

RADIOLOGIC TECHNOLOGY STUDENT PERFORMANCE ESSENTIALS

Recognized as a “description of the profession” the following statement is taken from the American Registry of Radiologic Technologists (ARRT) Examinee Handbook: “The Radiographer is responsible for applying ionizing radiation to demonstrate portions of the human body on a radiograph, fluoroscopic screen or other imaging system to assist the physician in the diagnosis of disease and injury.” The ARRT administers certification for Radiography as well as other disciplines of Radiologic Technology. The requirements for certification focus on three areas: ethics, education and examination. The Radiography certification requires annual renewal and compliance with continuing education requirements.

Performance essentials or essential functions are defined as those physical, mental, and psychosocial characteristics that are necessary to meet the demands of the Radiologic Technology educational process and eventual patient care contact in the clinical facilities.

Becoming a radiologic technologist requires the completion of a technical educational program that is both intellectually and physically challenging. The purpose of this policy is to articulate the demands of the program in a way that will allow students to compare their own capabilities against these demands.

There are times when reasonable accommodations (i.e. hearing devices to improve communication) will be necessary in order to assist a student in performing the essential functions. Reasonable accommodation does not mean students are exempt from performing any of these tasks, but that students are allowed an opportunity to complete the task in a fashion that may be different than what is considered the typical way to achieve the outcome. Students seeking accommodation are required to make formal declaration of special needs with the SWIC Disability & Access Center. If admitted, a student requesting an accommodation must also make the program coordinator of the Radiologic Technology Program aware. An offer of admission may be withdrawn if no reasonable accommodation can be made to allow the student to safely and effectively participate in the program.

Performance Expectations for the Classroom/Lab/Clinical Experience

Students must:

- Meet class standards for course completion throughout the curriculum.
- Complete readings, assignments, and other activities outside of class hours.
- Be able to read, write, speak, and understand English at a level consistent with successful completion and development of appropriate relationships with peers, instructors, patients, family, other allied health professionals, and the community.
- Have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate radiologic technologist-patient relationships.
- Collect decision-making data during patient assessment activities in a class or in the clinical setting without the assistance of an intermediary such as a classmate or an aide.

- Perform radiographic examinations in the energized lab and in the clinical setting.
- Apply critical thinking to their work, exercise sound judgment and follow safety procedures established in the classroom and the clinical facility.
- Maintain personal appearance and hygiene conducive to classroom and clinical settings. (Refer to student dress code regarding appropriate/inappropriate attire, body piercing(s), tattoos, etc).
- Pass a cardiopulmonary resuscitation course at the healthcare provider level.
- Demonstrate appropriate health status prior to class enrollment per medical examination, including documentation of required immunizations.
- Follow standards and policies specified in the Student Handbook.
- Demonstrate ability to perform typical physical and mental functions (listed on the following pages) required of the role of radiologic technologist. The typical functions of a radiologic technologist are listed next.

Typical Functions required of working as a Radiologic Technologist:

Physical function:

- Uses auditory, tactile, and visual senses to collect data regarding patient status and to provide patient intervention (e.g. auditory cues to hear breath sounds, take blood pressure measurements; tactile cues to monitor pulse, feel the ease of patient movement during positioning; visual cues to inspect skin, report abnormal motion or visible indications of pathology).
- Applies universal/standard precautions regularly in the classroom and clinical facility – regular hand washing (free of skin conditions irritated by frequent washing), applies mask, gown, gloves (applies without assistance of another individual).
- Coordinates verbal and manual activities with gross motor activities (e.g. can move a portable x-ray machine and position the tube head while verbally communicating with a patient or can assist patients with movement during positioning and give directions with the correct timing to complete the activity).
- Uses hands repetitively with simple grasp and frequently uses a firm grasp and manual dexterity skills.
- Pushes or pulls equipment or devices.
- Lifts or provides sufficient support to safely assist patients/classmates when they are moving from sitting to standing positions or from one surface to another (e.g. chair to bed/x-ray table, wheelchair to bed/x-ray table, or stretcher to bed/x-ray table).
- Quickly and coordinately moves patients/classmates from one position to another (e.g. squats, kneels, bends, stands, reaches above shoulders, reaches across x-ray table).

Mental function:

- Attentively listens to patients.
- Controls verbal and nonverbal behaviors when communicating with others.
- Accurately self-assess own strengths and weaknesses.
- Modifies behaviors after receiving corrective feedback.
- Takes responsibility for own actions-does not blame others for situations or behaviors.

- Behaves honestly and truthfully.
- Concentrates on tasks at hand for extended period of time.
- Utilizes problem-solving skills to meet needs of situation.
- Handles stress of an intensive training program in preparation for clinical situations –
 - Heavy academic demands
 - Fast paced clinical situations
 - Psychosocial responses of patients with illness, injuries, deformities, disabilities, malignancies or other pathological conditions.