

SANTA BARBARA CITY COLLEGE

DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM



STUDENT CLINICAL WORKBOOK

6/08 – Cohort 3

SECTION 1

INTRODUCTION

The purpose of this workbook is to guide the Diagnostic Medical Sonography student through all aspects of his/her clinical training. It provides resource information relevant to this training program as well as to the profession. The following pages contain record keeping materials related to clinical experience hours and classifications of studies performed. The goals are well identified for each level of training. Progress evaluation forms are provided. The total content of this workbook is designed to guide the student toward becoming a well-trained and employable Diagnostic Medical Sonographer.

GENERAL PHILOSOPHY

In keeping with the District policy to provide economical post-high school education for all high school graduates, the Diagnostic Medical Sonography Program will include the following:

Occupational Training

The purpose of this instruction in the area of Diagnostic Medical Sonography is to prepare for examination by the ARDMS (American Registry of Diagnostic Medical Sonography) to enable students to demonstrate knowledge and skills required for gainful employment in the field.

Clinical Experience

Students in the Diagnostic Medical Sonography program are assigned and directly supervised in an Imaging/DMS facility such as a hospital or radiology office as well as the college laboratory.

Guidance Program

Instructional staff and college counselors help students, regardless of background or ability, to gain from the educational experience, to maintain motivation and to become familiar with the medical profession and its opportunities.

Professional Exposure

Cooperation with professional associations and related organizations provides students the opportunity to meet and converse with members of the profession, its leaders and its educators.

DIAGNOSTIC MEDICAL SONOGRAPHY

PROGRAM MISSION

The mission of the Diagnostic Medical Sonography Department is in consonance with and evolves from the philosophy of the college and the concept of education as set forth by the American Registry of Diagnostic Medical Sonography, the Society of Diagnostic Medical Sonographers and the Council on Medical Education of the American Medical Association.

The department has agreed upon the following as the basic foundation for the instructional program:

- To graduate an appropriate number of students thereby meeting the needs of the community.
- To provide a program that reflects current trends in course content and instructional modality presented in a meaningful sequence.
- To provide an effective student screening mechanism in order to determine program admission.
- To perform ongoing evaluation of the student's performance in both the classroom and clinical area in order to further evaluate aptitude for the profession.
- To coordinate didactic and clinical instruction.
- To provide a structured, well-rounded clinical educational experience.
- To work cooperatively with other Allied Health programs within the division.
- To graduate students who can satisfactorily function in Diagnostic Medical Sonography at the level of unregistered, entry-level staff technologist.
- To instill in the students the concept of continuing education.
- To identify for the student the need to participate in the Diagnostic Medical Sonography organizations at all levels.
- To prepare the student to function as a member of the health care team.

PROGRAM REQUIREMENTS

DMS COURSE DESCRIPTIONS

DMS 150 Physics and Instrumentation (1st Summer) 3 units 5.4 lecture hours/week
Introduction to basic acoustical physics and acoustical waves in human tissue. Emphasis is on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission and resolution of sound beams.

DMS 155 Abdominal and Small Parts Scanning (1st Summer) 2.8 units 3.6 lecture / 4.5 lab hours/wk
Interpretation of normal anatomy, sonographic and gross anatomy, demonstrating scanning techniques and identifying normal sonographic protocols for abdomen and small parts.

DMS 156 OB/GYN Scanning (Fall) 2.7 units 2.3 lecture / 1.1 lab hours/week
Interpretation of normal anatomy, sonographic and gross anatomy, demonstrating scanning techniques and identifying normal sonographic protocols for OB/GYN.

DMS 160 Pathophysiology (Fall) 3 units 3.4 lecture hours/week
Specific study of pathology and pathophysiological mechanisms related to diagnostic medical sonography.

DMS 165 Abdominal and Small Parts Scanning and Pathology (Fall) 3 units 2.3 lecture hours/week
Interpretation of normal and abnormal anatomy of abdomen and small parts, sonographic and gross anatomy, comparing one disease to another. Identification of pathophysiological anatomic structures in various sonographic planes and images.

DMS 166 OB/GYN Scanning and Pathology (Spring) 2 units 2.3 lecture hours/week
Interpretation of normal and abnormal OB/GYN anatomy, sonographic and gross anatomy, comparing one pathological condition to another. Identification of pathophysiological anatomic structures in various sonographic planes and images.

DMS 170 Introduction to Vascular Ultrasound (Fall) 4 units 3.4 lecture / 3.4 lab hours/week
Introduction to Doppler (color flow) with a hands-on approach. Overview of normal and pathological sonographic data; arterial and venous peripheral vascular, abdominal vasculature and extracranial carotid.

DMS 250 Sonography Interpretation (Fall) 3 units 3.4 lecture hours/week
Interpretation and critique of normal anatomy with correlation of didactic, clinical presentations and critiques. Written and oral case presentations with emphasis on OB/GYN subjects.

DMS 181 Clinical Experience 1 (Fall) 2.4 units 32 lab hours/week x 4 weeks
Introduction to clinical setting and exposure to departmental organization, policies and procedures, patient flow, darkroom and processing procedures, observation of clinical case techniques and protocols.

DMS 280 Clinical Experience 2 (Winter Intercession) 9.5 units 32 lab hours/week x 16 weeks
Continuation of clinical experience. Exposure to departmental organization, policies and procedures, patient flow, darkroom and processing procedures, observation of clinical case techniques and protocols. Beginning hands-on experience and equipment setup.

DMS 281 Clinical Experience 3 (Spring) 9 units 40 lab hours/week x 12 weeks
Clinical experience in ultrasound; equipment handling and patient management; departmental operation and scope.

DMS 282 Clinical Experience 4 (Summer) 9.5 units 32 lab hours/week x 16 weeks
Intermediate clinical experience; sonographic study of the abdomen, small parts and pelvis with real-time equipment; recognition of anatomical pathology.

ADDITIONAL PROGRAM REQUIREMENTS COURSE DESCRIPTIONS

BIOMD 107 Human Anatomy 4 units

Structure of the human body. Laboratory includes study of a human anatomical specimen and comparative anatomy. Transferable to all four-year institutions including nursing schools.

BIOMD 108 Human Physiology 4 units

Functions of the human body. Laboratory emphasizes recording physiological data from each student. Transferable to all four-year institutions including nursing schools.

AH 120 Medical Terminology 1 unit

Designed to provide a basic foundation for those working in health-related fields with medical vocabulary including words associated with common laboratory, X-ray and surgical procedures, medical abbreviations, medical illnesses and signs and symptoms of disease. Required for Radiographic/Imaging Sciences majors.

RT 120 Patient Care in Radiography 2 units

Provides the student with concepts of patient care. Routine and emergency patient care procedures are described. Also included are topics on venipuncture and contrast media/medication administration. The role of the radiographer in patient care administration identified. Aspects of death and dying reviewed.

CLINICAL OBJECTIVES

Each clinical course has specific learning objectives or goals. In each instance they are compatible with or parallel to the classroom instructional program. Tables are included in Sections 3 through 7, which identify the objectives of each clinical course and provide for student evaluation by the clinical advisor. When completed, these forms will answer three questions: (1) What is to be learned; (2) How is progress measured; (3) How well is the student developing in relation to the established criteria. There are frames related to sonographic skills, patient care techniques, departmental procedures, personal appearance and attitudes, as well as dependability and professional growth. **All** objectives are required to be met! Obviously they are more easily met in the beginning and become progressively more difficult as you mature to the level of a "registry eligible" staff technologist.

- By reading the objectives for each clinical course, you can determine what is required of you. You are expected to conduct your day-to-day experiences in such a manner so as to meet the pre-determined performance standards.
- The objectives form is the instrument by which the clinical supervisor will evaluate you. Your course grade **will not be issued as a letter grade**. Based on your evaluation a letter grade will be calculated for interest; however, the final grade will be issued as CREDIT/NO CREDIT
- You too, have the opportunity to evaluate. At the end of each clinical course you are required to complete the STUDENT EVALUATION OF ULTRASOUND DEPARTMENT form. With your candid evaluations, we can identify strengths and weaknesses of our clinical affiliates.
- Evaluation sheets are to be submitted at the middle and at the end of each semester. If the college fails to receive the evaluations, an INCOMPLETE grade will be assigned, which will impede your progress. Each rotation (evaluation section) is identified by number. **At the end of the semester, the entire section is to be turned in to the DMS office where it is filed in a permanent file.**

REQUIRED HOURS IN THE CLINICAL AREA

Clinical Experience 1 DMS 181 (Winter Intersession)

The student will spend 32 hours/week (xxx days) for 4 weeks (128 hours)

Clinical Experience 2 DMS 280 (Spring)

The student will spend 32 hours/week (4 days) for 16 weeks (512 hours)

Clinical Experience 3 DMS 281 (Summer)

The student will spend 40 hours/week (xxx days) for 12 weeks (480 hours)

Clinical Experience 4 DMS 282 (Fall)

The student will spend 32 hours/week (xxx days) for 16 weeks (512 hours)

HOSPITAL ASSIGNMENT METHOD

- The Program Director will assign you to a clinical facility prior to the beginning of the clinical class.
- You will observe the policy of signing in and out each day on the monthly time sheet. You may be required to “clock” in and out if that is a policy of your assigned facility.
- Any variation in your hospital clinical schedule must be approved by the Program Director and Clinical Instructor.
- You are encouraged to attend lectures given by radiologists, residents or qualified technical staff. These lectures may be used as “*Seminar hours.*”
- You will be assigned to a clinical site for the entire year of your clinical experience. There may be a few exceptions if your assignment limits your growth and knowledge of diagnostic sonography.

CLINICAL CASE RECORD

It is required that you keep a record of the type and number of the examinations you perform during your clinical training. Some exams you will perform independently, some with a varying amount of supervision, and in some instances you will perform as a technologist team member. It is vital that you have a broad and varied clinical training experience. By keeping a day-to-day, month-to-month accounting of your experiences, you will be able to readily identify any voids in your clinical practicum.

- Day slips should be available at each hospital. Keep one in your pocket and check off each case you perform or participate in. You may prefer to keep a “little black book” type of journal.
- On a daily or weekly basis, transfer this information onto the monthly sheet and retain sheets in your file for future retrieval of cases.
- Although your hospital attempts to provide you with learning experiences that are compatible with the objectives for each clinical course, your personal record keeping will reveal to you whether or not you are experiencing a well-rounded education.
- You must assess your own progress, identify voids and be aggressively assertive when case assignments are made.

RECOMMENDATIONS FOR CLINICAL ASSIGNMENT

GROOMING AND CONDUCT

Students are expected to demonstrate professionalism at **all** times by:

- Clean and pressed professional attire, approved by the clinical facility, is to be worn at clinical; **NO STREET CLOTHES ARE TO BE WORN in department.**
- Clean and polished shoes (no tennis shoes, open toes, high heels or sandals);
- Clean hands and fingernails; (no long nails or bright nail polish); some facilities prohibit acrylic nails or nail polish (MRSA pathogens harbored);
- Neat and clean hairstyles; Very long hair must be pulled up and back off the face.
- (Men) Beards, sideburns and mustaches (where allowed) must be well trimmed and clean;
- No gum chewing;
- No "loop" or long earrings;
- No excessive jewelry; no facial jewelry;
- Careful attention to personal hygiene including offensive mouth or body odor.
- No visible TATTOO or body piercing is accepted. No tongue studs, lip or facial rings are to be worn. You are representing Santa Barbara City College and the Diagnostic Medical Sonography Program both on and off campus.

PROFESSIONAL APPEARANCE

WOMEN

Uniforms of appropriate length as recommended by the clinical facility, (usually professional style pantsuits or scrubs will be allowed). If a specific or specially ordered uniform is required by your clinical facility, you will be advised. Discuss any uniform issues with your Clinical Advisor and Program Director. Closed toe and heel type shoes and hose (not necessarily white) are appropriate. A clearly visible "name tag" will usually be required. Long hair (below collar) must be worn up or pulled back.

MEN

Uniforms of appropriate style (jackets or lab coats), long or short sleeved, as recommended by the clinical facility (no Levis or jeans). Neat, comfortable shoes (not tennis shoes) are usually recommended. A clearly visible "name tag" will usually be required. Hair must be styled, neat and clean. Collar length hair is acceptable at *most* facilities

Failure to comply with the established standards of your clinical facility *may* result in dismissal from the hospital and/or the program.

SECTION 2

DMS 180 OBJECTIVES, RECORDS AND EVALUATION FORMS

This section contains all the material specifically associated with DMS 181. Included in the set of Materials you will find the following:

- *Student Orientation to Clinical Facility* form
- Instructions for preparation of the *Monthly Attendance and Evaluation Record*
- A supply of *Monthly Attendance and Evaluation Record* forms
- A *Clinical Record* form for documenting types of cases observed
- A set of *Monthly Case Record* forms providing a daily record of activity
- A *Mid-semester evaluation* form
- A *Mid-semester self-evaluation* form
- A set of *Incidental Notes* forms for documenting any significant events during your clinical assignment
- A set of *Student Clinical Evaluation* forms, to be completed by the clinical educator
- A *Student Evaluation Of Ultrasound Department* form
- A *Final Clinical Evaluation Summary* form along with the grading criteria for determining final grade, to be completed by the DMS Program Director.

This set of materials contains specific pages, which are designed to be removed from your Clinical Workbook and placed in a separate folder. This will be kept at the clinical for daily completion. When all material is completed they will be returned to the SBCC DMS program office, where they will be included in your student record folder. By the end of the semester, it is required that pages in this section will have be completed and returned.

**SANTA BARBARA CITY COLLEGE
DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM
STUDENT ORIENTATION TO CLINICAL FACILITY**

NAME _____ CLINICAL SITE _____

RATIONALE: Students must be familiar with the facility, policies and procedures implemented at the clinical site to which they are assigned. Each student must complete the following form with the assistance of the clinical educator or assigned individual.

DIRECTIONS:

When you feel you have acquired satisfactory knowledge in the following topics, place a check mark in the space provided. This form must be completed and placed in your Student clinical workbook within 30 days after beginning a new rotation.

1) Parking Regulations:

- a. Includes both daytime and evening rules

2) Cafeteria Procedure:

- a. Times and duration of meals and coffee breaks
- b. Provisions for students carrying lunches

3) Washroom Facilities

- a. Both male and female

4) Locker Facilities.

- a. To include proper location for books, outer clothing, purses and valuables storage

5) Safety and Emergency Procedures:

- a. Fire regulations
- b. Codes (resuscitation team)
- c. Security guard services
- d. Reporting accidents and incidents
- e. Disaster plan

6. Absences or Tardiness in the Clinical Area:

- a. When to notify
- b. Where to notify
- c. How to notify

7. Location of Student Assignment:

- a. Where posted, specific objectives, etc.

8. Learning Resource Materials:

- a. Library: rules and privileges

9. Orientation to Department

- a. Review of routine views for procedures
- b. Patient transportation procedures to and from department
- c. Location of equipment and supplies:
 - (1) Cassettes
 - (2) Film, disks and video tapes (if used)
 - (3) Immobilization aides, positioning blocks
 - (4) Emergency cart/supplies
 - (5) Linens
 - (6) Other accessory items: needles, syringes, tourniquets, IV. tubing, emesis basins, biopsy trays etc.
- d. Operation of special equipment
 - (1) Monitors, IV's, Oxygen, etc.

10. Introduction to Key Personnel:

- a. Radiologist(s)
- b. Chief Administrative Technologist
- c. Staff Sonographers
- d. Key Ancillary Staff

11. Conference Facilities and Patient rooms:

- a. Location of rooms

12. Communications Policies During Clinical Assignment.

- a. Contact in case of emergency
- b. Making and accepting outside phone calls
- c. Visiting patients
- d. Communicating with other Students (asking for help)

13. Information about Hospital:

- a. History
- b. Bed capacity
- c. Administrative personnel

14. Telephone Protocol:

- a. How to answer phone (without disconnecting caller)

My signature below indicates that I have had an orientation and understand each statement Above. Should I have questions regarding any of the above, I will ask the clinical educator, department head or other appropriate personnel for clarification prior to signing.

Student's Signature _____ Date: _____

Clinical Educator's Signature _____

MONTHLY ATTENDANCE AND EVALUATION INSTRUCTIONS

In order for you to complete the Diagnostic Medical Sonography program, it is necessary that you meet the required Clinical Objectives and document a minimal number of hours in the clinical phase of your training. The procedure for establishing a record of your attendance is listed below.

Remove the correct SECTION, i.e., SECTION 3, SECTION 4 etc., from the Clinical Workbook. Put it in a folder, which can be turned in at the end of the semester.

1. An ample number of monthly time sheets are provided for your entire clinical experience. At the beginning of each month, remove one from the folder and present it to your hospital Clinical Instructor.
2. Fill in your name, the month, year and the course number on each subsequent sheet.
3. Each time you report for duty enter the time of day in the appropriate space.
4. Report directly to the instructor for your specific work assignment.
5. Sign out at the end of each shift and initial your time sheet.
6. If you are unable to report for duty for reasons of illness or emergency, **you are required** to call. Using an **INCIDENTAL NOTES** form, arrange for make-up duty with your clinical Instructor as soon as possible. If you are absent from the assigned clinical three times you may be dropped from the program.
7. At the end of each month, total the number of hours worked and enter them on the time sheet.
8. The Clinical Instructor is responsible for verifying the hours and making an evaluation of your progress. Have the clinical educator do a “**Mini**” evaluation on the time sheet every month.
9. At the end of the semester, the entire semester log is returned to the DMS Program Director where it will be retained in your file as a permanent record.
10. **MAKE TWO (2) COPIES OF ALL PAPERWORK WHICH NEEDS TO BE TURNED IN.**

(One copy is for you to keep and the other is for the Clinical Department. The clinical copy is a requirement for accreditation.)

MONTHLY ATTENDANCE AND EVALUATION RECORD

DMS 181 _____ DMS 280 _____ DMS 281 _____ DMS 282 _____

FACILITY _____ NAME _____ MONTH _____

DATE	IN	OUT	TOTAL	PREC INIT	DATE	IN	OUT	TOTAL	PREC INIT
1					17				
2					18				
3					19				
4					20				
5					21				
6					22				
7					23				
8					24				
9					25				
10					26				
11					27				
12					28				
13					29				
14					30				
15					31				
16					GRAND TOTAL HOURS				

“Mini” EVALUATION:

	Superior							Poor		
	10	9	8	7	6	5	4	3	2	1
Appearance										
Attitude										
Reliability										
Technical Progress										

COMMENTS:

CLINICAL SUPERVISOR _____

MONTHLY CASE RECORD

DATE	PROCEDURE															TOTAL	
	ABD	AMN	BRE	CAR	DOP	GBL	NEO	OBS	PAN	PEL	PRO	REN	SCR	SPP	THY		VAS
1																	
2																	
3																	
4																	
5																	
6																	
7																	
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31																	

PROCEDURE LEGEND

ABD ABDOMINAL
AMN AMNIOCENTISIS
BRE BREAST
CAR CARDIAC/CHEST

DOP DOPPLER
GBL GB-LIVER
NEO NEONATAL
OBS OBSTETRIC

PAN PANCREAS
PEL PELVIC
PRO PROSTATE
REN RENAL-ADRENAL

SCR SCROTAL
SPP SPECIAL PROC
THY THYROID
VAS VASCULAR

INCIDENTAL NOTES

Use for:

1. Student requests or notations from students (i.e., work schedule changes or incident involving student. Student signs and dates note.)

2. Attendance, conduct, incidents, etc. Appropriate for recognition of exemplary action or service such as laudable sonographic images, etc.

3. Clinical Coordinator, date and sign this form. Please include your title, i.e., staff tech, department coordinator, SBCC coordinator, M.D., etc.

COMPLIMENTS: _____

COMPLAINTS: _____

Records: _____

Attendance: _____

Conduct-Dress: _____

Other: _____

Attendance _____

Conduct-Dress _____

Other _____

Sonograms _____

STUDENT _____

CLINICAL COORDINATOR _____ DATE _____

MID TERM EVALUATION

Directions: Preceptor to complete evaluation for _____.

Please comment on the student's mid-semester clinical performance in the areas identified below. This written clinical assessment should be shared with the student. Signatures below signify that this has been completed.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

1. Technical Skills _____

2. Attitude and Professional Behavior _____

3. Attendance and Dependability _____

4. Professional Appearance _____

5. Identify strengths observed: _____

6. Identify weaknesses observed: _____

7. List specific improvements the student should achieve during the remainder of the term:
A. _____
B. _____
C. _____

Based upon the above comments and observations, the student's mid-term clinical grade is: _____

Preceptor: _____ Date: _____

Student Signature _____ Date _____

Comments: _____

MID TERM SELF-EVALUATION

Directions: Student is to complete the self-evaluation in narrative form. Please comment on your assessment of your mid-semester clinical performance in the areas identified below.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____ **DMS 283** _____

1. Technical Skills: _____

2. Attitude and Professional Behavior: _____

3. Attendance and Dependability: _____

4. Professional Appearance: _____

5. Identify strengths exhibited: _____

6. Identify weaknesses exhibited: _____

7. List specific improvements you would like to achieve during the remainder of the term:

A. _____

C. _____

Based upon the above considerations, my mid-term clinical grade should be _____

Student Signature _____ Date _____

STUDENT CLINICAL EVALUATION

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 181 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Sonography and Professional Growth**

DESCRIPTION: Overall ability to learn beginning sonographic procedures under continuous direct supervision.

CONDITION: After introduction to department protocol by staff.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Observes sonographic exams performed by the staff.			
2. Practices scanning as allowed.			
3. Performs routine image handling and processing.			
4. Maintains, on a daily basis, an on-going record of cases observed by using the forms provided in the clinical manual;			
5. Demonstrates the capacity to learn by progressive increases in sonographic awareness as evidenced by a diminishing need for explanations by supervisor.			
6. Demonstrates aptitude for the Diagnostic Medical Sonography Profession by progressively improved expertise in all sections of evaluation			
Total Score	_____ %	_____ %	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)			

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
Student is to complete self-evaluation in column marked student

COURSE: DMS 180 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Appearance and Dependability**

DESCRIPTION: Reliability and persistence in following policies and rules regarding professional appearance and attendance.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Follows dress code.			
2. Wears name or ID tag.			
3. Presents a neat appearance and practices good personal hygiene.			
4. Reports for duty on time.			
5. Adheres to work schedule.			
6. Attendance within program standards: 0 – absence - score 3 1 - absences - score 2 3 - absences - score 1 4 or more absences - score 0 critical incident report must be issued.			
7. Notifies clinical educator of inability to report for duty.			
8. Arranges with clinical educator for makeup hours and / or duty variations and documents same.			
Total Score	_____	_____	Total all scores (27 max); divide total by 27 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 180 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Attitude and Responsibility**

DESCRIPTION: Develops a strong interest for the work; exhibits a courteous and professional manner; accepts and profits from constructive criticism; demonstrates the ability to work with others effectively.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates knowledge of professional ethics in relationship with staff.			
2. Demonstrates a spirit of cooperation, initiative and willingness to learn.			
3. Volunteers and willingly accepts assignments as given.			
4. Accepts criticism and strives to profit from it.			
5. Avoids argumentative dialogue.			
6. Listens and follows instructions.			
7. Asks pertinent questions.			
8. Makes appropriate judgment and asks for assistance when necessary, in relation to the level of knowledge and experience.			
Total Score	_____	_____	Total all scores (24 max); divide total by 24 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 180 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Professional Communication**

DESCRIPTION: Understanding of duties; ability to interact with patients on an appropriate level of care.

CONDITION: As described in the Student Clinical Workbook and clinical affiliates policies.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates effective patient communication skills. a. Patient greeting and identification. b. Procedure explanation. c. Interprets nonverbal signs of discomfort/distress.			
2. Demonstrates concern for patient's well being, including comfort and modesty.			
3. Demonstrates appropriate patient – technologist relationship in professional comments and conversations.			
4. Avoids all discussion of diagnosis/prognosis.			
5. Maintains professionalism.			
6. Respects the patient as an individual.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 180 CLINICAL EXPERIENCE 1

GRADING CATEGORY: Patient Care

DESCRIPTION: Skill in performing assigned tasks related to physical care of patients under continuous direct supervision.

CONDITION: In accordance with facility nursing policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Locates and uses Universal Precaution supplies both within the department and on floors.			
2. Knows and practices effective infection control techniques.			
3. Locates patient rooms, departments and special units.			
4. Transports and transfers patients safely and efficiently; locks wheels of chairs and gurneys prior to any transfer.			
5. Practices proper moving and lifting techniques using appropriate body mechanics; concern for patient safety and comfort.			
6. Strives to alleviate patient fears by verbal communication and physical acts of reassurance.			
7. Demonstrates response to hospital codes (cardiac arrest, fire, earthquake, etc.) in accordance with clinical protocol.			
Total Score Average (%)	_____ %	_____ %	Total all scores (21 max); divide total by 21 and multiply by 100 to get percent.

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation for student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 180 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Department Procedures**

DESCRIPTION: Ability to master and understand new work routines and methods under continuous direct supervision.

CONDITIONS: After orientation; within scope of responsibilities.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Performs routine office procedures, schedule and dispatch exam requests.			
2. Performs basic Film Library duties.			
3. Demonstrates professional telephone technique.			
4. Performs routine film processing procedures.			
5. Demonstrates understanding of workload.			
6. Cleans, stocks and maintains assigned rooms. a. Maintains basic stock supplies b. Maintain overall appearance / neatness of room. c. Cleans equipment after each patient use.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT EVALUATION OF ULTRASOUND DEPARTMENT

DMS COURSE # _____

FACILITY: _____ DATE: _____

This clinical assessment will be reviewed by the SBCC staff only and will not be shared with the preceptor without the student's permission.

1. Were you provided with as many "hands-on" learning opportunities as you expected? _____
2. Did radiologists and supervisory technologists provide adequate explanations? _____
3. Were the staff technologists generally cooperative and helpful? _____
4. Were schedules provided so that you knew your work assignments? _____
5. Did the technologist-case load ratio seem about right? _____
6. Do you feel you have been in a teaching institution? _____
7. How do you rate your in-service coordinator? _____
8. Do you feel you have experienced professional growth in this clinical rotation? _____

STATE-OF-THE-ART EQUIPMENT USED:

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

COMMENTS:

FINAL CLINICAL EVALUATION SUMMARY

NAME _____ DATE: _____

Directions: Clinical Advisor **Do Not Complete** this evaluation summary. It is to be completed by OCC Faculty or Program Director.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

GRADING CATEGORY	WEIGHTING	RAW SCORE	WEIGHTED SCORE
Sonography and Professional Growth	70	_____ %	_____ %
Appearance and Dependability	5	_____ %	_____ %
Attitude and Responsibility	5	_____ %	_____ %
Professional Communications	5	_____ %	_____ %
Patient Care	10	_____ %	_____ %
Department Procedures	5	_____ %	_____ %
Course Average			_____ %

90-100% A	CREDIT
80-89% B	CREDIT
70-79% C	CREDIT
60-69% D**	NO CREDIT

**Note: A grade of "C" or CR is required for the student to continue in the DMS Program.
The Final Course grade will be issued as Credit (CR) or No Credit (NCR).

Comments: _____

SECTION 3

DMS 181 OBJECTIVES, RECORDS AND EVALUATION FORMS

This section contains all the material specifically associated with DMS 181. Included in the set of materials you will find the following:

- Instructions for preparation of the *Monthly Attendance and Evaluation Record*
- A supply of *Monthly Attendance and Evaluation Record* forms
- A *Clinical Record* form for documenting types of cases and proficiency
- A set of *Monthly Case Record* forms providing a daily record of activity
- A set of *Incidental Notes* forms for documenting any significant events during your clinical assignment
- A *Mid-Term Evaluation* form
- A *Mid-Term Self-Evaluation* form
- A set of *Clinical Evaluation* forms
- An *Evaluation Of Ultrasound Department* form
- A *Final Clinical Evaluation Summary* form along with the grading criteria for determining final grade

This set of materials is designed to be removed from your workbook at the appropriate times and returned when completed to the SBCC DMS Program Office where it will be included in your record folder. At the end of the semester, all pages in this section should have been completed and returned.

MONTHLY ATTENDANCE AND EVALUATION INSTRUCTIONS

In order for you to complete the Diagnostic Medical Sonography program, it is necessary that you document a minimal number of hours in the clinical phase of your training. The procedure for establishing a record of your attendance is listed below.

Remove the correct SECTION from the Clinical Workbook. Put it in a folder, which can be turned in at the end of the semester.

1. An ample number of monthly time sheets are provided for your entire clinical experience. At the beginning of each month, remove one from the manual and present it to your hospital Clinical Instructor.
- 2 Fill in your name, the month, year and course number on each subsequent sheet.
- 3 Each time you report for duty, enter the time of day in the appropriate space.
- 4 Report directly to the instructor for your specific work assignment.
- 5 Sign out at the end of each shift and initial your time sheet.
- 6 If you are unable to report for duty for reasons of illness or emergency, you are **required** to call in. Using an **INCIDENTAL NOTES** form arrange for make-up duty with your Clinical Instructor as soon as possible.
- 7 At the end of each month, total the number of hours and enter on the time sheet.
- 8 The Clinical Instructor is responsible for verifying the hours and making an evaluation of your progress. Have the clinical educator do a “**Mini**” evaluation on the time sheet.
- 9 At semester's end, the entire semester log is returned to the DMS Program Director to be retained in your file as a permanent record.
- 10 MAKE TWO (2) COPIES OF ALL PAPERWORK, WHICH NEEDS TO BE TURNED IN. (One copy is for you to keep and the other is for the Clinical Department. The clinical copy is a requirement for accreditation.)

MONTHLY ATTENDANCE AND EVALUATION RECORD

DMS 181 _____ DMS 280 _____ DMS 281 _____ DMS 282 _____

FACILITY _____ NAME _____ MONTH _____

DATE	IN	OUT	TOTAL	PREC INIT	DATE	IN	OUT	TOTAL	PREC INIT
1					17				
2					18				
3					19				
4					20				
5					21				
6					22				
7					23				
8					24				
9					25				
10					26				
11					27				
12					28				
13					29				
14					30				
15					31				
16					GRAND TOTAL HOURS				

“Mini” EVALUATION:

Superior

Poor

	10	9	8	7	6	5	4	3	2	1
Appearance										
Attitude										
Reliability										
Technical Progress										

COMMENTS:

CLINICAL SUPERVISOR _____

MONTHLY CASE RECORD

DATE	PROCEDURE															TOTAL	
	ABD	AMN	BRE	CAR	DOP	GBL	NEO	OBS	PAN	PEL	PRO	REN	SCR	SPP	THY		VAS
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
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23																	
24																	
25																	
26																	
27																	
28																	
29																	
30																	
31																	

PROCEDURE LEGEND

ABD ABDOMINAL
AMN AMNIOCENTESIS
BRE BREAST
CAR CARDIAC/CHEST

DOP DOPPLER
GBL GB-LIVER
NEO NEONATAL
OBS OBSTETRIC

PAN PANCREAS
PEL PELVIC
PRO PROSTATE
REN RENAL-ADRENAL

SCR SCROTAL
SPP SPECIAL PROC
THY THYROID
VAS VASCULAR

INCIDENTAL NOTES

Use for:

1. Student requests or notations from students (i.e., work schedule changes or incident involving student. Student signs and dates note.)

2. Attendance, conduct, incidents, etc. Appropriate for recognition of exemplary action or service such as laudable sonographic images, etc.

3. Clinical Coordinator, date and sign this form. Please include your title, i.e., staff tech, department coordinator, SBCC coordinator, M.D., etc.

COMPLIMENTS: _____

CONCERNS: _____

Records: _____

Attendance: _____

Conduct-Dress: _____

Other: _____

Attendance _____

Conduct-Dress _____

Other _____

Sonograms _____

STUDENT _____

CLINICAL COORDINATOR _____

DATE _____

MID-TERM EVALUATION

Directions: Clinical Educator to complete evaluation for _____.

Please comment on the student's mid-semester clinical performance in the areas identified below. This written clinical assessment should be shared with the student. Signatures below signify that this has been completed.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

1. Technical Skills _____

2. Attitude and Professional Behavior _____

3. Attendance and Dependability _____

4. Professional Appearance _____

5. Identify strengths observed: _____

6. Identify weaknesses observed: _____

7. List specific improvements the should achieve during the remainder of the term:

A. _____

B. _____

C. _____

Based upon the above comments and observations, the student's mid-term clinical grade is: _____

Clinical Coordinator: _____ Date: _____

Student Signature _____ Date _____

Comments: _____

MID-TERM SELF-EVALUATION

Directions: Student is to complete the self-evaluation in narrative form. Please comment on your assessment of your mid-semester clinical performance in the areas identified below.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

1. Technical Skills: _____

2. Attitude and Professional Behavior: _____

3. Attendance and Dependability: _____

4. Professional Appearance: _____

5. Identify strengths exhibited: _____

6. Identify weaknesses exhibited: _____

7. List specific improvements you would like to achieve during the remainder of the term:

A. _____

C. _____

Based upon the above considerations, my mid-term clinical grade should be _____

Student Signature _____ Date _____

STUDENT CLINICAL EVALUATION

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 181 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Sonography and Professional Growth**

DESCRIPTION: Overall ability to learn beginning sonographic procedures under continuous direct supervision.

CONDITION: After introduction to department protocol by staff.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Observes sonographic exams performed by the staff.			
2. Practices scanning as allowed.			
3. Performs routine image handling and processing.			
4. Maintains, on a daily basis, an on-going record of cases observed by using the forms provided in the clinical manual;			
5. Demonstrates the capacity to learn by progressive increases in sonographic awareness as evidenced by a diminishing need for explanations by supervision.			
6. Demonstrates aptitude for the Diagnostic Medical Sonography Profession by progressively improved expertise in all sections of evaluation			
Total Score	_____ %	_____ %	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)			

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
Student is to complete self-evaluation in column marked Student

COURSE: DMS 181 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Appearance and Dependability**

DESCRIPTION: Reliability and persistence in following policies and rules regarding professional appearance and attendance.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Follows dress code.			
2. Wears name or ID tag.			
3. Presents a neat appearance and practices good personal hygiene.			
4. Reports for duty on time.			
5. Adheres to work schedule.			
6. Attendance within program standards: 0 – absence - score 3 1 – absence - score 2 3 – absences - score 1 4 or more absences – score 0 critical incident report must be issued.			
7. Notifies clinical educator of inability to report for duty.			
8. Arranges with clinical educator for makeup hours and / or duty variations and documents same.			
Total Score	_____	_____	Total all scores (27 max); divide total by 27 and multiply by 100 to get per cent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 181 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Attitude and Responsibility**

DESCRIPTION: Develops a strong interest for the work; exhibits a courteous and professional manner; accepts and profits from constructive criticism; demonstrates the ability to work with others effectively.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates knowledge of professional ethics in relationship with staff.			
2. Demonstrates a spirit of cooperation, initiative and willingness to learn.			
3. Volunteers and willingly accepts assignments as given.			
4. Accepts criticism and strives to profit from it.			
5. Avoids argumentative dialogue.			
6. Listens and follows instructions.			
7. Asks pertinent questions.			
8. Makes appropriate judgment, and asks for assistance when necessary in relation to the level of knowledge and experience.			
Total Score	_____	_____	Total all scores (24 max); divide total by 24 and multiply by 100 to get per cent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 181 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Professional Communication**

DESCRIPTION: Understanding of duties; ability to interact with patients on an appropriate level of care.

CONDITION: As described in the Student Clinical Workbook and clinical affiliates policies.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates effective patient communication skills. a. Patient greeting and identification. b. Procedure explanation. c. Interprets nonverbal signs of discomfort/distress.			
2. Demonstrates concern for patient's well being, including comfort and modesty.			
3. Demonstrates appropriate patient – technologist relationship in professional comments and conversations.			
4. Avoids all discussion of diagnosis/prognosis.			
5. Maintains professionalism.			
6. Respects the patient as an individual.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get per cent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor.
Student is to complete self-evaluation in column marked Student

COURSE: DMS 181 CLINICAL EXPERIENCE 1

GRADING CATEGORY: Patient Care

DESCRIPTION: Skill in performing assigned tasks related to physical care of patients under continuous direct supervision.

CONDITION: In accordance with facility nursing policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Locates and uses Universal Precaution supplies both within the department and on floors.			
2. Knows and practices effective infection control techniques.			
3. Locates patient rooms, departments and special units.			
4. Transports and transfers patients safely and efficiently; locks wheels of chairs and gurneys prior to any transfer.			
5. Practices proper moving and lifting techniques using appropriate body mechanics; concern for patient safety and comfort.			
6. Strives to alleviate patient fears by verbal communication and physical acts of reassurance.			
7. Demonstrates response to hospital codes (cardiac arrest, fire, earthquake, etc.) in accordance with clinical protocol.			
Total Score Average (%)	_____ %	_____ %	Total all scores (21 max); divide total by 21 and multiply by 100 to get per cent.

STUDENT CLINICAL EVALUATION

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 181 CLINICAL EXPERIENCE 1

GRADING CATEGORY: **Department Procedures**

DESCRIPTION: Ability to master and understand new work routines and methods under continuous direct supervision.

CONDITIONS: After orientation; within scope of responsibilities.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Performs routine office procedures; schedule and dispatch exam requests.			
2. Performs basic Film Library duties.			
3. Demonstrates professional telephone technique.			
4. Performs routine film processing procedures.			
5. Demonstrates understanding of workload.			
6. Cleans, stocks and maintains assigned rooms. a. Maintains basic stock supplies b. Maintain overall appearance / neatness of room. c. Cleans equipment after each patient use.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get per cent.
Average (%)	%	%	

STUDENT EVALUATION OF ULTRASOUND DEPARTMENT

DMS COURSE # _____

FACILITY: _____ DATE: _____

This clinical assessment will be reviewed by the OCC staff only and will not be shared with the clinical educator without the student's permission.

- 1. Were you provided with as many "hands-on" learning opportunities as you expected? _____
- 2. Did radiologists and supervisory technologists provide adequate explanations? _____
- 3. Were the staff technologists generally cooperative and helpful? _____
- 4. Were schedules provided so that you knew your work assignments? _____
- 5. Did the technologist-case load ratio seem about right? _____
- 6. Do you feel you have been in a teaching institution? _____
- 7. How do you rate your in-service coordinator? _____
- 8. Do you feel you have experienced professional growth in this clinical rotation? _____

STATE-OF-THE-ART EQUIPMENT USED:

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

COMMENTS:

FINAL CLINICAL EVALUATION SUMMARY

NAME _____ DATE: _____

Directions: Clinical Advisor **Do Not Complete** this evaluation summary. It is to be completed by OCC Faculty or Program Director.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

GRADING CATEGORY	WEIGHTING	RAW SCORE	WEIGHTED SCORE
Sonography and Professional Growth	70	_____ %	_____ %
Appearance and Dependability	5	_____ %	_____ %
Attitude and Responsibility	5	_____ %	_____ %
Professional Communications	5	_____ %	_____ %
Patient Care	10	_____ %	_____ %
Department Procedures	5	_____ %	_____ %
Course Average			_____ %

90-100% A	CREDIT
80-89% B	CREDIT
70-79% C	CREDIT
60-69% D**	NO CREDIT

**Note: A grade of "C" or CR is required for the student to continue in the DMS Program.

The Final Course grade will be issued as Credit (CR) or No Credit (NCR).

Comments: _____

SECTION 4

DMS 280 OBJECTIVES, RECORDS AND EVALUATION FORMS

This section contains all the material specifically associated with DMS 280. Included in the set of materials you will find the following:

- Instructions for preparation of the *Monthly Attendance and Evaluation Record*
- A supply of *Monthly Attendance and Evaluation Record* forms
- A *Clinical Record* form for documenting types of cases and proficiency
- A set of *Monthly Case Record* forms providing a daily record of activity
- A set of *Incidental Notes* forms for documenting any significant events during your clinical assignment
- A *Mid-Term Evaluation* form
- A *Mid-Term Self-Evaluation* form
- A set of *Clinical Evaluation* forms
- A *Evaluation Of Ultrasound Department* form
- A set of *Exit Skills Competencies Completion Sign-off* forms
- A *Final Clinical Evaluation Summary* form along with the grading criteria for determining final grade

This set of materials is designed to be removed from your workbook at the appropriate times and returned when completed to the SBCC DMS Program Office where it will be included in your record folder. At the end of the semester, all pages in this section should have been completed and returned.

MONTHLY ATTENDANCE AND EVALUATION INSTRUCTIONS

In order for you to complete the Diagnostic Medical Sonography program, it is necessary that you document a minimal number of hours in the clinical phase of your training. The procedure for establishing a record of your attendance is listed below.

Remove the correct SECTION from the Clinical Workbook. Put it in a folder which can be turned in at the end of the semester.

1. An ample number of monthly time sheets are provided for your entire clinical experience. At the beginning of each month, remove one from the manual and present it to your hospital Clinical Instructor.
- 2 Fill in your name, the month, year and course number on each subsequent sheet.
- 3 Each time you report for duty enter the time of day in the appropriate space.
- 4 Report directly to the instructor for your specific work assignment.
- 5 Sign out at the end of each shift and initial your time sheet.
- 6 If you are unable to report for duty for reasons of illness or emergency, you are **required** to call in. Using an **INCIDENTAL NOTES** form arrange for make-up duty with your Clinical Instructor as soon as possible.
- 7 At the end of each month, total the number of hours and enter on the time sheet.
- 8 The Clinical Instructor is responsible for verifying the hours and making an evaluation of your progress. Have the clinical educator do a "**Mini**" evaluation on the time sheet.
- 9 At semester's end, the entire semester log is returned to the DMS Program Director, to be retained in your file as a permanent record.
- 10 MAKE TWO (2) COPIES OF ALL PAPERWORK, WHICH NEEDS TO BE TURNED IN. (One copy is for you to keep and the other is for the Clinical Department. The clinical copy is a requirement for accreditation.)

INCIDENTAL NOTES

Use for:

1. Student requests or notations from students (i.e., work schedule changes or incident involving student. Student signs and dates note.)
2. Attendance, conduct, incidents, etc. Appropriate for recognition of exemplary action or service such as laudable sonographic images, etc.
3. Clinical Coordinator, date and sign this form. Please include your title, i.e., staff tech, department coordinator, SBCC coordinator, M.D., etc.

COMPLIMENTS: _____

CONCERNS: _____

Records: _____

Attendance: _____

Conduct-Dress: _____

Other: _____

Attendance _____

Conduct-Dress _____

Other _____

Sonograms _____

STUDENT _____

CLINICAL COORDINATOR _____ DATE _____

MONTHLY CASE RECORD

DATE	PROCEDURE															TOTAL	
	ABD	AMN	BRE	CAR	DOP	GBL	NEO	OBS	PAN	PEL	PRO	REN	SCR	SPP	THY		VAS
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
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22																	
23																	
24																	
25																	
26																	
27																	
28																	
29																	
30																	
31																	

PROCEDURE LEGEND

ABD ABDOMINAL
AMN AMNIOCENTESIS
BRE BREAST
CAR CARDIAC/CHEST

DOP DOPPLER
GBL GB-LIVER
NEO NEONATAL
OBS OBSTETRIC

PAN PANCREAS
PEL PELVIC
PRO PROSTATE
REN RENAL-ADRENAL

SCR SCROTAL
SPP SPECIAL PROC
THY THYROID
VAS VASCULAR

INCIDENTAL NOTES

Use for:

1. Student requests or notations from students (i.e., work schedule changes or incident involving student. Student signs and dates note.)

2. Attendance, conduct, incidents, etc. Appropriate for recognition of exemplary action or service such as laudable sonographic images, etc.

3. Clinical Coordinator, date and sign this form. Please include your title, i.e., staff tech, department coordinator, SBCC coordinator, M.D., etc.

COMPLIMENTS: _____

CONCERNS: _____

Records: _____

Attendance: _____

Conduct-Dress: _____

Other: _____

Attendance _____

Conduct-Dress _____

Other _____

Sonograms _____

STUDENT _____

CLINICAL COORDINATOR _____ DATE _____

MID-TERM EVALUATION

Directions: Clinical Educator to complete evaluation for _____.

Please comment on the student's mid-semester clinical performance in the areas identified below. This written clinical assessment should be shared with the student. Signatures below signify that this has been completed.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

1. Technical Skills _____

2. Attitude and Professional Behavior _____

3. Attendance and Dependability _____

4. Professional Appearance _____

5. Identify strengths observed: _____

6. Identify weaknesses observed: _____

7. List specific improvements the student should achieve during the remainder of the term:
A. _____
B. _____
C. _____

Based upon the above comments and observations, the student's mid-term clinical grade is: _____

Preceptor: _____ Date: _____

Student Signature _____ Date _____

Comments: _____

MID-TERM SELF-EVALUATION

Directions: Student is to complete the self-evaluation in narrative form. Please comment on your assessment of your mid-semester clinical performance in the areas identified below.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

1. Technical Skills: _____

2. Attitude and Professional Behavior: _____

3. Attendance and Dependability: _____

4. Professional Appearance: _____

5. Identify strengths exhibited: _____

6. Identify weaknesses exhibited: _____

7. List specific improvements you would like to achieve during the remainder of the term:

A. _____

C. _____

Based upon the above considerations, my mid-term clinical grade should be _____

Student Signature _____ Date _____

STUDENT CLINICAL EVALUATION

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 280 CLINICAL EXPERIENCE 3

GRADING CATEGORY: **Sonography and Professional Growth**

DESCRIPTION: Overall ability to learn beginning sonographic procedures under continuous direct supervision.

CONDITION: After introduction to department protocol by staff.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Students	
1. Observes sonographic exams performed by the staff.			
2. Practices scanning as allowed.			
3. Performs routine image handling and processing.			
4. Maintains, on a daily basis, an on-going record of cases observed by using the forms provided in the clinical manual.			
5. Demonstrates the capacity to learn by progressive increases in sonographic awareness as evidenced by a diminishing need for explanations by supervision.			
6. Demonstrates aptitude for the Diagnostic Medical Sonography Profession by progressively improved expertise in all sections of evaluation.			
Total Score	_____ %	_____ %	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)			

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
Student is to complete self-evaluation in column marked Student

COURSE: DMS 280 CLINICAL EXPERIENCE 3

GRADING CATEGORY: **Appearance and Dependability**

DESCRIPTION: Reliability and persistence in following policies and rules regarding professional appearance and attendance.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Follows dress code.			
2. Wears name or ID tag.			
3. Presents a neat appearance and practices good personal hygiene.			
4. Reports for duty on time.			
5. Adheres to work schedule.			
6. Attendance within program standards: 0 – absence - score 3 1 – absence - score 2 3 – absences - score 1 4 or more absences – score 0; critical incident report must be issued.			
7. Notifies clinical educator of inability to report for duty.			
8. Arranges with clinical educator for makeup hours and / or duty variations and documents same.			
Total Score	_____	_____	Total all scores (27 max); divide total by 27 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 280 CLINICAL EXPERIENCE 3

GRADING CATEGORY: **Attitude and Responsibility**

DESCRIPTION: Develops a strong interest for the work; exhibits a courteous and professional manner; accepts and profits from constructive criticism; demonstrates the ability to work with others effectively.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates knowledge of professional ethics in relationship with staff.			
2. Demonstrates a spirit of cooperation, initiative and willingness to learn.			
3. Volunteers and willingly accepts assignments as given.			
4. Accepts criticism and strives to profit from it.			
5. Avoids argumentative dialogue.			
6. Listens and follows instructions.			
7. Asks pertinent questions.			
8. Makes appropriate judgment, and asks for assistance when necessary in relation to the level of knowledge and experience.			
Total Score	_____	_____	Total all scores (24 max); divide total by 24 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 280 CLINICAL EXPERIENCE 3

GRADING CATEGORY: **Professional Communication**

DESCRIPTION: Understanding of duties; ability to interact with patients on an appropriate level of care.

CONDITION: As described in the Student Clinical Workbook and clinical affiliates' policies.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates effective patient communication skills. a. Patient greeting and identification. b. Procedure explanation. c. Interprets nonverbal signs of discomfort/distress.			
2. Demonstrates concern for patient's well being, including comfort and modesty.			
3. Demonstrates appropriate patient – technologist relationship in professional comments and conversations.			
4. Avoids all discussion of diagnosis/prognosis.			
5. Maintains professionalism.			
6. Respects the patient as an individual.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column, marked Student

COURSE: DMS 280 CLINICAL EXPERIENCE 3

GRADING CATEGORY: **Patient Care**

DESCRIPTION: Skill in performing assigned tasks related to physical care of patients under continuous direct supervision.

CONDITION: In accordance with facility nursing policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Locates and uses Universal Precaution supplies both within the department and on floors.			
2. Knows and practices effective infection control techniques.			
3. Locates patient rooms, departments and special units.			
4. Transports and transfers patients safely and efficiently; locks wheels of chairs and gurneys prior to any transfer.			
5. Practices proper moving and lifting techniques using appropriate body mechanics; concern for patient safety and comfort.			
6. Strives to alleviate patient fears by verbal communication and physical acts of reassurance.			
7. Demonstrates response to hospital codes (cardiac arrest, fire, earthquake, etc.) in accordance with clinical protocol.			
Total Score Average (%)	_____ %	_____ %	Total all scores (21 max); divide total by 21 and multiply by 100 to get percent.

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation for student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 280 CLINICAL EXPERIENCE 3

GRADING CATEGORY: Department Procedures

DESCRIPTION: Ability to master and understand new work routines and methods under continuous direct supervision.

CONDITIONS: After orientation; within scope of responsibilities.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Performs routine office procedures, schedule and dispatch exam requests.			
2. Performs basic Film Library duties.			
3. Demonstrates professional telephone technique.			
4. Performs routine film processing procedures.			
5. Demonstrates understanding of workload.			
6. Cleans, stocks and maintains assigned rooms. a. Maintains basic stock supplies. b. Maintain overall appearance / neatness of room. c. Cleans equipment after each patient use.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT EVALUATION OF ULTRASOUND DEPARTMENT

DMS COURSE # _____

FACILITY: _____ DATE: _____

This clinical assessment will be reviewed by the SBCC staff only and will not be shared with the clinical educator without the student's permission.

1. Were you provided with as many "hands-on" learning opportunities as you expected? _____
2. Did radiologists and supervisory technologists provide adequate explanations? _____
3. Were the staff technologists generally cooperative and helpful? _____
4. Were schedules provided so that you knew your work assignments? _____
5. Did the technologist-case load ratio seem about right? _____
6. Do you feel you have been in a teaching institution? _____
7. How do you rate your in-service coordinator? _____
8. Do you feel you have experienced professional growth in this clinical rotation? _____

STATE-OF-THE-ART EQUIPMENT USED:

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

COMMENTS:

**EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS**

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
ABDOMEN						
Gallbladder	X					
Liver	X					
Pancreas	X					
Spleen	X					
Renals	X					
Adrenals		X				
Aorta	X					
IVC		X				
Doppler PRN		X				
FEMALE PELVIS						
Transabdominal						
Uterus	X					
Ovaries	X					
Cervix		X				
Doppler PRN		X				
Transvaginal	X					
Ovaries/Tubes	X					
Uterus	X					
OBSTETRIC						
1st Trimester						
Gestational Sac	X					
Amniotic fluid	X					
Crown Rump	X					

**EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS**

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
2nd Trimester	X					
Placenta	X					
Femur length	X					
BPD	X					
Amniotic fluid	X					
Kidneys	X					
4 chamber view heart	X					
Spine	X					
Bladder	X					
Nucal Area	X					
Extremities	X					
3rd Trimester	X					
Placenta	X					
Femur length	X					
BPD	X					
Amniotic fluid	X					
4 chamber view heart	X					
Outflow tract	X					
Spine	X					
Bladder/Kidneys	X					
Nucal Area/PRN	X					
Extremities/PRN	X					
THYROID/PARATHYROID						
Thyroid location	X					
Identify Muscles		X				
Evaluate size	X					
Assess size and number of parathyroids		X				
Describe echogenicity	X					
Doppler PRN		X				

**EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS**

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
INFANT BRAIN						
Identify anatomy Ventricular system	x					
Brain parenchyma	x					
Use correct images	x					
Doppler exam		x				
BREAST						
Correlate with mammogram		x				
Positions Long Transverse Radial Anti-radial	x					
Size, shape, echogenicity	x					
Correct, gain, Transducer, etc.	x					
PROSTATE AND ADJACENT STRUCTURES						
Use of correct Transducer	x					
Correct scan planes	x					
Identify size, Echogenicity, etc	x					
Identify seminal vesicles & vas deferens	x					
Identify Perirectal space		x				
Care of Probes	x					
Doppler <i>PRN</i>		x				
SCROTUM						
Correct transducer	x					
Correct gain, etc.	x					
Use of Doppler	x					
Identify anatomy	x					
Correct scan planes	x					
Identify pathology	x					

EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
MISCELLANEOUS SCANNING – AS DEPARTMENT REQUIRES						
Shoulder		X				
Hips		X				
Chest		X				
Invasive study		X				
Surgery		X				
Amniocentesis		X				

Students must demonstrate competency in **Mandatory Sonographic Procedures**. Students must demonstrate competency in at least **15 of 20 Elective Sonographic Procedures**. Competency requires procedures to be independently, consistently and effectively performed, resulting in the desired outcome of a diagnostic sonographic exam.

Clinical Coordinator Signature: _____ Date _____

Student Signature _____ Date _____

Program Director Signature _____ Date _____

FINAL CLINICAL EVALUATION SUMMARY

NAME _____ DATE: _____

Directions: Clinical Advisor **Do Not Complete** this evaluation summary. It is to be completed by OCC Faculty or Program Director.

DMS 180 _____ **DMS 181** _____ **DMS 280** _____ **DMS 281** _____

GRADING CATEGORY	WEIGHTING	RAW SCORE	WEIGHTED SCORE
Sonography and Professional Growth	70	_____ %	_____ %
Appearance and Dependability	5	_____ %	_____ %
Attitude and Responsibility	5	_____ %	_____ %
Professional Communications	5	_____ %	_____ %
Patient Care	10	_____ %	_____ %
Department Procedures	5	_____ %	_____ %
		Course Average	_____ %

90-100% A	CREDIT
80-89% B	CREDIT
70-79% C	CREDIT
60-69% D**	NO CREDIT

**Note: A grade of "C" or CR is required for the student to continue in the DMS Program.

The Final Course grade will be issued as Credit (CR) or No Credit (NCR).

Comments: _____

SECTION 5

DMS 281 OBJECTIVES, RECORDS AND EVALUATION FORMS

This section contains all the material specifically associated with DMS 271. Included in the set of materials you will find the following:

- Instructions for preparation of the *Monthly Attendance and Evaluation Record*
- A supply of *Monthly Attendance and Evaluation Record* forms
- A *Clinical Record* form for documenting types of cases and proficiency
- A set of *Monthly Case Record* forms providing a daily record of activity
- A set of *Incidental Notes* forms for documenting any significant events during your clinical assignment
- A *Mid-Term Evaluation* form
- A *Mid-Term Self-Evaluation* form
- A set of *Clinical Evaluation* forms
- A *Evaluation Of Ultrasound Department* form
- A set of *Exit Skills Competencies Completion Sign-off* forms
- A *Final Clinical Evaluation Summary* form along with the grading criteria for determining final grade

This set of materials is designed to be removed from your workbook at the appropriate times and returned when completed to the SBCC DMS Program Office where it will be included in your record folder. At the end of the semester, all pages in this section should have been completed and returned.

MONTHLY ATTENDANCE AND EVALUATION INSTRUCTIONS

In order for you to complete the Diagnostic Medical Sonography program, it is necessary that you document a minimal number of hours in the clinical phase of your training. The procedure for establishing a record of your attendance is listed below.

Remove the correct SECTION from the Clinical Workbook. Put it in a folder, which can be turned in at the end of the semester.

1. An ample number of monthly time sheets are provided for your entire clinical experience. At the beginning of each month, remove one from the manual and present it to your hospital Clinical Instructor.
- 2 Fill in your name, the month, year and course number on each subsequent sheet.
- 3 Each time you report for duty enter the time of day in the appropriate space.
- 4 Report directly to the instructor for your specific work assignment.
- 5 Sign out at the end of each shift and initial your time sheet.
- 6 If you are unable to report for duty for reasons of illness or emergency, you are **required** to call in. Using an **INCIDENTAL NOTES**, form arrange for make-up duty with your Clinical Instructor as soon as possible.
- 7 At the end of each month, total the number of hours and enter on the time sheet.
- 8 The Clinical Instructor is responsible for verifying the hours and making an evaluation of your progress. Have the clinical educator do a “**Mini**” evaluation on the time sheet.
- 9 At semester's end, the entire semester log is returned to the DMS Program Director to be retained in your file as a permanent record.
- 10 MAKE TWO (2) COPIES OF ALL PAPERWORK, WHICH NEEDS TO BE TURNED IN. (One copy is for you to keep and the other is for the Clinical Department. The clinical copy is a requirement for accreditation.)

MONTHLY ATTENDANCE AND EVALUATION RECORD

DMS 180 _____ DMS 181 _____ DMS 280 _____ DMS 281 _____

FACILITY _____ NAME _____ MONTH _____

DATE	IN	OUT	TOTAL	INIT	DATE	IN	OUT	TOTAL	INIT
1					17				
2					18				
3					19				
4					20				
5					21				
6					22				
7					23				
8					24				
9					25				
10					26				
11					27				
12					28				
13					29				
14					30				
15					31				
16					GRAND TOTAL HOURS				

“Mini” EVALUATION:

	Superior					Poor				
	10	9	8	7	6	5	4	3	2	1
Appearance										
Attitude										
Reliability										
Technical Progress										

COMMENTS:

CLINICAL SUPERVISOR _____

MONTHLY CASE RECORD

DATE	PROCEDURE															TOTAL	
	ABD	AMN	BRE	CAR	DOP	GBL	NEO	OBS	PAN	PEL	PRO	REN	SCR	SPP	THY		VAS
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
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23																	
24																	
25																	
26																	
27																	
28																	
29																	
30																	
31																	

PROCEDURE LEGEND

ABD ABDOMINAL
AMN AMNIOCENTESIS
BRE BREAST
CAR CARDIAC/CHEST

DOP DOPPLER
GBL GB-LIVER
NEO NEONATAL
OBS OBSTETRIC

PAN PANCREAS
PEL PELVIC
PRO PROSTATE
REN RENAL-ADRENAL

SCR SCROTAL
SPP SPECIAL PROC
THY THYROID
VAS VASCULAR

INCIDENTAL NOTES

Use for:

- 1. Student requests or notations from students (i.e., work schedule changes or incident involving student. Student signs and dates note.)

- 2. Attendance, conduct, incidents, etc. Appropriate for recognition of exemplary action or service such as laudable sonographic images, etc.

- 3. Clinical Coordinator, date and sign this form. Please include your title, i.e., staff tech, department coordinator, SBCC coordinator, M.D., etc.

COMPLIMENTS: _____

CONCERNS: _____

Records: _____

Attendance: _____

Conduct-Dress: _____

Other: _____

Attendance _____

Conduct-Dress _____

Other _____

Sonograms _____

STUDENT _____

CLINICAL COORDINATOR _____

DATE _____

MID-TERM EVALUATION

Directions: Clinical Educator to complete evaluation for _____.

Please comment on the student's mid-semester clinical performance in the areas identified below. This written clinical assessment should be shared with the student. Signatures below signify that this has been completed.

DMS 180 _____ **DMS 181** _____ **DMS 280** _____ **DMS 281** _____

1. Technical Skills _____

2. Attitude and Professional Behavior _____

3. Attendance and Dependability _____

4. Professional Appearance _____

5. Identify strengths observed: _____

6. Identify weaknesses observed: _____

7. List specific improvements the student should achieve during the remainder of the term:
A. _____
B. _____
C. _____

Based upon the above comments and observations, the student's mid-term clinical grade is: _____

Clinical Educator: _____ Date: _____

Student Signature _____ Date _____

Comments: _____

MID-TERM SELF-EVALUATION

Directions: Student is to complete the self-evaluation in narrative form. Please comment on your assessment of your mid-semester clinical performance in the areas identified below.

DMS 180 _____ **DMS 181** _____ **DMS 280** _____ **DMS 281** _____

1. Technical Skills: _____

2. Attitude and Professional Behavior: _____

3. Attendance and Dependability: _____

4. Professional Appearance: _____

5. Identify strengths exhibited: _____

6. Identify weaknesses exhibited: _____

7. List specific improvements you would like to achieve during the remainder of the term:

A. _____

C. _____

Based upon the above considerations, my mid-term clinical grade should be _____

Student Signature _____ Date _____

STUDENT CLINICAL EVALUATION

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 281 CLINICAL EXPERIENCE 4

GRADING CATEGORY: **Sonography and Professional Growth**

DESCRIPTION: Overall ability to learn beginning sonographic procedures under continuous direct supervision.

CONDITION: After introduction to department protocol by staff.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Observes sonographic exams performed by the staff.			
2. Practices scanning as allowed.			
3. Performs routine image handling and processing.			
4. Maintains, on a daily basis, an on-going record of cases observed by using the forms provided in the clinical manual.			
5. Demonstrates the capacity to learn by progressive increases in sonographic awareness as evidenced by a diminishing need for explanations by supervision.			
6. Demonstrates aptitude for the Diagnostic Medical Sonography Profession by progressively improved expertise in all sections of evaluation			
Total Score	_____ %	_____ %	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)			

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
Student is to complete self-evaluation in column marked Student

COURSE: DMS 281 CLINICAL EXPERIENCE 4

GRADING CATEGORY: **Appearance and Dependability**

DESCRIPTION: Reliability and persistence in following policies and rules regarding professional appearance and attendance.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Follows dress code.			
2. Wears name or ID tag.			
3. Presents a neat appearance and practices good personal hygiene.			
4. Reports for duty on time.			
5. Adheres to work schedule.			
6. Attendance within program standards: 0 – absence - score 3 1 – absence - score 2 3 – absences - score 1 4 or more absences - score 0 critical incident report must be issued.			
7. Notifies clinical educator of inability to report for duty.			
8. Arranges with clinical educator for makeup hours and / or duty variations and documents same.			
Total Score	_____	_____	Total all scores (27 max); divide total by 27 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 281 CLINICAL EXPERIENCE 4

GRADING CATEGORY: **Attitude and Responsibility**

DESCRIPTION: Develops a strong interest for the work; exhibits a courteous and professional manner; accepts and profits from constructive criticism; demonstrates the ability to work with others effectively.

CONDITION: As described in the Student Clinical Workbook and clinical affiliate's policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates knowledge of professional ethics in relationship with staff.			
2. Demonstrates a spirit of cooperation, initiative and willingness to learn.			
3. Volunteers and willingly accepts assignments as given.			
4. Accepts criticism and strives to profit from it.			
5. Avoids argumentative dialogue.			
6. Listens and follows instructions.			
7. Asks pertinent questions.			
8. Makes appropriate judgment and asks for assistance when necessary, in relation to the level of knowledge and experience.			
Total Score	_____	_____	Total all scores (24 max); divide total by 24 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 281 CLINICAL EXPERIENCE 4

GRADING CATEGORY: **Professional Communication**

DESCRIPTION: Understanding of duties; ability to interact with patients on an appropriate level of care.

CONDITION: As described in the Student Clinical Workbook and clinical affiliates policies.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Demonstrates effective patient communication skills. a. Patient greeting and identification. b. Procedure explanation. c. Interprets nonverbal signs of discomfort/distress.			
2. Demonstrates concern for patient's well being, including comfort and modesty.			
3. Demonstrates appropriate patient – technologist relationship in professional comments and conversations.			
4. Avoids all discussion of diagnosis/prognosis.			
5. Maintains professionalism.			
6. Respects the patient as an individual.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation of student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 281 CLINICAL EXPERIENCE 4

GRADING CATEGORY: Patient Care

DESCRIPTION: Skill in performing assigned tasks related to physical care of patients under continuous direct supervision.

CONDITION: In accordance with facility nursing policy.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Locates and uses Universal Precaution supplies both within the department and on floors.			
2. Knows and practices effective infection control techniques.			
3. Locates patient rooms, departments and special units.			
4. Transports and transfers patients safely and efficiently; locks wheels of chairs and gurneys prior to any transfer.			
5. Practices proper moving and lifting techniques using appropriate body mechanics; concern for patient safety, and comfort.			
6. Strives to alleviate patient fears by verbal communication and physical acts of reassurance.			
7. Demonstrates response to hospital codes (cardiac arrest, fire, earthquake, etc.) in accordance with clinical protocol.			
Total Score Average (%)	_____ %	_____ %	Total all scores (21 max); divide total by 21 and multiply by 100 to get percent.

STUDENT CLINICAL EVALUATION (Continued)

Directions: Educator to complete Exit Skill Evaluation for student in column marked Preceptor
 Student is to complete self-evaluation in column marked Student

COURSE: DMS 281 CLINICAL EXPERIENCE 4

GRADING CATEGORY: **Department Procedures**

DESCRIPTION: Ability to master and understand new work routines and methods under continuous direct supervision.

CONDITIONS: After orientation; within scope of responsibilities.

PERFORMANCE LEVEL: No more than one instance of failure to meet CRITERIA (score 3); two instances (score 2); three instances will result in an unsatisfactory grade (score 1); the occurrence of four or more instances requires a critical incident report (score 0).

EXIT SKILLS	SCORE		COMMENTS
	Preceptor	Student	
1. Performs routine office procedures, schedule, and dispatch exam requests.			
2. Performs basic Film Library duties.			
3. Demonstrates professional telephone technique.			
4. Performs routine film processing procedures.			
5. Demonstrates understanding of workload.			
6. Cleans, stocks and maintains assigned rooms. a. Maintains basic stock supplies. b. Maintain overall appearance / neatness of room. c. Cleans equipment after each patient use.			
Total Score	_____	_____	Total all scores (18 max); divide total by 18 and multiply by 100 to get percent.
Average (%)	%	%	

STUDENT EVALUATION OF ULTRASOUND DEPARTMENT

DMS COURSE # _____

FACILITY: _____ DATE: _____

This clinical assessment will be reviewed by the SBCC staff only and will not be shared with the clinical educator without the student's permission.

- 1. Were you provided with as many "hands-on" learning opportunities as you expected? _____
- 2. Did radiologists and supervisory technologists provide adequate explanations? _____
- 3. Were the staff technologists generally cooperative and helpful? _____
- 4. Were schedules provided so that you knew your work assignments? _____
- 5. Did the technologist-case load ratio seem about right? _____
- 6. Do you feel you have been in a teaching institution? _____
- 7. How do you rate your in-service coordinator? _____
- 8. Do you feel you have experienced professional growth in this clinical rotation? _____

STATE-OF-THE-ART EQUIPMENT USED:

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

TYPE OF EQUIPMENT _____
COMMERCIAL COMPANY NAME _____

COMMENTS:

**EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS**

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
ABDOMEN						
Gallbladder	X					
Liver	X					
Pancreas	X					
Spleen	X					
Renals	X					
Adrenals		X				
Aorta	X					
IVC		X				
Doppler PRN		X				
FEMALE PELVIS						
Transabdominal						
Uterus	X					
Ovaries	X					
Cervix		X				
Doppler PRN		X				
Transvaginal	X					
Ovaries/Tubes	X					
Uterus	X					
OBSTETRIC						
1st Trimester						
Gestational Sac	X					
Amniotic fluid	X					
Crown Rump	X					

**EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS**

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
2nd Trimester	X					
Placenta	X					
Femur length	X					
BPD	X					
Amniotic fluid	X					
Kidneys	X					
4 chamber view heart	X					
Spine	X					
Bladder	X					
Nucal Area	X					
Extremities	X					
3rd Trimester	X					
Placenta	X					
Femur length	X					
BPD	X					
Amniotic fluid	X					
4 chamber view heart	X					
Outflow tract	X					
Spine	X					
Bladder/Kidneys	X					
Nucal Area/PRN	X					
Extremities/PRN	X					
THYROID/PARATHYROID						
Thyroid location	X					
Identify Muscles		X				
Evaluate size	X					
Assess size and number of parathyroids		X				
Describe echogenicity	X					
Doppler PRN		X				

**EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS**

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
INFANT BRAIN						
Identify anatomy Ventricular system	x					
Brain parenchyma	x					
Use correct images	x					
Doppler exam		x				
BREAST						
Correlate with mammogram		x				
Positions Long Transverse Radial Anti-radial	x					
Size, shape, echogenicity	x					
Correct, gain, transducer, etc.	x					
PROSTATE AND ADJACENT STRUCTURES						
Use of correct Transducer	x					
Correct scan planes	x					
Identify size, echogenicity, etc	x					
Identify seminal vesicles & vas deferens	x					
Identify Perirectal space		x				
Care of Probes	x					
Doppler <i>PRN</i>		x				
SCROTUM						
Correct transducer	x					
Correct gain, etc.	x					
Use of Doppler	x					
Identify anatomy	x					
Correct scan planes	x					
Identify pathology	x					

EXIT SKILLS COMPETENCIES
COMPLETION SIGN-OFF FORMS

Exam	Mandatory	Elective	Date Completed			Advisor Signature
			#1	#2	#3	
MISCELLANEOUS SCANNING – AS DEPARTMENT REQUIRES						
Shoulder		X				
Hips		X				
Chest		X				
Invasive study		X				
Surgery		X				
Amniocentesis		X				

Students must demonstrate competency in **Mandatory Sonographic Procedures**. Students must demonstrate competency in at least **15 of 20 Elective Sonographic Procedures**. Competency requires procedures to be independently, consistently and effectively performed, resulting in the desired outcome of a diagnostic sonographic exam.

Clinical Coordinator Signature: _____ Date _____

Student Signature _____ Date _____

Program Director Signature _____ Date _____

FINAL CLINICAL EVALUATION SUMMARY

NAME _____ DATE: _____

Directions: Clinical Advisor **Do Not Complete** this evaluation summary. It is to be completed by OCC Faculty or Program Director.

DMS 180 _____ **DMS 181** _____ **DMS 280** _____ **DMS 281** _____

GRADING CATEGORY	WEIGHTING	RAW SCORE	WEIGHTED SCORE
Sonography and Professional Growth	70	_____ %	_____ %
Appearance and Dependability	5	_____ %	_____ %
Attitude and Responsibility	5	_____ %	_____ %
Professional Communications	5	_____ %	_____ %
Patient Care	10	_____ %	_____ %
Department Procedures	5	_____ %	_____ %
Course Average			_____ %

90-100% A	CREDIT
80-89% B	CREDIT
70-79% C	CREDIT
60-69% D**	NO CREDIT

**Note: A grade of "C" or CR is required for the student to continue in the DMS Program.
The Final Course grade will be issued as Credit (CR) or No Credit (NCR).

Comments: _____

FINAL CLINICAL EVALUATION SUMMARY

NAME _____ DATE: _____

Directions: Clinical Advisor **Do Not Complete** this evaluation summary. It is to be completed by OCC Faculty or Program Director.

DMS 181 _____ **DMS 280** _____ **DMS 281** _____ **DMS 282** _____

GRADING CATEGORY	WEIGHTING	RAW SCORE	WEIGHTED SCORE
Sonography and Professional Growth	70	_____ %	_____ %
Appearance and Dependability	5	_____ %	_____ %
Attitude and Responsibility	5	_____ %	_____ %
Professional Communications	5	_____ %	_____ %
Patient Care	10	_____ %	_____ %
Department Procedures	5	_____ %	_____ %
Course Average			_____ %

90-100% A	CREDIT
80-89% B	CREDIT
70-79% C	CREDIT
60-69% D**	NO CREDIT

**Note: A grade of "C" or CR is required for the student to continue in the DMS Program.

The Final Course grade will be issued as Credit (CR) or No Credit (NCR).

Comments: _____

APPENDIX A

Responsibilities of Learners / Students

General:

1. Be assertive in requesting time to scan a variety of patients within the clinical setting assigned.
2. Try new types of examinations even if they are not yet assigned – scanning is a process that is learned by doing.
3. Ask for assistance from the supervising sonographer when it is needed.
4. Ask for review or critique at the end of an examination before releasing the patient.
5. Take primary responsibility for mastery of the skills assigned within The SCAN[®].

First Half of Rotation Period:

1. Meet with the clinical coordinator or program director prior to the beginning of a clinical rotation to determine which proficiencies are assigned and which may usually be accomplished within the assigned clinical environment at your individual skill level.
2. If the assigned proficiencies allow choice within a certain category of proficiencies, choose the specific proficiencies on which to concentrate early in the rotation period.
3. Review the performance objectives associated with the proficiencies assigned or chosen on the *Performance Objectives* sheets (gray color).
4. Meet with the supervising sonographer and review the progress documented on the *Master Proficiency List* with him/her. Discuss the specific proficiencies assigned or chosen which will be the focus during the rotation. Ask for suggestions to insure optimal opportunities to achieve these proficiencies.
5. Regularly review and self-assess your ability to meet all the performance objectives. You may utilize a copy of the *Performance Objective Overview* for this activity. Self-assessment and questioning is a necessary component of learning (see definition of “Formative Evaluation” within the glossary in the Appendix).
6. Discuss your self-assessments with the supervising sonographer and ask for assistance in mastering objectives with which you are having difficulty.

Second Half of Rotation Period:

1. At mid-rotation meet with the supervising sonographer to discuss and sign the mid-rotation *Clinical Evaluation Form* if mid-rotation evaluation is required by the program.
2. Request assessment of the assigned proficiencies. The supervising sonographer will document this assessment on the *Performance Objective* sheets (gray color). Since multiple sheets will need to be assessed during each rotation, this process should start at about half-way through the rotation time period.
3. Work on additional skills or unassigned proficiencies as opportunities arise using the same process as outlined in “First Half of the Rotation Period.” Request full or partial assessment of these proficiencies from the supervising sonographer as they are mastered. These assessments should be documented on the *Performance Objective* sheets (gray color).

End of Rotation Period:

1. At the end of the rotation, self-assess your proficiency level and write your assessment in permanent ink on the *self assessment* row of the *Performance Objective Overview* for that rotation.
2. Transfer the results of the supervising sonographer’s assessment from the *Performance Objective Overview* for that rotation.
3. Discuss differences between your self-assessment and the supervising sonographer’s assessment with the supervising sonographer. Discuss ways to improve performance during subsequent rotations.
4. Ask the supervising sonographer to complete and sign the *Clinical Evaluation Form*.
5. Turn the required paperwork in to the clinical coordinator or program director on or before the due date.
6. Complete a student evaluation of the clinical site if a form is provided by your clinical coordinator.

Responsibilities of the Supervising Sonographer

General:

1. Allow the learner as much scanning time as possible.
2. Require learners to do more than they think that they can do.
3. Regularly watch and advise the student while scanning.
4. Be available to answer questions from students.
5. Check all student examinations before releasing the patient.
6. Allow students to perform proficiencies approved on the *Master Proficiency List* independently. If problems or inadequacies are observed, challenge the student on the proficiency previously approved. Document the challenge by commenting on the observed deficiencies on the *Clinical Evaluation Form*, noting the challenge and date under the "Challenge" column on the *Performance Objective Overview* and the challenge date on the *Master Proficiency*.
7. Communicate any problems or concerns to the clinical coordinator or program director immediately.

First Half of the Rotation Period:

1. Review with the student the documentation of proficiencies achieved on the *Master Proficiency List*. The student should be able to perform these proficiencies independently at entry-level.
2. Orient the student to the location of essential items, procedures and equipment in the clinical setting.
3. Using the *Master Assignment Sheet* and the *Performance Objective* sheets, review the assigned proficiencies and performance objectives with the student. Discuss strategies to optimize opportunities for the student to achieve these proficiencies.
4. Discuss with the clinical coordinator any concerns regarding the student's opportunity to obtain specific assigned skills. The clinical coordinator will document and copy to the student and supervising sonographer any change in the student's assignment.
5. Discuss with the student difficulties or problems observed in the mastery of the assigned proficiencies. Encourage the student to talk about the self-assessment of their progress.

Second Half of the Rotation Period:

1. At mid-rotation, complete the mid-rotation portion of the *Clinical Evaluation Form* if required by the program. Discuss the mid-rotation evaluation with the student and obtain the student's signature.
2. Begin documenting assessment of the student utilizing the *Performance Objective* sheets (gray color). If the student is given an "A or B" on a component, note in the space provided whether the patient exam was average (A), technically difficult (TD) or included pathology (P).
3. Complete assessment on assigned proficiencies utilizing the *Performance Objective* sheets (gray color).
4. Provide partial assessment of additional proficiencies as requested by the student.
5. If the student has been challenged on a previously approved proficiency on the *Performance Objective* sheets (gray color) utilize the column that corresponds to the rotation number to document the reassessment.
6. Provide encouragement and constructive criticism to each student. Assist in obtaining additional opportunities to master the proficiencies when deficiencies are apparent.

End of Rotation Period:

1. Meet with the student to review the *Performance Objective Overview*. Make sure the supervising sonographer assessments have been transferred correctly by the student. Discuss differences in the supervising sonographer's evaluation and the student's self-assessment.
2. Complete and sign the *Clinical Evaluation Form and Performance Objective Overview*.
3. If the student has successfully completed all performance objectives associated with a clinical proficiency (i.e., achieved an "A or B" on a,b,c, etc. on *Performance Objective Overview*), mark approved on the *Master Proficiency List* and date and initial the approval.
4. If the student was challenged on a previously approved skill and subsequently demonstrated entry-level performance of all performance objectives required, mark re-approval on the on the *Performance Objective Overview* and the *Master Proficiency List* and date and sign the re-approval.
5. Discuss strategies that might improve the student's clinical experience at subsequent rotations.

6. Ask for input regarding strategies that might improve the educational experience of other students assigned to this facility.
7. Complete and provide required paperwork to the student or clinical coordinator or program director.

Responsibilities of Clinical Coordinator or Program Director

1. Divide the student's clinical education into a maximum of ten time periods. These time periods, referred to as rotations within The SCAN[®], may be spent at different locations or may comprise distinct evaluation periods within one clinical location.
2. Define the minimum number and type or the specific proficiencies which will be required for all graduates of the program. The SCAN[®] contains entry-level and progressive proficiencies in multiple specialty areas. The required proficiencies may be highlighted on the *Master Proficiency List* or communicated to the student on another sheet.
3. Assign specific students to specific clinical locations.
4. Organize the total number of proficiencies required for graduation into a reasonable rate of progress through the time periods (rotations) allotted.
5. Provide each student with a clear written description of clinical course requirements including attendance, make-up time, grading criteria, clinical log requirements and other paperwork that must be turned in.
6. From The SCAN[®] assign the students specific proficiencies or a minimum number of proficiencies within a certain category. Another option is to assign students a minimum number of proficiencies to achieve (i.e., 6 entry-level abdominal proficiencies and 3 entry-level OB/GYN proficiencies of the student's choice) during the early rotations and then assign specific proficiencies during later rotations.
7. Document the rotation dates, clinical site and The SCAN[®] proficiencies assigned on the *Master Assignment Sheet*.
8. *Educate the supervising sonographers about The SCAN[®] evaluation system. Define the evaluation scale preferred by the program (A, B, C, or D), the progress reports required (mid rotation and end of rotation or just end of rotation) and answer questions regarding student assignment.*
9. Maintain open communication with the student and the supervising sonographer(s) during the rotation.
10. Review the mid-rotation evaluation form or optionally meet with the student halfway through the rotation to discuss self-assessment and progress in mastering the proficiencies assigned. Change the student's assignments as needed.
11. At the end of the rotation, it is recommended that the student be provided a form on which to evaluate the clinical rotation. This form is not provided within this edition of The but student evaluation of clinical sites and instruction combined with constructive and ongoing feedback to the supervising sonographers is recommended.
12. Provide specific due dates for all clinical education paperwork.
13. Utilize The SCAN[®] forms and other assessment tools to derive a clinical grade or summary.
14. The student's scanning opportunities may not provide the experience necessary to become competent in every proficiency (e.g., rotator cuff). Individual variation in graduation requirements may be determined by the Program Director or clinical coordinator and may be documented by placing a N/A or other notation on the *Master Proficiency List*.

DMS PROGRAM POLICIES AND PROCEDURES

This Appendix contains policies of interest to students as required by Santa Barbara City College and the Health Technologies Department. The following policies are included:

1. Code Of Professional Ethics And Behavior
2. DMS Work Policy
3. DMS Pregnancy Policy
4. Santa Barbara City College Policies and Regulations
 - Health Services/Wellness Program
 - Injury/Accident Reporting & Insurance
 - Student Rights
 - Academic Records
 - Due Process
 - Family Educational Rights & Privacy Acts
 - Financial Aid Rights
 - Grievance Rights
 - Matriculation Rights
 - Non-Discrimination Policy
 - Student Responsibilities
 - Academic Honesty Policy
 - Academic Dishonesty
 - Individual First Offenses
 - Multiple Offenses
 - Appeals
 - Alcohol & Drug Use Policy
 - Attendance
 - College Records
 - Conduct
 - Financial Aid Responsibilities
 - Financial Aid Satisfactory Progress Standards
 - Injury/Accident Reporting
 - Matriculation Responsibilities
 - Parking & Traffic Regulations
 - Permit Parking
 - Parking & Traffic Enforcement
 - Sexual Harassment Policy
4. Equal Opportunity Policy
5. Communicable Disease Policy for Students

**SANTA BARBARA CITY COLLEGE
SCHOOL OF ALLIED HEALTH PROFESSIONS
CODE OF PROFESSIONAL ETHICS AND BEHAVIOR**

Health care professionals engaged in the performance of patient care must strive to maintain the highest personal and professional standards. The following conditions define the basic ethical and moral behavior to which an allied health professional should conform:

1. Respect all confidences that you may receive from your patients. Never discuss in public or during your breaks or in the elevator any incident that may have occurred in the medical facility or give out any information about your patients. All inquiries pertaining to your patient's condition, care or prognosis from family or friends must be referred to your supervisor/preceptor, imaging department and/or nursing staff.
2. Do not discuss your supervisor or team workers with other personnel or with patients.
3. Respect the patient's need for privacy at all times. Knock gently before entering the patient's room. Screen and drape your patient before all procedures. Provide adequate draping for examinations and treatments.
4. Give information contained in the patient's chart only to those people directly involved with the patient's care. The patient's chart is privileged and private information.
5. Show respect for your fellow workers at all times. Demonstrate loyalty to the health care facility. Never refer to patients by nicknames, illness or room number.
6. Accept responsibility graciously. Anticipate the patient's needs. Do not exceed your professional scope of practice.
7. Properly caring for patient's valuables will prevent the possibility of later embarrassment to yourself and the health care facility. Treat the patient's personal effects, i.e., money, jewelry, clothes, dentures, glasses etc., as you would your own.
8. Assume the responsibility for your mistakes, errors or misjudgments. Report them at once to your supervisor/preceptor, and fill out the appropriate report. Failure to do so may place you, your supervisor, the patient and the medical facility in jeopardy.
9. Treat each person with equal consideration and respect. Discrimination because of sex, race, creed, color, age, religion, socioeconomic or sexual orientation status has no place in patient care. Avoid promoting personal view points to others. Do not allow personal likes or dislikes to affect the quality of care you give to your patient.
10. Respect the patient's religious beliefs and requests.
11. Avoid comments or actions that may be offensive or misinterpreted.
12. Do not discuss your personal or family life and problems with your patients.
13. Avoid loud, noisy behavior.

14. Treat the patient's family and visitors with courtesy and respect.
15. You may not accept gratuities in the form of money, gifts or tips from your patients.
16. Do not eat or drink in the patient care areas.
17. Be conservative regarding the use of hospital supplies. Do not take home medical supplies such as scrubs, linens, pens, hand lotion, etc.
18. Do not take medication from the health care facility or patient or ask physicians to write prescriptions for you.
19. Do not diagnose or prescribe a treatment for any patient or for your family or friends. To do so is to practice medicine without a license.
20. Being under the influence of alcohol or drugs can be grounds for dismissal. Any observed misuse of drugs should be reported to your supervisor immediately.
21. Remain at your assigned place of duty, leaving only when specifically authorized to do so such as lunch and rest breaks.
22. Be polite and courteous when answering the phone. Channel all phone calls to the appropriate person. Doctor's telephone orders are to be documented according to policy. Do not use business phones for personal calls.
23. The allied health professional shall continually strive to increase and improve knowledge and skills by participating in educational and professional activities.
24. The allied health professional shall be familiar with existing state and federal laws governing particular areas of practice.

DMS WORK POLICY

1. Hours of attendance will be arranged by the clinical coordinator. The hours must not interfere with any didactic class schedule. They should not exceed the course-required hours unless the student is requested to assist in completion of an exam. All variation of attendance must be documented on the monthly time sheet.
2. The student must sign in each day at start of shift and upon completion of shift, sign out.
3. Absences will be reported by the student or relative directly to the coordinator or charge technologist only. The absence must be entered on the attendance sheet.
4. Arrangements must be approved by the coordinator to make up absences if credit is to be given.
5. Students will have a lunch break of no less than 30 minutes that must be taken daily.
6. Students will be assigned to work under the direct supervision of an experienced or registered staff sonographer. He or she is responsible for the student's activity in all assignments. Assignments will be made at the discretion of the coordinator.
7. Students should not work together without the direct supervision of a staff sonographer.
8. At the beginning of clinical training, each student will be under the direct supervision of a sonographer to which he/she will be assigned. As the student progresses and becomes proficient in various exams, he/she will be allowed to perform exams under general supervision which means a sonographer is not required to be in the room. This general supervision will be given in the majority of situations to students who have completed over 500 hours of clinical time.
9. Procedure/protocol manuals should be available in the work area. Students are required to have a working knowledge of the contents of the department manual.
10. It is the responsibility of all students, when performing an examination, to take the request with them to the assignment. The name on the request must be matched with the patient's name band. A verbal check of patient name and sometimes birth date or address is also required.
11. Dress code will be adhered to as required by the clinical affiliate or as indicated in the Santa Barbara City College DMS clinical workbook.

DMS PREGNANCY POLICY

The following pregnancy policy has been adopted for the benefit of the expectant mother while attending the DMS Program at Santa Barbara City College.

1. The pregnant student shall notify the program director at the earliest opportunity of her condition so that appropriate scheduling can be implemented. For students who are assigned to a radiology department, radiation safety measures need to be instituted as soon as possible.
2. A physician statement verifying the pregnancy will be submitted by the program director. The anticipated date of delivery should be included.
3. Upon verification of pregnancy, the director will:
 - Review with the student the schedule of classes and clinical assignments which may be interrupted. Discuss the alternatives which may be necessary to implement during any absence, and what steps will be taken for the student to successfully complete the DMS course (e.g., allow incomplete assignments to be made up during scheduled holidays or summer session). A learning contract will be assigned if necessary.
 - Notify appropriate ultrasound department personnel of expectant status of student in order to ensure proper clinical training.
 - Inform student she will not be allowed to be used as a patient model either in the laboratory or clinical setting at any time during first trimester.
 - Not allow the expectant student to be scanned "just to check on the fetus" unless her physician has previously scanned her and agrees to allow her to be rescanned without benefit of interpretation.
 - Make the expectant student aware (if assigned to radiology department) that during the entire gestation period, the maximum permissible radiation dose equivalent to the fetus from occupational exposure of expectant mother should not exceed 0.5 rem.

SANTA BARBARA CITY COLLEGE

POLICIES & REGULATIONS

Health Services/Wellness Program

The college's Health Services and Wellness Program is administered in Room SS-170 (965-0581, ext. 2298). The office is open daily and during evening hours as posted.

The program's emphasis is on health education, disease prevention and development of healthful lifestyle choices. Various "awareness days," events, lectures and films are available each month to promote health and wellness. A registered nurse is on duty for first aid, emergency care, assessment of illness conditions, referrals and health counseling. Limited physician hours are available for acute care needs upon referral of an RN.

Short-term personal counseling is provided on an appointment basis for students having difficulty adjusting to the psychological demands of college, or those who are experiencing emotional difficulties which inhibit their academic performance. Community referrals for a variety of mental health topics are also offered.

Project HOPE is a group of trained SBCC students who provide peer health education on campus and to community youth organizations. The student-driven program promotes education through class presentations, campus events and media campus events and campaigns focusing on topics which include HIV/AIDS, alcohol and other drugs, stress management and eating disorders. Students interested in joining Project HOPE can obtain information in the Student Health Services Office.

If there are questions or concerns about alcohol or drug problems, smoking addictions, HIV risks, eating disorders, sexual harassment or date rape, personal counseling, referrals and information are available through Health Services.

Injury/Accident Reporting & Insurance

Voluntary accident/medical or dental/optical insurance is available to students at a special student rate through a private insurance company. Information on these plans is available in the Health Services office and on the Student Health website: www.sbcc.edu/healthservices.

Contracts with Santa Barbara Cottage Hospital and Goleta Valley Cottage Hospital emergency rooms have been established to provide medical care to all students at a discounted rate. The emergency rooms are open 24 hours a day, seven days a week. Your student I.D. card must be presented at the time services are rendered.

All class-related, accidental injuries must be reported to the Student Health Services Office, Room SS-170, within 72 hours of the incident to be eligible for student accident policy insurance coverage. This coverage is limited to accidental injuries while participating in college classes or activities and is secondary to any other medical insurance the student may have. Coverage and limitations are outlined in a brochure available in the Health Services Office.

Student Rights

The Santa Barbara Community College District exists in order to foster knowledge, the pursuit of truth, the development of students and the general well-being of society.

This can only be achieved in an environment where there are appropriate educational opportunities and academic freedom including the freedom to teach and the freedom to learn in an environment where students are encouraged to develop their critical judgment and engage in a free search for truth.

To achieve the environment and conditions essential to the pursuit of these goals, SBCC has developed a policy regarding student rights and responsibilities. This policy may be obtained from the Associate Dean, Educational Programs, Room CC-222.

A. Students shall have the right of protection against prejudiced or capricious academic evaluation. Students have the right to impartial, objective evaluation of their academic performance and to receive in writing, at the beginning of each course, information outlining the method of evaluating student

progress toward and achievement of course goals and objectives, including the method by which the final grade is determined.

B. Students shall be assured that all college programs and activities are available to all persons without regard to ethnic group identification, sexual orientation, religion, age, gender, color or physical or mental disability. The Santa Barbara Community College District subscribes to the principles and implementation of Equal Opportunity and Affirmative Action and to the provisions of Assembly Bill 803. (Further information may be obtained from the District's Affirmative Action Officer/Vice President of Human Resources and Legal Affairs.)

C. Students shall be free from acts or threats of intimidation, harassment, mockery, insult or physical aggression. Santa Barbara City College expressly prohibits sexual harassment by all faculty, staff and students. The college is committed to creating and maintaining an educational environment which is free of objectionable and disrespectful conduct, and communication of a sexual nature that interferes with an individual's work or classroom performance or creates an intimidating, hostile or offensive working or learning environment.

D. Students shall have the right to free assembly and to exercise free expression. This includes the right to hear and to present speakers on any subject. The right to free assembly is subject only to regulations that ensure the regular functioning of the college; these regulations shall include reasonable provisions for the time, place and manner of conducting these activities. The exercise of free expression includes but is not limited to the use of bulletin boards and the distribution of buttons, badges and other insignia. The right of free expression does not include discriminatory harassment, speech or other expressions which insult or stigmatize individuals or groups on the basis of gender, race, color, disability, religion, sexual orientation or national and ethnic origin.

E. Students shall have the right to form an organization around any particular interest and to join student organizations subject to published district policy.

F. Students shall have the right to be informed on all campus matters that can be shown to be directly relevant to them and to have a voice in decision making that affects their academic future. Students are to have an active role in campus governance by having student members on all faculty and administrative committees, as well as groups which deal with matters related to student concerns (with the exception of staff appointments, terminations and tenure or confidentiality where other students are concerned). In case of conflict, the determination of what campus matters are relevant to students will be determined by a campus-designated student/faculty/administrative committee.

Students have the right to have student publications which are free from censorship and advance copy approval, except as provided by published district regulations which adhere to the guidelines for responsible journalism.

Academic Records

A. Students shall have the right to have their academic records treated in a confidential and responsible manner as required by the Family Educational Rights and Privacy Act of 1974 and outlined in SBCC district policy which stipulates that any release of student educational records be made with the student's written consent except where specified.

B. Students have a right to inspect and review the content of their educational records and to request copies of these records.

Due Process

Procedures for due process are described in the District's Standards of Conduct for Members of the College Community and Guidelines for Due Process. Copies are distributed to all new students during advisement. For more information, contact the Office of the Associate Dean of Educational Programs, Room CC-222.

Family Educational Rights & Privacy Act

All Santa Barbara City College student records are kept in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 and Title 5 regulations of the State of California adopted in 1976.

Students may request access to those campus records which personally identify the student. The

student may challenge the accuracy of the record or the appropriateness of its retention in the campus records. Student consent is not needed for the release of records covered by the Act to outside parties (e.g., campus officials, other schools, federal educational and auditing officers, and requests in connection with the application or receipt of financial aid). The college may forward pertinent information and transcripts to other educational institutions in which the student seeks or intends to enroll. These provisions apply to records received and used after Nov. 19, 1974.

Educational records are maintained in the college's Admissions and Records Office (SS-110), which is supervised by the Director, Admissions and Records. Students also have the right to review their personal information at the Health/Wellness Office (Nurse, SS-170); Financial Aid Office (Financial Aid Specialist, SS-210); Veterans Office (Clerk, ECOC-1, Rm. 7); Foundation for SBCC (Executive Director, A-210); Extended Opportunity Program/Services (Director, SS-240); and Disabled Student Program/Services (Director, SS-160).

Information which may be released includes confirmation of current enrollment at SBCC, dates enrolled, the degrees/awards received and qualifying for the President's Honor Roll.

A student may file a complaint with the Department of Education regarding alleged violations of the rights accorded them by the Act.

A student may request a copy of a record which the student has requested or consented to be released. If a student desires a copy of file material subject to his/her review, it will be provided at a cost of \$1.00 for the first copy and 50 cents for each additional copy.

Particular questions with respect to a student's prerogatives under the Family Educational Rights and Privacy Act of 1974 should be directed to the Office of Admissions and Records.

Financial Aid Rights

A. Students have the right as applicants for or as recipients of financial aid to information about procedures, deadlines, refund policies, eligibility requirements and the appeal process. The EOPS/Financial Aid Advisory Committee is available to those students who feel the need to appeal ANY decision, policy or procedure regarding the distribution of financial aid at Santa Barbara City College. Any committee decision will be final and binding on the Financial Aid Office and the student who registers an appeal—as long as it does not violate any district, state or federal policy/regulation. Names of Financial Aid Advisory Committee members will be furnished on request. Direct your request to the Financial Aid Office, Room SS-210.

B. Students have the right to file a grievance in the event of an alleged breach of their rights as outlined in the student grievance policy, which is available from the office of the Associate Dean, Educational Programs, Room CC-222.

Grievance Rights

A. Students have the right to be free from the imposition of disciplinary sanctions without proper regard for due process.

B. Students have a right to file a grievance in the event of an alleged breach of their rights as outlined in the student grievance policy.

C. Students have a right to be informed in writing of the issues and charges, and be given the opportunity to refute the charges in any conflict relating to student discipline.

For information on grievance procedures, contact the Associate Dean, Educational Programs, Room CC-222.

Matriculation Rights

A. Each student has the right to develop an individual written student education plan with a counselor within 90 days after a specific individual educational goal has been declared.

B. Students have the right to have their educational plan reviewed as needed by a counselor/academic adviser to ensure that it continues to accurately reflect the needs and goals of the student.

C. Students may challenge any prerequisite, using the Prerequisite Challenge Form, on one or more of the following grounds:

i. The prerequisite is not valid because it is not necessary to succeed in the course for which it is

required;

ii. the student has the knowledge or ability to succeed in the course despite not meeting the prerequisite; or

iii. the prerequisite is discriminatory or is being applied in a discriminatory manner.

D. Students may obtain a waiver of any prerequisite or corequisite course for a particular term because the course is not available to students during two consecutive terms.

E. Students may challenge placement test results, retake the placement tests and request to enroll in a course which is not recommended by the course placement process.

F. Students may review the matriculation regulations of the California Community Colleges and file a complaint when they believe the college has engaged in any practice prohibited by these regulations. The regulations are available and complaints may be filed in the office of the Dean, Educational Programs: Student Development, in Room SS-260.

G. Students may challenge matriculation regulations through the student grievance process available from the Dean, Educational Programs: Student Development, Room SS-134.

H. A list of exemptions to matriculation components is available in Admissions, Counseling, or from the Dean, Educational Programs: Student Development, Room SS-260.

I. The college's policy on "priority registration" is available from the Director, Admissions and Records in Room SS-111.

Non-Discrimination Policy

The Santa Barbara Community College District and Santa Barbara City College, in compliance with California State law and regulations, Titles VI and VII of the U.S. Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act, does not discriminate on the basis of race, color, religion, sex, ancestry, marital status, age, physical or mental disability, status as Vietnam-era veteran, sexual orientation, ethnic group identification, creed or national origin in any of its policies, procedures or practices.

This non-discrimination policy covers admission, access and treatment in college programs and activities—including but not limited to academic admissions, financial aid, educational services and athletics—and applications for and treatment in college employment.

In conformance with the requirements of Title II of the Educational Amendments of 1976, amending the Vocational Education Act of 1963, the college is committed to overcoming sex discrimination and sex stereotyping in vocational education programs.

Furthermore, in compliance with the Vocational Education Guidelines for Eliminating Discrimination on the Basis of Race, Color, National Origin, Sex and Handicap, lack of English language skills alone will not be a barrier to admission to and participation in vocational education programs. Any screening procedures for vocational programs will evaluate skill levels and proficiencies pertinent to the program as criteria for admission.

Students intending to file a complaint regarding any action which they believe discriminates against them on the grounds of race, sex, color, national origin, religion, sexual orientation or physical or mental disability may contact Ben Partee, Associate Dean of Educational Programs, 965-0581, ext. 2278, for further information and procedures.

Employees who require additional information on the policy and procedures may contact Vice President Susan Ehrlich, Human Resources and Legal Affairs, Room SS-230 (ext. 2261).

If you are a student and you require additional information regarding the Americans with Disabilities Act (ADA), or Section 504 of the Rehabilitation Act, please contact the ADA/504/DSPS Coordinator in Room SS-160 (965-0581, ext. 2365 [voice], or 968-8411 [TTY: hearing-impaired]).

If you are an employee and you require additional information, contact Pat English, Human Resources Manager, in SS-230, at ext. 2434 (voice). The ADA/504 Coordinator for employees is the Vice President of Business Services.

Student Responsibilities

It is the responsibility of each student at Santa Barbara City College to be a responsible member of the college community by:

1. Obeying the laws of the college community.
2. Reading and complying with the published rules and regulations of the college as outlined in the *General Catalog, Schedule of Credit Classes* and other official printed materials.

Academic Honesty Policy

The purpose of this policy statement is to expand, clarify and set forth clear levels of authority and disciplinary protocols in response to academic dishonesty as so referenced in the “Adherence to Standards” section of the SBCC *Standards of Student Conduct*.

Academic Dishonesty

The following actions constitute academic dishonesty:

- Cheating on an exam or assignment;
- Using other individuals to take course or placement exams;
- Unauthorized use of commercial “research” services such as term papers;
- Providing information to others without instructor’s permission or allowing the opportunity for others to obtain information that provides the recipient with an advantage on an exam or assignment.
- Plagiarism: Stealing the works or original efforts of others and presenting them as one’s own

Examples of plagiarism include:

- Failure to footnote sources consulted;
- Submitting papers or other work authored/created by others;
- Undocumented paraphrasing of ideas originated by others;
- Undocumented use of verbatim material originated by others.

Plagiarism is applicable to written, oral and artistic work

Individual First Offenses

On individual first offenses, decisions regarding the severity of penalties imposed for academic dishonesty shall reside with the instructor or assessment technician. The instructor or assessment technician shall notify the appropriate Dean of the incident, and the Dean shall notify the student of action on the infraction. The Dean shall submit a copy of this correspondence to the Associate Dean, Educational Programs (CC-222). The Associate Dean, Educational Programs, shall retain this documentation in his/her files.

Penalties for the first offense may include but not be limited to the following:

- A failing grade on the assignment, paper or exam. Violations related to placement shall nullify course placement for the term.
- A failing grade for the course.

The student may grieve the determination of cheating using the *Student Grievance Policy* as administered by the Executive Vice President of Educational Programs. The student may grieve the penalty determined by the instructor to the appropriate Dean of Educational Programs for the reasons stated in *Policies for Student Personnel*, Section 3233.1 (1), *Student Grievance Policy* (Ed Code Section 10753), and following administrative procedures for responding to grievances regarding grades.

Multiple Offenses

When the Associate Dean of Educational Programs (CC-222) has determined that a cheating infraction is a second such offense, he/she shall initiate institutional action. Penalties may include, in addition to those listed for a first offense, suspension from the college with a forfeiture of fees.

The Associate Dean of Educational Programs shall inform the student in writing of the penalty or penalties to be imposed. The student may grieve the action of the Dean of Student Services, using the *Student Grievance Policy*.

Appeals

All penalties imposed under the first and recurring offense shall be suspended during the appeal process.

Alcohol & Drug Use Policy

The Drug-Free Schools and Communities Act Amendments of 1989 require institutions of higher education to implement a drug prevention program, which includes the annual dissemination of the following policy on alcohol and drug use:

Santa Barbara City College is committed to the success of each student and, as a college, we realize that the use of alcohol and drugs can be a major impediment to success.

There are physical and psychological health risks associated with drug and alcohol use including, among other conditions, decreased immunity, exhaustion, decreased muscle coordination, depression, confusion and paranoia. In most cases, anyone who uses drugs and abuses alcohol can expect a decline in the quality of his/her life and difficulty with academic success.

The Health Services and Wellness Program offers educational programming, peer health education programs, resources and counseling as well as referrals to community service agency counseling and rehabilitation programs.

According to the *Standards of Student Conduct*, possession, use or distribution of illicit drugs and alcohol on college property or during campus-related activities are subject to disciplinary action. This can be up to and including expulsion from SBCC, as well as punishment under California State law including from six months to one year in county jail, or up to five years in state prison.

Attendance

All students enrolled at Santa Barbara City College are expected to be punctual and to attend class regularly.

Students who are not in attendance at the first class meeting are considered “no-shows” and the instructor may withdraw such persons in order to give their seats to non-registered students seeking admission. Also, an instructor may withdraw a student from semester-length courses at any time for excessive absence through the 9th week of the Fall/Spring semesters, and the 60% point of the class for Summer and courses less than a semester in length. As a guideline, absence is considered excessive if a student misses three (3) meetings, or the equivalent of one week of class attendance or according to absence guidelines as published in the course syllabus.

Absence due to a verified illness may be accepted as an excused absence for a limited period of time. Students are expected to notify their instructor by e-mail and/or phone message if they are absent for a medical reason. Students are expected to make appointments for medical and dental treatments at times other than when classes are scheduled. Students anticipating or encountering extended absences due to medical, personal or family emergencies should contact the Dean, Educational Programs–Student Development, Room SS-120, ext. 2237.

It is the student’s responsibility to officially withdraw by completing the proper form and filing it with the Admissions and Records Office. Students failing to drop officially may receive an “F” grade.

Further information may be obtained from the Dean, Educational Programs–Student Development, Room SS-260, ext. 2237.

College Records

It is the responsibility of each student to:

1. Inform the Office of Admissions and Records of changes in personal data.
2. Withdraw officially from the college or drop classes when he or she stops attending and to observe established deadlines.
3. Submit legal, not fraudulent, documents.
4. Repay any money received or owed as a result of the submission of fraudulent documentation or any other reason.

Conduct

We at Santa Barbara City College, as members of an institution of higher education, believe that our special contribution to the achievement of the ideal of social justice is to provide a setting in which ideas may be freely explored and objectively examined. We believe that “justice for all” can be achieved only when each person recognizes the right of all others to study, to learn, to grow and develop. The democratic educational process of free exploration of ideas must be kept free from interference. Neither coercion, intimidation nor disruption may be allowed to interfere with the educational process.

A student enrolling at Santa Barbara City College assumes an obligation to act in a manner compatible with the college’s function as an educational institution. These regulations apply on campus and at all college-sponsored activities, or at activities sponsored by college clubs, or organizations on or off campus except where specifically limited.

Education Code Section 66300 states that the Board of Trustees shall adopt specific rules and regulations governing student behavior along with applicable penalties, and that each student shall be

provided with a copy of such policies. In compliance with this *Education Code* section, the Board approved Student Code of Conduct policies. A copy of these policies is provided each student at registration, and copies are also available from the Associate Dean, Educational Programs, CC-222.

Financial Aid Responsibilities

It is the responsibility of an applicant for and recipient of financial aid to:

1. Provide complete and accurate information regarding financial aid enrollment status and any changes which may occur, knowing that he/she is responsible for any consequences which may result from misreporting information.
2. Understand the college's refund policy.
3. Understand the college's academic standards policy.
4. Repay all student loans and notify the lender of any changes in name, address or enrollment status.
5. Perform the work that is agreed upon on acceptance of a Federal Work Study (FWS) award.
6. Submit verifiable legal documents.

Financial Aid Satisfactory Progress Standards

Federal regulations mandate that all institutions of higher education establish minimum standards of "satisfactory academic progress" for students receiving financial assistance.

All students who apply for and receive financial assistance are expected to meet the academic standards described in Santa Barbara City College's *Financial Aid Satisfactory Academic Progress Policy*.

Copies of the *Financial Aid Satisfactory Academic Progress Policy* are available in the Financial Aid Office, Room SS-210.

Injury/Accident Reporting

All class-related accidental injuries must be reported to the Student Health Services Office, Room SS-170 within 72 hours of the incident to be eligible for student accident policy insurance coverage. This coverage is limited to accidental injuries while participating in college classes or activities, and is secondary to any other medical insurance the student may have. Coverage and limitations are outlined in a brochure available in the Health Services Office.

Matriculation Responsibilities

It is the responsibility of the matriculated student to:

1. Identify a broad educational intent upon admission and a specific educational goal after completing 15 semester units of degree-applicable course work.
2. Cooperate with the college in the development of an *Individual Educational Plan* within the prescribed time period and to abide by the terms of that plan.

3. Participate in counseling if student is an undecided student, is on probation and/or is enrolled in English, reading or math courses that do not count toward the Associate Degree.
4. Diligently attend class and complete assigned course work.
5. Complete courses and maintain progress toward an educational goal.

Parking & Traffic Regulations

Permit Parking

Any student who intends to park a vehicle on campus must purchase a parking permit. A Day permit is \$30; Evening Only, \$15; Summer permits, \$15. Permits may be purchased during registration at the Campus Center, or at the Cashier's window, Room SS-150. Student parking areas are provided along Loma Alta Drive, Shoreline Drive (beach frontage) Pershing Park and in West Campus lots. Cars are to be parked in those places specifically designated for students.

Parking & Traffic Enforcement

In accordance with the vehicle code, parking citations will be given for illegally parked vehicles in all campus parking lots. Payments should be submitted to the Cashier's Office, Room SS-150, 8:30 a.m. to 3:30 p.m., Monday through Friday. Illegally parked vehicles may be towed away at the owner's expense. The penalty fee schedule ranges from \$10 to \$300. If left unpaid for more than 21 days, a citation's cost increases. Failure to pay for the citation or make an appearance as required will result in further legal action.

Sexual Harassment Policy

Santa Barbara City College prohibits sexual harassment by all faculty, staff and students. The college is committed to creating and maintaining a working environment for all college personnel and students that is free from conduct of a sexual nature that interferes with an individual's work performance or creates an intimidating, hostile, or offensive working or learning environment. Harassment on the basis of sex is a violation of Section 703 of Title VII of the *Civil Rights Act of 1964*, as amended and Title IX of the *Education Amendments of 1972*.

The following definition will aid in identifying the kinds of behavior which constitute sexual harassment:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

(1) Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in other college activity;

(2) Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive college environment.

Further information may be obtained from the Vice President, Human Resources and Legal Affairs, Room SS -230.

EQUAL OPPORTUNITY POLICY

Santa Barbara City College is committed to providing equal opportunities in its activities and in its educational programs. Therefore, no Santa Barbara Community College District employee or any applicant for enrollment or for employment shall be unlawfully denied the benefits, or be unlawfully subjected to discrimination under any programs or activity on the basis of ethnic group, religion, age, sex,

color, or physical or mental disability. Santa Barbara City College's policies and procedures strengthen and guarantee equal opportunity. Specifically, the college does the following:

- Systematically reviews its policies and procedures to preclude the possibility of discrimination against women, minorities, handicapped individuals and others.
- Makes every effort to provide leadership for the communities it serves, protect human rights and assure equal opportunity.
- Maintains the policy that every course, course section and class--the average daily attendance of which is reported for state aid--wherever offered, shall be open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820. This policy is maintained unless specifically exempted by statute.

The College Grievance Officer, whose office is in the Administrative Building, is the person charged with ensuring that these policies and procedures are enforced and with investigating complaints about non-compliance.

Upon request, the College Grievance Officer will provide information about how Santa Barbara City College complies with federal and state laws and with executive orders and regulations. This person also provides information on how to register a complaint for non-compliance with the college's equal opportunity policy. A copy of the grievance process is included in Exhibit M.

COMMUNICABLE DISEASE POLICY FOR STUDENTS

The Santa Barbara Community College District deals with communicable diseases in a manner which balances the rights of the individual with concern for the public health of the college environment. The District uses the most recent edition of *Control of Communicable Disease in Man*, the report of the American Public Health Association, as its source for the definition of communicable

disease and period of communicability. It is the responsibility of all of us to comply with the following:

1. Medical Diagnosis - The Health Center staff may request the student suspected of having a communicable disease to obtain a diagnosis.
2. Contact with Health Department - Following the diagnosis, the Health Center staff shall comply with regulations of the Santa Barbara County Health Department.
3. Exclusion and Return to District Programs - In compliance with Santa Barbara County Health Department standards and California Education Code regulations, a with a communicable disease may be excluded from District programs. A medical release is required for return to District colleges.

The primary role of the Santa Barbara Community College District in communicable disease control is educational. Proof of immunization shall not be a requirement as a condition for admission except in specific areas as prescribed by law.