Radiology Technology and Medical Imaging in Magnetic Resonance Board (SBCTSRT & MI-MRI)

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ABBREVIATIONS

Abbreviation	Description
SBRT&MI	Saudi Board of Radiology Technology and Medical Imaging
SBRT&MI-MRI	Saudi Board of Radiology Technology and Medical Imaging in Magnetic Resonance Imaging
RT&MI	Radiology Technology & Medical Imaging
CT	Computed Tomography
MRI	Magnetic Resonance Imaging
US	Ultrasonography, Ultrasound
NM	Nuclear Medicine
IPEM	Institute of Physics and Engineering in Medicine
ABSNM	American Board of Science in Nuclear Medicine
CanMEDS	Canadian Medical Education Directives for Specialists
SCFHS	Saudi Commission for Health Specialties
KFMC	King Fahad Medical City
KSMC	King Saud Medical City
KAUH	King Abdulaziz University Hospital
RPS	Retropharyngeal Space
PBL	Practice-Based Learning
WBL	Work-Based Learning

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Abbreviation	Description
PACS	Picture Archiving and Communication System
ALARA	As Low As Reasonably Achievable
QC	Quality Control
RIS	Radiology Information System

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TABLE OF CONTENTS

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

INTRODUCTION

The goal of the Saudi Board of Radiology Technology and Medical Imaging (SBRT&MI) is to produce the best possible qualified technologists who can safely practice and meet the healthcare needs of society. This program was designed to help new graduates improve their field-specific skills and achieve promotions to higher academic grades once they complete their courses.

Several countries in the Western world have introduced fellowship programs for health science graduates. Some of these fellowship programs may take up to six years. For example, the Institute of Physics and Engineering in Medicine (IPEM) in the UK offers fellowships, which are designed for clinical scientists and technologists. The American Board of Science in Nuclear Medicine (ABSNM), USA, offers a similar program.

The SBRT&MI program is unique and follows the Canadian Medical Education Directives for Specialists (CanMEDS) framework. The CanMEDS framework has been applied to postgraduate training programs in many countries. It offers a competency model that places emphasis not only on Radiology Technology and Medical Imaging expertise but also on multiple additional non-medical expert roles that competently address the healthcare needs of society. The Saudi Commission for Health Specialties (SCFHS) has adopted the CanMEDS framework to establish a core curriculum for all training programs. RT&MI residents will function in seven CanMEDS roles: Radiology Technology & Medical Imaging experts, communicators, collaborators, managers, health advocates, scholars, and professionals.

The SBRT&MI program consists of four years of full-time supervised residency training in RT&MI, and related fields. The training institution must be accredited by the SCFHS to offer the SBRT&MI programs. The RT&MI residents benefit from comprehensive training and are actively involved in patient care. Their responsibilities increase with increasing experience and competency. The rules and regulations of the training program should be followed.

Upon successful completion of the training program, RT&MI residents will be awarded the "Saudi Board in RT&MI" qualification. At this stage, they will have a degree of competency and experience considered adequate for the practice of clinical radiographic technology and will become eligible for positions in radiology departments as technical consultants after fulfilling the requisite years of experience demanded by the SCFHS. Residents will be consulted regarding exam selection and postprocessing, education of residents and staff, research on the development of new methods for protocol optimization, and implementation of quality patient care.

The SBRT&MI program was designed to cover four major areas of RT&MI that exhibit the highest demand:

1. Computed Tomography (CT)
2. Magnetic Resonance Imaging (MRI)
3. Ultrasonography (US)
4. Nuclear medicine (NM).

The program includes both theoretical and practical aspects to introduce candidates to advanced techniques in each proposed specialty. The first part (first and second year) of the program covers generic, basic, and overall knowledge and understanding of RT&MI modalities of cross-sectional imaging such as general X-ray, angiography, fluoroscopy, NM, US, and CT, and MRI. Furthermore, all techniques and relevant physics are included. The second part (third and fourth years) is dedicated to one of the specialties (NM, US, CT, or MRI).

The purpose of this curriculum is to define the training process and competencies required for the SBRT&MI certification. After training, the RT&MI specialists will be able to work as senior technologists in the RT&MI departments and will be promoted to consultant technologists after three years of experience. This curriculum will be reviewed every four years or at any time if necessary. All trainees who have completed the program satisfactorily are eligible for the SBRT&MI examination Part 2.

TRAINING PROGRAM STRUCTURE

The SBRT&MI-MRI program is a four-year, full-time residency program in accredited institutions. The program comprises training for acquiring cognitive and technical skills and understanding how they relate to patient care, safety, physics, applied anatomy, pathology, and the physiology of health and diseases. The training involves practical procedures and interpretation methods taught in a sequential and integrated manner through lectures, tutorials, seminars, and hands-on experience.

Objectives

The overall objective of this study was to guide RT&MI residents through a well-structured comprehensive training program certified by the SCFHS in clinical RT&MI. After successfully completing the training and final certification exam, graduates will function as independent first specialists in the RT&MI fields.

The SBRT&MI-MRI program prepares residents to:

- Plan and provide both routine and complex RT&MI care for a wide variety of patients by applying advanced knowledge and clinical skills.
- Acquire competencies and confidence in various RT&MI examinations
- Reinforce the ability to interpret submitted RT&MI examinations accurately and efficiently with the best image quality using effective protocols.
- Keep abreast with modern technology regarding RT&MI.
- Communicate, understand, and function effectively with other healthcare professionals to understand their organizational systems.
- Acquire experience in teaching and research to upgrade clinical knowledge. At the end of the program, RT&MI residents will have acquired CanMEDS framework competencies and can function effectively in the following roles:
  - Radiology and Medical Imaging experts
  - communicator,

- collaborator,
- leader,
- health advocate,
- scholar,
- professional.

Admission Requirements for Candidates

To be eligible, SCFHS requires six months of experience to attend the SBRT&MI admission examinations. This study aimed to gain experience in the wide field of clinical practice at an approved radiology institution.

Candidates for the SBRT&MI-MRI residency program were selected based on the admission exam results and an interview conducted by the national and/or regional committee, with the following requirements:

1. Admission to the program is in accordance with the SCFHS training rules and regulations.
2. Candidates must hold at least a bachelor's degree in medical imaging or an equivalent from a university recognized by the commission.
3. Three confidential reference letters.
4. Results from an admission exam and interview to evaluate each candidate.
5. Registration as a specialist in RT&MI at the SCFHS.
6. Minimum six months work experience in MRI in a recognized hospital.
7. Good command in spoken and written English.
8. Candidates must have a basic-life-support certification.

General Training Requirements

- RT&MI residents shall obey the training regulations and obligations established by the SCFHS and their training centers.
- RT&MI residents should be enrolled in full-time continuous education for the entire duration of the program.
- Training is to be conducted in institutions accredited by the SCFHS.
- Training should be comprehensive and include general clinical education in the first part and specialized education in US, NM, CT or MRI in the second part.

- RT&MI residents should be actively involved in examination requests, patient histories, and clinical examinations to achieve diagnoses, with gradually increasing responsibility regarding clinical and technical aspects.

Contents of Training

First Year (R1)

The first year of training consists of six months of rotation for general X-ray, two months for angiography, and four months for fluoroscopy. The rotations introduce RT&MI residents to areas of general imaging, which can entail performing routine examinations and on-call duties. During this time, residents receive training in the necessary radiological examinations of the aforementioned specialties.

Key components of the introductory phase are the basics of picture archiving and communication systems (PACS), image manipulation, and communication skills.

Students should concentrate on mastering the basics, including PACS, RIS, imaging-based anatomy, imaging physics, radiation safety, contrast administration, and all related issues, with a focus on general X-ray, angiography, fluoroscopy, and radiographic techniques during their respective rotations.

Second Year (R2)

The second year of this program concentrates on intensifying the knowledge and technical experience of RT&MI residents regarding the physics of cross-sectional imaging (CT and MRI), US, and NM. RT&MI residents are also introduced to specific pediatric imaging techniques that help them acquire the necessary skills to serve the population. Moreover, RT&MI residents are introduced to breast imaging.

During the second year, the RT&MI residents are encouraged to enroll in courses to conduct research and evidence-based medical imaging courses. These will prepare the residents for the research project in the following year.

The typical rotation program of the second year, including hands-on scanning of patients, is as follows:

- three months: physics and general US procedures
- three months: physics and general MRI procedures
- three months: physics and general CT procedures
- three months: physics and general NM procedures.

Third Year (R3)

The third year includes rotations with hands-on training in MRI field.

The third year also introduces residents to more detailed physics and imaging. The learning period consisted of a comprehensive rotation program wherein the residents worked closely with senior technologists and radiologists, covering basic and advanced imaging procedures.

Moreover, RT&MI residents dedicate two weeks to research and quality improvements. They are given the opportunity to either conduct a research project under faculty supervision with the aim of producing publishable material or to undertake a departmental quality improvement project. There are two weeks during R3 during which residents could choose an education program. If desired, they could attend local or international medical imaging courses.

The typical rotation program is as follows:

- two weeks: research, quality courses, and rotation
- two weeks: medical-imaging courses and conferences
- eleven months: rotation in MRI.

Fourth Year (R4)

In the fourth year, advanced rotations are offered in one of the fields chosen by the RT&MI resident in R3. The fourth year is intended to deepen the skills of senior RT&MI residents and serve as a foundation for reviewing content relevant to examination and certification purposes. This year, RT&MI residents are encouraged to tailor their rotation programs to areas that best suit their personal learning objectives and career directions. This flexibility is implemented by offering two months of elective rotations in advanced imaging or a chosen subspecialty.

These rotations consolidate technical and clinical skills in a single modality of medical imaging. They permit graded responsibilities and independent scanning under staff supervision. During these months, the senior RT&MI resident aims to perform the responsibilities and carry the workload of the junior staff technologists. A review of the core materials for exam preparation through on-the-job exposure to important aspects of imaging modalities is advocated.

Furthermore, the fourth year begins with exposure to advanced imaging during rotation. RT&MI residents are expected to familiarize themselves with advanced physics and the technical aspects of the chosen imaging modality, including imaging protocols, indications, contraindications, patient preparation, and image interpretation.

The rotation design for the fourth year includes ten-month rotations in one of the modalities chosen by the RT&MI residents in R3. The year offers two months of elective subspecialty rotations that can be performed anytime with the approval of the program director.

R4 RT&MI residents should supervise and teach junior residents, and start conducting clinical–radiological meetings under staff supervision.

Minimum Training Requirements for SBRT&MI Residents

The SCFHS requires four years of training and completion of the allocated requirements for eligibility to participate in the SBRT&MI examination:

- clinical rotations,
- research activities,
- participation in teaching activities.

Furthermore, RT&MI residents should rotate between more than one training center during their residency.

Minimum Research Requirements for SBRT&MI Residents

During the second part of the program (third and fourth years), RT&MI residents are trained as clinical researchers with in-depth knowledge of statistical and analytical skills regarding population-based clinical studies or research outcomes. The guiding principle of clinical research education is to

teach RT&MI residents to perform clinical research projects under mentorship.

The RT&MI resident must have a research mentor. The research mentor will be selected by the RT&MI resident but must be approved by the director of the SBRT&MI program. Furthermore, RT&MI residents must submit a written research proposal that will be reviewed by the committee of the SBRT&MI program.

RT&MI residents are expected to complete **one** of the following research activities during their educational programs:

- Submit a case report for presentation at a local or international specialty conference.
- Write a review paper as first author.
- Conduct an original research project. It is expected that the results will be presented as an abstract at a scientific meeting and subsequently published in a peer-reviewed journal.

The RT&MI residents will cover most of the knowledge-based research objectives by the end of the fourth year.

VACATION AND CONFERENCE LEAVES

RT&MI residents are granted four weeks of vacation per year in accordance with SCFHS rules and regulations. The vacation time must be requested at least four weeks in advance and approved by the program director. In addition, RT&MI residents are granted five working days per year for conference leave. The conference must be approved by the program director.

SPECIFIC LEARNING OBJECTIVES AND COMPETENCIES

1. Radiology Technology & Medical Imaging expert:

Definition:

As Radiology Technology & Medical Imaging experts, RT&MI residents assume all CanMEDS roles, applying RT&MI knowledge, clinical skills, and professional attitudes to provide patient-centered care, which is the central role of technologists educated in the CanMEDS framework.

Elements:

- Integration and application of all CanMEDS roles for patient care;
- Recognize basic and advanced radiological anatomy;
- Understand the basic and advanced physical principles behind radiological techniques;
- Understand basic and advanced imaging techniques and technical problem-solving approaches;
- Learn the indications and absolute and relative contraindications for various contrast media;
- Recognize the appropriate indications and contraindications of various radiological techniques;
- Recognize and manage radiological emergency procedures and common pathologies;
- List the most important differential diagnoses for various imaging findings;
- Recognize unusual imaging presentations of common pathologies;
- Understand postprocessing, image manipulation, and protocol optimization;
- Understand rules of health informatics in radiology and optimal PACS utilization;

- Application of ethical principles for patient care;
- Respect principles of patient safety and avoid adverse events.

Key and Enabling Competencies:

RT&MI residents are able to:

1. Function effectively as RT&MI residents and comprise all CanMEDS roles to provide optimal, ethical, and patient-centered medical care:
   - Effectively perform radiological procedures and case discussions, including assessments, diagnoses, and recommendations in written and/or verbal form
   - Demonstrate effective use of all CanMEDS competencies relevant in RT&MI;
   - Identify and respond appropriately to relevant ethical issues arising in patient care;
   - Prioritize professional duties appropriately and effectively when facing multiple patients and problems;
   - Demonstrate compassionate patient-centered care.
2. Establish and maintain clinical and technical radiological knowledge, skills, and attitudes appropriate for RT&MI:
   - Apply knowledge of clinical, sociobehavioral, and fundamental biomedical sciences relevant to RT and MI specialties, including:

- The characteristics of all RT&MI types include physical and technical aspects, patient positioning, and the use of contrast media.
- The theoretical, practical, and legal aspects of radiation safety include, but are not limited to, alternative imaging techniques and their possible harmful side effects.
- Human anatomy at all ages, both conventional and multiplanar, with an emphasis on imaging applications
- All aspects of RT&MI, including but not limited to normal anatomical variants and disease processes; factors affecting the interpretation of imaging and differential diagnoses; correlation of imaging with pathology; and complications, including but not limited to contrast media reactions. This includes the appropriate application of general radiography, fluoroscopy, US, CT, MRI, NM, and other imaging modalities, as well as interventional procedures relevant to imaging.
  - Abdominal/pelvic area
  - Gastrointestinal (GI) system
  - Hepato–pancreatico–biliary system
  - Renal and urinary tract
  - Male reproductive system
  - Spleen, lymphatic system, and bone marrow
  - Retroperitoneum
  - Chest (cardiac imaging)
  - Air spaces
  - Airways
  - Interstitium
  - Mediastinum, including but not limited to great vessels and esophagus
  - Pleura
  - Heart and pericardium
  - Chest wall
  - Head and neck
  - Nose, sinuses, and facial bones
  - Orbits
  - Temporal bone, cerebellopontine angle, and skull base

- Larynx, hypopharynx, and trachea
- Oral cavity and pharyngeal mucosal space
- Submandibular space
- Carotid space
- Masticator space
- Retropharyngeal space (RPS) and prevertebral space
- Parotid gland, thyroid gland, and esophagus
- Dental and maxillofacial region
- Brain
- Pituitary and parasellar region
- Skull
- Spinal cord and related structures, including but not limited to peripheral nerves
- Cranial nerves
- Intracranial and extracranial cerebral vessels
- Musculoskeletal imaging
- Shoulder, clavicle, and upper arm
- Elbow and forearm
- Hand and wrist
- Pelvis, hip, and thigh
- Knee and leg
- Ankle and foot
- Spine
- Bone
- Development
- Marrow
- Peripheral nerves
- Breast
- Malignant diseases
- Benign diseases
- Gynecological imaging
- Ovaries
- Non-ovarian adnexa
- Non-pregnant uterus and cervix
- Endometrium

- Vagina and labia
- Obstetrical imaging
- Uterus, placenta, cord, and adnexa
- Fetus
- Pediatric area
- Head, neck, and spine
- Chest/cardiac system
- Musculoskeletal system
- Abdomen and pelvis
- Vascular and interventional radiology
- Lymphatic system
- Cardiac system
- Arterial and venous vascular systems
- Abdominal area
- Chest and neck
- Peripheral area
- Interventional procedures
- Upper and lower urinary system
- GI system
- Hepatobiliary system
- Respiratory system
- Musculoskeletal system.

- Describe the CanMEDS framework for competencies relevant in the RT&MI specialties;
- Obtain lifelong relevant learning skills, implement a personal program to retain abundance of current issues, and enhance areas of professional competency
- Contributes to the enhancement of quality care and patient safety by integrating the best practices available in RT&MI.

3. Complete and appropriate assessment of patients before, during, and after radiological procedures

- Effectively identify and explore issues requiring attention by including patient preferences and the context of their complaints.
- Focused physical examinations should be performed to ensure safety, prevention, diagnosis, and/or management.

- Medically appropriate radiological procedures should be selected in a resource-effective and ethical manner to ensure that medical examinations have minimal exposure to contrast agents and radiation. This is particularly important for pregnant and pediatric patients, those of childbearing age, and medically compromised patients.
- Demonstrate effective clinical and technical problem-solving skills and judgment.

4. Use radiological diagnostic procedures effectively:
- Implement effective radiological diagnostic procedures in collaboration with patients and their families;
- Demonstrate effective, appropriate, and timely application of radiological diagnostic procedures relevant in RT&MI practice
- Demonstrate knowledge of acceptable and expected results of investigations and/or interventions, as well as unacceptable and unexpected results. This includes the knowledge of and ability to manage radiological imaging-related complications.
- Ensure that appropriate informed consent is obtained for radiological imaging procedures;
- Ensure that patients receive appropriate end-of-life care.

5. Demonstrate proficient and appropriate use of radiological-imaging-procedure skills:
- Demonstrate effective, appropriate, and timely performance of relevant radiological imaging procedures;
- Ensure that appropriate informed consent is obtained for procedures;
- Demonstrate appropriate documentation and dissemination of information related to the procedures performed and their outcomes.

6. Seek appropriate consultations from other health professionals and recognize the limitations of their expertise.
- Demonstrate insights into the limitations of one's own expertise via self-assessment
- Seek and include the knowledge of another health professional, if required, for effective, appropriate, and timely consultations to achieve optimal patient care.

2. Communicator:

Definition:

As communicators, RT&MI residents can form appropriate relationships with patients and their families to facilitate the gathering and sharing of essential information for effective radiological imaging procedures.

Elements:

- Patient-centered approach to communication;
- Rapport, trust, and ethics;
- Build satisfying relationships with patients, their families, and caregivers;
- Shared decision-making;
- Mutual understanding;
- Elicit and synthesize information for patient care;
- Convey effective oral and written information for patient care;
- Use of verbal and nonverbal professional communication.

Key and Enabling Competencies:

RT&MI residents are able to:

1. Develop professional relationships with patients and their families:
   - Recognize that being a good communicator is a core clinical skill for RT&MI residents, effective communication can foster patient satisfaction, adherence to treatment plans, and improve clinical outcomes.
   - Establish positive relationships characterized by understanding, trust, respect, honesty, and empathy with patients and their families.
   - Respect patient confidentiality, privacy, and autonomy;
   - Be aware of and responsive to nonverbal cues.

2. Accurately obtain and synthesize relevant information and perspectives of patients, their families, colleagues, and other professionals
   - Seek and synthesize relevant information from other sources such as the families of patients, caregivers, and other professionals.

3. Accurately convey relevant information and explanations to patients, their families, colleagues, and other professionals.
   - Deliver information to patients, their families, colleagues, and other professionals in a humane and understandable manner that

encourages discussion and participation in the decision-making process.

4. Develop a common understanding of issues, problems, and plans with patients, their families, colleagues, and other professionals to develop shared care plans
   - Effectively identify and explore problems that require attention, including the context of the patient's complaint and his/her responses, concerns, and preferences during medical imaging procedures.
   - Encourage questions, discussions, and interaction during medical-imaging procedures;
   - Include patients, their families, and relevant healthcare professionals in the decision-making process.
   - Effectively address challenging communication issues, such as obtaining informed consent and addressing anger, confusion, and misunderstandings.

5. Effectively convey oral and written information regarding medical-imaging procedures:
   - Maintain clear, accurate, and appropriate records (e.g., written or electronic) of medical imaging procedures
   - Effectively present the findings of medical-imaging procedures in verbal or written reports;
   - Develop oral skills for individual consultations, case presentations, radiology conferences, and scholarly work.

3. Collaborator:

Definition:
As collaborators, RT&MI residents work within a healthcare team to provide optimal patient care.

Elements:
- Collaborative care, culture, and environment;
- Shared decision-making;
- Shared knowledge and information;
- Delegation;
- Effective teams;
- Respect for other RT&MI residents and members of healthcare teams;

- Leadership based on patient needs;
- Constructive negotiation;
- Organizational structures that facilitate collaborations;
- Understand roles and responsibilities;
- Recognize his or her own roles and limits;
- Effective collaborations between primary care providers and specialists.

Key and Enabling Competencies:

RT&MI residents are able to:

1. Interact effectively and appropriately with other healthcare teams:
   - Clearly describe their roles and responsibilities to other professionals;
   - Describe the roles and responsibilities of other professionals within the imaging team;
   - Recognize and respect the diversity of roles, responsibilities, and competencies of other professionals in relation to their own.
   - Work with others to assess, plan, provide and integrate care for individual patients (or patient groups)
   - Work with others to assess, plan, provide, and review other tasks such as research problems, educational work, program reviews, or administrative responsibilities
   - Effectively participate in meetings/settings of other teams;
   - Provide quality care;
   - Describe the principles of team dynamics;
   - Respect team ethics including confidentiality, resource allocation, and professionalism;
   - When appropriate, demonstrate leadership in imaging teams.
2. Work effectively with other health professionals to prevent, negotiate, and resolve conflicts:
   - Demonstrate a respectful attitude toward other colleagues and members;
   - Work with other professionals to prevent conflicts;
   - Conduct collaborative negotiations to resolve conflicts;
   - Respect differences, misunderstandings, and limitations regarding other professionals;

- Recognize his or her own differences, misunderstandings, and limitations;
- Reflect on interprofessional team functions.

4. Manager:

Definition:

As managers, RT&MI residents engage with others to contribute to the vision of a high-quality RT&MI healthcare system, and take responsibility for delivering excellent patient care through their activities as clinicians, administrators, scholars, and teachers.

Elements:

- RT&MI residents as active participants in the RT&MI healthcare system;
- Collaborative decision-making;
- Quality assurance and improvement;
- Organize, structure, and finance the RT&MI healthcare system;
- Manage changes;
- Leadership;
- Supervise others;
- Administration;
- Consideration of justice, efficiency, and effectiveness in the allocation of finite RT and MI healthcare resources for optimal patient care.
- Budgeting and finances;
- Priority setting;
- Practice management;
- Human resources for RT&MI health;
- Time management;
- Negotiations;
- Career development;
- Information technology for RT&MI healthcare;
- Effective meetings and committees.

Key and Enabling Competencies:

RT&MI residents are able to:

1. Participate in activities that contribute to the effectiveness of RT&MI healthcare organizations and systems:
   - Work collaboratively with other people from different organizations;
   - Participate in systematic quality process evaluations and improvements such as those involving patient safety initiatives
   - Describe the structure and functions of the healthcare system regarding specialties, including the roles of RT&MI residents and technologists.
   - Describe the principles of healthcare finances, including the remuneration of technologists, budgeting, and organizational funding.

2. Manage resident practice and careers effectively:

- Establish priorities and manage time to balance patient care, practice requirements, outside activities, and personal life.
- Manage finances and human resources;
- Implement processes to ensure personal practice improvement;
- Employ information technology appropriately for patient care.
3. Allocate finite RT&MI healthcare resources appropriately:
- Recognize the importance of allocation of healthcare resources, balanced effectiveness, efficiency, and access to optimal patient care.
- Apply evidence and management processes to provide cost-appropriate care.
4. Appropriately serve in administration and leadership roles:
- Effectively chair or participate in committees and meetings;
- Lead or implement changes in the RT&MI healthcare system;
- Plan the relevant elements of RT&MI healthcare delivery (e.g., work schedules).

5. Health Advocate:

Definition:

As health advocates, RT&MI residents contribute their expertise to improve RT&MI health through their work within communities or patient populations. They work with those they serve to determine and understand needs, speak on behalf of others when required, and support the mobilization of resources for effective change.

Elements:

- Support for individual patients, populations, and communities;
- Role of RT&MI professionals in society;
- Responsible use of authority and influence;
- Mobilize resources according to demand;
- Adapt practice, management, and education to the needs of individual patients;
- Provide a safe environment for patients and staff members;
- Minimize risks for patients undergoing radiological studies;
- Apply as-low-as-reasonably achievable (ALARA) principles and the implications for RT&MI health policy

- Interactions with other CanMEDS professionals and competencies in advocacy.

Key and Enabling Competencies:

RT&MI residents are able to:

1. Respond to individual RT&MI healthcare needs and issues of a patient:
   - Identify the RT&MI healthcare needs of individual patients;
   - Identify opportunities for advocacy, RT&MI health promotion, and disease prevention for individuals to whom care is provided.
   - Incorporate disease prevention, health promotion, and surveillance of RT&MI health in interactions with individual patients.

2. Respond to RT&MI healthcare needs of the communities they serve:
   - Describe the practice to communities;
   - Identify opportunities for advocacy, RT&MI health promotion, and disease prevention in communities and respond appropriately
   - Appreciate the possibility of competing interests between different communities and populations.

3. Promote the RT&MI health of individual patients, communities, and populations:

- Describe approaches for the implementation of changes in determinants of RT&MI health in populations;
- Describe how public policy affects the RT&MI health of the specified populations;
- Identify points of influence in the RT&MI healthcare system and its structure;
- Describe the ethical and professional issues inherent in RT&MI health advocacy;
- Appreciate the possible conflicts between RT&MI health advocates and managers or gatekeepers when serving patients or communities.
- Realize the role of an RT & MI professional by collectively advocating RT & MI health and patient safety.

6. Scholar:

Definition:

As scholars, RT&MI residents are expected to demonstrate a lifelong commitment to excellent practice through continuous learning, evidence evaluation, teaching others, and scholarship contributions.

Elements:

- Engage in continuous enhancement of professional activities through lifelong learning;
- Reflection on all aspects of RT&MI practice;
- Self-assessment;
- Identify gaps in RT&MI knowledge;
- Access information for RT&MI practice;
- Translate knowledge into professional competencies;
- Enhance professional competencies;
- Use a variety of learning methods;
- Assess learners;
- Provide feedback;
- Mentoring;
- Maintain teacher–student ethics, carefully resolve power issues, and maintain confidentiality and appropriate boundaries.

- Conduct research and scientific inquiries;
- Cope with research ethics, disclosures, conflicts of interest, human subjects, and industry relations.

Key and Enabling Competencies:

RT&MI residents are able to:

1. Maintain and enhance professional activities via lifelong learning:
    - Know principles of competency maintenance;
    - Know principles and strategies for implementing a personal RT&MI knowledge management system;
    - Recognize and reflect on learning issues in RT&MI practice;
    - Conduct personal RT&MI practice audits;
    - Pose appropriate learning questions;
    - Integrate new RT&MI learning techniques into practice;
    - Evaluate impact of changes on RT&MI practice;
    - Document the learning process.

2. Critically evaluate RT&MI information and its sources and apply it to practice decisions appropriately:
    - Describe the principles of critical appraisal;
    - Critically appraise retrieved evidence in order to address clinical questions;
    - Integrate critical-appraisal conclusions into clinical care.

3. Appropriately facilitate learning for patients, their families, students, residents, other health professionals, the public, and others.
    - Know the learning principles relevant in the RT&MI education program;
    - Collaboratively identify the learning needs and desired learning outcomes of others;
    - Select effective teaching strategies and content to collectively facilitate the learning process;
    - Give effective lectures and presentations;
    - Assess and reflect on teaching encounters;
    - Provide effective feedback;
    - Describe the principles of ethics with respect to teaching.

4. Contribute to the development, dissemination, and translation of new RT&MI knowledge and practices

- Describe the principles of research and scholarly inquiries;
- Describe the principles of research ethics;
- Pose scholarly questions;
- Conduct systematic research for evidence;
- Select and apply appropriate methods for addressing questions.

Professional

Definition:

As professionals, RT&MI residents are committed to the health and well-being of individuals and society through ethical practices, professional-led regulations, and high personal standards regarding their behavior.

Elements:

- Humanity;
- Integrity and honesty;
- Compassion and caring;
- Ethics and codes of behavior;
- Responsibilities to society;
- Responsibilities to the profession;
- Responsibilities to oneself;
- Commitment to excellent RT&MI practice and proficiency in the discipline;
- Commitment to the promotion of public goods in RT&MI healthcare;
- Accountability to professional regulatory bodies;
- Commitment to professional standards;
- Bioethical principles and theories;
- Self-awareness;
- Sustainable practice and RT&MI healthcare;
- Self-assessment;
- Disclosure of errors and adverse events.

Key and Enabling Competencies:

RT&MI residents are able to:

1. Demonstrate commitment to patients by applying best practice and adhering to high ethical standards;

- Exhibit appropriate professional behavior by including honesty, integrity, commitment, compassion, respect, and humanity in RT&MI practice.
- Demonstrate commitment to deliver the highest quality of care and maintain competence;
- Recognize and respond appropriately to ethical issues encountered in RT&MI practice;
- Manage conflicts of interest appropriately;
- Recognize the principles and limits of patient confidentiality;
- Maintain appropriate relationships with patients.

2. Demonstrate commitment to society by recognizing and responding to societal expectations regarding RT&MI healthcare
   - Demonstrate commitment to patients, society, and the profession by responding to societal expectations regarding RT&MI;
   - Demonstrate a commitment to patient safety and quality improvement.

3. Demonstrate a commitment to RT&MI health and sustainable practice:
   - Balance personal and professional priorities to ensure personal health and a sustainable practice;
   - Strive to heighten personal and professional awareness and insight;
   - Recognize professionals in need and respond appropriately.

TEACHING AND LEARNING ACTIVITIES

The RT&MI residents gain the competencies described in the curriculum through a variety of learning methods. The program comprises training to acquire cognitive and technical skills and understand how they relate to physics, applied anatomy, pathology, and the physiology of health and disease. Moreover, training involves practical procedures and interpretation methods taught in a sequential and integrated manner through lectures, tutorials, seminars, and apprenticeships that provide hands-on experience.

1. Formal Teaching and Learning Activities:
   - *Core specialty topics (70%),*
   - *Universal topics (10%),*
   - *Topics selected by RT&MI resident (20%).*
2. Practice-Based Learning (PBL):
   - *Journal club,*
   - *Discussion (logbook),*
   - *Guest speakers on core specialty topics,*
   - *Weekly academic half-day,*
   - *Tutorials.*
3. Work-Based Learning (WBL):
   - *On-call-based learning,*
   - *Clinic-based learning,*
   - *Courses and workshops.*
4. Self-Directed Learning

1) Formal Teaching and Learning Activities:

Core specialty topics (70%)

General skills needed for all specialties:

- Patient positioning;
- Awareness of sterile concept;

- Radiation protection;
- Understanding of quality control (QC), radiology information systems (RIS), and PACS
- Human anatomy and physiology;
- Patient safety and care;
- Radiological pathology;
- Basic Life support;
- Basic knowledge of medical physics (X-ray, CT, MRI, NU, and US).

GENERAL X-RAY SECTION

Training Rotation

The training rotation content will be comprehensive, as RT&MI residents will be exposed to all areas of general X-ray imaging in the first part of the program (R1).

Objective:
Provide RT&MI residents with the capability to perform X-ray scans.

Acquired Skills:
- Perform imaging-related noninterventional procedures;
- Perform postprocessing procedures and image analysis;
- Practice skills related to basic imaging informatics;
- High-quality diagnostic radiographs without supervision at the end of rotation
- Improve image quality and respond appropriately to critique.

Rotation Duration:
- Six months minimum;
- This can be extended if the RT&MI resident does not meet the minimum requirements after the initial period.

Training Rotation Plan:
Six months of rotation (see competency list for clinical rotations regarding general X-ray in APPENDIX 5):

- Enter patient data;
- Explain procedure before examination;
- Correlate patient to requisition;
- Stock and leave rooms clean and tidy;
- Practice proper infection control techniques;
- Basic understanding of universal precautions and isolation techniques;

- Knowledge of the location of all portable units in wards and surgical areas;
- Practice proper radiation protection techniques for the patient and hospital staff;
- Able to prepare patients for examinations;
- Capable of obtaining allergic history from patients;
- Understand how to enter patient exam information into computers;
- Read requisitions and perform required tests;
- Understand the effects of adjusting exposure factors on film;
- Complete most examinations under direct supervision;
- General knowledge of contrast materials used in the department;
- Load and unload C-arm cassettes;
- Perform portable chest X-rays on wards and ICUs under direct supervision;
- Demonstrate proficiency while correlating patient requisitions;
- Know locations and have a basic understanding of emergency drugs;
- Knowledge of medical terminology;
- Most examinations are performed under indirect supervision, including fluoroscopic procedures and portable devices, with proper radiation protection.
- Aware of safe use of and care for equipment;
- Correctly identify projection/views and anatomical parts on general radiographs;
- Examine images with the ability to correctly adjust exposure factors;
- The following examinations were completed with indirect supervision (in accordance with the clinical rotation competency checklist provided for all examinations, adults, and pediatric patients).

CHEST & THORAX

Chest routine

Chest AP (wheelchair/stretcher) Chest–lateral decubitus

Ribs Sternum

Upper airway (soft-tissue neck)

UPPER EXTREMITY

Thumb or finger Hand

Wrist Scaphoid Forearm Elbow Humerus Shoulder

Trauma: shoulder (scapular Y or axillary view) Clavicle

Scapula AC joints

Trauma: upper extremity (non-shoulder)

LOWER EXTREMITY

Femur Knee

Trauma: knee Patella Tibia–fibula Ankle

Foot Forefoot Toe Calcaneus

ABDOMEN

Abdomen supine (KUB) Abdomen upright Abdomen decubitus

PELVIS

Pelvis Hip

Hip (cross-table lateral) Sacroiliac joint

SPINE

Cervical spine

Trauma: cervical spine (cross-table lateral)Oblique cervical spine

Cervical spine flexion/extensionThoracic spine

Scoliosis spineLumbar spine

Sacrum and/or coccyx

HEAD

Skull

Paranasal sinusesFacial bones Orbits

Nasal bonesMandible

PEDIATRICS (age 6 or younger)

Chest routine Upper extremityLower extremityAbdomen Pelvis

Mobile study

SURGICAL C-ARM PROCEDURES

Orthopedic c-arm procedures Non-orthopedic c-arm procedures

GENERAL PATIENT CARE

Transfer of patients

Care for medical equipment of patients (oxygen tank, IV tubing)

INTERVENTIONAL RADIOLOGY AND FLUOROSCOPY

Training Rotation

The training rotation content will be comprehensive, as RT&MI residents will be exposed to interventional radiology in a hands-on environment. In the first year (R1), the rotation segments covered the entire spectrum of interventional radiological examinations.

Objective:

Provide RT&MI residents with the capability to perform all procedures requested during angiography and fluoroscopy.

Acquired Skills:

- Perform imaging-related angiography and fluoroscopy procedures;
- Basic understanding of indications, techniques, and risks of fluoroscopy.

Program Duration:

- Six months minimum (four months of fluoroscopy; two months of angiography);
- This can be extended if the RT&MI resident does not meet the minimum requirements after the initial period.

Training Rotation Plan:

Six months of rotations (see competency list for clinical rotations regarding angiography and fluoroscopy in APPENDIX 6):

- Knowledge of department policies (e.g., working hours, uniform policy, sign-in and sign-out regulations)
- Operate the angiography unit;
- Aware of different types of catheters and guide wires and different applications of both;
- Correlate patient to requisition;

- Prepare major parts of a procedure tray;

- Knowledge of pre- and post-procedure care;

- Recognize the differences between guidewires and their applications;

- Proper handling of sterilized supplies;

- Prepare and select catheters or special sets for different procedures;

- Coordinate with nurses and physicians in different areas of the hospital for procedures;

- Provide proper post-examination care and instructions to patients and nursing staff when necessary.

- Work in special procedure areas and perform the entire range of examinations and procedures without supervision.

- Demonstrates the ability to complete the following examinations under indirect supervision (in accordance with the clinical rotation competency checklist provided for all examinations, adults, and pediatric patients).

FLUOROSCOPY PROCEDURES

Upper-gastric imaging

Small bowel series/follow through

Air contrast examination of colon Arthrography

QUALITY CONTROL OF

Basic radiographic equipment Shielding devices

ADDITIONAL TASKS

Prepare contrast media Format/optimize images Ensure radiation safety

Maintain sterile/isolation precautions Insert enema tip

GENERAL PATIENT CARE

Transfer of patients

Care for medical equipment of patients (oxygen tank, IV tubing)

MAGNETIC RESONANCE IMAGING (MRI)

Training Program

Objective:

- Provide RT&MI residents with the capability to master all MRI scans.

Acquired Skills:

- Understand and master the physics and principles of magnetic resonance (MR);
- Perform imaging-related MRI procedures;
- Understand indications, techniques, and risks of MRI.

Program Duration:

- Three months of the first part of the program (second year, R2)
- Two years for subspecialties in the second part of the program (third and fourth years; R3 and R4).

Training Rotation Plan

Three months for the first rotation (R2) (see competency list for clinical rotations regarding MRI in APPENDIX 7):

- Orientation of the department;
- Orientation of the physics of MRI;
- Orientation of magnets including coils;
- Orientation of basic departmental policies and procedures;
- Training in MR safety;
- The training in patient care skills includes:
    - Communication with patients and explanation of examinations;
    - MR screening sheets and questionnaires;
    - Practice of proper patient transfer techniques to ensure proper body mechanics.
- Interpretation of requests and correlation to patients;
- Observe and assist scanning technologists;

- Cross-sectional anatomy of the brain, neck, and spinal cord;
- Basic MR physics;
- Correct positioning of coils for routine examinations;
- Begin routine scanning under direct supervision (routine scans of the brain, cervical, thoracic, lumbar, and knees)
- Complete the following examinations under indirect supervision (in accordance with the clinical rotation competency checklist provided for all examinations, adults, and pediatric patients).

BODY PROCEDURES (ABDOMEN & PELVIS)

Routine liver scan Routine MRCP scan

NEURO & ENT PROCEDURES

Routine brain scan (infants, children, and adults) Orbits/PNS

Routine (cervical, thoracic, and lumbar) spine scan

PEDIATRIC MSK PROCEDURES

Knee meniscus/trauma Routine shoulder scan Routine ankle scan Routine foot scan Routine elbow scan Routine wrist/hand scan

MSK PROCEDURES

Routine wrist/hand scan Routine shoulder scan Routine elbow scan Routine knee scan Routine ankle scan Routine foot scan

Two years for the second rotation (R3 & R4) (see competency list for clinical rotations regarding MRI in APPENDIX 8):

- Advanced MR physics;
- Understand postprocessing techniques including MIP and MPR;
- Functional MR;
- Preparation for the administration of IV contrast media;
- Understand the role of IV contrasting agents, including dose calculation;
- Knowledge of patient monitoring devices including cardiac gating, respiratory compensation, and peripheral pulse gating
- Understand contrast-enhanced MR angiography;
- Knowledge of image quality and image evaluation;
- Troubleshooting;

- Complete the following examinations under indirect supervision (in accordance with the clinical rotation competency checklist provided for all examinations, adults, and pediatric patients).

BODY PROCEDURES (ABDOMEN & PELVIS)

Routine liver scan Liver Primovist scan Routine MRCP scan

MRCP living-hepatic-donor Adrenal mass

Adrenal cancer

Pancreas (pancreatitis, mass, and cholangiocarcinoma) Renal mass

Urinary-bladder cancer staging

Prostatic-cancer staging Screening for undescended testes Seminal vesicles

Penile

Uterine enlargement Müllerian-duct anomalies Ovarian mass Endometrial/cervical massOncology surveillance Enterography

Rectal-cancer staging

Rectal-cancer staging (pelvis only)Perianal fistula

Defecogram and pelvic floorVascular malformation

NEURO & ENT PROCEDURES

Routine brain scan (infants, children, and adults)Brain metastasis

Brain MS Posterior fossaPituitary

Temporal lobe epilepsy Pineal gland/midline lesionOrbits/PNS

Temporal bone, cerebellopontine angle of IAMMRA of brain

MRV of brain

MRA of carotid artery

Routine head and neck (nasopharynx, oral cavity, tongue, and parotids) (cervical, thoracic, and lumbar) spine scans

Scoliosis

PEDIATRIC BODY PROCEDURES (ABDOMEN & PELVIS)

Liver MRCP

Adrenal Pancreas

MRA of abdominal aortaRenal MRA

Renal mass Infant body tumorInfant liver Enterography Urography Testes

Pelvic mass Uterus Malformations

PEDIATRIC MSK PROCEDURES

Infections: osteomyelitis Mass

AVN of hips

Knee meniscus/trauma Routine shoulder scan Arthrogram of shoulder Routine ankle scan Routine foot scan Routine elbow scan Routine wrist/hand scan Brachial plexus

Tumor Axilla Sternum

Malformation of vessels

MSK PROCEDURES

Tumor

Routine wrist/hand scan Synovitis in wrist/hand Routine shoulder scan Synovitis in shoulder Arthrography of shoulder AVN of hips

Synovitis in hips Routine elbow scan Sacroiliac joint Routine knee scan Synovitis in knee Routine ankle scan TMJ

Routine foot scan

Diabetic foot with Synovitis Morton's neuroma

Whole body scan Myositis

BODY PROCEDURES (ABDOMEN & PELVIS)

MRA of abdominal aorta Renal MRA

Peripheral MRA Noncontrast MRA

Liver iron overload (iron quantification)

NEURO & ENT PROCEDURES

Functional MRI (fMRI) Single-voxel spectroscopy Multi-voxel spectroscopy 3D spectroscopy

Contrast-enhanced perfusion ASL Tractography

Fetus

CSF flow imaging

CARDIAC PROCEDURES

All cardiac procedures, including chest MRA, iron overload (iron quantification), 3D coronary, and perfusion for adults and pediatric patients.

BREAST PROCEDURES

Tumor Implants

NUCLEAR MEDICINE (NM)/PET IMAGING

Training Program

Objectives:

Provide RT&MI residents with the capability to master all NM scans.

Acquired Skills:

- Knowledge of Saudi Arabian regularity frameworks related to the practice of radionuclide radiology;
- Knowledge of NCCN guidelines for the regulation of PET/CT practice indications;
- Understand and master NM physics and principles.

Program Duration:

- Three months of the first part of the program (second year, R2)
- Two years for subspecialty in the second part of the program (third and fourth year, R3 and R4).

Training Rotation Plan:

Three months for the first rotation (R2) (see competency list for clinical rotations regarding NM in APPENDIX 9):

- Management of radiation accidents related to radionuclide radiology;
- Recognize different pharmaceuticals;
- Radiation dose from radiopharmaceuticals;
- General NM physics and principles;
- Principles of quality assurance in radiopharmacy;
- Role of comparative imaging tests;
- Radiation protection issues regarding tracer choice.
- Role of PET/CT in the staging of malignancies;
- Complete the following examinations under indirect supervision (in accordance with the clinical rotation competency checklist provided for all examinations, adults, and pediatric patients).

BONE SCAN

Metastasis Osteomyelitis

Stress fracture/shin splint

Prosthesis evaluation (osteomyelitis versus loosing) AVN of bones

RENAL SCAN

Obstruction/function (MAG 3) Transplanted kidney (MAG 3) DMSA scan of the cortical scar

DMSA scan of pyelonephritis

DMSA scan of absolute split renal function Testicular imaging with flow

ENDOCRINE IMAGING

MIBI scan of parathyroid adenoma Thyroid uptake scan (I-123) Thyroid nodule evaluation (I-123) WBS of thyroid carcinoma (I-123) Thyroid scan with $^{99m}TcO4$

Adrenal Imagining of cortex/medulla

COMPUTER TOMOGRAPHY (CT)

Training Program

Objective:

Provide RT&MI residents with the capability to master all CT scans.

Acquired Skills:

- Understand and master CT physics and principles;
- Perform imaging-related CT procedures;
- Knowledge of indications, techniques, and risks of CTs.

Program Duration:

- Three months of the first part of the program (second year, R2).

Training Rotation Plan

Three months for the first rotation (R2) (see competency list for clinical rotations regarding CT in APPENDIX 10):

- Knowledge of patient preparation for CT examinations;
- Safely move the patient from chair and trolley to the CT table;
- Explain the examination to the patient;
- Ensure the safety of the patient and attached equipment (e.g., IV line, oxygen, and monitors).
- Knowledge of contrast media used in the department and recording contrast reactions;
- Knowledge of contrast media (IV and oral) volumes to be used for different CT examinations (adult and pediatric patients)
- Operate IV contrast injectors;
- Knowledge of proper infection control techniques;
- Knowledge of radiation protection for patients and staff;
- Positioning the patients properly for different studies;
- Operate machines independently and perform daily warm-ups and calibrations;

- Perform all requested CT examinations as ordered by the attending physician or supervisor;
- Deal with CT machine faults and report them to the biomedical engineer;
- Coordinate with other staff members to ensure appropriate patient care is provided;
- Knowledge of basic cross-sectional abdominal, chest, head, and neck anatomy
- Complete the following examinations under indirect supervision (in accordance with the clinical rotation competency checklist provided for all examinations, adults, and pediatric patients).

ABDOMEN PROCEDURES

Anatomy CAP protocol

Abdomen–pelvis protocol Renal-stones protocol

NEURO & ENT PROCEDURES

Anatomy

Brain (adult) exam Brain (pediatric) exam Sinuses

Head and neck Cervical spine Thoracic spine Lumbar spine

THORAX

Anatomy

Routine chest scan without IV contrast media Routine chest scan with IV contrast media

ULTRASOUND (US)

Training Program

Objective:

Provide RT&MI residents with the ability to master all US scans.

Acquired Skills:

- Basic understanding of US artifacts;
- Understand and master US physics and principles;
- Perform imaging-related US procedures;
- Knowledge of indications, techniques, and risks of US.

Program Duration:

- Three months for the first part of the programme (second year, R2)

Training Rotation Plan

Three months for the first rotation (R2) (see competency list for the clinical rotations regarding US in APPENDIX 11):

- Explain procedure to patient;
- Knowledge of basic scanning technique for the abdomen;
- Optimize imaging resolution and document images;
- Deal with patients on beds and emergency cases;
- Prioritize different US requests;
- Correlate clinical data with scanning techniques;
- Interpret US findings;
- Recognize and document normal and abnormal findings;
- Write report on scan findings;
- Analyze clinical data of patients;
- Complete the following examinations under indirect supervision (in accordance with the clinical rotation competency checklist provided for all examinations, adults, and pediatric patients).

ABDOMEN PROCEDURES

Upper GI tract Liver/biliary tract Pancreas/spleen Renal/urinary system

SMALL-PARTS PROCEDURES

Abdominal wall	Thyroid

Universal Topics (10%)

These are high-value interdisciplinary topics of utmost importance to trainees. The reason for teaching these topics centrally was to ensure that every trainee received high-quality teaching and developed essential core knowledge. These topics are common across all specialties.

The included topics meet one or more of the following criteria:

- Impactful: topics that are common or life-threatening;
- Interdisciplinary: topics that are difficult to teach within a single discipline;
- Orphan: topics that are poorly represented in the undergraduate curriculum;
- Practical: topics that trainees will encounter during hospital practice.

Development and Delivery:

The core topic content of the postgraduate curriculum will be developed and delivered centrally through e-learning platforms. A set of preliminary learning outcomes will be developed for each topic. In collaboration with the central team, content experts can modify the learning outcomes.

These topics will be didactic, with a focus on the practical aspects of patient care. These topics will comprise more content than workshops or other interactive face-to-face sessions.

The suggested duration of each topic is 90 min.

The topic content will be delivered in a modular manner. A formative online assessment will be conducted at the end of each learning session. Furthermore, a combined summative assessment in the form of a context-rich MCQ will be performed after completion of all topics. All trainees must attain at least a specified minimum level during the summative assessment. Alternatively, topics can be worked off in a summative manner along with a specialty examination.

1) Hospital-Acquired Infections (HAI):

At the end of the learning unit, RT&MI residents should be able to

a) Discuss the epidemiology of HAIs with special reference to Arabia;
b) Recognize HAIs as one of the major emerging threats in healthcare;
c) Identify the common sources HAIs;
d) Describe the risk factors for common HAIs, such as ventilator-associated pneumonia, MRSA, Central Line-associated Bloodstream Infection CLABSI, and vancomycin-resistant enterococcus (VRE);
e) Identify the role of healthcare workers in the prevention of HAIs;
f) Determine appropriate pharmacological (e.g., selected antibiotics) and nonpharmacological (e.g., removal of indwelling catheters) measures for the treatment of HAIs.
g) Propose a plan to prevent HAIs in workplaces.

2) Abnormal ECG:

At the end of the learning unit, RT&MI residents should be able to

a) Recognize common and important ECG abnormalities;
b) Institute immediate management, if necessary.

3) Care of the Elderly:

At the end of the learning unit, RT&MI residents should be able to

a) Describe the factors that need to be considered when planning patient care for older adults
b) Recognize and include the needs and well-being of caregivers;
c) Identify the local and community resources available for the care of the elderly;

d) Develop an individualized care plan for elderly patients by including ideas from other healthcare professionals.

4) Occupational Hazards of Healthcare Workers (HCWs):

At the end of the learning unit, RT&MI residents should be able to

a) Recognize common sources and risk factors of occupational hazards among HCWs;
b) Describe common occupational hazards in workplaces;
c) Develop familiarity with legal and regulatory frameworks governing occupational hazards for HCWs.
d) Develop a proactive attitude to promote workplace safety;
e) Protect yourself and colleagues against potential occupational hazards in workplaces.

5) Patient Advocacy:

At the end of the learning unit, RT&MI residents should be able to

a) Define patient advocacy;
b) Recognize patient advocacy as a core value governing medical practice;
c) Describe the role of patient advocates in patient care;
d) Develop a positive attitude towards patient advocacy;
e) Be a patient advocate in conflicting situations;
f) Be familiar with local and national patient advocacy groups.

6) Ethical Issues: Treatment Refusal, Patient Autonomy:

At the end of the learning unit, RT&MI residents should be able to

a) Predict situations in which a patient or family member is likely to decline prescribed treatment.
b) Describe the concept of a rational adult in the context of patient autonomy and treatment refusal
c) Analyze key ethical, moral, and regulatory dilemmas regarding treatment refusal;
d) Recognize the importance of patient autonomy in the decision-making process;
e) Counsel patients and families declining medical treatment in the best interests of patients.

By RT&MI Residents Selected Topics (20%)

1. RT&MI residents from each specialty can choose any topic that fits their

needs;

2. All topics must be planned and cannot be random.
3. All topics need to be approved by the local education committee.
4. Institutions can work with RT&MI residents to determine the topics as well.

7) Practice-Based Learning (PBL)

The activities listed below prepare and encourage RT&MI residents to independently conduct RT&MI practices and health service research.

Practice-Based Learning	Objective	CanMEDS Competencies
Journal club	• Journal articles are preselected, and the activity is prepared and discussed by residents under supervision to: ○ Promote continuing professional development; ○ Stay up-to-date with recent literature; ○ Learn and practice critical appraisal skills.	Radiology Technology & Medical Imaging expert Scholar Health Advocate
Tutorial	• Tutorials provide a foundation for a good quality of knowledge regarding radiological interpretations; • Discuss and review imaging appearances and approaches for the diagnosis of various radiological conditions; • Develop confidence in handling clinical discussions.	Manager Radiology Technology & Medical Imaging expert Professional Scholar
Discussion (cases logbook)	• List all problems identified in RT&MI examinations; • Develop a proper solution for each problem; • Present a follow-up of the problem.	Manager Radiology Technology & Medical Imaging expert Professional Scholar
Guest speaker Joint specialty meeting	• Increase medical-imaging and resident knowledge and skills, and improve patient care; • Understand and apply current practice guidelines in medical imaging; • Describe the latest advances in the field of medical imaging and research; • Identify and explain areas of arguments in the field of medical imaging.	Radiology Technology & Medical Imaging expert Professional
Academic half-day	• Provide the knowledge, technical skills, and experience necessary for residents to interpret and correlate clinical findings; • Promote effective communication and sharing of expertise with peers and colleagues; • Promote the development of investigative and technical skill processes for individual patients and patient populations; • Advise colleagues from his or her and other specialties with regard to problems related to medical imaging.	Radiology Technology & Medical Imaging expert Scholar Health Advocate Professional

WORK-BASED LEARNING (WBL)

Work-Based learning	Objectives	CanMEDs
On-call-based learning	• Perform the basic procedures necessary for imaging and management; • Appropriately perform required radiological examinations; • Recognize imaging techniques and initial findings; • Perform basic postprocessing procedures and image analyses.	Radiology Technology & Medical Imaging expert Scholar Health Advocate Professional
Clinic-based learning	• Obtain history of patients and conduct physical examinations; • Present briefly the initial findings or notes to attending radiologists; • Discuss differential and management plans with colleagues; • Discuss the need for special procedures with attending radiologists; • Supervise resident notes and orders; interpret and discuss report results with attending radiologists.	Radiology Technology & Medical Imaging expert Communicator Health Advocate

Courses

Several courses will be organized for RT&MI residents to augment their training in various important areas.

Radiological Physics Course

Goals:

• Gain professional competence in radiation and applied physics and their clinical applications in RT&MI;

• Knowledge of various fundamentals of imaging modalities and their concept variations;

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Saudi Commission for Health Specialties

- Knowledge of basic imaging-related mathematics and calculations as well as dosimetry applications;
- Clearly understand radiation principles to properly deal with radiation hazards and implement radiation protection measures according to international guidelines and recommendations.
- Differentiate between modality-specific imaging chains and associated technology;
- Recognize technical parameters that can affect image quality and radiation dose;
- Knowledge of principles and practice of digital-image processing techniques;
- Recognize modality-specific image artifacts;
- The impact of emerging technologies on current practices has been investigated.
- Knowledge of salient aspects of radiobiology and safe practice of radiation protection principles.

Training Methods:

- Annual four-week course in imaging-related physics that must be attended by all RT&MI residents. The required curriculum is listed below in the course content list.
- Discussion with radiology staff during case readout and tutorial sessions on applied physical principles that influence image quality and patient and staff safety.
- Training centers can optionally provide additional lectures or activities to their residents.

Evaluation:

- The attendance rate for the four-week physics course will be incorporated into the overall annual performance evaluation score.
- Incorporation of radiological knowledge, skills, and safety aspects in rotation evaluations;
- Annual promotion exams.

Course Content

Radiation Physics—PART ONE (R1)

- Diagnostic Radiology

- ○ Conventional and digital X-ray imaging
- ○ Introduction to X-ray production
- ○ Particulate radiation
- ○ Interactions of particulate radiation with matter
- ○ Characteristic X-rays
- ○ Brems radiation
- X-Ray Generators
  - ○ Transformers and production of high voltages
  - ○ Control of tube voltage, tube current, and exposure time
  - ○ Conventional single- and three-phase X-ray generators
  - ○ High-frequency X-ray generators

- X-Ray Tubes and Source Assemblies
  - Modern diagnostic X-ray tubes
  - Line focus principle
  - Heel effect
  - Heat units and rating charts
- X-Ray Beam: Radiation Quantities and Units
  - Beam intensity and exposure
  - Absorbed dose and kerma
  - Exposure, energy fluence, photon fluence, and absorbed dose
  - Measurement techniques and ionization chamber
- X-Ray Beam: Geometrical Properties
  - Principles of shadow formation
  - Inverse-square law
  - Magnification and distortion collimator design and off-focus radiation
- X-Ray Beam: X-Ray Spectrum
  - X-ray spectrum
  - Duane–Hunt law
- Effects of kV, mA, and filtration
  - Intensity of characteristic and Brems radiation
- Interaction of X-Rays with Matter: Concepts
  - Photon attenuation
  - Scattering
  - Absorption
- Interaction of X-Rays with Matter: The Patient
  - Incident and transmitted X-ray spectra
  - Effects of kVp on Compton scattering and absorption

- Effects of kVp, mA, and Filtration on Transmitted Spectra
  - Absorption edges and contrast media
- X-Ray Image: Basics
  - Subject contrast
  - Effects of scattering on subject contrast
- Scatter Control
- X-Ray Image: Digital Radiographic Systems
  - Basics
  - Digitizers (digitizing an analog film image)
- Computed Radiography
  - Digital flat-panel systems
- X-Ray Image: Conventional Fluoroscopy
  - Conventional-fluoroscopy systems
  - X-ray image intensifier
- Lens System
  - Video camera
  - Video monitor
- Automatic Brightness Control (ABC)
- Automatic Gain Control (AGC)
- Digital Fluoroscopy
- Digital Fluorography
- Digital Subtraction Angiography (DSA)
- Angiography with Fluoroscopic Digital-Image Processing
- X-Ray Image Quality: Digital-Image Quality
  - Digital-image fundamentals and pixel size
  - Pixel size in digital fluoroscopy

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

- Digital-Image Quality
  - Digital subtraction angiography and noise
  - Noise sources in digital X-ray imaging
- Equipment Design Considerations
- X-Ray Tube and Geometry
- Grid
- AEC
- Screen/Film Processing Considerations

Radiation Physics—PART ONE (R2)

Computed Tomography (CT)

- CT Image Formation
- CT Scan Configuration
- Source Detector Configuration
- Multi-Row Detector versus Single-Row Detector
- Axial Scanning versus Helical Scanning
- Detectors
- X-Ray Tube
- CT Image Quality
  - Noise
  - Low-contrast detectability
  - High-contrast resolution
  - Field of View (FOV)
- CT Scan Artifacts

Ultrasound Physics

- Characteristics of Sound Waves
- Interactions of US with Matter
- Introduction to Image Acquisition
- U/S Components
- Transducers
- Image Properties and Qualities
- Spatial Resolution (axial, lateral, and elevational)
- Image Formation (e.g., transmission power, gain, TGC, frame rate)

- Discussion of Artifacts (all types of US artifacts) and Diagnosis

Magnetic Resonance Imaging (MRI)

- Introduction and Principles of MRI
- Image Weighting
- Parameters
- Pulse Sequences
- Artifacts
- MRI Safety

Nuclear Medicine Physics (NM)

- Principles of NM Physics
- Radioactive Decay
- Atomic and Nuclear Structures
- Interaction of Radiation with Matter
- Production of Radioisotopes
- Principles of Mo-99/Tc-99m Generators
- Components of Gamma Cameras

Radiation Biology

- Linear Energy Transfer (LET) and Relative Biologic Effectiveness (RBE)
- Direct and Indirect Effects of Radiation
- Types of Radiation Effects
- Types of Radiation Exposure
- Radiation Protection Quantities and Units
- Justification
- Optimization
- Dose/Risk Optimization
- Protection of Pregnant Workers/Patients

Radiation Physics—PART TWO (R3 & R4)

- Radiation
- Definition
- Forms
  - Electromagnetics

- - Wave model
  - Photon model
    - ❖ Frequency
    - ❖ Wavelength
    - ❖ Energy
    - ❖ Spectrum
  - ○ Particulate Radiation
    - Mass—energy equivalence
- Atom
- Structure
  - ○ Orbit cloud
    - Composition
- Nonionized Atom
  - ○ Ionized atom
  - ○ Excited atom
- Electron-Binding Energy and Energy Levels
  - ○ Electron transitions
    - Characteristic X-ray
    - Auger electron
- Nucleus
  - ○ Composition
  - ○ Nuclear force and energy levels
  - ○ Classification of nuclides
  - ○ Nuclear stability
  - ○ Radioactivity
    - Decay (transformation)
      - ❖ Alpha decay
      - ❖ Beta-minus decay
      - ❖ Beta-plus decay
      - ❖ Electron capture
      - ❖ Isomeric transition
    - Decay scheme
    - Decay law
    - Half-life

- ○ Gamma rays
- ○ Internal-conversion electrons
- Nuclear Binding Energy and Mass Defect
- Nuclear Fission and Fusion
- Interactions of Radiation with Matter
  - ○ Energy transfer
  - ○ Scattering
  - ○ Interactions of particulate radiation
    - ▪ Electron interaction
    - ▪ Positron annihilation
    - ▪ Neutron interaction
    - ▪ Alpha
    - ▪ Proton
  - ○ Interactions of X-rays and gamma rays (photons)
    - o Coherent or Rayleigh scattering
    - o Compton scattering
    - o Photoelectric effect
    - o Pair production

Radiation Biology

- Teaching Content
- Human Response to Ionizing Radiation: Sequence of Events
- Linear Energy Transfer (LET) and Relative Biologic Effectiveness (RBE)
- Direct and Indirect Effects of Radiation
- Formation of Free Radicals
- Effects on Cells: DNA and Chromosomes
- Cell Sensitivities
- Sensitivities in Different Cycles
- Factors Affecting Cell Sensitivity: Dose Rate, Fractionation, Chemicals
- Modifiers (Oxygen Effect and Radioprotectors)
- Cell Survival, Repair, and Death
- Sources of Information on Biological Effects
- Types of Radiation Effects
- Deterministic Effects

- Skin Effects
- Effects on Eye Lens

- Doses for Different Deterministic Effects
- Acute Radiation Syndromes
- Stochastic Effects
- Cancer Induction
- Hereditary Effects
- Early and Late Effects of Radiation
- Lethal Dose of LD 50/30
- Risk Estimation
- Sources of Radiation Exposure
- Natural Sources
- Artificial Sources
- Medical Sources
- Types of Radiation Exposure
  - External exposure
  - Internal exposure
- Categories of Radiation Exposure
  - Occupational exposure
  - Public exposure
  - Medical exposure
- Radiation Protection Bodies; Historical Events in Radiation Protection
- Radiation Protection Quantities and Units
  - Equivalent dose
  - Effective dose
  - Committed dose
  - Collective dose
- System of Radiological Protection
- Justification
- Optimization
- Dose/Risk Optimization
- Annual Limit of Intake
- Protection of Pregnant Workers/Patients
- Protection of Apprentices
- Categories of Work Areas

- Cardinal Principles of Radiation Protection
- Radiation Protection in Diagnostic X-Ray Imaging
- Sources of Exposure in Diagnostic X-Ray Procedures: Staff, Patients, and the Public
- Conventional Radiography
- Fluoroscopy and Interventional Radiology
- CT
- Mammography
- Radiation Protection in NM
- Sources of Exposure in NM: Staff, Patients, and the Public
- Receipt of Radioactive Materials
- Safe Handling and Administration of Radiopharmaceuticals
- Storage and Transfer of Radioactive Materials
- Radioactive Waste Management
- Surveys and Decontamination
- Handling Radiation Incidents
- Handling of Radioactive Patients
- Local and International Rules
- Protection of Lactating Mothers
- Protection of Pregnant Patients
- Radiation Protection in Radiotherapy
- Sources of Exposure for Staff and Public
- Protection of Patients, Staff, and the Public
- Interlock Checks
- Radiation Emergencies
- Shielding
- Factors to Consider in Shielding
- Primary and Secondary Shielding
- Testing of Shielding Thickness
- Shielding Requirements in Diagnostic X-Ray, NM, and Radiation Therapy
- Rationale for New ICRP Recommendations
  - Objectives

- ○ Phases
- Types of Exposure Regarding New Recommendations
  - ○ Planned exposures
  - ○ Existing exposures
  - ○ Emergency exposures
- New Dose Limits
  - ○ Pregnancy
  - ○ Eye dose
- Dose Constraints and Reference Levels
- Radiation Weighting Factors
- Protection of Environment
- New IAEA Basic Safety Standards
- Rationale
- Phases of Development
- Dose Limits and Standards
- Specific Requirements
- Objectives for Patient Dosimetry
- Patient Dose Calculations in X-Ray Procedures
- Output Measurement: Method and Use in Patient Dose Calculation
- TLD Dosimetry: Method, Calibration, and Advantages
- Film Dosimetry: Method, Calibration, and Advantages
- EDR Films
- Radiochromic Films
- Patient Skin Dosimeter: Use and Testing
- Patient Dosimetry in CT
- Effective Dose Calculation
- Patient Dose Calculation in NM
- Diagnostic Procedures
- Therapeutic Procedures
- Fetal Dose

Magnetic Resonance Imaging (MRI)

- Introduction to NMR Theory
- Historical Background

- Atomic Structure
- MR Active Nuclei
- Hydrogen Nucleus
- Alignment
- Precession
- Resonance
- MR Signal
- Free Induction Decay (FID)
- Relaxation Processes
- Spin–Spin Relaxation (T2)
- Spin–Lattice Relaxation (T1)
- MR Image Formation
- Magnetic-Field Gradient
- Frequency Encoding
- Phase Encoding
- Slice Selection
- MR Image Parameters
- Repetition Time (TR) and Echo Time (TE)
- Image Parameters Trade-off and Management
- MRI Contrast
- T1
- T2
- Proton Density (PD)
- Image Resolution
- Signal-to-Noise Ratio
- Contrast media: Types and Applications
- MRI Instrumentation
- MRI System
- Magnet and Magnetic Field
- Magnet Types
- Gradient System
- Radiofrequency (RF) System
- RF Coil Types

- Safety and Hazards in MRI
- Hazards from the Static Magnetic Fields
- Hazards from Switched Gradient Fields

- Hazards from RF Magnetic Fields
- Cryogenic Hazards
- Medical Hazards
- MRI Pulse Sequences
- Spin Echo (SE) Sequences
- Conventional SE Sequences
- Multi-Echo SE Sequences
- Fast SE Sequences
- Image Contrast in SE Sequences
- Inversion Recovery (IR) Imaging
- Gradient Echo (GRE) Sequences
- GRE-Based Sequences
- Spoiled GRE Sequences
- Steady-State FLASH Sequences
- Steady-State Free-Precession Sequences
- Image Contrast in GRE Sequences
- Echo Planar Imaging (EPI)
- Imaging Techniques and Applications
- MRA
- Time-of-Flight MRA
- Phase Contrast MRA
- Contrast-Enhanced Angiography
- MRA and MRV
- Diffusion Imaging
- ADC Maps
- Diffusion Tensor Imaging
- Functional MRI
- MR Image Artifacts
- Artifact Classification
- Chemical Shift Artifacts
- Magnetic Susceptibility Artifacts
- Aliasing and Wrap-Around Artifacts

- Cross-Excitation and Cross-Talk Artifacts
- Truncation Artifacts
- Phase Mismapping Artifacts
- External Artifacts

Nuclear Medicine (NM) Physics

- Radionuclide Production
- Nuclear Reactor-Produced Radionuclides
  - Neutron activation
  - Fission
- Cyclotron-Produced Radionuclides
- Considerations in the Production of Radionuclides
- Radionuclide Generators
- Principles of Generators
- Mo-99/Tc-99m Generators
- Quality Control of Generators
- Radiopharmaceuticals
- Radionuclide Characteristics
- Chemical Selection
- Quality Control of Radiopharmaceuticals
- Radiation Detectors
- Gas-Filled Detectors
- Ionization Chambers
- Proportional Chambers
- Geiger–Müller Counter
- Dose Calibrators
- Principles
- Quality Control
- Scintillation Detectors
- Scintillators
- Sodium Iodide (NaI)
- Advantages of NaI
- Disadvantages of NaI
- Photomultiplier (PM) Tube

- Preamplifiers
- Amplifiers
- Pulse Height Analyzers
- Pulse Height Spectrometry
- Factors Affecting Pulse Height Spectra
- Scintillation Detector Examples
- Well Counters
- Thyroid Uptake Probe
- Liquid Scintillators
- Thermoluminescent Dosimeters
- Counting Statistics
- Errors in Measurements
  - Systematic errors
    - Random errors
    - Blunders
    - Definitions
    - Accuracy
    - Precision
    - Bias
    - Examples
- Statistical Tests
  - Chi-square test
  - t-test
- Scintillation Cameras
- Components of Gamma Cameras
- Collimators
- Types and Characterization
- Performance
- NaI Crystal (Tl)
- Description
- Specifications
- Light guide
- Photomultiplier Tubes (PMTs)

- Description
- Performance
- Position Electronics
- Computer
- Characteristics of Scintillation Cameras
- Uniformity
- Spatial Resolution
- Linearity
- Energy Resolution
- Sensitivity
- Quality Control
- Important Tests and their Frequencies
- Image Characteristics and Quality
  - Spatial resolution
  - Contrast
  - Image quality (noise)
- Digital Imaging in NM
- Single-Photon Emission CT (SPECT)
- Review
- Filtered Back Projection (FBP)
- Iterative Reconstruction
- Advantages and Disadvantages of SPECT
- Image Quality in SPECT
- Resolution
- 3D
- Number of Views
- Noise
- Orbits
- Motion
- Number of Camera Heads
- Counts
- Quality Control in SPECT
  - Uniformity

- ○ Center of rotation (COR)
- ○ Total performance
- Special Collimators
- Attenuation Correction
- Artifacts in SPECT Imaging
- PET
- Operating Principles
- 2D Acquisition
- 3D Acquisition
- Crystal and Detector
- Calibration Procedures
- Image Quality Issues
- Attenuation Correction
- Artifacts in PET Imaging
- PET/MRI
- Quality Control in PET
- Daily Procedures
- Quarterly Procedures

Examples of useful reading material

- The Essential Physics of Medical Imaging, 3rd Edition, by Bushberg et al.
- Review of Radiologic Physics, 4th Edition, by Walter Huda.
- ICRP Publication 103, Good Reference for International Radiation Protection Standards, 1st Edition, by ICRP.

OTHER COURSES

Residents are required to present "Certificates of Completion" for the following courses from an accredited training center:

- Basic Life Support (BLS): during the years of training;
- Infection Control: during the years of training.

Residents are advised to coordinate with their program director to fulfill these courses.

Quality Improvement (QI)

General Objective:

RT&MI residents receive training based on the basic principles of QI. Training is implemented in a dedicated course and/or comprehensive rotation.

Goals:

- Familiarization with QI terminology as well as available tools and methodology for improving the quality of technical and clinical performance in a radiology department (for instance, key performance indicators (KPIs) and the plan–do–study–act (PDSA) cycle);
- Familiarization with the workflow of a radiology department and other departments (surgery, medicine, and emergency medicine) and quality assurance (QA) systems; participation in QI activities of hospitals
- Understand and apply audit procedures, including problem identification, action planning, and reassessment
- Familiarization with tools for quality management of radiology services;
- Understand how performance improvements relate to patient safety in radiology;
- Complete a mentored research project and present the results at departmental QI rounds;
- Participate in departmental and hospital QI activities by attending committee meetings;
- Participate in hospital QA committee and departmental morbidity and mortality (M&M) meetings;

- Knowledge of current research topics on quality in radiology: Initiating and completing a project and participating in ongoing departmental QA audits
- Acquire the necessary skills for scientific presentations and public discussions;
- Recognize opportunities for improvement regarding the radiology department functions.

The elective part includes online learning sessions, with a list of independent study material provided to each RT&MI resident. Examples are provided below.

http://www.ihi.org/ www.patientsafety.va.gov www.RMF.org, www.jointcommission.org, www.apiweb.org.

Specific Objectives:

Patient safety

- Improve the accuracy of patient identification;
- Improve the effectiveness of communication among caregivers and ensure that they report critical test results and diagnostic procedures on a timely basis.
- Improve the safety of medication use and ensure that all medications, medication containers, and other solutions are labeled on and off the sterile field in perioperative and other procedural settings.
- Minimize the risk of healthcare-associated infections;
- Safe procedures and patient safety QI project topics particularly relevant to radiology include the following:
  - safe use of iodinated contrast materials,
  - radiation safety,
  - MRI safety.

The appropriate completion of these courses was considered in the overall annual evaluation scores.

Workshop

The RT&MI residents are encouraged to attend at least two workshops per year. These workshops will be conducted locally and internationally during the training program and should be related to the RT&MI field. Approval from

the program director was required. The major tracks of the symposium and workshop can constitute, but are not limited to:

- Appropriateness criteria for radiology: awareness, utilization, implementation, and impact;
- Diagnostic reference levels in MI: protocol optimization and patient dose reduction;
- MRI: basics and safety;
- Quality control in CT scanners: ACR testing;
- Quality control of SPECT systems;
- Radiotherapy treatment planning;
- Radiation safety officer course;
- 3D printing in radiation medicine.

Self-Directed Learning

Item	Objectives	CanMEDs
Self-Directed Learning	• Maintenance of personal portfolio (self-assessment, reflective learning, and personal development plan); • Achieving personal learning goals beyond the essential and core curriculum; • Reading (includes web-based material); • Auditing and conducting research projects; • Attending national and international conferences.	Professional Radiology Technology & Medical Imaging expert Scholar

SUGGESTED REFERENCE BOOKS:

General books

- Getting Started in Clinical Radiology: From Image to Diagnosis, Paperback, 2005, by George W. Eastman. Thieme.
- Radiologic Science for Technologists: Physics, Biology, and Protection, Hardcover, 11th edition by Stewart C. Bushong. Mosby.
- Radiography: Technology, Environment, Professionalism. Paperback, 1998, by Frances E. Campeau. Lippincott Williams & Wilkins.
- The Practice of Radiology Education: Challenges and Trends. Hardcover, 2009, by Teresa van Deven. Springer-Verlag Berlin Heidelberg.
- The Essential Physics of Medical Imaging, Hardcover, 3rd Edition, by Jerrold T. Bushberg. Lippincott Williams & Wilkins.
- Patient Care in Radiography: With an Introduction to Medical Imaging, Paperback, 9th Edition, by Ruth A. Ehrlich. Mosby.

CT books

- Computed Tomography for Technologists: A Comprehensive Text, 2018, by Lois E. Romans. Lippincot Williams & Wilkins.
- Computed Tomography: Physical Principles, Clinical Applications, and Quality Control. Paperback, 3rd edition, by Euclidean Seeram. Saunders.
- Computed Tomography, Paperback, 1st edition, by Stewart C. Bushong. McGraw-Hill Education.
- Computed tomography for technologists: examination review. Paperback, 1st edition, by Lois E. Romans. Lippincott Williams & Wilkins.
- CT & MRI Pathology: A Pocket Atlas. Paperback, 1st edition, by Michael L. Grey and Jagan M. Ailinani. McGraw-Hill Education.

X-ray books

- Bontrager Handbook of Radiographic Positioning and Techniques. Spiral-Bound, 8th edition, by Kenneth L. Bontrager. Mosby.

- Clark's Positioning in Radiography. Hardcover, 13th Edition, by Whitley. CRC Press.
- Radiographic Pathology for Technologists. Paperback, 6th edition, by Nina Kowalczyk. Mosby.

MRI books

- Handbook of MRI Technique. Paperback, 4th edition, by Catherine Westbrook. Wiley- Blackwell.
- MRI in Practice, Paperback, 5th Edition by Catherine Westbrook. Wiley- Blackwell.
- Handbook for MRI Scanning. Spiral-bound, 1st edition, by Geraldine Burghart Mosby.
- MRI Parameters and Positioning, Paperback, 2nd edition, by Torsten B. Möller. TPS.
- CT & MRI Pathology: A Pocket Atlas. Paperback, 1st edition. by Michael L. Grey. McGraw- Hill.

US books

- Ultrasound Scanning: Principles and Protocols. 4th edition, by Betty Bates Tempkin. Saunders.
- Workbook for Textbook of Diagnostic Sonography Paper, 8th Edition, by Sandra L. Hagen, Ansert. Mosby.
- Sonography: Introduction to Normal Structure and Function. Paperback, 4th edition, by Betty Tempkin and Reva Arnez Curry. Saudners.

NM books

- Nuclear Medicine and PET/CT: Technology and Techniques. Hardcover, 7th edition, by Paul

E. Christian. Mosby.

- Nuclear Medicine Physics: The Basic. Paperback, 7th edition, by Ramesh Chandra. Lippincott Williams & Wilkins.
- Fundamentals of Nuclear Pharmacy. Hardcover, 7th edition, by Gopal B. Saha. Springer.
- PET/MRI: Methodology and Clinical Applications. Paperback, 1st edition, by Ignasi Carrio and Pablo R. Ros. Springer.

Radiology learning websites

https://radiopaedia.org/

https://www.radiologymasterclass.co.uk/

http://www.radiologyassistant.nl/

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

ASSESSMENT

1. Purpose of Assessment

Assessments play a vital role in the success of postgraduate training. The assessment guides trainees and trainers in achieving the targeted learning objectives. In addition, reliable and valid assessments will provide an excellent means for training improvement, as they will inform the following aspects: curriculum development, teaching methods, and the quality of the learning environment. This assessment serves the following purposes:

a. **Assessment for learning:** Trainers use information from trainees' performances to inform their learning to improve.

b. **Assessment as learning:** As assessment criteria will drive trainees' learning.

c. **Assessment of learning:** Assessment outcomes represent quality metrics that can improve the learning experience.

For the sake of the organization, assessments are further classified into two main categories:

Formative and Summative.

2. Formative Assessment

2.1. General Principles

Trainees, as adult learners, should strive for feedback throughout their journey of competency from "novice" to "mastery" levels. *Formative assessment* (also referred to as continuous assessment) is the component of assessment that is distributed throughout the academic year, aiming primarily to provide trainees with effective feedback. The input from the overall formative assessment tools will be utilized at the end of the year to promote each individual trainee from the current to the next training level. A formative assessment is based on scientific committee recommendations (usually updated and announced at the start of the academic year). According to the executive policy on continuous assessment (available online at www.scfhs.org), formative assessments include the following features:

a. Multisource: minimum four tools.

b. Comprehensive: covering all learning domains (knowledge, skills, and attitude).

c. Relevant: focusing on workplace-based observations.

d. Competency milestone oriented: Reflects the trainee's expected competencies that match the trainee's developmental level.

Trainees actively seek feedback during training. Furthermore, trainers are expected to provide timely and formal assessments. The SCFHS provides an e-portfolio system to enhance the communication and analysis of data arising from formative assessments.

2.2 Formative Assessment Tools

Residents' performance was jointly evaluated by the respective staff members by applying the following:

A. In-training evaluation reports (ITER)

The CanMEDS-based competencies "In-training Evaluation Report (ITER)" form (APPENDIX 2) must be completed (preferably in electronic format), with signatures of at least two senior technologists, within two weeks after the end of each rotation. The

If necessary, the program director discusses the evaluations with the residents. The evaluation form was submitted to the SCFHS training supervisory committee within four weeks of the conclusion of the rotation.

    B. Workplace Assessment:

- Performance of the resident during daily work;
- Performance in a direct observational assessment of 10–20 min regarding trainee– patient interactions;
- Direct observation of procedural skills (DOPS): Diagnostic and therapeutic procedural skills. Timely and specific feedback from trainers to residents is mandatory after each procedure.

    C. The end-of-year examination will be limited to residents R1, R2, and R3. The number of examinations, eligibility, and passing scores are established in accordance with the Commission's training and examination rules and regulations. The examination details are published on the commission's website www.scfhs.org.sa.

    A. The format shall include 100–150 multiple-choice questions (MCQ) in which the four best options must be chosen (or A-type).

    B. The examination will contain K1 and K2 cognitive-level questions (recall and comprehension), usually delivered as questions with scenarios (interpretation, analysis, decision-making, reasoning, and problem-solving) in accordance with a test blueprint.

    C. The examination shall include questions from medical sciences, including anatomy, physiology, pathology, and physics.

    D. Summary table of the formative assessment tools:

Gen.	Level	Knowledge					Skills							Professional Behavior (Attitude)
		SOE	EYPT-In't	Academic Activities	CbD	EYPT-Local	OSCE/OSPE	Research	DOPS	Logbook	Volunteering	mini-CEX	Other	Evaluation - ITERS
Radiology Technology & Medical Imaging	R1	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓
	R2	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	R3	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	R4			✓	✓			✓	✓	✓	✓	✓		✓

Tools' Abbreviations:
- **R1:** Residency year one
- **R2:** Residency year two
- **R3:** Residency year three
- **R4:** Residency year four
- **SOE:** Structured Oral Exam
- **CbD:** Case-based Discussion
- **EYPT-Local:** End of year progress test (local)
- **EYPT-In't:** End of year progress test (International)
- **DOPS:** Direct Observation of Procedural Skills
- **Mini-CEX:** mini -Clinical Evaluation Exercise
- **ITER:** In-training Evaluation Report

Description table of Formative Assessment tools:

MRI Radiology Technology			
	Assessment & Teaching Requirements	Requirements	Definitions & Descriptions
Knowledge	**Academic Activities***	**R1-R4:** Trainees are required to attend 40 academic half-day lectures during the Academic Activity sessions.	Trainees are required to attend all the lectures in the weekly half-academic days (and any excused absence must be approved by the program director). The academic half-day duration must be a minimum of 2 hours. Lectures should cover all topics mentioned in all rotations (Appendix 5,6,7,8,9,10 and 11). Trainees' attendance must be logged and complied with SCFHS rules and regulations. (see "Evaluation of the presenter by staff supervisor" in APPENDIX 3)
	Educational Activities	**R1-R4 During Academic-Half Day**: • Trainees are required to do at least one presentation/academic year from the topic presentations. • Trainees are required to review and present at least 2 journal Club/academic year. • Trainees are required to do at least one case-study from their rotations.	
	SOE	**R1-R3:** Trainees are required to take the SOE	SOE is used to assess the trainee's knowledge and as a practice/mock exam similar to the final SOE to better prepare the trainees for it.
	EYPT-Intl' (progress test)	N/A	NA
	EYPT-Local (progress test)	**R1-R3:** Trainees are required to take a written progress test according to SCFHS regulations.	Trainees are required to take the End of Year Progress Test composed of a minimum of 100 MCQs based on the exam blueprint.
	CbD	**R1-R4:** Trainees are required to do a minimum of six CBD/ Academic Year. Results on forms are	CBD is a Workplace-based Assessment (WPBA) tool used to assess the trainee's clinical decision making and reasoning skills for their patients'

MRI Radiology Technology			
	Assessment & Teaching Requirements	Requirements	Definitions & Descriptions
		for formative feedback purposes.	management. It helps to understand the logic behind their decisions made in the clinical setting, as well as to understand how trainees compile, prioritize and apply their knowledge. The form is initiated from the trainee's side on One45 (or PDF if One45 was not activated yet) and it is sent by them to their preceptors. The form is then filled in by the preceptor during the discussion with the trainee (it is one-on-one discussion). It usually takes 15 minutes and 5-10 minutes of feedback.
Skills	OSCE/OSPE	**R1-R3:** Trainees are required to take the OSCE/OSPE Results on forms are for formative feedback purposes.	This is used to assess the trainee's clinical/practical performance and application of knowledge skills and as a practice/mock exam similar to the final OSCE/OSPE to better prepare the trainees for it.
	Research	Required Activities the trainee must complete: Regarding the E-Module (R2) R2: Trainees are required to complete the SCFHS Research and the SCFHS Evidence-based Practice (EBP) e-module and provide proof of completion to the program director. Regarding the Research Proposal (R3 & R4): 1.Prepare the study design and methodology within the accepted research types are mentioned in the description section.	The research must be original work in radiology technology in their fields, the trainee conducts all research steps. Topics need to be approved by the program director according to SCFHS criteria, and the research proposal needs to be approved from the IRB or Training Program Committee (TPC). The following research types are **NOT** accepted: review articles, case reports, case series, meta-analyses, editorials, and basic science topics.

MRI Radiology Technology			
	Assessment & Teaching Requirements	Requirements	Definitions & Descriptions
		2.Complete its proposal and have it approved by the program director and training program committee (TPC). R3: Trainees are required to submit a research proposal with the IRB approval letter or TPC (Appendix 12) R4: Trainees are required to submit at least one abstract for poster OR oral presentation OR submit the research according to SCFHS criteria in order to graduate from the program.(Appendix 13)	
	DOPS	R1-R4: Trainees are required to perform at least 6 DOPS/academic year, cases can be from the logbook cases. Results on forms are for formative feedback purposes	This is a Workplace-based Assessment (WPBA) tool used to assess the trainee's procedural, practical and technical skills. The form is initiated from the trainee's side on One45, and it is sent by them to their preceptors. The form is then filled in by the preceptor who supervised the trainee after discussing the performance with the trainee. It usually takes 15 minutes and 5-10 minutes of feedback.
	Logbook	Logbook Cases (R1-R4): 1. Trainees must achieve the required number of procedures according to the logbook table below according to level. 2. The cases must meet the competencies	Logbooks are used for documentation of procedural activities. Shifts are defined as a maximum of 8 hours of activities included in the duty hours definition. On-Calls are defined as at-home (i.e., out of the hospital) shift where the resident works independently, but with a senior on-call radiology technology of the same field, to answer clinical

MRI Radiology Technology		
Assessment & Teaching Requirements	**Requirements**	**Definitions & Descriptions**
	checklist as per each rotations (appendix 1) On-call base**d learning (R3 & R4):** • R3 Trainees are required to complete a minimum of 8 on calls per year. • R4 Trainees are required to complete a minimum of 10 on calls per year. In case there is no on call in the unit, this can be compensated by the same number of shifts as per level above.	consultation calls from the hospital during hours outside of the resident's shift for the day.
Volunteering	R1-R4: Trainees are required to participate in volunteering-based activity of **at least 10** volunteer hours related to the field on the health volunteer platform. OR participate in activities such as awareness campaigns, presenting a lecture to the community, etc. **Must** provide a certificate or proof of participation.	
Mini-CEX	**R1-R4**: Trainees must complete **at least** 6 Mini-CEX/academic year. The results are used for formative feedback purposes.	This is a Workplace-based Assessment (WPBA) tool used to assess the trainee's skills during the daily rounds regarding communication, patient counseling and medication reconciliation. The form is initiated from the trainee's side on One45, and it is sent by them to their preceptors. The form is then filled in by the preceptor who supervised the trainee after discussing the performance with the trainee. It usually takes 15 minutes and 5-10 minutes of feedback.

MRI Radiology Technology			
	Assessment & Teaching Requirements	Requirements	Definitions & Descriptions
Professional Behavior (Attitude)	ITERS	**R1-R4:** ITERs are used as end of rotation evaluation. ITERs must be completed fulfilling its requirements following SCFHS regulations	It is the evaluation completed in the end of each rotation that assesses the trainee's performance in all competencies throughout the rotation using the SCFHS approved ITER form set up in One45.

MRI Logbook:

Level	Modality	Case per day
R1	X-ray	10
	Fluoroscopy	2
	IR	2
R2	CT	5
	US	4
	MRI	3
	NM	2
R3	MRI	5
R4	MRI	5

The final scoring will align with the updated bylaws related to formative assessments and educational activities. Hence, some wording may be changed accordingly. Trainees are required to fulfill all the training and assessment requirements. Not complying with these will subject the trainee to disciplinary actions according to the SCHFS bylaws and regulations.

In summary, formative assessment aims to ensure that all residents fulfill the CanMEDS competency requirements at the end of each training rotation and for academic year evaluation. Academic and clinical assignments should be documented annually using an electronic tracking system (e-logbook when applicable) (Appendix 1). Evaluations are based on accomplishing the minimum requirements of procedures and clinical skills as determined by the program.

3. Summative Assessment

3.1 General Principles

Summative assessment is a component of an assessment that primarily aims to make informed decisions about trainees' competency. Unlike formative assessment, *summative assessment* does not aim to provide constructive feedback. For further details, please refer to the general bylaws and the executive policy of assessment (available online: www.scfhs.org). In order to be eligible to sit for final exams, a trainee should be granted a "*Training-Completion Certificate.*"

3.2 Principles of RT&MI Examination (Saudi Board Examination: Part I):

It is a written examination that permits the trainee to be promoted from "junior" to "senior" level of training.

This examination is conducted in written MCQ format and held at least once per year. The number of examinations, eligibility, and passing scores are established in accordance with the commission's training, examination rules, and regulations (available online at www.scfhs.org). Examination details and a blueprint have been published on the Commission's website.

3.3 Training-Completion Certificate

In order to be eligible to sit for the final specialty examinations, each trainee is required to obtain a "Training-Completion Certificate." Based on the training bylaws and executive policy (please refer to www.scfhs.org), trainees will be granted a "Training-Completion Certificate" once the

following criteria are fulfilled:

a. Successful completion of all training rotations.
b. Final In-Training Evaluation Report (FITER)/Comprehensive Competency Report (CCR) (APPENDIX 4): Program directors prepare a FITER for each RT&MI resident at the end of year R4. Clinical or oral examinations or the completion of other academic assignments can be involved. Completion of training requirements as outlined by the scientific council/committee of each specialty (e.g., logbook, research, and others).
c. Clearance from SCFHS training affairs to ensure compliance with tuition payments and completion of universal topics.

The training completion certificate is issued and approved by the local supervisory committee or its equivalent, according to SCFHS policies.

3.4 Final RT&MI Board Examination (Saudi Board Examination: Part II):

The final specialty examination is the summative assessment component that grants trainees certification of the specialty. It has two elements:

A. Final written exam: in order to be eligible for this exam, trainees are required to have the "Training-Completion Certificate." This examination assesses the trainee's theoretical knowledge (including recent developments) and problem-solving abilities regarding their specialty. The examination is delivered in a multiple-choice format and held at least once a year. The number of examinations, examination format, eligibility, and passing scores are in accordance with the commission's training, examination rules, and regulations. Further details on the examination and blueprints have been published on the Commission's website: www.scfhs.org.sa.
B. Clinical examination:

This examination assesses a broad range of high-level clinical skills, including data gathering, patient management, communication, and counseling. This examination is held at least once every year, preferably scanning a real patient at any chosen center, and the OSCE will be regarding patient management problems (PMPs). Trainees will be required to pass the final written examination to be eligible for the final clinical examination. Eligibility and passing scores are evaluated in accordance with the Commission's training, examination rules, and regulations.

Examination details and a blueprint are published on the commission website, www.scfhs.org.sa.

Format:

Station number: 12–15 stations;

Stations: mixture of skill stations and patient management format;

For further details on the final examinations, please refer to the general bylaws and executive policy of the assessment (available online at www.scfhs.org).

3.5 Certification:

The certificate for training completion will be awarded to RT&MI residents only upon successful fulfillment of all program requirements. Candidates must pass both written and clinical examinations independently (i.e., no compensation for unsatisfactory results). Candidates passing all components of the final specialty examination are awarded Saudi Board of Radiology Technology and Medical Imaging" certificates.

EXAM BLUEPRINTS

Part One Examination Blueprint Outlines:

No.	Sections	Percentage
1	Radiation protection	10%
2	X-ray physics and instruments	10%
3	Radiographic anatomy, pathology, and positioning	10%
4	PACS and quality control	5%
5	Fluoroscopy machine and procedure	8%
6	Angiography machine and procedure	8%
7	Ultrasound physics and instruments	7%
8	Ultrasound abdominal procedure and technique	6%
9	Nuclear medicine physics and instruments	6%
10	Nuclear medicine hot lab and pharmaceutical preparation	5%
11	CT physics and instruments	6%
12	CT brain anatomy, procedure, and technique	6%

No.	Sections	Percentage
13	MRI physics and instruments	7%
14	MRI brain anatomy, procedure, and technique	6%
Total		100%

Promotion Examination Blueprint Outlines:

R1:

No.	Section	Percentage
1	General X-ray Physics	20%
2	X-ray technique	20%
3	Fluoroscopy	15%
4	Angiogram	15%
5	Radiation protection	15%
6	Image quality	15%
Total		100%

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

R2:

No.	Section	Percentage
1	Computed Tomography Imaging (Physics & Instrumentation)	20%
2	Magnetic Resonance Imaging (Physics & Instrumentation)	20%
3	Ultrasound Imaging (Physics & Instrumentation)	20%
4	Molecular and Nuclear Imaging (Physics & Instrumentation)	20%
5	Neuro and Abdomen Techniques	10%
6	Radiology Informatics	10%
Total		100%

R3:

No.	Section	Percentage
1	Advanced Magnetic Resonance Imaging (Physics & Instrumentation)	30%
2	Advanced MRI Techniques	20%
3	MRI Image Quality	20%
4	Cross-sectional Anatomy & Pathology	20%
5	Post-processing	10%
Total		100%

Final Examination Blueprint Outlines:

No.	Sections	Percentage
1	Physics & Instrumentation	14%
2	MR Safety	10%
3	Head & Neck	12%
4	Spine	10%
5	Vascular Imaging	10%
6	Body	12%
7	Musculoskeletal	10%
8	Breast	5%
9	Advance Technique	6%
10	Image Artifact	6%
11	Postprocessing	5%
Total		100%

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

Final Clinical Blueprint Outlines:

No.	Sections
1	Physics & Instrumentation
2	MR Safety
3	Head & Neck
4	Spine
5	Vascular Imaging
6	Body
7	Musculoskeletal
8	Breast
9	Advance Technique
10	Image Artifact
11	Postprocessing

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الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

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APPENDICES

APPENDIX 1/logbook

SCOPE OF THE LOGBOOK:

- Maintain records and document all academic activities (e.g., procedures, lectures, meetings, training courses, workshops, symposia, and presentations) undertaken during the training program;
- Assist the RT&MI resident in identifying his or her deficiencies in specific areas;
- Assist the program director/evaluator in documenting the contributions and evaluations of RT&MI residents
- Provide the evaluator with guidance regarding appropriate and fair assessment of RT&MI residents;
- Provide the program director with guidance regarding deficiencies in training.

GUIDELINES FOR RT&MI RESIDENTS:

- RT&MI residents are required to maintain logbooks during the entire training period;
- Logbook entries concerning recorded activities should be completed on the day the activities occur;
- All entries must be signed by a mentor within one week after completion;
- RT&MI residents should discuss their training progress with mentors and/or program directors every month, as indicated in the logbook.
- RT&MI residents should submit their completed logbooks to the program director at the end of their rotations and training sessions for subsequent submission to the regional supervisory committee.
- If the program director does not sign a logbook, the RT&MI resident will be ineligible for end-of-training certification and final examinations.

Example of an RT&MI Logbook				
Comments			Activity	Date

APPENDIX 2

In-training Evaluation Report (ITER) FORM

Not applicable	Exceeds expectations (4)	Clear Pass (3)	Borderline case (2)	Clear failure (1)	
					A. Radiology Technology & Medical Imaging expert
					Clinical & Technical Knowledge
					1. Understands the technical and clinical sciences in RT&MI.
					2. Understands the clinical presentation and natural history of common pathologies seen via imaging.
					3. Demonstrates expertise in all technical and clinical aspects and management of common radiological procedures.
					4. Avoids unnecessary or harmful investigations or management.
					5. Provides care.
					6. Demonstrates appropriate knowledge, skills, and attitude.
					7. Formulates appropriate differential RT&MI techniques.

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Saudi Commission for Health Specialties

Not applicable	Exceeds expectations (4)	Clear Pass (3)	Borderline case (2)	Clear failure (1)	
					8. Develops an appropriate plan of RT&MI investigations and interprets the results.
					Procedural skills
					9. Understands the indications, contraindications, and complications of specific RT&MI procedures.
					10. Demonstrates mastery of specific RT&MI procedure techniques.
					B. Communicator
					11. Records appropriate progress notes.
					12. Communicates with medical staff in an appropriate manner.
					13. Communicates with patients in an appropriate manner.

Not applicable	Exceeds expectations (4)	Clear Pass (3)	Borderline case (2)	Clear failure (1)	
					14. Communicates with patient families in an appropriate manner.
					15. Delivers understandable information to patients and their families.
					16. Maintains professional relationships with other healthcare providers.
					17. Provides clear and complete records, reports, and informed and written consent.
					C. Collaborator
					18. Works effectively in a team environment.
					19. Is able to work with allied healthcare staff.
					20. Is able to work with nursing staff.
					21. Is able to work with attending and junior medical staff.

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

Not applicable	Exceeds expectations (4)	Clear Pass (3)	Borderline case (2)	Clear failure (1)	
					22. Consults effectively with other physicians and healthcare providers.
					D. Manager
					23. Participates in activities that contribute to the effectiveness of healthcare organizations and systems.
					24. Manages his or her practice and career effectively.
					25. Allocates finite healthcare resources appropriately.
					26. Serves appropriately in administration and leadership roles.
					27. Uses information technology to optimize patient care, lifelong learning, and other activities.
					E. Health advocate
					28. Is attentive to preventive measures.
					29. Demonstrates adequate patient education regarding compliance and medication.

Not applicable	Exceeds expectations (4)	Clear Pass (3)	Borderline case (2)	Clear failure (1)	
					28. Is attentive to issues in public health policy.
					29. Recognizes important social, environmental, and biological determinants of health.
					30. Ensures that patients have access to appropriate support, information, and services.
					31. Offers advocacy on behalf of his or her patients and general population levels
					F. Scholar
					32. Attends and contributes to rounds, seminars, and other learning events.
					33. Discusses and presents selected topics in an appropriate manner.
					34. Demonstrates adequate ability to conduct a literature search.
					35. Demonstrates efforts to increase knowledge.
					36. Accepts and acts on constructive feedback.

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

Not applicable	Exceeds expectations (4)	Clear Pass (3)	Borderline case (2)	Clear failure (1)	
					37. Is informed about patient cases and takes an evidence-based approach to management problems.
					38. Contributes to the education of patients, house staff, students, and other health professionals.
					39. Contributes to the development of new knowledge.
					G. Professional
					40. Recognizes his or her own limitations and seeks advice and consultation when necessary.
					41. Understands the professional, legal, and ethical obligations of physicians.
					42. Delivers evidence-based care with integrity, honesty, and compassion.
					43. Demonstrates appropriate insight into his or her own strengths and weaknesses.
					44. Shows initiative within the limits of his or her knowledge and training.
					45. Discharges duties and assignments responsibly and in a timely and ethical manner.

Not applicable	Exceeds expectations (4)	Clear Pass (3)	Borderline case (2)	Clear failure (1)	
					46. Reports facts accurately, including his or her own errors.
					47. Maintains appropriate boundaries in work and learning situations.
					48. Respects diversity in race, age, gender, disability, intelligence, and socioeconomic status.
Total score = _____ _____ x 25 =100% Number of evaluated items= _____				TOTAL SCORE	

Program Director:_____

Comments:

_____
_____

_____
_____

_____
_____

I certify that I have read all the parts of this evaluation report and discussed it with the evaluators.

Resident name:_____Signature: _____

Evaluator name:_____Signature: _____

Evaluator name:_____Signature: _____

Program Director:_____Signature: _____

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

APPENDIX 3

RT&MI Resident Presentation Evaluation by Staff Supervisor

RT&MI Resident name: _____

___

Level: _____

Staff Supervisor: _____

Date of Presentation: _____

Topic: _____

Very Good (5)	Good (4)	Acceptable (3)	Weak (2)	Very Weak (1)	Radiology Technology & Medical Imaging expert
					Demonstrated thorough knowledge of the topic
					Presented at an appropriate level and with adequate details
					Comments (optional)
					Communicator
					Provided objectives and an outline
					Clear and organized presentation
					Used clear, concise, and legible materials

Very Good (5)	Good (4)	Acceptable (3)	Weak (2)	Very Weak (1)	Radiology Technology & Medical Imaging expert
					Used effective methods and presentation style
					Established good rapport with audience
					Collaborator
					Included comments from learners and led discussions
					Worked effectively with staff supervisor in the session preparation
					Comments (optional)
					Health advocate
					Managed time effectively
					Addressed preventive aspects of care when relevant
					Comments (optional)

Very Good (5)	Good (4)	Acceptable (3)	Weak (2)	Very Weak (1)	Radiology Technology & Medical Imaging expert
					Scholar
					Posed appropriate learning questions
					Accessed and interpreted relevant literature
					Comments (optional)
					Professional
					Maintained patient confidentiality when clinical material was used
					Identified and managed relevant conflicts of interest
					Comments (optional)

APPENDIX 4

Final In-Training Evaluation Report (FITER)/Comprehensive Competency Report (CCR)		
RT&MI Resident name:		
SCFHS number:		
NO	YES	**Evaluation covering the last year of the resident:** According to the committee of the fellowship program, the aforementioned trainee has acquired competencies in pediatric hematology/oncology as prescribed by the training objectives. The resident is able to practice as a specialist. (Please tick the appropriate box.)
The following information sources were used for the evaluation:		
NO	YES	Items
		Written exams
		Clinical rotations
		Feedback from healthcare professionals
		Completion of scholarly project
		Other evaluations
Note: If, during the period between the date of the signature of this document and the completion of the training, the residency program committee judges that the demonstrated competencies of the candidate are inconsistent with the present evaluation, the residency program committee can declare the document null and void and replace it with an updated FITER. In that case, eligibility for the examination depends on the updated FITER.		
Comments:		

Name of Program Director:
Date: Signature:
I certify that I have read this document.
Name of Resident: SCFHS number: Date: Signature: Resident Comments:

APPENDIX 5

X – RAY

Clinical Rotation Competency

Checklist R1

NAME:_____

TODAY'S DATE:_____
__

ACTIVE SCHS #:_____
__

TYPES OF EXAMS PERFORMED: Please put "X" next to your level of skills and experience as X- Ray Technologist.

PROFICIENT RATINGS:
(1) No Clinical Experience, (2) Observed and Assisted, (3) Limited Experience, (4) Competent, (5) Very Proficient

CHEST & THORAX	No Clinical Proficient				
	1	2	3	4	5
Chest-Routine					
Chest-AP (Wheelchair/Stretcher)					
Chest-Lateral Decubitus					
Ribs					
Sternum					
Upper Airway (Soft-Tissue Neck)					
UPPER EXTREMITY	1	2	3	4	5
Thumb or Finger					
Hand					
Wrist					
Scaphoid					
Forearm					

CHEST & THORAX	No Clinical Proficient				
	1	2	3	4	5
Elbow					
Humerus					
Shoulder					
Trauma: Shoulder (scapular Y or Axillary) *					
Clavicle					
Scapula					
AC Joints					
Trauma: Upper Extremity (Non-shoulder)					
LOWER EXTREMITY	1	2	3	4	5
Femur					
Knee					
Knee-Trauma					

Saudi Commission for Health Specialties

CHEST & THORAX	No Clinical Proficient				
	1	2	3	4	5
Patella					
Tibia-Fibula					
Ankle					
Foot					
Fore Foot					
Toe					
Calcaneus					
ABDOMEN	1	2	3	4	5
Abdomen-Supine (KUB)					
Abdomen-Upright					
Abdomen-Decubitus					

_____

X – RAY Clinical Rotation
Competency Checklist R1

PELVIS	1	2	3	4	5
Pelvis					
Hip					
Hip (cross-table lateral)					
Hip Jaudette					
Sacroiliac Joints					

SPINE	1	2	3	4	5
Cervical Spine					
Cervical Spine Trauma (cross table lateral)					
Cervical Spine Oblique's					
Cervical Spine Flexion / Extension					
Thoracic Spine					
Scoliosis Series					
Lumbar Spine					
Sacrum and / or Coccyx					

HEAD	1	2	3	4	5
Skull					
Paranasal Sinuses					
Facial Bones					
Orbits					
Nasal Bones					
Mandible					

PEDIATRICS (age 6 or younger)	1	2	3	4	5
Chest Routine					
Upper Extremity					
Lower Extremity					
Abdomen					
Pelvis					
Mobile Study					

SURGICAL PROCEDURES C-ARM	1	2	3	4	5
C-Arm Procedure (Orthopedic)					
C-Arm Procedure (non- Orthopedic)					

GENERAL PATIENT CARE	1	2	3	4	5
Transfer of patient					
Care of patient medical equip (oxygen tank, IV tubing)					

	YES	NO
I have experience in the following equipment (please list).		
1. Picture Archiving & Communication System (PACS)		
2. SECTRA Radiology Information System (RIS)		
3. ICIS Hospital Information System (HIS)		

This information I have provided in this checklist is true and accurate to the best of my knowledge.

_____
Signature/Date

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Saudi Commission for Health Specialties

APPENDIX 6

Fluoroscopy & Angiography Clinical Rotation Competency Checklist R1

NAME:_____

TODAY'S DATE:_____

——

ACTIVE SCHS #:_____

——

TYPES OF EXAMS PERFORMED: Please put "X" next to your level of skills and experience as X- Ray Technologist.

PROFICIENT RATINGS:
(1) No Clinical Experience,   (2) Observed and Assisted,   (3) Limited Experience,   (4) Competent,   (5) Very Proficient

PROCEDURES	No Clinical Proficient				
	1	2	3	4	5
Upper Gastric Imaging					
Small Bowel Series/Follow through					
Air Contrast Colon					
Arthrography					
QUALITY CONTROL OF:	1	2	3	4	5
Basic Radiographic Equipment					
Shielding Devices					
ADDITIONAL TASKS	1	2	3	4	5
Prepare Contrast Media					
Format/Optimize Images					
Ensure Radiation Safety					
Maintain Sterile/Isolation Precautions					

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

PROCEDURES	No Clinical Proficient				
	1	2	3	4	5
Insert Enema Tip					
GENERAL PATIENT CARE	1	2	3	4	5
Transfer of Patient					
Care of patient medical equip (oxygen tank, iv tubing)					

		YES	NO
I have experience in the following equipment (please list).			
1. Picture Archiving and Communication System (PACS)			
2. SECTRA Radiology Information System (RIS)			
3. ICIS Hospital Information System (HIS)			

The information provided in this knowledge and skills checklist is true and accurate, to the best of my knowledge.

_____

Signature/Date

APPENDIX 7

Magnetic Resonance Imaging Clinical Rotation Competency Checklist R2

NAME:_____

TODAY'S DATE: _____
—

ACTIVE SCHS #:_____
—

TYPES OF EXAMS PERFORMED: Please put "X" next to your level of skills and experience as an MRI Technologist.

PROFICIENT RATINGS:
(1) No Clinical Experience,
(2) Observed and Assisted,
(3) Limited Experience,
(4) Competent,
(5) Very Proficient

BODY PROCEDURES (ABDOMEN & PELVIS)	No Clinical Proficient				
	1	2	3	4	5
Routine Liver					
Routine MRCP					
NEURO & ENT PROCEDURES	1	2	3	4	5
Routine Brain (Infants, Children, and Adult)					
Orbits/PNS					
Routine (Cervical, Thoracic, and Lumbar) Spine					
PEDIATRIC MSK PROCEDURES	1	2	3	4	5
Knee Meniscus/Trauma					
Shoulder (Routine)					
Routine Ankle					
Routine Foot					
Routine Elbow					
Routine Wrist/Hand					
MSK PROCEDURES	1	2	3	4	5
Wrist/Hand (Routine)					

BODY PROCEDURES (ABDOMEN & PELVIS)	No Clinical Proficient				
	1	2	3	4	5
Shoulder (Routine)					
Routine Elbow					
Knee (Routine)					
Routine Ankle					
Routine Foot					

		YES	NO
I have experience in the following equipment (please list).			
1. Picture Archiving and Communication System (PACS)			
2. SECTRA Radiology Information System (RIS)			
3. ICIS Hospital Information System (HIS)			
4.			
5.			

The information provided in this knowledge and skills checklist is true and accurate, to the best of my knowledge.

_____

Signature/Date

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

APPENDIX 8

Magnetic Resonance Imaging

Clincal Rotation Competency

Checklist R3 & R4

NAME:_____

TODAY'S DATE: _____

ACTIVE SCHS #: _____

——

TYPES OF EXAMS PERFORMED: Please put "X" next to your level of skills and experience as an MRI Technologist.

PROFICIENT RATINGS:
(1) No Clinical Experience, (2) Observed and Assisted, (3) Limited Experience, (4) Competent, (5) Very Proficient

BODY PROCEDURES (ABDOMEN & PELVIS)	No Clinical			Proficient	
	1	2	3	4	5
Routine Liver					
Liver Primovist					
Routine MRCP					
MRCP Living-Hepatic Donor					
Adrenal Mass					
Adrenal Cancer					
Pancreas (Pancreatitis, Mass & Cholangiocarcinoma)					
Renal Mass					
Urinary Bladder Cancer Staging					
Prostatic Cancer Staging					
Screening for Undescended Testes					
Seminal Vesicles					
Penile					
Uterine Enlargement					
Mullerian Duct Anomalies					
Ovarian Mass					

BODY PROCEDURES (ABDOMEN & PELVIS)	No Clinical			Proficient	
	1	2	3	4	5
Endometrial / Cervical Mass					
Oncology Surveillance					
Enterography					
Rectal Cancer Staging					
Rectal Cancer Staging (Pelvis Only)					
Perianal Fistula					
Defecogram and Pelvic Floor					
Vascular Malformation					
NEURO & ENT PROCEDURES	1	2	3	4	5
Routine Brain (Infants, Children and Adult)					
Brain Metastasis					
Brain MS					
Posterior Fossa					
Pituitary					
Temporal Lobe Epilepsy					
Pineal Gland / Midline Lesion					

BODY PROCEDURES (ABDOMEN & PELVIS)	No Clinical			Proficient	
	1	2	3	4	5
Orbits / PNS					
Temporal Bone, IAM's CP Angle					
MRA Brain					
MRV Brain					
MRA Carotid					
Head & Neck (Nasopharynx, Oral Cavity, Tongue and Parotids)					

Page 1 -

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

Magnetic Resonance Imaging
Clincal Rotation Competency
Checklist R3 & R4

Diabetic and Synovitis Foot					
Morton's Neuroma					
Whole Body					
Myositis					
BODY PROCEDURES (ABDOMEN & PELVIS)	**1**	**2**	**3**	**4**	**5**
MRA Abdominal Aorta					
MRA Renal					
MRA Peripheral					
Non-Contrast MRA					
Liver Iron Overload (Iron Quantification)					
NEURO & ENT PROCEDURES	**1**	**2**	**3**	**4**	**5**
Functional MRI (fMRI)					
Single Voxel Spectroscopy					
Multi Voxel Spectroscopy					
3D Spectroscopy					
Contrast Enhancement Perfusion					

ASL					
Tractography					
Fetus					
CSF Flow					
CARDIAC PROCEDURES	**1**	**2**	**3**	**4**	**5**
All Cardiac Procedures Including Chest MRA, Iron Overload (Iron Quantification), 3D Coronary and Perfusion for Adult & Pediatric					
BREAST PROCEDURES	**1**	**2**	**3**	**4**	**5**
Tumor					
Implants					
			YES	**NO**
---	---	---	---	---
I have experience in the following equipment (please list).				
1. Picture Archiving & Communication System (PACS)				
2. SECTRA Radiology Information System (RIS)				

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

3. ICIS Hospital Information System (HIS)			
4.			
5.			

The information provided in this knowledge and skills checklist is true and accurate, to the best of my knowledge.

_____

Signature/Date

Page 3 -

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

APPENDIX 9

Nuclear Medicine Clinical Rotation Competency Checklist R2

NAME:

_____
__

TODAY'S   DATE:

:_____

ACTIVE   SCHS   #:

:_____

TYPES OF EXAMS PERFORMED: Please put "X" next to your level of skills and experience as an MRI Technologist.

PROFICIENT RATINGS:
(1) No Clinical Experience,   (2) Observed and Assisted,   (3) Limited Experience,   (4) Competent,   (5) Very Proficient

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

BONE SCAN	No Clinical		Proficient		
	1	2	3	4	5
METASTASIS					
OSTEOMYELITIS					
STRESS FRACTURE/ SHIN SPLINT					
PROSTHESIS EVALUATION (OSTEOMYELITIS VS. LOOSING)					
AVN OF BONE					
RENAL SCAN	1	2	3	4	5
Obstruction / Function (MAG 3)					
Transplanted Kidney (MAG 3)					
Cortical Scar (DMSA)					
Pyelonephritis (DMSA)					
Absolute Split Renal Function (DMSA)					
Testicular Imaging with Flow					
ENDOCRINE IMAGING	1	2	3	4	5
Parathyroid Adenoma(MIBI)					
Thyroid Uptake Scan (I-123)					
Thyroid Nodule Evaluation (I-123)					
WBS For Thyroid Carcinoma(I-123)					

BONE SCAN	No Clinical			Proficient	
	1	2	3	4	5
Thyroid Scan With 99m Tco4					
Adrenal Imagining Cortex/Medulla					

		YES	NO
I have experience in the following equipment (please list).			
1. Picture Archiving & Communication System (PACS)			
2. SECTRA Radiology Information System (RIS)			
3. ICIS Hospital Information System (HIS)			
4.			
5.			

The information provided in this knowledge and skills checklist is true and accurate, to the best of my knowledge.

_____

Signature/Date

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Saudi Commission for Health Specialties

APPENDIX 10

Computed Tomography
Clinical Rotation Competency
Checklist R2

NAME: _____

TODAY'S   DATE:

_____

ACTIVE   SCHS
#:_____

TYPES OF EXAMS PERFORMED: Please put "X" next to your level of skills and experience as an Ultrasound/Sonographer Technologist.

PROFICIENT RATINGS:
(1) No Clinical Experience,   (2) Observed and Assisted,   (3) Limited Experience,   (4) Competent,   (5) Very Proficient

	No Clinical		Proficient		
	1	**2**	**3**	**4**	**5**
ABDOMINAL – PROCEDURE					
ANATOMY					
C.A.P. PROTOCOL					
ABDO PELVIS PROTOCOL					
RENAL STONES PROTOCOL					
NEURO & ENT	**1**	**2**	**3**	**4**	**5**
ANATOMY					
BRAIN (adult) exam					
BRAIN (pediatric)					
SINUSES					
HEAD NECK					
C – SPINE					
T – SPINE					
L – SPINE					
THORACIC	**1**	**2**	**3**	**4**	**5**
ANATOMY					
ROUTINE CHEST WITHOUT IV COMTRAST					

	No Clinical		Proficient		
	1	2	3	4	5
ROUTINE CHEST WITH IV COMTRAST					
I have experience in the following equipment (please list).				YES	NO
PACS (PICTURE ARCHIVING & COMMUNICATION SYSTEM					
SECTRA SYSTEM					
ICIS SYSTEM					

The information provided in this knowledge and skills checklist is true and accurate, to the best of my knowledge.

_____

Signature/Date

APPENDIX 11

Ultrasound / Sonographer Clinical Rotation Competency Checklist R2

RESIDNT'S   NAME:

_____

TODAY'S   DATE:

_____

ACTIVE   SCHS

#:_____

TYPES OF EXAMS PERFORMED: Please put "X" next to your level of skills and experience as an Ultrasound/Sonographer Technologist.

PROFICIENT RATINGS:
(1) No Clinical Experience, (2) Observed and Assisted, (3) Limited Experience, (4) Competent, (5) Very Proficient

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Saudi Commission for Health Specialties

No Clinical Proficient	1	2	3	4	5
ABDOMINAL – PROCEDURE					
APPENDIX/INTUSSEPTION					
GI TRACT					
LIVER/BILIARY TRACT					
PANCREAS/SPLEEN					
RENAL/URINARY SYSTEM					
SMALL PARTS – PROCEDURE	**1**	**2**	**3**	**4**	**5**
ABDOMINAL WALL					
THYROID					
				YES	**NO**
I have experience in the following equipment (please list).					
1. Picture Archiving & Communication System (PACS)					
2. SECTRA Radiology Information System (RIS)					

No Clinical Proficient					
149	1	2	3	4	5
3. ICIS Hospital Information System (HIS)					
4.					
5.					

The information provided in this knowledge and skills checklist is true and accurate, to the best of my knowledge.

_____

Signature/Date

Page 1 -

الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

APPENDIX 12

Research Evaluation R3

NAME: **Hospital:**

Proposal		N/A	Below Expectations	Borderline	Meets Expectations	Above Expectation
Idea:						
1	Proposed Research idea					
2	Attractive title reflecting content of the research					
Introduction:						
3	Background					
4	Literature Review					
5	Rational					
6	Problem / Gap					
7	Research Question, Objective and Aims					
Methods:						
8	Study Design					
9	Study Settings					
10	Study Population					
11	Sample size / Sampling technique					
12	Data collection methods					
13	Analysis methods and programs					
14	Timeframes					
Conclusion:						
15	Conclusion					
16	References					
IRB:						
17	Submission to IRB					
18	IRB Approval					
Overall:						

APPENDIX 13

Research Evaluation R4

Research		N/A	Below Expectations	Borderline	Meets Expectations	Above Expectation
Introduction:						
1	Background					
2	Literature Review					
3	Rational					
4	Problem / Gap					
5	Research Question, Objective and Aims					
Methods:						
6	Study Design					
7	Study Settings					
8	Study Population					
9	Sample size / Sampling technique					
10	Data collection methods					
11	Analysis methods and programs					
12	Timeframes					
IRB:						
13	Submission to IRB					
14	IRB Approval					
Manuscript:						
15	Attractive title reflecting content of the research					
16	Authors					
17	Abstract					
18	Discussion					
19	Results					
20	Conclusions					
21	References					
22	The candidate's role in the research					
Overall:						

NAME: **Hospital:**