



# COLLEGE OF HEALTH PROFESSIONS

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Sacred Heart University

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*Radiography Program*

## RADIOGRAPHY DIDACTIC AND CLINICAL STUDENT POLICY & PROCEDURE MANUAL

*2024-2025*

# Welcome



elcome to Sacred Heart University's (SHU or University) Associate of Science in Radiography

program! It is our sincere hope that you will find our program a rewarding and challenging part of your life. As a healthcare team, we are working toward one goal — to provide the best possible care to the patients we are privileged to serve.

We hope this handbook will acquaint you with the Radiography program and provide you with an understanding of our policies, procedures, and offerings. This handbook will help you realize what is expected of you as a student in a healthcare profession.

The information in this handbook is subject to change due to changing circumstances; the policies as written may be modified, superseded, or eliminated. You will be notified of such changes through regular channels. Footnotes are included for each item stating annual reviews and revisions. Only items of significant change will be classified as “revised.”

This handbook is the official student handbook and provides essential Department of Radiography policies and procedures for academic progression and graduation. Not every eventuality can be foreseen, and areas not covered in this handbook will be dealt with on an individual basis. This handbook is intended to supplement the SHU Undergraduate Catalog and the Student Guide and provide information specific to our program.

Please be sure to read this document and always use it as a reference. If policies and/or procedures are revised during the academic year, they will be posted on Blackboard and/or sent to your official Sacred Heart University email.

On behalf of the faculty and staff, we wish you all the best and much success.

Best regards,

*Deirdre Valinsky*

Deirdre Valinsky, MHS, RRA, RT (R)(CT)(ARRT)  
Interim Program Director, Department of Radiography

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## SECTION I: General Information

### Administrative Structure

#### **PRESIDENT and CEO:**

John J. Petillo, PhD  
Melady Hall ADM  
(203) 371-7900  
[president@sacredheart.edu](mailto:president@sacredheart.edu)

#### **PROVOST and VICE PRESIDENT FOR ACADEMIC AFFAIRS:**

Robin Cautin, PhD  
Melady Hall ADM\*107  
(203) 371-7851  
[cautinr@sacredheart.edu](mailto:cautinr@sacredheart.edu)

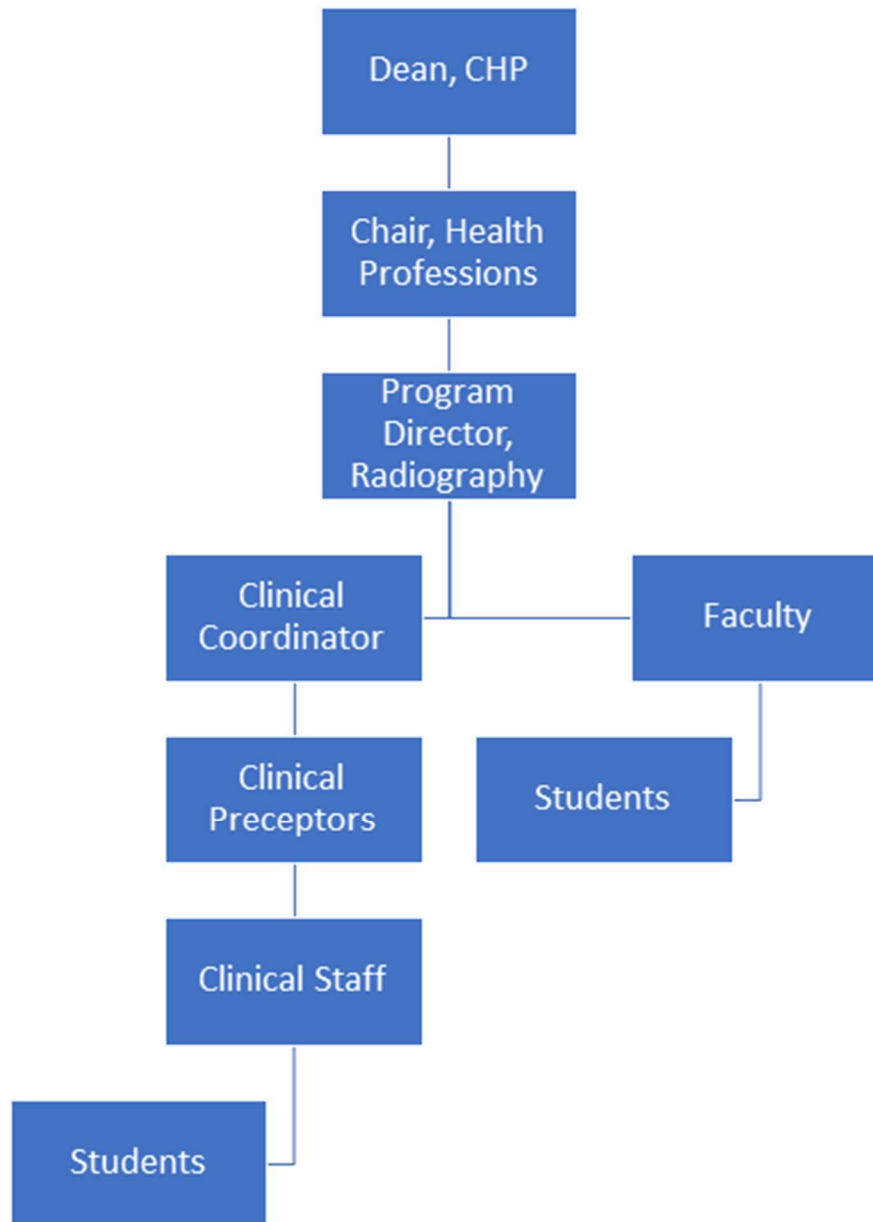
#### **INTERIM DEAN, COLLEGE OF HEALTH PROFESSIONS:**

Karen Daley, PhD  
Center for Healthcare Education CHCE\*N376  
(203) 365-7578  
[Daleyk3@sacredheart.edu](mailto:Daleyk3@sacredheart.edu)

#### **INTERIM DIRECTOR, RADIOGRAPHY PROGRAM:**

Deirdre Valinsky MHS, RRA, RT (R)(CT)(ARRT)  
Visiting Clinical Instructor  
Science Center of Academic Building SC\*124M  
(203) 396-6213

*Organizational Chart for the Chain of Command*



**Plan of Study:**

Students who have concerns related to their plan of study or courses should contact their Academic Advisor. If further assistance is needed, the student and/or Academic Advisor will contact the program director.

**Courses:**

Students who have any concern related to coursework should first discuss the identified concerns with the course faculty. If further assistance is required, the student and/or course faculty will contact the program director.

**Clinical:**

Any non-urgent concerns related to clinical should first be addressed with the clinical preceptor and/or to the clinical coordinator. If further assistance is needed, the student, preceptor, and/or clinical faculty should contact the clinical coordinator or program director. Clinical issues of an urgent nature should be addressed immediately by the clinical faculty. Any issues that are not resolved or in the event the student needs immediate assistance and is unable to reach the clinical faculty or course faculty should be addressed to the program director.

If, in any of the above cases, the program director is unable to resolve the issue(s), the concern should be directed to the Department Chair.

***Updates and addendums to the Radiography Program Handbook can be accomplished throughout the academic year and students will be made aware.***

Policy 2019

Revised: 2020

Reviewed: 2021, 2023, 2024

## Department of Radiography Faculty

### **INTERIM DIRECTOR, RADIOGRAPHY PROGRAM:**

Deirdre Valinsky MHS, RRA, RT (R)(CT)(ARRT)  
Visiting Clinical Instructor  
Science Center of Academic Building SC\*124M  
(203) 396-6213  
Email: [valinskyd@sacredheart.edu](mailto:valinskyd@sacredheart.edu)

Annie Froschl, BHS, R.T.(R)(CT)(ARRT)  
Adjunct Faculty  
E: [froschla@sacredheart.edu](mailto:froschla@sacredheart.edu)

Breanne Leblanc, R.T.(R)(ARRT)  
Adjunct Faculty  
E: [leblancb6@sacredheart.edu](mailto:leblancb6@sacredheart.edu)

Lukundo “Lulu” Mandjata, MHA, R.T.(R)(CT)(ARRT)  
Adjunct Faculty  
E: [mandjatal@sacredheart.edu](mailto:mandjatal@sacredheart.edu)

Maria “Millie” del Milagro Alvarez Guerrero, R.T(R)(ARRT)  
Adjunct Faculty  
E: [alvarezguerrero@sacredheart.edu](mailto:alvarezguerrero@sacredheart.edu)

Joseph Murphy, R.T.(R)(ARRT)  
Adjunct Faculty  
E: [murphyj23@sacredheart.edu](mailto:murphyj23@sacredheart.edu)

Samantha Zikaras, BHS, R.T.(R)(CT)(ARRT)  
Adjunct Faculty  
E: [zikarass@sacredheart.edu](mailto:zikarass@sacredheart.edu)



## Mission, Goals, and Outcomes

### Associate of Science in Radiography Program Mission

The mission of the Radiography Program is derived from the mission of SHU. It has as its focus the education of radiographers who provide diagnostic services for the sick and sick poor. It provides a sound and stable educational environment where a diverse student population has the freedom to learn and grow intellectually, as well as develop competencies in clinical skills. The faculty members are qualified and caring professionals dedicated to excellence in radiography education, healthcare, life-long learning and the mission of the college. This establishes a technical educational foundation upon which students of radiography may continue to build their professional careers.

### Program Objectives

Associate of Science in Radiography graduates will:

1. Demonstrate charity and respect for the human dignity and rights of all individuals. (G4)\*
2. Function as entry-level technologists in the health care delivery system. (G 1, 3 & 5) \*
3. Provide diagnostic services with related teaching in structured health care settings.
4. Demonstrate accountability for legal and ethical practice. (G1) \*
5. Demonstrate responsibility and accountability for personal and professional behavior. (G4) \*
6. Participate in professional activities and continuing education, consistent with the standards of the American Registry of Radiologic Technologists. (G4) \*

\* Correlating Program Goal

### Program Goals and Student Learning Outcomes

1. Students will be prepared to function as entry-level professionals in the healthcare delivery system.
  - a. Students will apply entry-level positioning skills.
  - b. Students will select appropriate exposure factors for quality imaging.
  - c. Students will practice appropriate radiation protection.
2. Students will demonstrate appropriate communication skills.
  - a. Students will use appropriate vocabulary and language to convey information, concepts, and ideas.
  - b. Students will use a systematic approach to locate and use information to plan and write professional papers.
3. Students will develop and practice effective problem-solving skills and critical-thinking skills.
  - a. Students will manipulate technical factors for non-routine examinations.
  - b. Students will adapt positioning for trauma patients.
  - c. Students will produce solutions to real world clinical situations.
  - d. Students will critique radiographic images for diagnostic quality.
4. Students/Graduates will understand the importance of professional growth and development.
  - a. Graduates will participate in professional activities with state or national societies.

- b. Graduates will demonstrate charity and respect for human dignity and rights of all individuals.
  - c. Graduates will utilize professional judgement in delivering patient care.
  - d. Graduates will contribute to society through involvement in community service activities.
- 5. The program will maintain the following program effectiveness data:
  - a. Eighty-five percent (85%) of graduates will pass the ARRT certification examination on the 1<sup>st</sup> attempt within 6-months post-graduation.
  - b. Seventy-five percent (75%) of graduates seeking employment will be gainfully employed within 12 months post-graduation.
  - c. Eighty percent (80%) of students will complete the program within 24 months.
  - d. Graduates will be satisfied with their radiography education.
  - e. Employers will be satisfied with the graduates' entry-level performance.

Reviewed: 2019, 2020, 2021, 2023, 2024

## Communication Practice Standards

The radiography program follows University policies regarding electronic mail communication. Sacred Heart University email is the official method of communication within the radiography program. Students are responsible for checking their SHU email account at least twice daily for announcements. Students, faculty, and staff are expected to establish and maintain their email accounts so that they will receive important communications in a timely manner. The University's email policy may be accessed through the Sacred Heart University webpage at the Information Technology Policies. The University uses several communication strategies to promote information exchange and involvement. The University website and SHU email are the official means of communication. Additionally, there are course-specific Blackboard sites that incorporate direct email messages to individuals and groups to facilitate updates and course discussions. The Department strives to promote transparent and efficient communication practices. Announcements, policy/procedure revisions, and/or other pertinent information will be communicated to all students, faculty and staff, clinical preceptors, and other interested parties via the Department website course-specific Blackboard sites, SHU email, Remind app, or other appropriate means.

### Email Etiquette

Sacred Heart University email is the official method of communication between faculty, staff, clinical education officials, and radiography students. As a student in a professional program, you are expected to consistently portray professional behaviors, including in your email correspondence. Here are some helpful tips to maintain a professional email etiquette:

- Use your SHU (professional) email address. Faculty and staff are not obliged to open/return email correspondence from non-SHU email accounts.
- Use a clear subject line. A concise and specific subject line will help your reader know exactly what to expect. For example, a question about a midterm exam might have the subject line: RAD 101 – Midterm Questions.
- Use an appropriate salutation. Professional correspondence should have a certain level of formality including a standard greeting. Use "Dear Dr. *Last Name*," "Dear Professor *Last Name*," or "Mr./Ms. *Last Name*" *unless* you have been invited by the reader to use their first name.
- Be clear, polite, and concise. Reference the name of your course, and if appropriate, the assignment. Do not include words in all capitals letters as this can be misinterpreted as SHOUTING. Refrain from using *text language* (e.g., LOL, ikr, u, etc.) and emojis or gifs.
- Proofread your message. Use spell check and ensure your message is in complete, coherent sentences.
- Never send an email when angry or upset. Wait 24 hours before emailing when upset.

- Sign off with a *Thank you* and your name. It is a common courtesy to thank someone for their time and assistance. Staff and professors often keep track of hundreds of emails and students, so clearly identifying yourself is the best way to guarantee a response.
- **Do not share your email account and password with anyone.** Emails from family written and sent with your name are unacceptable and not permitted.

Remember that patience is a virtue. We all like instant gratification, but everyone is busy and sometimes a reply takes more time than you would hope. If your question or concern is time sensitive, it may be appropriate to state that in your e-mail. You may write a follow-up e-mail if the topic is getting close to the deadline but be realistic about your expectations. Allow the recipient 24 to 48 hours to respond. Do not send the same email multiple times expecting to get an answer quicker.

Policy: 2019

Revised: 2020

Reviewed: 2021, 2023, 2024

## Visitors to the Department

To promote an academic environment conducive to excellence in learning and development for the entire Department community, students are expected to exercise prudence in bringing visitors to campus without prior approval. This policy includes the presence of children and other family members. Children, family members, or friends are not allowed in classrooms, laboratory facilities, or clinical education settings. Such a policy protects all parties from liability and eliminates distractions for others.

Policy: 2019

Revised: 2020

Reviewed: 2021, 2023, 2024

## Student Employment

Students must exercise judgment in the quantity of employment hours outside of the clinical and didactic requirements of the program. Work schedules must not conflict with the program curriculum (clinical and didactic courses). Students must never receive monetary compensation for work done in a Medical Imaging Department during their assigned clinical education rotations. SHU clinical uniforms must be worn **only** during clinical rotation and under no circumstances should they be worn during hours of employment. Please be advised, if you (student) are employed in a medical imaging department, you are **not** allowed to take a radiographic exposure during this time to count towards your official SHU academic record. This could prohibit you from being able to take the ARRT® certification examination or obtain a state license.

Policy: 2019

Reviewed: 2020, 2021, 2023, 2024

## Student Practice Requirements

Students are required to maintain full compliance with their practice requirements (clinical compliance) for the duration of their matriculation at Sacred Heart University. Students shall not attend clinical without health and student practice requirements clearance. Students must comply with external regulations regarding immunizations and health requirements. Failure to meet these external requirements may result in an inability to progress in the program. Students who miss clinical due to noncompliance with required clearance are at risk for not meeting clinical objectives which may result in professional warning, course failure, probation, and/or recommendation for dismissal from the program.

Students are informed of the student practice requirements at the time of the new student orientation and from the initial email from the SHU Clinical Coordinator. As a Sacred Heart University clinical student, you have several clinical practice requirements that must be met. The requirements include:

## Health Requirements Documentation

All confidential medical documentation must be submitted through your CastleBranch account. CastleBranch and the Radiography Clinical Coordinator frequently provide the students will reminders of pending due dates. It is your responsibility to maintain compliance with the health requirements. As mentioned above, failure to meet established due dates will disallow you from attending clinical, result in a professional warning, and may result in a course failure, probation, and/or recommendation for dismissal from the program.

Health care facilities have external health requirements such as immunizations that must be complied with prior to going to any clinical site. Failure to comply with these external requirements will result in an inability to be placed at any clinical site and may result in an inability to progress in the program.

## Cardiopulmonary Resuscitation (CPR) Certification

CPR certificates provided by the American Heart Association (AHA) for the BLS Provider or the American Red Cross (ARC) BLS for Healthcare Providers are the only types of acceptable CPR re/certification.

## Drug Screening Procedures

Students will need to complete a drug screen annually and/or before the start of the Fall Semester. This may need to be completed sooner if the clinical site requires it. CastleBranch will not notify you of the annual drug screen. You will receive an email with instructions from the Compliance Coordinator prior to the due date.

## Criminal Background Check

A background check must be completed in CastleBranch prior to the start of the Fall Semester of your first year. You will receive an email with instructions from the Compliance Coordinator prior to the due date.

## Sexual Misconduct Prevention Training

It is Sacred Heart University policy that all students, faculty and staff complete sexual misconduct prevention training known as the Protecting Youth Training Course. The Protecting Youth Training Course must be completed prior to the start of your first semester.

### Further Information

The University website contains many valuable explanations, guides, and forms to help you navigate the Clinical Compliance process. Always refer to the SHU website for the most up-to-date forms and announcements.

All questions regarding the Clinical Compliance process should be directed to the Department of Health Sciences Assistant, Ms. Guljana Torikai, [torikaig@sacredheart.edu](mailto:torikaig@sacredheart.edu), 203.416.3962.

Policy: 2019

Revised: 2020, 2023

Reviewed: 2021, 2023, 2024



## Communicable Disease(s)

A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects). The Connecticut Department of Public Health, Connecticut Epidemiologist Newsletter, January 2021, Volume 41, No. 1 lists reportable communicable diseases at:

<https://portal.ct.gov/DPH/Epidemiology-and-Emerging-Infections/CTEPI/Volumes/41/No1/a2>

Although the Radiography Program seeks to minimize students' exposure to communicable diseases, professional healthcare education often involves students physically delivering healthcare to patients who are in various stages of wellness/illness, and thus potentially exposes students to communicable disease. Therefore, program faculty provide all clinical students education regarding **Universal/Standard Precautions** and proper procedures for exposure to blood and body fluids, in accordance with the current guidelines from the Centers for Disease Control and Prevention (CDC). Students, under the guidance of clinical faculty, are also taught to adhere to the infectious disease policies of our clinical agency partners. All clinical students are provided information regarding the possibility of occupational exposure to communicable diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Covid 19. Program faculty ensure that each student understands that the use of universal/standard precautions is essential to protect themselves, significant others, family members, patients/clients, and health care workers from communicable diseases.

Because communicable diseases vary in virulence, duration, mode of infection and how they affect individuals, program faculty review the following statements with students each clinical semester:

- If you, someone you live with, or someone you have been in close, direct contact with is sick and exhibiting one or more CDC defined symptoms of an Infectious Disease, stay home, and follow CDC quarantine guidelines to quarantine.
- If you, someone you live with, or someone you have been in close, direct contact with is considered a Person Under Investigation (PUI) for COVID-19 or any Infectious Disease, follow University and CDC guidelines.
- If you, someone you live with or someone you have been in close, direct contact with, has recently traveled to countries which are considered to place travelers at increased risk of acquiring a communicable disease, stay home, and follow CDC quarantine guidelines.
- If you are sick and not feeling well, stay home.
- If faculty observe you "not feeling well" you may be sent home.
- If someone on campus or in the clinical learning environment is ill, do not go into the area that the sick person entered until proper disinfecting/decontamination occurs.

- If you suspect exposure or contraction of any of the diseases (conditions) listed as a reportable disease by the State of Connecticut and the CDC, do not come to campus or clinical, and see a physician immediately.
- If you are diagnosed with any diseases (conditions) listed as a reportable disease by the State of Connecticut and the CDC, and as determined by their physician to be of short duration which may be transferred by air or contact, may **not** attend Radiography courses and/or clinical, depending on physician's recommendations.
- If you are diagnosed with communicable diseases that are of relatively long duration must notify program officials and may **not** attend Radiography courses and/or clinical, depending on physician's recommendations and must present a written eligibility to return to campus/class to program officials. The student may be able to continue Radiography clinical courses with proper counsel from the University Health Services staff, Director of Public Safety, and /or the department of the Clinical Education Setting. Depending on the severity of the disease, the type of the disease and the student's physician, the student may be required to withdraw from the Radiography course(s).
- Faculty, staff, and student confidentiality will be protected per HIPAA and/or FERPA guidelines.

Failure to comply with this notification policy will result in disciplinary action as determined by the program faculty.

Policy: 2024

## SECTION II: Accreditation, Licensure, and Professionalism

### Code of Ethics

The Code of Ethics forms the first part of the Standards of Ethics. The Code of Ethics shall serve as a guide by which Certificate Holders and Candidates may evaluate their professional conduct as it relates to patients, healthcare consumers, employers, colleagues, and other members of the healthcare team. The Code of Ethics is intended to assist Certificate Holders and Candidates in maintaining a high level of ethical conduct and in providing for the protection, safety, and comfort of patients. The Code of Ethics is aspirational.

1. The radiologic technologist acts in a professional manner, responds to the patient needs, and supports colleagues and associates in providing quality patient care.
2. The radiologic technologist acts to advance the principal objective of the profession to provide services to humanity with full respect for the dignity of humankind.
3. The radiologic technologist delivers patient care and service unrestricted by the concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, gender identity, veteran status, age, or any other legally protected basis.
4. The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purposes for which they were designed, and employs procedures and techniques appropriately.
5. The radiologic technologist assesses situations; exercises care, discretion, and judgement; assumes responsibility for professional decisions; and acts in the best interest of the patient.
6. The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.
7. The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing radiation exposure to the patient, self, and other members of the healthcare team.
8. The radiologic technologist practices ethical conduct appropriate to the profession and protects the patient's right to quality radiologic technology care.
9. The radiologic technologist respects confidences entrusted in the course of professional practice, respects the patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.
10. The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues, and investigating new aspects of professional practice.

11. The radiologic technologist refrains from the use of illegal drugs and/or any legally controlled substances which result in impairment of professional judgment and/or ability to practice radiologic technology with reasonable skills and safety to patients.

Source: American Registry of Radiologic Technologists (ARRT, 2019).

## Accreditation

Accreditation is a process of voluntary, external peer review in which a nongovernmental agency grants public recognition to an institution or specialized program of study that meets certain established qualifications and educational standards, as determined through initial and subsequent periodic evaluations. The goals of the accreditation process are to protect the student and the public, identify outcomes by which a program establishes and evaluates its assessment policies and procedures, stimulate programmatic self-improvement, and provide protective measures for federal funding or financial aid.

Accreditation is assurance of acceptable educational quality since accredited programs are required to meet national standards established by radiologic technology professionals and communities of interest.

The Associate of Science in Radiography program at Sacred Heart University is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program's current length of accreditation is eight (8) years, the maximum accreditation award status. The JRCERT can be contacted at:

20 N. Wacker Dr, Suite 2850

Chicago, IL 60606-3182

312.704.5300

[mail@jrcert.org](mailto:mail@jrcert.org)

[www.jrcert.org](http://www.jrcert.org)

The Sacred Heart University Radiography Program is accredited and evaluated by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The JRCERT is dedicated to excellence in education and to quality and safety of patient care through educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry.



The JRCERT is dedicated to excellence in education and to quality and safety of patient care through educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. The JRCERT awards accreditation to programs demonstrating substantial compliance with the **Standards for an Accredited Educational Program in Radiography (STANDARDS)**. The **STANDARDS (2021)** are as follows:

**Standard One: Accountability, Fair Practices, and Public Information:** The sponsoring institution and program promote accountability and fair practices in relation to students, faculty, and the public.

Policies and procedures of the sponsoring institution and program must support the rights of students and faculty, be well-defined, written, and readily available.

**Standard Two: Institutional Commitment and Resources:** The sponsoring institution demonstrates a sound financial commitment to the program by assuring sufficient academic, fiscal, personnel, and physical resources to achieve the program's mission.

**Standard Three: Faculty and Staff:** The sponsoring institution provides the program adequate and qualified faculty that enable the program to meet its mission and promote student learning.

**Standard Four: Curriculum and Academic Practices:** The program's curriculum and academic practices prepare students for professional practice.

**Standard Five: Health and Safety:** The sponsoring institution and program have policies and procedures that promote the health, safety, and optimal use of radiation for students, patients, and the public.

**Standard Six: Programmatic Effectiveness and Assessment-Using Data for Sustained Improvement:** The extent of a program's effectiveness is linked to the ability to meet its mission, goals, and student learning outcomes. A systematic, ongoing assessment process provides credible evidence that enables analysis and critical discussions to foster ongoing program improvement.

The **Standards for an Accredited Educational Program in Radiography (STANDARDS)** can be found under the Accreditation Information navigational menu on the JRCERT main website, <https://www.jrcert.org/>. Students have the right to report any real or perceived infraction to the JRCERT. Guidance is provided in the succeeding policy.

**Source:**

Joint Review Committee on Education in Radiologic Technology (2021). *Standards for an accredited educational program in radiography*. Retrieved from Joint Review Committee on Education in Radiologic Technology website: <http://www.jrcert.org/programs-faculty/jrcert-standards/>

Policy: 2019

Revised: 2020, 2021, 2023, 2024

## Compliance with JRCERT Standards

The Sacred Heart University Radiography Program strives at all times to remain in compliance with the **JRCERT STANDARDS**. If an individual believes, at any time, the program is not in compliance with any standard; a complaint can be brought to the Program Director's attention. Upon receipt of an allegation, the Director will review it to determine if the noncompliance issue exists. Within ten (10) days after receiving the complaint, a meeting will be scheduled with the individual filing the allegation to discuss the complaint. If the complaint is legitimate, the Director will develop a plan to resolve the issue and bring the program into compliance. If the party filing the complaint is not satisfied with the results, a meeting will be scheduled with the Director to determine if noncompliance still exists. This meeting will be scheduled within twenty (20) days of the original meeting. If the Director determines noncompliance is still present, a plan will be drafted to solve the noncompliance issue. If the results of this meeting are still unsatisfactory to the party filing the complaint, a meeting can be scheduled with the College Dean, University Provost, and Vice President of Academic Affairs, and/or the JRCERT.

The JRCERT is required to be responsive to allegations of non-compliance with any of its **STANDARDS**. Please be advised the JRCERT cannot advocate on behalf of any one student. An investigation into allegations of non-compliance addresses only the program's compliance with accreditation standards and will not affect the status of any individual student.

More information regarding the process to report allegations of noncompliance to the JRCERT can be found at: <https://www.jrcert.org/accreditation-for-students/allegations/>

Policy: 2019

Reviewed: 2020, 2021, 2023, 2024

## Certification and Registration

THE AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS® (ARRT®) is the only examining and certifying body for radiographers in the United States. To become a Registered Technologist in Radiography, R.T.(R)(ARRT)®, you will have to successfully meet their EDUCATION + ETHICS + EXAMINATION = THE ARRT EQUATION FOR EXCELLENCE®.

The ARRT® examination is offered any day after your graduation. You will need to make an appointment to take the examination at your convenience. As a Sacred Heart University Radiography program graduate, it is **highly recommended** that you take the examination as soon as you graduate, within two months of your graduation. Examination dates will be scheduled on an individual basis.

## Ethics Review Preapplication

If you believe you have a potential ethics violation that may preclude you from successfully meeting the ARRT® EDUCATION + ETHICS + EXAMINATION = THE ARRT EQUATION FOR EXCELLENCE®, you can complete their Ethics Review Preapplication process. Use the ethics review preapplication if you have faced:

- Misdemeanor or felony charges or convictions,
- Military court-martial,
- Disciplinary actions taken by a state or federal regulatory authority or certification board,
- Serious honor code (academic) violations as described in the Rules of Ethics, such as patient abuse, violating patient confidentiality, and cheating. You do not have to report offenses such as poor grades or falling asleep in class. (ARRT, n.d.)

Individuals should file a preapplication form in order to obtain a ruling of the impact of their eligibility for the certification and registration examination. The preapplication form should be submitted at any time either before or after entry into the radiography program. The Program Director can assist you in deciphering the appropriate forms and procedures; however, does not need to know the extent of any potential violation. For complete ARRT® Ethics Responsibilities information, you can review the information at <https://www.arrt.org/pages/earn-arrt-credentials/initial-requirements/ethics/ethics-requirements>

### Source:

American Registry of Radiologic Technologists. (n.d.). *Request an ethics review before you apply*. Retrieved August 13, 2019, from American Registry of Radiologic Technologists website: <https://www.arrt.org/earn-arrt-credentials/requirements/ethics-requirements/ethics-review-preapplication>

Policy: 2019

Revised: 2020

Reviewed: 2021, 2023, 2024



## Department of Public Health Radiographer Licensure Requirements

To work as a registered radiologic technologist in a hospital located within Connecticut, you are required to hold a valid license granted by the state.

Per the Department of Public Health Radiographer Licensure Requirements website, an applicant for licensure must meet the following requirements:

- successful completion of a course of study in radiologic technology in a program which, at the time of completion, was accredited by the Joint Review Committee on Education in Radiologic Technology ([JRCERT](#)), or a course of study deemed equivalent to such accredited program by the American Registry of Radiologic Technologists ([ARRT](#)), and
- successful completion of the [ARRT](#) examination in Radiography (CTDPH, n.d.)

Pursuant to Connecticut General Statutes Section 20-74bb(f), a new graduate of an accredited radiography program may operate a medical x-ray system for a period not to exceed one hundred twenty (120) calendar days after the date of graduation, provided the graduate is working in a hospital or similar organization where adequate supervision is provided. If the person practicing pursuant to this subsection fails to pass the licensure examination, all temporary practice privileges shall cease. Please also note that a temporary permit document is not issued by the Department. It is the responsibility of the place of employment to ensure that the requirements have been met. (CTDPH, Temporary Practice, n.d.).

Students may not perform radiographic procedures as a paid radiographer in the State of Connecticut until all licensure requirements are met.

Complete application requirements will be discussed during the last semester of the radiography program. You will find complete application information and forms at <https://portal.ct.gov/dph/practitioner-licensing--investigations/radiographer/radiographer-licensure-requirements>

Complete information about temporary practice for new graduates can be found at: <https://portal.ct.gov/dph/practitioner-licensing--investigations/radiographer/radiographer-licensure-temporary-practice-for-new-graduates>

### Source:

Connecticut State Department of Public Health (n.d.). *Radiographer licensure requirements*. Retrieved August 13, 2019, from Connecticut State Department of Public Health website: <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Radiographer/Radiographer-Licensure-Requirements>

Policy: 2019

Reviewed: 2020, 2021, 2024

## Radiography Practice Standards & Scope of Practice

The ASRT Practice Standards for Medical Imaging and Radiation Therapy define the practice and establish general and specific criteria to determine compliance. Practice standards are authoritative statements established by the profession for judging the quality of practice, service, and education. Professional practice constantly changes as a result of a number of factors including technological advances, market and economic forces, and statutory and regulatory mandates.

For all medical imaging and radiation therapy professionals, aspects of professional practice can vary throughout the United States. Community custom, state statute or regulation may dictate local practice parameters. Wherever there is a conflict between these standards and state or local statutes and regulations, the state or local statutes and regulations supersede these standards. Recognizing this, the profession has adopted standards that are purposely broad in nature.

Practice standards and scopes of practice can be the documents that states, institutions, and legal advisors use when questions arise about the practice of specific professionals.

Scopes of practice delineate the parameters of practice, identify the boundaries for practice and typically are formatted as lists of tasks that are appropriate to include as part of the work of an individual who is educationally prepared and clinically competent for that profession (ASRT, n.d.).

The following is from ASRT's *The Practice Standards for Medical Imaging and Radiation Therapy – Radiography Practice Standards* (2017).

### Definition

The practice of radiography is performed by health care professionals responsible for the administration of ionizing radiation for diagnostic, therapeutic or research purposes. A radiographer performs radiographic procedures at the request of and for interpretation by a licensed practitioner.

The complex nature of disease processes involves multiple imaging modalities. Although an interdisciplinary team of clinicians, radiographers and support staff plays a critical role in the delivery of health services, it is the radiographer who performs the radiographic procedure that creates the images needed for diagnosis.

Radiography integrates scientific knowledge, technical competence, and patient interaction skills to provide safe and accurate procedures with the highest regard to all aspects of patient care. A radiographer recognizes patient conditions essential for the 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, apply, and maintain knowledge of radiation protection and safety. Radiographers independently perform or assist the licensed 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 practitioners, and other members of the support team. Radiographers must remain sensitive to the 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. They engage in continuing education to include their area of practice to enhance patient care, public education, knowledge, and technical competence. ethical judgment and critical thinking. Radiographers engage in continuing education to enhance patient care, public education, knowledge, and technical competence while embracing lifelong learning.

### **Education and Certification**

Only medical imaging and radiation therapy professionals who have completed the appropriate education and obtained certification(s) as outlined in these standards should perform radiographic procedures.

Radiographers prepare for their roles on the interdisciplinary team by successfully completing a program in radiologic technology that is programmatically accredited or part of an institution that is regionally accredited, and by attaining appropriate primary certification from the American Registry of Radiologic Technologists.

Those passing the ARRT examination use the credential R.T.(R).

Medical imaging and radiation therapy professionals performing multiple modality hybrid imaging should be registered by certification agencies recognized by the ASRT and be educationally prepared and clinically competent in the specific modality(ies) they are responsible to perform. Medical imaging and radiation therapy professionals performing diagnostic procedures in more than one imaging modality will adhere to the individual practice standard for each.

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

## Overview

Radiographers are part of the interdisciplinary team that plays a critical role in the delivery of health services as new modalities emerge and the need for imaging procedures increases. A comprehensive procedure list for the radiographer is impractical because clinical activities vary by the practice needs and expertise of the radiographer. As radiographers gain more experience, knowledge and clinical competence, the clinical activities for the radiographer may evolve.

State statute, regulation or lawful community custom may dictate practice parameters. Wherever there is a conflict between these standards and state or local statutes or regulations, the state or local statutes or regulations supersede these standards. A radiographer should, within the boundaries of all applicable legal requirements and restrictions, exercise individual thought, judgment, and discretion in the performance of the procedure.

## Radiographer Scope of Practice

The scope of practice of the medical imaging and radiation therapy professional includes:

- Providing optimal patient care.
- Receiving, relaying and documenting verbal, written and electronic orders in the patient's medical record.
- Corroborating a patient's clinical history with procedure and ensuring information is documented and available for use by a licensed practitioner.
- Verifying informed consent for applicable procedures.
- Assuming responsibility for patient needs during procedures.
- Preparing patients for procedures.
- Applying principles of ALARA to minimize exposure to patient, self, and others.
- Performing venipuncture as prescribed by a licensed practitioner.
- Starting, maintaining and/or removing intravenous access as prescribed by a licensed practitioner.
- Identifying, preparing and/or administering medications as prescribed by a licensed practitioner.
- Evaluating images for technical quality and ensuring proper identification is recorded.
- Identifying and responding to emergency situations.
- Providing education.
- Educating and monitoring students and other health care providers.
- Performing ongoing quality assurance activities.
- Applying the principles of patient safety during all aspects of patient care.

The scope of practice of the radiographer also includes:

- Performing diagnostic radiographic and noninterpretive fluoroscopic procedures as prescribed by a licensed practitioner.
- Optimizing technical exposure factors in accordance with the principles of ALARA.
- Assisting the licensed practitioner with fluoroscopic and specialized radiologic procedures.

## Radiography Clinical Practice Standards

**Standard One - Assessment:** The radiographer collects pertinent data about the patient and the procedure.

**Standard Two - Analysis/Determination:** The radiographer analyzes the information obtained during the assessment phase and develops an action plan for completing the procedure.

**Standard Three - Education:** The radiographer provides information about the procedure and related health issues according to protocol.

**Standard Four - Performance:** The radiographer performs the action plan.

**Standard Five - Evaluation:** The radiographer determines whether the goals of the action plan have been achieved.

**Standard Six - Implementation:** The radiographer implements the revised action plan.

**Standard Seven - Outcomes Measurement:** The radiographer reviews and evaluates the outcome of the procedure.

**Standard Eight - Documentation:** The radiographer documents information about patient care, the procedure, and the final outcome.

## Radiography Quality Performance Standards

**Standard One – Assessment:** The radiographer collects pertinent information regarding equipment, procedures, and the work environment.

**Standard Two – Analysis/Determination:** The radiographer analyzes information collected during the assessment phase to determine the need for changes to equipment, procedures, and the work environment.

**Standard Three - Education:** The radiographer informs the patient, public, and other healthcare providers about procedures, equipment, and facilities.

**Standard Four - Performance:** The radiographer performs quality assurance activities.

**Standard Five - Evaluation:** The radiographer evaluates quality assurance results and establishes an appropriate action plan.

**Standard Six - Implementation:** The radiographer implements the quality action plan for equipment, materials, and processes.

**Standard Seven - Outcomes Measurement:** The radiographer assesses the outcome of the quality management action plan for equipment, materials, and processes.

**Standard Eight - Documentation:** The radiographer documents quality assurance activities and results.

## Radiography Professional Performance Standards

**Standard One – Quality:** The radiographer strives to provide optimal patient care.

**Standard Two - Self-Assessment:** The radiographer evaluates personal performance.

**Standard Three – Education:** The radiographer maintains current knowledge in practice.

**Standard Four - Collaboration and Collegiality:** The radiographer promotes a positive and collaborative practice atmosphere with other members of the healthcare team.

**Standard Five – Ethics:** The radiographer adheres to the profession’s accepted ethical standards.

**Standard Six - Research and Innovation:** The radiographer participates in the acquisition and dissemination of knowledge and the advancement of the profession.

For complete information about professional practice in the medical imaging and radiation therapy disciplines, the ASRT Office of Professional Practice has a wealth of information at

<https://www.asrt.org/main/standards-and-regulations/professional-practice>

**Source:**

American Society of Radiologic Technologists. (n.d.). *Practice standards and scopes of practice*. Retrieved August 14, 2019, from American Society of Radiologic Technologists website:

<https://www.asrt.org/main/standards-and-regulations/professional-practice/practice-standards>

American Society of Radiologic Technologists. (2017). *The practice standards for medical imaging and radiation therapy: Radiography practice standards*. Retrieved August 14, 2019, from American Society of Radiologic Technologists website: <https://www.asrt.org/main/standards-and-regulations/professional-practice/practice-standards>

Policy: 2019

Reviewed: 2020, 2021 2023, 2024

## Essential Functions of a Radiologic Technologist

Sacred Heart University's Radiography Program is committed to graduating high quality radiologic technologists who are safe and proficient in the practice of medical imaging. The training of students for the complexities of clinical radiography practice requires a variety of skills and aptitudes; cognitive, physical, and social emotional.

Essential Functions are the academic, clinical, and interpersonal aptitudes and abilities that allow medical imaging students to complete the professional curriculum. These essential functions are necessary to perform the clinical skills consistent with radiography practice as outlined by the ASRT's Practice Standards and Scopes of Practice. Essential Functions apply in the classroom, tutorial, laboratory, and clinical settings. Students may meet the requirements of Essential Functions with or without reasonable accommodations. Sacred Heart University Radiography Program uses independent clinical education settings that may or may not be able to offer the same reasonable accommodations that are made available by Sacred Heart University.

The program curriculum requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential radiologic technologist skills and functions. Learning these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other healthcare providers. Additionally, there are functions of academic performance that are critical for success in the healthcare environment.

The functions are necessary to acquire or demonstrate competence in a discipline as complex as medical imaging. In addition to the standards of student conduct set forth in the **SHU Student Conduct & Community Standards**, students will adhere to the following functions which will be evaluated in the program as academic performance standards.

## Motor Skills, Strength, and Mobility Skills

Students shall have sufficient motor function so that they are able to execute movements required to provide general care to patients in all health care settings. Students should be able to:

- Manipulate equipment (locks, push buttons, knobs, and switches) using fine motor skills.
- Safely push a wheelchair, stretcher, or other transport equipment from a patient waiting area or patient room to the medical imaging department.
- Safely transfer a patient from a wheelchair or stretcher to the radiographic exam table.
- Safely assist a patient in dressing for a procedure.
- Raise arms above head and in all directions to manipulate radiographic equipment.
- Stand and walk for extended periods of time (6-7 hours).
- Lift ten (10) pounds of weight above head.
- Perform all aspects of CPR and Basic Life Support



## Sensory/Observation Skills

Students must be able to acquire information presented through demonstrations and experiences in the classroom and clinical environments. Students must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate nonverbal communications when performing an assessment and performing radiologic exams and duties. Students must be capable of perceiving signs of disease and infection as manifested through physical examination. Such information is derived from visual inspection and auditory information (patient voice). Students should be able to:

- Hear sufficiently to interact with patients and medical staff when background noise is present.
- Detect audible sounds within the hospital, such as equipment alarms, fire alarms, telephones ringing, and overhead pages.
- Visually monitor patients in low levels of light.
- Distinguish between different shades of gray on radiographic images.

## Communication Skills

Students must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner. Students should be able to:

- Communicate in English (verbally and written) with patients, family members, physicians, and all members of the health care team.
- Convey or exchange information at a level allowing development of a health history.
- Read and comprehend written instructions to deliver appropriate patient care.
- Communicate effectively in oral and written forms.
- Be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the healthcare team.

## Cognitive Skills

Students must be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of undergraduate radiologic sciences. Students should be able to:

- Make a correct judgment in seeking supervision and consultation in a timely manner.
- Quickly read and comprehend extensive written material.
- Evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

## Behavioral/Emotional Skills

Students must possess the emotional health required for the full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the care of patients and families. In addition, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals under all circumstances including highly stressful situations. Students should be able to:

- Have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- Make a correct judgment in seeking supervision and consultation in a timely manner.
- Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
- Understand that their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.
- Be able and willing examine and change their behavior when it interferes with productive individual or team relationships.
- Possess skills and experience necessary for effective and harmonious relationships in diverse academic and clinical environments.

## Professional Conduct

Students must possess the ability to reason morally and practice in an ethical manner. Students must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including, but not limited to, children adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults. Students should be able to:

- Learn and abide by professional standards of practice.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
- Function effectively under stress.
- Respond appropriately to constructive criticism.
- Maintain professional behavior at all times, which includes, but is not limited to, being on-time, effective communication with peers and other members of the healthcare environment, etc.

## Reasonable Accommodation for Disabilities

The Office of Student Accessibility (OSA) coordinates and provides reasonable accommodations, auxiliary aids and services to students who disclose a disability to the university, assisting in the provision of equal access across university programs. Accommodations are intended to allow for equal access to an individual with a disability, while also ensuring the integrity of the university's programs of study. Accommodations are determined individually for each student through an interactive process. As needed, the OSA collaborates with offices and individuals from across the university in order to assist in meeting the needs of students with disabilities in an equal manner. It is important to note that

accommodations may not necessarily provide the same or similar results. Instead, an accommodation must provide the individual with a disability equal access to the same service, program, or activity. Reasonable accommodations are modifications to a course, program, service, or employment that do not fundamentally alter the course or program. Appropriate accommodations are determined through the individual intake appointment by reviewing documentation submitted by a qualified and licensed professional, discussion with the student, and evaluating the essential requirements of a course or program. The SHU Office of Student Accessibility's website houses all the appropriate documentation guidelines, accommodations processes, and testing.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. While SHU will make every effort to work with our students with disabilities to reasonably accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential qualifications, functions, technical standards, or other academic requirements of the program, or result in an undue financial or administrative burden.

### Implementation of the Essential Functions of a Radiologic Technologist

Potential students will be advised of the Essential Functions of a Radiologic Technologist on the program's website. Incoming students will be alerted to the Essential Functions expectations during program orientation and apprised of the location of Essential Functions in the SHU Radiography Program Student Handbook.

### Regular, On-going Evaluation

Clinical faculty will evaluate students Essential Functions of a Radiologic Technologist for the Department regularly. The clinical faculty, in conjunction with the Clinical Coordinator, shall do so by the following actions:

- Direct interaction and supervision of the students in the clinical setting related to clinical activities, including clinical participation.
- Attendance at clinical evaluations, addressing any concerns regarding performance and/or non-cognitive factors of academic performance in clinical courses.
- Completion of an evaluation of the Factors of Academic Performance for the Radiologic Science Program on each student in the clinical setting at the midpoint of each clinical semester, and at any point when the student is not meeting the academic performance standards.

If a student repeatedly violates Essential Functions of a Radiologic Technologist, the student will be placed on probation or dismissed from the program.

Policy: 2019

Revised: 2020

Reviewed: 2021, 2023, 2024

## Professional Societies

### SHU Radiography Club (M.I.S.T.)

Many organizations play key roles in the professional lives of radiologic technologists. Upon acceptance to the Radiography Program, each student becomes a member of the Rad Club. The purpose of the Rad Club is to provide students who are interested in radiography with information, resources, and contacts in order to grow in their personal and professional career path. This club encourages the discussion of thoughts, experiences, and ideas for the enrichment of student life as well as important experience in leadership and professional development. Scheduled meetings: Once a month, all radiography students are invited.

Club Officers:

1. President
2. Vice President
3. Secretary
4. Treasurer

The President is invited to attend the Radiologic Sciences Faculty meetings to provide the faculty with suggestions and concerns the students have in regard to the policies and procedures of the Radiography Program. If a faculty meeting is scheduled during class or clinical time, the president can submit questions or concerns.

### Lambda Nu National Honor Society for Radiologic and Imaging Sciences - Connecticut Alpha Chi Chapter

The purpose of this chapter is to foster academic scholarship at the highest academic levels, promote research, and investigation in the radiologic and imaging sciences, and to recognize exemplary scholarship. Radiologic and imaging students, alumni, and faculty may qualify for membership based on appropriate standards. Full eligibility criteria and by-laws can be found in the program director's office. You can learn more about Lambda Nu at <https://lambdanu.org/>.

### Connecticut Society of Radiologic Technologist

The state society is the Connecticut Society of Radiologic Technologists (CSRT). All clinical students are encouraged to join the CSRT. The CSRT conducts multiple educational offerings per year, in addition to the annual conference. Student membership is available at a discounted rate. You can learn more about CSRT at <https://member.csrt.us/>.

### American Society of Radiologic Technologists

The national society is the American Society of Radiologic Technologists (ASRT). The mission of the American Society of Radiologic Technologists is to advance and elevate the medical imaging and radiation therapy profession and to enhance the quality and safety of patient care. ASRT strives to be the premier professional association for the medical imaging and radiation therapy community through education, advocacy, research, and innovation (ASRT, n.d.). For a full explanation of ASRT student membership benefits and membership information, search <https://www.asrt.org/membership/membership-categories/student-member>

**Source:**

American Society of Radiologic Technologists. (n.d.). *Student membership*. Retrieved August 14, 2019, from American Society of Radiologic Technologists website  
<https://www.asrt.org/membership/membership-categories/student-member>

Policy: 2019

Review: 2020

Revised: 2021, 2023, 2024

## SECTION III: Academic Progression Policies and Procedures

### Confidentiality Policy

#### Academic Confidentiality Policy

Students must be aware and understand that the verbal or electronic disclosure of any examination materials or simulation scenarios including the nature or content of examination items, before, during, or after the examination is prohibited. Copying of examination items and related rationales during test review is also prohibited. Students who are aware of or have observed an attempt to compromise examination materials or processes should report the incident to the faculty. The student who has violated the confidentiality policy may face potentially serious consequences, up to and including dismissal from the program.

### Academic Standards

Professional behavior and academic standards are designed to uphold important values and requirements of the profession to assure safe, quality practice and protection of clients. Warnings, probation, and dismissal are applied to violations of professional behaviors and academic standards as follows.

#### Program Warnings

There is a defined, progressive, and formalized system of communication and documentation related to giving students warnings. The following behaviors or actions will generally result in students being issued a warning:

##### ***Professional Warning:***

Students will receive a professional warning for:

- Failure to meet professional standards/expectations
- Failure to meet course standards/expectations
- Violation of the Program/University code of conduct

##### ***Clinical Warning:***

Students will receive a clinical warning for:

- Violations of accepted clinical/lab practices, principles, dress code or standards
- Failure to comply with student practice requirements
- Failure to meet professional standards/expectations

Students may receive a warning for violations related to professional and clinical standards as outlined in section of the Student Policy and Procedure Manual. The warning will be part of the student's academic file. Students may receive a verbal warning which will be issued at the time of infraction or violation of accepted practices, principles, or standards. The warning will be documented in the student's record. A verbal warning does not need to be issued prior to a written warning or probation. Students are required to meet with their course faculty and/or faculty advisor to discuss the violation within 7 days if appropriate. Failure to comply with this policy may result in a recommendation to the Dean of the College for placement on Academic Probation or Dismissal.

### **Academic Program Probation**

The following behaviors or actions will generally result in recommendation for placement on academic probation:

- Students whose cumulative Radiography Grade Point Average (GPA) falls below the stated program standard.
- Failure to achieve a passing grade in any course.
- If the cumulative GPA remains below the stated standards at the end of the probationary period, the student will be dismissed from the program.
- Any serious professional or clinical written warning.
- A student may be placed on academic probation after any professional or clinical written warning. After two consecutive (defined as within the same semester or sequential semesters) written warnings, the student will be recommended to the Dean of the College for placement on Academic Probation. Two non-consecutive written warnings will be reviewed by the Professional Performance Committee for recommendation.
- Students with recurrence of behaviors that yielded warning(s) or Program Academic Probation and/or the first incidence of a serious violation may result in recommendation for dismissal.

### **Dismissal from a Major Program**

The Program reserves the right to dismiss a student who does not maintain a satisfactory level of scholarship, who cannot remain in the major program without detriment to the health of self or others, or who, in the judgment of the Professional Performance Committee and the Dean of the College, fails to live up to Program/University and/or professional standards and regulations. For additional details, refer to policies on Course Progression, Professional Role Behaviors and Warning, Probation and Failure. Recommendations are forwarded to the Dean for final determination.

Specific reasons for recommending dismissal are:

- Failure to achieve a final course grade  $\geq 80\%$  in two major courses in radiography or failure in a general education course that results in probation and failure of a course in radiography.
- Final grade of D+, D or F in a single radiography course.
- Failure to satisfactorily meet clinical and course objectives as outlined in the course syllabus and associated clinical course materials. Note: A clinical failure results in failure of the entire course and a final grade of F.
- Failure to meet professional standards/expectations.
- Failure to meet the Essential Attributes and Functional Abilities for students despite reasonable accommodations.
- Failure to report an unusual occurrence that has caused actual or potential harm.
- Failure to meet the criteria stated in official emails/letters of warning and probation.
- Incur an incident that would result in Academic Probation while on Program Academic Probation.

Policy 2020

Revised: 2024

## Professional Performance Committee Procedure

There is a defined, progressive, and formalized system of communication and documentation related to student academic, professional, and clinical progression. The Professional Performance Committee (PPC) will be notified by course faculty of any academic, professional, or clinical violations. Decisions and recommendations for Program Academic Probation and Dismissal will be deliberated by the PPC. The academic and clinical record of the student will be reviewed during deliberations.

If necessary, students will be notified by the Dean, in writing, of any actions taken by the PPC. Written notifications may include instructions for students related to their status in the program, academic progression and/or conditions of probation. ***Students are solely responsible for adhering to Program policies and procedures set forth in the Student Policy and Procedure Manual and to all conditions identified in any communication from the Program. Failure to comply may result in probation or dismissal.***

## Appeal Process for Dismissal

For a student's appeal of a dismissal to be considered, the appeal must be based upon one or more of the following grounds and allegation that the grounds cited influenced the cause for dismissal: (1) arithmetic or clerical error; (2) extenuating circumstances; (3) discrimination or harassment, based upon race, color, gender, religion, national/ethnic origin, age, or disability.

The student may appeal the dismissal decision in accordance with the procedure outlined below.

For information regarding discrimination or harassment, please refer to the University's Policy on Prohibited Harassment and Discrimination <https://www.sacredheart.edu/offices--departments- directory/inclusive-excellence/anti-discrimination-and-discriminatory-harassment-policy--procedures/>

## Dismissal Appeal Procedure

If the student chooses to appeal a decision related to academic standards, the student must submit a written statement detailing the grounds for appeal based on the list above. The student is responsible for preparing a written statement and setting forth the facts and circumstances upon which the student relies in support of the appeal. The request and statement must be submitted to the Dean of the College within 14 days of the dismissal notification or by the deadline specified in the dismissal notification, whichever is sooner.

- Upon receiving a timely request for an appeal, the Dean will convene the College Professional Performance Committee.
- The College Professional Performance Committee hearing is a closed hearing attended by Committee members.
- The hearing is solely based on the question of whether the ground or grounds for appeal as cited influenced the decision for dismissal as alleged in the student's written statement of appeal. The burden is on the student to satisfy the Committee by clear, cogent, and convincing evidence that their contentions are true.
- At the beginning of the hearing, the Dean will outline the procedures to be followed in the hearing. The College Professional Performance Committee may consider only such evidence that relates to the three possible grounds and need consider only that offered which it considers fair and reliable. The conduct of the hearing is under the control of the Dean.
- Following the hearing, the Committee will deliberate with a vote.
- The Dean will either accept or deny the decision. The Dean's office will notify the student and Program Director in writing of the decision.
- If the decision so indicates, the Dean's office will contact the university's registrar to initiate a change in the decision of dismissal.



Note: Incidences where the Dean is named, a designee from the Office of the Dean may be substituted.

Policy 2020

Revised: 2024

## Classroom Technology Policy

### Classroom Computer Use Policy

Computers are available for student use and are located within the classroom. Students must abide by classroom and professor's policies for use of computers and technology. Failure to comply with the rules may result in the student losing their computer privileges.

### Personal Technology Usage Policy

It is of the professor's discretion for students to use technology in the classroom (cell phones, laptops, tablets, etc.) dependent on classroom learning and activities. During examinations, quizzes, tests, etc., students must follow all instructions regarding technology use within the learning environment.

## Curriculum Sequence (Plan of Study)

The classes completed and time for completing the program varies by student, based on transfer credits and other unique factors. The program plan below is an example to help envision your schedule in the radiography program. Further program information can be found within the current SHU Undergraduate Catalog.

### Year One

<u>Semester 1: Fall</u>	<u>Credit Hours</u>	<u>Semester 2: Spring</u>	<u>Credit Hours</u>
Anatomy and Physiology I	4	Anatomy and Physiology II	4
First Year Seminar	3	Intro to Psychology	3
College Algebra	3		3
	<hr/> 10		<hr/> 10

### Year Two

<u>Semester 3: Fall</u>	<u>Credit Hours</u>	<u>Semester 4: Spring</u>	<u>Credit Hours</u>
<a href="#">RAD 101 – Radiography I</a>	8	<a href="#">RAD 112 – Radiography II</a>	8
Human Journey CIT I	3	Humanities Choose 1 course from Hist, Lit, Arts, Comm	3
	<hr/> 11		<hr/> 11
<u>Summer Session: 6 weeks</u>			
<a href="#">RAD 200 –Didactic and Clinic</a>	5		

### Year Three

<u>Semester 5: Fall</u>	<u>Credit Hours</u>	<u>Semester 6: Spring</u>	<u>Credit Hours</u>
<a href="#">RAD 221 – Radiography III</a>	9	<a href="#">RAD 232 – Radiography IV</a>	9
	<hr/> 9		<hr/> 9

**Associate of Science: 62 credits**

Reviewed: 2019, 2021

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## Developing Clinical Proficiency

Clinical skills can be developed by following a systematic step-by-step approach. Ultimately, your clinical skills will be proficiently performed in an efficient, effective, and caring manner. The systematic approach to our professional curriculum assures you learn basic skills then build upon these skills throughout your time within the program. There is a specific sequence that must be followed to gain clinical competency. The following sequence of steps will generally produce outstanding technologists:

1. Academic Preparation
  - a. Lecture and exam on the topic
  - b. Laboratory simulation and evaluation
2. Observation
3. Assisting Registered Radiologic Technologist
4. Demonstration with Limited Assistance
5. Competency Evaluations
6. Clinical Proficiency Evaluations (CPE)

**Academic Preparation:** You complete this step by studying radiographic physics, radiographic principles and techniques, anatomy and physiology, radiographic positioning, etc., in your didactic course work.

**Laboratory Simulation and Evaluation:** You must practice and simulate all clinical skills including patient care skills and radiographic positioning in the laboratory setting. Evaluation of these skills will assure you are minimally prepared to begin the step by step in clinical.

**Observation:** Your initial activities in the clinical education setting will consist primarily of observing registered technologists at work. Observed procedures do NOT need to be covered in your lecture course prior to documenting. Documentation of observed procedures must be included in the Trajecsyst Daily Log Section.

**Assisting Registered Radiologic Technologist:** Once you feel comfortable in the radiographic room, you will be given an opportunity to assist the radiologic technologist in performing radiographic procedures. Assisted procedures do NOT need to be covered in your lecture course prior to documenting. Documentation of assisted procedures must be included in the Trajecsyst Daily Log Section.

**Demonstration with Limited Assistance:** As you develop confidence and proficiency, you will be given the opportunity to complete entire examinations under the direct supervision of a registered radiologic technologist. The technologist will observe and assist you and step in whenever the need arises.

**Competency Evaluation:** Once you have followed the competency-based protocol and when you feel certain that you are able to do a particular examination by yourself, ask the Clinical Preceptor or Staff Radiographer to do a competency evaluation when the next patient for that examination arrives. Your performance will be documented in the Clinical Competency Evaluation section of Trajecsyst. If competency is achieved, it will be counted toward the requirement for that semester. All competencies may be reevaluated by the Clinical Coordinator or SHU faculty for quality and completeness. The final approval of competency evaluations will be by the Clinical Coordinator or SHU faculty, regardless of prior approval by the Clinical Preceptor or clinical staff.

**Clinical Proficiency Evaluation (CPE):** The purpose of the Clinical Proficiency Evaluation (CPE) is to encourage students to continuously review and reflect on all present and past course information. The CPE will assist the student in knowledge retention thus allow for an increased likelihood of successful completion of the ARRT certification and registration examination (the Registry). Full explanation of the CPE process is found under **Grading Procedures for Clinical Radiography Courses**

**To recap, students cannot attempt/achieve a competency evaluation until:**

1. The student has been tested over the specific content area (e.g., Thoracic Viscera, Abdomen, Upper Extremity, etc.) in the didactic course.
2. The student has performed a laboratory practical over the specific content area (e.g., Thoracic Viscera, Abdomen, Upper Extremity, etc.).
3. Documented at least one Observation, Assisted Registered Technologist, and a Demonstration with Limited Assistance, in Trajecsys. This process (O/A/DLA/C) can occur in a single clinical day.

**Note:** These all must be documented under separate patients. A student cannot perform more than one documented event on the same patient.

The mere gaining of a competency evaluation does not exclude the student from continued practice and honing their skills. Should your skills not be maintained, the competency is subject to removal, remediation in the laboratory will be required, and a repeat competency must be achieved. If at any time, a clinical preceptor, evaluator, or manager report that students are 'passing' on patient care and procedures because they (the student) "don't need that competency," the student will receive a written clinical infraction and be subject to disciplinary action.

## Example of Logging Clinical Performance in Trajecsys:

- Home
- Time Exception
- Logs
- Portfolio Reports
- Comp Evals
- Send Email
- Comments
- Evaluations
- Covid Forms
- Logout

Sacred Heart University – Radiography - St. Vincent's

TEST STUDENT

### Daily Logsheets

Date: 01/13/2021
Site: Test Site

Retain values on logsheet submissions (clear)

Key: 25 Repeats: 0 Supervising Employee (New Edit Email Delete): XRAY, BOB

Add Logsheets Last 20 records

Major Study #	Skill #	Participation Level #	Key	Repeats	Supervising Employee	Comments	Approve Date	Approved By	Simulation
Abdomen	Abdomen Supine (KUB)	Assisted	25	0	XRAY, BOB	Ascites			
Abdomen	Abdomen Supine (KUB)	Demonstrated	25	0	XRAY, BOB	Distension			
Abdomen	Abdomen Supine (KUB)	Observed	25	0	XRAY, BOB	Abdominal Pain			

Policy: 2019  
Revised 2020, 2021, 2024

## Grading Procedures for Clinical Radiography Courses

The criteria for successful completion of the clinical component of each professional radiography course are outlined below. Each item of clinical grading is averaged and weighted to the identified percentage to determine the final course grade as “Pass or Fail.” A minimum weighted average score of not less than 85% is required to “Pass” clinical. Any score below 85% will result in clinical failure and the student will receive a “F” for the respective course grade.

Clinical competencies require a minimum passing grade of 85% to be considered as complete to allow the student to progress to indirect supervision (See Clinical Supervision). Failure to achieve a minimum passing grade of 85% or if the student receives an automatic failure (recorded as 50%) on a competency, the student will be assigned a remediation assignment, as determined by the clinical evaluator or SHU faculty to help the student increase their understanding of the mistake or examination. After receiving the remedial action as reported in Trajecsys, the student must complete the remedial action before the end of the current academic term.

If the remedial action is not submitted to the clinical coordinator by the last day of clinical, the grade recorded for that examination will be a zero (0). Upon successful completion of the remediation assignment, the student can attempt the competency again and upon successful demonstration of competency, all scores will be included in the clinical competency grades to gain the average score. If the student performs a successful competency on an examination where there is an outstanding remedial action, the successful attempt will be removed and not counted toward the semester’s grade. The program has established competency requirements for each semester as a means to establish a framework for timely completion of all clinical competencies as well as a grading system. The minimum requirements are not meant to be restrictive, and students should request competency evaluation on any procedure they feel prepared to perform, even if they have completed the minimum semester requirements (See Developing Clinical Proficiency).

The following semester requirements have been drafted and may be revised, as necessary.

### **Patient Care Competencies, including:**

- CPR certified
- Vital Signs – Blood pressure, Temperature, Pulse, Respiration, Pulse Oximetry
- Sterile and Medical Aseptic Technique
- Venipuncture
- Transfer of Patient
- Care of Patient Medical Equipment (e.g., Oxygen Tank, IV Tubing)

**RAD 101**

- 2 competency evaluations
- Patient care competencies

**RAD 112:**

- 10 competency evaluations
- Patient care competencies

**RAD 200:**

- 8 competency evaluations
- Patient care competencies

**RAD 221:**

- 16 competency evaluations
- Patient care competencies

**RAD 232:**

- 15 competency evaluations
- Patient care competencies

**Program Total:**

- 51 total competencies
  - 36 mandatory procedures
  - 15 elective procedures
- 10 patient care competencies

The minimum competency requirements above should be used as a guide for timely completion of all ARRT required clinical competencies. **Note:** The semester-based competency totals are subject to change due to the pandemic. The program follows the current ARRT didactic and clinical competency requirements as published and provided in Blackboard.

Again, these minimum requirements above are necessary for establishing a grading system and are not meant to be restrictive. Students should request evaluation on any examination they feel prepared to perform, even if they have completed their requirements for the semester. Competency evaluations completed over the minimum requirements will be counted in the current semester. All required competency evaluations must be completed by the last day of clinical of a given academic term. If the student does not meet the minimum competency requirements for a semester, the student will meet with the clinical coordinator and program director. The consequences for not completing the minimal competency requirements can include receiving an incomplete for the semester, not progressing to the next semester and failing the course.

It is important to emphasize that this is a competency-based system, and the pace or rate of the student's progress is dependent on the student's ability to comprehend and perform the various examinations. The components of each semester's clinical grade are provided below:

Items	RAD 101	RAD 112	RAD 200	RAD 221	RAD 232
Clinical Competencies	20%	20%	50%	20%	20%
Faculty Evaluations (Final)	10%	10%		10%	10%
Technologist Evals	60%	60%	50%	60%	55%



Clinical Proficiency Evaluation	10%	10%		10%	15%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Minimum Average to Pass Clinical</b>	<b>≥ 85%</b>	<b>≥ 85%</b>	<b>≥ 85%</b>	<b>≥ 85%</b>	<b>≥ 85%</b>

**Faculty Evaluations:** Each semester there will be a mid- and summative clinical evaluation given to each student by the Clinical Faculty, Clinical Coordinator, and/or Program Director. Failed summative evaluations will be reviewed by the Clinical Coordinator and/or Program Director and an action plan will be developed.

**Clinical Proficiency Evaluation:** The purpose of the Clinical Proficiency Evaluation (CPE) is to encourage students to consistently review and reflect on all present and past course information. The CPE will assist the student in knowledge retention thus allow for an increased likelihood of successful completion of the ARRT certification and registration examination (the Registry). The CPE will be conducted on the final day of clinical each semester, except in the summer term, RAD 200. Faculty will review each student's completed competency list prior to the CPE and develop an appropriate CPE. For the CPE, the faculty will randomly select three (3) competencies performed, in aggregate, and ask you to 'defend' your competency in the selected examination. You will be asked 5 questions per competency, and it will be evaluated based upon your ability to describe general procedure requirements, position of patient, position of part, central ray, structures shown, and evaluation criteria. Patient considerations or pathologic conditions typical of a specific examination may also be questioned. You must also identify pertinent anatomy and/or determine if the image is of diagnostic quality based on image analysis. A rubric will be used to score the CPE.

## Withdrawal, Progression Failure & Reinstatement Policy

### Academic Withdrawal or Failure to Progress

Students who withdraw for academic reasons or fail to progress in the professional phase of the Radiologic Technology program for the first time in any semester after Semester One, may apply to re-enroll into the same semester the following year. A written Petition for Reinstatement must be submitted to and approved by the Program Director at least 60 days prior to the start of the semester in which the student will re-enroll.

Re-enrollment requires retaking all required RAD courses for that semester. The student must adhere to the Petition for Reinstatement Policy.

### Petition for Reinstatement Policy

Failure to successfully complete a professional Radiologic Technology course or continue in the established progression listed in the curriculum sequence in which a student is enrolled removes a student from the established enrollment sequence and, therefore, subjects the student to additional enrollment considerations. The priority for enrollment in Radiologic Technology courses is for those students who successfully progress to the next required level without having to repeat/re-enroll/re-enter Radiologic Technology courses.

The enrollment of a student who is repeating a Radiologic Technology course due to re-entering the progression sequence, will be permitted on a space available basis. Reinstatement will be granted only within one year of withdrawal or non-progression and with the Program Director's approval only.

Enrollment space for a student cannot, therefore, be reserved or guaranteed for any subsequent semester. Specific faculty-student ratios and the number of students available in a specific clinical setting are mandated by the JRCERT; therefore, course enrollment must be carefully evaluated each semester.

A student who desires to repeat/re-enroll/re-enter an RADT course must fulfill the following criteria:

- Meet eligibility requirements to enroll in the University and in Radiologic Technology curriculum.
- Complete and submit a written Petition for Reinstatement to the Radiology Program Director at least 60 days prior to the start of the semester in which the student is re-enrolling.

**\*Enrollment-** being listed on the official class roll after the final day to register, add courses or section changes.

**\*Repeat-** having a prior enrollment in Radiologic Technology course.

Revised: 2006, 2015, 2018, 2023, 2024

## SECTION IV: Clinical Policies and Procedures

### The Clinical Environment

You will notice many differences between the academic environment to which you have been accustomed and the clinical environment that you are entering. Most of the differences will prove exciting and stimulating; some will prove to be frustrating and aggravating. How successfully you function and learn in the clinical setting depends in part on how you approach and deal with these differences.

The reality of the situation is that patient care is the top priority in the Medical Imaging Department. This means that the patient's welfare is considered first. Usually, this is consistent with the goals and needs of clinical education. Occasionally, however, this reality dictates that the scheduling and conducting of educational activities be flexible.

Compared to the learning activities conducted in the didactic courses, the learning activities in the clinical setting are frequently much less structured. You must take a more active and responsible role for integrating the academic preparation you had with the individual examinations you are observing, assisting, or performing.

Generally, in the classroom setting you work independently as you pursue your academic goals and course outcomes. Teamwork and cooperation are not a necessity in achieving your academic goals. In the clinical setting, you must pursue your educational goals within the overall goals of the department to deliver quality patient services efficiently and effectively. Rather than function independently, you become part of a healthcare delivery team and must function cooperatively to achieve educational and departmental goals.

Undoubtedly, you will be able to add many more differences to our list. The point is that you will make a transition that will require some reorientation and adaptation on your part. You are not the only one, however, involved in this process. This is a time of transition also for the students in the class ahead of you who are assuming a new role and responsibilities as second-year students. The clinical staff is also involved in reorientation and adaptation. At the point when you enter the clinical education setting, they have been working with students who in the most part require minimal supervision. The staff must cycle back and assume a direct supervisory role all over again.

Policy: 2019

Reviewed: 2020, 2021, 2024

## Clinical Rotations

Students enrolled in professional phase (clinical) courses of the Radiography Program are assigned to area hospitals and clinics that serve as Clinical Education Settings (CES). The Clinical Coordinator makes clinical assignments on a semester basis. Clinical assignments are limited to not more than 10 hours per day.

While assigned to the CES, the student will rotate through the various areas of the Medical Imaging Department. Clinical rotation assignments take place during daytime and evening hours, Monday through Friday (specific days). Clinical rotation assignments are given to each student at the beginning of each semester, posted on Blackboard and at each CES. Students are not permitted to attend clinic in an area they are not assigned. Also, students are not allowed to attend clinic beyond their scheduled time, without prior approval from the program director or clinical coordinator.

To increase the understanding and appreciation of the specialty areas within the medical imaging department, students are required to rotate through many of the medical imaging and radiation therapy modality areas where SHU has clinical contract agreements. During these rotations, students should try to observe as much as possible to maximize their clinical progress and gain an understanding of other modalities.

Students may be required, on occasion, to attend various clinic rotation shifts including evening clinical assignments, clinical rotations typically begin at 8:00AM, however, specific operating hours are dependent on the specific clinical setting or rotation. The clinical rotation schedule will specify hours of operation. Lunch time is limited to 30 minutes, and you are not allowed to leave the premises of the clinical setting.

The Radiography Program at Sacred Heart University utilizes many clinical education settings in Stamford, Norwalk, Bridgeport, Derby, and surrounding areas. All clinical education settings are within a 40-mile radius of the Department (5151 Park Ave). This excludes any clinical settings that have been added due to the pandemic. Any costs pertaining to traveling to and from a clinical education setting, including parking fees, are the responsibility of the student. Students are encouraged to carpool when multiple students are at a single facility.

During the first year, it is understood that the student shall devote 16 hours per week to clinical education (Tuesday and Thursday). During the second year, the student shall devote 24 hours per week (Monday, Wednesday, Friday). Over the two-year program, students will be assigned to clinical rotations in the areas listed below.

### Required Clinical Rotations

- Diagnostic Radiography
- Fluoroscopy
- Mobile and Surgical Radiography
- Emergency Department/Trauma
- Special Procedures/Interventional Radiography

Once the student has completed all the required competencies for the program, the student may rotate through an elective specialty rotation area of interest or any of the above-mentioned clinical areas for an extended period of time.

The following rotations are strictly voluntary based on the students' interest. The student must meet with the Clinical Coordinator to discuss their interest and determine if a rotation through one of these areas can be added into their rotations.

### Elective Specialty Rotations

- Cardiac Catheterization
- Computed Tomography (CT)

- Dual Energy X-ray Absorptometry (DEXA)
- Electrophysiology Lab
- Magnetic Resonance Imaging (MRI)
- Mammography
- Ultrasound
- Nuclear Medicine
- Radiation Therapy

Policy: 2019

Revised: 2021

Reviewed: 2023, 2024

## Clinical Affiliations and Clinical Preceptors

The radiography program has contractual agreements with the following clinical affiliates for the purpose of clinical education in the radiography program.

Griffin Health		
Griffin Hospital 130 Division St Derby, CT 06418	Main Dept: 203-735-7421 or 203-732-7300	Kimberly Gregg
Imaging & Diagnostics Center @ Ivy Brook 2 Ivy Brook Rd, Suite 111 Shelton, CT 06484	203-732-1451	Jessica McCluskey
Imaging & Diagnostics Center @ Quarry Walk 300 Oxford Rd Oxford, CT 06478	203-732-7400	Jessica Nunez
Hartford Healthcare		
St. Vincent's Medical Center 2800 Main St Bridgeport, CT 06606	Main Dept: 203-576-6176 ED: 203-576-5538	Lea D'Agostino
Stamford Health		
Chelsea Piers Imaging (Cp) 1 Blachley Road Stamford, CT 06902	203-276-4125	Susan D'amato
Darien Imaging Center 6 Thorndal Circle Suite 104 Darien, CT	203-276-7602	Mary Levinsky
Stamford Imaging Center—Long Ridge Rd 292 Longridge Avenue Stamford, CT 06902	203-276-4703	Angela Cornelio
Stamford Hospital 1 Hospital Plaza Stamford, CT 06902	203-276-7861 (Main) 203-276-7697 (ED)	Nickol Leslie (Main) Justin Maetke (ED)
Tully Health Center 32 Strawberry Hill Court Stamford, CT 0690	203-276-5943	Theresa Whiteside Richard Kovatch
Nuvance Health/Western Connecticut Health Network		

Norwalk Hospital 34 Maple Street Norwalk, CT 06851	203-852-2000	Richard Rice Ashley Schneider
Norwalk Hospital Radiology and Mammography Center 148 East Ave Norwalk, CT 06851	203-855-4155/4109/4151	Alyssa Nolan
<b>Orthopaedic Specialty Group, PC</b>		
OSG-Fairfield Office and Orthofast 305 Black Rock Tpke Fairfield, CT 06825	203-337-2600, Ext. 2640 203-337-2600, Ext 1215 or Ext 4586	Awilda Torres
OSG – Shelton Office and Orthofast 760 River Road Shelton, CT 06484	203-337-2600, Ext 2640 203-337-2600, Ext. 9973 or Ext 4214	Awilda Torres
<b>OrthoConnecticut – Coastal Orthopedics</b>		
Coastal Orthopedics – Darien 36 Old Kings Hwy S Darien, CT 06820	203-845-2000 (Ask for Karem)	Kim Greenman
Coastal Orthopedics – Norwalk 761 Main Ave Bldg. F, Suite 115 Norwalk, CT 06851	203-845-2000 (Ask for Karem)	Joe Murphy Kim Greenman
Coastal Orthopedics – Westport 323 Riverside Ave Westport, CT 06880	203-845-2000 (Ask for Karem)	Lorelyn Phipps
<b>PhysicianOne Urgent Care</b>		
Bristol Office 576 Farmington Ave Bristol, CT 06010	860-845-5763	TBD
Brookfield Office 31 Old Route 7 Brookfield, CT 06804	203-885.0808	Rebecca Siraco
Derby Office 778 Pershing Dr. Derby, CT 06418	203-516-5307	Adam Villegas Melanie Austin
Hamden Office 2165 Dixwell Ave, Suite 2116 Hamden, CT 06514	203-248-2727	Natalie Vaughan

Manchester Office 370 Middle Tpke Manchester, CT 06040	860-516-5070	Christine Delsignore Luciane Mastrngeli
Newtown Office 266 South Main St Newtown, CT 06470	203-27-9000	Sharon Kurtz
Norwalk Office 346 Main Ave Norwalk, CT 06851	203-846-0005	Stephanie Rivera
Ridgefield Office 10 South St., Suite 101 Ridgefield, CT 06877	203-431-4600	Luca Gaudino Steven Durant
Southbury Office 900 Main St Building 2, Suite 100 Southbury, CT 06488	203-262-1911	Lauren Schmidt
Waterbury Office 920 Wolcott St Waterbury, CT 06705	203-574-1200	Rebecca Siraco



## Clinical Supervision

During the professional curriculum, the students are under supervision of an ARRT® registered technologist. Once a student has successfully performed a specific competency evaluation, the student is under indirect supervision of a radiographer. These supervision policies promote the health, safety, and optimal use of ionizing radiation for our students, patients, and the general public and shall be enforced at all times.

## Direct Supervision

- Must occur for students **before** documented competency of any procedures.
- The clinical preceptor or radiologic technologist will:
  - Review request in relation to the student's achievement,
  - Evaluate the condition of the patient in relation to the student's knowledge,
  - Be present, in the radiographic room during the examination,
  - Review and approve the images prior to patient release.
- Students **must** be under direct supervision during all surgical and mobile, including mobile fluoroscopy, procedures regardless the level of competency.
- Students **must** be under direct supervision when performing any examination on a pediatric ( $\leq 6$  years old) patient that is being held by a parent, caregiver, or healthcare professional regardless of the level of competency.

## Indirect Supervision

- Can only occur for students **after** documentation of competency for any given procedure.
- The clinical preceptor or radiologic technologist:
  - Will review, evaluate, and approve the images as indicated above and,
  - Is immediately available to assist students regardless of student achievement.

*Immediately available* is designated as adjacent to the area the imaging procedure is being performed.

## Repeat Radiograph Policy

When repeat exposures are necessary, a radiographer must be present in the examining room. No student will repeat a radiograph unless a clinical preceptor or a licensed staff technologist is present in the radiographic room. This also applies to mobile examinations.

## Student Responsibility

It is the student's responsibility to ensure the proper clinical supervision prevails before performing a specific exam. In the absence of appropriate supervision, the student has the responsibility to:

- Respectfully, refuse to perform the procedure and explain to the technologist that performing examinations without the appropriate level of supervision is a violation of program policy and you would be subject to disciplinary action if you proceed,

- Notify the clinical preceptor or lead technologist. If the lead technologist is the technologist asking you to perform the procedure without appropriate supervision, you can notify the department manager,
- In any event, contact the Clinical Coordinator or other SHU Faculty who will contact the department.

### **Violation and Penalty**

- **First offense:** The completion of a clinical warning form which will be placed in the student's clinical file. Reduction of 10% of final Clinical Competency Grade. Suspension from the clinical site and a meeting with the Clinical Coordinator and Program Director prior to reentering a clinical rotation.
- **Second offense:** Will be cause for removal from the program.

Policy: 2019

Revised: 2020

Reviewed: 2023, 2024

## Clinical Professional Behavior and Infraction(s)

As a professional discipline student, it is essential that you develop and abide by certain professional behaviors and expectations. The Policy on Adherence to Professional Behaviors identifies the professional behaviors that students are expected to exhibit during classroom, lab, and clinical settings. The list is not all encompassing. Failure to maintain these expectations will result in disciplinary action. Depending on the egregiousness of the offense, the student may or may not receive a verbal warning prior to a written clinical warning. If a pattern of infractions is observed, the Professional Performance Committee can recommend probation or dismissal from the program.

## Policy on Adherence to Professional Behaviors

### Purpose

The purpose of this policy is to establish clear expectations for professional behaviors that students in the Radiography Program are required to demonstrate in classroom, laboratory, and clinical settings. Professionalism is a cornerstone of the radiography profession, and adherence to these behaviors ensures a safe, respectful, and effective learning environment that aligns with the standards of the profession.

### Scope

This policy applies to all students enrolled in the Radiography Program and covers behaviors in classroom, laboratory, and clinical settings.

### Professional Behaviors

Students are expected to exhibit the following professional behaviors consistently:

- Punctuality and Attendance:
  - Attend all scheduled classes, labs, and clinical rotations on time.
  - Notify the appropriate instructor or clinical supervisor in advance if you are unable to attend.
  - Adhere to the program's attendance policy.
- Dress Code and Personal Appearance:
  - Comply with the Radiography Program's dress code, including wearing appropriate uniforms, identification badges, and maintaining personal hygiene.
  - Ensure that attire is clean, professional, and adheres to safety standards, particularly in clinical settings.
- Communication:
  - Demonstrate clear, respectful, and professional communication with instructors, peers, patients, and clinical staff.
  - Use appropriate language and tone in all verbal, written, and electronic communications.
  - Actively listen and provide constructive feedback when necessary.
- Confidentiality and Privacy:
  - Maintain the confidentiality of patient information in accordance with HIPAA regulations.
  - Do not discuss patient information in public areas or with unauthorized individuals.
  - Respect the privacy of classmates, faculty, and clinical staff.
- Accountability and Responsibility:
  - Take responsibility for your actions, including admitting mistakes and learning from them.

- Complete assignments, exams, and clinical tasks on time and to the best of your ability.
- Seek assistance when needed and take initiative in your learning.
- Ethical Behavior:
  - Uphold the ethical standards of the radiography profession as outlined by the American Society of Radiologic Technologists (ASRT) and other relevant bodies.
  - Avoid dishonest behaviors such as cheating, plagiarism, or falsifying records.
  - Treat all individuals with dignity and respect, regardless of their background or beliefs.
- Safety and Compliance:
  - Adhere to all safety protocols in classroom, lab, and clinical settings, including the proper use of radiation protection measures.
  - Follow all institutional policies, procedures, and guidelines.
  - Report unsafe practices or violations of policies to the appropriate authorities.
- Teamwork and Collaboration:
  - Work effectively as part of a team, contributing to a positive and collaborative learning environment.
  - Support your peers and respect the contributions of others.
  - Engage in professional interactions with clinical staff, understanding your role as a student in the healthcare team.
- Professional Development:
  - Participate in ongoing professional development activities, including attending seminars, workshops, and other educational opportunities.
  - Stay informed about advancements in the field of radiography.
  - Demonstrate a commitment to lifelong learning.

#### Consequences of Non-Adherence:

- Failure to adhere to these professional behaviors may result in disciplinary action, which could include:
  - Verbal or written warnings
  - Counseling sessions with program faculty
  - Probationary status within the program
  - Suspension or dismissal from the program

The following are events that can result in disciplinary action. This in no way shall be a comprehensive list, and extenuating events can be included.

- Excessive Absenteeism
- Excessive Tardiness
- Improper appearance/apparel
- Failure to notify faculty or clinical site prior to a tardiness or absence
- Unprofessional conduct
- Dishonesty (improper Trajecsyst clock-in)

- Breach of confidentiality/Violation of HIPAA policies
- Soliciting or receiving tips/gifts in any form from patients
- Insubordination
- Any safety violation
- Leaving assigned area without notice or approval
- Failure to complete clinical assignments in a timely manner
  - Repeated failure to submit clinical procedures logs or a gross disregard for logging repeats correctly

Policy: 2020

Revised: 2023, 2024

## Patient Confidentiality Policy

All hospital and patient records are confidential in nature. Requests for information concerning a patient should be referred to the supervising technologist or the clinical preceptor. Students are expected to maintain confidentiality in a professional manner.

In accordance with Health Insurance Portability and Accountability Act (HIPAA) of 1996, all patient information will be confidential. Students will maintain the privacy of protected health information by:

- limiting discussion of protected health information to private areas and conference rooms.
- not discussing health information outside the health care facility unless such discussion is with an appropriate faculty member and in private.
- not discussing protected health information with other students.
- refraining from copying, including, but not limited to, photography and/or videography, any part of the medical record for use outside of the health care facility.
- refraining from putting any personal identifier on any paperwork associated with the Radiography Program.
- client initials may be used as an identifier, however, no room number or health care facility name/unit.

Students will be expected to adhere to the HIPAA policies at each clinical education setting. Any violation of these policies will result in disciplinary action.

Policy: 2019

Revised: 2021

Reviewed: 2023, 2024

## Radiation Dosimetry Monitoring

Radiation safety is an individual attitude and reflects each student's motivation toward protecting themselves. Students will be expected to practice proper radiation safety procedures at all times when present in clinical assignments and in laboratory activities. The radiation safety officer (RSO) will closely monitor and record monthly dosimeter readings. The clinical coordinator serves as the Radiation Safety Officer (RSO). The radiation monitoring reports will be made available to the student within 30 school days of returning the dosimeter.

Students shall always wear a dosimeter while attending clinical assignments and energized laboratory sessions; the student is not allowed to attend either without their dosimeter. If a student arrives without the dosimeter, the student will be sent home to retrieve the dosimeter. The dosimeter is the responsibility of the student. Fees may occur for lost dosimeters.

Declared pregnant students will have collar and fetal dosimeters assigned for more thorough monitoring. All radiation monitoring records are kept on file.

The Radiography Program follows the NCRP dose limits currently set at: 416 mREM/month      Whole body

1250 mREM/month	Lens of Eye
4,166 mREM/month	Skin/Shallow dose
4,166 mREM/month	Extremities

All students will be expected to:

- Wear dosimeter attached to the collar when in clinic or the energized laboratory.
- Prevent dosimeter from exposure to moisture, washing machines, dryers, microwave ovens, and color televisions.
- Prevent dosimeter from receiving excessive exposure from radiation when not worn,
- Exchange dosimeter by the tenth day of every month,
- Students who arrive at their clinical education settings without their dosimeter will be asked to return home to get their dosimeter. *The student will lose one full day of their personal leave time.*
- In the event a dosimeter is lost or destroyed, it is the student's responsibility to inform the RSO immediately so that a replacement dosimeter can be obtained. Fees for a replacement may occur,
- If an excessive reading is obtained (a reading higher than the monthly limit), the RSO will discuss the excessive reading with the student.
- Refrain from holding patients during radiographic procedures when immobilization devices are appropriate.
- Refrain from holding Image Receptor (IR) during radiographic procedures at all times.

Policy: 2019

Revised: 2020

Reviewed: 2023, 2024

# Radiation Safety in the Energized Laboratory Setting

## Guidelines for use of SC127B: energized Radiography Lab

Students are given the opportunity to use the Radiography Lab at the University during lab instruction, open lab (practice) and for any remediation. The following guidelines must be followed at all times and are strictly enforced. Any student found to be noncompliant with these guidelines will be subject to disciplinary actions which could include program dismissal.

1. Students are not permitted in the energized Radiography Lab without the supervision of an ARRT registered, State of Connecticut licensed Radiography faculty member.
2. The door to the lab should be closed and locked at all times when not in use. This door shall never be propped open for any reason.
3. Students are required to follow all radiation safety and protection guidelines at ALL TIMES while using the lab.
4. Students will not hold any positioning devices including grids during any live exposure.
5. Students may practice positioning on one another but will NEVER radiate an individual at any time during lab use.
6. Absolutely NO food or drink allowed in the lab.
7. No open-toe shoes allowed in the lab.
8. Radiation monitoring badge must be worn at all times.
9. Students must have anatomical lead markers at all times.
10. Issues or concerns with the condition of the room or equipment must be immediately reported to a faculty member.

These guidelines are based upon the JRCERT **Standards for an Accredited Educational Program in Radiography**, Standard 5.3 (2021 Standards).

Policy: 2019

Revised: 2020, 2023, 2024



## Magnetic Resonance Imaging (MRI) & Ferromagnetic Safety

The MRI system has a very strong magnetic field that may be hazardous to individuals entering the MRI environment if they have certain metallic, electronic, magnetic, or mechanical implants, devices, or objects.

To assure all students potentially entering the MRI environment are safe, an appropriate MRI Safety training will be required. This assures that all students are appropriately screened for magnetic wave or ferromagnetic hazards. Each student will answer an MRI Safety Screening Form (next page) annually. In addition, the students will be directly supervised at all times by the MRI technologist during their rotation in the MRI suites.

In order to ensure student safety, and the safety of others in the department, it is important that students respect the following rules at all times while in the MRI environment:

1. Each facility's MRI clinical and safety policies and screening requirements must be followed and/or completed.
2. Do not enter the MRI suite (Zones 3 and 4) unless cleared and accompanied by an MRI technologist.
3. Assume the magnet is always ON.
4. Carrying ferromagnetic items or equipment into the MRI suite is strictly prohibited because these items can become projectiles, causing serious injury or death and/or equipment failure. These items include, but are not limited to, most metallic items such as: oxygen tanks, wheelchairs, carts, monitors, IV poles, laundry hampers, tools, and furniture. MRI-compliant medical equipment is available for use in the MRI department; do not borrow or use this equipment for general use in other areas of the medical imaging department.
5. Personal ferromagnetic items must be removed prior to entering the MRI room. These include the following:
  - a. Purse, wallet, money clip, credit cards or other cards with magnetic strips, electronic devices such as beepers or cell phones, hearing aids, metallic jewelry (including all piercings) and watches, pens, paper clips, keys, nail clippers, coins, pocket knives, hair barrettes, hairpins, shoes, belt buckles, safety pins, and any article of clothing that has a metallic zipper, buttons, snaps, hooks, or underwires
6. If applicable, disclose or ask about all known indwelling metallic device(s) or fragment(s) to the supervising technologist or program faculty prior to entering an MRI scan room to prevent internal injury as described below.

In addition to the personal items listed, students are advised that any metallic implants, bullets, shrapnel, or similar metallic fragment in the body pose a potential health risk in the MRI suite because they could change position in response to the magnetic field, possibly causing injury. In addition, the magnetic field of the scanner can damage an external hearing aid or cause a heart pacemaker to malfunction.

For more information regarding MRI Safety, please refer to the American College of Radiology's MR Safety Guidelines available at: <http://www.acr.org/quality-safety/radiology-safety/mr-safety>



**WARNING:** The MR system has a very strong magnetic field that may be hazardous to individuals entering the MR environment or MR system room if they have certain metallic, electronic, magnetic, or mechanical implants, devices, or objects. Therefore, ALL individuals are required to fill out the following form **BEFORE** entering the MR environment or MR system room. Be advised, the MR system magnet is **ALWAYS** on.

The above policy and MRI Safety Screening Form were adapted from MRIsafety.com.

**PERMISSION IS HEREBY GRANTED FOR ALL MR USERS AND FACILITIES TO USE THIS INFORMATION AND THE FORMS INDICATED FOR MRI SCREENING. Frank G. Shellock, Ph.D.**

Policy: 2019

Reviewed: 2020, 2023, 2024

# Magnetic Resonance Imaging Safety Screening Form

Name: \_\_\_\_\_

SHU ID: \_\_\_\_\_

Screening Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

☐ First Year Student

☐ Second Year Student

1. Have you had prior surgery or an outpatient procedure (e.g., arthroscopy, endoscopy) or any kind? ☐ No

☐ Yes

If yes, please indicate the date and type of surgery: Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Surgery: \_\_\_\_\_

2. Have you had an injury to the eye involving a metallic object or fragment (e.g., metallic slivers, shavings, welding slag,

foreign body, etc.)?

☐ No ☐ Yes

3. Have you had an injury to any body part involving a metallic object or fragment (e.g., BB, bullet, shrapnel

metallic slivers or shavings, welding slag, etc.)?

☐ No ☐ Yes

4. Have you had a prior MR imaging examination?

☐ No

☐ Yes

5. Are you pregnant or suspect that you are pregnant?

☐ No

☐ Yes ☐ NA

## Please indicate if you have any of the following:

☐ No ☐ Yes Aneurysm clip(s)

☐ No ☐ Yes Implanted cardioverter defibrillator (ICD)

☐ No ☐ Yes Magnetically activated implant or device

☐ No ☐ Yes Spinal cord stimulator

☐ No ☐ Yes Bone growth/bone fusion stimulator

☐ No ☐ Yes Insulin or other infusion pump

☐ No ☐ Yes Any type of prosthesis

☐ No ☐ Yes Shunt (spinal or intraventricular)

☐ No ☐ Yes Surgical staples, clips, or metallic sutures

☐ No ☐ Yes Dentures or partial dental plates

☐ No ☐ Yes Body piercing jewelry

☐ No ☐ Yes Other implant or device: \_\_\_\_\_

☐ No

☐ Yes Cardiac pacemaker

☐ No

☐ Yes Electronic implant or device

☐ No

☐ Yes Neurostimulation system

☐ No

☐ Yes Internal electrodes or wires

☐ No

☐ Yes Cochlear, otologic, or other ear implant

☐ No

☐ Yes Implanted drug infusion device

☐ No

☐ Yes Metallic stent, filter, or coil

☐ No

☐ Yes Wire mesh implant

☐ No

☐ Yes Joint replacements (hip, knee, etc.)

☐ No

☐ Yes Permanent makeup

☐ No

☐ Yes Hearing aid



## IMPORTANT INSTRUCTIONS

**Before entering the MR environment or MR system room, you must remove all metallic objects including hearing aids, dentures, partial plates, keys, beeper, cell phone, eyeglasses, hair pins, barrettes, jewelry, body piercing jewelry, watch, safety pins, paperclips, money clip, credit cards, bank cards, magnetic strip cards, coins, pens, pocket knife, nail clipper, tools, clothing with metal fasteners, & clothing with metallic threads.**

**Please consult the MRI Technologist or Radiologist if you have any question or concern BEFORE you enter the MR system room.**

I attest that the above information is correct to the best of my knowledge. I read and understand the contents of this form and understand that questions will be addressed by qualified educators or staff of the program's CES regarding any contraindications. I understand, for my own protection and safety, I must inform the faculty if any circumstance changes.

For Departmental Use Only
Reviewed by:
Date: ____/____/____

Student Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Policy/Form: 2019; Reviewed: 2020; Revised: 2021

## Pregnancy Policy

If a student suspects she is pregnant while enrolled in the program, she can notify the Clinical Coordinator and/or the Program Director. **Pregnancy notification is strictly voluntary.** This program strongly advises pregnancy notification so that all efforts to protect the unborn child from ionizing radiation can be presented to the pregnant student. If pregnancy is declared, the student must then sign the declaration form on the following page. This form states that the appendix to Regulatory Guide 8.13 of the United States Regulatory Commission (U.S. NRC Occupational Health (Division 8) was read and discussed. The program recommends, but does not require the following provision for the student:

Continuation of the program with no rotations through Fluoroscopy, Special Procedures, Mobiles and Surgery, Nuclear Medicine. Depending on competency completion, the student may or may not graduate at the scheduled date.

The above provision is an option for the student. Another option available for the student is to:

Continuation in the program with no modifications to the clinical rotation schedule.

Other options may also be available.

The student will be provided with an extra dosimeter to wear for fetal measurement if the student has declared the pregnancy. If the student does not declare the pregnancy, a fetal monitor will not be issued.

Once all of the options have been discussed and if the student previously declared pregnancy, the student may withdraw the declaration of pregnancy. If the student decides to withdraw the notification of pregnancy, it must be submitted in writing to the Clinical Coordinator/Program Director.

The student will also be required to follow the National Council on Radiation Protection and measurement (NCRP) dose limits for the embryo and fetus in occupationally exposed women. This dose is currently set at a maximum dose of 0.5 mSv /month with a maximum of 5 mSv /gestational period, both with respect to the fetus. It is the policy of this program to instruct all students about the importance of proper radiation safety. Neither the University nor the Clinical Education Setting will be responsible for radiation injury to the student or the embryo/fetus if the student chooses to continue in the program during pregnancy.

Policy: 2020

Revised: 2023, 2024

## Pregnancy Declaration Form

I, \_\_\_\_\_, voluntarily declare by means of this written notice to the Sacred Heart University Radiography program director and clinical coordinator that I am pregnant. The estimated date of conception is \_\_\_\_\_ and the anticipated due date is \_\_\_\_\_.

I am aware of the radiation risks associated with radiation exposure and understand the monthly dose equivalent to the embryo/fetus is 0.5 mSv. I will receive a fetal radiation monitoring dosimeter to record any exposure accrued during my pregnancy and agree to wear it as prescribed.

I have received a copy of the [U.S. Nuclear Regulatory Commission Regulatory Guide #8.13](#), Instruction Concerning Prenatal Exposure.

I will work with program faculty to determine which option of program modification, outlined in Policy 2.14, Pregnancy Policy, I will elect to follow during the pregnancy.

I understand that my education as a student radiologic technologist may put me at risk of exposure to radiation. I understand it is my responsibility to comply with all radiation safety rules established by the Program and clinical education settings in order to keep radiation exposure to myself and my unborn child at a minimum.

I understand that I have the right to withdraw this voluntary declaration of pregnancy at any time and that revocation must be done in writing.

Form: 2024

Student Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Clinical Coordinator:

\_\_\_\_\_

Date:

\_\_\_\_\_

Program Director:

\_\_\_\_\_

Date:

\_\_\_\_\_

## Trajecsys Reporting System

Students are required to utilize the Trajecsys Reporting System. The cost of this reporting system is paid by the Radiologic Technology Program lab fees. The fee includes system access for the length of the professional program.

Throughout the clinical requirements of this handbook, specific mention of the Trajecsys Reporting System can be found. Students will utilize this system to:

- Access the system daily for clinical announcements / updates, clinical documents, etc.
- Clock In/Out from clinical
- Enter Daily Log Sheets of all work/exams done in the clinical setting
- Access and review completed monthly evaluations and specialty rotation evaluations
- Submit clinical preceptor and clinical site evaluations.
- Access COVID-19 forms
- Fill out and submit CTO forms

The Trajecsys log-in page can be found at <https://www.trajecsys.com/programs/login.aspx>

### Using Trajecsys

All users must first register in the system by selecting the “Registration” link at <https://www.trajecsys.com/> and completing the required information. Once this has been entered, the Clinical Coordinator will add each registrant to the system. Following this step, complete access will be granted. Orientation for this system will be completed prior to attending clinic during RAD 101.

Students are required to enter all exams performed at clinic in the Daily Log Sheet section. Students are advised to complete this immediately following clinical each day. You are encouraged to write the pertinent information on a separate piece of paper until you can enter the information into the Daily Log Sheet area. All fields within the log sheet must be completed. Failure to maintain daily log sheets will result in a delay in achieving clinical competence.

Instances of entering false data will be considered falsification of records, resulting in disciplinary action, including possible dismissal from the professional program.

The following forms must be completed by the student no later than the last day of the clinical rotation:

- Clinical Site Orientation \*Should be completed on the first day of the rotation\*
- Evaluation of Clinical Setting
- Evaluation of Clinical Preceptor

Clinical preceptors and evaluators will complete the Clinical Rotation evaluation no later than 3 days after the end of a student’s rotation.

Policy: 2020

Review: 2021, 2023, 2024

## Clinical Attendance

Clinical is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually. Failure to do so may jeopardize a student's scholastic standing. **There are no excused absences.** Clinical attendance is required for a student to meet the objectives of the course and to meet the required hours of clinical participation.

## Clinical Time Off (CTO)

Students are allowed two (2) personal days per semester, excluding RAD 200 Clinical Bridge course. A "Clinical Time-off Form" must be completed through Trajecsyst and approved by the Clinical Coordinator (or faculty) at least 48 hours in advance of the desired time off. You must inform your clinical setting you will not be present for your specific CTO Day. Failure to do so will result in a reduction in your clinical grade.

## Unexcused Absence from Clinical

If a student is going to be absent from clinicals and he/she is not taking a CTO Day, a valid reason must be provided along with supporting documentation (i.e., doctor's note, evidence of car trouble, etc.). This documentation must be submitted through Trajecsyst and approved by the Clinical Coordinator (or faculty) no later than one week from the first date of absence. If the student fails to provide a valid reason for the absence and supporting documentation within the stated timeframe, the absence will be considered unexcused. An unexcused absence will result in a written reprimand. The student is also subject to grade reductions for accumulating three (3) or more absences within a given semester.

## Tardy

The student must arrive at the clinical site on time. We recognize that commuter traffic can be unpredictable, however, if a student expects to arrive later than the start of their scheduled clinical rotation time, they **MUST** notify the Clinical Coordinator AND their scheduled clinical setting as soon as possible. Tardiness is defined as not being present, clocked in, and in the assigned area ready to work according to published times. If a student forgets to clock in/out, the student must document this using the 'Time Exception' function in Trajecsyst. Time Exceptions can only be used a maximum of 2 times per semester. EACH additional Time Exception will result in a 1% grade reduction of the final clinical grade.

## Sick Days

Sick days are considered part of the 2 personal days allowed per semester. In the case of illness and subsequent absence, a student **MUST** notify the Clinical Coordinator and their assigned clinical site **AT LEAST ONE HOUR PRIOR** to the start of their assigned clinical start time. A clinical time-off form must be submitted. This CTO must be submitted through Trajecsyst and approved by the Clinical Coordinator (or faculty) no later than one week from the first date of absence. If a student fails to provide a valid reason for the absence and supporting documentation within the stated timeframe, the absence will be considered unexcused. An unexcused absence will result in a written reprimand. The student is also subject to grade reductions for accumulating three (3) or more absences within a given semester. Pandemic-related absences will be handled on an individual basis and according to current SHU Public Safety guidelines.

## Leaving Early

Students are expected to adhere to their clinical rotation time as scheduled at each facility. Students leaving early will be penalized as a whole day missed, even if the lead technologist and/or manager allows it. A student can only



leave early, without penalty, if a SHU recognized clinical preceptor approves the student to leave due to site specific issues. The student is required to indicate the SHU CI who approved them to leave early and the reason why on the Time Exception function in Trajecsyst (this will not negatively impact the student's grade).

## Excessive Absenteeism and/or Tardiness

Accumulating more than two (2) incidents of absenteeism or tardiness will result in a final clinical grade reduction as follows:

- Three (3) incidences result in a 5% reduction and a written warning
- Four (4) incidences result in a 7% reduction and a written notification
- Greater than four (4) incidences result in a 10% reduction and written notification

It is unlikely a student with more than four (4) incidences of absenteeism or tardiness will progress to the next course; however, a student with more than four (4) incidences of absenteeism and/or tardiness academic term will be subject to dismissal from the program.

## Bereavement Leave

Students may be given time off without loss of clinical time when attending the funeral or burial rites of a parent, stepparent, child, stepchild, brother, stepbrother, sister, stepsister, spouse, mother-in-law, father-in-law, grandparent, step-grandparent, or grandchild. Time off shall not exceed two days. Additionally, students must provide documentation.

## Other

Students are not allowed to switch clinical rotations with another student. If any extenuating circumstances arise, the student must receive approval from the clinical coordinator prior to making any changes to their clinical schedule.

Policy: 2019

Revised: 2020, 2021, 2023, 2024

## Mandatory Clinical Supplies

The following is a list of items the student is required to carry to clinic *each* day:

- Student Identification Badge (SHU Card)
- Radiation Dosimeter
- Lead Markers

Clinical preceptor and program faculty will check for the presence of these items. If the student does not have these items at the time of the inquiry, the student will be subject to disciplinary actions.

### Student Identification Badge (SHU Badge)

The appropriate photo student identification badge is required at all times students are representing the Radiography Program in a clinical setting, laboratory/simulation setting, community service, etc. Depending on clinical setting policy, you may be required to obtain and wear a clinical setting specific ID badge in addition to your SHU Card.

### Radiation Dosimeter

Per Department Policy, students shall always wear a dosimeter while attending clinical assignments and energized laboratory sessions; the student is not allowed to attend either without their dosimeter. If a student arrives without the dosimeter, the student will be sent home and it will count as an absent. The dosimeter is the responsibility of the student.

**Students who arrive at their clinical education setting without their radiation dosimeter will be sent home for the day and will be counted as a clinical absence.**

### Lead Markers

Students entering into the professional curriculum (RAD 101) are responsible for ordering at least one set of right (R) and left (L) lead identification markers with their initials (two initials required w/ "x" in front for student designation) for use in the clinical education settings. These markers are to be used on every image the student produces and are not to be used by another student or radiographer.

In the event that markers are lost, the student can 'check out' markers from the Clinical Coordinator or other faculty member. Lost lead markers must be reported immediately to the Clinical Coordinator and replacement markers must be ordered as soon as possible. The student will be able to use the SHU markers until their markers are received. Students are encouraged to purchase at least two (2) pairs of lead identification markers.

**Students who arrive at their clinical education setting without their lead markers will be sent home and the day will be counted as a clinical absence.**

## Recommended Items:

### Technique Books/ Pocket Guides

Students are encouraged to maintain a pocket-sized notebook or the course-specific Pocket Guide for techniques, tips, and hints. This book will serve as a reference for students while they are learning techniques. As techniques are used and deemed "good," these techniques should be written in the book for future reference. Instructors reserve the right to require a technique book during certain courses. In the event the information in the pocket guide is contrary to *Merrill's Atlas of Radiographic Positioning & Procedures*, the textbook prevails.

### Books and Bags

Due to infection control policies in the clinical education settings, students must follow the instructions and/or policies of their assigned clinical setting. If permitted, only one book and one notebook in the clinical setting are allowed. Backpacks, briefcases, and other bags are not permitted in the clinical education setting. This will also

ensure the safety and security of your personal items. This policy will be strictly enforced but recognize that certain clinical settings may not allow any textbooks. Facility policy supersedes this policy. Disciplinary action will follow if rule is not followed.

### **Clinical Competency List**

Students record of procedures observed, assisted, and performed are maintain in Trajecsyst Reporting System. Staff technologists often desire to review your progress or know where you stand with competencies. For this reason, it is suggested that you maintain a paper copy of the Clinical Competency Requirements. This form serves to document your ongoing progress towards completion of all competency requirements to sit for the ARRT certification and registration examination. Faculty maintain an official Clinical Competency Record for each student based on completed clinical competency evaluations through the Trajecsyst Reporting System. In the unlikely event of discrepancies, the student's completed document can be used to locate errors in official program records.

Policy: 2019

Revised: 2020, 2021, 2023, 2024

## SECTION V – Selected University and College Policies

### Academic Support Services

Sacred Heart University provides a myriad of specialized academic support services to assure all students are best prepared for success. The most up-to-date support service details can be found on the respective department's website.

The following services are highlighted to ensure students are aware and can easily locate information. This is not an exhaustive listing of SHU Academic Services.

### Ryan Matura Library

Library services are an integral part of learning, and many services can be accessed to support and enhance learning. Local students can utilize the Ryan Matura Library on campus.

Sacred Heart University has a designated Health Sciences Librarian. The Reference Department can be reached by telephone: 203.371.7726; text messaging: 203.490.4500; or email. You can also search the Staff Directory for the current contact information for the Health Sciences Librarian.

### Information Technology (IT)

#### Technical Support

The Factory is IT's combined Help Desk and Call Center. In one location you will be able to get help with all things IT related. They provide support for all IT related services and questions regarding general technical support, such as emails, Blackboard, etc. IT can be reached at 1-866-365-7575/203-365-7575. The Factory also has a location at 75 Hunting Street, Room H304. It is staffed Monday – Friday, 7:30AM – 5:30PM (summer hours differ slightly).

In addition, students may initiate an online trouble ticket at <https://itsupport.sacredheart.edu/>. If the trouble ticket cannot be resolved over the phone, it can be escalated either to on-site support or to Level 2 IT support where a staff member responsible will address the issue directly. The trouble tickets are added to a queue and are resolved on a first come first serve basis unless it is deemed an emergency.

### SHU Wireless Networks

Instructions on how to access and connect to SHU wireless networks is located at <https://www.sacredheart.edu/offices--departments-directory/information-technology/mobile-computing--technical-support/wireless-network/>

### Blackboard

SHU utilizes Blackboard as its learning management system. The preferred method to log into Blackboard is through the MySHU portal.

### The Center for Teaching & Learning (CTL)

The Center for Teaching and Learning (CTL) - offers tutoring, writing, and academic support for all SHU students. Visit the PASS Portal to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up Classroom Learning Assistants (CLAs) and Learning Lab schedules for specific courses. Questions? Contact CTLtutoring@sacredheart.edu.

Policy: 2019

Revised: 2023

Reviewed: 2023, 2024

## Personal Support Services

The Maureen Hamilton Wellness Center houses many beneficial services to meet the needs of SHU students. The Center is located at 4980 Park Avenue, Bridgeport, CT 06604.

### Counseling Center

The Counseling Center at Sacred Heart University is a free, confidential resource providing individual and group counseling and other mental health support for students. Trained professionals offer consultation services including, but not limited to: education about mental illness, coping with the mental illness of a loved one, consultation on stress reduction, time management, and study skills, alcohol & drug services, and veteran support. Request an appointment by phone: 203-371-7955 or online at: <https://www.sacredheart.edu/officeservices/wellnesscenter/counseling/contactus/>

### Health Services

Sacred Heart University has partnered with Yale New Haven Health's Northeast Medical Group (NEMG) to provide student health care. Students have access to a wide range of world-class health care options, with all Bridgeport Hospital and Yale New Haven Health resources available, including telehealth for evening and weekend hours.

Our Student Health Center is operated by Northeast Medical Group and staffed with clinicians who provide accessible, high-quality and cost-effective healthcare, serving the acute and chronic medical needs of SHU students. Comprehensive, family-focused services are offered in more than 100 specialties within a network of over 6,000 physicians. All visits to our Student Health Center are by appointment only. It is necessary to call ahead of time at 203-371-7838. For a complete listing of the Health Services offerings and programs, visit their website at <https://www.sacredheart.edu/offices--departments-directory/health-services/>.

Policy: 2019

Reviewed: 2020, 2021, 2023, 2024

## Complaint and Grievance Policy

Students are encouraged to raise issues and concerns regarding courses, policies, procedures, or other activities. To achieve the best results and hasten the resolution process, students are asked to use the following guidelines. For course related issues, students should first approach the course faculty and then the course coordinator if applicable. If the issue cannot be resolved at this level, students should next bring the matter to the attention of the Program Director. If the issues remain unresolved, the next step would be to address the concern with the Chair of the Health Sciences Department and then the Dean of College of Health Professions. Students must remain cognizant of the Chain of Command at all times.

If the topic of concern is a broader program or personal issue, students should first meet with their faculty advisor who will assist in resolving the issue and/or deciding upon appropriate next steps, including meeting with the Program Director or with the Chair.

## Formal Student Complaints

The formal complaint procedure is designed to resolve problems for students who are having difficulties with other students, staff, or faculty that cannot be resolved through an informal resolution process or for which no other University or College process exists for remedy. The following complaints with formal resolutions are covered by formal processes available through the University or College and take precedence over this policy including:

- Academic issues of dismissal and integrity
- Grade grievances
- Sexual harassment
- Disability issues
- Discrimination issues

## Complaints Against the Program Falling Outside Due Process

The faculty and staff of CHP strive to demonstrate a high level of ethical values and professionalism in all its activities. In some cases, a situation may generate complaint for which no formal grievance process exists. The complaint should be written, signed, include details about the complaint as well as documented evidence and emailed to the Program Director.

Please include contact information so the Program Director can reach you in order to resolve the complaint.

The following outlines the process for handling a complaint against the Program:

- When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Program Director will provide a written description of the resolution to the complainant.
- If dissatisfied with the outcome of the discussion with the Program Director, or if the complaint is against the Program Director, the complainant may submit a written complaint to the Chair, Health Sciences Department. The Program Director will provide the Chair with a written summary of previous discussions if applicable.
- The Chair will discuss the matter with the Program Director and complainant separately and may schedule a joint appointment or conference call with the Program Director and complainant in attempt to reach a solution.
- The Chair will provide the complainant and the Program Director with a written letter outlining the solution reached through this step.

- If the complainant remains dissatisfied with the resolution provided, the last line of complaint is to the Dean of the College of Health Professions.
- Any letters or documentation associated with the complaint from the complainant, the Program Director, Chair, Dean will be kept in a confidential folder marked “Complaints against Programs” file for a period of five years.

Policy: 2019

Revised: 2021

Reviewed: 2023, 2024

# Appendix A



## COLLEGE OF HEALTH PROFESSIONS

Sacred Heart University

*Radiography Program*

### STUDENT SUCCESS PLAN

Student Name: \_\_\_\_\_

Clinical Issue: \_\_\_\_\_

Due Date: \_\_\_\_\_

Professional Issue: \_\_\_\_\_

Problem/Contributing Factors:	Behavioral or Learning Specific Activities (in order to achieve objectives)	Outcome Measurement/Date (what student & faculty will see, hear, or feel to verify accomplishment)
A smart objective is: <b>Realistic</b> <b>Understandable</b> <b>Measurable</b> <b>Behavioral</b> <b>Achievable</b>		
		Date: _____ Student Signature: _____ Faculty Signature: _____

August, 2024



## Appendix B



**Sacred Heart  
UNIVERSITY**

COLLEGE OF HEALTH PROFESSIONS

*Radiography Program*

### **Laboratory Positioning Practical**

Student Name: \_\_\_\_\_ Exam Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

1 = Satisfactory                      0 = Unsatisfactory                      AF = Automatic Failure

AF: If any variable results in an "automatic failure", the student will receive a grade of 50% and must re-simulate the category. The two grades will be averaged.

#### **Categories**

#### **Projection 1:**

#### **Projection 2:**

Prepared Room: immobilization devices, tape, etc.	1	0		1	0	
Performed Projection in 3.5 min or less	1	0		1	0	
Performed correct exam/position/projection	1	0	AF	1		AF
Selected proper bucky/tabletop	1	0	AF	1	0	AF
Demonstrates knowledge of techniques (kVp, mAs, etc.)	1	0		1	0	
Obtained patient history / Checked LMP	1	0	AF	1	0	AF
Clothed patient properly/ Changed clothing	1	0		1	0	
Describes procedure to patient	1	0		1	0	
Gave proper preexposure instructions	1	0		1	0	
Proper tube manipulation/ utilized buttons	1	0		1	0	
Correct tube-tray-IR alignment	1	0	AF	1	0	AF
Correct CR entrance/exit	1	0	AF	1	0	AF
Correct tube angulation	1	0	AF	1	0	AF
Correct patient positioning/part centered to IR	1	0		1	0	
Use of proper body mechanics	1	0		1	0	
Proper collimation adjustment	1	0		1	0	
Utilized correct SID	1	0		1	0	
Utilizes correct image receptor	1	0		1	0	
Positions image receptor correctly in bucky	1	0		1	0	
Correct marker use/position	1	0	AF	1	0	AF
<b>Simulation Final Score</b>		<b>/20</b>			<b>/20</b>	

**Comments:**

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Faculty Signature)

## Appendix C



**Sacred Heart  
UNIVERSITY**

COLLEGE OF HEALTH PROFESSIONS

*Radiography Program*

### **Repeat Laboratory Positioning Practical**

Student Name: \_\_\_\_\_ Exam Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

1 = Satisfactory                      0 = Unsatisfactory                      AF = Automatic Failure

AF: If any variable results in an "automatic failure", the student will receive a grade of 50% and must re-simulate the category. The two grades will be averaged.

#### **Categories**

**Projection (Repeat):** \_\_\_\_\_

Prepared Room: immobilization devices, tape, etc.	1	0	
Performed Projection in 3.5 min or less	1	0	
Performed correct exam/position/projection	1	0	AF
Selected proper bucky/tabletop	1	0	AF
Demonstrates knowledge of techniques (kVp, mAs, etc.)	1	0	
Obtained patient history / Checked LMP	1	0	AF
Clothed patient properly/ Changed clothing	1	0	
Describes procedure to patient	1	0	
Gave proper preexposure instructions	1	0	
Proper tube manipulation/ utilized buttons	1	0	
Correct tube-tray-IR alignment	1	0	AF
Correct CR entrance/exit	1	0	AF
Correct tube angulation	1	0	AF
Correct patient positioning/part centered to IR	1	0	
Use of proper body mechanics	1	0	
Proper collimation adjustment	1	0	
Utilized correct SID	1	0	
Utilizes correct image receptor	1	0	
Positions image receptor correctly in bucky	1	0	
Correct marker use/position	1	0	AF
Simulation Final Score	/20		
Comments:			

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Faculty Signature)

## Appendix D



**Sacred Heart  
UNIVERSITY**

COLLEGE OF HEALTH PROFESSIONS

*Radiography Program*

### **Repeat Laboratory Positioning Practical**

Student Name: \_\_\_\_\_ Exam Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

1 = Satisfactory                      0 = Unsatisfactory                      AF = Automatic Failure

AF: If any variable results in an "automatic failure", the student will receive a grade of 50% and must re-simulate the category. The two grades will be averaged.

#### **Categories**

**Projection (Repeat):** \_\_\_\_\_

Prepared Room: immobilization devices, tape, etc.	1	0	
Performed Projection in 3.5 min or less	1	0	
Performed correct exam/position/projection	1	0	AF
Selected proper bucky/tabletop	1	0	AF
Demonstrates knowledge of techniques (kVp, mAs, etc.)	1	0	
Obtained patient history / Checked LMP	1	0	AF
Clothed patient properly/ Changed clothing	1	0	
Describes procedure to patient	1	0	
Gave proper preexposure instructions	1	0	
Proper tube manipulation/ utilized buttons	1	0	
Correct tube-tray-IR alignment	1	0	AF
Correct CR entrance/exit	1	0	AF
Correct tube angulation	1	0	AF
Correct patient positioning/part centered to IR	1	0	
Use of proper body mechanics	1	0	
Proper collimation adjustment	1	0	
Utilized correct SID	1	0	
Utilizes correct image receptor	1	0	
Positions image receptor correctly in bucky	1	0	
Correct marker use/position	1	0	AF
<b>Simulation Final Score</b>			<b>/20</b>
<b>Comments:</b>			

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Faculty Signature)

## Appendix E



Sacred Heart  
UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS

*Radiography Program*

### Critical Incident Form

Student Name \_\_\_\_\_ Course \_\_\_\_\_  
Faculty Name \_\_\_\_\_ Course Coordinator \_\_\_\_\_

#### Failure to meet professional standards/expectations

- ☐ Unprepared for clinical/lab
- ☐ Consistently late for clinical/lab
- ☐ Missed clinical/lab without appropriate notification of instructor
- ☐ Left clinical/lab unit site without notifying instructor/staff
- ☐ Failed to report significant change in patient's condition
- ☐ Failed to follow hospital/agency policy
- ☐ Engaged in unsafe practice
- ☐ Displayed inappropriate/disruptive/disrespectful behavior towards client/staff/instructors/peers
- ☐ Violated uniform dress code/policy
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers
- ☐ Other: \_\_\_\_\_

#### Failure to meet course standards/expectations

- ☐ Consistently unprepared for class
- ☐ Unexcused absences from class (>2 per semester)
- ☐ Consistently tardy in submitting assignments
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication toward professor/peers
- ☐ Violated University Academic Honesty Policy (including but not limited to plagiarizing, cheating, colluding, falsifying or fabricating, using previously prepared materials, destroying or altering another's work, or submitting the same paper or report in more than one class.
- ☐ Other: \_\_\_\_\_

#### Lab Referral

Skills review needed

Specify: \_\_\_\_\_

Other: \_\_\_\_\_

Description of incident:

- ☐ Clinical Warning
- ☐ Professional Warning

- Verbal Warning
- Probation Professional Performance Committee (PPC) Referral

Plan of Action:

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Course Coordinator Signature: \_\_\_\_\_

August 2024

## Appendix F



COLLEGE OF  
HEALTH PROFESSIONS

Sacred Heart University

*Radiography Program*

### Request for Letter of Recommendation

Today's Date: \_\_\_\_\_

Your name: \_\_\_\_\_ Email Address: \_\_\_\_\_

Faculty member you are requesting a letter from: \_\_\_\_\_

What courses have you taken with this faculty member? \_\_\_\_\_

Advisor: \_\_\_\_\_

Date Letter of Recommendation is needed: \_\_\_\_\_

Letter addressed to (or note if generic): \_\_\_\_\_

Title or position in organization: \_\_\_\_\_

Complete street address and/or email address: \_\_\_\_\_

\_\_\_\_\_

Reason for Letter: \_\_\_\_\_

\_\_\_\_\_

What about you, would you like this letter? (Accomplishments, extracurricular activities, short- and long-term goals, what do you hope to gain from this position?)

\_\_\_\_\_

\_\_\_\_\_

Anything else we need to know? \_\_\_\_\_

May 2024