



Potential Site Visit Interview Questions

Opening Meeting with Administration and Other Officials

Begin the meeting by thanking the institution for their participation in the accreditation process and review the confidentiality statement.

Due to the composition of this meeting, questions should be very general. Allow this time for upper administration to provide background information and other positives about the institution. Specific questions regarding participation in budget planning, for example, may be an area that the president and other higher administration may not have an exact answer. This question may be better suited for an individual meeting with the dean or comparable administrator.

- Would someone like to start out by giving us a history of the _____ program?
- What changes do you see for the _____ program in the near future (3,5,10 years, etc)?

Make sure to explain the site visit and review the agenda. Also provide an overall synopsis of the accreditation process – site visit report (1 week), Report of Findings (3 months), response to Report of Findings (4-6 weeks), Board Meeting dates (monthly e-Conferences; April and October in Chicago) and potential awards (8 years maximum for continuing program or 3 years for initial).

Provide ample time for administration to ask questions concerning the visit or process.

Discuss exit summation.

General Meeting Time: 30-45 minutes. Make sure that the meeting has enough substance that the institutional administration feels that the time was valuable.

Dean/Chair/Imaging Department Administrator

Describe your day-to-day involvement with the program.

To whom does the program director directly report?

Describe the overall budget for the _____ program. What is the program director's involvement in this process?

What program specific meeting(s) (e.g., Advisory Board Meeting, Assessment Committee) are you involved?

Describe the value that the _____ program provides to the institution.

Do you foresee any immediate or long term changes in the program?

Program Officials:

It is always helpful to begin the initial program officials' meeting with an overview of the process. You may also find it beneficial to remind the program that although both members have reviewed the application/self-study thoroughly, you may ask questions to help clarifying some of the content.

Understanding that program officials may be nervous, start the interview with having the program give an overview of the curriculum and clinical component of the program. Program officials will be very comfortable answering this question and it helps to "break the ice" for follow-up questions.

Questions for program officials can vary so much that the following guidelines may be more beneficial for these individuals:

Make sure that both members follow a consistent method of asking questions. Jumping back and forth with questions that deal with two separate issues is frustrating to the interviewees. If the team has many questions, try asking these as you page through the Standards (or assure that you follow your topical outline from the agenda). This should be easier for the team, and the program can also follow along with an understanding of what might be asked next.

Each team chair will have a different approach for asking question during the site visit. The team chair should review this process with the team member so that each understands the process.

The potential questions to program officials are endless; however, open-ended questions should always be asked. Make sure to provide ample time for a response. Understand that nervous individuals may hesitate to make sure that their response is well-worded. Please be conscientious of your facial expressions and comments. A raised eyebrow, furrowed forehead or negative comment may intimidate the program.

If the office has asked the site visitors to review specific questions, areas of concern, substantive changes, or distance education, please make sure to provide a narrative that addresses these specifically.

Title IV – This is usually only for hospital-based and some technical college programs. Most colleges and universities (private and public) have financial aid offices that oversee funding. For programs in which the JRCERT is the gatekeeper, review the program's most current auditor's report. Review a few student records to assure that information is kept up-to-date and complete. Review records/question program officials to determine if and when the program meets with students to discuss their responsibility for repayment of federal funds.

Clinical Coordinator(s)

Take this opportunity to allow the clinical coordinator(s) to fully describe the clinical component of the program. Every program is unique. Make sure the explanation is consistent with the self-study.

- Describe the clinical education process.
- Competencies
 - How are clinical personnel made aware of competencies that students are able to complete?
 - What happens if students do not complete requirements?
 - How are the competencies reviewed with the students?
 - Are there additional competencies required beyond the ARRT/MDCB requirements?
 - Are specialty modality competencies required?
 - Who completes competencies?
 - What is the process for becoming a competency evaluator? *If technologists are completing competencies, this should be evaluated at the clinical sites. Make sure that the technologists understand the policies/procedures.*
 - Are competencies graded by clinical personnel?
 - If so, where are the graded materials housed?
- How are clinical grades calculated (requirements)?
- Evaluations
- Describe your typical work day.
- How often do faculty make clinical visits?
- What other methods are used to keep track of students' progress in the clinical arena?
- How are clinical sites and/or clinical instructors/supervisors/preceptors evaluated?
 - How does the program provide this feedback to these individuals?
- How are new, existing and updated policy and procedures made known to clinical personnel?
 - To students?
- How often do faculty meet to discuss program-related information/issues/concerns/etc.?
 - Assessment?
 - Mission?
- *If more than one clinical coordinator is identified* – How often do the clinical coordinators meet/correspond to assure **overall** clinical effectiveness?

Program Faculty (Full- and part-time)

Begin the meeting by providing an overview of the accreditation process. Make sure to allow ample time for questions. Please be mindful that no one can recite every policy and procedure of their institution. However, how these policies and procedures are applied should be known.

(General questions are followed with more specific questions, if appropriate.)

- Does the organizational structure cause you any problems with doing your job?
- Have there been any grievances filed against the program since the last site visit?
 - How are grievances resolved?
- How are new, existing and updated policy and procedures made known to faculty?
 - To students?

- How often do faculty meet to discuss program-related information/issues/concerns/etc.?
- Describe the curriculum.
- Do you have input in the revision/evaluation of the curriculum?
- How do you ensure that the students enrolled in your distance education course are the same students who receive credit for the course, if applicable?
- Describe your daily workload?
- What type of continued professional development opportunities do you have?
- What type(s) of early warning methods are in place for at risk students?
- Are you provided input on your performance as a clinical instructor/supervisor/preceptor?
 - Can you describe the process?
 - How often do you receive performance review?
- How often do faculty meet to discuss program-related information/issues/concerns/etc.?
 - Assessment?
 - Mission?

Clinical Instructor/Supervisor/Preceptor Questions:

Begin the meeting by providing an overview of the accreditation process. Make sure to allow ample time for questions. Please be mindful that no one can recite every policy and procedure of their institution. However, how these policies and procedures are applied should be known.

(General questions are followed with more specific questions, if appropriate.)

- Describe the competency process?
 - Who performs these competencies?
 - How do you know when students are ready to complete certain competencies?
 - What happens if a student does not complete their required competencies?
- Rotational Schedules
 - Do you have input into which students are assigned to your facility? Interview?
 - Who schedules students for their clinical experience?
 - How are the specific rotations determined?
 - What type of experiences do students receive at your facility?
 - Pediatrics? Trauma? Specialized areas? Tomotherapy? Gamma Knife? Proton Therapy? Breast MR? Evening? Weekends?
 - How are they scheduled to these areas?
- Describe the student evaluation process?
- Are you provided input on your performance as a clinical instructor/supervisor/preceptor?
 - Can you describe the process?
 - How often do you receive performance review?
- Do you attend any program specific meetings throughout the year?
 - If so, do you feel that the program is receptive to your input?
 - How does the program assure that policies and procedures or changes are made available to the clinical staff?
- How often do program officials visit your site?
 - What do the program officials do when they visit?

- What percentage of time do you spend with educating the students during their clinical rotations?
- What type of orientation is provided to students during their first days at your institution?
- Are any program graduates working at your institution?
 - If so, describe the positive attributes of the person(s).
 - Any areas of concern?
- Does your site accept students from other programs?
 - Describe the shared rotational schedule.
 - How do the technologists differentiate between/amongst the students (various levels, competency requirements, program requirements, etc.)?
 - Are there times when you feel too many students are assigned to your site?
 - How many students are assigned?
 - How many staff technologists are assigned at that same time?
 - Have you contacted the program with your concerns?
 - If so, what actions have been taken?

Radiation Safety Officer

- Are radiation monitors purchased by the program?
 - If not, (provided by clinical sites) how are the readings forwarded to the program? *The site visitors would need to review the clinical sites to assure that confidential information is not posted. Please note that the only part(s) of the report that are confidential are social security numbers and dates of birth. All other information is public knowledge.*
 - *Any students that also work as “tech aides, student techs, etc.” outside of program requirements must have a separate badge supplied by their employer.*
- Describe the procedure for reviewing radiation dosages.
- What is the policy/procedure for students that exceed the program’s defined dose?
- How are students apprised of their readings?
- Are badges required for the on-campus laboratory?
 - Why or why not?
- Pregnancy policy – Ask the individual to discuss the policy/procedure.
- Any identified concerns? If so, what has the program done to address?

Medical Advisor

- Describe your role as the medical advisor.
- How do you provide input concerning student progress and changes in the field?
- Do you provide any classroom or clinical instruction for students?
 - If so, please describe.
- What are the strengths of the students?
- Weaknesses?
- Any identified concerns? If so, what has the program done to address?

Student Questions:

To assist students with their trust and rapport with the site visitors, begin the meeting with all students in a common area. Introduce yourselves and provide the students with an overview of the JRCERT and the process. Ensure the students that all conversations are kept in the strictest of confidence. Students should be interviewed 1:1 or in small groups. This process can be easier if each site visitor interviews individual students at the same time. For situations where there are many students, provide some additional time to interview any students not originally chosen. You do NOT need to interview every student. This will necessitate the need to assure (during agenda *construction*) that 1 large and 2 adjacent small rooms are available during students interviews. The list of questions are vast, so you will need to tailor these so specific issues that you have already identified. Additionally, if you hear issues several times, indicate this in your notes and continue with other questions to assure that you have addressed any and all aspects of the program.

- Describe why you chose to attend this program.
- Admissions Process (probably best for 1st year students)
 - Describe the admissions process.
 - Do you feel that the process was fair?
 - Was the published information provided at the admissions process consistent with the program's offerings and/or procedures?
- Policies and Procedures
 - When and how did you receive information concerning program policies and procedures?
 - If you had an issue where you felt unjust, would you know how to resolve the issue?
 - How often are policies and procedures reiterated?
 - If a change is made in a policy or procedure, how are students apprised?
 - Describe the consequences of failing to comply with a policy or procedure.
 - If you have an issue with a policy or procedure, what are the process/steps that you would take?
 - Are you aware of the JRCERT? Is so, how was this done?
- Faculty
 - Describe the faculty and their role.
 - Do faculty meet with students that are struggling with coursework or clinical assignments?
 - How do you feel the instruction and laboratory assignments (if applicable) prepared you for the clinical arena?
 - Do you have the opportunity to evaluate your on-campus and clinical instructors? Describe the process.
- Resources (*If distance education program need to make certain that all students have access to same resources*)
 - What resources are available to you as a student?
 - How often do you use these resources?
 - Does the program give assignments that necessitate the need to use the library?
 - Do you feel that the program has adequate resources to help students comprehend difficult concepts?
 - What type of resources is available for students that are struggling with coursework?
 - Do you have the opportunity to evaluate the available resources?
- Do you have a class representative that provides input into the program?

- If so, how is the input provided?
- Can you give examples of changes that have been made as an example of this feedback?

- Clinical Component of the Program
 - Describe the process for assigning students to the clinical arena.
 - Program Rotates Students to More Than One Site
 - Do you feel that you are at a site long enough? too long?
 - Describe the advantages/disadvantages.
 - Do you feel that sites provide a variety and volume of procedures to allow you to complete required competencies?
 - What are the days and hours of clinical rotations?
 - Do you ever complete more than 40 hours per week?
 - Are you assigned to evenings and/or weekends?
 - When do these rotations occur?
 - How often?
 - Are there adequate technologist(s)/therapist(s)/dosimetrist(s) to oversee the students during these shifts?
 - Are the number of procedures adequate at these time periods?
 - Are you able to complete competencies during these hours?
 - Do you rotate through the specialty areas (CT, MR, Mammography, Angiography, Bone Densitometry, Radiation Therapy, Nuclear Medicine, Tomotherapy, Gamma Knife, Proton Therapy)?
 - When do these rotations occur?
 - When did they begin?
 - How often?
 - Did you have an understanding of the modality prior to being assigned?
 - Are there required competencies during these rotations?
 - What are you allowed to do during these rotations?
 - Do you feel these rotations are beneficial?
 - Why or why not?
 - Do you feel adequately supervised in the clinical arena?
 - Describe the direct and indirect supervision policy.
 - Do you feel that technologists (therapists, dosimetrists) are always available to assist you with direct supervision and indirect supervision.
 - Describe the repeat policy.
 - Are technologists always available to assist with repeat exposures?
 - What is the supervision policy applicable for mobile, surgical and emergency examinations?
 - What is the responsibility of the clinical instructor/supervision/preceptor?
 - How often do you see/work with your clinical instructor/ supervision/preceptor?
 - Do you feel that the clinical instructor is readily available if needed?
 - How often do program faculty visit the clinical education setting?
 - Is this too often? not enough? just right?
 - What do the faculty do when they visit the clinical sites?

- Competency Requirements
 - Describe the process for competency achievement.
 - Who evaluates competencies?
 - Do you feel that the evaluators are consistent?
 - What happens if you feel that an evaluator was unfair with a rating?
 - Who is responsible for the graded competency?
- Radiation Protection
 - Do you feel that you have an adequate radiation protection knowledge-base prior to being assigned to the clinical arena?
 - Where is this information covered in the curriculum?
 - Have you reviewed your radiation dose report recently?
 - What is the procedure for reviewing?
 - Have you ever had a dose reading that required counseling by a faculty member?
 - What was the process?
 - What is the pregnancy policy? (Remember that students may not be able to recite this; however, they should be able to describe where to locate the policy.)
- Do you have an opportunity to formally or informally evaluate the clinical site/instructors?
 - Describe the process
- Does the program provide information about additional degrees or subspecialty areas with the imaging arena in which you can also seek employment?

Title IV (For programs in which the JRCERT acts as their gatekeeper)

- Do you participate in financial aid?
 - If so, have you had a meeting with a program official in which you discuss repayment options?
- Any additional areas that you would like to discuss?