

Admissions

Changes in Admissions

As you are aware, admissions changed a bit this year. We are interested in hearing feedback on how this process can go more smoothly. Keep in mind, that our preference is in-person interviewing so hopefully we can get back to that process next admissions cycle.

Incoming Cohort Fall 2022

During the recent admissions cycle, there were 74 applications but only 60 completed applications reviewed for admission (Phase I).

Program officials completed the initial review and determined only 47 applicants were eligible to proceed to Phase II of interviews. After Phase II, we offered placement to 34 students, 1 alternate, 1 withdrawal, and 3 declined acceptance.

Currently, we have 2 additional applicants who are being processed for acceptance and will complete the admissions cycle with a total of 33 incoming cohort students.

New Program Changes Fall 2022

This Fall 2022 semester, changes in the program will take place due to the recent decision to add a part-time route for Track A. Only slight modifications will be implemented to the full-time program such as credit hour changes and combining courses such as Computers, Dose Calculations, and Treatment Planning.

There was only 1 Track A applicant for the new part-time program. The part-time Track A students complete clinical internship averaging 20 hours per week over 5 semesters.

The curriculum semester schedules as well as dates for the courses are posted on the Current Students Website.

Promotions

Faculty at UWL are eligible to apply for promotion every 7 years. In Fall of 2021, Anne Marie and Nishele both submitted materials for promotion at UWL. After months of preparation and submission, the faculty promotion committee and administration approved Anne Marie for Clinical Associate Professor, and approved Nishele for Clinical Professor.

Canvas Orientation in July

Incoming Fall 2022 cohort students will be required to complete the Canvas Online Orientation through the month of July. This orientation experience will allow them to complete necessary pre-requisite modules and give them familiarity with the Canvas learning management system. We also provide ice-breaker activities so students can 'meet' and network with others in the cohort.

Websites to Bookmark

There are several program and schedule changes upcoming, as well as new policies to be aware of. Please make sure to review the [program website](#) for the updated handbook/policies.

In addition, stay up to date with communications for the current students and clinical preceptors on the [Current Students Website](#) and the [Clinical Preceptors Website](#).

Social Media

Just a reminder that our program has a [Facebook](#) and [LinkedIn](#) page. If you have an account, please follow us. On our Facebook page, we post updates regularly while also posting job openings for current students and/or alumni. If you have a job opening or something you would like to share on our program FB page, contact Nishele.

Clinical News You Can Use

Clinical Instructor Evaluations

Current students are required to evaluate at least one of their clinical instructors at the end of each semester. These evaluations will remain in Typhon for the clinical instructors to view.

When a student submits an evaluation of a clinical instructor, they receive an email from the Typhon Group Notification System stating: Response submitted for a Typhon Group evaluation. The student submitting the evaluation, the clinical instructor evaluated, and program officials can view the evaluation.

How Clinical Instructors view an evaluation:

Log in to Typhon and click on the My Evaluations and Surveys link

You will initially see all of the surveys that you can fill out for the student on the left. In the upper right-hand corner click the View History button

There you will see 2 tabs:

- Taken By Me - will show you all evaluations that **you** have completed for students.
- Taken About Me - will show you the evaluations that students have completed **about you**. You will have the opportunity to write in any comments.

Here is a [video link](#) showing how to access the evaluation.

Clinical Site Visits

One on-site visit for each active clinical site is generally conducted by the Clinical Coordinator during the Spring semester of each year. This year all clinical internship site visits were conducted virtually

again due to the ongoing COVID restrictions. Anne Marie met with the clinical preceptors and instructors for 27 students at 24 clinical sites to determine if the student and preceptors had the resources necessary to satisfy the clinical internship and program requirements. She also spent time addressing any questions or concerns regarding the clinical practicum and program requirements. Anne Marie encourages the preceptors or students to request a call or meeting for any questions or concerns that arise throughout the year. We hope that future site visits can be conducted in person.

Typhon Scheduling System

In 2020, when Covid restrictions prohibited students from returning to the clinic, Anne Marie implemented a request system in the Typhon Clinical Management system so that she and the designated preceptor received a notification if the student was going to be out of the clinic for:

- a) COVID Restrictions - no clinic contact
- b) COVID Restrictions – remote planning day
- c) Other types of leave: i.e., PTO, funeral leave, professional meeting, applications training

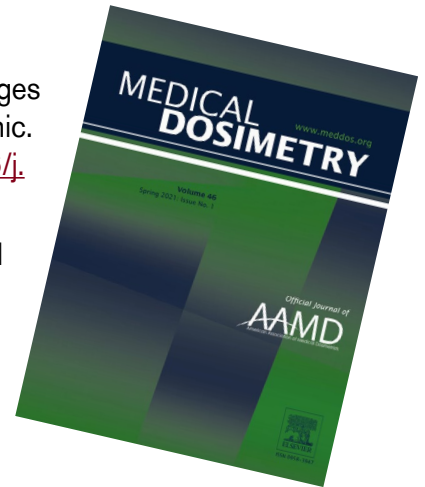
This has helped program officials assure that any remote planning has been discussed and approved. It also helps the Preceptor and Clinical Coordinator track the number of days that a student may be restricted from the clinic and the purpose such as: remote planning, sick day or out for an excused leave. For any questions on remote planning please review the Remote Clinical Education Policy found on the [Clinical Preceptor's website](#) or contact Anne Marie.

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Recent Publications

Featuring recent publications from our students & staff.

- Czmielewski C, Gallina V, Tripoli D, Lenards N, Hunzeker A, Zeiler S. Analyzing changes in radiotherapy treatment planning error reporting during the COVID-19 pandemic. Med Dosim. In Press; published online April 10, 2022. <https://doi.org/10.1016/j.meddos.2022.04.001>
- Yorio S, Lenards N, Hunzeker A. A case study of DIBH to spare abdominal organs at risk for renal cell carcinoma MR-guided radiotherapy. Med Dosim. In Press; published online February 23, 2022. <https://doi.org/10.1016/j.meddos.2022.01.002>
- Inshetski R, Lenards N, Hunzeker A. Robust optimization used to mitigate setup uncertainties in vulvar patients receiving VMAT. Med Dosim. In Press; published online December 31, 2021. <https://doi.org/10.1016/j.meddos.2021.11.003>



Student Concerns/Dismissal

Each year, we have a few (or small handful of) students who are challenged with didactic coursework. Generally, students are not going to be open with clinical staff about their challenges and/or if they have been placed on academic probation due to grades. Therefore, we encourage you to be proactive and check-in with the student(s) directly to discuss their progress in the program and any concerns that you should be aware of. We also plan for the clinical preceptor to be involved in discussions with the student early on so that a clinical instructor can also monitor progress.

GPA's: If GPA's drop below 3.0, students are placed on academic probation. The next semester, they are required to achieve a certain GPA to pull themselves out of academic probation standing. If they don't, they are automatically dismissed from the Graduate School, and consequently, the medical dosimetry program.

What do we do? We offer extra credit, instructor tutoring, and supplemental work to help achieve a passing grade. However, we always ask the students to seek extra assistance from clinical staff so they can apply theory to practice. We aren't sure that part happens though. However, please understand, if a student has been given assistance on multiple occasions, at some point we will review their entire performance and determine if there is reason to dismiss from the program. For example, a failed final exam in the spring semester may result in dismissal, with no intervention, if they have a pattern of this type of performance the prior semester. Sometimes the reason for poor performance might be due to working, but other reasons might include a learning disability or even test anxiety. Students are instructed to reach out to Office of Student Life as well as the Counseling & Testing Center.

Typically, after re-evaluating admissions records for these types of students, we see that there were reservations about these students specific to their science GPA's. Hence, the reason we put more weight on the science GPA scores during admissions. Please remember this... we are not helping applicants by accepting them when there are red flags with science GPA's.