# 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) | **MRI 301 Introduction to magnetic resonance imaging** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: revision |**  |
| A.3. [Originator](#Originator) | **Eric Hall** | [Home department](#home_dept) | **Biology/Health Sciences** |
| A.4. [Context and Rationale](#Rationale)  | **The reorganization of the BS in Medical Imaging, Magnetic Resonance Imaging degree requires the shifting of some content into the new MEDI 202 course and redistribution of the credits. We are proposing to change NMT 301 from 5 credits to 3 credits as some of its content will now be taught in MEDI 202. We are also adding in RADT 201 or MEDI 201 as a prerequisite.** |
| A.5. [Student impact](#student_impact) | **This course represents an effort to spread some of the MRI content over an additional semester. The benefit to the students is more time to adjust to working in the clinical environment.** |
| 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) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **MRI 301** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Introduction to Magnetic Resonance Imaging** |  |
| B.4. [Course description](#description)  |  |  |
| B.5. [Prerequisite(s)](#prereqs) | **Acceptance into the MRI clinical program.** | **RADT 201 or MEDI 201 and admission into the MRI Clinical Program** |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  | **5** | **3** |
| B.8. [Credit hours](#credits) | **5** | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? |  |  |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  |  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| 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)**?** |
| --- | --- | --- |
| **Introduction to MRI Segment Objectives:*** Understand the historical development leading to MRI.
* Understand the basic physics, instrumentation, imaging, image weighting, and basic protocols and parameters utilized in MRI.
* Understand and demonstrate thorough knowledge in MRI safety with regards to patients, MRI scan room, equipment, and contrast administration.
* Discuss MRI safety Zones I, II, III, and IV.
* Discuss MRI safe, unsafe and conditional.
* Navigate [www.mrisafety.com](http://www.mrisafety.com)
* Become familiar with various MRI organizations and societies.

**Venipuncture Segment Objectives:*** Describe goals of IV and IM therapy.
* List types of IV and IM solutions.
* Describe routes of administration.
* Describe the “Rights” of medication administration.
* Describe types of central catheters.
* Locate common veins for venipuncture.
* Describe methods of IV and IM administration.
* List supplies and equipment needed for venipuncture.
* Describe methods for distending a vein.
* Describe proper aseptic skin preparation.
* List steps in performing venipuncture.
* Describe complications of IV and IM therapy.
* Practice venipuncture techniques after demonstration (IV, IM, butterfly).
* Complete practical exam on IV and IM training arm (IV, IM,).
* Successfully obtain clinical competencies following hospital protocol.

The following objectives are being removed and will be covered in MEDI 202 and 255:**Introduction to Medical Imaging Course Objectives:*** Describe the discovery of x-rays.
* Define terms related to radiologic technology.
* Identify various specialties within the radiology department.
* Describe career opportunities within the profession of radiologic technology.
* Describe the professional organizations associated with nuclear medicine.
* Define accreditation, credentialing, certification, registration and licensure.
* Describe the difference between programmatic and institutional accreditation.
* Discuss continuing education requirements.
* List inside and outside customers served by a health care facility.
* Define critical thinking and problem solving.
* List factors that hinder critical thinking.
* Apply the steps involved in problem solving.
* Analyze and determine appropriate actions for situations that require critical thinking.
* Explain what is meant by moment of truth.
* Outline a customer service cycle for a radiology exam.
* Define terms that relate to clinical education.
* Describe methods of assessment that can be used to measure cognitive, psychomotor and affective aspects of clinical education.
* Explain what is meant by clinical competency evaluation.
* Provide overview of the administration of a hospital radiology department.
* Describe role of hospital and radiology administrator.
* Identify sources of ionizing radiation.
* Describe units used to measure radiation.
* List permissible limits of exposure for occupational and nonoccupational workers.
* Discuss ALARA.
* Discuss radiation protection methods.
* Describe role of technologist in taking patient clinical histories.
* Describe desirable qualities of a good patient interviewer.
* Differentiate the systems of ethics, law and morals.
* Describe how health record documentation affects health care facilities and physician reimbursements.
* Describe prospective payment system, including diagnosis related groups and coding.
* Differentiate between confidential and nonconfidential information.
* Discuss procedure for correcting or amending documentation errors in a patient health record.
* Discuss patient consent and its significance.
* Describe standard of care, torts and negligence.
* Define res ipsa loquitur and respondent superior.
* Describe basic research methods.
* State purpose of contrast media.
* Compare negative and positive contrast media agents.
* Recognize clinical symptoms of adverse reactions to iodinated contrast media to the level of treatment required.
* Describe electronic medical record and hospital information systems.
* Describe picture archiving and communications System (PACS)
* Differentiate types of radiation: ultrasound, particulate, and electromagnetic radiation.
* Define energy, frequency and wavelength of a waveform
* Understand radiation protection guidelines
* Explain function of a CPU and basics about computer memory and storage.

**Medical Terminology Course Objectives:*** Following the completion of this course, the student will be able to give examples of medical terms and their origins, and given medical terms will be able to separate and define each according to its basic root.
* Students will be able to change each term to adjective and adverb form as well as translate medical words into common language a patient could understand.
* Students will also be able to correctly pronounce all terms and correctly change from singular to pleural, as well as recognize and provide non -medical definitions for medical abbreviations and symbols.
 |  | Objectives will be assessed through examination. |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Topic 1
	1. Subtopic 1a
	2. Subtopic 1b etc.

2) Topic 2 etc. |

## 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 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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