Date (Month/Year): September 2023 Assessment Contact:

In what year was the data upon which this report is based collected? AY 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? Plan updated in AY 2020-2021, Reviewed in AY 2021-2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization

1. Student Learning Outcomes

Which of the program's stud

the complete list of the prog

Due to the Assessment Plan and Rubric covering the last AY (professional) year, and JRCERT accreditation requirements, the program learning outcomes are reviewed and assessed each year in their entirety. This process is necessary to accurately assess the integrated connection of the learning objectives throughout the professional phase of radiation therapy and for accreditation reporting.

PLO #1-The radiation therapy student will be able to articulate ethical behaviors in clinical practice.
PLO #2- The radiation therapy student will evidence appropriate written communication for the profession of radiation therapy.
PLO #3 -The radiation therapy student will demonstrate complex radiation therapy treatment procedures.
PLO #4 - The radiation62.2 ( t)-3 (h)13.1 (e)-3 (rap)2.3 (y)-4.5 ( s)9.6 (t)-3 (u)13.1 (rap)2.375.3 (t46.3 (u)2.2 (n)20.003 Tw

No Madrid artifacts were included, no courses were offered on-line, and no courses were at other off-campus locations. NOTE: All artifacts are labeled and included in 2022-2023 XRT Artifact Description 1 & XRT Artifact

**PLO #3** a. **XRT 4440** Clinical Dosimetry: Calculation Competencies – For this assignment, 14/14 students, or 100% earned a score of 11.04 0 0 11.04t9..2.2 (c)-1.9 (ie)-3 (s)9.6 ( )TJETQss2 (c)-1 (. )(t)7.4rSê

b. **XRT 4960** Capstone: Case Study presentation, rubric component #8, Treatment Planning & Dosimetry: An average of >85% of students (actual ave. grade 100%, 14/14 or 100%) of students achieved a ranking of ranking of application/synthesis. This is a disappointing result as this is an indicator of higher ordered learning and an evaluation of application/synthesis in the clinical setting.

**XRT 4450 CPII, Site Visit Evaluation Summary SU 23**

| Student | Grade |
|---|---|
| 1 | 75% |
| 2 | 93% |
| 3 | 63% |
| 4 | 90% |
| 5 | 83% |
| 6 | 40% |
| 7 | |

b. Evaluation of the poster project provided data that tell us that students are doing as expected with this audience of themselves and professionals in the field as well. We are pleased with the outcome of this activity

In examining past and current assessment data, it was determined that some measurement artifacts could be changed, expanded or added to the assessment plan.  We changed tools/artifacts/ activities in 4 out of 5 PLOs in AY 19-20, to be implemented in AY 20-21, and AY 21-22 there will not be any changes for AY 22-23. Changes implemented in 20-21 allowed us to collect data that is more relevant to outcomes, providing data that will be useful to identify specific areas of improvement at the course level and improve the entire program.  In addition, we are comparing the results of all measurement tools/activities used within each PLO to determine achievement within each PLO as a whole to provide an overall view of each PLO.

**The most recent changes include the use of eValue clinical tracking software to help gather clinical outcomes**

**B.** How has the change/have these changes identified in 7A been assessed?

We have examined the data collected from these changes in 20-21, 21-22, and in 22-23. Since the changes were implemented in 20-21, we continue to gather data to compare and continue to assess the PLOs using the tools we have in place.

**C.** What were the findings of the assessment?

The specific findings of AY 22-23 are detailed in the response to 7.A. above. We have examined the data collected from changes in 20-21, and will continue to assess the changes and measurement tools used. Since we have met our benchmarks for all but PLO #5 (B), we will keep all the same for 23-24, except for planned changes for the clinical site visit evaluation methods and pedagogy, as outlined in 6 (B) above. For AY 23-24, the poster project will be moved from XRT 4350 Clinical Practicum I to XRT 4420 Principles and Practice of Radiation Therapy II to accommodate a change course grading scheme for Site Visit Evaluations in XRT 4350, necessitating an edit to the 23-24 Assessment Plan PLO #2(b).

**D.** How do you plan to (continue to) use this information moving forward?

The program faculty will continue to review all the PLO artifacts/measurement tools annually and identify opportunities to improve instruction, discussion, reflection, and evaluation, both at the course and at the programmatic level. We will especially take note of the changes made in PLO #5 (b) Site Visit Evaluations and examine in detail these improvements to evaluate if outcomes change as a result.

***Adopted 2017, 2019, 2021. Next Review Fall 2023***

***Radiation Therapy Programmatic Mission:***
The Radiation Therapy Program at Saint Louis University, Doisy College of Health Sciences is dedicated to preparing liberally educated, competent, caring and socially responsible Radiation Therapists, committed to clinical and scholarly excellence.

***Radiation Therapy Program Goals and Learning Outcomes***
Goal A: Radiation therapy students will be clinically competent

1. The radiation therapy student will position patients as directed in treatment record
2. The radiation therapy student will set treatment machine as indicated in patient treatment record
3. The radiation therapy student will practice patient confidentiality
4. The radiation therapy student practice proper radiation protection and safety

Goal B: Radiation therapy s

## Appendix to
## Doisy College of Health Sciences Program-Level Assessment:
## Annual Report for 2022-2023

**Included in this document are all 10 measurement tools/artifacts used in the assessment of student outcomes.**

**PLO #1 a**

**PLO #1 b**

**XRT 4420 Principles of Radiation Therapy Practice II: Ethical Dilemma Reflection Paper**

**Ethics Paper,** worth 10 points**:** This assigned reflection paper is to be on an ethical situation you have observed during your clinical rotation. In your reflection please write on the following:

- **Describe a situation that you believe to be an ethical issue. This can be an expansion of one ethical situation that you have already submitted as a journal entry.**
- **Identify the person by role (anonymously – patient, family, MD, nurse, therapist, etc) who is involved as a stakeholder in the unethical behavior. Identify who is the decision maker.**
- **Describe the ethical principles/values involved.**
- **What do you think is the best course of action to resolve this issue and why.**
- **Describe the follow up to the situation, or if there is one planned.**

It is to be at least two to three double spaced pages in length, 12 point font, with proper writing style, grammar and spelling. This paper is worth **10 points** and is evaluated based on the grading scale included in the course syllabus.

**PLO # 2 a.**

**XRT 4420 Principles of Radiation Therapy Practice II: Clinical-Critical Reflection Paper**

**Final Clinical Critical Reflection Paper,** worth 10 points:

Your final assignment/entry will be a **critical reflection paper**. The reflection should be about your clinical experiences so far; for example, perceptions, general observations, technology or accomplishments, and how your classroom learning ties back to your clinical experiences.

Again, use the provided diagram/illustration and think about answering the questions: What? Now What? So What? The intent of this paper is to draw from the clinical experiences you have written about in your journal and discussion posts during the semester.

This assignment is to be at least two to three double spaced pages in length, 12-point font, with proper writing style, grammar and spelling. This paper is worth **10 points.**

PLO #2 b

**XRT 4350 Clinical Practicum I Project**
**Clinical Project: Research Poster**

**Purpose** The purpose of this project is to *research and inform* about new technologies and /or procedures in Radiation Therapy used to treat cancer

**Introduction**

One of the most important skills that a technical person must develop to become successful is to communicate effectively the essence of his/her work in an extraordinarily short time and/or small space. Further, increasingly professional meetings are expanding the number and scope of their "poster sessions" as one method of increasing the technical content of the meetings; hence this is a skill that will have practical applications for many new technical professionals.

These posters are viewed by a variety of people including other students, therapists, visitors, faculty and staff of the University. This audience views these posters and attends various presentations to learn more about the topics presented. The topic of the poster project in this case is meant to be informational and research driven.

**Topic Assignment**

Each student is to design and create a poster using the criteria outlined below, including all the listed required elements. The objective is to research and present information to the target audience about new treatment technologies, treatments performed in other countries or controversial treatment used in radiation therapy to treat cancer. Your research can show how the treatment can alter a diagnosis or patient outcomes. The subject matter should be pertinent to Radiation Therapy, Medical Physics, and be of original thought. Posters that are purely reviews of devices, equipment, or therapy products will not be accepted. You need to research, teach and educate your audience.

Topics must be presented in such a way that explains why they are pertinent to radiation therapy and the treatment of cancer (i.e., using Cyberknife to treat brain tumors). The poster must explain how the devices or treatment types are used a/or implemented in the treatment of cancer and the value of such treatment. All topics must be approved by program faculty. Each student must present on a different topic, so sign up and approval are required prior to initiating your project.

**Target Audiences**

There are three target audiences for the posters. The first priority is other undergraduate

When identifying your topic and preparing your thesis, underline the important words/concepts in your thesis statement to use as search terms. For example: What are the primary etiological factors that contribute to the development of medial tibial stress syndrome?

The following is a 10 minute video that provides information on how to write a literature review: http://www.lib.ncsu.edu/tutorials/lit-review/ You will need to find high quality journal or peer reviewed articles for your project that are timely, no older than 5-8 years from publication date. Most journals pme7.68 Tm[M)-6 yM tvM 8c059Tf46252( )TjandETEM 8c159Tf1.94d[r)-9 Suee7.

protected material <u>must be cited or referenced below the graphic</u>. The graphic should also be referred to in your text. The poster should be exceptionally neat and attractive in terms of layout, use of blank space, and design. This poster project must include at least 4 graphic elements, **one of which you make yourself.**

**8. Conclusion\Project Results** (Required)
This section draws conclusions supported by information or findings presented in the project. Knowledge gained by the author is identified. This knowledge is formed by the facts and processes included in the poster, and are obvious to the viewer. This section may also discuss areas or ideas for future improvement. This section must be labeled, in paragraph form and must be between 150 – 175 words.

**9. Content\Accuracy** (Required)
Five to seven accurate facts must be presented and displayed on the poster, <u>seven facts on the poster gets an 'excellent' rating</u>. These facts may be listed separately or incorporated in the other sections of the poster.

**10. Poster Attractiveness** (Required)
The poster should be attractive in terms of design, layout, neatness and use of blank space. The proper size must be used, either 24 x 36 **or 32 x 40,** formatted in either landscape or portrait, whichever you prefer. Creative use of colors and graphics is apparent, and blank space should be used to give the eyes room to rest. Take care to make sure no section headings are cut off and that there is equal spacing at the ends of your poster.

**11. Grammar and Mechanics** (Required)
The text of the poster must be free of grammatical errors, with correct capitalization, punctuation and spelling throughout. Paragraph form must be used for the abstract, the introduction and the conclusion. Do not exceed the word counts where indicated.
<u>Re-read, re-read, and re-read!!</u> AMA writing style must be used for citations.

**12. References\Citations** (Required)

This section shall provide citations of sources of any protected material (text, photos, graphics) used in the project. Graphics must also be cited below the graphic. This section must be labeled. **AMA style must be used.**

**13. Required <u>Labeled</u> Elements** The following elements **<u>must be labeled</u>** on the poster: **Title and author's name (provided but not labeled), abstract, introduction, discussion, conclusion/results, references and acknowledgements (if included).**

Scoring and Grade Scale
Each section will be awarded 5 - 0 points as described in the attached rubric. The grading scale is as follows:

| | |
|---|---|
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |

| | |
|---|---|
| 70-72 | C- |
| 65-69 | D |
| <65 | F |

Points will b8002 Tc 0.]TJETEMk fTJETE fTJETEo

| CATEGORY/ SCORE | 5 Points (Excellent) | 4 Points (Above Average) | 3.5 Points (Acceptable) | 0 Points (Unsatisfactory) |
|---|---|---|---|---|
| **Poster Mechanics** | Capitalization, spelling and punctuation are correct throughout the poster. Formatting and word count are followed where indicated. | There is 1-2 error in capitalization, spelling or punctuation. Formatting and word count are followed where indicated | There are 2-3 errors in capitalization, spelling or punctuation. Required Formatting and word count are not followed. | |

**PLO #3 a.**

**XRT 4440 Clinical Dosimetry**
**Calculation Competencies and Review**

Name_________________________

This assignment, as a final review of treatment planning, clinical dosimetry and calculations, will be counted as your final competency. It is to evaluate your ability to demonstrate your

11. (3 pts) Calculate the GD and MU for the following SAD setup:

18MV
Collimator Setting: $20cm^2$
Blocked Field Size: $18cm^2$
Depth: 12cm
TD: 180cGy

12. (3 pts) Calculate the GD and MU for the following SAD setup:

18MV, TD = 220 cGy
Collimator Setting: $16.5cm^2$
Blocked Field Size: $14cm^2$
Depth: 7cm
Tray Factor: 0.96

13. (3 pts)

**PLO #3 b., PLO #4 b.**

**XRT 4960: Capstone in Radiation Therapy**
**CASE STUDY PRESENTATION PROJECT**

**Description:**
Students are to choose one patient under treatment and complete a case study presentation. The student must follow one patient through all aspects of their course of therapy, document the process, and cover all aspects of the patient's treatment. This includes discussing the type of cancer, the initial consultation and options for treatment, through the simulation, dosimetry, and progressing through the course of treatment. Emphasis is placed on the particular cancer, site and technique chosen for treatment. This project offers the student the opportunity to put all aspects of radiation therapy together to see the total picture of the patient's course of treatment from beginning to end; gives the opportunity to practice good communication, speaking and presentation skills and the use of visual aids. Students may use Health Sciences Library for research and resources. Copies of patient information may be used but **names and numbers must be blacked out**. Be sure to block out any identifying features from photos that you have included in your power point presentation.

During the consultation, describe the interactions you observed between the patient and the staff (doctors, nurses, support staff).

2. **Brief but complete background of the particular malignancy**:
   - etiology and epidemiology
   - pathology (discussed further below)
   - general signs/symptoms
   - work-up
   - staging (and grading if applicable, etc.)
   - prognosis
   - options for treatment
   - usual dose/fractionation
   - Use any Radiation Oncology textbook as a reference to assist you with this section. But be sure to reference your information here.

3. **Patient Workup**:
   - Lab reports, X-rays, Blood work, etc.
   - Why are these are performed?
   - If possible, you may show any relevant images (unidentified CT, MRI, PET, bone scans, etc.) that may be of interest to your audience.

4. **Diagnosis and pathology**:
   - The diagnosis should be found in the patient's chart. If not, ask the therapist or the physician to help you.
   - Discuss the pathology of your patient's disease.
   - A slide of the pathology at the cellular level should be included (histology)
   - Is there anything significant about the pathology relating to treatment options?

5. **Stage and grade:**
   - 

8. **<u>Radiation therapy, treatment plan and dose/fractionation</u>**:
    -

**13**. **<u>Psychological/Social</u>**:

- How will the disease affect the patient's mental or psychological outlook?
- Will it affect body image? Lifestyle? Social Life?
- Ability to work and\or take care of the home and family?
- Will it affect relationships with others?
- Will leisure time be altered of affected?
- Note the QOL index, if defined.

**14. <u>Summary</u>:**

- *<u>Must include personal reflections on the patient case.</u>*
- What is the expected outcome of treatment?
- What is the follow-up plan? Please discuss patient progress if it is known.
- The presenter must state what was learned and why this case was chosen.
- Give an example of how compassionate care was demonstrated while treating your patient.

**15**. **<u>References should be included on the PPT</u>**.

- Have a reference slide, and it is nice to give an acknowledgement to the clinical site or staff that helped you with your presentation.

**<u>Your Power Point Presentation</u>**:
You must present the case in a well-organized manner. In your PPT presentation you must include graphics or visuals such as anatomy and lymph node drainage of the treatment are. You may ask the Dosimetrist to run a few different dosimetry plans using bolus, different wedges, different energies, etc. for comparison. It is good to include treatment plans, DVH, simulation films or port films. You will have **30 minutes (including your questions)** to present your case. You must hand in a copy of your PPT (and your scripted notes if you have them) to <u>each of the instructors (2)</u> <u>prior</u> to your presentation. It is a good idea to have copies of your presentation for your audience. *<u>Practice your presentation!!</u>*

Have **<u>3-4 questions prepared</u>** (more if you like) to ask the audience after your presentation. This will ensure they are listening to your presentation and understanding the important information. Be sure you can <u>pronounce</u> and define the meaning of all **terminology** used.

**<u>PPT Editorial tips:</u>**

- Make sure your opening slide has the title, your name, date.
- Double check the formatting on every slide, making sure that it is consistent on every slide.
- Make sure all information fits on your slide and that it is easily viewable.
- When using images make sure they are not too dark or blurry, if they are, do not use them.
- Check that all punctuation is consistent – remember the 'all or none rule.'
- Check all grammar, spelling, including medical words.
- If you can find it, add a slide of what the disease pathology looks like from the cellular level, under the microscope.
-

- ***We will have a 'dress rehearsal' (part one) before the presentation (TBA) and you will be graded on the content of your presentation at this time. Presentation scores will be given the day of your presentation (part two).***
- ***Attendance is mandatory for both the dress rehearsal (part one) and the final presentation (part two).***
- The first draft of your PPT presentation is due prior to the dress rehearsal, at the time indicated by faculty. The final presentation is due on the Monday morning (by 10:00 am) before the presentation, however sometimes this date sometimes changes, so please make note of the date provided to you by faculty. The due date is the time that it *must be sent to the instructors via email*. Failure to meet this deadline will result in point reductions!
- FYI – you may be required to present your case to another outside audience prior to the final presentation date. This will be determined at a later time and communicated to you. It is possible that you may be graded for your presentation at that time, however faculty will inform you in advance.
- Be sure to be totally prepared the morning of the presentation. Bring your presentation on a flash drive, have two copies of your ppt presentation prepared for the faculty, and any other handouts you need copied and ready. Do not ask the faculty to make copies or edits to your presentation the day of the presentations. If you are not prepared, you will receive a point reduction in your grade.

**Scoring and Grade Scale:**
Each Section will be awarded 6 – 3 points as described on the attached rubric. The project is worth **144 points total**.

The grading scale is as follows:

A: 93-100%
A-:

6. If a paper chart exists, DO NOT TAKE THE PATIENT CHART FROM THE DEPARTMENT! Make copies of any information you need. Block out the name and number on any copies.

**CAPSTONE CASE STUDY EVALUATION FORM/RUBRIC**

Student Name: ______________________________________________ Date: __________
Evaluator:_________________________________________________________________
Topic of Case Study:__________________________________________________________

The following scale will be used to score each section:
**6 points:** Excellent (A) **5 points:** Above Average (B) **4.5 points:** Average (C) **3 points:** Unsatisfactory (D\F)

| Criteria Required: Case Study | Points (6- 3) |
|---|---|
| **Content Evaluation:**<br>1. **Introduction, History and Physical**: List patient information based on the History and Physical: Patient's age, occupation, other medical conditions, etc. **Be sure to give the patient a false name to protect their identity and block out any identifying features from photos included in your PPT.**<br>Explain the common signs and symptoms associated with this disease and describe the symptoms the patient experienced. During the consultation, describe the interactions you observed between patient and staff (doctors, nurses, support staff) | |

2. **Brief but complete background of the particular malignancy**:
   Include: etiology and epidemiology

12. **Prognosis**:

- What is the prognosis for this patient?
- What is the prognosis for this disease? What is the 5-year survival rate for this particular stage of disease?
- What influences the prognosis?

13. **Psychological/Social**:

- How will the disease affect the patient's mental or psychological outlook?
- Will it affect body image? Lifestyle? Social Life?
- Ability to work and\or take care of the home and family?
- Will it affect relationships with others?
-

**Scoring and Grade Scale:**
Each Section will be awarded 6 – 3 points as described on the attached rubric. The project is worth **144 points total**. The grading scale is as follows:

| | |
|---|---|
| A: | 93-100% |
| A-: | 90-92% |
| B+: | 87-89% |
| B: | 83-86% |
| B-: | 80-82% |
| C+: | 77-79% |
| C: | 73-76% |
| C-: | 70-72% |
| D; | 65-69% |
| F: | <65 |

Points will be taken off for late submission, past the date the project was due, equivalent to 10% off of the total project points for every day it is late.

Points will be taken off for late submission (past the date the project was due) equivalent to 10% off the total points for every day it is late.

## Criteria for Evaluation in an Oral Presentation

**6 points:** **Excellent**

Recommendations for next visit (Question 2 of 7 - Mandatory )

Competencies Completed at Time of Visit: (Question 4 of 7 Mandatory )

Points Awarded (Question 7 of 7 Mandatory )

Personal Attributes. Is positive and enthusiastic, shows initiative in performing assigned tasks.

Clinical Applications Demonstrates accuracy and professional attributes when performing clinical procedures

Professionalism Assumes responsibility for actions and exhibits professional confidence and honest behavior at all times.

Integrity: Ensures confidence of privileged information, and is honest and forthright at all times.

OVERALL ROTATION PERFORMANCE: ATTITUDE ASSESSMENT: Total will auto-populate *(Question 2 of 10 Mandatory )*

| | Always Performs at Entry Level Graduate 4 | Sometimes Performs at Entry Level Graduate 2 | *Rarely Performs at Entry Level Graduate 0 |
|---|---|---|---|
| Prepares treatment room. | | | |
| Greets and assists correct patient to and from treatment area. Includes verification of correct patient by 2 methods of identification | | | |

Explains procedure and confirms patient understanding

**Patient Set Up**

Immobilizes patient.

Positions treatment machine to reproduce set-up indicated in treatment chart.

Rechecks set-up with set-up indicated in chart.

Instructs patient to remain still during treatment

Closes door to treatment room.

**Treatment Mach n Con ol**
C

Sets appropriate controls on treatment machine console for patient treatment.

Assists in activating machine to deliver prescribed dosage, with direct clinical preceptor/therapist supervision.

Monitors patient visually and audibly.

Monitors treatment machine console recording procedures.

Records pertinent data in treatment chart, accurately and completely.

Initials record entry, verify with clinical preceptor/therapist.

OVERALL ROTATION PERFORMANCE PATIENT TREATMENT TOTAL. THIS WILL AUTO CALCULATE *(Question 4 of 10 - Mandatory )*

*(Question 5 of 10 - Mandatory )*

| | (6 points). The student has mastered entry level comprehensive knowledge of basic and advanced concepts beyond requirements of set-up. | (4 points) The student demonstrates above average understanding of basic concepts applicable to the skill demonstrated | (2 points) The student demonstrates adequate knowledge of the essential elements of the task performed |
|---|---|---|---|
| I STUDENT'S OMPREHEN ION SET UPS | 4.0 | 3 0 | |

Tota

Com

List alternative treatments

**Overall Summary Performance of Procedure:**

______ **Unsatisfactory** - requires additional clinical practice and **complete re-evaluation required**

Evaluator: ______________________________ Date: ______________
Signature

Student: ______________________________ Date: ______________
Signature

# Radiation Therapy Program Assessment Data
## AY: 2022-2023
## Graduates: 14
## DCHS PLO to be collected in RED

### Learning

| |
|---|
| **Students will be clinically competent** |

| | | |
|---|---|---|
| **3.** The radiation therapy student will practice patient confidentiality | 3. Linear Accelerator Clinical Rotation Performance Evaluation Section, Formative Scale Section Question 10: Ensures confidence of privileged information and is honest and forthright at all times. | [redacted] |
| 4. The radiation therapy student practice proper radiation protection and safety | 4. Linear Accelerator Clinical Rotation Performance Evaluation, Patient Treatment Section, Question 5: Positions patient to reproduce set-up indicated in treatment chart, practicing radiation protection and patient safety. | [redacted] |
| **Goal B: The students will demonstrate problem solving and critical** | | |

**thinking skills**

<table>
<tr>
<td></td>
<td></td>
<td>
<table>
<tr><td>Skylar Sikes</td><td>35</td></tr>
<tr><td>Jessica Sturgis</td><td>35</td></tr>
<tr><td>Ashley Trombley</td><td>35</td></tr>
</table>
</td>
</tr>
<tr>
<td></td>
<td>2.b. XRT 4960 Capstone Case Study presentation, rubric #8</td>
<td>
<table>
<tr><th>Name</th><th>Capstone rubric #8 treatment planning</th></tr>
<tr><td>points</td><td>6</td></tr>
<tr><td>1</td><td>5.9</td></tr>
<tr><td>2</td><td>6</td></tr>
<tr><td>3</td><td>6</td></tr>
<tr><td>4</td><td>6</td></tr>
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<tr><td>11</td><td>6</td></tr>
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<tr><td>13</td><td>5.9</td></tr>
<tr><td>14</td><td>5.6</td></tr>
</table>
Ave score 5.9/6 98%
</td>
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<tr>
<td>3. The radiation therapy student will demonstrate appropriate problem solving skills for the practice of radiation therapy when provided with a case for analysis</td>
<td>3.a. XRT 4420 Ethical Dilemma Paper</td>
<td>Grades XRT 4420 Radiation Therapy Practice II Spring 2023<br><br>Ethics Paper<br>Name</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| | | Lindsey Senseney | 16 | |
| | | Skylar Sikes | 16 | |
| | | Jessica Sturgis | 16 | |
| | | Ashley Trombley | 16 | |
| **Goal C: Students will demonstrate effective communication skills**<br>**1.** The radiation therapy student will appropriately communicate with patients | 1.a. Linear Accelerator Clinical Rotation Performance Evaluation, Formative Section, Question 5: Patient interaction: Establishes rapport with and gains confidence, cooperation of patients, communicates readily. | | | |

radiation therapy. **(DCHS PLO #2)**

| | Paper |
|---|---|
| Points possible | 10 |
| Iyanna Counts | 10 |
| Megan Gale | 10 |
| Jackie Gibbs | 10 |
| Shelby Heibel | 10 |
| Elma Jahic | 10 |
| Supreet Josan | 10 |
| Leah Mantooth | 10 |
| Brenna McDermott | 10 |
| Seri Park | 10 |
| April Piva | 10 |
| Lindsey Senseney | 10 |
| Skylar Sikes | 10 |
| Jessica Sturgis | 10 |
| Ashley Trombley | 10 |

2.b. XRT 4350 Poster Project Evaluation

| | | |
|---|---|---|
| | | April Piva 92<br>Lindsey Senseney 97<br>Skylar Sikes 94<br>Jessica Sturgis 90<br>Ashley Trombley 88 |
| **3.** The radiation therapy student will demonstrate proper presentations skills | 3. XRT 4980 Capstone Case Study Project rubric item: Technical Competence | **Grades XRT 4420 Radiation Therapy Practice II Spring 2023** |

| | | |
|---|---|---|
| | | |
| **Goal D: Students will demonstrate professional growth and development**<br>**1.** The radiation therapy student will demonstrate professional behaviors in the clinical setting **(DCHS PLO #5)** | 1**a.** XRT 4350 & 4450 Clinical Practicum I & II: Linear Accelerator Clinical Rotation Performance Evaluation Attitude Assessment Section, Professionalism | [redacted] |
| | 1b. XRT 4450 Clinical Practicum II – Site Visit Evaluation Summary | XRT 4450 CPII, Site Visit Evaluation Summary SU 23<br>**Student** – **Grade**<br>Iyanna Counts – 75%<br>Megan Gale – 93%<br>Jackie Gibbs – 63%<br>Shelby Heibel – 90%<br>Elma Jahic – 83%<br>Supreet Josan – 40%<br>Lean Mantooth – 81% |

Reflection Paper

| Ethical Dilemma Reflection Paper **Name** | |
|---|---|
| **Points possible** | **10** |
| Iyanna Counts | 10 |
| Megan Gale | 10 |
| Jackie Gibbs | 10 |
| Shelby Heibel | 10 |
| Elma Jahic | 10 |
| Supreet Josan | 10 |
| Leah Mantooth | 10 |
| Brenna McDermott | 10 |
| Seri Park | 10 |

| | | | |
|---|---|---|---|
| | | McDermott, Brenna | 25 |
| | | Park, Seri | 25 |
| | | Piva, April | 25 |
| | | Senseney, Lindsey | 23 |
| | | Sikes, Skylar | 25 |
| | | Sturgis, Jessica | 25 |
| | | Trombley, Ashley | 25 |
| **4.** Student will demonstrate the concepts of compassionate care | [redacted] Clinical Observation Paper | | |

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[redacted]