

DI 100
ADVANCED PATIENT CARE
Summer 2022

Faculty: Jennifer Clayton, MBA R.T. (R)(CT)(ARRT)
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Lebanon Office Phone: 541-917-4402
Lecture Location: [Virtual Classroom](#)
Lecture Times: Mondays and Wednesdays 2:00-3:30 p.m.
Office Hours: By appointment only

COURSE DESCRIPTION:

This course is designed to introduce students to the profession of Radiologic Technology, its history, future, professional and accrediting organizations, and the relationship between radiographer and the patient. An introduction to legal terminology, concepts and principles will also be presented. Topics include misconduct, malpractice, legal and professional standards and the ASRT scope of practice. This course is also designed to introduce the fundamental background of professional ethics. The student will examine a variety of ethical issues and dilemmas found in clinical practice. This course also provides the concepts of patient care, including consideration for the physical and psychological needs. Routine and emergency patient care procedures will be described, as well as infection control procedures utilizing standard precautions. The role of the radiographer in patient education is identified.

SCHEDULE:

- **Class** is held in **real time** in the LIVE [Virtual Classroom](#) Mondays and Wednesdays 2:00-3:30 p.m. It is expected students will attend all lectures.
- **Assignments** will occur in each module during the term. There are also project assignments that will be assigned and which will require work in the lab or health care facility. Assignments are expected to be submitted for grading by **Fridays at 11:59 p.m.**
- **Quizzes** will be given **at least** weekly within the module. Quizzes will be a review of content including lecture, homework, assignments and reading. Quiz questions can be pulled from any learning resources within the modules.
- The **final exam** will be a take home exam and is due Sunday **August 29th, by midnight.**

REQUIRED TEXTS - (provided)

- *Introduction to Radiologic Sciences and Patient Care, 7th Edition*, by Arlene Adler & Richard Carlton
- *Emotional Intelligence 2.0*, by Travis Bradberry & Jean Graves

CONTACTING THE INSTRUCTOR:

Email is the best way to contact the instructor for this class. Emails received between Monday at 8am and Friday at 5pm are generally returned within 24 hours. Emails received on Saturdays, Sundays, or holidays will be returned on the next business day. I typically do not check emails on Saturdays.

Students who call and leave a message on the instructor's office phone should be aware that the instructor is only in Lebanon approximately two (2) days each week. Students wishing for a response sooner should email the instructor. You are encouraged to utilize email as a contact tool instead of leaving a voicemail.

STUDENT EXPECTATIONS

- YOU are RESPONSIBLE for your own LEARNING.
- We provide the structure for that learning, but it is up to you to decide how much or little you get out of the class. It is imperative that you understand “PRACTICE MAKES PERFECT”.
- LBCC faculty provides the classroom lecture portion of the course.
- Each student is expected to spend extra time studying on his/her own utilizing various resources.
- There are specific deadlines, so this course is not self-paced. It is up to the student to keep up with his/her assignments and deadlines.
- Issues with technology are not valid reasons for turning in late work.
- No late work is ever accepted.

VIRTUAL CLASSROOM EXPECTATIONS

1. Students must have a headset with an attached microphone on at all times. Do not talk into the computer's built-in microphone or use your computer's speakers to hear class! Feedback is a major issue and can be avoided by wearing a headset with an attached microphone.
2. Arrange yourself in your work space in such a way that you are well lit and easy to see at all times. Your back should not be to a window or other bright light source.
3. You must be on webcam at all times. We need to see your entire face. The top of your head or just your eyes does not suffice!
4. You will be required to show your workspace prior to each quiz. Your workspace should be clean with no books/papers/etc. open or around. Your cell phone should be put away.
5. Your webcam must be able to show your workspace. For some students, this may mean you have to purchase a separate web cam that attaches to your computer.
6. When asked to show your workspace, do so in a slow and deliberate sweeping motion so we can see the whole area. This should take about 5-7 seconds. Doing it too quickly negates the purpose and you may be asked to do it again if you go faster than this.
7. If you have a question or a comment, please raise your hand.
8. Please mute your microphone unless it is your turn to talk.
9. Students are expected to treat the virtual classroom like a traditional classroom. It is essential that students make arrangements to attend class in a distraction-free space. Household chores, babysitting, maintenance appointments, watching TV (or having a TV on in the background), etc. should *not* be performed or scheduled during class time.
 - a. Ask yourself: Would I _____ in a traditional classroom?
 - b. If the answer is no, then it should not be done in the virtual classroom either.
10. Participation in the virtual classroom is required. Students are expected to be engaged and prepared to respond to instructor questions in a timely manner as not to disrupt the virtual classroom environment.

ONLINE RESOURCES/LINKS

This hybrid online course contains many links. A concerted effort is made to ensure all materials are accessible. However, if you discover a link to be broken or missing, *first* check it in another browser. Sometimes things work in Mozilla but not Chrome or IE, or vice versa. It is a fluke of the software and is just something that we have to deal with. If you have checked it in at least two browsers and discover that it is still not functional, please email the instructor to let her know which link is broken/non-functional, which browsers you have checked and where the specific link is located so the problem may be remedied.

CLASS ATTENDANCE

Students are expected to attend scheduled virtual classroom sessions provided by LBCC faculty for this course at the scheduled time. Students will be called upon during class. Distance Education Students and/or students enrolled in "virtual classrooms" sections of the course are required to participate utilizing a webcam.

- Lectures will NOT be recorded. Interaction during lecture is an integral part of each lecture and cannot be substituted. Lack of participation in lectures will be noted in your student evaluation.
- Students are expected to complete weekly required text readings prior to "virtual classroom" lectures with the LBCC faculty.
- Students may access the Virtual Classroom for this course at <https://zoom.us/j/9519289278>. The password is **xr@y2024**.
- Students should bookmark this link in several browsers (Mozilla, Internet Explorer, etc.) so that it is available should access to the classroom via [Moodle](#) be unavailable for any reason.

LBCC COURSE OUTCOMES:

- Apply patient care and comfort while demonstrating proficient customer service skills.
- Examine and describe methods used to assess the patient's condition.
- Discuss and describe the relationships between accrediting bodies and departments within the healthcare institution.

ASRT COURSE OBJECTIVES:

- ◆ Identify the responsibilities of the health care facility and members of the health care team.
- ◆ List the general responsibilities of the radiographer.
- ◆ Describe the practice standards for the radiographer as defined by the ASRT and state licensure.
- ◆ Differentiate between culture and ethnicity.
- ◆ Explain how a person's cultural beliefs toward illness and health affect his or her health status.
- ◆ Explain perceptions of dying and death from the viewpoint of both patient and radiographer.
- ◆ Describe the characteristics of each stage of grief.
- ◆ Identify methods for determining the correct patient for a given procedure.
- ◆ Explain the use of various communication devices and systems.
- ◆ Explain specific aspects of a radiographic procedure to the patient.
- ◆ Demonstrate correct principles of body mechanics applicable to patient care.
- ◆ Demonstrate techniques for specific types of patient transfer.
- ◆ Demonstrate select procedures to turn patients with various health conditions.
- ◆ Describe select immobilization techniques for various types of procedures and patient conditions.
- ◆ Describe specific patient safety measures and concerns.
- ◆ Explain the purpose, legal considerations and procedures for incident reporting.
- ◆ Describe methods to evaluate patient physical status.
- ◆ List the information to be collected prior to a patient examination.
- ◆ Describe vital signs and lab values used to assess patient condition, including sites for assessment and normal values.

- ◆ Define terms related to infection control.
- ◆ Describe the importance of standard precautions and isolation procedures, including sources and modes of transmission of infection and disease and institutional control procedures.
- ◆ Demonstrate and discuss appropriate use of personal protective devices (PPE)
- ◆ Identify symptoms related to specific emergency situations.
- ◆ Describe the institution's emergency medical code system and the role of the student during a medical emergency.
- ◆ Explain the age-specific considerations necessary when performing radiographic procedures.
- ◆ Describe appropriate procedures for management of various types of trauma situations.
- ◆ Describe the symptoms and medical interventions for a patient with a contrast agent reaction.
- ◆ Explain the role of the radiographer in patient education.
- ◆ Describe the patient preparation for contrast studies.
- ◆ Identify specific types of tubes, lines, catheters and collection devices.
- ◆ Outline the steps in the operation and maintenance of suction equipment.
- ◆ Demonstrate competency in basic life support (BLS).
- ◆ Describe the steps in performing various mobile procedures.
- ◆ Describe the special problems faced in performing procedures on a patient with a tracheotomy and specific tubes, drains and catheters.
- ◆ Describe the procedure for producing diagnostic images in the surgical suite.
- ◆ Explain the appropriate radiation protection required when performing mobile/surgical radiography.

MOODLE

We'll be using Moodle for this class. Before logging in for the first time, you will have to claim your account at <https://identity.linnbenton.edu/>. If you have any problems logging into Moodle, please contact the Student Help Desk at 541-917-4630 or email student.helpdesk@linnbenton.edu.

COURSE OUTLINE

Week / Module	Date	Topic	Required Reading	HW	Assignment	Assessment
0	M 6/20	Pre-course Orientation	<p>Text Emotional Intelligence: 1-23</p> <p>Articles</p> <ol style="list-style-type: none"> 10 ways to reduce college stress Time Management Tips for Graduate Students Simple steps to Master Time 	None	<p>Assignments 0-1, 0-2, 0-3, 0-4</p> <p>Due date: Friday 6/24 @ 11:59 p.m.</p>	Quiz 0 due by Friday 6/24
1	M 6/27 W 6/29	Introduction/ History of Radiography	<p>Text Rad Science: 21-37, 80-94 Emotional Intelligence: 23-50</p> <p>Articles History of Radiology (PDF)</p> <p>Video</p> <ol style="list-style-type: none"> How to study part 1 How to study part 2 Grit 	HW 1-2	<p>Assignments 1-1, 1-2, 1-3</p> <p>Due date: Friday 7/1 @ 11:59 p.m.</p>	<p>Quiz 1-1 Mon 6/27</p> <p>Quiz 1-2 Wed 6/29</p>
2	M 7/4 No live lecture-4th of July W 7/6	Healthcare Roles & Teams/ Continuing Education Ergonomics & Patient Transfers	<p>Text Rad Science: 2-20, 48-60, 140-152 Emotional Intelligence: 50-59</p> <p>Article Ergonomics</p> <p>Video</p> <ol style="list-style-type: none"> Using Gait Belts Wheelchair transfers How to use a Hoyer Lift How to Study part 3 How to Study part 4 	HW 2-1	<p>Assignments 2-1 & 2-2</p> <p>Due date: Friday 7/8 @ 11:59 p.m.</p>	<p>Quiz 2-1 Mon 7/4-None</p> <p>Quiz 2-2 Wed 7/6</p>
3	M 7/11 W 7/13	Compliance & Reimbursement Legal Issues/HIPAA	<p>Text Rad Science: 311-326 Emotional Intelligence: 61-96</p> <p>Article</p>	HW 3-1	<p>Assignment 3-1</p> <p>Due date: Friday 7/15 @ 11:59 p.m.</p>	<p>Quiz 3-1 Mon 7/11</p> <p>Quiz 3-2 Wed 7/13</p>

			Medicare Video How to Study Part 5			
4	M 7/18 W 7/20	Medical Ethics & Integrity (& Sexual Harassment) Culture & Ethnicity	Text Rad Science: 302-326, 109-119 Emotional Intelligence: 97-134 Article A Review of Ethics Tips for Successful Caregivers	HW 4-1,4-2	Assignments 4-1,4-2, 4-3 Due date: Friday 7/22 @ 11:59 p.m.	Quiz 4-1 Mon 7/18 Quiz 4-2 Wed 7/20
5	M 7/25 W 7/27	Death & Dying Medical Terminology & Communication	Text Rad Science: 121-139 Emotional Intelligence: 130-176 Article 1 End-of-Life Care: Improving Communication Skills to Enhance Palliative Care. 2. 5 Stages of Grief 3. Communication what do patients need? Video The Last Lecture	HW 5-1	Assignment 5-1 Due date: Friday 7/29 @ 11:59 p.m.	Quiz 5-1 Mon 7/25 Quiz 5-2 Wed 7/27
6	M 8/1 W 8/3	Customer Service/ Professionalism and Attitude Patient Monitoring and Assessment	Text Rad Science: 165-193 Emotional Intelligence: 177-200 Article Chest Radiography Video 1. Empathy vs. Sympathy	HW 6-1	Assignment 6-1,6-2 & 6-3 Due date: Friday 8/5 @ 11:59 p.m.	Quiz 6-1 Mon 8/1 Quiz 6-2 Wed 8/3

			<p>2. EKG Training</p> <p>3. ECG Electrode Placement</p> <p>4. How to read an ECG</p> <p>5. Learning how to read an EKG</p>			
7	M 8/8 W 8/10	Patient Care: Roles & Responsibilities Infection Control/Asepsis	<p>Text Emotional Intelligence: 200-225 Rad Science: 194-228</p> <p>Article Patient Centered Care</p> <p>Preventing Drug-resistant Infections Patient education and communication (word document-no link provided)</p> <p>Video The Human Connection</p>	HW 7-1	<p>Assignment 7-1</p> <p>Due date: Friday 8/12 @ 11:59 p.m.</p>	<p>Quiz 7-1 Mon 8/8 Quiz 7-2 Wed 8/10</p>
8	M 8/15 W 8/17	Venipuncture & Contrast Administration	<p>Text Rad Science: 266-299</p> <p>Article Contrast Studies</p> <p>Video: Venipuncture</p>	HW 8-1	<p>Assignment 8-1</p> <p>Due date: Friday 8/19 @ 11:59 p.m.</p>	<p>Quiz 8-1 Mon 8/15 Quiz 8-2 Wed 8/17</p>
9	M 8/22 W 8/24	Medical Emergencies, Traumas & Mobile Radiography, Immobilization	<p>Text Rad Science: 241-252, 153-164</p> <p>Article Chest compressions Communication in Trauma Situations</p>	HW 9-1 9-2	<p>Assignment 9-1</p> <p>Due date: Friday 8/26 @ 11:59 p.m.</p>	NONE
10	SUN 8/28	Finals week				FINAL EXAM DUE SUN at 11:59 pm

ASSIGNMENTS (5-100 points)

Various assignments will occur during the term. Each assignment is worth points that vary depending upon the task. The expectation is that all assignments will always be completed in a “professional” manner with accurate spelling, grammar, punctuation, and content.

Part of your learning will also include critical thinking through issues and situations. Some are assigned discussion board assignments. There are also project assignments that will be assigned that may require work in the lab or health care facility.

QUIZZES (QUIZZES @ 5- 20 points each)

There will be scheduled Quizzes. These will generally cover the material from the previous lectures, homework and/or assignments. (Studies show that frequent small assessments help students retain the information better.) Quizzes are closed notes, closed books and are taken on the designated assessment day and time. All students are expected to take Quizzes with integrity, jeopardizing neither their own work, nor that of others.

Pop Quizzes could be given at any time over any material.

Time allotted for quizzes:

The guideline we use for determining the amount of time to be used for an assessment is based on the following:

1 minute (60 seconds) for each multiple-choice, true/false, or fill-in-the blank question

2 minutes (120 seconds) for each matching or short answer question

3 minutes (180 seconds) for each essay question

We have developed this guideline to help students be successful when taking the national licensing exam given by the ARRT. The ARRT exam allows *less than one minute per multiple choice question*. To help students best prepare for this capstone exam and entry into the profession, we have found it important to help students prepare by getting used to one minute per multiple choice question during the duration of the program.

HOMEWORK (0 points)

The homework assignments are NOT graded. Consider them an additional resource. The homework assignments allow the student to determine how well they understand the material and give students practice before an assessment. Students who dutifully complete ungraded HW perform better in the course. Students are not required to complete the HW's, but they are encouraged to do so.

Patient Care Lab (0 points)

During the term we will hold a patient care lab where you will get hands-on experience with venipuncture, patient interactions and other items pertaining to practical patient care. You will be required to get a skills assessment over vitals, venipuncture, etc. This lab is not worth points, but is mandatory to attend as it provides an opportunity for you to receive competencies required by ARRT.

WRITTEN FINAL EXAM (100 POINTS)

The final exam will be comprehensive and will consist of ARRT-style multiple choice questions. The homework questions definitely help you study for the final. **This is a take home exam you can complete in Moodle on your own time before Sunday evening.**

GRADING SCALE

This is a three (3) credit, letter grade course. When these points are combined, the final grading scale is:

A = 91.5-100%

B = 82.5-91.4%

C = 74.5-82.4%

FAIL = < 74.4% **This will result in the student being withdrawn from the program and receiving a letter grade of F on their transcripts. The Diagnostic Imaging Program does not utilize the grade of "D."**

SYLLABUS CHANGE POLICY

Syllabus is subject to change as the instructor evaluates the progress of students and their understanding of concepts.

COURSE FAILURE POLICY

If a student fails this course, he or she must withdraw from the program. A refund will not be issued for program costs.

DISCRIMINATION POLICY

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information visit <http://po.linnbenton.edu/BPsandARs/>.

DISABILITY SERVICES POLICY

You should meet with your instructor during the first week of class if:

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability Services, 541-917-4789.

STATEMENT OF INCLUSION

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. I actively support this right regardless of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse. (Related to Board Policy #1015)

Basic Needs Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu), or visit us on the web www.linnbenton.edu/RRC under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.