

BERGEN COMMUNITY COLLEGE
2012 Program Assessment Plan

Program	Radiography
Assessment Period	2011-2013
Goal	The student will problem solve using critical thinking strategies in Radiography
Data Collected by:	Clinical Instructors, Laboratory Instructor, Program Officials
Report Developed and Submitted by	Professor Joseph A. Mamatz, Jr. Academic Chair
Strategic Plan Correlation:	<p>Take steps to increase student retention and student progression through academic programs 91.1)</p> <p>In order for students to be successful, the skill of problem solving through the use of critical thinking must be mastered in the classroom, laboratory and clinical aspects of the program.</p> <p>The ability to learn, master, apply and achieve these skills will assure less attrition in the academic and clinical education courses and retention will and has improved over the years (JRECERT Standards requirement)</p>
Correlated General Education Requirement(s)	<i>Quantitative Knowledge and Skills - (Mathematics)</i>
	<p>Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems in the form of technique, computer data, computation)</p> <p><i>Scientific Knowledge and Reasoning - (Science)</i></p> <p>Students will use the scientific method of inquiry, through the acquisition of scientific knowledge (critical Thinking Strategies)</p>
Outcome 1	The program will provide clinical related scenarios to improve upon problem solving skills using critical thinking strategies.
Assessment Tools	Simulates Laboratory Scenario
	<p>Students Profile Evaluation Rubric</p> <p>Summary: A formative (midterm) and summative (final) tool to assess and inform the student of progress with the development of professional technical skills</p>
Benchmark	Scenario Rubric: Students will score 4 out of 5 points on the evaluation rubric

	Students will score 8.5 out of 10 points (Strong foundation of critical thinking skills for this specific period in their clinical education)
Frequency	Both the simulated scenario ad profile are conducted twice each semester; one at midterm and the other at final.
Summary/ Analysis	
Priority for Improvement	

Bergen Community College
Division of Health Professions/ Radiography Department

STUDENT PROFILE FORM

Student: _____ Clinical Site: _____

Evaluator: _____ Year: _____ Score: _____%

Fall Spring Summer Formative Summative

Criteria	Excellent	Very Good	Satisfactory	Improvement Needed	Unsatisfactory
	10 points	8.5 points	8.0 points	7.5 points	0.00 points
1. Program Policies	follows all program policies and regulations	Complies with program policies	Periodically complies with program polices	Complies with policies; minor improvement needed	Insubordinate behavior with program polices
2. Organization	Strong organizational skills	Organized	Sometimes Organized	Needs to improve in the organizational skills	Lacks organization
3. Clinical Competency	Performs imaging cases in a competent manner	Usually performs imaging cases in a competent manner	Sometimes has difficulty performs imaging cases in a competent manner	Consistent level of difficulty performing routine imaging cases	Consistent demonstration of clinical incompetence
4. Logical Performance	Highly logical approach in the performance of the study	Strong logical approach in the organization in the performance of the study	Somewhat logical approach to performance of imaging cases	Improvement in the logic needed in the approach to the completion of the study	<input type="checkbox"/> The student has an extremely illogical approach in the organization in the performance of imaging cases
5. Equipment Operation	Excellent in the use of the imaging unit	Strong ability in the use of the imaging unit	Somewhat skilled with the use of the imaging equipment	Needs some minor improvement with the operation of the imaging equipment	Completely lacks skills and working knowledge regarding use of all imaging equipment
6. Computer Acquisition	Highly proficient with the PACS computer system in the department	Very proficient with the PACS computer system in the department	needs assistance with the PACS computer system in the department	needs improvement when working with the PACS computer system in the department	inept and needs assistance with the PACS computer system in the department all the time
7. Technique Selection	Highly proficient in the selection of techniques in order to be in compliance with ALARA	Very proficient with the selection of techniques in order to be in compliance with ALARA	Proficient with the selection of techniques in order to be in compliance with ALARA	Needs to improve upon the selection of techniques in order to be in compliance with ALARA	inept and needs assistance with the selection of techniques in order to be in compliance with ALARA
8. Radiation Safety Practices	Highly proficient in radiation safety practices in order to be in compliance with ALARA	Very proficient in radiation safety practices in order to be in compliance with ALARA	Needs periodic reminding and reinforcement of radiation safety practices in order to be in compliance with ALARA	Need frequent reminding and reinforcement of radiation safety practices in order to be in compliance with ALARA	lacks knowledge in the radiation safety practices in order to be in compliance with ALARA

9 Universal Standard Precautions	Highly proficient and always applies universal standard precaution practices in order to be in compliance with OSHA and blood borne pathogens regulations	Proficient and applies universal standard precaution practices in order to be in compliance with OSHA and blood borne pathogens regulations	Needs periodic reminding to apply universal standard precaution practices in order to be in compliance with OSHA and blood borne pathogens regulations		<input type="checkbox"/> lacks knowledge in the universal standard precaution and does not apply practices in order to be in compliance with OSHA and blood borne pathogens regulations
10 Critical Thinking Skills	excellent critical thinking skills for this specific period in their clinical education	Strong foundation of critical thinking skills for this specific period in their clinical education	acceptable foundation of critical thinking skills for this specific period in their clinical education	Student needs to improve upon critical thinking and problem solving skills	Lacks critical thinking skills for this specific period in their clinical education
Total Points					
					Total Score

Intention

The goal of the form is to provide you, the student with a formative and summative assessment of your strengths and weaknesses. The use of this form is to facilitate improvement in the skills necessary for the development as a health care professional.

1. Any objective in the improvement needed or unsatisfactory area of this form requires the students to develop of a plan of action for improvement.
2. This plan should not be complex, but rather simple steps to insure improvement. This plan should be developed, typed and discussed in 7 days from the date of the receipt of this form. It must be attached to the form.
3. The form should address the issues and criterion on this form and not for any other intention or purpose.
4. Faculties are to use the objectives in the handbook when completing this form.

When this form is given to you at midterm, it is for formative purposes and does NOT count towards your final grade. By doing so, it provides you time to identify the problem, develop action steps and put them into action. The final form is summative and WILL be included as a part of your final course grade.

Instructor Supportive Observations (correlated to the objectives)

Student Response (Comments):

By signing this form, you are acknowledging that you have received and discussed the outcomes with the clinical educator in a professional manner. It does not mean that you agree or disagree with the form. It is your prerogative to support your disagreement with facts and not with your feelings.

Clinical Educator's Signature and Date

Student's Signature and Date

Assessment of Critical Thinking Rubric

Student: _____

Date: _____

- Fall Spring Summer Formative Summative
 Grade: _____ Successful Attempt Improvement Needed Unsuccessful Attempt

	Exemplary	Accomplished	Developing	Beginning**	Suggestion(s)
Criteria	20 points	17 points	15 points	13 points	
Comprehension. Does the student have an understanding of the case, patient needs and modifications required to accommodate patient safety?	The student FULLY understands the case, patient needs and modifications for the study	The student understands the case, patient needs and modifications for the study	The student somewhat understands the case, patient needs and modifications for the study	The student does not understand the case, patient needs and modifications for the study	
Communication. Did the student articulate an explanation and instruction to the patient based on their needs?	The student competently articulated an explanation and instructions to the patient based on their needs	The student articulated an explanation and instructions to the patient based on their needs	The student provided a limited explanation and instructions to the patient based on their needs	The student provided an insufficient explanation and instructions to the patient based on their needs	
Assessment Skills. Was the student able to assess the patient based on observation and the reading of the information on the requisition?	Fully able to assess the patient based on observation and the reading of the information on the requisition	Moderately able to assess the patient based on observation and the reading of the information on the requisition	Able to assess the patient based on observation and the reading of the information on the requisition	Unable to assess the patient based on observation and the reading of the information on the requisition	
Selection of Exposure Factors. Did the student measure and select exposure factors based on the patient's measurements and concepts of ALARA?	Student - measured and selected exposure factors based on the patient's measurements and ALARA			Did not measure and select exposure based on the patient's measurements and ALARA	
Patient Care Needs. Did the student react to the patient's physical, emotional and psychological needs?	Student reacted appropriately to the patient's physical, emotional and			Student did not react appropriately to the patient's physical,	

	psychological needs			emotional and psychological needs	
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Student Devised Action for the Improvement of Future Performance:

1. _____
2. _____
3. _____

Evaluator's Signature

Date

Student Signature

Date

** Remediation necessary

Patient:

Snow White, 28-year old female

History:

Snow White sustained a fall, from a step stool and arrived to the emergency room via ambulance. The patient suggested inability to bear any weight on the right leg. She stated that last menstrual period was 11 days ago.

Treatment: She has been medicated in the emergency room with Demoral 50 mg to make the pain more tolerable.

Treatment:

The ER MD physician ordered extreme precaution/ care and that this case is going to the operating to mend the possible traumatic injury to the right lower leg.

Ordered Study:

Right tibia and fibula (AP and lateral projections are routine for this study)

Considerations: Questions to Answer

- What alternative methods are used to create diagnostic quality images on this severely injured patient?
- How would you manage a circumstance when the patients last menstrual period falls out of the allotted time frame?
- How would you modify the study when the patient is medicated?
- How would you communicate with a patient who is medicated?
- What legal statutes are involved in this circumstance?
- What radiation safety precautions are to be made to comply with “as low as reasonable achieved”?
- What exposure factors were determined to produce diagnostic images, while maintaining ALARA and patient safety