Degree or Certificate Level: BS

College/School: Doisy College of Health Sciences

Date (Month/Year): August 2023

The entries should be uploaded to Canvas by 5pm on the due date found in eValue Program Calendar.

Entries are to be 1-2 pages in length. Please use template provided on Canvas to type these entries. They should be singled spaced and in 14pt Arial font.

Prompts for each critical reflection:

Rotation #1: **Due 11/28/2022**

Jesuit values
What are the Jesuit Values?
How K D Y H \ R X V H H Q ³ & X lected in the Clinical Setting?

These entries should NOT be written during clinical time.
These entries will not be shared with the clinical personnel.

Critical Self-Reflection Journal Form

Student Name:
Date:

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Saint Louis University
Nuclear Medicine Technology Program Site Visit Required Questions
Topic: Bone Scans

Student: _____ Clinical site: _____

Date: _____

1. What is the prep for a whole body bone scan?

2. What are the indications for doing a whole body bone scan? What are the indications for doing a 3-phase bone scan?

3. What radiopharmaceutical(s) are injected for a general nuclear medicine bone scan? What radiopharmaceutical(s) are injected for a PET bone scan? Add what is the method of localization?

4. What does 'SPECT' stand for? Discuss the pros and cons of a SPECT bone scan?

5. What is the main reason (or a few of the main reasons) for doing a 3-phase bone scan? What do all the images show if a bone scan is positive in a 3-phase bone scan?

NMT Artifact Descriptions and Rubrics for PLO 2

PLO #2
NMT 4960 Capstone in Nuclear Medicine / Capstone Presentation

The NMT capstone is a basic research assignment which includes both oral presentation and paper. The presentation portion of this assignment is used to assess this PLO (see Appendix for assignment prompt and grading rubric).

NMT Student Presentations and Papers

When: TDB

Time: 1:30 PM

Where:

2 Presentation is marginal, subject matter obscure, images not relevant, audience restless and confused.

1 Presentation put together with minimal effort, material uncoordinated, slides show unorganized.

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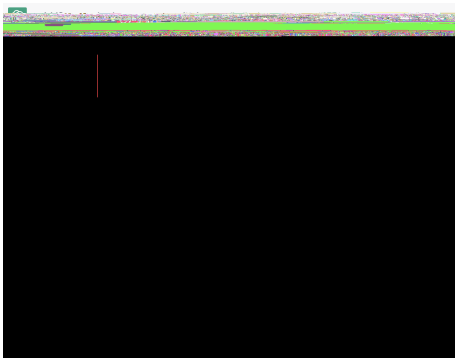

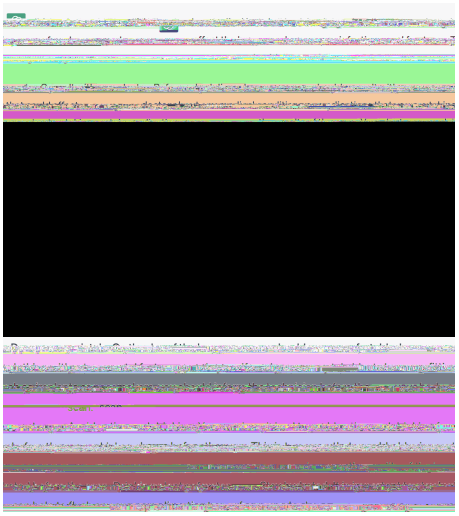

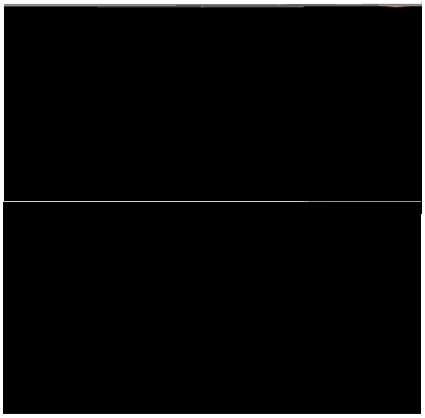

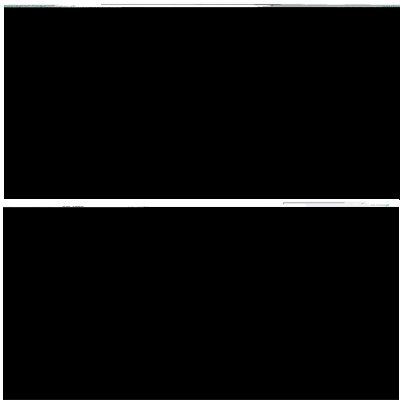

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Total Score: _____

10. A patient is scared about the total radiation from a diagnostic nuclear medicine exam. How do

NMT Artifact Descriptions and Rubrics for PLO

PLO #3
NMT 4350 Nuclear Medicine Information Systems / Case Study Project (Written)

This case study project serves as an artifact for this PLO. Each student is given an assignment prompt to evaluate an assigned case study. This assignment is used to demonstrate the ability to apply the skills and knowledge of processing and evaluating nuclear medicine exams based on the knowledge and skills learned in this course.

Nuclear Medicine Information Systems Mid Term Project Prompt

Group work: You will need to include the following items for each examination. You will answer the questions included in the prompts below based on the .pdf images that are given to you for each assignment. These will most likely be sent via email. You will need to use what you have learned in this course and your other Nuclear Medicine courses so far to answer the questions.

- Indications and contraindications for the examination ordered
- Alternate and/or complementary imaging choices (e.g., ultrasound, CT, etc.)
- Normal and abnormal organ function
- Patient preparation
- Radiopharmaceutical choice, dose, and route of administration
- Adjunctive medications used for this procedure, dose, and route of administration (e.g., CCK, Morphine, etc.)
- Equipment selection (e.g., camera, collimator, etc.)
- Patient positioning
- Acquisition protocol parameters

- Findings must be described in clear and specific terms.

Hepatobiliary group assignment due date by 11:59pm

Individual Work: For each exam used for the group work .pdf images, you will be assigned one to two individual processing assignments to be completed during class time and reviewed by the instructor. These will be completed using the Philips IntelliSpace software.

Hepatobiliary individual assignment due TBD by 12:15pm

PLO #3
NMT 4430 Emerging Technologies / Case Study Presentation (Oral)

The presentation of interesting nuclear medicine exams is used as an artifact for this PLO. Each student is given an assignment prompt to identify 2 different nuclear medicine exams to present in class. One if the cases is assigned by the course instructor and the other is chosen by the student. The oral presentations are completed toward the end of the semester and are used to demonstrate the

NMT Student Case Study Grade Sheet

Name Carlos Delgado 5.8.23

NMT Artifact Descriptions and Rubrics for PLO #4

PLO #4
NMT é å å å E D d W Œ } ´ Œ • / f linical Simulation/Role-P

Based on the content covered in the course, the course instructor assigns each student nuclear medicine procedure(s) to portray a technologist and/or patient perspective. The assessment rubric (see appendix) is used to guide the students on the specific areas the students must explain during the role-playing exercise. The students are paired up and provide explanation to a classmate and/or course instructor. This exercise provides the opportunity for the students to begin to translate didactic knowledge into clinical practice before beginning clinical practicum rotations.

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Technologist/Patient Clinical Simulation Rubric

15 pts. p

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13

Clinical Nucle ı

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t

Did the student portraying the technologist:

1) Properly introduced themselves? 1 pt.

2) Properly obtain patient identification? 1pt. first name

0

2) Ask patient proper preparatory questions relate

4

Food ✓

Drink ✓

y NA

Medications ✓

Pertinent History – Surgeries?

3) Have the knowledge to explain the exam to the

4) Have the ability to answer patient questions? 3 pts.

2

' like? Ask more questions

5) Respond well to feedback and constructive criticism? 2 pts.

2

13

Nicholas-PA
2/17/2022

Dr. order?

4) Have the ability to answer patient qu tions? 3 pts.

- My ?!?
- doing me

5) Respond well to feedback and constructive criticism? 2 pts.

2/16/22

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13

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Markels
2/17/2022

> NA

NA

-

3

5) Respond well to feedback and constructive criticism? 2 pts.

2

13

2/16/22

Abby / Carlos

2/16/22

- Video
Cb-pt.
5/6/2022
Via
Duo IBH
MA

5) Respond well to feedback and constructive criticism? 2 pts.

- Concern
- good C

Technician

5) Respond well to feedback and constructive criticism? 2 pts

5/3/22

5) Respond well to feedback and constructive criticism? 2 pts

- use

5/3/22

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PLO #4

NMT 4910 Clinical Practicum / Clinical visit evaluation during last month of clinical practicum

The NMT program faculty conduct oral, comprehensive evaluations of each NMT student during the last month of the program. During this evaluation, the students are required to translate didactic knowledge into clinical practice.

Only need to ask these questions ONCE per visit:

A. Ask for a response to the following statement of ALL students:
   Give an example of how you portray "cura personalis" in the clinical setting.

B. Complete a visit form including evidence of effective communication (i.e. How does the student explain the particular exam to the patient?) and

NMT Artifact Descriptions and Rubrics for PLO 5

PLO #5
NMT 4[illegible] EDd Clinical Practicum // Clinical visit evaluation during the[illegible] of clinical practicum

The NMT faculty collected the visit forms (see appendix) and notes from the first rotation visits which occur in February of each year for the students enrolled in this course. The program director reviewed the data, including the pass/fail status of the visit. The comments were reviewed to assess each students' ability to convey the concepts d ur[illegible] Tw ( )[illegible] Tw ( )[illegible] Tw e[illegible] v)[illegible] Tw erogramC[illegible]

Competency Evaluation:

Issues with teaching and supervision:

Recommendations for next visit:

Grade PASS / FAIL

___ Student brought books and organized notes for visit.

___ Student was able to locate information in notes and/or books.

___ Student was prepared to discuss any exams they had observed, participatewai i iate pS t br preparedic,.6(o)12(k)5

12. What are the imaging parameters for this study?

Only need to ask these questions ONCE per visit:

C. Ask for a response to the following statement of ALL students:
   Give an example of how you portray "cura personalis" in the clinical setting.

D. Complete a visit form including evidence of effective communication (i.e. How does the student explain the particular exam to the patient?) and understanding of "cura personalis" in the details of the form.
   (Give thought to the level of communication and understanding of "cura personalis" based on when this visit is done. i.e. Rotation 1 vs. Rotation 4)

I confirm that the student answered these questions appropriately. Any questions or concerns about these questions was discussed and addressed with the student during this visit.

_____	_____	_____
PD and/or CC Signature	PD and/or CC Printed Name	Date

Saint Louis University
Nuclear Medicine Technology

Once submitted this evaluation will be available for review and for comments to be added by the following roles: Clinical Supervisor and Student.

Evaluator:	Sarah Frye - Administrator	**Subject:**	Leila Alsarag - Professional Phase Student
Activity:	2022 Rot 4 Week 6	**Site:**	Missouri Baptist Medical Center
Evaluation Type:	Site Visit	**Completion Date:**	10/15/2022
Request Date:	10/15/2022		
Period:	2023 Rot 1 Week 6	**Dates of Activity:**	10/10/2022 **To** 10/14/2022

Student was able to locate information in notes and/or books. ***(Question 4 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Student was prepared to discuss any exams they had observed, participated or performed. ***(Question 5 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Student illustrates understanding of exams discussed. ***(Question 6 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Student's eValue record is up to date. ***(Question 7 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Saint Louis University
Nuclear Medicine Technology

Once submitted this evaluation will be available for review and for comments to be added by the following roles: Clinical Supervisor and Student.

Evaluator:	Sarah Frye - Administrator	**Subject:**	Hannah Flickinger - Professional Phase Student
Activity:	2023 Rot 3 Week 6	**Site:**	VA Medical Center - John Cochran
Evaluation Type:			

0	>> 1 <<	2

Student was able to locate information in notes and/or books. ***(Question 4 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Student was prepared to discuss any exams they had observed, participated or performed. ***(Question 5 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Student illustrates understanding of exams discussed. ***(Question 6 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Student's eValue record is up to date. ***(Question 7 of 9 - Mandatory)***

NO	YES	
0	>> 1 <<	2

Pass/Fail Site Visit Grade

(Question 8 of 9 - Mandatory)

Did this student complete 4 of the 5 items above?

If so, mark: PASS
If not, mark: FAIL

FAIL	PASS	
0	>> 1 <<	2

Additional comments? ***(Question 9 of 9)***

We discussed a little bit about our personal lives, the rest of the semester, applying for jobs, and what is next.

Additional Evaluation Comments

Nuclear Medicine Technology Assessment Rubrics for all PLO's

**IMPORTANT NOTES: The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who can demonstrate Jesuit values as they perform diagnostic imaging procedures (that is, meet the "application" rating) must be able to first identify examples of Jesuit values (the "knowledge" rating). Likewise, in order for students to evaluate the use of Jesuit values (the "synthesis" rating), they must identify examples of Jesuit values (knowledge) and provide concrete evidence of the use of Jesuit values (application).

NUCLEAR MEDICINE TECHNOLOGY (NMT)	
Program Learning Outcome (PLO #1):	Students will demonstrate the Jesuit value, ☒Define the Jesuit va Cura Personalis.

NUCLEAR MEDICINE TECHNOLOGY (NMT)

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,QVWUXFWRU ,QVWUXFWLRQV 3OHDVH HQWHU WKH QXPEHU RI VWXGHQW DUWLFDFWV DVVHVVPHQW DQG WKH QXPE
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WHFKQRORJLVW

$VVHVVPHQW 0DSSLQJ 7RROV 107 10 3URFHGXUHV ,, &OLQLFDO VLPXODWLRQ 5ROH 3OD\LQJ

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$VVHVVPHQW 'DWD &ROOHFWLRQ ,QLWLDO 'DWD $QDO\VLV 3HUVRQDOL]HG 5HVSRQVLEOH
5HVSRQVLEOH 3HUVRQ 107)DFXOW\
'HWHUPLQHG DIWHU DOO GDWD LV FROOHFWHG E\ WKH IDFXOW\ DQG DQDO\]HG E\ WKH 3URJUDP 'LUHFWRU
7LPHOLQH DQ\ PRQWK SHULRG DFFHSWDEOH
,QVWUXFWRU ,QVWUXFWLRQV 6WXGHQWV ZLOO GHPRQVWUDWH WKH DELOLW\ WR WUDQVODWH GLDFWLF
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