

Part Time Tentative Clinical Schedule

This list provides general recommendations for the *minimum* level of clinical education requirements at the specified time frames. At times, students may be ahead of this schedule which is acceptable. However, it is unacceptable when the student is not meeting the minimum requirements; therefore, the Clinical Coordinator should be notified immediately. Please refer to schedule below.

Core Curriculum Courses taken prior to clinical rotation (Fall 1 and Spring 1 Semesters):

- Imaging and Localization
- Anatomy
- Radiation Safety
- Physics
- Professional e-Portfolio
- Treatment Planning and Calculations
- Clinical Oncology

Month 1/2 (May-June) Summer 1

1. Complete clinical paperwork (student submits to Canvas – Clinical Internship I)
2. Introduction to treatment planning system
 - a. Review functionality and buttons
 - b. Encourage students to take notes!
3. Importing datasets
4. Begin contouring concepts
5. Work on Planning Lab Assignment
6. Observe and begin basic planning (POP fields, 3D simple techniques)
7. Observe QA procedures (list provided in Clinical Internship)

Core curriculum course(s) student enrolled in:

- Radiobiology

Months 3/4 (July-Aug) Summer 1

1. Continue importing and contouring datasets
2. Begin fusing datasets
3. Complete Planning Lab assignment
4. Assist/perform simple planning (spine, brain, AP/PA hip, etc.).
5. Assist/perform exporting plans to the R & V system
6. Continue to assist with QA procedures
7. Begin observing Brachytherapy procedures and planning

Core curriculum course(s) student enrolled in:

- Brachytherapy

Months 5-8 (September-December): Fall 2

1. Perform all simple/plans and most 3D plans independently.
2. Independently plan breast with IM nodes and PAB
3. Complete Planning Lab Assignments
4. Observe IMRT process and assist with planning
5. Introduction to Brachytherapy planning (assist)
6. Be able to export plans to R & V system and check all parameters
7. Complete all QA procedures from list
8. Complete at least 4 clinical competencies by the end of the semester (2nd week in Dec)

Core curriculum course(s) student enrolled in:

- Quality Assurance
- Professional Issues

Months 9-13 (January- May): Spring 2

1. Complete Planning lab (competency)
2. Perform basic IMRT/VMAT cases independently (prostate)
3. Observe brachytherapy procedures
4. Complete 5 competencies in addition to the lab

Core curriculum course(s) student enrolled in:

- Research Methods 1

Months 13-16 (May-August) Summer 2:

1. Start performing more difficult plans (H&N SIB)
2. Evaluate multiple plans and recognize advantages and disadvantages
3. Complete at 5 clinical competencies by the end of the semester (mid-August)

Core curriculum course(s) student enrolled in:

- Protocols and Studies
- Research Methods 2

Months 17-20 (September – December) Fall 2

1. Perform difficult Volumetric planning
2. Understand the differences between some of the more traditional methods of planning vs. the new methods (CSI treatments).
3. Complete Planning labs (CSI competency, SBRT and Brachy)
4. They should be treated like staff for the most part.
 - Able to plan from start to finish with little help.
 - Can interact with the physicians and adapt to physician preferences.
 - Can perform Brachytherapy planning with little help
 - Can export plans to record and verify system and prepare plan for treatment on the accelerator
5. Complete the remaining clinical competencies before the end of the semester (mid-December)

Core curriculum course(s) student enrolled in:

- Seminar
- Research Methods 3

Other tips during their rotation:

- Encourage participation from all staff members and in all areas of department
- Allow student to observe consultations, weekly visits, etc.
- Encourage students to participate in educational conferences on-site (tumor board, chart rounds, etc.)
- The student should be working with more than one medical physicist/medical dosimetrist for training and be able to appreciate the differences between planning techniques

Active involvement by Clinical instructors:

- Clinical instructors (not only preceptors) should be familiar with the competencies and course lab assignments that the student is required to complete.
- Assist the student in performing these procedures (competencies and assignments)
- Go over all evaluations directly with student so they are aware of things to work on and can voice any concerns
- Encourage the students to work on their planning assignments and competencies and to schedule adequate time to complete them in advance