# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **MEDI 255 Patient Care Interventions for Allied health** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Eric Hall** | [Home department](#home_dept) | **Biology/Health Sciences** | | |
| A.4. [Context and Rationale](#Rationale) | **The Medical Imaging Program has undergone a series of growth-related changes since its inception. Today, the BS in Medical Imaging has 6 possible concentrations including Certified Medical Imager Computed Tomography, Certified Medical Imager Management, Diagnostic Medical Sonography (DMS), Magnetic Resonance Imaging (MRI), Nuclear Medicine Technology (NMT) and Radiologic Technology (RT). The first two concentrations require prior certification (licensure) in RT, DMS, MRI or NMT. The latter 4 concentrations are open to the RIC student population but the require a number of prerequisite courses and a formal application for acceptance into the clinical program which leads to their professional credentialing. The clinical program is offered in collaboration with the Lifespan School of Medical Imaging (LSMI; 335R Prairie Ave., Providence, RI).**  **Currently, students applying for RT submit their applications in January of each year, they are interviewed in February or March and, if accepted, begin their clinical experience at LSMI in June. This means that they apply before the beginning of the Spring semester but they don’t start in clinicals until June. At this time students don’t need to complete all of the prerequisite courses before they apply because they can complete some courses during that spring semester.**  **Students applying for DMS, MRI or NMT apply in July and don’t start clinicals until the following Spring semester. They can complete missing coursework in the Fall semester after they apply.**  **The clinical faculty have come to realize that the shorter clinical programs currently required for DMS, MRI and NMT create challenges for the students in adapting to working in the medical setting. Furthermore, all of the acceptances to these programs must be conditional based upon the satisfactory completion of the courses that students may be enrolled in during the semester between application and program start.**  **The series of proposals which we are currently submitting represent a major reorganization of this system. We wish to shift the application deadline to May of each year for all four concentrations, accept students in the summer and have them begin their clinical experience immediately that Fall. This means that we need to shorten the RT program to eliminate the first 4.5 credit summer courses and lengthen the DMS, MRI and NMT concentrations to give students a slower introduction to the clinical environment. In all concentrations it also means that ALL prerequisite courses must be completed before students apply. These changes have already been approved by the JRCERT (Joint Review Commission on Education in Radiologic Technology) and the appropriate national accreditors for DMS, MRI and NMT.**  **MEDI 255 will more accurately reflect the general theme of Medical Imaging and applicability to all concentrations. This course must be completed by current students who will start in in the clinical programs for DMS, MRI and NMT as well as RT in the Fall of 2019 and after. This new course will be half a credit more than the old RADT 255 that it will eventually be replacing, to include additional materials.** | | | | |
| A.5. [Student impact](#student_impact) | **This course provides important content and experience in caring for patients in a clinical setting. Issues and good practices that are common for all concentrations.** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **NA** | | | |
| [*Library*:](#library) | **NA** | | | |
| [*Technology*](#technology) | **NA** | | | |
| [*Facilities*](#facilities): | **NA** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **MEDI 255** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Patient Care Interventions for Allied Health** |
| B.4. [Course description](#description) |  | Includes patient interactions, history taking, recording vital signs, transport, immobilization, and infection control. An introduction to pharmacology, contrast media, and medical emergencies will be included. |
| B.5. [Prerequisite(s)](#prereqs) |  | **RADT 201 or MEDI 201, and admission to a Medical Imaging Clinical Program** |
| B.6. [Offered](#Offered) |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  | **1.5** |
| B.8. [Credit hours](#credits) |  | **1.5** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Lecture** | **Lecture** |
| B.12.[Categories](#required) | **Required for major/minor** | **Required for major/minor** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **| NO |**  **category:** | **| NO |**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) | **Exams**  **Class Work** | **Exams**  **Class Work** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any | Please add a notation in the catalog course description: “For students admitted after Fall, 2017” | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| * Identify methods for determining the correct patient for a given procedure. * Explain good communication skills. * Demonstrate correct principles of body mechanics applicable to patient care. * Demonstrate techniques for specific types of patient transfer. * Describe specific patient safety measures and concerns. * Explain the purpose, legal considerations and procedures for incident reporting. * Describe vital signs used to assess patient condition. * Define terms related to infection control. * Describe the importance of standard precautions and isolation procedures, including sources and modes of transmission of infection and disease and institutional control procedures. * Identify symptoms related to specific emergency situations. * Explain the age specific considerations necessary when performing radiographic procedures. * Identify symptoms related to specific emergency situations. * Explain the role of the radiographer in patient education. * Identify specific types of tubes, lines, catheters. * Outline the steps in the operation of oxygen equipment and demonstrate proper use. * Outline the steps in the operation and maintenance of suction equipment. * Describe the symptoms and medical interventions for a patient with a contrast agent reaction. * Describe the procedure for producing diagnostic images in the surgical suite. * Describe the desirable qualities of a good patient interviewer. * Describe the importance of clarifying the chief complaint. * State the purpose of contrast media. * Name the general types of contrast media used for specific radiographic procedures. * Recognize clinical symptoms of adverse reactions to iodinated contrast media and the level of treatment required. * Know the five rights and the appropriate areas for drug administration. * Recognize the correct drug administration routes. * Recognize the various classifications of drugs. * Describe the actions, indications, and precautions related to various drugs. * Apply the word-building process. * Interpret medical abbreviations and symbols. |  | Each course outcome will be measured through quiz and/or examination grade. |
|  |  | Click Tab from here to add rows |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week:** | **Lecture:** | **Chapter** | **Assignment** | **Comments:** | | 1 | Review syllabus  Human diversity  Patient interactions | Ch. 10 |  |  | | 2 | Patient interactions  History taking | Ch. 11, 12 |  |  | | 3 | Safe patient movement and handling techniques  Immobilization techniques | Ch. 13, 14 |  |  | | 4 | Simulation lab |  |  | Sim Lab  See posted schedule | | 5 | Vital signs, oxygen, chest tubes, and lines | Ch. 15 | EXAM #1  Ch. 10-14 |  | | 6 | Basic cardiac monitoring: The electrocardiogram | Ch. 16 |  |  | | 7 | Infection control | Ch. 17 | EXAM #2  Ch. 15-16 |  | | 8 | 2 lectures – Infection Control Dept. | Ch. 17 |  |  | | 9 | Aseptic techniques | Ch. 18 |  |  | | 10 | Non-aseptic techniques | Ch. 19 |  |  | | 11 | Medical emergencies | Ch. 20 | EXAM #3  Ch. 17-19 |  | | 12 | Pharmacology | Ch. 21 |  |  | | 13 | Principles of drug administration | Ch. 22 |  | Venipuncture labs (RT only)  See posted schedule | | 14 | Contrast media and introduction to radiopharmaceuticals | Ch. 23 |  | Venipuncture practicum | | 15 | Review for final exam |  | EXAM #4  Ch. 20-23 |  | | 16 | FINAL EXAM |  | FINAL EXAM |  | |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Eric Hall | Program Director of Medical Imaging |  |  |
| Rebeka Merson | Chair of Biology |  |  |
| Earl Simson | Dean of FAS |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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