Assessment Plan Actions
Radiology Graduating Class 2017

The Radiology Technology Assessment Plan has been reviewed by SLCC faculty, Clinical Instructors and members of the PAC.

1.1 Students will produce diagnostic quality radiographs
During clinical instructor meetings held each semester with the Clinical Instructors (CI’s) from our various hospital clinical sites, we were able to discuss and identify from our assessment ways in which we could better instruct our students to produce quality radiographs. We discussed that we will utilize our lab, which has digital capabilities and x-ray manikins to better instruct the students each semester on positioning and taking quality images. Many CI’s commented that it is sometimes hard for them to break away from their routine work and provide quality time for instructing students on procedures. To resolve this issue and assure all students receive the proper practice on positioning, we began by having the students inform their CI what topic at school were teaching (Ex: upper extremities). During the following weeks, the students would practice and simulate in our labs those specific exams for that particular topic. We would begin by educating and role playing positioning of the exams and teaching from Merrill’s. The following lab students would practice positioning again on the x-ray phantoms by performing x-rays. Images are analyzed for positioning and technique. The third lab would be to simulate the radiographic exams by obtaining images of the x-ray phantoms. By doing this, we now know where our students are when it comes to practice and simulation of radiographic procedures.

1.2 Students will recognize emergency situations and initiate appropriate treatment
It has become evident from the employer surveys; this is an area to improve. Through evaluations from students who attended our emergency labs in the Fall Semester, we concluded that moving this educational process to an earlier semester would be a benefit to student learning. We sat down with the nursing department and identified areas and topics for an emergent situation. The lab will be eight hours. By doing this, we can have the nursing students and x-ray students in a class together for four hours discussing what their roles are in an emergency situation. Instruction will be on how to perform CPR, use of an AED and knowing what is in a crash cart. During the second part, students will divide into groups and work together during a mock emergency practicing what they have learned. Instructors from nursing & radiology will then analyze the student’s abilities and performance during an emergency.

We reviewed assessment in our quarterly clinical instructor meetings. CI’s agreed moving the emergency lab earlier in the Spring Semester while the students are still 1st yr. They really liked the role playing of an emergent situation and using simulation manikins from the nursing department, which will make it more real life. Discussion on placing students in the Emergency Department more to learn trauma positioning and how to participate in life-saving team events.

1.3 Students will have knowledge of positioning and image evaluation criteria
Upon reviewing this assessment, it was determined that in RADS 1120 Radiographic Anatomy & Procedures I, students have an assignment to turn in radiographs (1-bad requiring repeating and 1-good acceptable). We needed to be more specific with what was required for this assignment. Faculty re-assessed the rubric for grading this assignment and felt that it needed revising. It
needed to be more defined and very specific of what was required to demonstrate a good x-ray from a bad x-ray.

1.4 Students will utilize proper radiation protection practices

During our site visit in July 2017, the JRCERT site visit team noticed excessive holding in a student’s clinical book at Primary Children’s Hospital. When we discussed this issue with the students, they felt that having the human holder logs in the clinical book was misleading. In our staff meeting, we discussed if the human holder log was necessary in the clinical book. After much discussion, we felt that it was not a very useful tool. Placing it in the clinical book was making a misleading statement that the student could hold, which contradicts our policy in the Student Handbook. Unanimously, we have determined to remove the human holder log from the clinical book. We revised the radiation protection policy. The most important change was that students are not to hold the IR during an exposure. The decision was that we educate and emphasize to the students to employ proper radiation safety practices and to review this in the RADS 1110 Radiation Protection course taught in the Spring Semester.

We have asked the Clinical Instructors to hold a radiation protection class with their students.

2.0 Students will develop effective communication skills

In all of the programs Clinical Education courses, we continue to emphasize good communication skills with patients, peers and other healthcare workers. Just recently, our Dean saw the need to improve upon communication between professions in Health Sciences Division. We must develop at least two experiences in which we interact in a healthcare setting with other students in different areas of healthcare. This greatly promotes open interactive communication between students in learning to work as a team.

We have been collaborating with the MA students who come and teach our student’s venipuncture, vital signs (BP, pulse & temp) for our RADS 1050 Patient Care course. We have also developed a collaborative lesson with the surgical scrub students to educate our students in sterile fields, proper hand washing, gowning, gloving and OR sterile fields. When it comes to proper techniques for patient transfers, we have the PT students provide demonstrations and interactive learning with several types of patient lifts.

3.0 Students will develop effective critical thinking skills

In the RADS 2010 Image Analysis course, it was noted that the majority of the radiographs students analyzed were outdated film type images. The images were replaced and updated with CR and DR images. We felt strongly that this would improve upon the quality of the images.

4.1 Students will develop quantitative literacies (math skills) necessary to perform in the radiologic field

Worksheets developed for RADS 1130 Imaging II
Inverse Square Law
Voltage, amperage & resistance (Ohm’s Law)
Power & transformer
Heat Units

Students also perform math equations on the whiteboards in front of the class.

4.2 Students will effectively use problem solving skills in the clinical setting

Restructuring of the labs on Fridays to include work that is more independent. Students
are now being challenged to work independently to produce radiographic images.

5.0 Students will demonstrate clinical competencies
   We have instructed students to utilize the lab at the school more. Students that have not passed of competencies on radiographic exams are required to come into the lab and pass them off.

6.1 Students will demonstrate professional and ethical behavior
   Made revisions on professional conduct and ethical behavior in the Student Handbook

6.2 Students will develop life-long learning activities
   Students have been encouraged to participate in the Utah Society of Radiologic Technologists (USRT) conferences and will receive clinical hours for attendance.

   Students encouraged being members of the USRT & the American Society for Radiologic Technologists (ASRT).

   Students received clinical hours for attending the ACERT Conference in Las Vegas. SLCC paid the student’s registration fees.

7.0 The program will provide adequate number of qualified entry-level technologists to meet the needs of the community
   After reviewing the 6 month graduate survey, it was found that all graduates received employment. It was also noted that the majority of students are working full-time. We continue to receive notices from the community to fill more openings for rad techs.

7.1 – 7.6 Outcomes
   After reviewing these assessments, it was found that all of these areas had exceptional results.
   The employment rate was at 100%
   The ARRT exam pass rate was at 100%

Note:
A new revision of the Assessment Plan was developed with the assistance of the Joint Commission on Education for Radiologic Technology (JRCERT). Goals, outcomes, method/tool & benchmarks were changed to improve assessments for the SLCC Radiologic Program.

This new revision was brought before faculty in staff meetings, Clinical Instructors in CI meetings and members of PAC for review and approval.

The new Assessment Plan will become effective for the graduating class of 2018.