



INSTRUCTIONAL PACKAGE

RAD 205-

Radiographic Pathology

201720

Spring2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201720

COURSE PREFIX: RAD 205-

COURSE TITLE: Radiographic Pathology

CONTACT HOURS: 2 Lecture

CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

This is a required course for the senior radiology student. Recognizing radiographic pathology and adjusting technique is an important aspect of everyday patient care.

COURSE DESCRIPTION:

This course provides a survey of disease processes significant to the radiographer, including etiology, diagnosis, prognosis and treatment.

PREREQUISITES/CO-REQUISITES:

RAD 136

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

1. Comprehensive Radiographic Pathology- 6th edition
By Ronald L. Eisenberg and Nancy C. Johnson ISBN- 978-0-323-07847-4
2. Comprehensive Radiographic Pathology Workbook- 6th edition
ISBN- 978-0-323-07849-8

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module #1- Week 1-4

Materials Covered: Textbook- Ch 1 (Introduction to Pathology),
Ch 2 (Specialized Imaging Techniques)- Ch 3 (Respiratory System)and Workbook

*Assessment(s): Complete class/workbook review activity.
Unit Test

Learning Outcomes:

1. Classify the more common diseases in terms of their attenuation to x-rays.
2. Explain the changes in technical factors required for obtaining optimal quality radiographic images.
3. Differentiate inflammation, edema, infarction, hemorrhage and neoplasia.
4. Describe precautions necessary when taking radiographs of patient with any body fluid precaution.
5. Review specialized imaging techniques not commonly performed in the diagnostic arena.
6. Locate placement of various medical tubes and lines
7. Describe the anatomy and the physiology of the respiratory system
8. Differentiate the more common diseases affecting the respiratory system and their radiographic manifestation.
9. Describe necessary position modifications for pathologic processes.
10. Illustrate common diseases processes and necessary radiographic adjustments

Module #2- Weeks 5-6

Materials Covered: Textbook- Ch 4-Skeletal System and Workbook

*Assessment(s): Complete class/workbook review activity.
Unit Test

Learning Outcomes:

1. Classify the more common skeletal diseases in terms of their attenuation to x-rays.
2. Describe the anatomy and the physiology of the skeletal system
3. Differentiate the more common diseases affecting the skeletal system and their radiographic manifestation.
4. Describe necessary position modifications for pathologic processes.
5. Acknowledge patients' conditions and offer appropriate compassion and care during the radiographic procedure.

Module #3- Weeks 7

Materials Covered: Textbook- Ch 5(Gastrointestinal)

*Assessment(s): Complete class/workbook review activity.
Unit Test

Learning Outcomes:

1. Classify the more common Gastrointestinal system diseases in terms of their attenuation to x-rays.
2. Describe the anatomy and the physiology of the Gastrointestinal system
3. Differentiate the more common diseases affecting the Gastrointestinal system and the radiographic manifestation.
4. Describe necessary position modifications for pathologic processes.
5. Acknowledge patients' conditions and offer appropriate compassion and care during the applicable radiographic procedure.

Module #4- Weeks 8-9

Materials Covered: Textbook- Ch 9 (Hematopoietic System) -10 (Endocrine) and Workbook

*Assessment(s): Complete class/workbook review activity.
Unit Test

Learning Outcomes:

1. Classify the more common hematopoietic and endocrine system diseases in terms of their attenuation to x-rays.
2. Describe the anatomy and the physiology of the various system
3. Differentiate the more common diseases affecting the various systems and the radiographic manifestation.
4. Describe necessary position modifications for pathologic processes.
5. Acknowledge patients' conditions and offer appropriate compassion and care during the applicable radiographic procedure.

Module #5- Weeks 10-13

Materials Covered: Textbook- Ch 7(Cardiovascular System), 8 (Nervous System), 11 (Reproductive) and 12(Miscellaneous Diseases)

Assessment(s): Complete class/workbook review activity, Unit Test

Learning Outcomes:

1. Classify the more common diseases in terms of their attenuation to x-rays.
2. Describe the anatomy and the physiology of the various system
3. Differentiate the more common diseases affecting the various systems and the radiographic manifestation.
4. Describe necessary position modifications for pathologic processes.
5. Acknowledge patients' conditions and offer appropriate compassion and care during the applicable radiographic procedure.

Module 6- Weeks 14 & 15

Assessments- Pathologic Case Study- Individual and Group

***Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.**

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests to include Final Exam	80
<u>Assignments and Project</u>	<u>20%</u>
	100%

**Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

GRADING SYSTEM:

Grading scale is as follows:

92-100-	A
83-91-	B
74-82-	C
65-73-	D
64 and below-	F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Title IX Requirements

The South Carolina Technical College System does not discriminate on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and activities as required by Title IX. As outlined in the Violence Against Women Act, Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Students who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking are encouraged to report such incidents to the Title IX Coordinators:

Dr. Melissa Batten, AVP of Student Affairs
Building 1100, Room 107A, Conway Campus
843-349-5228
Melissa.Batten@hgtc.edu

Jacquelyne Synder, AVP of Human Resources
Building 200, Room 212A, Conway Campus
843-349-5212
Jacquelyne.Snyder@hgtc.edu

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).