

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

RADT2023

Course Title

Advanced Clinical Education II

Course Description

Includes advanced elective rotations. Continued refinement of procedures mastered in RADT 1214, RADT 1304, and RADT 1423.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking

Responsibility

Communication

ACTS Course

Program Course Radiologic Technology

ACTS Outcomes

Program Outcomes

1. Students will be clinically competent.
2. Students will demonstrate professionalism.
3. Students will demonstrate effective communication skills.
4. Students will use critical thinking skills.
5. The program will graduate entry-level technologists.

Course Outcomes

#	Course Outcomes	Unit Outcomes/ Competencies	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
1	Students will demonstrate quality patient care. (1-1)	2,4-43	1			R3	Clinical Growth Evaluations
2	Students will demonstrate proper positioning skills.(1-2)	1-43	1	CT1	C4	R5	Clinical Growth Evaluations
3	Students will apply proper technical factors.(1-3)	5, 11, 41, 43	1	CT3		R2	Clinical Growth Evaluations
4	Students will adhere to attendance policy.(2-1)	6, 15	2			R5	Clinical Growth Evaluations, Sign-In/Out forms
5	Students will exhibit a professional character/ attitude.(2-2)	6,10, 13-16	2		C4	R1	Clinical Growth Evaluations
6	Students will maintain confidentiality of patient information.(2-3)	36	2		C4	R3	Clinical Growth Evaluations
7	Students will communicate effectively with clinical staff.(3-1)	6,14	3		C4	R3	Clinical Growth Evaluations
8	Students will clearly verbalize procedure	6,14	3		C2	R4	Clinical Growth Evaluations

	information to patients.(3-2)						
9	Students will demonstrate effective written communication skills.(3-3)	6,14	3		C1	R2	Portfolio Assignment
10	Students will manipulate technical factors for unconventional examinations.(4-1)	5, 11, 41, 43	4	CT3		R5	Clinical Growth Evaluations
11	Students will modify routine positioning for Trauma patients.(4-2)	5, 11, 41, 43	4	CT3		R5	Clinical Growth Evaluations
12	Students will analyze Radiographic images.(4-3)	5, 42, 43	4	CT1		R2	Clinical Growth Evaluations

Unit Outcomes/ Competencies

1. Complete a minimum of 10 clinical competency evaluations.
2. Demonstrate continued competency in various procedures (competency rechecks as well as quality performance on all other procedures where competency has already been proven)
3. Complete requirements of specialty rotation(s)
4. Assume a greater portion of responsibility in patient care
5. Assume a greater portion of responsibility in examination quality, including technique adjustments
6. Refine interpersonal skills to reflect a more involved and responsible team member
7. Identify major anatomic structures and well-defined pathologies on radiographic examinations
8. Exercise the priorities required in daily clinical practice.
9. Execute medical imaging procedures under the appropriate level of supervision.
10. Adhere to team practice concepts that focus on organizational theories, roles of team members and conflict resolution.
11. Adapt to changes and varying clinical situations.
12. Describe the role of health care team members in responding/reacting to a local or national emergency.
13. Provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity or culture.
14. Integrate the use of appropriate and effective written, oral and nonverbal communication with patients, the public, and members of the health care team in the clinical setting.
15. Integrate appropriate personal and professional values into clinical practice.
16. Recognize the influence of professional values on patient care.
17. Explain how a person's cultural beliefs toward illness and health affect his or her health status.
18. Use patient and family education strategies appropriate to the comprehension level of the patient/family.
19. Provide desired psychosocial support to the patient and family.
20. Demonstrate competent assessment skills through effective management of the patient's physical and mental status.
21. Respond appropriately to medical emergencies.
22. Examine demographic factors that influence patient compliance with medical care.
23. Adapt procedures to meet age-specific, disease-specific and cultural needs of patients.
24. Assess the patient and record clinical history.
25. Demonstrate basic life support procedures.
26. Use appropriate charting methods.
27. Recognize life threatening ECG tracing.
28. Apply standard and transmission-based precautions.
29. Apply the appropriate medical asepsis and sterile technique.
30. Demonstrate competency in the principles of radiation protection standards.
31. Apply the principles of total quality management.
32. Report equipment malfunctions.
33. Examine procedure orders for accuracy and make corrective actions when applicable.
34. Demonstrate safe, ethical and legal practices.
35. Integrate the radiographer's practice standards into clinical practice setting.
36. Maintain patient confidentiality standards and meet HIPAA requirements.
37. Demonstrate the principles of transferring, positioning and immobilizing patients.
38. Comply with departmental and institutional response to emergencies, disasters and accidents.
39. Differentiate between emergency and non-emergency procedures.

40. Adhere to national, institutional and departmental standards, policies and procedures regarding care of patients, providing radiologic procedures and reducing medical errors.
41. Select technical factors to produce quality diagnostic images with the lowest radiation exposure possible.
42. Critique images for appropriate anatomy, image quality and patient identification.
43. Determine corrective measures to improve inadequate images.

Assessment Description(s)

Portfolio Assignment- Each semester you will be required to select 1 projection that you performed during the current semester while in clinical education. You will critique this projection and submit it to the Clinical Coordinator as an example of your best work. You will compile your information completely, professionally, and neatly into report form and turn it in as your final draft. You will submit a rough draft, final draft, and the selected image on or before the due date.

Clinical Growth Evaluation- these evaluations will be completed by your Clinical Instructor and submitted to your Clinical Coordinator on the assigned due dates throughout the semester. Each student is responsible for his/her own evaluations, and must ensure their delivery/completion/submission.

Sign-In/Out form- this form must be utilized upon arriving to and leaving the clinical setting on each clinical day. Each student must be signed in and out, by a member of the clinical staff, and submitted to your Clinical Coordinator on the assigned due dates throughout the semester.

Materials and Technological Requirements

Merrill's Pocket Guide to Radiography, 12th edition.
 ISBN# 978-0-323-07332-5

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason,

the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262
BRT@southark.edu

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