



COLLEGE OF
HEALTH PROFESSIONS

Sacred Heart University

Radiography Program

Radiography Didactic and Clinical Student Policy & Procedure Manual

2025-2026

Welcome

W

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in this handbook is subject to change due to changing circumstances; the policies as written may be modified, superseded, or eliminated.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)
Program Director, Department of Radiography

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Section I: General Information

Administrative Structure

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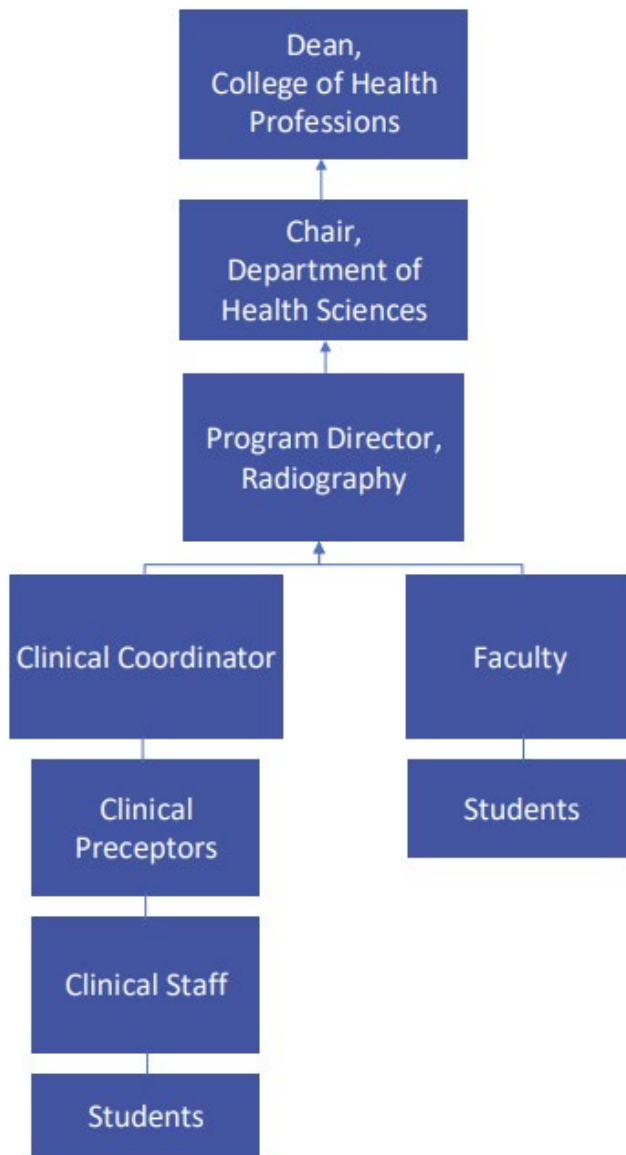
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Organizational Chart for the Chain of Command



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, 2025

Department of Radiography Faculty

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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 1st 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, 2025

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, 2025

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, 2025

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, 2025

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 in the Radiography Program welcome email sent by the Health Sciences Department Assistant and reviewed again at the Radiography Program student orientation. As a 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 with 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.

Both vaccination history and verification of current immunity to certain health conditions are required to complete clinical education requirements for the Radiography program.

- Vaccination history can be documented using the SHU Student Health Form completed during the physical examination
- Proof of current immunization must be provided via lab reports (i.e., titers) for the following conditions:
 - Varicella (Chickenpox)
 - Measles, Mumps, Rubella (MMR)
 - PPD (Tuberculosis [TB])
 - Tetanus, Diphtheria, Pertussis (TDaP)
 - Hepatitis B

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. Declining vaccination may preclude the ability to complete clinical competencies required to complete the program and be eligible for the ARRT board examination. Sacred Heart University and the Radiography program will bear no responsibility for failure to complete the program or graduate due to vaccine declination.

Cardiopulmonary Resuscitation 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. Students should note that a conviction may affect a graduate's ability to sit for certification examinations and/or attain employment. Any concerns should be communicated to the Chair of the Department and Radiography Program Director. The CT State Department of Public Health and American Registry of Radiologic Technologists (ARRT) should be contacted for further information regarding eligibility. You will receive an email with instructions from the Compliance Coordinator prior to the due date.

See Ethic Review Pre-Application on Page 25.

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 Health Sciences Department Assistant, Ms. Guljana Torikai, torikaig@sacredheart.edu, 203.416.3962.

Policy: 2019

Revised: 2020, 2023, 2025

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).

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

Reviewed: 2025

Section II: Accreditation, Licensure, and Professionalism

Code of Ethics

Source: American Registry of Radiologic Technologists (ARRT, 2023).

The Code of Ethics forms the first part of the Standards of Ethics. The Code of Ethics shall serve as a guide by which Registered Technologists 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 Registered Technologists 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 Registered Technologist acts in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality patient care.
2. The Registered 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 Registered 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 Registered 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 Registered Technologist assesses situations; exercises care, discretion, and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
6. The Registered 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 Registered 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. Registered Technologist practices ethical conduct appropriate to the profession and protects the patient's right to quality radiologic technology care.
9. The Registered 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 Registered 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 Registered 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 skill and safety to patients.

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 Sacred Heart University Radiography Program is accredited and evaluated by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program's current length of accreditation is eight 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.



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](#). 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, 2025

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.

Policy: 2019

Reviewed: 2020, 2021, 2023, 2024, 2025

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. [Complete ARRT® Ethics Responsibilities information.](#)

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, 2025

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. [Complete application information and forms.](#)

Complete information about [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](#).

Policy: 2019

Reviewed: 2020, 2021, 2024, 2025

Radiography Practice Standards & Scope of Practice

The ASRT Practice Standards for Medical Imaging and Radiation Therapy serve as a guide for the medical imaging and radiation therapy profession. These standards define the practice and establish general criteria to determine compliance. The Practice Standards are authoritative statements established by the profession, through evidentiary documentation, for evaluating the quality of practice, service and education provided by individuals in the profession.

The Practice Standards can be used by individual facilities to develop job descriptions and practice parameters. Those outside the profession can use these standards as an overview of the role and responsibilities of individuals in the profession.

The medical imaging and radiation therapy professional and any individual who is legally authorized to perform medical imaging or radiation therapy procedures must be educationally prepared and clinically competent as a prerequisite to professional practice. The individual should, consistent with all applicable legal requirements and restrictions, exercise individual thought, judgment and discretion in the performance of the procedure. Statutes, regulations, accreditation standards and institutional policies could dictate practice parameters and may supersede these standards.

The following is from *The ASRT Practice Standards for Medical Imaging and Radiation Therapy – Radiography Practice Standards (2024)*.

Definition

The medical imaging and radiation therapy profession comprises health care professionals identified as bone densitometry technologists, cardiac interventional and vascular interventional technologists, computed tomography technologists, limited x-ray machine operators, magnetic resonance technologists, mammographers, medical dosimetrists, nuclear medicine technologists, quality management technologists, radiation therapists, radiographers, radiologist assistants or sonographers who are educationally prepared and clinically competent as identified by these standards.

Furthermore, these standards apply to health care employees who are legally authorized to perform medical imaging or radiation therapy and who are educationally prepared and clinically competent as identified by these standards.

Medical imaging and radiation therapy professionals are vital members of a multidisciplinary team composed of highly trained health care professionals, each bringing their expertise to patient care. They play a critical role in the delivery of health services as new modalities emerge and the need for medical imaging and radiation therapy procedures increases.

Medical imaging and radiation therapy 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. Medical imaging and radiation therapy professionals recognize elements unique to each patient, which is essential for the successful completion of procedures.

Medical imaging and radiation therapy professionals are the primary liaison between patients, licensed practitioners and other members of the health care team. These professionals must remain sensitive to the needs of the patient through communication, assessment, monitoring and patient care. Medical imaging and radiation therapy professionals effectively employ advanced technologies and software, including artificial intelligence and machine learning, to enhance diagnostic accuracy and improve patient outcomes. As members of the health care team, medical imaging and radiation therapy professionals participate in quality improvement processes and continually assess their professional performance.

Medical imaging and radiation therapy professionals think critically and use independent, professional and ethical judgment in all aspects of their work. They engage in continuing education, which includes their area of practice to enhance patient care, safety, public education, knowledge and technical competence.

Education and Certification

Medical imaging and radiation therapy professionals must be educationally prepared and clinically competent as a prerequisite to professional practice. Only medical imaging and radiation therapy professionals who have completed the appropriate education and training as outlined in these standards should perform medical imaging and radiation therapy procedures. Individuals working in more than one discipline must meet these requirements in the specific disciplines they are responsible for performing.

Medical imaging and radiation therapy professionals should be registered by certification agencies recognized by the ASRT. Individuals performing diagnostic or therapeutic procedures in more than one discipline will adhere to the general and specific criteria for each discipline.

To maintain certification, medical imaging and radiation therapy professionals must complete appropriate continuing education requirements to sustain their expertise and awareness of changes and advances in practice.

Medical imaging and radiation therapy professionals performing multimodality hybrid procedures should meet certification requirements for the diagnostic or therapeutic portion of the procedure and must be educationally prepared and clinically competent in the specific discipline for which they perform attenuation correction or anatomical localization.

Medical imaging and radiation therapy professionals performing multimodality hybrid procedures should be registered by certification agencies recognized by the ASRT in the discipline for the diagnostic or therapeutic portion of the procedure. Individuals performing multimodality hybrid procedures will adhere to the specific criteria for the diagnostic or therapeutic portion of the procedure.

Medical imaging and radiation therapy professionals performing multimodality hybrid procedures should complete continuing education requirements in the discipline used for the diagnostic or therapeutic portion of the procedure and maintain education and clinical competence in the discipline used for attenuation correction or anatomical localization.

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

Radiographers prepare for their roles on the interdisciplinary team by meeting examination eligibility criteria as determined by the ARRT.

Technologists who have passed the ARRT radiography examination use the credential R.T.(R).

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 medical imaging and radiation therapy professionals includes:

- Administering medications enterally, parenterally, through new or existing vascular access or through other routes as prescribed by a licensed practitioner.
- Administering medications with an infusion pump or power injector as prescribed by a licensed practitioner.
- Administering oxygen as prescribed by a licensed practitioner.
- Applying, implementing and monitoring AI.
- Applying principles of ALARA to minimize exposure to patient, self and others.
- Applying principles of patient safety during all aspects of patient care.
- Assisting in maintaining medical records while respecting confidentiality and adhering to HIPAA and established policies.
- Corroborating a patient's clinical history with the procedure and ensuring information is documented and available for use by a licensed practitioner.
- Educating and monitoring students and other health care providers.
- Evaluating images for proper positioning and determining if additional images will improve the procedure or treatment outcome.
- Evaluating images for technical quality and ensuring proper identification is recorded.
- Identifying and responding to emergency situations.
- Identifying, calculating, compounding, preparing or administering medications as prescribed by a licensed practitioner.
- Maintaining professionalism in patient care.
- Performing ongoing quality assurance activities.
- Performing point-of-care testing as prescribed by a licensed practitioner.
- Performing venipuncture as prescribed by a licensed practitioner.
- Postprocessing data.
- Preparing patients for procedures.
- Providing education.
- Providing input for equipment or software purchase and supply decisions when appropriate or requested
- Providing optimal patient care.
- Receiving, relaying and documenting verbal, written and electronic orders in the patient's medical record.
- Selecting the appropriate protocol and optimizing technical factors while maximizing patient safety.
- Starting, maintaining or removing intravenous access as prescribed by a licensed practitioner.
- Using vein localization devices for placement of intravenous catheters when appropriate

The scope of practice of the radiographer also includes:

- Assisting a licensed practitioner or radiologist assistant with fluoroscopic and specialized radiologic procedures.
- Performing diagnostic radiographic and noninterpretive fluoroscopic procedures as prescribed by a licensed practitioner

Radiography Standards of Practice

Standard One - Assessment: The medical imaging and radiation therapy professional collects pertinent data about the patient, procedure, equipment and work environment.

Standard Two – Analysis and Determination: The medical imaging and radiation therapy professional analyzes the information obtained during the assessment phase and develops an action plan for completing the procedure.

- The radiographer develops, maintains and makes available optimal exposure technique guidelines for all radiographic and fluoroscopic equipment.

Standard Three – Education, Collaboration and Collegiality: The medical imaging and radiation therapy professional promotes a positive, collaborative and collegial atmosphere by providing information to the patient, public and other health care providers about procedures and related health issues.

Standard Four - Performance: The medical imaging and radiation therapy professional performs the action plan and quality assurance activities, including modifications when needed.

- The radiographer coordinates and manages the collection and labeling of tissue and fluid specimens.
- The radiographer performs and reviews reject analyses.
- The radiographer uses appropriate uniquely identifiable pre-exposure radiopaque markers for anatomical and procedural purposes.
- The radiographer uses pre-exposure collimation and proper field-of-view selection.

Standard Five - Evaluation: The medical imaging and radiation therapy professional determines whether the goals of the action plan have been achieved, evaluates quality assurance results and establishes an appropriate action plan.

- The radiographer verifies that exposure indicator data for digital radiographic systems has not been altered or modified and is included in the DICOM header and on images exported to media

Standard Six - Implementation: The medical imaging and radiation therapy professional implements the revised action plan based on quality assurance results and achievement of goals from the action plan.

Standard Seven - Outcomes Measurement: The medical imaging and radiation therapy professional reviews and evaluates the outcome of the procedure according to quality assurance standards.

Standard Eight - Documentation: The medical imaging and radiation therapy professional documents information regarding patient care, procedures and outcomes.

- The radiographer archives or documents patient dose for fluoroscopy procedures.
- The radiographer archives or documents radiation exposure.
- The radiographer documents the use of shielding devices and proper radiation safety practices.

Standard Nine- Quality: The medical imaging and radiation therapy professional strives to provide optimal care.

Standard Ten – Self-Assessment and Professional Development: The medical imaging and radiation therapy professional evaluates personal performance and maintains professional growth.

Standard Eleven – Ethics: The medical imaging and radiation therapy professional adheres to the profession's accepted ethical standards.

Standard Twelve – Research, Innovation and Professional Advocacy: The medical imaging and radiation therapy professional participates in the acquisition and dissemination of knowledge, advocacy 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. (2024). *The ASRT Practice Standards for Medical Imaging and Radiation Therapy*. Retrieved July 29, 2025, from American Society of Radiologic Technologists website: https://www.asrt.org/docs/default-source/practice-standards/asrt-practice-standards-for-medical-imaging-and-radiation-therapy.pdf?sfvrsn=de532d0_38

Policy: 2019

Reviewed: 2020, 2021 2023, 2024

Revised: 2025

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, 2025

Professional Societies

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.

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

Club Officers:

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

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, 2025

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 Chair of the Department and/or 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:

- Failure to achieve a final course grade $\geq 80\%$ (B-) in any radiography course
- Students whose cumulative Grade Point Average (GPA) falls below the stated program standard of 2.75.
- 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 program 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.

- If the cumulative GPA remains below the stated standards at the end of the probationary period, the student will be dismissed from the program.

Policy 2020

Revised: 2024, 2025

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](#).

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

Reviewed: 2025

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 the 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.

A laptop computer is needed for all radiography exams. Students should purchase a laptop as all radiography exams are computerized. PC and Apple computers must be compatible with Blackboard and testing platforms.

Use of technology tools in the classroom may include YouTube, Elsevier, Clover Learning, and other online learning platforms. All technology must be appropriately used. Students are prohibited from saving, transferring, or dispersing information without specific approval from course instructor. Course assignments accessed via online platforms may only be accessed at times specified by the instructor when in the classroom.

The college utilizes social media to inform students about student-related events, general-related information, scholarship, and job postings. Any comments should be appropriate and professional in nature. Violations of the technology policy will result as follows:

- The first violation will result in an email warning.
- The second violation will result in a ban from the platform or site.
- *Students may incur a professional warning if behavior/comments are unprofessional in nature.

Prerequisites for AS Radiography Program

All courses must be completed and with the minimum grade requirement prior to the student beginning RAD 101. In addition, a student's cumulative GPA must be a minimum of 2.75 prior to beginning RAD 101:

- First Year Seminar (3 credits): C+ or better
- Human Anatomy & Physiology I (4 credits): C+ or better (B- if not taken at SHU), within 5 years of application
- Human Anatomy & Physiology II (4 credits): C+ or better (B- if not taken at SHU), within 5 years of application
- College Algebra or higher (3 credits): C+ or better within 10 years of application
- Introduction to Psychology (3 credits): C or better
- Humanities course (3 credits): C or better

Policy: 2025

Curriculum Sequence for AS RAD (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>10 Credits</u>	<u>Semester 2: Spring</u>	<u>7 Credits</u>
Anatomy & Physiology I w/ Lab	4	Anatomy & Physiology II w/ Lab	4
First Year Seminar	3	Intro to Psychology	3
College Algebra or Higher	3		

Year Two

<u>Semester 3: Fall</u>	<u>11 Credits</u>	<u>Semester 4: Spring</u>	<u>11 Credits</u>
RAD 101- Radiography I	8	RAD 112- Radiography II	8
Human Journey CIT I	3	Humanities Course	3

Summer Session II (5 credits)

RAD 200- Radiography & Clinical Education

Year Three

<u>Semester 5: Fall</u>	<u>9 Credits</u>	<u>Semester 6: Spring</u>	<u>9 Credits</u>
RAD 221- Radiography III	9	RAD 232- Radiography IIV	9

Associates of Science Degree: 62 credits

Policy: 2019

Reviewed: 2023, 2024

Revised: 2025

Bachelor of Science in Health Science (BSHS): Radiography Concentration (FA 2025 and later)

Minimum 120 credits required for Bachelor's degree		
Foundational Core (28-29 Credits)		Grade
FYWS-125‡	First Year Seminar	
MA _____	Foundational Core Math course	
Choose 1 course from each area *		
‡Natural/Phys. Science		
Literature		
History	HI-100, HI-102 or HI-110	
Arts/Design/Comm.		
Philosophy		
Theology/Relig		
Social/Beh. Science		

Human Journey Seminars: Great Books in CIT (6 Credits)		
CIT 201	CIT Seminar I	
CIT 202	CIT Seminar II	

Liberal Arts Explorations (LAE) (12 Credits Total)		
Student must complete 4 courses from at least 2 different subjects and one course in each area. (see list on Registrar's Website - checksheets)		
Humanistic Inquiry (3 credits)		
Social and Global Awareness (3 credits)		
Scientific Literacy (3 credits)		
LAE in any area (3 credits)		

* See list of courses.

‡(Requires Grade C or higher)

‡Science/Natural Science courses includes

approved Math and Computer Science courses. Students are required to take at least one course in Biology, Chemistry, or Physics in the Foundational or Liberal Arts Exploration Core. CS and MA courses may be used as a Science/Natural Science in either the Foundational Core or as a requirement in the LAE Core but not in both categories.

Note: MA 006 and ESL courses will not count towards the 120 credit graduation requirement.
Approved Study Abroad courses may be used to satisfy requirements for the foundational core or a Liberal Arts Exploration
A maximum of 8 Applied Music credits may be applied towards graduation

A maximum of 8 Applied Music credits may be applied towards graduation.

Required Curriculum for HS Majors (19 credits)		Grade
HS 200	Intro to Healthcare and Health Professions-	
HS 204	Intro to Research	
HS 210	Leadership in Healthcare	
HS 315	Behavioral & Mental Health	
HS 351	Legal & Ethical Aspects of Healthcare	
HS 353	Diversity & Disparities in Healthcare	
HS 355	Health Research Capstone	

Radiography Core (39 credits) ³		Grade
RAD 101	Radiography I	
RAD 112	Radiography 2	
RAD 200	Bridge Clinical	
RAD 221	Radiography 3	
RAD 232	Radiography 4	

Required Supporting Courses ¹ (27 credits)		Grade
BI 106	Medical Terminology	
BI 111/113	Concepts in Biology I **	
BI 206/208	Human Anatomy & Physiology I ‡	
BI 207/209	Human Anatomy & Physiology II ‡	
MA 106	College Algebra** or higher** ‡	
MA 131	Elementary Statistics***	
PS 110	Intro to Psychology**	
HS 309	Professional Interactions in Healthcare Setting	

**Course also fulfills foundational core requirement

***Course also fulfills LAE Scientific Literacy Requirement requirement

‡Requires Grade C+ or higher for SHU courses; B- for non-SHU courses

³ Physical health & background check requirements must be met prior to enrollment in RAD courses

NOTE: 2.75 cumulative GPA required for BSHS Majors, RAD Concentration

Checksheets Key	
T	Course transferred and Requirement satisfied
W	Requirement waived
TW	Course transferred and Requirement waived

Curriculum Sequence for BSHS RAD (Plan of Study)

The BSHS Radiography Concentration is an undergraduate major for students who are interested in earning a degree in the Bachelor of Science in Health Science and associates in radiography. Below is a suggested sequence of study:

Year One

<u>Semester 1: Fall</u>	<u>15 Credits</u>	<u>Semester 2: Spring</u>	<u>16 Credits</u>
First Year Seminar or LAE	3	First Year Seminar or LAE	3
Foundational Core	3	Intro to Healthcare & Health Promotions	3
College Algebra or Higher	3	Concepts in Biology w/ Lab	4
Intro to Psychology	3	Foundational Core	3
Foundational Core	3	Elementary Statistics	3

Year Two

<u>Semester 3: Fall</u>	<u>16 Credits</u>	<u>Semester 4: Spring</u>	<u>14 Credits</u>
Human Journey CIT I	3	Human Journey CIT II	3
Anatomy & Physiology I w/ Lab	4	Anatomy & Physiology II w/ Lab	4
HS Core Requirement	3	HS Core Requirement	3
HS Core Requirement	3	LAE Course	3
LAE Course	3	Leadership in Healthcare	1

Summer Session I or II (3 credits)

LAE Course

Year Three

<u>Semester 5: Fall</u>	<u>14 Credits</u>	<u>Semester 6: Spring</u>	<u>14 Credits</u>
Radiography I	8	Radiography II	8
Medical Terminology	3	Professional Interactions in Healthcare	3
Foundational Core	3	Foundational Core	3

Summer Session II (5 credits)

Radiography & Clinical Education

Year Four

<u>Semester 7: Fall</u>	<u>12 Credits</u>	<u>Semester 8: Spring</u>	<u>12 Credits</u>
Radiography III	9	Radiography IV	9
HS Core Requirement or HS Capstone	3	HS Core Requirement or HS Capstone	3

Bachelors of Health Science Degree: 120+ credits

Policy: 2025

Developing Clinical Skills

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 Trajecsys 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 Trajecsys 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 Trajecsys. 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**

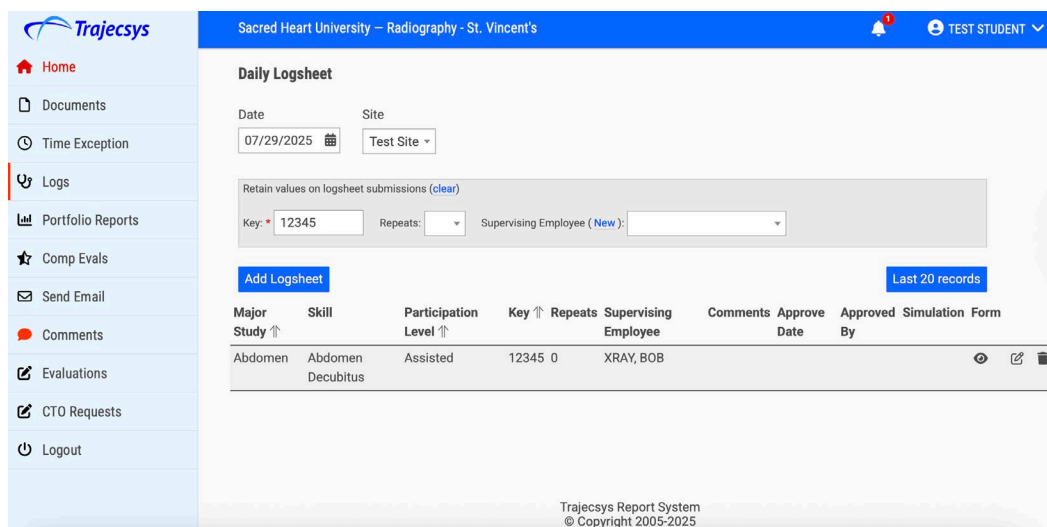
To recap, students cannot attempt/achieve a competency evaluation until:

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:



Policy: 2019
Revised 2020, 2021, 2024
Reviewed: 2025

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 program follows the current ARRT didactic and clinical competency requirements as published and provided in Blackboard. Any changes to competency requirements will be made known to students upon occurrence.

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%
Total	100%	100%	100%	100%	100%
Minimum Average to Pass Clinical	≥ 85%	≥ 85%	≥ 85%	≥ 85%	≥ 85%

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 two (2) competencies performed, in aggregate, and ask you to 'defend' your competency in the selected examination. You will be asked a series of questions in relation to the competencies 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 that is shared with the student upon starting their radiography courses.

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 may apply to re-enroll into the same semester the following year. This includes receiving a grade below 80% (B-) in any Radiography course.

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 RAD 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, 2025

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, 2025

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 Greenwich, Norwalk, Bridgeport, Derby, and surrounding areas. All clinical education settings are within a 60-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. During the second year, the student shall devote 24 hours per week. Clinical days are assigned by the program faculty as necessary. 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 Absorptiometry (DEXA)
- Electrophysiology Lab
- Magnetic Resonance Imaging (MRI)
- Mammography
- Ultrasound
- Nuclear Medicine
- Radiation Therapy

Policy: 2019

Revised: 2021

Reviewed: 2023, 2024, 2025

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.

Connecticut Orthopedics		
CT-Ortho (Trumbull) 888 Whiteplains Road Trumbull, CT. 06611	203-268-5353	Laura Arena
Griffin Health		
Griffin Hospital 130 Division St Derby, CT 06418	Main Dept: 203.735.7421 or 203.732.7300	Kimberly Gregg
Imaging & Diagnostics Center at Ivy Brook 2 Ivy Brook Rd, Suite 111 Shelton, CT 06484	203.732.1451	Jessica McCluskey
Imaging & Diagnostics Center at 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
Nuvance Health		
Norwalk Hospital 34 Maple Street Norwalk, CT 06851	203. 852. 2000	Lulu Mandjata
Imaging & Radiology at Norwalk 761 Main Ave. Suite 112 Entrance E Norwalk, CT 06851	203.855.4109	Alyssa Nolan
Orthopaedic Specialty Group, PC		
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
OrthoConnecticut – Coastal Orthopedics		
Coastal Orthopedics – Norwalk		

761 Main Ave Bldg. F, Suite 115 Norwalk, CT 06851	203.845.2000 (Ask for Karem)	Joe Murphy
Yale New Haven Health		
YNHH Bridgeport Hospital 267 Grant Street Bridgeport, CT. 06610	(203) 384-3969	Leah Velardi
YNHH Greenwich Hospital 4 Perryridge Road Greenwich, CT. 06830	833-772-0003	Trista Cerlich
YNHH Milford Hospital 300 Seaside Avenue Milford, CT. 06460	(203) 301-1241	Leah Velardi Samantha Tiedemann

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 (≤ 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.

Policy: 2019

Revised: 2020

Reviewed: 2023, 2024, 2025

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, 2025

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 Trajecsys 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

Reviewed: 2025

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, 2025

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 and will count as an unexcused clinical absence. 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. Students will be sent home and the absence will count as unexcused if they do not have their dosimeter.
- 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 quarterly per the Clinical Coordinator's instruction.
- Inform the Clinical Coordinator immediately if the dosimeter is lost or destroyed so that a replacement dosimeter can be obtained. Fees for a replacement may occur.
- Discuss any excessive reading (a reading higher than the monthly limit) with the Clinical Coordinator.
- Refrain from holding patients during radiographic procedures when immobilization devices are appropriate.
- Refrain from holding Image Receptor (IR) during radiographic procedures at all times.
- Refrain from purposefully placing the dosimeter in the divergence of the x-ray beam.

Policy: 2019

Revised: 2020, 2025

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.
11. Students are required to leave the laboratory in the same condition as when they entered. Any discrepancies will be discussed with the faculty, students, and instructors.

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

Reviewed: 2025

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 (Appendix G) 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](#).

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, 2025

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 (Appendix F). 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
Reviewed: 2025

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

Trajecsys [log-in page](#)

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

Reviewed 2021, 2023, 2024, 2025

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. **Excused absences will be at the discretion of the Clinical Coordinator and/or Program Director.** Clinical

attendance is required for a student to meet the objectives of the course and to meet the required hours of clinical participation. Failure to comply with attendance policies will inhibit the student's ability to matriculate into the next course.

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 Trajecsys 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. A failure to notify will result in a zero for the day and result as a deduction in the 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 Trajecsys 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 two (2) 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 Trajecsys. 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 (CTO Day) 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 Trajecsys 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 two (2) or more unexcused absences within a given semester. If a student has utilized the 2 personal days (CTO Day) but provides proper documentation, the Clinical Coordinator can decide to allow the student to make up the missed (excused) clinical time.

Leaving Early

Students are expected to adhere to their clinical rotation times as scheduled at each facility. Students leaving early without discussing or notifying the clinical coordinator, 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 Trajecsys (this will not negatively impact the student's grade).

Excessive Absenteeism and/or Tardiness

Accumulating more than one (1) incident of absenteeism or tardiness will result in a final clinical grade reduction as follows:

- Two (2) incidences result in a 5% reduction and a written warning
- Three (3) incidences result in a 7% reduction and a written notification
- Greater than three (3) incidences result in a 10% reduction and written notification

It is unlikely a student with more than three (3) incidences of absenteeism or tardiness will progress to the next course; however, a student with more than three (3) 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 before making any changes to their clinical schedule. Students are not permitted to depart from their clinical facility and enter another facility, nor are they allowed to depart and return to the facility. These policies are required regardless of healthcare facilities or clinical preceptors' instructions.

Policy: 2019

Revised: 2020, 2021,2023, 2024, 2025

Clinical Uniform Policy

Students are ambassadors for the Radiography Program, under the College of Health Professions, within a variety of clinical settings. Appropriate clinical attire aids in proper identification of radiography students by agency staff and patients.

Clinical faculty have the responsibility to inspect and approve uniforms. Students who fail to abide by the uniform guidelines will be dismissed from the clinical facility and receive a zero for their attendance. In continuation, a Critical Incident form will be completed and discussed with the student. Any questions or concerns regarding these clinical guidelines should be addressed with the clinical faculty before returning to clinical.

Note: These policy statements are superseded by clinical facility policies if more stringent.

SHU Scrub & Attire Policy

Students are responsible for purchasing and maintaining the SHU Radiography-approved uniform. This approved uniform can be purchased via the University's bookstore.

A long-sleeved, solid color (black, white, or grey) undershirt may be worn under the approved scrub top.

Black sneakers must be worn. A black scrub jacket is optional and should be approved by the Clinical Coordinator before being worn.

Additional Clinical Requirements

Nails: For infection control purposes, fingernails must be short (no longer than 1/4 inch beyond the tip of the fingernail) and filed. Unpolished nails are recommended. IF polish is worn, only clear or sheer neutral colors, free of chips, cracks, or peeling, are allowed. Artificial nails (any material added to natural nails to strengthen or lengthen), nail piercings, glitter polish, and nail jewelry are strictly prohibited.

Makeup: Makeup application should be subtle using natural tones.

Personal Hygiene: Hair should be clean, neat, and a "natural" color. Shoulder-length hair should be pulled back and away from the face. Students with facial hair must be clean-shaven or have mustaches, sideburns, and beards that are clean and neatly trimmed.

Meticulous personal hygiene is mandatory. Daily showering or bathing is expected. Offensive body odor, colognes, perfumes, after-shave lotions, or other scented products may cause discomfort to others and should be omitted.

Gum chewing is not permitted.

Smokers should not smell like smoke upon arrival to or during clinical. Vaping is not permitted.

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 unexcused absence. 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 an unexcused 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 with "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 an unexcused 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 maintained in Trajecsys 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 ([ARRT Didactic 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 Trajecsys 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, 2025

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

PioTech 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.

SHU Wireless Networks

[Instructions](#) on how to access and connect to SHU wireless networks.

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, 2025

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](#).

Policy: 2019

Reviewed: 2020, 2021, 2023, 2024, 2025

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 Dean of College of Health Professions and then the Provost. 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 Dean.

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 the Radiography Program 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:

- 1. 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.

- 2. 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 Dean, College of Health Professions. The Program Director will provide the Dean 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 Dean will provide the complainant and the Program Director with a written letter outlining the solution reached through this step
- 3. If the complainant remains dissatisfied with the resolution provided, the last line of complaint is to the Provost, who serves as the chief academic officer of Sacred Heart University.
- 4. Any letters or documentation associated with the complaint from the complainant, the Program Director, Dean or Provost will be kept in a confidential folder marked "Complaints against the Radiography Program" kept in the program's files for a period of five years.

Policy: 2019

Revised: 2021, 2025

Reviewed: 2023, 2024, 2025

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: **Realistic, Understandable, Measurable, Behavioral, Achievable**

Student Signature:

Faculty Signature:

Date:

Appendix B



Radiography Laboratory Positioning Practical Exam

Student Name: _____

Exam Date: _____

Faculty Name: _____

Course: _____

Grading Rubric: 1 = Satisfactory 0.5 = Needs Improvement 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 practical exam. The two grades will then be averaged. Any category with AF cannot be scored with a 0.5 as its pass/fail.

Grading Categories

Projection: _____

Prepared Room: immobilization devices, tape, etc.	1	0.5	0	N/A	
Obtained patient history & checked LMP (if applicable).	1		0	N/A	AF
Clothed patient properly or changed patient.	1	0.5	0	N/A	
Explained procedure to patient.	1	0.5	0	N/A	
Selected proper bucky/tabletop plate placement.	1		0	N/A	AF
Utilizes correct image receptor (ask for cassette size).	1	0.5	0	N/A	
Correctly positions IR in bucky (horizontal/vertical).	1	0.5	0	N/A	
Correct tube-tray-IR alignment.	1		0	N/A	AF
Proper tube/mechanical manipulation.	1	0.5	0	N/A	
Correct CR entrance/exit.	1		0	N/A	AF
Correct tube angulation.	1		0	N/A	AF
Correct patient positioning/ part centered to IR.	1	0.5	0	N/A	
Utilized correct Source-to-Image Detector Distance (SID).	1	0.5	0	N/A	
Utilizes correct marker placement.	1		0	N/A	AF
Proper collimation adjustment.	1	0.5	0	N/A	
Gave patient proper pre-exposure instructions.	1	0.5	0	N/A	
Demonstrates knowledge of techniques (kVp, mAs, etc.)	1	0.5	0	N/A	
Used proper body mechanics while positioning patient.	1	0.5	0	N/A	
Performed correct exam/position/projection.	1		0	N/A	AF
Performed Projection in 3.5 minutes or less.	1	0.5	0	N/A	
Simulation Score					/20

Comments: _____

Student Signature _____

Faculty Signature _____

Appendix C



Radiography REPEAT Laboratory Positioning Practical Exam

Student Name: _____

Exam Date: _____

Faculty Name: _____

Course: _____

Grading Rubric: 1 = Satisfactory 0.5 = Needs Improvement 0 = Unsatisfactory AF = Automatic Failure*

*AF = If any variable results in an “automatic failure” for the repeat imaging, the student will automatically receive a zero for the original lab practical.

Grading Categories

Projection: _____

Prepared Room: immobilization devices, tape, etc.	1	0.5	0	N/A	
Obtained patient history & checked LMP (if applicable).	1		0	N/A	AF
Clothed patient properly or changed patient.	1	0.5	0	N/A	
Explained procedure to patient.	1	0.5	0	N/A	
Selected proper bucky/tabletop plate placement.	1		0	N/A	AF
Utilizes correct image receptor (ask for cassette size).	1	0.5	0	N/A	
Correctly positions IR in bucky (horizontal/vertical).	1	0.5	0	N/A	
Correct tube-tray-IR alignment.	1		0	N/A	AF
Proper tube/mechanical manipulation.	1	0.5	0	N/A	
Correct CR entrance/exit.	1		0	N/A	AF
Correct tube angulation.	1		0	N/A	AF
Correct patient positioning/ part centered to IR.	1	0.5	0	N/A	
Utilized correct Source-to-Image Detector Distance (SID).	1	0.5	0	N/A	
Utilizes correct marker placement.	1		0	N/A	AF
Proper collimation adjustment.	1	0.5	0	N/A	
Gave patient proper pre-exposure instructions.	1	0.5	0	N/A	
Demonstrates knowledge of techniques (kVp, mAs, etc.)	1	0.5	0	N/A	
Used proper body mechanics while positioning patient.	1	0.5	0	N/A	
Performed correct exam/position/projection.	1		0	N/A	AF
Performed Projection in 3.5 minutes or less.	1	0.5	0	N/A	
Simulation Score					/20

Comments: _____

(Student Signature)

(Faculty Signature)

Appendix D



COLLEGE OF
HEALTH PROFESSIONS

Sacred Heart University

Radiography Program

Critical Incident Form

Student Name:

Course:

Faculty:

Course Coordinator:

Failure to Meet Professional Standards/Expectations <ul style="list-style-type: none"><input type="checkbox"/> Unprepared for clinical/lab<input type="checkbox"/> Consistently late for clinical/lab<input type="checkbox"/> Missed clinical/lab without appropriate notification of instructor<input type="checkbox"/> Left clinical/lab unit site without notifying instructor/staff<input type="checkbox"/> Failed to report significant change in patient's condition<input type="checkbox"/> Failed to follow hospital/agency policy<input type="checkbox"/> Engaged in unsafe practice<input type="checkbox"/> Displayed inappropriate/disruptive/disrespectful behavior towards client/staff/instructors/peers<input type="checkbox"/> Violated uniform dress code/policy<input type="checkbox"/> Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers<input type="checkbox"/> Other:
Failure to Meet Course Standards/Expectations <ul style="list-style-type: none"><input type="checkbox"/> Consistently unprepared for class<input type="checkbox"/> Unexcused absences from class (>2 per semester)<input type="checkbox"/> Consistently tardy in submitting assignments<input type="checkbox"/> Displayed inappropriate/disruptive/disrespectful behavior/communication toward professor/peers<input type="checkbox"/> 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.<input type="checkbox"/> Other:
Lab Referral
Documentation: <ul style="list-style-type: none"><input type="checkbox"/> Verbal Warning<input type="checkbox"/> Clinical Warning<input type="checkbox"/> Professional Warning<input type="checkbox"/> Professional Performance Committee (PPC) Referral<ul style="list-style-type: none">o Probationo Dismissal

Plan of Action:

Date:

Student Signature:

Faculty Signature:

Course Instructor Signature:

Appendix E



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?

August 2025

Appendix F



COLLEGE OF
HEALTH PROFESSIONS

Sacred Heart University

Radiography Program

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
Reviewed: 2025

Student Signature: _____

Date: _____

Clinical Coordinator: _____

Date: _____

Program Director: _____

Date: _____

Appendix G



COLLEGE OF HEALTH PROFESSIONS

Sacred Heart University

Radiography Program

Name: _____

SHU ID: _____

Screening Date: ____/____/____ First Year Student Second Year Student Post Primary Certificate

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

Pregnancy Notice: The declared pregnant student who continues to work in and around the MR environment should not remain within the MR scanner room or Zone IV during actual data acquisition or scanning.

Please indicate if you have any of the following:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Aneurysm clip(s) | <input type="checkbox"/> No <input type="checkbox"/> Yes | Cardiac pacemaker |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Implanted cardioverter defibrillator (ICD) | <input type="checkbox"/> No <input type="checkbox"/> Yes | Electronic implant or device |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Magnetically-activated implant or device | <input type="checkbox"/> No <input type="checkbox"/> Yes | Neurostimulation system |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Spinal cord stimulator | <input type="checkbox"/> No <input type="checkbox"/> Yes | Internal electrodes or wires |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Bone growth/bone fusion stimulator | <input type="checkbox"/> No <input type="checkbox"/> Yes | Cochlear, otologic, or other ear implant |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Insulin or other infusion pump | <input type="checkbox"/> No <input type="checkbox"/> Yes | Implanted drug infusion device |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Any type of prosthesis | <input type="checkbox"/> No <input type="checkbox"/> Yes | Metallic stent, filter, or coil |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Shunt (spinal or intraventricular) | <input type="checkbox"/> No <input type="checkbox"/> Yes | Wire mesh implant |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Surgical staples, clips, or metallic sutures | <input type="checkbox"/> No <input type="checkbox"/> Yes | Joint replacements (hip, knee, etc.) |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Dentures or partial dental plates | <input type="checkbox"/> No <input type="checkbox"/> Yes | Permanent makeup |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Body piercing jewelry | <input type="checkbox"/> No <input type="checkbox"/> Yes | Hearing aid |
| <input type="checkbox"/> No <input type="checkbox"/> Yes | Other implant or device: _____ | | |

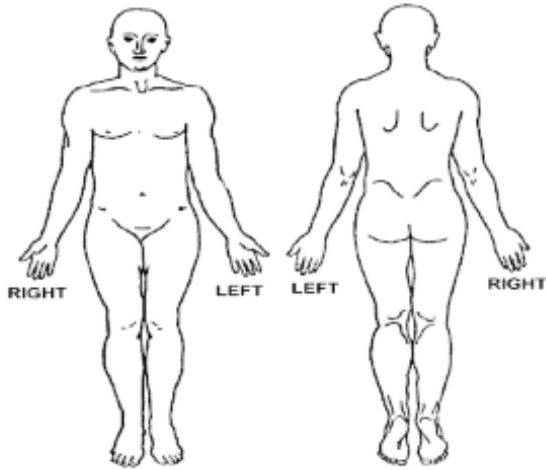
I attest that the above information is correct to the best of my knowledge. I read and understand the contents of this form and understand that questions will be addressed by qualified educators or staff of the program's CES regarding any contraindications.

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

Student Signature: _____

Date: ____/____/____

Please mark on the figure(s) below
the location of any implant or metal
inside of or on your body.



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.

Appendix H



COLLEGE OF
HEALTH PROFESSIONS

Sacred Heart University

Radiography Program

Radiography Dosimeter Replacement Request Form

Student Name: _____ Birthdate: _____

Faculty Notified: _____ Semester: _____

Spare Assignment: _____

Date of Loss: _____ Date of Notification: _____

By checking the boxes below, I, the student, confirm that I have notified the clinical coordinator of a lost or damaged radiation dosimeter.

- I accept a spare radiation dosimeter as a replacement for my original dosimeter, which has been lost or damaged.
- I am fully responsible for utilizing this dosimeter until the personnel dosimeter is re-allocated, and I understand I am not permitted to return to clinical or laboratory unless I have a spare or registered personnel dosimeter on my person.
- I accept and pay the \$25.00 replacement fee for a newly allocated dosimeter in cash.

Additional Notes:

Student Signature: _____ Date: _____

Clinical Coordinator: _____ Date: _____