

GVSU

Diagnostic Medical Sonography



Student Handbook

Information regarding, policies, standards and expectation of your behavior and performance as a student in GVSU's Diagnostic Medical Sonography Program.

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ACKNOWLEDGEMENT OF GVSU SONOGRAPHY STUDENT HANDBOOK

This page is to be signed by the student and returned to the Program Director upon receipt of this handbook.

STUDENT PHYSICAL EXAMINATION AND ASSOCIATED INFORMATION RELEASE

I hereby give my permission for the release of my physical examination and associated information (including but not limited to laboratory results and TB skin test results) to any GVSU Diagnostic Medical Sonography clinical education center to which I am assigned. I realize that I may rescind this permission by providing a written statement to that effect to the Diagnostic Medical Sonography Programs Director/Coordinator but understand that any information previously released with my permission may be retained by the clinical education center that received it.

Date

student signature

FERPA NOTICE

Under the Federal Family Education Rights & Privacy Act of 1974 (Buckley Amendment), students have the right to inspect and review any and all official records, files, and data pertaining to them. Adequate and reasonable notice of intent to inspect must be given and access may require the physical presence of a university official during normal operating hours.

CRIMINAL RECORDS

Individuals who have been involved in a criminal proceeding or charged with or convicted of a crime may not be eligible for national certification by the American Registry of Diagnostic Medical Sonographers. Because this certification is available to graduates of the diagnostic medical sonography programs as part of preparation for clinical practice, students to whom this may apply are strongly advised to work with the ARDMS for pre-application review of eligibility for certification from their website at www.ardms.org (Application Resources, Pre-Application Criminal). The ARDMS may be contacted by phone at 301-738-8401.

ACCREDITATION AND NATIONAL BOARD EXAMINATION

Students who receive a B.S. degree in Diagnostic Medical Sonography Programs from GVSU are eligible for the American Registry of Diagnostic Medical Sonographers examination. The ARDMS has established eligibility for students who complete the B.S. degree program under their prerequisites 3B (see their website at www.ardms.org for current information).

This program has been accredited with the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) and in conjunction with Commission on Accreditation of Allied Health Programs (CAAHEP). The program is currently adhering to these standards and they are posted on JRC-DMS's website (jrcdms.org). With this accreditation you have the right to notify the JRC-DMS if you believe the program is not adhering to these standards. You may contact the JRC-DMS at 2025 Woodlane Dr., St. Paul, MN 55125, phone 651-731-1583.

GRADING STANDARDS

All students pursuing degrees in medical imaging and radiation sciences are required to attain a minimum of 80.0% (B-) competency in all courses required for the program (learning modules). Students who fail to achieve this level of competency will be required to repeat all courses not meeting this standard and may be restricted from additional clinical courses until the deficiency has been corrected. In addition, other courses with pre or co-requisites may not be available to students until the deficiencies have been corrected.

ACCESS TO CLINICAL EDUCATION

Because the university has an obligation to assure clinical education centers that patient care standards will not be compromised by students, no student will be allowed to continue in clinical education if previous courses are not met. Note that this includes the

achievement of satisfactory performance on clinical affective evaluations from self-assessment as well as from clinical practitioners, coordinators, instructors at educational sites and the demonstration of professional behavioral development. Failure to meet any of these objectives from the clinical course syllabi will result in a failing grade for the current clinical education course as well as being restricted from further clinical education experiences.

RECEIPT OF STUDENT HANDBOOK

I am aware that the Student Handbook is accessible all times online at gvsu.edu/dms and that it is my responsibility to be familiar with it and adhere to its standards. It is my understanding that if I have any questions concerning material in this handbook I may contact any of the Grand Valley State University Diagnostic Medical Sonography faculty for further clarification. I understand and agree to the specific clauses above but realize that I am responsible for all the information contained in this handbook as well as any subsequent additions, and I will be expected to conform to its procedures during my enrollment in the program, including all clinical education.

Date

student signature

printed name

Diagnostic Medical Sonography Program

Center for Health Sciences, College of Health Professions, Suite 249
301 Michigan Street NE, Grand Rapids, Michigan 49503
Phone 616-331-3356, Fax 616-331-5632

STATEMENT OF UNDERSTANDING REGARDING CLINICAL EDUCATION TRAVEL

By my signature below, I understand that my clinical education may include assignment to clinical education sites in the range of 3 hours one-way driving from GVSU's Center for Health Sciences. An eight-hour day is expected at all clinical educational sites. This time does not include travel time.

It is the intent of the university to limit these assignments to one rotation. In addition, I am aware there are procedures in place to allow half days for snow and ice storms.

Date

student signature

printed name

MISSION STATEMENT AND PROGRAM GOALS

Mission: To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This includes equipping students to:

1. Demonstrate knowledge in appropriate didactic areas and integrate this knowledge into competency-based clinical experience.
2. Apply skills to exceed the standards of the profession.
3. Analyze clinical data.
4. Write effectively in more than one format as part of the writing across the professional curriculum initiative.
5. Provide excellent quality patient care
6. Enrich and support the community through engagement.
7. Engage and maintain local and national level professional relationships.

The program' provides students with opportunities to develop technical knowledge and personal skills necessary for a career in the sonographic sciences. The curriculum is designed to combine compassion with integrity in order to shape a student into a professional. The program provides a unique learning environment which includes state of the art equipment. By recruiting the help of highly qualified sonography faculty, students acquire skills necessary to become successful diagnostic medical sonographers. [The program mission statement was authored in 2005 by the inaugural Diagnostic Medical Sonography Classes of 2007 in General (Abdomen and Obstetrics/Gynecology) and Echocardiography.]

1 Program Goals:

The graduate of the Diagnostic Medical Sonography program will be able to:

1. Perform beyond minimum entry-level diagnostic medical sonography skills according to the Society of Diagnostic Medical Sonographer's (SDMS) scope of practice for the diagnostic medical sonographer, ARDMS's content specifications for their various registry examinations, and the minimum Standards and Guidelines for the Accreditation of Educational Programs in Diagnostic Medical Sonography and the SVU Standards for Undergraduate Educational Programs in Vascular technology. This includes, but is not limited to the ability to:
 - 1.1 Utilize oral and written communication with patients and colleagues.
 - 1.2 Demonstrate knowledge and understanding of human gross and sectional anatomy.
 - 1.3 Demonstrate knowledge of physiology, pathology, and pathophysiology.
 - 1.4 Provide patient care and comfort.
 - 1.5 Demonstrate knowledge and understanding of acoustic physics, Doppler ultrasound principles and ultrasound instrumentation.
 - 1.6 Perform appropriate quality assurance testing and detect equipment malfunctions.
 - 1.7 Recognize and identify the sonographic appearance of normal anatomic structures associated with each learning concentration.
 - 1.8 Recognize and identify the sonographic appearance of abnormal anatomic structures associated with each learning concentration.

- 1.9 Provide patient education related to medical ultrasound and/or other noninvasive diagnostic vascular techniques, and promote principles of good health.
 - 1.10 Analyze diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
 - 1.11 Integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
 - 1.12 Correlate topographical and sectional anatomy in localization of anatomical structures.
 - 1.13 Provide basic patient care and cardio-pulmonary resuscitation.
 - 1.14 Perceive patterns of physical and emotional stress exhibited by patients.
 - 1.15 Recognize patient symptoms of disease progression, the complications, etiology, and prognosis
 - 1.16 Consult with physicians as appropriate for total quality care of the patient.
 - 1.17 Interact in a professional manner with other health care personnel involved in the care of the patient.
 - 1.18 Communicate effectively and professionally both in writing and verbally.
2. Meet professional specifications established for national registration by the ARDMS in the specialty areas of study.
 3. Build upon sound principles of general education by learning how to communicate well, think analytically, be intellectual adaptive, integrate knowledge and experience from different disciplines, apply ethical standards and values to the practice of diagnostic medical sonography and appreciate social and cultural diversity.
 4. Function as an active member of the health care team.
 5. Participate in the advancement of knowledge through research.
 6. Engage in lifelong learning and service.

ACADEMICS

1 Outside Employment

- a. If a student plans to engage in employment in addition to participating as a sonography student, the program recommends a schedule of less than 25 hours per week. Students should remember that academic and clinical schedules will not be revised for their employment requirements.

2 Course Failure/Repeats

- b. The minimum passing grade required in each course in the DMS program is a B- (80.0%).
- c. Failure to achieve this standard in a single course may allow a student to continue in the program (depending on individual course pre-requisites).
- d. Failure to achieve this standard in more than one course will result in the student being required to withdraw from the program and reapply for admission the next year.
- e. 100% of the mandatory laboratory procedures established by faculty in the first laboratory procedures course must be completed at mastery level as a prerequisite to attending any clinical education course.
- f. A DTS course may be repeated only once.
- g. If any clinical education course must be repeated, a student may have to do so through means of an independent study course.
- h. Clinical education independent study courses will be scheduled only when clinical positions are available at sites with university clinical affiliation agreements.
- i. Independent study courses are offered at the discretion of the DTS faculty as a whole.

3 Readmission

- a. Readmission to the program requires a new application according to the procedures and policies in effect at the time of the application.

4 American Registry of Diagnostic Medical Sonographers (ARDMS)

- a. The university expects students to sit for the appropriate examinations of the ARDMS upon completion of the program. It is difficult to practice sonography without appropriate professional credentials. More information on these examinations and your eligibility is available at www.ardms.org.
- b. The ARDMS has indicated that students who qualify for their examinations under official board examination prerequisite 3B may take all examinations in their major and minor areas of study in DMS as soon as they meet specified qualifications, which is often before graduation occurs. This eligibility is extended in good faith that students will complete their baccalaureate degree in diagnostic medical sonography in a continuous manner. GVSU will notify the ARDMS if a student passes the ARDMS registry, but does not complete their DMS degree. This will result in professional registrations being revoked by the ARDMS. GVSU's DMS program defines continuous registration as following the normal registration requirements for full time students in the program, as outlined by the catalog. Specifically, students must register for all regularly scheduled courses with their cohort during fall, winter and spring/summer terms.

5 Curriculum Sequencing of Clinical Education, Laboratory and Didactic Content

Students take didactic and laboratory courses their first term in the program before they enter clinic. This assures clinical education sites that students are competent to perform clinical procedures the first day they attend clinical education, which is their second term in the program. Beginning with the second term all students attend didactic procedures courses, correlated laboratory courses, and clinical education simultaneously each semester with the exception of the summer term, which is clinical education and didactic classes only. The program is designed to place students in didactic and laboratories one day and clinical the next in an integrated manner throughout the program. We believe this makes both faculty and clinicians responsible for detailed information on a daily basis.

6 Clinical Education Correlation with Laboratory and Didactic Curriculum

Clinical education is correlated with didactic and laboratory courses each academic semester as currently outlined in the degree emphasis plan of the university (see Appendix B). This plan outlines each didactic course and their accompanying laboratories are prerequisites for each clinical course.

As defined by the Standards and Guidelines of the Joint Review Committee on Education in Diagnostic Medical Sonography, each clinical course is designed to place students into a clinical environment that will provide:

- Adequate patient clinical cases
- ARDMS registered sonographers
- Ultrasound equipment
- Experience consistent with instruction previously or concurrently provided in the procedures students are studying (i.e., abdominal, OB-Gyn).

Clinical correlation is achieved by requirements that students are expected to study, listen to lectures, provide feedback, and successfully meet didactic assessment standards at an 80.0% level for each didactic course.

Laboratories are held in the ultrasound scanning facilities at the university and are closely correlated with each didactic course. Students are expected to observe and question demonstration of each procedure by the faculty, practice under direct guidance, practice independently, and meet a 100% pass rate on each laboratory competency (which is achieved using the identical evaluation instrument that will be used in the clinical courses, the Trajecs system).

Students are required to utilize live laboratory subjects for scanning. No one can be subjected to scanning in the GVSU laboratories unless they have read and signed the GVSU DMS Programs Liability Release Form prior to

any scanning. All students planning on being scanned must comply with this requirement. The form must be on file with the program coordinator before the subject can be used for any scanning (see Appendix C).

Students then take the didactic and laboratory information into their clinical courses where they are expected to gain mastery of skills using the following learning methods:

- Observation of a qualified sonographer performing each procedure
- Post-scanning patients after observation
- Pre-scanning patients before sonographer evaluation
- Scanning patients with guidance from a qualified sonographer
- Scanning patients independently with oversight from a qualified sonographer

Through utilizing these opportunities, they can gain the competency expectations of an ARDMS qualified sonographer, then request and pass at 100% level a competency as well as subsequent proficiency evaluations.

The program adheres to an education philosophy that recognizes that students do not learn in a linear or outline fashion. Constructivism is an approach to teaching and learning based on the premise that cognition is the result of mental construction in which students learn by fitting new information together with what they already know. We support this philosophy by making it possible for a student to learn how to perform a specific procedure in a clinical environment prior to its presentation in a course or laboratory at the university because there is a diverse range of procedures performed daily at the clinical sites. Students are permitted to achieve clinical competency before laboratory or didactic competency but are not excused from the course and lab follow up.

CLINICAL EDUCATION CENTERS

The Grand Valley State University Diagnostic & Treatment Sciences Department is currently affiliated with a number of Clinical Education Centers. Students change clinical site rotation throughout the program with expectations that each student should be assigned to at least three (3) different centers during the full series of clinical education courses. This procedure meets a major objective of the program, which is to increase learning experiences by including a wide variety of administrations, procedures and equipment.

Each clinical education course will provide each student with an adequate number of scheduled contact hours of clinical education at a sonography critical center under the direction of a registered sonographer as part of a total of scheduled clinical education hours. Students will be required to demonstrate satisfactory clinical competence through documentation of skills in the online performance tracking system Trajecs.

For a list of clinical education sites, see Appendix A

Students attend clinical education 2-5 days per week depending on the course. Students are expected to adhere to a schedule consistent with the expectations of the clinical education center. Exact start and end times, lunch and break schedules, etc. are determined by the clinical education center. Clinical education centers are expected to schedule students for a 6 – 12-hour clinical day per semester hour of academic credit. 40 educational contact hours must **not** exceed 40 hours/week.

1 Clinical Rotation Master Plan

Semester	Rotation	Course	Semester Hour Credits	Total Scheduled Clinical Hours
1 st Winter Junior Year	1 st	Diagnostic Medical Sonography Clinical Education I	2	224
1 st Spring/Summer Rising Senior Year	1 st	Diagnostic Medical Sonography Clinical Education II	4	416

2 nd Fall Senior Year	2 nd	Diagnostic Medical Sonography Clinical Education III	3	366
2 nd Winter Senior Year	3 rd	Diagnostic Medical Sonography Clinical Education IIV	3	366
TOTAL			12	1312

2 Clinical Placements

- Students are informed in advance of the site of the next clinical rotation by the clinical coordinator after the clinical sites have been informed of student assignments.
- Clinical instructors at the clinical education centers determine the student schedule at a particular institution based on with approval from the clinical coordinator.
- Students cannot receive academic credit for clinical education performed while being paid.

CLINICAL EDUCATION SCHEDULES

- Rotations
 - The length and nature of clinical rotations will be determined solely by the university.
 - The university will determine the total number of clinical hours required of each student for each rotation and/or academic term

**Further detail will be provided in the "Clinical Attendance" section*

- Scheduling
 - Clinical Education will be scheduled only during university class sessions.
 - Clinical education schedules will follow the university calendar, including holidays, and breaks.
 - Clinical education is **not** scheduled during university finals weeks or between terms, unless specifically stated by the Clinical Coordinator or Program Director.

CLINICAL EVALUATION SYSTEM

Registered Diagnostic Medical Sonographers must be competent in both the art and science of sonography. The Grand Valley State University Diagnostic Medical Sonography Programs will evaluate the student's skill in these arts through the Clinical Evaluation System.

a. How to Earn Competencies

- Clinical grades are heavily based on how many competencies and proficiencies you earn each semester (see appendix C).
- Clinical competencies and proficiencies are achieved by performing procedures on real patients during clinical education.
- A competency is earned when you have performed an exam for the first time.
- If a competency has already been earned for the exam type, you instead earn a proficiency.
- To earn a competency or proficiency, you must meet the following minimum criteria:
 - Imaging that is considered "diagnostic" by the sonographer assessing you
 - Imaging that is obtained without assistance of any kind
 - Approval from a sonographer (clinical instructor or university faculty) who holds an ARMDS or CCI credential in the specialty of the exam performed, and is physically present for the examination.
- 4 different types of competency can be achieved for any exam:
 - Adult normal

2. Adult pathology
3. Pediatric (age 18 or under) normal
4. Pediatric (age 18 or under) pathology

b. Contract for Clinical Credit

- i. Students may contract for clinical evaluation credit when they have completed 85% of all mandatory competencies. This option is designed to encourage more advanced students to explore procedures above and beyond mandatory minimums and clinical opportunities at prominent sonography sites.

c. Competency Standards

- i. Students will perform, under indirect supervision, ALL of the following 5 prerequisite competencies PRIOR to attempting ANY mandatory competencies:

PREREQUISITE CLINICAL COMPETENCIES

- 1.01 Patient Transfer
- 1.02 Aseptic Technique
- 1.03 CPR
- 1.04 Vital signs (blood pressure, pulse, respiration)
- ii. An equipment competency must first be earned for each piece of ultrasound equipment used before examination competencies can be earned.
- iii. All competency and proficiency evaluations are competency-based modified mastery learning evaluations. This means you must pass ALL objectives to receive credit. There is no partial credit available. There is also no penalty for failure other than you must continue to repeat each evaluation until you pass it at 100% level at least once.
- iv. Students are required to track their progress at clinic using the online system Trajecsyst. The following items will be digitally recorded by the student in the system
 1. Attendance, including punching in and punching out
 2. Log of cases, including any patient study that was observed or scanned
 3. Competencies and proficiencies
 4. Self-evaluations (once per semester)
 5. Clinical Site evaluations (once per semester)
 6. Clinical Instructor evaluations (once per semester)
- v. Students must complete all prerequisite, mandatory, and basic patient care competencies and observations prior to graduation (see appendix D) and are strongly encouraged to complete as many proficiencies as possible.
- vi. All competencies are based on information taught during university courses.
- vii. All clinical competencies listed for the individual student specialty areas of study must be completed on patients at the clinical education centers as part of the clinical education course grades. The final clinical course cannot be passed until this requirement is met.
- viii. Additional clinical activities are included in the clinical grade. These activities include, but are not limited to case studies, rounds, proficiencies and clinical quizzes.
- ix. Students should not expect to be evaluated on a procedure until they have demonstrated their ability to perform the procedure to an acceptable level.
- x. Student competencies may be rejected by university faculty if deemed necessary due to failure of evaluators to note errors.
- xi. Students failing a clinical course (grade of C+ or less) do not accumulate clinical competencies or hours from that course toward graduation clinical requirements.
- xii. When students are unable to gain reasonable access to specific mandatory competencies, a limited number of simulated competencies may be permitted through faculty evaluation in the laboratory the maximum number of simulations is two for the general concentration. Simulations are restricted to those mandatory competencies indicated by (**). Simulations are case by case basis and at discretion of the program coordinator.

d. Student Direct Supervision

- i. All diagnostic medical sonography students shall be under supervision of a registered sonographer of the American Registry of Diagnostic Medical Sonographers (ARDMS), American Registry of Radiologic Technologists (ARRT) or Cardiovascular Credentialing International (CCI) to the specific practice at all times.
- ii. Indirect supervision is defined as an ARDMS registered sonographer or cardiac (CCI) sonographer specific to the practice area physically present in the same room or departmental area as the student and the patient.
- iii. Until a student achieves and documents competency in any given procedure, all clinical assignments shall be carried out under the direct supervision of qualified sonographer. The parameters of direct supervision are:
 1. A qualified diagnostic medical sonographer reviews and approves all images prior to the patient leaving the institution.
- iv. After demonstrating competency, students may perform procedures with indirect supervision. Indirect supervision is defined as that supervision provided by a qualified diagnostic medical sonographer immediately available to assist students regardless of the level of student achievement.

AMBIDEXTROUS SCANNING

- i) Musculoskeletal Stress Injury (MSI) is currently approaching epidemic proportions among sonographers. Current research indicates that more than 80% of sonographers are scanning with some form of pain.
- ii) Students are to scan ambidextrously in the laboratory and clinical sites
- iii) Suggested methods include:
 - Scanning with the non-dominant hand one day/week
 - Scanning with the non-dominant hand 2 weeks/month
 - Scanning with the non-dominant hand 5 cases/day
 - Scanning with the non-dominant hand 5 cases/month
- iv) Clinical sites are requested to support this policy

STUDENT RESPONSIBILITIES

- a. All students are subject to the rules and regulations established by the affiliating Clinical Education Center as well as the university and program policy and procedures.
- b. Students are responsible for their own transportation to and from the Clinical Education Center as well as all personal needs while at the institution. This includes parking expenses.
- c. All students are required to have a valid basic CPR card (both adult and pediatric CPR) during clinical education.
- d. All students are required to have physical examination information, according to university and clinical education center requirements, on file with the university prior to attending clinical education.
- e. Students are responsible for all possible costs incurred for criminal background check, drug screening or other requests of clinical education sites, and prior to their attendance at such sites.

CLINICAL ATTENDANCE

- 1 Starting Time
 - a) Start times for Clinical Education Centers are set by the Clinical Instructor for each institution. A clinical day is variable that consists of six to 12 hours between 6:30A and 11:00P.

- b) Special assignments may be required before or after these hours on occasional basis but assignments for these purposes must be acceptable to both the clinical education center and the student by advance agreement. Students who cannot make accommodation for these assignments may have their clinical grades reduced.
- c) No more than 12 hours of clinical time will be awarded in any one day. 40 educational contact hours per week must not be exceeded. Students educational contact hours/week may **not exceed 40 hours**.
- d) Day-to-day scheduling and room assignments will be made by the Clinical Instructor at each Clinical Education Center, as best meets the educational needs of students according to the patient care schedule for that facility. **Students must remember that patients always come first at clinical sites.**
- e) It is logistically impossible to assign all students to the same clinical activities at the same time in order to perfectly correlate didactic and laboratory with clinical instruction. Therefore, it is the students' responsibility to work in good faith to coordinate competencies with assignments and university didactic and laboratory instruction. The best method of achieving this goal is to communicate details regarding which procedures have been taught to both clinical staff and university faculty as needed.

2 Make-Up Time

- a) With advance approval by both the Clinical Coordinator and the Clinical Education Center, and within the definitions of approved make up, as defined below, students may make up clinical education time outside the university schedule and this time will be considered part of the university clinical education schedule.

3 Changes in Clinical Schedules

- a) All changes in clinical schedules must be cleared in advance with the Clinical Instructor at the appropriate institution.
- b) Clinical schedules will not be changed to accommodate student work schedules.
- c) Clinical schedules may be changed to accommodate courses required for the diagnostic medical sonography degree or any previously approved courses at the university when advance notice of at least two (2) weeks is given the Clinical Coordinator.
- d) Students should be allowed the same time as staff sonographers in the institution for breaks and lunch.
- e) Banking of clinical hours may be used to complete clinical education requirements in advance of missing clinical education. This includes achievement of clinical competency credits.
 - i) The banked hours may be used to replace only those hours missed from a clinical education course for a course required by the university for a Diagnostic Medical Sonography degree or previously approved courses and associated travel.
 - ii) The banking option may be used to plan for pregnancy.
 - iii) Banking may occur any time but banking hours may not cause a student schedule to exceed 40 education contact hours in any one week.
 - iv) Students must have written permission from the Clinical Coordinator before establishing a banking schedule of clinical time with the Clinical Instructor.

4 Record of Clinical Education Time

- a) Time records are used at all Clinical Education Centers.
- b) Time of arrival and time of departure must be recorded appropriately in Trajecsyst.
- c) Clinical instructors may allow students to make up time that has been requested upon an excused absence along with approval of the Program Coordinator.
- d) All students are required to be present in their assigned areas for clinical education during the hours established with the Clinical Instructor.

- e) Students may not leave the Clinical Education Centers without notifying the Clinical Instructor or the Clinical Instructor's designee first.
- f) Falsification of time records is considered cheating and is a breach of university and professional ethics and will merit appropriate disciplinary action.
- g) Students may attend clinical education for only the number of days (semester hour credits) for which they are registered except for time voluntarily requested by the student AND pre-approved by the Program Director for specific learning objectives. No clinical grading requirements may be accumulated during clinical education time attended under this policy (e.g., competencies, proficiencies, etc. cannot be achieved during excess voluntary clinical education time).

5 Tardiness

- a) Tardiness is defined as arriving more than 10 minutes late or leaving 10 minutes early. Clinical Instructors may define the exact place where arrival and departure is permitted.
 - i) Tardiness of one hour or more (late arrival or early departure) is considered an unexcused absence.
 - ii) Students are required to notify the clinical education center Clinical Instructor of tardiness the day it occurs. This notification may be made verbally to the Clinical Instructor. If the student does not see the Clinical Instructor that day, notification must be made by email.
 - iii) Students are required to notify the Clinical Coordinator of tardiness as soon as the Clinical Education Center is notified. This notification may be made verbally to the Clinical Coordinator. If the student does not see the Clinical Coordinator that day, notification may be made by text or email.
 - iv) Additional corrective action will be taken for repeated tardiness as outlined in the corrective action section of this manual. The basic actions are as follows:
 - 2nd tardy per semester- verbal warning
 - 3rd tardy per semester- written warning
 - 4th tardy per semester- advising with Program Coordinator required
 - 5th tardy per semester- failure of course with letter grade of "F"

6 Absence from Clinical Education

- a) Students must notify their Clinical Education Center at least 1 hour in advance for all absences. This must be done with a telephone call to an employee at the site, making note of the name of the person you spoke to. Voicemail is not adequate.
- b) Absences must be logged into the Trajecsyst attendance log, noting the reason for absence and the name of the person at your clinical site that you notified in the comments of Trajecsyst.
- c) A call in should be followed up with a written email to both the Clinical Coordinator and the Clinical Instructor.
- d) All clinical education absence and make up time is defined in half day (4 hour) increments. For example, leaving clinical education due to illness after 7 hours results in losing credit for 4 hours of the day.
- e) All absence from clinical education is classified as excused, unexcused, or tardy.
- f) Clinical grading deadlines will be extended only for cancellation of clinical education, funerals, jury duty, and military duty, and excused leave of absence for extenuating circumstances as approved by the Program Coordinator. The definitions below will be applied to these types of absences.
- g) Excused absences, as listed below, do not have to be made up but may be if the student desires additional time for competency credit completions.
 - i) Upon approval by the Clinical Coordinator in advance, the following excused absences may be granted:
 - (1) Holidays are granted according to the Grand Valley State University academic calendar.
 - (2) Funeral leave
 - (a) Any death in the immediate family.

- (i) Immediate family is defined as spouse, child, parent, grandparent, brother, or sister, brother or sister-in-law, mother or father-in-law, nephew or niece.
 - (b) Jury duty
 - (c) Military duty
- (3) Cancellation of clinical education
 - (a) Students are not required to attend clinical education on days when the university announces the cancellation of classes due to weather.
 - (b) Announcements are made on radio and television by 6:30AM. The detailed policy is available at www.gvsu.edu/publicsafety (emergency/weather).
 - (c) The Clinical Education Center should be notified of your absence due to weather.
 - (d) Inclement Weather
 - (i) Snow or icy weather leave may be taken up to 4 half days (2 days total absence).
 - (ii) Note that half days are allowed in order to permit students to go home early when weather deteriorates during a day in clinical education, or to stay home for part of a day until roads are safer for travel. This policy is designed to encourage students to avoid driving in poor weather conditions while granting a half day credit to students who are able to attend part of a clinical day due to improved or deteriorating weather conditions.
 - (iii) A half day is defined as 4 hours.
 - (e) Attendance at professional meetings or GVSU student activities when approved in advance by the _____ Program Faculty (Director/Clinical Coordinator).
 - (f) Pregnancy
 - (i) Any student who believes she may be pregnant may declare a pregnancy. Students also have the right to un-declare pregnancy at any time. All pregnancy declarations and un-declarations must be in writing to the radiation safety officer, must be dated and signed legibly, and shall be submitted to the program director's office.
 - (ii) Upon declaration of pregnancy, the student is required to present to the Program Coordinator a written statement from her physician that indicates the expected date of delivery and her fitness for clinical education. This statement shall address any concerns or limitations of physical activities during pregnancy and must be presented within the first month following diagnosis.
 - (iii) If the student continues her clinical education, she must present to the Department a written statement from her physician stating her fitness for clinical education at least every 2 months. Failure to do so will result in suspension from clinical education until all proper procedures have been followed.
 - (iv) The student may choose to take a leave of absence during her pregnancy or she may continue with her clinical education.
 - (v) If the student decides to continue her clinical education she will be expected to participate in all clinical assignments and/or duties.
 - (vi) A student will be allowed to make up any clinical time missed due to pregnancy or immediate post-partum care.
 - (vii) Made up time will be structured to compensate for loss of clinical experiences during pregnancy.
 - (viii) Students are allowed to bank time in anticipation of missing clinical time during pregnancy

- (g) Excused leave of absence may also be granted to individuals in extenuating circumstance. These are determined by the Program Faculty (Director/Clinical Coordinator).

7 Unexcused Absences

- a) Clinic is considered a valuable privilege which students should be eager to attend. Students may choose to be absent, to their own detriment.
- b) Two full days per term are permitted as unexcused absence without penalty and may be made up.
- c) Illness is considered an unexcused absence unless extenuating circumstances are applied. Do not expect approval of extenuating circumstances for illness unless you have an extended, physician–documented absence. Normal illness, physician appointments, etc. should be handled within this provision as an unexcused absence.
- d) Four unexcused 4-hour, half day absences per clinical course may be made up with clinical competency privileges by arrangement in advance with the Clinical Instructor. Use of this policy requires a minimum 4-hour period attendance.
- e) Excessive or unwarranted unexcused absences will result in corrective action. Determination of excessive or unwarranted unexcused absences will be by the Program Coordinator.
- f) Unexcused absences must be in 4-hour, half day increments. (A full day counts as 2 half day increments.)
- g) Students suspended from clinical education, laboratory or didactic courses for any reason are **not** permitted to make up any of the time.
- h) Vacations and other absences are strongly discouraged and are not eligible for make-up time with competency privileges.

8 Make-up Time

- a) Make-up time is permitted only as defined above.
- b) Make-up clinical time dates must be submitted for approval to the Clinical Instructor in writing in advance.
- c) Make-up time may occur any time but may not cause a student schedule to exceed 40 educational contact hours in any one week or 12 hours in any one day.
- d) Competencies and proficiencies and other grading components may be achieved during make up days if they completed more than 2 weeks before the end of an academic grading term.

9 Strike or Other Unanticipated Limitations to Clinical Attendance

- a) Strikes or other unanticipated limitations to clinical attendance (such as tornadoes, other acts of God, etc.) obviously cannot be anticipated by the university.
- b) The university will attempt to place all students affected by a strike or other unanticipated limitation to clinical attendance at another appropriately recognized clinical education center.
- c) Students will not be allowed to reduce the total clinical education time due to a strike or other unanticipated limitation to clinical attendance. It is possible that students may have to make arrangements to attend clinical education during additional terms due to a strike and other unanticipated limitations to clinical attendance. All students are expected to achieve the same level of attendance in all clinical courses.

EXPECTATIONS OF STUDENT BEHAVIOR

The overall guideline for all clinical education rules is that students are expected to conduct themselves in a professional manner at all times during clinical education. The following rules simply indicate the exact elements of professional behavior and conduct for GVSU students.

1 Health Compliance

- a) It is mandatory for all DTS students to meet all the requirements of the GVSU College of Health Professions Health Compliance Officer. This includes:
 - i) A physical examination
 - ii) Immunizations titers
 - iii) CPR
 - iv) TB
 - v) Criminal background checks
 - vi) HIPAA online training
 - vii) Any other requirement issued by the Health Compliance Officer
- b) These requirements must be submitted through Blackboard.
- c) No student will be allowed to attend clinical education until all health compliance requirements are met.

2 Clinical Conduct

- a) Students must follow the rules and regulations established by their Clinical Education Center.
- b) Students must follow the Society of Diagnostic Medical Sonographers Code of Ethics (see appendix D).
- c) Follow HIPAA compliance guidelines, as outlined in the Health Compliance online training module.
 - i) Consider all aspects of the Diagnostic Medical Sonography programs in the Clinical Education Centers and all information concerning patients to be totally confidential.
 - ii) **THESE ASPECTS ARE NOT TO BE DISCUSSED WITH OTHER STUDENTS, FRIENDS OR FAMILY OUTSIDE OF THE CLINICAL EDUCATION CENTERS.**
 - iii) Violation of this professional trust will result in charges of misconduct from the university and/or may result in legal action from victims of your actions. There are severe penalties for violating patient's right to confidentiality.
 - iv) Students are responsible for their own actions under these laws (which include all HIPAA regulations).
 - v) Students are strongly advised to adhere to generic descriptions of all patients, health care professionals, and other medical staff when completing assignments involving clinical experiences. Never use the name or a unique description of a patient or professional that is so specific it would violate their confidentiality rights.
- d) Remember that students are not permitted in hospitals or other health care institutions during non-clinical education hours unless on specific business not related to university clinical education.
- e) Phone Use

For clinical education, personal devices are only to be utilized on personal time. This means that you should not be seen with your device at clinic, unless you are actively on a lunch break. Any use of a personal device reported by a clinical site will result in a reduction in participation points.

 - i) Students are expected to handle any necessary communication in a professional manner.
 - ii) Personal telephone calls on institutional phones are prohibited except in case of emergency.
 - iii) Personal or public telephones are to be used for all non-institutional business.
 - iv) Personal cell phones must be turned off and put away during clinical education, but may be utilized during scheduled lunch breaks.
- f) Prohibited Substances
 - i) No smoking, alcohol, or non-prescription stimulant or depressant substance use is permitted during clinical education.
 - ii) The use of prescription substances may also be restricted during clinical education courses.
 - iii) Check with your Program Coordinator before attending any clinical assignments under the influence of anything.

- iv) Clinical education center policies and procedures apply to these rules in addition to all university policies and procedures.
- g) Remember that your clinical education experience is designed to encourage responsibility in a professional and an ethical environment and this includes behavior such as cooperation, accepting constructive criticism, and dependability.
- h) Patterns of behavior resulting in irresponsibility to self, patient, profession, university, or clinical site may result in actions directed at dismissing a student from the program.

3 Clinical Dress Code

a) Clothing

- i) The official Grand Valley State University DMS uniform shall consist of a $\frac{3}{4}$ length long sleeve white laboratory coat. This lab coat is to be available when engaged in clinical education as a member of the Grand Valley State University **unless** the clinical education center Clinical Instructor approves in advance an alternative professional dress. (i.e., scrubs).
- ii) Clothes worn under lab coat must adhere to usual, acceptable, and reasonable dress as defined by the education Clinical Educations Center's dress code for employees.
- iii) Students not adhering to institutional standards for dress may be removed from clinical education until their dress meets these requirements. Clinical education time lost as a result of dress code violations is considered an unexcused absence.
- iv) All non-professionals pins, badges, and other symbols are prohibited during clinical education. This includes holiday, spirit, political, and any other non-professional items. Accepted organization symbols (i.e., red heart ribbon) are considered professional and are therefore exempted from this policy.
- v) Students must wear enclosed shoes at all times.

b) HYGEINE RULES

- i) All clothing worn to clinic should be clean and pressed every day.
- ii) Cosmetics should be worn in moderation.
- iii) Scented products should not be used due to patient sensitivity.
- iv) Long hair should be tied back or put up. Facial hair should be kept neat.
- v) Loud or flashy jewelry should not be worn at any time; jewelry should be in moderation at all times. Jewelry that dangles or has protrusions that could harm yourself or a patient (especially delicate skin) is prohibited.
- vi) Students may be required to remove rings, other jewelry, or other items before being allowed into specific situations (i.e., surgery).
- vii) Undergarments should remain covered at all times. Wear clothing that does not expose the underwear when bending, lifting or sitting.
- viii) Acceptable personal hygiene must be maintained at a level that keeps body odor in check.
- ix) Fingernails should be kept trim and neat with no colored nail polish.

c) NAME BADGES

- i) Each student is required to wear an approved name badge stating name and the word "student," along with Grand Valley State University logo.
- ii) Students must introduce themselves as a student to any patient they provide care for.
- iii) Purchasing information is provided by the Clinical Coordinator. Students must purchase name badges from the vendor specified by the university.
- iv) GVSU name badges are not to be worn outside of clinical education for the university.

4 Reportable Incidents

- a) It is very important that hospitals have a record of all incidents in case of litigation. Such incidents may include:
 - i) Accidental needle stick
 - ii) Workplace injuries
 - iii) Any other incident that may have financial or legal ramifications
- b) The prescribed format must be followed according to hospital policies for reporting incidents:

- i) An institutional incident report and an appropriate university report must be filled out immediately.
- ii) A copy of the institutional incident report must be requested to be sent to the university
- iii) An appropriate university report (located in this handbook) must be forwarded to the Program Coordinator immediately.
- iv) Students will be subject to corrective action for failure to follow this procedure.
- v) Significant DMS incident form must be completed by a designated clinical instructor and is located in the back of this handbook.

5 Patients with Infectious Diseases

- a) Students are required to follow the exact procedures established by our Clinical Education Centers (standard precautions, blood borne pathogen precautions, etc.) in caring for these patients.
- b) Students are required to report any contact with communicable disease in accordance with the policies of the Clinical Education Center in which the contact occurs.

6 Students with Infectious Disease

- a) Students with an infectious disease (which may include a common cold) may not attend clinical education. They should inform both the Clinical Instructor and the Program Coordinator immediately upon diagnosis. They may not return to clinical education until a doctor's release has been presented to the Program Coordinator. Absence due to infectious disease is considered unexcused until extenuating circumstances are granted by the Program Coordinator.

7 Health Services

- a) Emergency medical services will be provided by the Clinical Education Centers when needed but students are responsible for payment for all services rendered by the institution.
- b) All students must have a current GVSU physical examination form on record with the university prior to beginning clinical education.

8 Notices

- a) Students are responsible for all information posted in the following formats:
 - i) Class email list servers
 - ii) Verbal announcement in class
 - iii) Email communications from clinical and university faculty
 - iv) Postings to the 'Announcements' sections of Blackboard course pages.

9 Insurance

a) **Malpractice**

- i) All students must be covered under a malpractice insurance policy prior to beginning clinical education.
- ii) Grand Valley State University provides professional liability insurance for students while engaged in student clinical learning activities. The coverage ranges up to \$3,000,000.00 depending on the incident.
- iii) Student malpractice insurance is available privately should the student desire additional coverage.
- iv) The university malpractice insurance plan does not cover a student who may work in institutions outside of scheduled clinical education time.

b) **Health**

- i) Neither the Clinical Education Centers of Grand Valley State University assumes responsibility for medical expenses that may be charged students for incidents occurring during clinical education (i.e., puncture wounds from contaminated needles, contagious diseases, etc.).
- ii) It is recommended that all students obtain comprehensive personal health/accident insurance, for the duration of their program of study at Grand Valley State University.
- iii) The student must inform the Health Compliance Office immediately should coverage be discontinued for any reason.

- iv) If the student does not have comprehensive personal health/accident insurance, they will be prevented from participating in clinical training.

3 Clinical Advising Program

- 1) Diagnostic Medical Sonographers must have the ability to care for patients in a professional and ethical manner. To assist you in developing these skills, the Grand Valley State University DMS program conducts a Clinical Advising Program in conjunction with clinical education.

This program is designed to assess each student's personal progress toward achieving objectives consistent with professional clinical practice, including behavioral affective characteristics. Each student is required to set personal goals/objectives for each semester that are approved by program faculty.

- a. Students are required to continue to make progress toward achieving personal goals as established by the clinical advising program each term.
- b. Clinical grades are affected by advising results only when it is determined that the student has failed to make continued and regular progress toward achieving personal goals.
- c. Students may be subject to corrective actions due to failure to comply with advising suggestions. This includes failure to achieve objectives for a clinical education course, which can cause a failing grade to be issued.
- d. Students are required to track their progress at clinic using the online system Trajecsys. This includes clinical advising competencies, as listed below.
- e. The required mandatory clinical advising competencies that are due each semester are listed below by academic term. (CA2 represents a competency due the 2nd academic term of the program-which is normally the winter semester of the junior year during the 1st clinical education course.) All evaluation sheets require the students to sign them to signify that they have seen them.

CLINICAL ADVISING MANDATORY COMPETENCIES (BY ACADEMIC TERM)

WINTER 1 – JUNIOR YEAR

CA2.01 Environment

CA2.02 Patient Management

CA2.03 Sonographer Safety

SPRING/SUMMER – JUNIOR YEAR

CA3.04 Compliance

CA3.05 Patient/Sonographer Interaction

FALL – SENIOR YEAR

CA4.06 Image Acquisition and Analysis

CA4.07 Professional Interactions

CA4.08 Time Management

WINTER 2 – SENIOR YEAR

CA5.09 Personal Growth and Development

CA5.10 Additional Student Functions

STUDENT CORRECTIVE ACTION

To insure Clinical Education centers that students do not compromise their high standards of health care corrective actions will be enforced according to the GVSU Code and undergraduate Catalog.

1 DISMISSAL FROM CLINICAL EDUCATION

- a) A student may be dismissed from clinical education immediately (with recommendations for advising or charges of misconduct forwarded to the Program Coordinator later) by any clinical education center authority for any of the following reasons:
 - i) Insubordination to institutional or university personnel.
 - ii) Failure to comply with the policies, rules and regulations of the institution or university.
 - iii) Unprofessional conduct.
 - iv) Unauthorized schedule changes.
 - v) Patient safety violations
- b) Dismissal from clinical education for misconduct cannot be made up.
- c) Students may not return to clinical education until they have received permission from the Program Coordinator or Director.

2 STUDENT GRIEVANCE PROCEDURE

- a) Student who are unsatisfied with conditions or procedures during clinical education should first use the following chain-of-command to seek redress:
 - i) The person who caused the problem
 - ii) The sonographer who is directly supervising the student
 - iii) The Clinical Education Center Clinical Instructor
 - iv) The university Program Clinical Coordinator
 - v) The university Program Director
 - vi) The university Chair of Diagnostic and Treatment Sciences
- b) For instances where the student cannot discuss the problem with the person who caused it or when the problem is with a person who is defined as #2-4 above, the student may go to the next person on the list. However, it is considered professional and polite to inform the person in advance that you are "going over their head." You do not need to ask their permission to do this, but it is recommended that you inform them of your intentions in advance. In cases that might be considered harassment we do not recommend informing the person causing the problem.
- c) Students who decide to file grievances must follow the guidelines and procedures of the GVSU Student Code and undergraduate Catalog. This provides review up through the office of the Provost.

RADIATION PROTECTION

1 STATE OF MICHIGAN RADIATION PROTECTION RULES

- a) Students are expected to conform to the Michigan Department of Environmental Quality Ionizing Radiation Rules, the Radiation Monitoring and Reporting rules of the Michigan Radiation Environmental Monitoring

Program, the Michigan Radioactive Material and Standards Unit, and all other state standards, regulations, recommendations, and guidelines.

PRE-CLINICAL COMPETENCE

In order to support patient safety in the clinical environment, students are required to demonstrate adequate interpersonal skills before being permitted to begin clinical education. The following pre-clinical evaluation will be completed in weeks 12 and 16 of semester 1 by each of your instructors to determine readiness for clinical education. If there are any areas evaluated as 'Inadequate for Clinical Education,' the student will be ineligible to start clinical education until the issue is resolved. If, at any point during clinical education, feedback is received from clinical sites that a student's behavior is inadequate, clinical education will be immediately paused to assess the situation and determine if a remediation plan can be created that will restore the clinical site's trust in the student.



Medical Sonography Programs

PRE-CLINICAL ADVISING PROGRAM STUDENT SELF EVALUATION

Date Semester & Year Student Name

INSTRUCTIONS: As students, you are constantly evaluated by your instructors in order to monitor your progress before and during clinical education. It is important for your perceptions of yourself match how others perceive your experience and ability. This evaluation asks you to candidly assess your current progress. Please check the appropriate column or columns which best describes your self-perceived level of proficiency at this point in your education in each of the following areas.

Each of your instructors will also complete this evaluation of your suitability for the clinical environment during finals week. If there are any areas evaluated as 'Inadequate for Clinical Education,' you will be ineligible to start clinical education until the issue is resolved.

Timeliness & Attendance (Dependability)	Excellent	Adequate for Clinical Education	Inadequate for Clinical Education
1. Assignments are completed and turned in on time			
2. Tests are taken when scheduled			
3. Arrives on time and ready to work for all labs/classes			
4. Attends class and is rarely absent			
5. Promptly notifies instructor of absence			
Professionalism and Attitude			
6. Projects a positive self-image			
7. Exhibits a genuine interest in learning and profession			
8. Takes initiative and seeks active involvement in program			
9. Demonstrates attentive participation manner			
10. Interprets constructive criticism in a positive manner			
11. Demonstrates respect for others			
12. Shows awareness of how behavior affects others			
13. Works well in team situations			
14. Assists in set up/clean-up of lab			
Communication			
15. Uses appropriate communications skills in the classroom and labs			
16. Uses language appropriate for the healthcare environment			

17. Uses appropriate volume and tone when communicating			
18. Uses appropriate body language and non-verbals when communicating			
19. Demonstrates ability to communicate concisely			
20. Refrains from discussing sensitive or overly personal information			
21. Responds to email promptly			
22. Demonstrates technical aptitude to navigate basic computer applications			

Additional Comments:

Appendix A - Clinical Education Sites

Beacon Health

Memorial Hospital
615 N Michigan St.
South Bend IN 46601
574-647-3508 (Janelle Bjork, RDMS) jbjork@beaconhealthsystem.org

Borgess Health

Allegan General Hospital
555 Linn St.
Allegan, MI 49010
269-686-4217 (Jordyn Hoffmaster, RDMS RVT) jordynhoffmaster@aghosp.com

Bronson Health

Bronson Methodist Hospital
601 John St.
Kalamazoo, MI 49007
269-341-8450 (Courtney VanNote, RDMS) vannotec@bronsonhg.org

Bronson Lakeview Hospital
408 Hazen St.
Paw Paw, MI 49079
269-657-1320 (Amy Learned, RDMS) LEARNEDA@bronsonhg.org

Detroit Medical Center

Detroit Receiving Hospital
4201 St. Antoine Blvd
Detroit, MI 48201
313-745-3465 (Gwen Fulghum RDMS) gfulgham@dmc.org

Harper Hospital
3990 John R St.
Detroit MI 48201
313-745-8828 (Lauri Polasek, RDMS) LPolasek@dmc.org

Huron Valley-Sinai Hospital
1 Williams Carls Drive
Commerce Township. MI 48382
248-937-3300 (Kristen Mottershead RDMS, RVT) kmotters@dmc.org

Hutzel Women's Hospital
3980 John R St.
Detroit MI 48201
313-993-4449 (Jennifer Jaramillo RDMS) jjaramillo@dmc.org

Hillsdale Hospital

168 S Howell St.
Hillsdale, MI. 49242
517-437-5153 (Andrea Grimm, RDMS) andrea_ajv@yahoo.com

Holland Hospital

602 Michigan Ave.
Holland MI 49423
616-394-3196 (Michelle Hoffman RDMS, Katelyn Hollow RDMS, RVT) michh@hollandhospital.org
kwerner@hollandhospital.org

Kalkaska Memorial Hospital

419 South Coral St.
Kalkaska, MI 49646
231-258-7744 (Jami Cole, RDMS) jcole2@mhc.net

Mercy Health Grand Rapids

St. Mary's Hospital
200 Jefferson St. SE
Grand Rapids, MI 49503
616-685-5909 US or 616-685-5907- Radiology, ask for ultrasound
(Sarah Koop RDMS, RVT) Sarah.Koop@mercyhealth.com

Southwest Plaza
2373 64th St. SW
616-685-3927 Byron Center, MI, 49315

East Beltline Plaza
1471 East Beltline
Grand Rapids, MI 49525
616-685-1415

Metro Health Hospital

Main Hospital
5900 Byron Center Ave SW
Wyoming, MI 49519
616-252-7605 (Cristine Fuhrman RDMS) cristine.fuhrman@metrogr.org

Breton Health
1925 Breton SE
Grand Rapids, MI 49506
616-252-4782

Cedar Springs Plaza
14211 White Creek Ave
Cedar Springs, MI 49319
616-252-6320

Comstock Park Plaza
4200 N. Division
Comstock Park, MI 49321
616-252-1600

Lowell Plaza
2550 West Main St.
Lowell, MI 49331
616-252-5660

Southwest Plaza
2215 44th St.
Wyoming, MI 49519

Spectrum Health Big Rapids/Reed City

Big Rapids Hospital
605 Oak St.
Big Rapids, MI 49307

Reed City Hospital
300 N Patterson Rd.
Reed City, MI 49677
(Meghan Woods, RDMS RVT) Meghan.Woods@spectrumhealth.org, (Hadley Humphreys RDMS, RVT)
Elizabeth.Humphreys@spectrumhealth.org

Spectrum Health Fremont

Gerber Memorial Hospital
212 S. Sullivan Street
Fremont, MI 49412
213-924-1762-general / 231-924-1023 ultrasound
(Meghan Plutschouw, RDMS RVT) Meghan.Plutschouw@spectrumhealth.org

Spectrum Health Grand Rapids, Hospital Group

Blodgett Hospital
1840 Wealthy Street
Grand Rapids, MI 49506
616-774-7896 (Caroline Arny, RDMS,RVT) Caroline.Arny@spectrumhealth.org

Butterworth Hospital (Inpatient & Outpatient Centers)
100 Michigan Street
Grand Rapids, MI 49503
616-391-8672 (Shelby Karlik, RDMS RVT, Kelly Vandermolen, RDMS RVT) Shelby.Bott@spectrumhealth.org
Kelly.Beute@spectrumhealth.org

Spectrum Health Grand Rapids, Medical Group

4069 Lake Dr. SE Suite 116
Grand Rapids, MI 49546
616-267-7800 (Kelsi Fewins, RDMS RVT) Kelsi.fewins@gmail.com

Integrated Care Campus Beltline
2750 E. Beltline
Grand Rapids, MI 49525
(Kelsi Fewins, RDMS RVT) Kelsi.fewins@gmail.com

Spectrum Health Ludington

1 N Atkinson Dr.
Ludington, MI 49431
231-845-2323 (Kristin Ohannesian, RDMS RVT) Kristin.ohannesian@spectrumhealth.org

Spectrum Health Pennock Hospital

1009 W Green St
Hastings, MI 49058
269-945-3451 extension 31380
(Kim Harden, RDMS RVT) kimberly.harden@spectrumhealth.org

Spectrum Health Zeeland

Zeeland Community Hospital

8333 Felch St.

Zeeland, MI 49464

616-772-4644 (Cassie Shoemaker, RDMS RVT) Cassie.Shoemaker@spectrumhealth.org

Appendix B – Cohort Course Schedule

Semester		Didactic Content		Lab Content	Clinical Rotation
1 – Fall	RIU 322 RIU 360 RIU 330 RIU 434 RIU 320	Principles of Radiologic Imaging Introduction to Sonography Abdominal Sonography I Breast Sonography Applied Physics I	RIU 331 RIU 321	Abdominal Sonography I Physics I Lab	None
2 – Winter	RIU 332 RIU 301 RIU 324 RIT 441 RIU 420	Ob/Gyn Sonography I Image Evaluation Applied Doppler US Physics Gross Human Sectional Anatomy Applied US Physics II	RIU 333	Ob/Gyn Sonography I Lab	Rotation I – Monday/Tuesday
3 – Spring/Summer	AHS 340 Issues	Health Care Management Issues course – student's choice		None	Rotation I – 4 days/ week
4 – Fall	RIU 430 RIU 436 RIU 435 RIS 458 RIU 302	Abdominal Sonography II Vascular Sonography I OB/Gyn Sonography II Neoplasms Image Evaluation	RIU 431 RIU 437	Abdominal Sonography II Vascular Sonography I	Rotation II – Wed/Thurs/Friday
5 – Winter	RIU 495 RIU 438 RIS 454	Advanced Clinical Problems Vascular Sonography II Advanced OB-Gyn	RIE 439	Vascular Sonography II	Rotation III – Wed/Thurs/Friday

Appendix C – Liability Release Form

Diagnostic Medical Sonography Program

Grand Valley State University

Center for Health Sciences, College of Health Professions, Suite 249

301 Michigan Street NE, Grand Rapids, Michigan 49503

Phone 616-331-3356, Fax 616-331-5632

LIABILITY RELEASE FORM

I, _____ elect to participate in the optional volunteer learning experience of live ultrasound scanning.
(Print last name, first name)

By signing this release form, I acknowledge that I have read the attached American Institute of Ultrasound in Medicine (AIUM) statements, and that I have been informed of the possible risks of ultrasound scanning. It is my understanding that my experience in the classroom will be limited by my instructor who serves as an information source and observer, but not as a guarantor of safety. It is also my understanding that I will be advised to consult with my personal physician at my own expense if the instructor observes any abnormality during the course of the volunteer scanning experience.

I realize that by signing this document, I am releasing from liability and holding harmless the members of the Board of Trustee of Grand Valley State University, and their officers and employees, including the faculty and staff of the Diagnostic Medical Sonography Programs.

I also understand that it is my responsibility to consult a physician regarding any possible negative effects which may result from my participation in the ultrasound scanning activity and the effects that it may have on my health and well-being.

I realize that my participation in this program is wholly voluntary and that the purpose of participating in live ultrasound scanning is to learn as much as possible about ultrasound.

By signing this document, I certify that I have read and understand its contents.

Student/Volunteer/ Legal Guardian signature

Date

I. AIUM Statements on Diagnostic Medical Ultrasound Safety

AIUM STATEMENT ON IN VITRO BIOLOGICAL EFFECTS

Approved by the AIUM, March 1998

It is difficult to evaluate reports of ultrasonically induced in vitro biological effects with respect to their clinical significance. The predominant physical and biological interactions and mechanisms involved in an in vitro effect may not pertain to the in vitro situation. Nevertheless, an in vitro effect must be regarded as a real biological effect.

Results from in vitro experiments suggest new endpoints and serve as a basis for design of in vivo experiments. In vitro studies provide the capability to control experimental variables and thus offer a means to explore and evaluate specific mechanisms. Although they may have limited applicability to in vivo biological effects, such studies can disclose fundamentals intercellular or intracellular interactions.

While it is valid for authors to place their results in context and to suggest further relevant investigations, reports of in vitro studies which claim direct clinical significance should be viewed with caution.

AIUM STATEMENT ON CLINICAL SAFETY

Approved March 1998, Reaffirmed 1992

Diagnostic ultrasound has been in use since the late 1950's. Given its known benefits and recognized efficacy for medical diagnosis, including use during human pregnancy, American Institute of Ultrasound in Medicine herein addresses the clinical safety of such use:

No confirmed biological effects on patients or instruments operators caused by exposure at intensities typical of present diagnostic ultrasound instruments have ever been reported. Although the possibility exists that such biological effects may be identified in the future, current data indicate that the benefits to patients of the prudent use of diagnostic ultrasound outweigh the risks, if any that may be present.

AIUM STATEMENT ON SAFETY IN TRAINING AND RESEARCH

Approved March 1998

Diagnostic ultrasound has been in use since the late 1950's. No adverse biological effects on patients resulting from this usage have ever been reported. Although no hazard has been identified that would preclude the prudent and conservative use of diagnostic ultrasound in education and research, experience from normal diagnostic practice may or may not be relevant to extended exposure times and altered exposure conditions. It is therefore considered appropriate to make the following recommendations:

In those special situations in which examinations are to be carried out for purposes other than direct medical benefit to the individual being examined, the subject should be informed of the anticipated exposure conditions, and of how these compared with conditions, and of how these compare with conditions for normal diagnostic practice.

When there is no direct medical benefit to a person undergoing an ultrasound exam (e.g. training or research), it is necessary to **educate** the person regarding the risks of the procedure and obtain his or her **informed consent**.

IN VIVO AND IN VITRO STUDIES:

IN VIVO BIOEFFECT INVESTIGATIONS

In vivo means "observed in living tissue"

The following are recent conclusions of in vivo bio effects investigations:

The AIUM suggests the following:

- Do not perform studies without reason
- Do not prolong studies without reason
- Use the minimum output power and maximum amplification to optimize

When compared with unfocused beams, focused beams require higher intensities to produce bioeffects. This occurs because smaller beam area means less thermal build up and less interactions with cavitation nuclei.

Note: An unfocused ultrasound beam causes a higher temperature elevation than a focused ultrasound beam at the same intensity.

It has been proved that, compared with a broad unfocused beam, highly focused ultrasound is much less likely to cause bio effects

Maximum intensities (SPTA): 100mW/cm² - unfocused

1W/cm² - focused

CONCLUSIONS REGARDING IN VIVO MAMMALIAN BIOEFFECTS

Approved by the AIUM, October 1992

In the low megahertz frequency range there have been (as of this date) no independently confirmed significant thermal biological effects in mammalian tissues exposed in vivo to unfocused ultrasound with intensities below 100 mW/cm², or to focused ultrasound with intensities below 1W/cm² SPTA

IN VITRO BIOEFFECTS INVESTIGATIONS

In vitro means "observed in test-tubes" in an experimentally controlled environment.

Advantage of in vitro studies: Careful measurements can be made under rigorous experimental conditions.

Appendix D– Clinical Evaluation System

Course	Total Course Grade Form																
	Class Participa tion	Competency Evaluations %									Proficiency Evaluations %						
	10%	70	65	60	55	50	45	40	35	0	20	18	15	12	10	5	0 %
RIU 361-DMS Clinical Education I	10%	1P & 6+	1P & 5	1P & 4	1P& 3	1P& 2	1P &1	na	na	1P & <1	4	3	2	1	na	na	<1
RIU 362-DMS Clinical Education II	10%	15+	14	13	12	10	8	6	4	<4	12+	9-11	8	8-9	5-7	2-4	<2
RIU 460-DMS Clinical Education III	10% (Research included)	12+	11	10	9	8	7	6	4	<4	11	10	9	8-7	5-6	3-4	<3
RIU 461-DMS Clinical Education IV see note	10%	8	7	6	5	4	3	3	<3	<3	14+	13	12	9-11	7-8	4-6	<4
	Min Comp Level				Min Comp Level								Min Comp Level				

**1P+=1 Prerequisite mandatory competency (equipment competency).

Grades will be assigned as follows:

Passing Grades		Failing Grades	
100.0-94.0%	A	79.9-78.0%	C+
93.9-90.0%	A-	77.9-74.0%	C
89.9-88.0%	B+	73.9-70.0%	C-
87.9-84.0%	B	69.9-68.0%	D+
83.9-80.0%	B-	67.9-60.0%	D

Grades are taken to one decimal point and are not rounded up or down.

NOTE: All Mandatory Competencies must be completed to receive academic credit for RIU 461. Students not achieving all Mandatory Competencies before the end of this course will receive an incomplete, regardless of the percentage and/or letter grade earned.

Appendix E – Competencies

ABDOMINAL MANDATORY COMPETENCIES

- 2.01 Abdominal Doppler (SCAN Proficiency #2)**
- 1.02 Breast (SCAN Proficiency #14)
- 1.03 Breast Path (SCAN Proficiency #21)
- 1.04 Gallbladder (SCAN Proficiency #3)
- 1.05 Great Vessels (SCAN Proficiency #4)
- 1.06 Guidance (SCAN Proficiency #17)
- 1.07 Liver (SCAN Proficiency #5)
- 1.08 Pancreas (SCAN Proficiency #6)
- 1.09 Scrotum (SCAN Proficiency #11)
- 1.10 Spleen (SCAN Proficiency #8)
- 1.11 Thyroid/Parathyroid (SCAN Proficiency #13)
- 1.12 Urinary Tract (SCAN Proficiency #9)
- 1.13 Retroperitoneal/Peritoneal & Pleural Cavity (SCAN Proficiency #7)
- 2.14 Abdomen Complete (SCAN Proficiency #20) **

OB-GYN MANDATORY COMPETENCIES

- 4.01 GYN / Transabdominal (SCAN Proficiency #3)
- 4.02 GYN / Transvaginal (SCAN Proficiency #4)
- 4.03 GYN / Pathology (SCAN Proficiency #5)
- 4.04 OB/1st Trimester (SCAN Proficiency #6)
- 4.05 OB/2nd Trimester - Fetal Environment (SCAN Proficiency #7)
- 4.06 OB/2nd Trimester – Measurement & Analysis (SCAN Proficiency #8)
- 4.07 OB/2nd Trimester – Head & Thorax Anatomy (SCAN Proficiency #9)
- 4.08 OB/2nd Trimester – Abdomen & Extremity Anatomy (SCAN Proficiency #10)
- 4.09 OB/3rd Trimester– Fetal Environment (SCAN Proficiency #11)
- 4.10 OB/3rd Trimester- Measurement & Analysis (SCAN Proficiency #12)
- 4.11 OB/3rd Trimester – Head & Thorax Anatomy (SCAN Proficiency #13)
- 4.12 OB/3rd Trimester – Abdomen & Extremity Anatomy (SCAN Proficiency #14)
- 4.13 Advanced Fetal Survey (SCAN Proficiency #16)

ABDOMINAL OPTIONAL COMPETENCIES

- 1.01 Transplants (SCAN Proficiency #17)
- 1.02 Appendix (SCAN Proficiency #14)
- 1.03 Adrenals (SCAN Proficiency #15)
- 1.04 Prostate (SCAN Proficiency #18)
- 1.05 Musculoskeletal (SCAN Proficiency #23)
- 1.06 Infant Spine (SCAN Proficiency #15)
- 1.07 Infant Hips (SCAN Proficiency #21)
- 1.08 Soft Tissue (SCAN Proficiency #12)
- 3.09.01 Invasive Procedures- Paracentesis (SCAN Proficiency #15)
- 3.09.02 Invasive Procedures- Thoracentesis (SCAN Proficiency #15)
- 3.09.03 Invasive Procedures- Breast Biopsy (SCAN Proficiency #15)
- 3.09.04 Invasive Procedures- Liver Biopsy (SCAN Proficiency #15)
- 3.09.05 Invasive Procedures- Surgical (SCAN Proficiency #15)
- 3.10 Liver Pathology-(SCAN Proficiency #3)
- 3.11 Biliary Pathology- (SCAN Proficiency #1)

- 3.12 Renal Pathology-(SCAN Proficiency #9)
- 3.13 Thyroid/Parathyroid Pathology-(SCAN Proficiency #13)
- 3.14 Scrotum Pathology-(SCAN Proficiency #11)

- 3.15 Pancreas Pathology-(SCAN Proficiency #6)
- 3.16 Spleen Pathology-(SCAN Proficiency #8)
- 3.17 Pediatric Renal- (SCAN Proficiency #19)
- 3.18 Pediatric Abdomen- (SCAN Proficiency #9)
- 3.19 Neonatal Renals/Bladder Neonatal
- 3.20 Neonatal Pylorus- (SCAN Proficiency #15)
- 3.21 Neonatal Head/Brain
- 3.22 Intraoperative Procedures(SCAN Proficiency #15)

OB-GYN OPTIONAL COMPETENCIES

- 1.01 Invasive Procedures- Amniocentesis (SCAN Proficiency #15)
- 1.02 Invasive Procedures- Cordocentesis (SCAN Proficiency #15)
- 1.03 Invasive Procedures- Uterine (SCAN Proficiency #15)
- 1.04 Sonohystogram- Uterine(SCAN Proficiency #15)
- 1.05 3D Uterus/ Obstetrics- (SCAN Proficiency #15)
- 1.06 Pediatric Pelvis (< 18years old non-gravid)
- 1.07 OB Computer Program (Spectrum/Metro)

Appendix F – SDMS Code of Ethics

Approved by SDMS Board of Directors, December 6, 2006

2 PREAMBLE

The goal of this code of ethics is to promote excellence in patient care by fostering responsibility and accountability among diagnostic medical sonographers. In so doing, the integrity of the profession of diagnostic medical sonography will be maintained.

3 OBJECTIVES

1. To create and encourage an environment where professional and ethical issues are discussed and addressed.
2. To help the individual diagnostic medical sonographer identify ethical issues.
3. To provide guidelines for individual diagnostic medical sonographers regarding ethical behavior.

4 PRINCIPLES

Principle I: In order to promote patient well-being, the diagnostic medical sonographer shall:

- A. Provide information to the patient about the purpose of the sonography procedure and respond to the patient's questions and concerns.
- B. Respect the patient's autonomy and the right to refuse the procedure.
- C. Recognize the patient's individuality and provide care in a non-judgmental and non-discriminatory manner.
- D. Promote the privacy, dignity and comfort of the patient by thoroughly explaining the examination, patient positioning and implementing proper draping techniques.
- E. Maintain confidentiality of acquired patient information, and follow national patient privacy regulations as required by the "Health Insurance Portability and Accountability Act of 1996 (HIPAA)."
- F. Promote patient safety during the provision of sonography procedures and while the patient is in the care of the diagnostic medical sonographer.

Principle II: To promote the highest level of competent practice, diagnostic medical sonographers shall:

- A. Obtain appropriate diagnostic medical sonography education and clinical skills to ensure competence.
- B. Achieve and maintain specialty specific sonography credentials. Sonography credentials must be awarded by a national sonography credentialing body that is accredited by a national organization which accredits credentialing bodies, i.e., the [National Commission for Certifying Agencies \(NCCA\)](#) or the [International Organization for Standardization \(ISO\)](#).

- C. Uphold professional standards by adhering to defined technical protocols and diagnostic criteria established by peer review.
- D. Acknowledge personal and legal limits, practice within the defined [scope of practice](#), and assume responsibility for his/her actions.
- E. Maintain continued competence through lifelong learning, which includes continuing education, acquisition of specialty specific credentials and recredentialing.
- F. Perform medically indicated ultrasound studies, ordered by a licensed physician or their designated health care provider.
- G. Protect patients and/or study subjects by adhering to oversight and approval of investigational procedures, including documented informed consent.
- H. Refrain from the use of any substances that may alter judgment or skill and thereby compromise patient care.
- I. Be accountable and participate in regular assessment and review of equipment, procedures, protocols, and results. This can be accomplished through facility accreditation.

Principle III: To promote professional integrity and public trust, the diagnostic medical sonographer shall:

- A. Be truthful and promote appropriate communications with patients and colleagues.
- B. Respect the rights of patients, colleagues and yourself.
- C. Avoid conflicts of interest and situations that exploit others or misrepresent information.
- D. Accurately represent his/her experience, education and credentialing.
- E. Promote equitable access to care.
- F. Collaborate with professional colleagues to create an environment that promotes communication and respect.
- G. Communicate and collaborate with others to promote ethical practice.
- H. Engage in ethical billing practices.
- I. Engage only in legal arrangements in the medical industry.
- J. Report deviations from the Code of Ethics to institutional leadership for internal sanctions, local intervention and/or criminal prosecution. The Code of Ethics can serve as a valuable tool to develop local policies and procedures.

- See more at: <http://www.sdms.org/about/who-we-are/code-of-ethics#sthash.UJ7ogWgg.dpuf>

Diagnostic Medical Sonography Program

Center for Health Sciences, College of Health Professions, Suite 249
301 Michigan Street NE, Grand Rapids, Michigan 49503
Phone 616-331-3356, Fax 616-331-5632

CLINICAL ADVISING PROGRAM **SONOGRAPHER** EVALUATION OF THE STUDENT

Date _____

Clinical Education Center _____

Course # _____

Semester & Year _____

Student Name _____

INSTRUCTIONS: Please rate the student in the following categories by checking inside the appropriate box. These forms are anonymous. Students will see a typed compilation of all evaluations, not your individual evaluation form. We appreciate honest and candid responses as they are essential to the students' professional growth. **DO NOT COMPLETE THIS FORM UNLESS YOU HAVE WORKED WITH THE STUDENT!**

1. PROFESSIONAL CONDUCT			
mannerisms, cleanliness, neatness	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
2. ATTITUDE			
enthusiasm for profession interest in assigned activities	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
3. COMMUNICATION SKILLS			
interpersonal skill c/ patients	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
interpersonal skill c/ staff	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
4. PATIENT CARE SKILLS			
awareness of emotions, modesty	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
5. COOPERATION			
willingness to assume duties	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
6. DEPENDABILITY			
punctuality & reliability	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
7. SELF-CONFIDENCE			
confidence in personal ability	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
8. APPLICATION OF KNOWLEDGE			
use of academic information	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
9. ORGANIZATION OF DUTIES			
logical & efficient performance	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
10. ADAPTABILITY			
achievement of routine procedures on non-routine patients, assist patient promptly following procedure	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			

Please use the back of this form to provide additional commentary you believe could be useful in improving the educational experience of this student. - EVALUATORS ARE NOT TO SIGN THIS FORM -
STUDENT IS TO SIGN BELOW ONLY FOR THE COMPILATION COPY (Not individual sonographer evaluation form) I have reviewed this evaluation and have had the opportunity for discussion. STUDENT _____

CLINICAL ADVISING PROGRAM **STUDENT** SELF EVALUATION

Date _____

Clinical Education Center _____

Course # _____

Semester & Year _____

Student Name _____

INSTRUCTIONS: As students, you are constantly evaluated by your instructors in order to monitor your progress during clinical education. However, it is important that your instructor also hear how you perceive your experience and ability. This evaluation asks you to candidly discuss your current progress. Please check the appropriate columns which best describe your feelings about your level of proficiency at this point in your education. **Rate your abilities in each of the following areas:**

1. PROFESSIONAL CONDUCT			
mannerisms, cleanliness, neatness	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
2. ATTITUDE			
enthusiasm for profession interest in assigned activities	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
3. COMMUNICATION SKILLS			
interpersonal skill c/ patients	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
interpersonal skill c/ staff	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
4. PATIENT CARE SKILLS			
awareness of emotions, modesty	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
5. COOPERATION			
willingness to assume duties	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
6. DEPENDABILITY			
punctuality & reliability	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
7. SELF-CONFIDENCE			
confidence in personal ability	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
8. APPLICATION OF KNOWLEDGE			
use of academic information	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
9. ORGANIZATION OF DUTIES			
logical & efficient performance	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			
10. ADAPTABILITY			
achievement of routine procedures on non-routine patients, assist patient promptly following procedure	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Poor
Comments:			

11. Place an "X" on the line to rate your overall professional ability at this point in your education:

Excellent good average fair poor

12. List the procedures you require the most help with:

-
-

13. In the space below, list the procedures or situation you find most difficult:

14. In the space below explain the progress you have made in achieving the goals you set at your last self evaluation. Attach any required documentation.

15. GOALS:

ALL GOALS MET FORM PREVIOUS TERM

☐ Yes ☐ No

In the space below list at least one measurable goal that you wish to set for yourself for next term:

GOAL #1 MET

☐ Yes ☐ No

GOAL #2 MET

☐ Yes ☐ No

GOAL #3 MET

☐ Yes ☐ No

GOAL #4 MET

☐ Yes ☐ No

Please add any additional comments which you deem important (e.g., disagreements with this or other evaluations, clinical assignments, etc.):

Signature of Faculty Clinical Advisor _____

I have reviewed this evaluation and have had opportunity for discussion.

Student _____

INDEPENDENT STUDY COURSE AGREEMENT

Independent study courses are available in 1, 2, and 3 credit options. You may propose any topic relevant to the study of medical imaging and radiation sciences but must have this form completed and signed by the faculty member responsible for your course grade. You should expect to propose approximately 42 hours of activity for 3 each academic credit. This is based on a 14 week semester expectation of a didactic course meeting 1 hour per week per credit plus 2 hours per week of preparation and study.

Date Course # Semester & Year Student Name

I propose the following for _____ academic credits with RIS faculty member

The title of my independent study is:

List each activity and approximate number of hours you plan to devote to achieve your objective/s.

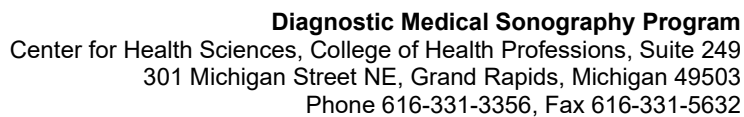
Hours	Activity
-------	----------

I realize I must acquire the signature of a faculty member on this form and in addition, must register for the appropriate course before this proposal can be completed.

Student _____

Upon satisfactory completion of the above proposal, I will award a grade appropriate for this course.

Signature of Faculty _____



Name of Student

Clinical Education Center

- Time of arrival and time of departure must be recorded accurately.
- Initials to verify students arrival and departure is required by the clinical instructor or appropriate personnel
- Falsification of time records is considered cheating and is breach of university and professional ethics and will merit appropriate disciplinary action.

[illegible]

Advanced Placement Agreement:

The GVSU B.S. degrees with a major in:

Diagnostic Medical Sonography – General (Abdominal and Obstetrics-Gynecology) is available by advanced placement to ARDMS registered graduates of other diagnostic medical sonography programs located in regionally accredited institutions. GVSU will attempt to transfer the maximum number of academic credit hours based on currently existing university policies and procedures.

Students accepting this option are required to sign a statement of understanding as follows:

I understand that upon admission to one of the GVSU Diagnostic Medical Sonography emphases, I may become eligible for the national examinations of the American Registry of Diagnostic Medical Sonographers (ARDMS) based on GVSU's documentation of 1680 hours of ultrasound education (which includes didactic, laboratory, and clinical education contact hours). I also realize that ARDMS has notified GVSU that this eligibility may be rescinded if the students discontinues progress toward the B.S. degree at any point. I am aware that rescinded examinations may require me to repeat the entire ultrasound program experience to meet ARDMS eligibility requirements.

Signature _____ Date _____

Witness _____ Date _____

CONTRACT FOR CLINICAL CREDIT

After 85% of mandatory clinical competencies have been completed, a student may propose any topic relevant to the study of diagnostic medical sonography for competency and/or proficiency credit. You must have this form completed and signed by the faculty member responsible for your course grade.

Date Course # Semester & Year Student Name

I propose the following for _____ competency credits and/or _____ proficiency credits an with RIS faculty member

My proposal for Clinical Credit is:

List each activity and approximate number of hours you plan to devote to achieving your objective/s.

Hours	Activity
-------	----------

I realize I must acquire the signature of a faculty member on this form and in addition, must register for the appropriate course before this proposal can be completed.

Student _____

Upon satisfactory completion of the above proposal, I will award a grade appropriate for this course.

Signature of Faculty _____

**GRAND VALLEY STATE UNIVERSITY
Significant INCIDENT / INJURY REPORT FORM**

STUDENT

Last Name		First Name	
Date of Birth		Social Security Number	
Street Address			
City	Zip	Phone:	

INCIDENT/INJURY

Date of incident	Date reported	Course in which injury occurred
Place of incident		Type of injury ('strain', 'cut', etc.)
Describe how incident/injury happened		
Names of witnesses		
Name of doctor (if known)		
Signature		Date

INSTRUCTOR'S REPORT

What caused this accident? (please be explicit)	
How was the injury treated? Or how was the incident addressed?	
How can a recurrence be prevented?	
Has preventative action been taken? If not, please explain	Has a report been completed at the institution where the incidence occurred?
Comments by student regarding injury or incident	
Signature	Date

Diagnostic Medical Sonography Program

Center for Health Sciences, College of Health Professions, Suite 249
301 Michigan Street NE, Grand Rapids, Michigan 49503
Phone 616-331-3356, Fax 616-331-5632

GRAND VALLEY STATE UNIVERSITY
Diagnostic Medical Sonography Programs
Recognition
-Above and Beyond-

If you observe a Grand Valley student performing above and beyond expectations, please take a moment to complete the form below:

Student Name:	Name of person that observed performance:
Date:	Clinical Educational Center:
Description of the performance that is above and beyond expectations:	
Clinical Instructor comments:	
Clinical Instructors Signature:	Date:

Clinical Site Evaluation **Clinical Site:** _____ **Term:** _____

INSTRUCTION: Before completing this form, give an honest and candid answer to this question:

Did I make every possible effort to take advantage of the educational opportunities available during this rotation?

☐ ABSOLUTELY ☐ POSSIBLY NOT

All results are given to the clinical sites so that you cannot be personally identified. Honest and candid answers will be most helpful.

DO NOT SIGN YOUR NAME TO THIS EVALUATION.

REGARDING THE SONOGRAHER/S I believe they made every attempt to:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. recognize that my role was primarily to learn with the resulting service being secondary in nature				
2. show a positive attitude toward all students				
3. encourage and answer my questions				
4. ask me questions that helped me think and learn				
5. point out alternative methods for me to accomplish a task				
6. permit me to correct my own mistakes				
7. allow me to do things on my own				
8. encourage me to perform at an appropriate level of confidence				
9. assist me in finding answers to my questions				
10. discuss my performance with me				
11. permit me to do as many patients as my skill level would permit				
12. evaluate me according to my clinical experience				
13. display professionalism				
14. is a professional role model for me				
REGARDING THE RADIOLOGISTS/PHYSICIANS I believe they made every attempt to:				
1. recognize that my role was primarily to learn with the resulting service being secondary in nature				
2. encourage and answer my questions				
3. ask me questions that helped me think and learn				
4. point out alternative methods for me to accomplish a task				
5. permitted me to correct my own mistakes				
6. allow me to do things on my own				
REGARDING MY PERSONAL FEELINGS As a result of this rotation, I now am:				
1. more advanced in clinical knowledge due to clinical experience at the affiliate				
2. more interested in sonography as a profession				

Please add any additional comments on the back of this form:

CLINICAL INSTRUCTOR EVALUATION

The student is requested to complete this form after they have finished a clinical rotation. These remain anonymous and then all evaluations are sent to the respective clinical sites at the completion of the students university experience.

The purpose of this questionnaire is to evaluate the clinical instructor. Please be objective when considering your responses to these questions. Please read each statement and rate your response using a 1 to 5 scale, with 5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree, 1 = strongly disagree.

Clinical Instructor: _____

Clinical Site: _____

1. Helps me to apply classroom knowledge to the clinical situation.	1	2	3	4	5
2. Is willing to provide clinical supervision and guidance as required by the student handbook.	1	2	3	4	5
3. Discusses my performance with me, if necessary.	1	2	3	4	5
4. Corrects me in a constructive and professional manner when necessary.	1	2	3	4	5
5. Appears interested in me and my learning experience.	1	2	3	4	5
6. Is a professional role model for me.	1	2	3	4	5
7. Helps me develop my problem-solving skills.	1	2	3	4	5
8. Encourages me to perform at an appropriate level of confidence.	1	2	3	4	5
9. Evaluates me according to my clinical performance.	1	2	3	4	5
10. Available for assistance when needed.	1	2	3	4	5
11. Assists me in finding answers to my questions.	1	2	3	4	5

Comments: