
	Grid factor			
	KVp			
e	CORRECTLY POSITIONED THE PATIENT			
	Pulled arms for c-spine,			
	Propped patient for chest			
	Propped extremity			
f	ALIGN TUBE/PART/IR			
g	CASSETTE PLACEMENT			
h	CORRECTLY ALIGN CR TO IR			
i	PROVIDE FOR RADIATION PROTECTION			
	Patient			
	Assistant			
	Technologist			
j	TECH DISTANCE DURING EXPOSURE			
k	CORRECT BREATHING INSTRUCTIONS			
l	UTILIZE 4 SIDED COLLIMATIONS WHEN APPLICABLE			
m	USE RT & LT MARKERS APPROPRIATELY			
n	DEMONSTRATE EFFICIENT USE OF TIME AND ENERGY			
3	EVALUATION			
	Did student modify plan if initially unsuccessful?			
	Looking back, what would you modify or change and why?			

4	ANY RADIOGRAPH NEEDING TO BE REPEATED (20 pts)			
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**Each
infraction**

and/or prompt results in a 4 pt deduction.

Evaluator's Signature _____

TOTAL _____ /100

Appendix C

Oregon Institute of Technology
RDSC GENERAL PATIENT CARE COMPETENCIES

Name: _____

Advisor _____

	Date Completed (The week of)	Verified By (Signature)
1. Vital signs (BP, pulse, respiration, temp)	_____	
2. Pulse Oximetry	_____	
3. Care of patient medical equipment (e.g. oxygen tank, IV tubing)	_____	
4. Sterile and aseptic technique	_____	
5. Venipuncture	_____	
6. Transfer of patient	_____	
Wheelchair to gurney	_____	
Gurney to table	_____	
Gurney to bed/bed to gurney	_____	
Wheelchair with portable equipment	_____	
Gurney with portable equipment	_____	

X

Student name

Debbie McCollam
Professor

Date