

MRI Technology

Handbook

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DESCRIPTION

This is a 67-week Magnetic Resonance Imaging (MRI) Technologist Training Program which also includes 1000 hours of mandatory MRI Clinical Internship (classroom and clinical internship combined may take in excess of 67 weeks to complete). This program is developed to prepare students to operate MRI Equipment safely and competently to produce diagnostically acceptable images. Having completed this program, the student will have sufficient knowledge and skills to work in an MRI center or Hospital's MRI Dept. as an MRI technologist. This program provides sufficient theory and practical knowledge so as to enable the students to challenge the National Certification Examination in MRI modality. Upon successful completion of both Didactic and Clinical parts of the Program, the School will conduct a comprehensive exam and those who obtain a minimum of 70% score will be awarded a Certificate of Completion from the School. The refund policy will be based on the 300 hours of coursework. It will be the responsibility of the School to provide Clinical Internship opportunities to the MRI students at MRI Clinics or MRI Department in Hospitals. The school reserves the right to assign the student to any available Clinical Site. Clinical Internship sites are located according to affiliations and relationships formed between community and other companies/organizations/facilities. And the clinical internship sites may be in excess of a 100- mile radius of campus. We limit the size of our classes to **18** students in order to provide good interaction with every student.

The professionals at the *Performance Masters Career Institute* are always available to support every student's need. We take a hands-on personal and professional interest from our student's enrollment until after graduation. By providing qualified and skilled instructors, career seminars, and placement assistance in the Sacramento area, we are not only more than capable to educate our students, but to also prepare them for the job market that lies ahead.

Program Objectives

This course has been designed to meet the growing demand of Magnetic Resonance Imaging (MRI) Technologists in the field of Diagnostic Medicine. According to present job market analysis a large number of qualified individuals are required in the Medical Technologist field. The objectives of this course are to provide efficient and well trained MRI Technologist to satisfy the present day job market needs.

Vocational Objectives

This program has been designed to meet the growing demand of Magnetic Resonance Imaging (MRI) Technologists in the field of Diagnostic Medicine. According to the present job market analysis, a large number of qualified individuals are required in the Medical Technologist field. The objectives of this program are to provide efficient and well trained MRI Technologist to satisfy the present day job market needs.

Program Learning Outcomes

Below are the learning outcomes that the MRI student must master in keeping with the program's mission and goals. These outcomes serve to guide the student toward fulfilling the program goals. They form the basis for measuring what the student has accomplished upon completion of the program. Upon completion of this Program, the graduate will be able to:

- To provide compassionate and responsible patient care during diagnostic procedures
- Use oral and written communication with patients, peers, and medical staff
- Produce diagnostic MRI Images safely and competently in the context of all MRI procedures
- Utilize critical thinking, problem solving, and decision-making skills in performing medical imaging procedures
- Successfully pass the completion examination given by the School and certification examination given by the MRI National Registry
- Possess the clinical skills necessary for professional practice as an entry-level MRI Technologist

Length of Program

One year of course work and 1000 hours of clinical internship (classroom and clinical internship combined may take in excess of 67 weeks to complete).

PROGRAM OUTLINE

Course Title	Lecture Hours	Clinical Hours
Anatomy and Physiology I	75	
Anatomy and Physiology II	75	
Applied Psychology in Health Care	50	
Mathematics for Health Sciences	50	
College Reading	50	
MRI Patient Care & Management	75	
MRI Cross Sectional Anatomy	100	
MRI Imaging & Procedures	100	
MRI Physics & Instrumentation	100	
Clinical Externship I		500
Clinical Externship II		500
Total	675	1000

FINANCIAL AID

Performance Masters Career Institute is not approved at this time to accept the Workforce Investment Act (WIA) funding for students at this time. There are no other financial aid programs available.

TUITION & FEES

Registration Fee	\$100.00
Text Books & Resources	\$1275.00
Uniforms	\$100.00
Blood born Pathogen	\$35.00
Background Check	\$24.00
Drug Screening	\$50.00
CPR Healthcare Provider Certification	\$75.00
Tuition Fee	\$8500
Total Program Cost	\$10159.00

Installment Payment Plan Option: \$5000 down payment followed by \$688.30 monthly payments. No interest is charged for using the installment method of payment.

Note: A late fee of \$15 per week applies to all installment payments not paid on schedule; see installment plan sheet for details.

ADMISSION REQUIREMENTS

General Requirements

- Minimum 18 years of age
- Proof of graduation from a U.S. High School or equivalent as determined by appropriate accrediting agencies
- Graduates from foreign schools require local evaluation
- Official High School Transcript and have a **Grade Point Average (GPA) of 2.5** or above
- Provide a current resume if applicable
- Must possess knowledge of computers; must be able to use word processing programs
- Complete a personal interview with the Job Developer

Health Requirements

- Students must submit obtain or have proof of a Hepatitis B vaccination, at the student's expense, 30 days prior to starting clinical internship (following acceptance into the program).
- Must submit a doctor's note or titer result as proof or card for having Hepatitis B immunization.
- Or have a signed refusal form in student's record
- Students must obtain malpractice insurance at the student's expense (following acceptance into the program)
- Students must have visual acuity, hearing acuity, speaking ability, digital dexterity and physical ability to perform the required assessment, procedures and related preparation and testing issues
- Students should have a reliable means of transportation
- Students must possess a valid CPR card prior to starting clinical internship
- If the potential student does not have a Tuberculosis (PPD) test then the student must obtain a 2 step Tuberculosis test (PPD), at the student's expense, before start of the clinical internship
- Students must submit a PPD result or if the previous PPD was positive the student must submit a chest x-ray as proof that student is clear from TB disease

ACCREDITATION

Performance Masters Career Institute is currently seeking accreditation by an Accrediting Bureau of Health Education Schools (ABHES)U.S. Department of Education recognized accrediting body.

ARTICULATION AGREEMENTS

Performance Masters Career Institute does not have any articulation agreement with any college, organization, or facility.

Therefore, the certificate or courses are not transferable to any other College, University or Institute. Please consult with any institute of higher learning you are applying to for their transfer requirements.

CREDENTIALS RECEIVED

Upon completion of the program (classroom and clinical internship) the student will receive a Certificate of Completion and Official Transcript from Performance Masters Career Institute. Completion of the entire program is the prerequisite to take the National Registry/Licensing Exam provided by ARMRT

PROGRAM INSTRUCTOR LICENSE REQUIREMENTS

Instructors teaching the field specialty part of the program must be Registered/ Licensed/Certified per industry requirements.

JOB PROSPECT

MRI is becoming a widely accepted diagnostic procedure and there is a growing demand for qualified, well trained and efficient MRI Technologists.

MRI PROGRAM TEXTBOOKS

Language of Medicine

Authors: Davi-Ellen Chabner
Publisher: Elsevier; published – 2013
ISBN: 978-1455728466

MRI in Practice

Authors: Catherine Westbrook, Carolyn Kaut Roth
Publisher: Wiley – Blackwell Publishing; published – 2011
ISBN: 978-144437433

Sectional Anatomy for Imaging Professionals

Authors: Lorrie L. Kelley, Connie M. Peterson
Publisher: Elsevier; published – 2013
ISBN: 978-0323082600

Applied Psychology in Health Care

Authors: Donnie Wilbanks
Publisher: Cengage; published – 2009
ISBN: 1418053481

Introduction to MRI Sciences and Patient Care

Author: Arlene Adler & Richard Carlton
Publisher: Elsevier; published – 2011
ISBN: 978-1444337433

Handbook of MRI Technique

Authors: Catherine Westbrook
Publisher: Wiley-Blackwell; published – 2008
ISBN: 978-140560858

Connect College Reading, 2nd Edition

Authors: Ivan Dole, Leslie Taggart
Publisher: Cengage; published – 2012
ISBN: 1133602673

Mathematics for the Health Sciences

Authors: Joel R. Helms
Publisher: Cengage; published – 2010
ISBN: 1435441109

(Book Selection May Change Based On Availability and Instructor Recommendations)

Reference Books & Audio/Video Aid (These are optional and not included in program)

MRI Journals for Reference Purpose

- Applied Magnetic Resonance
- Concepts in Magnetic Resonance
- Diagnostic Imaging
- Free Full-Text Journals in Chemistry
- Imaging Decisions
- Journal of Magnetic Resonance
- Journal of Magnetic Resonance Imaging
- Magnetic Resonance Materials in Physics, Biology and Medicine (MAGMA)
- Magnetic Resonance in Medicine
- Topics in Magnetic Resonance Imaging

Reference Audio Video Material

The School will establish a library of MRI related Audio and Video training programs to supplement the classroom training.

DETAILED COURSE OUTLINE

General Education

PSYC100 Applied Psychology in Health Care (50 Hours)

Applied Psychology in Health Care applies the basics of psychology to provide caregivers with an understanding of the mental health of patients and themselves. This course prepares health care workers to effectively communicate and provide superior patient care.

MATH100 Mathematics for Health Sciences (50 Hours)

This course includes basic math review and deeper concepts, including algebra and geometry, linear equations and graphing, dilutions, solutions, and concentrations, dosage calculations and more. This course is directed towards the health sciences.

ENG100 College Reading (50 Hours)

This course works to build the skills needed to become stronger readers. This course will show students how thinking skills used while watching television or movies can easily transfer to reading. There will be extensive vocabulary coverage, critical thinking practice throughout, and textbook readings in every chapter to help student's master college reading.

AP100 Anatomy and Physiology (75 Hours)

This course is designed to provide students with knowledge of the human body and to develop an understanding of the functions of different systems. Students will be introduced to the anatomy and physiology of the gastrointestinal tract, Urinary, Endocrine, Male Reproduction, and the Female Breast including techniques for obtaining ultrasound images. In addition, the Senses, Nervous, Musculoskeletal, and Respiratory Systems will be reviewed. This course is designed to assist student in the knowledge of the human body, how each system interacts and relates with each other. The course assists in developing the skills sought after in an ultrasound technologist to produce a well imaged body part. Medical terminology related to each body system is also included.

AP101 ANATOMY & PHYSIOLOGY (75 Hours)

This course is designed to provide students with knowledge of the human body and to develop an understanding of the functions of different systems. Students will be introduced to the cardiovascular system, respiratory system, the blood system, lymphatic system, musculoskeletal skin, the eye and ear, and the endocrine system. This course is designed to assist student in the knowledge of the human body, how each system interacts and relates with each other. The course assists in developing the skills sought after in an MRI technologist to produce a well imaged body part.

Core Courses

MRI Cross-Sectional Anatomy (100 Hours)

This course is the study of cross sectional normal and abnormal anatomy, known as pathology. The course will demonstrate and educate the student on the correlation of the study of cross sectional anatomy and MRI. MRI allows a detailed view into the human body with multiple orthogonal planes (axial, sagittal, coronal and oblique planes). Looking at the human anatomy in multiple orthogonal planes with RI allows an evaluation of soft tissue, vascular structures, bony structures, organs and muscles. This course will familiarize the student with the com-mon Pathologies found in Magnetic Resonance Imaging and their appearance with various imaging protocols. His content will be encompassing all of the common Anatomic Regions evaluated in the Anatomy Component.

MRI101 MRI Imaging & Procedures (100 Hours)

In this course, students learn the Magnetic Resonance Imaging (MRI) scanning procedures for the central nervous, musculoskeletal chest, abdomen, and pelvis systems. Topics include scanning pulse sequences, positioning and patient care, sectional anatomy, and pathology. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures.

MRI102 MRI Physics & Instrumentation (100 Hours)

In this course, students are introduced to the physical principles of Magnetic Resonance Imaging (MRI), including the basic physics of MRI. Topics include magnetism, MRI signal production, image contrast, spatial localization including k-space filling, an introduction to pulse sequence diagrams, maximum intensity projection image formation, diffusion and perfusion, fundamentals of flow including types of flow, flow motion correction, vascular imaging, imaging parameters and tradeoff, artifacts and compensations.

MRI 103 Patient Care & Management (75 Hours)

This course focuses on the student's ability to provide basic and appropriate patient care in the MRI environment. The course is broken into key components: patient care & management, CPR/BLS certification, and pharmacology and drug administration procedures. Emphasis is placed on effective communication skills, patient safety, medical ethics, and patient's rights, assessment, proper body mechanics, infection control, emergency medicine in MRI and being aware of the patient's individual needs.

MRI Clinical Externship I (500 Hours)

Students will be introduced to the clinical practice of MRI with emphasis on basic magnetic resonance (MR) scan procedures, MRI safety and patient care. This course requires a 20 week, 40-hours/week clinical rotation under the supervision of a certified MRI technologist.

MRI Clinical Externship II (500 Hours)

Students will be introduced to the clinical practice of MRI with emphasis on basic magnetic resonance (MR) scan procedures, MRI safety and patient care. This course requires a 20 week, 40-hours/week clinical rotation under the supervision of a certified MRI technologist.

The last two courses in the MRI Technologist program consist of 500 hours of mandatory MRI Clinical Externship at the School's affiliated Clinical Sites. The Sacramento Ultrasound is committed to excel the excellence in the MRI Technologist Program. The Institute will implement, evaluate and monitor the Quality Assurance both in the didactic and clinical training aspects of the program. Clinical studies will be performed under the supervision of the Qualified MRI Technologist and will be supervised by the School's assigned Clinical Supervisor. Students' entry and exit times will be recorded and signed by a designated clinical staff member. Students' will be provided with the procedure recording sheets to be used to record each procedure either observed, assisted or performed by a student. After the completion and attestation by the Clinical Supervisor, a copy of completed Procedure Recording Form will be submitted to the School official for record purpose.

Clinical Rotations

The clinical rotations are planned and designed to provide each student similar educational/clinical experiences, although this may not occur at identical sites.

The program is affiliated with a number of healthcare and imaging facilities in PMCI and the surrounding area. Any student, regardless of where they live, could be scheduled at a site a long distance from their residence during the course of the program. Should a student refuse to attend a distant clinical site assignment, completion of the program may be delayed or withdrawal from the program may be necessary.

Students are required to strictly follow the Policies and Procedure listed in the MRI Clinical Training Handbook. Clinical Supervisor and MRI Program Director will strictly monitor the clinical participation of the students to maintain and enhance the excellence in MRI Clinical Internship Program.

CLINICAL EXTERNSHIP

Current Clinical Education Sites

The Following Health Care Facilities Provide Students with Their Clinical Rotations. Students Are Required to Rotate Through All of the listed facilities

Clinical Performance Evaluation Protocol

Overview

The intent of these clinical procedure guidelines is to provide a format for evaluation of proficient clinical performance.

Step 1 – Clinical Observation and Assistance

As the student begins clinical education, active participation is limited until the student has had the opportunity to observe some of these procedures. At that point the rate of progress is dependent upon the student's ability to perform the tasks assigned by the instructor or staff technologist in that area.

Step 2 – Directly Supervised Performance

After becoming competent in a given procedure, the student will actually perform the examination under direct supervision of a College faculty member or staff technologist. Direct supervision means that an R.T.(R.)(MR) is immediately present verifying positioning and parameter requirements.

Step 3 – Procedure Evaluation

Once steps 1 and 2 are complete, the instructor or staff technologist will complete an initial competency evaluation. If successful, the student can perform these examinations independently. But should the student prove unsuccessful on this evaluation, the student will meet with the faculty in a formal conference to discuss remediation. A written Health Science Conference Report will identify specific remediation objectives and deadlines for completion. The student may then attempt a second evaluation of the same procedure.

Should the student be unsuccessful at this second attempt, the student will be placed on probation for failure to progress in a satisfactory manner and remediation will be mandatory. The student will meet with faculty and be given a Health Science Conference Report with specific remediation objectives and deadlines for completion.

The student may then attempt a third evaluation of the same procedure. Should the student be unsuccessful on the third attempt, the student will be withdrawn from the MRI program.

If at any time the student does not comply with all the terms outlined in the Health Sciences Conference Report, the student will be withdrawn from the MRI program.

Step 4 – Performance Under Limited Supervision

Upon successful completion of the evaluation, the student is permitted to perform the examination with limited supervision. Limited supervision

indicates that a R.T.(M.R.) is in the area in the event of questions/problems and to review finished MRI images.

***When performing an examination on an actual patient, should a repeat image procedure be necessary, a registered technologist must be present for the repeated exam.**

Procedure Evaluation on Recheck Competency Evaluation

Upon successful completion of the initial competency, the student is expected to maintain mastery of the examination. A recheck examination of the initial exam must be successfully completed to verify retention.

If the student fails to demonstrate retention on the recheck evaluation, the student will be placed on probation for failure to progress in a satisfactory manner and remediation will be mandatory. The student will meet with the faculty in a formal conference to review the performance deficit(s). A written Health Science Conference Report will identify specific remediation objectives and deadlines for completion to assist the student to correct the deficit(s).

If at any time the student does not comply with all the terms outlined in the Health Science Conference Report, the student will be withdrawn from the MRI program.

At a later date and after remediation, the student will attempt the recheck examination. If the second attempt is unsuccessful, the student will be withdrawn from the Magnetic Resonance Imaging Program.

Student Supervision After Competency is Achieved

After demonstrating competency on any MRI procedure from the list of clinical objectives, students may perform these examinations with direct or indirect supervision. **Direct Supervision** requires that a qualified MRI technologist be physically present during the procedure. **Indirect Supervision** requires that a qualified MRI technologist be in close proximity, but not in the MRI room.

Students **may not** transport patients unless they are accompanied by an employee of the facility. Students **may not** answer departmental phones or pagers

Credentialing Examination

During the clinical component of the program, the student will be required to maintain a procedure log which is required by the ARMRIT to document eligibility to sit and write the credentialing examination. It is important to note that it is the student's responsibility to ensure that all required procedures be documented and recorded. In the event that the student does not complete the required number of procedures needed to qualify for the ARMRIT examination during the program, then the student will need to complete the requirements independently outside of the program.

MRI Program Clinical Requirements

The PMCI requires 125 repetitions across all selected procedure categories to be eligible to apply to take the registry examination. The number of repetitions is attainable over two (2) semesters, however some students may not be able to complete all the required repetitions to apply for the registry. It will therefore be the responsibility of the student to acquire all necessary repetitions on his/her own time. The post program repetitions will also require the verification signature of a registered MRI Technologist or Radiologist. It will be the responsibility of the student to ensure proper documentation is attained for these repetitions. Please refer to the ARMRIT website for more information with regard to eligibility guidelines and requirements. The web address is: <http://www.ARMRICT.org>. Also, the student must:

1. The student must complete 5 clinical observation forms for the 5 chosen initial competency examinations during the fall semester.
2. The student must complete 5 initial competencies in the fall semester.
3. The student must complete 5 recheck competencies based on the initial procedures selected.
4. The student must choose a minimum of 5 different procedures within the following categories: head, neck, spine, thorax, abdomen, pelvis, and musculoskeletal during the fall semester.

Example: Submit clinical observation form for MRI brain scan. After clinical observation form has been submitted, you are allowed to complete an initial competency on the MRI Brain scan. After the initial competency has been successfully completed, you are allowed to complete a recheck competency of the MRI brain scan.

- Although the student will only receive a grade for the 15 initial competencies and the 15 recheck competencies for both semesters, students will be required to keep a record of all exams completed. Students will be provided an exam logbook to organize exams performed by category. MRI faculty will periodically audit the logbooks. It is strongly suggested that the student continue to complete exams beyond the program requirements.

Please Note: The clinical observation form, initial competency, and recheck competency must be performed on three separate patients.

- The student must complete 10 clinical observation forms for the 10 chosen initial competency examinations for the spring semester.
- The student must complete 10 initial competencies in the spring semester.
- The student must complete 10 recheck competencies based on the initial procedures selected.
- This semester you can choose different exams from the same categories from the fall semester. This semester you can also choose from the special imaging procedures and quality control category.

Cardiac Life Support

All students in the Diagnostic Medical Imaging - MRI Program must maintain current healthcare provider certification in order to be eligible for clinical assignments.

Attendance Policy

The clinical components comprise a very large portion of the student's learning activities. Due to this fact, we feel it is necessary that all students do their best to comply with this attendance policy. Any absences should be in the event of an illness or family emergency. We have found that punctuality, consistent attendance, and the student's diligence in participating with patient examinations are key factors to the successful completion of this program as well as securing employment. Therefore, we feel a controlling measure must be in place to accomplish this objective.

Students are involved with clinical rotations for two semesters. The following is a breakdown of the semesters involved, and the total number of absences that may be missed without consequence.

Course	Hours Per Day	Max. Allowed Absences
CNL100	24-40 hours	3
CNL101	24-40 hours	3

If a student is absent more than the allowed days, the clinical grade will be affected. For each absence beyond the maximum allowed, a letter grade will be deducted from the entire clinical course grade. **Example:** If a student is enrolled in a clinical MRI course which allows three absences and the three absences have been taken but the student misses a fourth day, a letter grade will be deducted from their course grade. If the student has an A average at the end of the semester, a B grade will be assigned because of the absence. If a fifth day is missed, two letter grades will be deducted. So an A average will be reduced to a C grade. **(It should be noted that a "D" grade is not acceptable in MRI courses and would result in your withdrawal from the MRI program.)**

Tardies

Clinical days are from 7:30 AM – 3:30 PM or as designated by your assigned clinical agency. All students should be ready to work by 7:30 AM. Students will be considered late if they are not in their assigned clinical areas by 7:37 AM (8:07 at clinical agencies which begin their clinical day at 8:00 AM). Only two tardies will be allowed in any clinical semester. If a third tardy is accrued, an absence will be deducted.

Please Note: If you have used your maximum allowed absences and a third tardy is accrued, a letter grade will be deducted from your total clinical grade. Also, if a student is tardy, they must be in the clinical area by 9:00 AM on that day. If the student should be later than 9:00 AM, an absence will be deducted.

Dress Code

1. The appearance of all students must generate confidence and respect from patients, families, and other consumers from the community in all clinical agencies.
2. All students shall present a clean, neat appearance and dress in an appropriate manner for a health care environment. Extreme styles, recreational clothing, excessive jewelry, heavy perfumes, or excessive make-up shall not be considered appropriate work attire.
3. IDENTIFICATION: All students are required to wear a picture identification badge, provided by the College, at all times in the clinical setting. The picture and student name shall not be hidden or obscured in any manner. No other insignia is considered appropriate. No arm bands, novelty buttons/pins, hats shall be permitted.
4. Hair (including wigs/hair pieces) shall be kept clean and neat. Long hair shall be pulled back from the face. Hair shall not be abnormal in color (blue, green, purple, etc.). Beards and mustaches are acceptable if kept clean and trimmed.
5. Fingernails shall be well groomed and clean with a maximum length of ¼” beyond the fingertip. Artificial nails and nail tips are prohibited by all clinical affiliates. Nail polish shall not be black or any morbid color.
6. Jewelry other than wedding/engagement rings and wrist watches are discouraged. No dangling earrings shall be worn. Visibly pierced body parts other than ears are not acceptable.
7. All tattoos shall be covered.
8. Shoes shall be kept clean and in good repair.
9. All student clinical attire shall consist of:
 - a. Teal uniform pants. either tie or elastic waist.
 - b. Navy blue scrub shirt. Long or short sleeves are acceptable. No sleeveless T-shirts or shirts without collars.
 - c. Navy blue uniform vests may be worn.
 - d. Undergarments and socks shall be worn.
 - e. Only white long sleeved lab coats are appropriate.
 - f. Only completely white athletic type or nursing shoes shall be worn. Only white shoestrings are appropriate. No sandals, heeled dress shoes, opened toe shoes or other footwear is acceptable.

Patient Care and Management

At the completion of training, the graduate will demonstrate an ability to exercise the following quality of care practices:

1. The graduate will demonstrate skills in providing quality patient care.
2. The graduate will demonstrate compassion and understanding for any patient under his/her care.
3. The graduate will do everything possible to ensure that the dignity of the patient is preserved.
4. The graduate will communicate effectively with the patient, physicians, coworkers and other members of the healthcare team.
5. The graduate will not express medical opinions to the patient.
6. The graduate will demonstrate ability to educate the patient about any MRI examination.
7. The graduate will accurately perform and record vital signs.
8. The graduate will demonstrate safe O2 administration.
9. The graduate will maintain a current AHA American Heart Association Health Care Provider CPR certification.
10. The graduate will demonstrate safe venipuncture.
11. The graduate will demonstrate safe aseptic technique.

MRI Procedures

At the completion of training, the students will have demonstrated competency in performing basic MRI procedures for the following anatomical regions:

1. Head/Neck
2. Spine
3. Thorax
4. Abdomen and Pelvis
5. Musculoskeletal
6. Special Imaging Procedures
7. Quality Control

Clinical/Practicum Policies

Professional Behavior

Faculty Performance Masters Career Institute's Health Sciences Programs has an academic, legal and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional practices. Health Science students, while representing Performance Masters Career Institute at any clinical agency, must conduct themselves in an ethical, professional, and safe manner. Students are expected to assume responsibility for their actions and will be held accountable for them. Students will abide by PMCI and clinical agency policies during each clinical experience.

Failure to adhere to program specific policies related to professional behavior or safe clinical practice may result in the use of the Progressive Discipline Policy outlined in the (Program) Student Handbook.

Professional Ethics and Confidentiality

Students must remember that the information concerning patients is confidential. Students are required to adhere to legal and ethical standards as established by regulatory agencies and professional standards. Failure to comply with the above is cause for immediate dismissal from the program.

Safe/Unsafe Clinical/Practicum Practices

The Health Sciences Programs identify safety as a basic human need. A safety need can be identified as physical, biological, and/or emotional in nature. Safe practices are a requirement of each program.

Unsafe clinical/practicum practice shall be deemed to be behavior demonstrated by the student which threatens or violates the physical, biological, or emotional safety of the patient, caregiver, students, staff or self. Unsafe or unprofessional clinical/practicum practice may result in implementation of the Progressive Discipline Policy outlined in the (Program) Student Handbook.

The following examples serve as guides to these unsafe behaviors, but are not to be considered all-inclusive.

Physical Safety

Unsafe behaviors include but are not limited to:

- inappropriate use of side rails, wheelchairs, other equipment lack of proper protection of the patient which potentiates falls, lacerations, burns, new or further injury failure to correctly identify patient(s) prior to initiating care
- failure to perform pre-procedure safety checks of equipment, invasive devices or patient status

Biological Safety

Unsafe behaviors include but are not limited to:

- failure to recognize violations in aseptic technique improper medication administration techniques/choices performing actions without appropriate supervision failure to seek help when needed attending clinical while ill failure to properly identify patient(s) prior to treatments

Emotional Safety

Unsafe behaviors include but are not limited to:

- threatening or making a patient, caregiver, or bystander fearful providing inappropriate or incorrect information performing actions without appropriate supervision failure to seek help when needed, unstable emotional behaviors

Unprofessional Practice

Unprofessional behaviors include but are not limited to:

- Verbal or non-verbal language, actions (including but not limited to postings on social media sites), or voice inflections which compromise rapport and working relations with patients, family members, staff, or physicians, may potentially compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations of legal/ethical standards
- Behavior which interferes with or disrupts teaching/learning experiences
- Using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the clinical or classroom setting
- Breach of confidentiality in any form
- Falsifying data in a patient health record
- Misrepresenting care given, clinical errors, or any action related to the clinical experience
- Recording, taping, taking pictures in the clinical setting without expressed consent
- Leaving the clinical area without notification of faculty and clinical staff or supervisor

GENERAL INFORMATION

Counseling/Student Services

Many counseling services are available at the PMCI campus. If you have questions or problems in any of the following areas, please contact the Student Services Department:

- Academic Concerns - Study Techniques, Test Taking, Time Management, Lecture or Clinical Concerns, Instructor Conflicts, etc.
- Personal Concerns - Relaxation Techniques, Assertiveness, Communication, Family or Social Pressures, etc.
- Career Concerns - Career Decisions or Questions, Career Information, Resume Writing, Interviewing, Resources for Job Information, etc.
- Financial Concerns - Basic Financial Aid Information and Forms, Resources to contact for further information of scholarships, loans, etc. (More assistance can be obtained from the Financial Aid Offices).

Program Progression

In order to successfully progress through Health Science programs, the student must at a minimum (Individual programs may have additional requirements):

1. Complete pre-requisite courses before progressing in the program.
2. Be enrolled in co-requisite courses at the same time.
 - a. Withdrawal from any co-requisite course prior to the college official withdrawal date will result in withdrawal from all other co-requisite courses regardless of the current grade in the course.
 - b. Students who fail a co-requisite course are required to retake all co-requisite courses upon readmission.
3. Achieve a minimum grade of "C" in all health science courses.
4. Satisfactorily meet course objectives.

Student Complaint Procedures

Health science programs follow the college's policies for student complaints as set forth in the PMCI Catalog. A copy of the catalog is available at each campus's administrative offices, or may be downloaded from the PMCI website at: www.pmcareerinstitute.org

The purpose of the student complaint procedure is to ensure students due process in the resolution of a complaint. Student complaints may include (but are not limited to) issues regarding classroom instruction or other college services and offices as well as discrimination based on race, color, gender, religion, age, national origin, disability or sexual orientation. This procedure does not apply to student disputes about course grades which are resolved under the supervision of the appropriate instructors and instructional administrators. The program will not retaliate against the student as a result of filing a complaint

Sexual and/or Racial Harassment Complaints

If a Health Science student has a complaint regarding sexual or racial harassment, then the student should refer to the PMCI Catalog for the policy and procedure related to sexual and racial harassment.

<http://www.pmcareerinstitute.org>

Grade Change Policies and Procedures

PMCI Health science programs follow the college's policies on grade change as set forth in the PMCI Catalog. A copy of the catalog is available at each campus's administrative offices, or may be downloaded from the PMCI website at: <http://www.Pmcareerinstitute.org>

Assignment of Grades

The instructor teaching the course shall assign grades. The instructor will provide information to the students at the beginning of the semester regarding the course, including the guidelines for grading. If the student has questions about a grading policy and/or a specific grade, the student must raise the question while enrolled in the course. If the student is unable to resolve the questions or objections with the instructor, the student is to make an appointment with the department chair to discuss the matter or, if the instructor is the department chair.

Grade Change Appeal

If a student believes that an error has been made in the assignment of a grade, he or she should follow the "Procedures to Resolve Grade Disputes" in the PMCI Catalog at: <http://www.Pmcareerinstitute.org>.

PROGRESSIVE DISCIPLINE

Faculty is committed to assisting students to be successful in the program. Therefore, Health Science students who are not meeting course objectives in class, clinical/practicum or lab will be apprised of their performance status using the progressive discipline process.

Step 1: Warning

The instructor provides the student with a verbal warning or written feedback as to their status. The instructor counsels the student regarding criteria for successful completion of the course and makes recommendations for improvement. Recommendations may include but are not limited to - utilization of peer study groups, tutors, computer-assisted instruction, seeking assistance from PMCI counselors.

At the discretion of the instructor and depending on the situation, this step may be skipped and a conference done.

Step 2: Conference

The student meets with the instructor in a formal conference to review the performance deficit. A written Health Science Conference Report will identify specific course/program objectives not met and a remediation plan/contract, including deadlines for completion, to assist the student to correct the deficit and remain in the program and be successful.

If at any time the student does not comply with all terms outlined in the conference report, the student may be placed on probation or withdrawn from the program

Step 3: Probation

Probation action is implemented for:

- Unsatisfactory clinical performance
- Unsatisfactory clinical attendance and punctuality
- Inability to maintain physical and mental health necessary to function in the program
- Unethical, unprofessional behavior, and/or unsafe clinical practice
- Refusal to participate with a procedure
- Unsafe or unprofessional clinical practice that compromises patient or staff safety
- Behavior which compromises clinical affiliations
- Failure to comply with all terms outlined in the conference report

Probation is a trial period in which the student must improve or be withdrawn from the program.

The student meets with the instructor and department chair. An PMCI counselor may be asked to assist in representing the student. The student and faculty will review and sign a Health Science Probation Report explicitly stating expectations that must be followed during the probationary period and signed.

Step 4: Withdrawal

If at any time during the probation period, the student fails to meet any of the conditions of the probation contract, the student may be withdrawn from the program. Accordingly, if at the end of the probation period the student has not met the criteria for satisfactory performance outlined in the probation contract, the student will be withdrawn from the program.

A student who is placed on probation for unsafe or unprofessional conduct will be withdrawn from the program for subsequent safety or professional conduct violations at any time during the program. (If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of “F” or “U” as applicable.)

Some situations do not allow for the progressive discipline process due to the severity of nature or the timing of their occurrence. Incidents of this nature may require the student to be immediately placed on probation or withdrawn from the program. Examples of these include, but are not limited to:

- *Violations of patient confidentiality*
- *Academic dishonesty*
- *Falsification of documentation*
- *Unprofessional behavior/unsafe behavior that seriously jeopardizes patient, student, staff, or preceptor safety*
- *Unprofessional behavior that seriously jeopardizes clinical affiliations.*

NOTE: If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of “F” or “U” as applicable.

HEALTH AND SAFETY INFORMATION

Professional Risks

Interactions with patients in the health care system carry inherent risks to both the patient and caregiver, including, but not limited to, communicable diseases. In the curriculum, students will be given information regarding known risks for various diseases and measures to decrease these risks.

All students are expected to provide appropriate care to all assigned patients in any setting. These assignments may include patients with medical diagnoses of tuberculosis; hepatitis A, B, or C; AIDS; or other infectious diseases. Students are expected to implement standard precautions and appropriate barrier protection in the care of all assigned patients.

Health Insurance

The program does not provide personal health insurance coverage for students. All Health Sciences students are encouraged to carry some type of personal health insurance.

Flu Vaccine

To protect patients and provide a safe environment for students, staff, and the public, all students participating in clinical/practicum experiences/courses in any facility may be required to provide documentation of the **seasonal flu vaccine**. Failure to have the immunization may have implications for clinical attendance. Students will be provided additional information when **indicated**.

TB Testing and CPR Requirements

All Health Sciences students are required to provide the following documentation:

- Initial Tuberculosis Screening validated by the two-step TB screening (Mantoux test) and annual one-step screening thereafter (if TB skin test positive, results of a chest x-ray within the past five years).
- Current CPR certification: must meet standards of the American Heart Association (AHA) Basic Life Support for the Healthcare Provider. The card verifying completion must be an AHA card (see specific program requirement).

All items must be current for the duration of the coming semester. If any item expires during the semester, it must be completed (Redone) prior to the first day of class or earlier as directed by the program

Accidents/Exposure Medical Professional Liability Insurance

Medical professional liability insurance is required for each Health Science student enrolled in a clinical course with patient contact. This insurance is purchased automatically through Performance Masters Career Institute registration fees collected each semester.

Exposure Response

Students and faculty members who experience an exposure to any potentially infectious materials (needle stick, mucous membrane, or non-intact skin) or airborne inhalation require specific follow-up. It is the responsibility of the individual to initiate appropriate first aid and to report the incident as soon as possible (preferably within one hour) to their immediate supervisor or instructor. It is the responsibility of the clinical instructor or supervisor to ensure that the appropriate steps have been taken to provide for the safety of the student. It is the responsibility of the Department Chair to assist the faculty member following an exposure to the student or employee. Faculty will ensure that copies of the Accident/ procedures and appropriate forms will be made available to the students prior to their first clinical experience.

HIPAA

The Health Insurance Portability Accountability Act (HIPAA) Act requires that all protected health information be kept private and secure by all persons that handle, or have access to, that information (see HIPAA Compliance Manual at <http://learn.PMCI.edu>). Since health sciences students, faculty, instructors, and staff use protected health information as part of the educational process (i.e. access to client health data to provide care and use of de-identified health data for educational assignments such as case studies and care plans), all health science students must complete an online training module on an annual basis to remain in compliance with HIPAA regulations. Students are not allowed to enter the clinical settings/fieldwork until this training has been completed. Any violations of HIPAA regulations will result in disciplinary actions up to and including withdrawal from the program depending on the severity of the violation. PMCI Website: <http://www.learn.PMCI.edu>

Latex Allergy

Approximately 3 million people in the U.S. are allergic to latex. Latex is used in more than 40,000 industrial, household, and medical products. Exposures to latex may result in skin rashes, hives, flushing, itching; nasal, eye, or sinus symptoms, asthma, and (rarely) shock. Reports of such allergic reactions to latex have increased in recent years—especially among healthcare workers—NIOSH. This statement is provided to notify students of the possible risk of latex allergies. It is important to notify the program if you are or become allergic/sensitive to latex products.

SUBSTANCE ABUSE POLICY

The well-being of patients and clients cared for by our students is of primary concern in all Health Sciences programs and a carefully designed and administered drug and alcohol misuse procedure can reduce accidents. Therefore, the Health Sciences Department has adopted a substance abuse testing program wherein a student who is participating in clinical courses will be tested for drugs when there is reasonable suspicion that the student is under the influence of alcohol and/or illegal drugs, i.e., drugs which are controlled substances under federal law which are not being used under the supervision of a licensed health care professional, or otherwise in accordance with the law.

Students will be asked to submit to drug screening by their PMCI clinical instructor at the expense of the college in the following circumstances:

1. Observable indication of actual use or impairment such as slurred speech, lack of coordination, incoherency, marijuana or alcohol odors.
2. Possession of drugs, apparent paraphernalia or alcoholic beverages.
3. Detailed, factual and persistent reports of misuse by multiple colleagues.
4. Abnormal or erratic behaviors such as sudden outbursts, mood swings, hostility or unusual anxiety that suggests possible drug use or alcohol misuse.
5. Involvement in suspicious accidents.
6. Apparent lapses in judgment or memory.
7. Unusual lethargy.

Testing Procedure

1. Document student's behavior. Confer with department chair. If a department chair is the faculty member concerned about the student's behavior or if the department chair is unavailable, the conference will be with the dean or dean's designee.
2. If a student denies being under the influence of unauthorized substances, a request for a drug screen will be initiated.
 - a. The student will sign consent to undergo drug screening.*
 - b. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program.
3. Institute a Request for Drug Screen. Provide verbal and written instructions for the testing procedure, including time frames for the test.
4. Arrange for transportation directly to a designated testing center by taxi accompanied by a Health Sciences representative.
5. After the drug screen specimen has been obtained the student will be transported by taxi back to the point of origin or home.
6. Student is excluded from all clinical activities pending results of the drug screen.
7. Drug screen findings will be interpreted by the designated testing center within 24-48 hours.
8. Results will be sent to the Dean of Health Sciences where they will be kept in a confidential, locked file. Results of the drug screen will be released to the department chair on a need to know basis only. Records may be released only to the student or the decision-maker in a law PMCI, grievance or other legal proceeding against the College or its agents arising out of the positive drug test.
9. All positive drug screens will be reviewed by an independent Medical Review Officer. During the review process, the student will have the opportunity to:
 - a. Explain the cause of the positive drug screen.
 - b. Provide the name of the physician authorizing any prescription medications. The Medical Review Officer will contact the attending physician for verification. If verification is obtained, the student will be placed on probation. Any subsequent evidence of substance abuse will result in a recommendation that the student be dismissed from the program. The student may appeal the recommendation using the Student Complaint Procedure in the PMCI Catalog.

10. If drug screen is positive and unexplained or unverified via the Medical Review Officer, the student will be: dismissed from the program and Reported to the state licensing agency, if applicable.
11. A student who tests positive will be referred to a community resource for evaluation by the PMCI counselor at the student's expense.
12. If the drug screen is negative, the student will be immediately reinstated in clinical by the department chair and will be provided opportunity to make up assignments. The student will be subject to all other objectives related to safe behavior and care of clients.
13. Readmission to the program is based on program admission policies.

* Please refer to the Consent for Drug Screening form located in the Appendices section at the end of this handbook.

NOTE: Some clinical affiliates may require a preliminary drug screening prior to actual clinical practice in their facility.

Pre Placement Drug Screening (if applicable)

Rationale: Health care providers are entrusted with the health, safety, and welfare of patients/clients. The safety and welfare of patients/clients cared for by our students is of primary concern in all Health Sciences programs and the clinical agencies that provide essential clinical experiences for the students. Clinical rotations are an essential component of Health Sciences programs and the College must meet the contractual obligations contained in affiliation agreements.

Scope: PMCI requires drug screening as part of the admission process. Clinical agencies can establish more stringent standards for meeting clinical requirements than those imposed as part of the admission process, if they so desire, to ensure compliance with Joint Commission standards and agency regulations pertaining to human resource management. This may include (but is not limited to) additional background checks and/or pre-placement drug and/or alcohol screening.

Clinical Placement: Incisal placements will be made by the program based on the learning objectives of the students; once a placement has been made, students cannot select out of that placement because of the drug screen.

Process for Drug Screening: The following process is to be followed when a clinical agency requires a drug screen prior to placement.

1. Faculty will notify the student of the requirement for a drug screen and the timelines to be in compliance with the clinical agency and provide all necessary consent forms.
2. The student must complete the drug screen within the timelines provided by the program. A drug screen outside that timeline will have to be re-submitted at an additional expense to the student.
3. Program will provide the student with a list of approved vendors to perform the drug screening.

Student must pay the cost of the drug and/or alcohol screening.

Cost is non-refundable

- Program will designate what level of drug screen is required.
- Results from any company or government entity other than those designated by Health Sciences will not be accepted. Unless specifically directed, clinical agencies will not conduct the drug screen; they must be performed by approved vendor.
- For clinical sites that do conduct the drug screening, students must sign an authorization for the clinical site to release positive results to the Compliance Coordinator, the Executive Dean or their designee.
- Student will sign a HIPAA release giving the lab performing the test permission to provide results to the Executive Dean or the Health Sciences Compliance Coordinator.
- Student will sign a release giving permission for PMCI to release the results of a negative drug screen to the requesting clinical agency if required.

- **Refusal to consent to the drug screening will result in the student being withdrawn from the program.**
- Drug screen findings will be interpreted by the designated testing center within 24-48 hours.
- Results will be sent to the Dean of Health Sciences and/or the Compliance Coordinator where they will be kept in a confidential, locked file. Negative results of the drug screen will be released only to the student or the requesting clinical agency.
- Verification of a negative drug screen will be provided to the indicated clinical affiliate.
- All positive drug screens will be reviewed by an independent Medical Review Officer, provided by the vendor. There will be an additional charge if review by the Medical Review Officer is required and the student is responsible for all costs related to this review.
- If after review by the Medical Review Officer, there is not a valid medical explanation for the positive screen, the test results will stand.

(If the student refuses/fails to pay for costs associated with the Medical Review, the test results will stand).

Period of Validity

Drug screening will generally be honored for the time the student is in the program unless there is a break in enrollment, defined as being out for one full semester. However, students may be required to test on a more frequent basis depending on the requirements of the clinical rotation site in which they are placed to meet their learning objectives.

Positive Drug Screen

A positive drug screen is any instance in which a drug screening report shows a positive test for one or more of the drugs on the panel.

Any student with a positive drug screen will not be given placement in any clinical facility and will be withdrawn from the program.

Confidentiality of Records

Drug screening reports and all records pertaining to the results are considered confidential information with restricted access. The results and records are subject to the Family Educational Rights and Privacy Act (FERPA) regulations.

Readmission

Any student withdrawn for a positive drug screen will not be eligible for readmission for a minimum of twelve months from the date of withdrawal.

If accepted for readmission, the student must provide a negative drug test and satisfactory documentation of successful drug counseling and treatment, at the expense of the student.

CRIMINAL BACKGROUND CHECK

Successful completion of a criminal background check is required for admission and continuation in all Health Sciences Programs. Criminal background requirements are found at www.PMCI.edu

Background checks will be honored for the duration of the student's enrollment in the clinical program if the participating student has not had a break in the enrollment at the college/school. A break in enrollment is defined as nonattendance of one full semester or more.

Once accepted into the program, it is the student's responsibility to immediately notify the Health Sciences Compliance Coordinator in writing of any subsequent changes in criminal history that occur after the admission background check.

HANDBOOK POLICY SIGNATURE FORM

INITIAL

I have reviewed the Attendance, Health and Dress Policies. I understand the terms of these policies and agree to abide by the standards established therein. I expect that any violation I commit of the stated policies will result in disciplinary action.

I have reviewed the Smoking and Cell Phone Use policies. I understand the terms of these policies and agree to abide by the standards established therein. I expect that any violation I commit of the stated policies will result in disciplinary action.

I have reviewed the Student Employment Policy. I understand the terms and conditions of said policy and intend to comply. I understand that Performance Masters Career Institute assumes no liability or any other form of legal obligation for any situations that may occur as the result of my choosing to be employed as a Student MRI Technologist.

After having reviewed the student supervision policy, I understand and agree to abide by the standards as stated in the policy. I further understand that it is my responsibility to make certain that I engage in clinical activities only when properly supervised and that disciplinary action will result if I do not.

After having reviewed the MRI Technology Student Handbook, I understand and agree to abide by the policies and standards as stated in the Handbook.

After reviewing the laptop and Internet usage policy, I understand and agree to abide by the standards as stated in the policy. I further understand that it is my responsibility to make certain that I have a laptop and Internet service provider.

Student Signature

Date

Clinical Documents

Weekly Evaluation Forms

MRI Evaluation Form

Modality Evaluation Form

Clinical Site Evaluation Form

Clinical Instructor Evaluation Form

Student Absence Report Form

Filling out a Clinical Competency Form Instructions

Clinical Competency Completion Checklist

ARMRIT Didactic and Clinical Competency Requirements

WEEKLY EVALUATION FORM (1st & 2nd WEEK)

**The purpose of this evaluation form is to provide input to new students in order to ensure adequate utilization of clinical time. This form will replace the standard Evaluation Form for the first 2 weeks of the student's initial clinical experience.

Clinical Site: _____

Student's Name: _____

1. The student arrives to the clinical site on time.

Yes No

2. The student actively seeks out and completes tasks upon arrival to clinical site. (i.e., assist technologist with machine warm-ups, daily tasks, stocking of supplies etc.)

Yes No

3. The student seeks out technologist and actively follows technologist during daily tasks.

Yes No

4. The student consistently demonstrates basic communication skills with technologists, staff, physicians and patients.

Yes No

5. The student actively seeks out patient exams. (i.e. watching for light or checking for order requests)

Yes No

6. The student utilizes down-time for practicing equipment manipulation and/or positioning.

Yes No

7. The student actively follows technologist to observe and assist with exams they have not yet seen.

Yes No

****Note to technologist:** Please utilize space for comments; particularly where students received a "No". It is important for new students to understand how they can better utilize their clinical time in these "beginning stages" of their clinical practice.

Evaluator: _____ Date: _____

Clinical Weekly Evaluation (1st & 2nd Week)

Student Name: _____

Rating Scale:

- 1 The student **almost never** does this
- 2 The student **sometimes** does this
- 3 The student does this **at least 50%** of the time
- 4 The student does this **at least 75%** of the time
- 5 The student does this **at least 95%** of the time

Patient Care Skills					
Student is present as technologist explains the procedure to the patient in a clear and concise manner including checking patient ID.	1	2	3	4	5
Student communicates with physicians, all staff, and patients in a polite and respectful manner.	1	2	3	4	5
Student observes technologist, offers head phones and ear plugs.	1	2	3	4	5
Student observes technologist demonstrate patient care skills.	1	2	3	4	5
Student observes the way the technologist is cognizant of patient comfort and responds to patient requests in a timely basis.	1	2	3	4	5
Student maintains a clean area and follows guidelines for standard precautions.	1	2	3	4	5
Student understands why technologists are using screening forms when taking history and asking about any allergies.	1	2	3	4	5
Student observes technologist inquire about possible pregnancy when patient is within child bearing age and has patient sign consent form when appropriate	1	2	3	4	5
With technologist assistance, student ensures coil cables are in good shape before scanning.	1	2	3	4	5
Student watches technologist as they screen personnel for MRI safe conditions.	1	2	3	4	5
Student knows MRI safety zones.	1	2	3	4	5
Student is aware that Galoinium is a drug that can have side effects and are observant to patient renal function.	1	2	3	4	5
Student asks pt. of any kidney problems or checks patient medical records prior to beginning scan.	1	2	3	4	5
Student understands the importance of evaluating the requisition for exams.	1	2	3	4	5
Student is able to work with direct/in-direct supervision when completing exams.	1	2	3	4	5
Student uses slow times for clinical practice and didactic review.	1	2	3	4	5
Student observes technologist giving patient discharge with post-procedure instructions when appropriate.	1	2	3	4	5
Technical Care Skills					
Student demonstrates a desire for success and accepts constructive feedback.	1	2	3	4	5
Student asks how to manipulate table and install coils onto the table.	1	2	3	4	5
Student has seen the various scanner functions.	1	2	3	4	5

Student observes how the technologist properly positions patients onto scanner table and uses laser alignment light.	1	2	3	4	5
Student observes technologist appropriate	1	2	3	4	5
Student takes appropriate care in the handling and placement of coils while a patient is on the table.	1	2	3	4	5
Patient Positioning					
Student is able to properly position patients on scanner tables.	1	2	3	4	5
Student is able to assess when patients condition will necessitate an adjustment from routine guidelines.	1	2	3	4	5
Student uses appropriate props such as sponges, sandbags, etc. to maintain patient position.	1	2	3	4	5
Student demonstrates confidence in his/her clinical abilities	1	2	3	4	5
Technical					
Student demonstrates a desire for success and accepts constructive feedback.	1	2	3	4	5
Student comprehends scanning parameters and how to change them to fit patient needs. (ie. trade-offs)	1	2	3	4	5
Student is able to run phantom scan as part of the ACR requirement for daily QA/QC.	1	2	3	4	5
Student is able to bring scanner online and to take scanner offline as needed.	1	2	3	4	5
Evaluating Image Quality					
Student is consistently punctual for scheduled shifts, uses allocated time off appropriately, and follows directions consistently.	1	2	3	4	5
Comments:					

Evaluator Signature: _____

Date: _____

Clinical Weekly Evaluation (MUST BE COMPLETED BI-WEEKLY)

Student Name: _____

Rating Scale:

- 1 The student **almost never** does this
- 2 The student **sometimes** does this
- 3 The student does this **at least 50%** of the time
- 4 The student does this **at least 75%** of the time
- 5 The student does this **at least 95%** of the time

Communication					
Student explains the procedure to the patient in a concise manner and communicates/responds to patients in a polite and respectful manner	1	2	3	4	5
Communicates with physicians in a polite and respectful manner.	1	2	3	4	5
Communicates effectively with staff in a polite and respectful manner.	1	2	3	4	5
Communicates and responds to patients in a polite and respectful manner.	1	2	3	4	5
Student demonstrates a desire for success and accepts constructive feedback.	1	2	3	4	5
Patient Care					
Student demonstrates complete patient care skills.	1	2	3	4	5
Student is cognizant of patient comfort and responds to patient requests in a timely basis.	1	2	3	4	5
Student maintains a clean area and follows guidelines for standard precautions.	1	2	3	4	5
Equipment Operation					
Student is able to manipulate table and install coils onto the table in an efficient manner.	1	2	3	4	5
Student demonstrates knowledge of the various scanner functions.	1	2	3	4	5
MRI Safety Procedures					
Student uses screening forms accurately when taking history.	1	2	3	4	5
Student inquiries about possible pregnancy when patient is within child bearing age and has patient sign consent form when appropriate.	1	2	3	4	5
Student ensures coil cables are in good shape before scanning.	1	2	3	4	5
Student takes appropriate care in the handling and placement of coils while a patient is on the table.	1	2	3	4	5
Patient Positioning					
Student is able to properly position patients on scanner tables.	1	2	3	4	5
Student is able to assess when patients condition will necessitate an adjustment from routine guidelines.	1	2	3	4	5
Student uses appropriate props such as sponges, sandbags, etc. to maintain patient position.	1	2	3	4	5
Student demonstrates confidence in his/her clinical abilities	1	2	3	4	5

Scanner Computer Manipulation					
Student demonstrates an understanding of the difference between the weighting and contrast of MRI and MRA Images. (ie T1, T2, PD, STIR)	1	2	3	4	5
Student comprehends scanning parameters and how to change them to fit patient needs. (ie. trade-offs)	1	2	3	4	5
Student is able to run phantom scan as part of the ACR requirement for daily QA/QC.	1	2	3	4	5
Student is able to bring scanner online and to take scanner offline as needed.	1	2	3	4	5
Evaluating Image Quality					
Student takes pride in producing high quality images	1	2	3	4	5
Student is able to identify various artifacts inherent on MRI scans.	1	2	3	4	5
Student is able to identify when motion artifact necessitates a re-scan, and is able to adjust parameters to improve image quality.	1	2	3	4	5
Maintaining Patient Records					
Student consistently checks request for patient history.	1	2	3	4	5
Student accurately and consistently abides by the facility's requirements for documentation.	1	2	3	4	5
Student constantly and accurately labels images with appropriate information (patient data).	1	2	3	4	5
Initiative					
Student initiates and prepares for exam without being told to do so.	1	2	3	4	5
Student demonstrates persistence in getting job done.	1	2	3	4	5
Student shows interest in exams not yet observed by assisting technologist.	1	2	3	4	5
Student is able to work with direct/in-direct supervision when completing exams	1	2	3	4	5
Student uses slow times for clinical practice and didactic review.	1	2	3	4	5
Compliance					
Student wears appropriate uniform, and is neat in appearance.	1	2	3	4	5
Student is consistently punctual for scheduled shifts.	1	2	3	4	5
Student uses allocated time off appropriately.	1	2	3	4	5
Student follows directions consistently.	1	2	3	4	5
Comments:					

Evaluator Signature: _____

Date: _____

Student Evaluation – MRI

Student Name: _____ Date: _____

Technologist: Please answer the following questions, in regards to this student's rotation with you in fluoroscopy.

Circle one: Comments are encouraged if a "no" answers applies.

- | | | | |
|---|--|-----|----|
| 2 | The student initiated room set-up prior to exam (s). | Yes | No |
| 3 | The student is/was able to explain exam to patient in a competent manner. | Yes | No |
| 4 | The student was prepared for routine procedures. | Yes | No |
| 5 | The student demonstrated an understanding of positioning for routine scans; this will vary according to his/her status in the program. | Yes | No |
| 6 | The student demonstrated an understanding of sterile procedure and/or Universal Precautions . | Yes | No |
| 7 | The student was able to manipulate scanner equipment in a competent manner. | Yes | No |
| 8 | Overall, this student's performance in MRI was: (Needs improvement 1 to 5 excellent) | | |

1 2 3 4 5

- 9 Any additional comments:

Technologist Signature: _____

Date: _____

Clinical Site Evaluation

This form is to be completed by the student at the end of their externship.

Clinical Site being evaluated: _____

Date: _____

Rating Scale:

1	2	3	4	5	
Never Describes the Site	Sometimes Describes the Site	Always Describes the Site			
Communication					
When first visiting the site the student is given an introductory tour of the radiology department	1	2	3	4	5
Explains routines of exams to the student during first visit	1	2	3	4	5
Radiologist and technologists communicate with the student in a polite manner	1	2	3	4	5
Aids students in their desire for success and offers constructive criticism	1	2	3	4	5
Equipment Operation					
When first visiting the site, various machine functions and coil usage and placement were explained thoroughly.	1	2	3	4	5
MRI Safety					
The site provides all necessary information for student to understand safety in the MRI environment.	1	2	3	4	5
Facility never asks a student to screen patient without double checking constant forms.	1	2	3	4	5
Patient Positioning					
Unusual positioning and coil placement is explained to the student before performing an exam (e.g., special views that may not have been demonstrated in the lab setting)	1	2	3	4	5
Appropriate devices such as sponges, sandbags, etc. are available for student use	1	2	3	4	5
Consul Manipulation					
A technologist will explain how to bring machine on and offline, setup protocols, and enter patient data.	1	2	3	4	5
Image Quality					
The site takes pride in producing quality images and doesn't second-guess a student's decision to repeat a scan.	1	2	3	4	5
Maintaining Patient Records					
When first visiting site, a clear explanation of all paperwork is provided to the student.	1	2	3	4	5

Initiative					
The student is sought out and told when a patient arrives for an exam (e.g., the student is in the scanner room stocking supplies/cleaning and is unaware that a patient has arrived).	1	2	3	4	5
When a student is practicing during slow times and a question arises, a technologist is willing to provide an answer to the best of his or her knowledge.	1	2	3	4	5
Compliance					
The student felt at ease around the technologist and other employees	1	2	3	4	5
Time spent at this facility was worthwhile and an integral part of my overall clinical experience	1	2	3	4	5
Comments					

Student Name: _____

Date: _____

Student Signature: _____

Clinical Instructor Evaluation

Instructor being evaluated: _____

Clinical Site: _____

Rating Scale:

Was approachable and helpful	1	2	3	4	5
Stimulated and challenged me to think	1	2	3	4	5
Asked me pertinent questions	1	2	3	4	5
Helped me relate course work to clinical practice	1	2	3	4	5
Offered me positive feedback when appropriate	1	2	3	4	5
Offered me an initial orientation	1	2	3	4	5
Provided adequate supervision	1	2	3	4	5
Discusses my evaluation with me	1	2	3	4	5
Encouraged me to think outside of the box and apply critical thinking skills	1	2	3	4	5
Operates in accordance with standards set forth by ARMRT	1	2	3	4	5
Comments:					

Student Signature: _____

Date: _____

STUDENT ABSENT REPORT FORM

Today's Date: _____

Student Name _____

Day(s) Absent: _____

Total hours absent: _____

Reason for absence: _____

I verify that the above information is true and correct.

Student Signature: _____

This form must be submitted to the clinical instructor at the site where the absence is/will take place or to the course instructor.

***A planned absence must be pre-approved by the course instructor. The student is responsible for notifying the clinical instructor at the site he or she is assigned to.

***This form is for the purpose of maintaining attendance records of required clinical hours.

PATIENT TRANSFER TECHNIQUES

The Student will demonstrate proper wheelchair and cart transfer techniques:

Standby Assist MRI Safe Wheelchair Transfer	YES	NO
Position the wheelchair at a 45-degree angle to the table		
Move the wheelchair footrests out of the way and be sure that the wheelchair is locked.		
Instruct the patient to sit on the edge of the wheelchair seat.		
Instruct the patient to push down on the arms of the chair to assist in rising and then stand up slowly.		
Direct the patient to reach out and hold onto the table with the hand closest to the table and then turn slowly until he or she feels the table behind him or her.		
Instruct the patient to hold the table with both hands and then sit down.		
Assisted Standing Pivot MRI Safe Wheelchair Transfer	YES	NO
Position the wheelchair at a 45-degree angle to the table with the patient's strongest side closest to the table. If the patient has loose-fitting clothes, place a transfer belt around the patient's waist.		
Move the wheelchair footrests out of the way and be sure that the wheelchair is locked.		
Direct the patient to sit on the edge of the wheelchair seat, providing assistance as needed.		
Instruct the patient to push down on the arms of the wheelchair to assist in rising.		
Bend at the knees, keeping the back stationary, and grasp the transfer belt with both hands. Block the patient's feet and knees to provide stability, especially for paraplegic and hemiplegic patients.		
Assist the patient in rising to a standing position.		
Ask the patient whether he or she is feeling all right. If the patient reports any feelings of dizziness or exhibits any of the other signs of orthostatic hypotension, let him or her stand for a moment until the feeling subsides.		
Pivot the patient toward the table until the patient can feel the table against the back of the thighs.		
Ask the patient to support himself on the table with both hands and sit down, assisting as necessary.		
Two-Person MRI Safe Wheelchair Lift	YES	NO
Plan for the lift by locating an assistant who will lift the patient's feet as you lift the patient's torso.		
Lock the wheelchair, remove the armrests, swing away or remove the leg rests, and direct the patient to cross his or her arms over the chest.		
Stand behind the patient, reach under the patient's axillae, and grasp the patient's crossed forearms.		
On command, lift the patient to clear the wheelchair and move the patient as a unit to the desired place.		

MRI Safe Stretcher Transfer with a MRI Safe Moving Device	YES	NO
Move the stretcher alongside the table, preferably on the patient's strong or less affected side. Place it as close to the table as possible, and then secure it by depressing the wheel locks. In addition, place sandbags or other devices on the floor to block the wheels satisfactorily.		
Place the patient at an oblique angle away from the table while the moving device is placed to the midpoint of the back.		
Return the patient to a supine position so that he or she is halfway onto the moving device.		
Grab the draw sheet, and use it to move the patient slowly onto the table.		
Remove the moving device, turning the patient obliquely if necessary.		
MRI Safe Stretcher Transfer Without a MRI Safe Moving Device	YES	NO
Move the stretcher alongside the table, preferably on the patient's strong or less affected side. Place it as close to the table as possible, and then secure it by depressing the wheel locks. In addition, place sandbags or other devices on the floor to block wheels satisfactorily.		
Begin by rolling up the draw sheet on both sides of the patient. Be sure that the draw sheet is completely under the patient and straightened before the transfer.		
Support the patient's head and upper body from the far side of the radiographic table. Direct a second assistant to support the patient's pelvic girdle from the cart side and a third assistant to support the patient's legs from the table side.		
Cross the patient's arms over the chest to avoid injury or interfering with a smooth transfer.		
Direct the second assistant supporting the pelvic girdle to stand on the opposite side of the stretcher, and make sure that the stretcher does not move away from the table during the transfer.		
On command, grasp the rolled up draw sheet and slowly pull the patient to the edge of the stretcher. On a second command, slowly lift and pull the patient onto the table.		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

STERILE GLOVING TECHNIQUE

The Student will demonstrate proper sterile technique for the closed and open methods of self-gloving and for gloving another person:

Self-Gloving: Closed Method	YES	NO
Have an assistant open the glove package so that the right glove is on his or her right side.		
Keep the hands and fingers covered by the sterile gown when grasping the gloves.		
Pick up the glove of the dominant hand with the non-dominant hand.		
Place the palm of the glove on the palm of the dominant hand with the fingers of the glove facing the elbow.		
Grasp the bottom part of the cuff with the fingers of the dominant hand. With the non-dominant hand, grasp the top part of the cuff and pull it over the dominant hand.		
Pick up the other glove with the gloved hand.		
With the ungloved hand, hold the cuff through the sterile gown.		
Using the gloved hand, pull the other hand into the glove.		
Adjust the fingers until comfortable.		
Self-Gloving: Open Method	YES	NO
With the hands pushed through the sleeves of the sterile gown, pick up the cuff of the dominant hand glove with the non-dominant hand, being sure not to touch the outside surface of the glove.		
Slip the dominant hand into the glove and pull the glove on by the non-dominant hand.		
Pick up the other glove by reaching under the cuff with the gloved (and now sterile) dominant hand, being sure to touch only the outside surface of the glove with the sterile gloved hand.		
Pull the glove onto the non-dominant hand without touching the inside surface of the glove (which is actually the outside surface of the folded cuff).		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

STERILE GOWNING TECHNIQUE

The Student will demonstrate the proper technique for self-gowning and for gowning another person:

Self-Gowning	YES	NO
Stand about 12 inches from the sterile area, pick up the gown by the folded edges, and lift it directly up from the package.		
Step back from the table, making sure no objects are near the gown. Grasp the gown at the neck band, hold it at arm's length, unfold it, and gently shake it.		
Face the inside of the gown and, holding it by the shoulder seams, raise the arms up and slip them into the sleeves.		
Direct an unsterile assistant to stand behind and reach inside the sleeves, grasp the sleeves, and pull them gently to adjust the gown.		
For the open method of gloving, the sleeves are pulled over the hands. For the closed method of gloving, the sleeves are pulled so that only the fingertips are visible.		
Direct an assistant to fasten the back and waistband of the gown.		
Gowning Another	YES	NO
After gowning and gloving using sterile technique, pick up the sterile gown by the neck band, hold it at arm's length, and allow it to unfold.		
Hold the gown by the shoulder seams with the outside facing you.		
Protect the sterile gloves by placing both hands under the back panel of the gown at the top shoulder seam.		
Direct the person being gowned to slip the arms into the sleeves in a downward motion until the hands emerge from the sleeves.		
Direct the person to pull the gown over the arms and shoulders and fasten the back and waistband of the gown.		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

OPENING A STERILE PACKAGE

The Student will demonstrate the proper technique for opening a sterile package:

Open a Sterile Package on a Table	YES	NO
Place the package on the center of the surface with the top flap of the wrapper set to open away from him or her.		
Pinch the first flap on the outside of the wrapper between the thumb and index finger by reaching around (not over) the package. Pull the flap open and lay it flat on the far surface.		
Use the right hand to open the right flap and the left hand to open the left flap.		
Grasp the turned down corner and pull the fourth and final flap down, being sure not to touch the inner surface of any of the package with an unsterile object such as a sleeve.		
Open a Sterile Package While Holding It	YES	NO
Hold the package in one hand with the top flap opening away from you.		
Pull the top flap well back, and hold it away from both the contents of the package and the sterile field.		
Drop the contents gently onto the sterile field from about 6 inches above the field and at a slight angle, making sure that the package wrapping does not touch the sterile field at any time.		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

STANDARD PRECAUTIONS LAB

The student will demonstrate the:

	YES	NO
Disinfect scanner table and all accessory equipment.		
Change pillowcases and sheets after each patient.		
Locate, use, and dispose of examination gloves properly.		
Locate, use, and dispose of gowns and masks used in unsterile procedures.		
Recognize and use biohazard bags properly.		
Follow environmental protection standards for handling and disposing of biohazard materials such as: Blood and body fluids and sharps		
Dispose of contaminated linen in appropriate bags.		
Properly wash hands between each patient.		
Properly use gowns, gloves, and masks for isolation and reverse isolation patients.		
Apply standard precautions when performing and assisting during all procedures.		

Handling Sterile Syringes and Needles	YES	NO
Locate and properly handle sterile syringes and needles.		
Locate and use vials, ampules, pre-loaded syringes and bottles of contrast media and/or other solutions.		
Locate equipment and set up for a power injection procedure.		
Locate, properly use and dispose of, sharp containers.		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

MONITORING PATIENT'S VITAL SIGNS

The Student will demonstrate and measure a patient's vital signs of temperature, pulse, respiration, and blood pressure:

Temperature – Oral Method	YES	NO
Place the oral thermometer under the patient's tongue.		
Ensure that the thermometer is kept in place until a stable reading is obtained.		
Read the oral thermometer and record the reading.		

Respiration:	YES	NO
Measure a patient's respiration by observing the patient's chest or abdomen for a 60-second period.		
Record the number of respirations per minute.		

Pulse:	YES	NO
Measure a patient's pulse rate at the radial artery near the wrist for a 60-second period.		
Record the patient's pulse rate per minute.		

Blood Pressure	YES	NO
Obtain a sphygmomanometer and stethoscope.		
Place the cuff of the sphygmomanometer on the patient's upper arm midway between the elbow and shoulder.		
Inflate the cuff above the systolic pressure to stop flow to the arm.		
With the stethoscope placed over the brachial artery in the antecubital fossa of the elbow, slowly release the cuff of the sphygmomanometer.		
When the first sound of blood flow is heard through the stethoscope, record the systolic pressure reading.		
When the sound of blood flowing through the arm ceases, record the diastolic pressure reading.		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

OXYGEN THERAPY LAB

The Student will demonstrate:

	YES	NO
Proper location of oxygen equipment: oxygen tank, connecting tubing and devices to deliver oxygen.		
Ability to operate various parts of oxygen tank: pressure gauge, regulator, flow rate gauge and tubing attachment.		
Proper application to a patient two of the most common oxygen delivery devices: nasal cannula and oxygen masks.		
Knowledge of potential risks in an environment where oxygen is being administered and preventive steps to reduce the risks.		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

VENIPUNCTURE AND INTRAVENOUS DRUG INJECTION

The Student will demonstrate:	YES	NO
Wash hand thoroughly.		
Check the patient's identification.		
Explain the procedure to the patient.		
Assemble all needed supplies, and prepare the drug for administration.		
Put on disposable gloves.		
Once an appropriate site for venipuncture has been selected, cleanse it with an alcohol swab using a circular motion while moving from the center to the outside.		
Apply a tourniquet above the site using sufficient tension to impede the flow of blood in the vein. Ask the patient to open and close the fist to distend the vein fully. When the vein has been identified, ask the patient to hold the fist in a clenched position.		
To stabilize the vein, place the thumb on the tissue just below the site and gently pull the skin and vein toward the hand.		
Hold the needle with the bevel facing upward. Pinch the wings of the butterfly needle together tightly.		
Insert the needle next to the vein at a 15-degree angle, and gently advance it into the vein. Blood will flow back into the tubing when the needle is correctly positioned.		
If the tubing of the butterfly needle has not previously been filled with solution, allow the blood to flow from the hub before attaching the syringe to ensure that no air bubbles are contained in the system.		
Remove the tourniquet and inject the drug.		
Unless otherwise instructed, remove the needle and apply gentle pressure to the site with an alcohol swab.		
Dispose of the syringe and needle properly.		
Chart all relevant information.		
Recognize abnormal lab values relative to the exam being performed.		

Student Name: _____

Clinical Site: _____

Instructor Signature: _____

Date: _____

MAGNETIC RESONANCE IMAGING SREENING DOCUMENT

You have chosen to observe in the MRI department. By entering the MRI PMCite, you are placing yourself within a magnetic field. Everyone entering the MRI Room must be screened for metal that might be in their body or to disclose any removable metal object or electronic devices.

PLEASE ANSWER THESE QUESTIONS TO THE BEST OF YOUR ABILITY:

	Yes	No
Pacemaker		
Aneurysm Clips		
Heart Valve		
Joint Replacements		
Shrapnel		
Metal in Eyes		
Pregnancy		
Inner Ear/Eye Surgery		
Programmable/Electronic Devices? Internally/Externally		

Please list previous surgeries: _____

Please lock up all jewelry, watches, credit cards, coins, keys, and all loose metal objects.
 To the best of my knowledge, I DO NOT have within me any metal or devices as described above.

 Student Signature

 Date

 Tech Signature

 Date

Filling out a Clinical Competency Form Instructions

Students will be using evaluation forms when they are being evaluated on a competency completion. After this evaluation the student should be competent to perform this exam under indirect supervision. These forms will also be used for spot checks.

These forms have two columns: a procedure column and a competency column. The procedure column will be used when the student tests out in the lab, and the competency column will be used by clinical sites when the student is ready to sign off on an exam and thus work under indirect supervision and for spot checks.

Each evaluation form has several sections. In each section there are several criteria the student must meet. To indicate if the student meets the criteria, you will circle either yes or no.

If the student meets the criteria, circle yes. The student will receive full credit for this criterion.

If the student does not meet the criteria, circle no. The student will receive no credit for this criterion.

If the student needs a subtle reminder to meet the criteria, circle yes and no. The student will receive partial credit for this criterion.

Example: If you see something the student has forgotten before an exposure is made, prompt the student by asking, "Are you forgetting something?" If the student realizes his or her error without delay, circle both yes and no, and partial credit will be awarded. If the student does not correct the error, circle no.

If the student does not need to perform one of the criteria, cross out both yes and no. This criterion will then be deducted from the total possible.

Example: If it is a male patient, the student will not need to ask about pregnancy.

The student cannot use the exam as a competency completion if he or she gets more than two no's on the evaluation. This policy does not apply to spot checks.

If a student fails to ask a female patient with reasonable reproductive potential if there is a chance of pregnancy or if he or she fails to collect pertinent information from the patient (obtain a history), it is an automatic failure and the evaluation needs to be attempted again with another patient.

You are not responsible for assessing a grade. We will complete that process.

Please sign and date the evaluation form and make any comments that would be helpful.

Student Signature Sheet

Please read each statement below. Initial each statement in the space indicated and provides your name, signature, and date below.

1. _____ I have read and agree to, and will comply with the student policies as outlined in the Student Handbook. Furthermore, I will agree to and will comply with the course requirements as listed in the Syllabus and Student Policies of Diagnostic Medical Imaging-MRI.

2. _____ I understand that while performing my regularly assigned duties, I may be exposed to blood, body fluids, or tissues. I will use the appropriate personal protective equipment required when there is an inherent potential for mucous membrane or skin contact with blood, body fluids or tissues, or a potential for spills or splashes of them. Appropriate protection may include the use of gloves, gowns, masks, face shields, eye protection, mouthpieces, resuscitation bags, and other protective equipment. I understand that if I fail to use available personal protective equipment, I may be subject to disciplinary action.

3. _____ I have been informed regarding the inherent health/safety hazards in the healthcare field and release PMCI from any liability for such hazards.

4. _____ I have read and agree to the "Substance Abuse Administrative Policy."

5. _____ I understand that some clinical agencies may require a pre-placement drug screen at my expense.

6. _____ I agree to criminal background checks and agree to immediately notify the Dean of Health Sciences in writing of any subsequent changes in criminal history that occur after the admission background check has been completed.

7. _____ I will complete all clinical educational training modules and submit signed documentation to the Program as required.

Printed Name: _____

Student Signature: _____

Date: _____