



MORAINÉ PARK
TECHNICAL COLLEGE

HEALTH AND HUMAN SERVICES

Diagnostic Medical Sonography

PROGRAM HANDBOOK

2024 – 2025

235 North National Avenue
PO Box 1940
Fond du Lac, WI 54936-1940

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Note: This handbook is accurate at the time of publishing. Policies contained herein are subject to change without notice. It is the student's responsibility to keep informed of changes. The online document, accessible through program Canvas courses, is the most current version.

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SECTION ONE: MORAINE PARK TECHNICAL COLLEGE

1.1 Moraine Park Mission, Vision and Strategic Priorities

Moraine Park's strategic planning process follows a specific planning framework, and includes high level vision, mission, strategic priority, and goal statements. Initiatives are developed representing annual tactics that staff implement to directly meet the strategic priorities and annual goals of Moraine Park.

For more information, see [Innovation 2025 Strategic Plan](#).

Mission

Growing minds, businesses and communities through **innovative learning experiences**.

Vision

Your home for **lifelong learning** to achieve lifelong dreams.

Strategic Priorities

Enrollment

Objectives

- Continue to develop effective recruitment strategies for K-12, adult learners and diverse populations.
- Implement strategies to bridge the preparedness gaps facing students.
- Enhance innovative instruction methodologies, delivery modalities and support structures.
- Expand and increase awareness of pathway and transfer opportunities.
- Promote the lifelong advantages and value of earning a credential.

Workplace Culture

Objectives

- Continue creative talent attraction and retention strategies that fulfill organizational needs.
- Strengthen trust, engagement and accountability to increase employees' sense of feeling valued.
- Foster a supportive environment that encourages wellbeing, celebrates unique abilities and embraces inclusivity.
- Empower employees to collaboratively improve processes and effectiveness.
- Maintain efforts to ensure a safe and secure virtual and physical environment.

Economic Driver/Community Impact

Objectives

- Develop innovative approaches in experiential learning that meet the needs of learners, employers and communities.
- Respond to employers' workforce needs by focusing on relevant skills, competency development and credential attainment.
- Expand marketing presence, strategic partnerships and support of the College's programs, services and projects.
- Provide a data-informed environment to support responsive decision-making.

1.2 College Accreditation

Moraine Park Technical College is accredited by the Higher Learning Commission. Accreditation is official recognition that an institution meets industry standards of quality through external peer review. The quality standards encompass faculty, administration,

curriculum, student support services, financial management, governance, and institutional integrity.

For additional accreditation information please see [Accreditation](#)

1.3 The Moraine Park Technical College District Community

Moraine Park Technical College has campuses in Beaver Dam, Fond du Lac and West Bend, annually serving almost 14,000 students thru the offering of six-degree options and more than 100 programs and customized training opportunities.

For additional information regarding the campus and community, students are encouraged to visit this site [Campus and Community Information](#).

1.4 Career and Life Skills

Moraine Park has recently updated and is in the process of transitioning the College's common learning outcomes from *Core Abilities* to *Career and Life Skills*. Transition continues to move all occupational programs and general education courses to have Career and Life Skills integrated into their curriculum. Once this transition is complete, Core Abilities will be discontinued. The five Career and Life Skills are:

- Communication
- Reasoning
- Professionalism
- Engagement
- Awareness

SECTION TWO: MPTC STUDENT RESOURCES AND STUDENT SERVICES INFORMATION

2.1 Student Resources

Academic Calendar

Students are encouraged to review the Academic Calendar throughout the year.

Admissions

Registration and Student Records Information regarding admission, registration and student records can be found both on the [MPTC website](#) or via the [MPTC Catalog](#).

Course Descriptions

Descriptions for all courses in each program can be found under the appropriate program heading in the [Course Descriptions](#) section of the [College Catalog](#).

Financial Aid

Students are encouraged to visit the college catalog ([Financial Aid](#)) or the college website ([Financial Aid](#)) for additional information.

Grading and Academic Standards

Moraine Park Technical College is committed to assisting its students for success to meet their academic goals. As an institution of higher learning Moraine Park Technical College has established minimum standards for student academic performance. These standards will include procedures for registration, grading, graduation, and completion. Student compliance with these standards will be monitored by the Registrar and the Financial Aid Office (satisfactory academic progress for Title IV Federal Aid) to ensure compliance with external stakeholders and regulators. For more specific information, please visit the [Grading and Academic Standards](#) portion of the Student Handbook.

MPTC College Catalog

The contents of the [MPTC College Catalog](#) provides important information regarding various support services and institutional policies. Please take the opportunity to review this information, as it will be helpful in each student's academic career at Moraine Park.

Student Code of Conduct Policy

The [Student Code of Conduct Policy](#) applies to all individuals registered for classes or engaged in a college sanctioned activity, both on campus or at offsite locations, including international travel.

Student Life

[Student Life](#) at Moraine Park Technical College offers a variety of campus activities and events; student government and clubs; leadership development; community service; volunteerism; and award recognitions. Getting involved in student activities is linked to academic success.

Student Portal

Moraine Park Technical College offers a [Student Portal](#) to all enrolled students, containing valuable information to support success throughout the educational journey.

Weather Closings (School Closing/Cancelation of Classes)

Moraine Park Technical College utilizes the Rave Alert System as the official method to announce cancellation of classes and closure of MPTC campuses in the event of severe weather or other emergencies as determined by the MPTC administration. Decisions are made by approximately 5:30 a.m. if conditions are present in the morning. If the college closes in the morning, all evening classes are also canceled. If inclement weather conditions develop during later in the day, decisions for evening classes will be made by 2:00 p.m. MPTC.edu, the college website, will have information about class cancelation and campus closures.

When students are assigned to clinical/field placement rotation and the school is closed or class canceled, the students must refer to the assigned instructor for further directions. If the campus is not closed, but the weather is questionable, each faculty reserves the right to cancel their class. The faculty will notify the class participants and communicate their expectations.

The easiest and most effective way to receive college closing notifications is by signing up for MPTC Alerts. This service is only available to current students and employees.

2.2 Student Services

Moraine Park Technical College offers a wide-array of services to support student success. Student Services staff are dedicated to supporting all students to achieve individual educational goals, with many committed professionals in a wide variety of support offices that can help both in-person and online. These services are included as part of the cost to attend MPTC; therefore, students are encouraged to take advantage of the expertise and knowledge of the Student Services team. For additional information regarding the services available at MPTC, please visit Student Resources.

SECTION THREE: STUDENT HEALTH AND SAFETY

3.1 Student Health and Safety

Moraine Park Technical College is committed to the health and safety of students, visitors, and employees. Students are encouraged to review this information in entirety.

Student Injuries

Any accidents/injuries occurring on College property or in the course of education must be reported immediately to College personnel. An MPTC Witness/Incident Report is to be completed and submitted as soon as possible after the accident/injury. Medical bills (physician and/or hospital) incurred as a result of an accident/injury are the responsibility of the individual.

Significant Exposure Incident

A Significant Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials.

If a student experiences a significant exposure incident at MPTC:

- Thoroughly wash the affected area with soap and water.
- Immediately contact the course instructor.
- Seek medical treatment from a licensed healthcare professional.
- Complete an MPTC Incident / Witness Report

If a student experiences a significant exposure incident at an off-site location (clinical, job site, etc.):

- Thoroughly wash the affected area with soap and water.
- Immediately contact the clinical Site Supervisor/ course instructor.
- Follow the protocol at the site for the incident.
- Complete an MPTC Incident / Witness Report

Student Insurance

Enrolled students may be covered by the Student Accident Insurance Plan (SAIP). The SAIP is secondary to any health insurance program by which a student is currently covered. The student is responsible for accessing their SAIP account, printing their insurance card, and providing it to any healthcare providers if they receive medical treatment for a covered activity.

Hazards and Risks

Persons working in health and human services occupations can be exposed to occupational hazards which may include, but are not limited to, the possibility of physical injury, fatigue, bruises, contusions, broken bones, concussions, paralysis, exposure to bodily fluids, bloodborne pathogens, communicable disease, needle sticks and sharp injuries, damage/destruction to property, and even death.

In consideration of the possible hazards and risks related to a health or human services field of study, each student is required to complete and submit an Acceptance of Risks and Responsibility Agreement and Release of Liability at the beginning of each enrolled course.

SECTION FOUR: STUDENT RIGHTS AND RESPONSIBILITIES

4.1 Student Rights & Responsibilities

Exercising individual student rights and acting in a responsible manner go together. It is the expectation of MPTC that all students comply with the policies and procedures as stated in the MPTC Student Code of Conduct and obey all public laws. This compliance assures all students the opportunity of having the best possible educational experience in a respectful and safe environment.

4.2 Final Grade Appeal

The purpose of the final grade appeal process is to provide a vehicle and structure for students to appeal final course grades. The grade appeal procedure only applies to final grades and not individual graded assignments.

Faculty members have the authority to establish course requirements and standards of performance within the college's established curriculum process. It is the responsibility of the faculty to articulate and communicate course requirements and grading standards to students at the beginning of each course via the syllabus. Instructors will apply grading criteria uniformly and in a timely manner. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

All final grade appeals must be initiated by the student within **thirty (30) calendar days** of the grade being available via myMPTCStudent.

4.3 Citizenship

Students enrolled in a health program who are not citizens of the United States should be aware that, based on federal law, they may not be eligible to take licensing or certification examinations given by the state, region, or nation upon completion of the program. Non-citizens are advised to seek further information from appropriate agencies, specific to your occupation.

4.4 Fair and Equal Treatment

It is the policy of Moraine Park Technical College to maintain an Affirmative Action and Equal Opportunity Compliance Plan. This Plan ensures equal opportunity and nondiscrimination for all employees, students and non-employees by demonstrating its commitments and efforts toward equal employment opportunities and equal educational program opportunities that are conducive and supportive of cultural and ethnic diversity.

4.5 Student Concerns/Issues/ Grievance

Any student who has a concern, issue, or grievance is encouraged to seek to resolve the issue with the faculty member or employee concerned. In the event that a student is unable or uncomfortable doing so they can contact the appropriate Associate Dean for academic issues or the Director of Student Development for nonacademic issues.

4.6 Title IX: Title IX Pregnancy and Parenting Protections

Moraine Park Technical College is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. Title IX requirements cover sex discrimination, sexual harassment, sexual misconduct, sexual violence, and pregnant and parenting students.

Students must contact the Director of Student Development/Title IX Coordinator to ensure Title IX protection plan is correctly administered. It is the student's responsibility to contact the Director of Student Development and provide all the documentation required. Adjustments cannot be provided retroactively so timeliness is important.

Students are encouraged to work with their faculty members and Moraine Park Technical College's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible.

4.7 Drug-Free Schools and Communities Act

Moraine Park Technical College is committed to the success and safety of our students and employees. The possession or use of illicit drugs, or the abuse of those which may otherwise be legally possessed, seriously affects the College environment, as well as the individual potential of our students and employees. For our students and employees who may suffer from the illicit use or misuse of alcohol and drugs, we want to provide opportunities to receive education and services to assist in overcoming or preventing addiction and/or misuse.

The Drug-Free Schools and Communities Act (Title 34 CFR § 86.3) requires institutions of higher education to adopt and implement programs to prevent the unlawful possession, use

or distribution of illicit drugs and alcohol by all students and employees on school premises or as part of any of its activities.

For additional information regarding the drug-free schools and communities act, please visit the following link [Drug-Free Schools and Communities Act](#).

SECTION FIVE: HEALTH AND HUMAN SERVICES

5.1 Overview of Health and Human Services

The Health and Human Services Department (HHS) goal is to provide exceptional education for students seeking occupations in health care or human services professions. Over twenty-five programs (including associate degree, technical diploma, or local certificates) are offered through the Health and Human Services Department. The information that follows begins with information common to all programs in the HHS Department and ends with information specific to each program area. Additional information pertaining at the course level will be found in the course syllabus, made available at the start of each course. Any questions or concerns regarding this information can be directed to the Associate Dean of the corresponding program area.

Health and Human Services Student Handbook: It is the intent of this handbook to follow the MPTC Student Handbook and Student Code of Conduct regarding grievances and student concerns/issues. Students should refer to these publications for their specific situation.

Phone/E-mail Reference

Contact	Phone/Email
Dean of Health and Human Services	920-924-3319
Admin Assistant-Health and Human Services	920-924-3320
Associate Dean of Health	262-335-5757
Admin Assistant-Health	262-335-5710
Associate Dean of Health Sciences	262-306-5313
Admin Assistant-Health Sciences	262-306-5314
Associate Dean of Human Services	920-924-3330
Admin Assistant-Human Services	920-924-3270
Canvas Support: Phone	877-230-3509
Canvas Support: Email	https://www.morainepark.edu/technology/
Technology Help Line: Phone	877-230-3509
Technology Help Line: Email	https://www.morainepark.edu/technology/
Student Services	800-472-4554

5.2 Programs Offered

Health

- Nursing – Associate Degree with a Practical Nursing Exit Point
 - Nursing Assistant
- Surgical Technology

Health Sciences

- Diagnostic Medical Sonography
- Health and Wellness
 - Health and Wellness Technician
 - Chiropractic Technician Certificate
- Health Information Technology
 - Medical Coding Specialist
- Medical Laboratory Technician
 - Phlebotomy/Specimen Processor
- Medical Office Management
 - Medical Assistant
 - Administrative Medical Assistant Certificate
- Radiography
- Respiratory Therapy

Human Services

- Criminal Justice
- Early Childhood Education
 - Child Care Services
 - Early Childhood Administrative Credential Certificate
 - Early Childhood Preschool Credential Certificate
 - Infant/Toddler Credential Certificate
- Fire Protection Technician (Starting Spring 2024)
- Paramedic Technician
 - Emergency Medical Technician (EMT)-Paramedic
 - Advanced Emergency Medical Technician (EMT)
 - Emergency Medical Technician (EMT)
- Substance Use Disorders Counseling (SUDC)
 - Substance Use Disorders Counseling Certificate

SECTION SIX: HEALTH AND HUMAN SERVICES POLICIES AND PROCEDURES

6.1 Academic Standards

Moraine Park Technical College has in place college-wide policy and procedures related to academic standards. Students are encouraged to review this information throughout their time enrolled at the college. Dependent upon the program enrolled, there may be additional program specific academic standards that apply. Details surrounding these additional academic standards may be found in Section Eight of this handbook and on individual course syllabi.

6.2 Required Documentation

Criminal Background Check

For the most up to date information regarding applicable policies regarding the completion of a criminal background check, please review the following link:

<https://catalog.morainepark.edu/student-policies/criminal-background-check/> Additional information can be found on specific program pages.

Although most/all students completed a required criminal background check/BID as part of the program admission process, there are times when there may be a need for additional criminal background check to occur during the time enrolled in a program. Should this need occur, additional cost would be incurred by the student. Furthermore, there are times when additional personal background documentation (criminal and/or health related) prior to and during clinical/field placement might also delay and/or prevent clinical/field placement.

Self-report: Health and Human Services program accepted students are required to report any new criminal charges that impact their criminal background check (CBC) within seven business days. They are informed of this requirement at the point of application as well as at points throughout the program. When a student reports a new charge to a designated official they will be directed to complete a new electronic Background Information Disclosure (BID) Form.

This form is processed and applicable information is added to their Student Record for internal use. The appropriate Program Associate Dean will then review the updated form and will indicate which letter template should be emailed to the student notifying them of required next steps.

Once the charge is closed, the student is responsible for submitting their court documents with disposition listed to the Criminal Background Check email address. These court documents are shared with the Program Associate Dean for review and potential action. If the charge and disposition lead to the student being ineligible for their current program, the student is communicated with and removed from their program by the Program Associate Dean.

If a student fails to report a new charge within the seven-day reporting period, the student may be immediately removed from their program for nondisclosure or a letter may be sent to student with required next steps.

**** NOTE:** MPTC makes no guarantee of future employment based upon an individual's criminal background check.

Health Requirements/Drug Screen

Many of MPTC health programs require all students to train at off-site agencies, external to the College. As such, students must remain compliant with established health requirements. These health requirements are set based upon external agency requirements, and in accordance with College Policy AP 605 Student Health Records.

Each student will be provided a document outlining current health requirements, due date, and method for submission to all MPTC health students. Depending upon the specific program, the student may access the Health Requirement Checklist from the program advisor, within the Canvas course, or from the Health and Human Services Program Specialist at the core program meeting. Should the student be assigned to a clinical agency with additional requirements this will be communicated in advance with an expectation that the student will comply within the provided timeline in order to continue program progression. Falling out of compliance with established health requirements may prevent the student from progressing in, or result in an administrative removal from, their program of study.

*NOTE: Clinical/Field placement will not occur if the student fails to meet either or both the requirement for an up to date Criminal Background Check and Health Requirements / Drug Screen.

6.3 Health Program Petition Process

Several health programs at MPTC currently require program petitions to move from pre-core into the core courses of the program. For the most up to date information visit the Program Petition section of the program of interest (example: Nursing Petition).

6.4 Readmission Policy and Procedure

Applicable Programs: Diagnostic Medical Sonography, Emergency Medical Services, Fire, Health and Wellness, Health Information Technology, Medical Assistant, Medical Laboratory Technician, Nursing, Radiography, Respiratory Therapy, Substance Use Disorder Counseling and Surgical Technology.

Readmission Policy Statement

This policy and procedure applies to those students who have been required to exit from a health program for one of the reasons outlined below. Such students may elect to apply for Program Readmission through the Health Sciences Readmission Review Committee:

- **Academic:** Student was unable to continue in a Health Science program due to either the student withdrawing after the midpoint of a course and/or received a grade of *D*, *F* or *NC* twice in the same core/program course or in two different core/program courses.
- **Interruption of Study:** Student exited from a Health Science program for a continuous period of one to three years from the program.
- **Clinical/Skills Readmission:** Student received a failing grade in either a skills or clinical course due to unsafe or unprofessional behavior resulting in removal from the program.

A student is only allowed to apply one time per program enrollment for a Readmission Review and only if the student had extenuating circumstances that impacted the student's grades in their core/program courses. If Program Readmission is granted and a student receives a grade of D or F in another program course (or withdraws after the midpoint), the student is ineligible to apply for Readmission again and will not be able to continue in their program.

In the event a student is registered for a future semester but is now ineligible to continue pending readmission, it is the student's responsibility to withdraw from future semester courses. If Program Readmission is granted, course placement will be determined based upon available openings, current students will have placement priority. The student must meet with their academic advisor to enroll in program/core courses.

The MPTC Academic Program Requirements Policy ([AP 714](#)) applies.

Readmission Process Steps

A student seeking readmission must complete each of the following steps:

1. Submit a letter requesting program readmission and the necessary documentation to the Director of Enrollment Management. It is the student's responsibility to ensure receipt of this information by the due date listed below. Please submit via hard copy or email to the Director of Enrollment Management at 235 N. National Ave., P.O. Box 1940, Fond du Lac, WI 54936-1940 or readmissionshs@morainepark.edu by 4:30 p.m. the Friday **before** the requested meeting date. The information included in the letter sent must include:

- Student name, address, current phone number, student email address and student ID number.
- Name of the course(s) involved, along with dates enrolled.
- Reason for the withdrawal and/or unsatisfactory grades in courses, including the extenuating circumstances accounting for student's performance in each of the impacted courses.

An extenuating circumstance is defined as any one of the following:

- Death of an immediate relative of the student
- Injury or illness of the student
- Other circumstances that result in undue hardship to the student

*Supporting documentation must be included with the request for readmission to substantiate one or more of the extenuating circumstances. Requests without documentation and/or not meeting one of the above criteria will be deemed incomplete; therefore, not reviewed by the committee.

- Actions taken and plans to resolve or correct the unsatisfactory performance.
- Include in your letter whether you wish to appear in person before the Readmission Review Committee.

Be specific in describing these actions. Letters without evidence of clear actions or planning will be deemed incomplete.

2. Upon receipt of the letter, the Director of Enrollment Management will determine if all eligibility requirements have been met. If so, an email/letter from the Director of

Enrollment Management will be sent to the student as acknowledgement of receipt of information and notification of the timeline for the appeal review.

3. **Readmission Committee Review**

Unless the student included in their written appeal letter a request for an in-person appearance, all other reviews will be conducted by the members of the Readmission Review Committee. *The Health Sciences Readmission Review Committee is composed of the Director of Enrollment Management, the Director of Diversity, Accessibility and Student Support, Dean of Health and Human Services, Director of Student Development, and a representative of program faculty.*

The outcome of the Readmission Review Committee will be communicated to the student via a letter from the Director of Enrollment Management identifying the Committee's decision, which will include one of the following:

- Readmission granted (See below for additional details regarding Readmission).
- Readmission denied with rationale.
- Readmission decision contingent upon the outcome of a Skills Competency Check-off and Safety Standard Review. Completion of a Skills Competency Check-off and Safety Standards Review is a required component of the Readmission process for any student seeking return following failure of a skills or clinical course due to unsafe and/or unprofessional behavior. Additionally, where required by the Readmission Committee, a student may be required to complete the Skills Competency Check-off and Safety Standard review as part of the readmission application process.

4. For those students required to complete a Skills Competency Check-off and Safety Standard review, the following steps apply:

Complete a Skills Competency Check-off

This hands-on assessment will be used to determine currency of occupational skills of the last passed clinical and/or skills course. This process is outlined in greater detail in the next section. The outcome of this assessment is two-fold: (1) further inform the Readmission Committee in making their final determination of readmission and (2) establish at what course the student will re-enter the program, or if they need to repeat a course already passed.

In advance of the Skills Competency Check off review, students will receive information in writing from the program director outlining the expectations of the evaluation. Included in this communication will be: (1) a date/time for the student to complete competency assessment. (2) a detailed description of what to expect during the Skills Competency Check-off and Safety Standard review including required skills and scoring rubric. The student will be asked to demonstrate each competency of the skills or clinical class(s) for which they last passed. This assessment will be completed with a member of the program faculty. Also present may be the program Associate Dean or designee.

Complete a Safety Standard Review

Completed along with the Competency Check-off, individuals seeking readmission due to

a clinical safety concern must also complete a 1-hour Safety Standards review with program faculty.

The outcome of this evaluation will be submitted to the Readmission Committee for consideration. If the student is unable to achieve a *pass* on the competencies for the clinical or skills course last passed, the student may be required to repeat coursework previously passed (financial aid implications would apply). This decision of the skills competency assessment is final.

5. Readmission: Students permitted to re-enter a health program based upon Readmission Policy and Procedure will be required to complete each of the following:

Advising

Students permitted to re-enter a health program based upon Readmission should then work with their academic advisor to register for the appropriate course(s) identified.

Student Success Center

Recognizing that a student returning under this readmission process may only be enrolled in a limited number of course(s), it is important for student to remain proficient in their overall understanding of all course material previously covered. Therefore, it is required that all students entering under the Readmission Procedure spend dedicated time in the Student Success Center throughout the semester they return in to help them achieve success once they return to a full semester of coursework. Program Faculty will identify specific review materials to complete throughout the semester. As an example: a student may be required to complete a 2-hour “boot camp” tailored to the student need week in the Student Success Center.

Note: *The Health Sciences Readmission Review Committee meets in November, January and June. Contact your advisor for specific dates and times. The decision made by the Readmission Review Committee is final. Completion of these steps does not guarantee readmission; rather, this procedure is intended to provide an avenue for consideration to re-enter the program. If Readmission is granted, course placement will be determined based upon available openings; currently enrolled program students will have placement priority.*

6.5 Clinical Course Policies and Procedures

Clinical /Field Placement Assignments

Each MPTC Health program schedules clinical/field placement assignments in accordance with the approved number of course credits. The total number of required off-site hours are assigned following the college calendar, including non-student contact days (NSCD). NSCD is defined as a day where there is no student contact with faculty and staff. Students are not to attend clinical or theory (lecture) during Spring Break, Winter Break, and designated non-student contact days. With the exception of NSCD, it is important for all students to understand that in order for MPTC to ensure an appropriate and quality clinical/field placement experience is available for enrolled students, there may be times when a program(s) may schedule clinical/field placement hours to occur in the evenings or on weekends.

Each program has a process for clinical assignments. Please refer to section 9 regarding the program's clinical process.

NOTE: Students are prohibited from direct communication with clinical/field placement facilities to inquire regarding clinical/field placement processes, decisions, or placement denials. Non-compliance may lead to disciplinary action, up to and including dismissal from a health care program.

Dress Code

Students must comply with the dress code for the classroom, lab and clinical/field placement sites. The standards for each program will be noted in Section Eight of this handbook.

Transportation to Clinical/Field Placement

Students are solely responsible for their transportation to and from any clinical/field placement site or agency. Students must arrive on time and leave according to their assigned schedules. Because of the need to ensure that students have clinical/field placement experiences in a number of different environments, there is no guarantee that required clinical sites will be within reach of public transportation or close proximity to a student's home. Students should be prepared to attend clinical sites within a 60-mile radius in some instances. In some programs, up to 100-mile radius may occur in order to provide students the opportunity for a specialized clinical experience.

Protected Health Information (PHI)

The PHI Privacy Rule defines how healthcare providers, staff in healthcare settings, and students in clinical training programs can access, use, disclose, and maintain confidential patient information called **Protected Health Information (PHI)**. PHI includes written, spoken, and electronic information. PHI encompasses any information that identifies a patient; demographically, financially, and/or medically; that is created by a healthcare provider or health plan and that relates to the past, present or future condition; treatment; or payment of the individual. The Privacy Rule very broadly defines "identifiers" to include not only patient name, address, and social security number, but also, for example, fax numbers, e-mail addresses, vehicle identifiers, URLs, photographs, and voices or images on tapes or electronic media. When in doubt, each student should assume that any individual's health information is protected under HIPAA. This topic will be covered in greater detail within the applicable program course of studies.

- PHI must not be transferred to or from, or stored within, any form of personal technology nor should it be shared in any form of social media.
- Students are not to access personal health records or records of anyone for whom they are not directly involved in care (including self)
- Students who witness a breach of this policy have a duty to report the breach to nursing faculty immediately upon discovery.
- Failure to maintain confidentiality may result in liability to the healthcare facility as well as clients, and providers, and legal action may be taken.
- Failure of students to follow policies governing access to, and use and disclosure of PHI will result in being denied access to MPTC facilities and clinical/field placement sites. Failure of students to follow policies governing access to, and use and disclosure of PHI might also result in civil and criminal penalties under federal law.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires health care personnel to protect patients' health information. Students enrolled in a MPTC health program are required to learn about the health information privacy requirements ("Privacy Rule") of the federal law, HIPAA. Program faculty will review the requirements of HIPAA with students in advance of off-site clinical. Health care personnel must agree to maintain strict confidentiality of any information and agree not to disclose this information to third parties, unless, (1) authorized in writing by the health care facility, and as appropriate, the patient, practitioner, or provider involved; (2) as required by law. The student can be subject to legal action including, but not limited to, lawsuits for invasion of privacy.

Confidentiality

Students are required to sign a confidentiality agreement signifying that HIPAA regulations are understood and will be adhered to prior to participation in all clinical placement rotations. Noncompliance with MPTC and clinical agency policies may result in disciplinary action, which may include dismissal from the program.

SECTION SEVEN: PROFESSIONAL EXPECTATIONS

Healthcare students are expected to conduct themselves in a manner consistent with the standards governing their chosen profession. While professionalism looks different in each profession, MPTC identifies the Civility Standard, Medication Administration Safety Standards, Standards of Safe Care, and the Technology Usage Standards as standards outlining what professionalism looks like both as a current student, and in the development as a new health and/or human services profession. It is the expectation of MPTC that students act in accordance with these Standards of Care.

7.1 Civility Standard

Civility is a critical principle of professionalism in healthcare. Civility is behavior that: 1) shows respect toward another; 2) causes another to feel valued; 3) contributes to mutual respect, effective communication and team collaboration. All students are expected to conduct themselves, both on and off campus, in a civil manner and to comply with requirements of standards of professionalism. Failure to comply with any of the following items or other policies in this Handbook may result in a conference with the program Lead Faculty (i.e., Department/Program Chair). If the problem warrants immediate action, the Lead Faculty may recommend to the Dean/designee that the student be dismissed from the health or human services program. For additional information, please refer to MPTC Policy AP 724 Student Code of Conduct.

7.2 Medication Administration Safety Standards

As applicable, see individual program section of handbook.

7.3 Standards of Safe Care

In addition to professional standards of behavior, all Health and Human Service (HHS) programs are expected to comply with standards of safe patient care. Safety is of utmost importance in all HHS programs and any breach of the below standards may result in disciplinary action.

At all times a student shall:

- Delineate, establish, and maintain professional boundaries with each patient.

- Have a legal and valid prescription issued for controlled substances or other medications self-administered.
- Immediately and accurately report to the instructor and/or preceptor any errors or deviations in patient care.
- Promote a safe environment.
- Professionally report and document patient care.
- Treat each patient with courtesy, respect, and with full recognition of human dignity, self-worth, and individuality.
- Practice within the appropriate scope of practice.
- Use standard precautions established by federal, state, and local government or established by any clinical site to which the student is assigned.

A student shall not:

- Use controlled substances or other medications self-administered by a student. Student must have a legal and valid prescription issued to the student.
- Assault, cause harm to a patient, or deprive a patient of the means to summon assistance.
- Submit any false or misleading information to the program faculty, clinical agencies, preceptors, or to any licensing board or commission.
- Obtain or attempt to obtain money, or anything of value, through providing patient care.
- Misrepresent credentials or student status or impersonate a licensed or otherwise credentialed person.
- Engage in behavior that causes, may cause, or interpreted as physical, verbal, mental or emotional abuse to a patient.
- Engage in sexual conduct with a patient.
- Engage in any verbal or nonverbal behavior interpreted as seductive, or sexually demeaning to a patient.
- Engage in behavior interpreted as behavior to seek or obtain personal gain at the patient's expense.
- Engage in behavior interpreted as inappropriate involvement in the patient and provider relationship.

7.4 Technology Usage Standard

Moraine Park Technical College provides access to computer systems and networks it owns or operates to Moraine Park Technical College students in order to promote legitimate educational and administrative efforts in keeping with the College's role as an educational institution. Such access has broad impact and imposes certain responsibilities and obligations. Students have the responsibility to use these resources in an efficient, ethical and responsible manner, consistent with the law, college policy and the mission of the College.

Individual academic programs may offer further clarity on the usage of any/all of the following technology uses or mobile devices:

- Mobile devices, including mobile device regulations and care of the mobile device
- Digital content, including digital content copyright
- Email and electronic communications
- Social media
- Code of ethics in social media

Further details regarding program specific information may be found in Section Eight of this handbook or in a given course syllabus.

7.5 Professional Integrity

As noted throughout Section Seven of this handbook, there is an expectation of appropriate behavior when enrolled in a health or human services program. These expectations include behaviors required of students in general and for those enrolled in a health or human services program of study. In addition to this handbook, MPTC publications, including but not limited to college policies, describe academic integrity, its violations, and consequences. A Student Conduct Code for the campus community, as well as other college policies, is available for review by both students and visitors to the college website.

7.6 Program Progression

Students may not be allowed to progress in their program of study for any of the following reasons:

- Unsatisfactory academic performance
- Violation of professional practice. Ethics, and/or safety standards in the college or cooperating agencies
- Failure to abide by the policies of the school, the program or cooperating agencies as otherwise stated in this handbook.

Should a student's status in an academic program require an Administrative Withdrawal to occur, college policy and procedure will apply.

For more detailed information regarding program progression for a particular health program, please refer to section 8.

SECTION EIGHT AND NINE: PROGRAM INFORMATION

8.1 Program Description

Moraine Park Technical College's Diagnostic Medical Sonography (DMS) program offers specialized training in various clinical areas such as abdomen-extended, vascular, obstetrics and gynecology. Through a blend of theoretical knowledge and practical experience, students learn to apply ultrasound technology effectively in diagnostic procedures while prioritizing patient care. Emphasizing ethical practice and continuous quality improvement, graduates are prepared to work as skilled sonographers under the direction of physicians. Upon graduation, certification by the American Registry of Diagnostic Medical Sonography (ARDMS) is a standard requirement for practice.

Diagnostic medical sonography students must obtain knowledge and skill in the following areas:

Anatomy and Physiology: including general anatomy, cross-sectional anatomy and anatomic relationships, organ and organ system functions and relationships to perform accurate sonographic examinations.

Pathophysiology: including knowledge of disease and abnormalities that influence performance of sonographic procedures.

Mathematics: including higher math skills in equation solving, graphing, combined math functions, percentages, and exponential calculations.

Physics: including the understanding of sound waves, frequency, attenuation, angles, and interaction with tissues.

Communication: including body language and empathic communication to reduce stress and fear in patients during sonographic exams/procedures.

Medical Ethics & Law: including ethical and legal considerations that impact upon practice.

Quality Assurance: including digital processing procedures, preventative maintenance, and knowledge of equipment.

Patient Care: including attention and concern for the physical and psychological needs of the patient. Additionally, the sonographer identifies the accurate assessment of life-threatening conditions and exercises independent judgment to implement basic life support procedures.

Work-Related Musculoskeletal Disorders (WRMSDs): including knowledge in the impact of WRMSDs, how to prevent WRMSDs, sonographer responsibilities, employer responsibilities and manufacturer responsibilities.

Sonographic Physics & Instrumentation: including clinical safety, physical principles, pulsed echo instrumentation, and quality assurance.

Abdomen and Superficial Structures Including Introductory Pediatric and Musculoskeletal: including soft tissues, blood vessels and organs of the abdominal cavities.

Obstetrical and Gynecological Sonography: including the female reproductive system as well as the fetus in the first, second and third trimesters of pregnancy.

Vascular Sonography: including anatomy and hemodynamics of cerebrovascular, venous, peripheral and abdominal blood vessels.

Diagnostic Medical Sonography Program Faculty

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8.2 Mission Statement

In association with the mission of Moraine Park Technical College (MPTC), the mission of the Diagnostic Medical Sonography (DMS) program is to provide a quality and comprehensive education, through instructional, laboratory, and clinical experiences, that will provide the medical community with entry-level diagnostic medical sonographers possessing quality patient care and critical thinking skills. It is the Program's intention for students to be board certified through ARDMS and competent to perform abdominal, obstetric, gynecological, and vascular ultrasounds/procedures.

8.3 Student Learning Outcomes/Program Outcomes/Goals

It is the goal of the DMS program to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdomen-extended, obstetrics and gynecology, and vascular sonography concentrations. The DMS program's curriculum prepares students to complete the following ARDMS examinations upon graduation: sonography principles and instrumentation (SPI), abdomen (AB), obstetrics and gynecology (OB/GYN), and vascular (VT).

Goal: Provide patient care and education

- Maintain infection control and utilize standard precautions
- Obtain patient history, explain ultrasound procedure, and obtain consent pertinent to exam
- Provide patient safety and comfort including accommodations for patients with special needs.
- Transfer and transport patients ensuring continuation of care
- Locate emergency equipment

Goal: Complete diagnostic sonography exams

- Utilize appropriate patient positions and maneuvers while scanning
- Practice ergonomics
- Use appropriate scanning windows
- Perform thorough survey prior to image acquisition
- Follow departmental protocols
- Is flexible and adaptable to protocols when indicated
- Recognize diagnostic vs. non-diagnostic image quality
- Recognize appropriate sonography anatomy
- Document pathology on the image

Goal: Model professional behaviors and ethics

- Protect the patient's right to privacy based on current federal standards and regulations
- Perform within the professional scope of practice
- Adhere to the sonographer's code of ethics

Goal: Collaborate with members of the healthcare team

- Report change in patient condition to appropriate healthcare team member
- Respond to and implement feedback in a professional manner
- Interact with the healthcare team using oral/written findings
- Support workflow by completing non-scanning tasks

8.4 Technical Standards/Functional Abilities

Gross Motor Skill

- Move within confined spaces
- Maintain balance in multiple positions
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance in wall outlet)
- Reach out front

Fine Motor Skills

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

Physical Endurance

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)

Physical Strength

- Push and pull 20 pounds (e.g., position patient, move equipment)
- Support 50 pounds of weight
- Lift 50 pounds (e.g., pick up a child, transfer client, bend to lift and infant or child)
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR)
- Squeeze with hands (e.g., operate fire extinguisher)

Mobility

- Twist
- Bend
- Stand/Squat
- Move quickly (e.g., response to an emergency)
- Climb stairs
- Walk

Hearing

- Hear normal speaking-level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement)
- Hear situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual

- See objects up to 20 inches away (e.g., information on computer screen, skin condition)
- See objects up to 20 feet away (e.g., client in room)
- Use depth perception
- Use peripheral vision
- Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)

Tactile

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., color codes on supplies, flushed skin/paleness)
- Detect environmental temperature

Smell

- Detect odors (e.g., foul smelling drainage, alcohol break, smoke, gasses or noxious smells)

Environment

- Tolerate exposure to allergens (e.g., latex gloves, chemical substances)
- Tolerate strong soaps
- Tolerate strong odors

Reading

- Read and understand written documents (e.g., flow sheets, charts, graphs)
- Read digital displays

Math

- Comprehend and interpret graphic trends
- Calibrate equipment
- Convert numbers to and from metric, apothecaries', and American system (e.g., fetal weight)
- Tell time
- Measure time (e.g., duration of exam, CPR, etc.)
- Count rates (e.g., drips/minute pulse)
- Read and interpret measurement marks (e.g., organ and pathology measurements)
- Document numbers in records (e.g., charts, computerized data bases)

Emotional Stability

- Establish professional relationships
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., client condition, crisis)
- Focus attention on task
- Cope with own emotions
- Perform multiple responsibilities concurrently
- Cope with strong emotions in others (e.g., grief)

Analytical Thinking

- Transfer knowledge form one situation to another
- Process and interpret information from multiple sources
- Analyze and interpret abstract and concrete data
- Evaluate outcomes
- Problem-solve
- Prioritize Tasks
- Use long-term memory
- Use short-term memory

Critical Thinking

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information
- Make decisions independently
- Adapt decisions based on new information

Interpersonal Skills

- Establish rapport with individuals, families, and groups
- Respect/value cultural differences
- Negotiate interpersonal conflict

Communication Skills

- Teach (e.g., client/family about health care)
- Influence people
- Direct/manage/delegate activities to others, speak English
- Write English
- Listen/comprehend spoken/written word
- Collaborate with others (e.g., health care workers, peers)
- Manage information

8.5 Code of Ethics

Society of Diagnostic Medical Sonography (SDMS) Code of Ethics

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.

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 recertification.
- 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.

8.6 Accreditation Statement

N/A

8.7 Program Policies and Procedures

Volunteer Scan Models

Diagnostic Medical Sonography students may volunteer to be scan models for faculty to demonstrate skills or for other sonography students to practice their scanning skills in a non-clinical setting. Students' grades and evaluations are not affected by participation or non-participation as a scan model. Community individuals may also volunteer to be a scan model for faculty and students. All scan models must fill out a consent form prior to being scanned. Consent forms are provided via physical copy upon arrival to scan lab or virtual copy sent via e-mail. Volunteers who are pregnant must fill out an obstetric consent form that is to be signed by their physician prior to being scanned.

Ultrasound examinations performed by Moraine Park Diagnostic Medical Sonography program faculty and students are for educational purposes **ONLY** and are not diagnostic.

DMS program faculty and students are to adhere to ultrasound safety standards and prudent use of said technology will be applied to all volunteers as stipulated in ALARA guidelines.

A DMS program faculty member or a trained second-year student worker must always be present during scan lab and directly supervise ultrasound examinations performed.

If any abnormalities are identified while a DMS student is scanning, the student is to notify a DMS faculty member or trained second-year student worker immediately. It is the responsibility of the DMS faculty member or trained second-year student worker to scan the volunteer, confirm ultrasound findings, notify the volunteer of ultrasound findings, and refer the volunteer to follow-up with their primary care physician (PCP). If the finding is emergent, the volunteer will be referred to the emergency room.

Image Storage

Ultrasound images at Moraine Park Technical College will be retained for the two-year cohort duration. Access will be restricted to authorized personnel. Images will be stored electronically, regularly maintained, and securely deleted upon a cohort's graduation. Exceptions may apply for students who are a part of multiple cohorts.

Program Conduct and Student Work Policy

All Diagnostic Medical Sonography program activities will be performed for educational purposes only and students must never be substituted for staff. The clinical component of the program shall be educational in nature. The student shall not be substituted for personnel during the clinical component of the program.

Students are not paid for their clinical rotations required in the program. Students are not allowed to work while at clinical. A student working in the healthcare field while completing the DMS program is doing so separately from the academic program at MPTC.

Classroom Ratios

To support student success, the student to instructor ratio is no more than 14:1.

Electronic Use

The use of electronic devices in the clinical setting is for learning experience and health care reference only and not for personal use.

The following limitations apply:

1. Use is limited to times when there are no exams in progress. A student should never prioritize studying over a patient exam while attending clinical.
2. Use is limited to designated study areas to avoid the appearance of personal use.
3. The audio or visual recording of any individual, form, record, or parts of the environment is strictly prohibited; unless specifically directed by course requirements.
4. Posting or sharing of any information related to clinical experiences on any social networking site is strictly prohibited.

Violation of these limitations will result in disciplinary action which may include program dismissal as well as possible referral for HIPAA violations.

*Electronic devices include, but are not limited to, personal computers, tablets, cell phones, and smart watches.

*Learning experiences/health care references on electronic devices that are acceptable include Trajecsys and MPTC- Canvas.

Emergency Leave

Program policy excuses a student from participation in class or clinical in the event of a death or traumatic event in the student's immediate family*. The student must notify the program director, clinical coordinator, and clinical preceptor prior to the absence. The student must make up any missed clinical time. Make up time is to be arranged as a block of time; for example, a full day, rather than one hour at a time.

**Immediate family members are defined as a student's spouse, parents, stepparents, sisters, brothers, children, stepchildren, grandparents, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild.*

Leave of Absence

Course absences are not advised as each course in the program contains required competencies. Availability and completion of clinical site hours are not guaranteed beyond the prearranged clinical schedule (unless the absence was pre-arranged).

Pregnancy

If a student becomes pregnant during the Diagnostic Medical Sonography program, it is the student's responsibility to initiate communication with the Director of Student Development/Title IX Coordinator.

Migrating Re-entry or Transfer Students

Students removed from the program for academic, interruption of study, or clinical/skills reasons must first follow the health sciences readmission process, when applicable. If readmission is granted from the health sciences readmission review committee, then diagnostic medical sonography program re-entry applies. If a student is removed from a program course due to misconduct, they may not be eligible for re-entry into the DMS program.

According to the health sciences readmission process, a student is only allowed one chance to re-enter the DMS program. If readmission is granted, the student will be placed in the next available cohort. If there are no seats available, then the student must petition again at the next available window. College processes will assist in determining program enrollment requirements.

Transfer students must petition into the DMS program. If admitted, the transfer student will begin at the first semester of the program.

Exposure to Bloodborne Pathogens

If a student is exposed to a bloodborne pathogen at clinical they should follow Centers for Disease Control and Prevention (CDC) recommendations, in conjunction with clinical site or classroom procedures:

- Wash needlesticks and cuts with soap and water
- Flush splashes to nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile wash
- Report all exposures promptly to ensure that you receive appropriate follow-up care

For more information visit the [CDC website](#).

Communicable Diseases

Students should reference the [CDC website](#) for information on how to prevent and handle exposures to communicable diseases.

A.L.A.R.A. (As Low as Reasonably Achievable)

Assures that student's employ proper sonographic safety practices. Students must understand basic sonographic safety practices prior to assignment to clinical settings. As students' progress in the program, they must become increasingly proficient in the application of sonographic safety practices.

General Information

Hair- Student's hair must be clean and combed. Students with longer than shoulder length hair are required to keep it in a ponytail or a bun. Colored highlights (i.e. red, green, blue, etc.) are not allowed. Natural color highlights are acceptable.

Make-up- Students will keep the use of make-up to a minimum. If program faculty or clinical staff feel that a student is wearing too much make-up they will be asked to use less until an acceptable amount is reached.

Offensive Odors- Students are expected to bathe frequently; use deodorant; brush their teeth; use mouthwash or breath freshener as necessary; avoid perfumes, colognes, and essential oils; and take any other steps deemed necessary to eliminate odors that others may find offensive. Cigarette odors on person or clothing must be avoided during clinical hours.

Fingernails- Students are expected to keep fingernails clean, free of polish, and short enough to not scratch clients or interfere with clean/ sterile technique. Acrylic, or other types of false nails are not allowed.

Jewelry- Wedding rings, wristwatches, and earrings are acceptable. No dangling earrings can be worn, and no additional jewelry should be worn. This includes any type of oral piercing or any additional piercing that can be seen. Smart watches may be worn, but cannot be used for activities (e.g. texting, emailing, Facebook, etc.) unrelated to clinical.

Facial Hair- Mustaches or beards may be worn but should be kept clean and trimmed.

Tattoos- Any tattoo that can be seen outside of the uniform, which is deemed offensive by program faculty or the clinical site will need to be covered up.

As a professional, overall attire should always be clean, neat, and conservative. If, in the opinion of the Program Faculty or Clinical Preceptor, a student's appearance demonstrates a lack of professionalism, corrective action will be taken. If any of the previously listed guidelines are not followed, a student may be asked to leave the Clinical Site until the issue has been corrected.

8.8 Courses

Grading: Academic Requirements

Many associate degree programs require a minimum grade in order to count towards graduation requirements. The course syllabus details the academic rules specific to each course. For additional information regarding college-wide academic requirements, please visit Academic Standards.

To successfully complete a sonography course, a student must earn a grade of C (minimum of 80%) or above. Performance Assessment criteria for each sonography course is specified in the course syllabus. Students will receive a course grade based on these criteria. Final grades will not be rounded.

Course Assignments

All assignments must be the students' own work. Additionally, some instructors may require you to use turn-it-in plagiarism software for assignment submissions. Your instructor will provide details if this software will be utilized in a course. For all assignments, the student conduct code is enforced.

Late Work

All assignments are due on the date and time indicated on the class schedule found in Canvas. Emergency situations do arise, and if something causes a challenge with a deadline, please contact the instructor before that deadline and alternate arrangements can be made. If an emergency occurs near the deadline, an email notifying the instructor of the occurrence is sufficient in the interim and arrangements can be made later.

Late work is defined as any assignment or assessment submitted beyond the assigned due date. Non-approved late assessments will be graded at a maximum of 80% if submitted within 4 days from the assigned due date. This means if you score 100% on the assignment your grade will be 80%. Point deductions will be further calculated and reflected in your final grade. If submitted beyond 4 days from assigned due date you will receive zero points. The assignment/assessment must still be completed to show competency and pass the course but will not be awarded any points. This will weigh heavily on your cumulative grade in the course. All course assignments must be submitted to achieve a passing cumulative grade.

Redo Policy

Homework: Any worksheets, discussions, quizzes or other homework cannot be redone for an improved grade.

PAT: All performance assessment tasks (PAT) must be completed with a passing score to show competency. The current passing score for the DMS program is 80%. If you do not successfully score 80% on a PAT you must complete and submit a redo. You are allowed only one redo attempt per PAT in all program courses. You may not be able to successfully

pass the course if you score below 80% on a redo attempt. Options to withdraw from the course may be available.

A written exam PAT redo must be completed prior to the next regularly scheduled class time for the course, unless other arrangements have been made with the instructor. A scan exam PAT redo must be completed within 2 weeks of the due date unless other arrangements have been made with the instructor. Any redo not completed within the time frame will result in 0 points but must still be completed to pass this course. If the student scores below 80% on a PAT and successfully passes the redo PAT above 80%, the original score and the redo score will be averaged to give the student their new score up to 80% as the maximum score that can be received. This is for both written exam PATs and scan exam PATs.

If the student scores 73% or higher on the initial attempt of a written exam PAT, the student will be given the option of completing a test corrections assignment instead of completing a redo. The test correction assignment must be completed before the next regularly scheduled class time for this course. Successful completion of this assignment will result in a test score of 80%. If the student scores below 73% on the initial written exam PAT attempt, they must retake the written exam. Doing the test correction worksheet is not an option for those who score below 73%.

Day of Exam Policies

All testing must be completed in-person. During computerized testing, under no circumstances are students allowed to access emails, websites or any other online program. Exam security, including confidentiality, will be enforced according to College policies.

Clinical Competency Exams

Diagnostic Medical Sonography students will complete 75 total competencies before graduation. Many of these competencies will be completed at the clinical site, however some exams will be assessed through simulation in the ultrasound lab. These competencies include:

- Abdomen complete
- Aorta/IVC
- RUQ
- Spleen
- Kidneys and urinary bladder
- Pleural Space
- Sonographic guided procedure
- Thyroid
- Scrotum
- Breast
- Non-vascular extremity
- GI tract
- Hepatic doppler
- Mesenteric doppler
- Renal doppler
- Complete abdominal pelvic
- Complete vaginal pelvic
- First Trimester
- Fetal intracranial and face
- Fetal abdomen and abdominal wall
- Fetal spine and extremities

- Fetal thoracic cavity and heart
- Third trimester amniotic fluid
- Placenta, umbilical cord, maternal cervix, and maternal adnexa
- Biophysical profile (BPP)
- Carotid
- Aortoiliac duplex
- ABI/Ankle and brachial pressures
- Lower extremity arterial duplex
- Lower extremity venous duplex
- Lower extremity venous insufficiency testing
- Upper extremity venous duplex
- Upper extremity arterial duplex
- Upper extremity and digital arterial physiologic testing and palmar arch
- Lower extremity and digital arterial physiologic testing
- Lower extremity exercise testing
- Vessel mapping
- Transcranial doppler (TCD)

To satisfy the competency requirement for each examination, the student will:

1. Complete all didactic course work in regard to the particular examination (to include laboratory assignments, tests, and quizzes).
2. Observe/assist a diagnostic medical sonographer in the clinical environment to complete a specific examination and record observe/assist in Trajecsys.
3. Independently, with direct supervision, the supervising sonographer registered in the given concentration being evaluated will observe/evaluate the student and record in Trajecsys.

Clinical competencies cannot be obtained during voluntary clinical attendance or while employed. Students must obtain clinical competencies during scheduled clinical education classes or at the direction of the Program Faculty.

The following sonographic procedures can be simulated for test out purposes; all other competencies must be achieved by performing on patients in the clinical setting:

- GI Tract
- Hepatic Doppler
- Mesenteric
- Renal Doppler
- Transcranial Doppler (TCD)
- Upper extremity and digital arterial physiologic testing and palmar arch
- Upper extremity arterial duplex
- Lower extremity and digital arterial physiologic testing
- Lower extremity exercise testing
- Vessel mapping

Whenever possible, the simulated competency should be replaced with an actual patient exam competency. Only ten (10) procedures can be simulated/mocked during the entirety of the program. To enable skill development, the following courses are assigned a numerical requirement for actual competency exams and a maximum number of simulated competencies permissible.

Course	Numerical Requirement	Total	Permissible Mocks	Total
Clinical I	15	15	1	1
Clinical II	30	45	1	2
Clinical III	15	60	4	6
Clinical IV	15	75	4	10

If a student fails to complete the required number of competencies for a given clinical course, the student will likely be unable to successfully complete the course. If there is failure to complete all required competencies for a given clinical course, the following may apply:

1. An "F" or incomplete grade will be assigned.
2. For an incomplete grade, according to college policy, the student may be granted up to 30 calendar days from course end date to complete the requirements.

If the requirement is completed within the time granted, the incomplete grade will be replaced with a letter grade. If the requirement is not completed within the time granted, the student will fail the course and may be dropped from the program.

8.9 Graduation

Upon completion of the DMS program, graduates will be able to perform the following, as indicated by JRC-DMS:

- Obtains, reviews, and integrates pertinent patient history and supporting clinical data to facilitate optimum diagnostic results;
- Performs appropriate procedures and records anatomic, pathologic, and/or physiologic data for interpretation by a physician;
- Records, analyzes, and processes diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician;
- Exercises discretion and judgment in the performance of sonographic and/or related diagnostic services;
- Demonstrates appropriate communication skills with patient and colleagues;
- Acts in a professional and ethical manner;
- Facilitates communication and education to elicit patient cooperation and understanding of expectations and responds to questions regarding the sonographic examination;
- Students should be able to achieve a score of 555 or higher on these board exams administered by the American Registry of Diagnostic Medical Sonography (ARDMS): Sonographic Principles and Instrumentation (SPI), Abdomen (AB), Obstetrics and Gynecology (OB/GYN), and Vascular (VT).

Graduates of the Diagnostic Medical Sonography program are also expected to complete a graduate satisfaction survey to give feedback on their experience in the DMS program at Moraine Park and to measure how well the program met their expectations. The DMS program director will e-mail graduates to complete the survey after graduation if the survey is unable to be completed before the last day of class.

9.0 Clinicals

Clinical Experience Objectives

Safety Orientation- each clinical training site should orientate the student to the safety procedures. This orientation should include:

- Fire safety
- Sharps safety
- Location of safety equipment
- Instruction in safety procedures
- Radiation safety
- Personal health and hygiene
- Crash cart
- Infection control

Orientation to Clinical Site- after having received information regarding the clinical site, the student will be able to:

- Locate the various departments found within the clinical site.
- Return or obtain supplies from various departments at the clinical site.
- Return patients to, or retrieve patients from, their rooms.
- Identify rooms within the sonography department.
- Locate fire and emergency equipment and exits.

Professional Ethics- given the essential information through class lecture relating to the practice of professional ethics, the students will:

- Practice professional behavior within the sonography department.
- Observe confidentiality and treat patients with respect and empathy.
- Observe departmental policy and procedures.
- Practice effective, accurate, and clear communication.
- Be aware of legal responsibilities in the health care environment.

Equipment Operation and Safety- after successfully completing this unit of study, the student will be able to:

- Identify and use equipment in the sonography room.
- Handle equipment carefully and safely.

Patient Care Related to Sonography- in the clinical setting, the student will be able to:

- Use proper body mechanics.
- Transfer patients utilizing correct patient transfer techniques.
- Attend to the general care and comfort of the patient.
- Use universal precautions.
- Use sterile techniques for those procedures that require it.
- Use proper procedures with indwelling catheters or I.V. tubing.
- Obtain and record vital signs as required.
- Effectively assist in emergency situations.
- Communicate effectively with patients, families of patients, co-workers, and supervisory personnel.
- Obtain pertinent information from patient chart and/or patient.

Positioning- given didactic information in class lecture and in laboratory demonstrations, the student will be able to:

- Apply knowledge of anatomy and patient positioning to obtain quality sonographic images.
- Analyze body habitus and relate to patient positioning to obtain quality sonographic images.
- Utilize probe selection, ultrasound frequency, and physics principles to obtain quality sonographic images.
- Critique the finished sonographic image for quality and accuracy of scanning techniques used.
- Demonstrate knowledge of sonographic terminology.
- Apply and adapt skills demonstrated in the simulated laboratory to the clinical sites.

Special Procedures- given the essential information to prepare the student for clinical education assignments in special procedures, the student, may in a limited way, participate in these specialty areas and will be able to:

- Locate and identify equipment, instruments, and supplies used in specialties.
- Perform a minor role in the special procedure suite.
- Assist in the patient and room preparation.
- Assist in patient care and positioning of the patient for examination.
- Adhere to aseptic techniques.
- Demonstrate a basic understanding of anatomical and procedural terminology employed.
- Identify appropriate probe selection and method of approach.
- Recognize and utilize precautions to be taken during examination.
- Participate in sonographic image critique.

Pediatric Sonography- in the clinical setting, given didactic content in the unit on pediatrics, the student will be able to:

- Use an age-appropriate approach to effectively communicate with the patient.
- Evaluate body habitus and the proper sonographic techniques to acquire quality sonographic images.

Preventative Maintenance- in the clinical setting, the student will be able to:

- Apply the knowledge and principles of equipment operation.
- Report any malfunction of equipment to the proper person.
- Relate signs and symptoms of malfunction to service personnel.
- Disinfect equipment with the appropriate tools.

Office Area- under supervision of the office personnel, the student will be able to:

- Follow through on assigned work under guidance of clerical personnel.
- Keep work organized, accurate, and neat.
- Record appropriate exam information on ultrasound worksheets in preparation for interpretation.
- Review previous ultrasound studies as indicated.
- Present ultrasound studies to radiologist.

Trajecsys

Trajecsys is a cloud-based system utilized by the MPTC DMS program to track student time records, competency, evaluations, etc. Students will need a tablet, computer, or smartphone with Wi-Fi and GPS capability. Students will also be required to purchase a subscription to Trajecsys extending through their graduation date. Subscription information is available with enrollment in 526-209 DMS Clinical Experience 1.

Students will use Trajecsys to record the number and type of diagnostic medical examinations they perform, the examination findings, the extent of student supervision, and the level of involvement during a scan/procedure.

Clinical Attendance and Overtime

In the event of an illness, the Diagnostic Medical Sonography Program recognizes that a student cannot attend clinical without jeopardizing the well-being of the patients, employees, and fellow classmates. The goal of the program is to prepare the students to function as responsible employees and to limit unscheduled absences as much as possible.

Program faculty will monitor a student's attendance using Trajecsys. Students are responsible to log in and log out in Trajecsys using either a clinical site computer or their smart phone. It is a mandatory requirement that students' smart phones have GPS enabled. If a student's smart phone GPS fails to record the student's log in time, log out time, or accurate location on at least three (3) occasions, it will then be a mandatory requirement for that student to clock in and out on the clinical site's computer. Students will receive one (1) attendance infraction for any of the following:

- Missed clock-in or clock-out on Trajecsys
- Late arrival to clinical
- Clock-in or clock-out without attached GPS coordinates
- Clock-in or clock-out with off-site GPS coordinates
- Missing daily log sheet

Three (3) attendance infractions count as one (1) attendance strike. Three (3) attendance strikes count as one (1) unexcused absence. Every unexcused absence will result in a point deduction on the next student evaluation in that clinical course. Any attempt to falsify a start time or end time is considered an automatic unexcused absence.

In the event of a student absence from clinical training:

- Students must contact the clinical preceptor/clinical site prior to the scheduled shift. The student must also contact the program director and clinical coordinator within 24 hours of scheduled shift time. This means the student will be required to make three (3) separate phone calls; program director, clinical coordinator, and clinical site.
- Failure to contact any of the three (3) instructors listed above will result in a point deduction on the next student evaluation in that clinical course.
- Students are responsible to notify the clinical preceptor to complete the Clinical Training Absence Form in Trajecsys. After an absence, the student is required to follow-up with the clinical preceptor to schedule make-up hours which must be approved by the program faculty. The make-up date must then be added to the Clinical Training Absence Form.
- Students are allowed one (1) excused absence per semester, with no percentage penalty. Examples of excused absences are a doctor's excuse or family funeral. The

hours missed will be required to be made up at the clinical at which they were originally scheduled. All missed hours are required to be made up prior to the last day of the semester. Hours cannot be made up when MPTC campuses are closed.

- Any additional absences will be considered unexcused and are also required to be made up. Examples of unexcused absences are a non-doctor's excused sickness. Scheduling of make-up hours will need to be made between the program director, clinical coordinator, and clinical site.
- After the one (1) excused absence, the student will have a point deduction on the next student evaluation in that clinical course

Clinical Probation

A student not meeting clinical expectations may be placed on clinical probation. A student on probation is not allowed to be at the clinical site but must make up the missed clinical hours within the same course. A meeting with the clinical coordinator and program director will be required to create a plan of action related to the probation status.

Dismissal from the Clinical Site

In the event the clinical site dismisses a student, the student will leave the site immediately and contact the program director and clinical coordinator. **THE STUDENT MAY NOT CONTACT THE SITE WITHOUT PERMISSION OF PROGRAM FACULTY.** If the clinical site requests program faculty to notify the student of dismissal, program faculty will notify the student as soon as possible. Program faculty will determine, through interviews of the clinical site and student, the appropriate actions necessary, which may include, but are not limited to:

- No action
- Counseling
- Placement at a different clinical site if one is available
- Removal from the clinical site
- Clinical Probation

Clinical Bank Time

Banked Clinical Hours- special circumstances, such as a lengthy surgery case or exam, which may cause students to work over the scheduled period, must be approved by the clinical preceptor. Banked hours will not be recorded unless it is more than 15 minutes in length over scheduled hours, and then in 15-minute increments thereafter. Arriving early to a clinical site prior to scheduled start time does not count as extra time accrued.

Banked hours are required to be used in the semester in which they are accumulated. If a student wants to use banked hours, the student will notify program faculty a minimum of 24 hours prior to using the banked hours. If a student fails to do this, banked hours will not be allowed to be used, and the hours missed will need to be made up. Using banked hours for emergency situations will be determined by program faculty on an individual basis.

Clinical Assignments

The clinical coordinator is responsible for acquiring clinical sites and choosing student placements for clinical courses. Students are not responsible for finding or choosing clinical sites, and their grades are not affected by acquiring clinical sites.

A plan of clinical assignments will be such that the student can apply didactic learning with actual practice in the clinical setting. Students may not rotate through the exact clinical sites for the exact amount of time as other students; however, all students will rotate through areas

where they will receive comparable clinical experiences. Students can rotate through ultrasound rooms, emergency departments, intensive care units and surgery. As part of the Patient Bill of Rights, patients reserve the right to refuse student participation in any part of their healthcare treatment.

When students are not actively engaged in an imaging examination, they are expected to participate in some form of educational activity. Examples of learning endeavors include, but are not limited to, studying class material, assisting sonographers with departmental needs such as stocking or cleaning rooms, practicing procedures with a fellow student, or any other activity as requested by a diagnostic medical sonographer or clinical preceptor.

- All students may be assigned to any weekday as long as proper supervision is maintained; equitable rotation schedules, in cases of multiple students, is provided and appropriate variety of sonographic examinations are observed.
- Personal vacations are to be scheduled only during times when classes/clinical training are not in session. Students are to follow the MPTC calendar and clinical schedule for scheduling their vacations. If a student schedules a vacation during clinical, the student will be placed on clinical probation due to absenteeism and must make up those clinical hours.
- Students are not paid for their clinical rotations required in the program. Students are not allowed to work while at clinical. A student working in the healthcare field while completing the DMS program is doing so separately from the academic program at MPTC.
- Students are absolutely forbidden to make changes to their clinical schedule without preapproval from MPTC faculty and the clinical preceptor at the assigned site. If it is discovered that a student made changes without approval, the student will be placed on clinical probation.
- Breaks and lunch periods—standard practice allows for a morning break and afternoon lunch period. The student must take these breaks but is expected to observe the departmental policy and not take advantage of it. If a student is scheduled for six (6) hours or more, a mandatory 30-minute lunch must be taken. No exceptions. If a student does not take a lunch break for the purpose of making up missed hours, the make-up time will not be counted.
- The maximum number of students assigned to a clinical setting must be supported by sufficient human and physical resources. The number of students assigned to the clinical setting must not exceed the number of assigned clinical staff. The student to clinical staff ratio must be 1:1 and the student workstation ratio must be 1:1; however, it is acceptable that more than one student may be temporarily assigned to one technologist during infrequently performed procedures.

Clinical Schedules

- Summer semester Clinical I students are scheduled two daytime shifts for 8-hour days, with a thirty-minute lunch break.
- Fall semester Clinical II students are scheduled two daytime shifts for 9-hour days, with a thirty-minute lunch break.
- Spring semester Clinical III and IV students are scheduled four daytime shifts for 9-hour days, with a thirty-minute lunch break.

Direct/ Indirect Supervision

Students must have adequate supervision during all clinical assignments. Students must perform all ultrasound procedures under the direct supervision of a registered Diagnostic Medical Sonographer until students have demonstrated and received documentation of exam competency.

The following conditions constitute direct supervision:

- A qualified diagnostic medical sonographer reviews the procedure in relation to the student's achievement and evaluates the condition of the patient in relation to student's knowledge.
- A qualified diagnostic medical sonographer is physically present during the entire ultrasound.
- A qualified diagnostic medical sonographer reviews and approves the ultrasound prior to the patient being discharged from the ultrasound room.

Students shall not take the responsibility or place of the qualified staff. However, after demonstrating competency, students may be permitted to perform procedures under indirect supervision of a qualified diagnostic medical sonographer who is immediately available to assist students regardless of the level of student achievement. Immediately available is interpreted as the presence of a qualified diagnostic medical sonographer adjacent to the room or location where an ultrasound procedure is being performed. The sonographer must be available to hear a student if a student needs assistance. A qualified diagnostic medical sonographer reviews and approves the ultrasound prior to the patient being discharged from the ultrasound room. At NO TIME is a student allowed to perform an ultrasound exam without a qualified diagnostic medical sonographer in the immediate area/department.

The student will be under direct supervision when performing any obstetric, vaginal, testicular, or breast ultrasounds, and for ultrasound procedures/surgeries during the entire clinical training time.

Student Evaluations

Evaluations are to be completed on Trajecsyst, where students and program faculty have immediate access.

Monthly Evaluations

These forms are designed to be completed every four weeks of student attendance by a clinical preceptor or staff sonographer that the student has worked with the most. A variety of sonographers must fill out the evaluations to receive constructive feedback, unless the clinical preceptor fills out the evaluation after discussing a student's progress with the department staff on a monthly basis. These evaluations are considered confidential and should be treated as such. Monthly evaluations must be viewed by the student, and any necessary comments must be added within 2 weeks of submission.

Student Evaluation by MPTC Faculty

Program Faculty will complete an evaluation at the end of each semester to provide the student a summative evaluation of their clinical performance during that semester. During the last class period of each semester, the student will sit down with Program faculty and review their evaluation. Students will have access to these documents after the meeting for future reference purposes.

Student Self-Evaluation

Students will complete a self-evaluation once, halfway through clinical, and once at the end of clinical.

Clinical Site Evaluation by Student

At the end of each clinical experience, students will evaluate the clinical site.

Clinical Preceptor Responsibilities

In the clinical setting, provide ultrasound education, instruction and supervision of the diagnostic medical sonography students, consistent with the established standard of medical care in sonographic services.

- Ensure student orientation to department policy and procedures and safety procedures within the first clinical training week. Provide students with access to written departmental policies/procedures.
- Provide regular feedback to the students.
- Demonstrate knowledge of program goals, clinical objectives, and clinical evaluations.
- Perform clinical progress and competency evaluations for students.
- Recognize and document student's outstanding performance, incident reports and/or counseling forms as required.
- Exhibits a positive professional attitude and communication skills toward students and the teaching process.
- Participates in continuing education to improve and maintain competence in evaluation and professional skills.
- Communicates with program officials regarding student progress, strengths, and weaknesses.
- Provides a positive role model for students of diagnostic medical sonography professions.
- Maintains confidentiality in accordance with program policy.
- Will participate in the student selection process of the clinical site.
- Conduct clinical training conferences with each student reviewing student progress.
- Responsible for completing the following student records in Trajecsys which would include:
 - Monthly clinical training evaluation form
 - Competency forms
 - Clinical training absence form
- Facilitates proper student rotations in the clinical setting to achieve MPTC Program goals and objectives
- Serves as a liaison between school and clinical training site as necessary.
- Implements and promotes diligent compliance with radiation monitoring procedures.

Clinical Preceptor Qualifications

- Shall be credentialed in good standing by respective credentialing agencies (ARDMS) OR possess suitable equivalent.
- Shall meet the criteria for the position as established by the sponsoring institution and/or accrediting agencies.
- Shall demonstrate competence in instructional and evaluation procedures and techniques.
- Shall document a minimum of two years full-time professional experience, or as required by accreditation agencies.

Clinical Staff Responsibilities

- In the clinical setting, provide education, instruction, and supervision of the diagnostic medical sonography students, consistent with the established standard of medical care in sonographic services.
- Demonstrate knowledge of program policies, clinical objectives, and clinical evaluations.
- Perform clinical competency evaluations for students.
- Implements and promotes diligent compliance with ultrasound procedures.

Responsibilities of Program Faculty to the Clinical Training Site

- Orientation of clinical preceptor to program academic and clinical education mission, program objectives and goals.
- Assignment of a student who is currently completing the didactic portion of the program with satisfactory results.
- Provide support of clinical objectives and assistance in establishing clinical education.
- Perform problem resolution, if needed.

9.1 Uniforms/Required Equipment for Program of Study

Diagnostic Medical Sonography students must be readily identifiable to patients and clinical co-workers as Diagnostic Medical Sonography students.

Program students are expected to purchase and wear the uniform required by the program. The program color of charcoal gray is to be worn by the sonography students. The required uniform consists of charcoal gray scrub pants and charcoal gray scrub shirt with the MPTC Sonography Student patch ironed on the left shoulder. The patch should be placed on the left sleeve, one (1) inch above the sleeve hem. The required patches can be purchased from the MPTC bookstore. It is strongly suggested that students begin the program with at least two (2) sets of uniforms. Additional tops and/or pants may be purchased as needed. Students are not allowed to wear sweatshirts, jackets, hoodies, etc. at clinical. Outerwear should always be removed while performing an exam on a patient. Shirts worn under the scrub top should be white, black, or gray and should not hang below the scrub top. Some clinical sites may require additional dress code policies, and a student must adhere to that requirement. Student MPTC clinical badges must be worn at all times during clinical hours.

Shoes- The shoes are to be white, gray, or black in color. No overtly noticeable colors or designs will be allowed. If you have a question regarding the acceptability of shoes, check with program faculty prior to purchasing them. No canvas shoes are allowed. Shoes are to be clean and in good repair. Comfortable-style leather or vinyl shoes with a cushioned sole is recommended.

REVISION HISTORY DOCUMENT

Section #	Document Program Year	Revision Date	Revision Description	Revision Tracking Notes
1.1	2024-2025	6/27/24	Enrollment, Workplace Culture and Economic Driver/Community Impact Objectives	Objectives updated per MPTC changes.
2.1	2024-2025	8/1/24	Student Resources	Changed student handbook to college catalog.
4.7	2024-2025	7/29/24	Drug-Free Schools and Communities Act	New section added.
6.2, 6.4,7.1	2024-2025	7/16/24	Updated links for AP605, AP714 & AP724	Updated links not working.
6.4	2024-2025	7/25/24	Readmission Policy & Procedures	Removed Paramedic and added EMS, Fire, and SUDC.