

CLINICAL PRACTICE – GRADING CRITERIA (YEAR ONE)

Students are evaluated on technical, personal and professional skills. Evaluations are completed in Trajecsyst using the following rating system: 5=Outstanding, 4=Exceeds Expectations, 3=Meets expectations, 2=Needs Improvement and 1=Unsatisfactory.

NA=Not Applicable

I - Achieved outcomes for this quarter

Rating	Criteria
5	Student has consistently performed beyond quarter expectations.
4	Student achieved all outcomes plus started on outcomes for following quarter.
3	Student achieved all outcomes for quarter.
2	Student achieved all except one or two outcomes.
1	Student unable to achieve the majority of outcomes for quarter.

II - Prioritizes a given set of tasks.

Rating	Criteria
5	Able to prioritize tasks independently, and anticipates the next step in treatment.
4	Student efficiently prioritizes tasks independently.
3	Student prioritizes immediate tasks with minimal guidance.
2	Student needs extra direction in prioritizing tasks.
1	Student unable to prioritize tasks even with direction.

III - Applies the principles of radiation protection to clinical practice.

Rating	Criteria
5	Analyzes and anticipates need for radiation safety practices in unique situations
4	Demonstrates knowledge of and acts upon radiation safety practices beyond the scope of the minimum standards required.
3	Demonstrates knowledge of and acts upon the minimum standards required for radiation safety protection.
2	Upon one occasion, failed to demonstrate knowledge of or act upon radiation protection principles.
1	Failed to demonstrate knowledge of or act upon radiation protection principles on more than one occasion.

IV - Demonstrates safe, ethical and legal practices.

Rating	Criteria
5	Consistently utilizes safe practices with patients and equipment, maintains patient confidentiality, and follows legal & ethical practices.
1	Student was unsafe, or unethical or did not follow legal criteria on more than one occasion during the quarter.

V - Applies theory to clinical practice.

Rating	Criteria
5	Demonstrates advanced (for level of education) understanding of principles learned in class to instructor and demonstrates the proper application of these principles (staging, grading, film exposure, equipment functions, patient communication, etc.)

4	Identifies and explains major principles learned in class to instructor and demonstrates the proper application of these principles (staging, grading, film exposure, equipment functions, patient communication, etc.)
3	Identifies and explains basic principles and consistently demonstrates their proper application (appropriate to level of education)
2	Identifies a few principles, but unable to apply them in the clinical setting
1	Unable to identify & explain principles or to apply them to the clinical setting

VI - Demonstrates ability to transfer, position, immobilize and restrain (if necessary) patients.

Rating	Criteria
5	Consistently & safely transfers patient from gurney or wheelchair to tx. couch as part of a team with an IV or oxygen tank attached to the patient without direction. Student is able to position patient onto couch, correctly utilizes immobilization or restraining devices with no assistance.
4	Safely transfers patient from gurney or wheelchair to tx. couch with IV or oxygen tank attached to patient with some direction from team members. Student correctly & safely positions and immobilizes/restrains patients.
3	Participates in the safe transfer of patients as a team member. Student needs some assistance with safely positioning or immobilizing/restraining patients.
2	Participates in the safe transfer of patients as a team member. Student needs some assistance with safely positioning or immobilizing/restraining patients.
1	Unable to demonstrate proper transfer, lifting, immobilization, restraining or positioning techniques.

VII - Demonstrates knowledge of institution's procedures and correctly responds to emergencies, disasters and/or accidents.

Rating	Criteria
5	Once shown emergency procedures (such as calling a code & proper reporting of an emergency incident) the student is able to correctly identify, and demonstrate the procedures and explain their appropriate application in clinical practice.
1	Unable to identify or explain procedures AND is unable to apply them to clinical practice.

VIII - Identifies and responds to rapid physiological changes in patient's condition.

Rating	Criteria
5	Independently recognizes a change in patient's condition, informs clinical staff and appropriately attends to patient.
4	Recognizes a change in condition, informs appropriate clinical staff, but minimally interacts with patient.
3	As a part of the team, consistently recognizes a change but needs assistance in taking appropriate action.
2	Occasionally unable to identify a change in patient condition.
1	Consistently unable to identify a change in condition.

IX - Follows institution's policies & procedures regarding treatment delivery and patient care.

Rating	Criteria
5	Identifies institution's policies & procedures and consistently practices them beyond expectations of quarter.
4	Identifies institution's policies & procedures, and consistently practices them.

3	Occasionally needs prompting in following institution's policies and procedures.
2	Unable to identify policies & procedures, and is inconsistent in practicing them.
1	Does not follow institution's policies & procedures on a regular basis.

X - Follows a set of verbal and/or written instructions.

Rating	Criteria
5	Accurately and quickly implements complex verbal or written instructions. Asks for clarification when necessary.
4	Accurately implements standard verbal and/or written instructions, without prompting. Asks for clarification when necessary.
3	Accurately implements standard verbal and/or written instructions, but needs prompting occasionally.
2	Consistently needs prompting to do a task, or consistently misinterprets the instructions.
1	Unable to respond to or carry out instructions

XI - Demonstrates appropriate critical thinking and problem solving skills.

Rating	Criteria
5	Independently identifies problem, consistently focuses on problem, consistently makes relevant assumptions, and develops solutions are appropriate to the clinical setting, beyond expectations of quarter.
4	Identifies problem as a part of the team, consistently focuses on problem, consistently makes relevant assumptions, and develops solutions are appropriate to the clinical setting.
3	Identifies problem, focuses on problem, usually makes relevant assumptions, and sometimes needs assistance in developing solutions that are appropriate to the clinical setting.
2	Sometimes unable to identify or focus on problem. Student needs assistance or prompting to make relevant assumptions, and is unable to develop solutions to problems, or solutions are inappropriate to the clinical setting.
1	Consistently unable to identify or focus on problem, does not make relevant assumptions, and unable to develop solutions appropriate to the clinical setting.

XII - Demonstrates appropriate use of computers

NOTE: For First Quarter this is NA; May be graded in this area for quarters 2, 3 & 4 if permitted by clinical site. Computer use includes: locating patient information, labeling DRR's, operating the record and verify systems, as well as beaming on.

Rating	Criteria
5	Consistently and accurately accesses information on the treatment or scheduling computers and "beams on" with supervision.
4	Consistently and accurately accesses information on the treatment or scheduling computers with minimal assistance; occasionally "beams on" with supervision.
3	Occasionally accesses information on the treatment or scheduling computers with assistance. Does not consistently beam on.
2	Unable to access information on the tx or scheduling computers, or needs much repetitive assistance or prompting to do so.
1	Unable to access information, or never attempts to do so.

XIII - Overall quality of student's work for present level of education.

Rating	Criteria
5	Is regularly performing 3 or more outcomes expected at a higher level of education.

4	Exceeded all outcomes for present quarter, performing a 1 or 2 at a higher level
3	Achieved the all outcomes for present quarter.
2	Did not achieve one or 2 of the outcomes for the quarter.
1	Achieved less than ¾ of outcomes for quarter.

XIV - Overall progress during rotation.

Rating	Criteria
5	Student progressed far beyond expectations for quarter (see # XIII)
4	Student made excellent progress, and exceeded some expectations.
3	Progress was steady, and all outcomes were achieved for quarter
2	Progress was inconsistent and student did not achieve all outcomes for quarter
1	No evidence of progress during quarter

XV - Follows dress code.

Rating	Criteria
5	Consistently clean & neat appearance. Follows dress code of clinic.
1	Consistently untidy or unclean, or does not follow clinic dress code.

XVI - Attendance/Punctuality

Note: All are without prior arrangement with clinical coordinator. An "instance" is one period of the same illness – may be one or more days. If student misses more than 4 days of clinic, clinical supervisor should be notified.

Rating	Criteria
5	One day absent or tardy.
4	2 days absent or tardy.
3	2 "instances" of absences or tardiness, totaling 3-4 absences or tardy incidents
2	More than 2 "instances of absences, and 5-6 days absent
1-0	Greater than 6 days absent.

XVII - Demonstrates appropriate behavior with patients.

Rating	Criteria
5	Student consistently initiates interaction with patient. Student is consistently respectful, polite, gentle and concerned with the patient's well-being. Student always exhibits a high standard of ethical behavior regarding patient confidentiality and privacy.
4	Student sometimes initiates interaction with patient and is attentive to patient's well-being. Student always exhibits a high standard of ethical behavior regarding patient confidentiality and privacy
3	Student is respectful, polite, gentle, and generally attentive to the patient's needs. Student exhibits ethical behavior regarding patient confidentiality and privacy. Student needs some prompting when interacting with patients.
2	Student rarely interacts with patients or is not consistently respectful, polite or gentle
1	Student is not respectful, polite or gentle or has behaved unethically in one or more situations.

XVIII - Demonstrates appropriate behavior with clinical staff and others.

Rating	Criteria
5	Consistently respectful of staff, accepts feedback in a positive manner, willingly accepts & performs tasks as directed. Student exhibits high level of professionalism and demonstrates

	a positive and pro-active attitude. Student demonstrates appropriate conflict resolution skills with staff.
4	Consistently respectful of staff, accepts feedback in a positive manner, willingly accepts & performs tasks as directed. Student consistently conducts self in professional manner.
3	Consistently respectful of staff, accepts feedback, willingly accepts & performs tasks as directed. Student does not engage in behavior that causes internal problems in the clinic.
2	Student is respectful of staff, but does not accept direction in a positive manner and does not employ effective conflict resolution skills.
1	Engages in behavior which is disruptive to the clinical environment OR is disrespectful to staff. Conflict resolution skills are ineffective or inappropriate.

XIX - Works as a team member with clinical staff.

Rating	Criteria
5	Consistently anticipates what needs to be done to contribute to the team function, and performs those tasks appropriately, utilizing good critical thinking and problem solving skills.
4	Functions smoothly as a team member with little prompting. Often anticipates what needs to be done to promote team function. Utilizes good critical thinking and problem-solving skills.
3	Works willingly as a team member, occasionally needing prompting. Utilizes sound critical thinking and problem solving skills.
2	Often needs prompting to help as a team member. Minimal evidence of critical thinking skills and problem solving skills.
1	Needs frequent prompting on team membership skills OR is unwilling to work as a team member. No evidence of critical thinking or problem solving skills.

XX - Communicates appropriately with patients.

Rating	Criteria
5	Consistently establishes appropriate and effective oral, non-verbal, and/or written communication with patients and families, beyond expectations of current level of education.
4	Often establishes appropriate and effective oral, non-verbal, and/or written communication with patients and families.
3	Communicates appropriately with patients, sometimes needing prompting.
2	Rarely establishes appropriate and/or effective oral, non-verbal, and/or written communication with patients and families.
1	Unable to communicate in appropriate manner with patients and families.

XXI - Communicates appropriately with staff & others.

Rating	Criteria
5	Consistently maintains open and appropriate communication with staff to optimize patient treatments. Student uses appropriate and effective oral, non-verbal and written communication with staff and exhibits strong conflict resolution skills. Student consistently relays pertinent information to the staff regarding patient care or clinical function.
4	Student communicates with staff in a professional and appropriate manner. Appropriate and effective oral, non-verbal and written skills are utilized. Student uses some effective conflict resolution skills. Student often relays pertinent information to the staff regarding patient care or clinical function.
3	Student effectively communicates essential information appropriately with staff in a respectful and professional manner. Few conflict resolution skills are used.

2	Student communicates with staff, but is sometimes ineffective. Student needs prompting in utilizing effective conflict resolution skills. OR student does not consistently relay pertinent information to the staff regarding patient care or clinical function.
1	Makes little or no attempt to communicate with staff, or is ineffective or inappropriate. No evidence of conflict resolution skills.

XXII - Adapts to changes and new situations.

Note: This applies not only to daily situations, but also to the adaptation to a new clinical setting.

Rating	Criteria
5	Student quickly analyzes changing or new situations and makes appropriate adjustments independently.
4	Student analyzes the new or changing situation and makes appropriate adjustments with occasional assistance.
3	Student adapts gradually to new or changing situation with assistance.
2	Student is slow to adapt to a new or changing situation, OR needs much assistance in doing so.
1	Student unable to adapt to new or changing situation, is inflexible or unwilling to make necessary adaptations.

XXIII - Performs adequately in stressful situations.

Rating	Criteria
5	Student analyzes stressful situation and is proactive in performing appropriate conflict resolution skills to resolve the stress. Student maintains the ability to function at a high level under the stress, remaining calm and making sound clinical decisions.
4	Student analyzes stressful situation and employs appropriate conflict resolution skills. Student is able to function satisfactorily in the stressful situation and remains calm.
3	Student maintains the ability to function satisfactorily under stress, remaining calm, with some assistance.
2	Student is unable to remain calm under stress OR to function satisfactorily in the stressful situation.
1	Student is often in a stressed state, unable to concentrate or function adequately.

XXIV - Maintains values congruent with the profession's code of ethics and scope of practice.

Rating	Criteria
5	Student maintains high ethical standards, and consistently performs beyond expectations in areas such as organization, teamwork, delivering treatments, patient care, adjusting to rapidly changing situations and professionalism.
4	Student maintains high ethical standards, and performs satisfactorily in areas such as organization, teamwork, delivering treatments, patient care, adjusting to rapidly changing situations and professionalism.
3	Consistently exhibits ethical behavior, but needs assistance in one or two of the scope of practice areas: organization, teamwork, delivering treatments, patient care, adjusting to rapidly changing situations and professionalism.
2	Exhibits ethical behavior, but consistently needs assistance in more than two scope-of-practice areas.
1	Has exhibited at least one unethical behavior OR is unable to perform in more than 4 scope of practice areas: organization, teamwork, delivering treatments, patient care, adjusting to rapidly changing situations and professionalism.