

LBCC Diagnostic Imaging Program  
**DI 112 (CRN 332655)**  
**Radiographic Procedures & Positioning: Skull & Review**  
Winter 2022

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

**COURSE DESCRIPTION**

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

**MOODLE**

We'll be using **Moodle** for this class. If you have any problems logging into Moodle, please contact the **Student Help Desk** by calling **541-917-4630**, texting **541-704-7001**, emailing [student.helpdesk@linnbenton.edu](mailto:student.helpdesk@linnbenton.edu) or logging into a live Zoom video call <https://linnbenton.zoom.us/j/5419174645>. They are staffed at varying times Mondays through Saturdays and closed on Sundays.

**REQUIRED TEXT (PROVIDED)**

- ***Bontrager's Textbook of Radiographic Positioning and Related Anatomy, Tenth Edition***, by John P. Lampignano and Leslie E. Kendrick. (*Provided*)
- ***Radiographic Image Analysis, Fifth Edition*** by Kathy McQuillen-Martensen (*Provided*)

**OPTIONAL (NOT PROVIDED)**

- ***Bontrager's Handbook of Radiographic Positioning and Techniques*** by Kenneth L. Bontrager
  - *Note:* For students who choose to obtain this optional resource, please be aware **discrepancies have been noted** between the *Bontrager Textbook* and *Bontrager Handbook*. We consider the *Bontrager Textbook* to be the most accurate resource, and any discrepancies should be corrected by the student in the *Bontrager Handbook* so information remains consistent.

**BASIC NEEDS STATEMENT**

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

## **PUBLIC SAFETY/EMERGENCY RESOURCES**

In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](#) at 541-926-6855 or 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](#) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed.

## **SCHEDULE**

- **The traditional Winter 2022 DI program schedule may be [accessed at this link](#).**
- **The DE Winter 2022 DI program schedule may be [accessed at this link](#).**
- **Class is held in real time in the Virtual Classroom on Mondays and Wednesdays 9:00-10:30 a.m. January 3 through March 9, 2022.** It is expected that students will be on time to attend **all** lectures. Students are encouraged to login to the virtual classroom **5-10 minutes early** to every class.
  - *Note:* If the college is closed due to inclement weather on a lecture day (Monday/Wednesday), live lecture will still take place as scheduled in Zoom.
- There will be **no live class** on **Monday, January 17th** (in honor of Dr. Martin Luther King, Jr. Day); **Wednesday, February 9th**), or **Monday, February 21st** (in honor of Presidents' Day). Recorded lectures may be substituted.
- **Traditional Student Lab:**
  - **Instructor-led lab** is conducted on-site in the **HOC X-Ray Lab** on **Tuesdays and Thursdays, January 4 through March 10**. Students are assigned **specific** lab times that may not be switched or made up. **Lab attendance is mandatory.**
    - Lab 1                    9:00 a.m. to 12:00 p.m.
    - Lab 2                    1:00 p.m. to 4:00 p.m.
  - During **week 6 (February 8-12)**, **instructor-led lab** is only held on **Tuesday 2/8**, and **practice labs** on **Tuesday 2/8 and Wednesday 2/9** that week. There will *not* be practice labs on Thursday, Friday or Saturday that week.
- **DE Student Lab:**
  - **Labs** are scheduled *at the convenience of the clinical site* and are conducted by a registered radiologic technologist.
  - DE students should expect to spend a **minimum of 8-12 hours per week** at the clinical site. **Lab attendance is mandatory.**
- **Regarding inclement weather on lab days (ALL STUDENTS):**
  - In the event of inclement weather on a lab or practice lab day, and the college is *not* closed, the **student** will have to determine whether it is **safe to travel**. If the student determines that it is *not* safe to travel, the student is expected to **communicate** with all three DI faculty (Carley Hansen Prince, Paula Merino and Jennifer Clayton) **via email ASAP**.
- **Quizzes (Quiz #-#)** are assigned throughout the course. See the course calendar for specific dates. Quizzes are **closed book, closed note** and students are expected to take their quizzes with integrity.
- **Anatomy Quizzes (Quiz #-#A)** are scheduled at different times for DE and traditional students due to the variability in lab schedules for each distance clinical site.
  - **Traditional Students:** Anatomy quizzes are given **during each lab session** (on **Tuesdays and Thursdays**). Students will rotate through the anatomy quiz station.
  - **DE Students:** Anatomy quizzes open at **9:00 am** on **Fridays beginning on Friday, January 7th** to help accommodate variable DE clinical site lab schedules. **DE students will take two proctored**

**anatomy quizzes each week, assessing student knowledge over *both* module topics/exams covered that week.** DE students should allot **up to 40 minutes** for quizzes **each Friday morning**. DE students are expected to log into the virtual classroom and Moodle a few minutes early. The password for the weekly quiz will be given in the [Virtual Classroom](#) at **9:00 a.m.** after students have shown their workspaces to the proctor. If a DE student does not start the quiz in the virtual classroom by 9:05am, the student will take a zero and not be able to make it up.

■ There will **not** be proctored DE anatomy quizzes on the following dates:

● **Friday, January 21st; Friday, February 11th; or Friday, February 25th**

- **Pop quizzes** may be given at any time in the virtual classroom or the lab at the instructor's discretion.
  - **DE students:** Pop quiz questions may be built into the anatomy quizzes.
- A **headwork positioning assessment** will take place during the week of **February 8-11, 2022** during the student's regularly scheduled practice lab.
- The **final exam** and **final practicum** are scheduled for the period of **March 14-18, 2022**. Students will be notified of the dates and times as soon as it has been scheduled by the Program Director.
  - The **final practicum** is **comprehensive** and will consist of **any exam** from chest, abdomen, upper and lower extremities, spine or pelvis and skull. Students are required to be on-site at the HOC in Lebanon for the final practicum.
  - The **written final exam** is **comprehensive, will be proctored** and covers chest, abdomen, upper and lower extremities, spine, pelvis and skull.

### **CONTACTING THE INSTRUCTOR**

Email is the best way to contact the instructor for this class. Emails received between 8:00 a.m. Monday and 5:00 p.m. Friday are generally returned within 24 hours. Emails received after 5:00 p.m. on Friday, or on Saturday or Sunday will be returned by Monday morning. Students who call and leave a message on the instructor's office phone should be aware that the instructor is only at the Healthcare Occupations Center 2 days/week. Students wishing for a sooner response should email the instructor.

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

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

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

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

## STUDENT EXPECTATIONS

- ❖ YOU are RESPONSIBLE for your own LEARNING.
- ❖ We provide the structure for learning, but it is up to you to decide how much or little you get out of the class and your lab time. It is imperative that you understand PRACTICE MAKES PERFECT. The more you practice both the written assignments and the hands-on assignments, the more successful you will be with graded assignments, with the final exam, and eventually in your clinical placement.
- ❖ Positioning and procedures courses are intense, multi-faceted, hands-on courses designed to provide the student with a variety of resources for learning.
- ❖ LBCC faculty provides the classroom lecture and lab portion of the course.
- ❖ Each student is expected to spend extra time practicing on their own sufficiently to become proficient.
- ❖ If you do not understand something or need clarification, it is your responsibility to ask for assistance.
- ❖ There are specific deadlines, so this course is not self-paced. It is up to the student to keep up with their assignments and deadlines.
- ❖ Issues with technology are not valid reasons for turning in late work.
- ❖ No late work is ever accepted.

## COURSE OBJECTIVES

- Describe standard positioning terms.
- Describe the general purpose of radiographic studies.
- Discuss general procedural considerations for radiographic exams.
- Discuss equipment and supplies necessary to complete radiographic procedures.
- Explain the routine and special positions/projections for chest and abdomen radiographic procedures.
- Describe the steps in performing various mobile procedures.
- Summarize the importance of proper positioning.
- Discuss the impact of patient preparation on the resulting radiographic image.
- Critique orders, requests and diagnostic reports.
- List the information to be collected prior to a patient examination.
- Assess the patient and record clinical history.
- Identify methods and barriers of communication and describe how each may be used or overcome effectively during patient education.
- Modify directions to patients with various communication problems.
- Explain radiographic procedures to patients and family members.
- Simulate radiographic procedures on a person or phantom in a laboratory setting.
- Explain the role of ethical behavior in health care delivery.
- Provide patient-centered clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity or culture.
- Demonstrate proper use of positioning aids.
- Adapt general procedural considerations to specific clinical settings.
- Select technical factors to produce quality diagnostic images with the lowest radiation exposure possible.
- State how to properly reposition the patient when chest and abdomen projections with poor positioning are produced.
- Describe the role of the radiographer in image analysis.
- Discuss the elements of a radiographic image.
- Identify anatomy on radiographic images.
- Describe an effective image analysis method.
- Critique images for appropriate anatomy, image quality and patient identification.
- Critique the radiographic contrast within various radiographic images.
- Analyze the relationship of factors that control and affect radiographic contrast.
- Assess radiographic density on radiographic images.
- Analyze the relationships of factors that control and affect image density.
- Critique images for appropriate technical, procedural and pathologic factors, and employ corrective actions if necessary.
- Identify common equipment malfunctions that affect image quality, and corrective action.
- Differentiate between technical factor problems, procedural factor problems and equipment malfunctions.
- Differentiate between size and shape distortion.
- Analyze images to determine the appropriate use of beam restriction.
- Apply a problem-solving process used for image analysis.
- Apply a process for evaluating images for acceptable limits of distortion, image artifacts, radiation fog, noise and gross exposure error.
- Apply a process for evaluating images for adequate image receptor exposure, exposure indicator contrast/grayscale/spatial resolution, identification markers and appropriate use of beam restriction.
- Describe the ALARA concept.
- Identify and justify the need to minimize unnecessary radiation exposure of humans.
- Explain the objectives of a radiation protection program.

- Apply general radiation safety and protection practices associated with radiographic examinations.
- Use the appropriate method of shielding for a given radiographic procedure.
- Describe the composition and characteristics of bone.
- Identify and locate the bones of the human skeleton.
- Describe articulations of the axial and appendicular skeleton.
- Label different types of articulations.
- Compare the types, locations and movements permitted by the different types of articulations.

**COURSE OUTLINE**

B = Bontrager

M= McQuillen

*\*DE lab times are site dependent*

Week	Date	Topic	Required Reading	Homework	Assignment	Assessment
0	M 12/27 to F 12/31	Orientation	Syllabus B: 380-387, 408-415 <a href="#">Skull anatomy checklist</a>	Record all due dates  HW 0	<b>Headwork Basics Lesson</b>  <b>Skull Anatomy Lesson</b>	<b>Quiz 0 MON 1/3</b>
1-1	M 1/3	Skull	B: 380-387, 405-406, 408-420, 445, 641-642  M: 531-553	HW 1-1 HW 1-1A		<b>Quiz 1-1 WED 1/5</b>
1-1	T 1/4 TRAD DE*	Lab: Skull				<b>Quiz 1-1A TRAD: TUES 1/4 DE: FRI 1/7</b>
1-2	W 1/5	Facial Bones	B: 392-397, 403-415, 422-425, 446  M: 531-557	HW 1-2 HW 1-2A		<b>Quiz 1-2 MON 1/10</b>
1-2	R 1/6 TRAD DE*	Lab: Facial Bones				<b>Quiz 1-2A TRAD: THURS 1/6 DE: FRI 1/7</b>
2-1	M 1/10	Orbits	B: 401-404, 408-415, 422-425, 446  M: 547-550, 553-557	HW 2-1 HW 2-1A		<b>Quiz 2-1 WED 1/12</b>

2-1	T 1/11 TRAD DE*	Lab: Orbits				<b>Quiz 2-1A</b> <b>TRAD:</b> <b>TUES 1/11</b> <b>DE: FRI 1/14</b>
2-2	W 1/12	Sinus	B: 398-400, 407-415, 440-444, 447  M: 539-557	HW 2-2 HW 2-2A		<b>Quiz 2-2</b> <b>MON 1/17</b> <b>(TAKE BETWEEN</b> <b>12:00 AM AND</b> <b>11:59 PM)</b>
2-2	R 1/13 TRAD DE*	Lab: Sinus				<b>Quiz 2-2A</b> <b>TRAD:</b> <b>THURS 1/13</b> <b>DE: FRI 1/14</b>
3-1	M 1/17 <i>Dr.</i> <i>Martin</i> <i>Luther</i> <i>King, Jr.</i> <i>Holiday</i>  <i>NO LIVE</i> <i>CLASS</i>	Nasal Bones <i>NO LIVE CLASS</i>	B: 392-395, 403-404, 423, 426-427  M:547-550, 553-557	HW 3-1	Nasal Bones Recorded Lecture	<b>Quiz 3-1</b> <b>WED 1/19</b>
Fluoro	T 1/18 TRAD DE*	<i>TRAD: FLUORO</i> <i>LAB 1</i>			<a href="#">See Fluoro syllabus</a>	
3-2	W 1/19	Clinical Prep 1	<a href="#">DI Policies &amp; Procedures</a>  <a href="#">Bloom Where You Are Planted</a>		<b>Clinical Prep 1 WS</b> <b>TRAD:</b> Due by the start of lab on <b>THURS 1/20</b>  <b>DE students:</b> Due via email to <b>CHP &amp;</b> <b>PEM</b> by <b>9:00 AM</b> on <b>THURS 1/20</b>	<b>Quiz 3-2</b> <b>MON 1/24</b>
Fluoro	R 1/20 TRAD DE*	<i>TRAD: FLUORO</i> <i>LAB 2</i>			<a href="#">See Fluoro syllabus</a>	

4-1	M 1/24	Mandible	B: 392-397, 403-404, 423, 432-436  M: 537-547, 550-557	HW 4-1 HW 4-1A		<b>Quiz 4-1 WED 1/26</b>
4-1	T 1/25 TRAD DE*	Lab: Mandible				<b>Quiz 4-1A TRAD: TUES 1/25 DE: FRI 1/28</b>
4-2	W 1/26	TMJs	B:3 96-397, 437-439  M: 543-557	HW 4-2 HW 4-2A		<b>Quiz 4-2 MON 1/31</b>
4-2	R 1/27 TRAD DE*	Lab: TMJs				<b>Quiz 4-2A TRAD: THURS 1/27 DE: FRI 1/28</b>
5-1	M 1/31	Trauma Skull	B: 568-576, 593-597  M: 531-557	HW 5-1 HW 5-1A		<b>Quiz 5-1 WED 2/2</b>
5-1	T 2/1 TRAD DE*	Lab: Trauma Skull				<b>Quiz 5-1A TRAD: TUES 2/1 DE: FRI 2/4</b>
5-2	W 2/2	Trauma	B: 568-592, 165, 171, 199-201, 289, 291, 314, 318  M: 67-77 for general trauma considerations, and then ALL pages for review of all exams	HW 5-2 HW 5-2A		<b>Quiz 5-2 MON 2/7</b>
5-2	R 2/3 TRAD DE*	Lab: Trauma				<b>Quiz 5-2A TRAD: THURS 2/3 DE: FRI 2/4</b>



6-1	M 2/7	Clinical Prep 2	<a href="#">DI Policies &amp; Procedures</a>		Clinical Prep 2 WS due <b>TUES 2/8</b>  TRAD: start of lab DE: Due via email to CHP & PEM by <b>9:00 AM on TUES 2/8</b>	Quiz 6-1 <b>MON 2/14</b>
6-1	T 2/8 TRAD DE*	TRAD: FLUORO LAB 3			<a href="#">See Fluoro syllabus</a>	
6-2	T 2/8 or W 2/9 TRAD DE*	Headwork Positioning Assessment				Headwork positioning assessment occurs during practice lab  TRAD: T 2/8 or W 2/9 DE: R 2/10 or F 2/11
6-2	W 2/9	NO CLASS	*TRAD STUDENTS: ATTEND PRACTICE LAB ON TUES/WED ONLY THIS WEEK			
6-2	R 2/10 TRAD DE*	NO TRAD INSTRUCTOR LED LAB	*DE STUDENTS: ATTEND LAB AT YOUR CLINICAL SITE AS REGULARLY SCHEDULED THIS WEEK			
7-1	M 2/14	Chest/ Abdomen Review	B: 70-96, 104-124, 360-369, 372-378, 577-580, 620-622, 626-628, 630-634, 643-646  M: 81-159, 516-530	HW 7-1 HW 7-1A		Quiz 7-2 <b>WED 2/16</b>
7-1	T 2/15 TRAD DE*	Lab: Chest/ Abdomen Review				Quiz 7-1A TRAD: TUES 2/15 DE: FRI 2/18

7-2	W 2/16	Upper Extremity Review	B: 126-210, 370-371, 581-585, 635-636  M: 160-298	HW 7-2 HW 7-2A		Quiz 7-2 WED 2/23
7-2	R 2/17 TRAD DE*	Lab: Upper Extremity Review			Final Professional Self Evaluation due electronically by 9:00 AM on THURS 2/17	Quiz 7-2A TRAD: THURS 2/17 DE: FRI 2/18
8-1	M 2/21	<i>PRESIDENTS' DAY HOLIDAY NO CLASS</i>				
Fluoro	T 2/22 TRAD DE*	TRAD: FLUORO LAB 4			<a href="#">See Fluoro syllabus</a>	
8-2	W 2/23	Clinical Prep 3	<a href="#">DI Policies &amp; Procedures</a>  <a href="#">5 Ways to Process Feedback At Work Without Triggering A Stress Response</a>  <a href="#">How to Stop Obsessing over your Mistakes</a>		Clinical Prep 3 Worksheet & Clinical Binder  TRAD: Due by start of lab on THURS 2/24  DE students: Due via email to CHP & PEM by 9:00 AM on TUES 2/24	Quiz 8-2 MON 2/28
Fluoro	R 2/24 TRAD DE*	TRAD: FLUORO LAB 5			<a href="#">See Fluoro syllabus</a>	
9-1	M 2/28	Lower Extremity Review	B: 212-266, 273-276, 278-280, 288-293, 586-588, 590, 637-640  M: 299-426	HW 9-1 HW 9-1A		Quiz 9-1 WED 3/2
9-1	T 3/1 TRAD DE*	Lab: Lower Extremity Review				Quiz 9-1A TRAD: TUES 3/1 DE: FRI 3/4

9-2	W 3/2	Spine/Pelvis Review	B: 266-277, 281-286, 289-293, 296-321, 324-328, 330-357, 589-592, 639-640  M: 427-490	HW 9-2 HW 9-2A		<b>Quiz 9-2 MON 3/7</b>
9-2	R 3/3 TRAD DE*	Lab: Spine/Pelvis Review				<b>Quiz 9-2A TRAD: THURS 3/3 DE: FRI 3/4</b>
10-1	M 3/7	Skull Review	B: 380-420, 422-427, 432-447, 593-597, 641-642  M: 531-557	HW 10-1		<b>Quiz 10-1 WED 3/9</b>
10-1	T 3/8 TRAD DE*	Lab: Skull Review				<b>Quiz 10-1A TRAD: TUES 3/8 DE: FRI 3/11</b>
10-2	W 3/9	Final Review	B and M: ALL			
10-2	R 3/10 TRAD DE*	Final Review				<b>Final Anatomy TRAD: THURS 3/10 DE: FRI 3/11</b>
11	M 3/14 to F 3/18	FINALS WEEK				<b>FINAL WRITTEN EXAM &amp; FINAL PRACTICUM</b>

## **CLASS ATTENDANCE**

Students are expected to attend scheduled [Virtual Classroom](#) sessions provided by LBCC faculty for this course at the scheduled time. Students will be called upon during class. Students enrolled in Virtual Classroom sections of the course are required to participate utilizing a webcam and headset with an attached microphone.

- Lectures will NOT be recorded. **Interaction during lecture is an integral part of each lecture and cannot be substituted.**
  - Attendance and participation will both be scored as part of your final evaluation this term. Tardies, not being present in class when called upon and/or missing all or portions of *any* Diagnostic Imaging class will result in a lower score in the “Punctuality and Attendance” category on your final evaluation.
- **Prior** to the [Virtual Classroom](#) session with the LBCC faculty, students are expected to have completed weekly required text readings in both Bontrager and McQuillen and reviewed the positioning and radiographic anatomy videos.
- Students may access the Virtual Classroom for this course at <https://zoom.us/j/9519289278>
  - Students should bookmark this link in several browsers (Mozilla, Chrome, etc.) so that it is available should access to the classroom via Moodle be unavailable for any reason.
  - Students with smartphones are encouraged to download the Zoom app to use as a backup plan for accessing a live class session should internet service on the student’s computer be interrupted.
- If the student has difficulty accessing the Virtual Classroom or other tech issues related to the Virtual Classroom, the student should call **Zoom Tech Support at 1-888-799-9666 extension 2.**

## VIRTUAL CLASSROOM EXPECTATIONS

1. Students must have a **headset with an attached microphone on at all times**. Do not talk into the computer's built-in microphone or use your computer's speakers to hear class! Feedback is a major issue and can be avoided by wearing a headset.
2. Arrange yourself in your work space in such a way that **you are well lit** and **easy to see at all times**. Your back should not be to a window or other bright light source.
3. You must be **on webcam at all times**. We need to see your **entire face**. The top of your head or just your eyes does not suffice!
4. You will be required to **show your workspace prior to each quiz**. Your workspace should be clean with no books/papers/etc open or around. Your cell phone should be put away.
5. Your **webcam** must be **able to show your workspace**. For some students, this may mean you have to purchase a separate webcam that attaches to your computer.
6. When asked to show your work space, do so in a **slow and deliberate sweeping motion** so we can see the whole area. This should take about **5-7 seconds**. Doing it too quickly negates the purpose and you may be asked to do it again if you go faster than this.
7. If you have a **question or a comment**, please **raise your hand**.
8. Please **mute your microphone** unless it is your turn to talk.
9. Students are expected to treat the virtual classroom like a **traditional classroom**. It is essential students **make arrangements** to **attend class** in a **distraction-free space**. Household chores, babysitting, maintenance appointments, watching TV (or having a TV on in the background), etc. should *not* be performed or scheduled during class time.
  - a. Ask yourself: Would I \_\_\_\_\_ in a traditional classroom?
  - b. **If the answer is no, then it should not be done in the virtual classroom either.**
10. Student **participation** in the virtual classroom is **evaluated each term** on the student's **professional evaluation** and students will receive a **score** to reflect the level to which they were **engaged** and **participated** in the virtual classroom.

## **LAB ATTENDANCE**

Students are expected to come prepared for hands-on lab by having attended lecture, having reviewed the positioning videos, by having read the required text material, and by having questions already prepared for the instructor. Approximately six hours per week of lab instruction is provided by a registered radiologic technologist (R.T.(R)).

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

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

- **ALL STUDENTS**

- Prior to attending lab, all students are asked to perform a **self-check** for **COVID-19 symptoms**.
  - **Stay at your residence if you have COVID-19 symptoms** and contact **Carley** ([hansenc@linnbenton.edu](mailto:hansenc@linnbenton.edu)), **Paula** ([merinop@linnbenton.edu](mailto:merinop@linnbenton.edu)) and **Jen** ([claytoj@linnbenton.edu](mailto:claytoj@linnbenton.edu)) via **email** to notify us of your **impending absence**.
    - **DE students** should *also* contact their **clinical mentor** at their clinical lab site in addition to the Diagnostic Imaging faculty listed above.
  - **COVID-19 symptoms** include the following:
    - Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing
    - Other non-specific symptoms associated with COVID-19 include: muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose.
  - [LBCC Temporary Administrative Rule No 5095-07](#) requires all individuals wear a mask or face covering indoors at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from CFAR (Center for Accessibility Resources) to be exempt from this requirement. ***State guidelines do not limit*** class size. Physical distancing accommodations can be made upon request and cleaning supplies are also available for personal use.
  - Students will ***not be permitted to participate*** in any lab activities **without a mask**.
  - Students must be **wearing a mask covering both their nose and their mouth** to enter the **HOC** and during the entire time they are inside the building. This is the expectation of our clinical sites, and we want students to be well practiced and in the habit of doing this for the students’ second year in the program.
  - Students will be allowed to take two masks per week from lab supplies to supplement their personal mask supplies.
    - Masks will be placed on a table immediately inside the x-ray lab for students to take **one if they need it**.

- Students may also choose to **bring and wear their own mask from home**, either in place of or in addition to the paper mask provided on Tuesdays/Thursday
- **DE Students**
  - Plan to arrive at your clinical site **10 minutes prior to the start of your scheduled lab time**. Please follow your clinical site's guidelines in regards to donning PPE, temperature checks, and any other protective measures in place.
  - DE Student lab attendance policy
    - [Please review the document linked here.](#)
- **TRAD Students**
  - TRAD students will arrive at the **main HOC entrance door** at least 10-15 minutes prior to the start of the student's scheduled lab time.
    - NOTE: Students are welcome to enter the lab **up to 30 minutes prior to the start** of their assigned lab session and **stay up to 30 minutes late** if they would like additional time to practice and work with the equipment. Doing this will afford the participating student **up to two additional hours per week** of hands-on practice.
  - Students will **practice good social distancing** to enter the **main entrance** of the HOC building.
  - **Masks are required to be worn at all times in the HOC until further notice.**
- The student should use the remaining time to **put their things in their locker**, use the restroom if necessary, and **then enter the lab** (sanitizing hands and taking a mask if necessary) and **clock in**.
  - This process is intended to allow lab to start promptly on time with all participants present, with clean hands, masked up and ready to go.
- Once in the lab, the student should check to see if any **pre-lab tasks** need to be taken care of. Examples of pre-lab tasks include warming up the x-ray rooms, picking up the lab, practicing positioning, etc.
  - These tasks will not be assigned, but rather students are expected to **take initiative** as they would at a clinical site to see **what needs to be done** and take care of it.
  - If no tasks need to be performed, the student is welcome to practice positioning or use the equipment.
- **Traditional Student lab attendance policy**
  - [LAB RULES](#)
  - [TRADITIONAL STUDENT LAB ATTENDANCE POLICY WINTER 2022](#)
  - [TRADITIONAL STUDENT LAB EXPECTATIONS & LAB PROCEDURES WINTER 2022](#)

### **MOODLE HELP**

Help with **Moodle** is available via the **Student Help Desk** in the LBCC main campus Library. The hours are **Monday through Friday 8:00 a.m. to 4:00 p.m.** To speak with support staff during these hours call **541-917-4630** text 541-704-7001, or email [student.helpdesk@linnbenton.edu](mailto:student.helpdesk@linnbenton.edu). For after hours Moodle support, call 541-497-7308

If LBCC tech support is **not available** or is **unable to help** with any **Moodle issues**, please contact the instructor via email at [hansenc@linnbenton.edu](mailto:hansenc@linnbenton.edu) with a **description of the problem**, what you've **tried** and what **browsers** you've used.

## **MODULES**

This course has TWO modules per week inside Moodle. Each new week's content is made available on Saturday afternoons at 12:00 p.m. Note: An **exception** is for the **Week 0 Module** which will unlock at **12:00 p.m.** on **Monday, December 27th**.

**Week 0**, containing **Modules 0-1 and 0-2** will unlock on **Saturday, January 1st at 12:00 a.m.** **Week 1** containing **Modules 1-1 and 1-2** will unlock on **Saturday, January 8th at 12:00 p.m.** **Week 2** containing **Modules 2-1 and 2-2** will unlock on **Saturday, January 15th at 12:00 p.m.**, etc. Your instructor is often working on the next module during prep time on Fridays and even up until unlock time on Saturday morning. Unlocking the module earlier than Saturday morning would require your instructor to email students multiple times about changes. Students desiring to get a headstart on the next week's content may consult the syllabus for the required reading assignment and get started on that.



**IMPORTANT:** Students are **expected** to review **both** of the “**Module #-# Information**” books (look for the green book icons) linked inside each week's Moodle folder. **Other activities within that module may not unlock until after the student has reviewed the relevant module information.** If you discover you cannot see the module's homework, assignment and quiz, **go back to the “Module #-# Information” link and review each of the pages contained within it.** Once you've done that, the rest of the content will be unlocked and available to you.

## **ONLINE RESOURCES/LINKS**

This hybrid online course contains many links. A concerted effort is made to ensure all materials are accessible. However, if you discover a link to be broken or missing, *first* check it in another browser. Sometimes things work in Mozilla but not Chrome or vice versa. Difficulties have also been **occasionally** noted with **Safari**. If you have checked it in at least two browsers and discover that it is still not functional, please email the instructor to let her know which link is broken/non-functional, which browsers you have checked and where the specific link is located so the problem may be remedied.

## **PRINTING**

The **LBCC Campus Store** is providing **printing services** for students who need them. To use this service, students should email [printing@linnbenton.edu](mailto:printing@linnbenton.edu) with their **document as an attachment**. The LBCC print shop will print it for them, and **notify** them when it is **available** for **pickup** at the LBCC Campus Store's **curbside location**. Students should direct questions about **printing costs** to [printing@linnbenton.edu](mailto:printing@linnbenton.edu) as well.

## **ASSIGNMENTS**

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

Please allow *up to one week from the due date for assignments to be graded and returned*. Late work is not accepted.

## **HOMEWORK (0 POINTS EACH)**

There will be weekly *ungraded* homework assignments for students to use as a study tool. The homework assignments allow the student to determine how well they understand the material and are provided as an additional study resource for the quizzes and the final exam. Homework will be made available online within the Moodle class Saturday afternoons at 12:00 p.m. the week it is assigned and must be completed by the following



Sunday night at 11:59 p.m. Homework may be completed and submitted multiple times. Make sure to “submit” each time you take it or you will be locked out. The homework assignments are provided as practice. They will allow almost instantaneous feedback, so that students may see if there are specific areas that need additional study/review. Students will have access to online homework questions for every topic covered in class. The material covered in the homework can come from the textbooks, lectures, homework , and prepared activities. The homework assignments may be completed using whatever resources are available. Homework question banks are provided by the textbook publisher and an effort is made to ensure it is correctly keyed. However, should a student discover an answer does not make sense for a given question after looking it up, they should alert the instructor to the error so a correction can be made.

### **QUIZZES (18 QUIZZES @ 10 POINTS EACH = 180 POINTS)**

**Two quizzes** will generally be scheduled **each week**, one on Monday and one on Wednesday, **beginning Monday, January 3rd**. These quizzes will assess content from the previous session’s reading material, lecture, homework and lab activities.

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

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

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

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

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

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

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

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

Two anatomy quizzes (Quiz #-#A) will be given most weeks. Anatomy quizzes may be either paper/pencil or computer-based assessments, at the instructor's discretion, that evaluate student knowledge of radiographic anatomy and positioning errors. Review the course outline above for dates of individual anatomy quizzes. Please allow up to one week from the date the anatomy quiz was given for it to be graded and returned.

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

Points will be taken off for the following:

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

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

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

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

## **FINAL ANATOMY (20 POINTS)**

The final anatomy assessment will cover all radiographic anatomical structures covered since the first term in the program. The final anatomy assessment will consist of fill-in-the-blank questions. Students will be shown 20 images and asked to identify one anatomical structure on each. Students will be given **20 minutes** in which to complete the assessment. This assessment will take place for **TRAD students** on **Thursday 3/10** or in the proctored final anatomy time slot on **Friday 3/11 at 9:00am** for **DE students**.

### **POSITIONING ASSIGNMENTS (0 POINTS)**

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

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

- What the student can “pat themselves on the back for”
- What the student did incorrectly
- What the student can improve on with more practice
- Whether the student feels they are ready to perform this exam on a real patient.

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

### **HEADWORK POSITIONING ASSESSMENT (0 POINTS)**

During **week six** of winter term, students will participate in a **headwork positioning assessment** during their **practice lab**.

- For **traditional students**, this will take place in the student’s **assigned practice block** (either **Tuesday, February 8th** from 4:30pm-7:30pm or **Wednesday, February 9th** from 8:00am-5:00pm).
- For **DE students**, this will take place during the **DE student’s assigned lab** that week at a time **designated** by the student’s **clinical instructor** (typically Thursday, February 10th.)

A **two-view headwork exam** (consisting of **skull, facial bones, orbits or sinus**) will be **randomly drawn** and the student will be **expected to demonstrate accurate positioning** for the two drawn views. It is *not necessary* for the student to demonstrate their entire exam process, only the **positioning** for the two views. For traditional students, two faculty members (Carley Hansen Prince and Paula Merino) will observe and evaluate the student’s positioning. For DE students, the student’s clinical instructor will observe and evaluate the student’s positioning.

A **rubric** similar to the one utilized for “comping” exams during the second year will be used to evaluate the student’s positioning. [Here is the link to the rubric that will be used to assess student competency.](#) The student must earn a “yes”, 1 or 2 in each category and not any scores of “0” or “no” in order to receive a “pass”. If the student *does not* pass the assessment, **additional assignments** (e.g., video or other assignments) **and remediation will be assigned** at the faculty’s discretion. The student will be required to set up an appointment with faculty for the following week to perform the evaluation a second time.

The headwork positioning assessment is **CLOSED BOOK, CLOSED NOTE**. Resources *may not* be consulted during the assessment. **Once a student begins their positioning assessment, they may not leave the evaluator's presence.** If a student leaves during the positioning assessment, they will only be graded on the portion completed prior to leaving the room. Please plan accordingly.

## **FINAL PROFESSIONAL EVALUATION (100 POINTS)**

The final professional evaluation will be utilized to help assess **student readiness** for **clinical externship**. A 15 minute conference will be scheduled to discuss each student's professional evaluation. At these conferences, we will check in with you and discuss your progress and performance in the program. Here is the [link to the working draft of the self-evaluation form](#). This professional evaluation will be [graded using this rubric](#). Please note: this rubric is similar to the one used during fall term, but has been updated. Students are encouraged to review the revised document so they are clear on how this assignment will be graded during winter term.

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

Students will perform a **self-assessment** and **submit** it electronically to the program faculty **by 9:00 a.m. on Thursday, February 17th**. Diagnostic Imaging faculty (and clinical instructors for distance students) will also provide feedback so our perceptions of your performance may be shared with you. Final scoring for each category on the evaluation form will be determined collectively by the LBCC faculty.

Each of the **10 categories** on the evaluation form is worth a maximum of **10 points**.

- **10 points** will be awarded for an **E (Exceeds)**,
- **8.75 points** for a **C (Competent)**,
- **5 points** for a **D (Digressing)**,
- **0 points** for an **F (Failing)**.

**Students must earn a 75% or higher on this evaluation in order to progress onto clinicals.** Students who receive less than a 75% on the final evaluation will fail the course and fail the program.

**IMPORTANT:** If a student **does not attend** their scheduled conference, a **10% point penalty** will be applied.

- This means if a student scored **85/100** on their final evaluation, and the student failed to attend their conference, **10% (10 points) would be deducted**.
  - In this case, the student's final resulting score would be **75/100 (75%)**.
- If the student had scored **less than 85/100** on their initial evaluation, this would mean they would **fail the evaluation**, which means they would **fail the class**, and thus be **ineligible to progress to clinicals**.

## **WRITTEN FINAL EXAM (200 POINTS)**

The final exam is scheduled for week 11 of the course. It will be **comprehensive** and consist of **100 multiple choice questions**. There will be an equal number of questions from each of the following areas: chest/abdomen, lower extremity, upper extremity, spine/pelvis and skull. The exam will be **CLOSED BOOK, CLOSED NOTE** and proctored. Students will be notified of the date and time of the final exam as soon as it has been scheduled by the Program Director. **Once a student begins their final exam, they may not leave the testing room.** If a student leaves the testing room during the final, they will only be graded on the portion completed prior to leaving the room. Please plan accordingly.

## **FINAL PRACTICUM (200 POINTS)**

An observed and graded comprehensive practical exam will be given during week eleven of class. The date and time of each student's final practicum will be announced as soon as it has been scheduled. Students will be asked to simulate (**no live exposure**) a **3-view exam** on a designated **volunteer patient, at Positioning Table 1/2**. The exam could be ANY exam practiced/covered/discussed in DI 110, DI 111 or DI 112.

The two evaluators (Carley Hansen Prince and Paula Merino) will individually score the student on the two practicum exams performed on the same patient and the **two evaluator scores** will be **averaged**. The practicum will be **video recorded**.

Students will *not* know who the volunteer patient is in advance of the final practicum exam. The volunteer patient will be arranged by LBCC faculty.

Practicums are **CLOSED BOOK, CLOSED NOTE**. Resources other than those provided by the evaluators *may not* be consulted during the practicum. Students will be assessed using the practicum criteria grading rubric that will be provided prior to finals week. Practicums will be videotaped and observed by the Diagnostic Imaging faculty. Feedback will be provided to students by program faculty and the practicum patient. **Once a student begins their practicum, they may not leave the evaluator's presence.** If a student leaves during the practicum, they will only be graded on the portion completed prior to leaving the room. Please plan accordingly.

Here is the link to the working draft of the [practicum rubric](#). Students will be notified via email when it has been finalized. Students may also review the current working draft of the final practicum competency form linked under "Course Documents." This form may change slightly between, but students will be notified when the rubric has been finalized. The rubric will be finalized no later than February 15th.

Students **must pass the final practicum** with a **75% or higher** in order to be eligible for clinical placement.

Students who **score less than a 75% on the practicum will fail the practicum**, which will **result in a failing course grade** (*regardless* of the course grade going into the final practicum) and the student will be **dismissed from the program**.

### **POP QUIZZES (POINTS TBA)**

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

### **PROJECTS / OTHER ASSIGNMENTS (POINTS TBA)**

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

### **GRADING SCALE**

This is a four (4) credit, letter grade course. When these points are combined, the final grading scale is:

A = 91.5 – 100%

B = 82.5 – 91.4%

C = 74.5 - 82.4%

FAIL ≤ 74.4%

### **COURSE FAILURE POLICY**

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

### **SYLLABUS CHANGE POLICY**

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

### **LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

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

### **DISABILITY SERVICES POLICY**

You should **meet with your instructor** during the **first week of class** if:

- You have a documented disability and need accommodations.
- Your instructor needs to know medical information about you.
- You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call 541-917-4789.

### **STATEMENT OF INCLUSION**

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. I actively support this right regardless of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse. (Related to Board Policy #1015)