Many lab managers and hospital recruiters call ASET to request their help to hire qualified neurodiagnostic technologists to fill positions that have been open for an extended period of time. Short staffing in the neurodiagnostic lab causes delays in patient testing and diagnosis and job burnout for the technologists who must cover services.

There are a limited number of formal educational neurodiagnostic programs in the USA which include certificate, Associate and Bachelor Degree programs. As of 2015 there are 26 CAAHEP accredited programs, and two of these programs anticipate closing in the next year. ASET’s list of Neurodiagnostic Educational Programs includes non-accredited programs and we currently have 30 schools in the USA listed on our website, including four distance education programs. Did you know that there are less than 200 graduates total produced yearly by all the CAAHEP accredited programs combined?

Every neurodiagnostic program in the USA requires clinical sites for students to complete their skill development and training! Most programs experience difficulty in finding sufficient clinical site spots and must limit enrollment because of the lack of clinical sites. One of the on-line educational programs denied enrollment to 25 potential students this year because there were no clinical sites available to them! You may experience difficulty hiring technologists in your area and serving as a clinical site can help alleviate the problem! You will have the opportunity to observe potential employees as they develop their skills, and a new graduate of a program who has completed a clinical practicum at your lab will already be oriented to the job! You’ll be “paying it forward” and will be making a contribution to our profession!
Becoming a Clinical Site: Frequently Asked Questions
Myth vs. Truth

When asked to mentor students, many potential clinical sites had misconceptions about their role. The following highlights some of the common “myths” as well as the “truth” about the benefits of mentoring students.

Myth: “We’re too busy to be involved with students. Working with students is just more work.”
Truth: Actually, students can help reduce staff’s workload by assisting with the daily tasks, paperwork, and providing extra assistance needed for patient care. In addition, as the student’s skills improve, staff technologists observe and supervise and their actual procedural time is decreased. Thus, staff receive the added benefit of being able to “take a break” from patient procedures.

Myth: “We should get extra pay to teach students; it is not part of my job.”
Truth: Many facilities actively support employee mentoring. You are encouraged to check this out with your human resources department. Also, take time to tell your employees about the benefits of student rotations. Let them know how important their expertise and experience are to students and the future of the profession.

Myth: “We’re concerned that our patients will be unhappy about having students in the exam room, and we fear losing business.”
Truth: When patients are informed that your facility is a “clinical teaching site”, they are typically impressed and are eager to provide a learning opportunity for the student. This is common practice in teaching hospitals, clinics, physician offices, etc. The majority of your patients are aware of the value of this experience in the training of healthcare professionals.

Myth: “We don’t allow any discussion or questions during the exam because it may upset the patient.”
Truth: Most patients are very interested in their examination. Simply informing the patient that you will be providing student instruction during the examination will alleviate any patient concerns. In fact, most patients are often very interested in the information provided to the student because it helps them to better understand the procedure. This situation becomes a learning experience for everyone.

Myth: “I’m afraid the student will ask questions that I can’t answer since I didn’t attend a formal educational school.”
Truth: When teaching, both students and staff learn. Students often motivate staff and provide incentive for them to sharpen their skills, review information previously learned, and keep up with the new techniques and advancements in the field. For the practicing technologists, continuing education is essential. Providing clinical instruction is one way to foster the value of continued professional development.

Myth: “All of the sleep and electroencephalographic technologists in our facility need to have registry credentials in order for us to be a clinical site.”
Truth: The designated clinical instructor (the individual evaluating the student) should have all the appropriate credentials for the learning concentrations the program offers. According to AASM and CoA-NDT standards, each clinical site must have a minimum of one registered technologist on staff.

How to Become a Clinical Site

• Fill out the form on the next page, and file with the ASET Education Department
• NDT Programs or students enrolling in your area will be able to access your information, as provided by the Program Directors and contact your lab via ASET’s database
• If successfully matched with a student, the program will send you a clinical site agreement to sign.*
• Typically, the educational institution will provide the clinical facility with an affiliation agreement. The agreement includes the guidelines and respective responsibilities that form the structure of the relationship. This relationship has proven over time to be of benefit to the student, the affiliate clinical site, its staff, and ultimately, the consumer of the profession’s services.

For More Information, Contact:
Faye Mc Nall, M.Ed, R. EEG T.
ASET Director of Education
faye@aset.org
ph 816.944.3236
fax 877.207.2235

You’ll be “paying it forward” and will be making a contribution to our profession!
NDT Clinical Site Database Questionnaire

(please return this page to the ASET Director of Education, see contact information at end of form)

| Name of Hospital or Clinic: _________________________________________ |
| Address of Hospital or Clinic______________________________________________ |
| Primary Contact Person: ______________________ Phone: _______________ E-Mail: __________________________ |

Please answer the following questions by checking yes or no:

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<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>Do you have an ABRET credentialed technologist in your department that is willing to work with students?</td>
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<td>Would your Medical Director/Hospital Administration support becoming a clinical site?</td>
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<td>Are you able to provide fair and reasonable feedback to student, regarding clinical skills and complete all student skill assessment forms and submit to Program Director according to school’s deadlines?</td>
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<td>Would your technologist/neurologist be willing to review/discuss records with students?</td>
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<td>Does your lab follow ACNS guidelines for performing Neurodiagnostic procedures?</td>
<td></td>
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<td>Having a student in your department requires that you be able to do the following please verify each item listed below by checking yes or no:</td>
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<td>Does your lab perform a variety of ND procedures? (EEG, EP, NCS, PSG, IOM, EMU, AEEG)?</td>
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<td>Do you perform studies on a variety of patient types? (Adults, pediatrics)</td>
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<td>Are you able to provide department orientation, including patient safety, fire evacuation, hazardous material plan, emergency action plan?</td>
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<td>Does your lab use paste and or collodion for electrode applications, rather than electrode caps?</td>
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<td>Does your lab follow recommended infection control guidelines?</td>
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<td>Are you able to Provide student with sufficient direct patient contact, and hands-on instruction, to measure heads according to the International 10/20 System, apply leads and observe and assist with recordings?</td>
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Schools require that there be a clinical agreement in place between. Is it feasible for your department to sign a clinical site contract and support the NDT Technology Program’s policies and procedures, regarding student conduct, appearance and communication? |

Is your lab accredited by ABRET? (not usually required by schools)                       |

Additional comments:  

Signature: ___________________________________________ Date: __________________________

Return the completed form to:  
Faye McNall, M.Ed, R.EEG T., ASET Director of Education  
faye@aset.org • ph 816.944.3236 • fax 877.207.2235