Scrutinizing the fetal face is done at around 18-20 weeks
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Qualification classes:
- BIOL 109 Basic Human Anatomy & Physiology 4
- PHYS 130 Concepts of Physics 4
- Medical Vocabulary Proficiency ("C" or better in MRIS 102) 
- Math Competency (Science ACT score of 24 or "C" or better in Math 115) 
- English Competency ("C" or better in ENGL 150) 

| FIRST YEAR |  | SECOND YEAR |  |  |
|------------|  |-------------|  |  |
|            |  |            | Fall semester |  |  |
|            |  |            | CCHS 101 Orientation to Health Care | 3 | SONO 280 Clinical Internship I | 8 |
|            |  |            | PSYC 150 Introduction to Psychology | 3 | SONO 281 Small Parts and Invasive Procedures | 4 |
|            |  |            | SONO 100 Introduction to DMS | 1 |  |  |
|            |  |            | SONO 102 Introduction to Sono. Imaging | 1 |  |  |
|            |  |            | SONO 112 Abdominal Imaging lab | 3 |  |  |
|            |  |            | SONO 115 Sono. Cross Sectional Annatomy | 1 |  |  |
| Winter Semester |  | Winter Semester |  |  |
|            |  |            | CoHS 102 Safety Issues in Health Care | 1 | SONO 282 Clinical Internship II | 8 |
|            |  |            | CoHs 103 Clinical Skills | 1 | SONO 283 OB/GYN Imaging II | 4 |
|            |  |            | SONO 104 Into. To ultrasound Physics | 3 |  |  |
|            |  |            | SONO 105 Sonography Physics lab | 1 |  |  |
|            |  |            | SONO 115 Sono. Cross Sectional Anatomy | 1 |  |  |
|            |  |            | ENGL 250 English 2 | 3 |  |  |
| Summer Semester |  | Summer Semester |  |  |
|            |  |            | *COMM 105 Interpersonal Communication |  | SONO 284 Clinical Internship III | 5 |
| OR |  |            | COMM 221 Small Group Decision Making | 3 | SONO 285 Sono Interpretation II | 3 |
| OR |  |            | HUMN 220 Ethics in Healthcare |  | SONO 287 Management in DMS | 1 |
|            |  |            | HUMN 320 Biomedical Ethics | 3 |  |  |
|            |  |            | SONO 121 Introduction to OB/GYN Imaging | 1 |  |  |
|            |  |            | SONO 122 OB/GYN Imaging Lab | 1 |  |  |
|            |  |            | Sono 117 Intro to Sono. Interp. | 2 |  |  |
|            |  |            | SONO 131 Hemodynamics and Doppler Principles | 11 |  |  |
|            |  |            | SONO 132 Hemodynamics and Doppler Lab |  |  |  |

A grade of C or better is required for all courses on the Checksheet and FSUS 100.
An overall GPA of 2.0 or better is required for graduation.
All general education and program classes must be completed before entering Sono 280 and 281.
All qualification courses are required to apply to the DMS program.
2.0

Program grading scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95%</td>
<td>A</td>
<td>78.9-77%</td>
<td>C</td>
</tr>
<tr>
<td>94.9-91%</td>
<td>A-</td>
<td>76.9-73%</td>
<td>C-</td>
</tr>
<tr>
<td>91.9-87%</td>
<td>B+</td>
<td>72.9-70%</td>
<td>D+</td>
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<td>86.9-84%</td>
<td>B</td>
<td>69.9-63%</td>
<td>D</td>
</tr>
<tr>
<td>83.9-82%</td>
<td>B-</td>
<td>65.9-62%</td>
<td>D-</td>
</tr>
<tr>
<td>81.9-79%</td>
<td>C+</td>
<td>&lt; 61.9%</td>
<td>F</td>
</tr>
</tbody>
</table>

2.1

Program attendance policy:

CLASS ROOM ATTENDANCE:
Each student will be expected to attend every scheduled lecture session. There will be a “ZERO TOLERANCE” policy for unexcused absences. Documentation is required for an absence to be excused. The documentation must be provided to the instructor by no later than before the start of the class session upon which you return. Late documentation will not be accepted. Reminder; Birkham Health Center slips are not acceptable excused absence excuses per the University policy.

☐ 1 unexcused absence = warning
☐ 2 unexcused absences = a 5% grade reduction
☐ 3 unexcused absences = failure in the course

It is your responsibility to provide documentation of your absences. Sleeping in class or nonparticipation will be considered an absence. Students who arrive more than ten (10) minutes late for class will be marked tardy. Tardiness in excess of two (2) will be handled in the same manner as excessive absenteeism.

☐ 1 tardy = warning
☐ 2 tardies = warning
☐ 3 tardies = 5% grade reduction
☐ 4 tardies = failure in the course

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

☐ Missed assignments will not be accepted for unexcused absences.
☐ Assignments for excused absences are due before the next class session or you will receive a zero for that assignment.
☐ Missed quizzes will not be allowed to be made up for unexcused absences.
☐ Missed quizzes with an excused absence may be made up if taken before the start of the next class period.
☐ Tests that are missed must be made up, as soon as possible, before the next scheduled class time for reduced credit. (10%)  
☐ The final exam must be taken on the final exam scheduled day; which could be any day during exam week. There will be no make-ups for the final exam.

*An Attendance sheet will be passed around at every class session; it is your responsibility to sign the attendance sheet.
2.2  **Excused/Unexcused Absence Policy**

a. **Absences- Excused with documentation**
   1. University-sponsored events in which an excused absence form from the University.
   2. Death in the family or close friend. Appropriate verification will be needed such as an obituary in the newspaper, funeral card, or note from the funeral home.
   3. Extended hospitalization. Appropriate verification will be required from your physician and hospital. This does **not** include scheduled doctor appointments.
   4. For students who are commuters - dangerous weather conditions in which driving is considered by local police authorities to be unsafe.
   5. Being called to testify in a court case or jury duty - but **not** for being arrested. (Verification required)
   6. Active military duty (Verification required)
   7. These excused absences require that official documentation be **provided within (1) weeks of the absence.** If it is not provided within the 1-week timeframe, it remains an unexcused absence.

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

2.3  **Terminal Competencies Of the FSU DMS Program**

The Ferris State University Diagnostic Medical Sonography program goals are to produce graduates who will be able to:

a. Communicate effectively to acquire, develop and convey ideas in diagnostic medical sonography.
b. Practice their profession adhering to the ethical, legal and professional conduct expected of
c. diagnostic medical sonographer.
d. Utilize the knowledge and clinical competencies required to provide current, comprehensive diagnostic medical sonography.
e. Evaluate and interpret ultrasound films using critical thinking skills.
f. Become competent entry-level practicing sonographers.
Function and job requirements of Sonographers

JOB SUMMARY

- The Diagnostic Medical Sonographer is responsible for the independent operation of sonographic equipment, and for performing and communicating results of diagnostic examinations using sonography.
- The Diagnostic Medical Sonographer is responsible for daily operations of the sonographic laboratory, patient schedule, equipment maintenance, the report of equipment failures, and quality assessment (QA). The sonographer maintains a high standard of medical ethics at all times and is self-motivated to increase level of understanding and knowledge of the field, disease, and new procedures as they evolve.

ESSENTIAL FUNCTIONS

- Performs clinical assessment and diagnostic sonography examinations.
- Uses cognitive sonographic skills to identify, record, and adapt procedures as appropriate to anatomical, pathological, diagnostic information and images.
- Uses independent judgment during the sonographic exam to accurately differentiate between normal and pathologic findings.
- Analyses sonograms, synthesizes sonographic information and medical history, and communicates findings to the appropriate physician.
- Coordinates work schedule with Departmental Director and/or scheduling desk to assure workload coverage.
- Assumes responsibility for the safety, mental and physical comfort of patients while they are in the sonographer's care.
- Assists with the daily operations of the sonographic laboratory.
- Maintains a daily log of patients seen / completes exam billing forms.
- Maintains ultrasound equipment and work area, and maintains adequate supplies.
- Participates in the maintenance of laboratory accreditation.
- Establishes and maintains ethical working relationships and good rapport with all interrelating hospitals, referral or commercial agencies.
- Performs other work-related duties as assigned.

EXAMPLES OF DUTIES & RESPONSIBILITIES

- Performs all requested sonographic examinations as ordered by the attending physician.
- Prepares preliminary reports and contacts referring physicians when required, according to established procedures.
- Coordinates with other staff to assure appropriate patient care is provided.
- Addresses problems of patient care as they arise and makes decisions to appropriately resolve the problems.
- Organizes daily work schedule and performs related clerical duties as required.
• Assumes responsibility for the safety and well-being of all patients in the sonographic area/department.
• Reports equipment failures to the appropriate supervisor or staff member.
• Provides in-service education team on requirements of sonographic procedures as requested by other members of the health care team.
• Performs other related duties as assigned.

Required Licenses/Certifications

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

Experience

• As defined by institution.

Demonstration of Skills and Abilities

• Ability to effectively operate sonographic equipment.
• Ability to evaluate sonograms in order to acquire appropriate diagnostic information.
• Ability to integrate diagnostic sonograms, laboratory results, patient history and medical records, and adapt sonographic examination as necessary.
• Ability to use independent judgment to acquire the optimum diagnostic sonographic information in each examination performed.
• Ability to evaluate, synthesize, and communicate diagnostic information to the attending physician.
• Ability to communicate effectively with the patient and the health care team, recognizing the special nature of sonographic examinations and patient's needs.
• Ability to establish and maintain effective working relationships with the public and health care team.
• Ability to follow established departmental procedures.
• Ability to work efficiently and cope with emergency situations.

PHYSICAL REQUIREMENTS

The employee must be physically capable of carrying out all assigned duties:

• Emotional and physical health sufficient to meet the demands of the position.
• Strength sufficient to: lift some patients, move heavy equipment on wheels (up to approximately 500 lbs), and to move patients in wheelchairs and stretchers.
• Ability to maintain prolonged arm positions necessary for scanning.
3.0

Code of Ethics for the Profession of Diagnostic Medical Sonography

Approved by SDMS Board of Directors, December 6, 2006

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.

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.

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); http://www.noca.org/ncca/ncca.htm or the International Organization for Standardization (ISO); http://www.iso.org/en/ISOOnline.frontpage.

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.

3.1

**Scope of Practice for the Diagnostic Ultrasound Professional**

**Preamble:**

The purpose of this document is to define the Scope of Practice for Diagnostic Ultrasound Professionals and to specify their roles as members of the health care team, acting in the best interest of the patient. This scope of practice is a "living" document that will evolve as the technology expands.

**Definition of the Profession:**

The Diagnostic Ultrasound Profession is a multi-specialty field comprised of Diagnostic Medical Sonography (with subspecialties in abdominal, neurologic, obstetrical/gynecologic and ophthalmic ultrasound), Diagnostic Cardiac Sonography (with subspecialties in adult and pediatric echocardiography), Vascular Technology, and other emerging fields. These diverse specialties are distinguished by their use of diagnostic medical ultrasound as a primary technology in their daily work. Certification¹ is considered the standard of practice in ultrasound. Individuals who are not yet certified should reference the Scope as a professional model and strive to become certified.

**Scope of Practice of the Profession:**

The Diagnostic Ultrasound Professional is an individual qualified by professional credentialing² and academic and clinical experience to provide diagnostic patient care services using ultrasound and related diagnostic procedures. The scope of practice of the Diagnostic Ultrasound Professional includes those procedures, acts and processes permitted by law, for which the individual has received education and clinical experience, and in which he/she has demonstrated competency.

**Diagnostic Ultrasound Professionals:**
• Perform patient assessments
• Acquire and analyze data obtained using ultrasound and related diagnostic technologies
• Provide a summary of findings to the physician to aid in patient diagnosis and management
• Use independent judgment and systematic problem solving methods to produce high quality diagnostic information and optimize patient care.

4.0

**Program Personnel (on-Campus)**

Dean, College of Health Sciences  
Dr. Matthew Adeyanju Ph.D MPH

Department Head of Imaging Sciences  
Theresa Raglin, MEd

Program Coordinator  
Michelle Weemaes, MS, RDMS, RVT

Clinical Coordinator  
Sonya Knoll, MS, RDMS

Program Personnel Duties:

**Program Director (Coordinator)**

Duties include:

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

Duties include:

• Correlate clinical education with didactic education
• Instruct students and evaluate student clinical skills
• Evaluate and assure clinical education effectiveness through regularly scheduled visits to clinical practice settings
• Maintain current knowledge of discipline through professional development
• Contribute to the development, implementation, and evaluation of program goals and objectives
• Establish and enforce clinical policies and procedures
• Exhibit a positive professional attitude toward students and clinical process
• Coordinate and maintain all clinical records in a safe and confidential manner
• Establish standard methods for evaluation of student clinical performance
• Meet regularly with program faculty to document student clinical progress
  • Coordinate annual Adjunct Clinical Instructor meeting
  • Serve on appropriate University and College committees
  • Provide student guidance and academic advising
  • Continually maintain professional certification
  • Acts as a liaison and maintain open communication between clinical sites and the program

Adjunct Clinical Instructor (ACI)

Duties include:

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

**Clinical Staff (Staff Sonographer)**

Duties include:

• Understand the clinical competency system
• Meets regularly with the Clinical Instructor to maintain current knowledge of program policies/procedures and student progress
• Maintains competency in the professional discipline, instructional, and evaluation techniques through continuing professional development
• Direct supervision of student scanning
• Indirect supervision of student scanning once organ mastery is passed
5.0  

**Ferris State University Policies**

5.1 Religious Holidays

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

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

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

5.2 Disability Statement Definition:

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

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

5.3 The Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990 protect students with disabilities from discrimination that may occur as a result of misconceptions, attitudinal barriers, and/or failure of the institution to provide appropriate accommodations, auxiliary aids, or services. Examples of accommodations and auxiliary aids include, but are not limited to: qualified interpreters, note takers, extra time for exams, and educational materials in alternate format (i.e. Braille, audiotape, electronic format, enlarged print). The Educational counselor for the Students with Disabilities can be contacted at ext. 3772 or 5039, and is located in Starr 31.
Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at [http://www.ferris.edu/htmls/colleges/university/disability/](http://www.ferris.edu/htmls/colleges/university/disability/).

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

### 5.4 Student Dignity and Harassment Policy:

#### Statement of Principles

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

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

#### Definition of Racial Harassment

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

a. The use of physical force or violence to restrict the freedom of action or movement of another person or to endanger the health or safety of another person;

b. Physical or verbal conduct, intentional or otherwise, that has the purpose or effect of (or explicitly or implicitly threatens) interference with an individual’s personal safety, academic efforts, employment, or participation in University-sponsored activities; or
c. The conduct has the effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working, learning or living environment.

**Definition of Sexual Harassment**

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

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

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

**Other Types of Harassment**

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

**Harassment Concerns**

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

If approaching the individual is not possible (e.g., the person who believes that he/she has been subjected to harassment is uncomfortable or uncertain as to how the situation should be handled or is concerned that the situation may become volatile) or if approaching the
individual does not resolve the matter, it should then be reported immediately to an Academic Dean, the Director of Minority Student Affairs, the Director of Student Judicial Services, or the Director of Affirmative Action. If, for some reason, the person who believes that he/she has been subjected to harassment is uncomfortable discussing the situation with any of these individuals, the situation should be reported to any member of the University Administration. The circumstances surrounding the matter will be fully investigated, including the nature of the harassment and the context in which it occurred.

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

5.5 Academic Misconduct:

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

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

   a) A student must not use or give external assistance on any “in-class” or “take-home” examination, unless the instructor has specifically authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.

   b) A student must not use another person as a substitute in the taking of an examination or quiz.

   c) A student must not steal examinations or other course materials.

   d) A student must not allow others, offer to conduct research, or to prepare work for him/her without advance authorization from the instructor for whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
e) A student must not collaborate with other persons on a particular project and submit a copy of a written report, which is represented explicitly or implicitly as the student’s individual work.

f) A student must not use or give any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

g) A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.

h) A student must not alter a grade or score in any way.

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

3. **Facilitating Academic Dishonesty**
   A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

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

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

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

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

   a) Quotes another person’s actual words, either oral or written;

   b) Paraphrases another person’s words, either oral or written;

   c) Uses another person’s idea, opinion, or theory; or
d) Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

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

6.0 **DISRUPTIVE BEHAVIOR POLICY STATEMENT**

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

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

**On campus lab scanning**

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

**Off campus scanning**

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

8.0 Leave of Absence

**a. Bereavement Leave**

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

1. Spouse
2. Natural or adopted child
3. Natural or adopted parent
4. Adopted step-parent
5. Brother and sister, whole blood or half
6. Grandparent
7. Grandchild
8. Mother-in-law, Father-in-law
Any intern, only upon proper advance authorization from the Adjunct Clinical Instructor and Clinical Coordinator, may be granted bereavement leave of one day for deceased persons not listed above with proper documentation.

b. Medical Leave

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

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

To review complete description of Ferris State University medical withdrawal procedure cut and paste this web link below in your URL

http://www.ferris.edu/admissions/registrar/schdbook/page22-23.htm#medical

c. Military Leave

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

d. Jury Duty

A student called for jury duty should notify the ACI and fill out the Leave of Absence Request form at least 1 month prior to the scheduled court date. (See Leave of Absence Form)
9.0

**Pregnancy Policy**

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

a. It is up to the pregnant radiation worker to decide whether or not she will formally declare her pregnancy to the Radiation Safety Officer (RSO).
   1. She may choose to declare her pregnancy to the RSO. The RSO will meet with the pregnant worker to review radiation safety procedures, the risk to the fetus, and NRC Regulatory Guide 8.13.
   2. She may choose not to declare her pregnancy to the RSO. In this case, only the radiation limits for adult radiation workers will be in effect, not the limits for the fetus. Undeclared pregnant workers are protected under the regulations for adult radiation workers.

b. All female occupationally exposed to ionizing radiation will be given a copy of NRC Regulatory Guide 8.13 as part of the process of becoming a certified radiation handler.

c. A special situation arises when a sonography student becomes pregnant. Under these conditions, radiation exposure could also involve exposure to the embryo or fetus. A number of studies have indicated that the embryo or fetus is more sensitive than the adult, particularly during the first four months of pregnancy. This can be a problem since many students are unaware of their pregnancy during the first month or two of gestation. Hence, the NRC and the State of Michigan require that all occupationally exposed individuals be instructed concerning the potential health protection problems associated with prenatal radiation exposure.

d. The maximum permissible exposure for a declared pregnant occupationally exposed individual during the gestation period is 500 mrem. There are relatively few clinical applications where radiation levels are high enough that a fetus would receive this dose before birth. If a sonography student is pregnant, she may notify the Radiation Safety Officer, and then declare the pregnancy in writing in order for the prenatal exposure limits to take effect. The pregnant sonography student will then meet with the RSO and a complete assessment of her radiation exposure potential will be made. The written declaration is made by completing a Declaration of Pregnancy form, which is maintained in the records by the RSO.

e. If notification is not made in writing, the radiation exposure limits remain at the occupational level; that is, 5 rem per year. An individual may “un-declare” her pregnancy at any time, but this also should be documented.

f. Declared pregnant student will be assigned two badges, one for the whole body, normally worn at collar level, and one for the fetus, normally worn on the abdomen. The badges will be exchanged on a monthly basis.

Exposures must be maintained beneath a cap of 50 mRem per month in order to prevent exposure spikes.
Merit/Demerit System

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

**MERITS**

A student is awarded one (1) hour of clinical time off for EACH Merit earned that semester. There is a maximum of four (4) Merits allowed per semester. 1st year students are awarded consideration points for internship placement. THIS DOES NOT GUARANTEE A SPECIFIC CLINICAL PLACEMENT, but it will factor in when two students have the same reasons for the site choice.

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

1 merit point—perfect attendance in internship and the student does not use ANY of the 3 personal/sick days given in a semester.

1 merit point—no tardies

Student is on time and prepared for internship as scheduled

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

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

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

2 merit points earned by passing the ARDMS SPI exam

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

**DEMERITS**

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

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

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

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

1 demerit point — Being tardy to clinical site
1 demerit point — Failure to contact clinical site when absent
1 demerit point — Failure to give proper notice to ACI and Clinical Coordinator when requesting personal time off. All time must be Okayed by ACI and the Clinical Coordinator.
1 demerit point — Poor personal hygiene
1 demerit point — Not in uniform according to dress code policy
1 demerit point — Lack of professional conduct (including, but not limited to):
   -- Rolling of eyes
   -- Insubordination (inefficient use of time, not following instructions, roving, low # of exams performed)
   -- Sighing
   -- Sexual harassment
   -- Breach of confidentiality
      -- Disrespect toward ACI, Ferris Faculty, Supervisors
   -- Dishonesty
   -- Profanity
   -- Behaviors not in the best interest of the patient, hospital, or program
      -- Pt. complaint
      -- Use of cell phone during clinical time
      -- Reception of personal phone calls during clinical time
      -- Leaving the clinical site before scheduled time
   - Not following hospital protocol
   -- Not maintaining a clean work area
   -- HIPAA violation

* Some unprofessional behaviors above may be serious enough to warrant immediate dismissal of the FSU DMS Program,
11.0

**Program Dismissal**

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

a. Unprofessional behavior
b. Falsification of any records or exams
c. Unlawful possession, use, or distribution of illicit drugs or alcohol
d. Theft
e. Failure to abide by hospital dress regulations
f. Failure to abide by hospital rules and regulations
g. Indifferent attitude toward any patient
h. Insubordination
i. Failure to phone the hospital when unable to be there at the appointed time.
j. Any breach of personnel rules and regulations of the hospital and/or University
k. Felony conviction
l. Any infractions of the Code of Ethics as outlined in this manual
m. Breach of patient confidentiality
n. 4th Demerit will result in immediate dismissal from the program

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

Under special circumstances, and at the discretion of the ACI and Clinical Coordinator, a student may be allowed to remain in the program following an extended absence (serious illness, etc.). In such cases, the student will receive a grade of Incomplete (I) for that semester and will be required to make up all lost time as arranged with the adjunct clinical instructor, clinical coordinator, and program coordinator. Incomplete grades will be replaced with a letter grade upon completion of incomplete contract.
12.0
Ferris State University Academic Affairs Student Conflict Resolution Policy
http://www.ferris.edu/htmls/administration/academicaffairs/policyletters/Student-Complaint-Policy.pdf

FERRIS STATE UNIVERSITY

ACADEMIC AFFAIRS POLICY LETTER

Student Complaint Policy
March 25, 2011

Ferris State University is committed to assuring a supportive process that invites student feedback in a manner that promotes a positive learning environment. Students should follow established policies and procedures to resolve their complaints. College leaders are responsible for maintaining records of student complaints and providing an annual report to the Provost’s Office (see section 5). If a complaint alleges discrimination or harassment, the student may follow other processes to have the situation resolved, including contacting Student Affairs or the Office of Equal Opportunity (see sections 1.2 through 1.4). This policy and the associated procedures apply to areas within Academic Affairs, including all of the Colleges, the Library, the Faculty Center for Teaching and Learning, the Charter Schools Office, and the Center for International Education.

Guide for Students to Resolve their Complaints Related to Academic Affairs

1. Overview and Introduction
This document outlines ways students may communicate complaints within the Division of Academic Affairs at Ferris State University.

1.1 The Code of Student Community Standards
This Code states that “each Ferris State University student has a right to initiate a complaint that may bring about an investigation and/or disciplinary action involving another member of the University academic community.” This can be located at: http://www.ferris.edu/htmls/administration/StudentAffairs/StudentHandbook/

1.2 Documents and Policy
If the student’s complaint concerns another student or student services, such as transcripts, housing, or university recreation, the student should refer to the Student Affairs complaint policy and procedures here: http://www.ferris.edu/htmls/administration/StudentAffairs/Judicial/OSC_Student_Complaint_Policy.pdf

1.3 Claims of Harassment or Discrimination
If a student’s complaint alleges discrimination or harassment, including sexual harassment, the student is encouraged to contact the Office of Student Conduct within Student Affairs, call (231) 591-3619, or email theosc@ferris.edu. If the complaint is about a student; or, if the concern relates to a Ferris employee or other campus visitor, the student should contact the Office of Equal Opportunity in McKessy House, the Office of the General Counsel of the University, on the Big Rapids Campus, telephone (231) 591-2152, or email EqualOpportunity@ferris.edu.

1.4 Grade Appeals
Separate policies exist for appealing a grade. You will find the grade appeal process here: http://www.ferris.edu/htmls/administration/academicaffairs/policyletters.html

1.5 General Procedure in Expressing Student Concerns

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Students should first express a concern to the individual closest to the problem who has the ability to remedy the situation. For example, if the concern relates to a course, the instructor is the appropriate first step. If the concern relates to advising, then the advisor should be contacted. If the student does not know who to contact, s/he may contact the Dean’s office of the college to get guidance on where to express the concern. Contact information for each college will be found here: http://www.ferris.edu/htmls/colleges/. Each college will provide a “contact” link to the Dean’s Office on their College’s home page.

Suggestions that may help students approach faculty or advisors constructively are provided at the end of this document (see section 7).

Some colleges have additional information on their websites concerning the complaint process, so students are encouraged to look for this additional guidance. In addition, although ten (10) business days is allowed for action at each step in the process, all are encouraged to address student complaints as quickly as is feasible. Each academic college follows the following procedures:

2. Complaints Against Faculty or Advisors

| Step 1 – Direct discussion with instructor, advisor, or other appropriate individual, if not resolved, proceed to step 2. |
| Step 2 – Department Head/Director will review the case after step 1 is accomplished. A formal complaint in written form is required (refer to instructions). Again, if not resolved, move to step 3. |
| Step 3 – Dean’s Review is the final step as the decision is final only after the other steps are completed. A formal written complaint is required that is up to date. |

Note: Refer to the appropriate sections for the timelines.

2.1 Step 1 – Direct discussion with instructor, advisor, or other appropriate individual
The first step is for the student to discuss the concern/complaint directly with the individual who is closest to the issue or with whom the student has a concern. Students are encouraged to talk with this person as early as possible. The complaint does not need to be in writing at this stage of the process. Many situations can be satisfactorily addressed, or misunderstandings clarified, at this level. When this occurs, no further action is required. The student is advised to record the date when s/he approached the individual with whom there is a concern to resolve the problem, as this information will be required at later stages of the process.

2.2 Step 2 – Department Head/Director Review
This step must involve the first level of administration above the individual against whom the complaint is filed, hereinafter referred to as the Department Representative. In the event that a concern/complaint cannot be adequately addressed through direct discussion at step 1, the student may take another step by
contacting the department head or director of the program area. At this step, the student must submit a written statement to the Department Representative. Whenever the complaint is received, the Department Representative is expected to assure that the student has made an effort to resolve the problem with the individual with whom s/he has a concern.

In cases where there is not a department head, or director, the complaint should be directed to an assistant or associate dean, or other designated individual. Students enrolled through other locations (not in Big Rapids) should express their complaints through the colleges where their major is located or the college or area where the concern exists.

**Student's Written Statement** The written statement should identify the student; instructor, advisor, or other party(ies) to the complaint; course (as appropriate); a factual description of the problem; and any other relevant information, such as past efforts to address the problem. Typically, the student will also meet with the department representative after the recipient of the complaint has had an opportunity to review the written statement. The written statement may be provided in electronic form, such as e-mail or fax. The student is encouraged to submit a written complaint as close to the time of the concern as possible. All complaints must be received within one calendar year.

The department representative will ask the individual against whom the complaint has been filed to review the written statement of complaint and to file a written response. The individual against whom the complaint has been filed will have ten (10) business days to respond. If the Department Representative does not receive a response from the individual within the 10-day time allotted, s/he should proceed to take appropriate action. The department representative may also meet with any involved individuals to discuss the situation and to review any relevant materials.

Following the department representative's review, s/he is authorized to undertake whatever action and/or discussion may be called for within the limitations of relevant University, College, and/or Program policies and procedures. That action may involve denying the complaint, working out a solution, referring the matter to another office, or some other appropriate action. The Department Representative should complete action within ten (10) business days of receiving the response from the individual against whom the complaint was filed.

If the department representative concludes that the student has engaged in dishonesty or other violation of Ferris's code of student responsibilities, the department representative may initiate action with student judicial services.

The department representative is not authorized to change the student's grade.

**2.3  Step 3 – Dean's Review**

In the event that the student or the individual against whom the complaint was filed is dissatisfied with the resolution at the department representative's level, s/he may appeal that decision to the Dean's office of the College. A student wishing to pursue this level of appeal should submit a written statement to the dean or his/her designate. The dean should assure that the student’s complaint has been through earlier steps in the process before taking any action, and records the dates when these steps were taken. The dean (or designee) will review the complaint and the record of review at the department level and will adjudicate the case. The Dean or his/her designate should complete any action within ten (10) business days. The dean's decision is final and is not subject to further appeal.
Any complaints that reach the dean’s office are subject to the annual official student complaint reporting required of Academic Affairs units (see section 5). Thus, the annual report to the Provost’s Office should include any written complaints that reached the Dean’s Office for resolution or action.

3. Complaints Against Administrators (such as department heads, directors, etc.)

| Step 1 – Direct discussion with administrator, if not resolved, proceed to step 2. |
| Step 2 – Direct discussion with immediate Supervisor with a written formal statement (see below for instructions). Academic Affairs can provide the proper person to speak with if in doubt. If there is no resolution, proceed to step 3. |
| Step 3 – Dean’s Review is the final step as the decision is final only after the other steps are completed. A formal written complaint is required that is up to date. |

Note: Refer to the appropriate sections for the timelines.

3.1 Step 1 – Direct discussion with administrator
The first step is for the student to discuss the concern/complaint directly with the individual who is closest to the issue or with whom the student has a concern. Students are encouraged to talk with this person as early as possible. The complaint does not need to be in writing at this stage of the process. Many situations can be satisfactorily addressed, or misunderstandings clarified, at this level. When this occurs, no further action is required. The student is advised to record the date when s/he approached the individual with whom there is a concern to resolve the problem, as this information will be required at later stages of the process.

3.2 Step 2 – Supervisor Review
In the event that a concern/complaint cannot be adequately addressed through direct discussion at step 1, the student may take the next step by contacting the individual’s immediate supervisor. The Dean’s Office or the Office of Academic Affairs will be able to provide the name and contact information for this person if the complainant does not know who this individual is. (For example, typically a department head is supervised by a dean.) At this step, the student must submit a written statement to the Supervisor.

Students enrolled through other locations (not in Big Rapids) should express their complaints through the colleges where their major is located or the college or area where the concern exists.

Student’s Written Statement The written statement should identify the student; administrator, or other party(ies) to the complaint; a factual description of the problem; and any other relevant information such as past efforts to address the problem. The written statement may be provided in electronic form, such as e-mail or fax. The student is encouraged to submit a written complaint as close to the time of the concern as possible. All complaints must be received within one calendar year.

The Supervisor will ask the individual against whom the complaint has been filed to review the written statement of complaint and to file a written response. The individual against whom the complaint has been filed will have ten (10) business days to respond. If the Supervisor does not receive a response from the individual within the 10-day time allotted, s/he should proceed to take appropriate action. The
Supervisor may also meet with any involved individuals to discuss the situation and to review any relevant materials.

Following the Supervisor’s review, the Supervisor is authorized to undertake whatever action and/or discussion may be called for within the limitations of relevant University, College, and/or Program policies and procedures. That action may involve denying the complaint, working out a solution, referring the matter to another office, or some other appropriate action. The Supervisor should complete action within ten (10) business days of receiving the response from the individual against whom the complaint was filed.

If the supervisor determines that the student has engaged in dishonesty or other violation of Ferris’s code of student responsibilities, the supervisor may initiate action with student judicial services.

3.3 Step 3 – Dean’s Review
In the event that the student or the individual against whom the complaint was filed is dissatisfied with the resolution at the supervisor level, s/he may appeal that decision to the Dean’s office of the College. The Dean is responsible for assuring that earlier steps have been followed and records the dates when these steps were taken. A student wishing to pursue this level of appeal should submit a written statement to the dean or his/her designee. The dean (or designee) will review the complaint and the record of review at the department level and will adjudicate the case. The Dean or his/her designate should complete any action within ten (10) business days. The dean’s decision is final and is not subject to further appeal.

Any complaints that reach the dean’s office are subject to the annual official student complaint reporting required of Academic Affairs units (see section 5). Thus, the annual report to the Provost’s Office should include any written complaints that reached the Dean’s Office for resolution or action.

4. Complaints Against Deans

If the student’s complaint concerns the dean, the complainant is advised to initiate his concern orally with the Dean to seek a remedy to the concern. The student is advised to record the date when s/he approached the Dean to resolve the problem.

If the student is not satisfied with the Dean’s decision on a matter that concerns the dean, the student is authorized to provide a written statement of the complaint to the Provost or his/her designee. Details of the situation and the efforts to remedy the problem must be included in the written statement. The provost’s office will make its recommendations within ten (10) business days. The decision of the Provost’s Office is final and is not subject to further appeal.

5. Reporting Guidelines for Colleges
Annually, every academic college and unit (such as the International Center or FLITE) is required to submit a summary report to the Provost’s Office regarding the types and number of complaints received during the academic year. These reports will be due June 30 each year and include a summary of the actions taken to resolve the complaints and to avoid similar ones in the future. Included in the summary should be the nature of the complaint, the date that each step of the process was completed, and the information about how the complaint was resolved. A template is provided on the Academic Affairs shared drive for this purpose. In addition, each College is required to maintain its student complaint log electronically for a minimum of 5 years so that the University may refer to these archived documents if necessary. Only complaints that reach the dean’s level need to be included in the annual report.
6. Communications/Policy Information Sharing
Each year the Provost’s Office is encouraged to review the Student Complaint Procedures with the Deans’ Council and the Academic Leadership Council, to assure that all current representatives in those groups are aware of this policy.

7. Advice on Approaching Others with Your Complaint
Expressing a concern is never easy, but it is important both in the academic environment and in other settings. Problems are always best remedied directly with the person with whom you have the concern. You will benefit from developing your skills in the area. In the work context, your colleagues will appreciate knowing that you address your concerns directly with them rather than with their supervisors.

When you approach another, explain how the problem is affecting you and avoid accusing others. For example, you might say that “I felt diminished when you pointed out in class in front of my peers that my homework had been done wrong” or “Requiring me to work with a team that is not near has made it difficult for me to complete the required assignments.” Avoid using “you” in sentences like: “You diminished me in front of my peers,” or “You were unfair to assign me to a team that was not nearby.” Instead, frame your complaint from the view of how it is impacting you . . . how it is impairing your ability to complete your assignments, how it made you feel, or other personalized approaches. In addition, be prepared to ask for the “remedy” that you desire. In the examples provided here, you may simply ask: “I would appreciate it if you would not point me out in class for things I have done wrong, as I am trying to do my best;” or “I was embarrassed that you pointed out my weaknesses in front of my colleagues.” Or, “Would you allow me to work on this assignment independently, because it is not possible for me to coordinate a meeting schedule with these students?”

It is often also desirable to ask for the “remedy” you desire. For example, you may ask that the instructor review his assessment of your homework assignment; or give you another opportunity to correct the assignment, if you did not understand the requirements; etc.
13.0

**Academic Admission and Progression Policy**

**Advanced Placement**

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

**ADMISSION PROCEDURE:**

For admission to the Professional Sonography Sequence: Students should officially apply to the professional sequence between January 15th and 30th if they will have their qualifications completed by the end of the previous semester (Fall) for consideration for the following Fall semester start.

**PREREQUISITE COURSES AND REQUIREMENTS:**

- MATH 115, equivalency or proficiency (Math ACT subscore of 24 or higher), BIOL 109, PHYS 130, ENGL 150, and MRIS 102 (with a letter grade of “C” or better) or competencies are required for admission to the program.
- Applicants will be considered ineligible for the program with two unsuccessful (less than a letter grade of “C”) attempts in any required course.
- A student must maintain a college GPA of 2.50.
- Group Advising will be offered Fall and Spring Semesters. Notices will be posted on campus for the dates and times for group advising. It is the student’s responsibility to attend a group advising session each semester. Updates regarding the program will be announced during these meeting times so it is crucial that the student attend.

**PROGRESSION POLICY:**

- A letter grade of “C” or higher is required for all Sonography Program requirements including core and general education courses.
  - Any student that receives less than a “C” in one course must stop the Sonography sequence. They **must** re-apply to the program to repeat the course the next time it is offered (**if a seat is available**).
  - A student receiving a grade of less than a “C” in any two courses (or two unsuccessful attempts in the same course) will be dismissed from the program.
- If at any time a student’s college GPA falls below a 2.0 they will be dismissed from the Sonography program.
• All general education requirements must be completed before internship. Any student not completing all general education requirements will not be allowed to enter internship.

➢ If a student is dismissed from the program, they may not return to the Sonography program for a minimum of 5 years.
➢ Any student with a conviction record is advised to contact the American Registry of Diagnostic Medical Sonography at 301-738-8401 or www.ardms.org in regards to their ability to take the registry examinations upon completion of the program.
➢ Students may need to relocate for clinical internship during the second year of the program.
➢ Information in regard to the DMS program is mailed to last address provided. It is the student’s responsibility to maintain current contact information with the college. Contact the Timme Center for Student Services to update your records.
14.0

**Sonography Program**

**Placement process**

1) During the Fall Semester, The Clinical Coordinator will Outline the placement process and time table with the new (first Year) Sonography students. During this lecture, She will provide the students with a list of all available clinical sites along with the names and Phone numbers of the Adjunct Clinical Instructors. She will also emphasize the need for students to visit all of the clinical sites in which they are interested in before deciding on their top three choices.

2) In the Fall semester, the Clinical Coordinator will distribute and discuss the Student Clinical Visit Form with all first year students. During this time he/she will remind the students to visit as many potential sites as possible BEFORE the beginning of the Winter semester.

3) At the beginning of the Winter semester, the students will be asked to fill out the Clinical Affiliation Preference form with their top three choices for the clinical sites and any reasons they have for their choices. They will be given one week to return these forms to the Clinical Coordinator.

4) Following the gathering and organization of the Clinical Site forms by the Clinical Coordinator, the Placement Committee (Sonography faculty) will meet to place students at clinical sites. These decisions will be made using (but not limited to) the following criteria:

   I. Students choice of clinical site
      II. Students need and reasons for choosing, e.g.;
          a. Family responsibilities
          b. Financial constraints
          c. Convenience
          d. Personal connection with the site
      III. Faculty professional opinion
      IV. Adjunct Clinical Instructor Preference

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

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

Per the FSU affiliation agreement with the clinical sites, any adjunct clinical instructor or facility has the right to refuse any student. When doing a site visit be professional and think of it as a job interview.
FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
IMMUNIZATION AND IMMUNITY FORM:

Student Name:____________________________________________________________

Student ID #:____________________________  Birthday __________________

Program:_____________________________________

The following are the vaccinations that must be obtained prior to attending your programs professional sequence at Ferris State University’s College of Allied Health Sciences. You must provide proof of having each vaccination or proof of being immune to each. You may obtain this proof from your Health Care Provider/Doctor or you may have this proof in your records at home. A photocopy of an official immunization record will be acceptable. Make sure these immunization records are up to date. **Must be received by August 1.**

<table>
<thead>
<tr>
<th>Vaccine Type</th>
<th>Mo./Day/Year Of Dose</th>
<th>Health Care Provider &amp; Signature</th>
<th>Date Next Dose Due (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria-Tetanus-DT/Td <strong>Must be received every 10 years</strong></td>
<td>1. _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chickenpox disease or results of Varicella Titer</td>
<td>I have had ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have not had _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis B 3 doses required</td>
<td>1. _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculosis Test Date and Results of Test or X-ray <strong>Must be done Annually (If you test positive you must obtain a chest X-ray)</strong></td>
<td>1. _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. _______________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HEALTH INSURANCE COVERAGE VERIFICATION
OR
ACKNOWLEDGEMENT OF RESPONSIBILITY FOR MEDICAL COSTS INCURRED

I, __________________________________________________, hereby certify that I understand that I am responsible for any medical care costs that may be incurred related to injuries or illness that occur during and/or as a result of my education experience. These costs will be fully or partially covered by a health insurance policy that will be in force during my clinical experience or by me personally.

☐ A copy of my health insurance card is attached

☐ I do not plan to carry health insurance during the professional sequence of my program and will assume any medical care costs.

____________________________________________  __________________
Signature                                      Date

CARDIAC LIFE SUPPORT CPR VERIFICATION

Must be received by August 1.

I, __________________________________________________, hereby certify that I have obtained Cardiac Life Support (Health Care Provider) certification that will be current and in force during my clinical education.

____________________________________________
Signature                                      Date

☐ A copy of my American Heart Association (Health Care Provider) Course Card is attached

OR

☐ A copy of my American Red Cross (CPR for the Professional Rescuer) Course card is attached
CRIMINAL BACKGROUND CHECK VERIFICATION

Must be received by August 1.

1. Go to www.CertifiedBackground.com and click on “Students”

2. In the Package Code box, enter the package code listed below.


4. You do not need to send this to Ferris, we get a report.

YOUR PACKAGE CODE IS

ER21

Diagnostic Medical Sonography

Please send all required paperwork to:

Sonya Knoll

Ferris State University

200 Ferris Dr  VFS 408

Big Rapids, MI  49307

· Official transcripts from other institutions (if they have not already been sent to FSU): Must be received by July 1.
Signed Clinical Student Disclosure Statement on File_______

Other Screenings (only if required of the Clinical Agency):

10 Panel Drug Screen:
Date: ____________   Agency Name: ________________________________________

[ ] Clear   [ ] Not clear:
____________________________________________________

______________________________________________FSU Staff Verification of results*

Fingerprinting:
Date: _____________   Agency Name: _______________________________________ 

[ ] Clear   [ ] Not clear:
____________________________________________________

______________________________________________FSU Staff Verification of results*

* Any positive findings must be referred to the DMS Program Coordinator

RELEASE OF INFORMATION FORM

I, _______________________________________, give my consent to release the above requested information to the DMS program within the College of Allied Health Sciences at Ferris State University, which may be shared with any clinical affiliate I attend.

I understand that this information will be kept confidential and will only be used for the purpose of decisions related to program admission and for clinical placement as a requirement of the DMS program.

________________________  ______________
Student Signature  Date
In March of 1998, the American Institute of Ultrasound in Medicine (AIUM) issued the following statements on clinical safety of ultrasound.

“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, the AIUM herein addresses the clinical safety of such use.”

It was subsequently modified in March 1977:

“No confirmed biological effects on patients or instrument 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 benefits, in any, outweigh the risks, that may be present.”

In November 1991, the Joint Review Committee on Education in Diagnostic Medical Sonography stated that a Laboratory for demonstration and practice prior to applying sonographic principles on patients should be made available to students. During laboratory hours, supervision should be provided. The program should ensure the voluntary and prudent use of the subjects used in the lab. Also, it is hereby stated that this lab is considered student practice and thus not diagnostic scanning. If a situation should occur that a practice subject need further medical attention, then that subject will be advised to seek medical attention from a physician.

I have read and understand the above policy statements. I voluntarily give my consent to be scanned during Sonography program labs and open scanning sessions. I understand that the scanning performed is done solely for educational and instructional purposes. All examinations are performed for non-diagnostic purposes and are not meant to replace proper medical treatment.
Ferris State University
Diagnostic Medical Sonography Program

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

Student printed name:______________________________________

Student signature____________________________________ Date______________

I agree to give the Diagnostic Medical Sonography program my birthdate and social security number for the sole purpose of obtaining board results from the ARDMS and ARRT. I understand that board results are a vital part of the FSU DMS program outcomes assessment plan and I am willing to give FSU my testing results.

Student signature____________________________________ Date______________

Birthdate________________

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

Student printed name:______________________________________

Student signature____________________________________ Date______________
FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM
PROFESSIONAL SEQUENCE ADMISSION AND PROGRESSION POLICY

ADMISSION PROCEDURE:
• Complete Qualification Checklist for Application to verify all qualifications have been satisfied by the end of the preceding Fall semester of application.
• Submit application for the professional sequence between January 15th and 30th for consideration to enter the Professional Sequence the following Fall semester.

PREREQUISITE COURSES AND REQUIREMENTS:
• MATH 115, equivalency or proficiency (Math ACT subscore of 24 or higher), BIOL 109, PHYS 130, ENGL 150, and MRIS 102, with a letter grade of “C” or better within two attempts or competencies are required for admission to the program.
• A student must maintain a college GPA of 2.50.
• Group Advising will be offered Fall and Spring Semesters. Notices will be posted on campus for the dates and times for group advising. It is the student’s responsibility to attend a group advising session each semester. Updates regarding the program will be announced during these meeting times so it is crucial that the student attend.

PROGRESSION POLICY:
• A letter grade of “C” or higher is required for all Sonography Program courses including core and general education courses.
  o Any student that receives less than a “C” in one SONO course must stop the Sonography sequence. They must re-apply to the program to repeat the course the next time it is offered (if a seat is available).
  o A student receiving a grade of less than a “C” in any two SONO courses (or two unsuccessful attempts in the same course) will be dismissed from the program.
  o The following courses must be passed with a C or better within three attempts: CCHS 101, CCHS 102, PSYC 150, ENGL 250, COMM 105 or 221 and PHIL 216 or 320 or the student will be dismissed from the program.
• All general education requirements must be completed before internship. Any student not completing all general education requirements will not be allowed to enter internship.
• If at any time a student’s college GPA falls below a 2.0 they will be dismissed from the Sonography program.
Any student with a conviction or criminal record is advised to contact the American Registry of Diagnostic Medical Sonography at 301-738-8401 or www.ardms.org in regards to their ability to take the registry examinations upon completion of the program.

Students may need to relocate for clinical internship during the second year of the program.

Information in regard to the DMS program is mailed to last address provided. It is the student’s responsibility to maintain current contact information with the college. Contact the Timme Center for Student Services to update your records.

Sonographers and Vascular Technologists must be able to:

- Lift more than 50 pounds routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Communicate effectively with patients and other health care professionals
- Organize and accurately perform the individual steps in the sonographic procedure in the proper sequence

This list taken from the Society of Diagnostic Medical Sonographers website 1-15-07

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

____________________________________  _____________
Signature of Sonography Student            Date

____________________________________  _____________
Signature of Sonography Advisor            Date