

## Assessment - clinical practice: conventional examinations: skeletal, thorax, urinary tracts and abdomen/gastro

The assessment form must be filled out by the supervisor and the student and delivered to the student at the end of practice.

Information	
Students name	Name of study program
	Year of study
Date the first day in practice	The last day in practice
Name of the Institution	Place of practice
Name of contact teacher	Name of supervisor

### Must be filled out by the student:

Days absence	
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Date and signature student: \_\_\_\_\_

### Must be filled out by the supervisor:

The practical period is assessed :	Passed <input type="checkbox"/>	Failed <input type="checkbox"/>
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Date and signature supervisor: \_\_\_\_\_

Date and signature contact teacher: \_\_\_\_\_

### Part 1: Mid-term evaluation, supervisor

Themes	Master well (as expected in relation to the stage in the educational program)	Master to a lower degree / danger of failed/not passed	Comments:
Student-Patient relation			
Showing interest and initiative, taking responsibility for the achievement of learning outcomes			
Reflect on her/his professional practice and adjust this under supervision			
Order and hygiene			
Level of knowledge/skills/competence			
Are there any learning outcomes that are not possible to achieve during the practical placement?	<b>Why:</b>		

**Date:**

**Supervisor:**

**Student:**

## Part 2 Supervisor's evaluation

### Evaluation of the student's achieved learning outcomes:

Learning outcomes are tied to and described under each practice area. The student shall show progress after each practice period relative to interest and initiative, independence and awareness of responsibility, ability to evaluate and reflect, and practical abilities. The requirements for achieved learning outcomes will be considerably higher for a third year student than for a second year student. The learning outcomes is divided into knowledge, skills and general competence as defined in European Qualifications Framework (EQF)

### Descriptors defining levels in the European Qualifications Framework (EQF)

**Knowledge:** In the context of EQF, knowledge is described as theoretical and/or factual.

**Skills:** In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

**General competence:** In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

<https://ec.europa.eu/ploteus/content/descriptors-page>

<b>Learning outcomes</b>	<b>Rating Scale of learning outcomes achieved 1-4:</b> <b>1=</b> High level of achieved learning outcomes, the student demonstrates excellent judgment and a high degree of independence  <b>2=</b> Satisfactory level of learning outcomes achieved, the student shows good judgment and independent thinking in the most important areas  <b>3=</b> Low level of learning outcomes achieved, meets the minimum requirements, but no more.  <b>4=</b> Missing obtained learning outcomes, student shows shortcomings to judgment and independence.  <b>X =</b> Defined learning outcomes is not possible to achieve at the actual practice site, regardless of the student.	
<b>Knowledge –to what degree is the student able to</b>	Supervisors evaluation	Comments on what is good and what the student can / should focus on and/or improve.
Evaluate and discuss the patients' individual need for treatment and care relative to the professional, ethical and legal aspects		



Recognize and describe normal anatomy and pathological structures in the image(s)		
Explain the relevant section's/department's daily routines for emergency preparedness.		
Describe the indications for various/most common types of examinations		
Describe the principles of RIS and PACS and post processing		
Describe the most common examinations		
Describe exposure techniques/factors for various/most common examinations		
Explain administrative routines (admission and handling of referrals/pictures)		
<b>Skills –to what degree is the student able to</b>		
Show independence and precision in being able to plan, organize, perform and document their own work		
Evaluate own work relative to acquired knowledge and discuss eventual improvements.		



Demonstrate skills tied to daily routines at the section/department		
Make the X-ray laboratory ready for the various/most common examinations		
Receive the patient and obtain relevant information from the patient to assure patient safety		
Communicate with the patient and relevant others		
Prepare the patient for the different examinations		
Move, secure, stabilize and immobilize the patients for examination		
Act in a professional manner in the event of unexpected situations/		
Operate the x-ray equipment in a proper and safe manner		
Use RIS and PACS		
Perform relevant post processing		



Follow the current principles for hygiene and security		
<b>General Competence –to what degree is the student able to</b>		
Plan and carry out various examinations and treatments alone or as a team participant according to professional, ethical and legal requirements and guidelines		
Reflect on your own work and learning in dialog with supervisor, radiographers and contact teachers		
Reflect upon radiation protection principles and methods relative to the patient and personnel		
Acquire knowledge and skills by being active in learning situations		
Observe and evaluate the patient's state of being and carry out eventual interventions before, during and after the examination		
Evaluate and reflect upon level of achieved anatomical imaging criteria and technical quality of the X-ray images		

### Part 3 Student's evaluation

<b>Learning outcomes</b>	<p>Rating Scale of learning outcomes achieved <b>1-4:</b></p> <p><b>1=</b> High level of achieved learning outcomes, the student demonstrates excellent judgment and a high degree of independence</p> <p><b>2=</b> Satisfactory level of learning outcomes achieved, the student shows good judgment and independent thinking in the most important areas</p> <p><b>3=</b> Low level of learning outcomes achieved, meets the minimum requirements, but no more.</p> <p><b>4=</b> Missing obtained learning outcomes, student shows shortcomings to judgment and independence.</p> <p><b>X =</b> Defined learning outcomes is not possible to achieve at the actual practice site, regardless of the student.</p>	
<b>Knowledge –to what degree am I able to</b>	Students evaluation	Comments on what is good and what I can / should focus on and/or improve.
Evaluate and discuss the patients' individual need for treatment and care relative to the professional, ethical and legal aspects		
Recognize and describe normal anatomy and pathological structures in the image(s)		
Explain the relevant section's/department's daily routines for emergency preparedness.		
Describe the indications for various/most common types of examinations		
Describe the principles of RIS and PACS and post processing		



Describe the most common examinations		
Describe exposure techniques/factors for various/most common examinations		
Explain administrative routines (admission and handling of referrals/pictures)		
<b>Skills –to what degree is the student able to</b>		
Show independence and precision in being able to plan, organize, perform and document their own work		
Evaluate own work relative to acquired knowledge and discuss eventual improvements.		
Demonstrate skills tied to daily routines at the section/department		
Make the X-ray laboratory ready for the various/most common examinations		
Receive the patient and obtain relevant information from the patient to assure patient safety		





Communicate with the patient and relevant others		
Prepare the patient for the different examinations		
Move, secure, stabilize and immobilize the patients for examination		
Act in a professional manner in the event of unexpected situations/		
Operate the x-ray equipment in a proper and safe manner		
Use RIS and PACS		
Perform relevant post processing		
Follow the current principles for hygiene and security		
<b>General Competence –to what degree is the student able to</b>		
Plan and carry out various examinations and treatments alone or as a team participant according to professional, ethical and legal requirements and guidelines		



Reflect on your own work and learning in dialog with supervisor, radiographers and contact teachers		
Reflect upon radiation protection principles and methods relative to the patient and personnel		
Acquire knowledge and skills by being active in learning situations		
Observe and evaluate the patient's state of being and carry out eventual interventions before, during and after the examination		
Evaluate and reflect upon level of achieved anatomical imaging criteria and technical quality of the X-ray images		

## **Part 4: Regulations for Suitability Assessment in Higher Education**

### *§ 2. Definisjon and purpose of the aptitude assessment*

*Suitability assessment shall determine whether the student has the necessary qualifications to practice the profession. A student who poses a possible danger to life, physical and mental health, rights and safety of the patients, users, kindergarten children, students, or other student will come into contact with during clinical studies or future profession, is not suitable for the profession.*

<https://lovdata.no/dokument/SF/forskrift/2006-06-30-859>

*A student is unfit in education as mentioned in § 1 no. 3 through 22, 25 and 27 if one or more of the following criteria are met:*

<i>Regulations for Suitability Assessment in Higher Education</i>  §4.	Mid-term evaluation		Final evaluation		Comments
	Yes	No	Yes	No	
<i>Student shows lack of will or ability to care, understanding and respect for students, patients, clients or users</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Student shows a lack of willingness or ability to cooperate and to establish relationships of trust and communicate with students, patients, clients, users, carers and partners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Student shows threatening or insulting behavior in the learning environment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Student abuse drugs or acquire drugs illegally.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Student has problems of such a nature that he / she works very poor in relation to their surroundings.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Student shows for small degree of self-knowledge in</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<i>connection with the tasks of the study and future professional role.</i>			
<i>Student shows negligence and irresponsibility that can cause damage of students, patients, clients or users.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Student shows a lack of willingness or ability to change unacceptable behavior in accordance with the guidance.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date/Supervisor: