Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: Nuclear Medicine Technology	Department: Clinical Health Sciences
Degree or Certificate Level: BS	College/School: **Doisy College of Health Sciences**
Date (Month/Year): August 2021	Primary Assessment Contact: Crystal Botkin

In what year/cycle was the data upon which this report is based collected? 2020/2021

In what year/cycle was the program's assessment plan most recently rin the nuclear medicine department.

PLO #3: Students will use knowledge, facts and data to assess problems and find solutions at the relate to nuc imaging procedures.

PLO #4: Students will demonstrate the ability to translate didactic knowledge into clinical practice as a nuclea technologist.

PLO #5: Students will exhibit professional characteristics expected of nuclear medicine technologists.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO #1

NMT 4410 Clinical Practicum / Critical Reflection Assignment #1

A written critical reflection assignment served as an artifact to assess this PLO. Each student is given a prompt to respond the Jesuit values and how they are reflected in the clinical setting (see Appendix for assignment prompt and grading rubric).

This course meets at clinical affiliate sites in the St. Louis Metropolitan Area.

NMT 4910 Clinical Practicum / Program faculty obs7 (e)o. -31t(n)6.1 (1.222 Ta(n)68 (M)4o5 (gr)n(C)2.d7 (7 (e1.4 (a)1.9 (ol)0.5 (4 Th(e)h)-1

this assignment is used to assess this PLO (see Appendix for assignment prompt and grading rubric).

NMT 4910 Clinical Practicum / Clinical visit evaluation during 7 months of clinical practicum

The NMT program faculty complete a form (see appendix) for each student clinical visit during 4th rotation in the clinical phase of the NMT program. The form is completed bases on notes, observations and discussion with clinical preceptors about professional behavior. These visits occur in June each year.

This course meets at clinical affiliate sites

PLO #2
NMT 4960 Capstone in Nuclear Medicine / Capstone Presentation

An average of >85% (2/2 or 100%) of the students scored $\geq$4 in section D. Preparation and Presentation of the assessment rubric.

The target was met for this artifact.

NMT 4410 and NMT 4910 Clinical Practicum/Final evaluation questions regarding effective communication in patient interaction

An average of 100% (2/2) of the students could convey effective communication skills for patient interactions in the field of nuclear medicine. This fact is based on the passing option given by the NMT faculty member who performed the oral evaluation.

The initial review raised a question for further investigation: Do all NMT faculty members make notes and document items that may reflect these skills during the final evaluation? After consultation with NMT faculty, the program director found this to be inconsistent among faculty. Initial conversations did not yield an objective way to assess this artifact. However, the NMT curriculum and clinical assessments will be changing in 2022-2023 academic year and additional opportunities to assess this will be addressed. Development of new rubrics will be done during the NMT curriculum change in the 2022-2023 academic year.

PLO #3
NMT 4350 Nuclear Medicine Information Systems / Case Study Project (Writing Based)

An average of >85% (2/2 or 100%) of the students received score of $\geq$80% ranking of “knowledge” or higher. Deficient areas identified by the instructor

NMT curriculum change in the 2022-2023 academic year.

PLO #5
NMT 4410 Clinical Practicum / Clinical visit evaluation during 2 months of clinical practicum

The >85% program target was met. 2/2 or 100% of the students did identify examples of professional characteristics during the clinical visit with NMT faculty.

After this assessment review cycle, the program director did confirm that NMT faculty made notes on the visit form about aspects of professional characteristics discussed with the student and clinical supervisors. The following comments were noted on the visit form and identify professional characteristics, “student is prompt”, “student is catching on quickly”, “student is ambitious and gets involved in all studies” were noted.

To address this further, the program director consulted the NMT faculty to identify a way to ensure this is done consistently in the future. It may be helpful to be more specific about what professional characteristics are to be identified at this stage of the clinical practicum. As mentioned during the last assessment cycle, the program director was going to add a specific question to the visit form to ensure proper documentation. This change did not get made amongst the COVID pandemic.

NMT 4910 Clinical Practicum / Clinical visit evaluation during 7 months of clinical practicum

The >85% program target was met. 2/2 or 100% of the students did identify examples of professional characteristics during the clinical visit with NMT faculty.

After this assessment review cycle, the program director did confirm that NMT faculty made notes on the visit form about aspects of professional characteristics discussed with the student and clinical supervisors. The following comments were noted on the visit form and identify professional characteristics, “student is ready to work”, “student feel like they are competent in many nuclear

NUCLEAR MEDICINE TECHNOLOGY (NMT)

Program Learning Outcome (PLO #1): Students will demooooCIN78.m27 rgQm27 rJ(l)38.m27 T/TTu(o)-1 t v llC

JRCNMT
2019 Standards Compliance Report
For Undergraduate Programs

Form	Satisfactory	Unsatisfactory

I Competency Confirmation	X	
All competencies addressed in one or more courses.		
J Assessment of Program SLOs	X	
• 5 SLOs – broad variety of technical NMT and other competencies. • SLO #2 on effective communication with patients – consider using a clinical evaluation assessment tool (the question(s) focused on communication) since that is where actual communication with patients occurs. • This form will be modified to have a place for benchmarks so be prepared to identify the acceptable score/rating for each assessment tool. • Annual evaluation and documentation on this form is required by JRCNMT. Please adjust the program's assessment schedule accordingly.		
L Program Effectiveness Data	X	
• State benchmarks with more detail – i.e. are they annual percentage or three-year average? • Regarding the student evaluation of individual didactic courses, clinical experience and faculty – didactic education and clinical education should have separate results. Combining results of these two different types of education may mask important information. • For graduate assessment and employer assessment – how was the 100% satisfaction determined? Was it based on responses to a single question on the survey or a compiled score for the entire survey? Also, be sure to indicate the 'n' or number of respondents for each parameter reported. • For AC feedback item – summarize key items discussed, major concerns raised, etc. • For affiliate visits - identify trends or themes noted on visits, issues raised by AES, etc.		

Notes: Submission of a revised report is not necessary for this program. Please utilize this feedback when completing these forms for the next academic year.

SAINT LOUIS UNIVERSITY
Nuclear Medicine Technology Program
Critical Self-Reflection Journaling Assignment

Critical self-reflection refers to the most important learning experience. It means reassessing the way we have posed problems, our own meaning perspectives, and reassessing our own orientation to perceiving, knowing, believing, feeling, and acting.

Site Visitor’s Report:
Assessment of student’s progress and performance:

Competency Evaluation:

Issues with teaching and supervision:

Recommendations for next visit:

Grade PASS / FAIL
___ Student brought books and organized notes for visit.
___ Student was able to locate information in notes and/or books.
___ Student was prepared to discuss any exams they had observed, participated or performed. ___ Student illustrates understanding of exams discussed ___ Student paperwork is up to date.

Signatures:
Clinical Supervisor: ________________________ Site Visitor: __________________________

Student: __________________________________ Departure time: _______________

Rev 11/2017

NMT INVESTIGATIVE PAPERS SCORE SHEET

STUDENT:____

Paper should be investigative; with the student gathering data, analyzing it and coming to a conclusion. If the paper is informative only, take points off. Length

3 Subject examined in only a descriptive manner, but discussed new methods or materials AND subject is relevant to nuclear medicine.

2 Subject was a review of previous material familiar to the audience.

1 Subject had little relevance to nuclear medicine and of little merit.

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B. Content:

5 Excellent scientific paper, student demonstratesearerit.a6 0 Td(d)TJ0 T)Tjgle 2-1 (72.4 (ic)-4.)Tjucl-2.1 ( )3(r)0.2rnMrd(ic)-4. rcrerr-0

- Normal and abnormal organ function
- Patient preparation
- Radiopharmaceutical choice, dose, and route of administration
- Adjunctive medications used for this procedure, dose, and route of administration (e.g., CCK, Morphine, etc.)
- Equipment selection (e.g., camera, collimator, etc.)
- Patient positioning
- Acquisition protocol parameters
    - Please list in detail the acquisition protocol for your assigned patient examination.
- Processing protocol parameters
    - All processing protocol parameters should be complete and detailed. (e.g., matrix, type of images acquired, time per frame, etc.)
    - Content should describe the procedure for processing the acquired data for your assigned patient. This includes what images you process, what ROI are used, how the ROI are drawn (this is like what you will be doing individually for each assignment)
- Report critique & analysis – include what is wrong with the study is anything (could be in acquisition or processing)
    - Your critique & analysis should be clearly articulated and specific.
    - It should be concise, accurate, and include any issues, problems or corrections that would be necessary to properly interpret the report.
- Diagnostic findings (what you think is normal or wrong with the patient from this exam)
    - Must be complete and accurate.
    - Findings must be described in clear and specific terms.

Hepatobiliary group assignment due Tuesday 09/15/2020 by 11:59pm

<u>Individual Work</u>: For each exam used for the group work .pdf images, you will be assigned one to two

3) Ask patient proper preparatory questions related to the exam? 4 pts. ________

Food
Drink
Pregnancy
Medications
History and Physical

4) Have the knowledge to explain the exam to the patient? 4 pts.

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