OVERVIEW of the **NEURODIAGNOSTIC FIELD**

The Neurodiagnostic field is growing faster than most occupations, according to the U.S. Bureau of Labor and Statistics. Advancements in technology have catapulted Neurodiagnostic technologists into a state-of-the-art standard of care. Qualified technologists are needed to perform expanded services such as: Intraoperative Monitoring, 24/7 Epilepsy monitoring, and long-term ICU monitoring. Growth of the field along with an aging workforce entering into retirement has resulted in an immediate need to increase the number of trained and qualified technologists.

Based on the 2018 Neurodiagnostic Salary and Benefits Report published by ASET, the top trends in the Neurodiagnostic profession are the expansion of services and hiring of more staff. In addition, the Bureau of Labor and Statistics projects a 17% or greater increase in Health Care Technology jobs, which includes the field of Neurodiagnostics.

Currently, there are only 26 CAAHEP-Accredited Neurodiagnostic Technology programs nationwide. These programs are not graduating nearly enough students to fill the need for qualified technologists. Program Directors identified lack of clinical sites as a major limiting factor to increasing enrollment and producing more technologists. Many bright applicants are being turned away because they cannot find a willing clinical site in their area.



of the future?

Neurodiagnostic Technology programs and our profession need the support of labs and technologists nationwide. Partner with one or more accredited traditional or online Neurodiagnostic programs to mentor students. On the ASET website you can view a list of accredited programs and contact info for the school or you can complete a form to be added to a database of clinical sites. These programs need you and your staff in order to help fill open positions for trained and credentialed technologists.

The Neurodiagnostic community needs to work together and support those interested in entering this exciting field—they are our future.

We hope that you find this brochure informational. It was created by a group of technologists who have had long standing careers in Neurodiagnostic education. It is our hope that this information will inspire you to step up and make an impact on the future of the Neurodiagnostic profession by helping shape the minds of those eager and excited to enter the field of Neurodiagnostics.





Requirements For Serving As A Clinical Site

For accreditation purposes, the CoA-NDT requires an appropriately credentialed technologist who is designated as a liaison to the program and who is responsible for the student while in the laboratory. This person assigns their work, evaluates their progress and works with the program to aid the student in meeting the program's goals. Not all staff members must be credentialed, but those supervising and evaluating students in the EEG lab need to be registered in one or more modality.

From the 2017 CoA-NDT Standards and Guidelines

Faculty and Clinical Instructional Staff

01 Responsibilities

In classrooms, laboratories, and all clinical facilities where a student is assigned, there must be a qualified individual(s) clearly designated as a liaison(s) to the program to provide instruction, supervision, and timely assessments of the student's progress in meeting program requirements.

02 Qualifications

Instructors must be knowledgeable in subject matter by virtue of appropriate credential(s), training, and experience in the designated content area.

ROLE OF CLINICAL PRECEPTOR

Clinical preceptors (including the liaison) do not need to be graduates of a formal educational program. The role of the clinical preceptor is to provide hands-on opportunities that can't be duplicated in a school's practice lab. Clinical preceptors are not expected to give lectures to students but should be knowledgeable in the subject matter.

Typical clinical preceptor duties include verifying skills and applied knowledge in:

- Electrode placement and impedance
- Patient interaction and rapport
- Professional behavior
- History taking
- Operation of the EEG instrument
- Activation procedures
- Laboratory and infection prevention procedures
- Identifying artifacts and abnormalities in the recording, etc.

Beyond what is required by the CoA-NDT, each school may have additional requirements for its clinical preceptors. While lab accreditation is a valuable goal, it is not required in order to be a clinical instructional site. It is helpful to have a good variety of patients and a high enough patient volume to assure good clinical exposure.

In order to provide the best student experiences possible, each clinical site has an assigned faculty member who is their liaison and helps to build robust clinical affiliations.



PAGE

Benefits Of Becoming a Clinical Site

Students are potential new employees already familiar with your lab. Working with students enables you to create an applicant pool for existing and future job openings.



Some of the benefits of hiring graduates who have served in your lab as students:

- Reduced costs associated with staff recruitment.
- Reduced costs associated with prospective employee interviews.
- Reduced costs associated with new employee orientation because of the student's familiarity with the department's policies and procedures.
- Increased staff retention: during the student's clinical experience, you and the students have ample time to determine if future employment would be mutually beneficial.
- Increased staff satisfaction because the team has an established and positive working relationship.

Benefits Of Becoming a Clinical Site

Additional Benefits Of Becoming A Clinical Site:

- Clinical preceptors can earn free ABRET Recertification Credits (ARCs) required for recertification.
- 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.
- 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.
- 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 practicing technologists, continuing education is essential.
- When students rotate to more than one affiliate, students facilitate an exchange of new techniques and share ideas among clinical facilities.



PAGE

WHAT DO CLINICAL INSTRUCTORS SAY?

SS

We need to do our part in the development of a strong and qualified Neurodiagnostic workforce for the future! I remember my own personal experience as a student and how much I admired my instructors and mentors who influenced me to be the technologist that I am today. I want my students to feel the same way today. This is my way to give back to my profession. As a clinical site, we have the opportunity to build relationships with our students and to attract the top graduates to join our team as employment opportunities arise. Recruitment efforts are streamlined by having a qualified candidate right at your fingertips!

Susan Agostini, R. EEG/EP T., CLTM, FASET



WHAT DO STUDENTS SAY?

ßß

The clinical rotation in particular helped me tremendously with hands-on tests on real clinical patients, and all first-hand encounters with real-world challenges and difficulties. The knowledge on performing tests learned in classroom has been greatly enhanced by real clinical tests, particularly those difficult ones. Only in clinical rotation environment had I improved my techniques, skills, not only on tests but also learned to interact with all kinds of patients and situations. Looking back, practical EEG skills and professionalism would've been far from sufficient if I had not been going through a comprehensive clinical rotation. I am so glad that I had enrolled in a program that emphasized clinical practice and I believe all these led to high preparedness of me to land my first job upon graduation and first day on the job.



Meiying Quan, R. EEG T.