Advanced Medical Imaging Technology
Student Handbook
2014-2015

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PREAMBLE

University of Cincinnati Mission Statement
The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves world wide for their creative pedagogy and research especially in problem solving and the application of their discoveries.

The University system is designed to serve a diverse student body with the broad range of interests and goals. It is a place of opportunity. In support of this mission, the University of Cincinnati strives to provide the highest quality-learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes.

All members of the University community shall take responsibility for conducting themselves in ways that continue the pursuit of the University’s mission.

The Student Code of Conduct shall emphasize specific student responsibilities:

1. To recognize that the intellectual and educational climate of the University shall be maintained as the University’s highest priority.

2. To protect the opportunity for each student to attain their educational objectives.

3. To protect the physical and mental health, safety and welfare of each member of the University community.

4. To protect the property rights of all.

5. To promote the human rights of all members of the University community.

The Student Code of Conduct applies to all Advanced Medical Imaging Technology Students which includes Certificate, Baccalaureate, or Graduate level students whether enrolled as a full-time or part-time student.

The Student Code of Conduct may be found in its entirety at

http://www.uc.edu/conduct/Code_of_Conduct.html

Students are expected to abide by the professional codes of conduct and ethics associated with their current modality.

American Registry of Radiologic Technologists
American Society of Radiologic Technologists
International Society of Magnetic Resonance in Medicine
Society of Nuclear Medicine and Molecular Imaging
Society of Computed Tomography and Magnetic Resonance
Important Facts Parents NEED to Know about Record Privacy & Record Release at UC

1) UC’s record release policies are governed by federal government regulations collectively known as the “Family Educational Rights and Privacy Act of 1974, as Amended” (FERPA), and by State of Ohio law. The University of Cincinnati CANNOT waive FERPA or State regulations for ANY reason.

2) Under FERPA, Record Privacy rights transfer from the parents to the student once the student reaches 18 years of age or once he/she enrolls in an institution of higher learning. In either scenario, FERPA then regards the parents as “3rd parties.” Record release to all 3rd parties requires the student’s prior written and signed consent.

3) Parents may obtain student end-of-term grades and GPA information, only if:
   a) they can provide the Registrar’s Office with a copy of their most recently submitted federal tax return documents establishing the student as their financial dependent (family income amounts may be obscured); or
   b) the student provides the Registrar’s Office with his or her written, signed and dated consent (the student can rescind this authorization in writing at any time). Students should contact the Registrar’s Office for details.

4) Parents may obtain student bill and health insurance information, only if:
   a) the student has established an online One Stop Student Services Parent PIN authorizing the access. Note: if/when required, the Parent PIN must be reset directly by the student.

5) Record release to parents (and to all 3rd parties) occurs at the University’s discretion, even if the parents provide the qualifying tax return or the student’s written consent. The University reserves the right to deny requests for any and all student information to all 3rd parties, including parents.

6) The student’s written consent or the parents’ tax return may allow record release only. These documents do not constitute a “Power of Attorney” and so do not authorize the parents to take action in the student’s name or on his/her behalf.

7) All 3rd party requests to UC for student records must be submitted in writing directly to the Registrar’s Office. In all cases, 3rd parties (including parents) attempting contact with administrative offices, college offices, or the faculty will be referred to the Registrar’s Office. The Registrar’s Office will assess both the parents’ written request and the submitted authorizing documents and will provide a response. The Registrar’s Office will contact other administrative and/or college offices for information as required. Parents should not expect a same-day response from the Registrar’s Office to their information requests.

8) UC does not provide regular or automatic per-quarter information releases (e.g., final grades) to any 3rd party (including parents). Parents authorized for release by either the student’s written consent or by their own tax return must submit a written request to the Registrar’s Office on each occasion.

9) FERPA permits UC to release the student’s “Directory Information” to anyone upon request without the student’s prior consent or notification. “Directory Information” at UC is: name; student identifier (non-Social Security Number), current mailing address, current telephone number, e-mail address (BOL), college, class, major, dates of attendance, enrollment status (full/part-time), degrees/honors/awards received (including dates received).

10) Students may request that UC not release his or her “Directory Information” by submitting a form to the Registrar’s Office. Students should contact the Registrar’s Office for details.

CRITERIA FOR PROGRESSION AND COMPLETION
ADVANCED MEDICAL IMAGING TECHNOLOGY

1. Each student must abide by and complete the following in order to fulfill the requirements for successful completion of each professional component.

   a) Abide by the University of Cincinnati Student Code of Conduct.
   b) Fulfill the Advanced Medical Imaging Technology Student time requirements (following). Time sheets will be collected weekly.
   c) Account for authorized leave by completing the Leave Authorization Sheet in the event of any absence and supply all documentation to verify the absence/medical leave (pg. 10).
   d) Attend the Clinical Rotation Schedules as assigned.
   e) Meet all educational and performance objectives.
   f) Complete a “Clinical Evaluation Report” every seven weeks or at the end of a clinical rotation. Students must submit each evaluation obtained. Evaluations must be faxed to the AMIT office (558-4009).
   g) Complete the Clinical Competency & Clinical Time Requirements.
      1. If the Clinical Competency & Clinical Time requirements have not been completed by the end of each component of the professional curriculum, the student is given an “incomplete” grade for Directed Practice III and the student is not eligible for board examinations. If all other requirements have been met, the student gains board eligibility once the Competency list/time requirement has been completed. Should this occur during the senior year, the degree is withheld until competencies have been met.
      2. Students may not advance to a second modality until courses within the first modality have been satisfactorily completed and the appropriate grade accepted by the Registrar’s Office.
      3. Student should retain a copy of all completed clinical competencies for their own records. These may assist in resolving discrepancies between work completed and credit earned.
      4. Students may not advance to another modality or obtain their degree unless all didactic and clinical requirements are met, including completion of all clinical competencies required for board eligibility. Program faculty are permitted and encouraged to require students to complete work above and beyond the minimal expectations of board eligibility.
   h) Maintain at least a 3.0 cumulative quality point average for the entire degree program.
   i) Grades lower than a "C" in any professional curriculum course is not acceptable and will result in the immediate dismissal of the student from the professional component.
   j) It is the student’s responsibility to confer with the Program Officials or Academic Advisors at least twice a semester regarding the student’s progress.

2. Students are responsible for assuring that their student records at the program, college, and university level are accurate and up-to-date.

3. These rules and regulations do not change the rules and regulations of the University of Cincinnati or the College of Allied Health Sciences. In cases of conflict, the rules of the University and College shall prevail.
ADVANCED MEDICAL IMAGING TECHNOLOGY
STUDENT REQUIREMENTS

Advanced Medical Imaging Technology Students are responsible for ALL of the following time requirements during each year of their professional curriculum (NO EXCEPTIONS):

1) TIME REQUIREMENTS - Each student will maintain their own time sheet. Time sheets are to be filled out each day during the year and will be collected weekly.
   a) Each student must use only their time sheet. For most clinical rotations, students are expected to arrive no later than 8:00 am and are expected to stay until 4:30 pm. However, different clinical sites have different time expectations and students are expected to meet the time requirements of the individual sites.
   b) In order to log in or out, you must have your time sheet signed by a Senior Technologist, Affiliate Laboratory Supervisor, or Program Official.
   c) Sick days - in the event that you are sick for more than three (3) consecutive days, you must have a Doctor's note stating you may return to school and/or clinicals. Sick leave should be reported on the Leave Authorization form and should be turned in to Program Officials.
   d) All absences must be made up or accounted for before grades are submitted.
   e) Scheduled time off – Students are off during University designated holidays and breaks. Individual programs may elect to use some of winter break for clinical education.
   f) Should students need to schedule time off during the school year for known events (weddings, vacations, etc) the student must have that amount of time already banked. Banked time is accumulated by working additional hours above and beyond their required hours or by attending conferences. Conferences must be approved by the Program Director or Coordinator.
   g) Students are permitted two personal days each year. Since all time off must be made up at time and a half, it is recommended that these personal days be used to accommodate the observance of religious or ethnic celebrations. Students not needing these days to facilitate such accommodations are permitted to use them as needed.
   h) Students may not work in a job and simultaneously receive academic credit. Work and school are mutually exclusive events.
   i) All time off outside of University designated holidays and breaks must be made up in a manner suitable to the Program Director/Coordinator of each individual modality. (time and a half unless banked hours were acquired prior to the absence)
   j) The minimum time requirement for students during each professional curriculum year is 12 consecutive months, five days per week, with a minimum of 1800 hours per year. There may be some variance between each imaging modality. Students will be expected to adhere to the requirements of their modality.
   k) Time accumulated in excess of the required time has no bearing on required attendance as noted by the University of Cincinnati and may not be carried forward from semester to semester or from the Junior year to the Senior year.
   l) If the time requirement has not been met by the end of a professional component, the student is given an “incomplete” grade for Directed Practice III and the student is not eligible for board examinations, graduation, or advancement. If all other requirements have been met, the student will return to normal status once the time deficiency has been satisfied. Should this occur in the student’s first year, they will not be eligible to progress to another modality until the time requirements have been satisfied. Should this occur during the final academic
year, the degree and/or certificate is withheld until the time requirements have been satisfied.

Deficiencies in time requirements may be made up as follows:

a) The student may have the option after the completion of their professional curriculum year of making up the necessary hours. This opportunity is not guaranteed and may depend on factors not yet determined including the willingness of clinical affiliates. Depending upon the length of the time deficiency, this may render the student ineligible for the next scheduled board examination and/or the next academic year of the professional curriculum, and/or graduation.

b) Clinical time missed must be made up at time and a half unless the student acquired banked time prior to the absence. (Example: If an 8-hour day is missed, the student must make up 12 hours.)

c) Students may make up lost hours during examination week or during University designated holidays and breaks. Please note that many sites do close on Holiday’s and you cannot be guaranteed these days as make up days.

d) Students may attend professional conferences at the local, state, national, or international level. Time will be awarded as 1 hour of conference attendance equaling 2 hours of deficient time. Conference attendance time accumulated in any one semester will not carry over to the following semester or from Junior to Senior year. Notes must be taken during each speaker and signed by a conference official to be credited for clinical time. Additionally, conference certificates will need to be submitted as attendance verification.

The above methods may only be used to make up for deficient time. It may not be used to satisfy time requirements prior to the end of the required 12 months. Students will not be permitted to use banked time as a substitute for class or clinical attendance at the end of a semester/year.

Miscellaneous Requirements/Expectations

a) Student identification badges are required to be worn visibly and face-up during clinical rotations for security reasons. Students are responsible for obtaining these identifications. Some clinical affiliates may require additional identification.

b) Clinical affiliates have the right to deny any student clinical time at their premises. No reason is required. Reasonable attempts will be made to place the student in another clinical site by program faculty.

c) Class attendance throughout the program is mandatory. Unexcused absences will result in a reduction of grade.

d) All cell phones and pagers must be silenced before entering the classroom unless prior approval of the instructor is granted. Permission will be granted only under extenuating circumstances. Cell phones are not permitted during clinical rotation hours.

e) There will be no sleeping during class. Professional conduct is expected of our students at all times.

f) Students will not be permitted to advance into a second modality unless all of the requirements of the first modality have been completed. All grades lower than a C are not considered as meeting the requirements of any of the imaging modalities. All grades of I, NG, W, or other similar designations indicating incomplete coursework must be resolved prior to advancement or graduation.

g) Baccalaureate students not appearing on the official University Registrar’s class list may not attend class and will not receive credit for work performed.
h) Students are responsible for attending to any details that may preclude their enrollment in a timely manner. If the University does not recognize the student’s enrollment, grades will not be issued regardless of attendance or performance.

i) Any student with a criminal conviction should seek pre-approval from the board examination organization for their chosen modality/modalities at the beginning of the academic year.

2) **GROUNDs FOR DISMISSAL** - Due to the nature of clinical training, students will encounter situations in which their conduct may directly impact the quality of life of themselves as well as the quality of life for patients, supervising technologists and physicians, fellow students, and other university and affiliate personnel. As such, it is imperative that students conduct themselves in a professional manner at all times while on the premises of the university or a clinical affiliate. Specific behaviors will not be tolerated.

The following behaviors are grounds for **immediate dismissal** from the Advanced Medical Imaging Technology Program and may result in the loss of some or all of the monies spent for tuition, books, board examinations, and other education related expenses. The University, College and/or Program will not be liable for any expenses related to a student’s dismissal.

This list is a guideline for unacceptable behaviors and is not necessarily comprehensive.

1. Manufacturing, distribution, selling, using, offering for sale, possessing, buying or attempting to buy any illegal drugs or narcotics.
2. Attending class or clinical rotations while under the influence of alcohol, illegal drugs, or narcotics. Legally prescribed drugs are acceptable when used in the manner prescribed by a licensed physician and the effects of the drugs do not impair the students’ judgment or physical activities.
3. Failure to comply with a university or affiliate official, security personnel, or law enforcement officer acting in the performance of their duty.
4. Intentionally harming, threatening to harm, or intimidating university or affiliate personnel.
5. Intentionally harming, threatening to harm, or intimidating patients, their families or guests.
6. Theft.
7. Failure to show up in a timely and consistent manner for clinical rotations. **No more than three late arrivals per semester are acceptable.**
8. Leaving a clinical rotation early without permission.
9. Failing to comply with the rules, policies, and/or regulations of clinical affiliates.
10. Fighting or quarreling with university or affiliate personnel, patients, or their families or guests.
11. Committing a crime (felony or misdemeanor) while on university or affiliate property. Committing a felony or misdemeanor at any location may result in the student permanently losing eligibility for board examination.
12. Failing to maintain at least a 3.0 grade point average in the program. Receiving any grade lower than a “C” in any professional curriculum course.
13. Either intentionally or unintentionally causing harm to occur to a patient, patient’s guests, or fellow health care worker either through action or omission of action.
14. Falsifying or altering University, College, Program, and/or Affiliate documents (i.e., time sheets/cards, clinical competency forms, and evaluations).
15. Plagiarism.
Advanced Medical Imaging Technology
Certificate Programs

The College of Allied Health Sciences offers professional certificates in Magnetic Resonance Imaging and Nuclear Medicine Technology. The ideal certificate student will be one who has already earned a Bachelor degree or higher from an accredited institution and wishes to acquire additional skills and knowledge.

In addition to the Bachelor Degree, additional prerequisites include one course of pathophysiology, one year of college chemistry, one year of college physics, one year of college mathematics of algebra and higher, and one year of anatomy and physiology. If these courses were not taken as part of the Bachelor degree, they must be obtained before entering the certificate program. The University of Cincinnati will only accept academic credits completed during the past ten years.

Alternate eligibility is offered to health care professionals. These individuals must hold at least an Associate Degree in a health care profession from an accredited institution and have at least a one-year equivalent of full-time experience in the health care field within their specialty. One course of pathophysiology, one year of college chemistry, one year of college physics, one year of college mathematics (algebra and higher) and a year of anatomy and physiology are required. If these courses were not taken as part of the degree, they must be obtained before entering the certificate program. These requirements are under constant review and may be changed without notice.

The program is 12 consecutive months in duration. Through a combination of classroom and clinical instruction, students will be taught the specific skills needed for entry-level positions in their chosen modality.

Curriculum
The Certificate in Advanced Medical Imaging Technology involves 12 consecutive months beginning in the fall semester.

Pre-certificate courses listed here must be completed before entering the certificate curriculum. They may be completed as part of a degree program or separately in addition to a degree program.

Pre-Professional Course Work:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Credits</th>
</tr>
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<tbody>
<tr>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
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<tr>
<td>College Algebra and Trigonometry or higher</td>
<td>6</td>
</tr>
<tr>
<td>College Physics</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>8</td>
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</tbody>
</table>

Certificate Curriculum
Human Sectional Anatomy
AMIT Orientation and Patient Care Techniques
12-month curriculum in Magnetic Resonance Imaging or Nuclear Medicine Technology
What you need to know about the certificate program
Students who successfully complete the Certificate Program will receive the training necessary to accept an entry-level position in their chosen specialty and will be board eligible. However, there are some differences between the Certificate program and the Bachelor degree program.

Length of Study
The Certificate program is 12 consecutive months in duration (three academic semesters). The Bachelor degree is 24 consecutive months in duration. Certificate students receive training in one imaging modality while Bachelor degree students receive training in two imaging modalities. Certificate students may transfer up to 1 year of certificate credits toward a Bachelor degree in AMIT provided they complete a second year in AMIT as a matriculated Bachelor degree student.

Transcripts and Enrollment
International student must have their transcripts evaluated for American equivalency through organizations such as WES.
STUDENT LEAVE AUTHORIZATION

NAME __________________________________________________

TODAY’S DATE __________ EFFECTIVE DATE __________

Leave of absence for _______ days _______ hours

Reason for Absence:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Time will be made up by:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Documentation attached: YES_____ NO_____

______________________________
STUDENT’S SIGNATURE

______________________________
PROGRAM OFFICIAL’S SIGNATURE
DRESS CODE POLICY

It is important that patients and visitors to our hospital/laboratory look upon us as professional and competent in the performance of our duties. A strict dress code is an essential part of the impression we make. The professional image we should present is tailored, conservative in color and style, and without ornamentation. In keeping with this objective, the following dress code has been developed for our students. Should this policy conflict with the dress code set forth at clinical affiliates, the dress code of the clinical affiliate shall prevail. Interpretation of this policy is the responsibility of the appropriate supervisor. Failure to comply with the dress code will result in students being barred from taking part in clinical rotations.

Many of our clinical affiliates allow the use of “scrubs” and many of our students find these preferable to street clothes. Under some circumstances, individual institutions may have restrictions on certain types or colors of scrub attire. Program officials recommend that students check with their clinical affiliates prior to purchasing any scrub uniforms.

DURING CLINICAL ROTATIONS:
Safety, comfort, and ease of movement are necessary when dealing with both patients and equipment. The clothing worn by these personnel must reflect this additional consideration.

All items must be clean, pressed, in good repair. No sheer materials may be worn. All garments should be of an appropriate size to permit freedom of movement. The following is a generic guideline. More specific details may be found under each program’s section.

Clinical Uniform:
Nuclear Medicine and MRI: Scrubs-top and bottoms, conservative solid colors.
*Solid color undershirts are highly recommended.
**Laboratory Coats:**

**Nuclear Medicine:**
White lab coat. Long sleeved, MUST come down to mid-thigh. Must always be worn buttoned on clinical sites. Lab coats are not to leave clinical sites (especially to lunch) except for the purpose of cleaning.

**MRI:**
White lab coat. May be mid-thigh or shorter. Long or short sleeved is permitted.

**Shoes:**
Choose shoes that are comfortable. You will be on your feet a great deal. Higher quality shoes may be well worth the additional expense.

White nursing shoes or all white gym shoes with white laces. Should be worn only for clinical rotations.

Nuclear Medicine requires all shoes to have closed toe and heel. Crocs are not acceptable for any of the modalities.

**Socks:**
White

**Hair/headware**
No unusual hair colors or styles.
Beards and mustaches must be well groomed and clean.
No head coverings of any kind, unless dictated by your religion and approved by the instructor.

**Jewelry/ornamentation (see MRI requirements)**
No visible tattoos.
Discreet body piercings only unless dictated by religion and approved by the instructor.

No more than 2 earrings in each ear.
No rings EXCEPT wedding rings.
No dangling necklaces/earrings/pendants.
No necklaces longer than 18 inches.
No bracelets.

Conservative facial makeup.
Fingernails - well manicured, medium length, clear or natural unchipped polish may be worn. No artificial fingernails.

Nuclear Medicine The application of facial and lip cosmetics is strictly forbidden in nuclear medicine laboratories.

MRI Metallic objects, including some surgical placements, are forbidden in MRI laboratories.
Miscellaneous
- No perfume or aftershave is to be worn.
- No sunglasses are permitted.
- Name badge should be worn face up at all times.
- Students are expected to maintain personal hygiene consistent with affiliate expectations.
- No gum chewing during class or clinical rotations is allowed at any time.
- No cell phones during clinical hours
- No jackets will be permitted during clinical hours unless they are scrub jackets. Nuclear medicine students are required by federal regulations to wear appropriate lab coats during clinical rotations.

DURING CLASSROOM HOURS ONLY
No specific dress code beyond any established by the University has been established for students in the AMIT classroom. Students are urged to dress appropriately for the room temperature and in a manner that does not create a distraction. These may run either hot or cold and are often beyond the means of the faculty/staff to control. Program officials urge good taste in selection of wardrobe.
The Advanced Medical Imaging Technology Program has established clinical affiliation agreements throughout the Cincinnati Region. A sample of our sites include:


Children’s Hospital Medical Center* - http://www.cincinnatichildrens.org/

The Christ Hospital - http://www.thechristhospital.com/

Dearborn County Hospital - http://www.dch.org/

Fort Hamilton Hospital - http://www.ketteringhealth.org/forthamilton/


The Jewish Hospital - http://www.jewishhospitalcincinnati.com/


St. Elizabeth Medical Center* - http://www.stelizabeth.com/

University Hospital - http://universityhospital.uchealth.com/

Veteran's Administration Medical Center - http://www.cincinnati.va.gov/

An * indicates an affiliate with multiple sites.

This is a listing of the current clinical affiliates of the Advanced Medical Imaging Technology Program. Students will not rotate to every clinical site. The amount of time spent at each rotation may vary between individual sites. Site start times may vary between individual sites. Not all modalities go to every clinical site.
ACADEMIC COURSEWORK

**Nuclear medicine technology curriculum:**

**AMIT4020 Anatomy, Physiology, and Pathology of Nuclear Medicine Technology I**
This is the first in a sequence of three courses discussing the anatomy, physiology, and pathology encountered and imaged in nuclear medicine. This course will provide an overview of radiation physics, instrumentation, radiation safety, radiopharmacy and radiation chemistry, as well as an introduction to nuclear medicine procedures. Musculoskeletal imaging will be the first of several body systems detailed in this series.

**AMIT4021 Anatomy, Physiology, and Pathology of Nuclear Medicine Technology II**
This is the second in a sequence of three courses discussing the anatomy, physiology, and pathology encountered and imaged in nuclear medicine. This course will discuss imaging of the respiratory, gastrointestinal, and genitourinary systems. Differentiating between normal and abnormal images and selection of imaging techniques based upon clinical questions are areas of emphasis.

**AMIT4022 Anatomy, Physiology, and Pathology of Nuclear Medicine Technology III**
This is the third in a sequence of three courses discussing the anatomy, physiology, and pathology encountered and imaged in nuclear medicine. This course will discuss imaging of the endocrine and cerebrovascular systems and will include inflammation imaging, breast imaging, and therapeutic procedures. Differentiating between normal and abnormal images and selection of imaging techniques based upon clinical questions are areas of emphasis.

**AMIT4025 Radiobiology, Radiation Safety, and Radiopharmacy**
This course will provide students with a detailed discussion of the safe handling of radioactive materials, units of radiation, units of exposure and dose, ALARA guidelines, and radiation protection instrumentation. This knowledge will be applied to the preparation, transport, and administration protocols for radiopharmaceuticals in nuclear medicine imaging.

**AMIT4027 Nuclear Cardiology**
This course will provide a detailed curriculum in nuclear medicine cardiology. Students will learn the gross anatomy and physiology of the cardiovascular system and the factors that lead to various cardiac changes. This course will emphasize the imaging protocols, radiopharmaceuticals, and pharmacological stress agents needed to obtain high quality cardiac images. Students will learn to differentiate between normal and abnormal images and to identify imaging artifacts.

**AMIT4028 PET/CT and Fusion Imaging**
This course will discuss the roles of the PET/CT scanner in diagnostic medical imaging. Course material will begin with PET/CT instrumentation and will evolve into quality control and calibration procedures. Diagnostic PET/CT imaging will be introduced and an emphasis will be placed on differentiating between normal and abnormal images and being able to identify imaging artifacts.
AMIT4030 Nuclear Medicine Physics and Instrumentation I
This is the first in a sequence of two courses that will discuss the fundamental principles of physics, mathematics, and instrumentation as applied to nuclear medicine. Topics include principles of radiation detection, radiation measuring instruments, atomic and nuclear structure, radioactive decay, interaction of radiation with matter, and the detection and registering of radiation events.

AMIT4031 Nuclear Medicine Physics and Instrumentation II
This is the second in a sequence of two courses that will discuss the fundamental principles of physics, mathematics, and instrumentation as applied to nuclear medicine. Topics include principles of radiation detection, radiation measuring instruments, atomic and nuclear structure, radioactive decay, interaction of radiation with matter, and the detection and registering of radiation events.

AMIT4033 Nuclear Medicine Technology Directed Practice I
This is the first in a sequence of three courses that will stress practical laboratory experience at clinical sites. Nuclear medicine students will perform procedures under the direct supervision of clinical preceptors. Students will be responsible for completing required clinical hours and nuclear medicine competencies on a variety of scanners as they train in local hospitals and imaging centers.

AMIT4034 Nuclear Medicine Technology Directed Practice II
This is the second in a sequence of three courses that will stress practical laboratory experience at clinical sites. Nuclear medicine students will perform procedures under the direct supervision of clinical preceptors. Students will be responsible for completing required clinical hours and nuclear medicine competencies on a variety of scanners as they train in local hospitals and imaging centers.

AMIT4035 Nuclear Medicine Technology Directed Practice III
This is the third in a sequence of three courses that will stress practical laboratory experience at clinical sites. Nuclear medicine students will perform procedures under the direct supervision of clinical preceptors. Students will be responsible for completing required clinical hours and nuclear medicine competencies on a variety of scanners as they train in local hospitals and imaging centers.

Magnetic resonance imaging technology curriculum:

AMIT4004 Diagnostic Magnetic Resonance Imaging I
This is the first in a sequence of three courses discussing the diagnostic uses of Magnetic Resonance Imaging. This course will emphasize the human central nervous system (brain and spine) anatomy as seen in multiple orthogonal planes. Distinctions between normal and abnormal with respect to anatomy and physiology will be determined.

AMIT4005 Diagnostic Magnetic Resonance Imaging II
This is the second in a sequence of three courses discussing the diagnostic uses of Magnetic Resonance Imaging. This course will emphasize the human musculoskeletal system (upper and lower extremities) and the soft tissue of the neck as seen in multiple
orthogonal planes. Distinctions between normal and abnormal with respect to anatomy and physiology will be determined.

**AMIT4006 Diagnostic Magnetic Resonance Imaging III**
This is the third in a sequence of three courses discussing the diagnostic uses of Magnetic Resonance Imaging. This course will emphasize the human thorax, heart, abdomen and pelvic anatomy as seen in multiple orthogonal planes. Distinctions between normal and abnormal with respect to anatomy and physiology will be determined.

**AMIT4007 MRI Physics and Instrumentation I**
This course is the first in a sequence of three courses on Magnetic Resonance Imaging Physics and Instrumentation. This course will study the physical principles, instrumentation and concepts of MRI, including the study of MRI safety, patient screening and patient care issues associated with the function of the scanner.

**AMIT4008 MRI Physics and Instrumentation II**
This course is the second in a sequence of three courses on Magnetic Resonance Imaging Physics and Instrumentation. This course will study T1 recovery and T2 decay, T1, T2 and proton density, image contrast, basic concepts of pulse sequences, encoding, k-space, data collection, Fourier Transform, signal-to-noise, contrast-to-noise, spatial resolution, and spin echo formation and pulse sequences.

**AMIT4009 MRI Physics and Instrumentation III**
This course is the third in a sequence of three courses on Magnetic Resonance Imaging Physics and Instrumentation. This course will study gradients, gradient echo formation and pulse sequences, flow phenomena, time-of-flight, gradient moment nulling, image artifacts, MRA, diffusion, perfusion, functional MRI, MR Spectroscopy, and the mechanism, safety, and application of MR contrast agents and relaxivity.

**AMIT4011 Magnetic Resonance Imaging Directed Practice I**
This is the first in a sequence of three courses that will stress practical laboratory experience at clinical sites. MRI students will perform MRI examinations under the direct supervision of clinical preceptors. Students will be responsible for completing required clinical hours and MRI competencies on a variety of scanners as they train in local hospitals and imaging centers.

**AMIT4012 Magnetic Resonance Imaging Directed Practice II**
This is the second in a sequence of three courses that will stress practical laboratory experience at clinical sites. MRI students will perform MRI examinations under the direct supervision of clinical preceptors. Students will be responsible for completing required clinical hours and MRI competencies on a variety of scanners as they train in local hospitals and imaging centers.

**AMIT4013 Magnetic Resonance Imaging Directed Practice III**
This is the third in a sequence of three courses that will stress practical laboratory experience at clinical sites. MRI students will perform MRI examinations under the direct supervision of clinical preceptors. Students will be responsible for completing required
clinical hours and MRI competencies on a variety of scanners as they train in local hospitals and imaging centers.

**Computed tomography curriculum:**

**ALH4012C - Essentials of Pharmacology & IV Therapy**
This course builds upon the student's professional knowledge and experience regarding the basic mechanisms of drug action, indications and contraindications for drug therapy, and therapeutic and adverse effects of the major drug categories. Instruction includes essential skill development in drug dosage calculation, venipuncture and intravenous contrast administration, and professional communication of contrast information to patients.

**EMS3015C – Advanced Cardiac Life Support**
Improve your skills in the treatment of arrest and peri-arrest patients through active participation in a series of simulated cardiopulmonary cases. Learn basic cardiac rhythm interpretation and pathophysiology, management of cardiac emergencies, pharmacological interventions and electrical therapy for the cardiac patient according to current American Heart Association guidelines. An ACLS Provider card will be awarded upon successful completion of the course.

**RDSC4011 - CT Science & Procedures**
Patient care, CT instrumentation and application concepts including patient assessment, preparation, and positioning; imaging system components; procedure protocols; radiation protection; image quality; and image post-processing and archival.

**RDSC4027 – Internship in Radiation Science II**
An experience in the performance of patient care and sectional imaging procedures as acquired at affiliate healthcare facilities.

**RDSC4071 – Communication & Imaging Systems**
An examination of the use of information and communication systems and associated medical imaging modalities.

**RDSC4098 – Ethics in Radiation Science Technology**
Explore the theoretical and practical aspects of medical ethics and law in the area of healthcare education and practice. This is an applied ethics course to the field of radiation sciences.

*1st Year Students (Bachelor’s degree & certificate students)*

**AMIT3015 Human Sectional Anatomy**
This course is a survey of the human anatomy in all sectional planes. Medical images from CT, MRI, PET, and SPECT may be used to supplement the textbook. Students will be expected to use proper anatomical nomenclature with respect to body structures. This course will emphasize differentiating between normal and abnormal anatomical structures.
AMIT3020 AMIT Orientation and Patient Care Techniques
This is an introductory course for AMIT students who are entering the professional curriculum. Students will be introduced to workplace ethics, venipuncture, blood pressure monitoring, infection control, ECG monitoring, and proper body mechanics. This course is required for all students entering the AMIT professional curriculum.

2nd Year Students (Bachelor’s degree students only)

AMIT4090 Medical Imaging Research Methods
This is the first course in a sequence of three courses housing the senior capstone experience. During this first course, students are introduced to qualitative and quantitative research methods, basic statistical analysis and interpretation, and institutional research policies.

AMIT4091 AMIT Capstone
This is the second course in a sequence of three courses. This course is the primary AMIT Senior Capstone experience. Students will explore the intricacies of institutional review boards and encounter the style manuals of different publishers in the medical imaging community. Students will develop their literature review into a presentation that will be given at the College's annual PRaISE Conference.

AMIT4092 Medical Imaging Review
This is the third course in a sequence of three courses housing the senior capstone experience. This course will emphasize professional service to the medical imaging community. Students will prepare their literature review according to the style manuals of selected peer-reviewed journals. Students will be guided through professional service opportunities for new graduates. They will begin their professional service by writing a series of board examination questions suitable for their respective modalities. Students will be asked to prepare resumes and will be counseled on job search methods.

Miscellaneous

AMIT5000 Advanced Medical Imaging Technology Practicum
This course is an elective learning experience for students engaged with underserved communities. International service is preferred but domestic opportunities are a consideration for students unable to travel abroad. During their engagement, students will learn and reflect upon local customs, medical issues, economic issues, and government.

Courses are evaluated throughout the year and changes may take place in the curriculum. AMIT program faculty reserve the right to make the curricular changes they deem necessary.
**Collaborative Institutional Training Initiative (CITI)**

AMIT students are required to complete annual research and ethics modules. These are to be completed through a multi-institutional research collaborative known as CITI training. You may access the weblink here:

https://www.citiprogram.org/enroll/courseregistration1.asp?language=english

1. Select Create an Account “Register”
2. Under “Participating Institutions” select Greater Cincinnati Academic and Regional Health Centers.
3. Continue to Step 2 Enter personal information
4. Continue to Step 3 Create a username & password (you are responsible for recalling these items)
5. Continue to Step 4 Enter personal information
6. Continue to Step 5
   a. Select “No” for CME/CEU
   b. Course Survey - select which you would prefer
7. Continue to Step 6 and enter personal information
   a. Your employee number is your M#
   b. What is your role in research – Select “Student Researcher – Undergraduate”
   c. Primary Institution – Select “University of Cincinnati”
8. Continue to Step 7
9. Login with username and password from above
   (if this does not automatically prompt you to login go to your email and click the link to be redirected you to login and verify your email address)
10. Select “Greater Cincinnati Academic and Regional Health Centers”
    a. “………… Complete enrollment”
       i. Question 3 – NO
       ii. Question 6 – YES
       iii. Question 9 – NO
       iv. Question 11 – NO
       v. Question 12 – YES
       vi. Question 13 – YES
       vii. Question 14 - NO
       viii. Question 15 – NO
       ix. Question 17 - YES
11. Select the correct course in your list (see below)
    a. **You do not have to complete all of the courses that are added to your username, only the course(s) listed below**
    b. Some courses may require prerequisite courses to be completed before you can complete the AMIT course requirements
If you leave the site and need to log back in, you do not need to complete the steps above, simply go to the website below and login:

https://www.citiprogram.org/default.asp?language=english

First year students must complete the following module(s):
   Students Research

Second year students must complete the following module(s):
   Academic and Regional Health Centers Core Curriculum
   Human Subjects Core Curriculum

**Students will submit the electronic Completion Reports showing the dates of completion.

You will not be permitted begin clinical rotations if this module has not been successfully completed.
NOTES REGARDING THE AMIT CURRICULUM

Admission into the Professional Education component of the Advanced Medical Imaging Technology Program is a competitive process and not everyone meeting the minimum criteria for acceptance will be admitted. Although the limiting factor is usually the availability of clinical sites, program faculty are under no obligation to accept a student into the professional curriculum simply because availabilities exist. The number of clinical sites available from one year to the next is variable. Program officials will not know the number of available sites until Summer semester.

Currently, the following four criteria are considered by program officials when selecting applicants. The program is continuously reviewed and updated. As such, the program reserves the right to alter the selection criteria without warning in response to changing conditions.

1. Quality of application
   a. Preparation
      i. Civic engagement
      ii. Observation/shadowing/first-hand knowledge of the disciplines
   b. Evidence of good character
   c. Written communication
      i. Strict adherence to formal grammar, spelling, and punctuation is expected.

2. Overall GPA
   a. Breadth and comprehension of academic background
      i. Transcripts for ALL previous collegiate work is submitted with the application.

3. Math and Science GPA
   a. Comprehension of coursework directly related to professional studies
      i. All math and science courses taken to meet program requirements are considered.
      ii. Math and science work completed in more advanced classes are considered if they are being used to meet program requirements.

4. Group Project
   a. Interpersonal interactions
      i. Generally about 6 – 10 applicants per group

5. Minimum overall GPA of 2.8 is required at time of application.

Applications deadlines are established each year by the program but will most likely occur during the first week of January. The first three stages of the application process are usually completed in January and February. Only those students meeting the minimum criteria stated in the application will be invited to the final stage. The final stage will be completed in March with students being notified of the decisions in April. Unanticipated circumstances may extend these dates and applicants will be notified when/if delays should occur. Communication between applicants and program officials will occur primarily via email so applicants are urged to include an email address that they check regularly on their application.
Emergency Procedures
Guidelines for Students

Rev. 12-1-10

FIRE
All university buildings are equipped with automatic fire alarm systems. Many are equipped with voice systems that will give specific instructions, as well as automatic sprinkler systems. In the event that a fire alarm sounds, all persons are required, under state law, to evacuate the building immediately. Failure to evacuate is a criminal offense. Persons in charge of a facility (including faculty teaching class) are also responsible for evacuating their area, and may be held personally liable for a failure to evacuate. Once a fire alarm has sounded, do not re-enter a building until the all clear message has been given by emergency personnel.

Testing of the fire alarm system is normally conducted during hours the building is closed and is posted in advance. Any fire alarm that sounds must be treated as an actual alarm unless prior notice is given of the testing. When evacuating, take your personal belongings with you, and secure your office as you leave.

In the event of a fire or fire alarm, the student should take the following actions:
- Immediately exit the building via the nearest stairwell
- Exit the classroom or lab, verifying all visitors have left. Students shall not attempt to extinguish a fire
- Pull the fire alarm (located at each stairwell and main entrances)
- If possible, call 9-1-1 from a phone located a safe distance away from the building, to report the exact location of the fire
- Exit the building and await the fire department
- Do not re-enter until you receive the all clear message from Public Safety

PHYSICAL DISABILITIES
Special Procedures are in place for persons with physical disabilities who may be present in a building during a fire. Persons with physical disabilities are permitted to stay in a building during an emergency situation only if they are non-ambulatory or where elevator assistance is essential for their evacuation and they are located either above or below the ground floor. Elevators cannot be used during a fire alarm. All other persons with disabilities need to evacuate the building in an emergency situation. If required, persons with a visual impairment should seek assistance from other occupants in the building. Many UC buildings are provided with designated Areas of Rescue Assistance for this situation. These areas are equipped for two-way voice communications with the 9-1-1 dispatcher, and are located within fire resistive areas of the building typically stairwells. The faculty members may want to check on the presence of these areas in order to assist a person with a physical disability in their class. For buildings where there are not designated Areas of Rescue Assistance, or if their presence is unknown, persons with disabilities should be instructed to seek a safe place (preferably a room with an exterior window, a telephone and a solid door), call 9-1-1 and report their location to the
dispatcher. The Fire Department will then determine if they need to provide evacuation assistance or if the caller should stay in place.

SEVERE WEATHER

The University has implemented a severe weather warning system as part of its ongoing fire and life safety systems upgrade. This system allows Public Safety to play prerecorded announcements in many of the campus buildings when severe weather threatens. This system will be used in conjunction with the existing Hamilton County siren warning system. The sirens effectively warn persons out of doors; however they do not provide good coverage indoors. The campus system delivers the warnings to persons inside the buildings, as well as providing more detailed instructions. The sirens and the campus system are activated for severe weather warnings only, not for watches.

Each building has a designated severe weather shelter area. These locations can be found at http://www.uc.edu/content/dam/uc/publicsafety/docs/SHELTER_LOCATIONS.pdf

A severe thunderstorm WATCH indicates that conditions are favorable for the formation of a thunderstorm of 58 mph or greater. Hail with a diameter of ¾” or more may also be present. A severe thunderstorm WARNING is issued when severe thunderstorms have developed in the area. Shelter should be sought indoors, away from windows.

A tornado WATCH indicates that weather conditions are such that tornadoes can develop, as well as implying that thunderstorm activity may be severe. A tornado WARNING indicates that a tornado has actually been sighted in the reporting area. Immediate shelter should be taken in the lowest interior area of a building. Avoid long span roof areas (auditoriums and gymnasiums) and areas with large amounts of glass.

The Hamilton County warning sirens use a steady tone to indicate a severe weather warning (a rise fall tone is used for an attack warning). Both tones are tested on the first Wednesday of each month at 12 noon; unless there is threat of severe weather. The campus weather warning system will be tested at the same time of the day also on the first Wednesday of every month.

Should a severe weather WARNING be issued, faculty members should instruct their students to move to the severe weather shelter area of the buildings. In some cases (classrooms on lower levels with no exterior windows) it may not be necessary for the class to move. Everyone should review their class locations against the list of shelter areas (see above link in this section). Call the Fire Prevention Unit at 556-4992 if you have questions.

SHELTER IN PLACE

Several potential emergency situations that release hazardous materials into the air may result in local government issuing a “Shelter In Place” warning. These situations include chemical spills, fires, and chemical/biological attacks. Shelter in place means taking refuge inside a building and isolation yourself as much as possible from the outside air.
When a shelter in place warning is issued that affects the University of Cincinnati, an announcement will be made over the campus warning system. In buildings which are not part of the campus warning system, the warning will be issued via weather alert radio. The following steps should be taken upon hearing the shelter in place warning:

- Close outside windows and doors
- Turn off individual window air conditioners or fan units that bring in outside air
- Remain indoors and await further instructions or the all clear message

Faculty will keep students in the classroom/lab until the emergency is over, or until other instructions are given.

For students living in a Resident Hall, the actions are basically the same. All Resident Halls are part of the campus warning system, and will receive voice announcements. Residents should take the following steps upon hearing the shelter in place warning:

- Close outside windows and doors
- Turn off individual window air conditioners or fan units that bring in outside air (Dabney, Turner, and Schneider)
- Remain indoors and await further instructions or the all clear message

MEDICAL EMERGENCY

Should any person suffer a medical emergency, assistance can be summoned by calling 9-1-1. University Hospital provides a paramedic service to the UC main campuses, with back-up coverage form the Cincinnati Fire Department. Be sure to specify exactly where in the building the patient is located and if possible send someone to meet the paramedics at the main entrance.

THEFT

In the event that a student is the victim of a theft (or other non violent crime) contact the UC Police department at 556-1111.

WORKPLACE VIOLENCE & VIOLENT CRIME

Unfortunately, workplace violence and violent crimes do occur on university campuses, although rarely. UC has a training program available for interested departments. For information, contact the Crime Prevention Unit at 556-4900. Further information can be found at http://www.uc.edu/publicsafety/police/CrimePrevention.html

In the event that a violent event was to occur elsewhere in a building lock the classroom door and move out of the line of view of the door. Contact the police by calling 9-1-1 from a campus phone or 556-6111 from a cellular phone. Police personnel will provide further instructions on the building public address system.

Should a violent event occur in a classroom, if the suspect has fled, follow the same steps as above. If the suspect is still present, attempt to evacuate from the room. Call 9-1-1 as soon as possible. Be aware that 9-1-1 calls from campus phones are automatically indentified, so if you cannot talk, police officers will be sent to investigate. At the present
time, there is no method of identifying where a cellular phone call is made, so you must be able to speak to summon assistance by cellular phone.

**BOMB THREATS & SUSPICIOUS PACKAGES**

If you should receive a bomb threat, a suspicious package, or locate a suspicious item, contact the Police Department immediately by calling 9-1-1 on a campus phone. DO NOT USE A CELL PHONE!! UC has training and information packages available regarding bomb threats and suspicious packages. For more information contact Crime Prevention at 556-4900 or [http://www.uc.edu/publicsafety/fire_emergency/emergency_preparedness/hazardous_deviceinvestigations.html](http://www.uc.edu/publicsafety/fire_emergency/emergency_preparedness/hazardous_deviceinvestigations.html)

If you receive a bomb threat write down exactly what is said as soon as possible. If you have a display phone, note the number that the call was received from.

If you receive a suspicious package or locate a suspicious item, do not move or open the item. Clear persons away from the immediate area and lock the area. Meet the responding police officers outside.

**ACTIVE SHOOTER**

*How to respond when there is an active shooter in your vicinity*

Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of faculty and staff during emergency situations.

1. **Evacuate**
   - Have an escape route and plan in mind, evacuate regardless whether others agree to follow or not
   - Leave your belongings behind
   - Follow the instructions of any police officers

2. **Hide Out**
   - Lock the door
   - Blockade the door with heavy furniture
   - Silence your cell phone
   - Remain quiet

3. **Take action against the active shooter**
   - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
     - Acting as aggressively as possible against him/her
     - Throwing items and improvising weapons
     - Yelling
     - Committing to your actions
How to respond when law enforcement arrives

Law enforcement’s purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers may wear regular patrol uniforms or external bulletproof vests, and helmets
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation.
- Officers may shout commands and may order individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm and follow officer’s instructions
- Put down any items in your hands (i.e., bags, jackets)
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Exit in the direction the officers are entering the premises

http://www.uc.edu/publicsafety/police/active_shooter_information.html

PHONE NUMBERS & WEB SITES

Department of Public Safety
  Emergency Dial 9-1-1 or 556-1111
  Non Emergency 556-4900
  Dispatcher 556-6111
  Crime Prevention 556-4900 (Workplace violence, theft, general info)
  Fire Prevention 556-4992 (Fire Safety, evacuations, severe weather)
  Emergency Planning 556-4900 (UC emergency plan, terrorism)

www.uc.edu/pubsafety

Environmental Health & Safety 556-4968
  http://ehs2.uc.edu

Radiation Safety 558-4110
  www.uc.edu/radsafety
EMERGENCY PROCEDURES
INCIDENCES INVOLVING RADIOACTIVE MATERIAL

This is a summary of emergency procedures. For more detailed procedures see the Authorized Users Manual. All incidents require completion of "Incident Report" RS FORM 7.

Radiation Safety Phone Numbers:
Work hours: 558-4110 or Emergency Digital Pager 249-8741
After hours: Digital Pager 249-6812 or contact security and request they contact Radiation Safety
UC-West 556-1111 or UC-East 558-1111
Children's 559-4204
Shriners 872-6230

Spills

1) If Possible, contain spill.
   Liquid Spill - Contain liquid by surrounding with absorbent material.
   Solid Spill - Cover with a well dampened absorbent paper.
2) Notify all persons in the area a spill has occurred.
3) Contact Radiation Safety.
4) Decontaminate.
5) Survey to ensure effectiveness of decontamination.
6) Complete incident report.

Personnel Contamination

1) Notify other personnel in the area of the incident and if necessary request help be contacted.
2) Treat contacted area:
   Eye - flush eye with water for 15 minutes;
   Skin - wash gently with mild soap and water;
   Inhalation - vacate area and regroup outside
   Clothing - remove, and wash skin under area with soap and water.
3) Contact Radiation Safety.
4) Complete incident report.

Personnel Injury (ASSIST PEOPLE FIRST)

1) Contact medical personnel. Inform them of incident and that radioactive material may be involved.
2) Contact Radiation Safety.
3) Complete incident report.

Fire (TREAT FIRE FIRST)

1) Vacate area or use fire extinguisher.
2) Sound fire alarm.
3) Contact fire department. Inform them of situation including that radioactive materials may be involved.
4) Contact Radiation Safety.
5) Complete incident report.

RS FORM 34 (6/92)
ADVANCED MEDICAL IMAGING TECHNOLOGY PROGRAM

NUCLEAR MEDICINE TECHNOLOGY PREGNANCY POLICY

Medically confirmed pregnant Nuclear Medicine Technology students shall inform the program director within 24 hours of confirmation. The student will then be counseled and review the U.S. Nuclear Regulatory Commission Appendix to Regulatory Guide 8.13, "Possible Health Risks to Children of Women Who Are Exposed to Radiation During Pregnancy".

The pregnant student electing to withdraw from the program may apply for readmission at the conclusion of the pregnancy. Acceptance is not guaranteed.

The pregnant student who elects to continue in the program must follow all college and program policies. Due to the competency-based nature of the Advanced Medical Imaging Technology Program, major alterations in clinical assignments and lab activities cannot be made up. As a result, the student electing to continue does so at her own risk in that neither the college nor the clinical affiliate can guarantee that the student would not exceed the maximum permissible dose of 0.5 rem during the entire gestation period.

After counseling, the student must sign and date the pregnancy form provided, documenting their decision on whether to withdraw or continue in the nuclear medicine technology program.

MAGNETIC RESONANCE IMAGING PREGNANCY POLICY

It is the policy of the Magnetic Resonance Imaging section of the Advanced Medical Imaging Technology program at the University of Cincinnati to provide reasonable radio frequency protection to student technologists occupationally exposed to radio frequency. Pregnant students are expected to follow the recommendations of the ACR and the MRI department regarding pregnant health care practitioners as outlined in the ACR White Paper on Magnetic Resonance (MR) Safety and MRI Safety Policy for Pregnant Patients, Staff and Visitors.

ACR Pregnancy-Related Issues:

Pregnant health care practitioners are permitted to work in and around the MR environment throughout all stages of their pregnancy. Acceptable activities include, but are not limited to, positioning patients, scanning, archiving, injecting contrast, and entering the MR scan room in response to an emergency. Although permitted to work in and around the MR environment, pregnant health care practitioners are requested not to remain within the MR scanner bore or Zone IV during actual data acquisition or scanning.

ACR White Paper on MR Safety link:


ACR MRI Safe Practices link:

http://onlinelibrary.wiley.com/store/10.1002/jmri.24011/asset/24011_ftp.pdf?v=1&t=hy7nw5zf&s=57161fdb11960c51c816d34313a6f0baf0b6b110
PREGNANCY FORM – Nuclear Medicine Technology & CT

I the undersigned do hereby acknowledge that I have been counseled regarding the possible health risks to my unborn fetus and my option to either withdraw or continue in the program in full accordance with the Advanced Medical Imaging Technology Program written Pregnancy Policy.

Below, I have indicated the option I choose to select:

_______ 1. I elect to withdraw from the Advanced Medical Imaging Technology Program in order to protect my unborn fetus from any unnecessary radiation exposure.

_____________________________     __________
Signature                  Date

_______ 2. I elect to continue in the Advanced Medical Imaging Program realizing that my radiation exposure may exceed the maximum permissible dose of 0.5 rem during the entire gestation period and do so at my own risk.

_____________________________     __________
Signature                  Date
Declaration of Pregnancy – Nuclear Medicine Technology & CT

Date: ____________________

To: Radiation Safety Office (ML 0591)

From: ____________________

1. This is to officially inform the University of Cincinnati Radiation Control and Safety Program that I am pregnant. I understand this declaration is optional under the University of Cincinnati’s Radiation Control and Safety Program and I understand I may "undeclare" my pregnancy, in writing, at any time. For assistance in determining if additional monitoring or special precautions are necessary, I am providing the following information.

I work with radioactive material/radiation generating equipment (RGE) under the supervision of: ____________________

Radionuclides I will be using or have used during my pregnancy:

________________________________________________________________________

________________________________________________________________________

RGE I will be using or have used during my pregnancy:

________________________________________________________________________

________________________________________________________________________

I am currently exposed to, but am not using the following radionuclides or RGE:

________________________________________________________________________

My estimated date of conception is: ____________________.

My delivery date is on or about: ____________________

I currently [ ] receive personnel monitoring.

[ ] do not receive personnel monitoring.

For any questions please call me at: ____________________

2. I understand that I may speak with a member of the Radiation Safety Office about my radiation exposure and the Radiation Safety Office recommends I make an appointment to speak to them as soon as possible.
PREGNANCY FORM – Magnetic Resonance Imaging

AMIT MRI Safety Policy:

Pregnant staff and health care providers may enter the scan room when the static field is on, but should not remain in the room during the scan.

Upon medical verification of her pregnant condition, disclosure of the said condition to program officials is the student’s responsibility and is to be initiated voluntarily. Students have the right to refuse disclosure of medical information; however, in the event that a student chooses not to disclose information regarding pregnancy, the student is acknowledging that they are assuming all responsibility for their condition and any potential complications that may arise.

Upon medical verification that a pregnancy exists, students have the following four (3) options:

Option #1 - Elect not to disclose information regarding pregnant condition

☐ By choosing this option, the student implies acknowledgement that she has chosen to disregard the recommendations made by the ACR and the Program and that she is assuming responsibility for all potential risks and related complications.

☐ No policy or performance exceptions will be allowed should the student choose this option.

Option #2 – Elect to withdraw from the Advanced Medical Imaging Technology program.

Option #3 - Elect to continue in the Advanced Medical Imaging Program realizing that there may be possible restrictions implemented by my clinical sites.

☐ If the student so decides, she may continue in the Program under the following conditions:

- The student shall not remain in the scan room during actual data acquisition or scanning.
- The student shall participate in all scheduled clinical rotation areas as assigned.
- Absences due to pregnancy are governed by the Attendance and Medical Leave of Absences policy.

The MRI Clinical Coordinator shall document the student’s decision in regards to Options #2 and #3. For Options #2 or #3, the student shall complete and sign the attached form acknowledging receipt of information and associated documentation in regard to pregnancy.

Withdrawal of Declaration of Pregnancy

The student has the right to withdraw their declaration of pregnancy due to birth or other complications with pregnancy and must fill out the attached Withdrawal of Declaration of Pregnancy form. By filling out the form, the student acknowledges that their medical condition (i.e., pregnancy) no longer exists.

All documentation shall be entered into the student’s permanent personal file.
I the undersigned do hereby acknowledge that I have been counseled regarding the possible health risks to my unborn fetus and my option to either withdraw or continue in the program in full accordance with the Advanced Medical Imaging Technology Program written Magnetic Resonance Imaging Pregnancy Policy.

Below, I have indicated the option I choose to select:

_______ I elect to withdraw from the Advanced Medical Imaging Technology Program.

______________________________  __________
Signature                           Date

_______ I elect to continue in the Advanced Medical Imaging Program realizing that there may be possible restrictions implemented by my clinical sites.

______________________________  __________
Signature                           Date
Special Notes

**Clinical Affiliate Protocols and Procedures**
This Student Manual includes a great deal of information that the Advanced Medical Imaging Technology Student needs to know during their professional curriculum but it is not all-inclusive. Students may be rotating through numerous clinical affiliates. It is not unreasonable to assume that specific procedures will vary from institution to institution. Consequently, each student is **REQUIRED** to familiarize themselves with the methods of operation of each separate clinical affiliate.

**STUDENTS ARE URGED TO PAY SPECIAL ATTENTION TO THE CORRECT MEANS OF RESPONDING TO EMERGENCY SITUATIONS AT EACH INDIVIDUAL CLINICAL AFFILIATE. AN IMPROPER RESPONSE MAY MEAN THE DIFFERENCE BETWEEN LIFE AND DEATH.**

Several of the clinical sites have specific requirements the students must complete before beginning their rotation. These requirements include but are not limited to, background checks, online quizzes and immunization records. If you do not complete the requirements before the deadline established by the program and the clinical site, you will not be permitted to begin your clinical rotation. The student will be responsible for making up time missed at time and a half.

**Grading**
Grades are submitted each semester and are straightforward in their issuance. Some exceptions are as follows:

The grades for Directed Practice will be based upon technologists’ evaluation of the student’s clinical performance, meeting the minimum number of mandatory and elective clinical competencies, meeting the minimum number of mandatory clinical hours, and the completion of case studies. A minimum number of technologist evaluations each semester must be submitted before a final grade can be derived. The number and type of clinical competencies and clinical performances will be established by the individual program directors.

Due to the cumulative nature of our courses, any grade of "I" received for any professional curriculum course must be remedied before the end of the following semester. Unresolved grades of "I" will be converted to "F" and the student will be dropped from the AMIT program.

Should a student feel or notice that an incorrect grade was given, they should consult the faculty member giving the grade immediately. Should it turn out that the grade is incorrect, the instructor will submit a change of grade. However, if a student fails to bring the incorrect grade to the attention of the instructor before the end of the following semester, the grade will NOT be changed regardless of whether it is correct or not.
Student Technology Expectations

The personal computer has revolutionized the delivery of education at all levels. As such, the personal computer is an integral part of the education and communication of this department. Students are expected to have reasonable use and access to personal computers, Blackboard Class Web page, the internet, University of Cincinnati email, and University Library electronic resources.

Should the student not have a computer or be deprived of a computer due to malfunction or other reasons beyond their control, the student is still expected to gain computer, internet, and email access through friends, family, libraries, the college and university computer laboratories, or other resources.

A lack of access to these tools will not be an acceptable excuse for missed work, missed assignments, or missed communications.

Student Health

Immunization Records

You will need to provide medical records and begin your vaccination series with Student Health.

Please keep in mind that compliance with Student Health is mandatory and is a requirement driven by the demands of our clinical sites. Students found to be not in compliance with Student Health will not be able to attend clinical rotations and hence, will be dismissed from the program. **All of this information must be submitted by July 31st to the address listed in the packet. Keep a copy of all records turned into University Health.** Many clinical sites will also ask for this information, and it is easier to keep copies than to try and get the information back from the office.

Second year students are not required to submit their immunization records again. However, second year students must submit an annual TB test (due July 31st) and flu vaccination (due November 14th) to University Health or they will be charged a tracking fee.

Flu Vaccination

All clinical sites require flu vaccinations for all employees and students. Should a student refuse to comply with this request, students may not be allowed to attend a certain clinical sites.

CPR

All students are required to maintain CPR certification throughout the program. If a student allows their CPR card to expire, they will not be allowed to continue clinical rotations until their certificate is renewed. Students will be required to make up clinical time at time and a half if this occurs. Depending upon the timing and the amount of time needing to be made up, it is possible that the student may not have the opportunity to make up the clinical time in time for advancement or graduation.
Security Clearance

National and state background checks are required to be completed yearly for all MRI and Nuclear Medicine students. For those entering the CT curriculum, a second background check for is currently not required but program officials reserve the right to amend this requirement without prior notice. You will need to go to the University’s Public Safety office, 4 Edwards Center on main campus, to complete the application. You will need to supply your Driver’s license, SSN, address and payment. As of this writing, the national background check costs $34 and the Ohio state background check is $32 and is subject to change. Your records will be available for pickup, within 24 hours of applying. If you have previous misdemeanor or felony charge/conviction against you, it may take longer for your background check to be available for pickup. **Background checks must be submitted to your instructor by September 12th.**

Nationally, there is a movement toward testing for the use of illicit drugs. It is possible that clinical sites may begin this requirement. Should this occur, students must comply with and meet the requirements of the drug testing policies established by the clinical site and the AMIT program.

**Previous convictions may affect board eligibility – Pre-application ethics reviews should be submitted to appropriate national boards to determine eligibility.** If you have a previous conviction or charge on your record it might be necessary to complete the pre-application review before taking your registry exams. We do not want any students to go through the entire year of a modality and then find they are not eligible to take their registry exam. Each registry has a varied review process; please see the links below:

- CT - [https://www.arrt.org/pdfs/Ethics/Ethics-Review-Pre-Application.pdf](https://www.arrt.org/pdfs/Ethics/Ethics-Review-Pre-Application.pdf)
2014-2015 Academic Calendar

Fall Semester 2014

Classes begin: Monday, August 25

Holiday: Labor Day: Monday, September 1

Fall Reading Days (regular classes suspended; co-curricular activities continue): Thursday - Friday, October 9 - 10

Holiday: Veterans Day: Tuesday, November 11

Holiday: Thanksgiving Weekend: Thursday - Sunday, November 27 - November 30

Classes end: Sunday, December 7

Examinations: Monday - Saturday, December 8 - 13

Commencement: Saturday, December 13

Fall Semester ends: Saturday, December 13

Spring Semester 2014

Classes begin: Monday, January 12

Holiday: Dr. Martin Luther King Jr.'s Birthday: Monday, January 19

Spring Break: Monday - Sunday, March 16 - 22

Classes end: Friday, April 24

Examinations: Saturday - Thursday, April 25 - 30

Doctoral Hooding and Masters Recognition: Friday, May 1

Spring Semester ends: Saturday, May 2

Commencement: Saturday, May 2

Summer Semester 2014

Classes begin: Monday, May 11

Holiday: Memorial Day: Monday, May 25

Holiday: Independence Day: Friday, July 3

Examinations: Last class meeting

Summer Semester ends: Saturday, August 8
Clinical Competencies
Magnetic Resonance Imaging Didactic and Clinical Competency Requirements
MAGNETIC RESONANCE IMAGING
DIDACTIC AND CLINICAL
COMPETENCY REQUIREMENTS

Primary Pathway Eligibility Requirements Effective January 2014

Candidates for certification in Magnetic Resonance Imaging (MRI) through the primary pathway are required to meet the Professional Requirements specified in Article II of the ARRT Rules and Regulations. This document lists the didactic and clinical competency requirements for certification referenced in the Rules and Regulations. Candidates who complete a formal educational program accredited by a mechanism acceptable to the ARRT® will have obtained education and experience beyond the requirements specified here.

Didactic Requirements

Candidates must successfully complete coursework addressing the topics listed in the ARRT Content Specifications for the Examination in Magnetic Resonance Imaging. These topics may also be covered in curricula published by organizations such as the ASRT or SMRT.

Clinical Requirements

As part of their educational program, candidates must demonstrate competence in the clinical activities identified in this document. Demonstration of clinical competence means that the program director or designee has observed the candidate performing the procedure, and that the candidate performed the procedure independently, consistently, and effectively. Candidates must demonstrate competence in the areas listed below.

- Seven mandatory general patient care activities.
- Eight mandatory MRI safety requirements.
- Eighteen mandatory MRI procedures and ten electives to be selected from a list of 24 MRI procedures.
- Seven mandatory quality control tests.

Documentation

The following pages identify specific clinical competency requirements. Candidates may wish to use these pages, or their equivalent, to record completion of the requirements. The pages do not need to be sent to the ARRT.

To document that the didactic and clinical requirements have been satisfied, candidates must have the program director (and authorized faculty member if required) sign the ENDORSEMENT SECTION of the Application for Certification included in the Certification Handbook.

* Note: Candidates who complete their educational program during 2014 or 2015 may use either the previous requirements (effective 2011) or the current requirements (effective 2014). Candidates who graduate after December 31, 2015 may no longer use the previous requirements.

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MRI Clinical Competency Requirements

The clinical competency requirements include the general patient care activities listed below, and the MRI procedures and quality control procedures listed on subsequent pages. Demonstration of competence should include variations in patient characteristics (e.g., age, gender, medical condition).

1. General Patient Care

   **Requirement:** Candidates must demonstrate competence in the seven patient care activities listed below. These activities should be performed on patients; however, simulation* is acceptable if state or institutional regulations prohibit candidates from performing the procedure on patients.

<table>
<thead>
<tr>
<th>General Patient Care</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vital signs (blood pressure, pulse, respiration, temperature)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sterile technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard (Universal) Precautions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer of patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care of patient medical equipment (e.g., oxygen tank, IV tubing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venipuncture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The ARRT requirements specify that certain clinical procedures may be simulated. Simulations must meet the following criteria: (a) the student is required to competently demonstrate skills as similar as circumstances permit to the cognitive, psychomotor, and affective skills required in the clinical setting; (b) the program director is confident that the skills required to competently perform the simulated task will generalize or transfer to the clinical setting, and, if applicable, the student will evaluate related images. Examples of acceptable simulation include: demonstrating CPR on a mannequin and performing venipuncture by demonstrating aseptic technique on another person, but then inserting the needle into an artificial forearm or grapefruit.
2. MRI Safety Requirements

Requirement: Candidates must demonstrate competence in the eight areas of MRI Safety listed below.

<table>
<thead>
<tr>
<th>MRI Safety Requirements</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening patients, personnel, and non-personnel for MRI safe, conditional, and unsafe devices and objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify MRI safety zones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Static field (e.g., projectiles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiofrequency field (e.g., thermal loading, coil positioning, patient positioning, and insulation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time-varying gradient magnetic fields (e.g., induced voltages, auditory considerations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and monitoring considerations (e.g., sedated patients, verbal and visual contact, vital signs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrast media safety (e.g., NSF, renal function)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other MRI safety considerations (e.g., cryogen safety, fire, medical emergencies, laser alignment lights)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. MRI Procedures

Requirement: Candidates must demonstrate competence in the 18 mandatory procedures listed in the following table. For the mandatory procedures, candidates must be evaluated while scanning actual patients. Candidates are also required to demonstrate competence for 10 of 24 elective procedures. Elective procedures should be performed on patients; however, up to one-half of the elective procedures may be performed on volunteers, as long as your institution has a policy that assures the protection of both the volunteer’s and the institution’s interests.

When performing the MRI procedures the candidate must demonstrate appropriate:

- patient care skills including: evaluation of requisition or medical record; patient identification; documentation of patient history including allergies; safety screening; patient assessment; explanation of procedure; appropriate MRI safety procedures; and patient discharge with post-procedure instructions.
- technical and procedural skills including: selection of imaging coil; patient positioning; protocol selection; parameter selection; image display; filming (if applicable); networking; archiving; and documentation of procedure and patient data in appropriate records.
- evaluation skills including: analysis of the image for technical quality; demonstration of correct anatomic regions; recognition of relevant pathology; and proper labeling.
# Magnetic Resonance Imaging
Clinical Competence Requirements

<table>
<thead>
<tr>
<th>MRI Procedures</th>
<th>Mandatory or Elective</th>
<th>Date Completed</th>
<th>Patient or Simulated</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head and Neck</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>brain</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAC</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>orbit</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pituitary</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>head MRA</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>face/soft tissue neck (e.g., parotids, thyroid)</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>neck MRA</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spine</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cervical</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thoracic</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lumbar</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sacrum/coccyx</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>brachial plexus</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thorax</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chest</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>breast</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thoracic MRA</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Abdomen and Pelvis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abdomen</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRCP</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abdominal MRA</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>male pelvis</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>female pelvis</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Musculoskeletal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elbow</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hand/wrist</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>finger/thumb</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRI Procedures</td>
<td>Mandatory or Elective</td>
<td>Date Completed</td>
<td>Patient or Simulated</td>
<td>Competence Verified By</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>hip</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bony pelvis</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI joints</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ankle/hind foot</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoulder</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scapula</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sternum/SC</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fore foot</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>humerus</td>
<td>E</td>
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<td></td>
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<tr>
<td>forearm</td>
<td>E</td>
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</tr>
<tr>
<td>femur</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lower leg</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knee</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>temporomandibular joint</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MR arthrography</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Imaging Procedures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRV</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>image post-processing</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extremity MR angiography</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spectroscopy</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. **Quality Control Procedures**

*Requirement:* Candidates must demonstrate competence in the quality control activities listed below. The first four procedures are performed on a QC phantom.

<table>
<thead>
<tr>
<th>Quality Control Procedures</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td>signal to noise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>center frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transmitter gain or attenuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>geometric accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equipment inspection (e.g., coils, cables, door seals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>monitor cryogen levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>room temperature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Magnetic Resonance Imaging Clinical Experience Requirement Procedures Verification Form

<table>
<thead>
<tr>
<th>Category and Procedure</th>
<th>Date Performed</th>
<th>Time of Day</th>
<th>Facility Name</th>
<th>Technologist Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head and Neck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orbit</td>
<td>01/01/2010</td>
<td>4:15 pm</td>
<td>General Hospital</td>
<td>STL</td>
</tr>
<tr>
<td>Orbit</td>
<td>01/02/2010</td>
<td>2:00 pm</td>
<td>General Hospital</td>
<td>STL</td>
</tr>
<tr>
<td>Orbit</td>
<td>01/03/2010</td>
<td>12:00 pm</td>
<td>General Hospital</td>
<td>STL</td>
</tr>
</tbody>
</table>
MRI Clinical Time Sheet

Student Name _____________________ Academic Semester/Year ______________

Week of ________________                     Clinical Site ___________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Technologist’s Initials</th>
<th>Lunch</th>
<th>Sent Home Early</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>

Technologist’s signature _______________________________________________

Student’s signature ____________________________________________

By signing this, I verify the time listed is the actual time I was there.
MRI Clinical Evaluation Report

Student name _________________________________ Date ________________
Clinical site __________________________________
Semester of school year _____________________________
Technologist ________________________________

Please evaluate the University of Cincinnati MRI students on the following with 1 being poor, 2 being average, 3 being good, and 4 being excellent. Please grade the student on where they should be based on how far they are in the program.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Does the student dress appropriately and according to UC’s uniform policy?  
Is the student punctual?  
Does the student get along well with staff/communicate well with physicians?  
Does the student take constructive criticism well?  
Does the student seek guidance about things he/she doesn’t understand?  
Does the student have enthusiasm to learn?  
Does the student show initiative (i.e., bringing patients to MR, screening patients, setting up exams, running scans, either with assistance or on their own?)  
Does the student assist in stocking scan room and help in maintaining the equipment?  
Does the student select the correct coils, protocols, sequences, and parameters for the exam?  
Is the student interested in helping with exams?  
Does the student properly evaluate the requisition and/or medical records?  
Does the student obtain necessary information before beginning an exam with regard to patient history/MR screening/patient ID?  
Does the student explain the procedure to patients prior to scan?  
Does the student demonstrate appropriate knowledge in image display, filming, and archiving?  
Does the student employ proper MRI safety procedures and precautions?  
Does the student employ Universal Precautions when necessary?  
Does the student evaluate the resulting images for image quality?  
Does the student evaluate the resulting images for optimal demonstration of anatomic region?  
Does the student evaluate the resulting images for proper identification on images and patient data?  
Does the student evaluate the resulting images for exam completeness?  
Does the student assist the patient in dressing/undressing/help onto MR scanner table as necessary?  
Does Student prepare scan room and position the patient properly?  
Does the student show technical proficiency?  
Does the student show technical knowledge?  
Does the student talk to the patient during the exam, letting them know of the scanner noises and directions (i.e., “please hold still”, “noise for 4 minutes”, “How are you doing?, etc.)  
Is the student discreet about asking questions in front of the patient?  
Does the student explain the procedure to the patient to make the patient more comfortable?  
Does the student refrain from inappropriate patient communication?  
Is the student courteous to patients?  
Does the student make good use of his/her time?
What are the strengths of this student?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Areas for improvement?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Any other comments?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Technologist signature ________________________________  Date____________________
Student Evaluation of Clinical Site

Student Name _________________________             Date __________
Clinical Site ________________________
Dates from _____________________    to __________________

Circle the answer that best describes your feelings for the following questions.

Was this site    Too Slow             Just Right                 Too Busy?

Comments
____________________________________________________________________________
____________________________________________________________________________

Were the technologists helpful?            Yes      No
Comments
____________________________________________________________________________
____________________________________________________________________________

Were the physicians helpful?   Yes    No
Comments
________________________________________________
________________________________________________
____________________________________________________________________________

Was the technologist-student relationship           Good            Bad
Comments
_____________________________________________________________________
_____________________________________________________________________

Would you recommend this site again?            Yes              No
Comments
____________________________________________________________________________
MRI Physics Individual Case Study Presentation Form Rubric

Name: ___________________________ Date: ___________________________

Case studies are a necessary component of medical education to correlate didactic classes with clinical experience. It also enables students in the class to see pathology that they may not have otherwise seen in their particular clinical experience. This method allows the student to have the experience to research a particular disease in more depth than class time allows. As such, you will be expected to use outside resources for more in-depth knowledge of the disease process to help you prepare a more professionally developed case study.

Grading Scale: 15 total sections to be graded on (worth 10 points each), for a total of 150 points.

4 excellent – 10 points
3 good, but not complete – 7.5 points
2 fair, needs significant work – 5 points
1 poor or non-existing – 2.5 or 0 points

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient history (patient’s medical history)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Clinical signs and symptoms/Primary diagnosis(reason for MR exam)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Lab values and other data vs. Normal values (if applicable)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Correlation with other imaging modalities and testing (if patient had prev. exams)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Correlation with previous MRI examination (if applicable)</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of MR protocol/Techniques/MR scanner type and field strength</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>MR image clarity and explanation</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Identification of anatomy and pathology (from x-rays, MR, CT, etc.)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Organization of presentation</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Communication/presentation skills</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiologist’s report included and discussed.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Treatment of patient (if available). If not, discuss treatment in general for topic</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Prognosis of patient (if available)</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Knowledge of anatomy/pathology/physiology as it pertains to specific topic</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Resources (at least 3)</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Comments:

_________________________________________________________________________

_________________________________________________________________________

Score: ________/150
1. Solid color scrub top/bottom combination.

2. White lab coat (for Nuclear Medicine it needs to be long sleeved and down to mid thigh). You can buy one for all modalities. For MRI, it needs to be mid thigh or shorter, long or short sleeved is fine.

3. Shoes should be either white nursing shoes or all white gymn shoes with white laces worn only for clinical rotations. (Nuclear Medicine requires closed toe and heel). No crocs are allowed.

4. Socks should be white.

5. Name badge should be worn at all times.

6. No unusual hair colors or styles.

7. No visible tattoos.

8. No earrings are allowed during MRI clinical rotations, unless approved by clinical site. Please check with your clinical site supervisor and let me know if they approve of the wearing of earrings. Otherwise, do not wear them - some earrings are ferrous, and thus should be avoided.

9. Conservative face makeup.

10. Only rings permitted are wedding rings.

11. No artificial fingernails. Nails must be free of polish, or polish must be free of chips.

12. No perfume or aftershave is to be worn.

13. Beards and mustaches must be well groomed and clean.

14. No necklaces or bracelets.

15. No sunglasses are permitted.

16. No head coverings of any type unless dictated by your religion and approved by the instructor.

17. No bobby pins or hair clips.

** Additions to this policy may be made at the discretion of the instructor as situations arise.
University of Cincinnati AMIT MRI Student MRI Screening Questionnaire

***Required to be completed by all AMIT MRI students***

Instructions for MRI student: Fill form out and make TWO copies. Return original, completed form to AMIT MRI Program Director. Give ONE copy to Clinical Site Supervisor upon entering MRI clinical site, and retain ONE copy for your student records.

The MR system has a very strong magnetic field that may be hazardous to individuals entering the MR environment or MR system room if they have certain metallic, electronic, magnetic, or mechanical implants, devices, or objects. Therefore, all individuals are required to fill out this form BEFORE entering the MR environment or MR system room. Be advised, the MR system magnet is ALWAYS on.

*NOTE: If you are a patient preparing to undergo an MR examination, you are required to fill out a different form.*

Date /_____/______ Name __________________ Last Name __________________ First Name ___________ Middle Initial ______ Age ______

Address __________________________ __________________________ Telephone (home) (____) ________-____

City ____________________________ Telephone (work) (____) ________-____

State _____ Zip Code ______

1. Have you had prior surgery or an operation (e.g., arthroscopy, endoscopy, etc.) of any kind? ☐ No ☐ Yes
   If yes, please indicate date and type of surgery: Date /_____/______ Type of surgery ______

2. Have you had an injury to the eye involving a metallic object (e.g., metallic slivers, foreign body)? ☐ No ☐ Yes
   If yes, please describe: __________________________

3. Have you ever been injured by a metallic object or foreign body (e.g., BB, bullet, shrapnel, etc.)? ☐ No ☐ Yes
   If yes, please describe: __________________________

4. Are you pregnant or suspect that you are pregnant? ☐ No ☐ Yes

**WARNING:** Certain implants, devices, or objects may be hazardous to you in the MR environment or MR system room. **Do not enter** the MR environment or MR system room if you have any question or concern regarding an implant, device, or object.

---

Please indicate if you have any of the following:

- ☐ Yes ☐ No Aneurysm clip(s)
- ☐ Yes ☐ No Cardiac pacemaker
- ☐ Yes ☐ No Implanted cardioverter defibrillator (ICD)
- ☐ Yes ☐ No Electronic implant or device
- ☐ Yes ☐ No Magnetically-activated implant or device
- ☐ Yes ☐ No Neurostimulation system
- ☐ Yes ☐ No Spinal cord stimulator
- ☐ Yes ☐ No Cochlear implant or implanted hearing aid
- ☐ Yes ☐ No Insulin or infusion pump
- ☐ Yes ☐ No Implanted drug infusion device
- ☐ Yes ☐ No Any type of prosthesis or implant
- ☐ Yes ☐ No Artificial or prosthetic limb
- ☐ Yes ☐ No Any metallic fragment or foreign body
- ☐ Yes ☐ No Any external or internal metallic object
- ☐ Yes ☐ No Hearing aid
- ☐ Yes ☐ No Other implant __________________________
- ☐ Yes ☐ No Other device __________________________

---

**IMPORTANT INSTRUCTIONS**

Remove all metallic objects before entering the MR environment or MR system room including hearing aids, beeper, cell phone, keys, eyeglasses, hair pins, barrettes, jewelry (including body piercing jewelry), watch, safety pins, paperclips, money clip, credit cards, bank cards, magnetic strip cards, coins, pens, pocket knife, nail clipper, steel-toed boots/shoes, and tools. Loose metallic objects are especially prohibited in the MR system room and MR environment.

Please consult the MRI Technologist or Radiologist if you have any question or concern BEFORE you enter the MR system room.

I attest that the above information is correct to the best of my knowledge. I have read and understand the entire contents of this form and have had the opportunity to ask questions regarding the information on this form.

Signature of Person Completing Form: ____________________________ Date /_____/______

Form Information Reviewed By: ____________________________ Print name ____________________________ Signature ____________________________

☐ MRI Technologist ☐ Radiologist ☐ Other ____________________________
AMIT MRI Section Student Checklist Form

1. Review and understand Specific Procedural Requirements.
2. Review and understand General Guidelines.
4. Magnetic Resonance Imaging Clinical Mandatory/Elective Competence Form - This form is a guideline of the required competences for MRI.
5. Magnetic Resonance Imaging Clinical Experience Requirement Procedures Verification Form (On Blackboard). Keep these forms with you during your clinical rotations, at the end of each semester; you will need to turn these forms into the AMIT Program. Give the copy to the AMIT MRI Program Director and retain the original copy for your records. Use the same copy of form for the entire year.
6. MRI Clinical Time Sheet – to be completed daily. Submit a copy of your time sheet at the end of EACH week and retain the original copy for your records. Time sheets are due no later than the following Monday.
7. MRI Clinical Evaluation Report Form is for any MRI Technologist whom you work with frequently. You are required to have at least 2 MRI Technologist complete an evaluation per semester. It is recommended that you receive an evaluation half way through the semester and one at the end of the semester to gauge your progress. Scores will be averaged to determine a percentage of your semester grade. Submit the original copy of your completed evaluation form/s, via fax or enclosed in a signed sealed envelope, at the end of EACH semester.
8. Student Evaluation of MRI Clinical Site Form – complete one evaluation of your clinical site per rotation.
9. Review and understand the MRI Physics Individual Case Study Presentation Form Rubric. You will use this assessment rubric when completing case study assignments.
10. Review and understand the information in the MRI Clinical Uniform section.
11. Complete the University of Cincinnati AMIT MRI Student MRI Screening Questionnaire Form. Fill form out and make TWO copies. Return original, completed form to AMIT MRI Program Director. Give ONE copy to Clinical Site Supervisor upon entering MRI clinical site, and retain ONE copy for your student records. If you have more than one clinical rotation, you MUST complete another form and return original, completed form to AMIT MRI Program Director. Give ONE copy to Clinical Site Supervisor upon entering MRI clinical site, and retain ONE copy for your student records.
12. Read, understand, and sign this form. Give the original copy to the AMIT MRI Program Director. You will then get a copy of this signed form for your records.

☐ I have read and understand all the information within this AMIT MRI Section Student Checklist Form.

Print Student Name ____________________________
Student Signature _____________________________
Date ________________

☐ Check here if you have completed all requirements.
Clinical Competencies
Nuclear Medicine Technology Didactic and Clinical Competency Requirements
Candidates for certification are required to meet the Professional Requirements specified in Article II of the ARRT Rules and Regulations. This document identifies the minimum didactic and clinical competency requirements for certification referenced in the Rules and Regulations. Candidates who complete a formal educational program accredited by a mechanism acceptable to The American Registry of Radiologic Technologists® (ARRT®) will have obtained education and experience beyond the requirements specified here.

Didactic Requirements

Candidates must successfully complete coursework addressing the topics listed in the ARRT Content Specifications for the Nuclear Medicine Technology Examination. These topics are presented in a format suitable for instructional planning in the SNM Curriculum Guide for Educational Programs in Nuclear Medicine Technology (2008).

Clinical Requirements

As part of their educational program, candidates must demonstrate competence in the clinical activities identified in this document. Demonstration of clinical competence means that the program director or designee has observed the candidate performing the procedure, and that the candidate performed the procedure independently, consistently, and effectively. Candidates must demonstrate competence in:

- Four patient care activities.
- Five quality control procedures.
- Twenty-five diagnostic and therapeutic procedures.

Documentation

The following pages identify specific clinical competency requirements. Candidates may wish to use these pages, or their equivalent, to record completion of the requirements. The pages do NOT need to be sent to the ARRT.

To document that the didactic and clinical requirements have been satisfied, candidates must have the program director (and authorized faculty member if required) sign the ENDORSEMENT SECTION of the Application for Certification included in the Certification Handbook.

* Note: Candidates who complete their educational program during 2014 or 2015 may use either the previous requirements (effective 2011) or the current requirements (effective 2014). Candidates who graduate after December 31, 2015 may no longer use the previous requirements.

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Nuclear Medicine Technology
Clinical Competency Requirements

The clinical competency requirements include the patient care activities, quality control procedures, and diagnostic and therapeutic procedures identified below. Demonstration of competence should include variations in patient characteristics (e.g., age, gender, medical condition).

1. **General Patient Care**

   **Requirement:** Candidates must demonstrate competence in all four patient care activities listed below. The activities should be performed on patients; however, simulation is acceptable (see endnote) if state or institutional regulations prohibit candidates from performing the procedures on patients.

<table>
<thead>
<tr>
<th>General Patient Care</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vital Signs (BP, pulse, and respiration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venipuncture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECG (lead placement and recognition of common dysrhythmias)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Quality Control Procedures**

   **Requirement:** Candidates must demonstrate competence in all five quality control activities listed below.

<table>
<thead>
<tr>
<th>Quality Control Procedures</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECT Gamma Camera (uniformity, resolution, and center of rotation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dose Calibrator (constancy and linearity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well Counter/Uptake Probe (energy calibration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey Meter (daily check)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PET or PET/CT (reference scan)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Diagnostic and Therapeutic Procedures**

_Requirement:_ Candidates must demonstrate competence in 25 different nuclear medicine procedures. Candidates should demonstrate the following skills when performing the procedures: evaluation of requisition; patient instructions, preparation, and care; selection, handling, and administration of radiopharmaceutical; equipment configuration and patient positioning; radiation safety; and image processing and evaluation. All procedures must be performed on patients, with the exception of thyroid therapy which may be simulated (see endnote).

The 25 procedures to be performed are selected from the categories (cardiovascular, endocrine, etc.) listed in the table below. Candidates must select 17 of the 25 procedures from the categories as specified in the table. The remaining 8 procedures may be chosen from any category. The table indicates the procedures in each category, and specifies the minimum number of procedures that must be performed in each category.

<table>
<thead>
<tr>
<th>Category</th>
<th># Procedures in Category</th>
<th># That Must Be Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abscess and Infection (elective)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Skeletal</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Endocrine/Exocrine</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Gastrointestinal</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Genitourinary</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Respiratory</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Tumor</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>SPECT</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Therapeutic Procedures</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Central Nervous System (elective)</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>17</strong></td>
<td><strong>8</strong> (electives from any category)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

_Example:_ Assume a candidate demonstrates competence in the 3 cardiovascular procedures (myocardial perfusion, gated blood pool, and PET or PET/CT). This means that the candidate has fulfilled the cardiovascular requirement of 2 procedures, and has also completed 1 elective.

*Note: The specific nuclear medicine procedures within each category are identified on the following two pages.*
<table>
<thead>
<tr>
<th>Nuclear Medicine Procedure</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abscess and Infection</strong> (0 - procedures are elective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WBC Imaging</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skeletal</strong> (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-Phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cardiovascular</strong> (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gated Blood Pool Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Myocardial Perfusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PET or PET/CT</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endocrine/Exocrine</strong> (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid Uptake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid Scan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid Metastatic Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parathyroid</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gastrointestinal</strong> (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatobiliary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastroesophageal Reflux</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastric Emptying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gi Bleeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meckel’s Diverticulum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liver</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Genitourinary</strong> (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renal: Dynamic Perfusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renal: Cortical Imaging</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respiratory</strong> (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perfusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ventilation (gas or aerosol)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nuclear Medicine Technology
Clinical Competency Requirements (cont.)

<table>
<thead>
<tr>
<th>Nuclear Medicine Procedure</th>
<th>Date Completed</th>
<th>Competence Verified By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tumor (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lymphoscintigraphy (breast or melanoma)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PET or PET/CT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g., Octreoscan™, MIBG)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECT (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tumor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiac</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapeutic Procedures (1) (all may be simulated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid: Ablation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid: Hyperthyroidism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palliative Bone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Hodgkin’s Lymphoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Nervous System (0 - procedures are elective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain: Planar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain: Dynamic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain: PET or PET/CT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cisternography: Routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cisternography: CSF leak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shunt Patency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The ARKT requirements specify that certain clinical procedures may be simulated. Simulations must meet the following criteria: (a) the student is required to competently demonstrate skills as similar as circumstances permit to the cognitive, psychomotor, and affective skills required in the clinical setting; (b) the program director is confident that the skills required to competently perform the simulated task will generalize or transfer to the clinical setting. Examples of acceptable simulation include: demonstrating CPR on a mannequin, performing venipuncture by demonstrating aseptic technique on another person, but then inserting the needle into an artificial forearm or grapefruit.
# Nuclear Medicine Clinical Time Sheet

Student Name __________________________  Academic Semester/Year ___________________

Week of ___________________  Clinical Site ___________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Technologist’s Initials</th>
<th>Lunch</th>
<th>Sent Home Early</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Technologist’s signature ___________________________________________________________

Student’s signature ____________________________________________________________

By signing this, I verify the time listed is the actual time I was there.
WRITE UP FOR NUCLEAR MEDICINE PROCEDURES

THIS FORM IS TO BE COMPLETED BY THE STUDENT AND GIVEN TO PROGRAM OFFICIALS. USE THE BACK OF THIS PAGE IF NECESSARY. DO NOT INCLUDE ANY PATIENT NAMES OR NUMBERS THAT MAY BE LINKED TO A SPECIFIC PATIENT.

Student: ________________________
Study: __________________________________________
Location: ________________________
Supervising Technologist/Faculty: ____________________

1. Relevant Patient Information (e.g. Reason for admission, diagnosis, age. Is patient, deaf, blind, obese, paralyzed, comatose, etc):

2. What is the clinical question?

3. What are the isotopes utilized and how are they administered?

4. Is there any special patient prep (i.e., hydration, NPO, etc.)?

5. Describe techniques used for scanning and why (e.g., was patient supine, upright, inclined, etc.). Are there alternative radiopharmaceuticals available that would yield the same or similar information? Why were these not used?

6. Acquisition parameters utilized on the camera and computer:

7. What are the scan results? Critique the technical outcome of scan and why it appeared as such (e.g., were the pictures ideal or could something been done to make them better, was the quality compromised by the patient's condition, etc.).
<table>
<thead>
<tr>
<th>Performance Skills</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Check requisition</td>
<td></td>
<td></td>
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<tr>
<td>2 Patient interaction (explain test, reassure patient)</td>
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<tr>
<td>3 Signed pregnancy/nursing statement noted/received (if applicable)</td>
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<tr>
<td>4 Patient workup noted/received</td>
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<tr>
<td>5 Prepare radiopharmaceutical</td>
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<tr>
<td>6 Calibrate and log radiopharmaceutical</td>
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<tr>
<td>7 Set up gamma camera and/or other instrumentation</td>
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<tr>
<td>8 Select isotope energy and determine peak setting (if applicable)</td>
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<tr>
<td>9 Calibration/orientation</td>
<td></td>
<td></td>
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<tr>
<td>10 Set intensity and select format (if applicable)</td>
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<td></td>
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<tr>
<td>11 Set up computer/Select correct acquisition</td>
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<tr>
<td>12 Patient identification (2 means)</td>
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<tr>
<td>13 Administer radiopharmaceutical by appropriate route</td>
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<tr>
<td>14 Position patient</td>
<td></td>
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<tr>
<td>15 Image patient</td>
<td></td>
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<tr>
<td>16 Organization of procedure</td>
<td></td>
<td></td>
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<tr>
<td>17 Ability to check film and take initiative to do or suggest additional views if necessary</td>
<td></td>
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<tr>
<td>18 Check film with physician (if applicable)</td>
<td></td>
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<tr>
<td>19 Computer playback</td>
<td></td>
<td></td>
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<tr>
<td>20 Clean up area</td>
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<tr>
<td>Educational Performance</td>
<td>Acceptable</td>
<td>Not Acceptable</td>
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<tr>
<td>----------------------------------------------------------------------------------------</td>
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<td>----------------</td>
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<tr>
<td>1 Student performs all stated objectives without instruction from senior technologist</td>
<td></td>
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<tr>
<td>(attitudinal consideration)</td>
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<tr>
<td>2 Student applies basic understanding and reasoning in performance of all stated</td>
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<tr>
<td>objectives (cognitive consideration)</td>
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<tr>
<td>3 Student demonstrates coordination and efficiency associated with the physical</td>
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<tr>
<td>performance of all stated objectives (psychomotor consideration)</td>
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</tbody>
</table>

SIGNATURES

_________________________________________________  
STAFF TECHNOLOGIST

_________________________________________________  
STUDENT TECHNOLOGIST

COMMENTS:

        SUPERVISING TECHNOLOGIST:

        ______________________________
        STUDENT TECHNOLOGIST:
TECHNOLOGIST/FACULTY GUIDELINES FOR STUDENT EVALUATIONS

Student Evaluations are divided into eight general categories. They are as follows:

- Initiative
- Professional Demeanor
- Attitude
- Interest
- Patient Rapport
- Technical Proficiency
- Technical Knowledge
- Staff Rapport

The numbers 0-4 will be used to evaluate the student's performance in each one of the categories. The meaning associated with these numbers are as follows:

A. **4 = EXCELLENT** The student performs in a clearly superior manner. This person is on track to become a superior technologist.

B. **3 = GOOD** The student is a solid and dependable performer. They continuously strive to do the right thing. This person is on track to become a versatile and dependable technologist.

C. **2 = AVERAGE** This student is usually reliable. Although they possess only a few negative characteristics they likewise possess only a few positive characteristics. This individual is on track to become a dependable and predictable technologist.

D. **1 = POOR** This person is not likely to hurt anyone, however, their current clinical performance leads you to believe that they will not make a trustworthy and competent technologist without significant improvement.

E. **0 = DEFICIENT** This student either has no concept of what is going on (considering the amount of time they have been in the program) or does not perform what is expected (i.e. procedures, conduct, etc.) Their actions lead you to believe that they may hurt a patient due to ineptitude. Without drastic improvement, this person will not make it as a technologist.

F. **- = UNABLE TO RATE** This student has not been observed enough in this category to detect any trends.

At the end of the semester, an average is calculated from all sheets for the semester and this makes up most of the grade the student will receive for the course Directed Practice. The results of the evaluations are shared with the students but the technologist has the option of remaining anonymous. Signatures are requested to document authenticity.

Letter grades are determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Grade</th>
<th>Numerical Value</th>
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<tbody>
<tr>
<td>A</td>
<td>3.75 - 4.00</td>
<td>C</td>
<td>2.25 - 2.49</td>
</tr>
<tr>
<td>A-</td>
<td>3.50 - 3.74</td>
<td>C-</td>
<td>2.0 - 2.24</td>
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<tr>
<td>B+</td>
<td>3.25 - 3.49</td>
<td>D+</td>
<td>1.75 - 1.99</td>
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<tr>
<td>B</td>
<td>3.00 - 3.24</td>
<td>D</td>
<td>1.50 - 1.74</td>
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<tr>
<td>B-</td>
<td>2.75 - 2.99</td>
<td>D-</td>
<td>1.25 - 1.49</td>
</tr>
<tr>
<td>C+</td>
<td>2.50 - 2.74</td>
<td>F</td>
<td>1.00 - 1.24</td>
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</tbody>
</table>

ANY STUDENT RECEIVING AN END OF SEMESTER GRADE BELOW 2.00 (letter grade of C) IN DIRECTED PRACTICE OR TECHNICAL EVALUATION MAY POSE A RISK TO THE SAFETY AND WELL-BEING OF OTHERS AND WILL BE IMMEDIATELY DISMISSED FROM THE PROGRAM.
CLINICAL EVALUATION REPORT
Advanced Medical Imaging Technology Program

Student ______________________________  Faculty/Staff ____________________
Clinical Rotation ______________________  Days absent _____________________

Procedure performed (list by type, instrument, location)
_____________________________________________________________________________
_____________________________________________________________________________

RATING BY NUMBER:
4 = EXCELLENT  3 = GOOD  2 = AVERAGE  1 = POOR  0 = DEFICIENT  (N/A) = UNABLE TO RATE

See reverse for considerations to be taken in rating student technologists

TO BE COMPLETED BY THE SUPERVISING FACULTY/STAFF

<table>
<thead>
<tr>
<th>SKILL AREA</th>
<th>RATING</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Initiative</td>
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<td>Professional Demeanor</td>
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<td>Attitude</td>
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<td>Interest</td>
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<tr>
<td>Patient Rapport</td>
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<td>Technical Proficiency</td>
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<td>Technical Knowledge</td>
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<tr>
<td>Staff Rapport</td>
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</table>

Additional Comments
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Signature ____________________________________________________________
FACTORS FOR CONSIDERATION

Initiative - Does the student
1. Determine goal of study prior to its performance?
2. Prepare camera for acquisition ahead of time?
3. Clean and supply work area?
4. Take initiative in performing imaging procedures?
5. Check images with M.D. without prompting?
6. Possess genuine interest in maintaining work flow?
7. Attempt difficult or unfamiliar procedures with help rather than refuse to try?
8. Experiment with new techniques when time permits?

Professional Demeanor - Does the student
1. Exhibit ethical, mature, and professional conduct?
2. Adhere to departmental policies (i.e., dress code, fire and emergency, radiation safety, misadministrations, etc.)?
3. Respectfully address physicians, administrators and other superiors?
4. Refrain from speaking in derogatory terms of patients, M.D.’s, fellow students, or technologists?
5. Focus their conversations on the patient?

Attitude - Does the student
1. Take responsibility for their education?
2. Demonstrate patience and maturity when working with difficult patients?
3. Follow through on written or verbal orders?
4. Possess a pleasant disposition?
5. Gracefully accept suggestions from superiors and fellow students?
6. Arrive punctually to rotation?
7. Take only allotted time for lunch?

Interest - Does the student
1. Stay late or come in early when situation warrants it?
2. Find out additional background information when warranted?
3. Willingly help out on projects or anything else that needs to be done?
4. Have good attendance while on rotation (excluding personal time or reasonable use of sick time)?
5. Remain accountable to assigned rotation/technologist?
6. Express curiosity or ask questions?

Patient Rapport - Does the student
1. Introduce self to patient?
2. Correlate patient's identification with requisition?
3. Explain exam clearly to patient on terms that patient understands?
4. Tactfully determine that female patients of child bearing years are neither pregnant nor nursing prior to administering activity?
5. Anticipate patient's needs and assists them as necessary?
6. Insure patient's privacy and modesty?
7. Use safety devices (i.e., side rails, brakes, restraints, etc?) appropriately and correctly?
8. Frequently inquire into patient's comfort?
9. Adequately reassure nervous patients?
10. Position comatose and immobile patients as gently as alert patients?
11. Show patience toward combative, uncooperative and/or incoherent patients?

Technical Proficiency - Does the student
1. Readily learn new procedures?
2. Easily relearn or correct techniques that they have learned incorrectly?
3. Readily repeat views when quality is in doubt?
4. Make an effort to get the highest quality images within the available time constraints?
5. Apply classroom information to their working environment?
6. Demonstrate self confidence in their ability?
7. Adjust procedures to the individual patient and their needs?
8. Continuously strive to produce high quality work?

Technical Knowledge - Does the student
1. Always wears gloves, lab coats, and film badges when handling radioactive material?
2. Apply concepts of time, distance, and shielding to reduce radiation exposure?
3. Correctly set up and peaks camera?
4. Correctly set up and play back computer acquisitions?
5. Know procedures, radiopharmaceuticals, and activity ranges?
6. Label films properly?
7. Know contraindications for studies?
8. Know order of sequential studies?
9. Correct their own mistakes?

Staff Rapport - Does the student
1. Assist assigned technologist without prompting?
2. Attentively listen to technologist's explanation of procedures?
3. Anticipate equipment/computer/camera needs and handles the situation without prompting?
4. Communicate effectively with technologists and physicians and is able to answer their questions or perform their instructions
Student Evaluation of Clinical Site

Student Name ___________________________             Date ____________
Clinical Site ____________________________
Dates from ________________ to ________________

Circle the answer that best describes your feelings for the following questions.

Was this site     Too Slow             Just Right                 Too Busy?

Comments ____________________________________________________________
________________________________________________________________________

Were the technologists helpful?     Yes      No
Comments ____________________________________________________________
________________________________________________________________________

Were the physicians helpful?        Yes      No
Comments ____________________________________________________________
________________________________________________________________________

Was the technologist-student relationship           Good            Bad
Comments ____________________________________________________________
________________________________________________________________________

Would you recommend this site again?            Yes              No
Comments ____________________________________________________________
________________________________________________________________________
AMIT Nuclear Medicine Section Student Checklist Form

1. Review and understand all procedures in the Nuclear Medicine Technology Didactic and Clinical Competency Requirements list.

2. **Nuclear Medicine Weekly Clinical Time Sheet** – to be completed daily. Submit a copy of your time sheet at the end of EACH week and retain the original copy for your records. Time sheets are due no later than the following week.

3. **A Write Up and Performance Evaluation** – Complete all 3 pages for each clinical competency (is not required for patient care or quality control competencies, only clinical procedure scans and therapies) once you can complete it on your own without technologist assistance.

4. **Nuclear Medicine Clinical Evaluation Report Form** is for any Nuclear Medicine Technologist whom you work with frequently. You are required to complete a set amount of evaluations per semester. It is recommended that you receive at least 1 evaluation halfway through the semester/rotation and a minimum of 2 more at the end of the semester/rotation to gauge your progress. Scores will be averaged to determine a percentage of your semester grade. Submit the original copy of your completed evaluation form/s, via fax or enclosed in a signed sealed envelope, at the end of EACH semester.

5. **Student Evaluation of Nuclear Medicine Clinical Site Form** – complete one evaluation of your clinical site per rotation.

6. Read, understand, and sign this form. Give the original copy to the AMIT Nuclear Medicine Program Director. You will then get a copy of this signed form for your records.

☐ I have read and understand all the information within this AMIT Nuclear Medicine Section Student Checklist Form.

Print Student Name ________________________________
Student Signature ________________________________
Date ___________________
Student Contract
Advanced Medical Imaging Technology Program

I have read the Advanced Medical Imaging Technology Student Handbook, the University of Cincinnati Student Code of Conduct, and the professional codes of conduct and ethics. I agree to the rules, regulations and standards set forth by the Advanced Medical Imaging Technology Program, the College of Allied Health Sciences, and the University of Cincinnati. I understand that failure to comply with Program, College, and University rules and regulations have a negative consequence and may include my expulsion from the program. Furthermore, I understand that failure to comply with professional codes of conduct and ethics may render me ineligible for nationally administered board examinations.

I understand that I must read and understand this document, the University of Cincinnati Student Code of Conduct, and the professional codes of conduct and ethics before I will be allowed to participate in my clinical education. Faculty will answer questions I have regarding their content.

Furthermore, I agree to be timely for class and clinical rotations, will do what is asked of me to the best of my abilities, and I will take charge of both my clinical and classroom education. This includes but is not limited to making sure correct grades are submitted for each course, courses needed for graduation are completed with the grades submitted to the Registrar’s Office, and proper paperwork is submitted in a timely manner.

I will prepare myself to the best of my abilities for the nationally administered board examinations of the modalities I have chosen/been assigned. I will complete all tasks necessary to obtain board eligibility in each modality I pursue.

In return for my compliance to the rules and regulations set forth in this document, I understand that the faculty and staff of the Advanced Medical Imaging Technology Program will provide the training and education necessary to prepare oneself for the nationally administered board examinations.

My signature below affirms my complete understanding of this document and I agree to abide by the rules as set forth by this program.

__________________________________________________________________________  __________
Signature                                                  Date