Western Norway
University of
Applied Sciences

Assessment - clinical practice: CT

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	

Date and signature student: _____

Must be filled out by the supervisor:

The practical period is assessed :	Passed ☐	Failed ☐

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?	**Why:**		

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

Learning outcomes	Rating Scale of learning outcomes achieved **1-4:**
	1= High level of achieved learning outcomes, the student demonstrates excellent judgment and a high degree of independence
	2= Satisfactory level of learning outcomes achieved, the student shows good judgment and independent thinking in the most important areas
	3= Low level of learning outcomes achieved, meets the minimum requirements, but no more.
	4= Missing obtained learning outcomes, student shows shortcomings to judgment and independence.
	X = Defined learning outcomes is not possible to achieve at the actual practice site, regardless of the student.

Knowledge –to what degree is the student able to	Supervisors evaluation	Comments on what is good and what the student can / should focus on and/or improve.

Describe the preparatory routines for different/most common examination procedures		
Explain the relationship between scan-parameters, radiation dose and image quality		
Explain the routines to ensure safe use of contrast media when using manual injection and automatic injection techniques		
Describe areas of use and potential benefits of relevant post processing methods		
Explain the specific CT terminologies and radiation doses tied to the chosen procedures		
Explain the use of automatic tube current modulation		
Explain the relationship between choice of scan-parameters and the quality of the post-processing		
Recognize common pathological findings in the images		
Explain/descibe the choice of procedures for the examination in question		

Skills –to what degree is the student able to		
Show independence and precision in being able to plan, organize, perform and document her/his own work		
Evaluate own work relative to acquired knowledge and discuss eventual improvements.		
Inform the patient about the examination procedure		
Preparing the patient for examination		
Prepare the equipment/patient for contrast media injections		
Use the automatic contrast media injector		
Make the laboratory ready for most common CT examination		
Use immobilization tools for transporting, positioning and fixing the patient		
Carry out correct centering for the various CT procedures		
Chose a scanning area from the overview image relative to the problem statement/ indication		
Recognize artefacts, reasons for and methods to reduce these		
Quality assure the use of the automatic tube current modulation		

Conduct post processing methods like multiplanar reformations (MPR)		
Use and adjust technical parameters in the protocol as well as breathing techniques		
Collect and store patient information in the RIS/PACS		
General Competence –to what degree is the student able to		
Plan and carry out various examinations and treatments alone or as a team participant according to professional, ethical and legal requirements and guidelines		
Evaluate and discuss the patients' individual need for treatment and care relative to the professional, ethical and legal aspects		
Reflect on the connection between choice of CT-protocol and indication		
Evaluate the need for changing the scan-parameter in relation to the protocol -		
Reflect on and discuss radiation safety issues, regarding justification, optimization and dose reduction of relevant cases.		
Evaluate the potential benefit of the use of post processing methods		
Improvise and be solution oriented regarding unexpected situations		
Reflect on your own role in team work		

Evaluate image quality and achievement of image criteria		
Reflect on the development and use of protocols for children		

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Part 3 Student`s evaluation

Learning outcomes	Rating Scale of learning outcomes achieved **1-4:**
	1= High level of achieved learning outcomes, the student demonstrates excellent judgment and a high degree of independence
	2= Satisfactory level of learning outcomes achieved, the student shows good judgment and independent thinking in the most important areas
	3= Low level of learning outcomes achieved, meets the minimum requirements, but no more.
	4= Missing obtained learning outcomes, student shows shortcomings to judgment and independence.
	X = Defined learning outcomes is not possible to achieve at the actual practice site, regardless of the student.

Knowledge –to what degree am I able to	Students evaluation	Comments on what is good and what I can / should focus on and/or improve.
Explain the relationship between scan-parameters, radiation dose and image quality		
Explain the routines to ensure safe use of contrast media when using manual injection and automatic injection techniques		
Describe areas of use and potential benefits of relevant post processing methods		
Explain the specific CT terminologies and radiation doses tied to the chosen procedures		

Explain the use of automatic tube current modulation		
Explain the relationship between choice of scan-parameters and the quality of the post-processing		
Recognize common pathological findings in the images (		
Explain/descibe the choice of procedures for the examination in question		
Skills –to what degree is the student able to		
Show independence and precision in being able to plan, organize, perform and document her/his own work*		
Evaluate own work relative to acquired knowledge and discuss eventual improvements.		
Inform the patient about the examination procedure		
Preparing the patient for examination		
Prepare the equipment/patient for contrast media injections		
Use the automatic contrast media injector		

Make the laboratory ready for most common CT examination		
Use immobilization tools for transporting, positioning and fixing the patient		
Carry out correct centering for the various CT procedures		
Chose a scanning area from the overview image relative to the problem statement/ indication		
Recognize artefacts, reasons for and methods to reduce these		
Quality assure the use of the automatic tube current modulation		
Conduct post processing methods like multiplanar reformations (MPR)		
Use and adjust technical parameters in the protocol as well as breathing techniques		
Collect and store patient information in the RIS/PACS		
General Competence –to what degree is the student able to		
Plan and carry out various examinations and treatments alone or as a team participant according to professional, ethical and legal requirements and guidelines		
Evaluate and discuss the patients' individual need for treatment and care relative to the professional, ethical and legal aspects		
Reflect on the connection between choice of CT-protocol and indication		

Evaluate the need for changing the scan-parameter in relation to the protocol -		11
Reflect on and discuss radiation safety issues, regarding justification, optimization and dose reduction of relevant cases.		
Evaluate the potential benefit of the use of post processing methods		
Improvise and be solution oriented regarding unexpected situations		
Reflect on your own role in team work		
Evaluate image quality and achievement of image criteria		
Reflect on the development and use of protocols for children		

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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:

Regulations for Suitability Assessment in Higher Education *§4.*	Mid-term evaluation		Final evaluation		**Comments**
	Yes	No	Yes	No	
Student shows lack of will or ability to care, understanding and respect for students, patients, clients or users	☐	☐	☐	☐	
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	☐	☐	☐	☐	
Student shows threatening or insulting behavior in the learning environment.	☐	☐	☐	☐	
Student abuse drugs or acquire drugs illegally.	☐	☐	☐	☐	
Student has problems of such a nature that he / she works very poor in relation to their surroundings.	☐	☐	☐	☐	

Student shows for small degree of self-knowledge in connection with the tasks of the study and future professional role.	☐	☐	☐	☐	
Student shows negligence and irresponsibility that can cause damage of students, patients, clients or users.	☐	☐	☐	☐	
Student shows a lack of willingness or ability to change unacceptable behavior in accordance with the guidance.	☐	☐	☐	☐	

Date/Supervisor: