LBCC Diagnostic Imaging Program

Radiographic Procedures & Positioning: Skull & Review

Winter 2019

Instructor	Carley Hansen Prince, M.Ed. R.T.(R)(A.R.R.T.)
Email	hansenc@linnbenton.edu (best way to contact me)
Lecture Location	Virtual Classroom
Lecture Times	Mondays and Wednesdays 9:00-10:30 am
Lab Days	Tuesdays and Thursdays
Office Hours	By appointment; please email to set up a mutually convenient time
Phone	(541) 917-4406 (office) 541-917-4419 (lab)

COURSE DESCRIPTION:
This course focuses on radiographic positioning and procedures for the head. It also includes a review of positioning for all body parts. The lab portion includes peer positioning, film critique, anatomy and the utilization of equipment to perform procedures on phantoms.

REQUIRED TEXT (PROVIDED):

- *Bontrager's Textbook of Radiographic Positioning and Related Anatomy* by John P. Lampignano and Leslie E. Kendrick

SCHEDULE:

- **The traditional Winter 2019 DI program schedule may be accessed at this link.**
- **The DE Winter 2019 DI program schedule may be accessed at this link.**
- **Class** is held in **real time** in the **Virtual Classroom** on **Mondays and Wednesdays 9:00-10:30 am January 7** through **March 13, 2019**. It is expected students will be on time to attend **all** lectures. Students are encouraged to login to the virtual classroom **5-10 minutes early** to every class.
- There will be **no live class** on **Monday, January 21st** (in honor of Martin Luther King Jr Day); **Wednesday, February 6th** (instructor conference), or **Monday, February 18th** (in honor of President's Day). Recorded lectures may be substituted.
- **Traditional Student Lab:**
    - **Instructor-led lab** is conducted on-site in the **HOC X-Ray Lab** on **Tuesdays and Thursdays, January 8** through **March 14**. Students are assigned **specific** lab times by the Program Director that may not be switched or made up**. Lab attendance is mandatory.**
        - Lab 1 9:00am-12:00pm
        - Lab 2 1:00pm-4:00pm
    - During **week 5**, **lab** is only held on **Tuesday**, and **mandatory practice lab**s on **Tuesday/Wednesday** that week. There will not be practice labs on Thursday, Friday or Saturday that week.
    - During **week 8**, **there will be THREE lab days: Tuesday, Thursday AND Friday**. The Friday lab day is for us to host **high school career day**. High school students will be coming to lab and you will be orienting them to the field of x-ray.
        - Your lab time will be flexed slightly on **Friday 3/1** to begin and end earlier. We have been told the tentative time, but it has not been confirmed yet. Lab times for the career day lab will be announced as soon as details have been finalized.

        - The mandatory/optional practice labs will be held **Thursday evening** (practice lab 1), after the high school career day is over on **Friday** (practice lab 2) and mandatory practice labs 3 and 4 will be held on **Saturday**. There will be **open practice lab** on Saturday from 2pm to 5pm for any students wishing to get in additional practice that week.
    - During **week 10**, we will be doing a simulation with the nursing department. On **Thursday, March 14th**, our final lab day for the term, **Lab 1** will run **9:00am to 1:00pm** and **Lab 2** will be **1:00pm to 4:00pm**. Practice lab that evening will take place **5pm-8pm**.
- **DE Student Lab:**
    - **Labs** are scheduled *at the convenience of the clinical site* and are conducted by a registered radiologic technologist.
    - DE students should expect to spend a ***minimum* of 8-12 hours per wee**k at the clinical site. **Lab attendance is mandatory.**
- **Quizzes (Quiz #-#)** are assigned throughout the course. See the course calendar for specific dates. Quizzes are **closed book, closed note** and students are expected to take their quizzes with integrity.
- **Anatomy Quizzes (Quiz #-#A)** are scheduled at different times for DE and traditional students due to the variability in lab schedules for each distance clinical site.
    - **Traditional Students:** Anatomy quizzes are given **during each lab session** (on **Tuesdays** and **Thursdays**). Students will rotate through the anatomy quiz station.
    - **DE Students:** Anatomy quizzes open at **9:00am** on **Fridays** to help accommodate variable DE clinical site lab schedules. **DE students will take up to two anatomy quizzes each week, assessing student knowledge over both module topics/exams covered that week.** DE students should allot up to 40 minutes for quizzes each Friday morning. DE students are expected to log into the virtual classroom and Moodle a few minutes early. The password for the weekly quiz will be given by proctor in the Virtual Classroom at **9:00 am** after students have shown their workspaces. If a DE student does not take the quiz in the virtual classroom during the designated time, he/she will take a zero and not be able to make it up.
        - There will be **no** DE anatomy quizzes on **Friday, January 25th** or **Friday, February 22nd**.
- **Pop quizzes** may be given at any time in the virtual classroom or the lab at the instructor's discretion.
    - **DE students**: Pop quiz questions may be built into the anatomy quizzes.
- The **final exam** and **final practicum** are scheduled for the week of **March 18-22, 2019**. Students will be notified of the dates and times as soon as it has been scheduled by the Program Director.
    - The **practicum** is **comprehensive** and will consist of **any two exams** from chest, abdomen, upper and lower extremities, spine or pelvis and skull.
    - The **written final exam** is **comprehensive** and covers chest, abdomen, upper and lower extremities, spine, pelvis and skull.

According to the DI LBCC Policy and Procedure manual and at the request of the clinical sites, in order to proceed onto clinical placement, each student must:

1) **achieve a 75% or higher on his/her final practicum,**
2) **score a 75% or higher on his/her final professional evaluation AND**
3) **earn a 75% or higher cumulative score in ALL diagnostic imaging courses.**

In the event that a student does not achieve a 75% or higher on the *final practicum,* a 75% or higher on his/her *final evaluation*, *and/or* an overall 75% or higher for *this course*, the student will fail this course and the program and *not* progress onto clinicals.

COURSE OBJECTIVES:

- Identify and locate the bones of the human skeleton.
- Identify bony processes and depressions found on the human skeleton.
- Describe articulations of the axial and appendicular skeleton.
- Differentiate the primary and secondary curves of the spine.
- Summarize the functions of the skeletal system.
- Label different types of articulations.
- Compare the types, locations and movements permitted by the different types of articulations.
- Discuss the elements of a radiographic image.
- Identify anatomy on radiographic images.
- Critique the radiographic contrast within various radiographic images.
- Apply a problem-solving process used for image analysis.
- Describe the role of the radiographer in image analysis.
- Summarize the importance of proper positioning.
- Discuss the impact of patient preparation on the resulting radiographic image.
- Analyze images to determine the appropriate use of beam restriction.
- Evaluate the effects of scattered radiation on the image.
- Critique images for appropriate technical, procedural and pathologic factors, and employ corrective actions if necessary.
- List the information to be collected prior to a patient examination.
- Critique orders, requests and diagnostic reports.
- Identify methods for determining the correct patient for a given procedure.
- Explain the role of the radiographer in patient education.
- Describe the steps in performing various mobile procedures.
- Explain the appropriate radiation protection required when performing mobile/surgical radiography
- Define medical imaging terms.
- 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 procedures for special considerations.
- Simulate radiographic procedures on a person and/or phantom in a laboratory setting.
- Evaluate images for positioning, centering, appropriate anatomy and overall image quality.
- Discuss equipment and supplies necessary to complete 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 radiologic examinations.

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 and your lab time. It is imperative that you understand PRACTICE MAKES PERFECT. The more you practice both the written assignments and the hands-on assignments, the more successful you will be with graded assignments, with the final exam, and eventually in your clinical placement.**
- **Positioning and procedures courses are intense, multi-faceted, hands-on courses designed to provide the student with a variety of resources for learning.**
- **LBCC faculty provides the classroom lecture and lab portion of the course.**
- **Each student is expected to spend <u>extra</u> time practicing on his/her own sufficiently to become proficient.**
- **If you do not understand something or need clarification, it is <u>your</u> responsibility to ask for assistance.**
- **There are specific deadlines, so this course is <u>not</u> 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.**
- **<u>No late work is ever accepted</u>.**

COURSE OUTLINE B = Bontrager M= McQuillen **DE lab times are site dependent*

Week	Date	Topic	Required Reading	Homework	Assignment	Assessment
0	W 1/2 to F 1/4	Orientation	Syllabus B: 377-384, 405-412 Skull anatomy checklist	Record all due dates, review Skull Anatomy recorded lecture, and HW 0		**Quiz 0 MON 1/7**
1-1	M 1/7	Skull	B: 377-384, 402-403, 405-412, 413-418, 442, 637-638 M: 461-481	HW 1-1 HW 1-1A		**Quiz 1-1 WED 1/9**
1-1	T 1/8 TRAD DE*	Lab: Skull				**Quiz 1-1A TRAD: TUES 1/8 DE: FRI 1/11**
1-2	W 1/9	Facial Bones	B: 389-394, 400-412, 419-422, 443 M: 461-485	HW 1-2 HW 1-2A		**Quiz 1-2 MON 1/14**
1-2	R 1/10 TRAD DE*	Lab: Facial Bones				**Quiz 1-2A TRAD: THURS 1/10 DE: FRI 1/11**
2-1	M 1/14	Orbits	B: 398-401, 404-412, 419-422 M: 461-485	HW 2-1 HW 2-1A		**Quiz 2-1 WED 1/16**
2-1	T 1/15 TRAD DE*	Lab: Orbits				**Quiz 2-1A TRAD: TUES 1/15 DE: FRI 1/18**
2-2	W 1/16	Sinus	B: 395-397, 404-412, 437-441, 444 M: 468-472, 476-485	HW 2-2 HW 2-2A		**Quiz 2-2 MON 1/21 (TAKE BETWEEN 12:00 AM AND 11:59 PM)**

2-2	R 1/17 TRAD DE*	Lab: Sinus				**Quiz 2-2A** **TRAD:** **THURS 1/17** **DE: FRI 1/18**
3-1	M 1/21 *MLK HOLIDAY* *NO LIVE CLASS*	Nasal Bones *NO LIVE CLASS*	B: 389-392, 400-401, 420, 423-424 M: 476-478 481-485	HW 3-1	Review recorded lecture over nasal bones	**Quiz 3-1** **WED 1/23**
Fluoro	T 1/22 TRAD DE*	*TRAD: FLUORO LAB 1*			*See Fluoro syllabus*	
3-2	W 1/23	Clinical Prep 1	DI Policies & Procedures		**Clinical Prep 1 WS** **TRAD:** Due by **start of lab on R 1/24** **DE students:** Due **via email** to **CHP & PEM** by **9am on R 1/24**	**Quiz 3-2** **MON 1/28**
Fluoro	R 1/24 TRAD DE*	*TRAD: FLUORO LAB 2*			*See Fluoro syllabus*	
4-1	M 1/28	Zygoma & TMJs	B: 391, 393-394, 425-427, 434-436 M: 479-485	HW 4-1 HW 4-1A		**Quiz 4-1** **WED 1/30**
4-1	T 1/29 TRAD DE*	Lab: Zygoma & TMJs				**Quiz 4-1A** **TRAD:** **TUES 1/29** **DE: FRI 2/1**
4-2	W 1/30	Mandible	B: 389-394, 400-401, 420, 429-433 M: 461-468, 472-477, 479-485	HW 4-2 HW 4-2A		**Quiz 4-2** **MON 2/4**

4-2	R 1/31 TRAD DE*	Lab: Mandible				**Quiz 4-2A** **TRAD: THURS 1/31** **DE: FRI 2/1**
5-1	M 2/4	Trauma Skull	B: 564-565, 568-572, 589-593 M: 461-485	HW 5-1 HW 5-1A		**Quiz 5-1** **MON 2/11**
5-1	T 2/5 TRAD DE*	Lab: Trauma Skull				**Quiz 5-1A** **TRAD: TUES 2/5** **DE: TAKE BETWEEN 12:00 PM TUES 2/5 AND 11:59 PM WED 2/6**
5-2	W 2/6	*NO CLASS (FACULTY CONFERENCE)*				
5-2	R 2/7 TRAD DE*	*NO TRAD INSTRUCTOR LED LAB (FACULTY CONFERENCE)*				
6-1	M 2/11	Trauma	B: 564-588, 167, 173, 199-201, 286, 288, 310, 314, 317 M: 66-69, 461-462	HW 6-1 HW 6-1A		**Quiz 6-1** **WED 2/13**
6-1	T 2/12 TRAD DE*	Lab: Trauma				**Quiz 6-1A** **TRAD: TUES 2/12** **DE: FRI 2/15**
6-2	W 2/13	Chest/ Abdomen Review	B: 71-104, 106-126, 356-373, 573-576, 616-618, 626-630, 639-642 M: 76-148, 447-460	HW 6-2 HW 6-2A		**Quiz 6-2** **WED 2/20**

6-2	R 2/14 TRAD DE*	Lab: Chest/ Abdomen Review				**Quiz 6-2A** **TRAD: THURS 2/14** **DE: FRI 2/15**
7-1	M 2/18	HOLIDAY *NO CLASS*				
7-1	T 2/19	*TRAD: FLUORO LAB 3*			*See Fluoro syllabus*	
7-2	W 2/20	Clinical Prep 2	DI Policies & Procedures		**Clinical Prep 2 WS** due **THURS 2/21** **TRAD: start of lab** **DE:** Due **via email** to CHP & PEM by **9am on THURS 3/7**	**Quiz 7-2** **MON 2/25**
Fluoro	R 2/21	*TRAD: FLUORO LAB 4*			*See Fluoro syllabus* **ALL: Final Professional Self Evaluation** due electronically by **9am on THURS 2/21**	
8-1	M 2/25	Upper Extremity Review	B: 128-210, 577-581, 631-632 M: 149-277	HW 8-1 HW 8-1A		**Quiz 8-1** **WED 2/27**
8-1	T 2/26	Lab: Upper Extremity Review			**TRAD: High school career day lesson plan due start of lab TUES 2/26**	**Quiz 8-1A** **TRAD: TUES 2/26** **DE: FRI 3/1**
8-2	W 2/27	Lower Extremity Review	B: 212-278, 285-288, 582-586, 633-636 M: 278-365	HW 8-2 HW 8-2A		**Quiz 8-2** **MON 3/4**
8-2	R 2/28	Lab: Lower Extremity Review				**Quiz 8-2A** **TRAD: THURS 2/28** **DE: FRI 3/1**

8-3	F 3/1	Special Event: TRAD DI students conduct lab in Lebanon for high school students				
9-1	M 3/4	Spine/Pelvis Review	B: 264-275, 279-283, 285-289, 292-323, 326-353, 585-588 M: 366-446	HW 9-1 HW 9-1A		**Quiz 9-1 WED 3/6**
9-1	T 3/5 TRAD DE*	Lab: Spine/Pelvis Review				**Quiz 9-1A TRAD: TUES 3/5 DE: FRI 3/8**
9-2	W 3/6	Clinical Prep 3	DI Policies & Procedures		**Clinical Prep 3 Worksheet TRAD**: Due by start of lab on **THURS 3/7** **DE** students: Due **via email** to CHP & PEM by **9am on THURS 3/7**	**Quiz 9-2 MON 3/11**
Fluoro	R 3/7	*TRAD: FLUORO LAB 5*			*See Fluoro syllabus*	
10-1	M 3/11	Skull Review	B: 377-444, 589-593, 637-638 M: 461-485	HW 10-1		**Quiz 10-1 WED 3/13**
10-1	T 3/12 TRAD DE*	Lab: Skull Review				**Quiz 10-1A TRAD: TUES 3/12 DE: FRI 3/15**
10-2	W 3/13	Final Review	B and M: ALL			
10-2	R 3/14 TRAD DE*	Lab: Final Review & Nursing/X-Ray Simulation				

11	M 3/18 to F 3/22	FINALS WEEK				**FINAL WRITTEN EXAM, FINAL ANATOMY QUIZ & FINAL PRACTICUM**

CONTACTING THE INSTRUCTOR
Email is the best way to contact the instructor for this class. Emails received between 8:00 am Monday and 5:00 pm Friday are generally returned within 24 hours. Emails received after 5:00pm on Friday, or on Saturday or Sunday will be returned on Monday mornings. Students who call and leave a message on the instructor's office phone should be aware that the instructor is only at the Healthcare Occupations Center 3-4 days/week. Students wishing for a sooner response should email the instructor.

Office hours are held by appointment. Please email to arrange a mutually convenient time. By appointment office hours may take place in the Virtual Office, via phone or in person depending on schedules.

MODULES
This course has two modules per week inside Moodle. Each module is made available on **Saturdays** at **12:00 pm**. An exception is made for Module 0 which will unlock at 12:00 pm on Wednesday, January 2nd. Modules 1-1 and 1-2 will unlock on Saturday, January 5th. Modules 2-1 and 2-2 will unlock on Saturday, January 12th, etc. Your instructor is often working on the next module during prep time on Fridays and even up until unlock time on Saturday morning. Unlocking the module earlier than noon on Saturday would require your instructor to email students multiple times about changes. Students desiring to get a headstart on the next week's content may consult the syllabus for the required reading assignment and get started on that.

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 vice versa. Use of Internet Explorer is discouraged. 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.

PRINTING
Students wishing to print documents at LBCC will need to have a GoPrint account. Cost is 10 cents per black/white page and 20 cents per color page. A GoPrint account can be set up at https://goprint.linnbenton.edu:7773/user/signin.jsp. You will need a valid email address to create your account. Once created, you can add funds to your GoPrint account using your charge card or debit card (VISA, MasterCard, American Express, Discover). There is a $3 minimum and a $15 maximum limit when adding funds to a GoPrint account. No refunds are possible. GoPrint accounts will expire after 2 years of inactivity. More information about GoPrint can be found online at https://www.linnbenton.edu/student-printing.

TECH SUPPORT
Help with **Moodle** is available via the **Student Help Desk** in the LBCC main campus Library. The hours are **Monday through Thursday 7:30am to 9:00pm**, **Fridays 7:30am to 5:00 pm** and **Saturdays/Sundays 11:00 am-4:00 pm**. To speak with support staff during these hours call **541-917-4630** or email student.helpdesk@linnbenton.edu.

If the student has difficulty accessing the Virtual Classroom or other tech issues related to the Virtual Classroom, the student should call **Zoom Tech Support at 1-888-799-9666, extension 2**. Students may access the Virtual Classroom for this course at https://zoom.us/j/9519289278

ASSIGNMENTS

Students will be required to attend class as scheduled in real time in the virtual classroom, participate in weekly positioning labs, complete assigned weekly reading, submit online ungraded homework assignments, take biweekly graded quizzes, assess themselves positioning volunteer patients (i.e., other students or willing family members/friends), evaluate other student positioning, perform a self-evaluation and complete other assignments /pop quizzes / projects as given. A cumulative final practicum and cumulative final exam are also a large portion of the grade. Assignments must be completed/submitted by the due date in order to be graded. **Late work is not accepted.**

CLASS ATTENDANCE

Students are expected to attend all scheduled virtual classroom sessions provided by LBCC faculty for this course at the scheduled times. Students will be called upon during class. Students enrolled in virtual classroom sections of the course are required to participate utilizing a webcam.

- P&P will meet Winter Term 2019 in the online **Zoom virtual classroom**. Students may wish to **bookmark this link**.
- Students are expected to complete weekly required **text readings** *prior* to virtual classroom lesson with the LBCC faculty.
- Students are expected to **review weekly positioning videos** *prior* to their virtual classroom lesson with the LBCC faculty.
- **Interaction during lecture is an integral part of the each lecture and cannot be substituted.**
    - Attendance and participation will both be scored as part of your final evaluation. Tardies, not being present in class when called upon and/or missing all or portions of a class will result in a lower score in the “Punctuality and Attendance” category on your final professional evaluation.

VIRTUAL CLASSROOM EXPECTATIONS

1. Students must have a **headset with 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 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 quick 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 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.**

LAB ATTENDANCE
Students are expected to come prepared for hands-on lab by having attended lecture, reviewed the positioning videos, read the required text material and by having questions already prepared for the instructor. Lab instruction is provided by a registered radiologic technologist, and is site dependent. DE students should meet with their clinical mentors prior to the start of the term to determine the schedule. The Program Director determines the lab schedule for the traditional students.

Phantoms and mannequins are provided, as applicable. Phantoms should be used to evaluate positioning. Students are expected to treat the phantoms and mannequins with extreme care. They are costly and should be treated as if they were a small, fragile elderly patient.

- **DE student lab attendance policy**
  - Please review the document linked here.
- **Traditional student lab attendance policy**
  - Please review the document linked here.
  - 2018-19 Lab Expectations for Traditional Students
  - Winter 2019 Traditional Student Practice Lab Schedule

Interaction during labs is an integral part of the program and cannot be substituted. Attendance and participation in all Diagnostic Imaging courses will be scored as part of your final evaluation. Tardies and/or missing all or portions of a lab or practice lab will result in a lower score in the "Punctuality and Attendance" category on your final evaluation. Students will also be required to clock in and clock out using an electronic time clock for mandatory and optional practice labs to help track time spent in lab and help better prepare students for this process clinically. Students will begin the term using Open Time Clock, but will transition to a new software called Trajecsys during the term. Students will be provided more information once they have been enrolled in Trajecsys.

HOMEWORK (0 points each)
There will be weekly *ungraded* homework assignments for students to use as a study tool. The homework assignments allow the student to determine how well they understand the material and are provided as an additional study resource. Homework will be made available online within the Moodle class Saturdays at 12:00 pm the week it is assigned and must be completed by the following Sunday night at 11:59 pm. Homework may be completed and submitted multiple times. The homework assignments are provided as practice. They allow almost instantaneous feedback, so students may see if there are specific areas that need additional study/review. Students will have access to online homework questions for nearly every topic covered in class. The material covered in the homework can come from the textbooks, lectures, homework and prepared activities. The homework assignments may be completed using whatever resources are available.

QUIZZES (18 QUIZZES @ 10 POINTS EACH = 180 POINTS)
Two quizzes will generally be scheduled each week, one on Monday and one on Wednesday, beginning Monday, January 7th. These quizzes will assess content from that week's reading material and lecture notes.

All quizzes will be given during the **first 10 minutes of class** (9:00-9:10 am.) Some assessments may be longer at the instructor's discretion. Students are encouraged to login to Moodle and the Virtual Classroom a few minutes early. The **password** for the quiz will be given inside the Virtual Classroom once students have done a "sweep" of their workstations to demonstrate that no notes, books, cell phones or other resources are at their workstation. Once the password has been given, students will need to click over to the quiz inside the P&P class in Moodle and take it. The assessment has a maximum of 10 minutes allowed. **Students not logged into class by 9:05 am** will *not* be given the password or have access to the quiz. Students not finished when time is up will not be granted additional time and will be "kicked out" of the assessment.

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

- 1 minute for multiple-choice, true/false, or fill-in-the blank questions
- 2 minutes for matching or short answer questions
- 3 minutes for essay questions

You will need to use your time wisely when taking assessments. Don't spend too much time on any one question. Answer the questions you know first and skip the ones you don't initially know. Once you have gone through the entire assessment, go back to answer any unanswered questions. Any questions that are not answered when time is up may not be made up or completed later, so it's a good idea to record your best guess.

Quizzes are closed note/closed book and may only be taken once. All students are expected to take quizzes with **integrity**, jeopardizing neither their own work, nor that of others. Once a student begins taking a quiz, the student **must finish**. The assessment may not be saved and resumed at a later time.

Class will resume after the quiz is scheduled to be over inside the Virtual Classroom. Class will not wait for students who are late finishing assessments.

Please allow **up to one week from the due date** for the quiz to be **graded and returned.**

ANATOMY QUIZZES (13 ANATOMY QUIZZES @ 15 POINTS = 195 POINTS)

Two anatomy quizzes (Quiz #-#A) will be given most weeks. Anatomy quizzes are computer-based assessments that evaluate student knowledge of radiographic anatomy and positioning errors. Review the course outline above for dates of individual anatomy quizzes. Please allow up to one week from the date the anatomy quiz was given for it to be graded and returned.

Anatomy quizzes are **closed note**, **closed book** assessments. All students are expected to take anatomy quizzes with integrity, jeopardizing neither their own work, nor that of others.

Points will be taken off for the following:

- **Misspelled words**: Spelling ALWAYS counts. The professional expectation is that radiologic technologists can spell general, technical and anatomical words correctly. Most software used for typing technologist comments/notes in the workplace *does not* have a spell checker, so it is essential students be able to spell accurately. Incorrectly spelling **<u>any</u>** word on an anatomy quiz will lose 0.5 points per misspelled word, up to a maximum of one point.
- **Side of the body**: Failing to include the side of the body ("right" or "left") when appropriate (e.g. "right temporal bone" versus "left temporal bone") will lose 0.5 points. Writing the incorrect side of the body ("right" instead of "left") will also result in the loss of 0.5 points.
- **Level**: Spinal levels are important to identify when appropriate (e.g, C5 versus T5 versus L5). Spinal joints are typically between two levels (e.g., zygapophyseal joint of C5-C6). A missing level or incorrect level will lose 0.5 points.
- **Incomplete answers**: Not including all of the necessary information regarding an anatomical structure may result in the loss of points. For example, if the student only lists half of the answer (e.g., the correct answer was the "left olecranon fossa of the humerus", and the student only lists "left humerus"), 0.5 points will be taken off.

Although there is the potential to lose more than one point on any given question due to spelling, mismarking (right versus left), level errors, etc., a maximum of one point will be taken off per question.

A list of new radiographic anatomy students are expected to master this term can be accessed at this link. The fall term list can be found at this link, and the summer term list at this link.

- **TRADITIONAL STUDENTS**
    - All anatomy quizzes will be given on **Tuesdays and Thursdays** during the student's assigned lab section.
- **DE STUDENTS**
    - DE students are required to take the weekly Quiz #As on **Fridays** at **9:00 am**. DE students will need to login to the Virtual Classroom and do a sweep of their workstation for the proctor prior to being given the password. Each quiz is scheduled to take 15-20 minutes, so DE students need to allot up to 40 minutes every Friday morning for the quiz. DE students who do not take the quizzes during this window will earn a zero and will not be able to make it up.

POSITIONING ASSIGNMENTS (0 POINTS)
Due to the difficulty in assessing skull and head positioning via video, video recording of exams is not required for this course. However, it is REQUIRED that you continue to practice positioning all new learned positions as well as previous positioning assignments from DI 110 and DI 111. **It is expected by this point in the program you have your process "down" and can perform all exams learned since the beginning of the program.** It is also expected that you will continue this process of providing constructive feedback and suggestions for improvement to peers in real time as you practice with each other in the lab and in practice sessions.

Faculty will no longer review student videos and provide weekly feedback. However, video cameras will continue to be provided as a resource in lab. Students are encouraged to continue to videotape themselves performing both old and new learned exams, then review the video and critique it as in past terms. As students practice exams and positioning patients, students are still encouraged to reflect on his/her own performance. Evaluate student performance utilizing the following questions:

- What the student can "pat him/herself on the back for"
- What the student did incorrectly
- What the student can improve on with more practice
- Whether the student feels he/she is ready to perform this exam on a real patient.

Students may also consider setting up an **exchange** with peers in which they watch and critique each other's videos. Although faculty will not monitor or grade this activity, students are reminded that you get out of this program what you put into it. The only way a student will be prepared for clinicals is if he/she practices on a regular basis, has his/her process down, is open and receptive to feedback and continually reviews exams.

POP QUIZZES (POINTS TBA)
Pop quizzes may be given at any time at the instructor's discretion. Pop quizzes may be given in the virtual classroom or in lab. Students absent from class or lab for any reason when a pop quiz is given may not make up the assignment or missed points. Students late to lab or virtual classroom when a pop quiz is announced may not take the pop quiz and are thus ineligible to earn points on the pop quiz.

PROJECTS / OTHER ASSIGNMENTS (POINTS TBA)
Students may be assigned specific group projects and/or solo projects or other assignments throughout the term at the discretion of the instructor. Traditional students will be asked to develop and teach a lesson plan to the high school students on career day in March. Both traditional and DE students will be expected to complete assignments as part of clinical prep. Some projects/assignments will be graded and some assignments/projects will not be graded, depending on the task. Completing ungraded assignments/projects is still considered to be part of the participation of the course and is considered mandatory.

FINAL PROFESSIONAL EVALUATION (110 POINTS)
The final professional evaluation will be utilized to help assess **student readiness** for **clinical externship**. A 15 minute conference will be scheduled to discuss each student's professional evaluation. At these conferences, we will check in with you and discuss your progress and performance in the program. Here is the link to the working draft of the self-evaluation form. This professional evaluation will be graded using this rubric.

Having these conferences and discussing the items on the list is just another way for us to help make sure students are on the right track. The criteria that are included on this evaluation form relate to many of the "soft skills" that employers value. In fact, many items came directly from evaluation forms that are used by HR and imaging departments to evaluate working technologists on an annual or semi-annual basis. Again, it's not enough to just know your positioning and have a good understanding of radiation physics; you also have to be able to communicate effectively and work well with others.

Students will perform a **self-assessment** and **submit** it electronically to the program faculty **by 9:00 am on Thursday, February 21st**. Diagnostic Imaging faculty (and clinical instructors for distance students) will also provide feedback so our perceptions of your performance may be shared with you. Final scoring for each category on the evaluation form will be determined collectively by the LBCC faculty. Each of the 11 categories on the evaluation form is worth a maximum of 10 points. Ten points will be awarded for an E (Exceeds), 8.75 points for a C (Competent), 7 points for a D (Digressing) and 0 points for an F (Failing). **Students must earn a 75% or higher on this evaluation in order to progress onto clinicals.** Students who receive less than a 75% on the final evaluation will fail the course and fail the program.

WRITTEN FINAL EXAM (200 POINTS)
The final exam is scheduled for week 11 of the course. It will be **comprehensive** and consist of **multiple choice questions**. There will be an equal number of questions from each of the following areas: chest/abdomen, lower extremity, upper extremity, spine/pelvis and skull. The exam will be **CLOSED BOOK**, **CLOSED NOTE** and proctored at the Lebanon site. Students will be notified of the date and time of the final exam as soon as it has been scheduled by the Program Director. **Once a student begins his/her final exam, he/she may not leave the testing room.** If a student leaves the testing room during the final, he/she will only be graded on the portion completed prior to leaving the room. Please plan accordingly.

FINAL PRACTICUM (230 POINTS)
An observed and graded comprehensive practical exam will be given during week eleven of class. The date and time of each student's final practicum will be announced as soon as it has been scheduled by the Program Director. Students will be asked to simulate **two learned examinations on a single live patient**. One exam will be a "headwork" exam, and the other exam could be *any* exam covered in DI 110, DI 111 or DI 112. For example, a student might have a two view skull and a three view elbow on the same patient at the same time. Or, a student could have a three view facial bones exam and a two view knee on the same patient at the same time.

Two evaluators (Carley Hansen Prince and Paula Merino) will individually score the student on the practicum and the **two evaluator scores** will be **averaged**. The practicum will be **video recorded**. Practicums will also consist of an **anatomy assessment** and a scored **verbal film critique** with the Program Director.

Practicums are **CLOSED BOOK**, **CLOSED NOTE**. Resources other than those provided by the evaluators may not be consulted during the practicum. Students will be assessed using the practicum criteria grading rubric that will be provided prior to finals week. **Once a student begins his /her practicum, he/she may not leave the evaluator's presence.** If a student leaves during the practicum, he/she will only be graded on the portion completed prior to leaving the room. Please plan accordingly.

Students **must pass the final practicum** with a **75% or higher** in order to be eligible for clinical placement. Students who fail the practicum will fail the course and be dismissed from the program.

GRADING SCALE

This is a four (4) 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%

SYLLABUS CHANGE POLICY

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

COURSE FAILURE POLICY

Diagnostic Imaging students must complete each course, including this one, within the Diagnostic Imaging program with a grade of at least 75%. A letter grade of F will be applied to the course if a student scores a 74.4% or below. The Diagnostic Imaging program does not utilize the letter grade "D". Students who can not pass coursework with the minimum standard grade will fail academically, which will then make the student ineligible to proceed in the program. As a result of academic failure, the student will be terminated from the program. Students who fail can only enter the program again through reapplication.

LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/public report.

BASIC NEEDS STATEMENT

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so. This will enable your instructor to provide any resources that they may have.

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.
- You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) Online Services webpage **every term** in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call 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)