



**RADT 1010 Introduction to Radiology  
COURSE SYLLABUS  
Summer Semester 2018**

**COURSE INFORMATION**

Credit Hours/Minutes: 4/3750  
Class Location: Vidalia Campus Room 743  
Class Meets: Monday & Wednesday / 8:00 AM – 12:00 PM  
Course Reference Number (CRN): 60199

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Mr. Keegan Spell  
Office Location: 708  
Office Hours: Wednesday 10:30 AM – 12:00 PM  
Email Address: ([Keegan Spell](mailto:kspell@southeasterntech.edu) ([kspell@southeasterntech.edu](mailto:kspell@southeasterntech.edu)))  
Phone: 912-538-3112  
Fax Number: 912-538-3106  
Tutoring Hours (if applicable): by appointment

**SOUTHEASTERN TECHNICAL COLLEGE'S (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) (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

**REQUIRED TEXT**

Dutton, A. & Linn-Watson, T. (2013). *Torres' Patient Care in Imaging Technology, 8<sup>th</sup> edition*. Wolters Kluwer: Baltimore, Md. ISBN: 978-1451115659

**REQUIRED SUPPLIES & SOFTWARE**

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

**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. 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. Topics include: ethics, medical and legal considerations, Right to Know Law, professionalism, basic principles of radiation protection, basic principles of exposure,

equipment introduction, health care delivery systems, hospital and departmental organization, hospital and technical college affiliation, medical emergencies, pharmacology/contrast agents, media, OR and mobile procedures patient preparation, death and dying, body mechanics/transportation, basic life support/CPR, and patient care in radiologic sciences.

### 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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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
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

<i>Order</i>	<i>Description</i>	<i>Learning Domain</i>	<i>Level of Learning</i>
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

<i>Order</i>	<i>Description</i>	<i>Learning Domain</i>	<i>Level of Learning</i>
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	Cognitive	Knowledge

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

### 5. Basic Principles of Radiation Protection

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1.	Define the terms associated with body	Cognitive	Knowledge

	mechanics.		
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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,	Psychomotor	Guided Response



	including pulse, respiration, blood pressure and temperature and document appropriately.		
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

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.

## **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" (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.

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.

## **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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, 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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

## **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" (Withdrawn) 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 speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed 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.

## **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.

## **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)**

Instructor reserves the right to assign a grade of zero 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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 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).

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

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

### 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 \(STC\) Website \(www.southeasterntech.edu\)](http://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	Points
Work Ethics Activities	25 points
Chapter Tests	300 Points
Lab Activities/Participation	70 points
Work Ethics Exam	30 points
Final Exam	75 points
Total Points Possible	500 points

### 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 2018 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>Week 1</b> May 16	Chapter 1	Review Syllabus Policies and Procedures <u>Chapter 1 Lecture</u> – <i>Introduction to Radiography, Safety, and Student Success</i> <b>Work Ethics 1 – Attendance</b>	Read Chapter 1 & 2 Work Ethics Discussion Question	7 / c
<b>Week 2</b> May 21	Chapter 2	<u>Chapter 2 Lecture</u> – <i>Professional Issues</i> <b>Work Ethics 2 – Character</b>	Review for Chapter 1 & 2 Test Work Ethics Discussion Question	5, 6 / b
May 23	Chapter 3	<b>Chapter 1 &amp; 2 Test</b> <u>Chapter 3 Lecture</u> – Patient Assessment and Communication <i>Communication Lab</i>	Review for Chapter 3 Test	8, 9, 10 / c
<b>Week 3</b> May 28		Memorial Day Student Holiday		
May 30	Chapter 5	<b>Chapter 3 Test</b> <u>Chapter 4 Lecture</u> – Patient Care and Safety <u>Chapter 5 Lecture</u> – Infection Control <b>Work Ethics 3 – Teamwork</b>	Review for Chapter 4 & 5 Test Work Ethics Discussion Question	1, 2, 3, 4, 14 / c
<b>Week 4</b> June 4	Chapter 6	<b>Chapter 4 &amp; 5 Test</b> <i>Handwashing Lab</i> <u>Chapter 6 Lecture</u> – Vital Signs and Oxygen Administration <b>Work Ethics 4 – Appearance</b>	Review for Chapter 6 Test Work Ethics Discussion Question	1, 4, 14 / c
June 6	Chapter 7 & 8	<b>Chapter 6 Test</b> <u>Chapter 7 Lecture</u> – Pediatric Imaging <u>Chapter 8 Lecture</u> – Geriatric Imaging	Review for Chapter 7 & 8 Test	8, 9, 17 / a, c
<b>Week 5</b> June 11	Chapter 9	<b>Chapter 7 &amp; 8 Test</b> <u>Chapter 9 Lecture</u> – Medical Emergencies <i>Vital Signs Lab</i>	Read Chapters 9 & 10	11 / c
June 13	Chapter 10	<u>Chapter 10 Lecture</u> – Trauma and Mobile Imaging <i>Isolation Preparation Lab</i> <b>Work Ethics 5 – Attitude</b>	Review for Chapter 9 & 10 Test Work Ethics Discussion Question	11, 17 / c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 6 June 18	Chapter 11	<b>Chapter 9 &amp; 10 Test</b> <u>Chapter 11 Lecture</u> – Urologic Procedures <b>Work Ethics 6 – Productivity</b>	Read Chapter 11 & 12 Work Ethics Discussion Question	17 / c
June 20	Chapter 12	<u>Chapter 12 Lecture</u> – Gastrointestinal Procedures <b>Sterile gloving Lab</b>	Review for Chapter 11 & 12 Test	15 / c
Week 7 June 25	Chapter 13	<b>Chapter 11 &amp; 12 Test</b> <u>Chapter 13 Lecture</u> – Alternative Medical Treatments <b>Work Ethics 7 – Organizational Skills</b>	Read Chapter 13 & 14 Work Ethics Discussion Question	11 / c
June 27	Chapter 14	<b>Patient Transfer Lab</b> <u>Chapter 14 Lecture</u> – Aseptic Technique in Imaging <b>Work Ethics 8 – Communication</b>	Review for Chapter 13 & 14 Test Work Ethics Discussion Question	11, 17 / c
July 2-5		<b>Summer Break – No Classes</b>		
Week 8 July 9	Chapter 15	<b>Chapter 13 &amp; 14 Test</b> <u>Chapter 15 Lecture</u> – Pharmacology for the Radiographer <b>Work Ethics 9 – Cooperation</b>	Read Chapters 15 & 16 Work Ethics Discussion Question	17 / c
July 11	Chapter 16	<u>Chapter 16 Lecture</u> – Drug Administration and Venipuncture <b>Venipuncture Lab</b>	Review for Chapter 15 & 16 Test	12 / c
Week 9 July 16	Chapter 18	<b>Chapter 15 &amp; 16 Test</b> <u>Chapter 18 Lecture</u> – Advanced Modalities and Special Procedures	Review for Chapter 18 Test	13 / c
July 18		<b>Chapter 18 Test</b> <b>Work Ethics 10 – Respect</b> Final Exam Review	Work Ethics Discussion Question Review all Work Ethics Topics for Final	13 / c 1-17 / a, b, c
July 23	WE 1-10	<b>Work Ethics Final Exam</b>	Review all Chapters for Final Exam	
July 25	Chapters 1-16 & 18	<b>Final Exam – Comprehensive 10:00am</b>		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
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