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The Washington Health System
First interest in a hospital for Washington began in the early 1880s, and a house on North College Street became the first hospital. This first venture, however, was short-lived, and it was not until 1897 that Washington Health System was successfully launched.
The A. W. Acheson Homestead on Acheson Avenue was secured and altered to care for 20 patients and opened to the public in May 1898. In 1906 a new hospital movement was started, and the City Hospital Association was chartered. A new building was erected and opened in April 1907. The Washington and the City Hospitals were consolidated in 1921 when the two merged to become Washington Health System.
The need for a larger, more modern hospital was felt as the years passed, and the Wilson Development Company donated seven acres of land on the north edge of the city for a new building, which was erected and opened to the public in March 1927.
In 1984, the Board of Trustees approved development of Neighbor Health Center, housing a day surgery facility, outpatient radiology, laboratory, and EKG services, as well as the Family Practice Center and the Women’s Imaging Center, located at 95 Leonard Avenue. In 1985-86, a master facility plan was developed to take the hospital into the 21st century. Construction of our Cancer Treatment Center, along with a new parking lot, new surgical suites and critical care units, and renovation or relocation of many hospital departments, began in 1987.
One of the latest services instituted by Washington Health System has been open-heart surgery. The hospital is the only hospital in Pennsylvania south of Pittsburgh offering this service.
A patient tower was part of the hospital's construction project. The tower consists of patient floors and includes a medical/surgical, oncology nursing unit; a unit for expanded cardiac services; and a special women's services unit with emphasis on maternity care. A helipad is on the top of the tower. Recent developments include the Wilfred R. Cameron Wellness Center of Washington Health System, Strabane Woods of Washington Assisted Living, and Donnell House, a residential hospice.
Expansion of the facility to include a new emergency department, surgical suites, and critical care unit was completed in 2009.
The hospital continues to grow and to enrich its services to the community by meeting the community's needs and offering quality care.
The Washington Health System’s School of Radiologic Technology
The School of Radiologic Technology has been accredited since March 1957 by the Committee on Allied Health Education and Accreditation (CAHEA) in cooperation with the Joint Review Committee on Education in Radiologic Technology (JRCERT). In 1994, the Joint Review Committee was recognized by the U.S. Department of Education as the accrediting body for radiography programs.
In 2012, the program affiliated with California University to offer an Associate Degree in Radiologic Sciences. Through a collaborative relationship between Washington Health System and Cal U, students attend classes both on the Cal U campus and at the hospital.
In addition to classroom involvement, the co-educational program utilizes the facilities in a clinical radiology department and off site facilities, which performs over 180,000 examinations per year. The clinical component of the program includes some evening and weekend rotations. Washington Health System off-site facilities are within a 60 mile radius of the hospital.
The educational program begins in August and runs for 24 months with seven weeks’ vacation during the course. Total enrollment is limited to a maximum of 30 students (15 senior students and 15 junior students). Qualified applicants will be admitted to the School of Radiologic Technology without regard to race, color, religion, age, gender, national origin, sexual preference, disability, or any other protected class. Notwithstanding this statement, a disability cannot interfere with the normal duties of a radiographer, including:

- Assisting a patient from stretcher/wheelchair to the x-ray table
- Moving the x-ray tube assembly in all directions
- Placing an image receptor in the IR tray and removing it from the tray
- Lifting a 50-pound object
- Reading requisitions/orders with extreme accuracy
- Observing a patient's respiration at a distance of 10 feet
- Hearing a patient's request within a radiographic room
Administrative Officers
President and CEO        Gary B. Weinstein
                        Office: 724-223-3007

Executive Vice President and COO     Brook Ward
                        Office: 724-223-3010

Vice President, Patient Care Services     Karen A. Bray, RN, MSN
                        Office: 724-223-3245

Director, Education Institute     Lynn Vescio. RN, BSN, MS
                        Office: 724-223-3117
                        Email: lvescio@whs.org

Department of Radiology and Nuclear Medicine
Medical Director of Diagnostic Radiology and Nuclear Medicine        William Conroy, M.D.
                        Office: 724-223-3309

Medical Director of Interventional Radiology and Vascular Imaging     Jeffrey Hilger, M.D.
                        Office: 724-250-4329

Director, Radiology/Nuclear Medicine     Rich Frank, M.B.A., CNMT, R.T.(R)
                        Office: 724-223-3318

Manager, Imagine/Informatics     John Ireland, M.B.A., R.T.(R)(CT)
                        Office: 724-223-3319

Manager, Women’s Imaging Center     Michelle McIlvaine, R.T.(R)(M)
                        Office: 724-229-2260

Radiographer Program Officials
Radiographer Program Director     Lisa Finnegan, M.S., R.T.(R)(CT)(BD)
                        Office: 724-229-2084
                        Fax: 724-250-4417
                        Email: lfinnegan@whs.org

Radiographer Clinical Coordinator     Kelli L. Alexander, M.S. R.T.(R)
                        Office: 724-229-3645
                        Fax: 724-250-4417
                        Email: kalexander@whs.org

General Telephone Directory
Ms. Zink (Financial Aid)     Office: 724-223-3167
Classroom                       Office: 724-223-3733
Central Desk (Main) X-ray Department     Office: 724-223-3317
X-ray Department (Secretaries)               Office: 724-223-3300
Mission Statement
The mission of the Radiologic Technology program, in conjunction with Washington Health System, is to provide an academic and clinical education program in radiologic technology. This will enable students to become skilled radiologic technologists who will apply their knowledge and skills in a team approach to the delivery of health care. The program will instill in students the moral and ethical values to enable them to offer high quality care while preserving the patient’s dignity as a unique individual. The program provides services to all students without regard to race, color, religion, age, sex, national origin, sexual preference, or disability.

Program Goals
The goals of the Washington Health System School of Radiologic Technology Program are to develop competent entry-level radiographers able to function within the healthcare community.

The goals of the Radiographer program are:
1. Students will be clinically competent.
   Student Learning Outcomes:
   Students will demonstrate clinical proficiency.
   Students will select appropriate technical factors.
2. Students will communicate effectively.
   Student Learning Outcomes:
   Students will use effective oral communication skills.
   Students will use effective written communication skills.
3. Students will use critical thinking and problem solving skills.
   Student Learning Outcomes:
   Students will assess methods of radiation protection.
   Students will perform image analysis.
4. Students will evaluate the importance of professionalism.
   Student Learning Outcomes:
   Students will determine the importance of continued professional development.
5. The program will graduate entry-level technologists.
   Student Learning Outcomes:
   Students will pass the ARRT national certification on the 1st attempt within 6 months post-graduation. Of those pursuing employment, students will be gainfully employed within 12 months post-graduation. Students will complete the program within 24 months. Students will be satisfied with their education. Employers will be satisfied with the graduate’s performance.
The Washington Health System’s School of Radiologic Technology is accredited by:
Joint Review Committee in the Radiologic Technology (JRCERT)

JRCERT Standards:

**Standard One:**
The program demonstrates integrity in the following:
Representations to communities of interest and the public, pursuit of fair and equitable academic practices, and
treatment of, and respect for, students, faculty, and staff.

**Standard Two:**
The program has sufficient resources to support the quality and effectiveness of the educational process.

**Standard Three:**
The program’s curriculum and academic practices prepare students for professional practice.

**Standard Four:**
The program’s policies and procedures promote the health and safety and optimal use of radiation for students,
patients, and the general public.

**Standard Five:**
The program develops and implements a system of planning and evaluation of student learning and program
effectiveness outcomes in support of its mission.

**Standard Six:**
The program complies with JRCERT policies, procedures, and STANDARDS to achieve and maintain specialized accreditation.

An overview of the JRCERT Standards is available at [www.jrcert.org](http://www.jrcert.org).
The student may also submit any violation of standards grievances regarding the Radiographer Program to:

Joint Review Committee in the Radiologic Technology (JRCERT)
20 North Wacker Drive
Suite 2850
Chicago, Illinois 60606-3182
(312) 704-5300
[mail@jrcert.org](mailto:mail@jrcert.org)
General Administrative Policies
The School of Radiologic Technology reserves the right to make such changes in its educational, administrative, and financial policies as are deemed advisable by the administration and the faculty for the progressive development of the program. All policies and procedures are available for review upon request by contacting the program office. Phone # (724) 229-2084 or (724) 223-3645

Student Privacy
The school fully complies with all requirements of the Family Educational Right to Privacy Act (FERPA). FERPA generally provides for the right of students to have access to their student files for purposes of review and prohibits the school from releasing identifiable information about the student to third parties without the student’s permission.

Student Records
The academic records currently enrolled in the program contain the following information:
- Activities and service record
- Admission test scores
- Application for admission
- Attendance record
- Clinical documents
- Financial aid information
- Health records
- High school and/or college transcripts
- Outside testing scores
- Probationary notices
- Progress reports
- Radiation monitoring records
- Record of disclosures
- Transcripts of program grades
Student files are retained five years post-graduation. Final transcript records are retained ad infinitum.

Student Rights
- Students have the right to expect quality education, including appropriate facilities and resources, qualified instructors, and courses relevant to the study of radiography.
- Students have the right to have direct representation on the program's Advisory Committee.
- Students have the right to expect equal treatment without regard to race, color, creed, gender, age, national origin, marital status, or handicap(s).
- Students have the right to be fully informed as to what information is contained in their permanent educational records and of the policies pertaining to the conditions of disclosure.
- Students have the right to a hearing to challenge the contents of their records and the opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein.
- Students have the right to orderly procedures for the resolution of grievances.
- Students have the right to be fully informed of hospital, department, and program policies and procedures.
Student Conduct
The faculty, administration and student body of The Washington Health System School of Radiologic Technology expects students to maintain standards of conduct that ensure an environment where there is freedom to learn.

- Students will assume, at all times, a professional manner and demonstrate these attitudes to all persons with whom they come in contact during the performance of their duties.
- The student shall observe all the safety, accident, and fire procedures established by Washington Health System, federal and state laws, and standards by those organizations that accredit the program.
- Students failing to meet academic or clinical requirements will be placed on probation.
- Responsible, mature conduct that evidences respect and consideration for the rights of others as well as self.
- Honesty in all situations.
- Authorized use of and respect for school/hospital property.
- Adherence to rules and regulations enacted by the school, department, and hospital.
- Use of appropriate channels for resolving problems and initiating change.
- Refraining from smoking on hospital property
- Refraining from illegal use, possession or distribution of hallucinogens, narcotics, alcohol or other drugs, which tend to impair judgment or coordination.
- Use of responsible judgment to determine whether health status and/or taking prescription drugs permits attendance in the clinical area.

Non-Discrimination policy
It is the policy of the School of Radiologic Technology to admit qualified applicants without regard to disability, race, color, national origin, ancestry, sexual orientation, religion, age, sex, citizenship status, marital status, veteran’s status, gender identity, or sexual preference to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not discriminate on the basis of disability, race, color, national origin, ancestry, sexual orientation, race, color, religion, age, sex, national origin, citizenship status, marital status, veteran’s status, gender identity, or sexual preference in administration of its educational policies, admission policies, scholarships and loan programs, and other school administered programs.

Students with Disabilities
Student with disabilities who have been identified by their physician as having a disability that requires special accommodations must submit their request in writing to the Program Chair requesting special accommodations for testing. The request must be at least five business days prior to the test date and must be accompanied by proof of the learning disability verifying their eligibility for academic accommodations (IEP).

It is the student’s responsibility for providing the school with the following:
- A statement from their physician identifying the diagnosed disability and specific information about what type of accommodations will be required.
- A completed request for accommodations form which can be obtained from the Director, School of Radiologic Technology.
- Students who have been granted accommodations are required to submit documentation from their attending clinician prior to each semester that accommodations are still necessary. Submitting a request for accommodations does not necessarily mean that the request will be granted since the school may not be able to provide the necessary accommodations. The Director, School of Radiologic Technology will evaluate the request. The student will be notified of the final decision. If a student wishes to modify or rescind his/her original request for accommodations prior to the time the accommodation is approved, written notification must be provided to the Director, School of Radiologic Technology. If the student wishes to modify, or rescind part or all of an already approved accommodation, written notification must be provided to the Director, School of Radiologic Technology.
Applications may be obtained by:
Website: http://www.washingtonhospital.org/schools/radiology/  
Writing: School of Radiologic Technology  
The Washington Health System  
155 Wilson Avenue  
Washington, Pennsylvania 15301

1. Completed applications should be returned to the same address, accompanied by a $25.00 non-refundable application fee. Make checks/money orders payable to Washington Health System.
2. The School of Radiologic Technology will consider only completed application files. Application files consist of the following:
   3. Completed application and application fee
   4. One copy of all Official academic transcripts from high school and all post-secondary schools attended
   5. All applicants must take a pre-admission exam selected by the school. The pre-admission exam may be taken no more than two times in an academic year.
   6. The program reserves the right to require additional information, examinations, or measures of determined eligibility as may be prescribed by the Admissions Committee.

Those that have previously received an Associate’s degree or higher will not be required to enroll at California University of Pennsylvania but are still required to have the pre-requisite requirements within the curriculum schedule.

General Admission Requirements
1. Minimum age of eighteen (18) on/or before start of the program in the year the application is made.
2. High school graduate or equivalent.
3. Individuals without a degree must meet the admission criteria for WHS SRT and California University.
4. Individuals with an associate degree or higher may make direct application to WHS SRT.
   a. In addition students with the degree must have the following:
      i. Anatomy and Physiology 100 level or higher (minimum of 6 college credits, minimum of “C” or better) as per pre-requisite requirements within the curriculum schedule.
      ii. Physics 100 level or higher (3 credits, minimum of “C” or better) as per pre-requisite requirements within the curriculum schedule.
5. Applicants who are offered enrollment must have the following:
   a. Health history  
   b. Physical (indicating that they are in good health with no physical or mental limitations which would endanger patients and other hospital personnel or interfere with the performance of a radiographer's duties)  
   c. Negative drug screen  
   d. Act 33 (Child Abuse Clearance)  
   e. Act 34 (Criminal Background Check)  
   f. Act 73 (FBI Fingerprint Clearance)

Agencies and institutions that accept our students for externship, clinical education, and potential employers may require a criminal and/or personal background check. Students with criminal records include felonies or misdemeanors. Some agencies may require candidates to submit a drug test. In these cases, employment and internship decisions are outside the control of WHS SRT. Students will be required to complete a criminal background and child abuse check prior to participation in clinical externships which begins in the first semester. Students may not be allowed to participate in clinical experiences if they have a pending or prior conviction.
**Admission Testing**
California University of Pennsylvania: Please refer to California University of Pennsylvania policies for their admission requirements.

WHS SRT: All applicants must take a pre-admission exam selected by the school. The pre-admission exam may be taken no more than two times in an academic year.

Student with learning disabilities must submit their request in writing to the Program Chair requesting special accommodations for testing. The request must be at least five business days prior to the test date and must be accompanied by proof of the learning disability verifying their eligibility for academic accommodations (IEP).

**Selection Procedure**
- All admission documents must be completed prior to final acceptance into the program.
- Point values will be assigned to academic performance, essay, work and/or volunteer experience and standardized test performance, and interview (rubric available upon request).
- Applicants passing the exam, and meeting other requirements as listed in the handbook will then be scheduled for a personal interview, a technical standards evaluation, and a tour of the Radiology Department.
- The program’s Admission Committee, including but not limited to the program officials and additional members from Washington Health System, make the class selection from the applicants interviewed.

**Facilities**
The School of Radiologic Technology is located at Washington Health System. It includes classroom and office facilities with the clinical phase of training conducted in the Radiology Department and off-site facilities. Off-site facilities are within a 60 mile radius of the hospital.

The program office maintains a small reference library for use by the students. The students also have access to the hospital’s Library which includes The Ruth York Morgan Health Education Learning Place. The California University library and Citizens Library of Washington can also be utilized.

**Financial Aid and Fee Schedules**
Financial aid officers are available at both WHS SRT and Cal U. to assist the student who applies for federal and state aid.

**WHSRT Tuition and Fees***:

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>$4,400</td>
<td>$4,400</td>
<td>$2,200</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>$4,400</td>
<td>$4,400</td>
<td>$2,200</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>$1,250</td>
<td>$1,250</td>
<td></td>
<td>$1,250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$5,950</td>
<td>$4,600</td>
<td>$2,400</td>
<td>$12,950</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Second Year</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>$4,400</td>
<td>$4,400</td>
<td>$2,200</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>$4,400</td>
<td>$4,400</td>
<td>$2,200</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>$1,250</td>
<td>$1,250</td>
<td></td>
<td>$1,250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$4,600</td>
<td>$4,600</td>
<td>$2,400</td>
<td>$11,600</td>
</tr>
</tbody>
</table>

*Subject to change without notice
*All WHSSRT tuition must be paid in full by the beginning of the semester that it is due
**California University charges are separate and in accordance to their fee schedule**

**Book/Activity Fee**: The one time Book/Activity Fee for the program is approximately $1250.00 for the 24-month period.
Parking: The on-site parking fee is approximately $400.00 per year.

Uniforms: The Radiologic Technology Program requires standardized uniforms to be supplied at the student’s expense.

Housing: The hospital has limited housing facilities that are available at an approximate cost of $220.00 per month.

1. Students entering the program and taking courses with CAL U will apply for financial aid through the California University of Pennsylvania.
2. Students entering the program only and not taking courses with CAL U will apply for financial aid through the SRT. Washington Health System School of Radiologic Technology participates in the following Title IV, HEA Programs:
   a. Pell Grant Program
   b. FFLP Loan Program
3. Students who require financial aid to meet the cost of education should make a request for information at the time of the personal interview.
4. Veterans should contact the local Veterans' Administration Office to determine eligibility for benefits.

Tuition Refund Policy
Students who withdraw from the School of Radiologic Technology may be eligible for a refund of charges. A student who wishes to withdraw must notify the Director, School of Radiologic Technology, of this intention in writing. The written notification should include the date and reason for withdrawal. The student’s date of withdrawal will be considered to be the last known date of class attendance, the date of the exit interview, or the date the letter of withdrawal was received, whichever comes first. Refunds will be based on the official date of withdrawal. The number of calendar days from the first day of classes to the withdrawal date is the number of days completed by the student (excluding breaks of five days or longer).

To calculate a refund the School shall first determine how much of the period in question has been completed by the student. This percentage is calculated by dividing the number of days in the semester (excluding breaks of five days or longer) into the number of days completed prior to the withdrawal (excluding breaks of five days or longer). If the student has completed more than 60% of the period in question, then no refund will be given.

If the student has completed 60% or less of the period in question, then the amount of the refund shall be equal to the amount remaining in the period. The percentage of completion shall be rounded to the nearest whole percent.

Students who do not follow the official withdrawal procedure but who stop attending classes for all of their courses will be considered to have withdrawn at the 50% point of the semester unless attendance is documented after that time.

Financial aid received by students who withdraw will also be adjusted using the above calculation. Once the amount of the federal funds to be returned has been calculated, the funds will be returned in the following order:

- Federal Unsubsidized Direct Loans
- Federal Subsidized Direct Loans
- Federal PELL Grant
- State Grants
- Private Aid
- The Student

Please note that students who receive a refund of financial aid prior to withdrawing from the School of Radiologic Technology may owe a repayment of federal financial aid funds received. Students will be contacted by the Financial Aid Office and will be given 30 days to repay the funds to the School of Radiologic Technology.

If students would like to see an actual Return of Federal Funds Worksheet, they may request one from the Financial Aid Office.
A partial refund of tuition for the fall/spring semester will be granted to students who have officially withdrawn from the radiography program. The refund will be based upon a percentage of tuition charged according to the following schedules:

Example:

\[
\begin{align*}
\text{# of days completed} & = \% \text{ of Aid Earned} \\
\text{# of days in the Term} & = \% \text{ of Funds to be Returned} \\
100\% - \% \text{ of Aid Earned} & = \% \text{ of Funds to be Returned}
\end{align*}
\]

Student withdraws on the 30th day of the Fall Term. There are 110 calendar days in the term.

\[
\begin{align*}
30 & = 28\% \text{ of Aid Earned} \\
110 & = 72\% \text{ of Funds to be Returned}
\end{align*}
\]

1. The student must adhere to the school's withdrawal policy in order to be eligible for a refund. The student's financial aid record will be reviewed to determine eligibility for a refund before this policy will be applied.

2. Financial aid recipients who intend to withdraw must have their records cleared by the Financial Aid Office as part of the process.

**Academic Policies**

All students entering Washington Health System School of Radiologic Technology are considered adult learners, accepting responsibility for active participation in their learning experiences. The instructors will evaluate the student according to established testing methods for their knowledge of theory and practice, room evaluations, including but not limited to manual dexterity, accuracy, ability to follow directions, ability to organize work, and the application of acquired knowledge. Students not meeting a cumulative 2.75 GPA per semester will be placed on probation. After any two complete semesters below the required 2.75 GPA will result in academic dismissal.

**Attendance/Time off**

Attendance is an expectation of the program due to the amount of information presented. Students must maintain a minimum of 75% attendance for all didactic courses and 100% of all clinical hours. All tardies and/or absences must be called/emailed in prior to the event or it will be considered a “no call no show.” All attendance must be recorded in the clinical tracking system.

Students who call off more than the four days or more per semester in fall/spring and three in summer or have repeated tardiness/leaving early (four or more in any semester) from their scheduled clinical time will be given progressive discipline as defined in “Disciplinary Policy/Procedure.” Excessive or patterned absenteeism will result in disciplinary action taken by the program. During enrollment the student is expected to be dependable in reporting to his/her assigned area and reporting on time. Students are required to report in and out for clinical assignments. Students’ failure to report in or out of their clinical area will result in progressive discipline as defined in “Disciplinary Policy/Procedure.”

A student who is absent on the day of an exam must report to the program office to make up the exam on the first day of returning to school (excluding Saturdays and Sundays) or the exam will be graded as a “zero.” The instructor reserves the right to administer an individualized make-up test. When a student has been absent from class, it is his/her responsibility to contact the instructors to determine the assignment(s) covered during the time missed.

Attendance at outside educational functions is voluntary. The student is not representing Washington Health System or Washington Health System Radiologic Technology Program. Students attending a student seminar will be required to sign a release form, stating that Washington Health System and/or Washington Health System Radiologic Technology Program is exempt from any financial and/or legal claim due to the misconduct, personal damage, or liability incurred by the student. Please see “Release” located in forms section. Students
registered for a registry review seminar will be released from scheduled clinical/class assignments. Time will be deducted for any session not attended. Students electing not to attend the review seminar will maintain their scheduled clinical assignments.

Requests for time off must be submitted prior to the date requested and a notification email must be submitted to the Program Chair and Clinical Coordinator a minimum of two business days prior to the date requested.

A student will be granted a maximum of three (3) days off due to a death in the immediate family. One (1) of these days must be the day of the funeral. The other two (2) days may be taken no earlier than two (2) days prior to the funeral day, but no later than two (2) days after the funeral. If the day of the funeral is a regularly scheduled day off, the student may elect to take the funeral day within the time frame specified above. Regularly scheduled days off during the bereavement period are not included. Members of the immediate family are: mother, father, foster parent or legal guardian, sister, brother, husband, wife, children, and grandparent. A student will be granted one (1) day off to attend the funeral of the following: Father/Mother-in-law, son-in-law, daughters-in-law, aunts, uncles, nieces, and nephew. The student must notify the Radiologic Technology Program office of the death and the date of the funeral (if available). If the Radiologic Technology Program office is closed, i.e. weekend, holiday, etc.; leave a message on the answering machine in the program office or email.

**Holidays/Breaks:**
- Students will be scheduled off on all observed holidays/Breaks.
- Students may not make up time during Holidays/Breaks
- Students are granted approximately seven (7) weeks’ vacation during the twenty-four (24) month program as follows:
  - 2 weeks– scheduled for Christmas and New Year’s weeks
  - 1 week – scheduled between the Spring 1 and Summer 1
  - 1 week – scheduled between the Summer 1 and Fall 2
  - 2 weeks – scheduled for Christmas and New Year’s weeks
  - 1 week – scheduled between Spring 2 and Summer 2

**Clinical Trades:**
- Clinical trades must be approved by the program office.
- Trades must be a week for a week balanced trade, day/afternoon or weekend assignments. Ex. 3-11 for 3-11
- Juniors and seniors are not permitted to trade with one another.
- All students involved in the trade must email for prior consent to the Program Chair/Clinical Coordinator
- Responsibility for a particular area/shift will be that of the student listed on the changed schedule.
- Trades will not be cancelled if any portion of the trade has been clinically completed.

**PTO:** Time will need to be approved at a minimum of two business days prior to the requested time off by a faculty member. An email request sent to the Program Director/Clinical Coordinator.

If the student reports off with an infectious communicable disease, it is the student's responsibility to see the family physician for treatment. Upon returning to school, the student will report to the program office with a signed release form from the attending physician. The student may also be required by the program office to be examined by the Hospital's Employee Health before being permitted to return to class of their clinical assignment.
Reporting Off - Policy and Procedure to Radiology:

- To report off on the off-hour assignment, call both the Central Desk in the Radiology Department at (724) 223-3317 and the program office answering machine (724) 229-2084 or email the Program Chair.
- Give your name and clinical assignment.

Leave of Absence

A leave of absence in case of emergency may be granted upon arrangement with the Program Director. Examples of reasons for a LOA would be Medical Short Term Disability to include pregnancy, required military service. The re-entry date will be determined in accordance with the current schedule availability and requirements for the program, and must not exceed three weeks (all clinical time must be completed by the end of the semester).

Procedure:

- Prepare a written request for the Leave of Absence stating:
  o Name and address
  o Current year and semester in program
  o Reason for request
  o Beginning date for Leave of Absence
  o Attach documentation for Leave as stated in policy
- Present request to Program Director for approval.
- Receive verification of approval by email/mail.
- Once the leave has begun, student shall be notified by email/mail of the re-entry date. Upon receiving the re-entry date, the student must follow one of the two options listed below. Student's reply must be received at the school office within two weeks.
  o Acknowledge receipt of the re-entry date and confirm intention to re-enter the program at that time.
  o Prepare resignation letter and mail to the Program Director so that records show voluntary resignation.
- If no reply is received by the Program Director within the two week period, the student's termination will become effective immediately. Records shall then be listed with "Student Enrollment Terminated".

Re-entry

An individual seeking re-entry to the program must re-apply and meet all current entrance requirements. A student who re-enters the program and fail to meet academic/clinical requirements in any semester will be dismissed with no right to appeal.

Transfer and/or Advanced Placement

The program does not accept transfer students/credits or offer advanced placement for any student with the exception of a previous graduate.

Grading System

Course grades are reported using a letter grade system as follows:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>0 - 69</td>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Withdraw</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Program Dismissal</td>
<td>PD</td>
<td></td>
</tr>
</tbody>
</table>
- All incomplete grades must be rectified by the student within 10 business days from the end of the grading period or the incomplete will convert to an “F.”
- All appealed grades must be in writing within 10 business days from the end of the grading period. Faculty has 5 business days to respond to an appeal with a decision. If the student is not satisfied they may appeal to the Program Director within 5 days of that decision, and the Program Director has 5 days to respond.

**Academic Honors**
Graduates are awarded certificates based on their academic and clinical grade point average in accordance with the following guidelines:
- Honors Certificate: will be presented to students who maintained a 3.75 - 3.99 cumulative GPA
- High Honors Certificate: will be presented to students who maintained a 3.90 - 4.00 cumulative GPA
*The student must not have been dismissed at any time during their enrollment to be eligible.

**Academic Violations**
Washington Health System Radiologic Technology Program expects the students to maintain professional standards demonstrating honesty and integrity both in the classroom and the clinical area.
Any item that may be construed as academic dishonesty including but not limited to:
- Deliberate falsification or misinterpretation
- Not performing delegated responsibilities or failing to submit clinical document
- Student caught cheating/copying or falsifying assignments or exams

Disciplinary action if a student is suspected of violating the above standards will include one or more of the following actions:
- The incident of academic violation will be recorded in the student's folder
- A student who has violated the policy is ineligible to receive any honor certificate and may be subject for dismissal
- The student and the incident will be reported to the Director Education Institute for appropriate action
- The student will receive a grade of zero (0) on the test or work involved for first offense
- The student will receive an "F" (failure) for the course and be suspended for 3 days for second offense
- The student may be dismissed
*All are subject to progressive discipline

**Disciplinary Policy/Procedure**
Disciplinary action will be taken when violations of program, department and/or hospital policies occur. Documentation will be continual throughout the students’ time in the Program. If a violation of policy occurs the faculty will determine severity and the progressive disciplinary action if required. Multiple violations occurring at the same time will be construed as separate and distinct offenses. The steps for progressive discipline are:

First Offense: Informal Warning: a faculty member, calling attention to the infraction, will give a verbal warning. A written record will be made that a warning was given.

Second Offense: Reprimand: A written documentation of a serious or repeated policy violation. A written record will be made and the student will receive a copy.

Third Offense: Suspension: the time period during which the student will not be permitted to attend academic/clinical sessions. Suspension will be between 1-3 days, the number determined by the faculty
according to the seriousness of the infraction. A student placed on suspension will have dismissal action initiated for the next instance of any policy violation.

Fourth and Final Offense: Dismissal. Offenses will result in the initiation of dismissal proceedings, or in the case of mitigating circumstances.

The program director will discuss the specific details that preceded the decision to initiate dismissal or suspension. An appeal against any disciplinary action would begin at Step 1 of Due Process.

Examples of offenses (but not limited to):
- Insubordination, refusal or intentional failure to perform assignments
- Absence without reporting off
- Late call off Repeated call offs (four days or more per semester in fall/spring and three in summer)
- Repeated tardiness/leaving early (four or more in any semester)
- Failure to report immediately any accident on the premises that has resulted in personal injury or property damage
- Violation of the hospital's solicitation and distribution policy
- Violating a safety rule or safety practice or creating or contributing to an unsafe environment
- Smoking on hospital property
- Failure to maintain appropriate personal appearance, uniforms, dress or personal hygiene
- Failure to report to or leaving the clinical area
- Consistent pattern of absenteeism and/or tardiness
- Giving or obtaining information during tests or changing answers
- APA violation
- Use of cell phones while in class, clinical, or hallways
- Violation of dress code or not having/using ID markers, radiation badge, or ID in clinical
- Punching in more than 5 minutes before or after the start of clinical/class time
- Extending break/lunch time past the set 15 minutes “break” and 30 minute “lunch” per day

Instant Dismissal Examples (but not limited to):
- Any false statements or omissions
- Negligence or abuse of any patient
- Unauthorized use or unauthorized possession of narcotics or other drugs on school/hospital property
- Theft/Destruction of any property of the hospital, another student, employee, patient, visitor or doctor
- Fighting or attempting bodily injury or the use of abusive or threatening language to any other person
- Unauthorized possession of weapons or explosives on hospital premises
- Falsifying hospital records and unauthorized altering or removing of any record
- Mishandling or unauthorized disclosure of confidential hospital or patient information
- Sexual harassment (immediate referral to Human Resources)

**Probation Policy (General, Academic, Clinical)**
The twenty-four month program consists of 6 semesters with clinical and academic progress reports evaluated at the end of each semester. A minimum 2.75 cumulative GPA is required. Failure to do so will result in probation or dismissal. Students failing to meet minimum requirements will be placed on probation or given written notice of dismissal according to policy. Probation shall be a minimum of one semester and concludes when academic and/or clinical standings improve to the required minimum average. The first semester of enrollment in the program is a required probationary period for all students. If, during that time, a student exhibits fluctuating academic and/or clinical performances the Review Committee may place the student on extended general probation for the second semester. At the conclusion of the second
semester, the Review Committee shall evaluate all academic and clinical performance records. The decision of
the Review Committee shall be to either terminate probation or initiate dismissal proceedings. A second year
student on probation is not eligible to participate in voluntary Radiology Department employment during his/her
free time. This ineligibility remains in effect until probation ends. The Review Committee shall consist of the
Director of the School of Nursing, Radiographer Program Director, and the Clinical Coordinator of the
Radiologic Technology Program.
Current members of the Review Committee:
   Gaye Falletta ....................................................... Director of the School of Nursing
   Lisa Finnegan, M.S. R.T. (R) (CT) ......................... Radiographer Program Director
   Kelli Alexander R.T. (R) .........................................................Clinical Coordinator

Dismissal
The School of Radiologic Technology reserves the right to terminate the enrollment of any student who, in its
judgment, does not satisfy the requirements of scholarship, health, or personal suitability for a profession in
radiography. The student has the right to appeal a disciplinary dismissal according to the Due Process Policy as
stated in the student handbook.
- Academic dismissal will occur if the student fails to meet the academic requirements two semesters of 2.75
- Academic dismissal will occur if they are not in good academic standing at their degree seeking
  institution (wherein they are required to obtain an associate’s degree)
- Disciplinary dismissal will occur when a student violates program, department or hospital policies
  according to the Disciplinary Policy/Procedure
- A student dismissed for disciplinary reasons is ineligible to re-enter the program
- The student is responsible for any outstanding balances owed to the hospital/program with no records
  released until all financial obligations are met

Dismissal Procedure
- The student shall be given notice of academic/clinical dismissal
- The student given notice of disciplinary dismissal action taken under progressive disciplinary procedure
  has the right to appeal dismissal and shall be granted five (5) school days to appeal dismissal
- The individual cannot attend clinical or academic sessions until the Hearing Committee renders a
decision
- A written and signed appeal must be submitted to the Program Chair and/or the Director of the
  Education Institute.

Due Process:
Must be written appeal within 5 days
Due Process - Step 1:
1. Within seven (7) days, the Hearing I Committee will be established and convened to hear the appeal of
   the student.
2. The Hearing I Committee shall be comprised of:
   Director of the Lab
   Director of the School of Nursing
   Academic /Clinical Instructor
3. Hearing I Committee shall evaluate the records of the student, which shall include, but shall not be
   limited to: academic records, clinical records, and academic or clinical criticism. The committee may
   interview faculty or department personnel, as deemed necessary. At this time, the student shall be given
   the right to present any information that he/she feels is pertinent to his/her retention in the program.
4. The Hearing I Committee, after reviewing records and hearing all statements, shall retire to a closed
   session and render a decision to enforce or overrule the action of the Review Committee. If Appeals I
Committee overrules the dismissal proceedings, the student will remain in the program on probation. If the student makes any future violations the student may not appeal.

If the Hearing Committee upholds dismissal proceedings, the student may appeal this action within five (5) school days in letterform addressed to the Director of the Education Institute.

Due Process - Step 2:
1. The Hearing II Committee will be established and convened within seven (7) days.
2. The Hearing II Committee shall be comprised of:
   - Vice President or representative
   - Director of Human Resources or representative
   - School of Nursing/Education Department or representative
3. The Hearing II Committee shall evaluate all records of the student and interview faculty, department personnel, or student if necessary. The student has the right to present any information that he/she feels pertinent to the appeal.
4. The Hearing II Committee, after reviewing all records and hearing all statements, shall retire to a closed session and render a decision to dismiss the student or permit the student to remain in the program on probation.

The decision of the Hearing II Committee shall be final.

Grievance Procedure
A grievance is a felt injustice which, in the mind of the student, is an infringement of his/her rights as stated in the Student Rights; concerning clinical experience, didactic evaluation, disciplinary action, treatment, clinical conditions, or violation of hospital, department, or school policy and procedure.

Procedure:
- Any student, who has a grievance against a faculty or staff member, shall complete an Grievance form (located in form section)
- This form shall list the faculty or staff member's name, the date and time the incident occurred. On the form, there is a section for giving a short but accurate account of the grievance. This form is to be given to the Director Education Institute and will be reviewed with the student. This procedure must be initiated no later than ten (10) school days following the alleged grievance. Unresolved grievances will enter into Due Process. A copy of the grievance and decision will be placed in the staff or faculty member's file. This portion of the file will not be transmitted to a new employer. This portion of the file will be retained for one (1) year.

Grievances are confidential and will not be discussed with uninvolved persons.

Graduation Requirements and Placement
- The diploma and pin of Washington Health System Radiologic Technology Program are awarded to a student upon satisfactory completion of the school program.
- Mandatory Attendance:
  - Seniorization
  - Graduation
- The student must maintain a minimum cumulative GPA of 2.75 throughout the program.
- The student must complete all Program and ARRT didactic and clinical competency requirements.
- All financial obligations must be met before a student can graduate.
- The student must have completed an associate’s degree or higher and all pre-requisites as required prior to graduation from WHSSRT
While Washington Health System School of Radiologic Technology does not maintain a formal employment service, the graduates will be assisted in locating positions.

**Student Employment**
Paid employment of a student in a clinical department will not be used in lieu of the time assigned to the structured clinical experience. Employment, volunteer services or any other activities cannot interfere with clinical rotations or used in lieu of clinical rotations. Students will not be allowed to use employment, volunteer services or any other activities as clinical experience. Students may not substitute or replace paid staff members. A student who is employed should use judgment in determining his/her choice of employment and how many hours he/she can devote to working. The program will not change the student's academic/clinical schedule to accommodate an employment schedule. The program expects students who work to maintain optimum school standards. Hospital employment for senior students is in accordance with the following policies:
- Senior students in good academic and clinical standing may work as a student radiographer or clerk receptionist.
- If students are employed during their free time, it is expected that this should be on a voluntary basis and not a requirement of the hospital, department or school.

**Student Services**

**Academic Advising**: is made available to all students by the faculty and may be initiated by either student or the faculty including but not limited to:
- tutoring
- performance review
- performance critique
- discipline
- contact meetings
- due process

Documentation of advising will be recorded in the student folder. A brief description of any disciplinary action or due process must be included in the individual student's file.

**Employee Assistance Program (EAP)**: Counseling requirements, which are beyond the scope of faculty qualifications, will be referred to the hospital's Employee Assistance Program. This program offers short-term professional counseling where the service is free and confidential. If extended counseling is necessary referral to outside agencies will be made. The student will assume the cost of this counseling. Washington Health System Employee Assistance Program (EAP) is available to all Radiologic Technology Program employees and students. 1-800-EAP-LINK (after hours) 724-223-3430 Business hours

Students enrolled in the Radiologic Technology Program will have use of the EAP, with the following modifications:
- Washington Health System EAP is available to students only. No family members of students are covered under the program.
- Referrals to the EAP may come via the following:
  - Self-Referral: Students themselves making direct contact with the EAP. In this case, no feedback is necessary to Radiologic Technology Program management personnel.
  - Faculty - Assisted Referral: Students who have been identified by Radiologic Technology Program management as having need for EAP services. Faculty-assisted referrals may necessitate that Radiologic Technology Program management be made aware of student's initial contact with EAP and continued participation in EAP recommend treatment.
Students in the Radiologic Technology Program will be made aware of the EAP through dissemination of EAP brochures, posters located in the Radiologic Technology Program and orientation provided by the EAP coordinator.

**Health and Medical Insurance:** All students should be covered by medical insurance. Students assume financial responsibility for any illness or injury.

**Employee Health Purpose:** The Employee Health is provided to evaluate the health of the students. This service includes a registered nurse, available between the hours of 7:30 a.m. and 3:30 p.m. This service functions to evaluate and counsel students for minor illnesses or injuries sustained during the school week and is available to the student at no cost.

1. If a student becomes sick or injured in either class or clinical assignments, he/she will contact the program office. In the absence of school personnel, the student will report to the supervisor on duty. The student will be sent to the Employee Health’s office for evaluation and counseling. Students requiring treatment will be referred to their family physician.
2. A student reporting for assignment must contact the program office if he/she has an infectious illness. The student will then be required to report to the Employee Health office.
3. Students who are ill for three (3) or more days are to report to the program office prior to going to the assigned class or clinical area. The program office will contact the Employee Health office in order to determine if a student should be screened before reporting to the assigned area.
4. Students suffering major illness or injury will be sent to the Emergency Department for treatment. Students will assume the financial responsibility for any illness or injury.

The Employee Health Program Policy is located on the intranet under “Employee Health” [http://s-webserver1/twhnet/](http://s-webserver1/twhnet/).

Please make note under Part VII, Page 4.32, and the policy for Blood/Body Fluid Exposure. This policy’s purpose is:

- To determine if an employee/student sustained an exposure to an infectious disease transmitted by blood or body fluids
- The degree of exposure for the involved employee/student
- To provide education and counseling regarding the significance of the exposure and recommended post exposure follow-up and treatment
- To provide the most current information regarding post-exposure prophylaxis for exposure to an HIV positive patient

**Medications:** All students are required to inform the Employee Health of any prescribed medication so that the medication may be recorded on the student's health record. Students may purchase his/her prescribed medication at The Washington Health System Pharmacy at reduced prices.

**Physical Examinations:** Physical examinations of students are required before admission to the program. Students will be given an annual blood work examination which is required by Washington Health System. (Immunizations required for MMR, Varicella, and Two step PPD, Flu Vaccination in the first year).

**Consent to Treatment:** Effective April 14, 1970, Act Number 10 of Pennsylvania Legislature provides that any minor who is eighteen (18) years of age or older, or has graduated from high school or who has married, or has been pregnant may give effective consent to medical, dental, and Employee Health’s for himself/herself. It also provides that a minor who has been married or has borne a child may give consent to determine and treat
pregnancy, venereal disease and the other reportable diseases; and consent is unnecessary when, in the physician's judgment, an attempt to secure consent would increase the risk to the minor's life or health.

**Drug Prevention Program Overview**
The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. Standards of conduct state that any student possessing, using or distributing illicit drugs or alcohol on hospital premises or as part of any school activity will undergo disciplinary sanctions up to and including expulsion from the school and referral for prosecution. The disciplinary sanction may include a referral to the EAP and completion of an appropriate rehabilitation program. The EAP provides information about any alcohol and drug counseling and rehabilitation programs available.

A student who appears to be impaired will be escorted to Employee Health for a random drug screen. Refusal of the drug screen will result in dismissal. Medications taken by the student must be validated by prescription. See Drug Prevention – Alcohol Effects: for specific legal consequences of possession, use or distribution of illicit drugs.

**Safety and Security Problems**
- The student shall observe all safety, accident, and fire procedures established by The Washington Health System; also State and Federal Laws and Standards by those who approve the program.
- The Washington Health System is not responsible for lost or stolen personal properties.
- If an item is missing, check with the Security office located on the main floor.
- If a safety or security problem arises, report it immediately to:
  a. Director of the Education Institute
  b. Clinical Instructor
  c. Department - Supervisor in the area

**Sexual Assault Policy and Procedures**
According to The Higher Education Amendments of 1992, a sex offense is defined as “either a forcible or non-forcible sexual act directed against another person, against that person’s will, or where the survivor is incapable of giving consent, and may include rape or acquaintance rape.”

The Washington Health System School of Radiologic Technology will not tolerate sexual assault or abuse, such as rape (including acquaintance rape) or other forms of non-consensual sexual activity. These acts degrade the victims, our campus community, and society in general. While the School cannot control all the factors in society that lead to sexual assault and abuse, the School strives to create an environment that is free of acts of violence. Violations of the policy are subject to disciplinary actions through the Review Committee. Discipline can be up to and including permanent dismissal from the School of Radiologic Technology. The accused and the accuser are equally entitled to have others present for support and advice. Both are informed of the outcomes and sanctions.

**Sexual Assault Procedures - The following steps should be taken:**
1. Get to a safe place as soon as possible.
2. Try to preserve all physical evidence. The survivor may or may not choose to press charges in the future, but preserving physical evidence will give him/her the option to do so later.
3. Contact a close friend who can provide support. The friend can accompany the victim to the medical exam and/or police department.
4. Get medical attention as soon as possible. An exam will determine the presence of physical injury, sexually transmissible diseases, or pregnancy; it is important for the victim’s well-being. The exam, if done within 72 hours following the rape, can obtain evidence to assist in criminal prosecution.
5. Contact the police. Rape is a crime; it is important to report it.
6. Consider talking to a counselor. Seeing a counselor may be important in helping the victim understand his/her feelings and begin the process of recovery.

A survivor who has been assaulted and wishes to change their academic schedule should discuss this with the Director, School of Radiologic Technology.

The Student Right to Know & Campus Security Act of 1990 and its amendments require an annual Campus Security Report. The Act requires that it be distributed to students and employees.

The Security Department and the School of Radiologic Technology have compiled this report. Any questions regarding this report should be directed to the Financial Aid & Admissions Officer at 724-223-3167.

**Inclement Weather Policy**
Cancellation notices will be announced on WTAE (Channel 4) television and WJPA (95.3 FM/1450 AM) radio. Extreme variations of weather conditions can occur at different locations. If weather conditions in your area are poor, school has not been cancelled, and you are unable to attend, you must notify the program office. Your absence will be marked as an excused absence and you may choose to either forfeit benefit time or make up the day. If school is cancelled and you choose to report, a comparable benefit time will be earned. Time must be made up for clinical time.

**Radiographer Program Resources**
Listed below are resources that you will find helpful in the Radiographer Program field as a student and graduate. These organizations provide information about the Radiographer Program field and opportunities to network with other Radiographer Program at conferences and seminars. Continuing education opportunities are important for Radiographer Programs and information about them can be found through the organizations listed below. Some organizations have fees that apply to membership and their services and this information can be found on their individual websites. Please review their websites for specific details about the mission of each organization and what they provide to the Radiographer Program field. This list is just small sample of the different professional organizations and informational websites that are available to the Radiographer Program field.

If you have questions about any of this organizations please speak with your Radiographer Program Director or faculty members.

**American Registry of Radiologic Technologists (ARRT):** rules, regulations, qualifications for certification, and other important information about radiologic technologists can be located at: [https://www.ARRT.org](https://www.ARRT.org)

Certain criminal convictions may prevent the health science graduate from taking national certification or licensure exams. Please refer to the “Ethics Review” at [www.ARRT.org](http://www.ARRT.org). The student must contact the ARRT directly with questions and concerns.

**The American Society of Radiologic Technologist (ASRT):** is the national organization of the profession. Please visit [www.ASRT.org](http://www.ASRT.org) for more information about ASRT.

- Student member benefits page: [https://www.asrt.org/content/membership/studentmemberservices.aspx](https://www.asrt.org/content/membership/studentmemberservices.aspx)
  (you must be a member to access the Community of R.T. Professionals, which features practicing R.T.s who can help with questions about entering the field, current trends and professional issues.)
- Student resources page: [https://www.asrt.org/Content/Students/StudentResources/studentresources.aspx](https://www.asrt.org/Content/Students/StudentResources/studentresources.aspx)
  (tutorials, articles, FAQs, etc.; free for non-members)

**The Pennsylvania Society of Radiologic Technologist (PSRT):** is the state organization of the profession. Please visit [www.psrtonline.com](http://www.psrtonline.com) for more information about PSRT.
Radiology Technologist Student Association (RTSA): There is also opportunity to become members of the campus-based organization that promotes scholarly endeavors, encourages leadership, and cultivates fellowship. Membership in the RTSA presents opportunity for students to enhance in-school training and promote the professional ethics and integrity that portray radiographers as integral members of the medical community. Please see Program Director for more information.

Class Representatives:
- Two class representatives and a secretary/treasurer will be elected in the first semester of the junior year.
- Duties and responsibilities include:

Senior Class Representatives:
- Communicate with the faculty any problems, suggestions or concerns on behalf of the class.
- Act as the liaison for any information communication between the faculty to students and students to faculty.
- Develop a plan and coordinate class activities to include: class meetings, social activities, fundraisers, review seminars, etc.
- Assist junior class representatives with their duties until they become familiar with these duties.

Senior Treasurer/Secretary:
- Assist the class representatives with accounting and record keeping for:
  - Notes and records of class meetings
  - Financial records of class fundraising
  - Minutes of faculty/student meetings

Junior Class Representatives:
- Act as the spokesperson to the faculty.
- Provide input to class/faculty about class interests, likes and dislikes.
- Hold class meetings to discuss class fundraisers and social outings.
- Work with senior class representatives to learn how to best represent the school and class.

Junior Treasurer/Secretary:
- Assist the class representatives with record keeping and accounting of class funds.
- Keep records of class meeting and minutes of student/faculty meetings.

Libraries:
The hospital libraries which may be used by the student are:
- Medical Library - Main Hospital, third floor
- The program has reference books available for students. These books are located in the classroom, Computer Lab, and the program offices.

Borrowing Materials: Students of The Washington Health System may borrow material from the library pending they sign the borrower’s card and have identification available.

Returning Materials: All materials may be returned to the library circulation desk during library hours, and a book return slot is available for hours that the library is closed. Library property must be returned and fines paid prior to progression to the next semester or graduation.

Hours: Health Sciences Library M – F 7:30 a.m. – 4:00 p.m.

Fines: A fine of 25 cents per day per item is required for every day the item is overdue. This fine must be paid upon returning the items. Obligations to any outstanding fines must be met prior to progression to the next semester or graduation. When a borrowed item is one week overdue a reminder notice will be sent to the patron. If reminders continue to be ignored and borrowed items are not returned, administrative disciplinary action may be taken.
Class Fundraising:
- Fund raising activities are sponsored by each class for attendance at seminars, registry, and donations as selected by the class.
- The fund raising activity, with the tentative date and format, must be submitted to the school office for approval.
- School office approval is required to approve any expenditure out of the class fund.
- Each class will elect a treasurer. It is the responsibility of the treasurer to keep an account of all credits and debits. Class accounts will be kept separate.
- Similar fund raising activities cannot run simultaneously. Both classes are expected to support all fund raising efforts.
- Types of fund raising activities that are available include candy sales; hoagie sales, car washes, stationary sales.
- Individual class fundraising must not exceed 10% of what is needed for each cohort, anything over will be donated to an approved “cause.”

Miscellaneous:
- Bowling: Route 19 & Alpine Club
- Libraries: Citizens Library & Washington and Jefferson College
- Washington Park: Ice Skating, Swimming, Tennis, & Other Sports Events
- Fitness Centers: Cameron Wellness Center & Eighty-Four Fitness Center

Photo Identification Badges
A photo identification badge will be issued to you. This badge must be worn at collar level on your uniform. The hospital issues these badges for security purposes and requires that you wear it for all scheduled assignments. If the ID badge is lost, the student must report this immediately to the program office.

Dress Code
Uniforms: The daily uniform will consist of:
- Standardized Khaki uniform tops, black pants, and khaki warm-up jacket (optional).
- Black or white tees (long or short sleeve) may be worn under the standard uniform top. The bottom of a tee shirt may not be visible. A black or white camisole or tee must be worn if cleavage is visible.
- Shoes: Black, soft-soled hospital shoes or all black leather tennis shoes required: Open toe, mesh, and/or clog type shoes are not permitted. Shoes, including laces, are to be kept clean.
- Hosiery: White or black socks.
- Hair: Hair shall be conservatively styled: All hair shall be kept away from the face. Medium length hair (collar) or long hair shall be worn pulled back or pinned up with a conservative hair accessory. Extreme styling, shading or coloring of hair is not permitted.
- Make-up: No excessive make-up will be worn while attending any clinical assignment.
- Nails: Fingernails shall not be excessively long. Nail polish, if worn, shall be clear, light pink, or neutral beige. No dark or bold colors are permitted. Artificial nails are not permitted.
- Jewelry: Jewelry worn in the department shall be limited to: watches, engagement rings, wedding rings, class rings, and birthstone rings. A single gold or silver chain, with or without a charm, may be worn. The chain is not to exceed 1/4” in width and must be worn inside the uniform if the chain length exceeds 20 inches. Small earrings are permitted. Jewelry is not permitted in other visible body piercing areas (nose, tongue, eyebrow, lips etc.).
- Perfume: No excessively scented perfume or lotions. Minimal use of scented products while attending any clinical assignment.
- Tattoos: Tattoos are to be covered during all clinical assignments.
- Personal beepers and cell phones are not permitted during school hours.
• Photo Identification Badge and OSL Badge are to be worn for all assignments.

Revisions and provisions for interpretation of this Dress Code will be made at the discretion of the instructor. Failure to adhere to this Dress Code will result in the following disciplinary action:

**Transportation to the Clinical Site**
Transportation to and from the clinical experiences and sites is the responsibility of the student. Clinical sites may exceed 60 miles from the school’s location.

**Infection Control Policy - Policy and Procedure**
To prevent the spread of diseases within hospitals, special procedures should be followed for patients with these diseases. Isolation procedures are designed to prevent the spread of microorganisms among patient, hospital personnel, and visitors. The appropriate isolation precaution to be used is determined by the route of transmission of the specific infection.

If the student must radiograph a patient who has been placed in isolation, the student shall observe all infection control policies and standards established by Washington Health System.

The student will refer to the hospital's Disease - Specific Isolation Policy and Procedure Manual for:
- isolation precautions
- technique and recommendations
- isolation procedures

A copy of this manual is located in the Radiology Department.

**Radiation Protection Policy and Procedure**
Radiation protection for the individual and patients is introduced during orientation and throughout your education in Introduction to Radiology and Patient Care, Radiation Protection and Biology, Radiographic Procedures I, II, III, IV, V, and Clinical I, II, III, IV, V, and VI.

A radiation-monitoring device is issued to each student. The Radiation Safety Officer, faculty, and student will have the availability to review the monthly report of exposure. Radiation exposure policies and procedures are designed to keep exposure to a minimum by proper shielding and monitoring.

• Students entering the program will have a Radiation Protection Orientation to include:
  o Basic Radiation Protection
  o Department Radiation Safety Policies
  o Pregnancy Policy for Female Students

• OSL badges will be issued to each student. These badges are to be worn at collar level.

• The OSL will be worn for all clinical assignments and placed on the badge board at the end of the clinical day.

• The Radiation Dosimetry Report is posted monthly in the department. The classroom copy is to be initialed by each student. Cumulative radiation history is reviewed yearly with the individual student.

• Students will abide by the department's Radiation Safety Policies. (See Department Policy and Procedure, Section L, in regards to self and patient). Carelessness or disregard for the department's Radiation Safety Policies could result in student dismissal.

• Students will adhere to the basic radiation principles of time, distance, and shielding to reduce occupational exposure.

**ALARA:** (As Low As Reasonably Achievable) concept will be applied to all measurable radiation exposure. The reports will be available in the Program office. A student’s monthly radiation dosage report should not exceed:

  - 60 mr/month – deep, whole-body radiation – film badge
  - 195 mr/month – hand and forearm radiation – ring badge
It must not exceed the recommended dosages level for occupationally exposed persons as established by the State and Federal Agencies for radiological health. Values are:

- 5 rem/year or 1250-mr/calendar quarter – whole body (deep)
- 75 rem/year or 18.5 rem/calendar quarter – hands/forearms

Each student should check and initial his/her radiation dosage report. The National Council on Radiation Safety and Protection created the ALARA Concept. The ALARA concept was created for the occupational worker, establishing guidelines for radiation exposure. All occupational workers following safe radiation practices should not receive more than one-tenth of the maximum permissible dose in an exposure period (125mrem per quarter) or .5 rem per year. Therefore, students who receive a personnel dosimetry report that exceeds one-tenth of the maximum permissible dose in any exposure period will be required to fill out an exposure notification form and be interviewed by a program official. Students who exhibit intentional disregard for radiation safety procedures with regard to themselves, patients, co-workers, or the general public will be dismissed from the program.


**Pregnancy Policy**


All female students, upon entering Washington Health System Radiologic Technology Program, will be required to read and sign "Pregnancy Notification Procedure" (please see forms section) indicating that she has been instructed in the area of radiation protection for the pregnant radiographer.

A student who becomes pregnant has the right to declare or not declare her pregnancy. Declaration must be in writing and include the current date, and estimated month of conception.

Upon declaration, the Director of the School of Radiography and the Radiation Safety Officer will review the student's radiation exposure history with the student, emphasizing the MPD during pregnancy is 500 mrem for the entire gestation, or 0.05 rem during each month. Work in the healthcare setting can involve exposure to chemicals, radiation levels, infectious diseases or tasks that present risks to the fetus or to the student’s ability to carry the fetus to term. Pregnant students are therefore encouraged to discuss the risks, if any, presented by their particular program, the steps that might be available to minimize or eliminate the risk, and the advisability of continuing or suspending participation in the program with their instructor(s) and with their own health care providers. Students who are, or become pregnant, may not be able to continue with the program while pregnant. Those who are and elect to continue in the program will be required to sign a document verifying that these discussions have occurred and that the student is aware of and assumes the risks of continuing with the program while pregnant.

Also to be reviewed is the student's clinical rotation. If a student request any clinical rotation changes, all competency requirements in those areas must be met prior to program completion.

The lower dose limit for a declared pregnancy will remain in effect until one of the following occurs:

- The student gives birth
- The student provides written notification informing school officials she is no longer pregnant
- The student may un-declare her pregnancy at any time in writing
The pregnant student may choose to continue without modification by notifying the Program in writing if the student applies for a leave of absence, she will make her application for leave and readmittance to the program according to the Leave of Absence Policy.

Choosing to not declare pregnancy assumes the student is of regular status, and therefore, no extra measures of protection for the fetus will be taken.

**Radiobiologic Considerations:**
The severity of the potential response to radiation exposure in utero is both time-related and intensity related. The fetus is more sensitive early in pregnancy than late in pregnancy. As a general rule, the higher the radiation dose, the more severe will be the radiation response.
The time from approximately the second week to the eighth week of pregnancy is called the period of major organogenesis. During this time the major organ systems of the body are developing. If the radiation dose is sufficient, congenital abnormalities are associated with skeletal deformities. Later in this period neurologic deficiencies are more likely to occur.

During the second and third trimesters of pregnancy, the responses previously noted are unlikely. Results of numerous investigations strongly suggest that if a response occurs following irradiation during the latter two trimesters, the only one possible would be the appearance during childhood of malignant disease: leukemia or cancer. Malignant disease induction in childhood is also a possible response to irradiation during the first trimester.

The maximum permissible dose for the fetus is 0.05 rem (.5 Sievert) for the period of pregnancy, a dose level that most technologists will not reach. This review of radiation exposure is the appropriate time to emphasize that the MPD during pregnancy is 500 millirem (5 milliSievert). Furthermore, it should be shown that this MPD refers to the fetus and not to the student herself. This level of 0.05 rem (.5 Sievert) to the fetus during gestation is considered the radiation exposure level of negligible risk. The student should be aware that an alteration of her work schedule is not essential.

It is appropriate to provide the pregnant student with an additional monitor. This requires precise instructions that the monitor be worn at waist level under protective apparel, that the monitor be cycled in a timely fashion, and that it not be mixed up with the collar monitor. This monitor will be labeled “baby badge” or “fetal dose,” or something similar.

When pregnancy is reported, regardless of the nature of the x-ray facilities the program faculty should review acceptable practices of radiation protection: minimize time, maximize distance, and use available shielding. When the student discloses her state of pregnancy, the program faculty should advise the student, including a review of her radiation exposure history and any future restrictions to her schedule that are appropriate.

**JRCERT Definition of Direct Supervision**
Student supervision under the following parameters:
- An ARRT Registered Technologist in good standing with the ARRT reviews the procedure in relation to the student’s achievement;
- An ARRT Registered Technologist in good standing with the ARRT evaluates the condition of the patient in relation to the student’s knowledge;
- An ARRT Registered Technologist in good standing with the ARRT is present during the conduct of the procedure;
- An ARRT Registered Technologist in good standing with the ARRT reviews and approves the procedure;
• An ARRT Registered Technologist in good standing with the ARRT is present during student performance of any repeat of any unsatisfactory radiograph;
• An ARRT Registered Technologist in good standing with the ARRT must present for all portable radiographic studies including c-arm and surgery procedures;
• An ARRT Registered Technologist in good standing with the ARRT must be present while performing all repeated examinations.

JRCERT Definition of Indirect Supervision
For radiography, supervision must be provided by an ARRT Registered Technologist in good standing with the ARRT and must be immediately available to assist students regardless of level of student achievement. Immediately available is interpreted as the presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where radiation equipment is in use.

Program Policy:
The student is to be directly supervised for all examination until competencies have been successfully completed. Indirect supervision allows the student to perform radiographic procedures, after competency has been documented, without the technologist being in the room or directly available. A qualified technologist must be immediately available (outside room). This does not imply that a portable radiographic procedure can be done without the technologist immediately available. Two students do not equal one technologist.

Mandatory Supervision for Repeat Radiographs and Portable Radiography
At any point within their clinical education training, no student should be performing a repeat radiograph without the direct supervision of a registered technologist. It is the policy of the Radiographer program and its clinical education sites to provide shadowing and direct supervision, in the areas of surgery, mobile/bedside and portable radiography. Students should also be under direct supervision when performing examinations in special/high risk areas within the hospital/clinic, such as ER, ICU, PACU, CCU, NICU, etc.

In the instance of a repeat radiograph by a student, the student MUST designate on his/her daily report of clinical experience that a repeat radiograph was performed. Writing the word “Repeat” in the examination/procedure section of the daily report sheet can do this. Also, the student must enter an “A” in the column where the initials O/A/I (observe, assist, or independent) are found. Repeat radiographs require an additional entry on the daily report of clinical experience.

Clinical Instruction
Clinical education is designed to accomplish the objectives set forth in the Academic Program. It is arranged to complement the organization of the Radiographic Procedures Course. The Competency Evaluation Program is also carried throughout the student's clinical experience.

Clinical Instruction in Radiographic Areas
Clinical assignments are made in radiographic areas sharing a commonality in procedures performed. Attention is given to the student's clinical experience as it is occurring or about to occur. This provides for an exchange of information and feedback from the student. This instructional method is in addition to the clinical instruction which accompanies the academic course.

The clinical instructors will review examinations performed in each radiographic area. Basic positioning, along with preparation of contrast media, review of procedures, and protective measures will be discussed/demonstrated. A review of radiographs performed in each clinical area, along with a correlation of anatomy and positioning to radiographic quality, will also be presented.

Clinical Competency Evaluation System Purpose
• To standardize the format for evaluation of clinical performance and competency.
• To standardize the objectivity and consistency of the evaluator in determining competency and grade.
• To provide the student with documentation of his/her competency and progress.

Objectives:
• Given a request for a radiographic examination, the student should be able to identify the procedure to be performed and prepare the radiographic room for that procedure.
• Given a request for any radiographic examination, the student should be able to obtain diagnostic radiographs using proper positioning, protection and technique.
• Given a radiograph of any projection, the student should be able to evaluate the film to determine the need for a repeat examination as judged by the positioning accuracy, motion, quality of technique and presence of artifacts.

Definitions:
• Competency: Having requisite or adequate ability or qualities. The ability to function within the realm of limited supervision and assume those duties and responsibilities as set forth in academic course and clinical objectives. (completed in Clinical)
• Proficiency: Advancement in knowledge or skill to the level of consistent accomplishment. (completed in Lab)
• Simulation: The process of imitating an actual procedure or examination. (completed in Lab and/or Clinical)

Demand Testing Purpose
In order to ensure proficiency of clinical skills, each student will be required to "demand test."

Testing Strategy:
• The clinical instructor or radiographer will randomly select the more challenging exams
• The student is unaware of the exams he/she will be tested on.
• When the exam comes in, the clinical instructor will present it to the student.
• The testing procedure will proceed as usual.
• Demand tests will be averaged together with all other testing from the current term

Competency Procedure
• It is the student's responsibility to initiate a competency test.
  o Request to test on a specific exam.
  o If request granted, secure a test sheet and prepare radiographic room.
• Inform R.T. you are ready to begin so starting time may be documented.
  o Only the patient, student and evaluator are permitted in the room during a test unless the student has agreed to other personnel.
• To receive credit the patient's clinical history and stating of pregnancy policy must be obtained by the student in the radiographic room and witnessed by the evaluator.
• If on any test the student receives a score of “below average” in any given area, the evaluator must give written evidence as to why that score was given.
• To complete the test the evaluator will discuss in confidence the results with the student in terms of the student's area(s) of weakness and strength.
• The evaluator will offer the student constructive criticism on methods to improve his/her performance.
• The evaluator will sign the test sheet. The student will also sign the test sheet if in agreement with the test procedure and result.
• The student is responsible for returning the competency sheet to the Clinical Instructor. Failure to do so will result in progressive discipline as outlined in the Disciplinary Policy.
• Terminal/Final testing may begin during the 5th semester. The following criteria must be met:
  o Competencies must be complete on those exams selected as a final test.
  o One exam from each, the upper extremity, lower extremity, spine/thorax, and contrast must be obtained. (A minimum of three projections for the UGI and five projections for the BE must be obtained.)
Simulations of exams may be performed with the following stipulations:
- No Final exams may be simulated
- The student must receive competency tests on a minimum of 46 exams prior to graduation. Any additional exams will be simulated by the clinical instructor at the student's request.

**Grading Criteria for Clinical Testing**
- For all proficiencies, competency and terminal/finals, the student must obtain a minimum final score of **90%** per final exams and 75% on all other competencies and proficiencies.
- If the student does not meet the minimum requirements for testing, he/she must repeat the exam.
- Remedial instruction will be conducted by the clinical instructor prior to the retest of a failed exam.
- The grade of the initial exam that is failed will be recorded during the semester that the testing occurred. After the student retests on the exam and passes, the grade which the student obtains will be recorded during the semester that the testing occurred.
- A two week time span is recommended between the failure of an exam and a retest. This time period will allow the clinical instructor to schedule a remedial session.
- In order to fulfill graduation requirements, the student must pass all clinical exams performed. As a final option, infrequent exam may be simulated by the clinical instructor. Each extenuating circumstance will be evaluated by the clinical instructor on an individual basis.

**Clinical Sheets - Policy and Procedure**
Weekly clinical sheets are a documentation of the student's progress regarding:
- type of exams being performed
- number of exams being performed and/or practiced
- amount of R.T. assistance
- number or repeats/supervision of repeats

The sheets are used for follow-up progress, counseling and film critique. Sheets are recorded by the student on a weekly basis of Sunday through Saturday basis and must be recorded in the clinical tracking system as well.

**Evaluations - Policy and Procedure**
At the end of each rotation (one per semester), the clinical instructor will complete a Clinical Semester Evaluation for each student. By observing and working with the student in his/her weekly clinical assignment, the instructor will be able to evaluate the student's professional adjustment, effective behavior and clinical skills. Staff radiographers may also evaluate the student assigned to his/her clinical area. This evaluation, based on the clinical week, will assess the student's effective behavior and clinical skills.

These evaluations will be shared with the student and used as constructive reinforcement and critique of the student's progress and performance. The student is responsible for obtaining a designated number of staff evaluations per semester. Each semester the student is required to obtain one each from the following departments, to total five at the end of the semester: NHC, Main, OR, ER, Dwing (Specials/WD to substitute upon rotation).
Academic Graduation Requirements for the Radiographer Program

Each academic year consists of three semesters. Academic credit at Washington Health System School of Radiology will be measured in Semester Credits. One semester credit is the equivalent of 15 lecture hours; 30 laboratory hours; or 45 clinical hours, with one hour of instructional time defined as a fifty-minute period.

Program length is twenty-four months with students being jointly enrolled at both the Radiography program and California University of Pennsylvania. Those that have previously received an Associate’s degree or higher will not be required to enroll at California University of Pennsylvania. Non-degreed applicants offered a position may choose to frontload college courses or take the college courses concurrently. California University of Pennsylvania will process all financial aid for students working towards a degree. Incomplete course work or course work in progress will not be considered.

<table>
<thead>
<tr>
<th>Lecture 15 hours=1.0 credit</th>
<th>Laboratory 30 hours=1.0 credit</th>
<th>Clinical 45 hours=1.0 credit</th>
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<tbody>
<tr>
<td>Semester Fall I (15 weeks didactic/17 weeks clinical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAD 100 Intro to Radiography and Patient Care</td>
<td>None</td>
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<td>RAD 101 Medical Terminology</td>
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<tr>
<td>RAD 110 Clinical I</td>
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<tr>
<td>RAD 103 Radiographic Procedures I</td>
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<td>2.5</td>
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<tr>
<td>Semester Spring I (15 weeks didactic/19 weeks clinical)</td>
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<tr>
<td>RAD 104 Radiation Protection and Biology</td>
<td>RAD 100</td>
<td>2</td>
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<tr>
<td>RAD 105 Radiographic Procedures II</td>
<td>RAD 103, Anatomy and physiology (minimum of 3 credits)</td>
<td>2.5</td>
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<tr>
<td>RAD 120 Clinical II</td>
<td>RAD 110</td>
<td>9</td>
</tr>
<tr>
<td>Semester Summer I (10 weeks didactic/11 weeks clinical)</td>
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<tr>
<td>RAD 106 Image Production I</td>
<td>Physics 100 level or higher</td>
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<tr>
<td>RAD 107 Radiographic Procedures III</td>
<td>RAD 105</td>
<td>1.0</td>
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<td>RAD 130 Clinical III</td>
<td>RAD 120</td>
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<tr>
<td>Semester Fall II (15 weeks didactic/17 weeks clinical)</td>
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<td>RAD 200 Image Production II</td>
<td>RAD 106</td>
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<tr>
<td>RAD 201 Radiographic Procedures IV</td>
<td>RAD 107</td>
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<td>RAD 240 Clinical IV</td>
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<td>Semester Spring II (15 weeks didactic/19 weeks clinical)</td>
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<td>RAD 203 Image Production III</td>
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<td>RAD 204 Radiographic Procedures V</td>
<td>RAD 201, Anatomy and physiology (minimum of 6 credits)</td>
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<tr>
<td>RAD 250 Clinical V</td>
<td>RAD 240</td>
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<tr>
<td>Semester Summer II (10 weeks didactic/11 weeks clinical)</td>
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<tr>
<td>RAD 205 Registry Prep and Cross Sectional Review</td>
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<tr>
<td>RAD 260 Clinical VI</td>
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Course Descriptions & Objectives
In the following pages are samples of the objectives of Radiographer core class syllabi that you will receive on the first day of class. These course syllabi will be customized by your instructor for each course and will reflect the expectations that your instructor will review with you on the first day of class. Please note that the course syllabi in the student handbook are subject to change and that if you have questions, please reach out to your instructor and/or program director.

RAD 100 Introduction to Radiography and Patient Care (Washington Health System School of Radiology)
Prerequisites: None
Contact Hours: 30 (30 Lecture, 0 Lab)
Semester Credits: 2
This course introduces the student to the Radiography profession with specific emphasis on the Radiographer discipline. It includes related terminology, ethics, basic radiation protection, accreditation, credentialing, professional organizations, health care team, radiology organization/operation and other related topic. It also includes all aspects of patient care including but not limited patient safety and medical emergencies.
Objectives:

Ethics and Law in the Radiologic Sciences Objectives
- Discuss the origins of medical ethics.
- Identify legal and professional standards and relate each to practice in health professions.
- Explain select concepts embodied in the principles of patients’ rights, the doctrine of informed (patient) consent and other issues related to patients’ rights.
- Explain the legal implications of professional liability, malpractice, professional negligence and other legal doctrines applicable to professional practice.
- Define tort and explain the differences between intentional and unintentional torts, civil and criminal liability.

Introduction to Radiologic Science and Health Care Objectives
- Identify other health science professions that participate in the patient’s total health care.
- Describe relationships and interdependencies of departments within a health care institution.
- Discuss the responsibilities and relationships of all personnel in the radiology department.
- Differentiate between quality improvement/management, quality assurance and quality control.
- Differentiate among accreditation types, credentialing, certification, registration, licensure and regulations.
- Identify the benefits of continuing education as related to improved patient care and professional enhancement.

Patient Care in Radiologic Sciences Objectives
- Identify the responsibilities of the health care facility and members of the health care team.
- Differentiate between culture and ethnicity.
- Demonstrate select procedures to turn patients with various health conditions.
- Describe immobilization techniques, and types of patient transfer.
- Explain the purpose, legal considerations and procedures for incident reporting.
- Define terms related to infection control.
- Identify specific types of tubes, lines, catheters and collection devices.
- Outline the steps in the operation and maintenance of suction equipment.
- Outline the steps in the operation and maintenance of oxygen equipment and demonstrate proper use.
- Demonstrate competency in basic life support (BLS) and vital signs.
- Describe the special problems faced in performing procedures on a patient with a tracheotomy and specific tubes, drains and catheters.
- Explain the appropriate radiation protection required in radiography.
**RAD 101 Medical Terminology** (Washington Health System School of Radiology)  
Prerequisites: None  
Contact Hours: 15 (15 Lecture, 0 Lab)  
Semester Credits: 1  
This course introduces the major body structures and functions through the study of medical terminology. Terminology related to diagnosis and treatment is also presented.  
Objectives:  
- Apply the word-building process.  
- Interpret medical abbreviations and symbols.  
- Critique orders, requests and diagnostic reports.  
- Define medical imaging and radiation oncology terms.  
- Translate medical terms, abbreviations and symbols into common language

**RAD 103 Radiographic Procedures I** (Washington Health System School of Radiology)  
Prerequisites: None  
Contact Hours: 45 (30 Lecture, 15 Lab)  
Semester Credits: 2.5  
This course presents the radiographic procedures and principles necessary to perform diagnostic studies of the structures of the upper extremities of the body, chest, abdomen and pediatric chest, abdomen, and upper extremity. This course also provides the student with the knowledge necessary to interact with all members of the allied health team as well as the patient.  
Objectives:  
- Describe standard positioning terms.  
- Demonstrate proper use of positioning aids.  
- Discuss general procedural considerations for radiographic exams.  
- Identify methods and barriers of communication and describe how each may be used or overcome effectively during patient education.  
- Explain radiographic procedures to patients/family members.  
- Modify directions to patients with various communication problems.  
- Develop an awareness of cultural factors that necessitate adapting standard exam protocols.  
- Adapt general procedural considerations to specific clinical settings.  
- Identify the structures demonstrated on routine radiographic images.  
- Adapt radiographic procedures for special considerations.  
- Simulate radiographic procedures on a person or phantom in a laboratory setting.  
- Evaluate images for positioning, centering, appropriate anatomy and overall image quality.  
- Discuss equipment and supplies necessary to complete basic radiographic procedures.  
- Explain the routine and special positions/projections for all radiographic procedures  
- Describe the general purpose of radiographic studies.  
- Apply general radiation safety and protection practices associated with radiographic examinations.

**RAD 104 Radiation Protection and Biology** (Washington Health System School of Radiology)  
Prerequisites: RAD 100  
Contact Hours: 30 (30 Lecture, 0 Lab)  
Semester Credits: 2  
This course presents theories of the biological effects of ionizing radiation on the biological systems, both genetic and somatic, quantities and units of measurement, proper protective measures for patient and personnel, effective dose equivalents radiation absorption processes and shielding, and exposure monitoring devices. It includes terminology, control, standards, monitoring, and principles of protective shielding in radiographic and radiotherapeutic installations.  
Radiation Protection Objectives:
- Identify and justify the need to minimize unnecessary radiation exposure of humans.
- Distinguish between somatic and genetic radiation effects.
- Differentiate between the stochastic (probabilistic) and nonstochastic (deterministic) effects.
- Define radiation and radioactivity units of measurement.
- Identify effective dose limits (EDL) for occupational and non-occupational radiation exposure.
- Describe the ALARA concept.
- Identify the basis for occupational exposure limits.
- Describe the concept of the negligible individual dose (NID).
- Identify ionizing radiation sources from natural and man-made sources.
- Describe the theory and operation of radiation detection devices.
- Identify appropriate applications and limitations for each radiation detection device.
- Describe the function of federal, state and local regulations governing radiation protection practices.
- Describe personnel monitoring devices, including applications, advantages and limitations for each device.
- Identify anatomical structures that are considered critical for potential early and late effects of whole body irradiation exposure.
- Discuss the relationship between workload, energy, half-value layer (HVL), tenth-value layer (TVL), use factor and shielding design.
- Identify various types of patient shielding and state the advantages and disadvantages of each.
- Explain the relationship of exposure factors to patient dosage.
- Explain how patient position affects dose to radiosensitive organs.
- Select the immobilization techniques used to eliminate voluntary motion.

Radiation Biology Objectives:
- Differentiate between ionic and covalent molecular bonds.
- Describe principles of cellular biology.
- Identify sources of electromagnetic and particulate ionizing radiations.
- Discriminate between direct and indirect ionizing radiation.
- Describe radiation-induced chemical reactions and potential biologic damage.
- Evaluate factors influencing radiobiologic/biophysical events at the sub/cellular level.
- Recognize the clinical significance of lethal dose (LD).
- Relate short-term and long-term effects as a consequence of high and low radiation doses.
- Discuss embryo and fetal effects of radiation exposure.
- Discuss risk estimates for radiation-induced malignancies.

**RAD 105 Radiographic Procedures II** (Washington Health System School of Radiology)

Prerequisites: RAD 103, Anatomy and physiology (minimum of 3 credits)

Contact Hours: 45 (30 Lecture, 15 Lab)

Semester Credits: 2.5

This course presents the radiographic procedures and principles necessary to perform diagnostic studies of the structures of the humerus, shoulder girdle, lower limb, pelvic girdle, and pediatric lower extremity. This course also provides the student with the knowledge necessary to interact with all members of the allied health team as well as the patient.

Objectives:
- Describe standard positioning terms.
- Demonstrate proper use of positioning aids.
- Discuss general procedural considerations for radiographic exams.
• Identify methods and barriers of communication and describe how each may be used or overcome effectively during patient education.
• Explain radiographic procedures to patients/family members.
• Modify directions to patients with various communication problems.
• Develop an awareness of cultural factors that necessitate adapting standard exam protocols.
• Adapt general procedural considerations to specific clinical settings.
• Identify the structures demonstrated on routine radiographic images.
• Adapt radiographic procedures for special considerations.
• Simulate radiographic procedures on a person or phantom in a laboratory setting.
• Evaluate images for positioning, centering, appropriate anatomy and overall image quality.
• Discuss equipment and supplies necessary to complete basic radiographic procedures.
• Explain the routine and special positions/projections for all radiographic procedures
• Describe the general purpose of radiographic studies.
• Apply general radiation safety and protection practices associated with radiographic examinations.

RAD 106 Image Production I (Washington Health System School of Radiology)
Prerequisites: Physics 100 level or higher
Contact Hours: 30 (30 Lecture, 0 Lab)
Semester Credits: 2
This course presents the concepts of image production and image characteristics, technical factors, scatter control, and the x-ray circuit.
Objectives:
• Describe fundamental atomic structure.
• Explain the processes of ionization and excitation.
• Describe the electromagnetic spectrum.
• Describe wavelength and frequency and how they are related to velocity.
• Explain the relationship of energy, wavelength and frequency.
• Explain the wave-particle duality phenomena.
• Identify the properties of x-rays.
• Describe the processes of ionization and excitation.
• Describe charged and uncharged forms of particulate radiation.
• Differentiate between ionizing and nonionizing radiation.
• Describe radioactivity and radioactive decay in terms of alpha, beta and gamma emission.
• Compare the production of bremsstrahlung and characteristic radiations.
• Describe the conditions necessary to produce x-radiation.
• Describe the x-ray emission spectra.
• Identify the factors that affect the x-ray emission spectra.
• Discuss various photon interactions with matter by describing the interaction, relation to atomic number, photon energy and part density, and their applications in diagnostic radiology.
• Discuss relationships of wavelength and frequency to beam characteristics.
• Discuss the clinical significance of the photoelectric and modified scattering interactions in diagnostic imaging.
• Define potential difference, current and resistance.
• Identify the general components and functions of the tube and filament circuits

RAD 107 Radiographic Procedures III (Washington Health System School of Radiology)
Prerequisites: RAD 105
Contact Hours: 30 (20 Lecture, 10 Lab)
Semester Credits: 1
This course presents the radiographic procedures and principles necessary to perform diagnostic studies of the structures of the cervical spine, dorsal spine, lumbar spine, sacrum/coccyx and bony thorax. This course also provides the student with the knowledge necessary to interact with all members of the allied health team as well as the patient.

Objectives:

- Describe standard positioning terms.
- Demonstrate proper use of positioning aids.
- Discuss general procedural considerations for radiographic exams.
- Identify methods and barriers of communication and describe how each may be used or overcome effectively during patient education.
- Explain radiographic procedures to patients/family members.
- Modify directions to patients with various communication problems.
- Develop an awareness of cultural factors that necessitate adapting standard exam protocols.
- Adapt general procedural considerations to specific clinical settings.
- Identify the structures demonstrated on routine radiographic images.
- Adapt radiographic procedures for special considerations.
- Simulate radiographic procedures on a person or phantom in a laboratory setting.
- Evaluate images for positioning, centering, appropriate anatomy and overall image quality.
- Discuss equipment and supplies necessary to complete basic radiographic procedures.
- Explain the routine and special positions/projections for all radiographic procedures.
- Describe the general purpose of radiographic studies.
- Apply general radiation safety and protection practices associated with radiographic examinations.

RAD 110 Clinical I (Washington Health System School of Radiology)

Prerequisites: None
Contact Hours: 294 (294 clinical)
Semester Credits: 6.5

This course introduces the clinical education practical experience in a clinical healthcare setting, including office procedure, processing of radiographs, practice in ethical and situations during patient contact, patient care, and patient positioning for diagnostic radiographic studies. The student will also apply the principles of radiographic exposure. There will be sessions of film critique and radiation protection measures will be emphasized and observed. Film critique covers the evaluation of radiographs for their diagnostic quality which includes positioning, technique, anatomy, etc.

Objectives:

- The student will demonstrate progressive competency and proficiency of radiographic examinations performed in the Radiology Department
- The student will demonstrate techniques and methods of empathic patient care and management
- Learn the layout of each departmental area
- Gain the ability to work with staff technologists, initially with direct supervision, progressing to indirect supervision upon completing competency exams
- Understand the use of radiological equipment and accessory items found in each departmental area
- Establish standards of personal and professional conduct and appearance in the clinical setting.
- Utilize clinical education time to develop quality skills and hospital protocols.
- Implement radiographic procedures, radiation protection, radiologic physics, image production and evaluation of radiographs
- Interpret the patient requisition for radiographic procedures
- Perform proper procedures for obtaining radiographic interpretation
- Perform procedures in a caring, safe, effective, and legal manner
• Learn strategies to work effectively with other health care professionals, patients, and families to promote diagnosis and recovery.
• Exhibit knowledge of tube movement and equipment manipulation.
• Describe the difference between automatic and manual exposure factors.
• Utilize the proper technical factors needed for radiographic procedures.
• Establish the appropriate exam protocol according to patient history and physician orders.
• Appropriately prepare diagnostic room for examination.
• Exhibit knowledge of proper patient preparation as it relates to the exam being performed.
• Identify and properly employ radiation protection devices.
• Identify proper processing techniques.
• Identify on images the anatomy pertinent to the exam being performed.
• Name the relevant topographic landmarks specific to the exam being performed.
• Evaluate a completed image for quality.
• Accurately and consistently document patient history on exam request.
• Assess the patient’s physical and emotional needs while ensuring their safety.
• Assists and effectively communicates with the patient.
• Practice Universal Precautions.
• Identify tube location verses image receptor.
• Locate the medicine (crash) cart

**RAD 120 Clinical II** (Washington Health System School of Radiology)

Prerequisites: RAD 110

Contact Hours: 406 (406clinical)

Semester Credits: 9

This course is a continuation of RAD 110 Clinical I. It is designed to further enhance clinical education practical experience in a clinical healthcare setting, including office procedure, processing of radiographs, practice in ethical and situations during patient contact, patient care, and patient positioning for diagnostic radiographic studies. The student will also apply the principles of radiographic exposure. There will be sessions of film critique and radiation protection measures will be emphasized and observed. Film critique covers the evaluation of radiographs for their diagnostic quality, which includes positioning, technique, anatomy, etc.

Objectives:

• Learn the layout of each departmental area
• Gain the ability to work with staff technologists, initially with direct supervision, progressing to indirect supervision upon completing competency exams
• Understand the use of radiological equipment and accessory items found in each departmental area
• Establish standards of personal and professional conduct and appearance in the clinical setting.
• Utilize clinical education time to develop quality skills and hospital protocols.
• Implement radiographic procedures, radiation protection, radiologic physics, image production and evaluation of radiographs
• Interpret the patient requisition for radiographic procedures
• Perform proper procedures for obtaining radiographic interpretation
• Perform procedures in a caring, safe, effective, and legal manner
• Learn strategies to work effectively with other health care professionals, patients, and families to promote diagnosis and recovery.
• Exhibit knowledge of tube movement and equipment manipulation.
• Describe the difference between automatic and manual exposure factors.
• Utilize the proper technical factors needed for radiographic procedures.
• Establish the appropriate exam protocol according to patient history and physician orders.
• Appropriately prepare diagnostic room for examination.
• Exhibit knowledge of proper patient preparation as it relates to the exam being performed.
• Identify and properly employ radiation protection devices.
• Identify proper processing techniques.
• Identify on images the anatomy pertinent to the exam being performed.
• Name the relevant topographic landmarks specific to the exam being performed.
• Evaluate a completed image for quality.
• Demonstrate and understand the use of fluoroscopic equipment.
• Prepare appropriate contrast media for barium studies and list contraindications for use of barium.
• Properly prepare the fluoroscopy room for an exam.
• Accurately and consistently document patient history on exam request.
• Assess the patient’s physical and emotional needs while ensuring their safety.
• Assists and effectively communicates with the patient.
• Practice Universal Precautions.
• Identify tube location verses image receptor.
• Locate the medicine (crash) cart

RAD 130 Clinical III (Washington Health System School of Radiology)
Prerequisites: RAD 120
Contact Hours: 364 (364 clinical)
Semester Credits: 8
This course is a continuation of RAD 120 Clinical II. It is designed to further enhance clinical education practical experience in a clinical healthcare setting, including office procedure, processing of radiographs, practice in ethical and situations during patient contact, patient care, and patient positioning for diagnostic radiographic studies. The student will also apply the principles of radiographic exposure. There will be sessions of film critique and radiation protection measures will be emphasized and observed. Film critique covers the evaluation of radiographs for their diagnostic quality which includes positioning, technique, anatomy, etc.
Objectives:
• Learn the layout of each departmental area
• Gain the ability to work with staff technologists, initially with direct supervision, progressing to indirect supervision upon completing competency exams
• Understand the use of radiological equipment and accessory items found in each departmental area
• Establish standards of personal and professional conduct and appearance in the clinical setting.
• Utilize clinical education time to develop quality skills and hospital protocols.
• Implement radiographic procedures, radiation protection, radiologic physics, image production and evaluation of radiographs
• Interpret the patient requisition for radiographic procedures
• Perform proper procedures for obtaining radiographic interpretation
• Perform procedures in a caring, safe, effective, and legal matter
• Learn strategies to work effectively with other health care professionals, patients, and families to promote diagnosis and recovery.
• Exhibit knowledge of tube movement and equipment manipulation.
• Establish the appropriate exam protocol according to patient history and physician orders.
• Exhibit knowledge of proper patient preparation as it relates to the exam being performed.
• Identify and properly employ radiation protection devices.
• Identify on images the anatomy pertinent to the exam being performed.
• Name the relevant topographic landmarks specific to the exam being performed.
• Evaluate a completed image for quality.
• Demonstrate and understand the use of fluoroscopic equipment.
• Properly prepare the fluoroscopy room for an exam.
• Demonstrate and understand the use of tomographic equipment.
• Properly prepare a tomography room for an exam.
• Identify the types of contrast media used in the radiology setting for various exams.
• Describe steps for contrast preparation for various exams.
• Identify contraindications for the use of contrast media.
• List the signs and symptoms of contrast media reactions.
• Locate the medicine (crash) cart.
• Discuss post-procedural instructions for a barium study and IVP.
• Discuss the importance of maintaining a sterile field.
• Discuss the importance of practicing surgical aseptic technique.
• Accurately and consistently document patient history on exam request.
• Assess the patient’s physical and emotional needs while ensuring their safety.

RAD 200 Image Production II (Washington Health System School of Radiology)
Prerequisites: RAD 106
Contact Hours: 45 (45 Lecture, 0 Lab)
Semester Credits: 3
This course presents the concepts of digital receptors, electronic image acquisition, extraction, processing, display monitors, and archiving.
• Discuss practical considerations in setting standards for acceptable image quality.
• Differentiate between size and shape distortion.
• Summarize the relationship of factors that control and affect distortion.
• Summarize the relationship of factors affecting exposure latitude.
• Describe the operation and applications for different types of beam-limiting devices.
• Explain how beam filtration affects x-ray beam intensity, beam quality and resultant patient exposure.
• Describe the change in the half-value layer (HVL) when filtration is added or removed in the beam.
• Summarize the factors that influence grid cutoff.
• Evaluate grid artifacts.
• Explain the use of standardized radiographic technique charts.
• Explain exposure factor considerations involved in selecting techniques.
• Define terminology associated with digital imaging systems.
• Describe the various types of digital receptors.
• Describe the response of digital detectors to exposure variations.
• Describe the histogram and the process or histogram analysis as it relates to automatic rescaling and determining an exposure indicator.
• Describe the response of PSP systems to background and scatter radiation.
• Identify common limitations and technical problems encountered when using PSP systems.
• Describe the conditions that cause quantum mottle in a digital image.
• Describe picture archival and communications system (PACS) and its function.
• Identify components of a PACS.
• Define digital imaging and communications in medicine (DICOM).

RAD 201 Radiographic Procedures IV (Washington Health System School of Radiology)
Prerequisites: RAD 107
Contact Hours: 45 (30 Lecture, 15 Lab)
Semester Credits: 2.5
This course presents the radiographic procedures and principles necessary to perform diagnostic studies of the structures of the cranium, facial bones, sinuses, upper and lower gastrointestinal, urinary system, venipuncture, pediatric, trauma, mobile, and surgical. This course also provides the student with the knowledge necessary to interact with all members of the allied health team as well as the patient.

Objectives:

- Describe standard positioning terms.
- Demonstrate proper use of positioning aids.
- Discuss general procedural considerations for radiographic exams.
- Identify methods and barriers of communication and describe how each may be used or overcome effectively during patient education.
- Explain radiographic procedures to patients/family members.
- Modify directions to patients with various communication problems.
- Develop an awareness of cultural factors that necessitate adapting standard exam protocols.
- Adapt general procedural considerations to specific clinical settings.
- Identify the structures demonstrated on routine radiographic and fluoroscopic images.
- Adapt radiographic and fluoroscopic procedures for special considerations.
- Simulate radiographic and fluoroscopic procedures on a person or phantom in a laboratory setting.
- Evaluate images for positioning, centering, appropriate anatomy and overall image quality.
- Discuss equipment and supplies necessary to complete basic radiographic and fluoroscopic procedures.
- Explain the patient preparation necessary for various contrast and special studies.
- Explain the routine and special positions/projections for all radiographic/fluoroscopic procedures.
- Explain the purpose for using contrast media.
- Name the type, dosage and route of administration of contrast media commonly used to perform radiographic contrast and special studies.
- Describe the general purpose of radiographic and fluoroscopic studies.
- Apply general radiation safety and protection practices associated with radiographic and fluoroscopic examinations.

**RAD 203 Image Production III** (Washington Health System School of Radiology)
Prerequisites: RAD 200
Contact Hours: 45 (45 Lecture, 0 Lab)
Semester Credits: 3
This course presents radiographic, fluoroscopic, mobile, and additional equipment standards and testing procedures for consistency in the production of radiographic images. Management concepts for an imaging department are presented with a focus on quality control testing.

Objectives:

- Compare generators in terms of radiation produced and efficiency.
- Discuss permanent installation of radiographic equipment in terms of purpose, components, types and applications.
- Demonstrate operation of various types of permanently installed and mobile radiographic equipment.
- Discuss mobile units in terms of purpose, components, types and applications.
- Describe functions of components of automatic exposure control (AEC) devices.
- Demonstrate proper use of AEC devices.
- Identify the components of diagnostic x-ray tubes.
- Explain protocols used to extend x-ray tube life.
- Explain image-intensified and digital fluoroscopy.
- Indicate the purpose, construction and application of video camera tubes, CCD and TV
- monitors.
- Differentiate between quality improvement/management, quality assurance and quality control.
- List the benefits of a quality control to the patient and to the department.
- Discuss the proper test equipment/procedures for evaluating the operation of an x-ray generator.
- Evaluate the results of basic QC tests.
- Discuss the basic principles of operation of various imaging modalities and radiation therapy.

**RAD 204 Radiographic Procedures V** (Washington Health System School of Radiology)
Prerequisites: RAD 201, Anatomy and physiology (minimum of 6 credits)
Contact Hours: 45 (30 Lecture, 15 Lab)
Semester Credits: 2.5
This course presents the radiographic procedures and principles necessary to perform diagnostic studies of the structures of the angiography, interventional, computed tomography, special radiographic procedures, and therapeutic modalities. This course also provides the student with the knowledge necessary to interact with all members of the allied health team as well as the patient.

**Objectives:**
- Describe standard positioning terms.
- Demonstrate proper use of positioning aids.
- Discuss general procedural considerations for radiographic exams.
- Identify methods and barriers of communication and describe how each may be used or overcome effectively during patient education.
- Explain radiographic procedures to patients/family members.
- Modify directions to patients with various communication problems.
- Develop an awareness of cultural factors that necessitate adapting standard exam protocols.
- Adapt general procedural considerations to specific clinical settings.
- Identify the structures demonstrated on routine radiographic and fluoroscopic images.
- Adapt radiographic and fluoroscopic procedures for special considerations.
- Simulate radiographic and fluoroscopic procedures on a person or phantom in a laboratory setting.
- Evaluate images for positioning, centering, appropriate anatomy and overall image quality.
- Discuss equipment and supplies necessary to complete basic radiographic and fluoroscopic procedures.
- Explain the patient preparation necessary for various contrast and special studies.
- Explain the routine and special positions/projections for all radiographic/fluoroscopic procedures.
- Explain the purpose for using contrast media.
- Name the type, dosage and route of administration of contrast media commonly used to perform radiographic contrast and special studies.
- Describe the general purpose of radiographic and fluoroscopic studies.
- Apply general radiation safety and protection practices associated with radiographic and fluoroscopic examinations.

**RAD 205 Registry Prep and Cross Sectional Review** (Washington Health System School of Radiology)
Prerequisites: RAD 204
Contact Hours: 30 (30 Lecture, 0 Lab)
Semester Credits: 2
This course provides a review of radiographer program content in preparation for professional employment opportunities and explores Computed Tomography (CT) history, physical principles, instrumentation, image creation, and post processing. General cross sectional anatomy, radiation protection contraindications, and quality control will also be explored.
Objectives:

- Registry Prep
- Describe the components of the CT imaging system.
- Explain the functions of collimators in CT.
- List the CT computer data processing steps.
- Define algorithm and explain its impact on image scan factors and reconstruction.
- Define raw data and image data.
- Describe the following terms in relation to the CT data acquisition process:
  - Pixel.
  - Matrix.
  - Voxel.
  - Linear attenuation coefficient.
  - CT/Hounsfield number.
  - Partial volume averaging.
  - Window width (ww) and window level (wl).
  - Spatial resolution.
  - Contrast resolution.
  - Noise.
  - Annotation.
  - Region of interest (ROI).
- Name the common controls found on CT operator consoles and describe how and why each is used.
- Identify the types and appearance of artifacts most commonly affecting CT images.
- Name the radiation protection devices that can be used to reduce patient dose in CT and describe the correct application of each.
- Describe the general purpose of commonly performed CT studies.
- Discuss general radiation safety and protection practices associated with examinations in CT.
- Define the categories of contrast agents and give specific examples for each category.
- Explain the pharmacology of contrast agents.
- Describe methods and techniques for administering various types of contrast agents.

**RAD 240 Clinical IV** (Washington Health System School of Radiology)

Prerequisites: RAD 130

Contact Hours: 294 (294 clinical)

Semester Credits: 6.5

This course is a continuation of RAD 130 Clinical III. It is designed to further enhance clinical education practical experience in a clinical healthcare setting, including office procedure, processing of radiographs, practice in ethical and situations during patient contact, patient care, and patient positioning for diagnostic radiographic studies. The student will also apply the principles of radiographic exposure. There will be sessions of film critique and radiation protection measures will be emphasized and observed. Film critique covers the evaluation of radiographs for their diagnostic quality which includes positioning, technique, anatomy, etc.

Objectives:

- Learn the layout of each departmental area
- Gain the ability to work with staff technologists, initially with direct supervision, progressing to indirect supervision upon completing competency exams
- Understand the use of radiological equipment and accessory items found in each departmental area
- Establish standards of personal and professional conduct and appearance in the clinical setting.
- Utilize clinical education time to develop quality skills and hospital protocols.
• Implement radiographic procedures, radiation protection, radiologic physics, image production and evaluation of radiographs
• Interpret the patient requisition for radiographic procedures
• Perform proper procedures for obtaining radiographic interpretation
• Perform procedures in a caring, safe, effective, and legal matter
• Learn strategies to work effectively with other health care professionals, patients, and families to promote diagnosis and recovery.
• Exhibit knowledge of tube movement and equipment manipulation.
• Establish the appropriate exam protocol according to patient history and physician orders.
• Exhibit knowledge of proper patient preparation as it relates to the exam being performed.
• Identify and properly employ radiation protection devices.
• Identify on images the anatomy pertinent to the exam being performed.
• Name the relevant topographic landmarks specific to the exam being performed.
• Evaluate a completed image for quality.
• Identify the types of contrast media used in the radiology setting for various exams.
• Describe steps for contrast preparation for various exams.
• Identify contraindications for the use of contrast media.
• List the signs and symptoms of contrast media reactions.
• Locate the medicine (crash) cart.
• Exhibit knowledge of C-Arm manipulation.
• Discuss the importance of maintaining a sterile field.
• Discuss the importance of practicing surgical aseptic technique.
• Accurately and consistently document patient history on exam request.
• Assist and effectively communicate with the patient.
• Practice Universal Precautions.
• Locate OR dressing room.

RAD 250 Clinical V (Washington Health System School of Radiology)
Prerequisites: RAD 240
Contact Hours: 406 (406 clinical)
Semester Credits: 9

This course is a continuation of RAD 240 Clinical IV. It is designed to further enhance clinical education practical experience in a clinical healthcare setting, including office procedure, processing of radiographs, practice in ethical and situations during patient contact, patient care, and patient positioning for diagnostic radiographic studies. The student will also apply the principles of radiographic exposure. There will be sessions of film critique and radiation protection measures will be emphasized and observed. Film critique covers the evaluation of radiographs for their diagnostic quality which includes positioning, technique, anatomy, etc.

Objectives:
• Learn the layout of each departmental area
• Gain the ability to work with staff technologists, initially with direct supervision, progressing to indirect supervision upon completing competency exams
• Understand the use of radiological equipment and accessory items found in each departmental area
• Establish standards of personal and professional conduct and appearance in the clinical setting.
• Utilize clinical education time to develop quality skills and hospital protocols.
• Implement radiographic procedures, radiation protection, radiologic physics, image production and evaluation of radiographs
• Interpret the patient requisition for radiographic procedures
• Perform proper procedures for obtaining radiographic interpretation
• Perform procedures in a caring, safe, effective, and legal matter
• Learn strategies to work effectively with other health care professionals, patients, and families to promote diagnosis and recovery.
• Exhibit knowledge of tube movement and equipment manipulation.
• Establish the appropriate exam protocol according to patient history and physician orders.
• Exhibit knowledge of proper patient preparation as it relates to the exam being performed.
• Identify and properly employ radiation protection devices.
• Identify on images the anatomy pertinent to the exam being performed.
• Name the relevant topographic landmarks specific to the exam being performed.
• Evaluate a completed image for quality.
• Describe steps for contrast preparation for various exams.
• Identify contraindications for the use of contrast media.
• List the signs and symptoms of contrast media reactions.
• Locate the medicine (crash) cart.
• Discuss the importance of maintaining a sterile field.
• Discuss the importance of practicing surgical aseptic technique.
• Accurately and consistently document patient history on exam request.

**RAD 260 Clinical VI** (Washington Health System School of Radiology)
Prerequisites: RAD 250
Contact Hours: 378 (378 clinical)
Semester Credits: 8

This course is a continuation of RAD 250 Clinical V. It is designed to further enhance clinical education practical experience in a clinical healthcare setting, including office procedure, processing of radiographs, practice in ethical and situations during patient contact, patient care, and patient positioning for diagnostic radiographic studies. The student will also apply the principles of radiographic exposure. There will be sessions of film critique and radiation protection measures will be emphasized and observed. Film critique covers the evaluation of radiographs for their diagnostic quality which includes positioning, technique, anatomy, etc.

**Objectives:**
• Learn the layout of each departmental area
• Gain the ability to work with staff technologists, initially with direct supervision, progressing to indirect supervision upon completing competency exams
• Understand the use of radiological equipment and accessory items found in each departmental area
• Establish standards of personal and professional conduct and appearance in the clinical setting.
• Utilize clinical education time to develop quality skills and hospital protocols.
• Implement radiographic procedures, radiation protection, radiologic physics, image production and evaluation of radiographs
• Interpret the patient requisition for radiographic procedures
• Perform proper procedures for obtaining radiographic interpretation
• Perform procedures in a caring, safe, effective, and legal matter
• Learn strategies to work effectively with other health care professionals, patients, and families to promote diagnosis and recovery.
• Exhibit knowledge of tube movement and equipment manipulation.
• Establish the appropriate exam protocol according to patient history and physician orders.
• Exhibit knowledge of proper patient preparation as it relates to the exam being performed.
• Identify and properly employ radiation protection devices.
• Identify on images the anatomy pertinent to the exam being performed.
Clinical Graduation Requirements for the Radiographer Program

Students must demonstrate competence on all 31 mandatory exams and 15 elective exams performed on patients only. Simulations may be completed with prior permission from the Program Director or Clinical Coordinator. Please refer to the current ARRT Radiographer Handbook certification requirements for more information.

Master Clinical Education Schedule of Competencies, Checklists & Objectives

The following is the required competency schedule:

- RAD 100 Patient Care & RAD 110 Clinical Education I
  - Vital Signs & Venipuncture, CPR, Patient Transfer
  - Clinical Objectives/Checklists: Equipment, Film Library, Transport
  - Competencies: 4 Mandatory, 3 Electives

- RAD 120 Clinical Education II
  - Clinical Objectives/Checklists: Portables, CT
  - Competencies: 6 Mandatory, 3 Electives

- RAD 130 Clinical Education III
  - Clinical Objectives/Checklists: PACS
  - Competencies: 6 Mandatory, 3 Electives

- RAD 240 Clinical Education IV
  - Clinical Objectives/Checklists: C-Arm, QA, Fluoro
  - Competencies: 6 Mandatory, 3 Electives

- RAD 250 Clinical Education V
  - Clinical Objectives/Checklists: Nuclear Medicine, US
  - Competencies: 6 Mandatory, 3 Electives

- RAD 260 Clinical Education VI
  - Clinical Objectives/Checklists: MRI, Elective Rotation (NM, MRI, CT, US, Bone Densitometry –(no form), Cath Lab (no form)
  - Competencies: 3 Mandatory, 3 Electives
  - Final Mandatory Terminal/Final Competencies (1 each): Fluoroscopic procedure, Upper Extremity, Lower Extremity, Spine Selection

All terminal/final comps must be performed on real patients. Simulations will not be accepted.

Requirement: Candidates must demonstrate competence in all 31 procedures identified as mandatory (M). Procedures should be performed on patients; however, up to eight mandatory procedures may be simulated if demonstration on patients is not feasible. Candidates must demonstrate competence in 18 of the 35 elective (E) procedures. Candidates must select one elective procedure from the head section. Candidates must select an Upper GI or Barium Enema plus one other elective from the fluoroscopy section. Elective procedures should be performed on patients; however, electives may be simulated if demonstration on patients is not feasible. Institutional protocol will determine the positions or projections used for each procedure. Demonstration of competence includes requisition evaluation, patient assessment, room preparation, patient management, equipment operation, technique selection, positioning skills, radiation safety, image processing, and image evaluation.
### PRE-COMPETENCY PERFORMANCE FORM

**Student Name:** __________________________________________ **Class of:** _________

* Mandatory ** Elective

The Washington Hospital Radiologic Technology Program Weekly Record of Clinical Experience

<table>
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<th>Examination</th>
<th>Semester covered</th>
<th>Please place technologist initials beside # of procedures required (ex. If “3” under “observed/assisted, then 3 must be observed/assisted)</th>
<th>Please place technologist initials beside # of procedures required (ex. If “1” under “performed”, then 1 must be performed)</th>
<th>Competency Completion Date &amp; Initials</th>
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*O - Observe - Student did not actively participate in the performance of the procedure.

*Assisted (Y): Student actively participated with film sequence, positioning, and/or technique.

*Assisted (N): Student positioned and selected/set technique.

*D - Direct Supervision

*I - Indirect Supervision

*R - Repeats

*TS - Tech Supervision - If repeats required, tech must supervise and initial.

*P - Practice exam on patient
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6 General Patient Care Activities
31 Mandatory Radiographic Procedures Competences (all need completed for ARRT)
35 Elective Radiographic Procedures Competencies (15 need completed for ARRT)
66 Total Radiographic Procedures Competencies
Radiographer Program Clinical Site Education Checklist **To be completed first week**

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</tr>
<tr>
<td>Policy for Answering Phones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incident/Accident Reporting &amp; Documenting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking Information/Designated Parking Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necessary Department Phone Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infection Control Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who to call for call-offs/phone numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of Dept. Policy/Procedure Manual &amp; Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace Hazards Information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HEALTH CARE OBJECTIVES
Purpose: Introduce the student to the health care environment. The student is responsible for successfully completing the objectives listed below. Hospital Orientation, Equipment Objectives, Film Library Objectives, *Transport/Patient Care Objectives

EQUIPMENT OBJECTIVES & CHECKLIST (Complete for rooms 3, 4, and NHC, ER)
Purpose: During the first five weeks of Clinical Education I, the student will become familiar with the radiologic equipment and with room supplies. The objective sheet consists of general and fluoro equipment.

- The student will identify the on/off switch
- The student will identify the transformer
- The student will identify the emergency shut-off button
- The student will be able to manipulate the table and vertical bucky/detector
- The student will be able to locate and manipulate various tube locks
- The student will be able to locate and manipulate various table locks
- The student will be able to recognize and select various buttons on the control panel
- The student will be able to identify film sizes/image receptors
- The student will be able to locate the technique charts
- The student will be knowledgeable of room supplies
- The student will be knowledgeable of radiation shielding devices

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>I. Identify the following</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>On/off switch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency shut-off button</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Proper manipulation of table bucky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student explain the purpose of the table bucky/detector?</td>
</tr>
<tr>
<td>Can the student properly place image receptor into table bucky?</td>
</tr>
<tr>
<td>Can the student properly move the table bucky/detector?</td>
</tr>
<tr>
<td>Can the student align the table bucky/detector to the tube?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Proper manipulation of the vertical bucky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student explain the purpose of the vertical bucky/detector?</td>
</tr>
<tr>
<td>Can the student properly place image receptor into vertical bucky?</td>
</tr>
<tr>
<td>Can the student properly move the vertical bucky/detector?</td>
</tr>
<tr>
<td>Can the student align the vertical bucky/detector to the tube?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Locate and identify tube locks and buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical lock and detents</td>
</tr>
<tr>
<td>Longitudinal lock and detents</td>
</tr>
<tr>
<td>Transverse lock and detents</td>
</tr>
<tr>
<td>Angle lock</td>
</tr>
<tr>
<td>Can the student manipulate the tube into horizontal direction?</td>
</tr>
<tr>
<td>Can the student manipulate the collimator and collimator light?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Locate and manipulate table locks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical</td>
</tr>
<tr>
<td>Transverse</td>
</tr>
<tr>
<td>Floating locks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Knowledge of image receptor sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student identify different image receptor sizes?</td>
</tr>
</tbody>
</table>
Can the student explain how to use image receptors correctly?  

<table>
<thead>
<tr>
<th>VII. Locate the various items within the room</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique charts</td>
<td></td>
</tr>
<tr>
<td>Radiation shielding devices</td>
<td></td>
</tr>
<tr>
<td>Laundry supplies</td>
<td></td>
</tr>
<tr>
<td>Patient care supplies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. Identify and properly set control panel</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student explain kVp?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate and manipulate the kVp setting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student explain mAs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate and manipulate the mAs setting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student explain the difference between automatic exposure and manual technique?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set an automatic exposure technique?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set a manual technique?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: __________________ Date: _______ Evaluator Signature: __________________ Date: _______
FILM LIBRARY OBJECTIVES & CHECKLIST
The student will observe and participate in the following tasks:

I. Reception Duties
   • Greeting patients
   • Answer the phone
   • Prepare patient jackets
   • Read the physician’s orders
   • Proper procedure for signing out copies and film jackets

II. Filing System and Folders
   • Locate patient jackets
   • Transfer patient jackets
   • Filing folders
   • Create new folders and subfolders
   • Placing the appropriate films in the appropriate folder
   • Practice safety procedures in the file room

III. Reports
   • Calling reports
   • Printing a report using IDX Rad
   • Faxing reports

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>I. Reception Duties</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student greet patients professionally?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student answer the phone properly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student observe jacket preparation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify the physicians order?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know the proper procedure for signing out copies and film jackets?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Filing System and Folders</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student locate patient jackets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student learn how to transfer patient jackets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student file folders properly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student create new folders and subfolders?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student put the appropriate films in the appropriate folder?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student aware of the safety procedures in the file room?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Reports</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student observe call report procedure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student observe how to fax reports?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Reading rooms, Radiologist’s rooms, and Film Library</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student locate the above areas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know the location of office supplies?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Office Equipment and Supplies</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student observe proper use of the copier, fax machine and other various printers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student operate the CD burner to make copies of patient’s images?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. Telephone Etiquette</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student answer the phone appropriately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student transfer and forward the phone properly?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| X. PACS                                          |     |    |
IV. Reading Rooms, Radiologist’s rooms, and Film Library
   • Locate reading rooms, offices, and film library
   • Cleaning out the Reading Rooms and/or offices

V. Office Equipment and Supplies
   • Locate office supplies
   • Change ribbons for printers
   • Operate the copier, fax machine and various printers
   • Operate the CD burner to make copies of images

VI. Telephone Etiquette
   • Answering the phone appropriately
   • Transferring and forwarding the phone

VII. PACS
   • Understand the PACS system

Comments:

Student’s Signature: ___________________________ Date: __________
Evaluator’s Signature: __________________________ Date: __________
TRANSPORT/PATIENT CARE OBJECTIVES & CHECKLIST

Purpose: To ensure the student becomes familiar with the hospital setting, practices safe patient care and personal safety skills.

- The student will be able to demonstrate proper communication skills when addressing a patient
- The student will be able to properly identify a patient and confirm the physicians orders
- The student will be able to identify parts of a wheelchair and stretcher
- The student will be able to locate storage and laundry areas, bins, and access security codes
- The student will be able to call for assistance and/or code in clinical areas
- The student will be able to locate fire extinguishers, become knowledgeable of exit locations, evacuation routes, and be able to identify departmental fire alarm codes
- Identify patient care aides and tools located on the objective sheet
- The student will learn proper hand hygiene in handling/transporting of patients

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>I. Communication</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student address and identify a patient properly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student properly confirm physician’s orders?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Policies and Personal Safety</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student practice proper hand hygiene when handling patients?</td>
<td></td>
</tr>
<tr>
<td>Can the student notify proper personnel when an IV is empty?</td>
<td></td>
</tr>
<tr>
<td>Can the student complete a two person transfer?</td>
<td></td>
</tr>
<tr>
<td>Can the student complete a sheet transfer or board transfer?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Can the Student Identify Parts, Manipulate Wheelchair Properly, and Position the Patient Properly?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheelchair to radiology table while instructing the patient the procedure for transfer as well as assist patient to the seated position with legs off the side of table</td>
<td></td>
</tr>
<tr>
<td>Prepare patient, raise foot rails, adjust foot stool, assist patient to his/her feet, standing close with a broad base of support, assist patient with foot stool, and rising onto table, in a seated position</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Can the Student Identify Parts, Manipulate Stretcher Properly, and Position the Patient Properly?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the transfer technique to the patient then do the following:</td>
<td></td>
</tr>
<tr>
<td>- place stretcher securely with wheels locked</td>
<td></td>
</tr>
<tr>
<td>- place against the radiography table (side rails down)</td>
<td></td>
</tr>
<tr>
<td>- request moving assistance</td>
<td></td>
</tr>
<tr>
<td>- move patient to table taking care to use proper body mechanics</td>
<td></td>
</tr>
<tr>
<td>- adjust patient on radiography table and cover with blanket</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Can the student locate the following areas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
</tr>
<tr>
<td>Operating department</td>
<td></td>
</tr>
<tr>
<td>Supply closets and access codes</td>
<td></td>
</tr>
<tr>
<td>Laundry supplies and bins</td>
<td></td>
</tr>
<tr>
<td>Reserved O2 tanks</td>
<td></td>
</tr>
<tr>
<td>Extra wheelchairs and stretchers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Equipment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student check the oxygen tank/mask and tubing?</td>
<td></td>
</tr>
<tr>
<td>Can the student locate the suction machine?</td>
<td></td>
</tr>
</tbody>
</table>
Can the student locate fire extinguishers, exit locations, evacuation routes, and be able to identify departmental fire alarm signal?  

<table>
<thead>
<tr>
<th>VII. Can the student identify the following items:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV pole and tubing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IVAC machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urinary catheter and drainage bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colostomy bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastric tubes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chest tubes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasal cannulas and 02 tanks/intubation tubing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bed pans/urinals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring devices (blood pressure cuff, pulse oximeter, EKG monitoring)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Student’s Signature: ______________ Date: ___ Evaluator’s Signature: ______________ Date: ___
Vital Signs, Venipuncture, Medical Equipment, and Sterile and Aseptic Technique Objectives

Purpose: To familiarize student with the general knowledge on how to do venipuncture, take vital signs, prepare and use medical equipment and use PPE

Upon completion, the student will:
- Demonstrate vital signs
- Demonstrate Venipuncture
- Be able to manipulate medical equipment
- Demonstrate Sterile and Aseptic Technique Competency
- Demonstrate the correct method of putting on sterile gloves.

Procedure Steps please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Vitals</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature: Student demonstrates proper technique for taking Tympanic (Aural) temperatures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulse: Student demonstrates ability to find and record Radial pulse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood Pressure: Student demonstrates correct technique for taking and recording BP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venipuncture: Aseptic Technique: Student performed Venipuncture procedure using correct aseptic techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash Hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disinfected Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourniquet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site: Student evaluated and located venous site correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insertion of Needle: Student used correct techniques for placing needle in vein</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Release of tourniquet: Student demonstrated correct method for releasing of Tourniquet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawal of needle: Student used correct technique for completion of venipuncture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify type of tank, or type of wall gauge (green for Oxygen)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Connect tubing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Turn on Oxygen Supply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Check for Oxygen flow by placing hand over outlet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Regulate gauge per order Mask: 6-8 liters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cannula 2-6 liters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Check patient for ease of Respiration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Drip regular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No pain at site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No blood backup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No dark clotted blood in line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No air in line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ensure if in transfer of patient, line is stable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- If problem contact RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Document any change in status of IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Assure Tubing not in Radiograph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sterile and Aseptic Technique Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Remove Jewelry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clean and de-clutter area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Open sterile gloves properly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Proper placement on clean surface (cuff to you)
• Grasp cuff with 2nd finger and thumb of non-dominant hand
• Insert dominant hand; and pull glove without contamination
• Smooth gloves over wrist; check finger placement
• Inspect gloves for tears or holes
• Keep hands above waist level to protect the sterile gloves
• Remove gloves by pulling outside of cuff with thumb and 2nd finger; folding the glove inside out. (do not touch contaminated side)
• Place gloves in biohazard bag

Student’s Signature: ___________________ Date____________ Evaluator’s Signature: _______________
FLUOROSCOPY ROOM OBJECTIVES & CHECKLIST (Complete for rooms 21/22)

Purpose: To familiarize student with the functions and procedures in using the Fluoroscopy equipment.

Upon completion, the student will:

- Be able to set control panel for manual technique, AEC, and fluoroscopy.
- Be able to manipulate all tube locks.
- Be able to identify and manipulate collimator light and collimators.
- Be knowledgeable of tube movement.
- Be able to manipulate all table locks.
- Be able to maneuver table and vertical bucky.
- Be able to locate emergency shut-off button.
- Be able to adjust the footboard and hand grips on table.
- Be able to identify all types of lead shielding.
- Be knowledgeable of all fluoroscopy equipment/functions.
- Be able to identify and locate various barium supplies.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Control Panel</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student set up for manual technique?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set AEC?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for fluoroscopy?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tube</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student able to manipulate all the tube locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify collimator light?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify and manipulate collimators?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student knowledgeable of the tube movements?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to align tube to table bucky?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student identify and manipulate all table locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to maneuver table and vertical bucky?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate the emergency shut-off button?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to manipulate the footboard and hand grips for the table?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify the following lead shielding devices:

- Lead gloves
- Gender-specific gonadal shields
- Lead aprons
- Thyroid shields
- Glasses

<table>
<thead>
<tr>
<th>Fluoroscopy Equipment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student know how to manipulate the fluoro tower?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student use the foot pedal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student manipulate the monitor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student knowledgeable of pulse fluoro and continuous fluoro?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know the proper way of using the compression paddle?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can the student locate the following barium supplies:

- Various types of barium
- Crystals
- Enema bags

Student’s Signature: __________________Date_______Evaluator’s Signature: _____________Date______
Retrograde Urography ROOM OBJECTIVES & CHECKLIST

Purpose: To familiarize student with the functions and procedures in using the Fluoroscopy equipment.

Upon completion, the student will:

- Be able to set control panel for manual technique, AEC, and fluoroscopy.
- Be able to manipulate all tube locks.
- Be able to identify and manipulate collimator light and collimators.
- Be knowledgeable of tube movement.
- Be able to manipulate all table locks.
- Be able to maneuver table and vertical bucky.
- Be able to locate emergency shut-off button.
- Be able to adjust the footboard and hand grips on table.
- Be able to identify all types of lead shielding.
- Be knowledgeable of all fluoroscopy equipment/functions.
- Be able to identify and locate various barium supplies.

<table>
<thead>
<tr>
<th>Please initial and date Yes or No to the following questions:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Panel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for manual technique?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set AEC?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for fluoroscopy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to manipulate all the tube locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify collimator light?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify and manipulate collimators?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student knowledgeable of the tube movements?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to align tube to table bucky?</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>- Enema bags</td>
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</tr>
</tbody>
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Student’s Signature: __________________Date_______Evaluator’s Signature: ________________Date______
Special Procedure Radiography:
During the student's clinical affiliation, he/she will be assigned to the vascular lab for angiographic/interventional procedures.

The following forms identify the prerequisites, objectives, and evaluation criteria the student must meet for this rotation.

I. The following prerequisites must be met prior to the student's Special Procedure rotation:
   A. Classroom instruction regarding cardiovascular anatomy and physiology
   B. Completion of the angiography worksheet
   C. Viewing of the videotape Introduction to Vascular Imaging
   D. One week of clinical orientation to include demonstration of tray set-up by the Special Procedures Technologist

II. During the two week rotation, the student is required to assist the Special Procedure Technologist with a minimum of three (3) exams. The assists will be documented on the student's evaluation form.

III. Following the completion of the two week rotation, the student will be able to:
   A. Display appropriate patient care skills by:
      1. communicating effectively with patients and staff
      2. demonstrating professional behavior toward patients and staff
      3. providing an explanation of the exam procedure when applicable

   B. Assist the Special Procedures Technologist in the performance of procedures by:
      1. following direction/instruction with accuracy
      2. demonstrating initiative when applying concepts related to performance of procedures
      3. displaying organization and efficiency relevant to procedure protocol

   C. Demonstrate basic manipulation/operation of the following equipment:
      1. table/C-Arm
      2. injector
      3. arm board
      4. injector mount
      5. IV table stand
      6. EKG monitor/BP/oximeter
      7. image intensifier

   D. Demonstrate performance of:
      1. angio tray set-up
      2. recording of patient data to flow sheet
      3. patient prep and draping
      4. gowning and gloving using an aseptic technique
      5. blood pressure measurement
      6. EKG lead placement and set-up
      7. physiologic monitors set-up and placement (i.e. dynamap and pulse oximeter)

   E. Demonstrates knowledge of:
      1. catheter/guidewire identification and location
      2. Contrast type, location and use Special Procedures Room Objectives & Checklist
Special Procedure Radiography:
Purpose: To familiarize student with radiological equipment and supplies involved with the Room.
Upon completion, the student will:
- Demonstrate how to set up for various x-ray functions on the control panel.
- Be able to locate and manipulate various tube locks.
- Be able to locate collimator light and manipulate collimators.
- Be knowledgeable in maneuvering the x-ray tube.
- Demonstrate proper equipment setup for procedures.
- Be able to locate and manipulate various table locks.
- Be able to manipulate table and vertical bucky/detectors.
- Be able to identify various radiation shielding devices.
- Be able to locate various supplies.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>I. Control Panel</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
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<td>Can the student set up for manual technique?</td>
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<td></td>
</tr>
<tr>
<td>Can the student set up for AEC?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for procedure?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Tube</th>
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</thead>
<tbody>
<tr>
<td>Can the student manipulate all tube locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify collimator light?</td>
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<td></td>
</tr>
<tr>
<td>Can the student locate and manipulate collimators?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student align tube to table bucky/detector?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student prepare equipment for procedures?</td>
<td></td>
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</tbody>
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<thead>
<tr>
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<tbody>
<tr>
<td>Can the student identify and manipulate all table locks?</td>
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<td></td>
</tr>
<tr>
<td>Can the student maneuver table and vertical bucky/detector?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate the emergency shut-off button?</td>
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<td>Lead gloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender specific gonadal shields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead aprons/gowns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid shields</td>
<td></td>
<td></td>
</tr>
</tbody>
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<thead>
<tr>
<th>V. Locate the following IVP supplies:</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Contrast media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Saline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Catheters</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>● Tourniquet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Alcohol pads/ Band-Aids/gauze</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Signature: _______________________ Date: ______ Evaluator’s Signature: ________________ Date: _____
Arthrogram Room Objectives & Checklist

Purpose: To familiarize student with radiological equipment and supplies involved with the Room.

Upon completion, the student will:
- Demonstrate how to set up for various x-ray functions on the control panel.
- Be able to locate and manipulate various tube locks.
- Be able to locate collimator light and manipulate collimators.
- Be knowledgeable in maneuvering the x-ray tube.
- Demonstrate proper equipment setup for procedures.
- Be able to locate and manipulate various table locks.
- Be able to manipulate table and vertical bucky/detectors.
- Be able to identify various radiation shielding devices.
- Be able to locate various supplies.

Please initial and date Yes or No to the following questions:

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<thead>
<tr>
<th>I. Control Panel</th>
<th>Yes</th>
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</tr>
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<tbody>
<tr>
<td>Can the student set up for manual technique?</td>
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<td>Can the student set up for AEC?</td>
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<tr>
<td>Can the student set up for procedure?</td>
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</tbody>
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<tr>
<td>Can the student align tube to table bucky/detector?</td>
<td></td>
</tr>
<tr>
<td>Can the student prepare equipment for procedures?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Table</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student identify and manipulate all table locks?</td>
<td></td>
</tr>
<tr>
<td>Can the student maneuver table and vertical bucky/detector?</td>
<td></td>
</tr>
<tr>
<td>Can the student locate the emergency shut-off button?</td>
<td></td>
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</tbody>
</table>

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<tr>
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<tr>
<td>Lead aprons/gowns</td>
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<tr>
<td>Thyroid shields</td>
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</tbody>
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</tr>
<tr>
<td>• Tourniquet</td>
</tr>
<tr>
<td>• Alcohol pads/ Band-Aids/gauze</td>
</tr>
</tbody>
</table>

Student’s Signature: ________________ Date: _______ Evaluator’s Signature: ________________ Date: _____
Myelogram Room Objectives & Checklist
Purpose: To familiarize student with radiological equipment and supplies involved with the Room.
Upon completion, the student will:
- Demonstrate how to set up for various x-ray functions on the control panel.
- Be able to locate and manipulate various tube locks.
- Be able to locate collimator light and manipulate collimators.
- Be knowledgeable in maneuvering the x-ray tube.
- Demonstrate proper equipment setup for procedures.
- Be able to locate and manipulate various table locks.
- Be able to manipulate table and vertical bucky/detectors.
- Be able to identify various radiation shielding devices.
- Be able to locate various supplies.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>I. Control Panel</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student set up for manual technique?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student name the views for the myelogram?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for AEC?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify the correct film sizes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for procedure, i.e. tray, prep patient?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Tube</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student manipulate all tube locks?</td>
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</tr>
<tr>
<td>Can the student identify collimator light?</td>
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</tr>
<tr>
<td>Gloves</td>
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</tr>
<tr>
<td>Tray</td>
<td></td>
</tr>
</tbody>
</table>

Student’s Signature: ___________________ Date: _______ Evaluator’s Signature: ___________________ Date: _______
Venogram Room Objectives & Checklist
Purpose: To familiarize student with radiological equipment and supplies involved with the Room. Upon completion, the student will:
- Demonstrate how to set up for various x-ray functions on the control panel.
- Be able to locate and manipulate various tube locks.
- Be able to locate collimator light and manipulate collimators.
- Be knowledgeable in maneuvering the x-ray tube.
- Demonstrate proper equipment setup for procedures.
- Be able to locate and manipulate various table locks.
- Be able to manipulate table and vertical bucky/detectors.
- Be able to identify various radiation shielding devices.
- Be able to locate various supplies.

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</table>

Student’s Signature: ___________ Date: ______  Evaluator’s Signature: ___________ Date: _____
Portable Objectives & Checklist
Purpose: To familiarize the student with the functions and concepts in using the portable x-ray equipment
Upon completion, the student will:
- Be able to identify various buttons on the control panel.
- Be able to locate and manipulate tube locks.
- Be able to locate collimator light and manipulate collimators.
- Understand the importance of time, distance and shielding.
- Be able to locate work stations.
- Organize and complete exams.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student identify kVp and mAs buttons on control panel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate and manipulate the various tube locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate the collimator light?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student manipulate collimators?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know the importance of time, distance and shielding?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify work stations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know the proper procedure for organizing and completing exams?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Student’s Signature: ________________________________ Date __________________

Evaluator’s Signature: ______________________________ Date __________________
Tomography Room Objectives & Checklist

Purpose: To familiarize student with radiological equipment and supplies involved with the Tomography Room. Upon completion, the student will:

- Demonstrate how to set up for various x-ray functions on the control panel.
- Be able to locate and manipulate various tube locks.
- Be able to locate collimator light and manipulate collimators.
- Be knowledgeable in maneuvering the x-ray tube.
- Demonstrate proper equipment setup for tomographic procedures.
- Be able to locate and manipulate various table locks.
- Be able to manipulate table and vertical bucky/detectors.
- Be able to identify various radiation shielding devices.
- Be able to locate various IVP supplies.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>I. Control Panel</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student set up for manual technique?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for AEC?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student set up for tomography?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Tube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student manipulate all tube locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify collimator light?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate and manipulate collimators?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student align tube to table bucky/detector?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student prepare equipment for tomographic procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify and manipulate all table locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student maneuver table and vertical bucky/detector?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate the emergency shut-off button?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Identify the following radiation shielding devices:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead gloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender specific gonadal shields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead aprons/gowns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid shields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Locate the following IVP supplies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contrast media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Saline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Catheters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Gloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tubing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tourniquet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Alcohol pads/ Band-Aids/gauze</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Signature: ____________________ Date: ______  Evaluator’s Signature: ______________ Date: ______
Computed Tomography Objectives & Checklist (3 of these)
During the student's clinical affiliation, he/she will be assigned to this area for CT scanning. The student will assist the R.T. with examination preparation and procedure.
Upon completion of this area, the student will:
- Identify major areas and equipment required for generating a C.T. scan.
- Locate and identify the controls for the table and gantry.
- Explain why contrast media is given and list the types of contrast used.
- Understand the basics of the archival storage system.
- Understand the fundamentals of scanning slice thickness and slice spacing.
- Identify the basic anatomy of a C.T. head and abdomen axial slice image.
- Perform a non-contrast C.T. of the head.
- Perform a non-contrast C.T. of the abdomen.
- Perform IV insertion or venipuncture under direct supervision.

<table>
<thead>
<tr>
<th>Can the student define the term C.T.?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student able to identify the major areas and equipment required for generating a scan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check patient identification and transport appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stated patient’s name, age, and location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified mode of transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified procedure to be performed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noted any pathological conditions listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate requisition to include patient history and consent form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safely transport and transfer patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had table and other equipment cleaned and ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raised or lowered couch for specific patient needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged stretchers and wheelchairs in proper positions to ensure patient safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted patient to and from room and table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided patient safety from all equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided safe storage for patients possessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked on patient comfort and condition at regular intervals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respected patients privacy and modesty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain exam to patient and remove any artifacts that may interfere with exam accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explained pregnancy policy when applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtained pertinent history to include trauma/non-trauma, previous injury/surgery, chief complaint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluated patient for ROM, SOB, edema, other visible trauma, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify type of contrast used along with route of administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare equipment related to image recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record all procedural data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked patient ID band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explained procedure to patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to locate and identify the controls of the table and gantry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctly positioned the patient as per department protocol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used topographic landmarks and baselines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctly placed patient into gantry and utilized proper positioning techniques</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Was able to identify the parts of the gantry and positioned the patient in minimal time
- Can the student explain the reasons why contrast media is given and list the types of contrast used?
- Does the student understand the basics of the archival storage system?
- Does the student understand the fundamentals of scanning, slice thickness, and slice spacing?
- Can the student identify the basic anatomy of a C.T. head and abdomen axial slice image?
- Can the student perform a non-contrast C.T. of the head?
  - Identified views/related cross-sectional anatomy
  - Critiqued the same for correct positioning, centering, motion artifacts, technique
- Can the student perform a non-contrast C.T. of the abdomen?
  - Identified views/related cross-sectional anatomy
  - Critiqued the same for correct positioning, centering, motion artifacts, technique
- Can the student perform IV insertion or venipuncture under direct supervision?

Comments:

Student’s Signature: _______________________________ Date ____________________________

Evaluator’s Signature: _______________________________ Date ____________________________
Magnetic Resonance Imaging (M.R.I.) Objectives & Checklist

Upon completion of this area, the student will:
- Define the term M.R.I.
- List and identify the major areas and equipment required for generating an M.R.I. image.
- Locate and identify the controls for the table.
- Describe the function of the coils.
- Assist in positioning the patient for simple procedures.
- Pick out simple anatomy on M.R. image.
- Have a basic understanding of how an M.R. image is formed.
- List the precautions that must be taken when around the magnet.
- Describe and perform the patient screening procedure.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student define the term M.R.I.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to identify the major areas and equipment needed for generating an M.R.I. image?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate and identify the controls for the table?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to describe the function of the coils?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student assist in positioning the patient for simple procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to point out simple anatomy on an M.R. image?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student have a basic understanding of how an M.R. image is formed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student describe the precautions personnel must take when around the magnet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to explain and perform the patient screening procedure?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Student’s Signature: ___________________________________ Date _______________________

Evaluator’s Signature: ___________________________________ Date _______________________
Nuclear Medicine Objectives & Checklist
Upon completion of this area, the student will:
- Name the radionuclides used for the various studies.
- Practice radiation protection when working with radionuclides and patients.
- Observe and understand procedures: Stress Cardiolite (Nuclear Cardiology Exam), WB Bone Scan, Any Spect or Dynamic Study
- Briefly describe the operation and function of the gamma camera.
- Practice good patient care.
- Explain why a Nuclear Medicine study would be ordered instead of a general x-ray.
- Utilize a GM counter for area monitoring.
- Explain how and why a dose calibrator is used.
- Explain how Nuclear Medicine is different from all other departments.
- Understand the difference between static, dynamic, whole body, gated, SPECT, and PET studies.
- Understand how time, distance and shielding relate to nuclear medicine.
- Understand half-life.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student name the radionuclides used for the various studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student practice radiation protection when working with radionuclides and patients?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student briefly describe the operation and function of the gamma camera?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student observe the following procedures:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Stress Cardiolite (Nuclear Cardiology Exam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- WB Bone Scan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Any Spect or Dynamic Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student practice good patient care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student explain why a Nuclear Medicine study would be ordered, instead of a general x-ray?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student utilize a GM counter for area monitoring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student explain why a dose calibrator is used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student explain how Nuclear Medicine is different from all other departments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student understand the difference between static, dynamic, whole body, gated, SPECT, and PET studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student understand how time, distance and shielding relate to nuclear medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student understand half-life?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Signature: _______________ Date _____ Evaluator’s Signature: _______________ Date ______
PAC’s Objectives & Checklist
Purpose: To familiarize student with the role of the PACS administration team.
Upon completion, the student will:
- Know the process for exception correction to fix errors
- Be able to explain the way IT systems are configured to handle an exam from patient registration through completion of the report
- Be familiar with of the PACS system configuration including the disaster avoidance and recovery systems
- Be familiar with the scope of the enterprise PACS system.
- Be familiar with the applications training setup
- Be familiar with the system security.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student understand the importance of HIPAA compliance and patient confidentiality?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the Student understand password management and risks of sharing passwords?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student understand the importance of accurate data input?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student understand the electronic flow of information from registration through result distribution?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a student understand how to process a patient through the radiology information systems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the Student understand how to find downtime procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student understand how to obtain help if needed?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Student’s Signature: ______________________________ Date ____________________

Evaluator’s Signature: ______________________________ Date ____________________
QA Objectives & Checklist
Purpose: To familiarize student with the diagnostic aspect of the Radiology process.
Upon completion, the student will:
- Be able to identify and discuss various pathology on images
- Be able to identify anatomy on images
- Be knowledgeable with critiquing images for quality
- Be able to identify reasons for recommending further studies
- Be able to discuss the importance for documenting patient history at the time of the procedure

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student identify and discuss pathology on images?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify anatomy on images?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student critique images for quality?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to identify reasons for recommending further studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know the importance for documenting patient history?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Student’s Signature: ___________________________________ Date ______________________

Evaluator’s Signature: _______________________________ Date ______________________
Ultrasound Objectives & Checklist
Upon completion of this area, the student will:

- Practice good patient care.
- Describe the preparations of the patient for each exam.
- Locate the technical factors and controls used in doing a scan.
- Observe needed positioning as various scanning planes are used for the anatomical parts desired.
- Identify the anatomical parts on the resulting image(s).
- Explain 2-D real time, Doppler, and Color flow.
- Briefly describe the operation of each piece of equipment.
- List the different specialties performed in the Ultrasound Department.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student practice good patient care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student describe the preparations of the patient for each exam?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to locate the technical factors and controls used in doing a scan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student observe the needed positioning as various scanning planes are used for the anatomical parts desired?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify the anatomical parts on the resulting image(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student explain 2-D real time, Doppler, and Color flow?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student briefly describe the operation of each piece of equipment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to list the different specialties performed in the Ultrasound Department?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Student’s Signature: ________________________________ Date ________________
Evaluator’s Signature: ______________________________ Date ________________
C-Arm/Surgery Objectives & Checklist

Purpose: To familiarize student with the Operating Room and the functions of the C-arm equipment.

Upon completion, the student will:

- Locate the various rooms in the Operating Suite.
- Be introduced to various cases in the OR.
- Know the importance of maintaining a sterile field.
- Practice proper radiation safety procedures in OR.
- Practice good infection control procedures, by providing a clean environment in OR.
- Identify various buttons on the C-arm control panel.
- Be competent in manipulating all C-arm locks.
- Be knowledgeable of all C-arm movements.
- Locate the emergency shut-off button.
- Demonstrate how to save and print C-arm films.
- Demonstrate how to enter patient’s information.
- Operate the C-arm foot pedal.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student locate the various rooms in the Operating Suite?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student knowledgeable of various cases in OR?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know the importance of maintaining a sterile field?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student practice proper radiation safety procedures in OR?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student practice good infection control procedures, by keeping a clean environment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student identify various buttons on the C-arm control panel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student competent in manipulating the C-arm locks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student knowledgeable of moving the C-arm correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know where the emergency shut-off button is located?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student demonstrate how to save and print C-arm films?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student enter the patient’s information correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student know how to operate the C-arm foot pedal?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Signature: __________________________ Date__________ Evaluator’s Signature: __________________________ Date__________
Cardiac Catheterization Objectives & Checklist

Upon completion of this area, the student will:

- Explain the purpose for a cardiac catheterization.
- List and identify the major areas and equipment required for performing a cardiac catheterization.
- Locate and identify the controls for the table.
- Describe the contrast materials used in cardiac catheterization.
- Assist in positioning the patient for simple procedures.
- Pick out simple anatomy on a cardiac catheterization image.
- Have a basic understanding of how an image is formed.
- List the precautions that personnel must take during this procedure.
- Describe and perform the patient screening procedure.

Please initial and date Yes or No to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student explain the purpose for a cardiac catheterization?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to identify the major areas and equipment needed for performing a cardiac catheterization?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student locate and identify the controls for the table?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to describe the contrast materials used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student assist in positioning the patient for simple procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to point out simple anatomy on a cardiac catheterization image?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student have a basic understanding of how an image is formed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the student describe the precautions personnel must take during this procedure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student able to explain and perform the patient screening procedure?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Student’s Signature: ___________________________ Date __________________

Evaluator’s Signature: _________________________ Date __________________
<table>
<thead>
<tr>
<th>Competency Evaluation Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ____________________ Date: ___________________ Exam: ___________________ Site: ___________________</td>
</tr>
<tr>
<td>Requisition and reason for examination reviewed.</td>
</tr>
<tr>
<td>Room properly prepared before patient entered.</td>
</tr>
<tr>
<td>Patient properly identified and student identified him/herself to patient.</td>
</tr>
<tr>
<td>Student provided clear/complete explanation of procedure.</td>
</tr>
<tr>
<td>Patient prepared properly for examination (gown, sheet, etc.)</td>
</tr>
<tr>
<td>Manipulated tube smoothly and efficiently.</td>
</tr>
<tr>
<td>Adjusted exposure/technical factors and selected proper image receptor size when appropriate.</td>
</tr>
<tr>
<td>Proper positioning</td>
</tr>
<tr>
<td>Markers places in position to be radiographed, but not in anatomy of interest.</td>
</tr>
<tr>
<td>Patient shielded as necessary/possible.</td>
</tr>
<tr>
<td>Is the patient pregnant? Was LMP asked?</td>
</tr>
<tr>
<td>Observed patient during exposure.</td>
</tr>
<tr>
<td>Examination completed in a timely fashion.</td>
</tr>
<tr>
<td>Radiographs checked and approved by supervisor/technologist.</td>
</tr>
<tr>
<td>Place cassette in the appropriate film holder; adjust tube to appropriate SID</td>
</tr>
<tr>
<td>Patient properly released following examination.</td>
</tr>
<tr>
<td>Anatomy and pathology reviewed with student by faculty.</td>
</tr>
<tr>
<td>Paperwork completed according to department routine.</td>
</tr>
<tr>
<td>COMP Tech Name:</td>
</tr>
<tr>
<td>Competency Evaluation Form</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Name: _____________________</td>
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**CIRCLE ONE: Trauma/Cart/Wheelchair/Ambulatory**

<table>
<thead>
<tr>
<th>Competency</th>
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<th>O 1 - Needs Improvement</th>
<th>O 2 - Acceptable</th>
<th>O 3 - Competent</th>
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</thead>
<tbody>
<tr>
<td>Supply appropriate protection devices for the OR staff.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Obtain necessary equipment for examination and transport to correct room.</td>
<td></td>
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</tr>
<tr>
<td>Utilize critical thinking with organization of exam procedures.</td>
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<tr>
<td>Assist and communicate appropriately with the OR staff.</td>
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<tr>
<td>Perform procedure in appropriate length of time/respond to instructions without hesitation.</td>
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<tr>
<td>Complete all required paperwork/input data to information system.</td>
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<tr>
<td>Maintain a professional attitude throughout entire exam.</td>
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<tr>
<td>Maneuver equipment to proper position for doctors’ preference.</td>
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<tr>
<td>Follow appropriate sterile technique</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Properly turn on and select appropriate settings/functions.</td>
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<tr>
<td>Properly enter patient information.</td>
<td></td>
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<tr>
<td>Move C-arm smoothly to all desired positions.</td>
<td></td>
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</tr>
<tr>
<td>Locate and use all locks appropriately.</td>
<td></td>
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<tr>
<td>Understand procedure and anticipate surgeon’s needs.</td>
<td></td>
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<tr>
<td>Place image in proper anatomical position/center part.</td>
<td></td>
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<tr>
<td>Properly shut off equipment and disconnect.</td>
<td></td>
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<tr>
<td>Remove equipment from room and return to storage area.</td>
<td></td>
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</tr>
<tr>
<td>Properly save and recall images.</td>
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</table>

COMP Tech Name:
<table>
<thead>
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<td>Date: _______</td>
<td>Exam: __________________________</td>
</tr>
<tr>
<td>Site: ___________________</td>
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### PRE-PROCEDURE CHECKLIST

- Check patient identification O - No O - Yes
- Check doctors order O - No O - Yes
- Appropriate shielding O - No O - Yes
- Check for possibility of pregnancy O - No O - Yes
- Accurate use of lead markers O - No O - Yes
- Knowledge of department protocol O - No O - Yes
- Room readiness O - No O - Yes
- Document patient history O - No O - Yes
- Proficiency of entire exam O - No O - Yes
- Patient prep O - No O - Yes

### Projection/Position

#### View A

- Patient care O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Positioning skills O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Proper alignment O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Proper patient centering O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Correct film size and type O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Collimation O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Technique manipulation O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Equipment O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A

#### View B

- Patient care O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Positioning skills O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Proper alignment O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Proper patient centering O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Correct film size and type O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Collimation O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Technique manipulation O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
- Equipment O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A

#### View C

- Patient care O – Not Acceptable O – Needs Improvement O - Acceptable O - Competent O – N/A
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<tr>
<td>Projection/Position View F</td>
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<tr>
<td>Student Film Critique View A</td>
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<tr>
<td>Student knowledge of proper technique</td>
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<tr>
<td>Student knowledge of appropriate body part positioning</td>
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<tr>
<td>Student knowledge of appropriate centering (Film and CR)</td>
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<td>COMP Tech Name:</td>
<td></td>
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</tr>
</tbody>
</table>
Competency Failure Documentation

Student’s Name: ___________________________ Competency: ____________ Grade: ________

1. Automatic Failure of Competency will result for failure to: (where applicable)
   - Check the patient’s identification □
   - Check and verify physician order to insure that the correct study will be performed □
   - Appropriately shield the patient (if applicable) □
   - Check for possibility of pregnancy by asking female patients of childbearing age about □
   - Not using student markers □
   - Repeating any part of the exam □
   Pregnancy, date of last menstrual period and have them sign a pregnancy form (if applicable)
   - Know the department protocol □
   - Prepare the room for the examination □
   - Obtain and document patient history □
   - Be proficient of the entire exam □
   - Prep the patient □
   - Violate ASRT Code of Ethics or Radiography Program policies □

2. Failure of Competency for other reasons: (Refer to Competency form)

   Student received a failure for this procedure for the reason marked above and is required to perform this competency again. The student must practice the exam again before repeating the competency. The grade received will stand and the repeated competency must be completed before the end of the semester.

   Student’s Signature: ___________________________ Date: __________________________
<table>
<thead>
<tr>
<th>Student: ____________________________</th>
<th>CI: _______________</th>
<th>Date: ________________</th>
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<tbody>
<tr>
<td><strong>Punctuality And Attendance</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>4 Points</strong></td>
<td><strong>3 Points</strong></td>
<td><strong>2 Points</strong></td>
</tr>
<tr>
<td>1 No Days Missed</td>
<td>No Days Missed</td>
<td>Reliable - Only</td>
</tr>
<tr>
<td>Consistently Reliable.</td>
<td>Consistently</td>
<td>Absent When Necessary</td>
</tr>
<tr>
<td>1 Day Absent</td>
<td>Reliable - Only</td>
<td>1 Day Absent</td>
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<td></td>
<td>Absent When Necessary.</td>
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<tr>
<td>2 No Tardies - Prompt</td>
<td>2 Tardies</td>
<td>3 Tardies.</td>
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<td>1 Tardy</td>
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<tr>
<td><strong>Personal Appearance</strong></td>
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<td><strong>4 Points</strong></td>
<td><strong>3 Points</strong></td>
<td><strong>2 Points</strong></td>
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<tr>
<td>Appearance.</td>
<td>Groomed. Neat &amp;</td>
<td>Could Be Improved.</td>
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<td></td>
<td>Clean Appearance.</td>
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</tr>
<tr>
<td>4 Follows Uniform Policy</td>
<td>Usually Follows</td>
<td>Occasionally</td>
</tr>
<tr>
<td><strong>Cooperation And Attitude</strong></td>
<td></td>
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<tr>
<td><strong>5 Points</strong></td>
<td><strong>4 Points</strong></td>
<td><strong>3 Points</strong></td>
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<tr>
<td>5 Excellent Attitude -</td>
<td>Above Average</td>
<td>Satisfactory -</td>
</tr>
<tr>
<td>Enthusiastic.</td>
<td>Attitude - Positive</td>
<td>Usually Positive</td>
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<tr>
<td>Demonstrates Good Leadership</td>
<td>Interacts Well With</td>
<td>Attitude. Works</td>
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<td></td>
<td></td>
<td>Others.</td>
</tr>
<tr>
<td>6 Cooperates Without</td>
<td>Cooperates - Good</td>
<td>Cooperates - Does What</td>
</tr>
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<tr>
<td><strong>7 Points</strong></td>
<td><strong>6 Points</strong></td>
<td><strong>5 Points</strong></td>
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<tr>
<td>7 Accepts Criticism As Part Of</td>
<td>Accepts Criticism</td>
<td>Usually Accepts</td>
</tr>
<tr>
<td>Learning Process, &amp;</td>
<td>And Shows Some</td>
<td>Criticism.</td>
</tr>
<tr>
<td><strong>Aptitude And Ability To Learn</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>8 Points</strong></td>
<td><strong>7 Points</strong></td>
<td><strong>6 Points</strong></td>
</tr>
<tr>
<td>8 Learns Very Rapidly With Good</td>
<td>Above Average</td>
<td>Requires Frequent</td>
</tr>
<tr>
<td>Comprehension And Memory.</td>
<td>Learning Ability</td>
<td>Instruction.</td>
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<td></td>
<td>With Good</td>
<td>Average Instruction.</td>
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<td></td>
<td>Comprehension</td>
<td>Average Comprehension</td>
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<tr>
<td></td>
<td>And Memory.</td>
<td>And Memory.</td>
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<td><strong>Initiative</strong></td>
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<tr>
<td><strong>9 Points</strong></td>
<td><strong>8 Points</strong></td>
<td><strong>7 Points</strong></td>
</tr>
<tr>
<td>9 Thinks And Acts</td>
<td>Constructive -</td>
<td>Average Use Of</td>
</tr>
<tr>
<td>Constructively. Hard Worker</td>
<td>Utilizes Time</td>
<td>Time And Energy.</td>
</tr>
<tr>
<td>Looks For</td>
<td>Efficiently.</td>
<td>Meets Minimum</td>
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<tr>
<td>Things To Do.</td>
<td>Requirements.</td>
<td>Effort.</td>
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<td>---------------------------</td>
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<td></td>
<td>Supervision Required.</td>
<td>Supervision Required.</td>
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<td></td>
<td>Supervision Required.</td>
<td>Constant Supervision Required.</td>
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**Self Confidence**


**Dependability**

|---|-----------------------|----------------|-------------------------------|----------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------------|


**Judgment**

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**Quality Of Work**

|---|-------------------------------------|-------------------------------------------------|----------------------------------------|----------------------------------------------------------|----------------------------------|

**Quality Of Performance**

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<tbody>
<tr>
<td>General Diagnostic</td>
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<td>Fluoroscopy</td>
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<td>Portables</td>
<td>Portables</td>
<td>Portables</td>
<td>Portables</td>
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</tr>
<tr>
<td>0</td>
<td>Portables</td>
<td>Portables</td>
<td>Portables</td>
<td>Portables</td>
</tr>
<tr>
<td>2</td>
<td>Willing To Clean And Stock Rooms.</td>
<td>Rooms Are Clean And Restocked Most Of The Time.</td>
<td>Occasionally Cleans And Restocks Rooms.</td>
<td>Seldom Cleans Or Restocks Rooms.</td>
</tr>
</tbody>
</table>

**Quality Of Performance**

|---|--------------------------|-----------------------------------|----------------------------------------|-------------------------------|--------------------------|

**Professional Behavior - Patient Care**

|---|--------------------------------------|--------------------------------------|---------------------------------|-----------------------------------------------|-----------------------------------------------|

Column #1 = 4 Points  
Column #2 = 3 Pts.  
Column #3 = 2 Pts.  
Column #4 = 1 Pts.  
Column #5 = 0 Pts.

Additional Comments:
Signature Of Clinical Instructor: ________________________________

Student Signature (The Student’s Signature Does Not Imply Agreement With The Evaluation, Only That The Evaluation Has Been Discussed With The Student. The Student May Make Additional Comments Below.):

__________________________

Evaluation Score (104 Points Possible): ______________
Clinical Education Center ____________ Semester/Year ____________
Student Evaluation of Clinical Education Center
This is an evaluation of your clinical education center. It has been designed to assist the clinical education center in improving teaching methodologies. Please evaluate sincerely and as constructively as possible. Circle a number on the provided scale. You must comment on any rating below a "3".

RATING SCALE
1 = Never  2 = Sometimes  3 = Half the Time  4 = Almost Always  5 = Always

1. Treatment of the Student: Do you feel that you were treated fairly in your clinical education center? ..........................................................1 2 3 4 5

2. Willingness to Help: Do you feel the departmental staff was always willing to help in a confusing situation or when a problem arose? .....................1 2 3 4 5

3. Fairness of Evaluation: Do you think that your evaluations were filled out by all involved personnel and treated with the care they deserved? ..............1 2 3 4 5

4. Favoritism: Were students treated differently and/or was favoritism clearly shown? .........................................................................................1 2 3 4 5

5. Moral Support: Did the technologist show support to the student in both positive and negative situations? .............................................................1 2 3 4 5

6. Acceptance: Do you feel that you were accepted as part of the department--including departmental meetings, events, etc.? ..................................1 2 3 4 5

7. Attitude of Technologists/Congeniality: Did the technologists show a positive attitude? Did you feel they liked having you around, and were they friendly to you during your training? ..............................................1 2 3 4 5

8. Radiologist's Attitude: Did your radiologist help you when you had any questions or problems? .................................................................1 2 3 4 5

9. Professionalism: Did the technologist exhibit a professional attitude? 1 2 3 4 5

10. Radiation Protection: Did the technologists use all available devices and aids to reduce the radiation exposure to patients and personnel? 1 2 3 4 5

11. Appearance: Was the appearance of the departmental staff professional? ........1 2 3 4 5

12. Employment: Based on your experience and treatment, if you were offered a job, would you work at this clinical education center? If no, why? ..........1 2 3 4 5

13. Overall, how would you rate the following departmental personnel with regard to your education?

A. Radiologist Poor Fair Good Excellent
B. Chief Technologist Poor Fair Good Excellent
C. Clinical Supervisor Poor Fair Good Excellent
D. Staff Technologist Poor Fair Good Excellent
E. Ancillary Staff Poor Fair Good Excellent

Any Further Comments: ______________________________________________________
__________________________________________________________________________
Radiographer Program Evaluation of Clinical Instructor
This is an evaluation of your clinical instructor. It has been designed to assist the clinical instructor in improving his/her teaching methodologies. Please evaluate sincerely and as constructively as possible. Circle a number on the provided scale. You must comment on any rating below a “3”

<table>
<thead>
<tr>
<th>Clinical Instructor</th>
<th>Module/Year</th>
<th>Clinical Site</th>
</tr>
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<tbody>
<tr>
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</table>

| RESPONSIBILITY: The clinical instructor utilizes assignments, demonstrations, and other materials to reinforce retention levels. | 1 Never | 2 Sometimes | 3 Half the Time | 4 Almost Always | 5 Always |
| STUDENT RAPPORT: The clinical instructor is courteous and is a good communicator. |  |  |  |  |  |
| ROLE MODEL: The clinical instructor exhibits positive characteristics and professionalism. |  |  |  |  |  |
| KNOWLEDGE: The clinical instructor is knowledgeable of radiography subject matter. |  |  |  |  |  |
| TECHNICAL SKILL(S): The clinical instructor exhibits knowledge and necessary skills to demonstrate radiographic procedures. |  |  |  |  |  |
| DISCIPLINE: The clinical instructor demonstrates disciplinary methods to all students fairly and consistently. |  |  |  |  |  |
| ORGANIZATION: The clinical instructor is organized and presents radiologic information in a logical manner. |  |  |  |  |  |
| PERSONAL APPEARANCE | The clinical instructor is suitably dressed for their profession. |  |  |  |  |  |
| AVAILABILITY: The clinical instructor is available to answer questions, give assistance when needed and understands the process of evaluation. |  |  |  |  |  |
| POLICY: The clinical instructor is aware of and enforces school policies (i.e. attitude, dress code) |  |  |  |  |  |

Additional comments:
The Washington Health System Radiologic Technology Program

Patient Pregnancy Policy - Policy and Procedure

This policy is part of the Radiology Department protocol.

The policy applies to all female patients between the ages of 12 - 50.

A stamp is placed on the patient's requisition and marked for pregnancy, date of last menstrual cycle, patient's signature, and technologist signature.

The manner in which this policy is stated is very important so the patient does not take offense or feel her privacy is being violated. The following is suggested:

It is hospital policy to ask all females between the ages of 12 - 50, prior to taking X-rays, if there is any possibility of being pregnant.

If the patient is unable to respond, the radiographer is to assume the exam is deemed necessary by the ordering physician.

The TECH line must be initialed before the patient signs. If the R.T. has not signed, the student must initial the TECH line before allowing the patient to sign.

Example:

<table>
<thead>
<tr>
<th>Pregnant?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

Date of LMC _________________

Signature _______________________

TECH _______________________

Washington Health System Radiologic Technology Program
Student Initial Markers - Policy and Procedure

Markers are a permanent method of identifying, on the radiograph, the patient's right and left side. This is not only justified medically but also legally. Department protocol requires all films to be marked.

Upon entering the program, the student will be issued a set of initial markers.

The following protocol will apply to student markers:

1. A student will mark all his/her images.
2. A student will only use his/her own initial markers.
3. If a student does not have his/her markers, they are to report to the program office at the beginning of their shift, for issuance of generic markers.
   a. Generic markers may be used for two (2) weeks.
4. If a student loses his/her markers and they are not found within the two week time frame, they must re-order a set at their own expense.

Signature ______________________________
Memorandum

TO: ALL RADIOLOGIC TECHNOLOGY STUDENTS

FROM: SCHOOL OFFICE, RADIOLOGIC TECHNOLOGY PROGRAM

DATE: JANUARY 1, 1978


This recently enacted federal legislation provides that:

- Radiologic Technology students have the right to inspect and review their education records in the School Office.
- A reasonable time must be allowed following a written request to view the student's records.
- Radiologic Technology students may designate the third parties that may have access or disclosure of their education records.
- Students have the right to file complaints concerning alleged failure of the Radiologic Technology Program to comply with the requirements of the Act.
- Students have the right to a hearing to challenge the contents of his or her records and an opportunity for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained therein.
- Students have the right to a response from the School to reasonable requests for explanation and interpretation of the records.
- Students have a right to obtain copies of their education records for a fee to cover the copying of the records.
- The School must have written consent from the student to release or disclose education records, personally identifiable information to third parties.

Signature, School Official
Radiologic Technology Program

Date
The Washington Health System
Radiologic Technology Program FERPA

I, ________________________________ have been informed of The Washington Health System Radiologic Technology Program’s policy concerning the students’ rights to privacy and access to their “education records” as specified by the Buckley Amendment.

I ( DO - DO NOT ) wish to waive my rights to privacy of ‘education records’ and

I ( DO - DO NOT ) wish to extend access to third parties.

If a waiver is indicated, the following are the name(s) and address(es) of those third parties to whom I wish to grant access to my education records:

1. 

2. 

_________________________  ________________________
Relationship                      Relationship

Transcript to be mailed?   Yes     No   Transcript to be mailed?   Yes     No

I agree The Washington Health System Radiologic Technology Program cannot be held legally responsible for releasing my educational records to those third parties that I have indicated above.

________________________________________  ________________________
Student Signature      Date

________________________________________  ________________________
Program Official      Date
Drug Prevention - (located in form section) - Alcohol

Effects:
Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Legal Sanctions Under Local, State, and Federal Law
The intent of the following information is to provide knowledge of possible sanctions to be known and available. It is not possible for this list to encompass all penalties available to federal and state authorities.

ALCOHOL: Underage purchase of alcohol or misrepresentation of age is subject to a fine of up to $50 and 3 days in jail or probation. Purchase of alcohol for those underage is subject to a fine up to $100 and up to 10 days in jail. Public intoxication is subject to a fine up to $100 and up to 60 days in jail or completion of an alcohol education program or counseling. Driving under the influence of alcohol or other drugs (including DWI), depending on circumstances, is subject to incarceration 24 hours to 10 years, a fine of $100 to $5,000 and license suspension 6 months to life.

CONTROLLED SUBSTANCES: Possession of a controlled substance is subject to probation for the first offense. Second or subsequent offense depending on substance classification is up to 20 years imprisonment and/or $50,000 fine. Manufacture, possession or delivery with the intent to manufacture or deliver a controlled substance is subject to, depending on the substance classification, up to 15 years imprisonment and/or $20,000 fine. Federal sanctions for illegal possession of a controlled substance vary with the conviction, substance possessed and the amount of the substance. First conviction is subject to up to 1 year imprisonment and fine at least $1,000 but no more than $10,000 or both. After one year prior drug conviction at least 15 days in prison, not to exceed 2 years and a fine of at least $2,500 but no more than $250,000 or both. Those convicted of illegal possession of a controlled substance are also subject to denial of federal benefits, such as student loans, grants, contracts and professional and commercial licenses, up to 1 year for first offense, up to 5 years for second and subsequent offenses.

Consent to Voluntary Drug or Alcohol Screen Test

Release of Liability Form
I understand that, in accordance with the Washington Health System School of Radiologic Technology policy of providing and maintaining a safe and healthful drug and alcohol free working environment for all students, I will voluntarily submit to a drug and/or alcohol screen test as a preadmission requirement. I am aware that to be admitted to the Washington Health System School of Radiologic Technology, my drug screen must be negative.

I hereby authorize the release of the results of the test to the Washington Health System School of Radiologic Technology, the Washington Hospital Employee Assistance Program Coordinator and its designated Medical Representative.
I hereby release the Washington Health System School of Radiologic Technology, the Washington Health System, and its designated Medical Representative from any and all claims or causes of action resulting from this test and any decisions resulting there from.

Student: ____________________________________________

Date: ____________________________

Witness: ________________________________

Date: ____________________________

Supervisory Note: If the applicant refuses to consent to voluntary testing, the Director, School of Radiologic Technology or an authorized designee should document the date and time of refusal in the space provided below. The applicant will be denied admission to Washington Health System School of Radiologic Technology. Student refusal to sign consent form that was presented to him/her:

Date: ____________ Time: ____________

Signed: ____________________________________ Date: ____________

Director, School of Radiologic Technology (or designee)

Witness: ___________________________________ Date: ____________

Revised 11/2013
Revised 06/2014

Alcohol and Drug Abuse Policy

The Washington Health System School of Radiologic Technology is committed to maintaining a healthy and substance abuse-free environment that promotes the safety and welfare of students, faculty members, employees, and patients and families. The School of Radiologic Technology faculty and staff require that Radiologic Technology students provide safe, effective, and supportive client care. To fulfill this purpose, Radiologic Technology students must be free of chemical impairment during participation in any part of the School of Radiologic Technology program including classroom, clinical laboratory, clinical settings, and other school sponsored functions. The student has the responsibility to report medications taken or prescribed to Employee Health’s and the Radiologic Technology instructor.

The abuse of alcohol and/or other chemical dependencies are known to cause physical and psychosocial effects which may render that individual incapable of performing the essential functions of a student in a safe, competent manner.

In accordance with the Federal Controlled Substance Act of 1970 and the Pennsylvania Controlled Substance, Drug, Device, & Cosmetic Act of 1972, the Washington Health System School of Radiologic Technology prohibits the possession, use and distribution of alcohol or illegal drugs on hospital and school property, as well as off-site clinical locations.

Drug diversion, manufacture, sale, distribution, and possession of illicit/illegal controlled substances, as well as any misdemeanor or felony charges related to these conditions are grounds for permanent dismissal from the program.

The Washington Health System School of Radiologic Technology defines the chemically impaired student as one who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal/illicit drugs, prescribed medications, inhalants, synthetic designer drugs, or other mood altering substances. Substance abuse is the regular use of drugs for other than the accepted medical purposes and to the extent that it results in physical or psychological harm to the user and/or is used in a way that is detrimental to society. Abuse of the substance includes episodic misuse or chronic use, either prior to or during the academic or clinical experience, which has produced psychological and/or physical symptoms which endanger the student and others. Health risks associated with substance abuse
may lead to both psychological and physical dependence that can affect virtually any body system depending on the particular substance abused.

Substance abuse among Radiologic Technology students is a major issue since it can compromise the integrity of the learning environment, as well as place vulnerable patients at risk. Radiologic Technology education reflects the society in which schools of Radiologic Technology exist. Substance abuse is a universal health problem that affects all segments of society, including student, faculty, and staff in Radiologic Technology schools. The high demands of Radiologic Technology school, inordinate stress levels, and burn-out are contributing factors to Radiologic Technology students developing substance behaviors. This health problem must be proactively addressed when identified within the Radiologic Technology student population. Primary and secondary prevention strategies incorporating social support, availability of counseling, teaching stress management, promoting dialogue about student substance abuse, and providing a safe supportive environment for student “whistle-blowers” are vital in this process. The Radiologic Technology faculty will intervene with the chemically impaired student as outlined in the established procedure. Based on the assumption that addiction is an illness that can successfully be treated, the faculty is committed to promoting student recovery from substance abuse. This would include referrals to the Employee Assistance Program.

The need for drug testing policies is grounded in the prevalence of chemical abuse & dependence in health care providers. Prior to admission, student applicants are required to submit to a urine drug screen at a designated time at the Washington Health System Employee Health. The drug screen must be negative.

Upon admission the student must complete a “Consent to Voluntary Drug or Alcohol Screen Test” form. Random drug screens may be performed no more than two times a year in a rolling twelve (12) month period. The student will then complete/sign the required Employee Health forms if selected for random testing/screening.

“For cause” testing will occur if “Reasonable Suspicion” of impaired behaviors of the student are observed. If the student refuses, the student faces disciplinary action, including permanent dismissal from the school.

If a student who is employed by the Washington Health System shows “Reasonable Suspicion” of impaired behaviors, while in the hospital employee role, hospital policy would take precedence.

DEFINITION OF TERMS
For the purpose of this Policy, the below listed terms are defined as follows:
A. Legal Drug - A prescribed drug or over-the-counter drug which has been legally obtained and is being used for the purposes for which it was prescribed or manufactured.

B. Illegal Drug - Any drug which cannot be legally obtained (e.g. marijuana, narcotics, hallucinogens, etc.) or which, although legal, has been illegally obtained or prescribed, or drugs not being used for prescribed purposes or in larger doses than recommended.

C. Over the Counter Drugs – any drug that is obtained without prescription, that alone or in conjunction with, other prescription and non-prescription medications, results in impairment.

D. Reasonable Suspicion
1. The Radiologic Technology instructor observes that the Radiologic Technology student’s behaviors, speech, body odor, or appearance are indicative of the use of alcohol or drugs. Reasonable suspicious behaviors could include conduct that prevents the student from performing the essential functions of the student role or which poses a direct threat to themselves and/or to the safety of others
2. Aberrant or unusual on-the-job behavior of an individual student which:
a. is the type of behavior that is recognized as an accepted symptom or symptoms of intoxication or impairment caused by illegal drugs, legally prescribed drugs taken in unsafe quantities, or alcohol;
is not reasonably explained as resulting from causes other than the use of controlled substances.

3. Reports of illegal drug or alcohol usage or aberrant behavior by students, which are not confirmed by the firsthand observations of the Radiologic Technology instructor, shall not constitute reasonable suspicion.

4. Other Behavioral Red Flags that can be identified are:
   a. Frequently being late or absent from class and clinical experiences
   b. Repeatedly leaving class early and/or taking excessive unscheduled breaks during class and clinical experiences
   c. Late submission of assignments with peculiar or improbable excuses
   d. Unsafe performance or use of poor judgment in the clinical area
   e. Deteriorating class and clinical performance
   f. Frequently leaving the clinical area
   g. Avoiding peer, faculty, and group work
   h. Smell of alcohol and marijuana, which may be masked by breath mints/sprays, chewing gum, perfumes/colognes, Febreze, etc.
   i. Slurred or rapid speech, sleepiness, nervousness, excessive giddiness or talkativeness
   j. Pinpoint or dilated pupils, bloodshot or red eyes and inappropriate use of sunglasses
   k. Erratic behaviors with verbal or physical outbursts or threats to harm self or others
   l. Unsteady or staggering gait; fine motor tremors

Policy
A. Regulation of Alcohol and Illegal Drugs-The use or possession of alcohol or illegal drugs on any Washington Health System sites or any off-site clinical sites/agency is prohibited, as is being under the influence of alcohol or illegal drugs during class, clinical, and school activities.

B. Regulation of Legal Drugs – Students should be aware that the use of some prescriptions drugs, drugs not prescribed for them, and/or over-the-counter drugs may also affect their ability to properly perform their student roles and responsibilities. Therefore, the student has the responsibility to report medications prescribed or taken to the Radiologic Technology instructor and Employee Health.

C. A student may continue to attend class, clinical, and school activities while using a legal, prescribed medication, as long as this does not pose a threat to her/his own safety or the safety of patients, hospital employees, visitors, or other students and the student can perform the student roles, in the opinion of Employee Health.

Procedure for Faculty Intervention with the Chemically Impaired Radiologic Technology Student
A. Hospital Clinical Experiences
1. Because patient safety is paramount, the faculty member will remove the student from the clinical unit to a private area if signs of impaired behavior are observed. Inform the student of faculty responsibility to remove from clinical or classroom setting for “reasonable suspicion”.
2. Prompt reporting to the proper chain of command is vital. The Director, School of Radiologic Technology will be notified immediately. The student will be questioned by the Director, School of Radiologic Technology or a designated faculty member regarding the use of any substances, and if used, what, when, and how much was used and by what route it was taken. The sign(s) and/or behavior(s) observed will be discussed and the student will be given an opportunity to provide a verbal explanation.
3. If “Reasonable Suspicion” of substance abuse occurs, a search of the student’s personal belongings, such as book bags, purses, and locker, by Security officers, Director, School of Radiologic Technology, and/or the involved faculty member of Washington Health System is appropriate.

B. Other Experiences: Should an incident be reported to the Director, School of Radiologic Technology, by any individual, from class or any other clinical experience (i.e., community agencies, Information Systems...
practice/testing), the Director or an authorized designee will discuss the sign(s) and/or behavior(s) observed with the student and question the student regarding substance use. The Director, School of Radiologic Technology and hospital security will go together to the off-site location via hospital vehicle. The student will be given an opportunity to provide a verbal explanation. The student will be requested to sign the Employee Health’s’ Alcohol and Drug Policy Consent/Refusal form for drug testing.

C. If the student signs a consent form, the Director, School of Radiologic Technology or designated faculty member, and Security will escort the student directly, with no stops, to Employee Health for testing/assessment. If alcohol is the suspected substance used, Occupational Medicine must be notified so the student can be taken directly there for the assessment/testing screening to be performed. In circumstance, the Director, School of Radiologic Technology, or designated faculty member will remain with the student until the testing/assessment is completed.

D. If there is an incident of impaired behavior between the hours of 1600 to 0700 or on the weekend, the instructor will notify the Radiologic Technology Supervisor and then escort the student to the Emergency Department for assessment. There may be an additional stipulation that the student must report to Employee Health the next morning at 0700 for further testing.

E. The student will not be permitted to leave the Hospital site alone. A family member or friend must be called to escort and drive the student home. If the student refuses any of the previous options, and leaves the facility, Security will contact 911 and inform them that an impaired driver left the hospital. Student name and address, vehicle information, travel direction, and other information will be given. The call will be documented.

F. The involved faculty member will complete the form, Documentation of Impaired Behavior Form (located in form section II), which documents evidence of chemical impairment. Meticulous documentation of suspected behaviors is necessary. This form will then be submitted to the Director, School of Radiologic Technology, and Employee Health. All appropriate faculty members also involved with the student during that semester on a “need to know” basis will be informed by the Director, School of Radiologic Technology. A copy of this report will be placed in the student’s file.

G. The student will be suspended from all class and clinical experiences until test results are received. A student with a negative result will be permitted to return to the school. A students with a positive result will remain on suspension pending the decision of the hearing.

H. The student will be informed by the Director, School of Radiologic Technology, of the results of the testing and the date of the panel hearing. The student does not attend the hearing.

Procedure for Hearing:
A. The hearing to determine if the student is chemically impaired will include an inquiry panel consisting of the Employee Assistance Program (EAP) Coordinator, the Employee Health Nurse, the Director of Human Resources, the Director, School of Radiologic Technology, and a faculty member not directly involved in the incident.

B. The student will be notified of the panel’s decision. Throughout this process, every effort will be made to protect the student’s privacy and confidentiality.

C. If the panel finds that the student is not chemically impaired, the student will be permitted to continue in the Radiologic Technology program and make-up assignments will be given. If it is determined that no violation has occurred, the documents will be removed from student’s file.
D. If the panel finds the student is chemically impaired, the student may either be designated as Program Dismissal Permanent (PDP) or required to take a voluntary leave of absence and enter a rehabilitation program monitored by EAP or PNAP. If it is determined there was policy violation and the student refuses interventions, the student will be permanently dismissed from program.

E. The EAP Coordinator will determine if a leave of absence and full-time rehabilitation program are necessary. The EAP Coordinator will also formulate a treatment plan. The academic consequences resulting from the chemical impairment identification will be explained to the student. If a full-time rehabilitation program is mandated, the student will not be permitted to attend clinical or classroom experiences in the Radiologic Technology course until the terms of the rehabilitation program are fulfilled. A semester grade of a W (withdrawal) will be assigned for these courses. Participation/return to school depends on completion of comprehensive chemical dependency evaluation, recommendation of evaluator, & agreement with treatment plan (if needed).

F. Upon completion of a full-time rehabilitation program as validated by the EAP or PNAP the student may submit a written request for reinstatement into the program. This request must be submitted to the Recruitment and Admissions Committee 12 weeks prior to the semester the student desires to return.

G. Students, who are mandated to attend an outpatient rehabilitation program, may be permitted to continue in the program if recommended by the EAP or PNAP Coordinator. The student must complete all required rehabilitation programs and EAP counseling, as well as providing monthly random drug screens. Additional monitoring through EAP or PNAP may be mandated. Failure to complete all the monitoring requirements may result in immediate program dismissal, permanent (PDP).

H. Should the student refuse to participate in a rehabilitation program, as determined by the EAP Counselor or PNAP, the student will be permanently dismissed (PDP) from the program. If additional chemical impairment occurs subsequent to implementation of these procedures, the student will be permanently dismissed (PDP) from the program.
Preadmission Requirement
Consent to Voluntary Drug or Alcohol Screen Test

Release of Liability Form

I understand that, in accordance with the Washington Health System School of Radiologic Technology policy of providing and maintaining a safe and healthful drug and alcohol free working environment for all students, I will voluntarily submit to a drug and/or alcohol screen test as a preadmission requirement. I am aware that to be admitted to the Washington Health System School of Radiologic Technology, my drug screen must be negative.

I hereby authorize the release of the results of the test to the Washington Health System School of Radiologic Technology, the Washington Hospital Employee Assistance Program Coordinator and its designated Medical Representative.

I hereby release the Washington Health System School of Radiologic Technology, The Washington Hospital Employee Assistance Program, and its designated Medical Representative from any and all claims or causes of action resulting from this test and any decisions resulting there from.

Student: __________________________________________
Date: ________________________________
Witness: __________________________________________
Date: ________________________________

Supervisory Note: If the applicant refuses to consent to voluntary testing, the Director, School of Radiologic Technology or an authorized designee should document the date and time of refusal in the space provided below. The applicant will be denied admission to Washington Health System School of Radiologic Technology. Student refusal to sign consent form that was presented to him/her:

Date: ___________ Time: ___________
Signed: __________________________ Date: ___________
Witness: __________________________ Date: ___________

1957
Reviewed: 5/2012
Revised 10/2013

Documentation of Impaired Behavior Form
This form is to be used to document the reasons for requesting that a student be asked to submit to an assessment and a drug or alcohol screening test. All questions that apply should be answered. Additional pages, if necessary, should be attached with any other relevant documents.

Student’s Name: __________________________________________

Was there an incident? ☐ Yes ☐ No

Describe the event (include date and time, student’s actions, and extent of any injury to any person(s) or property:

Is the student in a safety-sensitive position? ☐ Yes ☐ No

Observation of student Date: ___________ Time: ___________
Walking: *Falling  *Holding On  *Staggering  *Stumbling  *Swaying  *Unsteady  *Unable to Walk
Standing: *Feet Wide Apart  *Rigid  *Swaying  *Sagging at Knees  *Staggering  *Unable to Stand
Speech: *Mute  *Incoherent  *Rambling  *Shouting  *Silent  *Slobbering  *Slow  *Slurred  *Whispering
Demeanor: *Calm  *Cooperative  *Crying  *Fighting  *Polite  *Sarcastic  *Silent  *Sleepy  *Talkative  *Excited
Actions: *Calm  *Cooperative  *Crying  *Fighting  *Hyperactive  *Profane  *Resisting Communications  *Threatening
Eyes: *Bloodshot *Closed *Dilated *Droopy *Glassy *Watery
Face: *Flushed *Pale *Sweaty
Appearance/Clothing: *Bodily Excrement Stains on Clothing *Unruly *Having Odor *Messy *Neat *Dirty
*Partially Dressed
Breath:*Alcohol Odor *Faint Alcohol Odor *No Alcohol Odor *Marijuana Odor *Faint Marijuana Odor *No
Marijuana Odor
Movements: *Fumbling *Hyperactive *Jerky *Nervous *Normal *Slow
Eating/Chewing: *Candy *Gum *Mints *Nothing *Other: (list below)

History
To your knowledge, has the student signed an Alcohol and Drug Testing Agreement?
☐ Yes  ☐ No  ☐ Don’t Know
If Yes, when?
5. Performance Level
   a. Has there been a recent change in the student’s level of performance?
      ☐ Yes  ☐ No
   b. If Yes, Describe
6. Other Observations:
7. Other Factors:
8. Student Signature:________________________________________ Date:
9. Witnesses:
   Instructor Name:___________________________________________ Date:
   Signature
   Witness:___________________________________________________ Date:
   Signature
   Witness:___________________________________________________ Date:
   Signature
Alcohol and Drug Policy Consent/Refusal Form

Name of Student to be tested: ______________________________________
Date: ____________________________
Supervisor: ____________________________

☐ Consent to Test:

The undersigned understands that he/she is being requested, and has agreed, to be tested under the provisions of the Washington Health System and Washington Health System School of Radiologic Technology Hospital’s Alcohol and Drug Policy. The undersigned agrees to release and hold harmless The Hospital, the school, its employees and agents from any liability arising directly or indirectly from the request to submit to testing, and from any decisions concerning dismissal from Washington Health System School of Radiologic Technology based upon the test results.

____________________________
Student Signature  Date  Time

____________________________
Witness Signature

☐ Refusal to Test:

The undersigned is refusing to submit to testing as requested under the provisions of the Washington Hospital Alcohol and Drug Policy and understands that his/her actions may be cause for dismissal from Washington Health System School of Radiologic Technology. The student agrees to release and hold harmless the Hospital, the school, its employees and agents from any liability arising directly or indirectly from the request to submit to testing, the student’s subsequent refusal to test and from any resulting dismissal from Washington Health System School of Radiologic Technology

____________________________
Student’s Signature  Date  Time

____________________________
Witness Signature
Alcohol and Drug Policy Random Testing
Consent/Refusal Form

Name of Student to be tested: ______________________________________
Date: ____________________________
Supervisor: ____________________________

☐ Consent to Test:

The undersigned understands that he/she has been selected, and has agreed, to be tested under the provisions of Washington Health System and Washington Health System School of Radiologic Technology Alcohol and Drug Policy random testing. The undersigned agrees to release and hold harmless The Hospital, the school, its employees and agents from any liability arising directly or indirectly from the request to submit to testing, and from any employment-related decisions based upon the test results.

______________________________
Student Signature  Date  Time
______________________________
Witness Signature

☐ Refusal to Test:

The undersigned is refusing to submit to random testing as requested under the provisions of the Washington Hospital Alcohol and Drug Policy and understands that his/her actions may be cause for dismissal from the Washington Health System School of Radiologic Technology. The employee agrees to release and hold harmless The Hospital, the school, its employees and agents from any liability arising directly or indirectly from the request to submit to random testing, the employee’s subsequent refusal to test and from any resulting employment-related decisions.

______________________________
Student Signature  Date  Time

(LOCATED IN FORM SECTION) I
Preadmission Requirement
Use of This Handbook
This Handbook is intended as a guide to the School’s policies pertaining to all aspects of your education that are in existence at the time of its writing. This Handbook is intended as a guide to provide information regarding common areas of concern; however it cannot anticipate and answer every question or problem that might arise. As a result, amendments or supplements to the Handbook can be made by the School as it deems necessary with or without direct notice to students. If you are unclear about any of your obligations or rights as a student in a clinical activity, you should discuss your questions with the faculty member leading the activity or the Program Director of your school. We believe that these rules will promote a fair and effective learning environment for all of our students. The faculty and staff of the clinical programs wish you every success in your activities.

Student Handbook
I have received, read, and understand the policies and procedures of The Washington Health System Radiologic Technology Program

I hereby agree to abide by all policies and procedures of The Washington Health System Radiologic Technology Program with the understanding that failure to adhere to any/all of the policies and procedures may lead to my immediate dismissal from the program.

I understand that new/revised polices can be instituted, as deemed necessary, by the program officials.

____________________________________  ______________
Signature        Date

Confidentiality Statement
As a student enrolled the WHSSRT, I accept my obligation to preserve the patient’s fundamental right to privacy and confidentiality in accordance with the HIPAA Privacy Rule.

I understand that any violation of hospital policies concerning confidentiality, privacy, or computer usage can result in immediate dismissal action.

____________________________________  ______________
Signature        Date
Grievance Form

Grievant: ___________________________________ Date ______________

Has filed a grievance against _________________________________________ for an incident occurring on
______________________________________________.

Description of incident:

________________________________________________

Signature Date

Disposition:

________________________________________________

Faculty Signature Date
PREGNANCY DECLARATION FORM

I declare my pregnancy on this date, ________________________________, to the Program Director ________________________________ and to the Clinical Coordinator ________________________________:

I have been issued a copy of Nuclear Regulatory Guide #8.13, NCRP Report #116 (Radiation Dose Limit for Embryo and Fetus in Occupationally Exposed Women), and NCRP Report #105 (Medical Radiation Exposure of Pregnant and Potentially Pregnant Women).

I have been issued a whole body dosimeter film monitor and a fetal dosimeter monitor and have been instructed in the proper wear and use of these dosimeters.

I understand the dose equivalent to an unborn as a result of occupational exposure to a woman who has declared that she is pregnant should be maintained as low as reasonably achievable, and in any case should not exceed .05 rem (0.005 sievert) during the entire gestation period.

The program director and clinical coordinator will provide special advising regarding personal and program responsibilities and additional protective measures that would affect the monitoring of the pregnancy. Use the space below to provide any additional comments pertinent to your pregnancy.

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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_________________________________________________________________________________  __________________________
Student Signature  Date

____________________________  __________________________
Clinical Coordinator Signature  Date

____________________________  __________________________
Program Director Signature  Date
Radiologic Technology Program – Policy Infraction

NAME__________________________________________________________

CLASS OF_________ SEMESTER_________ DATE OF OCCURRENCE_______

VIOLATION________________________________________________________________________

STUDENT RESPONSE_______________________________________________________________

_______________________________________________________________________________

INSTRUCTOR RESPONSE__________________________________________________________

_______________________________________________________________________________

STUDENT SIGNATURE_________________________________ DATE_________

INSTRUCTOR SIGNATURE___________________________ DATE_________
Acknowledgment of Radiation Protection Practices Violation

*Per the Radiographer Handbook:*

- The following radiation safety rules have been established for the protection of patients and personnel from ionizing radiation during radiology clinical education. These rules are a combination of State and Federal regulations and/or laws and additional guidelines in the use of ionizing radiation. These rules are mandatory, and any exception must be reported to the clinical instructor and program official immediately. All students shall practice appropriate radiation safety procedures in protecting themselves, their patients and other personnel from unnecessary exposure.
- Radiation protection practices are reviewed at the beginning of the students’ training in Introduction to Radiography, Radiographic Procedures I - V, Radiation Protection and Biology, and Clinical I-VI
- Understand and apply the cardinal principles of radiation safety (time, distance and shielding). Do not allow unfamiliarity with these principles to result in poor radiation procedures. Never stand in the primary beam. Always wear protective apparel or stand behind a protective barrier.
- Always wear the month Film Badge device (supplied by WHSSRT) positioned outside the lead apron on the collar.
- No individual should hold patients during an exposure on a regular basis.
- If personnel and/or family hold a patient, they must wear lead protective devices.
- Use gonadal shielding on all persons of childbearing age, and breast shielding when it will not interfere with the area of interest.
- Avoid radiographic examination of the pelvis, abdomen and lumbar spine of a pregnant woman, especially during the first trimester.
- Always collimate to the smallest field size appropriate for the examination.

The ALARA (As Low As Reasonably Achievable) concept will be applied to all measurable radiation exposure.

The reports will be available in the Program office. A student’s monthly radiation dosage report should not exceed:

- **60 mr/month – deep, whole-body radiation – film badge**
- **195 mr/month – hand and forearm radiation – ring badge**

It must not exceed the recommended dosages level for occupationally exposed persons as established by the State and Federal Agencies for radiological health. Values are:

- **5 rem/year or 1250-mr/calendar quarter – whole body (deep)**
- **75 rem/year or 18.5 rem/calendar quarter – hands/forearms**

- Each student should check and initial his/her radiation dosage report each quarter.
- Policy—The National Council on Radiation Safety and Protection created the ALARA Concept. The ALARA concept was created for the occupational worker, establishing guidelines for radiation exposure. All occupational workers following safe radiation practices should not receive more than one-tenth of the maximum permissible dose in an exposure period (125mrem per quarter) or .5 rem per year. Therefore, students who receive a personnel dosimetry report that exceeds one-tenth of the maximum permissible dose in any exposure period will be required to fill out an exposure notification form and be interviewed by a Program Official.
• Purpose—To provide students working in radiation areas with notification procedures that track exposure doses beyond the level that the ALARA Concept recommends.
• Procedures—All personnel dosimetry reports will be reviewed by the Radiographer Program Official at WHS/WHSSRT. Personnel dosimetry reports over 125 mrem per quarter or .5 rems per year will require the exposure notification report. Upon completion of the notification report, the student and Program Official will schedule an interview with the Program Director, if necessary, to discuss ways to protect the safety of any students working in radiation areas and receiving measurable levels of radiation. Students who exhibit intentional disregard for radiation safety procedures with regard to themselves, patients, co-workers, or the general public will be dismissed from the program.


*I acknowledge that I have received, read and understand the requirement for Radiation Safety, due to the fact that my quarterly badge readings are over the allotted amount permitted pursuant to the above-referenced Policy. I agree to conduct myself in accordance with the policy of the WHS/WHSSRT Radiation Safety going forward.*

Print Name: ____________________________________________ Date __________

Sign Name:______________________________________________ Date: __________

Witnessed By (Print Name): Lisa Finnegan

Sign Name: _____________________________________________ Date: __________

This Acknowledgment form will be placed in your clinical/ academic file.
**Anecdotal Record**

The Washington Health System School of Radiologic Technology

Name:  
Position:  
Date:  

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<tr>
<th>Date</th>
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**Summary / Action / Outcome**

-  

**Comments:**

Review Date __________________

Signatures:  

_______________________________________________________

_______________________________________________________
Addendum: 06/23/2014

Washington Health System School of Radiologic Technology 2013-2015 Academic Calendar

**Subject to change**

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<th>Semester</th>
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<td>August 26</td>
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<td>Graduation/Commencement</td>
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</table>
Fall Semester 2014-15 Weeks (17 Clinical)

August 4          Orientation Begins
August 25         Classes Begin
September 1       Labor Day
November 26 – Dec 1  Thanksgiving Break
December 3        Classes Resume
December 8 - 12   Term Week
December 22 - January 4  Break

Spring Semester 2015-15 Weeks (19 Clinical)

January 5        Clinical Begin
January 19       Classes Begin
April 3          Good Friday - No Classes
May 4 - 8        Term Week
May 17 – 24      Break
May 25           Memorial Day - No Classes

Summer Semester 2015-10 Weeks (12 Clinical)

May 27           Classes Begin
July 3           Independence Day Holiday-No Classes
August 15-23    Break

Fall Semester 2015-15 Weeks (17 Clinical)

August 24       Classes Begin
September 7     Labor Day
November 25 – 30  Thanksgiving Break
December 2      Classes Resume
December 7 - 11  Term Week
December 19 - January 3  Break

Spring Semester 2016-15 Weeks (19 Clinical)

January 4       Clinical Begin
January 18      Classes Begin
TBA             Good Friday - No Classes
May 2 - 6       Term Week
May 14 – 22     Break

Summer Semester 2016-10 Weeks (11 Clinical)

May 23           Classes Begin
May 30           Memorial Day - No Classes
July 4           Independence Day Holiday-No Classes
August 3        Graduation/Commencement