FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY
HEALTH SCIENCES

MAY 2015

MRIP-6003 -- CLINICAL PRACTICUM

Duration: 600 total course hours   **Credit Units:** 30.00

*NOTE: The hours may vary.

This course is a prerequisite for:

SFTY-6004	PATIENT CARE & SAFETY IN MRI
MRIP-6001	CONSOLIDATION & REVIEW

Prerequisite(s) for this course:

ANAT-6007	CROSS-SECTIONAL ANATOMY
MRIP-6002	APPLIED SCIENCE OF MRI
MRIP-6005	PATHOLOGY
PHYS-6001	PHYSICS OF MRI
SFTY-6004	PATIENT CARE & SAFETY IN MRI

Course Description:

The purpose of this course is to allow the student to apply the theoretical knowledge obtained during the didactic portion of the program to the clinical environment. The student will spend this time at an affiliated clinical hospital under the supervision of a clinical co-coordinator or staff technologist.

Vocational Learning Outcomes:
Upon successful completion of this course, the student will be able to:

1. Use their didactic knowledge effectively and readily in order to perform the clinical procedures listed in the CAMRT Competency Profile (module A-L).
2. Properly screen patients for contraindications to MR and safety risks or concerns (module C).
3. Maintain a safe work environment for patients, visitors and health care workers (module C).

4. Communicate effectively with patients and members of inter and intra disciplinary teams (module A and B).
5. Ensure proper set up of coils, equipment, table and proper patient preparation, positioning and performance of MR examinations (module F-L).
6. Use PACS (Picture, archiving and communication) tool to archive, manipulate and send images (module F).
7. Identify when to modify a protocol and successfully perform the modification (module F-L).
8. Identify probable cause for image quality problems and recommend an appropriate solution, report any identified equipment problems (module E-L).
9. Demonstrate proper actions if a patient requires sedation or contrast (module B, F-L).
10. Respond appropriately in emergency situations (module C).

This course supports provincial learning outcomes 1-12.

Essential Employability Skills Learning Outcomes:

Essential Employability Skills Learning Outcomes		Taught	Reinforced	Assessed or evaluated
1.	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.	☐	☑	☑
2.	Respond to written, spoken or visual messages in a manner that ensures effective communication.	☐	☑	☑
3.	Execute mathematical operations accurately.	☐	☑	☑
4.	Apply a systematic approach to solving problems.	☐	☑	☑
5.	Use a variety of thinking skills to anticipate and solve problems.	☐	☑	☑
6.	Locate, select, organize and document information using appropriate technology and information systems.	☐	☑	☑
7.	Analyze, evaluate and apply relevant information from a variety of sources.	☐	☑	☑
8.	Show respect for the diverse opinions, values, belief systems and contributions of others.	☐	☑	☑
9.	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	☐	☑	☑
10.	Manage the use of time and other resources to complete projects.	☐	☑	☑
11.	Take responsibility for one's own actions, decisions and consequences.	☐	☑	☑

Detailed Content:

Refer to MRIP 6003 Clinical Practicum Student Manual for a weekly overview of detailed content and required competencies.

Teaching/Learning Methodology:

Clinical Days of Instruction:

Reflective practice	10%
Quizzes	10%
Practical	80%

Required Learning Resources:

Handbook of MRI Scanning , Geraldine Burghart 1st edition , Mosby Publishing, 2011 ISBN 978-0-323-06818-5

Recommended Learning Resources:

There are no required learning resources for this course.

Method Of Evaluation:
The final mark/grade for this course will be determined as follows:

Block 1:	Reflective Journal	10%
Block 2:	Online Quizzes	10%
Block 3:	Competency Evaluations	80%
Total:		100%

A detailed explanation as to how your final mark in MRIP 6003 is determined can also be found in your Clinical Manual.

The student must complete and submit all assignments, quizzes and competency evaluations. The student must obtain a minimum of 60% average on the three block examinations. Failure to do so will result in a failing grade for the course.
The student must demonstrate the professional attributes as outlined in the School of Health Sciences and Program attendance statements as below :

Attendance Statement
Because of the significance of both theoretical and laboratory knowledge and clinical competence components in developing professional competence, students in all programs of the Health Sciences are expected demonstrate professional responsibility through regular attendance at or participation in all scheduled learning activities.

Late Evaluations
Students are expected to hand in ALL evaluations to the course professor on the due date.

Details for Evaluation Components

1. Reflective Journals (Module A4-Participate in professional development)

Purpose: A4.1 Engage in reflective practice, self-assessment to identify a learning plan that will promote best practices

- Template provided in week 2, 4, 6, 8, 10, 12, 14 and 16

Completion of the journal allows the student to assess their strengths, identify learning needs, and establish goals. The journal is a means of communication between the student, clinical coordinator and the Program Coordinator documenting the student's learning and progress during the experience. It is a place for the student to describe experiences and reflect critically on these experiences. It is a place for the student to celebrate and learn from successes and to identify and learn from mistakes. ***The journal provides the basis for assessment of student performance.***

The journal is confidential. While it needs to be accessible to the clinical coordinator/preceptor and faculty, it should be kept in a private location.

Guidelines for Students

Journal entries will begin with identification your goals and objectives for the two week period.

You will **retell** what you experienced during your shifts and **relate** back to the material you learned in school. You will then identify a learning plan that will promote best practices with the collaboration of your clinical coordinator. After the first week, journal entries should reflect on your ability to have met the goals established the previous week.

A minimum of one journal entry is required every two weeks and is submitted to the **Fanshawe Online (FOL) drop box**. In addition to the above, you are also required to describe learning activities and reflect on successes, mistakes, issues, or concerns. Self evaluation will be evident.

Guidelines for Clinical Coordinators/Preceptors

Discuss the student's reflective practice and self assessment to identify a learning plan that will promote best practices. Collaborate with the student to determine an action plan to meet these goals.

Written feedback is essential to the student. Plan to make entries in the student journal. It is helpful if you respond to the student's entry in addition to making one of your own. You may include your perspective of situations, pose questions and give encouragement. Any incidents or concerns must be documented as soon as possible after they occur and have been discussed with the student.

Your entries, along with the student's entries will identify patterns of performance and progression of learning. The journal will aid your completion of the evaluations.

2. On Line Quizzes

- Material for on line quizzes to reflect competencies noted in all modules

3. Competency Profile Evaluations

- ***During the Clinical Practicum, a demonstration of your competency in many areas is expected however of particular importance are several general competencies that can only be achieved during the Clinical Practicum. These general competencies and their ensuing specific competencies include:***
- ***A 1.1, A 4.1 – Demonstrates Critical Thinking***
- ***D 1.1, D 1.3 – Quality Management Issues***
- ***F 1.1, F 1.8, F 1.9, F 1.21 – Core Competencies in Imaging Procedures***

- ***You and your Clinical Coordinator will need to discuss how best to demonstrate your competency in these areas during the practicum experience.***

- The student will be given up to three attempts to pass each of the 29 examinations found within the competency profiles (8 total)

- To achieve a pass a student must attain a minimum of 60% overall on all of the 29 examinations within each of the competency profiles

- Given the diversity of clinical sites and clinical procedures, the total number of general and specific competencies completed within the examinations will vary from one clinical setting to another as well as one case to another. Thus, a complete list of competencies has been included and it will be the discretion of the clinical coordinator and/or preceptor to determine how many of the general and specific competencies will be included in each attempt. If a clinical site

does not follow/use a general competency it would be marked as N/A; thereby, reducing the total number of competencies to be completed for that skill.

For example:

If there were 100 general and specific competencies for a specific skill and there were 2 clinical sites – one that followed all 100 competencies and one that followed 95 – the student at the first site would have to achieve 60/100 "Yes" responses on his or her list while the second student would have to achieve the equivalent number of "Yes" responses out of 95 to meet the 60% requirement (e.g., 57/95). The student and Clinical Coordinator will be responsible for adding up the total number of competencies to meet that requirement and determining the required number of "Yes" responses for each skill to meet the 60% pass rate.

At the end of the clinical practicum, the Clinical Coordinator will sign off on all successfully completed skills in the Competency Profile Summative Evaluation Report. Assuming all skills are completed with the required 60%, the student will earn 80% of their final mark.

If the student is unsuccessful on an examination after three attempts, the clinical coordinator and the student will discuss a remediation plan in consultation with the MRI Program Coordinator. Refer to the MRI Policy and Procedure Manual for remediation options if all skills are not successfully completed in the assigned time.

- If the student:
  - makes a critical error or an unsafe practice technique that requires intervention by a clinical coordinator/preceptor to prevent a potentially negative patient outcome and/or
  - makes a critical error or an unsafe practice technique that a clinical coordinator/ preceptor intervention could not prevent a negative patient outcome
  then a Critical Error Form (Final Evaluation section) will be filed, a review will follow and a committee decision will recommend one of the following: Action, Dismissal, Volunteer Withdrawal, Remediation, or Other

- The student should attempt an examination when he/she feels able to successfully perform the task
- The Competency Profile Summative Evaluation Report can be found in the Final Evaluation section
- After the 16 week rotation, all modules and examinations listed in the Competency Profile Summative Evaluation Report must be signed off by the Clinical Coordinator for the Clinical Practicum to be deemed complete

The Clinical Coordinator in consultation with the program coordinator at Fanshawe College will debate the possibility of an extension of the clinical practicum. If they

feel this will not result in the student becoming competent, the student will not be eligible for completing their course and also be ineligible for sitting of the national exam (C.A.M.R.T.). The decision of the Clinical Coordinator and Fanshawe College is final.

Upgrades
This course is NOT upgradeable under college policy 2-C-04

NOTE: Test and assignment due dates, etc. will be provided by the professor at the beginning of the course.

Consult the Program Division Policy for additional information on course evaluation and progression.

Grade	Range	Comment	Grade Point
A+	90-100	Distinguished	4.2
A	80-89		4.0
B+	75-79		3.5
B	70-74		3.0
C+	65-69		2.5
C	60-64		2.0
D+	55-59		1.5
D	50-54	Marginal	1.0
F	0-49	Unsatisfactory	0
P	greater than 50	Pass	N/A
I	N/A	Incomplete	N/A
N	N/A	No Credit Achieved	N/A
W	N/A	Withdrawn	N/A
X	N/A	Audit	N/A

CHEATING - All forms of cheating are considered an academic offence and the College has a clear policy on cheating. Please refer to Policy 2-G-04 on Fanshawe Online or in the Student Handbook.

PLAGIARISM - Plagiarism is cheating and an appropriate penalty will be applied and a report will be placed in the student's file in conformance with College Policy 2-G-04 on cheating. Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate

penalties, to be determined at the discretion of the course professor in consultation with the Divisional Chair. Plagiarism includes, but is not limited to, submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course.

REWRITES - Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments or tests.

Turnitin.com
As part of Fanshawe College's commitment to fostering excellence in student assignments, this course may require students to submit their papers to Turnitin.com. This Web service is designed to help students understand the importance of identifying borrowed work in their essays, and how to correctly cite research sources. Instructions for how to use Turnitin.com will be provided by the professor, and additional information is available at www.Turnitin.com.

Additional Information:
Consult your Program Outline for information concerning the minimum passing grade needed for this course.

Consult the Program School Policy for additional information on course evaluation and progression.

Educational Technology
This course requires regular computer use. Students must use word-processing when creating written assignments. Hand-written or typed assignments will not be accepted. Students should also expect to be asked to conduct some research on the Internet, and know how to properly document their Internet resources. There may also be a requirement to use e-mail to submit assignments, and communicate with the professor and other students on-line. Portions of this course may be delivered entirely on-line using Fanshawe Online (FOL) or similar Web-based programs. There will be no additional costs to the students for the use of Fanshawe Online (FOL) or similar programs.

Electronic Communication
This course requires access to electronic resources such as e-mail and the Internet (see the "Detailed Content" section of your course outline for more details on how these electronic resources will be used). All students registered in this course must have active e-mail accounts. Fanshawe College provides access to www.FanshaweOnline.ca (the student web site portal) and to personal computers at many sites within the College. If you have any concerns about meeting requirement, contact your professor or the Connect Resource Centre in E2030.

Prepared By:

The following applies for course offerings consistent with the Standard Academic Calendar:

Internal/External Course Credit Application Deadline
Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

Course Add/Drop Deadline
You may withdraw from a course without academic penalty during the first 70% of the course duration. Application is made through the Office of the Registrar.

Academic Assistance
The primary resource for students experiencing difficulty with course material is the course professor. In addition, students who want to attend study skills workshops or who require further assistance should contact the Learning Centre in A2019 (519-452-4265) for one-to-one tutoring from staff in math, physics, chemistry and English or for information about peer tutoring. For faster service, students can submit an online request at http://www.fanshawec.ca/peer-tutoring to be matched with a Peer Tutor who has excelled or is excelling in their program.

Student Success Advisors are available to assist students with academic concerns or other problems they may face while at Fanshawe. They can either assist you directly, or refer you to the appropriate resource on campus to get the help you need. Contact information for your Student Success Advisor can be found on the Web at http://www.fanshawec.ca/myssa.

Students who have a disability or suspected disability are encouraged to contact Counselling and Accessibility Services in F2010 (519-452-4282) for information about academic accommodations and support services. A student with a disability may register online: http://www.fanshawec.ca/earlyid. Confidential personal, academic and career counselling services are also available at any Fanshawe College campus to support your success.

Re-taking a Course:
Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

Related Policies
Course Grade System - See College Policy 2-C-04
Prior Learning Assessment and Recognition - See College Policy 2-A-10
Evaluations - See College Policy 2-C-02
Academic Standing - See College Policy 2-C-05

Student Appeal of a Grade or Other Academic Decision - [See College Policy 2-G-02](#)
Academic Withdrawal and Termination - [See College Policy 2-C-06](#)
Academic Offences - [See College Policy 2-G-04](#)
Student Code of Conduct Policy - [See College Policy 2-G-01](#)
Respectful College Community Policy - [See College Policy 1-B-46](#)

Authorized By: _____ **Date:** MAY 2015