

**READING HOSPITAL SCHOOL OF HEALTH SCIENCES  
MEDICAL IMAGING PROGRAM**

**2026  
MI PROGRAM HANDBOOK  
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Reading Hospital School of Health Sciences (RHSHS) policies are located at: [SHS Policies](#).  
Reading Hospital (RH) and Tower Health Urgent Care policies are accessible via the intranet by selecting Policy Manager Plus.

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*(Distributed electronically; not included in this handbook)*

***Appendix B: Clinical Assignment Schedules***

*(Distributed electronically; not included in this handbook)*

*Reading Hospital School of Health Sciences Medical Imaging Program reserves the right to change the curriculum, educational policies, program requirements, fees, and calendar as considered necessary for the progressive development of the Medical Imaging Program.*

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# MI SECTION I: INTRODUCTION

## 1. RESPONSIBILITIES OF THE PROGRAM AND STUDENTS

Reading Hospital is committed to supporting education through the many programs it offers to the community. Faculty and staff are responsible for designing a curriculum that enables students to achieve the program's learning goals and objectives.

By enrolling in the Medical Imaging Program, students agree to make the necessary commitment to achieve the educational foundation necessary to enter the profession of Radiologic Technology. Active participation in all classes and clinical assignments will prepare students to provide health care to their community with professionalism, compassion, and responsibility.

Reading Hospital School of Health Sciences Medical Imaging Program reserves the right to modify the curriculum, educational policies, program requirements, fees, and calendar as necessary for the ongoing advancement of the program.

## 2. PROGRAM RULES, REGULATIONS AND EXPECTATIONS

The education of a radiologic technologist involves both technical and ethical components. Students must adhere to program rules as well as applicable school policies.

### **Expectations include:**

- Compliance with all Reading Hospital School of Health Sciences (SHS) policies. The full SHS policy repository is available here: [SHS Policies](#).
- Compliance with program-specific policies, procedures, and guidelines as described in this handbook and the Clinical Seminar Manual.

Students are expected to comply with all SHS policies. The table below summarizes some of those policies most directly relevant to academic progress, professional conduct, health and safety, and student rights. Full policies are available here: [SHS Policies](#). Repeated failure to adhere to program or school policies may result in disciplinary action, up to and including involuntary separation from the program.

<b>Policy</b>	<b>Notes/Relevance</b>
<a href="#">Grading (RSHS Policy 305)</a>	Provides guidance on grading practices for students, faculty and staff.
<a href="#">Promotion and Graduation (RSHS Policy 311)</a>	Provides guidance on requirements for program progression and graduation.
<a href="#">Academic Integrity (RSHS Policy 307)</a>	Outlines expected academic conduct and standards of honesty for all students.
<a href="#">Academic Grievance (RSHS Policy 365)</a>	Outlines the process for students to request a fair review of academic-related concerns.

<a href="#">Non-Academic Grievance (RHSHS Policy 366)</a>	Outlines the process for students to resolve concerns related to non-academic policies or procedures.
<a href="#">Conduct (RHSHS Policy 334)</a>	Outlines expectations for professional and appropriate behavior on campus, in the community, and online.
<a href="#">Anti-Harassment (RHSHS Policy 331)</a>	Defines harassment and provides expectations for prevention and reporting.
<a href="#">Confidentiality of Protected Health Information (RHSHS Policy 309)</a>	Provides guidance on protecting patient data and maintaining confidentiality.
<a href="#">Student Health Services (RHSHS Policy 320)</a>	Outlines student health services, including reporting injuries, exposures and communicable diseases. <ul style="list-style-type: none"> <li>• ‘Reporting Injury or Exposure During School-Related Activities’ – Follow procedure outlined in Policy No 320 in addition to notifying MI Program Faculty, Clinical Coordinator, and/or Program Director.</li> </ul>
<a href="#">Campus Security and Jeanne Clery Act (RHSHS Policy 387)</a>	Describes security services at the RHSHS Campus.
<a href="#">Emergency Policy (RHSHS Policy 379), Emergency Plan (RHSHS Policy 380), Student Participation in Reading Hospital Emergency Management Plan (RHSHS Policy 381), Fire Safety - General Information (RHSHS Policy 382)</a>	Guidelines for campus emergencies, student roles and fire safety.
<a href="#">Building/Campus Property and Access (RHSHS Policy 363)</a>	Provides guidance on building access and personal safety for students and staff.
<a href="#">Student Substance Use/Abuse (RHSHS Policy 313)</a>	Provides guidance on expectations for substance-free participation in school activities and available resources.
<a href="#">Educational Environment (RHSHS Policy 323)</a>	Promotes a culture of safety, respect and positive learning.
<a href="#">Withdrawal from a Course (RHSHS Policy 317)</a>	Explains how students may request withdrawal from a course and the proper procedure.
<a href="#">Voluntary Withdrawal from a Program (RHSHS Policy 318)</a>	Explains the procedure for students who choose to withdraw from a program.
<a href="#">Selective Admissions (RHSHS Policy 300)</a>	Students are admitted based on their ability to meet the academic and professional standards required for success in healthcare education.
<a href="#">Tuition Payment and Student Refund Policy (RHSHS Policy 601)</a>	Provides guidance on tuition billing, payment, and refund procedures.

### **3. MEDICAL IMAGING PROGRAM PHILOSOPHY**

The Medical Imaging Program is committed to helping students become integral members of a healthcare team responsible for delivering the highest quality patient care.

The academic and clinical curricula of the Medical Imaging Program are purposefully designed to educate entry-level practitioners who can deliver compassionate, ethical, and evidence-based patient care.

Students learn to meet the total needs of the patient, with emphasis on the core values of the Medical Imaging Program (compassion, integrity, precision, accountability, and respect) and the Franciscan values of Alvernia University (service, humility, peacemaking, contemplation, and collegiality).

### **4. MISSION STATEMENTS**

#### Mission Statement of Reading Hospital

The Mission of **Reading Hospital** is to provide compassionate, accessible, high quality, cost effective health care to the community; to promote health; to educate healthcare professionals; and to participate in appropriate clinical research.

#### Mission Statement of the Department of Radiology

The Mission of the **Department of Radiology** at Reading Hospital is to provide accessible, comprehensive, quality state-of-the-art radiographic, imaging and therapeutic services. Our goal is to provide these services in a timely, compassionate manner that promotes patient-focused care and customer satisfaction. We will participate in the education of students, healthcare workers and the public; and support appropriate clinical research.

#### Mission Statement of the Medical Imaging Program

The Mission of the **Medical Imaging Program** at Reading Hospital School of Health Sciences is to develop competent, entry-level Radiologic Technologists who consistently provide appropriate, high quality imaging services to individuals, families and communities; who do so in a professional, compassionate and ethical manner while promoting a culture of growth and excellence.

### **5. PROGRAM GOALS & STUDENT LEARNING OUTCOMES**

Over the twenty-seven-month program, students are expected to take an active role in their learning. The program provides instruction and guidance necessary to support the development of required competencies and professional behaviors. The goals outlined below serve as benchmarks to measure progress and achievement throughout the program.

**Goal 1:** At the completion of the Medical Imaging Program, the student will demonstrate clinical competence.

*1.1 - Produce high quality diagnostic medical images.*

*1.2 - Employ safety practices pertinent to medical imaging.*

**Goal 2:** At the completion of the Medical Imaging Program, the student will utilize effective communication skills appropriate to the healthcare environment.

*2.1 - Demonstrate effective oral communication skills to interact compassionately, ethically and professionally with patients, peers, and healthcare team members in clinical and academic settings.*

*2.2 - Demonstrate clear, concise and professional written communication in both clinical and academic settings.*

**Goal 3:** At the completion of the Medical Imaging Program, the student will employ critical thinking and problem-solving skills during professional practice.

*3.1 - Adapt to changing patient needs during performance of radiographic procedures.*

*3.2 - Implement corrective actions as needed to improve image quality.*

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## **MI SECTION II: PROFESSIONALISM, ATTENDANCE & ETHICS**

### **1. AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS (ARRT) RADIOLOGIC TECHNOLOGIST CODE OF ETHICS**

Students are required to conduct themselves in a manner appropriate to represent the profession.

The ARRT Code of Ethics establishes guidelines for conduct expected of imaging professionals and students entering the profession.

A comprehensive copy of the ARRT Standards of Ethics may be found on the ARRT website: [ARRT Standards of Ethics](#)

***NOTE:*** Per ARRT guidelines, individuals who have been convicted of a felony or misdemeanor may have violated the American Registry of Radiologic Technologists Code of Ethics and may be considered ineligible to sit for national registry examination. Individuals with questions regarding their eligibility are encouraged to submit a pre-application form to the ARRT before entering into an approved educational program. This form may also be submitted after an individual has been enrolled. Requests for pre-application forms must be presented directly to the ARRT: 651-687-0048.

[Ethics Review Preapplication - ARRT](#)

### **2. AMERICAN SOCIETY OF RADIOLOGIC TECHNOLOGISTS (ASRT) PRACTICE STANDARDS FOR MEDICAL IMAGING AND RADIATION THERAPY**

Excerpted from The ASRT Practice Standards for Medical Imaging and Radiation Therapy

#### **Radiography**

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

Radiographers independently perform or assist the licensed practitioner in the completion of radiographic and fluoroscopic procedures. Radiographers prepare, administer and document activities related to medications and radiation exposure in accordance with federal and state laws, regulations or lawful institutional policy.

A comprehensive copy of the ASRT Practice Standards may be found on the ASRT website:

[The ASRT Practice Standards for Medical Imaging and Radiation Therapy](#)

### **3. PROFESSIONAL PERFORMANCE EXPECTATIONS**

Individuals aspiring to work in the field of medical imaging must develop and consistently demonstrate characteristics that reflect professionalism.

The Medical Imaging Program at Reading Hospital School of Health Sciences requires that students routinely consistently demonstrate professional behaviors, including but not limited to:

- Actively supporting program policies and procedures that promote quality patient care and the educational process.
- Addressing concerns promptly, constructively and respectfully.
- Seeking, accepting and applying constructive feedback to improve personal skills.
- Maintaining reliable and punctual attendance at scheduled classes and clinical assignments.
- Participating respectfully and attentively in academic courses.
- Contributing fully to clinical group meetings.
- Participating in all clinical assignments accurately and responsibly, consistent with educational level.
- Interacting respectfully and courteously with patients, peers and healthcare team members.
- Communicating appropriately tailoring content and tone to the audience and context and being mindful of those within earshot.
- Demonstrating knowledge and consistent practice of safety procedures.
- Maintaining a professional appearance in accordance with attire expectations.
- Identifying and acting on opportunities to exceed expected standards of service.
- Promoting Reading Hospital's Culture of Excellence by consistently engaging in the highest quality of communication, courtesy, safety, attitude and compassion.

#### **4. POLICY FOR NON-DISCRIMINATORY PRACTICES**

RHSHS prohibits discrimination including discrimination based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity and expression, age, race, color, national origin, religion, creed, marital status, disability, economic means or veteran status. As such, Reading Hospital School of Health Sciences (RHSHS) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

#### **5. ATTIRE AND PROFESSIONAL CONDUCT EXPECTATIONS FOR ALL EDUCATIONAL ASSIGNMENTS AND SPECIAL EVENTS**

Medical Imaging students are expected to present themselves professionally at all assignments. The guidelines published in the MI Program Handbook, the MI Clinical Seminar Manual, [RHSHS Identification Badges Policy No 385](#), and [RHSHS Electronic Devices Policy No 370](#) support students in meeting these expectations.

Students must dress in a manner that reflects safety, cleanliness, preparedness, and respect for self and others. Students whose attire is unprofessional or unsafe will not be permitted in the classroom, lab or clinical environment. Program faculty, the clinical coordinator or the program director will address dress code concerns on an individual basis. Repeated violations will result in disciplinary action.

##### **5.1 ID Badge and Radiation Badges**

The RH photo ID badge must be worn in accordance with [RHSHS Identification Badges Policy No 385](#). The radiation badge must be worn during all energized lab assignments involving ionizing radiation. Both badges must be worn at approximately chest height.

### **5.2 Classroom and Lab Attire**

Students may wear casual clothes to class and lab unless otherwise noted on the syllabus. All attire must be clean, safe and respectful in appearance. Shoes must be worn at all times; open toed shoes are prohibited in the MI skills lab, and in any class conducted in patient care areas.

### **5.3 Unacceptable Attire**

Clothing that is disruptive, overly revealing, or otherwise inappropriate is not permitted. Examples include short dresses or skirts, tank tops, sheer or tight clothing, low necklines, spaghetti straps, tube tops, halter tops, bare midriffs, and short shorts. Clothing or accessories displaying obscene, profane, sexually explicit, drug, alcohol, violence, or weapon-related language or imagery are prohibited. Tattoos considered excessive or offensive must be covered.

### **5.4 Electronic Devices**

All devices must be set to silent during class unless audio is required for virtual learning. Electronic devices are not permitted in patient care areas. Additional guidance is available in [RHSHS Electronic Devices Policy No 370](#).

### **5.5 Special Events**

Unless otherwise stated, the appropriate attire for a class trip, guest speaker or other events is casual professional or MI Program uniforms. Khaki or dress pants with a polo or blouse are acceptable; jeans, t-shirts or sneakers are not.

## **6. GENERAL ATTENDANCE AND SCHEDULE INFORMATION**

Students are expected to attend all academic, clinical assignments, and meetings as scheduled. Arrive early enough to be prepared and ready at the scheduled start time. Satisfactory attendance is an expectation of the MI Program.

### **6.1 Schedule**

The program generally follows an 8-hour daily schedule. Assignments will not exceed 10 hours per day unless voluntarily requested by the student. Educational assignments may be scheduled between 7:30 AM and 9:00 PM, and students are expected to be available during these times.

### **6.2 Personal Appointments (medical, legal, etc.)**

Schedule all personal appointments outside program hours. Appointments during program hours will be recorded as absences in accordance with the Attendance & Professional Accountability policy.

### **6.3 Semester Schedules**

The semester schedule framework (day/time/location) is posted in WebConnect at least two weeks before classes begin. Individual course schedules are distributed via syllabi on the first day of class. Students must be in their assigned area, organized, and ready to begin at the scheduled start time. Schedule changes will be communicated by faculty via e-mail and/or during class. Students must report tardiness or absences according to Section 8 Attendance & Professional Accountability.

#### **6.4 Holidays**

Labor Day, Constitution Day (*classes in session*), Columbus Day (*faculty in-service*), Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day (*faculty in-service*), Memorial Day, Independence Day.

Students observing different holidays may submit a written request for a schedule change to the Program Director. Requests must be submitted within the first 30 days of the academic year.

#### **6.5 Faculty In-Service Days**

No classes or clinical assignments are held.

#### **6.6 Academic Breaks**

Scheduled breaks are identified on the annual RSHS [Academic Calendar](#)

### **7. HOURS OF ACADEMIC AND CLINICAL ASSIGNMENT**

Schedules for educational assignments are planned based on a student's level in the Medical Imaging Program.

#### **7.1 Level I MI Scheduling Plan (Semesters 1–4)**

- Academic assignments are typically scheduled Monday–Friday, 7:30 AM–4:00 PM, with some courses possibly running as late as 7:00 PM.
- Starting in the 3rd semester, students are scheduled for clinical assignments two days per week.
- Clinical assignments may occur between 7:30 AM and 9:00 PM
  - Typically scheduled from 7:30 AM–4:00 PM.
  - Tower Health Urgent Care hours are typically 8:00 AM to 4:30 PM or 9:00 AM to 5:30 PM.
- A variable clinical assignment week is scheduled at the end of each Clinical Seminar and may be used for make-up time due to inclement weather or other program needs.

#### **7.2 Level II MI Scheduling Plan (Semesters 5–7)**

- Academic assignments are typically scheduled Monday–Friday, 7:30 AM - 4:00 PM; with some courses running as late as 7:00 PM.
- Clinical assignments are scheduled two days per week in Semester 5 and three days per week in Semesters 6–7.
- Clinical assignments may occur between 7:30 AM and 9:00 PM.
  - Typically scheduled from 7:30 AM–4:00 PM.
  - Tower Health Urgent Care hours are typically 8:00 AM to 4:30 PM or 9:00 AM to 5:30 PM.
  - Students are assigned three one-week rotations from 11:30 AM–8:00 PM in the Emergency Department during Semesters 6 and 7 as indicated on the clinical assignment schedules.
- A variable clinical assignment week is scheduled at the end of each Clinical Seminar and may be used for make-up time due to inclement weather or other program needs. **Exception:** Clinical Seminar VI (Semester 7).

## **8. ATTENDANCE & PROFESSIONAL ACCOUNTABILITY**

### **8.1 Overview and Expectations**

Students in the RHSHS Medical Imaging Program are expected to consistently demonstrate professionalism. This includes:

- regular and punctual attendance at all scheduled clinical assignments, classes and labs.
  - timely and accurate submissions of clinical documentation.
  - adherence to professional conduct standards.
- 

### **8.2 Notifying the Program of Absence (Late, Partial, or Full Day)**

All absences, whether unplanned or planned, must be communicated promptly to the program to ensure proper documentation and continuity of clinical and classroom responsibilities. Following the program's notification procedures helps maintain safety, compliance, and fairness for all students and faculty. The following procedures apply to ALL absence types, with additional requirements for Professional Development and Bereavement as noted.

#### **Unplanned Absence(s)** *(any same-day absence)*

Students must notify the program for each day of absence at least 30 minutes before the scheduled start time. Failure to do so may result in accrual of points under *Improper Notification* (Table 8.9).

#### **Required Notification Process:**

Students must complete ALL of the following:

1. Students must call 484-628-0200 and leave a voicemail or speak directly with MI Program Administrative Support. The following information is required when reporting any absence and/or late arrival:
  - Student's full name
  - MI Program level
  - Reason for absence (i.e. illness, bereavement or personal)
2. If experiencing symptoms of a communicable illness, students must contact Student Health at 484-628-8499 for guidance per RHSHS Student Health Policy No. 320
3. Notify all course faculty via email regarding Student Health direction and/or prolonged absences.

**Note:** This is the only acceptable method of program notification for an unplanned absence. Communication in any other way is considered improper notification.

#### **Planned Absence(s)** *(any absence known in advance)*

If a student knows in advance that they will be absent they should notify all affected course faculty.

#### **Required Notification Process:**

1. Complete and submit the "Notification of Absence from Educational Assignment" form (available in Trajecsys or in the handbook) prior to the absence.
2. The completed form will be placed in the student's permanent file and serves as official notification of absence for the specified date(s).

**Planned Professional Development Absence(s)** *(additional requirements beyond standard planned absence)*

Requires advance notice and proof of attendance. Students must:

- Submit a “Notification of Absence from Educational Assignment” form in advance, identifying the activity as a Professional Development request.
- Notify all affected faculty as early as possible.
- Submit proof of attendance within 2 school days of return. Acceptable proof includes confirmation emails, school verification forms, etc. See Sections 8.4-8.7 for how clinical hours and point prevention are handled after notification.

**Bereavement / Funeral Leave Notification** *(additional communication expectations)*

- Students requesting bereavement or funeral leave must follow the standard absence notification process for either a planned or unplanned absence, depending on the circumstances.
- In addition, students experiencing a loss must notify the Program Director as soon as possible. This notification is intended to allow the program to provide support and to assist with planning for clinical and academic responsibilities. When contacting the Program Director, students should include relationship to the deceased and anticipated date(s) of absence.
- Documentation is not automatically required; however, the Program Director may request verification for extended or complex situations. Examples may include:
  - Obituary
  - Funeral announcement
  - Memorial service program

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### **8.3 Absence Categories and Definitions**

Category legend used across this policy:

- **Illness/Personal Absence** = Student illness, personal medical care, or other non-exception personal reasons. *Not included here:* bereavement, personal inclement weather, or appropriately documented individual professional development.
- **Exception Absences** = Bereavement, Personal Inclement Weather, and Individual Professional Development (with required documentation).
- **Program-Declared Closures/Delays** = School/Program delay, cancellation, or closure.

After notifying the program per 8.2, absences are classified as follows for attendance tracking, professional point assignment, and make-up requirements:

1. **Illness / Personal Absences** - Absences due to student illness, or personal medical care or other non-exception personal reasons.
  - *These absences are tracked under the Illness/Personal Absence Threshold (see Section 8.4).*
2. **Bereavement / Funeral Leave** - Absences to attend funeral services or grieve the loss of a loved one. Typical guideline: up to 3 days for an immediate family member; 1 day for other relationships. Additional time may be approved by the Program Director.
  - *Bereavement is classified as an Exception Absence and is tracked under the Exception Time Bank (see Section 8.4).*

### 3. Inclement Weather

- a. Personal inclement weather: The program remains in session, but the student determines travel is unsafe.
  - *Classified as an Exception Absence (see Section 8.4).*
- b. Program-declared closures/delays: The MI Program/School delays, cancels, or closes.
  - *Not tracked under the Illness/Personal Absence Threshold or Exception Time Bank (see Section 8.4).*

### 4. Individual Professional Development - Approved professional growth activities, such as:

- School visits for advanced modality programs
- Orientations for advanced modality programs beginning prior to RSHS graduation
- Job interviews for post-graduation imaging positions
- Other activities approved by the Program Director

*When appropriately documented, these absences are classified as an Exception Absence and tracked under Exception Time Bank (see Section 8.4).*

**Note:** Attendance at ASRT/PSRT Annual Conferences does not draw from the Exception Time Bank (see Sections 8.4–8.6 for application rules).

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## **8.4 Clinical Absence Policy**

### **Summary of Illness/Personal Absence Thresholds & Exception Time Bank**

<b>Item</b>	<b>Semesters 2–4</b>	<b>Semesters 5–7</b>
Illness/Personal Absence clinical threshold (no points until exceeded)	16 hours	24 hours
Exception Time Bank (shared for Bereavement, Personal Inclement Weather, Individual Professional Development)	16 hours	24 hours

#### **Notes:**

- Absences of 30 minutes or less on clinical days do not count toward the 16/24-hour illness / personal absence threshold. Professional points begin accruing with the 3rd occurrence (see Table 8.9).
- Once the Illness/Personal Absence threshold is exceeded: professional points accrue (see Table 8.9) and clinical make-up time is required (Section 8.5). Failure to complete required make-up time results in additional points (see Table 8.9).
- **Illness/Personal point reduction (with verification)**: Professional points accrued due to Illness/Personal absence may be reduced only if:
  - verification from a medical professional is submitted within 2 school days of return AND
  - required make-up time is completed by the established deadline.
- **Illness/Personal without verification**: When no medical verification is provided for Illness/Personal time missed after the threshold is exceeded, required clinical make-up time covers the missed clinical time but it does NOT reduce points. Students may seek optional point

reduction only by completing approved supplemental clinical time per Section 8.6 (when eligible).

- Once the **Exception Time Bank** is exhausted, clinical make-up time is required. Failure to complete required make-up time results in professional points being accrued.
- Professional Development documentation: If documentation for Individual Professional Development is not submitted within 2 school days of return, the absence is reclassified as Illness/Personal, counted toward the Illness/Personal Absence Threshold, and handled under the Illness/Personal rules (including points and make-up requirements).

***Clinical Application by Category***

<b>Absence Category</b>	<b>Counts Toward Clinical Absence Illness/Personal absence Threshold? (16 / 24-hours)</b>	<b>Uses Clinical Exception Time Bank? (16 / 24- hours)</b>	<b>Professional Points (Reference Table 8.9)</b>	<b>Make-Up Time</b>
Illness / Personal Absence	Yes	No	Only after illness/personal threshold is exceeded (professional points may be reduced with timely medical verification and completion of required make-up time per 8.4 Notes)	Required after illness/personal threshold is exceeded
Bereavement / Funeral Leave	No	Yes	Only after bank exhausted and make-up time not completed	Required once bank exhausted
Inclement Weather — Personal	No	Yes	Only after bank exhausted and make-up time not completed	Required once bank exhausted
Program-Declared Closures/Delays	No	No	No professional points	Make-up determined by program as needed
Individual Professional Development	No	Yes	Bank not exhausted + documentation provided → no professional points, no make-up.  Bank exhausted → make-up required; if not completed, professional points accrue. <sup>1</sup>	Required once bank exhausted
ASRT/PSRT Annual Conferences	No	No	No professional points	Not typically required unless specified

**<sup>1</sup> Professional Development documentation requirement:**

Acceptable proof of attendance (e.g., confirmation email, school verification form, registration, interview confirmation, or signed attendance sheet) must be submitted **within 2 school days of return**. If required documentation is **not submitted**, the absence is **reclassified as an Illness/Personal Absence**, counted toward the **Illness/Personal Absence Threshold**, and **professional points apply per Table 8.9 regardless of Exception Time Bank status**.

Note: Required clinical make-up time covers the missed clinical time but **does not reduce accrued points**. Optional point reduction may be available only through **approved supplemental clinical time** (see Section 8.6).

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### **8.5 Clinical Make-up Time**

- Clinical make-up time is required when allowable limits are passed, as outlined below:
    - Illness/Personal Absences:  
Make-up time is required when absences exceed the Illness/Personal Absence Threshold:
      - 16 hours (Semesters 2-4)
      - 24 hours (Semesters 5-7)
    - Exception Absences (as defined in Section 8.3)  
Make-up time is required when absences exhaust the Exception Time Bank:
      - 16 hours (Semesters 2-4)
      - 24 hours (Semesters 5-7)
  - Make-up time must be:
    - Completed by the end of the semester in which the absence occurred (not typically during variable clinical weeks)
    - Scheduled by the student by contacting the Clinical Coordinator; final approval of all make-up schedules is at program's discretion
    - Scheduled in minimum 2-hour increments during free class time, evenings, or weekends
  - Additional Notes:
    - Completed make-up time is applied to the first absence recorded.
    - Failure to complete required make-up clinical time results in professional points being accrued or increased (see Table 8.9).
- 

### **8.6 Supplemental Clinical Time (Optional Point Reduction)**

Students may reduce accrued professional points related to recorded clinical time missed by completing approved supplemental time. Supplemental clinical time is separate from, and in addition to, required clinical make up time.

Supplemental clinical time must be scheduled within the following parameters:

- Maximum reduction: up to 6 professional points
- Conversion: every 4 hours completed = 1.5-point reduction
- Scheduling: scheduled in minimum 2-hour increments; scheduled through Clinical Coordinator (final approval is at the program's discretion).
- Eligibility: Applies only to professional points resulting from clinical absences over 30 minutes (including points that accrued after the Illness/Personal Threshold was exceeded without medical verification, or from reclassified non-documented Professional Development time). Completion of required make-up time covers the missed clinical time but does not reduce these points.
- Prerequisite: all required make-up time must be completed before supplemental time may be scheduled
- Failure to attend approved supplemental clinical time as scheduled results in loss of eligibility for further point reductions

- Supplemental clinical time completed before points are accrued cannot be applied retroactively to reduce accrued points.

## **8.7 Academic Absence(s)**

### **Points and Recording**

- Professional points accrue for every four hours of academic absence
- Professional points accrue beginning with the third and each subsequent occurrence of 1–15-minute academic absences.

### **Academic Application by Category**

<b>Absence Category</b>	<b>Professional Points?</b> <i>(Reference Table 8.9)</i>	<b>Notes &amp; Requirements</b>
Illness / Personal Absence	Yes (per 4 hours)	Professional points may be reduced if verification from a medical professional is submitted within 2 school days of return.
Bereavement / Funeral Leave	No	Assignments must be made up per course syllabi and individual faculty expectations.
Inclement Weather — Personal	No	Assignments must be made up per course syllabi and individual faculty expectations.
Program-Declared Closures/Delays	No	Academic make-up will be scheduled as the academic calendar allows and as deemed appropriate by the MI Clinical Coordinator and/or Course Coordinator.
Individual Professional Development	No <sup>1</sup>	Assignments must be made up per course syllabi and individual faculty expectations.
ASRT/PSRT Annual Conferences	No	Assignments must be made up per course syllabi and individual faculty expectations.

#### **<sup>1</sup> Professional Development documentation requirement:**

Acceptable proof of attendance (e.g., confirmation email, school verification form, registration, interview confirmation, or signed attendance sheet) must be submitted **within 2 school days of return**. If required documentation is **not submitted**, the absence is **reclassified as an Illness/Personal Absence** and **professional points apply per Table 8.9**.

Note: Academic absences are managed separately from clinical absences and do not use clinical absence thresholds or exception time banks.

## **8.8 Clinical/Program Documentation Submission & Professional Conduct**

- Active participation in the Medical Imaging Program requires the accurate, complete and timely submission of all required program documentation, whether related to clinical education, didactic coursework, or program administration. Students are expected to demonstrate professional responsibility in all educational documentation and communications. Required documentation includes, but is not limited to:

- Daily Logs
- Repeat Logs
- Advisement / Mid-/End-of Semester Reflection Forms
- Clinical Seminar Mid-Semester Progress Reports and End-of-Semester Final Evaluations
- Technologist Feedback on Student Performance forms
- Any additional documentation required for coursework, clinical education, or overall program compliance

All documentation must be completed and submitted in accordance with program policies, course syllabi, the Clinical Seminar Manual, and any additional instructions provided by program faculty/administration. Points accrue for Late/inaccurate submissions, Trajecsys clock-in/out errors, and Unprofessional conduct, independent of attendance occurrences, per [RHSHS Conduct Policy No 334](#).

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## 8.9 Professional Points System for Attendance and Conduct

- All students begin the 1st and 5th semesters with zero professional points.
- Professional points accrue for attendance, documentation, and conduct occurrences into one system as outlined in Table 8.9.
- Students can track Professional Points via Trajecsys Reports (Evaluations). In Semester 1, students will receive e-mail notifications for any accruals.

<b>Table 8.9: Professional Points Table</b>		
<b>Occurrence</b>	<b>Description</b>	<b>Points</b>
<b>Clinical Attendance</b> <i>Note: clinical absences over 30 minutes are recorded in 2-hour increments; professional points apply as outlined in Section 8.4</i>		
<b>Absent</b> <i>Refer to Section 8.4: Clinical Absence(s)</i>	3 <sup>rd</sup> occurrence of 1 to 30 minutes during clinical day AND each subsequent occurrence	1
	Every 31 minutes to 4 hours per clinical day	1.5
	> 4 hours per clinical day	3
<b>Academic Attendance</b> (classroom and lab) <i>Note: Missed time over 15 minutes are recorded in 30-minute increments</i>		
<b>Absent</b> <i>Refer to Section 8.7: Academic Absence(s)</i>	3 <sup>rd</sup> occurrence of 1 to 15 minutes during scheduled class time AND each subsequent occurrence	1
	Accumulation of 4 hours of scheduled class time <i>For absences &gt;15 minutes</i>	1.5
<b>Conduct</b>		
<b>Late/inaccurate submission of required clinical/program documentation</b> <i>Refer to Clinical Seminar Manual for clinical documentation requirements</i>	3 <sup>rd</sup> - 5 <sup>th</sup> occurrence	1
	6 <sup>th</sup> and each additional occurrence	2
<b>Trajecsys clock-in/out errors</b> <i>Refer to Clinical Seminar Manual for additional information</i>	3 <sup>rd</sup> - 5 <sup>th</sup> occurrence	1
	6 <sup>th</sup> and each additional occurrence	2
<b>Improper Notification</b>	Student does not follow attendance notification policy <i>Absences exceeding 30 minutes without reporting as described under "Notifying Program of Absence" will result in "Improper Notification" points being applied.</i>	3*
<b>Unprofessional behavior as defined in RSHS Policy 334</b>	2 <sup>nd</sup> occurrence of repeated unprofessional behavior	2
	3 <sup>rd</sup> and each additional repeated unprofessional behavior	3

*\*In addition to the absence points outlined above*

### Professional Point Accumulation Consequences

<b>POINTS ACCUMULATED</b>	<b>ACTION</b>
9 points	Meeting with Course Faculty
12 points	Meeting with Clinical Coordinator
15 points	Meeting with Program Director
>20 points	May result in dismissal from Program

All course requirements must be completed by the deadlines, regardless of professional points accrued.

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## **8.10. Additional Attendance Notes & Procedures**

### **Program-Required Medical Release to Return**

- For extended absences, the program may require submission of the “Medical Release for Educational Assignment in a HealthCare Setting” form (found at the end of this section). Students cannot return to educational assignments until verification is submitted.
- Students with temporary limitations (e.g., lifting restrictions, casts, splints, etc) are not permitted in clinical or skills lab settings until the completed “Medical Release for Educational Assignment in a HealthCare Setting” form is submitted.
- See [RHSHS Students with Temporary Limitations Policy No 321](#) for details.

### **Absences Due to Unforeseen Circumstances**

- Students may request a review of professional points for absences due to unforeseen circumstances by submitting a written request to the Program Director within 2 school days of return.
  - Absences due to personal choice (vacations, graduations, weddings, birthday celebrations, school or sporting events) count as attendance occurrences (absences), and professional points are applied per Table 8.9.
- 

## **8.11 Appeal Process**

- The Medical Imaging professionalism process is a non-academic process (i.e., crosses multiple courses and semesters, is related to conduct and behavioral expectations, and unrelated to earned grades in a single semester).
  - The RHSHS Non-Academic Grievance Policy provides due process.
  - **Individual assignment of points for each single occurrence:**
    - If a student disagrees with points assigned for a single occurrence, they must submit a written concern to the Program Director within three (3) school days.
    - Failure to put the appeal in writing within the specified timeframe will result in forfeit of a later appeal of those points.
    - Individual assignment of points is not appealable using the grievance process.
- 

## **8.12 Program Dismissal**

- More than 20 points meet criteria for dismissal. The student must meet with the Program Director.
- Once the determination has been verified that the student meets the criteria for dismissal, the student has the right to appeal the dismissal to the Program Director as part of the Non-Academic Grievance Process. The Program Director may, if appropriate, convene a meeting with all involved parties as part of the Non-Academic Grievance process. At this informal level, the Program Director is responsible to review the situation and makes the final determination (uphold or reverse) the dismissal from the MI Program.
- The student who is subsequently dismissed from the program has the right to file a formal Non-Academic Grievance as defined by RHSHS policies.

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## **9. Off-Site Conference Attendance**

Students are encouraged to attend school-related off-site conferences, including national and regional events. Attendance requires professional behavior and adherence to all RSHS and Medical Imaging Program policies.

Before attending a conference, students must:

- Discuss attendance plans with faculty of courses they are enrolled in.
- Submit a Notification of Absence Form.
- Understand that classroom and clinical make-up time may be required.

While attending, students are expected to:

- Represent RSHS and the Medical Imaging Program in a professional and respectful manner.
- Remain engaged and present for all conference events.
- Follow all school policies and faculty instructions.
- Be free from the effects of drugs, alcohol, or other mind/behavior-altering substances.
- Maintain personal safety and responsibility for their conduct.

Violations of this policy may result in disciplinary action and may require repayment of any school-provided funds for conference attendance.

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## **10. CLINICAL SEMINAR MANUAL POLICIES RELATED TO PROFESSIONALISM, ATTENDANCE AND ETHICS**

All Clinical Seminar Policies can be found in the [Clinical Seminar Manual](#) on Trajecsys or RSHS website. Key policies include:

- Confidentiality Statement
- Patient Consent to Student Involvement
- Interpreting Services
- Attire Expectations for Clinical Assignments

Reviewed/Revised 7/03; 7/04; 6/05; 7/06; 6/07; 6/08; 8/09; 6/10; 8/10; 8/11; 8/12; 3/13; 8/13; 8/14; 12/14; 3/15; 8/15; 12/15; 8/16; 7/17; 12/17; 12/18; 12/19; 1/21; 12/21; 1/23; 5/23; 12/23; 1/24; 4/24; 12/24; 4/25; 12/25; 3/26

# RHSHS Medical Imaging Program

## 11. NOTIFICATION OF ABSENCE FROM EDUCATIONAL ASSIGNMENT

Signatures from course faculty for courses scheduled on the date requested is required. Please allow sufficient time for this process to be completed. The form will be entered into the student's permanent file and is considered proper notification of absence to the Program for the date(s) listed.

\_\_\_\_\_  
Student's Full Name (PRINT)                      Date(s) of Absence                      Hours/amount of time absent

Is this for career exploration?    Y    N

Is this to attend a professional conference?    Y    N

**Course(s)/Class session(s) scheduled during Absence(s):**

\_\_\_\_\_  
\_\_\_\_\_

**Clinical assignment(s) scheduled during Absence(s):**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Course Coordinator/Faculty Signature/Date

\_\_\_\_\_  
Course Coordinator/Faculty Signature/Date

\_\_\_\_\_  
Course Coordinator/Faculty Signature/Date

\_\_\_\_\_  
Course Coordinator/Faculty Signature/Date

\_\_\_\_\_  
Clinical Coordinator Signature/Date

\_\_\_\_\_  
Program Director Signature/Date

**Course Coordinator/Faculty Notes:**

\*\*Requested absence may result in point accrual.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RSHS Medical Imaging Program

### 12. MEDICAL RELEASE FOR EDUCATIONAL ASSIGNMENT IN A HEALTHCARE SETTING

Submit completed form to the RSHS MI Program Director prior to or on the date of academic/clinical re-entry.

#### Part I – To be completed by Student

Student Name: \_\_\_\_\_ Student RSHS ID: \_\_\_\_\_

Date(s) of absence: \_\_\_\_\_

#### Part II – To be completed by Student's Healthcare Provider

Date of Exam/Evaluation: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

This student is able to return to academic and clinical education assignments without restriction.

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

This student is able to return to academic and clinical educational assignments with the following restrictions (check all that apply):

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

- No prolonged standing or walking
- No lifting, pushing or pulling over \_\_\_\_\_ lbs
- No repetitive bending or twisting
- No assignment requiring use of arms above shoulder level
- No repetitive movement of right / left / both wrist / elbow
- Minimal use of the right / left / both hand / arm / leg
- No use right / left / both hand / arm / leg
- No assignment requiring repetitive or prolonged kneeling, squatting or climbing
- Seated work only
- No pinching or grasping
- Other Restriction / Comment: \_\_\_\_\_

Released from Restrictions: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Follow Up Appointment: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ (if applicable)

Healthcare Provider Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### Healthcare Provider Information (PLEASE PRINT):

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

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

# MI SECTION III: STUDENT HEALTH & SAFETY

## 1. CPR REQUIREMENTS

Students are required to document current Health Care Provider CPR certification in order to attend clinical assignments. Health Care Provider CPR certification is offered within the Medical Imaging Course MI123: Clinical Seminar I. Responsibility lies with the student to remain certified throughout the educational program. RSHS Policy: [CPR Certification/Recertification 328](#)

## 2. EMERGENCY CONTACT UPDATE REQUIREMENTS

Students are required to immediately notify the RSHS Registrar of any change in emergency contact information. Emergency contact information used by the program includes the following:

- Individual identified as the student's emergency contact
- Change of address
- Change of electronic address (personal)
- Change of phone number contacts (dedicated or cell)
- Change of vehicle or vehicle license plate information

On the student's behalf, the RSHS Registrar will update the SHS data base and notify other SHS departments of the change (i.e. Financial Aid, IT Systems Analyst, MI Program Secretary and Faculty).

## 3. CLINICAL SEMINAR MANUAL POLICIES RELATED TO STUDENT HEALTH & SAFETY

All Clinical Seminar Policies can be found in the [Clinical Seminar Manual](#) on Trajecsys or RSHS website. Key policies include:

- MI Student Pregnancy Policy
- Clinical Supervision
  - Policy for Repeating Radiographs
  - Clinical Supervision in Radiation Oncology
  - Clinical Supervision in Advanced Modality
  - MI Skills Lab Setting Guidelines
  - Clinical Supervision Agreement
- Radiation Monitoring
  - ALARA
  - Radiation Monitoring Device
  - Important Radiation Monitoring Device Guidelines
  - Radiation Monitoring Device Reports
    - Exceeded ALARA Levels
  - Forgotten Radiation Monitoring Device
  - Lost Radiation Monitoring Device
- Release or Radiation Exposure Records
- Radiation Protection and Shielding

- Holding Patients/Image Receptors
- MRI Safety
- Reporting Equipment Malfunctions
- Reporting Incidents Involving Patients
- Fire Emergency

Reviewed; Revised 8/01; 7/03; 8/04; 8/10; 8/11; 1/12; 8/12; 11/12; 8/13; 8/14; 12/14; 7/15; 8/15; 12/15; 8/16; 7/17; 12/17; 12/18;  
12/19; 1/21; 12/21; 1/23; 5/23; 12/23; 12/24

Revised 11/25

## MI SECTION IV: STUDENT RIGHTS

### 1. ACADEMIC AND CLINICAL RECORDS

The purpose of this policy is to protect the individual's right to privacy. The contents of the student's academic and clinical records are considered part of the student's permanent file. Only the following personnel are authorized to access student records as necessary for the purpose of admission, instruction, advisement, evaluation, and documentation:

*Director – School of Health Sciences*  
*Program Director – Medical Imaging*  
*Clinical Coordinator - Medical Imaging*  
*FT Didactic Faculty/Clinical Preceptors - Medical Imaging*  
*Radiation Safety Officer (or designee)*  
*Registrar – School of Health Sciences*  
*Administrative Support - Medical Imaging*  
*SHS Systems Analyst (IT Specialist/Technology Coordinator)*  
*SHS Student Services Coordinator*  
*Medical Imaging Admission Committee Members*  
*Grievance Committee Members (as necessary)*  
*JRCERT - Programmatic Accreditation Site Survey Team Members*

Written authorization from the student is needed in order to release any educational records to a third party, including entities within RH / Tower Health organization. The type of records the student wishes to release will determine which forms the student must complete.

### 2. REGISTERING COMPLAINTS/CONCERNS

#### **Purpose**

To provide enrolled Medical Imaging students a constructive process to follow for independently resolving complaints and as necessary, registering written complaints with program officials.

#### **Definitions**

School Days: Monday through Friday

*Complaint = dissatisfaction with a process, procedure or situation*

*Grievance = formal disagreement with a final decision*

#### **Process**

##### Step 1 – Direct Communication with Involved Parties

In a professional environment, it is ideal to first address concerns directly with the involved individual(s) within two school days of the event/occurrence, the student must attempt to resolve the concern through in-person discussion. If the concern does not involve another individual, the student may proceed to Step 2.

##### Step 2 – Submission of Written Concern to Advisor

If direct communication does not resolve the issue, the student may submit a written complaint, to their Advisor.

- Submission should occur within two school days of the Step 1 discussion.
- The written complaint must include a factual summary of the issue, an explanation of why Step 1 did not resolve the concern, and the desired outcome.

- Upon receipt, the Advisor will review the complaint and schedule a private meeting within two school days to discuss the concern and explore solutions.
- As appropriate, the Advisor may escalate the concern to the Clinical Coordinator and/or Program Director.

If the student feels the issue remains unresolved after completion of this process, they should refer to [RHSHS Non-Academic Grievance Policy No 366](#).

### **3. PROGRAMMATIC ACCREDITATION & JRCERT NON-COMPLIANCE PROCEDURE**

#### **3.1 Accreditation**

The Reading Hospital School of Health Sciences Medical Imaging Program is accredited by The Joint Review Committee on Education in Radiologic Technology (JRCERT). The program currently holds ACCREDITED; 8-year award, the maximum award achievable.

To maintain accreditation, the program adheres to The Standards for an Accredited Educational Program in Radiologic Sciences established by the JRCERT. The Standards are designed to protect students and the public by ensuring the program meets its stated objectives. The Standards are available for the students to review at any time by accessing the hardcopy posted in the MI Classroom (SHS105). Students may also access the Standards via the

#### **3.2 Access to the JRCERT Standards**

Students may review the Standards at any time:

- Hardcopy posted in the Medical Imaging Classroom (SHS105)
- Online at the JRCERT Website <https://www.jrcert.org/>

#### **3.3 JRCERT Standards Non-Compliance Procedure**

If the student believes the Program is not in compliance with the JRCERT Standards, the following steps should be taken:

1. Follow the Program's Internal Complaint/Grievance Process.
2. If the concern remains unresolved internally or the student believes it has not been properly addressed, allegations of noncompliance may be submitted to:
 

Chief Executive Officer  
 Joint Review Committee on Education in Radiologic Technology  
 20 N. Wacker Drive, Suite 2850  
 Chicago, IL 60606-2901  
 Tel: (312) 704-5300  
 e-mail: [mail@jrcert.org](mailto:mail@jrcert.org)
3. The student must complete the **JRCERT Allegations Reporting Form** and submit it with all required supporting documentation. Incomplete submissions may not be considered. The form can be found on the JRCERT website ([www.jrcert.org](http://www.jrcert.org))

## **4. SUSPENSION**

Students are expected to follow the [Reading Hospital School of Health Sciences Conduct Policy 334](#). Program-specific disciplinary matters (including suspension or dismissal) will be handled in accordance with these policies. The Program Director will determine any immediate program-level actions as necessary.

Reviewed/Revised 8/01, 8/02, 8/03, 8/04, 7/05, 7/06, 8/07, 8/08, 8/09; 8/10; 8/11; 8/12; 1/13; 8/13; 8/14; 10/14; 12/14; 8/15; 12/15; 8/16; 7/17; 12/17; 12/18;  
12/19; 1/21; 4/21; 12/21; 1/23; 12/23; 12/24  
Revised 11/25

# MI SECTION V: ACADEMIC EDUCATION

## 1. ACADEMIC & CLINICAL COURSE OBLIGATIONS

### 1.1 Post-Acceptance Requirements

All students must satisfy the post-acceptance requirements outlined in [RHSHS Selective Admissions Policy 300](#). These requirements must be completed before students may begin academic or clinical coursework.

### 1.2 Educational Sites

Students are scheduled at multiple locations for academic and clinical experiences. Students are responsible for transportation. Required educational sites include:

- Reading Hospital School of Health Sciences** (academic and clinical)  
1025 Old Wyomissing Road; Reading PA 19611
- Alvernia University** (orientation + student services)  
400 Saint Bernadine Street; Reading PA 19607
- Department of Radiology at Reading Hospital** (clinical)  
Spruce Street & Sixth Ave; Reading PA 19611
- Reading Hospital at Spring Ridge** (clinical)  
2603 Keiser Boulevard; Wyomissing PA 19610
- Reading Hospital and Imaging Services at Gateway** (clinical)  
1020 Grings Hill Road; Reading PA 19608
- Reading Hospital and Imaging Services at Exeter** (clinical)  
2 Hearthstone Court; Reading PA 19606
- Reading Hospital Lab & Imaging Services at Leesport** (clinical)  
5479 Pottsville Pike; Leesport PA 19533
- Tower Health Urgent Care – Douglassville** (clinical)  
1139 Ben Franklin Highway; Suite 114; Douglassville, PA 19518-1852
- Tower Health Urgent Care – Exeter** (clinical)  
4603 Perkiomen Ave; Reading, PA 19606
- Tower Health Urgent Care – Gilbertsville** (clinical)  
1050 E Philadelphia Ave; Gilbertsville, PA 19525-9517
- Tower Health Urgent Care – Limerick** (clinical)  
33 West Ridge Pike; Suite 627; Limerick, PA 19468-1711
- Tower Health Urgent Care – North Coventry** (clinical)  
16 Glocker Way; Pottstown, PA 19465-9655
- Tower Health Urgent Care – Sinking Spring** (clinical)  
4860 Penn Ave; Sinking Spring, PA 19608-8601
- Tower Health Urgent Care – Wyomissing** (clinical)  
2101 State Hill Road; Suite 5; Wyomissing, PA 19610

### 1.3 Professional Liability:

Tower Health/Reading Hospital shall have the ultimate responsibility for the provision, quality and safety of patient care. Tower Health/Reading Hospital provides selected facilities for clinical experiences. While Tower Health/Reading Hospital may allow specific modes of care to be rendered by students under the supervision of clinical staff, clinical mentors, clinical preceptors/ MI faculty, overall responsibility for the patient's welfare lies with Tower Health/Reading Hospital.

The Program has the ultimate responsibility for the education of the students. Faculty/clinical preceptors shall assume responsibility for the assignment, instruction and evaluation of students assigned to Tower Health/Reading Hospital for clinical practice.

## 2. MEDICAL IMAGING COURSE SEQUENCE (Curriculum Plan)

First Semester of Program (Level I)		Second Semester of Program (Level I)	
<b>FALL</b> 16 wks	<b>SPRING I</b> 16 wks	<b>SUMMER I</b> 12 wks	
	<b>BIO 107 A&amp;P I</b> <b>BIO 117 A&amp;P I Lab</b>  <b>COM 101 Composition &amp; Research</b>  <b>MAT 102 Algebra II</b>  <b>PHI 105 Introduction to Philosophy</b>  <u><b>MI 110</b></u> Introduction to Medical Imaging	<b>BIO 108 *A&amp;P II</b> <b>BIO 118 *A&amp;P II Lab</b>  <u><b>MI 116</b></u> Patient Care & Pharmacology for Medical Imaging Professionals  <u><b>MI 120</b></u> Radiation Protection & Medical Terminology  <u><b>MI 123</b></u> Clinical Seminar I: Orientation & Chest Radiography	
Third Semester of Program (Level I)		Fourth Semester of Program (Level I)	
<b>FALL I</b> 16 wks	<b>SPRING II</b> 16 wks	<b>SUMMER II</b> 12 wks	
<b>LAE1/ COM 213</b> Liberal Arts Elective 1  <b>THE 210 *Medical Moral Theology</b>  <u><b>MI 132</b></u> Imaging Principles & Equipment  <u><b>MI 133</b></u> Clinical Seminar II: Distal Extremities, Abdomen and Advanced Chest Radiography	<b>LAE2/ MUS 123</b> Liberal Arts Elective 2  <u><b>MI 237</b></u> Medical Image Acquisition & Archival  <u><b>MI 238</b></u> Clinical Seminar III: Proximal Extremities; Shoulder Girdle; Mobile & Surgical	<b>SOC 306 Racial and Cultural Relations</b>  <u><b>MI 240</b></u> Radiation Biology  <u><b>MI 243</b></u> Clinical Seminar IV: Bony Thorax; Pelvic Girdle & Vertebral Column	
Sixth Semester of Program (Level II)		Seventh Semester of Program (Level II)	
<b>FALL II</b> 16 wks	<b>SPRING II</b> 16 wks	<b>SUMMER</b> 12 wks	
<u><b>MI 262</b></u> Introduction to Computed Tomography & Cross Sectional Anatomy  <u><b>MI 263</b></u> Clinical Seminar V: Abdomen; Fluoroscopy; Cranium	<u><b>MI 277</b></u> Achieving & Advancing Professional Standing  <u><b>MI 278</b></u> Clinical Seminar VI: Special Studies & Clinical Proficiencies		

### **3. COURSE DESCRIPTIONS: GENERAL + MI**

#### **BIO 107 Human Anatomy and Physiology (3.0 credits)**

Homeostatic mechanisms of the human body with emphasis on structure and function are studied. Gross and microscopic structures are correlated with function of cells, tissues, organs, and systems of the body. Major topics include: skeletal, muscular, and nervous systems. Three hours of lecture per week.

Co-requisite: BIO 117

#### **BIO 108 Human Anatomy and Physiology II (3.0 credits)**

Emphasis is on structure and function of endocrine, cardiovascular, respiratory, lymphatic, digestive, urinary, and reproductive systems. Gross and microscopic structures are correlated with functions of cells, tissues, organs, and systems of

the body. Three hours of lecture per week.

Co-requisite: BIO 118

#### **BIO 117 Human Anatomy and Physiology I Lab (1.0 credit)**

Experimental approach to the study of human anatomy and physiology is used to reinforce lecture concepts. The exercises present the core elements of the subject matter in a hands-on manner. The labs are presented in the same time

period the material is being discussed in lecture. One two-hour lab per week.

Co-requisite: BIO 107

#### **BIO 118 Human Anatomy and Physiology II Lab (1.0 credit)**

Experimental approach to the study of human anatomy and physiology is used to reinforce lecture concepts. The exercises present the core elements of the subject matter in a hands-on manner. Labs are presented in the same time

period the material is being discussed in lecture. One two-hour lab per week.

Co-requisite: BIO 108

#### **COM 101 Composition and Research (3.0 credits)**

Core writing requirement, reviews fundamental principles of rhetoric, grammar punctuation, and spelling.

Requirements include a research paper using MLA documentation guidelines and several expository papers.

Course is available only after placement by departmental faculty. Students must achieve "C" or better to fulfill core requirements.

**LAE 1/COM 213 (3.0 credits)** The Liberal Arts Elective 1 requirement can be satisfied by successful completion of COM 213 or a similar COM course. Historically, COM 213 has been offered in the curricula on RHSHS campus, but the school reserves the right to provide a COM substitution. Students must receive approval from both RHSHS and Alvernia University for transfer credit.

#### **COM 213 Interpersonal Communication (3.0 credits)**

An introductory survey of basic theories, models and practices of interpersonal communication. Students learn interpersonal communication principles, sharpen awareness of own and others' personal communication habits and ultimately improve interpersonal communication skills.

#### **MAT 102 Algebra II (3.0 credits)**

This course is designed to prepare science or mathematics major for precalculus. Topics include algebra of polynomials, roots, radicals and exponents, relations and functions and their graphs, systems of equations and logarithms.

Prerequisite: MAT 100 or satisfactory score on Mathematics Placement Test.

**LAE2/MUS 123 (3.0 credits)**

The Liberal Arts Elective 2 requirement can be satisfied by successful completion of MUS 123 or a similar creative expressions course. Historically, MUS 123 has been offered in the curricula on RHSHS campus, but the school reserves the right to provide a course substitution. Students must receive approval from both RHSHS and Alvernia University for transfer credit.

**MUS 123 American Popular Music (3.0 credits)**

Presents basic elements of music with special emphasis on growth and development of American popular music, rock, and jazz. Listening lessons, independent projects, and class discussions that encourage active participation and develop an appreciation for our rich heritage of music and the arts.

**PHI 105 Introduction to Philosophy (3.0 credits)**

Historical introduction to fundamental problems and methods of philosophy based on readings in ancient, medieval, and modern literature.

**SOC 306 Racial and Cultural Relations (3.0 credits)**

Analysis of ethnic and racial differentiation in pluralistic societies. Theories of dominant and minority groups are studied. This course fulfills the human diversity graduation requirement.

**THE 210 Medical Moral Theology (3.0 credits)**

Investigation of moral problems which can arise in the area of bioethics. Introductory survey of the basic Christian principles of morality is followed by treatment of various medical moral situations. A natural law methodology is applied throughout the course. Fulfills the Ethics/Morality requirement.

**\*\*DUALY ENROLLED STUDENTS:** THE 210 satisfies a Medical Ethics requirement for the Medical Imaging certificate of completion and also satisfies the Philosophy/Theology requirement for the Alvernia University Associate of Science degree. Students may elect (prior to enrollment in the program) to take an equivalent Medical Ethics course in place of THE 210 which will satisfy both the program requirement and the Alvernia University Philosophy/Theology requirement. It is highly suggested that the student meet with the RHSHS admissions staff to verify course transferability prior to enrolling in a substitute course.

**MI 110 Introduction to Medical Imaging**

This course provides a broad, general introduction to the foundations in radiography and the radiography practitioner's role in the health care delivery system. Principles, practices, and policies of the healthcare organization(s) will be examined, in addition to the professional responsibilities of the radiographer. Common administrative structures found within a radiology department will be discussed and professional organizations significant to radiology will be explored. Students will also be oriented to the mission of Alvernia University, Reading Hospital School of Health Sciences, and the Medical Imaging Program.

Prerequisites: Not Applicable

Theory Hours: 15 Hours (1.0 credit)

Clinical Hours: Not Applicable

**MI 116 Patient Care & Pharmacology for Medical Imaging Professionals**

This course addresses the basic concepts of patient care within medical imaging and underscores the physical and emotional needs of the patient and family. Ethical and moral implications associated with delivery of care are discussed. Routine and emergency patient care procedures will be addressed as well as infection control procedures utilizing standard precautions. The role of the radiographer in patient education will be identified.

Prerequisites: MI 110: Introduction to Medical Imaging

Theory Hours: 45 Hours (3.0 credits)  
Clinical Hours: Not Applicable

### **MI 120 Radiation Protection & Medical Terminology**

This introductory course provides theory and application to the elements of medical terminology. A word-building system will be introduced, and abbreviations and symbols will be discussed. Also introduced will be an orientation to the understanding of radiographic orders and interpretation of diagnostic reports. Related terminology is addressed. This course will introduce an overview of the principles of radiation protection, including the responsibilities of the radiographer for patients, personnel, and the public. Devices used for protection will be presented. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and healthcare organizations are incorporated. (Mathematics involved)

Prerequisites: MI 110: Introduction to Medical Imaging; MAT 102: Algebra II

Theory Hours: 30 Hours (2.0 credits)  
Clinical Hours: Not applicable

### **MI 132 Imaging Principles & Equipment**

This course establishes the relationship between radiation production and characteristics, radiographic equipment, and factors that govern the image production process. The basic knowledge of atomic structure and terminology, nature and characteristics of radiation, x-ray production, the fundamentals of photon interactions with matter, and the design and function of the radiographic equipment are explored. The concepts of radiographic brightness, contrast, latitude, spatial resolution and distortion are analyzed with respect to how they affect the image production process. Ideal technique formulation and selection, troubleshooting, and error correction is examined. (Mathematics involved)

Prerequisites: MAT 102: Algebra II;  
MI 123: Clinical Seminar I

Theory Hours: 45 Hours (3.0 credits)  
Clinical Hours: Not Applicable

### **MI 237 Medical Image Acquisition & Archival**

This course is designed to impart an understanding of the components, principles, and operation of fluoroscopic and digital imaging systems found in diagnostic radiology. Factors impacting patient safety and image quality including grids and beam restriction are also discussed. Guidelines for selecting exposure factors and evaluating images within an imaging system assist students to idealize image acquisition, display, archiving and retrieval. Principles of quality assurance and maintenance are presented. (Mathematics involved)

Prerequisites: MI 132 Imaging Principles & Equipment; MI 133: Clinical Seminar II

Theory Hours: 60 Hours (4.0 credits)  
Clinical Hours: Not applicable

### **MI 240 Radiation Biology**

This course is designed to provide an overview of the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues, and the body as a whole are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation.

Prerequisites: BIO 107: Human Anatomy & Physiology I; BIO 117: Human Anatomy & Physiology Laboratory I; BIO 108: Human Anatomy & Physiology II; BIO 118: Human Anatomy & Physiology Laboratory II; MI 120: Radiation Protection & Medical Terminology; MI132 Imaging Principles & Equipment

Theory Hours: 30 Hours (2.0 credits)  
Clinical Hours: Not Applicable

### **MI 262 Introduction to Computed Tomography & Cross-Sectional Anatomy**

This course is provided to further continue the study of the gross anatomy of the entire body through cross sectional imaging. Detailed study of gross anatomical structures will be conducted systematically for location, relationship to other

structures, and function. Content will also provide entry-level radiography students with principles related to computed tomography (CT) imaging. Basic principles of linear tomography will be studied in relation to the patient care setting.

Prerequisites: BIO 107: Human Anatomy & Physiology I; BIO 117: Human Anatomy & Physiology Laboratory I; BIO 108: Human Anatomy & Physiology II; BIO 118: Human Anatomy & Physiology Laboratory II; MI 132 Imaging Principles and Equipment; MI 237 Medical Image Acquisition & PACS

Theory Hours: 45 Hours (3.0 credits)

Clinical Hours: Not Applicable

### **MI 277 Achieving & Advancing Professional Standing**

Students prepare for the entry into the profession through a comprehensive review of the curriculum, participation in standardized exams in preparation for the national credentialing examination administered by the American Registry of Radiologic Technologists (ARRT) and investigate a variety of professional growth opportunities. The application process utilized by the ARRT is explained and continuing education requirements for ongoing registry maintenance are discussed. (Mathematics involved)

Prerequisites: MI 263: Clinical Seminar V

Theory Hours: 30 Hours (2.0 credits)

Clinical Hours: Not applicable

### **MI 123 Clinical Seminar I; Clinical Orientation & Chest Radiography**

Clinical Seminar I is designed to support the foundation necessary to perform standard radiographic procedures. The fundamental skills necessary to adapt studies to specific patient needs will be introduced. Chest radiography is introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student.

Prerequisites: BIO 107: Human Anatomy & Physiology I; BIO 117: Human Anatomy & Physiology Laboratory I; MI 110: Introduction to Medical Imaging.

Theory Hours: 15 Hours (1.0 credit)

Clinical Hours: 75 Hours (1.0 credit)

### **MI 133 Clinical Seminar II; Distal Extremities; Abdomen & Advanced Chest Radiography**

Clinical Seminar II is designed to support the foundation necessary to perform standard radiographic procedures. Advanced chest radiography, abdominal radiography, and distal portions of the appendicular skeleton will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student.

Prerequisites: BIO 107: Human Anatomy & Physiology I; BIO 117: Human Anatomy & Physiology Laboratory I; BIO 108: Human Anatomy & Physiology II; BIO 118: Human Anatomy & Physiology Laboratory II; MI 116: Patient Care & Pharmacology for Medical Imaging Professionals; MI 120: Medical Terminology & Radiation Protection; MI 123: Clinical Seminar I

Theory Hours: 30 Hours (2.0 credits)

Clinical Hours: 225 Hours (3.0 credits)

### **MI 238 Clinical Seminar III; Proximal Extremities, Shoulder Girdle, Mobile & Surgical**

Clinical Seminar III is designed to support the foundation necessary to perform standard radiographic procedures. Proximal Extremity, Shoulder Girdle, Mobile/Surgical Radiography, and Trauma Radiography. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student.

Prerequisites: MI 132: Imaging Principles & Equipment; MI 133: Clinical Seminar II

Theory Hours: 30 Hours (2.0 credits)

Clinical Hours: 225 Hours (3.0 credits)

### **MI 243 Clinical Seminar IV; Bony Thorax, Pelvic Girdle & Vertebral Column**

Clinical Seminar IV is designed to support the foundation necessary to perform standard radiographic procedures. Instruction of radiography of the bony thorax, pelvic girdle, and vertebral column will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals.

Prerequisites: MI 237: Medical Image Acquisition and PACS; MI 238: Clinical Seminar III

Theory Hours: 15 Hours (1.0 credits)

Clinical Hours: 225 Hours (3.0 credits)

### **MI 263 Clinical Seminar V; Fluoroscopy and Cranium**

Clinical Seminar V is designed to support the foundation necessary to perform standard radiographic procedures. Instruction of advanced abdominal radiography, fluoroscopy studies, and imaging procedures associated with the cranium will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals.

Prerequisites: MI 243: Clinical Seminar IV

Theory Hours: 45 Hours (3.0 credits)

Clinical Hours: 375 Hours (5.0 credits)

### **MI 278: Clinical Seminar VI; Special Studies & Clinical Proficiencies**

Instruction of specialized radiographic projections and protocols will be included. The skills necessary to adapt studies to specific patient needs will be reinforced. Proficiency in production of optimal diagnostic examinations and radiographic image evaluation will be verified; pathological effects and recommendation for improvement of image quality will be further discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals.

Prerequisites: MI 263: Clinical Seminar V

Theory Hours: not applicable

Clinical Hours: 375 Hours (5.0 credits)

## **4. TEXTBOOK REQUIREMENTS**

Textbooks for each course are listed on the Alvernia University Bookstore website 1-5 weeks before the start of each semester. For More information, contact the Bookstore at 610-796-8250.

## **5. CONTACTING ACADEMIC EDUCATORS**

During normal program hours, students may contact MI program officials by dialing the office phone numbers listed below. All extensions below are serviced by voice mail 24/7.

### **Program Administration**

- |                   |                         |                 |
|-------------------|-------------------------|-----------------|
| • Dr. Debbie Rahn | SHS Director            | 1(484) 628-0201 |
| • Stacy Oskam     | MI Program Director     | 1(484) 628-0235 |
| • Maria Messner   | MI Clinical Coordinator | 1(484) 628-0219 |

### **Faculty**

- |                        |                                    |                 |
|------------------------|------------------------------------|-----------------|
| • Alysha Fromuth       | FT Didactic Fac/Clinical Preceptor | 1(484) 628-0215 |
| • Heather Herb         | FT Didactic Fac/Clinical Preceptor | 1(484) 628-0218 |
| • Christina Wehr       | FT Didactic Fac/Clinical Preceptor | 1(484) 628-0222 |
| • Colleen Mierzejewski | FT Didactic Fac/Clinical Preceptor | 1(484) 628-0217 |
| • Taryn Smith          | FT Didactic Fac/Clinical Preceptor | 1(484) 628-0220 |

### **Program Office**

- |               |                                   |                 |
|---------------|-----------------------------------|-----------------|
| • Cathy James | MI Program Administrative Support | 1(484) 628-0200 |
|---------------|-----------------------------------|-----------------|

## **6. COMPUTER LABORATORY**

Students are encouraged to use the SHS computer lab as a learning resource. Lab hours are posted outside the lab. The lab is closed during exams. An access card (ID badge) is required for entry. Students must follow the posted computer lab guidelines.

Students must complete network access training provided by the SHS Systems Analyst before using hospital computers, including internet and email access.

## **7. LIBRARY FACILITIES**

Students have access to the **Reading Hospital Library**, located on B3 South. For more information on hours and usage guidelines, see [RHSLS Library Services Policy 355](#).

## **8. COURSE EVALUATIONS**

Students play an important role in improving curriculum design and instructional effectiveness. At the end of each course, students are asked to complete a "Course Evaluation".

- Electronic evaluations are distributed via e-mail for completion.
  - Hardcopy evaluations are available upon request if electronic submission is not feasible.
- Evaluation results are anonymous and are provided to the Program Director and Course Faculty
- Faculty review the summary to identify actionable items and develop an action plan for course improvements within the course summary.
- Course summaries and action plans are reviewed during the end-of-semester wrap-up meeting, and feedback is incorporated as appropriate.

- the finalized course summary, including the action plan, is scanned into Q drive after all participating faculty signatures are obtained.

## **9. CLINICAL SEMINAR MANUAL POLICIES RELATED TO ACADEMIC EDUCATION**

All Clinical Seminar Policies can be found in the [Clinical Seminar Manual](#) on Trajecsys or RSHS website. Key policies include:

- Evening (after 4 PM) and Weekend Contact of Program Officials (Clinical)

Reviewed/Revised 8/01, 8/02, 8/03, 8/04, 7/05, 7/06, 8/07, 8/08, 8/09; 8/10; 8/11; 8/12; 1/13; 8/13; 8/14; 10/14; 12/14; 8/15; 12/15; 8/16; 7/17; 12/17; 12/18; 12/19; 1/21; 4/21; 12/21; 1/23; 12/23; 12/24  
Revised 11/25

## MI SECTION VI: CLINICAL EDUCATION

*All topics related to clinical education, clinical requirements and clinical expectations can be found in the current **CLINICAL SEMINAR MANUAL**. Students are expected to reference this document for clinical guidance.*

The [Clinical Seminar Manual](#) can be found on SHS website and Trajecsys.

## MI SECTION VII: GRADING

### **1. MI GRADE & PROGRESSION REQUIREMENTS**

Medical Imaging students must meet specific academic and professional requirements to advance in the program and ultimately graduate. Failure to satisfy any of these requirements will result in academic dismissal from the Medical Imaging Program.

#### **1.1 Grade Requirements**

- Achieve a final grade of **at least 80% in each Medical Imaging course.**
  - The final Medical Imaging (MI) course grade is determined by averaging all unrounded course grades for the semester. Each course grade is recorded to the hundredth (two decimal places) before averaging. The resulting average is then rounded to the nearest whole number to determine the final course grade. The rounded final grade must be at least 80% to meet program requirements.
- Achieve a final grade of at least 75% in each general education course
- Satisfactorily complete all course requirements as indicated in the course syllabus.

#### **1.2 Other Progression Requirements**

- Satisfy all attendance requirements.
- Maintain a satisfactory record of professionalism by accruing no more than 20 professional points.
- Satisfactorily complete all clinical assignments as outlined in the Clinical Seminar Manual.

#### **1.3 Consequences of Not Meeting Requirements**

- Students who fail to meet requirements will not advance to the next semester or level of education.
- Students who do not meet these academic requirements will be dismissed from the Medical Imaging Program for academic failure. Students may apply for readmission in accordance with [RHSHS Readmission Policy 301](#).

### **2. CONDUCT /ATTIRE REQUIREMENTS DURING ACADEMIC TESTING**

Students taking examinations, whether in a classroom or in a private setting, are expected to familiarize themselves with the Academic Integrity Policy. The following rules apply to all classroom and computer lab testing environments. The list below reflects common expectations but is not all inclusive.

#### **2.1 Personal Items**

- The student must place all personal items including backpacks, notebooks, notes, cell phones/electronic devices (including watches/Fitbit/etc.) at the front or back of the room. A single pen/pencil is the only permitted personal item.
- All electronic devices must be stowed away either in the backpack or placed with the proctor and turned off or on silent.
- No food, drink, or edible item is permitted during testing.
- Outerwear such as coats, jackets, hats, or caps may not be worn and must be placed with the proctor or with the backpack.
- Hoods on sweatshirts must remain down.

- Scrap paper provided by the proctor must be returned at the end of the exam with the student's name.
- After submitting exam materials and retrieving personal items, students must exit the room.

### **2.2 Computer-Based Testing (Examsoft/Examplify)**

- If the exam is administered on the computer, the student may use the computer only for the exam. Navigating away from the exam screen is prohibited. Students may not access the ExamSoft/Examplify exam for review once they have left the computer lab.

### **2.3 Leaving the Testing Environment**

- A student may not leave the testing environment for any purpose once the exam has begun. Emergent situations must be reported immediately to the proctor.

### **2.4 Seating**

- If assigned seats or specific seats are designated for exams, students must sit only in designated locations.

### **2.5 Submission of Materials**

- Students must hand in all examination materials, including any scrap paper, to the proctor *prior* to retrieving personal items.

### **2.6 Policy Reminder**

- Students are expected to review the Academic Integrity Policy for further guidance. Any breaches of conduct, including those listed above, will be handled under the Academic Integrity Policy and may result in disciplinary action.

## **3. FACULTY & STUDENT RESPONSIBILITIES**

Medical Imaging faculty and students share responsibility for ensuring accurate grade tracking and course progression.

### **3.1 Faculty Responsibilities:**

- Publish grade calculation plans within each course syllabus.
- Enter periodic and final course grades for MI courses into the student's permanent file using the electronic recordkeeping system. Grades are recorded to the hundredth (two decimal places).
- Notify students of their progress periodically throughout the course.
- Verify that all grade entries accurately reflect the grades earned.

### **3.2 Student Responsibilities:**

- Track ongoing progress in MI courses and verify the accuracy of final grades.
- Report any discrepancies or concerns regarding MI course grades promptly to faculty.

### **3.3 Reference to School Policy:**

- Procedures for grade posting, access to transcripts, deadlines for requesting grade corrections, and the formal grade appeal process follow [RHSHS Grading Policy 305](#). Students are responsible for reviewing their final grades and adhering to all SHS procedures.

## **4. ACCESS TO GRADES**

Students are evaluated by faculty through the use of tests, quizzes, homework, worksheets, research projects, laboratories, competencies, pass/fail performance check-offs, oral presentations, term papers, role-playing, practical and/or computer projects. Students have access to academic grades via WebConnect:

Go to <https://rshs.readinghealth.org/authenticate.php>

- Enter your last name.
- Enter student ID (the six-digit number on the back of your ID card)
- Enter last 4 Digits of Social Security Number

WebConnect Security protection - trying to logon with incorrect information more than 9 times will lock the account. Contact the School of Health Sciences IT Systems Analyst to remove the lock.

Access to academic grades, final grade reports and transcripts is withheld for SHS students who have not met all of their obligations for the completed or upcoming enrolled semesters. These obligations may include, but are not limited to: financial obligations, CPR certification, OSHA, and health records requirements (i.e. TST).

## **5. MI TRANSFER / ADVANCED PLACEMENT**

Transfer of Medical Imaging credit or advanced placement is not permitted due to the absence of standardized curriculum sequencing in radiography programs. For transfer of credit for non-Medical Imaging courses, students must follow the [School of Health Sciences Transfer Credits Policy 304](#).

## **6. COURSE AUDIT OPTION**

Medical Imaging students who are readmitting to the program are encouraged to audit previously completed MI courses to review material and focus on critical skills for upcoming semesters. Auditing students work with faculty to develop a written audit plan, which guides their review and may be refined throughout the course.

For detailed rules regarding course auditing, including eligibility, registration, grading, clinical participation, attendance, and fees, see the [RHSHS Course Audit Policy No 310](#). The process to follow in order to request and set up a successful Medical Imaging course audit follows.

**NOTE:** Requests to audit general education coursework must be submitted to Alvernia University; approval and associated fee structure is at the discretion of that institution.

## **6.1 Auditing Medical Imaging Courses**

1. Students submit a written audit request using the form in [RHSHS Course Audit Policy No 310](#) to the Program Director and faculty involved.
2. The student schedules meetings with course faculty involved to develop a personalized audit plan, which outlines the focus areas and schedule.
  - a. Number of meetings depends on individual student needs.
  - b. Completion of the audit plan is mutually determined by the faculty and student.
3. The final audit plan is signed and dated by the student and participating faculty:
  - a. The original is submitted to the Program Director before the first day of class.
    - i. Upon receipt of the original signed audit plan, the Program Director will notify the SHS Registrar,
    - ii. the Registrar will note the course as AUDIT in GradPro (transcript)
    - iii. the original signed audit plan will be placed in the students permanent file.
  - b. Copies are provided to the student and faculty
4. Students are expected to participate in a manner demonstrating sincere commitment, with faculty guidance to focus on skill and knowledge area.
5. Students may participate in simulations, labs, reviews, and standardized testing, but direct patient care is not permitted.

Reviewed/Revised 8/01, 8/02, 8/03, 8/04, 7/05, 7/06, 8/07, 8/08, 8/09; 8/10; 8/11; 7/12; 12/12; 8/13; 12/14; 3/15; 8/15; 12/15; 8/16; 7/17; 12/17; 12/18; 12/19; 1/21; 4/21; 12/21; 1/23; 12/23; 12/24  
Revised 11/25

# MI SECTION VIII: ADVISEMENT

## **1. STUDENT SUCCESS & ADVISEMENT SUPPORT**

The Medical Imaging Program is committed to providing students with an environment that supports academic, clinical, and professional growth. While students hold primary responsibility for their learning, they are not expected to navigate the program alone. Faculty advisors, clinical instructors, and program leadership work in partnership with students to foster success, develop professional habits, and intervene early when support is needed. The goal of advisement is not only to correct difficulty, but to guide students toward becoming independent, competent, confident professionals.

### **1.1 Exemplary Performance / Strategies for Success**

Students are encouraged to implement the following practices to optimize academic, clinical and professional success:

- Plan and organize academic and clinical responsibilities using a planner or calendar.
- Use course syllabi and clinical schedules to track assignments, deadlines, and competency requirements.
- Arrive prepared for all educational activities and actively engage in learning opportunities.
- Take detailed notes in class, lab and clinical settings
- Submit assignments and clinical documentation on time
- Seek help promptly from faculty or technologists to ensure understanding.
- participate in supplementary clinical time and skills lab practice.
- Utilize recommended educational resources and support services.
- Utilize the non-energized skills lab for additional practice with classmates
- Develop effective study habits: optimize study time, study in distraction-free environments, and maintain adequate rest.
- Balance work, school and personal responsibilities effectively.
- Implement faculty recommendations for improvement and success!

**Note:** Incorporating these strategies supports progression through the program and reduces the need for formal advisement related to performance concerns.

## **2. INFORMAL ADVISEMENT**

The staff and faculty of the school maintain an open-door policy regarding communication with enrolled students. Informal advisement sessions (clinical group meetings, individual advisement sessions) are held at the request of students, faculty or staff to reinforce areas of strength and address areas of concern promptly.

## **3. FORMAL ACADEMIC & CLINICAL ADVISEMENT PROGRAM**

### **3.1 Purpose**

The Medical Imaging (MI) Program's formal academic and clinical advisement program provides structured faculty mentorship to support student success. Advisement promotes reflective practice, early

identification of academic, clinical, or professional concerns, and intentional planning to support student progression and professional development.

### **3.2 Procedure**

- The MI Program Director and/or Clinical Coordinator assigns each student a faculty advisor.
- Advisor assignments remain in place for the duration of the program. Requests for reassignment will only be considered under exceptional circumstances and must be submitted in writing to the Program Director. Reassignments may also be made at the discretion of the Program.
- The formal advisement process consists of reflection-based advisement activities each semester, including:
  - Completion of a required Mid-Semester Reflection Form
  - Completion of a required End-of-Semester Reflection Form
  - A mandatory individual advisement meeting at mid-semester
  - A group advisement meeting at the end of the semester
  - Individual end-of-semester advisement meetings when requested by the student or recommended by faculty
- Conferences outside of required meetings can be initiated by either the advisor or the student.

### **3.3 Objectives**

- Encourage students to reflect on academic performance, clinical progress, and professional behaviors.
- Promote early identification of challenges that may impact student success.
- Support student goal setting and planning for ongoing academic and clinical progression.
- Provide guidance, intervention, and referral to appropriate academic, clinical, or student support resources when indicated.

### **3.4 Student Responsibilities**

- The student is responsible for accepting ownership of his/her academic, clinical and professional success and for actively participating in the advisement process.
- The student is required to complete the Mid-Semester and End-of-Semester Reflection Forms by the published deadlines each semester.
- The student is required to attend the scheduled mid-semester individual advisement meeting and to come prepared, including providing current course grades as requested.
- Participation in the end-of-semester group advisement meeting is expected.
- Students may request an individual end-of-semester advisement meeting if they desire additional support or discussion.
- Students should contact their faculty advisor at any time if they:
  - Experience academic or clinical difficulty, including:
    - a course average or specific course requirement average of 82% or below in a current MI course
    - a course average of 77% or below in a current AU course
    - receipt of a formal written clinical advisement

- Are considering withdrawing from a course or the program.
- Experience personal concerns affecting academic or clinical performance.
- Seek guidance regarding career paths, advanced modalities or further education.

### **3.5 Faculty Guidelines**

- Provide an electronic welcome communication to incoming advisees that includes contact information.
- Meet with incoming advisees during orientation week.
- E-mail all returning advisees by week two of each semester to establish personal contact.
- Conduct mandatory individual mid-semester advisement meetings with all advisees to support timely identification of academic, clinical, or professional concerns. These meetings are used to:
  - Discuss academic and clinical progress
  - Review professionalism expectations and advisement levels, when applicable
  - Identify concerns, interventions, and follow-up plans
  - Complete required faculty advisement documentation within the faculty section of the Mid-Semester Reflection Form.

Meetings should occur within the mid-semester period, generally between:

- Weeks 7-10 during the Fall/Spring Semesters
- Weeks 5-8 during the Summer Semester
- Review End-of-Semester Reflection Forms and participate in or facilitate end-of-semester group advisement meetings focused on program expectations, professional development, and progression planning.
- Conduct individual end-of-semester advisement meetings when requested by the student or when faculty determine additional support is necessary.
- Monitor student academic and clinical performance for early indicators of concern, including:
  - a course average or specific course requirement average of 82% or below in a current MI course
  - a course average of 77% or below in a current AU course (as posted on WebConnect)
  - receipt of a formal written clinical advisement
- Make appropriate referrals to additional services when indicated.
- Maintain confidentiality regarding student information unless a “need to know” exists to protect the safety/welfare of the student or others.
- Recognize professional limitations related to counseling and refer students to appropriate resources when needed. Student consent is not required when safety/welfare concerns are present.
- Refer significant issues requiring administrative action to the Program Director.

## **4. PERFORMANCE CONCERNS, ACADEMIC ADVISEMENT AND CLINICAL ADVISEMENT**

Students are expected to demonstrate mastery of required material:

- **Academic:** ≥80% in MI courses; ≥75% in general education courses (see Grading Policies)

- **Clinical:** Mastery of skills and satisfactory performance in all clinical assignments per Clinical Seminar Manual

When performance indicates expectations may not be met, faculty will initiate advisement using a progressive, stepwise approach:

**4.1 Academic Advisement**

- Faculty notify students whose current performance places them at risk of failing
- Advisement may be verbal, electronic, or written
- Students with course averages <84% in MI courses or <79% in general education courses will receive notification and recommendations for improvement
- Faculty provide:
  - Status report of academic progress
  - Specific areas needing improvement
  - Suggested strategies for improvement
  - Timelines for achieving required progress
- Follow-up advisement occurs until improvement is demonstrated
- Failure to meet minimum course requirements results in:
  - Course failure
  - Ineligibility to advance to the next semester
  - Dismissal from the program (academic failure)

**4.2 Clinical Advisement**

Students receive ongoing feedback via Technologist Feedback on Student Performance forms, Clinical Competency Evaluations, Re-check/Terminal Proficiency Evaluations, Clinical Seminar Progress Reports / Final Evaluations, Positioning Skills Labs (PSL’s), Faculty observation during clinical assignments and labs, Positioning Skills Assessments (PSA’s), Trail Evaluations, and Formal and Informal Advisement sessions.

***Progressive clinical advisement steps:***

<b>Verbal Advisement (with electronic summary)</b>	<b>Written Formal Advisement</b>	<b>Clinical Failure/Unsatisfactory</b>
- Performance inconsistent. Progression toward mastery of course objective(s) is not occurring.  - Identifies performance inconsistencies and sets improvement goals	-Performance continues to be inconsistent and progression toward mastery of course objectives is not occurring. Improvement not demonstrated within timeframe established.  -Issued if improvement is insufficient; includes clear expectations and timeframe	-Performance inconsistent throughout semester with no improvement demonstrated by end of semester. Student did not satisfactorily meet course objective(s).  -Issued if goals are not met; results in course failure

### **4.3 Triggers for Advisement**

Advisement may be initiated when:

- Performance is inconsistent or below standard in MI coursework or clinical assignments
- Clinical Seminar clinical average falls below 80%
- Unsatisfactory rating on mid-semester Clinical Seminar Progress Report
- Inability to perform previously demonstrated competencies
- Receipt of formal clinical advisement or other documented concerns

Students receiving formal clinical advisement:

- Remain under direct supervision of a qualified radiographer until improvement is demonstrated
- Complete assigned individualized Re-Check Competencies with FT Didactic Faculty/Clinical Preceptor

These practices must be followed until improvements have been demonstrated and are considered in good standing.

### **4.4 Documentation and Follow-Up**

- All advisements are documented, including verbal advisement summaries, formal written advisements, and corrective action plans
- Faculty and students collaborate to monitor progress and revise action plans if necessary
- Multiple formal advisements may lead to program dismissal

## **5. DISCIPLINARY ACTIONS AND ADVISEMENT**

- Students are expected to follow all components of the [School of Health Sciences Conduct Policy No 334](#)
- Program-level disciplinary matters, including warnings, probation, suspension, or dismissal, will be handled in accordance with SHS and Reading Hospital policies.
- Infractions not explicitly addressed in the Handbook will be reviewed by the Program Director, who will determine appropriate action.
- Performance or conduct resulting in multiple written formal advisements (academic, clinical, professional, or disciplinary) may result in program dismissal.
- Disciplinary advisements are integrated into the overall advisement process, and students will be notified of concerns and recommended corrective actions.

## **6. CLINICAL SEMINAR MANUAL POLICIES RELATED TO ADVISEMENT**

All Clinical Seminar Policies can be found in the [Clinical Seminar Manual](#) on Trajecsys or RHSHS website. Key policies include:

- Clinical Seminar Progress Report/Final Evaluation
- Clinical Competency Evaluations

Reviewed/Revised 8/01, 8/02, 8/03, 8/04, 7/05, 7/06, 8/07, 8/08, 8/09; 8/10; 8/11; 8/12; 11/12; 8/13; 8/14; 12/14; 8/15; 12/15; 8/16; 7/17; 12/17; 12/18; 12/19; 1/21; 4/21; 12/21/ 12/23; 1/24; 4/24; 12/24

Revised 11/25; 4/2026

# MI SECTION IX: GRADUATION

## **1. GRADUATION REQUIREMENTS**

To receive the Reading Hospital School of Health Sciences Medical Imaging Program certificate of completion and be eligible to participate in the graduation ceremony, students must meet the following requirements:

1. Satisfactorily complete all academic and clinical coursework as outlined in the MI Grade & Progression Requirements (Section VII: Grading).
2. Achieve minimum grade as required per the MI Grade & Progression Requirements - Section VII: Grading. ( $\geq 80\%$  MI courses,  $\geq 75\%$  general education courses).
3. Fulfill all attendance (routine or extended absences) and professional conduct requirements.
4. Complete all clinical assignment requirements and required competencies.
5. Return all items as requested, including:
  - ID badge
  - Lead markers
  - radiation monitoring device
  - response clickers
  - Vocera
  - Keys
  - Loaned textbooks or other materials
  - Remit all financial obligations
  - Complete required Exit Interviews (Program and Financial Aid as applicable)
  - Satisfy Residence Hall move-out check off (if applicable).

*Note: Eligibility to participate in the Spring SHS graduation ceremony is contingent upon satisfactory completion of all requirements by the deadlines outlined in course syllabi.*

## **2. NATIONAL CERTIFICATION ELIGIBILITY**

Graduates must meet the following to be eligible for national certification by the **American Registry of Radiologic Technologists (ARRT)**:

1. Completion of an educational program accredited by a mechanism acceptable to the ARRT within the past three years (RHSHS Medical Imaging Program meets this requirement).
2. Completion of an academic degree (Completion of Alvernia University's Associate of Science in Medical Imaging satisfies this requirement).

### **2.1 Dual Enrollment Affiliation with Alvernia University**

RHSHS has a dual enrollment agreement with Alvernia University. Through a dual enrollment agreement, students who enroll in the hospital-based Medical Imaging Program offered at Reading Hospital School of Health Sciences will simultaneously enroll in Alvernia University's Associate of Science in Medical Imaging degree program. Dually enrolled students who successfully complete all aspects of Reading Hospital School of Health Sciences Medical Imaging curriculum are eligible to graduate with two awards, each conferred by their respective institution:

- A certificate of completion in Medical Imaging from Reading Hospital School of Health Sciences and
- An Associate of Science in Medical Imaging from Alvernia University.

**Note:** Dually enrolled students must satisfy all requirements of both RHSHS and Alvernia University to maintain eligibility for ARRT certification.

### **3. REFERENCE TO PROGRESSION REQUIREMENTS**

Students are responsible for meeting all progression requirements outlined in the MI Grade & Progression Requirements (Section VII: Grading). Failure to meet these requirements will result in dismissal and will prevent eligibility for graduation and/or certification.

### **4. AWARDS**

#### **4.1 Highest Scholastic Average**

Awarded to the MI student with the highest overall academic average across the 27-month program. The recipient receives a monetary award and is recognized on a permanent plaque in the School of Health Sciences.

#### **4.2 Outstanding Clinical Performance**

This distinction is awarded to the MI student with the highest clinical average (excluding academic grades such as exams, quizzes, and written assignments) over the last five semesters (beginning with the third semester). Recipients receive a monetary award, and their achievement is recognized on a permanent plaque at the School of Health Sciences.

#### **4.3 Beth Miller Memorial Award for Excellence in Interventional Radiology Patient Care**

*Sponsor: Beth Miller Memorial Committee;  
Application Required*

This award honors Beth Miller, R.T. (R), a 1988 graduate of the Reading Hospital School of Radiologic Technology and longtime Interventional Radiology technologist, by recognizing a Medical Imaging student who demonstrated exceptional patient care during interventional radiography procedures.

#### **Award Criteria:**

Committee members decide on the annual award recipient using very specific criteria. These criteria were selected by the award founders because they best reflect Beth and her ethics in the workplace and include:

- Exhibits empathy and compassion for patients.
- Provides physical comfort
- Instills comfort and communicates effectively
- Offers assistance to staff.
- Utilizes time constructively and productively.
- Assumes responsibility for his/her actions.

**Eligibility:**

Open to students who have completed an Interventional Radiology clinical assignment and have consistently maintained acceptable academic, clinical, attendance and conduct standing throughout the program.

**Application:**

Students must submit a completed application and essay by **March 15**. Incomplete or illegible applications will not be considered.

- Print a hardcopy of application form (2 pages) and legibly complete all fields.
- Submit completed application form to RSHS Medical Imaging Program Director
- Submit essay requirement to Interventional Radiology (R-1); Attn: Stefanie Kubitz or via e-mail [stefanie.kubitz@towerhealth.org](mailto:stefanie.kubitz@towerhealth.org)

Note: Deadline will only be extended for students whose Interventional Radiology clinical assignment is scheduled by the program after March 15<sup>th</sup>.

**Recognition:**

The recipient's name is added to a permanent plaque in the Medical Imaging Skills Laboratory Suite, and a modest monetary award is presented.

## Beth Miller Memorial Award for Excellence in IR Patient Care

page 1 of 2

### Applicant Information

*Student Name/Date:*

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*SHS ID number:*

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### Verification of Eligibility

As of the date of signature below, I verify this candidate has completed an interventional clinical assignment and has maintained acceptable clinical, academic, attendance and conduct performance throughout the Medical Imaging Program and is eligible to submit an application to the Beth Miller Memorial Award Committee for consideration of the Beth Miller Award for Excellence in IR Patient Care.

*MI Program Director Signature/Date:*

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### Essay Requirement:

Submit a typed, one to two paragraph response to each of the following.

- **Identify and explain 2 procedures that you observed during your IR clinical assignment?**
- **What is the role of an Interventional Radiologic technologist in an IR setting?**

Responses must be delivered by the applicant either personally or via interdepartmental mail to Interventional Radiology (R-1) to Stefanie Kubitz.

### Applicant Signature

**I wish to be considered for receipt of the Beth Miller Memorial Award for Excellence in IR Patient Care. I understand that all components of my application will be evaluated by members of the award committee as the candidate of choice is selected.**

*Applicant Signature/Date:*

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**Beth Miller Memorial Award for Excellence in IR Patient Care**

page 2 of 2

**Authorization / Release of Records:**

**Records to be released:**

IR Technologist Feedback Form(s)

**Records to be released to:**

Beth Miller Memorial Committee  
c/o Interventional Radiology (R-1)  
Attention: Stefanie Kubitz

I request that the Reading Hospital School of Health Sciences Medical Imaging Program's Registrar and Clinical Coordinator or their designee release the records listed above so I may be considered Beth Miller Memorial Award. These records may be released via inter-organizational email.

*Applicant Signature/Date:*

\_\_\_\_\_

**School of Health Sciences Admin Use Only:**

IR Tech Feedback Form released:

*Clinical Coordinator (or designee) Signature/Date:*

\_\_\_\_\_

Electronic copy of application including all signatures was sent to applicant within 10 business days of the CC release of records date (see directly above).

*Registrar (or designee) Signature/Date:*

\_\_\_\_\_

#### **4.4 West Reading Radiology Award for Exemplary Professionalism**

*Sponsor: West Reading Radiology (WRR)*

*Application Required*

This award recognizes the graduating MI student who consistently demonstrates exemplary professionalism with patients, families and colleagues. It is sponsored, determined and presented by members of West Reading Radiology (WRR). WRR is the premier provider of diagnostic imaging services to Berks County and surrounding communities. This physician group of radiology specialists has supported the education of medical imaging professionals within the Reading Hospital Department of Radiology since 1946.

##### **Award Criteria:**

- Professionalism, motivation and safety skills as documented on Clinical Seminar Progress Reports/Final Evaluations
- Overall clinical and academic Grades
- Observations by WRR personnel and RH Radiology Supervisors
- Program Director (or designee) verification that conduct consistent with professional practice was demonstrated across all components of the program (academic, clinical, attendance and general conduct)

##### **Eligibility:**

Open to students with acceptable academic, clinical, attendance, and conduct standing.

##### **Application:**

Submit a completed application form by March 15. Incomplete or illegible forms will not be considered.

- Print a hardcopy of application form (2 pages) and legibly complete all fields.
- Submit completed application form to RSHHS Medical Imaging Program Director

## West Reading Radiology Award for Exemplary Professionalism

page 1 of 2

### Applicant Information

*Student Name/Date:*

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*SHS ID number:*

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### Verification of Eligibility

As of the date of signature below, I verify this candidate has maintained acceptable clinical, academic, attendance and conduct performance throughout the Medical Imaging Program and is eligible to submit an application to the WRR Award Committee for consideration of the West Reading Radiology Award for Exemplary Professionalism.

*Program Director Signature/Date:*

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### Applicant Signature

**I wish to be considered for receipt of the West Reading Radiology Award for Exemplary Professionalism. I understand that all components of my application will be evaluated by members of the award committee as the candidate of choice is selected.**

*Applicant Signature/Date:*

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## West Reading Radiology Award for Exemplary Professionalism

page 2 of 2

### Authorization / Release of Records:

#### **Records to be released:**

- Clinical Seminar Progress Reports/Final Evaluations
  - MI 243 End of Semester Clinical Seminar Final Evaluation
  - MI 263 End of Semester Clinical Seminar Final Evaluation
  - MI 278 Mid Semester Clinical Seminar Progress Report
- Transcript demonstrating academic and clinical grades

#### **Records to be released to:**

WRR Award Committee  
301 S. 7<sup>th</sup> Ave; Suite 135  
West Reading, PA 19611  
Attention: Radiologist Assistants

I request that the Reading Hospital School of Health Sciences Medical Imaging Program's Registrar and Clinical Coordinator or their designees release the records listed above so I may be considered for the WRR Award for Exemplary Professionalism. These records may be released via inter-organizational email.

*Applicant Signature/Date:*

---

### School of Health Sciences Admin Use Only:

Clinical Seminar Progress Reports/Final Evaluations released:

*Clinical Coordinator (or designee) Signature/Date:*

---

Transcript released:

*Registrar (or designee) Signature/Date:*

---

Electronic copy of application including all signatures was sent to applicant within 10 business days of the latest release of records date above.

*Registrar (or designee) Signature/Date:*

---

#### **4.5 Clinical Staff Teaching Award**

This award recognizes a technologist who demonstrates excellence in teaching students in the clinical setting. Nominations are made by fulltime MI Program faculty based on feedback received by students, verified by the System Administrative Director of Radiology, and the final recipient is selected by Level II student vote.

##### **Award Criteria:**

The award is presented to the individual students have selected as the technologist most reflecting the following attributes:

1. Enjoys teaching students.
2. Demonstrates enthusiasm about their radiography career.
3. Promotes teamwork between students and staff.
4. Helps to integrate classroom learning when performing clinical procedures.
5. Provides an educational environment that encourages and facilitates discussion.
6. Encourages and answers questions.
7. Demonstrates knowledge and self-confidence.
8. Displays a professional manner in the clinical setting.
9. Provides effective and accurate instruction in imaging techniques.
10. Creates appropriate opportunities to perform procedures, as patient care needs permit.
11. Encourages students to meet their clinical goals.
12. Assists students in the achievement of their full potential.
13. Serves as a positive role model.
14. Is ethical and compassionate when interacting with patients, students, and staff.

##### **Recognition:**

The recipient's name is engraved on a plaque displayed in the Medical Imaging Skills Lab Suite. The student body may also contribute to a gift or token at their own expense.

**BALLOT for CLINICAL STAFF TEACHING AWARD**

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**Supervisor/Staff Technologist**

The technologist identified above has earned this award by consistently demonstrating the following behaviors.

1. Enjoys teaching students; promotes teamwork between students and staff; provides an educational environment that encourages and facilitates discussion; encourages and answers questions; is enthusiastic about their chosen career.

Examples \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Helps to integrate classroom learning when performing clinical procedures; provides effective and accurate instruction in imaging techniques; encourages students to meet their clinical goals; assists students in the achievement of their full potential.

Examples \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Serves as a positive role model; is ethical and compassionate when interacting with patients and staff. Is knowledgeable and self-confident; displays a professional manner in the clinical setting; allows appropriate opportunities to perform procedures (as schedule permits).

Examples \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reviewed/Revised 8/01, 8/02, 8/03, 8/04, 7/05, 7/06, 8/07, 8/08, 8/09; 8/10; 8/11; 8/12; 10/12; 8/13; 8/14; 12/14; 4/15; 8/15; 12/15; 8/16; 9/17; 12/17; 12/18; 12/19; 1/21; 12/21; 12/22; 2/23; 12/23; 12/24  
Revised 12/25

**READING HOSPITAL SCHOOL of HEALTH SCIENCES  
MEDICAL IMAGING PROGRAM**

**STATEMENT OF UNDERSTANDING & HANDBOOK ACKNOWLEDGEMENT**

**Student Name (Print):** \_\_\_\_\_

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**Acknowledgment of Handbook, Policies, and Curriculum Changes**

**Initial**

**Statement**

\_\_\_\_\_ I acknowledge that I have received access to the Medical Imaging Program Handbook via the website and understand that a hardcopy is available upon request. I accept responsibility for reviewing and complying with its contents.

\_\_\_\_\_ I acknowledge that, in addition to the Program Handbook, I am responsible for reviewing and complying with all School of Health Sciences (SHS) policies and procedures, accessible through the SHS website and official communications.

\_\_\_\_\_ I understand that the Program Handbook, SHS policies, and the Medical Imaging Program curriculum may be altered, amended, changed, or modified as necessary. I further understand that any such changes will be communicated to me and that I may be required to acknowledge or sign off on updates as appropriate.

\_\_\_\_\_ I acknowledge that the policies, procedures, and curriculum requirements currently in effect—including any communicated updates—are binding throughout my enrollment in the 27-month Medical Imaging Program. I further understand that violations of these policies may result in disciplinary action, up to and including termination of enrollment.

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

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