

2013-14 Program Review

Best Practices Form

Instructions: *Submit this form as a separate attachment with your completed Program Review.* Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called **Best Practices** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information. This part of Program Review is linked to the Student Success Strategic Goal: “Become an exemplary model of student success by developing and implementing best practices.” For examples of Best Practices visit the [Program Review Committee’s website](#).

Program/Department: Radiologic Technology Name of Chair/Director/Manager: Nancy J. Perkins, Director

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Best Practice(s):

The Radiologic Technology Program believes that *best practices* are demonstrated by the following:

- The proper sequencing of lecture, laboratory and clinical coursework combined with actual clinical experiences is a best practice of the program. Lectures are provided to introduce topics which are then followed by practice in the on-campus laboratory by practicing x-ray examinations in “mock scenarios” as well as producing lab experiments with radiographic phantoms that represent human tissue. These experiences are then followed with competency testing first in the laboratory setting and second in the clinical courses. As a final assessment prior to program completion, students must then perform terminal exit competencies which completes the sequence cycle. This sequencing of simple-to-complex meets the Radiologic Technology Program learning goal to promote student success as an entry level radiographer upon graduation.
- In addition, an example used in the laboratory setting to learn and practice the use of appropriate sequencing of exam protocols is demonstrated by the use of critical thinking skills through documenting “mock” patient situations which helps the student formulate appropriate sequencing of exam protocols on their own while considering a diversity of patient types and conditions. Through the use of mock patient videotaping and peer review of these “mock patient simulations”, student performances are analyzed during detailed small group discussions and written student suggestions.

