

LBCC Diagnostic Imaging Program
DI 111 Radiographic Positioning: Extremities & Spine
CRN 25313 Fall 2021

Faculty: Carley Hansen Prince, M.Ed., R.T.(R)(ARRT)
Email: hansenc@linnbenton.edu (best way to contact me)
Phone: 541-917-4406 (office) 541-917-4419 (lab)
Virtual Classroom: <https://zoom.us/j/9519289278>
Office Location: HOC 205
Virtual Office: <https://linnbenton.zoom.us/j/3115216059>
Office Hours: By appointment. Email to set up a mutually convenient time.

COURSE DESCRIPTION

This course focuses on radiographic positioning and procedures for the upper and lower extremity and spines. 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 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 TEXTS

- ***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, 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.

SCHEDULE

- Access to the **Orientation module** begins on **Thursday, September 16th** at **12:00 p.m.** Review of a **recorded lecture** and other **Orientation Module resources** is **required** prior to beginning Module 0-1.
- Access to **Modules 0-1 and 0-2** begins on **Saturday, September 18th** at **12:00 p.m.** Review of the resources in these modules will be **required** prior to the start of live lecture on **Monday, September 20, 2021.**
- **Class** is held in **real time** in the [Virtual Classroom](#) on **Mondays and Wednesdays 9:00 a.m. to 11:15 a.m., September 20** through **December 1, 2021.**
- It is expected students will attend all lectures in real time. Lectures are **not recorded.**
- There will be **no live class on Wednesday, November 10th** (traditional student lab will be held this day instead) or **Wednesday, November 24th** (pre-Thanksgiving “study” day.) A recorded lecture will be assigned for students to review instead of attending live class on those days instead.
- **Labs** differ slightly depending on whether the student is classified as a distance education (DE) student or a traditional student. **Lab attendance is mandatory.**
 - **DE Students:** Labs are scheduled each week *at the convenience of the clinical site.* Expect to spend a **minimum of eight hours per week** at the clinical site.
 - Distance sites *typically* schedule labs for **Thursdays.** Please check in with your clinical instructor for the specific day/time that works best for them.
 - There will be **no DE student labs** on **Thursday, November 11th** (Veteran’s Day) or **Thursday, November 25th** (Thanksgiving holiday). Lab will take place on a different day those weeks. Please **check in with your clinical mentor to find out what day** they would like you to be at the site for lab during those weeks.
 - **Traditional Students:** Instructor-led labs are conducted on-site at the **HOC X-Ray Lab** at the **Healthcare Occupations Center** September 21 through December 2, 2021. It is expected students will attend all labs. Students are assigned **specific instructor-led lab times.**
 - Instructor-led labs may not be traded/switched.
 - Practice labs *may* be traded or switched; see the [Fall Practice Lab Trading Policy](#). Traditional students were notified of assigned instructor-led lab and practice lab times via email on August 2 and August 4, 2021 respectively.
 - [Traditional student labs](#) are normally scheduled on **Tuesdays and Thursdays.**
 - Lab 1 9:00am to 12:00pm
 - Lab 2 1:00pm to 4:00pm
 - Recall that **on-time** to lab is a *minimum* of **10-15 minutes early** as this is the expectation for students during the second year of clinicals.
 - Students are welcome to come into lab for extra practice time **up to 30 minutes prior** to the start of instructor-led lab.
 - There will be **no traditional student instructor-led labs** on **Thursday, November 11th** (Veteran’s Day) or **Thursday, November 25th** (Thanksgiving holiday).
 - During Week 7, instructor-led labs will be held on **Tuesday, November 9th and Wednesday, November 10th.**
 - During Week 9, instructor-led labs will only be held **Tuesday, November 23rd.**

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 on Monday mornings.

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 2-3 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 instructor and student schedules.

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.

STUDENT EXPECTATIONS

- **YOU are RESPONSIBLE for your own LEARNING.**
- **We provide the structure for that learning, but it is up to you to decide how much or little you get out of the class. 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 instructor led lab portion of the course.**
- **Each student is required to spend extra time practicing on his/her own at home 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 his/her assignments and deadlines.**
- **Issues with technology are not valid reasons for turning in late work.**
- **No late work is ever accepted.**

COURSE OUTLINE

B = Bontrager

M= McQuillen

**DE lab day(s)/time(s) are site dependent*

Week	Date	Topic	Required Reading	Homework	Assignment	Assessment
Orientation	R 9/16	Orientation	Syllabus	Record all due dates on your personal calendar!	Review recorded lecture	
0-1	M 9/20	Hand, Finger & Thumb	B: 126-129, 132, 136-146, 148-150, 623-624, 626-627, 629, 635-636 M: 160-189	HW 0 HW 0A		Quiz 0-1 WED 9/22
0-1	T 9/21 TRAD DE*	Lab: Finger, Thumb & Hand				Quiz 0-1A TRAD: TUES 9/21 DE: FRI 9/24
0-2	W 9/22	Wrist	B:128-130, 132-139, 153-160 M: 189-216	HW 0-2 HW 0-2A		Quiz 0-2 MON 9/27
0-2	R 9/23 TRAD DE*	Lab: Wrist				Quiz 0-2A TRAD: THURS 9/23 DE: FRI 9/24
1-1	M 9/27	Forearm & Elbow	B: 128-139, 162-165, 167-171, 635-636 M: 217-245	HW 1-1 HW 1-1A		Quiz 1-1 WED 9/29
1-1	T 9/28 TRAD DE*	Lab: Forearm & Elbow				Quiz 1-1A TRAD: TUES 9/28 DE: FRI 10/1
1-2	W 9/29	Humerus & AC Joints	B: 178-179, 182-190, 205-206 M: 245-253, 288-291	HW 1-2 HW 1-2A		Quiz 1-2 MON 10/4

1-2	R 9/30 TRAD DE*	Lab: Humerus & AC Joints			VA1 due by 11:59 PM on SUN 10/3	Quiz 1-2A TRAD: THURS 9/30 DE: FRI 10/1
2-1	M 10/4	Shoulder	B: 178-186, 191-193, 196, 199-202 M: 254-284 Article 1 Article 2	HW 2-1 HW 2-1A		Quiz 2-1 WED 10/6
2-1	T 10/5 TRAD DE*	Lab: Shoulder				Quiz 2-1A TRAD: TUES 10/5 DE: FRI 10/8
2-2	W 10/6	Clavicle, Scapula & SC Joints	B: 179-182, 184-186, 204, 207-209, 370-371 M: 284-298 Article 1	HW 2-2 HW 2-2A		Quiz 2-2 MON 10/11
2-2	R 10/7 TRAD DE*	Clavicle, Scapula & SC Joints			VA 2 due by 11:59 PM on SUN 10/10	Quiz 2-2A TRAD: THURS 10/7 DE: FRI 10/8
3-1	M 10/11	Foot, Toe & Calcaneus	B: 212-217, 223-238, 637-638 M: 299-341	HW 3-1 HW 3-1A		Quiz 3-1 WED 10/13
3-1	T 10/12 TRAD DE*	Lab: Foot, Toe & Calcaneus				Quiz 3-1A TRAD: TUES 10/12 DE: FRI 10/15
3-2	W 10/13	Ankle & Knee 1	B: 216-227, 239-243, 246, 249-250, 258-261 M: 341-356, 363-390, 401-411	HW 3-2 HW 3-2A		Quiz 3-2 MON 10/18

3-2	R 10/14 TRAD DE*	Lab: Ankle & Knee 1			VA 3 due by 11:59 PM on SUN 10/17	Quiz 3-2A TRAD: THURS 10/14 DE: FRI 10/15
4-1	M 10/18	Knee 2	B: 218-227, 247-248, 253-261 M: 390-411	HW 4-1 HW 4-1A		Quiz 4-1 WED 10/20
4-1	T 10/19 TRAD DE*	Lab: Knee 2				Quiz 4-1A TRAD: TUES 10/19 DE: FRI 10/22
4-2	W 10/20	Review	<i>All reading assignments from Modules 0 to 4-1</i>			
4-2	R 10/21 TRAD DE*	Lab: Review				Midterm Anatomy TRAD: THURS 10/21 DE: FRI 10/22
5	M 10/25 to W 10/27	Midterm Week	<i>All reading assignments from Modules 0 to 4-1</i>			PRACTICUM (TBA/SEE MIDTERM SCHEDULE) WRITTEN MIDTERM EXAM (TRAD/DE)
6-1	M 11/1	Tib/Fib, Femur	B: 218-227, 244-245, 266, 269, 273-274, 276-280, 288, 290, 637 M: 356-363, 412-426	HW 6-1 HW 6-1A		Quiz 6-1 WED 11/3
6-1	T 11/2 TRAD DE*	Lab: Tib/Fib & Femur				Quiz 6-1A TRAD: TUES 11/2 DE: FRI 11/5
6-2	W 11/3	Hip, Pelvis	B: 266-277, 281-286, 289-290, 639-640 M: 427-450	HW 6-2 HW 6-2A		Quiz 6-2 MON 11/8

6-2	R 11/4 TRAD DE*	Lab: Hip & Pelvis			VA 6 due by 11:59 PM on SUN 11/7	Quiz 6-2A TRAD: THURS 11/4 DE: FRI 11/5
7-1	M 11/8	Sacrum/ Coccyx & SI joints	B: 331-332, 336-340, 51-355 M: 450-455, 505-515	HW 7-1 HW 7-1A		Quiz 7-1 WED 11/10 Take between 12:00 AM and 11:59 PM
7-1	T 11/9 TRAD DE*	Lab: Sacrum/ Coccyx & SI joints				Quiz 7-1A TRAD: TUES 11/9 DE: FRI 11/12
7-2	W 11/10 TRAD DE*	L-Spine 1 Review recorded lecture over L-Spine 1 PRIOR to attending lab Lab: L-Spine 1	B: 330, 333-334, 337-341, 343-345 M: 490-495, 498-508	HW 7-2 HW 7-2A	VA 7 due by 11:59 PM on SUN 11/14	Quiz 7-2 MON 11/15 Quiz 7-2A TRAD: WED 11/10 DE: FRI 11/12
	R 11/11	<i>Veteran's Day</i> <i>No live classes or labs</i>			Professional evaluation (electronic copy of Google Drive doc only) due FRI 11/12 by 9:00 AM	
8-1	M 11/15	L-Spine 2	B: 330-340, 342, 344, 350 M: 495-503	HW 8-1 HW 8-1A		Quiz 10-1 WED 11/17
8-1	T 11/16 TRAD DE*	Lab: L-Spine 2				Quiz 10-1A TRAD: TUES 11/16 DE: FRI 11/19

8-2	W 11/17	T-Spine	B: 296-299, 302-303, 305, 307-313, 324-325 M: 478-489	HW 8-2 HW 8-2A		Quiz 8-2 MON 11/22
8-2	R 11/18 TRAD DE*	Lab: T-Spine			VA 8 due by 11:59 PM on SUN 11/21	Quiz 8-2A TRAD: THURS 11/18 DE: FRI 11/19
9-1	M 11/22	C-Spine 1	B: 296-301, 304, 308-313, 314-315, 317-319, 321 M: 456-472, 478-481	HW 9-1 HW 9-1A		Quiz 7-2 WED 11/24 Take between 12:00 AM and 11:59 PM
9-1	T 11/23 TRAD DE*	Lab: C-Spine 1			VA 9 due via email by 11:59 PM on SUN 11/28	Quiz 7-2A TRAD: TUES 11/23 DE: WED 11/24 Take between 12:00 AM and 11:59 PM
9-2	W 11/24 <i>No live class</i>	Scoliosis Review recorded lecture	B: 296-313, 330, 333-334, 338-340, 346-349 Article 1	HW 9-2		Quiz 9-2 MON 11/29
9-2	R 11/25	No lab <i>Thanksgiving holiday</i>				
10-1	M 11/29	C-Spine 2	B: 71-74, 100-101, 296-301, 304, 306, 308-313, 316, 320 M:467-478	HW 10-1 HW 10-1A		Quiz 8-1 WED 12/1
10-1	T 11/30 TRAD DE*	Lab: C-Spine 2				Quiz 10-1A TRAD: TUES 11/30 DE: FRI 12/3

10-2	W 12/1	Review	<i>All reading assignments from Modules 6-1 to 10-1</i>			
10-2	R 12/2	Lab: Review				Final Anatomy TRAD: R 12/2 DE: F 12/3
11	M 12/6 to W 12/8	FINALS WEEK	<i>All reading assignments from Modules 6-1 to 10-1</i>			PRACTICUMS & WRITTEN FINAL EXAM (TBA)

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 the student’s 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 are costly and should be treated as if they were a fragile, elderly patient.

- **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), **Paula** (merinop@linnbenton.edu) and **Jen** (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 outside 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](#)
 - [DE Fall term class and lab schedule](#)
- **TRAD Students**
 - TRAD students will arrive at the **east 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 if they would like additional time to practice and work with the equipment.
 - Students will **practice good social distancing** to enter the **east entrance** of the building. Students will **swipe their badge keycard** to enter the 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, **wash their hands** in the restroom or surgery area, and *then* **enter the lab** and **clock in**.
- Once in the lab, the student should check to see if any **pre-lab tasks** have been assigned to them by checking the **lab responsibilities** list posted in the lab on the cork board.
 - 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.
- **Traditional Student lab attendance policy**
 - [Lab Expectations](#)
 - [Lab Rules](#)
 - [Traditional Student Schedule](#)
 - [Lab and Practice Lab Schedule](#)

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 **Orientation Module** which will unlock **earlier**. The **Orientation Module** will unlock **Thursday, September 16th at 12:00 p.m.**

Week 0, containing **Modules 0-1 and 0-2** will unlock on **Saturday, September 18th at 12:00 p.m.** **Week 1** containing **Modules 1-1 and 1-2** will unlock on **Saturday, September 25th at 12:00 p.m.** **Week 2** containing **Modules 2-1 and 2-2** will unlock on **Saturday, October 2nd 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 ALL of the pages in ***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.

MOODLE HELP

Help with **Moodle** is available via the **Student Help Desk** in the LBCC main campus Library. The hours are varied Mondays through Saturdays and they are closed on Sundays. To speak with support staff during open hours call **541-917-4630**, text **541-704-7001**, or email student.helpdesk@linnbenton.edu.

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 with a **description of the problem**, what you've **tried** and what **browsers** you've used.

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. **Use of Internet Explorer is strongly discouraged.** 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 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 as well.

ASSIGNMENTS

Students will be required to attend class as scheduled in real time in the virtual classroom, participate in weekly positioning labs at either the HOC X-Ray Lab in Lebanon or at an assigned distance clinical site, complete assigned weekly reading assignments, submit online ungraded homework assignments, take biweekly graded quizzes, perform and reflect upon phantom exams, record and assess themselves positioning volunteer patients (i.e., lab partner) for simulated exams, evaluate peer positioning, complete original labeled anatomy drawings, perform a self-evaluation and other assignments /projects as given. A midterm and final practicum and written midterm and final exam are also a large portion of the grade. Assignments must be completed/submitted by the due date in order to be graded.

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. Homework assignments 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 topics 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, he/she should alert the instructor to the error by emailing her at hansenc@linnbenton.edu, identifying the specific homework assignment and the question number so a correction can be made if necessary.

DRAWING ASSIGNMENTS (0 POINTS EACH)

In an effort to help students learn, study and retain a large amount of anatomy this term, students will be assigned a series of anatomy drawings to complete. Past students have reported that hand-drawing a specific portion of anatomy and labeling it with a list of provided anatomical terms has greatly helped them to better learn and retain radiographic anatomy. Although the drawings do not count for points, students are strongly encouraged to incorporate this assignment into their weekly study routine. For those students who opt to complete Drawing 0 (hand and wrist) and turn it in via email (by scanning it or taking a picture of it and sending it as either a JPG, PNG or PDF file) by 11:59 p.m. on Thursday, September 23rd, five extra credit points will be awarded. This is a one-time extra credit opportunity for students who have read the syllabus in its entirety, followed the directions for Drawing 0-1 as listed in the Module 0-1 Anatomy Information book, and submitted it via email to the course instructor by the deadline. Students will have access to the assignment requirements beginning at 12:00 p.m. on Saturday, September 18th. If students wish to share information about this extra credit assignment with peers, to maintain good integrity, students should only be directing their peers to “read the syllabus thoroughly!”

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

Quizzes assess a learner’s knowledge and retention of content from the previous class session's reading material, class activities, lab and lecture. **All quizzes are expected to be taken with integrity.** This means they are **closed note/closed book** and provide a true assessment of your learning. Quizzes may only be taken **once**.

Two quizzes will generally be scheduled each week, one on **Monday** and one on **Wednesday**, beginning Wednesday, September 22nd. These quizzes will assess content from the previous session’s reading material, lecture, homework and lab activities.

Taking quizzes and other online assessments with integrity is one way in which you demonstrate your ability to abide by the 8th item of the ARRT Code of Ethics:

"The radiologic technologist practices ethical conduct appropriate to the profession."

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. Moodle will save the student's answers selected by the deadline and the student will be "exited out" of the assessment.

The guideline we use 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

We have developed this time guideline to help students be successful when taking the national licensing exam given by the ARRT. **The ARRT exam allows less than one minute per multiple choice question.** To help students best prepare for this capstone exam and entry into the profession, we have found it **important to help students prepare by getting used to one minute per multiple choice question during the duration of the program.**

Students will need to use their 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 assessments** 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, they **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 from the due date** for the quiz to be **graded and returned**.

ANATOMY QUIZZES (16 QUIZ #-#A@ 15 POINTS = 240 POINTS)

Two anatomy quizzes (Quiz #-#A) will be given **each week**. 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.

Here is the anatomy checklist for fall term: [P&P II Anatomy Checklist](#)

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 points *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.

Quiz #-#As are **closed note, closed book** assessments. All students are expected to take Quiz #As with integrity, jeopardizing neither their own work, nor that of others.

- **TRADITIONAL STUDENTS**
 - All Quiz #-#As will be given during lab, which are generally held on Tuesdays and Thursdays.
- **DE STUDENTS**
 - DE students are required to take both 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 instructor prior to being given the password. Each quiz is scheduled to take 15-20 minutes, so DE students need to allot 30-40 minutes every Friday morning for the quiz. DE students who do not report to the virtual classroom by **9:05 a.m.** on Fridays will earn a zero on both quizzes and will not be able to make them up.

MIDTERM ANATOMY (20 POINTS)

The midterm anatomy assessment will cover content covered in weeks 0-4 of the term and 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 Traditional students on Thursday, October 21st or in the proctored final anatomy time slot on Friday, October 22nd at 9:00am for DE students.

FINAL ANATOMY (20 POINTS)

The final anatomy assessment will cover content covered in weeks 6-10 of the term and 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 Traditional students on Thursday, December 2nd or in the proctored final anatomy time slot on Friday, December 3rd at 9:00am for DE students.

VIDEO ASSIGNMENTS (7 VAs @ 15 POINTS EACH = 105 POINTS)

Video assignments require students to **video record** themselves performing exams learned and practiced during the week. The video assignments are provided as practice to build up student skills for the midterm and final exams, as well as the ultimate goal of clinical placement and working with real patients. Video assignments are considered a part of the attendance requirement for this course and are graded.

- **All filming must take place at the LBCC HOC X-Ray Lab for TRAD students and at the assigned clinical site for DE students.**
- Students are **REQUIRED** to **RECORD** themselves positioning a weekly assignment.
- Students are **REQUIRED** to **complete** the filming assignment within a **set** amount of **time**. Going over the designated amount of time generally indicates that additional practice is required. Students are encouraged to practice many times, and then film once. Going over in time results in a loss of one point out of 15 and is not a reason to refilm unless the student feels it is necessary and the student still has time in lab to do so.
- Students are **REQUIRED** to **REVIEW** the video of themselves and then **EVALUATE** their performance.
- Students may utilize the [Video Assignment Evaluation Form](#) to help identify all of the various tasks a technologist must accomplish during an exam.
 - This is a checklist students may fill out as they watch their videos to help them identify the things they remembered to do and the things they forgot to include. *Students will not turn this paper in.*
- **Do NOT edit your videos.** You do not have the opportunity to edit (rewind, fast forward, edit things out) with a real patient, and we don't want you to do that with your videos either. It needs to record your exam process in real time! If it is determined you edited your video, the student will earn a **zero** for that video assignment.
- Students are **REQUIRED** to **REVIEW** each of their videos and **REFLECT** on their own performance by answering the questions included in the weekly Moodle positioning assignment.
- Students are **REQUIRED** to **UPLOAD** the video to **YouTube** each week so faculty can review student progress and provide feedback.
- Students are **REQUIRED** to set their videos to "**UNLISTED**". Setting videos to either "public" or "private" will result in lost points. Students should also indicate when uploading their video that it is **NOT** intended for children.
- **Due dates** for the video assignments are **posted** on the **course outline**.
- **Seven faculty members** spend time watching student videos each week and will take turns providing **feedback** to you.
- Video assignments 1-9 will be graded using [this rubric](#). Students should review this rubric thoroughly to ensure a clear understanding of how the video assignment will be graded.
- **Assignments must be submitted by the deadline in order to be graded.** This requires students to **select the submit button** within the Moodle assignment. If the assignment is not submitted, it will *not* be graded and the student will earn a zero for that assignment.
- Please allow **one week from the due date** for the video assignment to be evaluated by a faculty member, graded and returned.

When you receive email feedback from a faculty member or a peer,
know it is both customary *and* good manners

to **ACKNOWLEDGE** that you *received* the **feedback** and
THANK that person for *taking the time* to give you **feedback**.

Clinically, if a tech helps you and gives you suggestions or advice,
you would not walk away from them afterwards and say nothing in response.
Please treat **emails** in the same manner as you would a **verbal conversation**.

It is not necessary to cc: Carley in on these emails, but be considerate
of the amount of time your reviewer spends watching and giving you feedback.

BE COURTEOUS AND SAY THANKS!

PEER VIDEO REVIEW (0 POINTS)

As developing student technologists, you are expected to be able to critique your own performance. It is also our expectation that you **provide your classmates** with **helpful** and **constructive feedback** in both lab and practice sessions. Students performed this task informally during the first P&P course as you coached each other and helped each other to remember steps in both process and positioning.

It is desired that you will continue this process of providing constructive feedback and suggestions for improvement this term and into the future. This term the process will be slightly more formalized in that you will be required to review **five different video assignments** for **five different students** throughout the term. Students should email their video link to their peer in a separate email during each of the assigned weeks. Carley does *not* need to be cc'd in on this exchange.

The positioning assignments each student will review have been randomly assigned using randomizing software. Students need to review the [P&P II PEER VIDEO WATCHING SCHEDULE](#) to determine which five student VAs they are responsible for viewing. Students are encouraged to review the peer's video **sooner than later** during your week time window. Don't delete it, archive it or forget about it! Take some time to watch your peer's video and learn from it!

Students are **REQUIRED** to **REVIEW** their **PEER's** video *and* **REFLECT** on their peer's performance. Here are some things to consider as you watch your peer's video:

- **AIDET:** How did the student incorporate AIDET into their process? Did they hit all components? How did this student's AIDET compare to how you incorporate AIDET into your own process? Is there anything that this student did in terms of delivering/achieving their AIDET that you would like to incorporate or "borrow"?
- How does this student's **exam process** compare to yours? What did they do the same? What did they do differently? Is there anything you saw this student do or heard this student say that you think would help you to streamline your process?
- How did this student **organize** their exam? In which order did they perform the ordered views? Was the way in which this student performed their exam efficient? How did this student's order compare to your own? Did this student do anything **novel** or **different** in regards to their **positioning**?

- What is your perception of the performing student's **customer service skills** and *specific things* the performing student did to provide good *or* bad customer service? Did this student do anything you think would like to incorporate? Is there anything you observed that you thought would have made for better patient care?

This assignment *does not* count for points. **Students are expected to email each other back with informal feedback.** Students do not need to cc: Carley in on these email exchanges. It is expected that even though it's not worth points, students will utilize this additional learning opportunity. **You get out of this experience what you put into it.** Watching other ways in which exams can be conducted is another way for you to reflect on your own performance and consider ways to improve.

POSITIONING ASSIGNMENTS (10 PA @ 0 POINTS = 0 POINTS)

Assignments that must be completed in the lab utilizing **x-ray equipment** and the **phantoms** will be required each week. Students are expected to perform the ordered exam on the phantom and continue to incorporate practicing those exams on the phantom moving forward each week. It is expected that students will reflect on their phantom images and consider what they could do differently or better to improve the generated radiographs.

Students will *not* submit their phantom images to faculty. Despite not submitting their images, it is expected students will reflect on their exams and consider what they could do differently or improve upon to obtain more diagnostic images.

PROFESSIONAL EVALUATION (30 POINTS)

As discussed at orientation, student conferences will be conducted on certain dates throughout the school year. These conferences will last 15 minutes each and you will be informed of your scheduled time for fall term by October 31st so that you may make arrangements to attend your conference.

The professional evaluation will be utilized to help assess **student readiness** for **clinical externship**. At these conferences, we will check in with you and discuss your progress and performance in the program. Here is the [link to the master copy of the self-evaluation form](#). This professional evaluation will be [graded using this rubric](#). Please review it to ensure you understand how this assignment will be graded and seek clarification if necessary.

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 things that are on this evaluation form relate to many of the "soft 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 week 7** of the term. Review the course outline for the specific deadline. 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. Ten points will be awarded for an E (Exceeds), 8.75 points for a C (Competent), 5 points for a D (Digressing) and 0 points for an F (Failing). Although the assignment will be scored out of 100 points, the percentage will be calculated and then applied to the total score of 30 points.

- For example, if a student scored 91/100 points on their evaluation, that would be a 91%.
- 91% of 30 points is 27 points.
- A score of 27/30 would be entered in the gradebook.

During **Winter term** of the program, the professional evaluation is worth **100 points**. Students must earn a **75% or higher on this evaluation** during **winter term** in order to **progress** onto **clinicals**. Students who receive less than a 75% on the final professional evaluation winter term will **not** progress onto clinicals.

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. Some additional projects/assignments will be graded and some assignments/projects will not be graded, depending on the task. Completing ungraded assignments/projects is considered to be part of the participation of the course.

In an effort to help students learn, study and retain a large amount of anatomy this term, students are encouraged to complete a series of anatomy drawings. Students will be directed to hand-draw a specific portion of anatomy and label it with a list of provided anatomical terms. Students will also be assigned to make and label clay/Play Doh models of a representative cervical, thoracic and lumbar vertebrae. Neither of these assignments count for points, but are included as a means of guided learning activities which have been known to help students be more successful in learning and retaining information.

POP QUIZZES (30-50 POINTS)

Pop quizzes may be given at any time at the instructor's discretion, in the virtual classroom or in lab. Pop quizzes may be over *any topic* covered in P&P I Chest and Abdomen *or* P&P II Extremities & Spine to date. Students absent from class for any reason when a pop quiz is given may **not** make up the assignment or missed points.

As DE students are off-site for labs, pop quiz questions may be incorporated into the DE student's weekly anatomy quizzes, increasing the number of points and questions (and time in minutes) from 15 to 20.

WRITTEN MIDTERM EXAM (200 POINTS)

The midterm exam is given in week 5 of the course, will cover all content from weeks 0 through 4 and consist of 100 multiple choice questions. It will be closed note/book and proctored. The date and time of the exam will be provided to students once it has been scheduled by the Program Director. Once a student begins their exam, they may not leave the testing room. If a student leaves the testing room during the exam they will only be graded on the portion completed prior to leaving the room. Please plan accordingly.

WRITTEN FINAL EXAM (200 POINTS)

The final exam is scheduled for week 11 of the course. The exam will cover content from weeks 6 through 10 of the course, and consists of 100 multiple choice questions. The date and time of the exam will be provided to students once 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.

PRACTICUM (2 PRACTICUM EXAMS @ 200 POINTS EACH = 400 POINTS)

An observed and graded comprehensive practical test (final practicum) will be given during weeks 5 and 11 of the term. The date and time of each student's final practicum will be announced as soon as it has been scheduled by the program director. At each practicum (midterm and final), students will be required to perform the following:

- A **simulated (no live exposure) 3-view exam** on a designated **volunteer** patient, **at Positioning Table 1/2**.

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 Week 0 and Week 2, but students will be notified when the rubric has been finalized. The rubric will be finalized no later than October 10th.

GRADING SCALE

This is a six (6) 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 can not 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, rolens@linnbenton.edu, 541-917-4425; Katie Winder, winderk@linnbenton.edu, 541-917-535, LBCC, Albany, Oregon. To report: 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)