MEDICAL RADIOGRAPHY TECHNOLOGY PROGRAM

CLINICAL PLACEMENT MANUAL FOR PRECEPTOR/CLINICAL INSTRUCTOR

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Competency Mapping

Competencies have been mapped to the Canadian Association of Medical Radiation Technologists National Competency Profiles March 2020 https://www.camrt.ca/certification-4/current-competency-profiles/

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.camrt.ca/wp-content/uploads/2021/10/National-Competency-Profile-2019.pdf

Introduction

The Medical Radiography Technology (MRT) Program Clinical Manual is a guide for preceptors/clinical instructors regarding Edenbrook College policies about clinical education, and general checklists and reminders. This manual should serve as a reference for preceptors/clinical instructors in resolving questions and problems concerning student performance.

The clinical evaluation system employed by the MRT Program is a variation of the Clinical Objective Evaluation concept for measuring the actual competency of students in performing medical imaging examinations. Students will be achieving different milestones at different periods of time. The following should be used as a guide in measuring student progress throughout each clinical placement.

The idea is that students' progress from orientation to the clinical site to eventually become competent performing at the facility's workflow. Initially, students should concentrate on assisting their preceptor/clinical instructor as the focus is on helping students get used to the facility's workflow. Once the student can successfully navigate the department and comprehend work procedures, they can start to add imaging duties. Students and preceptors/clinical instructors should make every attempt to follow the clinical placement assessment schedule.

The role of a preceptor/clinical instructor calls for a commitment to teaching and preparing students to be the best versions of themselves. This duty should be seen as an opportunity to influence how MRT students are taught and developed to become competent medical imaging technologists. We expect that our preceptors/clinical instructors will naturally be able to navigate and show what it takes to be outstanding.

We hope that this experience will be remembered as a rewarding and fruitful endeavour for everyone involved. Please note that both students and staff may contact the Edenbrook College MRT Faculty anytime with questions or concerns.

Aim of Clinical Placement

The clinical placement is a full-time limited (1050 hours) academic experience designed to assist the student in meeting the competencies and skills required as identified by specific learning outcomes in their courses.

Although the student learns their skills in the classroom and labs, a clinical placement allows them to further develop and gain confidence with their skills. The clinical placement is also a valuable opportunity for the student to apply their skills and knowledge in a practical setting and increase their decision-making capacity under the supervision of a preceptor/clinical instructor.

The purpose of the clinical placement experience is to provide an opportunity for students to demonstrate competence in the cognitive (knowledge and judgment), psychomotor, and affective skills necessary to practice in their profession. The clinical placement learning environment is one in which students are expected to progress in level of competence.

Clinical Placement Guidelines

General Guidelines for the Clinical Placement

1. The student is accountable for their own actions.
2. The student will abide by the rules and regulations of the agency's policies and perform within the guidelines of the clinical placement learning outcomes.
3. Each student will have an orientation to the clinical placement site arranged by the preceptor/clinical instructor and/or educational contact person. The preceptor/clinical instructor is responsible for orienting the student to the workplace.
4. Although one main preceptor/clinical instructor usually maintains responsibility for directing the student, specific job functions and duties may be delegated by the main preceptor/clinical instructor to one or more preceptors/clinical instructors (co-workers). More than one preceptor/clinical instructor may be involved in directing the student in a workplace where a number of staff perform the same job, where preceptors/clinical instructors have expertise in a particular area, or in a case where there is job sharing.
5. The student's clinical experience corresponds to the assigned practice site and the work schedule of the preceptor/clinical instructor. A student's assignment may increase in difficulty as they gain more experience and confidence.
6. The student will work the entire shift and complete the shift's assignment before leaving.
7. The skills which the student learns and performs in their clinical placement are not intended to replace the duties and responsibilities of the clinical placement site's regularly scheduled employees. The student's assignment must always come from within the assignment of the preceptor/clinical instructor (or their designate).
8. The student is expected to evaluate their own skill and competency level, including strengths and weaknesses, prior to and throughout the clinical placement. This should be discussed with the preceptor/clinical instructor prior to and during the experience.
9. An initial evaluation and discussion between the preceptor/clinical instructor and student to plan the student's practical learning activities should occur before or at the start of the clinical placement. Ongoing discussions during the clinical placement are encouraged to review progress and ensure the student is meeting the required intents/outcomes and practical competencies.

Clinical Placement Timeline/Calendar

PRCT 353 Clinical Placement 1

9 weeks: Monday April 14, 2025 – Friday June 13, 2025

37.5 hours per week; not including lunch breaks

337.5 hours

PRCT 356 Clinical Placement 2

9 weeks: Monday September 8, 2025 – Friday November 7, 2025

37.5 hours per week; not including lunch breaks

337.5 hours

PRCT 358 Clinical Placement 3

9 weeks: Monday December 15, 2025 – Friday February 27, 2026

37.5 hours per week; not including lunch breaks

337.5 hours

*Days off:	New Year's Day Family Day Good Friday Victoria Day Canada Day British Columbia Day Labour Day National Day for Truth and Reconciliation Thanksgiving Remembrance Day Christmas Day Boxing Day

Checklist for Preceptors/Clinical Instructors

	View Edenbrook College Preceptor/Clinical Instructor Training Video https://Edenbrookcollege.h5p.com/content/12916854044789507
	Orient Student to Department • Student to complete the Clinical Orientation Checklist and Safety Checklist forms within the first week of clinical
	Confirm the weekly attendance sheet in CompTracker is completed by the student
	Complete Student Documentation in CompTracker for Logbook Entries • Initial student's Clinical Placement Record of Performed Exam • Complete assessment documentation in CompTracker • Prepare for Image Critique (IC) session with your student

	• Discuss the case and image(s) with your student • Approve/not approve an assessment, Image Critique (IC) line, for your student • Meet with the student after each assessment to go over performance

ROLES AND RESPONSIBILITIES

Role of the Program Clinical Coordinator (CC)

The program clinical coordinator is an Edenbrook College employee who is responsible for the overall management of clinical education. The clinical coordinator is aware and provides measures for learner's physical and psychological safety.

Role of the Student

The student has completed all classroom learning. The clinical placement is the last portion of the student's program prior to graduation.

The student is responsible for their own learning. They are to actively participate in the assessment, planning, implementation, and evaluation of their learning experiences. They are expected to ensure all the practical intents/outcomes are met.

The student is expected to approach the clinical placement experience with the same professionalism they would a real job. They are to work their assigned shifts, arrive punctually and adhere to clinical placement site policies, schedules, and routines. They are to notify the preceptor/clinical instructor of absences according to instructions provided by the preceptor/clinical instructor. In the event of illness, the student in question must be prepared to provide a validated doctor's certificate on the request. The preceptor/clinical instructor and/or student will be advised by the College on how to handle absences. For example, the student may be assigned an additional shift to make up for the absence. If the student is absent for any reason, it is the student's responsibility to ensure both their preceptor/clinical instructor and the program is notified of their absence as soon as possible (preferably before the workday begins).

Competency in the College

Prior to entering the Clinical placement experience, the student will have demonstrated in the classroom and in the lab the necessary knowledge and skill required in the current clinical placement setting. The instructor will have deemed the student competent.

Prior to entering the Clinical Placement experience, the student will have submitted evidence of:

- Current negative TB test
- Current immunizations
- Current CPR certification
- Polio vaccination

- N95 Mask Fit Test
- Completion of SPECO, Student Practice Education Core Orientation, and additional requirements specific to the hospital site including confidentiality commitment documents completed in SPECO for Vancouver Coastal Health, Fraser Health, Providence Health Care and Provincial Health Services Authority.

The clinical placement may require additional immunization and or verification of the above tests. It is the student's responsibility to provide proof to preceptor/clinical instructor. Clinical placements also require a criminal record check.

The student is responsible for maintaining and submitting current documentation to the clinical placement course instructor. Should any type of testing and/or certification expire during clinical placement, the student will be suspended from the clinical placement rotation, thus prohibiting successful program completion.

While on Clinical Placement Remember

It is a privilege to be accepted into an organization where students will be able to further develop their skills. It is important to remember this is a workplace and your behaviour reflects not only you but the college and your instructors.

The points below are gentle reminders of what is expected of the student.

- You may not enter the clinical placement site setting when you have an impairment or illness that is or may be harmful or infectious to others.
- While in the clinical placement setting, you will:
    - Utilize the "Professional Standards of Practice, Ethics" and/or "Rules and Regulations" relative to your program of study in performing all academic and Clinical Placement work.
    - Demonstrate honesty in all behaviours and communications in the clinical placement setting.
    - Arrive at the clinical placement site on time, sign in and report to the person responsible for your supervision, and sign out on time when leaving the clinical placement site.
    - Demonstrate responsibility for all personal actions, and rights of the patient and agency, by not failing to report mistakes or problems.
    - Demonstrate safety as a priority by taking appropriate steps to ensure injury does not occur to self or others during clinical placement practice.
    - Follow the dress code set forth in the Student Handbook and clinical placement requirements.
    - Demonstrate full understanding of confidentiality by not participating in inappropriate conversations, inappropriate sharing of information, or obtaining information which is not pertinent to the student's current clinical placement assignment.
    - Demonstrate correct, accurate, and timely record keeping and verbal communication.

- Provide safe care to patients, utilizing the level of supervision which has been outlined by your immediate clinical placement supervisor.
- Attend the clinical placement hours as scheduled by your preceptor/clinical instructor.
- Be responsible for the costs of your own transportation and parking to and from the host site.

The student is responsible for their MRT Clinical Placement Evaluation Booklet and Clinical Placement Record of Performed Exams. The student is responsible to deliver the Clinical Placement Record of Performed Exams to the preceptor/clinical instructor for the purpose of reviewing case entries and initialing case(s) for logbook entry into CompTracker. After the clinical placements, the MRT Clinical Placement Evaluation Booklet and Clinical Placement Record of Performed Exams must be returned to the College.

Care of Patients

While in the Clinical Placement area the student will:

- Demonstrate correct use of all processes ensuring physical, mental and emotional safety of the patient and their property as you provide care.
- Demonstrate a nonjudgmental attitude toward patients regarding race, colour, national origin, religion, socioeconomic status, age, disease process, and sexual preference.
- Provide only care in which you have been deemed competent and can legally perform, while utilizing the level of supervision appropriate to the circumstance outlined in the clinical placement guidelines.
- Demonstrate a team approach to patient care by communicating all information in a timely fashion, verbally and/or in writing.

Care of Clinical Placement Environment

While in the Clinical Placement area the student will:

- Demonstrate respect for the institution through proper use and care of all equipment and property
- Demonstrate understanding of safety by using safety devices and a team approach ensuring safe patient care, and by keeping all potential injury-producing objects out of the patients' access.
- Demonstrate understanding of disease transmission by using routine practices, proper hand washing, etc.

Failure to Meet Clinical Placement Expectations Standard

Failure by the student to meet any part of the required standards will cause action to be taken by the Lead Instructor, Program Chair, and/or Program Designee. The minimum action to be taken will be a written report and reprimand. The maximum action may be immediate failure and removal/dismissal from the program. The action taken will be dependent on the nature of the incident and the potential or real threat to patient safety and well-being, or risk for the clinical placement affiliate institution.

Procedure for Removal of Student from the Clinical Placement Site

Removal from the clinical placement site will occur if a student demonstrates inappropriate behaviour in which he/she:

1. Demonstrates unprofessional behaviour that is disruptive to the environment and interferes with the operation of the setting.
2. Is consistently late or absent during the clinical placement.
3. Is a danger to the patient or themselves.
4. Performs skills beyond their scope of practice or abilities.

If any such behaviour occurs, the following procedure will be followed:

1. The Clinical Placement Instructor/Program Chair/Lead Instructor will remove the student from the immediate patient area to an office or other waiting area.
2. The Preceptor/Supervisor/Clinical Instructor will immediately contact the Program Chair/Lead Instructor to inform them of the incident and receive direction for managing the student.
3. If the event involves the student being under the influence of alcohol or drugs, prescription or otherwise, and the emergency contact person is unavailable, the student will be sent home via public transportation or police escort. Any related expenses or criminal charges arising from the incident will be the student's responsibility and may jeopardize the student's continued participation in the program and/or future registration.

NOTE: Disciplinary action for any student who is removed from the clinical placement site for the above reasons will be addressed as delineated in the standard above.

Role of the Preceptor/Clinical Instructor

All employees at each clinical placement site are encouraged to collaborate with the student. However, a Primary Preceptor/Clinical Instructor must be established between Edenbrook College and the site. The primary role of preceptor/clinical instructor includes:

- Orientating the student to the clinical placement site
- Establishing and maintaining a positive learning atmosphere
- Teaching by example or experience to enable students to think for themselves
- Providing guidance
- Providing ongoing feedback to the student in relation to the student's work, behavior, interactions, skills, and abilities so the student can evaluate and strive to improve their performance.
- Providing regular feedback to the College about a student's performance and promptly notifying program faculty if problems arise.
- Helping students succeed.
- Sharing knowledge and keeping up to date with best practices
- Being responsible to the student.
- Acting in a professional manner.
- Encouraging teamwork.
- Establish the student schedule.
- Establish each exam protocol the student will use if different staff use different protocols.
- Review CompTracker documentation with students on a weekly basis.

- Complete the assessment forms in CompTracker for the clinical placement.
- Review and discuss self-assessments with students.

The student is responsible for their MRT Clinical Placement Evaluation Booklet and Clinical Placement Record of Performed Exams. They are responsible to deliver the Clinical Placement Record of Performed Exams to the preceptors/clinical instructor for the purpose of reviewing case entries and initialing case(s) for logbook entry into CompTracker. After the clinical placements, the MRT Clinical Placement Evaluation Booklet and Clinical Placement Record of Performed Exams must be returned to the College.

NOTE:

AT NO TIME SHALL STUDENT RECORDS BE COPIED OR KEPT.

While the preceptor/clinical instructor is completing the evaluations, the MRT clinical placement information and documentation in CompTracker must be kept secured to maintain the confidentially of the student.

All student records must be returned to the College.

To maintain the integrity of the MRT Clinical Placement Record of Performed Exams and other records, they will be returned in a sealed envelope with your signature over the seal. A college representative will call the preceptor/clinical instructor to verify the contents.

Teaching and Mentoring

There are four interrelated principal aspects to the teaching and mentoring role.

1. **Role Model** - The student observes, questions, analyzes and emulates the preceptor's/clinical instructor's approaches, skills, interactions and abilities.
2. **Support System** - The student's primary contact with other staff, the public and any clients is through the preceptor/clinical instructor. As new learning takes place and new questions arise, the preceptor/clinical instructor is available for discussion and feedback.
3. **Facilitator of Learning** - The preceptor/clinical instructor plans learning experiences which will enable the student to achieve agreed-upon objectives and gain professional autonomy. The preceptor/clinical instructor shares expertise and guides the student in locating and utilizing appropriate learning resources.
4. **Evaluator** - The preceptor/clinical instructor continually assesses the student's level of competency, provides suggestions for improvement, and acknowledges professional growth. The preceptor/clinical instructor also completes the Medical Radiography Technology program evaluation forms.

The preceptor/clinical instructor has the advice and guidance of the College in carrying out these teaching activities. Remember, participating as a preceptor/clinical instructor and mentor is meant to be a rewarding experience for you as well as for the student.

Suggestions for Teaching

Good communication skills are the most important qualification for the teaching role of the preceptor/clinical instructor. There are several aspects of communicating.

1. Keep the lines of communication open and clear. Simple, direct questions and statements prevent confusion and misunderstandings. For example, questions such as, "Have you used the data entry system lately?" or "Would you like to have a brief refresher?" elicit information in a straightforward manner.
2. Think out loud. The student's problem solving, decision-making and priority setting skills can all be enhanced when the preceptor/clinical instructor verbalizes the processes that are going on in their head. Without the verbalization, the student may observe the results of the decision-making process but not understand the process and the many factors considered when arriving at a particular decision.
3. Provide rationale for actions. This enables the student to understand an activity rather than merely memorize the steps involved.
4. Act as a role model when communicating with other team members and with clients or the public. This reinforces positive attitude and collaborative behavior to the student.
5. Provide honest, appropriate and timely feedback. Both positive and negative feedback should be specific and occur on the spot, whenever appropriate. For example, “You have completed ¾ of the data entry for this morning and have been very methodical, thorough and accurate. There is still ¼ of the data left to enter prior to lunch and before we can start to analyze the data this afternoon. Now that you have some experience, you will need to increase your speed in order to complete the input before lunch.”
6. A quiet talk away from the office may be necessary if the student is feeling the pressure of working in the field. Sometimes the student’s anxiety interferes with learning and the ability to work quickly and efficiently. The student may be unaware of the effects of their behavior on self and others. An honest, calm discussion away from the tension of the office can often clear the air and get the student on the track to success.

Reference: Yonge, G. D. (1985). *Andragogy and pedagogy: Two ways of accompaniment*. Adult Education Quarterly, 35, 160-167.

Enhancing the Clinical Placement Experience

The Learning Process

Learning may be defined as an adaptive change in behavior because of experiences, interaction with the environment, and reinforced practice. Learning is characterized by acquisition of skills, habits, knowledge, and attitude. While all individuals are capable of learning, there are significant differences between individuals in their ability and capacity to learn, the rate at which they learn, and the complexity of skills and behaviors they can master. The ability to learn is influenced by the degree to which an individual can receive and assimilate new information, by the learner’s belief in their capabilities and by factors such as age, background, education, personality and learning styles.

An individual’s natural learning style may primarily be visual, auditory, or kinesthetic. Visual learners tend to learn by watching or reading; auditory learners learn through listening and discussion; and

kinesthetic learners learn best by becoming physically involved in what they are learning, often by 'trying things out'. The preceptor/clinical instructor and student are encouraged to be aware of individual learning styles and to become flexible in their approaches to mentoring, clinical placement, and learning.

Regardless of age, learning styles and other factors, the optimum learning experiences of a student depend highly on the mentor or preceptor/clinical instructor.

The following are suggestions to keep in mind when mentoring.

1. Make time for daily interaction and relationship-building. This can be done by
    - attending to the student and sharing your perception of their progress and areas of improvement
    - encouraging, motivating, and inspiring students to succeed
    - relating to the student's experience, both good and bad
    - separating disciplinary discussions from relationship-building discussions
    - providing feedback and recognition
    - providing a positive environment for learning
    - offering a variety of teaching formats
    - assisting the student in finding resources and answers
    - showing support, acceptance, and teamwork
2. Praise or rewards, to be most effective in learning, must come soon after the student has performed well. The task, behavior, or accomplishment should be clearly connected with the praise in the mind of the learner. Rewards may include learning new skills, performing skills independently, and having increased responsibility and autonomy.
3. Frequent, specific, and relevant encouragement, feedback, and recognition increases proficiency and skill development. The student may be unrealistic about how long it takes to learn a skill. They may become discouraged and frustrated if they do not regularly see evidence of their progress and achievements. You can help the student by encouraging and supporting them daily and helping them clarify goals and discussing their progress.
4. New and interesting experiences can be a reward in themselves. Adults want to learn and expand their awareness of things that have meaning in their lives.
5. Most students appreciate honest feedback regarding their progress. Try to be constructive. Give suggestions and strategies to improve their performance.
6. Everyone can suffer from learner overload, especially when circumstances are new and different. You need to keep in mind that the student may need to perform a specific skill many times before they have mastered it. Your patience can be extremely helpful to and appreciated by the student.
7. Think out loud. The student's problem-solving, decision-making, and priority-setting skills can all be enhanced when the preceptor/clinical instructor verbalizes the processes that are going on their head. Without the verbalization, the student may observe the result of the decision-making or problem-solving process but not understand the process and the many factors considered when arriving at a particular decision.
8. Focus on empathy and respect the rights and feelings of others. Allow the student to speak freely while encouraging respect. Acknowledge and allow individual differences.

9. Encourage self-expression and independent thinking. Allow and encourage discussion about rules and standards and allow for disagreement.
10. Be aware of different leadership and learning styles and be flexible in your approach towards students. Recognize that some students learn by seeing the task or behavior performed or by a visual representation of the process, whereas others learn better by hearing an oral explanation. There are others who learn best by doing a task themselves. An authoritative leadership style also aids learning.
11. Provide rationale for actions. This enables the student to understand an activity rather than merely memorize the steps involved.
12. Teach by example. Model expected behavior with confidence and a positive attitude. Remember you are a role model when communicating with other team members, with clients, and with the public. Modeling effective behavior and communication styles encourages positive attitudes, enhances communication and collaborative behaviors of the student, and builds relationships.
13. Share information and use experiences (both yours and theirs) as you relate theory into practice and real-life situations.
14. Provide honest, appropriate, and timely feedback to the student. Encourage the student to be open in their self-assessments as this allows development of the best plan to learn the necessary skills. Feedback should be specific and occur on the spot, whenever appropriate.

Role of the Program Faculty and Staff

The Lead Instructor and Program Chair are responsible for managing the clinical placement and providing support to the preceptor/clinical instructor and student during the experience.

The College will support the preceptor/clinical instructor and clinical placement site by

- Providing orientation about the clinical placement and the process either by phone or in person.
- Providing resources to strengthen the preceptors'/clinical instructors' ability to understand the requirements of being a preceptor/clinical instructor
- Working with the preceptor/clinical instructor or contact person(s) including:
    - maintaining telephone and email contact with preceptor/clinical instructor
    - making on-site visits as required
- Reviewing the student's progress with the preceptor/clinical instructor and the student via scheduled meetings.
- Problem-solving by:
    - understanding the clinical manual and expectations
    - discussing student issues
    - completing forms
    - managing student workload

The College supports the student by

- Orientating the student to practical experience by:
    - reviewing the clinical placement evaluation booklet
    - understanding student expectations and responsibilities
    - stating clear objectives

- Interacting with the student through telephone and personal contact as needed.
- Reviewing the student's progress.
- Ensuring objectives are consistent with the Program's learning outcomes.
- Discussing and resolving issues or problems.

SUPERVISION

The preceptor/clinical instructor must be available at all times to approve, modify, intervene, or be consulted with or for the procedure, as required.

The preceptor/clinical instructor must also check and approve the images prior to the dismissal of the patient. The preceptor/clinical instructor is ultimately responsible for the procedure and for all phases of the student's involvement with the exam.

Direct supervision means the preceptor/clinical instructor is in the immediate location where the imaging procedure is occurring. Areas that require direct supervision throughout clinical placement include the OR and trauma.

Indirect supervision means the preceptor/clinical instructor may not be in the immediate location where the medical imaging procedure is occurring but is readily available and accessible at any time to the student.

Clinical Forms required for each clinical placement include:

- Orientation Checklist: due within one week of beginning clinical placement
- CompTracker documents and forms must be continually maintained on a daily basis by students and will be reviewed with the preceptor/clinical instructor on a weekly basis
- Attendance Record: CompTracker
- Student Self Evaluations: CompTracker
- Preceptor/Clinical Instructor Evaluations: completed by students
- Preceptor/Clinical Instructor Survey: anonymous survey

Evaluation of Competencies

Formative and Summative Evaluations

As part of the overall student learning process, there are two types of evaluations:

- Formative Evaluations: these allow the student to gain competence in limited examination procedures. These evaluations are to be completed in the early part of the rotation to effectively provide formative feedback and coaching to the student before they are graded in the Summative Evaluations.

- Summative Evaluations: these allow the student to gain competence in full or complete examinations. The expectation is also that in these evaluations' students identify anatomy, pathology, positioning and image critique.

For each evaluation criteria, check (√) when the student has successfully completed the task.

If the student fails/does not achieve a competency at the Formative Evaluations, the preceptor/clinical instructor is requested to remediate and coach the student, allow more time to practice, and then re-evaluate the student on that particular competency to see if a "PASS" can be achieved.

If the preceptor/clinical instructor is having a problem beyond the directives above, please contact the College's Course Faculty as per the contact information provided to you by the college. The preceptor/clinical instructor may indicate in the comments area, any such notes relating to the competency.

To improve the student's skills, we ask that preceptors/clinical instructors discuss the student's progress and areas for improvement with the student.

Repeat Summative Evaluations

With regard to the College re-write and appeals policies, the student is provided the opportunity to complete a repeat summative evaluation if the student has exam rewrites remaining from their academic portion of the program. If the student has exhausted all their rewrites (as per the College rewrite policy), they are unable to complete a repeat/extension summative evaluation and will fail the MRT Program. If eligible, the student will then have to return to campus for an official appeal. If the appeal is granted, only then may the student return to the clinical rotation site for an additional week to complete the repeat summative evaluation(s).

If the student fails a summative evaluation, it is critical that they are properly remediated to promote success on their repeat summative evaluation. The student shall meet with the faculty and preceptor/clinical instructor to discuss the competencies which were not achieved in detail. Goals, tips, and coaching are to be provided to the student, all of which are to be documented. In addition, feedback from the student is important to consider as he/she may have realized the reason for not being successful. A proper plan is set out to ensure student success.

Remediation Guideline

<u>Step 1: Meeting and Plan</u>

The student meets with the course instructor and preceptor/clinical instructor to discuss the competencies which were not achieved in detail. Goals, tips and coaching are provided to the student, all of which are to be documented. A proper plan is set out to ensure student success. Comprehensive, competency-specific, procedures begin and are performed with careful supervision from the preceptor/clinical instructor. The student is given advice and feedback on progress. Notes on progress and remediation are documented by preceptor/clinical instructor and the faculty member.

Step 2: Practice and Feedback
Comprehensive, competency-specific, procedures continue and are performed with careful supervision from the preceptor/clinical instructor. The student is given advice and feedback on progress. Notes on progress and remediation are documented.

Step 3: Practice and Feedback
More comprehensive, competency-specific, procedures are performed with careful supervision from the preceptor/clinical instructor. The student is given advice and feedback on progress. Notes on progress and remediation are documented.

Step 4: Practice and Feedback with Evaluation
More comprehensive, competency-specific, procedures are performed with careful supervision from the preceptor/clinical instructor. The student is given advice and feedback on progress. Notes on progress and remediation are documented. This decision is made jointly between the student and preceptor/clinical instructor.

Step 5: Evaluation
The summative evaluation form(s) must be completed. A pass or fail mark will be provided to the student.

How Do I Know If a Competency Has Been Achieved?

Competency Achieved – Student successfully performs competency (ies) of the Summative Assessments.

Competence involves the demonstration of skills, knowledge, and abilities in accordance with the following principles:

- Consistency (the ability to repeat practice techniques and outcomes)
- Independence (the ability to practice without assistance from others)
- Timelines (the ability to practice in a time frame that enhances patient safety
- Accuracy (the ability to practice utilizing correct techniques and to achieve the intended outcomes)
- Appropriateness (the ability to practice in accordance with clinical standards and protocols outlined within the practice jurisdiction)

Competency Not Achieved – Student does not perform or does not successfully perform competency (ies) of the Summative Assessments.

- Inconsistent demonstration of this skill, regardless of the preceptor/clinical instructor guidance
- Feedback seldom used effectively
- Lack of confidence
- Patient at risk
- Works out of scope of practice

How Do I Know If a Competency Has Been Achieved?

Competency Achieved – Student successfully performs competency (ies) and completion is documented in CompTracker.

Competence involves the demonstration of skills, knowledge, and abilities in accordance with the following principles:

- Consistency (the ability to repeat practice techniques and outcomes)
- Independence (the ability to practice without assistance from others)
- Timelines (the ability to practice in a time frame that enhances patient safety)
- Accuracy (the ability to practice utilizing correct techniques and to achieve the intended outcomes)
- Appropriateness (the ability to practice in accordance with clinical standards and protocols outlined within the practice jurisdiction)

Competency Not Achieved – Student does not perform or does not successfully perform competency (ies).

- Inconsistent demonstration of this skill, regardless of the preceptor/clinical instructor guidance
- Feedback seldom used effectively
- Lack of confidence
- Patient at risk
- Works out of scope of practice

Assisting the Student to Be Successful

Most students will complete their clinical placement without any problems. Occasionally, there are students who are not meeting the clinical placement objectives. There could be a number of problems that students are facing, and they are finding it difficult to focus on their clinical placement. These could be personal, emotional, family issues, illness, addiction, and so on. The preceptor/clinical instructor should talk with the student involved and find out if there is something that can be done to help with the situation. Sometimes problems are minor and once pointed out to students they will correct their behavior and the problem may be resolved.

There are services available at the College to help students if they require assistance. Contact the course instructor immediately if you are concerned and require more information to assist the student.

There could also be students who display unprofessional, unethical, or unsafe behaviours that may lead to emotional or physical harm to patients. These problems may be more difficult to resolve, and strategies must be put in place to ensure patient safety.

These guidelines were developed to assist you and the student when you think the student is not doing well. Your goal should be to develop strategies to promote the student's achievement and maximum potential. Below are some general guidelines that you will likely find helpful as you work with the student.

You are not alone – You should not try to carry out this process alone. Contact the assigned course instructor early in the process. Keep them apprised of the situation. They can offer suggestions and support.

1. The student is a part of the process. Provide oral feedback early, seek clarification and information, and get the student's perspective. Feedback at any point in the process can be oral or written. If you decide not to provide written feedback, you need to write an objective summary of your discussion in your own notes (include the dates and times). Sometimes you think you have been clear when talking to the student and the student ends up hearing something totally different. Written feedback can help you clarify your own thoughts and provide clarity for the student. If the problem continues it will prove beneficial to have written feedback for yourself and the student.

2. Make the process as clear and transparent as possible. Be clear about: What the problem is, Why it is a problem, The consequences of the problem, How can the problem be dealt with, How the student will know the problem is resolved, How the student can avoid the same problem in the future.

3. Student success should be the goal. When you and the instructor meet with the student be sure to stress that the goal is to help the student be successful in the course. Be clear about the specific clinical placement objectives that are not being met. Help identify strategies and work with the student to formulate a "plan" to deal with the problematic behaviour. The instructor will help with this step.

4. Timing is important. There are no hard and fast rules around when you do what, but there are some basic principles you can follow: Intervene as soon as possible. The earlier you start to address a behavior/problem the better. You may not yet be entirely clear what the problem is. Speaking to the instructor and the student will help clarify the problem and what needs to be done. You want to give the student the time and opportunity to correct problematic behaviors. It is never too late. If you do not observe the behaviours until later in the clinical placement (i.e., after midpoint), it is better to help the student identify a problem or issue than to ignore the problem.

5. Failing students. If the student displays unprofessional, unethical or unsafe behaviours that may lead to emotional or physical harm to patients, or damages the reputation of the college or facility, the student can be required to leave the clinical setting.

6. The student has failed, not the preceptor/clinical instructor. It is not easy to fail students. It is the student that has not met the clinical placement objectives and has failed the course. Try not to accept blame for the student's failure. It is part of your responsibility as a professional to make sure that the student is a safe, competent, ethical and compassionate Medical Imaging Technologist.

Preceptor/Clinical Instructor Survey

As part of the program's quality improvement plan, we will request that you complete the anonymous preceptor/clinical instructor survey. Your feedback is valuable to the College and helps us improve our program. The survey may be sent to preceptors via email with a hyperlink.

PROGRAM POLICIES

Personal Appearance

The MRT program's appearance policy is based on expectations of a reasonable patient and in accordance with CAMRT Best Practice Guidelines. Students must adhere to this policy. Students are required to demonstrate a neat and professional appearance at all times.
You are required to wear an Edenbrook College approved uniform, scrub top and bottom, and slip-resistant, closed-toe, closed-heel water impervious shoes. A long-sleeved shirt may be worn under the scrub top if it is cold.
Long hair should be tied back and loose clothing and dangly jewelry should not be worn. Clinical practice is a scent free environment, therefore proper hygiene practices are required and no strong scents such as deodorants, perfumes or colognes are to be worn.

All healthcare students are required to wear name badges when at clinical placement.

- Uniforms should be clean, fit properly, be in good condition and wrinkle-free.
- Good personal hygiene should be maintained at all times as to ensure infection control and safety practices are upheld.
    - Clean hair
    - Hair safely secured
    - Groomed facial hair
    - No artificial nails
- Students are to refrain from using colognes, perfumes, or scented toiletries. This is inresponse to a 'no scent' policy in healthcare environments.
- Jewelry should provide no risk to the wearer or patients.

Student Dress Code

The dress code, resulting in a unified professional look for clinical, is as follows:

- Edenbrook College uniform:
    - Scrub pants
    - Scrub tops

- Plain white warm up jacket/lab coat is permitted (not required)
- Plain long sleeve shirt under scrub top is permitted (not required)
- Slip-resistant, closed toe, closed-heel water impervious shoes
- Shoes must be kept clean.
- Name tag/student identification
- Dosimeter – provided for the student by Edenbrook College
- Right and Left lead x-ray markers

CODE OF CONDUCT

Code of Professional Conduct

As healthcare professionals, student's actions are guided by the codes of conduct set out by the provincial and employer-based standards. The profession recognizes its obligation to identify and promote professional standards of conduct and performance. The execution of such standards is the personal responsibility of each member. Edenbrook College's MRT program is built on these standards and ethics.

MRT Student Code of Conduct

Students are responsible for adhering to all rules, regulations, and policies at the College. The College expects mature and professional behaviour on the part of its students both in school and while attending College-related activities off campus. Students should demonstrate the same behaviour at school as they would in the workplace.

Student Responsibilities

The following list outlines Student's responsibilities as a student:

- Get and keep informed about course and program requirements and the availability of staff.
- Get informed about procedures respecting class rescheduling or replacement.
- Maintain satisfactory achievement in the course/program.
- Maintain communication with instructional staff.
- Conduct themselves in a manner that reflects a positive image of Edenbrook College when representing Edenbrook College in official and co-curricular activities.
- Observe all health and safety procedures outlined for classrooms.
- Follow all procedures that are in place during the pandemic. Program specific procedures will be provided as well.
- The use of audio devices for lecture recording is at the discretion of the instructor and should be agreed upon with him/her prior to class start.
- Video recording devices are not permitted in the classroom unless they are part of an activity organized and supervised by the instructor.

- All other forms of electronic, should be maintained in the off position unless they are part of an approved student accommodation.

Student Behaviour

It is the student's responsibility to ensure that they are familiar with Edenbrook College's academic policies/regulations including, but not limited to, grades and progression, attendance, grade appeals, drop/add/withdrawals, deficiency clearance, student conduct, and marking system. Students are also responsible for the maintenance of their academic records and assurance that all graduation requirements of the program have been satisfied.

Accountability

Students are directly responsible to the Edenbrook College faculty, clinical coordinators, and Clinical Instructors/preceptors.

Patient Confidentiality

Students must keep confidential any information regarding patients and must complete the Confidentiality Agreement form as per your clinical host's standards.

Attire/Dress Code

Students are required to demonstrate a neat and professional appearance at all times. They are required to wear an approved uniform, scrub top and bottom, and slip-resistant, closed-toe, closed-heel water impervious shoes during lab sessions at Edenbrook College. A long-sleeved shirt may be worn under the scrub top if it is cold. Long hair should be tied back and loose clothing and dangly jewelry should not be worn. Labs are scent free environments, therefore proper hygiene practices are required and no strong scents such as deodorants, perfumes or colognes are to be worn. Required attire during clinical placement will be discussed at each clinical site and the shoes described above are a requirement at all BC sites. All healthcare students are required to wear name badges when on-site either at school or at a clinical placement.

Acceptable Behaviour

Students are expected to perform in an ethical, responsible, professional, and clinically competent manner. They are expected to utilize all opportunities to improve Their knowledge and skills and attitude; and while in the clinical phase, to contribute to the department and clinical site in such a way as to provide the highest quality of patient care.

Student Sexual Abuse Policy

As a student enrolled in the Medical Radiography Technology Program, it's vital to understand and adhere to the policy regarding sexual abuse. This policy addresses the appropriate conduct expected from the MRT student during their educational tenure.

What Constitutes Sexual Abuse?

Providing a safe environment for patients and intervening in circumstances of abuse is stated in the Member Code of Ethics and Professional Conduct, of the Canadian Association of Medical Radiation Technologists (CAMRT).

Sexual abuse includes any behavior or action of a sexual nature without a person's consent, and that goes beyond professional boundaries. This involves, but is not limited to:

- Physical sexual relations with patients.
- Touching a patient in a sexual manner, such as unnecessary contact with intimate body parts during procedures.
- Displaying behavior that suggests a sexual interest in a patient, even through non-physical gestures.
- Making remarks or comments of a sexual nature towards a patient.

Our Zero Tolerance Policy

The Medical Radiography Technology Program has a strict zero-tolerance policy for any form of sexual abuse or misconduct towards students and patients. We emphasize:

- Sexual abuse in any form is never acceptable and will not be tolerated.
- All reported allegations of sexual abuse will be thoroughly investigated by the program.
- Recognizing the impact of sexual abuse on students, patients, and their families, acknowledging diverse perspectives on what constitutes abuse, and respecting patient comfort levels.
- Students should promptly adjust their behavior or language if a student or patient expresses discomfort.

Guiding Principles for Student

During interactions with students and patients, the student is expected to:

- Obtain consent before any procedure involving physical contact.
- Respect personal space and a patient's right to withdraw consent at any time.
- Greet patients and their companions warmly and professionally, introducing themselves and clearly explaining procedures.
- Maintain a respectful, caring attitude, considering individual needs, cultural backgrounds, and autonomy.
- Avoid assumptions or judgments, ensuring non-verbal cues and language remain neutral and respectful.
- Communicate clearly and maintain confidentiality regarding patient information.

Reporting Incidents: Any student who experiences or witnesses' behaviour that may constitute sexual abuse as outlined in this policy is encouraged and expected to report the incident promptly. Reports shall be directed to instructors, the program chair, or the campus director. Confidentiality

will be maintained, and measures will be in place to safeguard individuals from any form of retaliation when reporting these incidents.

Investigation Process: Upon receiving a report, Edenbrook College will initiate a thorough and impartial investigation into the alleged incident. This investigation will adhere to established protocols and timelines, involving appropriate authorities, and ensuring the involvement of all relevant parties.

Confidentiality and Support: Confidentiality will be maintained throughout the investigation process to the extent possible, respecting the privacy of all involved parties. Students involved in the investigation will be provided with necessary support resources and assistance.

Resolution and Follow-up: Following the investigation, appropriate actions will be taken based on the findings. This may include disciplinary measures if the reported behaviour is found to violate the Sexual Abuse Policy. Edenbrook College will communicate the resolution to the involved parties and take steps to prevent recurrence.

Non-Retaliation: Edenbrook College ensures that there will be no negative repercussions for individuals reporting incidents of sexual abuse. Protection against retaliation is a fundamental aspect of the reporting and investigation procedures.

Support Resources:

https://www.camrt.ca/mrt-profession/professional-resources/code-of-ethics/

https://www.traumainformedcare.chcs.org/what-is-trauma-informed-care/

Edenbrook-Sexual-Violence-Policy-2022-1.pdf (Edenbrookcollege.com)

https://www.wsps.ca/search-results#q=Workplace%20Violence%20%26%20Harassment%20Awareness&t=Shop&sort=relevancy

Conclusion

This policy serves as a guideline to ensure a safe and respectful learning environment for both students and patients. Any violation of these standards will be treated seriously, leading to necessary disciplinary measures, potentially including dismissal from the program.

Protocol Policy

Students are to follow the protocols of the clinical placement site for each examination. Edenbrook College has stressed flexibility and adaptability as strengths that are required by medical imaging technologists and feel that students should quickly adapt to a different protocol from what we have

learned at school. We ask, however, that each clinical placement site has the student follow their site-specific protocols for consistency. If technologists at your facility have the flexibility to complete their protocol, please have the technologist decide on which protocol the student will follow.

Safety

We are committed to providing a safe and healthy clinical placement experience for our students. To achieve this, we ask that preceptors/clinical instructors and individuals who work with our students ensure compliance with occupational health and safety legislation, by:

- Providing and maintaining equipment and systems which are safe and without risks to health. In addition, ensuring that students have access to the appropriate personal protective equipment when applicable.
- Providing the information, instruction, and supervision necessary and appropriate to ensure the health and safety of all students while at the host site.
- Ensuring that in the event a question or debate arises in relation to productivity or safety, safety will receive priority.
- Taking responsibility and accountability for ensuring every reasonable precaution is exercised to ensure the safety of each student under their direction.
- By completing the safety training within the first two days of the student being at the clinical placement site.

Incident Reporting

The student is expected to report any clinical incidents they are involved in during their placements and any incidents which result in their own personal injury.

- In every instance where there is an incident or injury or if the student has come in contact with a communicable disease, no matter how minor it may seem, the incident must be reported, investigated and documented.
- The student must report the incident to the preceptor/clinical instructor and/or clinical supervisor, and proper forms must be completed and signed in accordance with the clinical site's procedures.
- The preceptor/clinical instructor will complete an incident report for the college.
- A copy of the report will be placed in the student's clinical file.
- Students are responsible to know, understand and agree to abide by the clinical site's infection control policies and procedures of their clinical education setting.
- In addition, the student must report the incident to the Program Chair within 24 hours of the incident.

Clinical Injuries

Students involved in an injury during clinical placements should immediately seek support from their preceptor/clinical instructor. The preceptor/clinical instructor should provide first aid or call 911 depending on how serious the incident may be. The preceptor/clinical instructor should follow the institution's procedures and policies for incident reporting. The college should be notified immediately.

The college will work with the preceptor/clinical instructor to determine next steps and will complete the necessary documentation. The college representative will follow up with both the host site and student.

Conflict Resolution/Sexual Violence & Harassment/ Bullying/ Discrimination

Edenbrook College is committed to the appropriate, respectful, and informal resolution of all conflicts where possible; and to promoting an environment, free from discrimination and harassment, including sexual harassment based on the protective characteristics set out in the British Columbia Human Rights Act. Such discrimination and harassment undermine the mission of Edenbrook College by discouraging individuals from fully participating in academic and professional work. Not only do discrimination and harassment negate the principles of college life, but they are also against the law and will not be condoned at Edenbrook College. It is the responsibility of all members of the College community to contribute to a respectful environment for work and study.

The student will contact the college if they feel they have been treated inappropriately.

The preceptor/clinical instructor is to contact the college immediately if they feel the student is acting inappropriately with staff or patients.

SAFETY

Dosimetry

Exposure to radiation for Medical Radiography Technology (MRT) learners participating in clinical placement must be monitored to ensure that no one receives an exposure that could have a potentially adverse effect. Health Canada's National Dosimetry Services (NDS) provides equipment, monitors and records radiation exposure. According to Safety Code 35, all radiation workers (including learners) must monitor radiation exposure with personal dosimeters. All personal dosimeters must be worn and stored by the recommendations of the dosimetry service provider. All personal dosimeter records must be maintained for the lifetime of the facility.
It is the responsibility of Edenbrook College to acquire the dosimeter for each learner and maintain the services necessary. Any personal information required to obtain the dosimeter must be obtained by Edenbrook College directly from the learner.

Pregnancy

According to Safety Code 35, a pregnant radiation worker (including the MRT learner) should immediately notify the employer (Edenbrook College and clinical agency) upon the knowledge of pregnancy in order that appropriate steps may be taken to ensure that work duties during the remainder of the pregnancy are compatible with the recommended dose limits.

Safety Code 35 Appendix 1

N.B. Accommodations can be made to adjust for the individual needs of the pregnant learner. These accommodations may lead to a delay in graduation from the program if the learner is unable to

successfully achieve all program requirements.

N95

The use of fitted N95 masks may be used in the clinical setting. All learners are mask-fit tested to a personal fit. It is the responsibility of the learner to disclose personal N95 size to the clinical agency. It is the responsibility of the clinical agency to make appropriate masks available to each learner.

Appendix I

- Statement of Confidentiality
- Orientation Checklist
- Safety Checklist
- Record of Performed Exams
- Self Evaluation
- Preceptor/Clinical Instructor Evaluation
- Consent to Release of Personal Information

CONFIDENTIALITY STATEMENT

In accordance with regulations regarding confidentiality of information or knowledge concerning the patient, students in Edenbrook College of Health, Business and Technology shall adhere to the following policy:

1. All aspects of the patient's medically related information and/or data shall not be discussed with any person or persons under any circumstances, except in a structured, teaching-learning situation.
2. Under no circumstances is the student to photocopy and/or tape record any part of the patient's medical record/chart or requisition.
3. Failure to honour this basic ethical right of the patient may result in the immediate dismissal of the student from the program.

I understand that all information about the patient's condition is confidential. I hereby acknowledge that I will not discuss such confidential information in ANY public area inside or outside of the educational arena.

_____ _____

Name of Student (PRINTED) Date

_____

Name of Student (SIGNATURE)

_____ _____

Signature of Program Personnel

MRT STUDENT CONFIDENTIALITY STATEMENT STUDENT PLEDGES

STUDENT PLEDGES

Pledge to Confidentiality

As an employee, member of the medical staff, volunteer,other worker, placement student or co-op student associated with the host site, I will have access to information and materials relating to patients, employees, other individuals, which is of a private and confidential nature.

- At all times, I shall respect the privacy anddignity of patients, employees, and all associated individuals.
- I shall treat all administrative, financial, patient, employee and other records as confidential material, and I will protect them toensure full confidentiality. I shall not read records or discuss, divulge or disclose such information unless there is a legitimate purpose as it relates to my employment.
- I shall ensure that confidential information is not inappropriately accessed, used or releasedeither directly by me, or by virtue of my signature or security access to premises or systems.
- I shall only access, process and transmit confidential information using the Host site hardware, software and other authorized equipment, as required by the duties of my position

Pledge to the Code of Conduct

As a member of the health care community, patient,client, employee, physician, dentist, visitor, guest, volunteer, student and contractor, I share in the vision of the host site l and will strive to create a culture of respect and co-operation by:

- Treat others with respect, dignity, caring andcompassion
- Demonstrate courtesy, honesty and integrity
- Respect the rights of others regardless of theirrace, ancestry, place of origin, citizenship, religion, gender, sexual orientation, age or disability
- Provide an environment that ensures and protects the right to personal dignity and privacyfor every individual
- Ensure the physical safety of each individual
- Refrain from the use of offensive and abusive language
- Maintain confidentiality and honour the privacyof health information in all respects including not seeking information of others
- Act in a professional manner that promotes teamwork, communication and accountability
- Display accountability for one's actions and
- Decisions
- Comply with all applicable federal, provincial andmunicipal laws.

I understand and agree to abide by the principals outlined in this document. I also understandthat should any of these principals be breached, I will be subject to disciplinary action up to and including termination, loss of privileges or similar action appropriate to my position with the Host Site.

Date: _____

Student Name: _____ **Student Signature:** _____

(Print) (Signature)

MRT PROGRAM STUDENT ORIENTATION CHECKLIST

Student Name: _____

Clinical Site: _____

This is a mandatory checklist for all students participating in the Medical Radiography Technology program clinical placement. This checklist is to be completed within the first week of the clinical placement.

Meet Staff Medical Imaging Technologists	
Meet Staff Radiologist(s)	
Locate Supplies (patient gowns, linen, cleaning supplies)	
Locate Reception/Waiting Area/Medical Imaging Rooms/Workstations/Reporting	
PACS/RIS (Logins, navigation, procedures)	
Requisitions/Clinical Forms	
Medical Imaging and Reporting Protocols	
Department Manuals (MSDS, Safety, Protocols, etc.)	
Site Policies and Procedures	

Preceptor/Clinical Instructor: _____Signature: _____

Date: _____

Student: _____ Signature: _____

Date: _____

RELEASE OF PERSONAL INFORMATION

As a student in the Medical Radiography Technology program at Edenbrook College of Health, Business and Technology, I consent to the release of the following information for the purposes of receiving information, materials, and/or telephone calls from various recruiters and/or agencies that are interested in employing new program graduates.

Additionally, I agree to sharing any completed evaluations while the program is undergoing an accreditation process. All personal information will be removed and not shared with the accreditation reviewers.

I understand that I may remove my personal information from any published list by contacting the College.

Printed Name: _____

Address: _____ _____

Phone Number: _____

Anticipated Graduation Date: _____

_____ _____

Student Signature Date

_____ _____

Signature of Program Personal Date

MRT PROGRAM STUDENT SAFETY CHECKLIST

Student Name: _____

Clinical Site: _____

This is a mandatory checklist for all students participating in the Medical Radiography Technology program clinical placement. This checklist is to be completedwithin the first two days of the clinical placement.

1. Fire Safety
   - ☐ Fire extinguishers
   - ☐ Fire exits
   - ☐ Fire blankets (where applicable)
   - ☐ Pull stations

2. First Aid Equipment
   - ☐ Eyewash station
   - ☐ First aid kit
   - ☐ Emergency shower (where applicable)

3. Emergency Code
   - ☐ Code colors (where applicable)
   - ☐ Procedures for codes (where applicable)
   - ☐ Emergency telephone/telephone list

4. Needle stick
   - ☐ Sharps disposable containers
   - ☐ Sharps injury logbook

5. Aseptic Techniques
   - ☐ Sterile gloving
   - ☐ Proper removal of dirty gloves, masks and gowns
   - ☐ Hand wash stations
   - ☐ Proper waste disposal

6. Incident Reporting
   - ☐ Incident report form
   - ☐ Accident/Injury report form

7. Other
   Specify:

Preceptor/Clinical Instructor Signature: _____Date: _____

Student Signature:_____ Date:_____

MRT Program Clinical Placement Record of Performed Exams

Student Name: _____

Clinical Site: _____

Preceptor/Clinical Instructor Signature:

_____

Students are to complete a Clinical Placement Record of Performed Exams of all cases that they were involved with in any manner. It is the shared responsibility of the student and the preceptor/clinical instructor to maintain knowledge of exams being performed, and adjustments should be made with coordination with the preceptor/clinical instructor to ensure all aspects of the required examination types are practiced.

The purpose of the Clinical Placement Record of Performed Exams is to document a summary of the student's work in clinical placement and the number of cases they observe, assist, and perform for the duration of their clinical placement.

Students should have this book in clinical placement with them at all times. No confidential patient information should be recorded in this book.

The student will use the Clinical Placement Record of Performed Exams for Image Critique to record the cases that are eligible for logbook entry into CompTracker. These cases must be individually signed by the supervising preceptor/clinical instructor in order to be considered for logbook entry at Image Critique Sessions with the site designate(s) or instructors. If there is doubt or concern about the accuracy of the student's performance or exposure to certain cases, precise numbers may be pulled from the image critique records and from the site's documents to ensure accuracy of the student's initiative and level of performance.

Accession #	Site	Date	Procedure	Technical Comment	Tech Signature (Verify Performed)	Logbook Y/N	Initial

MRT PROGRAM STUDENT SELF EVALUATION

Student Name: _____

Clinical Site: _____

Date: _____

INSTRUCTIONS: As students you are constantly evaluated by your preceptors/clinical instructors in order to monitor your progress during clinical education. However, it is important that your instructors also are made aware of how you perceive your experiences and ability. This evaluation asks you to candidly discuss your current progress. Please check the appropriate column or columns which best describe your assessment about your level of proficiency at this point in your training.

	Excellent	Good	Average	Needs Improvement
Professional Conduct Mannerisms, cleanliness, neatness				
Attitude Enthusiasm for profession interest in Assigned activities				
Communication Skills Interpersonal skills (patients/staff)				
Patient Care Skills Awareness of emotions, modesty				
Cooperation Willingness to assume duties				
Dependability Punctuality & reliability				
Self-control Confidence in personal ability				
Application of Knowledge Use of academic information				
Organization of Duties Logistical & efficient performance				
Adaptability Achievement of routine exams on non-routine patients				
Attendance Punctual and notifies clinical site when not in attendance				

MRT Program Preceptor/Clinical Instructor Evaluation

Clinical Site: _____

Preceptor/Clinical Instructor Name:
_____

Date: _____

INSTRUCTIONS: The purpose of this questionnaire is for the student to evaluate the preceptor/clinical instructor. Please be objective when considering your responses to these questions. Please read each statement and rate your response.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Is willing to provide clinical supervision and guidance as required by the preceptor/clinical instructor manual.					
Helps me apply classroom knowledge to the clinical situation.					
Discusses my performance with me.					
Corrects me in a constructive and professional manner when necessary.					
Appears interested in me and my learning experience.					
Is a professional role model for me.					
Helps me develop my problem-solving skills.					
Encourages me to perform at an appropriate level of confidence.					
Evaluates me according to my clinical performance.					
Assists me in finding answers to my questions.					

Student Name: _____ Student Signature: _____

Date: _____

Appendix II

Entry level competencies from the CAMRT, https://www.camrt.ca/certification-4/current-competency-profiles/ for Radiological Technology.

New National Competency Profile:
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.camrt.ca/wp-content/uploads/2020/03/RTR-Companion-2019_FINAL.pdf

MRT Competency Profile
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.camrt.ca/wp-content/uploads/2021/10/National-Competency-Profile-2019.pdf