Introduction to Radiology/RADT 1010
COURSE SYLLABUS
Spring Semester 2016

Semester: Spring
Course Title: Introduction to Radiology
Course Number: RADT 1010
Credit Hours/Minutes: 4 / 3750
Class Location: Room # 833
Class Meets: Tuesdays & Thursdays, 8:00 AM – 10:05 AM
CRN: 40305

Instructor: Tara W. Powell, M.B.A., R.T.(R)(M)(CT), RDMS
Office Hours:
Office Location: Room 714, Gillis Building
Email Address: tpowell@southeasterntech.edu
Phone: 912-538-3152
Fax Number: 912-538-3106
Tutoring Hours: by appointment only

REQUIRED TEXT:

REQUIRED SUPPLIES & SOFTWARE: Pen, pencil, paper, $45.00 for CPR class & textbook at EDC.

COURSE DESCRIPTION: Introduces a grouping of fundamental principles, practices, and issues common to many specializations in the health care profession. In addition to the essential skills, students explore various delivery systems and related issues. Provides the student with an overview of radiography and patient care. Students will be oriented to the radiographic profession as a whole. Emphasis will be placed on patient care with consideration of both physical and psychological conditions.

MAJOR COURSE COMPETENCIES:
1. Ethics
2. Medical and Legal Considerations
3. Right to Know Law
4. Professionalism
5. Basic Principles of Radiation Protection
6. Basic Principles of Exposure
7. Equipment Introduction
8. Health Care Delivery Systems
9. Hospital and Departmental Organization
10. Hospital and Technical College Affiliation
11. Medical Emergencies
12. Pharmacology/Contrast Agents/Media
13. OR and Mobile Procedures Patient Preparation
14. Death and Dying
15. Body Mechanics/Transportation
16. Basic Life Support/CPR
17. Patient Care in Radiologic Sciences

PREREQUISITE(S): Program Admission

COURSE OUTLINE:

1. Ethics

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...
1. Identify the general concepts of ethics. **Cognitive Knowledge**
2. Define terms and concepts pertaining to ethics. **Cognitive Knowledge**
3. Understand between empathetic rapport and sympathetic involvement in relationships with patients and relate these to ethical conduct. **Cognitive Comprehension**
4. Relate concepts of personal honesty, integrity, accountability, competence and compassion as ethical imperatives in healthcare. **Affective Organization**

### 2. Medical and Legal Considerations

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<tr>
<td>1.</td>
<td>Explain the basic principles of medical ethics.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<td>2.</td>
<td>Describe the Patient Bill of Rights.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<td>3.</td>
<td>Identify the principles of professional liability, negligence, and professional standards.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the principles of professional liability, negligence, and professional standards.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>5.</td>
<td>Identify the concepts relating to patient consent.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>6.</td>
<td>Identify the purpose of hospital and departmental policies concerning patient records, patient information, and documentation, reporting, and confidentiality.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<td>7.</td>
<td>Describe the basic ethical and legal consideration.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<td>8.</td>
<td>Identify legal and professional standards and relate each to practice in health professions.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<td>9.</td>
<td>Identify the four sources of law to include statutory, administrative, common, and constitutional.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>10.</td>
<td>Understand and differentiate between civil and criminal liability.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<td>11.</td>
<td>Define tort and explain the differences between intentional and unintentional torts.</td>
<td>Cognitive</td>
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### 3. Right to Know Law

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<tbody>
<tr>
<td>1.</td>
<td>Explain the informed consent form.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>2.</td>
<td>Define terms relating to informed consent.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>3.</td>
<td>Identify examination procedures utilizing informed consent.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>4.</td>
<td>Describe how consent forms are used relative to specific radiographic procedures.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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### 4. Professionalism

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<tbody>
<tr>
<td>1.</td>
<td>Discuss the general employment outlook and economic return.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>2.</td>
<td>Consider employment and career advancement opportunities for radiographers.</td>
<td>Affective</td>
<td>Valuing</td>
</tr>
<tr>
<td>3.</td>
<td>Consider the potential benefits of participation in continuing education in terms of improved patient care and career enhancement.</td>
<td>Affective</td>
<td>Valuing</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss mandatory continuing educational licensure</td>
<td>Cognitive</td>
<td>Comprehension</td>
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</table>
5. Define the terms accreditation, certification, licensure, and registration.

6. Identify accrediting agencies.

7. Describe how the essential requirements and guidelines (JRCERT Standards) of accrediting agencies for radiography programs relate to the content of accredited educational programs.

8. Explain the difference between the accreditation and credentialing process.

9. Identify national, state and district level professional organizations for radiographers.

10. Describe the purpose, function, and activities of professional organizations for radiographers.

5. **Basic Principles of Radiation Protection**

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<tbody>
<tr>
<td>1.</td>
<td>Explain the purpose of radiation protection as it related to patients and personnel.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>2.</td>
<td>Consider the principles of radiation protection as it relates to patients and personnel.</td>
<td>Affective</td>
<td>Valuing</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the student radiographer's responsibilities for radiation protection.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>4.</td>
<td>Identify personnel radiation monitoring devices.</td>
<td>Cognitive Knowledge</td>
<td>Knowledge</td>
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<tr>
<td>5.</td>
<td>Describe the advantage and disadvantage of each type of personnel radiation monitor.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>6.</td>
<td>Interpret the contents of a periodic personnel exposure report.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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6. **Basic Principles of Exposure**

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<tbody>
<tr>
<td>1.</td>
<td>Identify the basic responsibilities of student radiographers to the patient.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>2.</td>
<td>Identify concepts and terms relating to exposure and control factors, such as density, contrast, exposure equations, directional terms, and critique points of radiographs.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the relationship between control factors and exposure factors.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>4.</td>
<td>Identify basic preparatory and examination procedures.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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7. **Equipment Introduction**

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<tbody>
<tr>
<td>1.</td>
<td>Identify basic radiographic fluoroscopic equipment.</td>
<td>Cognitive Knowledge</td>
<td>Knowledge</td>
</tr>
<tr>
<td>2.</td>
<td>Identify basic components of automatic processors. Knowledge</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>3.</td>
<td>Identify basic radiographic accessories such as</td>
<td>Cognitive</td>
<td>Knowledge</td>
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calipers, cushions, screens, films, grids, and other accessories.

8. Health Care Delivery Systems

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<tbody>
<tr>
<td>1.</td>
<td>Identify the early pioneers of radiography and their contributions.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>2.</td>
<td>Describe what X-radiation is and how it is produced.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>3.</td>
<td>Describe each of the radiological modalities such as CT, Interventional Radiography, Nuclear Medicine, Magnetic Resonance Imaging, Sonography, Radiation Therapy, and Mammography.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the function of other (non-radiographic) health care components, such as medical laboratory, physical and respiratory therapy, transcripts, and medical records.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss the reimbursement/payment options for health care services.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>6.</td>
<td>Identify various settings involved in the delivery of health care.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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9. Hospital and Departmental Organization

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<tbody>
<tr>
<td>1.</td>
<td>Discuss the philosophy and mission of the hospital.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>2.</td>
<td>Identify key hospital administrative personnel.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>3.</td>
<td>Discuss the relationship between key administrative personnel and the radiology department.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>4.</td>
<td>Describe the relationship and interdependencies of departments within the hospital.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>5.</td>
<td>Identify key personnel in the radiology department.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>6.</td>
<td>Discuss the function of key personnel in the radiology department.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>7.</td>
<td>Explain patient services available in the radiology department.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>8.</td>
<td>Discuss the educational opportunities available in the radiology department.</td>
<td>Cognitive</td>
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10. Hospital and Technical College Affiliation

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<tbody>
<tr>
<td>1.</td>
<td>Describe the chain of command for hospital administration and the radiology department.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the chain of command for the sponsoring organization.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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11. Medical Emergencies

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<tbody>
<tr>
<td>1.</td>
<td>Identify symptoms which manifest the following conditions: cardiac arrest, anaphylactic shock, convulsion, seizure, hemorrhage, apnea, vomiting, aspiration, fractures, and diabetic coma/insulin reaction.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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</tbody>
</table>
2. Discuss acute care procedures for cardiac arrest, anaphylactic shock, convulsion, seizures, hemorrhage, apnea, vomiting, aspiration, fractures, and diabetic coma/insulin reaction.  

3. Discuss the use of medical emergency equipment and supplies.  

4. Given a simulated patient and conditions, demonstrate the use of oxygen equipment.  

5. Describe the emergency medical code system for the institution and the role of the student during a medical emergency.  

6. Describe the symptoms and precautions taken for a patient with a head injury.  

7. Explain the types of immobilizing devices and positioning for upper and lower extremity fractures.  

8. Describe the symptoms and medical interventions for a patient with a contrast agent reaction.  

12. Pharmacology/Contrast Agents/Media

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<tbody>
<tr>
<td>1.</td>
<td>Discuss the theory and practice of administration of diagnostic contrast agents and/or intravenous medications.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>2.</td>
<td>Define the categories of contrast media.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>3.</td>
<td>List specific examples of each contrast agent category.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>4.</td>
<td>Discuss the pharmacology of barium and iodine compounds with regards to patient history/allergy, patient precautions, patient reactions, technical composition and emergency care.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>5.</td>
<td>Describe administration methods and techniques for each type of contrast agent.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>6.</td>
<td>Review laboratory data relative to contrast media administration.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<td>7.</td>
<td>Demonstrate preparation for injection of contrast agents/intravenous medications using aseptic technique.</td>
<td>Psychomotor</td>
<td>Guided Response</td>
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<tr>
<td>8.</td>
<td>Explain the current legal and ethical status of the radiographer's role in drug administration.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>9.</td>
<td>Explain a radiographer's professional liability concerning drug administration.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>10.</td>
<td>Explain a radiographer's professional liability concerning drug administration.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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13. OR and Mobile Procedures Patient Preparation

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<tr>
<td>1.</td>
<td>Demonstrate methods of preparing patients for routine radiographic examinations.</td>
<td>Psychomotor</td>
<td>Guided Response</td>
</tr>
<tr>
<td>2.</td>
<td>Identify proper aseptic techniques where required for surgical and mobile radiographic procedures.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<td>3.</td>
<td>Demonstrate the appropriate procedure for gathering information prior to performing a mobile radiographic examination.</td>
<td>Psychomotor</td>
<td>Guided Response</td>
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<tr>
<td>4.</td>
<td>Describe the initial steps in performing a mobile procedure.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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<tr>
<td>5.</td>
<td>Explain the procedure for placing an image receptor under a patient in an orthopedic bed frame.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>6.</td>
<td>Describe the special problems faced in performing procedures on a patient with a tracheotomy and specific tubes, drains and catheters.</td>
<td>Cognitive</td>
<td>Comprehension</td>
</tr>
<tr>
<td>7.</td>
<td>Describe the procedure for producing diagnostic images in the surgical suite.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>8.</td>
<td>Explain the appropriate radiation protection required when performing mobile/surgical radiography.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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**14. Death and Dying**

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<tr>
<td>1.</td>
<td>Describe the special needs of the terminally ill or the grieving patient in terms of radiographic imaging.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>2.</td>
<td>Define advance directives and differentiate between various types of advance directive documents.</td>
<td>Cognitive</td>
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**15. Body Mechanics/Transportation**

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<tr>
<td>1.</td>
<td>Define the terms associated with body mechanics.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the cause, signs, symptoms, and treatment of orthostatic hypotension.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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<tr>
<td>3.</td>
<td>Describe the basic principles of proper lifting and transfer techniques.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>4.</td>
<td>Identify five standard patient positions.</td>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate correct principles of body mechanics applicable to patient care.</td>
<td>Psychomotor</td>
<td>Guided Response</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate techniques for specific types of patient transfer.</td>
<td>Psychomotor</td>
<td>Guided Response</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrate select procedures to turn patients with various health conditions.</td>
<td>Psychomotor</td>
<td>Guided Response</td>
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<tr>
<td>8.</td>
<td>Describe select immobilization techniques for various types of procedures and patient conditions.</td>
<td>Cognitive</td>
<td>Comprehension</td>
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**16. Basic Life Support/CPR**

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<tbody>
<tr>
<td>1.</td>
<td>Acquire certification in CPR for Healthcare Providers (including 2 person CPR) by a certified instructor from American Heart Association or American Red Cross (or) CPR-PRO For the Professional Rescuer from the American Health and Safety Institute.</td>
<td>Cognitive</td>
<td>Knowledge</td>
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**17. Patient Care in Radiologic Sciences**
1. Identify and differentiate between culture and ethnicity. **Cognitive Knowledge**

2. Explain how a person's cultural beliefs toward illness and health affect his or her health status. **Cognitive Comprehension**

3. Understand the differences between culture and ethnicity. **Cognitive Comprehension**

4. Explain how a person's cultural beliefs toward illness and health affect his or her health status. **Cognitive Comprehension**

5. Describe vital sings used to assess patient condition that include sites for assessment and normal values. **Cognitive Comprehension**

6. Describe and recognize abnormal respiratory patterns. **Cognitive Comprehension**

7. State the terms used to describe respiratory rates that are above and below normal values. **Cognitive Knowledge**

8. Identify terms used to describe above and below normal pulse rates. **Cognitive Knowledge**

9. Demonstrate acquisition of patient vital signs, including pulse, respiration, blood pressure and temperature and document appropriately. **Psychomotor Guided Response**

10. Define terms related to infection control. **Cognitive Knowledge**

11. Describe the importance of standard precautions and isolation procedure that includes sources and modes of transmission of infection and disease and also institutional control procedures. **Cognitive Comprehension**

12. Explain the special considerations necessary when performing radiographic procedures on an infant or child. **Cognitive Comprehension**

13. Explain the special considerations necessary when performing radiographic procedures on a geriatric patient. **Cognitive Comprehension**

14. Discuss family dynamics, culture, social, ethnic and lifestyle considerations and their impact on health status. **Cognitive Comprehension**

15. Identify specific types of tubes, lines, catheters and collection devices. **Cognitive Knowledge**

16. Outline the steps in the operation and maintenance of suction and oxygen equipment and demonstrate their use. **Cognitive Analysis**

17. Demonstrate pre and post exposure precautions to include hand washing, gloving (sterile and nonsterile), Personal Protective Equipment (PPE), Sanitizing and disinfection. **Psychomotor Guided Response**

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:
1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS:**
Prior to the discussion of each chapter in class, the student is expected to complete the following:
1. Read the assigned chapter.
2. Know the answers to the review questions at the end of each chapter.
3. Know the definitions of the key terms listed at the beginning of each chapter.
4. Complete all activities for assigned chapter.

The course is comprised of lecture of the course information, laboratory activities, and work ethic lessons. Worksheets will be given periodically to assist in reviewing course materials and students are expected to perform any additional preparation for tests on their own. Completed work ethics activities and/or worksheets are due when the corresponding chapter test is given. No study guides will be given and no grades will be dropped in this course. Cellphones should not be used during the class for any reason and students found utilizing their cellphone during the class period will automatically receive a zero on the following test.

TESTING POLICY: Prior to beginning any exam, all students are required to place all textbooks and personal property underneath the whiteboard in the front of the classroom. No talking is allowed once the exam begins. Once a student completes his/her exam, he/she will turn the exam paper over and remain at his/her desk quietly until everyone has finished with the exam. This will prevent other students from being distracted as students exit. Then, the instructor will take up all exam papers. Students found with their cell phone or any other personal communication device during the exam will be considered cheating and given a zero for the exam.

WORK ETHICS: The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics exam as marked in the lesson plan. A grade of 70 or better is required to complete the work ethics requirements for this class.

CELLPHONE POLICY: Cell phones are not to be utilized in the classroom or laboratory unless being used as an academic tool during classroom activities that are approved by the instructor. Students utilizing their cellphone for non-academic purposes during class or laboratory (texting, talking on or, emailing, etc.), will receive a zero on their next chapter test grade. In the event of an emergency, such as a sick family member or sick child, calls should be directed to the front desk at 912-538-3117 where a message can be left.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.
Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student’s last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**ADDITIONAL ATTENDANCE PROVISIONS**

*Health Sciences*
Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program’s attendance policy is published in the program’s handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 75 hours. A student can miss a maximum of 7.5 hours. Students missing more than 7.5 hours (3 class meetings) will be dropped for exceeding the attendance policy.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, (912) 538-3126, hthomas@southeasterntech.edu.

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be
posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a “W” for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of ‘F’ being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. All grades, including grades of ‘W’, will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (Tests, quizzes, homework, work ethic activities, laboratories): A grade of zero will be assigned for any missed assignment regardless of the reason.

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

Procedure for Academic Misconduct
The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--
Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--
Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--
Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.
STATEMENT OF NON-DISCRIMINATION: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC’s website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

COURSE GRADING POLICY

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>Work Ethics Activities</td>
<td>25</td>
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<tr>
<td>Chapter Test</td>
<td>325</td>
</tr>
<tr>
<td>Lab Activities/Participation</td>
<td>70</td>
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<td>Work Ethics Exam</td>
<td>30</td>
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<td>Final Exam</td>
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500 total points

GRADING SCALE

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<tr>
<td>A</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</table>

TCSG GUARANTEE/WARRANTY STATEMENT: The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.
<table>
<thead>
<tr>
<th>Date</th>
<th>Chap / Less</th>
<th>Classroom Content</th>
<th>Assignments</th>
<th>Comp Area</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Jan 10</td>
<td>Chapter 1</td>
<td>Review Syllabus</td>
<td>Read Chapter 1 &amp; 2</td>
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<td>Policies &amp; Procedures (STC-Send &amp; Sign)</td>
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<td>Introduction to Radiography, Safety, and Student Success</td>
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<td>Jan 12</td>
<td>Chapter 2</td>
<td>Professional Issues</td>
<td>Review for Test on Chapters 1 &amp; 2</td>
<td>5, 6/b.</td>
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<td>Week 2</td>
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<td>Jan 17</td>
<td>Chapter 3</td>
<td><strong>TEST</strong> – Introduction to Radiography, Safety, and Student Success &amp; Professional Issues</td>
<td>Read Chapter 3 &amp; 4 Work Ethics Discussion Question</td>
<td>5, 6/b, c</td>
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<tr>
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<td>Work Ethics 1 - Attendance</td>
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<td>Jan 19</td>
<td>Chapter 4</td>
<td>Patient Assessment and Communication &amp; Patient Care and Safety</td>
<td>Review chapters 3 &amp; 4 for Test</td>
<td>8, 9, 10 /c</td>
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<td>Week 3</td>
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<td>Jan 24</td>
<td>Chapter 5</td>
<td><strong>TEST</strong> - Patient Assessment and Communication &amp; Patient Care and Safety</td>
<td>Read Chapter 5</td>
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<td>Infection Control - Lecture</td>
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<td>Jan 26</td>
<td>Chapter 6</td>
<td>Vital Signs and Oxygen Administration</td>
<td>Read Chapter 6</td>
<td>1, 4, 2, 3, 14 / c</td>
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<td><strong>Vital Signs Lab</strong></td>
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<td>Read for Test on Chapters 5 &amp; 6</td>
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<td>Jan 31</td>
<td>Chapter 6</td>
<td>TEST - Infection Control &amp; Vital Signs and Oxygen Administration</td>
<td>Read Chapter 7 Work Ethics Discussion Question</td>
<td>1,4, 14 / c</td>
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<td>Feb 2</td>
<td>Chapter 7</td>
<td>Pediatric Imaging</td>
<td>Review Chapter 7 for Test</td>
<td>8, 9 / a, c</td>
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<td>Week 5</td>
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<td>Feb 7</td>
<td>Chapter 7</td>
<td><strong>TEST</strong> – Pediatric Imaging</td>
<td>Read Chapters 8 Work Ethics Discussion Question</td>
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<td>Work Ethics 3 - Team Work</td>
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<tr>
<td>Feb 9</td>
<td>Chapter 8</td>
<td>Geriatric Imaging</td>
<td>Review Chapters 8 for Test</td>
<td>17 / c</td>
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<tr>
<td>Feb 14</td>
<td>Chapter 9</td>
<td><strong>TEST</strong> – Geriatric Imaging</td>
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<td>17 / c</td>
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<td>Feb 16</td>
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<td><strong>CPR Economic Development @ 9:00 AM – until</strong> (Plan to stay 8 hours for this certification)</td>
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<td>Medical Emergencies &amp; Trauma Mobile Imaging</td>
<td>Read Chapters 10 Work Ethics Discussion Question</td>
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<td>16 / c</td>
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<td>Feb 28</td>
<td>Chapter 9 &amp; 10</td>
<td>TEST - Medical Emergencies &amp; Trauma Mobile Imaging</td>
<td>Read Chapter 11 Work Ethics Discussion Question</td>
<td>17 / c</td>
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<td>Work Ethics 5 - Attitude</td>
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<td>March 2</td>
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<td>Urologic Procedures</td>
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<td>17 / c</td>
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<td>Week 9</td>
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<td>March 7</td>
<td>Chapter 11</td>
<td><strong>TEST</strong> - Urologic Procedures</td>
<td>Read chapter 12 Work Ethics Discussion Question</td>
<td>15, 17 / c</td>
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<td>Work Ethics 6 - Productivity</td>
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<td>March 9</td>
<td>Chapter 12</td>
<td>Gastrointestinal Procedures</td>
<td>Review for Chapter 12 Test</td>
<td>15 / c</td>
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<td><strong>Patient Transfer Lab</strong></td>
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<td>Week 10</td>
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<td>March 14</td>
<td>Chapter 12</td>
<td><strong>TEST</strong> - Gastrointestinal Procedures</td>
<td>Read Chapter 13</td>
<td>15 / c</td>
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<tr>
<td>March 16</td>
<td>Chapter 13</td>
<td>Alternative Medical Treatments</td>
<td>Review for Chapter 13 Test</td>
<td>11 / c</td>
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<tr>
<td>Week 11</td>
<td>March 21</td>
<td>Chapter 13</td>
<td>TEST – Alternative Medical Treatments</td>
<td>Read Chapter 14</td>
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<td>Aseptic Technique in Imaging</td>
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<td>Week 12</td>
<td>March 28</td>
<td>Chapter 14</td>
<td>TEST – Aseptic Technique in Imaging</td>
<td>Read Chapter 15</td>
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<td>Chapter 15</td>
<td>Pharmacology for the Radiographer</td>
<td>Review chapter 15 for Chapter Test</td>
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<td>Communication Lab</td>
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<tr>
<td>Week 13</td>
<td>April 4</td>
<td>Chapter 15</td>
<td>TEST – Pharmacology for the Radiographer</td>
<td>Read Chapter 16</td>
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<td>Drug Administration and Venipuncture</td>
<td>Read and Review Chapter 16 for Chapter Test</td>
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<td>Venipuncture Lab</td>
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<tr>
<td>Week 14</td>
<td>April 11</td>
<td>Chapter 16</td>
<td>TEST- Drug Administration and Venipuncture</td>
<td>Read Chapter 18</td>
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<td>Work Ethics 10 - Respect</td>
<td>Work Ethics Discussion Question</td>
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<td>Chapter 18</td>
<td>Advanced Modalities and Special Procedures</td>
<td>Review Chapter 18 for chapter Test</td>
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<tr>
<td>Week 15</td>
<td>April 18</td>
<td>Chapter 18</td>
<td>TEST - Advanced Modalities and Special Procedures</td>
<td>Review all Work Ethics Topics for Work Ethics Exam</td>
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<td>Work Ethics Exam</td>
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<tr>
<td>April 20</td>
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<td>WE 1 - 5</td>
<td>Work Ethics Exam</td>
<td>Review All Chapters covered for Final Exam</td>
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<tr>
<td>April 27</td>
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<td>Chapter 1 – 16 &amp; 18</td>
<td>Final Exam – 9:00 AM</td>
<td>1 – 17 /a, b ,c</td>
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</table>

* Competency Areas: (will vary for each course/taken from state standards)
1. Ethics
2. Medical and Legal Considerations
3. Right to Know Law
4. Professionalism
5. Basic Principles of Radiation Protection
6. Basic Principles of Exposure
7. Equipment Introduction
8. Health Care Delivery Systems
9. Hospital and Departmental Organization
10. Hospital and Technical College Affiliation
11. Medical Emergencies
12. Pharmacology/Contrast Agents/Media
13. OR and Mobile Procedures Patient Preparation
14. Death and Dying
15. Body Mechanics/Transportation
16. Basic Life Support/CPR
17. Patient Care in Radiologic Sciences

**General Core Educational Competencies**

a) The ability to utilize standard written English.

b) The ability to solve practical mathematical problems.

c) The ability to read, analyze, and interpret information.
Southeastern Technical College  
Radiologic Technology Degree Program

I ___________________________ have read and understand the syllabus for RADT 1010. I have also been given the opportunity to ask questions to clarify any requirements listed on the syllabi. By signing this agreement I am acknowledging that I fully understand my requirements and grading criteria that I am responsible for. I agree to follow the guidelines and rules listed on the syllabi.

________________________________  
Print Name

________________________________    _______________  
Student Signature                                    Date