

CLINICAL PRACTICE – GRADING CRITERIA (YEAR TWO)

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 achieved all outcomes and has performed beyond expectations
4	Student achieved all outcomes for quarter
3-2	Student achieved all except one or two outcomes.
1-0	Student unable to achieve the majority of outcomes for quarter.

II - Prioritizes a given set of tasks.

Rating	Criteria
5	Student is able to determine independently those tasks requiring immediate attention versus those of less critical need.
4	Student is able to determine with some direction which tasks require immediate attention versus those of less critical need.
3-2	Student needs much direction in prioritizing tasks
1-0	Student unable to prioritize tasks even with direction.

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

Rating	Criteria
5	Demonstrates knowledge of and acts upon radiation safety practices beyond the scope of the minimum standards required.
4	Demonstrates knowledge of and acts upon the minimum standards required for radiation safety protection.
3-2	Upon one occasion, failed to demonstrate knowledge of or act upon radiation protection principles.
1-0	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	Demonstrates a high level of safe practices with patients and equipment, and consistently follows high ethical and legal standards.
1	Student performed unsafely with equipment or patient several occasions.
0	Student breached ethical or legal procedures once during quarter.

V - Applies theory to clinical practice.

Rating	Criteria
5	Accurately explains principles to instructor or patient & readily and correctly applies them to the clinical practice. These may include oncology, calculation, physics and dosimetry.

4	Identifies and explains principles but does not consistently demonstrate their proper application.
3-2	Identifies a few principles, but unable to apply them in the clinical setting.
1-0	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	Initiates the transfer of a patient from gurney or wheelchair with and without an IV or oxygen tank attached (as a team member). Student initiates immobilization, restraining and positioning of patient without assistance.
4	Initiates the transfer of patient from gurney or wheelchair with and without an IV or oxygen tank attached, as a team member. Initiates immobilization, restraining & positioning of patient, but needs some assistance.
3-2	Unable to act as a team member OR does not apply proper lifting, transfer, immobilization and positioning techniques.
1-0	Unable to act as a team member AND unable to demonstrate proper techniques for lifting, transfer, immobilization and positioning of patients.

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

Rating	Criteria
5	Student independently locates emergency procedures, explains their rationale, and give examples of their application in clinical practice.
4	After being shown the procedures, student is able to explain their rationale, and give examples of their application in clinical practice.
3-2	Student is able to do only one of the following: identify/explain procedures OR apply them to clinical practice.
1-0	Unable to identify/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	Immediately recognizes a change in patient condition, informs staff and takes appropriate action with patient.
4	Immediately recognizes a change in condition, informs staff, but interacts minimally with patient
3-2	Recognizes change in condition, but does not take appropriate action
1-0	Unable to recognize change in condition and/or does not take appropriate action

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

Rating	Criteria
5	Identifies institution's policies & procedures, states the rationale for such procedures and practices them on a consistent basis.
4	Identifies institution's policies & procedures, but occasionally does not follow them
3-2	Unable to identify policies & procedures, and is inconsistent in practicing them
1-0	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 the verbal or written directions
4	Accurately implements the verbal or written directions, but in a delayed time frame
3-2	Consistently needs prompting to do a task, or consistently misinterprets the directions
1-0	Unable to respond to or carry out instructions

XI - Demonstrates appropriate critical thinking and problem solving skills.

Rating	Criteria
5	Rapidly identifies problem, consistently focuses on problem, consistently makes relevant assumptions, and consistently develops solutions that are appropriate and creative to the clinical setting.
4	Identifies problem, focuses on problem, usually makes relevant assumptions, and usually develops solutions that are appropriate to the clinical setting.
3-2	Rarely able to identify or focus on problem. Student needs assistance or prompting making relevant assumptions, and is unable to develop solutions to problems, or solutions are inappropriate to the clinical setting.
1-0	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

Rating	Criteria
5	Accurately and appropriately uses all computer systems with minimal assistance or prompting on routine and complex tasks. Able to trouble shoot simple computer problems.
4	Accurately and appropriately uses all computer systems with minimal assistance or prompting on routine tasks. Needs some prompting on complex tasks.
3-2	Needs consistent prompting or assistance on routine computer tasks
1-0	Unable to consistently perform routine computer tasks.

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

Rating	Criteria
5	Exceeded outcomes for present quarter
4	Achieved all outcomes for present quarter
3-2	Achieved the majority of outcomes for present quarter
1-0	Achieved less than ½ of the outcomes for the quarter.

XIV - Overall progress during rotation.

Rating	Criteria
5	Student progressed beyond expectations for quarter
4	Progress was steady, and all outcomes were achieved for quarter
3-2	Progress was erratic and student did not achieve all outcomes for quarter
1-0	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	1 or no days absent, or tardy
4	2 "instances" of absences or tardiness, with no more than 4 days absent
3-2	More than 5-6 days absent, or 2-3 days tardy.
1-0	Greater than 6 days absent or more than 3 times tardy

XVII - Demonstrates appropriate behavior with patients.

Rating	Criteria
5	Consistently focuses on the patient's well-being. Student analyzes patient condition and initiates appropriate actions. Always exhibits a high standard of ethical behavior regarding patient confidentiality and privacy.
4	Attentive to patient's well-being. Student analyzes patient condition but sometimes needs prompting as to the appropriate action needed. Student exhibits high ethical behavior regarding patient confidentiality and privacy.
3-2	Student is not always attentive to patient's needs. Needs prompting when analyzing patient condition and finding solutions to problem. Student exhibits ethical behavior regarding patient confidentiality and privacy.
1-0	Inattentive to patient's needs. Does not exhibit any critical thinking skills around patient interactions, and consistently needs prompting. OR has not performed ethically regarding patient confidentiality or privacy.

XVIII - Demonstrates appropriate behavior with clinical staff and others.

Rating	Criteria
5	Student exhibits high level of professionalism and demonstrates a positive and pro-active attitude. Consistently respectful of staff, accepts constructive criticism in a positive manner, willingly accepts & performs tasks as directed. Student initiates effective and appropriate conflict resolution.
4	Consistently respectful of staff, accepts constructive criticism, willingly accepts & performs tasks as directed. Student occasionally uses effective conflict resolution skills. Student does not engage in behavior that causes internal problems in the clinic.
3-2	Student is respectful of staff, but does not accept direction in a positive manner and does not employ effective conflict resolution skills.
1-0	Engages in behavior which is disruptive to the clinical environment OR is disrespectful to staff. Conflict resolution skills are ineffective and/or inappropriate.

XIX - Works as a team member with clinical staff.

Rating	Criteria
5	Student is a proactive team member, anticipating what needs to be done to facilitate the functions of the team, and follows through with appropriate actions. Student is able to consistently multitask functions to promote the most effective functions of the team. Utilizes outstanding critical thinking and problem solving skills appropriate to the clinical setting.

4	Works willingly as a team member, and anticipates what needs to be done to facilitate the team function and follows through with appropriate actions. Multitasks frequently, and utilizes sound critical thinking and problem solving skills.
3-2	Needs some prompting to help as a team member and with finding appropriate solutions to clinical problems involving teamwork. Student is unable to multitask and does not follow through without direction.
1-0	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 initiates appropriate and effective oral, non-verbal and written communication with patients and families. Student is consistently able to give accurate instructions and or explanations to patients.
4	Occasionally initiates appropriate and effective communication with patients and families. Student usually gives accurate information and/or explanations to patients.
3-2	Rarely initiates (or needs prompting) appropriate and effective communication with patients and families. Student does not volunteer information or explanations to patients, or needs to be prompted in doing so.
1-0	Unable to establish effective communications or give accurate explanations or information.

XXI - Communicates appropriately with staff & others.

Rating	Criteria
5	Student is proactive in initiating 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 utilizes critical thinking and problem solving skills to relay 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 effective conflict resolution skills. Student consistently relays pertinent information to the staff regarding patient care or clinical function.
3-2	Frequently communications are ineffective or inappropriate. 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.
1-0	Makes little or no attempt to communicate with staff, or is ineffective or inappropriate. No evidence of conflict resolution skills or critical thinking 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 with little or no assistance.
4	Student analyzes the new or changing situation and makes appropriate adjustments with some assistance.
3-2	Student is slow to adapt to a new or changing situation, OR needs much assistance in doing so.

1-0	Student unable to adapt to new or changing situation, is inflexible or unwilling to make necessary adaptations.
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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 maintains the ability to function satisfactorily under the stress, remaining calm and making sound clinical decisions.
3-2	Student is unable to remain calm under stress OR to function satisfactorily in the stressful situation.
1-0	Student is unable to remain calm under stress OR to function satisfactorily in the stressful situation.

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.
3-2	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.
1-0	Has exhibited at least one unethical behavior OR is unable to perform in more than 2 scope of practice areas: organization, teamwork, delivering treatments, patient care, adjusting to rapidly changing situations and professionalism.