

LBCC Diagnostic Imaging Program
CLINICAL EXTERNSHIP SYLLABUS
Spring 2021-Winter 2022

LBCC Clinical Faculty:

Email:

Phone:

Paula E. Merino, BS, RT(R)

merinop@linnbenton.edu

541-936-0454 (cell)

541-917-4407 (office)

Roxanne Goodwin

goodwir@linnbenton.edu

COURSE DESCRIPTION:

The clinical externship courses are designed to provide clinical experiences that allow students to "sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of radiologic procedures" through "structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development".

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the wellbeing of the patient preparatory to, during and following the radiologic procedure.

ASRT COURSE OBJECTIVES UPON COMPLETION OF EXTERNSHIP

Student should be able to:

- exercise the priorities required in daily clinical practice.
- execute medical imaging procedures under the appropriate level of supervision.
- adhere to team practice concepts that focus on organizational theories, roles of team members, and conflict resolution.
- adapt to changes and varying clinical situations.
- describe the role of health care team members in responding/reacting to a local or national emergency.
- provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity or culture.
- integrate the use of appropriate and effective written, oral and nonverbal communication with patients, the public and members of the health care team in the clinical setting.
- integrate appropriate personal and professional values into clinical practice.
- recognize the influence of professional values on patient care.
- explain how a person's cultural beliefs toward illness and health affect his or her health status.
- use patient and family education strategies appropriate to the comprehension level of the patient/family.
- provide desired psychosocial support to the patient and family.
- demonstrate competent assessment skills through effective management of the patient's physical and mental status.
- respond appropriately to medical emergencies.
- examine demographic factors that influence patient compliance with medical care.
- adapt procedures to meet age-specific, disease-specific and cultural needs of patients.
- assess the patient and record clinical history.
- demonstrate basic life support procedures.
- use appropriate charting methods.
- recognize life-threatening electrocardiogram (ECG) tracing.
- apply standard and transmission-based precautions.

- apply the appropriate medical asepsis and sterile technique.
- demonstrate competency in the principles of radiation protection standards.
- apply the principles of total quality management.
- report equipment malfunctions.
- examine procedure orders for accuracy and make corrective actions when applicable.
- demonstrate safe, ethical and legal practices.
- integrate the radiographer's practice standards into clinical practice settings.
- maintain patient confidentiality standards and meet HIPAA requirements.
- demonstrate the principles of transferring, positioning and immobilizing patients.
- comply with departmental and institutional response to emergencies, disasters and accidents.
- differentiate between emergency and non-emergency procedures.
- adhere to national, institutional and departmental standards, policies and procedures regarding care of patients, providing radiologic procedures and reducing medical errors.
- select technical factors to produce quality diagnostic images with the lowest radiation exposure possible.
- critique images for appropriate anatomy, image quality and patient identification.
- determine corrective measures to improve inadequate images.

EXTERNSHIP REQUIREMENTS:

Students must complete 1693.5 hours of clinical externship prior to being eligible for graduation.

GRADING:

1. The student's clinical training grade is determined by the clinical instructor at each healthcare facility, clinical competencies and overall clinical compliance. [See clinical grading rubric here.](#)
2. If the Clinical Faculty does not receive the Quarterly Clinical Training Evaluation form by the due date listed, the student will receive an Incomplete (I) until such a time as the Clinical Faculty receives the evaluation form and the student submits it to the Clinical Faculty.
 - a. After one term, an Incomplete (I) grade automatically changes to a failing grade (F.)
 - b. There is only a one year period of time that the failing grade (F) can be changed to a passing grade.
 - c. If a student places a patient at risk due to poor judgment, or violates any privacy practices, the student will automatically receive a failing grade (F) for the term and immediately be dismissed from the program.

GRADING SCALE

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 can only enter the program again through reapplication.

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 Rolan, CC-108, 541-917-4425; Katie Winder, CC-102, 541-917-4535, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplcity.com/public-report.

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.

DISABILITY SERVICES POLICY

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

1. you have a documented disability and need accommodations,
2. your instructor needs to know medical information about you, or
3. 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 Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

LBCC STUDENT CODE OF CONDUCT

Students are expected to conduct themselves in a manner that is consistent with the published LBCC Code of Conduct. For further information visit:

<https://www.linnbenton.edu/about-lbcc/administration/policies/student-rights-responsibilities-and-conduct.php>

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](#))