

## CLINICAL INSTRUCTOR MINI-MANUAL

### OHSU Radiation Therapy Program

The Radiation Therapy Program at OHSU operates as a free-standing bachelor's degree program within the School of Medicine. The Program provides a 24-month competency-based education consisting of both a didactic and clinical curriculum. The Program has its own established and approved admission and graduation requirements, and has primary responsibility for designing and implementing the education program, procedural guidelines and regulations deemed necessary to carry out the Program's educational objectives.

The Clinical Instructor Mini-Manual was created as an abridged version of the [Clinical Instructor Handbook](#) for relevance and clarity. This is a quick reference guide for clinical instructor expectations and provides short policy descriptions. Full policy definitions and additional background information can be found in the Handbook.

### [Radiation Therapy Program Website](#)

### Accreditation

The OHSU Radiation Therapy Program is accredited by the **Joint Review Committee on Education in Radiologic Technology (JRCERT)** and meets the requirements for national board certification. As a graduate of a JRCERT accredited program, students are eligible for national board certification through **The American Registry of Radiologic Technologists (ARRT)**. Upon achieving national ARRT board certification, students are eligible for individual state licensure as required by each distinct state.

### JRCERT Contact

#### **The Joint Review Committee on Education in Radiologic Technology**

20 North Wacker Drive, Suite 2850

Chicago, Illinois 60606-3182

**Phone:** 312-704-5300 **Email:** <https://www.jrcert.org/> and/or [mail@jrcert.org](mailto:mail@jrcert.org)

### Contact Information

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## Clinical Instructor Expectations

The designated **clinical preceptor** is the clinical lead recognized by the JRCERT as the clinical site supervisor. Both the clinical preceptors and clinical staff are considered clinical instructors and are involved in supervision, instruction, student evaluation, and supporting the education process.

Expectations for effective clinical instruction include:

- Professional competence, expert knowledge, and demonstrable clinical competence
- Skills in clinical teaching which include effective communication skills and positive interpersonal relationships
- The ability to collaborate with the program and the students in a manner that demonstrates respect, is free of bias and discrimination, is supportive of students and provides equitable accessibility to learning experiences
- Sets guidelines and expectations of the student at the clinical site and regularly checks in with the student to discuss progress
- Communicates with the program regarding student progress

The clinical instructor/student relationship must remain professional at all times, and conversations should consist of appropriate discussion topics. Conversations should be free of profane language, political opinions, bias, and not be derogatory in nature. Spending time with students outside of clinic is highly discouraged.

## Clinical Instructor Check List

The Clinical instructors are expected to effectively instruct students and complete a series of requirements for each student, each term. Instructors/preceptors will be asked to:

- Provide an introduction to the team and a clinic tour during the first week of the term
- Review term/year specific [clinical objectives](#) and site specific clinical expectations within the first two weeks of the term
- Provide teaching and explanation for treatment equipment, software and treatment techniques
- Supervise students according to programmatic and JRCERT standards
- Approve weekly time logs on [www.Trajecsys.com](http://www.Trajecsys.com)
- Provide access to patient treatment information so students may complete patient logs
- Complete a midterm and final evaluation
- Meet with the student to discuss the midterm/final evaluation prior to the clinical coordinator midterm/final onsite visit
- Meet with the clinical coordinator to discuss student progress during clinical onsite visits
- Reach out to the Program Director and Clinical Coordinator if any student related issues arise
- Work with the program, student and clinic to support Clinical Action Plans
- Submit [competency evaluations](#), regardless of pass/fail for each competency attempt (senior year)
- Work with the program to host students for Fall, Winter, Spring and Summer clinical rotations
- Communicate promptly with the Program Director and Clinical Coordinator if that facility will not be able to host a student



## Evaluations and Feedback

Evaluation and feedback are important components of student education. Feedback aids in:

- Identifying areas for improvement
- Motivating students
- Developing learning strategies

Feedback is most effective when it is ongoing, specific and timely. Evaluations occur twice per term, and it is expected that scoring and feedback comments are thoughtful and thorough. See examples of **effective** feedback below:

Category	Comment
Technical: Able to set-up a simple or complex treatment without difficulty	We have seen improvement in technical skills when setting up a breath hold, clinical electron, daily imaging, etc. Great job asking questions and practicing to improve the skills needed for complex treatments. Try to avoid memorizing procedures and relying on your supervising therapists for correction. Also ensure you are comprehending the clinical concept of the procedure you are involved in during treatment.
Interpersonal: Applies concepts from constructive feedback	You are always willing to learn and apply feedback. You have recalled and applied key concepts consistently and we are confident in your skills, clinically.
General comments	A key differentiator will be employing critical thinking. You have the knowledge and fundamentals. Understanding the “why” behind the process will help with understanding the whole picture. In wanting to be fast you are missing steps along the way. Analyze processes by thinking through key steps after the procedure: <ol style="list-style-type: none"> <li>1. Why did we set -up the patient up this way?</li> <li>2. Why did we select the devices we used?</li> <li>3. What happens if the patient cannot tolerate a standard set-up (such as lying flat)?</li> <li>4. Why did we choose the specific tattoo placement?</li> </ol>

Examples of **ineffective** feedback:

Category	Comment
Technical	No comment
Interpersonal	No Comment
Professional	No Comment
General comments	Student is fun to be around.

## Clinical Instructor Policy Reference Guide

For full policy descriptions and additional information, you can access the Clinical Instructor Handbook [here](#).



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[www.ohsu.edu/radiation\\_therapy](http://www.ohsu.edu/radiation_therapy)

## Student Attendance

Students must adhere to programmatic clinical attendance policy. Per JRCERT requirements, clinical hours are recognized between 5:00 AM- 7:00 PM, Monday-Friday. Students are expected to be in clinic for a full 8 hour day but may not exceed 10 hours in any one day. Students who are asked to leave earlier than 7 hours are required to notify the program of their early release. Clinical instructors can release students early as they see fit, but should explore any potential learning opportunities for the student so they may fulfil their clinical education requirements. Attendance is tracked via [Trajecsys.com](https://trajecsys.com). Clinical preceptors should approve time weekly and verify accuracy.

**There is a no cell phone policy during clinical hours.**

## Clinical Time Records

All students must have location tracking activated for all Trajecsys clock in/out. Any time entries that do not follow the process below will be considered unexcused absences. Unexcused clinical absences are a cause for grade reduction, course failure, and/or professional probation. Falsified clinical time, falsified communication or providing false reasons for absences or tardiness is a serious policy violation and cause for immediate disciplinary action and dismissal from the program.

Clinical **Time Exceptions in Trajecsys** should be rare, used to document all absences and used when a clock in/out has been missed

Process For Missed Clock in/out:

- Student must email the clinical coordinator, cc. Program Director and relevant clinical instructor
- Email must state the forgotten instance and the specific date and time that has been corrected
  - Example email: On 9/19/2024 I entered a time exception for my clock in of 8:03 AM.
- Time exception note in Trajecsys must include appropriate details
  - Example note in Trajecsys: Forgot to clock in, emailed Maria and (name) Preceptor.

## Objectives by Term

Objectives by term can be found on [Trajecsys.com](https://trajecsys.com) under 'documents'. It is the student's responsibility to set a meeting with their clinical instructor during the first two weeks at their clinical site. During the meeting the student should discuss the objectives for the term, and the clinical instructor may add additional expectations they see fit.

## Evaluations

Each clinical rotation has a requirement of two evaluations (a midterm and a final). It is the student's responsibility to request an evaluation prior to their meeting with the clinical coordinator. Meetings are scheduled a week or more in advance and typically occur during week 5 and week 11 of the term. The clinical coordinator will share clinical visit schedules with the clinical supervisors at least a week in advance. The clinical visit will consist of observation on the assigned treatment machine and an oral exam. Space for the clinical coordinator and student to meet will be requested for the oral exam. Evaluations are found on [Trajecsys.com](https://trajecsys.com) and correspond with the year, term and machine/simulation rotation. The Clinical Rotation Policy can be found in the [Clinical Instructor Handbook](#).



## Patient Logs

Students must complete patient logs during their time in clinic. Through Trajecs.com, students are expected to log relevant treatment information for each patient they observe. Students are instructed to spend no more than 15-20 minutes per day completing these logs. Spending multiple hours in a day to catch up on patient logs is unacceptable. Students must always comply with HIPAA regulations.

## ARRT Required Competencies

The American Registry of Radiologic Technologists (ARRT) Didactic and clinical competency requirements are mandatory for graduation and board exam eligibility. The full list and details can be found [here](#). During senior year, students must complete a minimum of six treatment machine or simulation competencies each term. Consideration is given for low census, but students must be in communication with the clinical coordinator regarding any barriers to completion. Our competency completion policy and process can be found in the [Clinical Instructor Handbook](#).

## Supervision Requirements

According to the JRCERT, direct supervision assures patient safety and proper educational practices. **All radiation procedures require direct supervision.** The JRCERT defines direct supervision as student supervision by a qualified practitioner (e.g., registered radiation therapist, credentialed medical physicist, licensed radiation oncologist) during all aspects of the procedure. The JRCERT defines direct supervision as student supervision by a qualified practitioner who: is physically present during the conduct of the procedure, and reviews and approves the procedure and/or image. All student work must be checked by a certified radiation therapist, dosimetrist, physicist or physician before treatment is given. Supervision of students over closed-circuit monitor(s) is not acceptable.

## Safety

During the first week of clinical placement, students must complete an Emergency Procedure Knowledge Assessment. This helps orient the student to specific environmental safety policies of the department. This is a JRCERT requirement for every student at each clinical site during the orientation period. Students may look to their clinical supervisor for guidance. If a student experiences a needle stick injury while in clinic the program must be notified and the Needle Stick Policy will be followed. Radiation badges will be provided by OHSU for each student and must be worn at all times in the clinical areas.

## Quick Links

- [ARRT Competency Requirements](#)
- [ASRT Radiation Therapy Curriculum](#)
- [JRCERT](#)
- [OHSU Radiation Therapy Program](#)
- [OHSU Radiation Therapy Program Student Handbook](#)
- [Trajecs](#)



## Conclusion

The OHSU Radiation Therapy Program reserves the right to update any information in the clinical instructor handbook and the clinical instructor mini-manual based on policy, process, or curricular revisions at any time during the academic year. The handbook and mini-manual will be distributed at the beginning of each term, with the expectation that each clinical instructor has access to an electronic copy. Additionally, the mini-manual can be located on Trajecs.com under the 'documents' section.

The OHSU Radiation Therapy Program has a profound appreciation for each of our clinical sites and clinical instructors as the program and student training could not be possible without each of you. We look forward to continued collaboration!



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