

Magnetic Resonance Imaging Program Technical Standards

This non-discriminatory policy describes motor, sensory, communication, behavioral/social, and intellectual/critical thinking skills required to perform magnetic resonance imaging tasks. These standards are based on the [ASRT Scope of Practice for MRI Technologists](#). Students in the MRI Program must be able to perform each of the standards stated in this policy. In some cases, the use of adaptive devices may be permitted in order for the student to meet selected technical standards. After reviewing these Technical Standards, any student who believes they require disability-related accommodations to engage and participate in the Program fully should contact the [Access Office at STLCC](#). Given the intricacies associated with clinical-based programs, additional time may be needed to implement an accommodation effectively. In general, disability-related accommodations are not retroactively applied, therefore students are encouraged to engage in conversations with the Access Office as soon as possible.

Motor

The student possesses sufficient motor capabilities to execute movements and skills required to provide MRI services. These include, but are not limited to:

1. Adjust and position equipment and patients, which involves bending or stooping freely to floor level, reaching above the head, lifting, carrying, and pulling.
2. Stand for extended time periods without a break.
3. Endure the assigned period of clinical practice.
4. Ambulate within the assigned area of clinical practice.
5. Assist and safely guard patients who are ambulating, transferring, or performing other activities.
6. Use fine motor skills and manual dexterity of either/both hands to manipulate imaging and medical equipment and peripheral devices.
7. Administer basic cardiopulmonary resuscitation without assistance.
8. Employ proper body mechanics as indicated by regulatory agency guidelines.

Sensory

The student possesses the ability to detect and internalize information in classroom or clinical settings through observations and other measures. These include, but are not limited to:

9. See with functional vision, with or without corrective eyewear.
10. Hear with functional hearing, with or without assistive devices.
11. Detect differences in object shape and appearance.
12. Visually discriminate changes in color shade or gradation.
13. Assess and monitor patients using visual, auditory, and tactile stimuli.

Communication

The student utilizes effective communication skills and techniques with Program faculty, peers, and other healthcare providers. This includes, but is not limited to:

14. Read, write, and understand English at a competency level necessary to carry out the essential functions of assigned duties.
15. Interpret and process information from varied sources effectively.
16. Communicate effectively and efficiently with others within the assigned setting.
17. Recognize, interpret, and respond to nonverbal communication of self and others.

Behavioral/Social

The student interacts appropriately and accordingly with diverse populations, including people of all ages, genders, races, ethnicities, socioeconomic statuses, and medical or mental health conditions, in both normal and abnormal situations. This includes, but is not limited to:

18. Interact with single or multiple patients and/or colleagues simultaneously.
19. Interact and coordinate with peers, faculty, healthcare providers, patients, and others in an effective, professional, and respectful manner.
20. Adapt to expected or unexpected situational and environmental changes.
21. Possess emotional stability to function effectively under stressful or emergent situations.
22. Exhibit professionalism, including integrity, compassion, empathy, altruism, responsibility, tolerance, and social consciousness.
23. Recognize personal limitations in knowledge, skills, and abilities and seek appropriate assistance as needed.

Intellectual/Critical Thinking

The student possesses sufficient capabilities in the areas of reasoning, calculation, problem solving, prioritization, and judgment to process information in an appropriate time frame. This includes, but is not limited to:

24. Collect, interpret, and analyze written, verbal, and visual data.
25. Integrate and apply qualitative and quantitative information to solve problems.
26. Prioritize tasks and make decisions in a prompt and timely fashion.
27. Act safely and ethically in classroom and clinical settings.

Note: certain medical conditions and circumstances can create a safety risk in the MR environment. Examples include (but are not limited to): implanted, on-planted, or retained medical devices (e.g., pacemakers, clips, cochlear implants, medication pumps, stimulators, wires); non-removable metallic or ferromagnetic objects and materials; and metal fragments in the eye/orb. Any MRI Program applicant who has an implanted or on-planted medical device or a non-removable metallic or ferromagnetic foreign body must contact program faculty for clearance into the program. Please review the MRI Safety policy in the MRI Program Handbook for more information.