The SFC Radiography Program and the Radiologic Profession

Radiography Practice Standards

Professional Roles and Behaviors

Program Accreditation

Joint Review Committee on Education in Radiologic Technology
Southern Association of Schools and Colleges (SACS)
JRCERT Standards
Student Access to JRCERT Standards

Professional Ethics and Codes of Conduct

ARRT Standards and Rules of Ethics
Santa Fe College Student Code of Conduct

Organizations in Medical Imaging

American Registry of Radiologic Technologists (ARRT)
American Society of Radiologic Technologists (ASRT)
Radiography Student Organization (X-Ray @Santa Fe)

Program Requirements

Background Check and Drug Screening
Alcohol and Drugs
Program Academic Standards
Technical and Performance Standards
Florida Oral Competency
Radiography Comprehensive Exam
CPR and Health Insurance
HIV AIDS Education
Vaccinations / Immunizations

Dress Code

Program Pregnancy Policy

Regulating Agencies
Radiation Safety Officer (RSO)

Program Mission and Goals
SFC Mission, Vision, Values, and Goals

Student Rights and Responsibilities
Academic Freedom
Academic Objectives
Academic Standards of Progress
Articulation Agreement
College Catalog
Complaints
Computer Access
Counseling Services
Disabilities
Disciplinary Disclosure
Discrimination
Drugs and Alcohol
Educational Records
Facilities
Financial Aid
Financial Obligations
Firearms and Weapons
Free Speech
Graduation
Harassment
HIV/AIDS, Blood-borne Pathogens and Tuberculosis
Intellectual Property
Library
Privacy/FERPA
Religious Observances
Repeated Course Attempts
Safety
Skateboards, Scooters, Roller Skates and In-Line Skates
Smoking
Student Conduct Code
Transfer Credit
Transfer Policies
Withdrawal

Grievance and Appeals Process
**College Resources and Student Services**

Health Sciences Counseling (HSC)
Health Sciences Programs and Counseling Office Group Advisement
TEAM Health
Sciences for Health Programs
College Admissions
Counseling Center
Disabilities Resource Center (DRC)
Ombudsperson
Student Affairs
College Achievement Program (CAP)
My Brother’s Keeper (MBK)
Financial Aid
Teaching & Learning Center (TLC)
TEAM Careers
L.W. Tyree Library
Student Academic Support Services
SFC Bookstore
Evolve / Elsevier Radiography Texts

**Student Health and Safety**

Reporting Accidents
Health Status Change
Student Health Center
Latex Advisory
CDC Practices for Handling Biohazard Material
Safe Santa Fe
Police Department
Children on Campus
Food in Class or Lab
Drugs and Alcohol Prevention

**Radiation Safety and Protection**

ALARA
Cardinal Principles of Radiation Protection
Radiation Protection and Clinical Education / Radiation Safety Officer
Exposure Repeats
Exposure Repeat Documentation
Radiographing the Wrong Patient/Wrong Body Part
Thyroid Shields
“Standing In”
Radiation Safety in Energized Labs

**Radiation Dose Monitoring (Dosimetry)**
Dosimetry Policies
Radiation Safety Officer (RSO)
Student Radiation Exposure Limits and ALARA Investigational Levels

Academic Dishonesty Program Dismissal Probation
Academic Dishonesty
Program Dismissal
Program Withdrawal
Exit Interview
Behavioral Probation
Academic Probation
Program Counseling

Program Curriculum
Competency-Based Education
ASRT Radiography Curriculum
SFC General Education Requirements
2016-2018 Class Schedule

Didactic Education
Didactic Competency Requirements
Attendance
Missed Test(s) and/or Assignment(s)
Cell Phones, Computers, Electronic Devices
Recording Media / Photography
Incomplete Grade
Jury Duty
Drugs and Alcohol

Clinical Education
Equitable Learning Opportunities
Program Clinical Affiliates and Clinical Instructors
JRCERT Recognized Clinical Affiliates
Clinical Instructors, Affiliate Student Capacity

HIPAA and Patient Information Confidentiality
HIPAA and HIPAA Violations

Clinical Rotations
Clinical Schedule for Radiography Class of 2018
Traditional Clinic Rotation Schedules
Evening Clinical Rotations
Evening Clinical Rotation Schedules
Clinical Observations in the Advanced Imaging Modalities
MRI Safety and Screening Protocol
Imaging Isolation Patients

**JRCERT Position Statement on Mammography Clinical Rotations**

Mammography Clinical Rotation  
Smoking  
Patient Clinical History  
Clinical Grading  
Trajecsys

**Clinical Supervision**

Direct Supervision  
Indirect Supervision

**Attendance**

Clinical Education Attendance Policies  
Clocking In and Out  
Taking Clinic Time / Making up Clinical Days / Hours

**Documentation of Clinical Attendance**

**Time Exceptions**

**Clinical Competency**

**Required Clinical and Patient Care Competencies for Graduation**

2017 ARRT Clinical Tasks and Clinical Competency Requirements  
Patient Diversity  
Patient Care Requirements / Activities  
Simulating Clinical Competencies

**2016 2017 Academic Calendar**

**Program Faculty**

**Forms**

Academic Probation Contract  
Accident Incident Reporting Instructions  
Behavioral Probation Contract  
Checklist for Radiography Student Folder / File  
Clinical Skills Evaluation / Concerns  
Damaged or Lost Radiation Dosimeter Form
Handbook Agreement Form
Health Sciences Mandatory Health History Form
How to File a Medical Claim
JRCERT Program Information Report
Medical Claim Form
MRI Safety Screening Form
Performance Standards for Radiography Students
Pregnancy Policy Form
Program Counseling Contract
Repeat Exposure Documentation Form
Request to Make up Clinic Hours Form
X-Ray Santa Fe Bylaws
Forward

The admission of a student into the healthcare field is in many ways the entrance into a world with practices and rules differing in many respects from those to which one is accustomed. The following overview of Program requirements, ethical standards, and regulations has been formulated as a guide for the student. It is the student’s responsibility to carefully study this handbook to learn what is expected of him or she and what can be expected from the Program.

It is the responsibility of the college to provide instruction and to counsel students on program requirements, graduation, and eligibility requirements to sit for the national certification examination. It is the student’s responsibility to see that these requirements are met. Failure to meet these requirements may result in termination of a student from the Program or delay of graduation and eligibility to take the credentialing examination.

Program policies must meet the requirements for accreditation at the professional, state, and institutional levels, and the rights of students and faculty, individually and collectively, must be respected.

Santa Fe College is committed to an environment that embraces diversity, respects the rights of all individuals, is open and accessible, and is free of harassment and discrimination based on, but not limited to, ethnicity, race, creed, color, religion, age, disability, sex, marital status, national origin, genetic information, political opinions or affiliations, and veteran status in all its programs, activities and employment. Inquiries regarding non-discrimination polices should be directed to:

Lela Frye, Equal Access/Equal Opportunity Coordinator
3000 NW 83rd Street, R-Annex, Room 105, Gainesville, Florida 32606
(352) 395-5420
lela.frye@sfcollege.edu

Return to 2016 Handbook Index
Radiography Student Handbook

Greetings and welcome Radiography Class of 2018. Please read and review this Handbook carefully and often. Become familiar with Program policies, class, clinical schedules, etc. **All students are required to sign a Handbook Agreement Form.** Once signed, the form will be placed into your permanent file. Signing the **Handbook Agreement Form** indicates that you have read, and are familiar with, Program policies, rules, regulations. The signed form must be given to the Program Director.

**Handbook Agreement Form**

The SFC Radiography Program and the Radiologic Profession

The SFC Radiography Program began in 1968 and graduated its first class in 1970. It was one of the first radiography programs in the country to offer an associate degree.

The length of the Program, over the many years, has gone from 24 months to 20 months (as of fall 2015). The number of required credit hours as been reduced from 94 credit hours to 77 credit hours. The Program combines academic study and clinical experience.

The academic program includes professional and general college courses. All professional courses (those with a RTE prefix) have listed course goals, objectives, and competencies which have to be satisfied before the student advances.

<table>
<thead>
<tr>
<th>Students will spend about 1600 hours of clinical experience in local clinical affiliates. Students will always be supervised while in clinic.</th>
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<td>Approximately 40 percent of the time is devoted to classroom and laboratory activities and the remainder is in assigned clinical sites.</td>
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</table>

The Program curriculum is competency based and follows the JRCERT-adopted curriculum guidelines published by the **American Society of Radiologic Technologists (ASRT)**.

The Program boasts a 99% pass rate on the national certification examination administered by the **American Registry of Radiologic Technologists (ARRT)**.

Students graduating from the Program will be awarded an Associate of Science in Radiography degree by Santa Fe College and will be eligible to sit for the national certification examination administered by the **American Registry of Radiologic Technologists (ARRT)**. A registered and certified radiographer can apply for a Florida State License as a General Radiographer.
One of the ultimate goals of the Program is to prepare graduates to pass the ARRT examination.

The Program hopes to nurture a sense of pride in the profession and impress upon the graduate the importance of continuing education, critical thinking, problem solving, logic, confidence, and lifelong learning. The Program also maintains that the patient is, and should always remain, the students’ primary focus.

2016 Handbook Index

Radiography Practice Standards

The practice of radiography is performed by a segment of health care professionals responsible for the administration of ionizing radiation to humans for diagnostic, therapeutic or research purposes.

A radiographer performs radiographic procedures and related techniques, producing images at the request of and for interpretation by a licensed independent practitioner.

The complex nature of disease processes involves multiple imaging modalities.

Although an interdisciplinary team of radiologists, radiographers and support staff plays a critical role in the delivery of health services:

- It is the radiographer who performs the radiographic examination that creates the images needed for diagnosis.
- The art and science of medical imaging integrates scientific knowledge, technical skills, patient interaction and compassionate care resulting in diagnostic information.
- A radiographer recognizes patient conditions essential for successful completion of the procedure.
- Radiographers must demonstrate an understanding of human anatomy, physiology, pathology and medical terminology.
- Radiographers must maintain a high degree of accuracy in radiographic positioning and exposure technique.
- They must possess, utilize and maintain knowledge of radiation protection and safety.
- Radiographers independently perform or assist the licensed independent practitioner in the completion of radiographic procedures.
- Radiographers prepare, administer and document activities related to medications in accordance with state and federal regulations or lawful institutional policy.
Radiographers are the primary liaison between patients, licensed independent practitioners and other members of the support team.

Radiographers must remain sensitive to the physical and emotional needs of the patient through good communication, patient assessment, patient monitoring and patient care skills.

As members of the health care team, radiographers participate in quality improvement processes and continually assess their professional performance.

Radiographers think critically and use independent, professional and ethical judgment in all aspects of their work.

Radiographers engage in continuing education to enhance their patient care, public education, knowledge and technical competence.

Education and Certification

Radiographers prepare for their role on the interdisciplinary team by successfully completing an accredited educational program in radiologic technology/radiography.

Upon completion of a course of study in radiologic technology from an accredited program recognized by the American Registry of Radiologic Technologists, individuals may apply to take the national radiography certification examination.

Those who successfully complete the certification examination in radiography may use the credential R.T. (R) following their name; the R.T. signifies Registered Technologist and the (R) indicates the discipline of diagnostic Radiography.

To maintain ARRT certification, radiographers must complete appropriate continuing education requirements in order to sustain a level of expertise and awareness of changes and advances in practice.

Job Satisfaction

Most students choose to study radiography because it is a caring, helping profession, but the desire to help is not enough. The stressful demands of clinical practice often tend to overshadow humanitarian considerations.

The patient's needs may be overlooked while you are coping with highly technical material unless you make an effort to learn from the beginning to handle both at once.

Your work will be the most satisfying when your contributions and the personal contacts they involve are genuine and sincere. Performing tasks because you enjoy them will make your work more productive and much less stressful.
Self-Care

Health is a state of physical, mental, and social well-being, and being healthy implies that you are capable of promoting health.

Health professionals are responsible for their own well-being and are also expected to serve as health role models for their patients and members of the community.

An unhealthy radiographer is not a good health role model and cannot function effectively for both physical and psychological reasons.

Because many patients have a lowered resistance that makes them especially vulnerable to infection, a radiographer who is ill should stay at home.

Everyone occasionally experiences powerful emotional states, such as grief or acute anxiety, and such stresses can make you more susceptible to illness.

Whenever possible, you should stay at home to deal with such problems until some resolution is reached, because anxiety and stress can prevent you from properly fulfilling your responsibilities.

Empathetic Care

Job satisfaction depends on your ability to deal effectively with clinical situations and involves several attributes.

One such attribute is empathy, a sensitivity to the needs of others that allows you to meet those needs constructively rather than merely sympathizing or reacting to a patient’s distress.

An empathetic response is one in which understanding and compassion are accompanied by an objective detachment that enables you to act appropriately. For example, you could express sympathy for the victim of a tragic accident by crying or by smothering him with pity. A more productive expression of empathy would show concern and care while quickly and accurately providing the images that could aid in rapid diagnosis and treatment.

Beginning students often express concerns such as, “What will I do if the patient vomits? I just know I'll get sick too!” or “I faint at the sight of blood.” As you gain confidence and experience, you will learn to deal with an emergency first and let your knees shake later.

Focusing on the patient while projecting a calm, reassuring attitude will be your best reinforcement.

By focusing on patients' needs, you will be able to respond calmly and assertively if they act inappropriately. It may seem strange or frightening when an individual responds to stress and
anxiety by becoming hostile or even threatening. These actions are often coping mechanisms patients use to feel in control of a situation. **Maintaining a composed, objective attitude is most effective in dealing with such patients.** Overt sexual expressions by patients are encountered infrequently, and usually indicate anxiety by patients who no longer feel sexually functional because of their current physical state. With this in mind, you can be less judgmental while setting limits on patient behaviors. In other words, you can refuse to accept the behavior while continuing to reassure and care for the patient.

### Care of Supplies and Equipment

Medical imaging equipment is expensive, and proper care is required to ensure that its value is preserved and that it is available when needed. The misuse of equipment or supplies, or their diversion for personal use, wastes money and increases healthcare costs.

| The radiographer who avoids such waste is demonstrating a high standard of ethical behavior. |

### Participation in Professional Activities

Healthcare professionals value the acquisition of additional skills and regularly expand their knowledge. Standard practice changes rapidly, and today's knowledge will soon be out of date. Textbooks often contain information that is valid when the manuscript is completed but is outdated by the time the book is published. Formal and informal continuing education also helps us to maintain interest in our work and to avoid the boredom and routine that are detrimental to our emotional health.

In the area of professional growth, cooperation is often more productive than individual effort. The **American Society of Radiologic Technologists (ASRT)** has 54 affiliate societies—one in each state and one each in the District of Columbia, the city of Philadelphia, and the territories of Guam and Puerto Rico. There are also many district groups within the state societies. These groups provide occasions for radiographers to become acquainted, share problems and ideas, hear speakers, present papers, and exhibit their work.

| Professional associations provide opportunities to advance the profession while helping their members. |

Members can further a profession’s goals while developing leadership skills through chairing committees, holding office, and participating in business and educational sessions.

| We owe a large debt to those who have advanced the art and science of the medical imaging profession. |

2016 Handbook Index
Professional Roles and Behaviors

Personal morality is based on lessons of right and wrong that were taught to us at an early age. As we grow older, we expand our understanding of these principles and apply them in a general way to other circumstances. The customs, beliefs, and rules of our formative years play an important part in our decision making.

Morals provide an internal motive that governs our relationships with others and permits us to live together in harmony.

Group morality refers to moral principles that apply specifically to certain groups of people. For example, professionals have certain duties to clients and to the public that do not apply to the population in general. The moral duties of physicians were defined in ancient Greece in the Hippocratic Oath.

Examples of group morality for today’s health professionals include the duties to provide due care, to maintain professional competence, and to maintain confidentiality of patient information.

This application of ethical principles to specific human activities might be thought of as “applied morality.”

Ethical actions are behaviors that are within the accepted principles of right and wrong.

Group ethical behavior includes duties and obligations placed on us by our profession.

Ethical questions that arise in the practice of professions have been considered and addressed by most professions and their organizations.

The essential principles of ethical behavior for the group are stated in a document called a Code of Ethics.

Because medical imaging professionals have important moral duties, they are responsible for knowing and honoring the principles of ethics that govern their professional activities.

Radiographers think critically and use independent, professional and ethical judgment in all aspects of their work.

2016 Handbook Index
Career Opportunities in Medical Imaging

Registered Radiologist Assistants (RRA) are experienced, registered radiographers who have obtained additional education and certification that qualifies them to serve as radiologist extenders. They work under the supervision of a radiologist to provide patient care in the diagnostic imaging environment. The addition of RRA’s to the radiology team helps improve productivity and efficiency at a time when the demand for medical imaging services is soaring. Registered Radiologist Assistants share a similar professional status, salary and scope of practice as Physician Assistants and Nurse Practitioners.

Computed Tomography (CT) Technologists use a rotating x-ray unit to obtain “very thin slices” of anatomy at different levels within the body. A computer then stacks and assembles the individual slices, creating a diagnostic image. With CT technology, physicians can view the inside of organs - a feat not possible with general radiography. The images and patient information is digitally recorded and stored.

Magnetic Resonance Imaging (MRI) Technologists are specially trained to operate MR equipment. During an MRI scan, atoms in the patient’s body are exposed to a strong magnetic field. The technologist applies a radiofrequency pulse to the field, which knocks the atoms out of alignment. When the technologist turns the pulse off, the atoms return to their original position. In the process, they give off signals that are measured by a computer and processed to create detailed images of the patient’s anatomy. The images and patient information is digitally recorded and stored.

Mammographers produce diagnostic images of breast tissue using special x-ray equipment. Under a federal law known as the Mammography Quality Standards Act. Mammographers must meet stringent educational and experience criteria in order to perform mammographic procedures. The images and patient information is digitally recorded and stored.

Sonographers use ultrasound waves to obtain images of organs and tissues in the body. During a sonographic examination, the sonographer places a transducer in contact with the patient’s body. It emits high-frequency ultrasound waves that pass through the body, sending back “echoes” as they bounce / reflect off organs and tissues. The images and patient information is digitally recorded and stored.

Radiation Therapists operate machines called linear accelerators, which are used to deliver radiation therapy. These machines direct high-energy x rays, electrons, or protons at specific cancer cells in a patient’s body. The radiation dose will most always shrink the size of tumor and sometimes causing the tumor to disappear! Radiation therapists are part of the oncology and radiation oncology teams that treat mostly cancer patients.
Nuclear Medicine Technologists administer trace amounts of radiopharmaceuticals to a patient to obtain functional information about organs, tissues, and bone on the molecular level. The technologist then uses a special camera to detect gamma rays emitted by the radiopharmaceuticals exiting from inside the patient and create an image of the body part through digital processing. The images and patient information is digitally recorded and stored.

Cardiovascular-Interventional Technologists use sophisticated imaging techniques such as biplane fluoroscopy to help guide catheters, vena cava filters, stents or other tools through the body. Using these techniques, disease can be treated without open surgery. The images and patient information is digitally recorded and stored.

Quality Management Technologists use standardized data collection methods, information analysis tools and data analysis methods to monitor the quality of processes and systems in the radiology department. They perform processor quality control tests, assess film density, monitor timer accuracy and reproducibility and identify and solve problems associated with the production of medical images.
Program Accreditation

The SFC Radiography Program is accredited by both the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the Southern Association of Schools and Colleges (SACS).

Accreditation of a radiography program provides students and graduates assurance that the program will provide them with the requisite knowledge, skills, and values to competently perform the entry-level range of professional responsibilities and medical imaging skills expected by potential employers nationwide.

Program accreditation assures that graduates will be eligible to sit for the ARRT national certification examination.

Program accreditation assures that graduates will be eligible to apply for licensure in each of the 50 states.

Program accreditation requires programs teach the competency-based curriculum developed by the American Society of Radiologic Technologists (ASRT).

Programmatic accreditation also assures students will have the foundation knowledge to continue to develop as professionals in the various fields of the radiation sciences.

Students who do not graduate from an accredited radiography program cannot sit for the ARRT national certification examination or apply for a Florida state license as a General Radiographer.

Joint Review Committee on Education in Radiologic Technology

https://www.jrcert.org/

The Joint Review Committee on Education in Radiologic Technology (JRCERT) is the only agency recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA), for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. The Joint Review Committee on Education in Radiologic Technology (JRCERT) promotes excellence in education and elevates the quality and safety of patient care through the accreditation of educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry.
Southern Association of Schools and Colleges (SACS)

http://www.sacs.org/

The Program and Santa Fe College are accredited by the Southern Association of Schools and Colleges (SACS). The mission of SACS is the improvement of education in the South through accreditation.

JRCERT Standards

https://www.jrcert.org/programs-faculty/jrcert-standards/

The Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards for an Accredited Educational Program in Radiography are designed to promote academic excellence, patient safety, and quality healthcare.

JRCERT Standards require a program to articulate its purposes; to demonstrate that it has adequate human, physical, and financial resources effectively organized for the accomplishment of its purposes; to document its effectiveness in accomplishing these purposes; and to provide assurance that it can continue to meet accreditation standards.

The JRCERT Standards are used to assess and evaluate a program's ability to meet criteria in content areas such as: Integrity, Resources, Curriculum and Academic Practices, Health and Safety, Assessment, and Institutional and Programmatic Data.

The JRCERT accreditation process offers a means of providing assurance to the public that a program meets specific quality standards. The process helps to maintain program quality and stimulates program improvement through program assessment.

Student Access to JRCERT Standards

https://www.jrcert.org/students/process-for-reporting-allegations/

Program Policy 1: The Program assures that students are made aware of the JRCERT Standards for an Accredited Educational Program in Radiography and the avenue to pursue allegations of non-compliance with the STANDARDS.
Professional Ethics and Codes of Conduct

ARRT Standards and Rules of Ethics


All recognized healthcare professional groups have their own articulated code of ethics which serve as a guideline for proper conduct, professionalism, and ethical behavior which provide guidelines and ethical behaviors. **Students and R.T.’s are held to stringent ethics standards in order to be eligible for certification and registration.**

The purpose of the ARRT ethics requirements is to identify individuals who have internalized a set of professional values that cause one to act in the best interests of patients. This internalization of professional values and the resulting behavior is one element of ARRT’s definition of what it means to be qualified. Exhibiting certain behaviors as documented in the **ARRT Standards of Ethics** is evidence of the possible lack of appropriate professional values.

The **ARRT Standards of Ethics** provides proactive guidance on what it means to be qualified and to motivate and promote a culture of ethical behavior within the profession.

**The ethics requirements support the ARRT’s mission of promoting high standards of patient care by removing or restricting the use of credentials by those who exhibit behavior inconsistent with the requirements.**

Every candidate for certification and registration must, according to ARRT governing documents, "**be a person of good moral character and must not have engaged in conduct** that is inconsistent with the **ARRT Rules of Ethics,**" and they must "**agree to comply with the ARRT Rules and Regulations and the ARRT Standards of Ethics.**" The ARRT investigates all potential violations in order to determine eligibility.

Issues addressed by the **ARRT Rules of Ethics** include convictions, criminal procedures, or military courts-martial as described below:

- Felony
- Misdemeanor
- Criminal procedures resulting in a plea of guilty or nolo contendere (no contest), a verdict of guilty, withheld or deferred adjudication, suspended or stay of sentence, or pre-trial diversion.

Juvenile convictions processed in juvenile court and minor traffic citations not involving drugs or alcohol do **not** need to be reported.
Additionally, candidates for certification and registration are required to disclose whether they have ever had any license, registration, or certification subjected to discipline by a regulatory authority or certification board (other than ARRT).

Candidates must indicate any honor code violations that may have occurred while they attended school.

Candidates becoming certified and registered through the ARRT may complete a pre-application to determine their ethics eligibility prior to enrolling in or during their educational program”.

**ARRT Ethics Review Pre-Application**

The *ARRT Ethics Review Pre-Application* provides an early ethics review of violation(s) that would otherwise need to be reported on your Application for Certification and Registration when you have completed an ARRT-recognized educational program.

**This form is reserved for those who are:**
Not yet enrolled in an ARRT-recognized educational program, or enrolled in an ARRT-recognized educational program and are at least six months away from graduation.

The *ARRT Ethics Review Pre-Application* may be used to report:

- Criminal proceedings including misdemeanor and felony charges and convictions.
- Military court-martials; and/or
- Disciplinary actions taken by a state or federal regulatory authority or certification board; and/or
- Honor code violations

*It is extremely important that students with outstanding and / or unresolved legal issues discuss this with the Program Director very early into the Program.*

*The ARRT will not let a graduate sit for the certification exam with unresolved legal issues or not have their civil rights restored.*

*Students waiting near the end of the Program, near graduation, to finally admit to an outstanding legal issue will not be able to sit for the ARRT exam or apply for state license along with classmates.*

Sometimes it takes 3 or more months for the Ethics Committee to make a decision. Having to wait this extended period before taking the ARRT exam, applying for a State license, and getting a job as an entry-level radiographer is a major, major disadvantage.
Please come forward as soon as you can upon admission to the Program and discuss options and plans with the Program Director

**Program Policy 2:** Students are to hold themselves to high ethical standards and professional behavior in clinic, class, and in public.

- Failure to follow this policy WILL result in Probation for remainder of Program, denial of clinic access, or possible dismissal from the Program.

**Program Policy 3:** Students that are arrested or commit a crime while in the Program and are required to report the incident to the Program Director ASAP.

- Failure to follow this policy WILL result in Probation for remainder of Program, denial of clinic access, or possible dismissal from the Program

Santa Fe College Student Code of Conduct


Each student is expected to conform to professional standards of conduct that foster an environment of honesty, trust and respect in the classroom, lab and in the clinical area. Students are expected to adhere to the **SF College Student Conduct Code: Rule: 7.23**

2016 Handbook Index
American Registry of Radiologic Technologists (ARRT)  
www.arrt.org

The American Registry of Radiologic Technologists (ARRT) is the world’s largest credentialing organization that seeks to ensure high quality patient care in medical imaging, interventional procedures, and radiation therapy. The ARRT promotes high standards of patient care by recognizing qualified individuals in medical imaging, interventional procedures, and radiation therapy. The ARRT certifies and registers technologists (radiographers) through administration of education, ethics and an examination requirement.

Certification and registration is the recognition of an individual who satisfies certain standards within a profession. Employers, state licensing agencies, and federal regulators look at the ARRT credential as an indication that a person has met a recognized national standard for medical imaging, interventional procedures, and radiation therapy professionals.

Education

Education is the first of the three components of The ARRT Equation for Excellence, but it actually applies throughout an R.T.’s career. First is the preparatory education that, through didactic and clinical requirements, establishes eligibility for certification and registration as an R.T. (R). Even after earning their initial R.T. (R) credential radiographers are required to document 24 continuing education hours every 2 years to maintain their certification as an R.T. (R). Therefore lifelong learning is mandatory.

Ethics

The ARRT Standards of Ethics provides proactive guidance on what it means to be qualified and to motivate and promote a culture of ethical behavior within the profession. Compliance with the Rules of Ethics is required for initial eligibility and ongoing certification and registration. And the Code of Ethics serves as an aspirational guide to achieving the highest standards of patient care.

Examination

While education and ethics requirements are imposed by ARRT, technologists (radiographers) themselves are in charge of determining if and when they challenge the examination component of the Equation for Excellence. The first exam they pass bestows the "R.T." designation, accompanied by the initials indicating their discipline.
American Society of Radiologic Technologists (ASRT)  
www.asrt.org

The mission of the American Society of Radiologic Technologists (ASRT) is to advance and elevate the medical imaging and radiation therapy profession and to enhance the quality and safety of patient care. The ASRT is the premier professional association for the medical imaging and radiation therapy community through education, advocacy, research and innovation.

Radiography Student Organization (X-Ray @Santa Fe)  
https://sfcollege.collegiatelink.net/organizations

The purpose of X-Ray @ Santa Fe is to advance the art and science of medical imaging, to support the mission and goals for Santa Fe College, to promote high standards of academic and clinical education, and to provide service to the community.

2016 Handbook Index
Program Requirements

Background Check and Drug Screening Policies

A federal and state criminal Level 2 and expanded background check was used as a tool to determine student eligibility to enter and remain in the Radiography Program. Students may have to undergo additional background checks and/or screenings required by individual clinical affiliates in order to gain access.

**Program Policy 4:** The Program clearly describes student clinical obligations (e.g., drug screening, background checks, and associated fees) and identifies such in appropriate Program publications.

**Program Policy 5:** Results from any additional background checks or drug screenings could result in Program dismissal.

**Program Policy 6:** Acceptance into the Program requires the student to remain free of criminal charges and unethical behavior.

- Failure to promptly notify shall be grounds for immediate dismissal from the Program.

**Program Policy 7:** Students are required to notify the Director of Medical Imaging Programs and Program Director of any arrests, incidents and/or charges regardless of adjudication that occur after acceptance and during enrollment in the Program.

- Failure to promptly notify shall be grounds for immediate dismissal from the Program.

**Program Policy 8:** Students charged and/or arrested while in the Program will be denied clinical access until the charges are completely resolved. When resolved, the student must make up all clinical hours missed. The student may attend didactic courses.
Alcohol and Drugs


In compliance with Federal law, 20 USC 1011i and 34 CFR 86.100(a), Santa Fe College has adopted and implemented a drug and alcohol abuse prevention program.

**Program Policy 9:** Alcoholic beverages, illegal or controlled substances or drug paraphernalia are not permitted in the classroom, laboratories or clinical settings.

Observed impairment of a student may be evidenced and identified by many factors, including but not limited to reasonable suspicion and/or bizarre and unusual behavior.

It is the faculty’s responsibility to identify students who display physical and/or emotional conditions which may impede clinical judgement and/or practice in class, lab or clinical setting.

- Upon identification, the student will be excused from class, lab or clinical assignment and will be required to submit to a blood and/or urinalysis test at the student’s expense.

**Program Policy 10:** The student must notify faculty if he/she is required to take medically prescribed drugs which could impair his/her ability to function safely in the clinical setting or lab.

**Program Policy 11:** Clinical evidence of the use of illegal substances or alcohol in the clinical setting WILL result in dismissal from the Program.
Program Academic Standards

Students have the right to be informed about academic standards of progress.

- To be considered in good standing and continue successfully toward a degree, a student must earn the grade points necessary to maintain a 2.0 ("C") cumulative grade point average while at Santa Fe. Students not meeting this requirement may be placed on Academic Warning, Academic Probation, or Academic Suspension.


Program Policy 12: Students must maintain a minimum cumulative 2.0 GPA to remain in the Program.

Program Policy 13: Students scoring a D or D+ in a single didactic RTE course will be placed on academic probation for the remainder of the Program.

Program Policy 14: Students scoring a D or D+ in two (2) RTE courses during the same semester will be dismissed from the Program.

Program Policy 15: Students scoring an F on any RTE course at any period during the Program will be dismissed.

Program Policy 16: Students scoring less than a C on an RTE clinical education course is not acceptable and may lead to dismissal from the Program.

Program Policy 17: Students must demonstrate the ability to effectively convey material in an organized manner, use understandable language and respond to questions in an appropriate dialogue. Students must demonstrate minimum competency to enter the clinical setting and ultimately graduate from the Program.

2016 Handbook Index
Technical and Performance Standards

The Radiography Student must have:

1. Sufficient eyesight to observe patients, manipulate equipment and evaluate radiographic quality.
2. Sufficient hearing to assess patient needs and communicate verbally with other health care providers.
3. Sufficient verbal and writing skills to communicate needs promptly and effectively in English.
4. Sufficient gross and fine motor coordination to respond promptly to the patients’ needs, manipulate equipment, lift a minimum of 30 pounds, participate as a team member of four in moving a 150 pound incapacitated patient, and ensure overall patient safety.
5. Satisfactory intellectual and emotional functions to exercise independent judgment and discretion in the safe technical performance of medical imaging procedures.

Program Policy 18: Students must pass the Technical and Performance Standards as part of the Program admission process.

- Failure to pass the Technical Standards will result in denial of Program admission.

Program Policy 19: The Technical and Performance Standards MUST be completed by the first scheduled day of the Program.

- Failure to follow this policy will result in dismissal from the Program.
Florida Oral Competency

The Florida Department of Education requires that students meet an oral competency standard.

**Program Policy 20:** Students must demonstrate the ability to effectively convey material in an organized manner, use understandable language and respond to questions in an appropriate dialogue. Students must demonstrate minimum competency to enter the clinical setting and ultimately graduate from the Program.

Students will be evaluated on delivery, content and presentation of material, the use of verbal and non-verbal communication, effective listening and responding to the audience.

Radiography Comprehensive Exam

**Program Policy 21:** During exam week of Summer A semester, students will be administered a 200 multiple choice comprehensive exam that reviews all the course material they have had since entering the Program in August.

- Students must score a 74.5 or higher in order to pass. Students that do not pass the Exam will be required to complete formal remediation during B term to continue in the Program.

CPR and Health Insurance

SF Health Sciences Programs recognize only current American Heart Association Basic Lifesaver for Health Care Professionals CPR certification (2 person, infant/child).

Certification is required by the beginning of the Program and cannot expire prior to graduation. CPR instruction must be from an instructor-led course. Online CPR certification or training will not be accepted. Students are encouraged to have health insurance by the beginning of the Program.

**Program Policy 22:** Students are required to produce a current CPR certification card with expiration date stated prior to the first day of class.

- Failure of this policy, without a* legitimate excuse, will result in dismissal from Program.
**Program Policy 23:** Students are required to maintain an active CPR certification throughout the Program.

- Failure of this policy will result in denial of clinical access, which may result in an incomplete grade, probation for the remainder of the Program, or dismissal from the Program.

- All clinic hours missed as a result of denial of clinic access have to be made up in a specific time period determined by the Clinical Coordinator and completion of a Request for Make–up Hours Form.

**HIV AIDS Education**

**Program Policy 24:** All healthcare professionals are required by Florida law to complete an approved HIV/AIDS Education Course. The course will be offered in fall semester. Students are required to complete this course.

All graduates of the Radiography Program will be required to forward a copy of their AIDS/HIV Education Certificate to Tallahassee to receive their Florida state license as a General Radiographer.

- Failure to follow this policy may result in denial of Florida state license as a General Radiographer.

**Vaccinations / Immunizations**

Immunizations are required in order to participate in clinical education. Individuals with allergies to required immunizations should see expert advice from their health care provider so that they may receive information to make an informed decision regarding their exposure to infectious diseases in the health care field. A statement from the student's health care provider noting that the student may proceed through the program with no limitations will be required of all students declaring an immunization allergy.

**Program Policy 25:** A statement from a healthcare provider stating that a student, declaring an immunization allergy, may proceed through the program without limitations is required.

**Program Policy 26:** Prior to the first scheduled day of the Program students must show proof of:

1. Two (2) immunizations for measles and/or two (2) MMR'S.
2. Negative Tuberculin skin test and physical examination.
3. A second negative tuberculin skin test approximately one year after the date of the original test that was provided to the Program.
4. Proof of an annual flu vaccination.
5. The first and second of the three Heptivac (Hepatitis-B series) immunizations.

- Failure of this policy will result in student withdrawal or dismissal from the Program.

**Student Health Care Center (SHCC)**

[http://www.sfcollege.edu/student/health/](http://www.sfcollege.edu/student/health/)


**Immunizations are offered any time the Student Health Care Center is open.** Although the College does not have vaccine requirements for general education students enrolling at the College, some immunizations are required for students enrolled in healthcare programs that require participation in clinical education and exposure to patients. There is a cost for immunizations. Appointments are preferred. **Available Immunizations include:**

- Hepatitis B series:
- MMR (measles, mumps, and rubella):
- Tetanus/ Diphtheria/ Pertussis:
- Varicella (chickenpox):
- Meningitis
- Influenza: One vaccine given each fall for the duration of the students program.
- PPD skin test (for detection of previous exposures to TB).
- Rabies (pre-exposure)
**Dress Code**

A professional appearance is mandatory at all times. Patients and healthcare workers view students as members of a professional team. Students are expected to present themselves in a professional manner, on and off campus and while in public.

**Uniform**
- A specific uniform color will be established by the Program.
- Do not purchase uniforms or shoes until the Program (provides instructions).
- Uniforms must be kept clean and wrinkle free.
- No over-sized pants or sagging at the waistline is permitted.
- The uniform is to be non-revealing and free of ornamentation.
- Shoes must sneakers, running shoes, etc. (of any color or brand) of a **non-permeable** material. No open-toed shoes, including Croc-style shoes.
- No skirts or dresses.
- Socks or stockings must be white.
- Sweaters must be pastel colored.
- No hoodies or sweat-type jackets.

**Tattoos and Body Piercings**
- All visible tattoos and / or body piercings must be covered or removed.
- Students with visible tattoos and / or visible body piercings will be **denied clinical access**.

**Grooming**
- Long hair must be pulled back from the face and off shoulders.
- Hair color must be within the natural range of shades of human hair.
- Fingernails must be clean and reasonably short.
- Polish must be light in color.
- No artificial nails.
- No heavy make-up, perfume or cologne.
- No chewing gum.
- No more than two small stud earrings may be worn in each ear.
- No loop earrings.
- Minimize bracelets and rings.
- Beards and mustaches must be clean and well groomed (decided by Program).
- Name tags must always be displayed in a fashion that the name, etc. is readily visible to patients, staff, and public.
**Program Policy 27:** Students are required to conform to the Program Dress Code.

- One (1) failure to follow this policy will result in a 1 point reduction in final course grade.
- Two (2) failures to follow this policy will result in Probation for remainder of Program and a reduction of 1 letter grade in course.
  - Students may be asked to leave their clinical assignment for a violation of the dress code. Leave time will be deducted from the student’s balance and the student will be placed on probation for the remainder of the Program.
- Three (3) failures of this policy will result in an F grade for the course.

**2016 Handbook Index**

**Program Pregnancy Policy**

The Program has policies and procedures to promote the health, safety, and optimal use of radiation for students, patients, and the general public.

The Program assures the radiation safety of students through the implementation of published policies and procedures that are in compliance with Nuclear Regulatory Commission regulations and applicable state laws.

**Program Policy 28:** The Program has a published pregnancy policy that is consistent with applicable federal regulations and state laws, and made known to accepted and enrolled female students. **All female radiography students must sign Pregnancy Policy Form on the first day of class.**

- Failure to follow this policy will result in the denial of clinic access.
- Denial of clinic access may result in Program dismissal

**Pregnancy Policy Form**

**Pregnant radiography students have (3) three options:**

1. They can voluntarily declare their pregnancy, in writing, anytime.
2. They can decide not to declare their pregnancy.
3. They can withdraw their declaration of pregnancy, in writing, anytime.
Student declaration of pregnancy is entirely VOLUNTARY.

Students Deciding to Declare Pregnancy

- Those who decide to declare their pregnancy are required to meet with the Radiation Safety Officer (RSO) sara.smith@sfcollege.edu to sign the Voluntary Declaration Form and receive counseling concerning radiation exposure to the fetus.
- The student, by signing the Voluntary Declaration Form, agrees that they have been advised of the potential health risks to the embryo/fetus associated with radiation exposure and have been advised of the NRC requirements to limit the dose to the embryo/fetus.
- Any questions concerning this information must be answered to the satisfaction of the student prior to their signing the Voluntary Declaration Form.
- The completed and signed Voluntary Declaration Form must be returned to the RSO and Program Director.
- Those who decide to declare their pregnancy will continue in the Program without modification of their clinic or classroom scheduling.
- Consideration is always given to the student’s welfare during pregnancy as well as the policies specific to each clinical site to which she may be assigned.

Voluntary declaring a pregnancy is the most prudent course of action.
It provides maximum protection for the developing embryo/fetus.

Students Withdrawing their Declaration of Pregnancy

A student deciding to withdraw their declaration of pregnancy must do so in writing by completing and signing the Declaration of Pregnancy Withdrawal Form which is available from the RSO. Completed forms must be returned to the RSO and Program Director.

Leave of Absence for Pregnancy

Program Policy 29: The student, while absent from class and clinic for pregnancy, must communicate with the Clinical Coordinator, their classroom instructor, and Program Director on regular basis.
Returning Following Pregnancy

**Program Policy 30:** Students returning to the Program following an absence due to pregnancy must provide documentation from their physician stating they are able to resume “without restriction in class, labs and clinical settings.” Students must make up all classroom assignments and clinical hours as per syllabus policy.

- Failure to follow this policy will result in the denial of clinic access.
- Denial of clinic access may result in Program dismissal.

All information provided to the Program and / or the RSO about pregnancy will be kept strictly confidential.

The **Radiation Safety Officer,** Sara Smith, in W-22C is available, should you have questions about the Program’s Pregnancy Policy.

**Regulating Agencies**

Exposure of the embryo/fetus to ionizing radiation carries a risk of causing certain adverse health effects such as cancer and developmental abnormalities. The following agencies have regulations regarding exposure limits, methods of reducing and monitoring radiation dose, and counseling guidelines for the declared pregnant radiation worker (radiography student).

- **Florida Administrative Code 64E-5.311:** Dose to Embryo or Fetus
  [https://www.flrules.org/gateway/ruleno.asp?id=64E-5.311](https://www.flrules.org/gateway/ruleno.asp?id=64E-5.311)


- **Nuclear Regulatory Commission (NRC) Regulatory Guide 8.13:** Instructions Concerning Prenatal Radiation Exposure.

- **Nuclear Regulatory Commission (NRC):** Regulatory Guide 10 CFR 20.1208

2016 Handbook Index
Program Mission and Goals

Program Policy 31: The Program has a mission statement that defines its purpose and scope and is periodically reevaluated. The Program’s mission statement, goals, and student learning outcomes are readily available to students, faculty, administrators, and the general public.

Mission Statement

In addition to supporting the mission statement and goals of Santa Fe College, the mission of the Radiography Program is to provide a comprehensive, competency-based curriculum that prepares all graduates to pass the ARRT certification exam and gain employment as an entry-level radiographer performing routine radiologic procedures and providing excellent patient care and safety.

Goals and Learning Outcomes

Goal 1: The Program will provide the student knowledge and skills to perform entry-level radiologic procedures.

Learning Outcomes:
- Student will be able to skillfully position / perform entry-level radiologic procedures on a wide variety of patients and pathologies.
- Student will consistently critique images quality.
- Student will obtain a brief, relevant clinical history on each patient they image, if possible.
- Student will demonstrate a working knowledge of imaging equipment including post processing capabilities and PACS.
- Student will practice ALARA.

Goal 2: The Program will provide the student a learning environment conducive to the development of effective verbal and nonverbal communication skills.

Learning Outcomes:
- Student will demonstrate effective and appropriate verbal and nonverbal communication techniques on a wide variety of patients and cultures.
- Student will input data and patient demographics into PACS without error.
- Student will obtain and input to PACS a brief, relevant clinical history on each patient they image, if possible.
- Student will provide each patient clear instructions to reduce repeat exposures.
- Student will become a patient advocate.
• Student will not expose a pregnant patient unless ordered to by a qualified practitioner.

**Goal 3:** The Program will provide the student a learning environment conducive to the development of critical thinking and problem-solving skills.

**Learning Outcomes:**
- Student will be able to modify standard positioning protocols and exposure techniques for imaging atypical patients, including severe trauma, pediatric, geriatric, neonate, and isolation patients.
- Student will practice Standard Precautions.
- Student will reduce repeat exposures by confirming patient ID with the ordered exam.
- Student will be able to correlate patient chief complaint with the clinical history listed on the consult with the radiologic exam ordered.
- Student will consistently critique image quality and decide independently to repeat an exposure.
- Student will perform as a physician extender.

**Goal 4:** The Program will provide the student a learning environment conducive to the development and maintenance of high ethical and professional standards.

**Learning Outcomes:**
- Student will always conduct themselves in a professional and ethical manner.
- Student will adhere to the **ARRT Code of Ethics**.
- Student will adhere to Program and clinic site policies, rules, and regulations.
- Student will maintain patient confidentiality.
- Student will not diagnose.
- Student will serve as a patient advocate and physician extender.
- Student will not administer radiation without a prescription.
- Student will join the **ASRT**.

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2016 Handbook Index
SFC Mission, Vision, Values, and Goals

http://www.sfcollege.edu/rules/mission-and-vision/index

Mission Statement

In keeping with our values and goals, Santa Fe College, a comprehensive public institution of higher education serving North Central Florida and beyond, adds value to the lives of our students and enriches our community through excellence in teaching and learning, innovative educational programs and student services, and community leadership and service.

Values

Santa Fe College is a dynamic, innovative learning community committed to

- Academic excellence, academic freedom, and intellectual pursuit
- Individual, social, and global responsibility
- Honesty, integrity, and civility
- Cultural diversity and equity
- Collaboration with our community
- Open access
- Lifelong learning
- Assessment, accountability, and improvement
- Sustainable use of environmental, social, and economic resources

Goals

Outreach and Access
Identify something

Delivery Alternatives
Assess student needs and outcomes as well as create innovative and flexible learning opportunities.

Educational Programs
Provide learning opportunities and academic support to ensure the highest levels of academic performance.

Student Affairs
Provide research-based, learner-centered program of services that supports access and student engagement from matriculation to goal attainment.
Workforce Development
Provide student-centered workforce programs in collaboration with local employers and economic development agencies.

Human Resources
Recruit, develop, assess, and retain quality full- and part-time faculty and staff.

Technology
Provide information and communications technology infrastructure and services to support the College's mission.

Resources
Develop, obtain, and allocate the necessary resources to implement the College's mission.

Sustainability Education and Operations
Create, develop, and enhance programs to reduce waste, conserve energy and green space, protect water resources, and promote wellness of students, faculty, and staff.

Student Rights and Responsibilities

Academic Freedom
Students have the right to be taught by faculty who have the freedom to 1) teach and discuss any aspect of a topic pertinent to the understanding of the subject matter of the course that he/she is teaching and 2) act and speak in his/her capacity as a citizen without institutional censorship or discipline. Santa Fe College has had a long history of responsible academic freedom in which it takes justifiable pride.
http://dept.sfcollege.edu/rules/content/media/PDF/Rule_1/1_5.pdf

Academic Objectives
Students are responsible for satisfying the entire range of academic objectives as they are defined by the instructor in any course. Failure to satisfy any of the course objectives may have an adverse effect on the grade earned in the course or may result in the student receiving no credit in the course. Attendance requirements are included in the academic objectives of each course and shall be presented in writing by the instructor at the beginning of each term.
http://dept.sfcollege.edu/rules/content/media/PDF/Rule_7/7_21.pdf
Academic Standards of Progress

Students have the right to be informed about academic standards of progress. To be considered in good standing and continue successfully toward a degree, a student must earn the grade points necessary to maintain a 2.0 ("C") cumulative grade point average while at Santa Fe. Students not meeting this requirement may be placed on Academic Warning, Academic Probation, or Academic Suspension.

http://dept.sfcollege.edu/rules/content/media/PDF/Rule_7/7_9.pdf

College Catalog

Students have the right to be governed by the college catalog in effect during the year for which they first enrolled in the College. The college catalog in effect the year the AA degree student first enrolled at the college will remain in effect for the student’s program, provided the student maintains continuous enrollment as defined in that catalog.


Complaints

Students have the right to voice complaints about any employee, policy or requirement. Moreover, the College is committed to helping students resolve any issues, conflicts or disputes related to the College and provides rules, procedures and methods for obtaining such resolution. The complaint process has a basic, tripartite structure: 1) Informal Complaints 2) Formal Complaint and 3) Appeals

Appeals

While the College encourages students to resolve issues informally whenever possible, it also realizes that informal resolutions are not always practical. When informal means do not resolve the complaint, students may avail themselves of the College’s formal complaint process Available resources to assist students in resolving complaints include the College provided Ombudsperson, who works to foster continual dialogue in resolving academic and personal issues. Additionally, students have the right to complain to any College supervisor (chairs, AVP, etc.) about a faculty member or class. With regard to harassment or discrimination, students can also complain to the College’s Equal Access/Equal Opportunity (EA/EO) Coordinator, any department chair or director, any counselor employed by the Counseling Center, the Director of Human Resources or the Associate Vice President for Student Affairs. Students also have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

http://www.sfcollege.edu/about/index.php?section=complaints
http://dept.sfcollege.edu/rules/content/media/PDF/Rule_2/2_8P.pdf
http://www.sfcollege.edu/records/index.php?section=access_to_records
http://dept.sfcollege.edu/rules/content/media/PDF/Rule_7/7_36.pdf
http://www.sfcollege.edu/ConsumerInfo/content/media/Studen%20complaint%20process.docx
Computer Access

Students are responsible for obtaining access to an Internet-connected computer for successful completion of college programs. Santa Fe College expects and requires that all students acquire access to the computer hardware and software necessary for their programs. The cost of meeting this requirement varies from student to student, but may include purchase or lease of a computer, Internet access fees, software purchases, and cost of maintenance and supplies. Costs of meeting this requirement will be included in financial aid considerations. No student will be denied access to Santa Fe College because of an inability to purchase or lease a computer, and accordingly, the College offers access to computers through its computer labs and the library.


Counseling Services

Students have the right to meet with a trained counselor for personal, academic and career guidance. Santa Fe College will provide a staff of certified, professionally trained counselors to provide assistance to students in interpersonal growth, career exploration, academic planning, enrollment for further education, and to encourage the implementation of the student-centered philosophy of the College. The College does not provide licensed mental health counseling or therapy; the Counseling Center serves as a referral source for such counseling.

http://dept.sfcollege.edu/rules/content/media/PDF/Rule_7/7_7.pdf

Disabilities

Students have the right to reasonable substitutions and reasonable accommodations for admission and graduation requirements based on documented disabilities if they do not constitute a fundamental alteration in the nature of a program. Santa Fe College is committed to providing reasonable academic adjustments and auxiliary aids and services to individuals with disabilities in order to facilitate equal access to the college’s facilities, programs, and services. Students with disabilities have the right to an equal opportunity to participate in and benefit from courses, programs, services, and activities offered through the College; to an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services; to appropriate confidentiality of all disability related information and to choose to whom, outside of the College, disability related information will be disclosed, except as disclosures are required/permited by law; and to information, reasonably available in accessible formats. Students registering with the Disability Resource Center are responsible for self-identifying as an individual with a disability when an accommodation is needed; meeting qualifications and maintaining essential institutional standards of courses, services, and activities; seeking information, counsel, and assistance as necessary; demonstrating and/or documenting (from an
appropriate professional) how the disability limits their participation in courses, programs, services, or activities; and following published procedures for obtaining information, services and reasonable accommodations.

http://dept.sfcollege.edu/rules/content/media/PDF/Rule_7/7_2.pdf
http://dept.sfcollege.edu/rules/content/media/PDF/Rule_7/7_2P.pdf

**Disciplinary Disclosure.**

Students are responsible for disclosing on their applications for admittance all criminal and disciplinary charges to the Office of the Registrar. Santa Fe College may consider the past actions of any person applying for admission or enrollment and may deny admission or enrollment to an applicant because of misconduct if determined to be in the best interest of the College. In addition, current students and former students applying for readmission have a continuing responsibility to disclose to the Office of the Registrar any criminal or disciplinary charges that occur after their initial admission to the College. Students must use the Disciplinary History Disclosure Form for such disclosures and the form must be submitted as soon as possible after any criminal or disciplinary incident. Failure to do so may result in disciplinary action or revocation of admission. Applicants or students have the right to appeal a decision to deny admission to the Vice President for Student Affairs.

https://ss2.sfcollege.edu/vghtml/Adm-Disciplinary%20Form.pdf

**Discrimination**

Students have the right to study and grow in an environment that is free from discrimination. SF is committed to maintaining an educational and work environment free of discrimination with respect to race, creed, color, religion, age, disability, sex, marital status, national origin, political opinions or affiliations, genetic information, and veteran status. SF prohibits discrimination in educational programs, services, and activities, and in employment programs, policies, and practices. This commitment applies both on and off campus to employees, volunteers, students, and, to the extent possible, to third parties, applicants for admission, applicants for employment, and the general public. Accordingly, SF shall take all complaints seriously and will strive to promptly and thoroughly investigate all complaints within 30 working days. As promptly as possible and within 90 College working days following an alleged incident, a student who believes that he/she has been the subject of discrimination and who has not resolved the issue with the alleged offending party must report any offenses to one of the following: the College’s Equal Access/Equal Opportunity (EA/EO) Coordinator, any department chair or director, any counselor employed by the Counseling Center, the Director, Human Resources, or the Associate Vice President for Student Affairs. Students are responsible for cooperating during the course of discrimination investigations. It is a violation of this policy for any student or employee to knowingly impede, obstruct, or delay the progress of any such investigation.

http://dept.sfcollege.edu/rules/content/media/PDF/Rule_2/2_8.pdf

2016 Handbook Index
FERPA: Security and Confidentiality of Student Records

http://www.sfcollege.edu/registrar/ferpa/index

Program Policy 32: The Program assures the security and confidentiality of student records, instructional materials, and other appropriate program materials.

Appropriately maintaining the security and confidentiality of student records and other program materials protects the student’s right to privacy.

Student records are maintained in accordance with the Family Education Rights and Privacy Act (Buckley Amendment).

If radiation monitoring reports contain students’ dates of birth and/or social security numbers, this information will be maintained in a secure and confidential manner.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

http://www.sfcollege.edu/records/index.php?section=access_to_records

2016 Handbook Index

Grievance and Appeals Process

http://www.sfcollege.edu/studentaffairs/index.php?section=information_for_students

Program Policy 33: The Program and the College have a grievance procedure that is readily accessible, fair, and equitably applied.

- A grievance is defined as a claim by a student that there has been a violation, misinterpretation, or inequitable application of any existing policy, procedure, or regulation.
- The Program and College has established procedures to provide students an avenue to pursue grievances. The procedures outline the steps for formal resolution of any grievance.
- The final step in the process must not include any individual(s) directly associated with the program (e.g., Program Director, Clinical Coordinator, clinical instructors, diagnostic imaging department director). The procedure must assure timely resolution.
• The Program maintains a record of all formal grievances and their resolution. Records are retained in accordance with the institution's/program's retention policies/procedures. The records include information on how the grievance was resolved and assurance that there are no trends that could negatively affect the quality of the educational program.

• Additionally, the Program and College have procedures to address any complaints apart from those that require invoking the grievance procedure. The Program determines if a pattern of complaint exists that could negatively affect the quality of the educational program. (Such as faulty equipment).


**Equal Access/Equal Opportunity**

http://www.sfcollege.edu/eaeo

**Discrimination**


**Sexual Harassment**

http://www.sfcollege.edu/studentaffairs/index.php?section=policies/student_rights#harassmentfree

2016 Handbook Index
College Resources and Student Services

**Program Policy 34:** The Program reviews and maintains program learning resources to assure the achievement of student learning. The Program provides access to student services in support of student learning.

The review and maintenance of learning resources promotes student knowledge of current and developing imaging technologies.

The Program provides learning resources to support and enhance the educational process. Program resources include: a print or electronic library with a variety of materials published within the last five years, computer access, and additional learning aids (e.g., educational software, classroom/laboratory accessory devices, etc.).

**Health Sciences Counseling Center (HSC)**
[http://www.sfcollege.edu/health/additional-information/counseling-office-group-advisement/index](http://www.sfcollege.edu/health/additional-information/counseling-office-group-advisement/index)

The Health Sciences Programs at Santa Fe College offer a variety of degrees and certificates in health care that lead to high wage, high demand careers with outstanding opportunities for professional development. Programs include certificates, advanced technical certificates, associate degrees and bachelor's degrees. These programs are designed to be accessible to non-traditional students and are offered in response to the current healthcare needs of our community.

**Sciences for Health Programs**
[http://www.sfcollege.edu/health/additional-information/sciences-for-health-programs/index](http://www.sfcollege.edu/health/additional-information/sciences-for-health-programs/index)

The Sciences for Health Programs department provides required pre-requisite courses for students wishing to enter the health care field. The department serves to prepare students for successful admission to and completion of their chosen Health Science Program by providing a comprehensive health core and science foundation tailored to the curriculum requirements of myriad Health Science Programs. **And, as the mission of Santa Fe College drives all programming within the institution, there is a deep connection between Sciences for Health Programs and the overall mission of the College.** This commitment to adding value to the lives of our students and enriching our community is demonstrated through the departmental mission, goals and student learning outcomes. Sciences for Health Programs strives to instill skills, knowledge, and values imperative to success in the health care field.
HSC Group Advisement
http://www.sfcollege.edu/health/additional-information/counseling-office-group-advisement/index
The first important step in exploring an exciting career in Health Sciences is to attend a Group Advisement session. Group Advisement will assist you in choosing the right educational path as well as understanding the application and selection process for these limited enrollment programs. Group Advisement sessions are held every Tuesday at 3 p.m. in the Health Sciences W building, room 24 (except during College holidays or otherwise noted).

College Admissions
http://www.sfcollege.edu/admissions/
The admission process does not stop immediately after submission of students’ online application for admission. Although students whose application has been submitted are accepted to Santa Fe College, there are supporting documents that must be submitted before enrollment in classes.

Office of the Registrar
http://www.sfcollege.edu/registrar/
The Office of the Registrar maintains the permanent academic records of all students. Specifically, we coordinate activities including course registration, maintenance and protection of academic records, appeals, college transcript evaluation, petitions, official transcript requests, and certification of students for continued enrollment and graduation.

Counseling Center
http://www.sfcollege.edu/counseling/
The Santa Fe College Counseling Center’s mission is to assist students who are experiencing problems and concerns as they progress toward their academic goals.

Disabilities Resource Center (DRC)
http://www.sfcollege.edu/student/drc/
The overall mission of the Disabilities Resource Center is to systematically establish and deliver reasonable, equitable academic adjustments and services for students with disabilities; serve as a resource to the college and community on disability related matters.

Ombudsperson
http://www.sfcollege.edu/studentaffairs/?section=Ombudsperson
Students have the right to meet with the Ombudsperson. The Ombudsperson offers a safe and confidential environment for students to discuss concerns, problems or complaints. As an advocate for fairness, the Ombudsperson serves as an independent and unbiased mediator as students resolve academic challenges.
Student Affairs
http://www.sfcollege.edu/studentaffairs/
How do I access eSantaFe?
What if I forget my student ID number?
What if I am locked out of eSantaFe and need my password reset?
How do I access CANVAS?
What is a fee schedule (fee slip) and where can I get one?
What identification do I need to get a student ID? Where do I go; what does it cost?
Who can help me with financial aid?
How much time do I have to drop and get a refund?
Are RTS bus schedules available on campus?
Is there a counselor I can talk to?
Is there someplace for students to work out?
Is there a nurse on campus?

College Achievement Program (CAP)
http://www.sfcollege.edu/cap/
The mission of the CAP Office is to establish and sustain partnerships that support post-secondary access, academic success, and the holistic development of students from diverse backgrounds.

My Brother’s Keeper (MBK)
http://www.sfcollege.edu/mbk/
My Brother's Keeper (MBK) is a Santa Fe College support program designed to increase the retention and success of black males both academically and socially.

Financial Aid
http://www.sfcollege.edu/financialaid/
Financial aid helps students and their families pay for college. This financial assistance helps cover educational expenses and related costs. There are several types of financial aid, including grants and scholarships, work study and loans.
Teaching & Learning Center
http://www.sfcollege.edu/health/teaching-learning-center/index
The Teaching and Learning Center (TLC) provides a learning environment for individuals and small groups to meet and utilize the following resources: study areas; computers and printer; specialized health-related materials and models; instructional media and reference books.

TEAM Careers
http://www.sfcollege.edu/teamcareers/
The TEAM Careers Program at SF College provides supportive career, educational and mentoring services to eligible students in career and technical degree programs to help them meet their goals in a successful and timely manner.

TEAM Careers focuses on students who study in a program that is nontraditional for their gender. You are a nontraditional student if you are enrolled in a program that leads to an occupation in which either women or men comprise 25 percent or less of total employment. When you choose a career based on your abilities and interests, regardless of your gender, you have the opportunity to achieve greater job satisfaction, earnings potential, and success in your field.

In addition to nontraditional students, TEAM Careers also assists the following qualifying students who are enrolled in AS and AAS Degree Programs, or Career and Technical Certificate Programs:
- Displaced homemakers
- Students with disabilities
- Single parents
- Single pregnant women
- Students with limited English proficiency

TEAM Health
http://www.sfcollege.edu/health/additional-information/team-health/index
TEAM Health is a unique support program for students who want to pursue and successfully complete a health-related AS degree or vocational certificate program at Santa Fe College. All services are offered free of charge to TEAM Health students.

Santa Fe College Lawrence Tyree Library
http://www.sfcollege.edu/library/
The L.W. Tyree Library supports Santa Fe College with knowledgeable staff, appropriate resources and an environment that promotes user success and life-long learning.

Library Catalog
http://union.discover.flvc.org/sn.jsp
SFC Student Academic Support Services
http://www.sfcollege.edu/student/support/
Student Support Services at Santa Fe College provides academic and related support to eligible students. The program is designed to consider all aspects of a student’s educational life. The services are provided free to eligible participants in an effort to ensure that the student's postsecondary experience is a successful one. This program is funded by the U.S. Department of Education.

SFC Bookstore
http://santafe.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=22566&catalogId=10001&langId=-1

Evolve / Elsevier Radiography Texts

1. Evolve Online Course for Mosby’s Radiography Online: Introduction to Imaging Sciences and Patient Care, 1st Edition
2. Evolve Online Course for Mosby’s Radiography Online: Radiobiology and Radiation Protection, 2nd Edition
4. Evolve Online Course for Mosby’s Radiography Online: Radiologic Physics, 2nd Edition
5. Evolve Online Course for Mosby’s Radiography Online: Radiographic Pathology, 2nd Edition
6. Digital Radiography and PACS, Carter and Veale’
7. Evolve Mosby’s Comprehensive Review of Radiography
Student Health and Safety

**Program Policy 35:** The Program writes policies to help ensure safety and health. The Program writes and enforces policies and procedures that promote the health, safety, and optimal use of radiation for students, patients, and the general public.

**Reporting Accidents / Incidents**

**Program Policy 36:** Any medical accidents that occur in class, lab or assigned clinical work must be reported to the Clinical Coordinator, Program Director and the Director of Medical Imaging Programs within 24 hours. A *SF Incident Report* must be submitted to the Program Director the following school day following the incident/injury.

**Health Status Change**

**Program Policy 37:** It is the student’s responsibility to contact the Clinical Coordinator, Program Director, and the Director of Medical Imaging Programs if their health status changes during the Program. A change in health status may require a release statement form a physician stating students may return *without restrictions in class, lab or clinical area.*

The status of students having long term absences beyond their control will be individually evaluated by the Director of the Medical Imaging Programs and faculty based upon how realistically a **viable education** can be provided under existing conditions. All students are strongly encouraged to carry some form of personal Health and Accident Insurance for the duration of their enrollment in their Program.

Conditions which prevent students from participating in clinical and/or didactic education may result in the student’s total withdrawal from the Program.

**Student Health Care Center**

http://www.sfcollege.edu/student/health/

Services are available only to SFC students. Many services are free. There are charges for Nurse Practitioner consultation, physical examinations, immunizations, and laboratory tests.
Latex Advisory

The use of latex/latex based products may exist in health care universal precautions and in environments such as, but not limited to: classrooms and training labs, hospitals, nursing care facilities, laboratories, clinical areas and medical/dental offices. Individuals with latex allergies should seek expert advice from their health care provider so that they may receive information to make an informed decision regarding their exposure to latex in the health care field.

The Program and clinical affiliates cannot guarantee a latex free environment.

CDC Practices for Handling Biohazard Material

A copy of the current "Centers for Disease Control and Prevention (CDC)" recommends practices for handling and disposing of biohazard materials will be available for all students from the Radiation Safety Officer, Sara Smith, in W-22C.

Safe Santa Fe


The venture uses a comprehensive, multi-disciplinary approach to ensure safety in a collegiate environment. Components of Santa Fe Safe include: Campus Watch, Volunteers in Police Service, Rape Aggression Defense, Safety Week, Living & Learning Workshops, Conflict Resolution Week, and the Threat Assessment & Management Team. Over the course of the year, the SF Police Department has a presence on campus through educational events, marketing campaigns, training programs, and workshops.

Alcohol and Drugs


Police Department

http://www.sfcollege.edu/search?q=campus+police

Children on Campus

**Program Policy 38:** Children are not permitted in classrooms, labs or clinical sites.
Academic Dishonesty Program Dismissal

Program Policy 39: The Medical Imaging Programs require that any student found cheating or leveled with a charge of academic dishonesty in any course requirement be counseled by the Director of Medical Imaging Programs.

- Appropriate action will be taken and will follow the guidelines as found in the SF Student Conduct Code: Rule 7.23.

Specific examples, in addition to those mentioned in the code, include, but are not limited to the following.

1. Falsifying time records of clinical attendance.
2. Violation of HIPAA regarding patient privileged information.
3. Copying or manipulating assessment material.

Program Dismissal

Program Policy 40: Students are expected to exhibit professional, ethical, and responsible behavior while in the Program.

- Unprofessional, unethical behavior in the classroom, the clinic, or in public is not acceptable and can result in dismissal from the Program. Students are expected to adhere to the SF College Student Conduct Code: Rule 7.23

Reasons for Immediate Dismissal

The following list describes some, but not all reasons for immediate Program dismissal.

1. Being impaired while in classroom or clinic affiliate.
2. Failing a drug test at any time during the Program.
3. Unprofessional or unethical conduct in the classroom, clinical setting, or in public.
4. Being arrested or charged with a crime while in the Program.
5. Failing to inform Director of arrest or charge in a timely manner.
6. Any behaviors or acts that compromises patient safety.
7. Any behaviors or acts that compromises the normal workflow in the clinic site.
8. Stealing.
9. Misuse of imaging equipment.
10. Administering radiation without a prescription.
11. Committing fraud when clocking in or out of clinic.
12. Performing a radiologic exam or single exposure without supervision.
13. Repeating an exam/exposure without direct supervision.
15. Misuse of computers in the clinical site.
16. Not calling clinic site or Clinical Coordinator in case of absence or tardy. *(no call - no show)*
17. Denial of clinical access
18. Making an F (74) in any RTE course at any period during Program.
19. Making a D+ (79) in any RTE clinical education course at any period during Program.
20. Making two D’s in any RTE course during the same semester.
21. Making two D’s during in any RTE course, at any period during the Program.
22. Habitual absence and/or tardiness.
23. Failure to adhere to Program dress code.
25. Failure to properly wear dosimeter.
26. Failure to exchange dosimeters and sign dosimeter report.
27. “Standing in” to help hold the patient or image receptor during an exposure.
28. Failure to practice ALARA.

**Program Withdrawal**

Sometimes circumstances (financial, personnel, health issues) warrant a student deciding to voluntarily withdraw from the Program.

The student should consult the College calendar for withdrawal date(s). It is the responsibility of the student to withdraw by that date.

If a student begins contemplating withdrawal from the Program, it is highly advised that the student consult the Program Director and Clinical Coordinator.

It is also advised that the student consult academic and financial aid advisors to understand any implications of dropping an RTE course, while withdrawing from the Program.
Exit Interview

Program Policy 41: Students withdrawing from the Program are required to have an exit interview with the Medical Imaging Director, Ms. Sharon Whitcraft, W-201. sharon.whitcraft@sfcollege.edu. The student is responsible for scheduling the exit interview.

Exit interviews are valuable in helping identify areas, practices, procedures, where the Program could be improved or modified to better serve the student and/or improve the quality of didactic and clinical education.

Behavioral Probation

Program Policy 42: A student placed on Behavioral Probation will have their final course average lowered by one (1) letter grade.

The Probation contract will remain in effect for the remainder of the Program. Refer to SFC Student Code of Conduct and/or the ARRT Standards and Rules of Ethics.

- If the student continues to exhibit unprofessional, unethical, disrespectful behavior, or other action deemed by Clinical Coordinator or Program Director they will be dismissed from the Program.

Program Policy 43: Students failing to satisfy Academic or Behavioral Probation contract requirements, stipulations, assignments, etc. during the given time period will result in dismissal from the Program.

Behavioral Probation Contract

Academic Probation

Program Policy 44: An Academic Probation contract will stay in effect for the remainder of the Program.

Academic Probation Contract
Student Counseling

**Program Policy 45:** The Program provides timely and supportive academic, behavioral, and clinical advisement to students.

Occasionally a student may need formal, documented counseling by the Clinical Coordinator and / or the Program Director. All counseling sessions will have a faculty witness present. The student will have an opportunity to read the contents of the counseling session. Depending on the nature of the counseling session, there may be list of stipulations or requirements for the student to complete in a designated time period to satisfy the counseling process.

- A student required to have Program counseling will have their final course grade lowered by one (1) point.
- If the student repeats the same behavior or action that lead to the first counseling session, and can be verified, they will be placed on Probation for the remainder of the Program and a reduction of their final course grade by one (1) letter grade.
- Failure to complete any stipulations or requirements within the designated time period will also result in Probation for the remainder of the Program and a reduction of the final course grade by one (1) letter grade.

**Program Counseling Contract**

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**2016 Handbook Index**
Program Curriculum

Program Policy 46: The Program provides a well-structured, competency-based curriculum that prepares students to practice in the professional discipline.

The Program follows the curriculum guide developed and published by the American Society of Radiologic Technologists (ASRT) [www.asrt.org/educators/asrt-curricula](http://www.asrt.org/educators/asrt-curricula)

The Program curriculum requires 16 credit hours of General Education Courses and 61 credit hours of Core Education (RTE) Courses for a total minimum of 77 credit hours with a 2.0 or higher overall college GPA to graduate.

| The Program’s curriculum represents a balance of **clinical education** and **didactic education** (classroom). |

The Program’s curriculum provides students/graduates the necessary entry-level skills and knowledge to apply critical thinking and problem solving skills in making decisions and patient assessments, provide compassionate patient care, maintain patient confidentiality, communicate effectively with a wide variety of patients, including those who represent cultural and linguistic diversity, keep abreast of current advancements within the medical imaging profession, become active in professional organizations, embrace lifelong learning, to enter the medical imaging profession as an employable entry-level radiographer.

Competency Based Curriculum

The Program’s curriculum is a well-structured, comprehensive, appropriately sequenced competency-based curriculum. Each RTE course is broken down into a number of smaller, specific content areas, called modules. Each module will then have their own list of competencies or objectives the student is expected to learn and/or be able to perform. The student is then tested (assessed) on those specific objectives and must pass (prove competency) before moving on another course module. Each module test grade will then become a certain percent of the total course grade. Individual objectives form a module. Individual modules form a course. As the student advances through the Program, the course/module objectives and clinical competencies will also become more complex and advanced. Most clinical education competencies require students to **prove a degree of mastery**. Students are required to prove competency on a number of radiographic procedures, including patient care, digital image production, processing and image display activities, etc. Modules provide for a **formative or ongoing course assessment** of student learning while the final exam or other method of final assessment serves has a **summative**
or end course measure of student learning. **Competency based learning is student-centered.** The Program continually reviews and refines its curriculum. A competency-based education is an ongoing process, not an end product.

**ASRT Radiography Curriculum**
[https://www.asrt.org/educators/asrt-curricula](https://www.asrt.org/educators/asrt-curricula)

The **ASRT Radiography Curriculum** serves as a blueprint for educators to follow in designing their programs and in ensuring that their programs match the profession’s standards.

**The graduate should exhibit the following professional characteristics:**

- Prudent judgment in administering ionizing radiation to produce diagnostic images.
- A focus on providing optimal patient care in an evolving and diverse society.
- An understanding of the challenges associated with providing direct patient care in today’s health care setting.
- The ability to work collaboratively in a dynamic healthcare environment.
- The skills to research and evaluate sources of information to be utilized in evidence-based practice.
- Stewardship over the security and confidentiality of patient medical information.
- Skills that promote lifelong learning.
- A willingness to collaborate with others in the community to promote standards of excellence in the medical imaging sciences.
- A willingness to contribute to the education and clinical skill development of radiologic science students.

**General Education**

General education is an integral part of the development of a professional radiographer.

The content is designed to assist in developing skills in communication, human diversity, scientific inquiry, critical thinking and judgment.

All these skills are required to perform the responsibilities of an **entry-level radiographer**.

Knowledge gained from general education serves to enhance the content and application of the radiography curriculum.

Starting in 2015, the **ARRT** began requiring an associate degree in order to apply for the certification exam for radiography, **eliminating the need for specific general education requirements in the radiography curriculum.**
SFC Required General Education Requirements

BSC 2084/L Human Anatomy and Physiology (BSC 2085/L and BSC 2086/L may be substituted in place of BSC 2084/L) 4 credit hours
ENC 1101 College Composition 3 credit hours
MGF 1106 Topics in Math or MAC 1105 College Algebra or higher 3 credit hours
One Humanities/Fine Arts course 3 credit hours
One Social/Behavioral course 3 credit hours
Total Required General Education Credit Hours 16 credit hours

2016 Handbook Index

Class Schedule 2016-2018

Fall Semester 2016

RTE 1000 Intro Rad Tech and Patient Care 3 credit hours
RTE 1418 Radiographic Technique 1 4 credit hours
RTE 1503 Radiographic Procedures 1 3 credit hours
RTE 1503c Radiographic Procedures 1 Lab 1 credit hour
RTE 1804 Radiographic Clinical Ed 1 2 credit hours
Total Core Hours Fall Semester 13 credit hours

Spring Semester 2017

RTE 1457 Radiographic Technique 2 3 credit hours
RTE 1457c Radiographic Technique 2 Lab 1 credit hour
RTE 1513 Radiographic Procedures 2 3 credit hours
RTE 1513c Radiographic Procedures 2 Lab 1 credit hour
RTE 1613 Radiologic Physics 4 credit hours
RTE 1814 Radiographic Clinical Ed 2 2 credit hours
Total Core Hours Spring Semester 14 credit hours
### Summer A 2017

<table>
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<th>Credit Hours</th>
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<td>Radiographic Procedures 3</td>
<td>3</td>
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<tr>
<td>RTE 1824</td>
<td>Radiographic Clinical Ed 3</td>
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Total Core Hours Summer A Semester: 4 credit hours

### Summer B Semester 2017

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### Fall Semester 2017

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<td>Radiation Protection and Radiobiology</td>
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<tr>
<td>RTE 2573</td>
<td>Special Imaging Modalities</td>
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<td>RTE 2782</td>
<td>Radiographic Pathology</td>
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<td>RTE 2910</td>
<td>Directed Research</td>
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<tr>
<td>RTE 2844</td>
<td>Advanced Rad Clinical Ed 5</td>
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Total Core Hours Fall 2017 Semester: 12 credit hours

### Spring Semester 2018

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<td>RTE 2473</td>
<td>Radiographic Technique 3</td>
<td>4</td>
</tr>
<tr>
<td>RTE 2061</td>
<td>Radiography Seminar</td>
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</tr>
<tr>
<td>RTE 2854</td>
<td>Advanced Rad Clinical Ed 6</td>
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</table>

Total Core Hours Spring 2018 Semester: 15 credit hours

Total Core Credit Hours: 61 credit hours

Total General Education Hours: 16 credit hours

Total Program Hours: 77 credit hours
Didactic Education

Didactic education includes courses taught through traditional lecture and lab. The purpose of the didactic competency requirements is to verify that individuals had the opportunity to develop fundamental knowledge, integrate theory into practice and hone affective and critical thinking skills required to demonstrate professional competency. Students must successfully complete coursework addressing the topics listed in the 2017 ARRT Content Specifications https://www.arrt.org/practice-analysis/competency-requirements for the Radiography Examination. These topics would typically be covered in a nationally-recognized curriculum such as the ASRT Radiography Curriculum. https://www.asrt.org/educators/asrt-curricula

Didactic Class Attendance

**Program Policy 47:** Absences / Tardiness. The student must notify the instructor via Canvas mailbox at least 10 minutes prior to the start of the class if they are going to be absent or tardy.

- Failure to inform instructor of absence or tardy without *legitimate excuse* will result in a 1-point reduction in final grade for each occurrence.
- Three (3) absences without *legitimate excuse* will result in a written warning from instructor.
- Four (4) absences without *legitimate excuse* will result in reduction of final grade by 2 points.
- Five (5) absences without *legitimate excuse* will result in reduction of final grade by 5 points.
- Two (2) tardies = one (1) absence
- A tardy is defined being more than 5 minutes late or leaving class more than 5 minutes early.
Missed Tests and / or Assignments

- **Program Policy 48:** If the student misses a scheduled test or assignment they are required to make the test or assignment up on the next class day they are on campus.
- The instructor has the right to administer a different form test or assignment than the one missed.
- Students missing a second scheduled test, without *legitimate excuse*, can only score an 85 as the highest possible grade.
- Students missing 3 or more scheduled tests, without *legitimate excuse*, can only score a 75 as the highest possible grade.
- Failure to make up a missed test or assignment without *legitimate excuse* will result in a 0 grade.

*Legitimate Excuse*

Family illness, sickness, family emergencies, pregnancy and others to be decided by Program Director and / or Clinical Coordinator.

Cell Phones, Computers, and Social Media

| Social media will not be used by Program faculty for purposes of teaching, communicating, or posting course material. |

**Program Policy 49:** Students are not allowed to use computers or their cell phones in clinic, classroom, or lab without prior instructor permission. Cell phone use is by Instructor permission only. Computer use for classroom / teaching activities only. No Internet surfing, personal emailing, texting during class / lab time. No recording media are allowed in lab or clinic.

- One (1) failure of policy will result in an absence
- Two (2) failures of this policy will result in Probation for the remainder of the Program and a reduction of one (1) letter grade in final course grade.

- Failure to follow this policy will result in a one (1) point reduction in final course grade per occurrence.
- Students with 3 documented occurrences per semester will be placed on Probation for the remainder of the Program and have a one (1) letter grade reduction in final course grade.

**Recording Lectures /Photography**

**Program Policy 50**: Each instructor will disclose whether or not it is permissible for students to audio record lectures. Videotaping or photography is not permitted in Lab or Clinic. Audio recordings are for personal use only and may not be published or distributed over social media. Transcripts of recordings are not to be distributed or posted in any format. No cameras or other visual recording media are allowed in classroom, lab, or clinic.

- Failure to follow these rules will be considered an act of academic dishonesty and subject to the same consequences: *SF Student Conduct Code*: Rule 7.23. Recordings made by representative of the Disability Resource Center are exempt from the policy stated above.

**Jury Duty**

**Program Policy 51**: Students who are called for jury duty should take their summons to the Program Director or appropriate faculty member on the next class day after receipt of the summons. The Program Director will give consideration to writing a letter supporting the student’s request to be excused from jury duty if said jury duty interferes with classroom lecture or clinical assignments.

**Food and Drink in Classroom / Labs**

**Program Policy 52**: By permission in classroom. **No food or drink in lab areas.**

**Incomplete Grade**

**Program Policy 53**: Failure of the student to “make up an Incomplete grade” by the end of the following semester will automatically be converted to an F by the College. An incomplete grade for a course requires very special circumstances: such as sickness, pregnancy, family emergencies, and others determined by the Instructor and Program Director.

- A student receiving an F in any RTE course will be dismissed from Program.
Program Policy 54: Alcohol and Drugs

Alcoholic beverages, illegal or controlled substances or drug paraphernalia are not permitted in the classroom, laboratories or clinical settings.

Observed impairment of a student may be evidenced and identified by many factors, including but not limited to reasonable suspicion and/or bizarre and unusual behavior.

It is the faculty’s responsibility to identify students who display physical and/or emotional conditions which may impede clinical judgement and/or practice in class, lab or clinical setting. Upon identification, the student will be excused from class, lab or clinical assignment and will be required to submit to a blood and/or urinalysis test at the student’s expense.

The student must notify faculty if he/she is required to take medically prescribed drugs which could impair his/her ability to function safely in the clinical setting or lab.

Documentation of the student’s ability to function safely in the capacity as a technologist may be required of any student for whom medication has been prescribed. Clinical evidence of the use of illegal substances or alcohol in the clinical setting may lead to dismissal from the Program.
Radiation Safety and Protection

**ALARA**

ALARA is an acronym for *As Low As Reasonably Achievable*. This term is synonymous with the term optimization for radiation protection.

The intention behind these concepts of radiologic practice is to keep radiation exposure *As Low As Reasonably Achievable*.

The rationale for this intention comes from evidence compiled by scientists over the past century.

Therefore, this philosophy, as low as reasonably achievable, should be a main part of every health care facility's personnel radiation control program. In addition, because no dose limits have been established for the amount of radiation that patients may receive for individual imaging procedures, the ALARA philosophy should be established and maintained and must show that we have considered reasonable actions that will reduce doses to patients and personnel below required limits.

Radiation-induced cancer does not have a fixed threshold, that is, a dose level below which individuals would have no chance of developing this disease.

Therefore, because it appears that no safe dose levels exist for radiation-induced malignant disease, radiation exposure should always be kept ALARA for all medical imaging procedures, and ALARA should serve as a guide to radiographers and radiologists for the selection of technical exposure factors.

**Cardinal Rules of Radiation Protection**

- **Time** = minimize the amount of time exposed to radiation
- **Distance** = maximize the distance between yourself and a radiation source.
- **Shielding** = maximize the amount of shielding from a source of radiation.
Exposure Repeats

**Program Policy 55:** The Program assures that students are directly supervised by a qualified radiographer when repeating unsatisfactory images. A qualified radiographer must be physically present during the conduct of a repeat image and must approve the student’s procedure prior to re-exposure.

The presence of a qualified radiographer during the repeat of an unsatisfactory image assures patient safety and proper educational practices.

- One (1) failure to follow this policy will result in Probation for remainder of Program and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in dismissal from Program.

Exposure Repeat Documentation

**Program Policy 56:** The student is required to complete a *Repeat Exposure Documentation Form* for each repeat exposure. The completed form will promptly be delivered to a clinical faculty or clinical instructor for tracking.

- One (1) failure to follow this policy will result in Probation for remainder of Program and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in dismissal from Program.

Repeat Exposure Documentation Form

Radiographing Wrong Patient and / or Body Part

**Program Policy 57:** All students will check and verify patient ID prior to imaging.

- One (1) failure to follow this policy will result in Probation for remainder of Program, an 8 clinic–hour penalty, and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in dismissal from the Program.
Thyroid Shields

**Program Policy 58:** Students scheduled in a fluoroscopic rotation, including surgery, are required to check out a thyroid shield from Ms. Jenny Weeks in W-41.

- One (1) failure to follow this policy will result in Probation for the remainder of the Program and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in an F grade and dismissal from the Program.

“Standing In”

**Program Policy 59:** Students are not allowed to “stand in” to help hold a patient or image receptor during an exposure.

- One (1) failure to follow this policy will result in an F grade and dismissal from the Program.

Radiation Safety in Energized Labs

**Program Policy 60:** Students are not allowed to make exposures in lab rooms without a faculty present. Students should never make an exposure unless they are sure no one is in the room.

- One (1) failure to follow this policy will result in dismissal from the Program.

Radiation Dose Monitoring (Dosimetry)

**Student Radiation Exposure Limits**

**Program Policy 61:** A radiation dosimeter MUST be worn at all times, on the student’s collar, while in clinic. The dosimeter must be worn on the collar outside any lead protective lead apron or thyroid shield during fluoroscopic procedures.

- A student attending clinic without a dosimeter will be placed on Probation for the remainder of the Program and have the final grade average lowered by one letter grade.

**Program Policy 62:** A student attending clinic without a dosimeter is required to notify the Clinical Coordinator and leave clinic to retrieve the
dosimeter. The time the student is absent away from clinic to retrieve dosimeter must be made up by end of semester with permission of Clinical Coordinator and completion of Clinic Make-up Time Form.

- One (1) failure to follow this policy will result in Probation for remainder of Program and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in an F grade and dismissal from the Program.

**Program Policy 63:** If a student loses or damages their dosimeter, he/she must complete a Declaration of Lost or Damaged Radiation Dosimeter Form and receive a temporary spare. Student is required to notify the RSO and Clinical Coordinator if they locate their missing or damage dosimeter. The dosimeter must be kept from any environment that could cause erroneous readings.

- One (1) failure to follow this policy will result in Probation for remainder of Program and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in an F grade and dismissal from the Program.

**Damaged or Lost Radiation Dosimeter Form**

Students are required to exchange their dosimeter each month and are required to review their radiation dosimetry report and initial it. By initialing the report, the student indicates they have noted their radiation dose.

**The Radiation Safety Officer, Sara Smith, in W-22C is available, should you have questions about your radiation report.**

Students are required during each dosimeter exchange to LOG IN the date the used dosimeter was turned in and LOG OUT the date the new dosimeter was taken. New dosimeters are typically received by the 15th of each month. Ms. Jenny Weeks will notify students when dosimeters are to be exchanged.

**Student Radiation Exposure Limits**

**Program Policy 64:** All students are to exchange and initial their dosimeter report every month.

- Clinical access will be denied until the dosimeter is exchanged and dosimeter report signed (initialed).
- Clinic time missed must be made up by end of semester with permission of Clinical Coordinator and completion of a Clinic Make-up Time Form.
• One (1) point will be deducted from the student’s final grade average in the clinical course for each day they are late in exchanging and initialing their dosimeter.

2016 Handbook Index

Clinical Education

Program Policy 65: The Program provides equitable learning opportunities for all students.

• The provision of equitable learning activities promotes a fair and impartial education and reduces institutional and/or Program liability.
• The Program provides equitable learning opportunities for all students regarding learning activities and clinical assignments.
For example, if an opportunity exists for students to observe or perform breast imaging, then all students must be provided the same opportunity. When evening rotations are utilized, this opportunity is provided for all students.

Program Policy 66: Students are required to rotate through all clinical affiliates.

Program Policy 67: The Program has a process in place that provides timely, appropriate, and educationally valid clinical experiences to all students.

• Students have sufficient access to clinical settings which provide a wide range of procedures for competency achievement including mobile, surgical, and trauma examinations.
• Students will be supervised, instructed and assessed by Clinical Instructors, Program Clinical Faculty, Program Faculty and clinic site qualified radiographers.
• Attendance at the clinical affiliate facilities is a privilege as opposed to a right of the College or students to use the facilities.
• Students are expected to seek out opportunities to participate in procedures.
• Students must be prepared to attend any and all clinical sites, including those outside of Gainesville.
• With the exception of possible observation site assignments, students will be provided the opportunity to complete required Program competencies during clinical assignments or other times designated by the Clinical Coordinator.
**Program Policy 68:** Clinical assignments are non-discriminatory and solely determined by the Clinical Coordinator.

- The Programs current plan assures that activities are educationally valid and prevents the use of students as replacements for employees.

**HIPAA and Patient Information Confidentiality**

*Federal Law, 45 CFR Parts 160-164 requires specialized training regarding patient privacy and security. All healthcare providers in Florida must complete HIPAA training.*

**Program Policy 69:** Students are required to complete initial HIPAA training prior to initial clinical rotations and will continue to receive education related to HIPAA integrated in the Program’s curricula. Specific clinical affiliates may also require additional HIPAA training. No patient data may be photocopied.

Professional standards and norms for all health care providers include areas of professional behavior, confidentiality, patient’s rights, informed consent, privileged communication and health care settings standards and norms.

Additionally, federal laws, state regulations, licensure requirements and practice acts detail use of specific information related to health care settings and professional behavior.

**HIPAA Violations**

**Program Policy 70:** The relaying, discussion, transferring or use of any privileged information or knowledge of events, or actions, via any verbal, written, electronic, computer and/or other technology form(s) concerning identifying patient information, health care agency information (institution or staff), SF College faculty and staff, fellow SF College students or any other like information is strictly prohibited.

- Failure to comply with this directive in any way will result in disciplinary action and can include dismissal from the Program.

2016 Handbook Index
Program Clinical Affiliates and Clinical Instructors

Program Policy 71: The Program assures JRCERT recognition of all clinical settings. The Program’s recognized clinical affiliates include hospitals, clinics, specialty/imaging centers, orthopedic centers, and other facilities. The list of clinical affiliates follows:

- Gainesville Veterans Affairs Medical Center
- Lake City Medical Center
- North Florida Regional Medical Center
- UF Health Medical Plaza
- UF Health Shands Hospital
- UF Health Orthopedics and Sports
- UF Health Springhill
- The Orthopedic Institute
- Southeastern Integrated Medical (SIMED)

Program Policy 72: The Program has a minimum of one (1) clinical instructor designated at each recognized clinical setting. The same clinical instructor may be identified at more than one site as long as a ratio of one (1) full-time equivalent clinical instructor for every ten (10) students is maintained.

- The maximum number of students assigned to each clinical site is determined by the JRCERT [https://www.jrcert.org](https://www.jrcert.org)
- Various factors, such as sufficient human and physical resources and the number of qualified radiographers available at each clinical site, are used by the JRCERT in determining the maximum number of students that can be assigned to each clinical site.

Gainesville Veterans Affairs Medical Center
Approved for 7 students

Clinical Instructors
Allison D. Bakke, R.T. (R)
Heidi Jans, R.T. (R)
Maria Perez, R.T. (R)
Todd Roberson, R.T. (R)
**Lake City Medical Center**
Approved for 2 students

**Clinical Instructor**
Sandra A. Lloyd, R.T. (R) (M)

**North Florida Regional Medical Center**
Approved for 5 students

**Clinical Instructors**
Doreene G. Gaff, R.T. (R)
Mary Deblock, R.T. (R)
Britta Gruenewald, R.T. (R)

**UF Health Medical Plaza**
Approved for 1 student

**Clinical Instructor**
Sherry E. Cook-Moore, R.T. (R)

**UF Health: Shands University of Florida**
Approved for 11 students

**Clinical Instructors**
David E. Gordineer, R.T. (R)
David St. John, R.T. (R)
Frederick H. Seese, R.T. (R)
Lowell James, R.T. (R)

**UF Health Spring Hill**
Approved for 1 student
Clinical Instructor
Brandy Volz, R.T. (R)

UF Health Orthopedic and Sports
Approved for 3 students
Clinical Instructors
Brent J. Valentine, R.T. (R)
Steven J. Norden, R.T. (R)

Southeastern Integrated Medical (SIMED)
Approved for 1 student
Clinical Instructor
Dallas McKenzie, R.T. (R)

The Orthopedic Institute
Approved for 1 senior student
Clinical Instructors
Danielle R. Nelms, R.T. (R)
Jessica R. Marchand, R.T. (R)
Kerry A. Ochs, R.T. (R)

2016 Handbook Index
Clinical Rotations

Clinical Schedule for Radiography Class of 2018

Fall Semester 2016
Tuesdays and Thursdays (2 days, 16 hours per week) 8 AM to 4:30 PM*.
*Students will attend classes on campus, 5 days a week, for the first half of fall 2016 and then be scheduled for clinical site rotations.

Spring Semester 2017
Tuesdays and Thursdays (2 days, 16 hours per week), 8 AM to 4:30 PM*.

Summer B Semester 2017
Monday thru Fridays (5 days, 40 hours per week), 8 AM to 4:30 PM.

Fall Semester 2017
Monday, Wednesdays, and Fridays (3 days, 32 hours per week) 8 AM to 4:30 PM.

Spring Semester 2018
Monday, Wednesdays, and Fridays (3 days, 32 hours per week) 8 AM to 4:30 PM.

Traditional Clinic Rotation Schedules

Program Policy 73: The Program’s traditional operational hours for clinic are MWF or Tuesday and Thursday: 8 am– 4:30 pm.

Program Policy 74: Clinical assignments will never exceed 10 hours per day.

Program Policy 75: Total didactic (classwork) and clinical involvement will never exceed 40 hours per week.
Evening Clinical Rotations

Students have more opportunities to complete required competency procedures in the Emergency Department, Operating Room, and the General Radiology Department, as well as mobile procedures. Furthermore, students experience increased flexibility in the options of radiologic procedures, and therefore are able to complete the categories of competencies that they are lacking more readily. Evening clinical assignment provides a unique and rewarding learning experience compared to routine daytime clinical assignments. The student will experience a more one-on-one type of instruction while imaging the more atypical type patient including Emergency Department (trauma), pediatric, and geriatric. An evening rotation also provides the student valuable experience in imaging all types of patients with the mobile (portable) machine.

Program Policy 76: Each student will complete a minimum of 2 days (16 hours) of evening clinical assignments per semester beginning January 2017.

Program Policy 77: The Program assures that the students’ clinical clock hours spent in evening assignments will not exceed 25% of their total weekly clinical clock hours of 40 hours.

Program Policy 78: The Program does not use evening clinical assignments to increase their enrollment.

Evening Clinical Rotation Schedules

Spring 2017
Tuesdays and Thursdays: 12 PM – 8:30 PM (2 days) (16 hours per week).

Summer A 2017
No evening rotations scheduled.

Summer B 2017
Monday, Tuesday, Wednesday, or Thursday: 2 PM -10:30 PM (2 days) (16 hours per week).

Fall 2017
Mondays and Wednesdays: 12 PM – 8:30 PM (2 days) (16 hours per week).

Spring 2018
Mondays and Wednesdays: 2 PM -10:30 PM (2 days) (16 hours per week)
Clinical Observations in the Advanced Imaging Modalities

Program Policy 79: The Program provides learning opportunities in current and developing imaging and/or therapeutic technologies.

It is the Program’s prerogative to decide which technologies should be included in the didactic and/or clinical curriculum. Although it is not a JRCERT or ASRT requirement the Program has decided that offering clinical observations in developing imaging and/or therapeutic technologies will enhance student learning.

Program Policy 80: Students assigned to advanced imaging modalities, such as computed tomography, magnetic resonance,* angiography, sonography, quality control and informatics are not included in the calculation of the authorized clinical capacity.

Once the student has completed the advanced imaging assignments/observation the Program assures that there are sufficient clinical staff to support the student upon reassignment to the radiography department.

MRI Safety and Screening Protocol

Program Policy 81: The Program has a MRI Safety and Screening Protocol. This protocol helps assure students are appropriately screened for magnetic wave or radiofrequency hazards prior to their MRI rotation or any access to the MRI suite.

The Program will prepare students for magnetic resonance safe practices and provide a copy of the screening protocol.

Program Policy 82: All students are required to complete and sign the MRI Screening Form prior to attending clinical education assignments in fall semester.

- Failure to follow this policy will result in denial of clinical access.

MRI Safety Screening Form

Program Policy 83: Student denied clinical access, for any reason, will be dismissed from Program.
Mammography Clinical Rotations

Program Policy 84: Under the revised policy, all students, male and female, as of July 1, 2016, will be offered the opportunity to participate in mammography clinical rotations.

The Program will make every effort to place a male student in a mammography clinical rotation if requested; however, the Program is not in a position to override clinical setting policies that restrict clinical experiences in mammography to female students. Male students are advised that placement in a mammography rotation is not guaranteed and is subject to the availability of a clinical setting that allows males to participate in mammographic imaging procedures. The Program will not deny female students the opportunity to participate in mammography rotations if clinical settings are not available to provide the same opportunity to male students.

The change in the Program’s policy regarding student clinical rotations in mammography is based on the sound rationale presented in a position statement on student mammography clinical rotations adopted by the Board of Directors of the Joint Review Committee on Education in Radiologic Technology (JRCERT) at its April 2016 meeting. The JRCERT position statement is included as Addendum A to the Program’s policy and is also available on the JRCERT Web site, www.jrcert.org, Programs & Faculty, Program Resources.

Imaging Isolation Patients

Program Policy 85: Students are not permitted, and are excused from, imaging isolation patients requiring N-95 masks.

- One (1) failure to follow this policy will result in Probation for remainder of Program and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in an F grade and dismissal from the Program.

Patient Clinical History

Program Policy 86: Students are required to obtain and document a short clinical history on each patient they image, and write the information in a small notebook they are required to carry with them at all times while in clinic.

- One (1) failure to follow policy (not have notebook on them in clinic) will result in a 1 point reduction in final clinic course grade.
- Two (2) failures will result in Probation for the remainder of the Program a one (1) letter grade reduction of the final course grade.
Clinical Grading

Program Policy 87: Students must achieve a final grade of 80 or higher to pass a clinical education course.

Smoking

Program Policy 88: No smoking is permitted during clinic hours, including lunch period and breaks.

- One (1) failure to follow this policy will result in Probation for remainder of Program and a reduction of one (1) letter grade final course grade.
- Two (2) failures to follow this policy will result in dismissal from Program.

Trajecsys

www.trajecsys.com

Trajecsys is a computer-based learning management system used for clinical education. Most, if not all, clinical education requirements, competencies, clinic time in and time out student clinical records are maintained in Trajecsys. The Clinical Coordinator, Mr. David DiSalvo will explain this learning management system in detail during the first few weeks of the Program.

All hours of the student's clinical experience must be documented using the Trajecsys attendance system. In all cases, each student must enter his/her own arrival and departure times. Entering an arrival or departure time for another student constitutes academic dishonesty or cheating. Timesheets or attendance records will be approved by the appropriate clinical preceptor as instructed by the Clinical Coordinator. Attendance records are reviewed by the Clinical Coordinator. In all cases, recorded hours must reflect actual hours of clinical attendance.

Any evidence of falsification of clinical attendance records or failure to follow stated directives regarding attendance records will be considered academic dishonesty and will result in exit from the Program.
Clinical Supervision

Direct Supervision

Program Policy 89: The Program assures that medical imaging procedures are performed under the direct supervision of a qualified radiographer until the student achieves /proves competency.

Direct supervision assures patient safety and proper educational practices.

Direct Supervision is student supervision by a qualified radiographer who:
- Reviews the procedure in relation to the student’s achievement,
- Evaluates the condition of the patient in relation to the student’s knowledge,
- Is physically present during the conduct of the procedure, and
- Reviews and approves the procedure and/or image.

Indirect Supervision

Program Policy 90: The Program assures that medical imaging procedures are performed under the indirect supervision of a qualified radiographer after a student achieves competency.

Indirect supervision promotes patient safety and proper educational practices.

Indirect supervision as that supervision provided by a qualified radiographer immediately available to assist students regardless of the level of student achievement. “Immediately available” is interpreted as the physical 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 ionizing radiation equipment is in use on patients.

There is no situation, or level of clinical competency, which would allow a student to perform a radiologic exam without any form of supervision.

2016 Handbook Index
Attendance

Clinic Absences

**Program Policy 91:** Students are required to contact the clinic site and speak with a department supervisor, clinical instructor, clinical faculty, or staff R.T at least 10 minutes prior to scheduled clinic start time. Leaving a message and/or having someone else call in your place is not acceptable. It is the responsibility of the student to make these calls – not parents, friends, or relatives.

- One (1) failure to follow this policy without *legitimate excuse* will result in Probation for remainder of Program and a 1 letter grade reduction in final grade.
- Two (2) failures to follow this policy will result in dismissal from Program.

**Program Policy 92:** Students are required to contact the Clinical Coordinator, 10 minutes prior to scheduled clinic start time, with the time and name of person they talked with at the clinic site.

- One (1) failure to follow this policy without *legitimate excuse* will result in Probation for remainder of Program and a 1 letter grade reduction in final grade.
- Two (2) failures to follow this policy will result in dismissal from Program.

**Program Policy 93:** Students are allowed three (3) absences per semester.

- Four (4) absences without *legitimate excuse* will result in Probation for remainder of Program and a 1 letter grade reduction in final grade.
- Five (5) absences without *legitimate excuse* will result in dismissal from Program
- Unused absence days may not be “banked” or “carried over” into next semester

Clinic Tardiness

**Program Policy 94:** A student will counted tardy for clinic if they clock in anytime (even if it is a minute) past the scheduled clinic assignment start time.

- Two (2) tardies = one (1) absence

**Program Policy 95:** Students tardy exceeding 30 minutes without *legitimate excuse* will be required to make up 4 clinic hours before end of semester.
Clocking In and Out

**Program Policy 96:** Students are not allowed to use cell / smart phone to clock in or out of Trajecsys.

- One (1) failure to follow this policy without *legitimate excuse* will result in Probation for remainder of Program and a 1 letter grade reduction in final grade.

**Program Policy 97:** Having someone clock in or out for a student is considered academic dishonesty.

- Academic dishonesty is described in the *College Student Code of Conduct*.
- Students committing academic dishonesty will be dismissed from the Program.

**Program Policy 98:** Students are required to clock in and out of clinic. “Forgetting” to clock in or out is not an acceptable excuse.

- One (1) failure to follow this policy will result in Probation for remainder of Program and a 1 letter grade reduction in final grade.
- Two (2) failures to follow this policy will result in dismissal from Program.

Taking Clinic Time

**Program Policy 99:** Time away from clinic may only be taken in four (4) hour blocks (8 am to 12 noon or 12:30 pm to 4:30 pm). Student must get prior approval from the Clinical Coordinator to leave clinic early.

- One (1) failure to follow this policy without *legitimate excuse* will result in Probation for remainder of Program and a one (1) letter grade reduction in final grade.

Students do not have to make up the 4 hours if they have a doctor appointment, doctor excuse, or other legitimate excuse.
Making up Clinical Days / Hours

Program Policy 100: Students can make up clinic time only in 4-hour blocks or more. Students are required to get prior approval from Clinical Coordinator and clinic affiliate, and complete a Student Request to Make up Clinic Hours Form.

- Failure to do so without *legitimate excuse, will be counted as one (1) absence, Probation for the remainder of the semester, and a one (1) letter grade reduction in final grade.

Request to Make up Clinic Hours Form

Program Policy 101: Students are not allowed to make up clinic time during holidays when the College is closed.

Program Policy 102: The Program may permit students to make up clinical time during the semester or scheduled College breaks with approval of the Clinical Coordinator and clinic affiliate.

- Program faculty need not be physically present during clinic makeup time; however, students must be able to contact the Clinical Coordinator or designees, if need arises. The Program assures that liability insurance will cover the students during these makeup assignments.

*Legitimate Excuse

Family illness, sickness, family emergencies, pregnancy and others to be decided by Clinical Coordinator and / or Program Director.

Documentation of Clinical Attendance

Program Policy 103: All hours of the student’s clinical experience must be documented using the Trajecsys attendance system. In all cases, each student must enter his/her own arrival and departure times. Entering an arrival or departure time for another student constitutes academic dishonesty or cheating.

Timesheets or attendance records will be approved by the appropriate clinical preceptor as instructed by the Clinical Coordinator. Attendance records are reviewed by the Clinical Coordinator. In all cases, recorded hours must reflect actual hours of clinical attendance.
Any evidence of falsification of clinical attendance records or failure to follow stated directives regarding attendance records will be considered academic dishonesty and will result in exit from the Program.

**Time Exceptions**

**Program Policy 104:** Students are allowed two (2) time exceptions per semester.

- Each additional time exception will result in a 1 point reduction in final grade.

If the time of arrival or departure varies from the published schedule, the student should enter a “time exception” in the Trajecsys system the day of the variance.

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**Clinical Competency**

The purpose of the clinical competency requirements is to verify that individuals certified and registered by the ARRT have demonstrated competency performing the clinical activities fundamental to a particular discipline.

Competent performance of these fundamental activities, in conjunction with mastery of the cognitive knowledge and skills covered by the radiography examination, provides the basis for the acquisition of the full range of procedures typically required in a variety of settings.

Demonstration of clinical competence means that the candidate has performed the procedure independently, consistently, and effectively during the course of his or her formal education.

Demonstration of clinical competence requires that the Program Director or the program director’s designee has observed the candidate performing the procedure independently, consistently, and effectively during the course of the candidate’s formal educational program.
Clinical competence means that the student has performed the procedure independently, consistently, and effectively during the course of his or her formal education.

Assessment of Clinical Competency

One of the Program’s goals is “Students will demonstrate competency in the performance of entry-level radiographic procedures.” In order to ensure that students have ample opportunity to demonstrate competency as prescribed by Program policy, *clinical instructors* have been designated to administer competency testing in conjunction with the *college clinical faculty*.

All clinical instructors who administer competency testing receive instruction from the Program Director and/or Clinical Coordinator in the following areas:

- Competency-based education.
- Assessment and evaluation in a competency based-education program.
- Radiography Program mission and goals.
- Radiography Program course sequence.
- Determining student readiness for clinical competency testing.
- Test administration methodology.
- Effective communication with student and patient during testing process.
- Communication with college clinical faculty regarding competency testing process.

Clinical instructors designated to administer clinical competency testing will carry out the testing process in all areas in each clinical affiliates to include the Emergency Department and Surgical Suites. The Program faculty recognizes that the availability and category of radiologic procedures vary from clinic site to site and from day to day. The clinical instructors who are designated to administer competency testing fall within two groups, those who generally practice in all areas of the Radiology Department and those who practice in specialty areas, such as surgery. Additionally clinical instructors, whose shift includes the typical evening hours have been designated at each clinical affiliate.

Given that several of the program’s clinical affiliates do not routinely assign a particular clinical instructors to the Emergency Department and Surgical Suites, the Program requests that all radiographers at clinical sites without a designed clinical instructors in these areas observe students who are ready for competency testing on a specific procedure and offer feedback to the clinical faculty or one of their colleagues who has been designated for competency testing. At that point, the clinical faculty or clinical instructors designated for competency testing will review the procedure with the student and continue with the “Knowledge of Exam” (oral test) portion of the competency testing
process. Students may be tested on no more than ten procedures by clinical instructors during any one monthly clinical assignment or term. The number of competency tests that may be administered by a clinical faculty member is not limited to six during any one monthly clinical assignment or term.

The Program Clinical Coordinator will communicate frequently with the designated clinical instructors at each clinical affiliate. The goal of offering instruction to the designated clinical instructors and staying in close communication is to ensure inter-rater reliability and consistency in the competency-based testing process.

Clinical instructors are affiliate staff R.T.'s. These radiographers have expressed a desire to teach in the clinical setting. They are employees of the clinical institution, not of the College.

Clinical faculty are employed by the College specifically to teach clinical education.

2016 Handbook Index

2017 ARRT Clinical Tasks and Competency Requirements

2017 ARRT Clinical Task Inventory

2017 ARRT Clinical Competency Requirements

Program Policy 105: Students must complete all the clinical tasks and clinical competency requirements identified by the ARRT.
- Students must demonstrate competence in all 31 procedures identified as mandatory.
- Procedures should be performed on patients whenever possible, but up to eight mandatory procedures may be simulated if demonstration on patients is not feasible.
- Students must complete 3 mandatory procedures on geriatric patients
• Students must demonstrate competence in 15 of the 35 elective procedures.

• Students must select at least one of the 15 elective procedures from the head section.

• Students must select either upper GI or barium enema plus one other elective from the fluoroscopy section as part of the 15 electives.

Demonstration of clinical competence must include:

• requisition evaluation
• patient assessment
• room preparation
• patient management
• equipment operation
• technique selection
• patient positioning
• radiation safety
• imaging processing; and
• image evaluation

o Students who fail to complete the required clinical competencies and tasks as outlined by the ARRT will not graduate from the Program and will not be eligible to sit for the ARRT Certification Exam.

Patient Diversity

Program Policy 106: Students must demonstrate competence in imaging a diverse patient population. Patient diversity includes variations in patient characteristics such as age, gender, and medical condition.

• Students who fail to complete the required clinical competencies and tasks as outlined by the ARRT will not graduate from the Program and will not be eligible to sit for the ARRT Certification Exam
## Imaging Procedures

<table>
<thead>
<tr>
<th>Chest and Thorax</th>
<th>Date Completed</th>
<th>Patient or Simulated</th>
<th>Competence Verified By</th>
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<td>Chest Routine</td>
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</tr>
<tr>
<td>Shoulder</td>
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<td>Clavicle</td>
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<td>Scapula</td>
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</tr>
<tr>
<td>AC Joints</td>
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</tr>
<tr>
<td>Trauma: Upper Extremity (Non Shoulder)*</td>
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<td><strong>Lower Extremity</strong></td>
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<td>Hip</td>
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<td>Cross-Table Lateral Hip</td>
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<td>Sacrum and/or Coccyx</td>
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<td>Sacroiliac Joints</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Abdomen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen Supine (KUB)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen Upright</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen Decubitus</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intravenous Urography</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
### Imaging Procedures

**Fluoroscopy Studies** – Candidates must select either upper GI or barium enema plus one other elective procedure from this section.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Mandatory</th>
<th>Elective</th>
<th>Date Completed</th>
<th>Patient or Simulated</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper GI Series (Single or Double Contrast)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barium Enema (Single or Double Contrast)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Bowel Series</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esophagus</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cystography/Cystourethrography</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERCP</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Myelography</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arthrography</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Surgical Studies**

| Procedure                                      |          |          |                |                      |                        |
| C-Arm Procedure (Orthopedic)                   | ✓         |          |                |                      |                        |
| C-Arm Procedure (Non-Orthopedic)               | ✓         |          |                |                      |                        |

**Mobile Studies**

| Procedure |          |          |                |                      |                        |
| Chest     | ✓         |          |                |                      |                        |
| Abdomen   | ✓         |          |                |                      |                        |
| Orthopedic| ✓         |          |                |                      |                        |

**Pediatrics (Age 6 or Younger)**

| Procedure |          |          |                |                      |                        |
| Chest Routine | ✓       |          |                |                      |                        |
| Upper Extremity | ✓       |          |                |                      |                        |
| Lower Extremity | ✓       |          |                |                      |                        |
| Abdomen     | ✓         |          |                |                      |                        |
| Mobile Study| ✓         |          |                |                      |                        |

**Geriatric Patient (Physically or Cognitively Impaired as a Result of Aging)**

| Procedure                                      |          |          |                |                      |                        |
| Chest Routine                                  | ✓         |          |                |                      |                        |
| Upper Extremity                                | ✓         |          |                |                      |                        |
| Lower Extremity                                | ✓         |          |                |                      |                        |


**Required Patient Care Competencies**

**Program Policy 107:** Students must have demonstrated competence in all six patient care activities listed below. (The activities should be performed on patients whenever possible, but simulation is acceptable if state or institutional regulations prohibit candidates from performing the procedures on patients.)

- Students who fail to complete the required clinical competencies and tasks as outlined by the ARRT will not graduate from the Program and will not be eligible to sit for the ARRT Certification Exam

<table>
<thead>
<tr>
<th>General Patient Care Procedures</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPR**</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Vital Signs (Blood Pressure, Pulse, Respiration)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sterile and Aseptic Technique</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Venipuncture</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Transfer of Patient</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Care of Patient Medical Equipment (e.g., Oxygen Tank, IV Tubing)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Simulating Clinical Competencies**

The ARRT requirements specify that certain clinical procedures may be simulated as designated in the specific requirements below. **Simulations must meet the following criteria:**

- The candidate must competently demonstrate skills as similar as circumstances permit to the cognitive, psychomotor, and affective skills required for performing the procedures on patients.
• The Program Director must be confident that the skills required to competently perform the simulated task will generalize or transfer to the clinical setting, and, if applicable, the candidate must evaluate related images.

Examples of Acceptable Simulation

• **Demonstrating CPR** on a mannequin;
• **Positioning another person** for a projection without actually activating the x-ray beam; and
• **Performing venipuncture** by demonstrating aseptic technique on another person, but then inserting the needle into an artificial forearm or grapefruit.

---

**2016 2017 Academic Calendar**

**Program Policy 108:** The Program publishes and makes available an academic calendar which identifies specific start and end dates for each term, breaks, and holidays recognized by Santa Fe College.

**FALL 2016**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Date Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convocation</td>
<td>Friday</td>
<td>August 19</td>
</tr>
<tr>
<td>Full &amp; A Classes Begin</td>
<td>Monday</td>
<td>August 22</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday</td>
<td>September 5</td>
</tr>
<tr>
<td>A Session Classes End</td>
<td>Wednesday</td>
<td>October 5</td>
</tr>
<tr>
<td>UF Homecoming</td>
<td>Friday</td>
<td>October 7</td>
</tr>
<tr>
<td>A Session Final Exams</td>
<td>Monday-Tuesday</td>
<td>October 10-11</td>
</tr>
<tr>
<td>A Session Grades due</td>
<td>Thursday</td>
<td>October 13</td>
</tr>
<tr>
<td>B Session Classes Begin</td>
<td>Monday</td>
<td>October 17</td>
</tr>
<tr>
<td>Veterans Day Holiday</td>
<td>Friday</td>
<td>November 11</td>
</tr>
<tr>
<td>No Evening Classes (5 p.m.)</td>
<td>Wednesday</td>
<td>November 23</td>
</tr>
<tr>
<td>Thanksgiving Holidays</td>
<td>Thursday-Saturday</td>
<td>November 24-25</td>
</tr>
<tr>
<td>Fall &amp; Fall B Classes End</td>
<td>Friday</td>
<td>December 2</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Monday-Thursday</td>
<td>December 5-8</td>
</tr>
<tr>
<td>Graduation</td>
<td>Friday</td>
<td>December 9</td>
</tr>
</tbody>
</table>
Grades due | Monday | December 12

**SPRING 2017**
Convocation | Tuesday | January 3
Full & A Classes Begin | Wednesday | January 4
Martin L. King, Jr. Birthday | Monday | January 16
A Session Classes End | Friday | February 17
A Session Final Exams | Monday-Tuesday | February 20-21
A Session Grades due | Thursday | February 23
Last day to register for spring graduation | Friday | February 24
Spring Holidays | Monday–Saturday | March 6-11
B Session Classes Begin | Monday | March 13
Spring & B Classes End | Friday | April 21
Final Exams | Monday-Thursday | April 24-27
Graduation | Friday | April 28
Grades due | Monday | May 1

**SUMMER 2017**
Summer & A Classes Begin | Monday | May 8
Memorial Day Holiday | Monday | May 29
A Session Classes End | Friday | June 16
A Session Final Exams | Monday-Tuesday | June 19-20
A Session Grades due | Thursday | June 22
B Session Classes Begin | Tuesday | June 27
Independence Day Holiday | Tuesday | July 4
Summer & B Classes End | Friday | August 14
Summer & B Final Exams | Thursday - Friday | August 17-18
Summer & B Grades due | Monday | August 20

**HOLIDAYS**
Labor Day | September 5, 2016
UF Homecoming | October 7, 2016
Veterans Day Holiday | November 11, 2016
Thanksgiving Holidays | November 24-25, 2016
Winter Holidays | Dec 18, 2016-Jan 2, 2017
M. L. King, Jr. Birthday Holiday | January 16, 2017
Spring Holiday | March 6-10, 2017
Memorial Day Holiday | May 29, 2017
Independence Day | July 4, 2017

2016 Handbook Index
Program Faculty

David DiSalvo, B.S., R.T. (R)  
Clinical Coordinator and Professor  
W018  395-5667

Michael Fugate, M. Ed., R.T. (R)  
Program Director and Professor  
W017  395-5668

Elias Garcia, A.S., R.T. (R)  
Adjunct Assistant Professor  
W018  395-5789

Michelle Hammond, A.S., R.T. (R)  
Adjunct Assistant Professor  
W018  395-5789

Todd Hargis, A.S., R.T. (R)  
Adjunct Assistant Professor  
W018  395-5789

June Martin, A.S., R.T. (R)  
Adjunct Assistant Professor  
W018  395-5789

Lindsey McIntosh, A.S., R.T. (R)  
Adjunct Assistant Professor  
W018  395-5789

Hector Zamora, B.S., R.T. (R)  
Adjunct Assistant Professor  
WO18  395-5789

Sara Smith, M.S., R, T. (N), CNMT  
Radiation Safety Officer  
W022C  395-5673

Sharon Whitcraft, M.A. RVT RVS RCS  
Director of Medical Imaging Programs  
W201  395-5702

2016 Handbook Index
Handbook Agreement Form

I certify that I have received a copy of the Santa Fe College Fall 2016 Radiography Student Handbook. I further certify that I have read, understand, and do hereby agree to follow all the Program policies, standards, and procedures contained within the Student Handbook. I understand that I could be placed on probation or dismissed from the Program if I fail to follow any of the policies, standards, and procedures. I confirm that I have had all my questions concerning the contents of the Handbook answered to my satisfaction. I understand that I am required to sign this form and submit it to the Program Director no later than the first day of fall 2016 classes.

__________________
Printed Name

__________________
Student’s Signature  Date

Additionally, I give my permission to be photographed by the Program/College for faculty and/or clinical affiliate purposes of identification. If needed, I agree to participate in College/Program promotional activities, which might include a photograph or video to be posted on the College or Program website.

__________________
Student’s Signature  Date

__________________
Program Director  Date

2016 Handbook Index
## Performance Standards for Radiography Students

Radiography students must possess sufficient physical, motor, intellectual, emotional and social/communication skills to provide for patient care and safety, and the utilization of equipment. Performance standards for the Radiography Program are outlined below.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking sufficient for clinical judgment.</td>
<td>Handle multiple priorities in stressful situations. Make accurate independent decisions. Concentrate and focus attention for prolonged periods of time to attain precise testing results. Ability to work alone as well as a member of a team. Apply reasoning and evaluation skills necessary in the safe technical performance of cardiovascular procedures.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Display compassion, empathy and concern for others. Effectively deal with anger/fear/hostility of others in a calm manner. Demonstrate a high degree of patience. Work with other health care providers in stressful situations, such as life and death situations.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form.</td>
<td>Communicate needs in a prompt, clear and concise manner. Accurately record/document pertinent information. Follow verbal and/or written instructions. Interact with patients and other health care providers in a professional manner.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces.</td>
<td>Respond promptly to the patient’s needs, manipulate equipment, lift a minimum of 30 pounds, exert a sustained force of 20 pound, push/pull mobile equipment weighing up to 300 pounds, stand for prolonged periods wearing a 12-20 pound lead apron, walk an equivalent of 5 miles per day, ability to sit for periods of 1 hour at a time, participate as a team member of four to move a 150 pound incapacitated person, and provide for patient safety at all times.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to safely and effectively perform cardiopulmonary skills.</td>
<td>Ability to seize, grasp, grip, hold, turn or otherwise work with hands. Work with fingers to manipulate switches, dials and other equipment controls. Input data into computer.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
</tr>
</tbody>
</table>

I have read and understand the aforementioned Performance Standards for Radiography Students.

________________________________________________  ______
(Student signature)                                           (Date)

2016 Handbook Index
**ACCIDENT - INCIDENT REPORT INSTRUCTIONS**

This form is used to notify the Florida College System Risk Management Consortium (FCSRMC) of accidents/incidents/occurrences for review as possible claims. This form should be used to document the following types of occurrences: Accidents, Injuries, Crimes/Theft, Property Damage (College Owned), Property Damage (Non-College Owned), Internet Crisis (stolen, lost, or hacked personal information), Equipment Breakdown (e.g. Boiler and Machinery), Student Accidents, Athletic Injuries, and Allied Health (Professional Liability Claims). Please note, Worker’s Compensation claims are not reported to the FCSRMC using this form. The College’s Worker’s Compensation Coordinator should submit all claims via the dedicated reporting line: 877-842-6843.

1. LOCATION AND DATE OF INCIDENT/OCURRENCE

COLLEGE: Clearly check the FCSRMC abbreviation for your college.

CAMPUS/LOCATION CODE: Please use the campus codes as noted on the College’s Property Listings on file with the FCSRMC.

LOCATION OF OCCURRENCE (BE SPECIFIC): Provide campus name and building name or number. If accident occurred off campus, provide street address and city.

2. INJURED EMPLOYEE

OCCUPATION & DEPARTMENT: List the occupation and department in which the employee is primarily employed.

PART OF BODY INJURED: Loosely identify the part of the Employee’s body which has been injured (i.e. wrist, ankle, back etc.)

TYPE OF INJURY: Loosely identify the manner in which the Employee has been injured (i.e. cut, sting, bruise etc.)

DATE INJURY FIRST REPORTED: If the injury was originally reported on a date different from the date of completing the A/1, please list the original date the injury was reported.

3. PROPERTY (COLLEGE OWNED)

IDENTIFY THE DAMAGED/LOST PROPERTY: Describe the damaged or stolen college-owned property. Enter information such as: “Flood damage to 1st floor of Building K; or 1998 white Mercedes driver side door; or Glass broken in classroom window; or IBM Pentium II computer, monitor, keyboard, and Hewlett-Packard LaserJet printer.”

ESTIMATED COST OF DAMAGED/LOST PROPERTY: Enter your best guess of the value. This figure will not be used in evaluating the claim. It will be an indication of whether or not it falls within the college deductible and whether or not it needs to be submitted to the servicing office.

4. INJURED PARTY/PROPERTY (INJURY/LOSS TO PERSONS NOT EMPLOYED BY COLLEGE AND/OR PROPERTY NOT OWNED BY COLLEGE)

NAME: Report the name of the impacted person, such as, students who are not employees of the college at the time of injury, visitors, or owners of property that is stolen or damaged while at the college, including art exhibits.

IDENTIFY THE INJURY OR THE DAMAGED/LOST PROPERTY: Enter information such as “Twisted knee; or 1989 white Mercedes convertible; or blue backpack with 4 textbooks; or Walkman radio/tape player; etc.”

*Revised: 09/12*
5. WITNESS(ES)

This information is extremely valuable in adjusting the claims or if suits are filed later. Please supply the information if it is available.

6. DESCRIBE THE LOSS/OCCURRENCE/INJURY (To be completed by the injured person, if at all possible):

Please do not write "SEE ATTACHED." Please give a brief description of accident using words such as: “College-owned vehicle was hit by vehicle owned by student; or Employee tripped over phone cord; or Student left backpack on library steps for 10 minutes; or Vehicle 1 (student-owned) hit vehicle 2 (student-owned) while backing out of parking space.”

If additional space is required, feel free to attach a second A/I form.

It is extremely important to remember that those of us reading the accident/incident reports after they have left your college have no idea who the involved people are, whether they are college employees, students or visitors, and we have some difficulty determining whether or not damaged property is college owned or non-college owned.

7. SIGNATURES

Where possible, please get the signature of the Injured Employee/Party and a Department Contact.

8. RISK MANAGEMENT COORDINATOR REVIEW (To be completed by the College’s Risk Management Coordinator):

Review by the Risk Management Coordinator or his/her designee are extremely important. Our belief is every incident should be submitted through the Coordinator’s office for review and that office should accept responsibility for submitting the report to the Consortium office. It is important for loss control purposes to have one person at the college coordinating incident information and taking responsibility to make sure areas in need of repair are reported to the proper people for this to be accomplished.

GENERAL LIABILITY: Check this block when incident involves students, visitors, property of students or visitors.

COLLEGE PROPERTY: Check this block when incident involves property owned by the college.

EQUIPMENT BREAKDOWN: Check this block only when incident involves your college owned boiler and/or refrigeration equipment.

STUDENT ACCIDENT: Check this block if the injured party is enrolled in a covered curriculum.

ATHLETIC: Check if claimant was participating in an enrolled sport.

FACILITIES USE: Check this block when Incident involves visitors to an event for which Facilities Use coverage has been purchased.

ALLIED HEALTH: Check this block when incident involves patients of students enrolled in the Allied Health Program. Be sure to attach an Allied Health Incident Form found at [http://fcsrmc.com/attachments/Allied_Health_Incident_Form.pdf](http://fcsrmc.com/attachments/Allied_Health_Incident_Form.pdf)

RISK MANAGEMENT REVIEW STATEMENTS: Initial the appropriate statements to let the FCSRMC staff know that the Risk Management Coordinator has reviewed the claim and determined that the A/I is for FYI purposes only, is a Student Accident claim that has been forwarded to Fringe Benefits, OR is an Athletic claim which has been submitted to Summit America. By initialing the appropriate statements, we hope to make the notification process more efficient and limit the number of follow-up calls the FCSRMC has to make to the College Risk Coordinator.

Revised: 09/12
How to File a Medical Claim

Florida College System Risk Management Consortium

Attached is a Blanket Lines Notice of Claim (Claim Form) for your accident policy.

Please forward claims and questions to the following address:

Fringe Benefit Coordinators, Inc.
P. O. Box 5249
Gainesville, FL 32602-5249
Toll Free Number (800) 654-1452
Fax Number (352) 372-9805

Policy underwritten by Hartford Life and Hartford Life and Accident Insurance Company
Claimant administration handled by Fringe Benefit Coordinators, Inc.

Step 1 - Submit a completed Notice of Claim (claim form) to our office either by fax or mail.

The Policyholder (not the Parent, Claimant or Agent) should:

- Fully answer/sign each item in the Policyholder Certification section.
- Read and sign the Fraud Warning Certification statement located on the reverse side of the Notice of Claim.

The Parent/Guardian or Adult Claimant should:

- Fully answer/sign each item in the Claimant Certification section (choose either the Parent/Guardian column or the Adult Claimant column, whichever is applicable).
- Read and sign the Fraud Warning Certification statement located on the reverse side of the Notice of Claim.

Step 2 - Submit itemized medical bills for payment consideration to our office. This policy is Excess, so please also include any other insurance carrier’s corresponding Explanation of Benefits (EOBs) as outlined in the helpful information bullet listed below.

Helpful information for submitting claims and expediting payment

- A fully completed Notice of Claim is required for each accident/injury a Claimant incurs. Claims submitted with incomplete information will be denied pending receipt of the missing data.

- Release of claim forms by an insurance company is not an admission of coverage. In addition, information on the form is subject to audit by the insurance company.

- Providers may wish to bill us directly for their services. If they do, please ensure a Notice of Claim has first been submitted to our office.

- Itemized medical bills (including claimant name, date of service, diagnosis, procedure codes, amount charged, and provider information) should be submitted for processing. “Balance Due” statements and/or incomplete bills do not provide enough claim detail to process the charges. In order to ensure we receive complete claim information, we suggest providers submit standardized billing statements (called “UB-04” for hospital charges and/or a “CMS-1500” for physician charges).

- Unless proof of payment is submitted with the medical bill (a copy of check, a medical bill that indicates the claimant has made all or partial payment or zero balance information) claim payment is generally sent directly to the medical providers.

Please detach this page and forward the completed Notice of Claim (and medical bills if you are submitting expenses for payment) to the address listed above. We recommend you keep copies of the correspondence you are submitting to use for future reference.

LC-7880-1 Page 1 of 3

Florida College System Risk Management Consortium

10/2012

96
<table>
<thead>
<tr>
<th>POLICYHOLDER CERTIFICATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policyholder Number</strong></td>
<td>685R213114</td>
</tr>
<tr>
<td><strong>Policyholder Name</strong></td>
<td>Florida College System Risk Management Consortium</td>
</tr>
<tr>
<td><strong>College Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>College Phone Number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Policyholder Address</strong></td>
<td>4600 NW 27th Avenue, Suite D2, Gainesville, FL 32608</td>
</tr>
<tr>
<td><strong>Claimant (Injured Party) Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Time of Accident</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date of Accident</strong></td>
<td>09/11/2011</td>
</tr>
<tr>
<td><strong>Place of Accident</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cause of Accident</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Indicate injured body part(s)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Nature of Sickness</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Sickness first commenced</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Policyholder Certification Signature Required:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I hereby certify the Claimant is a member of the group insured under the above Policy and the injury/sickness was sustained under adequate supervision while participating in an official Covered Activity. I further certify I have read and signed the Fraud Warning statement located on the reverse side of this form.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title of Policyholder Official</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signature of Policyholder Official</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLAIMANT/STUDENT CERTIFICATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent/Guardian completes for dependent child</strong></td>
<td><strong>Adult Claimant completes</strong></td>
</tr>
<tr>
<td><strong>Claimant (Dependent Child) Name</strong></td>
<td><strong>Claimant Name</strong></td>
</tr>
<tr>
<td><strong>Claimant Gender</strong></td>
<td><strong>Claimant Gender</strong></td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td><strong>Male</strong></td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td><strong>Female</strong></td>
</tr>
<tr>
<td>*<strong>Is the Claimant a Medicare Beneficiary?</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>If yes, please provide Claimant's Social Security Number or Health Identification Claim Number</strong></td>
<td><strong>Claimant Date of Birth</strong></td>
</tr>
<tr>
<td><strong>Daytime Phone Number</strong></td>
<td><strong>Daytime Phone Number</strong></td>
</tr>
<tr>
<td><strong>Claimant Address</strong></td>
<td><strong>Claimant Address</strong></td>
</tr>
<tr>
<td><strong>Street Number, City, State, Zip</strong></td>
<td><strong>Street Number, City, State, Zip</strong></td>
</tr>
<tr>
<td><strong>Does the Claimant have medical coverage through?</strong></td>
<td><strong>Do you have medical coverage through?</strong></td>
</tr>
<tr>
<td><strong>Mother's employer policy</strong></td>
<td><strong>Your employer</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Father's employer policy</strong></td>
<td><strong>Spouse's employer</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Guardian's employer policy</strong></td>
<td><strong>Medicare policy</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Medicaid policy</strong></td>
<td><strong>Medicaid policy</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Any other medical policy</strong></td>
<td><strong>Any other medical policy</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>This Policy is Excess, please include the other insurance carrier's Explanation of Benefits (EOBs) for each medical bill submitted.</strong></td>
<td><strong>This Policy is Excess, please include the other insurance carrier's Explanation of Benefits (EOBs) for each medical bill submitted.</strong></td>
</tr>
<tr>
<td><strong>Parent/Guardian or Adult Claimant Certification Signature Required:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I certify the above information to be true and accurate to the best of my knowledge. I further certify I have read and signed the Fraud Warning Certification statement located on the reverse side of this form. I also authorize any physician / hospital that has attended me or my dependent child to disclose information acquired for claim payment purposes.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Printed Name Parent/Guardian or Adult Claimant</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signature of Parent/Guardian or Adult Claimant</strong></td>
<td><strong>Date</strong></td>
</tr>
</tbody>
</table>

LC-7580-1  Page 2 of 3  10/2012
Florida College System Risk Management Consortium
**FRAUD WARNING CERTIFICATION**

Please read the statement that applies to your state of residence and sign the bottom of the page.

<table>
<thead>
<tr>
<th>For residents of all states EXCEPT California, Colorado, Florida, Kentucky, Maine, Maryland, New Jersey, New York, Oregon, Pennsylvania, Puerto Rico, Tennessee, Virginia and Washington: Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Residents of California:</strong> For your protection, California law requires the following to appear on this form: Any person who knowingly presents false or fraudulent claim for the payment of a loss is guilty of a crime and may be subject to fines and confinement in state prison.</td>
</tr>
<tr>
<td><strong>For residents of Colorado:</strong> It is unlawful to knowingly provide false, incomplete, or misleading facts or information to an insurance company for the purpose of defrauding or attempting to defraud the company. Penalties may include imprisonment, fines, denial of insurance, and civil damages. Any insurance company or agent of an insurance company who knowingly provides false, incomplete, or misleading facts or information to a policyholder or claimant with regard to a settlement award payable from insurance proceeds shall be reported to the Colorado Division of Insurance within the Department of Regulatory Agencies.</td>
</tr>
<tr>
<td><strong>For residents of Florida:</strong> Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.</td>
</tr>
<tr>
<td><strong>For residents of Kentucky:</strong> Any person who knowingly and with intent to defraud any insurance company or other person files a statement of claim or an application for insurance containing any materially false information or conceals, for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime.</td>
</tr>
<tr>
<td><strong>For residents of Maine, Tennessee, Virginia and Washington:</strong> It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties may include imprisonment, fines and denial of insurance benefits.</td>
</tr>
<tr>
<td><strong>For Residents of Maryland:</strong> Any person who knowingly and willfully presents a false or fraudulent claim for payment of a loss or benefit or who knowingly and willfully presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.</td>
</tr>
<tr>
<td><strong>For residents of New Jersey:</strong> Any person who knowingly files a statement of claim containing any false or misleading information is subject to criminal and civil penalties. Any person who includes any false or misleading information on an application for insurance policy is subject to criminal and civil penalties.</td>
</tr>
<tr>
<td><strong>For residents of New York:</strong> Any person who knowingly and with intent to defraud any insurance company or any other person files an application for insurance or statement of claim containing any materially false information, or conceals, for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime, and shall also be subject to a civil penalty not to exceed five thousand dollars and the stated value of the claim for each such violation.</td>
</tr>
<tr>
<td><strong>For residents of Oregon:</strong> Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto the insurer relied upon is subject to a denial and/or reduction in insurance benefit and may be subject to any civil penalties available.</td>
</tr>
<tr>
<td><strong>For residents of Pennsylvania:</strong> Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.</td>
</tr>
<tr>
<td><strong>For residents of Puerto Rico:</strong> Any person who knowingly and with the intention of defrauding presents false information in an insurance application, or presents, helps, or causes the presentation of a fraudulent claim for the payment of a loss or any other benefit, or presents more than one claim for the same damage or loss, shall incur a felony and, upon conviction, shall be sanctioned for each violation by a fine of not less than five thousand dollars ($5,000) and not more than ten thousand dollars ($10,000), or a fixed term of imprisonment for three (3) years, or both penalties. Should aggravating circumstances be present, the penalty thus established may be increased to a maximum of five (5) years, if extenuating circumstances are present, it may be reduced to a minimum of two (2) years.</td>
</tr>
</tbody>
</table>

I hereby certify the foregoing statements made by me on this form to be true to the best of my knowledge. I am aware that if any of the foregoing statements on this form made by me are willfully false, I may be subject to penalties, which may include criminal prosecution.

```
Signature of Policyholder Official

Date

Signature of Parent/Guardian or Adult Claimant

Date
```

2016 Handbook Index

98
JRCERT Position Statement on Mammography Clinical Rotations

Adopted by the JRCERT Board of Directors (April 2016)

The Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards for an Accredited Educational Program in Radiography are designed to promote academic excellence, patient safety, and quality healthcare. The JRCERT accreditation process offers a means of providing assurance to the public that a program meets specific quality standards. The process helps to maintain program quality and stimulates program improvement through program assessment.

Standard One Objective 1.2 of the JRCERT Standards requires a program to document that it "provides equitable learning opportunities for all students."

The JRCERT does not provide legal advice to program officials. Nevertheless, the JRCERT has received numerous inquiries regarding the placement of students in mammography clinical rotations. The JRCERT understands that there have been significant concerns regarding the interpretation of the JRCERT Standards regarding equitable learning opportunities for all students. As a point of clarification, the JRCERT notes that equitable means dealing fairly with all concerned. It does not necessarily mean equal.

The JRCERT has analyzed statistical data that indicates current imaging practices in mammography have resulted in minimal employment opportunities for males. Certification demographic data indicates that less than 1% of the approximately 50,000 technologists registered in mammography by the American Registry of Radiologic Technologists (ARRT) are males. Overwhelmingly, clinical site policies prohibit male students from participation in mammography rotations. Such participation is limited due to liability concerns, as well as consideration for the interests of the patient. These policies are established not only for mammography exams, but also for other gender-specific examinations performed by professionals who are the opposite gender of the patient.

With regard to mammography, the JRCERT has determined programs must make every effort to place a male student in a mammography clinical rotation if requested; however, programs will not be expected to attempt to override clinical site policies that restrict mammography rotations to female students. Male students should be advised that placement in a mammography rotation is not guaranteed and, in fact, would be very unlikely. To deny mammography educational experience to female students, however, would place those students at a disadvantage in the workforce where there is a demand for appropriately educated professionals to address the needs of patients. It is noted that the same clinical site policies that are in place during the mammography educational rotations are most likely applicable upon employment, thus limiting access for males to pursue careers in mammography.

The JRCERT reiterates that it is the responsibility of each clinical site to address any legal challenges related to a program's inability to place male students in a mammography rotation. All students should be informed and educated about the various employment opportunities and potential barriers that may affect their ability to work in a particular clinical staff position.
# Health Sciences Programs Mandatory Health History Form

**Name:**

**DOB:**

Check SF HS Program entering: 

- Dentistry
- Imaging
- Nursing
- Respiratory Care
- Surgical Technology

**Immunizations & TB Screening**

<table>
<thead>
<tr>
<th>Immunization</th>
<th>Requirement</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMR</td>
<td>Born prior to 1957:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 MMRs at least 4 weeks apart:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 positive titers:</td>
<td></td>
</tr>
<tr>
<td>Varicella</td>
<td>2 varicella at least 4 weeks apart:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 positive titer:</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 Hep B with 2nd at least 4 weeks after 1st:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 positive titer:</td>
<td></td>
</tr>
<tr>
<td>Tetanus (Td/Tdap)</td>
<td>1 Tetanus booster:</td>
<td></td>
</tr>
<tr>
<td>Tuberculosis (TB) due annually</td>
<td>Negative PPD (to be repeated annually):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If positive PPD, negative chest x-ray:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Negative Interferon-gamma release assay (QFT or T-spot) blood test:</td>
<td></td>
</tr>
</tbody>
</table>

I hereby certify that the person named above has been examined by me and found to be in good physical and mental health and is able to undertake the training of this program. The individual has been advised of exposure to latex-based products in health care environments and the associated potential health risks for individuals with sensitivities.

In my professional opinion through physical examination and consultation, I find no apparent reason why the individual could not perform without restrictions in the classroom, lab and clinical setting, which include sufficient abilities to: critically think in clinical situations; effectively communicate; walk, maneuver in small spaces, and move individuals as needed. This individual has no obvious health problems and/or conditions that would jeopardize themselves, patients or others in the healthcare setting.

**Official Office Stamp (required) ________________________

MD/DO/PA/ARNP Signature (required) ________________________

Date (required) __________/________/_________
Declaration of Lost or Damaged Radiation Dosimeter

I, _____________________________, a student in the Radiography Program have lost / damaged (circle one) my dosimeter issued for the month _______________2016  2017  2018 (circle one)
Lost or damaged dosimeter ID #__________________.

I declare that I will return my lost dosimeter if found, as soon as possible to one of the following:

☐  David Disalvo, Clinical Coordinator
☐  Jenny Weeks

Date returned:_______________________________

Description of known details of the event & action plan to recover & prevent future reoccurrence:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

I have been issued a spare dosimeter for _______ (month) _____ (year).
Spare dosimeter # _______________________

Comments:

_______________________________/______________  Student Signature  Date

_______________________________/______________  Ms. Weeks or Mr. DiSalvo  Date
MRI Safety Screening Form

I watched the Introduction to MRI Safety video. ___ Yes ____No


Do you currently have a (an)?

Aneurysm clip(s) ___ Yes ____No

Recent or old injury caused by a metallic object or metallic foreign body (e.g., BB, bullet, shrapnel, etc.) ___ Yes ____No if yes, please describe: _____________________

Cardiac pacemaker___ Yes ___ No

Implanted cardioverter defibrillator (ICD) ___ Yes ___ No

Electronic implant or device___ Yes ____No

Magnetically-activated implant or device___ Yes ____No

Neurostimulation system___ Yes ___ No

Spinal cord stimulator___ Yes ___ No

Internal electrodes or wires___ Yes ____No

Bone growth/bone fusion stimulator___ Yes ____No

Cochlear, otologic, or other ear implant___ Yes ____No

Insulin or other infusion pump___ Yes ____No

Implanted drug infusion device___ Yes ____No

Prosthesis (eye, penile, etc.)___ Yes ____No

Heart valve prosthesis___ Yes ____No

Eyelid spring or wire___ Yes ____No

Artificial or prosthetic limb___ Yes ____No

Metallic stent, filter, or coil___ Yes ____No

Shunt (spinal or intraventricular)___ Yes ____No

Vascular access port and/or catheter___ Yes ____No

Swan-Ganz or thermodilution catheter___ Yes ____No

Medication patch (Nicotine, Nitroglycerine)___ Yes ____No
Any metallic fragment or foreign body___ Yes ____No

Wire mesh implant___ Yes ____No

Tissue expander (e.g., breast) ___ Yes ____No

Surgical staples, clips, or metallic sutures___ Yes ____No

Joint replacement (hip, knee, etc.) ___ Yes ____No

Bone/joint pin, screw, nail, wire, plate, etc. ___ Yes ____No

IUD, diaphragm, or pessary___ Yes ____No

Dentures or partial plates___ Yes ____No

Tattoo or permanent makeup___ Yes ____No

Body piercing jewelry___ Yes ____No

Hearing aid (Remove before entering MR system room) ___ Yes ____No

Other implant(s) ___ Yes ____No   if yes, please describe: ________________________________

Comments:

I ________________________________________ attest that the above information is correct to the best of my knowledge. I read and understand the contents of this form, watched the Introduction to MRI Safety video, and had the opportunity to ask questions.

_________________________________________ Date ________________

Students Signature

_________________________________________ Date ________________

Faculty Signature

2016 Handbook Index
Sponsoring Institution/Program Officials
Santa Fe College (Program #0039)
3000 N.W. 83rd Street
Gainesville, FL 32606

Website
http://www.sfcollege.edu/healthsciences/radiography/

Program Type: Radiography
Sponsoring Institution Type: 4-year College or University
Accrediting Agency: Southern Association of Colleges and Schools
Terminal Award(s) Granted: Associate of Science
Program Length in Months: 20
Program Total Capacity: 64
Distance Hybrid Delivery: No
Distance Education Capacity: 0
Curricular Track(s) Offered
Title IV Student Financial Aid: No
Tuition Resident: $3,684.96
Tuition Non-Resident: $13,350.75
Number of Classes Enrolled Per Year: 2
Number of Students Enrolled Per Class: 32

Provost, Dean or Comparable Administrator
Edward Bonahue, Ph.D.
ed.bonahue@sfcollege.edu

Chief Executive Officer/President of Sponsoring Institution
President
Jackson N. Sasser, Ph.D.,
j.sasser@sfcollege.edu

Program Director:
Michael L. Fugate, M.Ed., R.T. (R)
michael.fugate@sfcollege.edu
352-395-5668

Clinical Coordinator:
David DiSalvo, B.A., R.T. (R)
Pregnancy Policy Form

Revised June 30 2016- mlf – 1600hrs

I have read and understand the Santa Fe College Radiography Program’s Pregnancy Policy. I also understand that I can have any future questions or concerns addressed and answered to my satisfaction by the Radiation Safety Officer (RSO).

This signed form is to be in kept in student’s permanent folder.

_________________________________ / ______________________
Student Date

_________________________________ / ____________
Program Director / Clinical Coordinator Date

_________________________________ / ______________________
RSO Date

2016 Handbook Index
Repeat Exposure Documentation Form

Date:

Student signature: ______________________

Print Name: ____________________________

Clinic Site:

Rotation Area:

What was the reason for the repeat exposure?

What corrective action was taken to avoid future repeat exposures of this nature?

Signature and date of R.T. (R) who provided Direct Supervision for this repeat exposure.

_________________________ / ________________
Signature of Faculty Date

Comments / Concerns

2016 Handbook Index
Request to Make up Clinic Hours Form

Describe request to include clinic site, time, date, and reason.

- I understand and agree that all College and Program rules and policies apply when I attend clinic anytime to make up hours.
- I understand there does not have to be a Program or clinical faculty present.
- I agree that once my request has been approved by the Clinical Coordinator and the clinic site I cannot make changes, or agree to a grade penalty if a change is unavoidable, except for emergencies, or other *legitimate excuses.
- I understand I must sign in and out on the Trajecsys record system in order to receive credit for this time.

Student signature and date:

Clinical Coordinator and date:

Comments, special stipulations, etc.

2016 Handbook Index
Academic Probation Contract

Student Name: _______________________ Course: _______ Semester / Year: ________

SFC ID #: Today’s Date:

Start date of Academic Probation Contract: End date of Academic Probation: Last day of Program***

Faculty (Author):

Check which Program Policy (ices) was (were) violated or / and provide explanation for this Academic Probation Contract.

Faculty Comments:

List any required stipulations, requirements, action plans, etc. to this Academic Probation Contract.

- This Academic Probation Contract will stay in effect for the remainder of the Program***.
- Continued failure to meet minimal Program and College academic standards will result in dismissal from the Program.

Has this student ever been on Program Probation or required Program Counseling? Y N List and explain.

Student:

I have reviewed, and received a copy of, this Academic Probation Contract.
I have had all my questions answered to my satisfaction.

I understand this Academic Probation Contract will stay in effect for the remainder of the Program. ***

I understand that if I continue to fail to meet minimal Program and College academic standards I will be dismissed from the Program.

I understand all Academic Probation Contract requirements, stipulations, assignments, implications, and the time period which I have to complete them.

I understand that if I fail to complete any of the Academic Probation Contract requirements, stipulations, assignments, etc. within the given time period I will be dismissed from the Program.

_____________________________________
Student’s Printed Name

_________________________________________
Student Signature     /        Date

_____________________________________
Program Director     /          Date

_____________________________________
Clinical Coordinator   /         Date

Comments:

2016 Handbook Index
Student: 
SFC ID#:

Today's Date:

Start date of Behavioral Probation Contract:

End date of Behavioral Probation Contract: **Last day of Program.**

Faculty (Author):

**Provide explanation and / or reason(s) for this Behavioral Probation Contract.** List specifically any Program Policy or Policies that brought fourth this Behavioral Probation Contract.

List required stipulations, requirements, action plans, etc. to this Behavioral Probation Contract.

Does the student have previous Program Counseling or Academic Probations?

Y  N

List and explain.
Student please initial the following:

_______ I have reviewed, and received a copy of, this Behavioral Probation Contract.
_______ I have had all my questions answered to my satisfaction.
_______ I understand this Behavioral Probation Contract will stay in effect for the remainder of the Program.
_______ I understand that if I continue to fail to meet minimal Program and College academic standards I will dismissed from the Program.
_______ I understand all Behavioral Probation Contract requirements, stipulations, assignments, implications, and the time period which I have to complete them.
_______ I understand that if I fail to complete any of the Behavioral Probation Contract requirements, stipulations, assignments, etc. within the given time period I will be dismissed from the Program.

_____________________________________
Student’s Printed Name

_____________________________________
Student Signature      /       Date

_____________________________________
Program Director       /       Date

_____________________________________
Clinical Coordinator    /       Date

Comments:

2016 Handbook Index
Program Counseling Contract

Revised June 21, 2016

Student:
SFC ID#:
Today’s Date:
Faculty (Author):

Provide explanation and / or reason(s) for this Program Counseling Contract.

List / explain any required stipulations, requirements, action plans, etc.

- The student’s final course grade average will be lowered by one (1) point.

Does the student have previous Program Counseling or Probations?  Y  N
List and explain.
Student please initial the following:

_______ I have reviewed, and received a copy of, this **Program Counseling Contract**.
_______ I have had all my questions answered to my satisfaction.
_______ I understand my final course grade average will be reduced by one(1) point.
_______ I understand all **Program Counseling Contract** requirements, stipulations, assignments, implications, and the time period which I have to complete them.
_______ I understand that if I fail to complete any of the **Program Counseling Contract** requirements, stipulations, assignments, etc. within the given time period I will be dismissed from the Program.

_____________________________________
Student’s Printed Name

_____________________________________
Student Signature     /       Date

_____________________________________
Program Director     /          Date

_____________________________________
Clinical Coordinator   /         Date

Comments:

---

**2016 Handbook Index**
Clinical Skills Evaluation / Concerns

Student: ___________________________ Date: ______________ Site: ______________
Clinical Instructor: __________Clinical Coordinator______________

• Frequently / occasionally avoids working as a team. Y N Comments:

• Frequently / occasionally has to be asked or reminded to get up and perform an exam. Y N Comments:

• Frequently / occasionally is tardy. Y N Comments:

• Frequently / occasionally does not call if they are going to be tardy or absent. Y N Comments:

• Frequently / occasionally does not follow Program Dress Code Policy Y N Comments:

• Frequently / occasionally images patients without any form of supervision. Y N Comments:

• Frequently / occasionally repeats radiographs without any form of supervision. Y N Comments:

• Frequently / occasionally need help or has questions with fundamental, routine exams that they should know. Y N Comments:

• Frequently / occasionally avoids patient interaction including palpating for positioning. Y N Comments:

• Frequently / occasionally fails to keep patient covered and comfortable. Y N Comments:

• Frequently / occasionally leaves patient alone on table. Y N Comments:
• Frequently / occasionally has trouble understanding medical terminology and pathology.  Y   N   Comments:

• Frequently / occasionally forgets to use lead markers or places marker their marker where they do not show up.  YN   Comments:

• Frequently / occasionally fails to ask about pregnancy status of patients.  Y   N   Comments:

• Frequently / occasionally does not use immobilization devices.  Y   N   Comments:

• Frequently / occasionally forgets to shield patients.  Y   N   Comments:

• Frequently / occasionally does not know how to set technique.  Y   N   Comments:

• Frequently / occasionally fails to obtain a brief, relevant clinical history on each patient they image.  Y   N   Comments:

• Frequently / occasionally is unaware of patient’s needs.  Y   N   Comments:

• Frequently / occasionally fails to provide patient with emotional support, including listening and responding.  Y   N   Comments:

• Frequently / occasionally fails to check patient ID.  Y   N   Comments:

• Frequently / occasionally fails to thoroughly review exam consult.  Y   N   Comments:

• Frequently / occasionally disappears from their clinical assignment without telling anyone.  Y   N   Comments:
• Frequently / occasionally fails to use critical thinking skills in imaging the atypical patient (modifying projections and or technique)  Y  N  Comments:

• Frequently / occasionally is reluctant to ask for help when doing so could have avoided an error.  Y  N  Comments:

• Frequently / occasionally appears preoccupied and does not fully focus on needs of patient.  Y  N  Comments

• Frequently / occasionally appears sullen, sick, or just disinterested.  Y  N  Comments:

• Frequently / occasionally gossips.  Y  N  Comments:

• Frequently / occasionally seems to have an excuse (refuses to take responsibility) for any mistake(s) they make.  Y  N  Comments:

• Frequently / occasionally is verbally critical of others.  Y  N  Comments:

• Frequently / occasionally is not receptive to constructive criticism / instruction.  Y  N  Comments:

• Frequently / occasionally disagrees / argues with staff or faculty “over the patient”  Y  N  Comments:

• Frequently / occasionally fails to wear a thyroid shield and protective apron in routine and surgical fluoroscopy.  Y  N  Comments:

• List specific areas that student needs to improve.

• List strategies / ideas to help student make these improvements. (Include due dates(s)).
Student Radiation Exposure Limits and ALARA Investigational Levels

Radiation dosimetry reports which show personnel monitoring results on current students will be evaluated by the Radiation Safety Officer and/or designated assistant and the Radiation Safety Committee according to our current ALARA Investigational Levels.

**NOTE:**

- **Level I:** 10% TEDE
- **Level II:** 25% TEDE *(Re: 30%)*

<table>
<thead>
<tr>
<th></th>
<th>Level I: 10% TEDE</th>
<th>Level II: 25% TEDE * (Re: 30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONTHLY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Body</td>
<td>40 mrem</td>
<td>100 mrem</td>
</tr>
<tr>
<td>Hands</td>
<td>400 mrem</td>
<td>1000 mrem</td>
</tr>
<tr>
<td><strong>QUARTERLY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Body</td>
<td>125 mrem</td>
<td>315 mrem</td>
</tr>
<tr>
<td>Hands</td>
<td>1250 mrem</td>
<td>3125 mrem</td>
</tr>
</tbody>
</table>

**Warranted Action:**

- Levels < I: No Action
- Levels > I *But* < II: RSO reviews and reports to the RSC with comparisons of other personnel results at the same tasks.
- Levels > II: RSO investigates the results with the student, assesses the situation, takes action, and reviews the report with the RSC.
X–Ray Santa Fe Bylaws

Article I  Overview

The purpose of X-Ray @ Santa Fe (hereafter referred to as the Organization) shall be to advance the art and science of medical radiography, to support the mission and goals of Santa Fe College, (hereafter referred to as the College) and the Radiography program (hereafter referred to as the Program), and promote high standards of academic and clinical education. The Organization will abide by all College and Program rules.

Article II  Purpose / Function / Goals

1. Conduct meetings to transact business
2. Establish ways and means to fundraise
3. Participate and support College activities
4. Participate and support community activities
5. Encourage interaction with students and other campus clubs
6. Encourage professional growth and responsibility
7. Support the mission and goals of the College
8. Support the mission and goals of the Program
9. Promote academic and clinical excellence

Article III  Membership

A. Membership is open to any student as outlined in College Rule 7.30.

B. The Organization shall not discriminate against any student on the basis of race, color, religion, sex, national origin, creed, age, disability, marital status, political opinions or affiliations, or veteran status.

C. There are no mandatory national, local, or state dues.

D. If dues become an item on the table, a unanimous vote will be needed to pass.
E. The Organization does not and will not practice hazing of any kind, as outlined in College Rule 7.23.

**Article IV  Officers**

Officers shall be elected each fall semester by majority vote by Organization members.

All officers shall remain in good academic standing (2.0 minimum cumulative GPA) and remain in good standing as an enrolled student at the College. The term of office shall be for one (1) year.

**Officers include:**

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Historian(s)

**Article V  Duties of Officers**

The President shall preside at all meetings and perform duties consistent with his / her office.

The Vice President will preside in absence of the President.

The Secretary shall keep accurate and permanent minutes of all meetings and maintain them in an orderly fashion.(typed and saved on disk or CD).

The Treasurer shall keep a correct and permanent record of financial standing and activities.

The Historian shall maintain a permanent record of events and activities of the Organization and shall combine all material into a ‘scrap book’ at the end of the Program.

The SGA Senator* shall attend all required SGA meetings and report to the membership.

The Parliamentarian shall preside at all meetings and use *Robert’s Rule of Order* as the guideline to all meetings.
The Order of Business shall be:

1. Call to order
2. Reports
3. Unfinished business
4. New Business
5. Selection of next meeting date
6. Adjournment

A quorum is needed to bring a question to vote. A quorum shall be 60% of members.

Article VI  Advisors

Program faculty shall serve as advisors to the Organization.

Article VII  Community Responsibilities

All members recognize that they are part of the Santa Fe College community and the communities of Alachua-Bradford Counties, and that as such, they are subject to the rules and regulations set forth in the current student handbook, as well as national, state, and city laws. As students, members realize that they represent the College at any time they are involved in official organizational functions on or off campus, and agree to do so in a responsible manner.
Checklist for Radiography Student Folder / File

Student: ______________________________ SFC ID # _______________________
Entered Program: ________________________
Graduation Date: _________________________
Date of Withdrawal or Dismissal: ____________
Reason(s):
(Faculty to initial and date each when placed in folder /file.)

1. __________ Health Science Student Application
2. __________ Application-Health Sciences -Radiologic Programs
3. __________ Health Sciences Office- Radiography Program Response Form
4. __________ Kaplan Test Prep Scores
5. __________ Level 2 National Criminal Background Check
6. __________ Copy of BLS CPR card
7. __________ Copy of Vaccinations / Immunizations
8. __________ HIPAA Completion Form
9. __________ GVA Agreement for Radiography Student
10. __________ Student Handbook Agreement Form
11. __________ Pregnancy Policy Form (required from all female students)
12. __________ MRI Safety Screening Form
13. __________ Santa Fe College HIV /AIDS Certificate
14. __________ Lost, Damaged, and Spare Dosimeter Form
15. __________ Declaration of Pregnancy Form
16. __________ Withdrawal of Declared Pregnancy Form
17. __________ Repeat Exposure Documentation Forms
18. __________ Performance and Technical Standards Form
19. __________ Student Request for Clinic Make-up Hours Form
20. __________ Special Accommodation Forms
21. __________ Misc. (transcripts, volunteer service, healthcare certifications

22. __________ Academic Counseling / Academic and / or Behavioral Probations

2016 Handbook Index