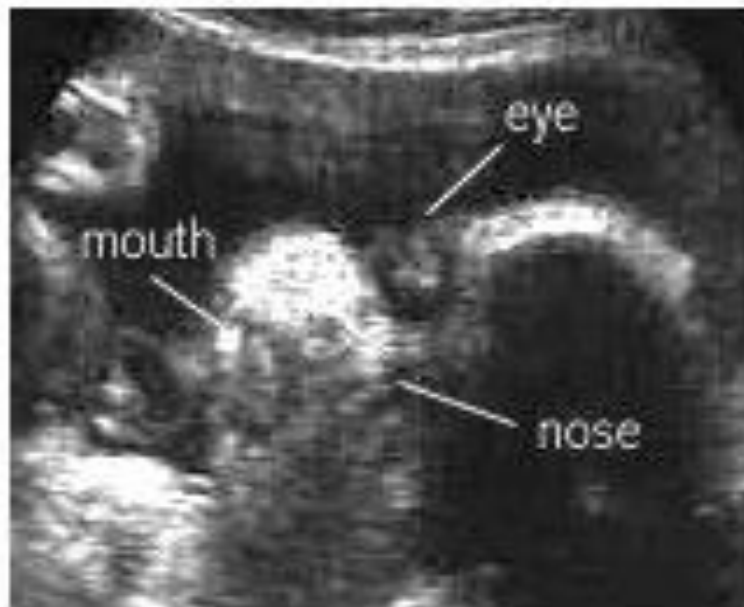


FERRIS STATE UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS

Diagnostic Medical Sonography
Student Handbook
2025 - 2027

Program Coordinator: Professor Michelle Weemaes
Clinical Coordinator: Assistant Professor Sarah Newberger



Scrutinizing the fetal face is done
at around 18-20 weeks

Ferris State University is an equal opportunity institution. For information on the University's Policy on Non-Discrimination, visit <http://www.ferris.edu/non-discrimination>.

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1.0 Program grading scale:

100-95%	A	78.9-77%	C
94.9-92%	A-	76.9-73%	C-
91.9-87%	B+	72.9-70%	D+
86.9-84%	B	69.9-66%	D
83.9-82%	B-	65.9-62%	D-
81.9-79%	C+	< 61.9%	F

2.0 Program attendance policy:

CLASS ROOM ATTENDANCE:

ATTENDANCE POLICY:

The Diagnostic Medical Sonography program is designed to maximize the student's learning of course material. Therefore, your presence and attention in class is expected.

Absences:

Excused Absence:

Documentation is required for an absence to be excused. Documentation must be provided to the instructor before the start of the next class session.

Please refer to the student handbook for a list of excused absences.

Unexcused Absence:

1st unexcused absence = warning

2nd unexcused absence = 1% final grade reduction

3rd unexcused absence = an additional 1% final grade reduction

And so on

Sleeping or not participating in class is considered an unexcused absence.

If you are asked to leave the classroom you will receive an unexcused absence.

If you miss a lecture session, you are responsible for obtaining the missed material.

Tardies:

1st tardy = warning

2nd tardy = 1% final grade reduction

3rd tardy = additional 1% final grade reduction

And so on

* Tardy is defined by 5 minutes after the posted class time.

Attendance Policies Continued

- Late work is not accepted unless there has been a prior arrangement made with the instructor. Homework is due at the start of the class period. Missed assignments and quizzes during an *unexcused* absence will not be accepted.
- Missed face-to-face assignments and quizzes for an *excused* absence will be accepted with full credit if completed by the next class session you attend. A grade reduction of 10% per day will be applied for turning work in past this deadline.
- Online assignments and quizzes are due on the assigned date; a 10% reduction per day will be assessed for late submissions. (remove from syllabi if completely face-to-face class)
- The final exam must be taken on the scheduled final exam day. Please note this could be any day during exam week.

Absences- Unexcused

1. Childcare problems, sick children at home
2. Incarceration/Jailed
3. Employment (cannot leave early to go to work).
4. Leave early from class.
5. Sleeping or non-participation in group activities.
6. Working on non course related activities counts as an absence.
7. Lack of sleep, lack of motivation or attitude, or not feeling well.
Save your unexcused absences for illnesses or unforeseeable events later in the semester!
8. Scheduled doctor appointments.

DRESS CODE

The Ferris State University Diagnostic Medical Sonography program's goal is to produce sonographers with entry level professionalism and scanning skills to enter the career field. As part of the expectations for the program, appropriate dress and behavior is expected.

Lab – Students are required to wear royal blue scrubs, with dedicated clean lab shoes and hair pulled up.

Classroom – Students should dress in a way that's "respectful and appropriate" for the environment. Avoid clothing that might be "disrespectful (swear words, political etc.)

Unacceptable attire includes:

Pajamas
Sweatpants
Ripped jeans
Flip flops
Dirty shoes or boots that track in mud
Shorts or skirts above mid-thigh
Shirts that do not cover the stomach or shoulders
Hoodies worn on the head
Baseball caps

2.5 Internship weather and board exam attendance policy **Excused and Non-Excused Absence Policy- Internship**

Snow Days

If Ferris State University cancels class due to weather, students attending internship in the area will have an excused clinical day. Snow days are limited to students in that surrounding area.

Example students in a Grand Rapids Internship placement will be excused if the FSU Grand Rapids campus is closed. If the Big Rapids campus is open on that day, local Big Rapids placed students will not have an excused absence.

- If Ferris cancels classes due to weather and your internship site is near the closed campus, you are excused, and **the day does NOT have to be made up.**
- If weather is dangerous and your ACI tell you not to come in, you are excused – **time must be made up**
- If you determine weather is dangerous for you to drive in, your absence is excused - **time must be made up.** Excessive call-in's may result in a warning/demerit.
-

ARDMS Board exams – SPI, AB and OB

We encourage you to take board exams while in clinical internship. Being registered will make you a more marketable candidate as you search for sonography jobs. Each student may have **one day off per exam (up to 3 days during the clinical year)**. *This day does not have to be made up.* You must notify your ACI with a minimum of 2 weeks notice and submit a time off request form.

Examples:

- Day off to study before (if exam is scheduled on your day off of clinicals)
- Excused day of clinical to take exam
- Day off to travel to testing site

Merit Time

A merit is time off for exemplary behavior in clinical internship. This is awarded time off and it does not need to be made up.

- 1 Merit = 4 hours
- Maximum is 2 merits per semester (8 hours)

Spring Case Study Day

You may count the case study day on campus as one clinical day

Sick, childcare, vehicle problems etc.

These instances will be determined excused or not with the discretion of your Ferris site visitor, not your ACI. Making a deal with your ACI and not reporting it to Ferris Faculty will result in a demerit. *All missed time in this category must be made up.*

Note: excessive absences, excused or unexcused, may be grounds for release from the program or clinical site.

3.0 What Faculty Expect from Students

We expect you to follow guidelines for academic integrity. This includes following all instructions provided to you for completing assignments and exams in your courses. Communicating with other students about assignments/exams is considered academic dishonesty, unless given explicit instructions that this is acceptable for a specific assignment.

For Open-Note Exams: Prepare your materials ahead of time and have them ready for the exam so you are not scrambling to find things. Do not be dependent on your notes, as this can hinder your ability to critically think, and problem solve on an assessment. Assessments are where you can demonstrate your knowledge, skills, and abilities – show us what great progress you are making!

For Closed-Note Exams: Place your notes and books in another room entirely and clear your workspace of everything except allowable materials (e.g., calculator, pencil, blank sheet of paper).

Honor System

We expect you to uphold the honor system in your work. This includes holding both yourself and your peers to a high standard as student sonographers. If you know of someone who has committed behavioral or academic misconduct, you are encouraged to report what you know.

Professional Communication

We expect you to communicate in a professional manner both verbally and in writing. This includes social media as well as in video and written assignments. Any time you communicate with the outside world, remember to be respectful and professional in your dialogue. Remember, you are representing the College both in and out of the classroom.

Professional Image

We expect you to maintain a professional image. You represent the College of Health professions both in and out of the classroom and it is important that this be approached with dignity and respect. This includes any setting where you are being observed or recorded by video, including in synchronous online classes, video assignments, and video-proctored exams.

Respect

We expect you to be respectful of yourself and others. Hurtful or hateful words and actions are not tolerated.

Questions & Concerns

We expect you to communicate with us regarding questions and concerns.

What Students can Expect from Faculty

Students can expect faculty to:

- Uphold the honor system in their work.
- Maintain a professional image.
- Communicate in a professional manner both verbally and in writing.
- Be respectful of themselves and others; and
- Communicate honestly regarding questions and concerns.
- Provide information regarding academic integrity in the syllabus, in announcements, and/or in the instructions for individual assignments or exams.

ONLINE COURSE ATTENDANCE AND PARTICIPATION

Attendance

We expect you to attend every class session on time, at your scheduled time, whether it is virtual or face-to-face. In the event you are unable to attend class as scheduled, please contact both the course coordinator and faculty member teaching to notify them of your absence. Contacting only the faculty member scheduled to teach that day is not sufficient. Failure to notify faculty in advance of a missed class session may result in a behavior misconduct form as well as any other course attendance policies as outlined in the course syllabus.

Assignments

We expect you to complete assignments to the best of your ability. We expect assignments to be submitted on time. Technology and travel-related issues are not acceptable reasons for missing deadlines. Failure to submit an assignment by the deadline due to travel related issues may result in a behavior misconduct form as well as any other course assignment policies as outlined in the course syllabus.

Preparation

We expect you to come to class prepared. This involves watching associated lectures prior to coming to class and completing any other pre-class assignments to allow for your full participation and engagement.

Engagement

We expect you to be actively engaged throughout the class period. This includes giving your undivided attention, participating in classroom discussions by answering questions, participating in polls, accepting invitations to breakout rooms, and engaging in discussions with your classmates during breakout sessions. Not joining breakout rooms in a timely fashion may be perceived as you not being actively engaged in the class session.

Communication

We expect you to check your email and course announcements daily to remain informed of any course or schedule changes that may occur. You may need to adjust your Canvas notification preferences to ensure you receive course announcements in a timely fashion.

What Students can Expect from Faculty

Students can expect faculty to:

- Challenge your abilities, thoughts, and beliefs in a respectful manner.
- Provide timely grading and feedback.
- Support and facilitate your progress.
- Be on time.
- Be prepared.
- Be attentive; and
- Respond to emails Monday through Friday, between 9:00 am and 4:30 pm. Please remember that faculty have other professional obligations outside of teaching. You can typically expect faculty to respond to emails within 1-2 business days

ZOOM ETIQUETTE

In the professional world, video conferencing with colleagues located at different worksites is becoming more common. This is a great opportunity for you to develop excellent video conferencing skills. Here are some tips to ensure a positive experience for you, your classmates, and your instructors.

Logging In

Join a Zoom call at least 5 minutes early, in case of technical issues. When logging into Zoom, use your full name (first and last) so your instructor knows you are present.

Camera

Turn on your camera. Your instructor(s) and classmates will appreciate that you are wide awake, properly dressed, and ready to participate. Plan to sit at a desk or table while on a Zoom call. If you use the camera in your laptop, be sure it is focused at or slightly above eye level by using a riser; doing so creates a more direct sense of engagement with other participants. Check the lighting on your camera; focus lights on your face, so your Zoom image is not too dark.

Sound

Mute your microphone whenever you are not speaking. In addition, try to call in from a quiet space. Be mindful of background noise. Be aware of barking dogs, and avoid activities that could create distracting noise, such as shuffling papers. You may also investigate purchasing a noise cancelling microphone.

Environment

Limit distractions. You can make it easier to focus on learning by turning off all notifications, closing or minimizing running apps, and muting your smartphone. Avoid multi-tasking. You'll retain the information presented better if you refrain from sending or replying to emails or text messages during the video conference.

Chat

Post quick questions (e.g. one sentence) in the chat and keep your language respectful and professional.

If you have a longer or more complicated question, type in the chat, "I have a question", so the instructor can call on you. Alternatively, you may wish to use the "raise your hand" feature within Zoom. When you are done speaking, say "thank you" so everyone knows you are done talking.

Refrain from conducting private or personal chats during class sessions. Private chat messages are recorded and can be viewed after the meeting by the meeting organizer. If a course is being taught in a hybrid model, a private chat sent to an instructor may appear on the screen to the in-person class. Any personal communication should be emailed directly to the instructor.

During exam reviews, save your questions to the end of the exam review session.

Minimize the impulse to "pile on" to a comment or question made by another student (e.g., "Me too" or "I had the same thought."). This can be distracting to the person monitoring the chat.

Faculty will respond to chats as quickly as they are able. If your question isn't answered, ask it again. Alternatively, unmute your microphone and ask the question verbally.

Connectivity Issues

If you are experiencing lagging with your video while on a video conference, try using your computer to access video, while simultaneously dialing in by phone for the audio. If technology issues continue, you may shut off your camera as this sometimes helps with connectivity issues. You should, however, let your instructor know in the chat why you turned off your camera.

Online Exam Proctoring

The purpose of online test proctoring is for the proctor to be able to see and hear you and to ensure that you're taking the exam by yourself. In the case of a closed-note exam, the proctor will also need to see that you're not using notes. You will need to turn on **both** your microphone and video and ensure that there is not a Zoom background applied, so that the proctor can properly see and hear you. Ensure that background noise is kept to a minimum. To prevent the proctoring to add noise to your test-taking environment, turn down or turn off the volume on your end so that you can't hear others. You are welcome to cover the screen of your proctoring device (e.g., with a sticky note) so that you are not distracted by any visuals from the proctoring. Use of earplugs is welcome if you are bothered by noise.

EMAIL, TEXTING, AND DISCUSSION BOARD ETIQUETTE TIPS

Email is a communication tool that reflects our professionalism. Emails from students will be reviewed during business hours. Please allow up to 2 business days for a response, and sometimes longer during weekends, breaks, and holidays.

When writing an email, the following components should be included:

- Use your Ferris State University student email or a professionally-appropriate email address.
- Include the course name in the subject line of the email, if your message pertains to a course.
- Include a team name/number, the time of your lab/class, and the name of the assignment in the email, if appropriate.
- Write an appropriate formal salutation with titles (i.e., Dr., Mr., Mrs., Ms.) and ensure the person's name is spelled correctly.
- Treat the body of the email as you would a formal business letter, beginning with a clear statement of the main idea, followed by necessary information. End with a clear request for next steps, if relevant.
- The signature line should be professional. Include a professional signature with your name and year of graduation. You may also wish to include a professional quote, StrengthsFinder® strengths, etc.
- Use professional language; in other words, avoid informal phrases as you would use in friendships or social relationships.
- Be concise.
- Utilize appropriate grammar and punctuation, learning and avoid "text" shorthand.

- Use a basic, readable font such as Arial.
- Utilize spell check and proofread your email prior to pressing send.
- Be polite in your correspondence. Disrespectful, rude, or inappropriate emails may be treated as professionalism misconduct and a formal report may be submitted.
- Remember that the tone of emails can be easily misunderstood. Be clear, concise and professional in nature. Reread your email prior to pressing send, and ask yourself, “Is the tone professional?; Is the content appropriate?”
- If the message is urgent, include “urgent” or indicate “High Importance”. In a true emergency (medical concern, etc.), a phone call or text (if allowed) may be a better method of communication. Failure to complete a task due to an inability to plan does not constitute an emergency.

Texting Tips

Confirm with faculty that they allow texting. Do not text outside of regular business hours (8:00 am to 5:00 pm), unless faculty or staff have previously given approval. Follow email rules for professional communication.

Discussion Board Tips

Discussion boards are the most effective way to ask an instructor a question about course content or logistics, as it is similar to asking a question during a live class session. Posts from students will be reviewed during business hours. Faculty will typically respond to posts within 1 business day. Use discussion boards for questions rather than email whenever they are available in a course. If you are responding to a post from another student, ensure the information you are providing is accurate before posting. Review other posts before posting to avoid duplication. If you do not receive a response from the instructor within 2 business days, you may want to reach out to the instructor directly via email

3.5

Program goals

"To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains."

Terminal Competencies Of the FSU DMS Program

To produce graduates who will be able to:

- a. Verbally communicate effectively to acquire, develop and convey ideas in diagnostic medical sonography.
- b. Written communication to effectively to acquire, develop and convey ideas in diagnostic medical sonography; including preliminary reports and case studies.
- c. Practice their profession adhering to the ethical, legal and professional conduct expected of a diagnostic medical sonographer.
- d. Utilize the knowledge and clinical competencies required to provide current, comprehensive diagnostic medical sonography.
- e. Evaluate and interpret ultrasound images using critical thinking skills.
- f. Become competent entry-level practicing sonographers.

4.0

Function and job requirements of Sonographers

JOB SUMMARY

Sonography is a multi-specialty profession comprised of abdominal sonography, breast sonography, cardiac (i.e., adult, fetal, pediatric) sonography, musculoskeletal sonography, obstetrics/gynecology sonography, pediatric sonography, venous sonography, vascular technology/sonography, and other emerging specialties and clinical areas. These diverse specialties and clinical areas all use ultrasound as the primary imaging technology. The sonographer performs diagnostic sonographic examinations, procedures, and associated tasks. The sonographic images and other information obtained by the sonographer is provided to the interpreting or supervising physician. In addition, the sonographer may assist a physician or other legally authorized healthcare provider who is performing interventional, invasive, or therapeutic procedures. The sonographer does not practice independently, but rather functions as a delegated agent and under the

supervision of a physician. The sonographer functions in accordance with the written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed. Specialty clinical practice or accreditation standards, guidelines, or recommendations may also impact the sonographer's performance of an examination, procedure, or task. A fundamental approach to the safe use of ultrasound is to apply elements of the As Low As Reasonably Achievable ("ALARA") Principle including lowest output power, the shortest scan time, and the shortest dwell time (where appropriate), consistent with acquiring the required diagnostic images and related information. The sonographer uses proper patient positioning, tools, devices, equipment adjustment, and ergonomically correct scanning techniques to promote patient comfort, prevent compromised acquisition of examination or procedure images, findings, or results, and prevent musculoskeletal injury to the sonographer. Sonographers must be committed to increasing knowledge and technical competence (e.g., through continuing medical education and staying abreast of emerging trends, technologies, and advancements in the profession). Sonographers use independent, professional, and ethical judgment and critical thinking to safely perform diagnostic sonographic examinations, procedures, and associated tasks. Despite the commonality of ultrasound technology across the field of sonography, the bodies of knowledge, technical skills, and competencies of sonographers vary by sonography specialty areas. The sonographer should demonstrate competence through appropriate education, training, and experience in all diagnostic sonographic examinations, procedures, and associated tasks performed. Demonstration and maintenance of competency through certification by a sonography certification/ credentialing organization that is accredited by the National Commission of Certifying Agencies (NCCA) or American National Standards Institute – International Organization for Standardization (ANSI – ISO) is the standard of practice in sonography, and maintenance of certification in all areas of clinical practice is endorsed. States, employers, and accrediting organizations should require maintenance of sonographer certification, if available, in all areas of clinical practice.

SDMS EXAMPLES OF DUTIES & RESPONSIBILITIES

1.1 Standard – Patient Information Assessment and Evaluation

Information regarding the patient's past and present health status is essential in providing relevant diagnostic information. Therefore, pertinent information related to the diagnostic sonographic examination or procedure should be collected and evaluated to determine its relevance to the examination. In compliance with privacy and confidentiality standards and in accordance with written supervising physician

or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.1.1	Verifies patient identification using multiple indicators (e.g., name and date of birth) and that the ordered examination or procedure correlates with the patient's clinical history and presentation.
1.1.2	Consults the facility's policies, procedures, protocols, supervising physician, or referring healthcare provider on how to proceed if the ordered examination or procedure does not correlate with the patient's clinical history and presentation.
1.1.3	Interviews the patient, or their representative, and/or reviews the medical record, including prior correlative imaging studies, to gather relevant information regarding the patient's medical history and current presenting indications for the study.
1.1.4	Evaluates and documents any contraindications, insufficient patient preparation, and the patient's inability or unwillingness to tolerate the examination or procedure.
1.1.5	Verifies the patient, or their representative, understands and has provided consent for the diagnostic sonographic examination or procedure to be performed.

1.2 Standard – Patient Communication and Education

Effective communication and education are necessary to establish a positive relationship with the patient or their representative, and to elicit patient cooperation and understanding of expectations. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.2.1	Communicates explanations and instructions to the patient, or their representative, in a manner appropriate to the individual's ability to understand.
1.2.2	Responds to questions of concerns from the patient, or their representative.
1.2.3	Communicates authorized information to other healthcare providers or the patient (or their representative), as directed.
1.2.4	Refers specific diagnostic, treatment, or prognosis questions to the appropriate physician or healthcare provider.

1.3 Standard – Analysis and Determination of Protocol for the Diagnostic Examination or Procedure

Determination of the most appropriate protocol will optimize patient safety and comfort, diagnostic quality, and efficient use of resources, while achieving the objective of the examination or procedure. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.3.1	Integrates medical history, previous studies, and current symptoms in determining the appropriate diagnostic protocol and customizing the examination or procedure to the needs of the patient.
1.3.2	Uses professional judgment to adapt the protocol or consults appropriate healthcare providers, when necessary, to optimize examination or procedure images, findings, or results.
1.3.3	Follows facility protocol or consults with the supervising physician to determine if an intravenous ultrasound contrast agent or other pharmacologic agent may enhance image quality or obtain additional diagnostic information.
1.3.4	With appropriate education, training, demonstration of competence, and supervision, performs venipuncture, intravenous line insertion, and administration of intravenous fluid, ultrasound contrast agent, or other pharmacologic agent to enhance image quality or obtain additional diagnostic information.
1.3.5	With appropriate education, training, demonstration of competence, and supervision, administer other medications related to the examination or procedure via enteral or parenteral routes, as prescribed by a physician or other legally authorized healthcare provider.

1.4 Standard – Implementation of the Protocol

Quality patient care is provided through the safe and accurate implementation of a deliberate protocol. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.4.1	Performs the examination or procedure.
1.4.2	Adapts the protocol according to the patient's disease process or condition, any contraindications, insufficient patient preparation, or other factors affecting completion of the examination or procedure.
1.4.3	Adapts the protocol according to any physical environment where the examination or procedure must be performed (e.g., operating room, sonography laboratory, patient's bedside, emergency room) to ensure patient safety and comfort and minimize risk of sonographer injury, including a work-related musculoskeletal disorder (WRMSD).
1.4.4	Adapts the protocol according to images obtained or changes in the patient's clinical status during the examination or procedure.
1.4.5	Monitors the patient's clinical status and performs basic patient care tasks related to the examination or procedure, as needed.
1.4.6	Activates emergency protocol and administers first aid or basic life support, if needed.
1.4.7	Recognizes sonographic characteristics of images, findings, or results; adapts protocol as appropriate to further assess images, findings, or results; adjusts scanning technique to optimize image quality and diagnostic information.
1.4.8	Performs examination or procedure measurements and calculations, if applicable.
1.4.9	Analyzes sonographic images, findings, or results throughout the course of the examination or procedure so that optimal examination or procedure is completed, and sufficient information is provided in the sonographer's report to the interpreting physician.

1.5 Standard – Evaluation of the Diagnostic Sonographic Examination or Procedure Images, Findings, or Results

Careful evaluation of examination or procedure images, findings, or results in the context of the protocol is important to determine whether the goals have been met. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.5.1	Determines that the examination, as performed, complies with the applicable protocol.
1.5.2	Identifies and documents any limitations to the examination or procedure (e.g., equipment failure, lack of patient cooperation or preparation).

1.5.3	Initiates additional techniques or procedures (e.g., administering intravenous ultrasound enhancing or other pharmacologic agents) or obtains additional images, when indicated.
1.5.4	Notifies appropriate healthcare provider(s) when immediate medical attention may be necessary, based on the examination or procedure images, findings, or results, or the patient's condition.

1.6 Standard – Documentation

Clear and precise documentation is necessary for continuity of care, accuracy of care, and quality assurance. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.6.1	Provides timely, accurate, concise, and complete images and documentation to the interpreting physician.
1.6.2	Documents adaptations of the facility's protocol including, but not limited to, any contraindications, insufficient patient preparation or inability or unwillingness to complete the examination or procedure, or any physical circumstances under which the examination or procedure was performed.
1.6.3	Provides a written or electronic sonographer's report of the examination or procedure images, findings, or results to the interpreting physician, and if needed (e.g., due to critical examination or procedure images, findings, results, or the patient's condition), a verbal report.

SDMS Standards Required Licenses/Certifications

- Active certification by American Registry of Diagnostic Medical Sonographers (ARDMS) in the specialty(ies) as appropriate. Current compliance with Continuing Medical Education (CME) requirements for specialty(ies).

5.0 SDMS Ethics Standards

All decisions made and actions taken on behalf of the patient adhere to ethical and professional standards. The sonographer:

4.1.1	Adheres to accepted professional ethical standards and maintains professional accountability.
4.1.2	Is accountable for their own professional judgments, decisions, and actions.
4.1.3	Provides patient care with equal kindness, compassion, dignity, and respect for all.
4.1.4	Respects and promotes patient rights and acts as a patient advocate.
4.1.5	Does not perform sonographic examination or procedures without a medical order by an authorized healthcare provider, except as authorized in an educational (e.g., sonography educational program, in-service training, and continuing medical education activity) or research setting.
4.1.6	Educates patients and other healthcare providers of the potential exposure risks associated with nonmedical entrepreneurial or entertainment 2D/3D/4D sonographic procedures.
4.1.7	Does not perform examinations or procedures for which they are not appropriately educated, trained, experienced, competent, and as applicable, certified to perform.
4.1.8	Complies with federal and state laws and rules/regulations, accreditation standards, and written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed.
4.1.9	Adheres to this scope of practice and other applicable related professional documents.

6.0 SDMS Scope of Practice

<https://www.sdms.org/docs/default-source/Resources/scope-of-practice-and-clinical-standards.pdf?sfvrsn=18>

7.0 Ferris State University, College of Health Professions Personnel

Dean, College of Health Professions
DLTS Dept. Chair
Program Coordinator
Clinical Coordinator

Lincoln A. Gibbs, EdD, MPH, CHES
Emily Zyla MS RRT
Michelle Weemaes, MS, RDMS, RVT
Sarah Newberger, BS, RDMS, RVT

Program Personnel Duties:

Program Director (Coordinator)

Duties include:

- Organize, administer, review, and assure program effectiveness
- Evaluate and assure clinical education effectiveness
- Maintain current knowledge of the professional discipline and educational methodologies through professional development
- Develop and maintain the program's master plan of education
- Coordinate development, and revision of course descriptions and objectives
- Develop, coordinate, and conduct ongoing program evaluation through outcomes assessment education
- Exhibit a positive attitude toward students, faculty, and administration promoting cooperation and mutual benefit
- Actively coordinate procedures required to maintain programmatic accreditation
- Document regular scheduled visits to clinical sites to evaluate effectiveness and compliance with program policies
- Periodically meet with clinical instructors, staff, and administrators
- Contribute to the formulation of the program budget
- Establish and facilitate the program Advisory Committee
- Provide student guidance and academic advising
- Participate in University and College committees
- Establish appropriate communication and feedback for student concerns
- Continually maintain professional certification
- Oversee the fair and just enforcement of program policies

Clinical Coordinator

Duties include:

- Correlate clinical education with didactic education
- Instruct students and evaluate student clinical skills
- Evaluate and assure clinical education effectiveness through regularly scheduled visits to clinical practice settings
- Maintain current knowledge of discipline through professional development
- Contribute to the development, implementation, and evaluation of program goals and objectives
- Establish and enforce clinical policies and procedures
- Exhibit a positive professional attitude toward students and clinical process
- Coordinate and maintain all clinical records in a safe and confidential manner
- Establish standard methods for evaluation of student clinical performance
- Meet regularly with program faculty to document student clinical progress

- Coordinate annual Adjunct Clinical Instructor meeting
- Serve on appropriate University and College committees
- Provide student guidance and academic advising
- Continually maintain professional certification
- Acts as a liaison and maintain open communication between clinical sites and the program

Clinical Instructor (CI)

Duties include:

- Demonstrates current knowledge of program goals, clinical objectives, and clinical evaluation systems
- Provides students with appropriate and adequate clinical supervision, both direct and indirect in accordance with documented student competencies (masters)
- Provides students with appropriate and adequate clinical instruction.
- Performs clinical progress and competency evaluation for each student assigned to his or her supervision
- Exhibits a positive professional attitude toward students and the teaching process
- Maintains competency in the professional discipline, instructional, and evaluative techniques through continuing professional development and pursuit of scholarly activities
- Meets regularly with appropriate program officials to communicate student progress, strengths, and weaknesses
- Assists in maintaining effective and well-documented student clinical records in a timely manner
- Provides a positive role model for students.
- Maintains confidentiality in accordance with program policy
- Participates in meetings and serves on committees consistent with the goals of the educational program
- Evaluates each student's behavioral traits and abilities one or more times each semester
 - Oversees and regulates student competencies (masters) and signs each competency form
- Sends pertinent information (competency forms, behavioral evaluations, attendance reports, disciplinary records, radiation badge readings, grades, etc.) to the Clinical Coordinator in a timely manner
- Maintains availability to students and program faculty
- Participates in program governance through ad hoc committee and annual ACI meetings
- Supports and promotes the program and its ideals
- Acts as a liaison between the students and the Clinical Coordinator
- Acts as a student advocate
- Direct supervision of student scanning
- Indirect supervision of student scanning once organ mastery is passed

- Holds and maintains current ARDMS certification.

Clinical Staff (Staff Sonographer)

Duties include:

- Understand the clinical competency system
- Meets regularly with the Clinical Instructor to maintain current knowledge of program policies/procedures and student progress
- Maintains competency in the professional discipline, instructional, and evaluation techniques through continuing professional development
- Direct supervision of student scanning
- Indirect supervision of student scanning once organ mastery is passed

STUDENT RESPONSIBILITIES

1. Free Inquiry and Expression

Ferris State University, like all academic institutions, exists for the advancement of knowledge, the pursuit of truth, the development of students, and the promotion of the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. Enjoyment of the freedoms described here depends in part on a student maintaining effective communication with the University.

2. Maintaining Local and Permanent Address

Ferris State University expects all students to maintain a current local and permanent address. Addresses may be updated online at 360.ferris.edu (select Your Information under “Tools” and then Update Personal Information, or in person at the Timme Center for Student Services).

3. Regularly Check & Respond to University Notices via Email

It is the student’s responsibility to regularly check their Ferris State University email and respond to University notice appropriately. The University has developed general regulations concerning Student Community Standards, which safeguard the right of every individual student to exercise fully the freedom to learn without undue interference.

4. Abide by University Policies

By entering into Ferris State University’s educational community, you are agreeing to abide by Ferris policies. Our policies maintain a safe and educational environment for you and others to learn and grow in. This responsibility includes the responsibility to comply with directives from university officials and to be honest.

<https://www.ferris.edu/student-life/student-community-standards/Student-Code.htm#Conduct-Policies>

8.0

Ferris State University Policies

7.1 Religious Holidays

Ferris State University will make reasonable accommodations for students who are absent from the University in observance of religious holidays. It is the responsibility of the student to notify the faculty in writing during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. Upon formal notification, the faculty will excuse the student from the class, labs, clinics for the holiday(s) and allow the student to make up missed exams; however, the student is responsible for completion of all missed work within a reasonable time as determined by the faculty.

Requests for absence to participate in religious activities, other than recognized religious holidays, are not recognized by the University as excused absences. The student may present such a request to the faculty during the first week of the semester and the faculty may approve such an absence at his or her discretion. If the instructor approves the absence, the student is responsible for completion of all missed work within a reasonable time as determined by the faculty.

If a student disagrees with the faculty member's determination, the student may make a written appeal to the dean of the student's college. The decision of the dean is final.

8.2 Disability Statement Definition:

A statement placed on course syllabi indicating a faculty member's willingness to provide reasonable accommodations to a student with a disability. An example disability statement that can be used/adapted for course syllabi:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. **Please contact the Disabilities Services Office, Arts and Sciences Commons, 1017k, 231 591-3772 to coordinate reasonable accommodations for students with documented disabilities.**

8.3 The Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990 protect students with disabilities from discrimination that may occur as a result of misconceptions, attitudinal barriers, and/or failure of the institution to provide appropriate accommodations, auxiliary aids, or services. Examples of accommodations and auxiliary aids include, but are not limited to: qualified interpreters, note takers, extra time for exams, and educational materials in alternate format (i.e. Braille, audiotape, electronic format, enlarged print). **The Educational counselor for the Students with Disabilities can be contacted at ext. 3772 or 5039, and is located in Starr 31**

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

8.4 Student Dignity and Harassment Policy:

Statement of Principles

The University expects all students and employees to conduct themselves with dignity and respect for students, employees, and others. It is each individual's responsibility to behave in a civil manner and to make responsible choices about the manner in which they conduct themselves. Harassment of any kind is not acceptable at the University. The University does not condone or allow harassment of others, whether engaged in by students, employees, supervisors or administrators, or by vendors or others doing business with the University. Harassment is the creation of a hostile or intimidating environment in which verbal or physical conduct, because of its severity or persistence, is likely to significantly interfere with an individual's work or education, or adversely affect a person's living conditions.

To assist with the understanding of what harassment is, this Code of Community Standards contains specific definitions of two of the more prevalent types of harassment — racial harassment and sexual harassment.

Definition of Racial Harassment

Racial harassment includes any conduct, physical or verbal, that victimizes or stigmatizes an individual on the basis of race, ethnicity, ancestry, or national origin. Such behavior could involve any of the following:

- a. The use of physical force or violence to restrict the freedom of action or movement of another person or to endanger the health or safety of another person;
- b. Physical or verbal conduct, intentional or otherwise, that has the purpose or effect of (or explicitly or implicitly threatens) interference with an individual's personal safety, academic efforts, employment, or participation in University-sponsored activities; or
- c. The conduct has the effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working, learning or living environment.

Definition of Sexual Harassment

Based on the definition contained in the Equal Employment Opportunity Commission guidelines, adapted to include educational environments, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
- Submission to, or rejection of, such conduct by an individual is used as a factor in employment or academic decisions affecting such individuals; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working, living or academic environment.

While sexual harassment most often takes place in situations of power differential between the persons involved, sexual harassment may also occur between persons of the same status (e.g., student-to-student). The person exhibiting sexually harassing conduct need not realize or intend the conduct to be offensive for the conduct to constitute sexual harassment.

Other Types of Harassment

The attributes of racial harassment described above are also the attributes of most other types of harassment. Harassment may be based upon a person's status that is protected by law (e.g., religion, veteran status, handicap, etc.) or may be based on some other reason not specifically covered by law. In any event, harassment of any type is not acceptable at the University.

Harassment Concerns

Any person who believes that he/she has been subjected to harassment of any kind (sexual, racial, or otherwise) should approach the individual whom he/she believes responsible. He/she should identify the specific behavior, explain that he/she considers the behavior to be offensive and/or harassing, and ask the individual to stop the behavior. If assistance is needed to approach the individual, an Academic Dean, the Dean of Students, the Director of Minority Student Affairs, or the Director of Affirmative Action should be contacted.

If approaching the individual is not possible (e.g., the person who believes that he/she has been subjected to harassment is uncomfortable or uncertain as to how the situation should be handled or is concerned that the situation may become volatile) or if approaching the individual does not resolve the matter, it should then be reported immediately to an Academic Dean, the Director of Minority Student Affairs, the Director of Student Judicial Services, or the Director of Affirmative Action. If, for some reason, the person who believes that he/she has been subjected to harassment is uncomfortable discussing

the situation with any of these individuals, the situation should be reported to any member of the University Administration. The circumstances surrounding the matter will be fully investigated, including the nature of the harassment and the context in which it occurred.

All reports of harassment and subsequent investigations will be kept as confidential as possible. Anyone found to have violated this policy will be subject to discipline up to and including suspension or dismissal. Discipline may include, but is not limited to, official reprimand, official apology, sensitivity training, and/or other disciplinary action including dismissal. Likewise, because intentionally false accusations of harassment can have serious effects on innocent people, anyone found to have intentionally falsely accused another person of violating this policy will be subject to discipline, up to and including suspension or dismissal.

8.5 Academic Misconduct:

The university may discipline a student for academic misconduct, which is defined as any activity that tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to, the following:

1. **Cheating**

A student may not use unauthorized assistance, materials, information, or study aids in any academic exercise, neither should they give assistance, materials, information, or study aids in any academic exercise, including but not limited to the following:

- a) A student must not use or give external assistance on any “in-class” or “take-home” examination, unless the instructor has specifically authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- b) A student must not use another person as a substitute in the taking of an examination or quiz.
- c) A student must not steal examinations or other course materials.
- d) A student must not allow others, offer to conduct research, or to prepare work for him/her without advance authorization from the instructor for whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- e) A student must not collaborate with other persons on a particular project and submit a copy of a written report, which is represented explicitly or implicitly as the student’s individual work.
- f) A student must not use or give any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- g) A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
- h) A student must not alter a grade or score in any way.

2. **Fabrication**

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations of the sources of information.

3. **Facilitating Academic Dishonesty**

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

A student is responsible for taking reasonable precautions to ensure his or her work is not accessed by or transferred to another individual wherein it may then be used to commit an act of academic misconduct.

4. **Interference**

a) A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to: the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

b) A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. **Plagiarism**

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- a) Quotes another person's actual words, either oral or written;
- b) Paraphrases another person's words, either oral or written;
- c) Uses another person's idea, opinion, or theory; or
- d) Borrows facts, statistics, or other illustrative material, unless the information is common knowledge. **Violation of Course Rules**

A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course.

9.0 **DISRUPTIVE BEHAVIOR POLICY STATEMENT**

The College of Allied Health Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behavior which obstruct or disrupt the learning environment of the classroom or other educational facilities will be addressed.

- The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, etc.

- The instructor is in charge of the classroom. This includes the times and extent to which he or she allows questions or discussion, the level of respect with which he or she and other students are to be treated, and the specific behaviors he or she will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.
- An instructor is entitled to maintain order in his or her class and has an obligation to other students to do so. Toward that end, an instructor is authorized and expected to inform a student that his or her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist with the student's removal.
- If a student persists in a pattern or recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course, following administrative review by the Arts and Sciences Dean's office, and/or University disciplinary proceedings. (University disciplinary procedures are delineated in the "Student Conduct and Discipline Policy" reprinted in the FSU Student Handbook.)
- Disruptive behavior cannot be sanctioned by a lowered course grade (e.g., from a B to a C) except insofar as quality of classroom participation has been incorporated into the instructor's grading policy for all students. (Note: Academic misconduct, which is covered by other regulations, can be a legitimate basis for lowering a grade or failing the student.)
- Students as well as employees are bound by the University's policy against harassment, in any form. Harassment will not be tolerated.
- The student's Dean's office will be notified of any serious pattern or instance of disruptive behavior.

10.0

Infection control policy

On campus lab scanning

- a. All persons scanning in lab shall use universal precautions at all times.
- b. All persons scanning shall wash hands (using the aseptic hand washing technique) before and after scanning each patient.
- c. Beds will be cleaned between each patient using appropriate disinfectant
- d. All transabdominal probes will be cleaned immediately after use using an appropriate disinfectant.
- e. All TV probes will be sterilized between each use using the Trophon.

Off campus scanning

- a. All students and staff will adhere to the hospital universal/ standard precautions.
- b. Students will wash their hands before and after wearing gloves.
- c. The scanning hand will be gloved for all scanning procedures.
- d. Gloves will be removed between each patient and never worn out of the lab.

11.0

Leave of Absence

a. Bereavement Leave

A sonography intern who is absent from clinical internship as a result of the death of a member of the immediate family shall, upon notification of the ACI and the Clinical Coordinator, and completion of Leave of Absence Request form, be entitled to release time not to exceed three (3) regularly scheduled days of clinical attendance. Immediate family is herein defined as follows:

1. Spouse
2. Natural or adopted child
3. Natural or adopted parent
4. Adopted step-parent
5. Brother and sister, whole blood or half
6. Grandparent
7. Grandchild
8. Mother-in-law, Father-in-law

Any intern, only upon proper advance authorization from the Adjunct Clinical Instructor and Clinical Coordinator, may be granted bereavement leave of one day for deceased persons not listed above with proper documentation.

b. Medical Leave

A medical leave of absence must be approved and signed by a Birkam Health Center physician or the Counseling Center director. Within the semester, the Medical leave is effective upon the date the student is/was no longer able to attend classes due to documented medical reasons. The instructor must receive a Medical Leave notice as soon as possible

The student will present to the instructor a note from their own doctor or a Health Center Medical Leave Notice when the leave is terminated. If the student withdraws from school, the Dean will receive a Medical Withdrawal Notice from the Health Center.

To review complete discription of Ferris State University medical withdrawal procedure cut and paste this web link below in your URL
<http://www.ferris.edu/admissions/registrar/schdbook/page22-23.htm#medical>

c. Military Leave

Ferris State University Sonography will follow all state and federal regulations concerning reservist and guard military active duty. The program coordinator, clinical coordinator, and adjunct clinical instructor will be notified prior to clinical internship as to the status of military active duty. Two weeks of military active duty should be taken during semester break if at all possible. The Leave of Absence Request form should be filled out and authorized by the ACI at least 1 month prior to the requested time off. (See Leave of Absence Form)

d. Jury Duty

A student called for jury duty should notify the CI and fill out the Leave of Absence Request form at least 1 month prior to the scheduled court date. (See Leave of Absence Form)

12.0

Pregnancy Policy

The first trimester is known to be the most radiosensitive time for a fetus. Thus, it is beneficial, but not required, to meet with the Radiation Safety Officer (RSO) of the program or clinical site as soon as possible to review safety practices and monitoring options.

- a. It is up to the pregnant radiation worker to decide whether or not she will formally declare her pregnancy to the Radiation Safety Officer (RSO).
 1. She may choose to declare her pregnancy to the RSO. The RSO will meet with the pregnant worker to review radiation safety procedures, the risk to the fetus, and NRC Regulatory Guide 8.13.
 2. She may choose not to declare her pregnancy to the RSO. In this case, only the radiation limits for adult radiation workers will be in effect, not the limits for the fetus. Undeclared pregnant workers are protected under the regulations for adult radiation workers.
- b. All female occupationally exposed to ionizing radiation will be given a copy of NRC Regulatory Guide 8.13 as part of the process of becoming a certified radiation handler.
- c. A special situation arises when a sonography student becomes pregnant. Under these conditions, radiation exposure could also involve exposure to the embryo or fetus. A number of studies have indicated that the embryo or fetus is more sensitive than the adult, particularly during the first four months of pregnancy. This can be a problem since many students are unaware of their pregnancy during the first month or two of gestation. Hence, the NRC and the State of Michigan

- require that all occupationally exposed individuals be instructed concerning the potential health protection problems associated with prenatal radiation exposure.
- d. The maximum permissible exposure for a declared pregnant occupationally exposed individual during the gestation period is 500 mrem. There are relatively few clinical applications where radiation levels are high enough that a fetus would receive this dose before birth. If a sonography student is pregnant, she may notify the Radiation Safety Officer, and then declare the pregnancy in writing for the prenatal exposure limits to take effect. The pregnant sonography student will then meet with the RSO and a complete assessment of her radiation exposure potential will be made. The written declaration is made by completing a Declaration of Pregnancy form, which is maintained in the records by the RSO.
 - e. If notification is not made in writing, the radiation exposure limits remain at the occupational level; that is, 5 rem per year. An individual may “un-declare” her pregnancy at any time, but this also should be documented.
 - f. Declared pregnant student will be assigned two badges, one for the whole body, normally worn at collar level, and one for the fetus, normally worn on the abdomen. The badges will be exchanged monthly.
*Exposures must be maintained beneath a cap of 50 mRem per month in order to prevent exposure spikes.

Pregnant students will be accommodated to the full extent of the program’s ability using ADA standards.

13.0

Merit/Demerit System

The purpose of the DMS program is to practice and apply the didactic information gained on the Ferris State University Campus and to obtain skills as a professional in the healthcare setting. To that end, a Merit/Demerit system will be in place to guide/reward/and reprimand students as it pertains to professional conduct and performance. Do understand that you are in control of your conduct during your classes and clinical internship. The guidelines are as follows:

MERITS

A student is awarded one (1) hour of clinical time off for EACH Merit earned that semester. There is a maximum of four (4) Merits allowed per semester.

1st year students are awarded consideration points for internship placement. THIS DOES NOT GAURANTEE A SPCIFIC CLINICAL PLACEMENT, but it will factor in when two students have the same reasons for the site choice.

The sonography student may EARN a MERIT through the following as documented by the ACI, Clinical Coordinator, or Program Coordinator:

1 merit point—perfect attendance in internship.

1merit point—no tardies

Student is on time and prepared for internship as scheduled

1 merit point—Attend State/District or other APPROVED professional development activities. Ex. SDMS/ARDMS/MSS/AIUM/Hospital in-services and educational activities.

1 merit point—Total of 20 or MORE mandatory and elective exams completed in a semester. Must meet minimum EACH semester.

1 merit point—Receive a letter of appreciation/commendation from ACI, radiologist, Mgr., or patient. Pt. cannot be a relative. Solicitation is not allowed. Approval must be given by ACI.

2 merit points earned by passing the ARDMS SPI exam

1 merit point-- for extra service to the program, attending advisory boards, advising Pre-DMS students, providing educational opportunities like tutoring.

DEMERITS

A student is penalized a 5% deduction from the FINAL semester grade for EACH Demerit applied to a SONO course. The demerit will follow you throughout your entire program. The demerit will affect the class in which the demerit is earned.

Example—Student is out of dress code in lab 1st semester—First demerit is received and there is a 3% drop in final semester grade in the lab course. The next two semesters pass with no problems or demerits earned, all grades remain unaffected these semesters. The student is out of dress code again but this time during the 4th semester or internship, there is a second demerit penalty and a 6% drop in final semester grade of that internship course. The student is caught leaving clinical early the final semester of the program, there is a third demerit penalty of 10% reduction in the final grade of this course. A fourth demerit will result in immediate dismissal from the Sonography Program.

The student will receive one (1) verbal warning/counseling before a Demerit is earned.

The sonography student may EARN a DEMERIT through EACH of the following as documented by the ACI, Clinical Coordinator, or Program Coordinator:

1 demerit point —Being tardy to clinical site

1 demerit point —Failure to contact clinical site when absent

1 demerit point —Failure to give proper notice to ACI and Clinical Coordinator when requesting personal time off. All time must be Okayed by ACI and the Clinical Coordinator.

1 demerit point -- Poor personal hygiene

1 demerit point —Not in uniform according to dress code policy

1 demerit point —Lack of professional conduct (including, but not limited to):

--Rolling of eyes

--Insubordination (inefficient use of time, not following instructions, roving, low # of exams performed)

--Sighing

--Sexual harassment

--Breach of confidentiality

--Disrespect toward ACI, Ferris Faculty, Supervisors

--Dishonesty

--Profanity

--Behaviors not in the best interest of the patient, hospital, or program

--Pt. complaint

--Use of cell phone during clinical time

--Reception of personal phone calls during clinical time

--Leaving the clinical site before scheduled time

--Not following hospital protocol

--Not maintaining a clean work area

--HIPAA violation

* Some unprofessional behaviors above may be serious enough to warrant immediate dismissal of the FSU DMS Program,

14.0

Program Dismissal

The following are examples of actions which may lead to immediate dismissal from the program:

a. Severe unprofessional behavior

b. Falsification of any records or exams

c. Unlawful possession, use, or distribution of illicit drugs or alcohol

d. Theft

e. Blatant Failure to abide by hospital dress regulations

f. Failure to abide by hospital rules and regulations

f. Indifferent attitude toward any patient

g. Insubordination

h. Excessive hospital attendance

i. Failure to phone the hospital when unable to be there at the appointed time.(no call/no show)

j. Any breach of personnel rules and regulations of the hospital and/or University

k. Felony conviction

l. Any infractions of the Code of Ethics as outlined in this manual

m. Breach of patient confidentiality or HIPAA violation

- n. Dismissal from the clinical site
- n. 4th Demerit will result in immediate dismissal from the program

NOTE: Documentation of these incidents on the **Performance Advisory Sheet** must be on file and signed by the clinical education supervisor and/or Program Coordinator. The student(s) must sign and date the report. The program director/clinical coordinator must be notified immediately of any unprofessional activity of the student(s). The student(s) will be reprimanded according to the merit/demerit system as described.

Under special circumstances, and at the discretion of the ACI and Clinical Coordinator, a student may be allowed to remain in the program following an extended absence (serious illness, etc.). In such cases, the student will receive a grade of Incomplete (I) for that semester and will be required to make up all lost time as arranged with the adjunct clinical instructor, clinical coordinator, and program coordinator. Incomplete grades will be replaced with a letter grade upon completion of incomplete contract.

15.0

ACADEMIC AFFAIRS ACADEMIC MISCONDUCT RESOLUTION PROCESS

Guidelines:

- 1) A student whose grade is determined through the Academic Misconduct Resolution Process is not permitted to submit a Grade Appeal.
- 2) A student is not permitted to take a W in a course to avoid the Resolution Process and resulting outcomes.
- 3) Academic Misconduct violations that are handled informally outside of these guidelines are not part of the student official disciplinary record and will not be counted as a previous Academic Misconduct violation.
- 4) Recognizing accreditation standards of professional degree programs, a college may be authorized by the Associate Provost to follow college specific academic integrity policies and processes.

Procedures:

Step 1: Instructor who suspects academic misconduct contacts the Associate Provost of Academic Operations or designee or KCAD's Dean of Academic Affairs to check for prior academic misconduct violations and to discuss the potential scope of the alleged violation. ([Complete Academic Misconduct Reporting Form](#)). After reviewing a complaint, the Associate Provost of Academic Operations has the discretion to decide whether the situation should be addressed through this Resolution Process or if the situation should be

addressed through formal disciplinary proceedings through the Office of Student Conduct or KCAD's Office of Academic Affairs. Referral to the Office of Student Conduct typically happens when faculty believe they may have identified a substantial or serious of academic misconduct, or a student has had previous allegations of academic misconduct.

Step 2: Instructor will notify the student in writing of the details of the allegation(s) and request that the student make an appointment (Resolution Meeting) to meet with them to discuss the allegation.

Step 3: At the Resolution Meeting, the instructor will meet with the student and discuss their observations, any documentation in support of the allegation(s), and allow the student a chance to respond to the allegation(s) prior to determining if a violation occurred. The student has the right to have an advisor accompany them throughout disciplinary proceedings. An advisor is any individual chosen by the student to provide support before, during and after the academic misconduct process. This person may be an attorney, but at no point may this individual represent in place of the individual they are present to support. If a student fails to meet with an instructor, a decision may be made in their absence.

Step 4: Instructor will reach a decision on the allegation (using the *preponderance of the evidence*, or more likely than not standard) and appropriate academic outcome(s) (if any) up to and including an F in the course.

Step 5: Instructor will send a decision letter to the student that includes a statement regarding their right to appeal, copying the next level administrator and the Associate Provost of Academic Operations.

APPEAL PROCEDURES

A student found responsible for violating an Academic Misconduct policy may appeal their outcome by submitting a written appeal within seven (7) days of receiving notification of the decision. The written appeal must include: the grounds for appeal and the remedy that the person appealing is requesting. Only the student may submit an appeal on their own behalf. Appeals submitted by any other party will not be considered.

- *Appeals of Outcomes Resulting in F in the Class:* Reviewed by the Dean of the college the course is in or their designee.
- *Appeals of LESS than Outcomes Resulting in F in the Class:* Reviewed by the next level administrator above the instructor or their designee.

- **All appeals should be directed to the Associate Provost of Academic Operations for administration.**

Criteria for Appeal:

The appeal must be filed in writing by the appeal deadline date stated in the written outcome of the resolution meeting. **Appeals must meet one of the following criteria:**

- a. Failure by the instructor to afford the student due process, or a procedural error in which may have been substantial enough to change the case outcome; and/or
- b. The discovery of substantive new evidence which was unknown to the student at the time of the resolution meeting that could have a significant effect on the case outcome.
- c. The severity of the outcome (ONLY in cases that result in an F in the class).

Procedure for when appeal is received

- a. If the grounds for appeal *have been* sufficiently satisfied and the appeal is accepted, one of the following will occur:
 1. The instructor may be asked to meet with the student again with specific instructions to correct a procedural error and reconsider the allegation.
 2. The allegation may be adjudicated by a different instructor; or
 3. The outcome may be modified.
- b. If the grounds for appeal *have not been* sufficiently satisfied, the original decision is upheld and outcomes are enforced.
- c. Each student shall be limited to one appeal and shall not be entitled to appeal their appeal. The decision of the appeal shall be final.

Until the case is all the way through the appeals process/timeline, the student should continue to go to class (unless otherwise stipulated, typically by order of an interim suspension instituted by the Office of the Dean of Student Life or KCAD's Dean of Student Success).

16.0 Academic Admission and Progression Policy

Advanced Placement

The Ferris State University Diagnostic Medical Sonography program does not give advanced placement consideration to students. All students are admitted to the program using the published application process on Ferris State University website or www.ferris.edu

PROGRESSION POLICY:

- A letter grade of “C” or higher is required for all Sonography Program courses including core and general education courses.
 - Any student that receives less than a “C” in **one** SONO course must stop the Sonography sequence. They **must** re-apply to the program to repeat the course the next time it is offered (**if a seat is available**).
 - A student receiving a grade of less than a “C” in any **two** SONO courses (or two unsuccessful attempts in the same course) will be dismissed from the program.
 - The following courses must be passed with a C or better within **three** attempts: COHP 101, COHP 102, PSYC 150, ENGL 250, COMM 105 or 221 and PHIL 220 or 320 or the student will be dismissed from the program.
 - “W” grades are considered a class attempt.
- All general education requirements must be completed before internship. Any student not completing all general education requirements will not be allowed to enter internship.
- If at any time a student’s college GPA falls below a 2.0 they will be dismissed from the Sonography program.
- If at any time a student is dismissed from their internship site the student will be dismissed from the DMS program.
- Any student dismissed from the program may not re-enter at another date.
- ***Any student with a conviction or criminal record is advised to contact the American Registry of Diagnostic Medical Sonography at 301-738-8401 or www.ardms.org in regards to their ability to take the registry examinations upon completion of the program.***
- ***Students may need to relocate for clinical internship during the second year of the program.***
- ***Information in regard to the DMS program is mailed to last address provided. It is the student’s responsibility to maintain current contact***

information with the college. Contact the Timme Center for Student Services to update your records.

I have read this policy and understand how these policies may affect my status in the Sonography program at Ferris State University.

Student Signature _____ Date _____
Faculty Witness _____ Date _____

Essential skills of a sonographer:

- Lift more than 50 pounds routinely
- Push and Pull routinely
- Bend and *Stoop* routinely
- Have full use of both hands, wrist and shoulders
- Distinguish audible sounds
- Adequately view ultrasound images, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Communicate effectively with patients and other health care professionals
- Perform professionally under stressful and anxiety producing situations
- Organize and accurately perform the individual steps in the sonographic procedure in the proper sequence.
- Use critical thinking skills to adjust the protocol or patient care in variable patient care scenarios.

I attest I have the essential skills of a sonographer, If at any point I cannot perform these essential skills I may be dismissed from the DMS program.

Student Signature: _____ Date _____
Faculty Witness: _____ Date _____

Sonography Program Placement process

- 1) During the Spring Semester, The Clinical Coordinator will Outline the placement process and time table with the (first Year) Sonography students. During this lecture, **Students will be provided** with a list of all available clinical sites along with the names and Phone numbers of the Clinical Instructors.
- 2) The Clinical Coordinator will distribute and discuss the Student Clinical Visit Form with all first-year students.
- 3) During Spring semester , the students will be asked to fill out the Clinical Preference form with their top three choices for the clinical sites and any reasons they have for their choices. They will be given one week to return these forms to the Clinical Coordinator.
- 4) Following the gathering and organization of the Clinical Site forms by the Clinical Coordinator, the Placement Committee (Sonography faculty) will meet to place students at clinical sites. These decisions will be made using (but not limited to) the following criteria:
 - I. Students choice of clinical site
 - II. Students need and reasons for choosing, e.g.;
 - a. Family responsibilities
 - b. Financial constraints
 - c. Convenience
 - d. Personal connection with the site
 - III. Faculty professional opinion

*If more than one student requests a site and both applicants have the same rational for receiving the site, a random draw will be used to place those students.

- 5) After all committee decisions have been finalized; the students will be notified in writing of their clinical site. Any student or clinical site questions about the process and/or outcomes should be addressed to the Clinical Coordinator.

Per the FSU affiliation agreement with the clinical sites, any adjunct clinical instructor or facility has the right to refuse any student.

18.0

Ferris State University
DMS
Scanning Laboratory and Open Scanning Laboratory

Ultrasound imaging has been used for over 20 years and has an excellent safety record. It is based on non-ionizing radiation, so it does not have the same risks as X-rays or other types of imaging systems that use ionizing radiation.

In November 1991, The Joint Review Committee on Education in Diagnostic Medical Sonography stated that a laboratory for demonstration and practice prior to applying sonographic principles on patients should be made available to students. The Sonography program will provide students with supervised laboratory hours. The Sonography program should ensure the voluntary and prudent use of the subjects used in the lab. This lab is considered to be student practice and is thus not diagnostic scanning. If a situation should occur that a practice subject needs further medical attention, then that subject will be advised to make a Doctor's appointment.

On March 29, 2017 The American Institute of Ultrasound in Medicine issued the following statement regarding Live Scanning for Educational Purposes.

"Live scanning of human subjects should be permitted only under controlled conditions and only when there is a medical or public health benefit. The education of health care specialists in what are the latest ultrasound technologies, their capabilities, and how best used in these individuals' own hands is a critical exercise for evaluation and for skill development. At the present time, this benefit is very difficult to obtain in any other way, and ultimately benefits future patients."

I have read and understand the above policy statements. I voluntarily give my consent to be scanned during open scanning sessions. I understand that the scanning performed is not diagnostic and is done solely for educational and instructional purposes and will NOT be read by a physician.

Print Name: _____

Signature: _____

Witness: _____

Date _____

19.0

FERRIS STATE UNIVERSITY
DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

I agree to uphold all of the policies of the Diagnostic medical Sonography Program as outlined in the program policies manual.

Student printed name: _____

Student signature _____ Date _____

I understand the clinical placement process and that I may am willing and able to relocate the second year of the program to attend my internship site.

Student signature _____

I understand the physical and professional standards required for a sonography.

Student signature _____

20.0

Excellence in Community Service

The College of Health Professions (CHP) aims to improve faculty-student engagement through shared participation in community service activities. To facilitate this engagement, CHP faculty and students will collaborate in the planning and implementation of two community service events each year, one in Fall semester and one in Spring semester. Students who 1) Participate in the two CHP community service events; 2) Complete at least 10 community service hours each semester (Fall and Spring) and 3) Provide evidence of meeting the first two criteria on the “CHP Community Service Log” form will earn an “Excellence in Community Service” certificate at the end of the academic year.