TENTATIVE—SUBJECT TO CHANGE

RADT 1010 Introduction to Radiography

COURSE SYLLABUS
Hybrid
Summer Semester 2019

COURSE INFORMATION

Credit Hours/Minutes: 4 / 3750
Campus/Class Location: Vidalia / Gillis Building / Room #743
Class Meets: 40% Hybrid / 60% face to face on Monday / 8:00 AM – 1:20 PM
Course Reference Number (CRN): 60181
Preferred Method of Contact: EMAIL

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Tara Powell
Email Address: Tara Powell (tpowell@southeasterntech.edu)
Campus/Office Location: Vidalia / Room 714
Office Hours: 7:15 AM – 5:00 PM
Phone: 912-538-3152
Fax Number: 912-538-3106
Tutoring Hours (if applicable): available upon request

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

SOUTHEASTERN TECHNICAL COLLEGE (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's Catalog and Handbook (http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Dutton, A. & Ryan, T. (2019). Torres' Patient Care in Imaging Technology, *9th edition.* Wolters Kluwer: Philadelphia, PA.
ISBN: 9781496378668

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, $45.00 for CPR class & textbook at EDC.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to

the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

Students should not share login credentials with others and should change passwords periodically to maintain security.

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

Order	***Description***	***Learning Domain***	***Level of Learning***
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

Order	***Description***	***Learning Domain***	***Level of Learning***
1.	Explain the basic principles of medical ethics.	Cognitive	Comprehension
2.	Describe the Patient Bill of Rights.	Cognitive	Knowledge
3.	Identify the principles of professional liability, negligence, and professional standards.	Cognitive	Knowledge
4.	Explain the principles of professional liability, negligence, and professional standards.	Cognitive	Comprehension
5.	Identify the concepts relating to patient consent.	Cognitive	Knowledge
6.	Identify the purpose of hospital and departmental policies concerning patient records, patient information, and documentation, reporting, and confidentiality.	Cognitive	Knowledge
7.	Describe the basic ethical and legal consideration.	Cognitive	Knowledge
8.	Identify legal and professional standards and relate each to practice in health professions.	Cognitive	Knowledge

Order	Description	Learning Domain	Level of Learning
9.	Identify the four sources of law to include statutory, administrative, common, and constitutional.	Cognitive	Knowledge
10.	Understand and differentiate between civil and criminal liability.	Cognitive	Comprehension
11.	Define tort and explain the differences between intentional and unintentional torts.	Cognitive	Knowledge

3. Right to Know Law

Order	Description	Learning Domain	Level of Learning
1.	Explain the informed consent form.	Cognitive	Comprehension
2.	Define terms relating to informed consent.	Cognitive	Knowledge
3.	Identify examination procedures utilizing informed consent.	Cognitive	Knowledge
4.	Describe how consent forms are used relative to specific radiographic procedures.	Cognitive	Comprehension

4. Professionalism

Order	Description	Learning Domain	Level of Learning
1.	Discuss the general employment outlook and economic return.	Cognitive	Comprehension
2.	Consider employment and career advancement opportunities for radiographers.	Affective	Valuing
3.	Consider the potential benefits of participation in continuing education in terms of improved patient care and career enhancement.	Affective	Valuing
4.	Discuss mandatory continuing educational licensure requirements by the ARRT.	Cognitive	Comprehension
5.	Define the terms accreditation, certification, licensure, and registration.	Cognitive	Knowledge
6.	Identify accrediting agencies.	Cognitive Knowledge	Knowledge
7.	7 Describe how the essential requirements and guidelines (JRCERT Standards) of accrediting agencies for radiography programs relate to the content of accredited educational programs.	Cognitive	Knowledge
8.	Explain the difference between the accreditation and credentialing process.	Cognitive	Comprehension
9.	Identify national, state and district level professional organizations for radiographers.	Cognitive	Knowledge
10.	Describe the purpose, function, and activities of professional organizations for radiographers.	Cognitive	Knowledge

5. Basic Principles of Radiation Protection

Order	Description	Learning Domain	Level of Learning
1.	Explain the purpose of radiation protection as it related to patients and personnel.	Cognitive	Comprehension
2.	Consider the principles of radiation protection as it relates to patients and personnel.	Affective	Valuing
3.	Describe the student radiographer's responsibilities for radiation protection.	Cognitive	Knowledge
4.	Identify personnel radiation monitoring devices.	Cognitive Knowledge	Knowledge
5.	Describe the advantage and disadvantage of each type of personnel radiation monitor.	Cognitive	Knowledge
6.	Interpret the contents of a periodic personnel exposure report.	Cognitive	Comprehension

6. Basic Principles of Exposure

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	Identify the basic responsibilities of student radiographers to the patient.	Cognitive	Knowledge
2.	Identify concepts and terms relating to exposure and control factors, such as density, contrast, exposure equations, directional terms, and critique points of radiographs.	Cognitive	Knowledge
3.	Describe the relationship between control factors and exposure factors.	Cognitive	Knowledge
4.	Identify basic preparatory and examination procedures.	Cognitive	Knowledge

7. Equipment Introduction

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	Identify basic radiographic fluoroscopic equipment.	Cognitive Knowledge	Knowledge
2.	Identify basic components of automatic processors. Knowledge	Cognitive	Knowledge
3.	Identify basic radiographic accessories such as calipers, cushions, screens, films, grids, and other accessories.	Cognitive	Knowledge

8. Health Care Delivery Systems

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

9. Hospital and Departmental Organization

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	Discuss the philosophy and mission of the hospital.	Cognitive	Comprehension
2.	Identify key hospital administrative personnel.	Cognitive	Knowledge
3.	Discuss the relationship between key administrative personnel and the radiology department.	Cognitive	Comprehension
4.	Describe the relationship and interdependencies of departments within the hospital.	Cognitive	Knowledge
5.	Identify key personnel in the radiology department.	Cognitive	Knowledge
6.	Discuss the function of key personnel in the radiology department.	Cognitive	Comprehension
7.	Explain patient services available in the radiology department.	Cognitive	Comprehension
8.	Discuss the educational opportunities available in the radiology department.	Cognitive	Comprehension

10. Hospital and Technical College Affiliation

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	Describe the chain of command for hospital administration and the radiology department.	Cognitive	Knowledge
2.	Describe the chain of command for the sponsoring organization.	Cognitive	Knowledge

11. Medical Emergencies

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	Identify symptoms, which manifest the following conditions: cardiac arrest, anaphylactic shock, convulsion, seizure, hemorrhage, apnea, vomiting, aspiration, fractures, and diabetic coma/insulin reaction.	Cognitive	Knowledge
2.	Discuss acute care procedures for cardiac arrest, anaphylactic shock, convulsion, seizures, hemorrhage, apnea, vomiting, aspiration, fractures, and diabetic coma/insulin reaction.	Cognitive	Comprehension
3.	Discuss the use of medical emergency equipment and supplies.	cognitive	comprehension
4.	Given a simulated patient and conditions, demonstrate the use of oxygen equipment.	Psychomotor	Guided Response
5.	Describe the emergency medical code system for the institution and the role of the student during a medical emergency.	cognitive	comprehension
6.	Describe the symptoms and precautions taken for a patient with a head injury.	Cognitive	Knowledge
7.	Explain the types of immobilizing devices and positioning for upper and lower extremity fractures.	cognitive	comprehension
8.	Describe the symptoms and medical interventions for a patient with a contrast agent reaction.	Cognitive	Comprehension

12. Pharmacology/Contrast Agents/Media

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

13. OR and Mobile Procedures Patient Preparation

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

14. Death and Dying

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	Describe the special needs of the terminally ill or the grieving patient in terms of radiographic imaging.	Cognitive	Knowledge
2.	Define advance directives and differentiate between various types of advance directive documents.	Cognitive	Knowledge

15. Body Mechanics/Transportation

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

16. Basic Life Support/CPR

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	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.	Cognitive	Knowledge

17. Patient Care in Radiologic Sciences

Order	*Description*	*Learning Domain*	*Level of Learning*
1.	Identify and differentiate between culture and ethnicity. Cognitive Knowledge	Cognitive	Knowledge
2.	Explain how a person's cultural beliefs toward illness and health affect his or health status. Cognitive Comprehension	Cognitive	Comprehension
3.	Understand the differences between culture and ethnicity. Cognitive Comprehension	Cognitive	Comprehension
4.	Explain how a person's cultural beliefs toward illness and health affect his or her health status. Cognitive Comprehension	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	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

Southeastern Technical College 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 (HYBRID)

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.

Each student is required to post their answer to the discussion board question and reply to at a minimum of two classmates posts. Each student should post their initial post on the discussion board by Midnight on Friday of each week and all replies to the discussion board post are due every Monday evening by midnight.

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.

HYBRID ATTENDANCE

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” (Failing 0-59) 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.

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. All 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.

For this class, which meets 1 day a week for 9 weeks, the maximum number of days a student may miss is 1 day during the semester.

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 45 hours. A student can miss a maximum of 4.5 hours. Students missing more than 4.5 hours (1 class meeting) will be dropped for exceeding the attendance policy.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208
Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

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 make arrangements with the

appropriate campus coordinator.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208
Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which the student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

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

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. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

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 Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. **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.
2. **Second Offense**
   Student is given a grade of "WF" (Withdrawn Failing) 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.

3. **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 third 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

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	**Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer**
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College'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 Southeastern Technical College's Website (www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (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.

GRADING POLICY

Assessment/Assignment	Percentage
Work Ethics Discussion Boards	10%
Chapter Tests	50%
Lab Activities/Participation	10%
Work Ethics Exam	20%
Final Exam	10%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

RADT 1010 Introduction to Radiology

Summer Semester 2019 Lesson Plan

Date	Chap / Less	Content-In Class	Hybrid Assignments	Comp Area
Week 1 Wednesday, May 15 1:00 – 4:00	Chapter 1 Chapter 2	**In Class:** Review Syllabus/Policies & Procedures Introduction to Radiography, Safety, and Student Success - Lecture Professional Issues - Lecture *Patient Transfer Lab*	**Hybrid:** Read Chapter 1 & 2 Review Power Points Online ***Work Ethics 1 – Attendance*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online – due May 17 by Midnight Work Ethics Discussion Board Replies – due May 20 by Midnight	5,6,7/b
Week 2 Monday May 20	Chapter 3 Chapter 4	**In Class:** **TEST** – Introduction to Radiography, Safety, and Student Success & Professional Issues Patient Assessment and Communication– Lecture Patient Care and Safety – Lecture *Communication Lab*	**Hybrid:**Read Chapter 3 & 4 Review Power Points Online ***Work Ethics 2 – Character*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online – due May 24 by Midnight Work Ethics Discussion Board Replies – due May 27 by Midnight	5, 6/ b, c 8, 9, 10 /c.
Week 3 Monday June 3	Chapter 5	**In Class:** **TEST** - **Patient Assessment and Communication & Patient Care and Safety** Infection Control – Lecture *Handwashing Lab*	**Hybrid:**Read Chapter 5 Review Power Points Online ***Work Ethics 3 - Team Work*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online – due June 7 by Midnight Work Ethics Discussion Board Replies – due June 10 by Midnight	1, 4, 2, 3, 14 / c
Week 4 Monday June 10	Chapter 6 Chapter 7	**In Class:** **TEST –Infection Control** Vital Signs and Oxygen Administration – Lecture Pediatric Imaging– Lecture *Vital Signs Lab*	**Hybrid:**Read Chapter 6 & 7 Review Power Points Online ***Work Ethics 4 - Appearance*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online- due June 14 by Midnight Work Ethics Discussion Board Replies – due June 17 by Midnight	1,4, 8,9,14 / a, c
Week 5 Monday June 17	Chapter 8 Chapter 9	**In Class:** **TEST** – **Vital Signs and Oxygen & Pediatric Imaging** Geriatric Imaging– Lecture Medical Emergencies– Lecture	**Hybrid:**Read Chapters 8 & 9 Review Power Points Online ***Work Ethics 5 – Attitude*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online – due June 21 by Midnight Work Ethics Discussion Board Replies – due June 24 by Midnight	17/ c
Week 6 Monday June 24	Chapter 10 Chapter 11	**In Class:** **TEST** – **Geriatric Imaging & Medical Emergencies** Trauma and Mobile Imaging– Lecture	**Hybrid:** Read Chapter 10 & 11 Review Power Points Online ***Work Ethics 6 – Productivity***	16, 17/c

		Urologic Procedures– Lecture *Isolation Preparation Lab*	***Work Ethics 7 – Organizational Skills*** Read Work Ethics Assignments Work Ethics Discussion Board Post Online –due June 28 by Midnight Work Ethics Discussion Board Replies - due July 1 by Midnight	
Tuesday June 25		***CPR Economic Development @ 9:00 AM – until*** *(Plan to stay 8 hours for this certification)*		17 / c
Week 7 Monday July 8	Chapter 12 Chapter 13	**In Class:** **TEST - Trauma and Mobile Imaging & Urologic Procedures** Gastrointestinal Procedures– Lecture Additional Medical Procedures– Lecture *Sterile gloving Lab*	**Hybrid:**Read Chapter 12 & 13 Review Power Points Online ***Work Ethics 8 - Communication*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online – due July 5 by Midnight Work Ethics Discussion Board Replies – due July 8 by Midnight	15,17 / c
Week 8 Monday July 15	Chapter 14 Chapter 15	**In Class:** **TEST - Gastrointestinal Procedures & Additional Medical Procedures** Aseptic Technique in Imaging– Lecture Pharmacology for the Radiographer– Lecture *Aseptic Technique Lab – opening a sterile tray*	**Hybrid:**Read chapter 14 & 15 Review Power Points Online ***Work Ethics 9 – Cooperation*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online – due July 12 by Midnight Work Ethics Discussion Board Replies – due July 15 by Midnight	12,15, 17 / c
Week 9 Monday July 22	Chapter 16 Chapter 18	**In Class:** **TEST - Aseptic Technique in Imaging & Pharmacology for the Radiographer** Drug Administration and Venipuncture– Lecture An Introduction to Advanced Imaging Modalities and Additional Procedures– Lecture *Venipuncture Lab*	**Hybrid:**Read Chapter 13 Review Power Points Online ***Work Ethics 10 - Respect*** Read Work Ethics Assignment Work Ethics Discussion Board Post Online – due July 19 by Midnight Work Ethics Discussion Board Replies – due July 22 by Midnight	11,13 / c
Wednesday July 24	WE 1 – 5 Chapter 1 – 16 & 18	**Work Ethics Exam/ Final Exam – 8:00 AM**	Review All Chapters covered for Final Exam	1 – 17 /a, b ,c

COMPETENCY AREAS:

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.

RADT 1010 DISCUSSION BOARD GRADING RUBRIC

# of Discussion Posts	# of Discussion Replies	Grade	Due Date, Length, Grammar and Spelling Requirements
1	1	100	Students who post their initial discussion board response to the discussion board topic and reply to at least one other students' post will be given a 100 on the assignment if the post is turned in by the due date, contain 4-5 sentences and free of grammatical and spelling errors. The student will receive a one point deduction for each grammatical and spelling error in both their response and reply. A 10 point deduction will be given for any response or reply that is not 4-5 sentences in length. No credit will be given for any response or reply that is an answer of "yes/no" or "I agree/disagree."
1	0	70	Any student that does not respond to at least one other students' post will not receive a grade above 70. The grade of 70 will be the highest grade that the student will be able to receive on the discussion post if the post is turned in by the due date, contain 4-5 sentences and free of grammatical errors and spelling errors. The student will receive a one point deduction for

# of Discussion Posts	# of Discussion Replies	Grade	Due Date, Length, Grammar and Spelling Requirements
			each grammatical and spelling error in their response. A 10 point deduction will be given for any response that is not 4-5 sentences in length.
0	1	50	Students who only respond to a classmate's discussion post will not receive a grade above 50. The grade of 50 will be the highest grade that the student will be able to receive on the discussion response if the response is turned in by the due date, contain 4-5 sentences and free of grammatical errors and spelling errors. The student will receive a one point deduction for each grammatical and spelling error in their reply. A 10 point deduction will be given for any reply that is not 4-5 sentences in length.
0	0	0	Students will receive a 0 on the discussion topic if the student does not post an answer or response to one other students' post by the due date.