



**DIAGNOSTIC MEDICAL  
SONOGRAPHY  
STUDENT HANDBOOK  
2026-2028**



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# Diagnostic Medical Sonography

## STUDENT HANDBOOK

### 2026-2028

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**This handbook is an addendum to the MATC Student Calendar/Handbook and College Catalog. Diagnostic Medical Sonography (DMS) students will be held responsible for information contained in this handbook and MATC policies/information that are addressed in the Student Calendar/Handbook and College Catalog.**

Milwaukee Area Technical College (MATC) does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status its services, employment programs, and/or its educational programs or activities in the School of Business, School of Health Sciences, School of Liberal Arts and Sciences, School of Pre-College and School of Technical and Applied Sciences, including but not limited to admissions, treatment and access.

*MATC is an Affirmative Action/ Equal Opportunity Institution and complies with all requirements of the Americans with Disabilities Act.*



Dear Sonography Student,

It is our privilege and honor to welcome you to the **Milwaukee Area Technical College (MATC) Diagnostic Sonography Program (DMS)**. Congratulations on your acceptance into this highly competitive program. We are excited to embrace this journey with you.

We have entered a remarkable time for sonography. The demand for knowledgeable and compassionate sonographers has never been greater. This profession requires independent judgment and the ability to critically think through complex issues.

Our goal is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for abdominal-extended and obstetrics and gynecology sonography concentrations.

Our advice is to read through this handbook, make sure you understand it and can abide by the policies. Please do not hesitate to ask questions.

Best wishes on behalf of all the staff and faculty at MATC.

Tina Lockbaum, BS, RDMS, RVT  
Diagnostic Medical Sonography  
Program Chair

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## Introduction

This handbook is designed to acquaint you with these policies and procedures of the Diagnostic Medical Sonography Program. Your review of the Handbook is part of your orientation to the Sonography Program. You will be held responsible for all of the contents; therefore, it should always be readily available for reference.

- Read the Student Handbook
- Request clarification, amplification or verification as needed
- Sign the required forms (Appendix) as instructed by the DMS faculty

The Diagnostic Medical Sonography Program (DMS) at Milwaukee Area of Technical College (MATC) is committed to serving the local community by providing the education and training needed to fulfill the duties of a sonographer.

The DMS program is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for Abdominal Sonography - Extended and Obstetrics and Gynecology Sonography Concentrations.

The faculty of the sonography program is responsible not only to support the mission and philosophy of the college, but also to prepare the graduates to seek national registries. Therefore, program policies for placement, progression, and graduation of sonography students will differ in specific instances from those of the College.

### Program Description and Overview

The Diagnostic Medical Sonography (DMS) Program is a two-year Associate of Applied Science (AAS) Degree program that consists of both general education and core curriculum courses. To achieve these goals, the curriculum is planned with courses that provide knowledge and skill in ultrasonography. Program course descriptions are included in this handbook. In addition, students are required to complete a supervised clinical educational experience, which may require travel.

The teaching-learning process is a shared responsibility between the faculty and the students. The faculty facilitates the process by defined content, establishing critical criteria, role modeling, providing opportunities for learning activities, and evaluating performance. The process is further facilitated with a movement from general to specific and simple to complex. The teaching learning process utilizes critical thinking, research findings, effective interpersonal communication, and a variety of instructional methodologies relevant to a changing society. Learning is a life-long experiential process,

which involves the acquisition and synthesis of knowledge, skills and understanding. The learner must be an active participant to attain success.

Students will be eligible to sit for their SPI (physics) examination upon successful completion of DMS 221 Sonography Physics 1 and during or completion of DMS 222 Sonography Physics 2 offered through the ARDMS (American Registry of Diagnostic Medical Sonography). Students will be eligible to apply for the ARRT sonography registry in general sonography to earn the credentials: R.T. (S) (ARRT)

Faculty and administration believe that education should be contemporary, meaningful and involve a shared responsibility. Active involvement of students is necessary in an effective teaching-learning process. Thus, the DMS program provides planned opportunities and resources to:

- Gain knowledge and develop technical skills needed to perform sonography procedures
- The ultrasonography program complies with the following statement: MATC is an Affirmative Action/ Equal Opportunity Institution and complies with all of the Americans with Disabilities Act
- Maintaining a high standard of excellence in education [MATC Health Care Pathways](#)
- Creating an environment in which development of human potential is the highest priority
- Offering open access and equal opportunity for all qualified students
- Supporting upward mobility for all students
- Recognizing that prior educational experiences and successful work experiences can form a valid basis for articulation
- Meeting the needs of business and industry for competency in the sonography profession
- Providing service to the community at large and opportunity for lifelong learning

DMS Program (MATC Program 10-526-2) is a two-year, accredited Associate Degree program that consists of both general education and core curriculum courses. The program consists of 69 credits. Program course descriptions are included in this handbook. In addition, students are required to complete a supervised clinical educational experience, which may require travel. **Maximum program classroom/clinical involvement shall not exceed 40 hours per week.**

**Petition Window:** February ([Petition Link](#)) **DMS Program Begins:** June

### **MATC Equity Statement**

MATC is breaking down barriers that stand between students and their academic and career success by providing a safe place where differences are valued and celebrated. We promote awareness, training, and crucial conversations to move beyond our individual biases, whether unconscious or implicit, to create an inclusive environment that welcomes, accepts, and respects all students and employees while serving the unique needs of each individual. This resonates through the attitudes and behaviors of all those who work and learn at the MATC.

## **MATC Mission/Vision**

Education that transforms lives, industry, and community. Our Vision: The best choice in education, where everyone can succeed.

## **School of Health Science Mission Statement**

The Healthcare Pathway provides quality educational experiences that enrich and empower students for service in healthcare through collaboration with community partners.

## **DMS Mission Statement**

The Diagnostic Medical Sonography Program will provide a quality education to include both didactic and clinical experiences. This will prepare graduates to obtain the necessary certification and licensing required for medical imaging professionals in today's dynamic workplace. The program is committed to serve the local community and students in providing for the training of necessary job skills, and the proper education needed to fulfill the duties of a diagnostic medical sonographer. The program is also committed to graduate students capable of attaining the status of credentials diagnostic medical sonographer. The program provides access and equal opportunity to all qualified individuals who apply.

## **Standards of Student Success**

Standards of Student Success provides students who are having academic difficulties with a framework for knowing when assistance and specific support services are needed to ensure success in meeting their educational goals.

The MATC Standards of Student Success define the requirements that students must meet to maintain satisfactory academic progress and financial aid eligibility. They also establish a formal process to identify, notify, and assist students who fall below required academic standards, as well as provide information about the appeal process. The Standards of Students Success applies to all students enrolled in diploma and degree programs. Refer to the Registration and Records section in the Student Services area of [website](#) for more information regarding Standards of Academic Success for all MATC students.

## **Advisory Committee for DMS**

The MATC Advisory Committee consists of an array of diverse professionals that aid and assist the DMS program to execute the DMS Mission Statement. The board members are encouraged to share any ideas for student success by providing feedback on how the program can better equip and prepare the students for clinical experience. The committee also supports the faculty, advise for programmatic changes with their expertise for improvement as well as being an integral part of the DMS program. Students will be attending the meeting during their tenure, instructed by the DMS faculty.

## Program Goals and Learning Outcomes

The **MATC DMS** program is committed to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for abdominal-extended and obstetrics and gynecology sonography concentrations.. Within the MATC DMS program each course has a Course Outcome Summary that students will be responsible to achieve. By completion of the program, graduates will be able to perform the following, but not limited to:

1. Demonstrate the skills necessary to become competent entry-level general sonographers.
  - a. Students will perform diagnostic quality ultrasound examinations of the abdomen and small parts.
  - b. Students will perform diagnostic quality ultrasound examination of the female pelvis.
  - c. Students will perform diagnostic quality obstetric ultrasound examinations.
2. Demonstrate proper scanning techniques, ultrasound physics, efficient use of the ultrasound machine, and quality patient care skills.
  - a. Students will identify and properly engage machine controls for image optimization.
  - b. Students will demonstrate appropriate patient care skills consistent with clinical standards of practice.
  - c. Students will complete ultrasound examinations in a timely manner consistent with ALARA principles.
3. Demonstrate knowledge and application of ergonomic techniques.
  - a. Students will adhere to Industry standards and OSHA guidelines.
  - b. Students will recognize work-related musculoskeletal disorders and preventions.
4. Apply critical thinking skills and abilities to adapt to non-routine cases and abnormal clinical findings.
  - a. Students will adapt standard procedures to non-routine cases.
  - b. Students will differentiate normal and abnormal clinical findings.
  - c. Students will integrate medical history, clinical presentation, and ultrasound findings to determine types of pathology and differentials.
  - d. Students will demonstrate knowledge of disease process with application to sonographic Doppler patterns.
5. Communicate effectively with patients, coworkers, interpreting physicians, and other health care professionals.
  - a. Students will demonstrate effective oral communication skills.
  - b. Students will demonstrate effective written communication skills.
  - c. Students will demonstrate effective technical communication skills.
  - d. Students will demonstrate knowledge of medical and sonography terminology
6. Obtain and analyze images for diagnostic quality.
  - a. Students will identify artifacts appearing on ultrasound images
  - b. Students will analyze ultrasound images for diagnostic purposes.

- c. Students will demonstrate proper image acquisition, storage, and documentation of diagnostic ultrasound exams.
- 7. Employ practice standards to display professionalism, demonstrate on-the-job responsibility, and to comply with ethical and legal guidelines.
  - a. Students will exhibit ethical decision making, team development and conflict resolution
  - b. Students will demonstrate patient's right to privacy and adhere to MATC [HIPAA](#) standards.
  - c. Students will demonstrate professionalism in accordance with practice standards.
  - d. Students will recognize the importance of professional organizations and continuing education.
  - e. Students will be adaptable to the environment to maintain and demonstrate knowledge and application of types and methods of infection control.

### Essential Skills & Technical Standards for a Diagnostic Medical Sonography Student

The successful completion of the DMS at the MATC requires students to participate in, and satisfy, the didactic, laboratory, and clinical training components of the program. Students must be able to demonstrate a willingness and ability to provide equal non-discriminatory treatment for all patients regardless of gender, color, race, national origin, sexual orientation, disability, religion. In the classroom, students must also provide equal non-discriminatory practice of patient assessment skills upon the request of the instructor.

The student should be able to meet all of the following expectations:

1. Attend class and/or clinical, up to 40 hours a week depending on the stage of the program curriculum.
2. Complete all assignments on time.
3. Participate in classroom discussions face-to-face and online.
4. Use sound judgment and safety precautions and follow guidelines for safety/infection control to avoid contracting or transmitting disease.
5. Meet class standards for successful course completion.
6. Use critical thinking when making decisions.
7. Follow standards stated in the DMS Program Handbook and Trajecsys Clinical Record keeping system.
8. Address problems or questions to the appropriate person at the appropriate time.
9. Maintain classroom, work area, equipment, supplies, personal appearance, and hygiene conducive to a professional setting as appropriate.
10. Behave in a competent, professional manner.
11. Required to have microphone and webcam for video conferences (may use the computers in the Academic Support Center Libraries).

The DMS program at MATC has adopted the above as **Essential Skills Standards** for Sonography students. Sonography students must be able to apply the knowledge and skills necessary to function in a variety of clinical situations while providing sonography services. DMS students must also

demonstrate clinical judgment and immediately respond to the physiological and psychological needs of the patient.

### **Technical Standards**

The technical standards reflect reasonable expectations of DMS students for functions in the clinical setting. Each student must possess the following abilities and be able to perform the following skills. Qualified people with a disability who can meet these technical standards/essential functions with reasonable accommodations will not be denied admission to the program. A college counselor must be contacted to best determine reasonable accommodations needed to be successful in the MATC DMS program. These needs will be determined on an individual basis. Clinical affiliates have the option of overriding decisions based on their ability to provide certain accommodations.

Technical standards are minimum expectations as recommended by the [Society of Diagnostic Medical Sonography](#). These expectations are set forth so that the DMS student can perform these duties in a professional setting. The DMS Program Director may require a student to submit a board-certified practitioners verification of the student's ability to meet these technical standards.

### **Physical Requirements:**

- Be in good physical health with the stamina that is essential to carry out all required procedures. Students must be physically capable of successfully performing activities in both the classroom lab and clinical site.
- Must be able to move with full manual dexterity of both upper and lower extremities, have unrestricted movement of hands, neck, shoulder, back and hips in order to assess, observe and perform emergency patient care, assist with all aspects of patient care, and be able to touch the floor for removal of environmental hazards.
- Extensive walking and standing daily (approximately 80% of the day).
- Ability to reach, and/or lift, carry and move heavy equipment.
- Ability to keep arm and hand steady while manipulating hand-held transducer.
- Demonstrate fine motor abilities sufficient to provide safe and effective patient care.
- Visual acuity allows the sonographer to detect physical changes, hearing that allows responding to physical and verbal clues, and a sense of touch that allows for assessment and palpation.
- Ability to observe, assess, and evaluate patients effectively in low-light rooms, while speaking and hearing clearly with a mask on.

### **Cognitive Requirements:**

- Utilize appropriate verbal, non-verbal, and written communication with patients, families, and all members of the health care team in a timely manner.
- Must be able to complete assigned tasks in a reasonable and acceptable timeframe.
- Employ technology in the workplace, including database user interfaces, email, medical software applications, and office software.

- Understand and interpret the verbal, non-verbal, and written communications of others and respond appropriately and professionally.
- Read, speak, and write in English.
- Comprehend and integrate information from coursework into clinical experiences.
- Demonstrate effective emotional coping and stress management skills.

#### Affective Requirements:

- Practice in a safe, ethical, and legal manner
- Demonstrate the ability to interact respectfully with individuals, families, groups, and communities from a variety of emotional, religious, socio-cultural, ethnic, and intellectual backgrounds.
- Work effectively in a group.
- Exhibit sensitivity to patient needs and concerns must be demonstrated in the classroom, laboratory, and clinical area

#### Sensory Requirements:

- Possess the visual ability to observe and respond to a patient close at hand.
- Possess the auditory ability to hear and respond to soft voices, equipment timers, and alarms, as well as blood pressure cuffs and breath sounds.
- Use auditory, tactile, and visual senses to assess the physiological status of a patient.

#### Critical Thinking Requirements:

- Possess the ability to prioritize multiple tasks and make sound decisions.
- Demonstrate the ability to use judgment and critical thinking to assimilate, integrate, apply, synthesize, and evaluate information to solve problems.

If at any point in time these Technical Standards cannot be met, the student must inform the DMS Program Director or other DMS Faculty. This is the student's responsibility. Reasonable accommodations will be considered and may require board-certified practitioners' documentation. If reasonable and timely accommodations do not enable a student to proceed with the fast-paced DMS program, dismissal may occur from the MATC DMS program.

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Please sign the "*Essential Skills for a Diagnostic Medical Sonography Student*" Appendix pg. 60

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### **Scope of Practice**

Applicants for registration shall agree to perform the duties of a diagnostic medical sonographer only as directed by a duly qualified physician or sonographer and under no circumstances to give out oral or written diagnoses, or work independently, whether in a private office or institutional department.

“Duly qualified physician or sonographer” refers to a physician or sonographer who has demonstrated education and training in the use and effect of ultrasound.

*The Practicum Affiliate facilities reserve the right to have students removed from their facilities if those students are undesirable or unacceptable according to those facilities’ protocols and professional standards. (See Dismissal Policy)*

## **Student Code of Conduct**

Students will abide by the code of conduct as published in the [MATC Student Code of Conduct](#) and the Sonographers Code of Ethics (see below) in addition, the student will abide by policies of the program and clinical facility in matters of confidentiality, professionalism, patient care, dress code and safety. A student is subject to the same disciplinary measures as an employee of the clinical education site.

There are several SERIOUS infractions that are grounds for immediate dismissal from the program; HIPAA violations, falsification of any records (patient, clinical time, etc.). This list is not all inclusive and other serious infractions will be decided on a case-by-case basis.

Other infractions of the clinical site or program policies will receive one written warning and placed on program probation and a second infraction will constitute grounds for immediate dismissal from the program. Examples are abusive language or actions, gross carelessness in patient care procedures, sexually inappropriate behavior, and drug or alcohol use during clinical assignments or program classes. This list is not inclusive and other violations will be evaluated on a case-by-case basis.

When placed on programmatic probation, required corrective actions which must be met during a specified time will be given in writing to the student. Failure to meet the conditions of probation will result in dismissal.

Clinical sites have a contracted right to refuse access to any student. If you are removed from a clinical site for a violation of any clinical site or MATC policy or other grievous actions as determined by the clinical site and/or program faculty, you will not be assigned another clinical site and will be dismissed from the program.

## **SDMS CODE OF ETHICS FOR THE PROFESSION OF DIAGNOSTIC MEDICAL SONOGRAPHY**

*Re-approved by SDMS Board of Directors, effective 009/24/24  
(originally approved by SDMS Board of Directors, December 6, 2006)*

### **PREAMBLE**

This Code of Ethics aims to promote excellence in patient care by fostering responsibility and accountability among diagnostic medical sonographers, thereby maintaining and elevating the integrity of the profession. It serves as a guide and framework for addressing ethical issues in clinical settings, business practices, education, and research

## OBJECTIVES

1. Foster and encourage an environment where ethical issues are discussed, evaluated, and addressed
2. Help the individual diagnostic medical sonographer identify ethical issues
3. Provide ethical behavior guidelines for individual diagnostic medical sonographers and their employers.

## PRINCIPLES

### **Principle I: To promote patient well-being, the diagnostic medical sonographer shall:**

- A. Provide information to the patient about role, credentials, and expertise.
- B. Provide information to the patient about the purpose of the sonography examination, procedure, or associated task within the scope of practice.
- C. Respond to the patient's questions, concerns, and expectations about the sonography examination, procedure, or associated task according to the scope of practice.
- D. Ensure patient safety when the patient is in the sonographer's care.
- E. Respect the patient's autonomy and the right to refuse the examination, procedure, or associated task.
- F. Recognize the patient's individuality and provide care in a non-judgmental, non-discriminatory, and equitable manner.
- G. Promote the patient's privacy, dignity, and well-being to ensure the highest level of patient care.
- H. Maintain confidentiality of acquired patient information per national patient privacy regulations and facility protocols and policies.

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

- A. Obtain appropriate diagnostic medical sonography education and clinical skills to ensure competence.
- B. Achieve and maintain specialty specific sonography credentials. Sonography credentials must be awarded by a national sonography credentialing body that is accredited by a national organization which accredits credentialing bodies, i.e., the [National Commission for Certifying Agencies \(NCCA\)](#) or the [International Organization for Standardization \(ISO\)](#).
- C. Uphold professional standards by adhering to defined technical protocols and diagnostic criteria established by peer review.
- D. Maintain continued competence through lifelong learning, which includes ongoing education and acquisition of specialty-specific credentials
- E. Perform medically indicated sonography examinations, procedures, and associated tasks ordered by a licensed physician or their designated healthcare professional per the supervising physician, facility policies and protocols, or other requirements of the jurisdiction were performed
- F. Protect patients and study subjects by adhering to oversight and approval of investigational procedures, including documented informed consent.
- G. Maintain professional accountability and standards by committing to self-regulation through adherence to professional conduct, self-assessment, and peer review, ensuring the highest patient care and safety standards
- H. Acknowledge personal and legal limits, practice within the defined scope of practice, and assume responsibility for actions.
- I. Be accountable and participate in regular assessments of sonography. protocols, equipment, examinations, procedures, and results. Note: This may be accomplished through facility accreditation.

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

- A. Be truthful and promote appropriate communications with patients, colleagues healthcare professionals and students

- B. Respect the rights of patients, colleagues, students, and yourself.
- C. Avoid conflicts of interest and situations that exploit others or misrepresent information.
- D. Accurately represent experience, education, and credentialing.
- E. Promote equitable access to care for the patient.
- F. Communicate and collaborate with fellow sonographers and healthcare professionals to create an environment that promotes communication, respect, and ethical practice.
- G. Understand and adhere to ethical billing and coding practices, if applicable.
- H. Conduct all activities and agreements legally and transparently in compliance with federal and state laws and rules/regulations, as well as facility policies and protocols.
- I. Report deviations from the Code of Ethics per facility policies and protocols, and if necessary, to the appropriate credentialing organization for compliance evaluation and possible disciplinary action.

### Evidence of Professional Readiness

The MATC DMS program strives to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. As you participate in your sonography education, you are expected to demonstrate that you have indeed "learned" what is required to become a professional sonographer.

When most people describe instruction, they usually consider the **cognitive and psychomotor** learning domains. Instruction helps students obtain the knowledge necessary to learn facts and theories and then put them into practice by performing specific tasks or skills. All too often, it is assumed that the **affective** development of appropriate attitudes, beliefs, and feelings toward what is learned occurs automatically during the learning process. This may not always be the case.

A truly balanced education requires experience across all three learning domains. Considering these circumstances, it is important for students to remain mindful of their learning progression that encompasses cognitive accomplishments, psychomotor skills, and developed emotional commitment to the profession. By expecting and working toward success in these domains, students develop from inexperienced newbies to professionals with proven mastery of knowledge and skills that they apply through principled and ethical clinical practice.

DMS faculty assess student growth in the affective learning domain by encouraging and observing class participation and professional interactions; providing opportunities for students to work as individuals and on teams; evaluating observable behaviors for characteristics of professionalism and emotional maturity; and holding students to high standards of performance. DMS students must adopt certain traits to be successful in the DMS program and in accordance with the following DMS Program Performance Standards.

## Degree Plan

Credits

### ‡ Prerequisites:

ENG-195	Written Communication (or) ENG-201 English 1 ‡	3
PSYCH-199	Psychology of Human Relations (or) PSYCH-2XX Any 200 level PSYCH course ‡	3
BIOSCI-177	General Anatomy & Physiology (or) BIOSCI-201 Anatomy & Physiology ‡	4
MATH 107	College Mathematics(or) MATH-2XX Any 200 level MATH course ‡	3
PHYS-139	Survey of Physics ‡	3
SOCSCI-172	Intro to Diversity Studies (or) SOCSCI-2XX Any 200 level SOCSCI course ‡	3
BIOSCI-179	Advanced Anatomy & Physiology ‡ (or) BIOSCI-202 Anatomy & Physiology 2	4
ENG-197	Technical Reporting (or) ENG 2XX Any 200 level ENG course	3

### DMS Curriculum:

#### Semester 1:

DMS-200	Intro to DMS	3
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#### Semester 2:

DMS-221	Sonography Physics 1	3
DMS-210	Cross Sectional Anatomy	2
DMS-207	Abdominal Sonography	4
DMS-208	OB/GYN Sonography 1	3

#### Semester 3:

DMS-222	Sonography Physics 2	2
DMS-223	Vascular Imaging 1	3
DMS-212	OB/GYN Sonography 2	3
DMS-203	Scanning with Proficiency	1

#### Semester 4:

DMS-209	DMS Clinical Experience 1	2
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#### Semester 5:

DMS-211	Superficial Sonography	2
DMS-224	Vascular Imaging 2	3
DMS-220	DMS Clinical Experience 2	5

#### Semester 6:

DMS-225	DMS Clinical Experience 3	3
DMS-229	DMS Clinical Experience 4	2
DMS-217	Registry Review	2

‡ Prerequisites required

**TOTAL CREDITS: 69**

- BIOSCI-177 or BIOSCI-201 must be completed with a grade of B- or higher before petitioning
- These courses may be in-progress while petitioning: BIOSCI-179 or BIOSCI-202 with grades of B- or higher
- Cumulative GPA of 2.5
- Entrance Exam: TEAS (minimum score of 70%)

**Note:** for DMS [Course Description](#) use this link for [MATC Catalog](#) (pages 68 & 257)

## Classroom and Laboratory Information

The Diagnostic Medical Sonography professional program prepares toward registry certification. The courses are arranged sequentially over the span of eight (8) semesters, including prerequisites. The length of the program is designed so that the students can achieve the program goals and outcomes. The curriculum is comprised of 69 credits. In addition, a variety of teaching strategies & learning experiences may be utilized, including lecture, slide show presentations, group work, role play, written assignments, self-directed learning, case studies, computer-assisted instruction, quizzes, exams, clinical laboratory simulations, online courses, hybrid courses and clinical experiences in a variety of settings.

## Blackboard – Learning Managing System (LMS)

This is the LMS for the DMS program and it is the student's responsibility to check this account daily, as well as MATC emails. Assignments and direct communication will be on this format from the MATC DMS instructors. SmarterProctoring (SP) is a tool used for Blackboard online testing. Instructors have the ability to "lockdown" access as deemed necessary. Best practices and reminders for using SP:

- Must take the exam alone (no other media/noise)
- Room must have good lightning
- Desk/tabletop clear from all items
- 1 blank sheet of paper with the ability to confirm front and back is blank
- Cameras directly on your face
- You will be seated upright while wearing appropriate professional clothing (no pajamas)
- If the camera is not directly on your face the entire time the instructor may stop the test and may issue a retest with a grade reduction penalty applied
- If academic integrity is compromised discipline action will be implemented
- Prior to using the SP, review the following link: [SMARTERPROCTOR](#)

## Clinical Experience

Clinical Education is an integral part of the academic preparation of the MATC DMS. It requires the dedication and cooperation of many parties including the academic faculty, the clinical instructors, the clinical coordinators, and other clinicians who interact with the student in their quest to learn how to do this profession on a day-to-day basis. Each student will have the opportunity to work with clinical instructors in a variety of clinical settings after passing skill assessment tests to prove competency in lab.

This program specific Student Handbook and the [Trajecs](#) clinical reporting system have been developed to help serve as a resource for information regarding both the classroom and the clinical education components of the MATC DMS program, including curriculum and conduct.

## Clinical Placement

Each Healthcare Pathway program schedules clinical/field placement assignments in accordance with the approved number of course credits. The total hours are assigned following the college calendar,

including non-student contact days (NSCD). ***NSCD is defined as a day where there is no student contact with faculty and staff. Students are not to attend clinical or theory (lecture) during Spring Break, Winter Break, and designated non-student contact days.*** To ensure an appropriate and quality clinical/field placement experience, certain programs may schedule clinical/field placement hours evenings, weekends, and/or holidays.

The need for additional personal background documentation (criminal and/or health related) prior to and during clinical/field placement might also delay and/or prevent clinical/field placement.

Certain changes are arising in the healthcare industry that may affect the availability of clinical and field placement sites. This availability could delay clinical/field placement and could extend the length of the student's program. Clinical/Field placement will not occur if the student fails to meet these requirements.

**The clinical placement assignment schedule cannot accommodate students' work schedules, childcare plans, travel arrangements, or other personal matters. You must be 18 years or older to participate in clinicals.**

### **Transportation (Clinical)**

Please review the MATC [Healthcare Pathway Student Handbook](#)

Students are responsible for their own transportation costs to and from all scheduled classes and clinical affiliations. This includes any other expenses incurred for food, parking, tolls, etc. while attending DMS program classes and clinical. Students must arrive on time and leave according to their assigned schedules. Because of the need to ensure that students have clinical/field placement experiences in a number of different environments, there is no guarantee that required clinical sites will be within reach of public transportation or close proximity to a student's home. Students could have to attend clinical sites that require travel.

### **Attendance Policy: Lecture, Lab, and Clinical Sessions**

Diagnostic Medical Sonography is an intensive field. Attendance in lectures, lab and clinical is extremely important. Students are expected to attend their educational experiences as scheduled. If a student is unable to attend a lecture or lab session, the student is responsible for contacting the appropriate instructor prior to the scheduled class time. While there may be explanations for absences there are very few exceptions.

Regular and punctual attendance of class, lab and clinical is mandatory. Enrolling in a professional program should reflect a serious commitment to professional behaviors. Instructors will inform students of attendance requirements in the course syllabus and will take attendance on a daily basis. It is the responsibility of the student to discuss absences with their instructors when they occur. MATC Policy D0900 will be followed related to course withdrawals and appeals.

Exceptions may be made in emergency situations only. The student should schedule an appointment

with the DMS department chair and the instructor. The student is responsible for making up missed work, and obtaining handouts, class notes and other information.

Absence from hands on lab instruction can adversely affect the student and fellow classmates. To avoid a delay or disruption in future instruction, students that miss a lab are required to meet with the DMS faculty prior to the next lab to catch up on missed instruction.

**Late Arrivals:** Students are expected to arrive on time for class or mandatory meetings and for their assigned clinical site shifts. On time means, the student is present, organized, and ready to work at the expected start time for the session. Late arrivals are disruptive to class and meetings and students may miss important information. Students should follow attendance and arrival policies provided in the individual course syllabi. Students who arrive late to class will not be permitted to enter if the class is taking a quiz or exam and may, at the discretion of the instructor, be denied access to any online sessions that are in progress. Students who are chronically late are in violation of DMS program policies and may be subject to disciplinary action.

**Missed Assignments/Assessments:** Late assignments are prohibited in accordance with the course syllabus guidelines, please review for guidance and understanding.

**Missed Clinical Days/Hours:** No missed clinical hours. Attendance is mandatory to fulfill requirements. Make-up hours are only given in extenuating circumstances; discussed and approved by faculty. Make-up hours must be pre-arranged. The pre-arranged clinical make-up time that is not attended is unacceptable. ANY absence must be preceded by a valid phone call to BOTH clinical coordinator and clinical instructor. These arrangements will be made by the department chair and clinical coordinator.

Clinical attendance is **MANDATORY**. A clinical day may be an 8ht or 8.5hr shift (including ½ hour for lunch break) of any fashion within that day. When a student is absent from the assigned clinical site, the student must notify the DMS Clinical Coordinator as well as the clinical site instructor by a phone call and an email within 1 hour of expected time of arrival.

Tardiness and early departure are unprofessional and unacceptable. Tardiness is defined as not be present at the scheduled time and early departure is defined as leaving prior to the end of the assigned clinical shift. Students are required to clock in and out on Trajecsys at their assigned clinical site.

There may be time with schedules are “light”. Students are expected to teak these opportunities to scan fellow students or sonographers, refill gel, stock rooms, and assist departmental needs and triage previously performed scans. “Banking” of time is not permitted. Banking is when a student stays late or comes in early at the clinical site with the intent to leave early/arrive late on another day. Schedule adjustments may be made on a per student basis with the discretion of the DMS faculty and clinical instructor.

## Open Labs

MATC DMS program offers scheduled supervised labs by a credentialed sonographer. Days, times, and opportunity for these open labs will be managed by the DMS Program Chair and posted accordingly. The DMS program reserves the rights to modify as needed.

## Clinical Log / Trajecsys

Students are expected to keep a daily log of all ultrasound cases they are involved in, whether that be observing, assisting, or performing. Students are required to log all cases into Trajecsys on a daily basis. Logs should be updated after clinical hours or if time permits during downtime. Failure to log studies on a daily basis will result in grade deductions. Patients should be identified by first initial, first three letters of last name and Medical Record Number.

## Clinical Evaluations

The student will be evaluated once month by the clinical site on personal appearance, hygiene, professional standards, relationships with other students, hospital staff and patients. This evaluation is meant as constructive criticism and should be accepted as such.

## Clinical Competency Requirements Procedure / Trajecsys

The student should demonstrate in lab and/or in Clinical to the Clinical Coordinator and/or Clinical Instructor that the student is able to perform "X" study with minimal assistance. The student may attempt given the following conditions: Student's activity log and clinical exam totals must show adequate documented experience. **Minimal required Clinical Competency located page 66.**

1. The student must have passed the lab competency and independently scanned the exam a minimum of one practice competencies, or they may not Final Comp that exam. Practice comps must be completed in Trajecsys.
2. The student must also be prepared to answer an accompanying oral competency exam if the evaluator chooses. If the student fails the oral competency, the scan competency will have to be reattempted.
3. The student must inform the Clinical Instructor prior to the beginning of the exam that the student wishes to attempt the scan competency test.
4. Patients are to be selected at random.

The Clinical Instructor will grade the student using the appropriate competency test in Trajecsys and will at no time give the student assistance during the test. The clinical instructor must be registered in the specialty area.

### **Examples:**

- Only a sonographer who is RDMS (AB) can sign off on an abdominal study.
- Only a sonographer who is RDMS (OB/GYN) can sign off on a GYN or OB proficiency

A grade of C or greater must be obtained to pass. If a student fails the competency, the student will be required to demonstrate the study in scan lab. Review Course Outcome Summary.

## Clinical Injury/Incident Reports

A student who is injured in a clinical facility during clinical hours must:

1. Report on the incident IMMEDIATELY. If necessary, the student will be seen in the hospital's Emergency Room at no expense to PIT. The incident must be reported to the Program Director, Clinical Coordinator and Department Supervisor.
2. Complete reporting policies and documents with clinical site
3. The clinically related incident will be documented and reported accordingly to the College within 48 hours.

College incident reports and records related to clinical incidents must be released to the hospital if required for use in legal or regulatory proceedings which may involve the College.

Students must submit medical clearance to the clinical site and College before returning to the clinical site.

## Removal (or Dismissal) from Clinical Site

Clinical instructors are authorized to exclude a student from participation at a site when the student is unprepared, physically unfit for duty, or when the student does not meet health or professional standards.

Faculty will also exclude a student for failure to adhere to dress code, failure to maintain CPR certification, health documentation, or for inappropriate behavior. In this situation, the student's absence is unexcused and depending on the nature of the offense may be grounds for dismissal. A student is not readmitted to the clinical site until there is evidence the student meets criteria for safe clinical participation.

Additionally, any clinical site has the right to exclude the student from the clinical setting based on the clinical site's policies. If a student is removed from a site, counseling will occur. An intervention with that clinical site will be scheduled. If there is not a resolution for the return to that site, every effort will be made to reassign the student to another clinical site pending availability. Removal from 2 clinical sites may result in program probation or dismissal.

Changes in the clinical schedule may have to be made during the term due to unexpected circumstances, such as conflicts, clinical site requests, etc. All clinical scheduling is at the discretion of the Program Director and Clinical Coordinator. Students are expected to be flexible if these circumstances arise.

## Dress Code Lecture/Lab

MATC uniform must be worn at all times for classes, lab and clinical. Some lab classes will require the exposure of certain body parts; shorts coupled with a sports bra or tank top may be instructed by the faculty as needed.

- **NOTE:** The instructor has the authority to remove a student from the laboratory or the

classroom if the student is non-compliant with the dress code or unprepared for lab. The student will be marked absent for the day.

## Dress Code Clinical

To foster professionalism in the clinical setting and in the interest of safety, students are expected to adopt the following professional appearance. Failure to follow this policy can and will result in being sent home and the day counted as an unexcused absence.

Requirements:

- Scrubs will be ordered during orientation from Midwest Scrubs in the summer
- Neat, clean and wrinkle free appropriate clothing. Student uniform which includes a scrub top and pants (pants should not dragged the ground)
- White or black shoes. **Solid** color hospital work shoes or sneakers are acceptable. Sneakers must be clean and not worn out. No open toe shoes/sandals allowed. No Crocs of any style
- No hats, head scarf or other items to be worn
- Neatly trimmed and cleaned **natural** nails. Neutral polish. **No artificial nails of any type.** Acrylic, gel, dip, powder, tips, press-on, etc. **This applies to clinical and lab.**
- No excessive jewelry (No large hanging earrings or hoops. Gauge holes must wear a flesh-colored solid plug)
- No facial jewelry may be worn
- No excessive makeup
- Body Art/Tattoos should be covered if possible or per the clinical site policy
- No chewing gum while at clinicals
- No offensive body odor including strong scented perfumes, body sprays and aftershave.
- Hair neatly groomed and out of face; long hair **must be** pulled back off face
- Clean shaven mustache and/or beard
- School and/or clinical site ID badge on self at all times or student will be dismissed for the day

*Exceptions to the DMS clinical dress code/professional appearance may be made for religious, cultural, or medical reasons. During unexpected circumstances such as the COVID-19 pandemic, other requirements may be added such as N-95 mask, goggles or face shield.*

## Lab Scanning Instructions

Many courses in the DMS program are laboratory courses and include both didactic and practical skills which may be tested separately. Practical skills are assessed through lab **checkoffs**. Students will then have an opportunity to work on any problem areas prior to being tested by the course instructor. Scanning instruction is done by the clinical coordinator during lab. Lab competencies evaluate the student's ability to integrate scanning skills and course material to perform a diagnostic study on a patient safely and effectively.

## Lab Environment

Scan lab serves as a safe place for students to practice scanning, professional behavior, and clinical practices. Faculty expect students to participate in class activities including discussion and scan assignments. This is an environment of mutual respect. Students should accept criticism, advice, and direction from faculty without complaint or reluctance.

Students should stay in their roles, as sonographer or patient, while completing assignments at their scanning stations **NO cell phones may be used while at scanning stations. Students acting as the patient should be actively involved and attentive to the exam. Students sleeping or not complying with the phone policy will be asked to leave the lab for the day. They will be graded as absent.**

## Lab Scanning Policy

Scan Labs will include students scanning each other. All precautions are taken to ensure that the exposure times and intensities used during training sessions do not exceed those expected during a diagnostic examination. Prudent use of ultrasound and the “As Low as Reasonably Achievable (ALARA)” principle will be practiced (even with student pregnancy).

Students are not required to be scanned. Students’ grades and evaluations are not affected by participation or non-participation as being a “patient” during labs. If they choose to be scanned, they do so at their own risk. The “student patient” may discontinue an exam at any time. All DMS students will be required to sign a fair practice/consent form. The Program Director, Clinical Coordinator, Faculty, or any instructor or representative of the institution cannot be held liable for any condition and/or injury resulting from students scanning each other. Any scheduled scanning done by students will be done under the supervision of a designated DMS instructor.

DMS students and credentialed sonographers cannot diagnose in either a clinical or an academic environment. Only a qualified physician can make a medical diagnosis even when an exam during a scan lab uncovers an incidental finding. All sonographic procedures performed in the lab are for educational training purposes only and sonographic images shall not be considered diagnostic, no physician will interpret them, and findings will not be part of a medical record.

**HIPAA** rules apply to any information obtained in lab scanning

## Skilled Lab Checkoff Process

1. Skilled lab checkoffs are timed assessments.
2. Labs are graded. The student will receive that grade based on the given criteria for that skill.

Examples of components of the checkoffs are:

- a. Preparation and clean up: washes hands before and after patient interaction, prepares treatment area (including linens, pillows, and towels), acquires all necessary medical information, selects appropriate transducer, selects correct scanning parameters, and cleans up all materials afterwards.

- b. Patient interaction: introduces themselves, identifies patient, obtains consent, provides instruction and demonstration (if required) of the procedure.
  - c. Hands on skill performs required skill according to grading rubric, always maintains patient safety.
3. Students may attempt the lab checkoff three – five (3 - 5) times and then meet with the instructor on the system for feedback.
4. Students who are deficient may be required to complete additional images.
5. Upon completion of the checkoffs, the student will then be eligible to perform the proficiency study.
6. The instructors will not give any cues or prompts.
7. The student should refrain from asking questions during the proficiency study.
8. Sharing information with classmates who have not yet taken the comp is considered academic dishonesty and will be treated as such. Dismissal can and may be implemented.

### **Fair Practices**

The health and safety of patients, students, and faculty associated with the educational activities of the students must be adequately safeguarded. Therefore, students scan each other during assigned on-campus labs. All students are required to scan an individual for their lab grades. In the event you are not scanned by one of your lab peers on any given day, there will be no adverse effect on grades or evaluations by participation or non-participation. Student's may opt-out at any time.

*Healthcare Pathway faculty and staff are expected to provide fair and equal treatment to all students and show respect and concern for all students and their individual needs, regardless of race, color, sex, age, national origin, religion, disability, sexual preference, or other protected class status categories.*

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*Please sign the “**Fair Practices**” Appendix pg. 54*

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### **Informed Consent / Incidental Lab Finding**

Students within the DMS Program perform a variety of diagnostic medical sonography exams on volunteers and each other strictly for educational purposes. Students and volunteers must sign a consent and a general waiver of liability prior to being scanned. These consents will remain in effect during the student's tenure in the DMS Program. Incidental findings are a common occurrence in the DMS lab. Incidental findings on any exam will follow the procedures noted on the “Student Volunteer Consent” form.

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*Please sign the “**Student Volunteer Form**” Appendix pg. 57 & 59*

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## Incident Clinical Finding

During a clinical setting, if an accidental incident occurs, please follow the clinical site protocol. Notify the DMS faculty by phone call and or email immediately.

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*Please sign the “**Incident Clinical Form**” Appendix pg. 62*

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## Social Networking Guidelines – Social Media Policy

The DMS program recognizes that social networking has changed the way people communicate. Social networking sites expand one’s reach and there are many valuable uses of these networks. However, because social networking is so accessible and has blurred the lines between personal and private, there are a number of concerns with social networking sites of which you should be aware. Realize that information you post without using appropriate privacy settings may be available to anyone including MATC faculty, current or prospective employers, school admissions officers, and many more. While we encourage online collaboration, we would like to provide you with a program policy and set of guidelines for appropriate online conduct and to avoid the misuse of this communication medium.

- Online can mean forever. Remember that what you post is accessible long after you remove it. Also, comments can be forwarded or copied. Years from now current or prospective employers could find posts that you create now. If seeking to further your education, school admissions officers may use this information to ascertain your maturity and professional growth. If it is not something you would say to an employer in person you should think twice about posting it online. Don’t let poor judgment now prevent you from securing your dream job in the future.
- Use privacy settings. Understand and use the privacy settings on social networking sites. If you do not, your personal information is available to the entire world. Do not provide personal identifying information such as date of birth, phone numbers, home addresses or class schedules.
- Be careful. Be aware of who you add as a friend to your site. Do not allow someone else to create and manage accounts on your behalf unless you have total access to the logins, passwords, and procedures for those accounts.
- Respect others. Don’t infringe on the privacy of your friends, peers, or faculty. Never post personal information of others that could be embarrassing to them or MATC. If posting photos, ask the permission of those involved. If someone objects to photography, avoid using it as a matter of common courtesy.
- Follow the rules. Make sure you understand the policies and terms of use of any social media outlet you use. Read the terms of service before using. Displaying behavior that violates federal and/or state law could have serious consequences that could affect your future.
- Follow MATC policy. All MATC student policies apply to social networking as well. Adhere to the student handbook (especially regarding academic honesty and student code of conduct) and any/all applicable student policies and standards of conduct.

It is expected that you conduct yourself in a way that exemplifies the socially responsible and honorable behavior expected of all MATC students.

## Social Media Posting

It is the policy of the MATC Healthcare Pathway that students will not post any information related to patient care or clinical work anywhere online. This includes direct identifiers of patients and specific events as well as any indirect comments that, when combined with other information available online such as place of work, may lead to identification of patients. This also includes comments regarding patient status, behavior or activity that does not include identifying information.

Students that choose to participate in an online community or other form of public media should do so with the understanding that they are accountable for any content posted online. Failure to abide by the professional behavior set by this policy and institution will lead to disciplinary action

## Social Media Code of Ethics

Link to Policy for MATC [Information Technology Resource](#)

## Online or Social Media: Standards of Behavior

1. Blackboard is used for the delivery of instruction and discussions related to academic progress in a class.
2. Online classes may not be used to create or transmit material that is derogatory, defamatory, obscene, or offensive.
3. Please mute yourself during lectures. You can unmute yourself at any point if you have a question or comment or if you are asked a question.
4. You may not express anything that might be interpreted as harassment or disparagement of a person based on their race, color, national origin, gender, sexual orientation, age, disability, or religious or political beliefs.
5. When appearing on screen, students and faculty should comply with all dress code expectations.
6. If you are using a virtual background, video must be on and please ensure that it is not offensive or overly distracting. Discretion of the instructor.
7. Some classes may be recorded and posted for students to re-watch or refer to. Please be aware that you may appear on screen (as a student).
8. Students are not permitted to be at work during online classes.

## General Guidelines

Respect all who are participating in this learning community by:

- Realizing they have a right to their opinions
- Respecting the right others have to disagree with you
- Avoiding foul or abusive language
- Signing your name to any message you send
- Respecting your own and your classmates' privacy
- Being constructive in your responses to your classmates
- Being willing to clarify statements which might be misunderstood or misinterpreted by others
- Forgiving someone who may have accidentally offended you

## **Videotaping, Audiotaping and Sharing of Media**

Students may audio tape lectures given by instructors upon approval from that instructor. Videotaping of lab activities is strictly prohibited without written permission from EVERY individual involved in the process.

*Under no circumstances shall an audio or videotape be disseminated in a public forum without a media release form which has been signed by all entities caught on tape and filed with the appropriate authorities at the College.* These rules extend to taping that occurs while on a clinical experience. The faculty reserves the right to video tape skills assessment, lab practical exams and cumulative practical exams (for re-admission) for educational and evaluative purposes. The student will be allowed to view the video upon request.

## **Equal Opportunity, Harassment and Non-Discrimination Policy (MATC)**

Milwaukee Area Technical College (MATC) affirms its commitment to promote the goals of equity and inclusion in all aspects of the educational enterprise. For full policy use this [link](#). For any claims please contact: Yolanda Hodges (414) 298-6294 [Link](#)

## **Accommodations**

### **Facilities and Services for Differently Abled Students**

MATC is committed to providing equal opportunity for students with disabilities and does not discriminate based on disability in admission, access to or treatment in its programs and activities. Qualified students with a diagnosed disability are eligible to participate in our programs or services. To this end, MATC shall provide reasonable accommodation unless it constitutes an undue burden or requires a fundamental alteration of the College's program. Reasonable accommodation includes but may not be limited to untimed testing, testing in a private environment and the ability to tape record course instruction.

Students with documented disabilities will meet with the Student Accommodation Services Department. Once you complete an assessment, your instructors will be sent a “passport” that tells them what accommodations you need. Your instructor is not given any information about your disabilities. That information is private, and you are not required to share it with anyone, though you may choose to share it with your instructor. Without the “passport,” instructors are not able to make accommodations, so it would be most helpful for you to get it as soon as possible, even if you don’t think you are going to use it.

### **ADA Statement / Student Accommodations**

If you have a disability that impacts your classroom performance and wish to request an accommodation, contact the Center for Special Needs at (414) 297-6838. They may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Federal Americans with Disabilities Act (ADA) additional information is available at [MATC Student Accommodation Services](#).

### **Tutoring/Advising**

The Academic Support Center provides test monitoring, tutoring services, counseling, special needs, and disability services that are available for all students. Students who are experiencing difficulty in specific courses should contact the Academic Support Center at the campus of their choice. Additional information is available at [Academic Support Centers](#).

Faculty assistance such as tutoring, remediation, etc. is available to each student. It is recommended that the student first seek assistance from the instructor who is teaching the course. Faculty members are available to students during specified office hours and by appointment. Faculty office hours may be listed in the course syllabus.

### **Stormer Connect - Faculty Mentoring Students**

[“Stormer Connect”](#) is a new mentoring program for students. Research shows that students who have mentors are more likely to complete their education and reach their career goals. A mentor is a person who discusses your educational and career goals and offers advice along your journey. The mentoring program is optional, and you choose the instructor or instructors you would like to be your mentor.

### **Health Record Requirements**

Continuation in a Healthcare Pathway program is contingent upon completion and approval of health records as required for each program. Program specific information can be found at [matc.edu](#) under the appropriate program page. Health requirements as determined by the Healthcare Pathway and clinical/field placement agency must be completed by the designated date in order to enroll in the course of study and enter the clinical/field placement agency. **Meeting the health record requirements is the sole responsibility of the student.** Failure to comply with all health, drug test, and

criminal background requirements may result in **immediate removal** from the program.

### **Hepatitis B Vaccine**

Healthcare workers, including students, may be at a greater risk of contracting Hepatitis B than the general public due to exposure to patients who may be infected with the virus. For this reason, the Healthcare Pathway STRONGLY recommends that all students discuss the risk of Hepatitis B infection with their personal healthcare provider and consider immunization.

### **Drug Testing**

Students are required to undergo annual drug testing at his/her own expense at any point during the Healthcare Pathway program. At the time of testing, please disclose the medications that you are taking. The medical review officer from [CastleBranch](#) will discuss with you the drugs/medications that may produce a positive drug test. Failure of the drug testing will result in dismissal (or lack of entry) of the MATC DMS program.

### **CPR Certification**

Students are responsible for maintaining current American Heart Association Healthcare Provider Level CPR certification (2 Year) if required by the Healthcare Pathway. Refer to your program's webpage for details. Please note: If certification expires, the entire CPR course must be retaken. Recertification courses are available through MATC, local hospitals, clinics, and community agencies. If taking an on-line course, the demonstration portion must be completed for certification.

- Proof of certification in Basic Life Support for the Health Care provider offered through the American Heart Association. The student must maintain a current CPR certification while enrolled in the DMS program. Certification is good for two calendar years. In person certification is required.
- If the current certification expires prior to the anticipated graduation date, the student will be required to complete another CPR course while in the program.
- Failure to maintain a current CPR certification will result in immediate withdrawal from all clinical courses.

### **Wisconsin Caregiver Background Checks**

When you participate in a Healthcare Pathway clinical/field placement course, you will have access to patients and/or their records. Wisconsin's Caregiver Law requires background and criminal history checks of certain personnel who are responsible for the care, safety and security of children and adults. The law also requires all covered entities, including MATC's clinical partners, to investigate and report incidents of misconduct (e.g., abuse, neglect, or misappropriation of property). All students are required to fulfill the caregiver background check requirements prior to participation in a MATC clinical or field placement course at a healthcare facility in Wisconsin.

There are two forms to complete as part of your criminal background check:

1. "Release and Conditions of Criminal Background Check;" your signature on this form authorizes us to obtain your criminal background information and provide it to your clinical/field placement sites as required by the Wisconsin Caregiver law.
2. "Background Information Disclosure (BID) Form," (Department of Health Services Form F-82064A); a questionnaire including questions about criminal background, professional caregiving experiences, and state residencies.

All students are responsible to upload their completed background disclosure forms to MATC's designated web-based service provider. A thorough background investigation meeting all regulatory requirements will be conducted, and the results will be transmitted electronically to the student and MATC administration. Background check results will be shared with clinical hosts and provider sites, in accordance with regulatory requirements.

In some cases, a background investigation cannot be completed using the information provided in the background disclosure forms and additional information is required. When additional information is requested, by MATC or by a vendor or representative of a clinical site, students are required to provide the additional information in a timely manner. Space will not be reserved in clinical programs for students who have not fully completed background checks. Circumstances where additional information will be required include: discharge other than "honorable" from any unit of the U.S. armed forces, disclosure of a conviction that does not match records provided by the Department of Justice (DOJ), or if the DOJ records are not conclusive as to the disposition of a criminal charge, or if either the disclosure form or DOJ report contains information regarding a conviction within the preceding five (5) years for battery (all types), reckless endangerment of safety, invasion of privacy, disorderly conduct or harassment (all types). Students may also be required to provide documentation of military discharge and out-of-state convictions.

If you already hold a license or certification in a healthcare discipline, you will be required to complete an electronic status check of professional licenses and credentials through the Department of Safety & Professional Services.

Students are required by the Wisconsin Caregiver Law to report to MATC and the clinical/field placement site, information on any new charges or convictions for a crime or other offense which occurred after having completed the initial criminal background check on the Background Disclosure Form. Failure to make a complete and accurate disclosure may subject the student to a Wisconsin statutory fine of up to \$1,000 and possible suspension or termination from courses conducted at off-campus healthcare sites. Failure to provide truthful and accurate information may also be grounds for academic discipline, up to and including dismissal from the Healthcare Pathway.

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

In addition, licensing/certification agencies also require criminal background investigations. Students should contact the Healthcare Pathway office should they have questions regarding health or criminal background check requirements.

Additional information is available on the Wisconsin Department of Health Services website: [Wisconsin Caregiver](#)

The Wisconsin Caregiver Background law prohibits employment as a caregiver (and placement as a student in a field or clinical program) based upon conviction for certain offenses. Students are encouraged to keep abreast of the requirements of the Caregiver Background law, and the Offenses List published by the Department of Human Services (DHS). Information is available at: [Caregiver Program](#)

Admission to the MATC Healthcare Pathway does not guarantee placement in a clinical program or eligibility for placement in a clinical program. Students should consult an advisor or DHS for information regarding eligibility to work as a caregiver. **If a placement site cannot be arranged for you as a result of your background check, you will not be able to complete or graduate from your chosen Healthcare Pathway program.**

### Religious or Medical Exemption Request

Students have the right to request a waiver of a specific policy, requirement, practice, or schedule conflict due to religious beliefs and practices. A student's belief which prompts the request for a medical or religious exemption, must be sincerely held. The student will be required to fill out a **Medical/Religious Exemption Request Form** requesting the exemption. Students should work with the clinical coordinator for their program to execute this process. It is the responsibility of the healthcare agencies to accept or deny medical/religious exemption requests.

Because different clinical sites have varying policies and forms required, this form can be obtained from the clinical coordinator as they are in tune with each agency and the requirements.

### Pregnancy Policy

The student has the right to declare pregnancy and remain in the program with no modifications. However, pregnancy during the program may involve circumstances that could delay completion of program requirements and may result in delayed graduation. If the student continues to attend both didactic and clinical courses as scheduled during her pregnancy, minimal disruption will occur. A student who has difficulty maintaining the routine schedule of the program may affect her progression toward program completion. The DMS Program Director and faculty will be supportive to pregnant students and will endeavor to help such students complete all program requirements within a reasonable timeframe.

The stress and physical demands of the program requirements may affect both pregnant students and unborn fetuses, especially during the first trimester. Thus, the student is *encouraged* but not required to inform the Program Director, Clinical Coordinator, and Clinical Instructor at their assigned clinical site when the pregnancy is confirmed. If the student declares a pregnancy, she must work with the DMS Program Director and Clinical Coordinator to develop a plan that may include strategies and timings for completion of course or program requirements. The final plan must be signed by the student, the DMS Program Director, and a DMS Clinical Coordinator.

The student has the option to inform program officials of the pregnancy. It is both policy and practice of the program and the clinical education setting to offer the utmost protection to student. The program will NOT assume liability in any case of pregnancy. Should a pregnant student choose to remain in the program, the program members will provide support for the student's completion of the program. However, students must be aware that clinical sites reserve the right to limit liability and may choose to limit or not permit student participation in a clinical setting. If a pregnant student's assigned clinical site decides not to permit the student a rotation, the DMS Program Director and Clinical Coordinator(s) will make every effort to find another suitable site that will permit the student to continue their clinical education with limited disruption. If no clinical site is willing to take on the liability of having a pregnant student, the student may experience a delay in their ability to complete their clinical education and will be supported with a site placement during the same course offering the academic year after the pregnancy.

Once a student informs DMS program officials of their pregnancy through written notification, the student will choose from the following three options:

**Option I: Remain in the DMS Program Without Disruption**

It is possible for a pregnant student to continue and successfully complete the DMS academic courses with little disruption. The college will not assume any liability for students who choose to continue with all didactic and clinical requirements without interruption. The student may remain in the program under the following conditions:

1. The student may choose to complete all clinical rotations/ sim labs/ didactic with approval of their physician (official letter required with any restrictions/limitations noted).
2. The student must sign a form releasing the college and its affiliates of any liability associated with the possibility of fetal damage (ALARA will be initiated in scanning labs).
3. The student will adhere to all DMS program requirements including but not limited to standards for satisfactory progress and attendance for classes and clinical rotation.
4. If a student misses' clinical days, they will have to make the missed hours up within 3 months after the pregnancy.
5. If a student cannot complete a course, they will be required to retake the course the next time it is offered according to the DMS course sequence.

**Option II: Leave of Absence in Good Standing**

A pregnant DMS student may choose to take a leave of absence until after the pregnancy. The terms for this are as follows:

1. The leave of absence may be granted for a period up to one year from the agreed upon effective date. At the end of the year, the student must re-enter the program as a full-time student or relinquish their position in the program.
2. Students who request a leave of absence for more than 10 months up to one year will be required to show satisfactory retention of knowledge and skills expected in the semester in which they left. As conditions of re-entry, students may be required to complete tasks and/or assessments and to meet evaluation benchmarks (passing grade of "C") for DMS courses they have completed to ensure retention of requisite knowledge and/or skills. These scheduled examinations must be completed within a month prior to the student resuming the DMS program. Students who fail to meet benchmark scores on re-entry evaluations may be required to repeat corresponding program courses.
3. Students who are permitted to return to the program will be deemed capable of proceeding in the program. The student will be responsible for the content of all course work required in the remaining courses. No accommodations will be made in reference to the volume, or the expected level of proficiency required to complete the program.

### **Option III: Voluntary Withdrawal in Good Standing**

At any point, a pregnant student who is in good academic and behavioral standing with the DMS program may elect to withdraw voluntarily from the program. The terms for this are as follows:

1. Students in good standing with DMS program requirements who wish to self-withdraw due to pregnancy and who are interested in readmission, may submit a request to the DMS Program Director to be eligible for non-competitive readmission as part of the next academic year cohort.
2. As conditions of re-entry, students may be required to complete tasks and/or assessments and to meet evaluation benchmarks (passing grade of "C") for DMS courses they have completed to ensure retention of requisite knowledge and/or skills. These scheduled examinations must be completed within a month prior to the student resuming the DMS program. Students who fail to meet benchmark scores on re-entry evaluations may be required to repeat corresponding program courses.
3. Such students must indicate their readiness to return to the program by completing an application during the next open application period.
4. Students who exercise the option of voluntary withdrawal due to pregnancy will be eligible for non-competitive readmission only once.

### **Title IX Statement**

Milwaukee Area Technical College does not discriminate against any student on the basis of pregnancy or related conditions and will comply fully with the Title IX regulations. Absences due to medical conditions relating to pregnancy and maternity leave will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can see accommodations from Student Accommodation Services located on all campuses. Student Accommodation Services: Catherine Bohte, Coordinator/Instructor at 414-297-6750 or [bohtec@matc.edu](mailto:bohtec@matc.edu)

### **School Closing (Weather)**

The Rave Alert System is the official method to announce cancellation of classes and closure of MATC campuses in the event of severe weather or other emergencies as determined by the MATC administration. In the event there is a college closure, we will meet virtually through Class Collaborate.

When it becomes necessary to cancel day classes because of severe weather or other emergency, the announcement may indicate that classes and campus operations will resume at a specific time later in the day. When the decision has been made to cancel evening classes (i.e., classes starting at 4 p.m. or later), the announcement will be made by 2 p.m. The college [website](#), and the MATC emergency telephone number 414-297-6561 also will have information about class cancellation and campus closures.

When students are assigned to clinical/field placement rotation and the school is closed or class canceled, the students must refer to the assigned instructor for further directions. The instructor may assign virtual activities when the campus has closed due to inclement weather. In the event a quiz or test is scheduled, we will use Smarter Proctoring to complete the exam. If the closure was to happen on a Scan Lab Day, we will meet virtually through class collaborate to perform image evaluations.

### **Theory Transfer Courses (MATC)**

This option is only available to students who have been accepted into core technical courses at MATC. Approval for all theory courses is at the discretion of the program Department Chair. Students must be in good standing at MATC. Students who fail or withdraw from one core technical course may repeat that course at another college. Students who have been readmitted to a program are not eligible to take core technical courses at another college.

Clinical or skills courses may not be taken at another WTCS district, College or University. Additionally, for DMS students, theory courses may not be completed at another WTCS district, College or University.

Approval for course registration will be considered after grades for the prior semester are posted. Failure to obtain prior approval will result in the course not being accepted for transfer credit. Prior approval must include the syllabus and grading scale for the out of district course. Students may only register for one out-of-district course in the DMS program.

Students must agree to abide by all of the policies of the MATC Healthcare Pathway, including requirements for passing classes taken at other districts with a minimum earned grade in compliance with specific program requirements. Those requirements are listed in the Healthcare Pathway Handbook.

If a student withdraws from or fails a course at another college or university, he or she must notify the MATC DMS Program Chair immediately and it will count as an unsuccessful attempt at a core technical

course. The student will be subject to the MATC Healthcare Pathway Readmission policies. An official transcript must be submitted to the MATC Registration Department within two weeks of completing the course and before the following semester. For DMS students, please reach out to your Program Chair for the specific form needed and instructions for this process.

### **Academic Appeals Board Composition & Hearing Process (Grievance)**

Throughout your academic experience, you may be faced with a problem or even a situation you may not understand. We have a system that will assist you in resolving problems efficiently and effectively. Should you encounter a problem – academic or nonacademic – the college provides two avenues for your concern. If your concern involves discrimination or harassment, complete the Discrimination-Harassment Reporting Form. Please refer to the MATC [website](#) for the above policy and due process.

### **Academic Grading Appeals Process for DMS:**

#### **Grade Appeal Policy**

DMS students who have questions about incorrect or unjustified grades must first contact their faculty member. If a student is not satisfied with the resolution of the issue after such discussion, they may appeal to the DMS Program Chair. If a student is still not satisfied, the next step is contacting the Dean. The issues may be referred to the academic appeals standards committee.

The DMS Grade Appeal process contains timelines vary from the MATC process; therefore, the following standards will apply to DMS students. Students that they have five (5) business days after grades are posted to contact the instructor to question a final grade. Additionally, because most grade appeals arise after a lack of communication about student progress, faculty should ensure students are aware of their course grade status during the semester in a fair and timely manner.

Grade appeals are appropriate when the student believes that a final grade has been miscalculated, or when the student believes that the final grading was inconsistent with the grading policies stated in the syllabus or other published MATC procedures. The Grade Appeal process does not deal with course content and should not be used by students who wish to dispute a grade received on a test, essay, homework, or other assignment. Also, if the student charges that the grade given was based on discriminatory conduct, the academic grade appeal process will not be used; the student's charge will be referred to the MATC Affirmative Action Office.

When a student believes that the final grade, they have received in a course is inaccurate, or unjustified based on course policies or other published MATC procedures, the student may appeal the grade. In those instances, the following procedures will be followed.

#### **Grade Appeal Process**

1. Within five (5) business days from the date grades are due (or submitted if after the due date), the student shall contact the instructor who issued the final grade and discuss the grade in question. The contact or the discussion should occur or be documented in writing via email.

2. The faculty member must respond in writing via email to the student's appeal within five (5) business days of receiving the appeal. The faculty member must also copy their Pathway Dean/Associate Dean.
3. If the student and instructor are unable to resolve the dispute, and the student wishes to pursue the matter, he or she shall complete the Grade Appeal Request Form within five (5) business days of the faculty member's decision. The student must indicate the course number, the instructor's name, and the reasons for disputing the final grade.
4. The Pathway Dean/Associate Dean will contact the instructor to notify, discuss and confer about the grade appeal. He or she should have or will obtain a copy of the syllabus. The Pathway Dean/Associate Dean will confer with the Chair of the Academic Appeals Board and will reach any one of the following conclusions in considering the Appeal:
  - a. That the student does not have grounds for an appeal, and that the matter should be closed.
  - b. That the student may or does have grounds for an appeal and attempt to reach a resolution between the student and faculty member. A resolution must be reached within ten (10) business days, or the Appeal will automatically proceed to the Academic Appeals Board.
  - c. That the student may or may not have grounds for an appeal but that no resolution can be reached and thus the matter should proceed to the Academic Appeals Board (AAB).
  - d. If the Pathway Dean/Associate Dean and the Chair of the AAB are unable to reach a consensus on the Appeal, the Appeal will automatically proceed to the AAB.
  - e. If the recommendations that the appeal proceeds to the AAB, all academic and/or financial aid-based penalties will be postponed until the conclusion of the grade appeal.
  - f. If the Chair determines that there is insufficient cause to proceed, he or she will notify the student in writing within ten (10) business days after receiving the request for hearing and the matter is closed.
5. If there is sufficient cause to proceed and a resolution is not possible, the Chair of the AAB (or designee) will schedule an Academic Appeal Hearing. The Chair (or designee) will also notify the student, the instructor and the Pathway Dean/Associate Dean of the date, time, and location of the hearing within ten (10) calendar days after receiving the written request for a hearing.

## **Disciplinary and Dismissal Procedures**

Students in all Healthcare Pathway programs are required to provide safe care and maintain all standards described in this DMS Handbook as well as professional standards promulgated for this specific program. Behaviors that violate the expectations of safe care or behavioral expectations may be grounds for removal of the student from the course, dismissal from the program, other disciplinary actions (e.g., warning, probationary status, etc.) or dismissal from the Healthcare Pathway.

The behavior of any student which is considered: 1) unsafe, or 2) a breach of either the civility expectations or the standards of safe care during either clinical or classroom instruction, or 3) while on college property or during a college-sponsored service learning or field trip activity, or 4) at a clinical agency approved for study will be reviewed by Healthcare Pathway faculty and administration.

Situations may result in dismissal from the Healthcare Pathway but not from the college, including violation of Healthcare Pathway civility standards and standards of safe care. For such situations, the student will have an opportunity to discuss the situation first with the Program Faculty, Lead Faculty (i.e. Program Chair or Department Chair) and then by the Dean/designee prior to imposition of disciplinary sanctions, including dismissal, except in cases where the student's violation of safe care standards and continuation in the program poses a direct threat to the health and safety of patients or others.

Students are informed in writing of decisions of the Dean/designee to advance the incident to the Judicial Affairs Office who will investigate the alleged violation of the Student Code of Conduct. Please refer to the MATC [Code of Conduct](#) related to basic rules and regulation which include but not limited to the sanctions and appeal process.

Program dismissal may result for any of the following reasons as stated previously in this handbook:

- Unexcused or excessive absenteeism and/or lateness
- Grades of < 77% on written and laboratory examinations
- Substandard, unethical, unprofessional, or inappropriate conduct
- Release of confidential information regarding patients, classmates, or volunteers
- Cheating or plagiarism

Faculty members are authorized to deny a student the privilege of participation in clinical affiliations, skill competency tests, lab activities or classroom lectures when the student is unprepared or student performance falls below a competent level regarding patient safety (which makes him/her potentially dangerous to others) or presents a health hazard to clients or fellow classmates when the student does not meet agency or facility health standards.

In such situations, participation in the experience will be discontinued until there is evidence that the student's progress meets minimal criteria for safe clinical performance. This may require medical documentation from the student's health care provider, if indicated.

Upon determination of a student's inappropriate conduct, the faculty member who was involved will meet with the student to inform the student of the unacceptable behavior and discuss the matter. A verbal warning concerning the inappropriate behavior will be given to the student and a written record of the behavior will be placed in the student's electronic file through Google Drive, which in turn will alert the College guidance counselor assigned to the student.

If the student's conduct and behavior does not improve, the instructor involved will meet with the student for a 2<sup>nd</sup> time, at which time a written warning is given with documentation of specific actions needed to improve performance. There will be a deadline given for definite measurable improvement to be demonstrated by the student.

If satisfactory improvement is not demonstrated before the deadline, the student may be dismissed from the DMS program.

## Re-Entry Policy

Sonography courses are sequential, content builds from class to class. Students must be competent at the appropriate program level before returning to the classroom, lab, and clinical setting. Remediation, scanning skill assessment, comprehensive exams and/or course audits may be required based on the assessment.

Requirements for re-entry into the Diagnostic Medical Sonography program are dependent upon:

- Students may be readmitted to the DMS program only **ONE** time.
- A student must request to be readmitted within 1 year of withdrawal or dismissal.
- A student may not have an outstanding balance owed to MATC.
- Students requesting re-entry are required to meet **ALL** the admission criteria in place at the time of application submission as well as current policies, clearances, and regulations.
- Withdrawals, FMLA's and academic failures in Term 5 may have alternative considerations. American Data Bank compliance is at the student's expense.
- Readmission is not guaranteed.
- There must be space available at the time of the readmission request
- Students dismissed for academic or disciplinary reasons may be required to meet with an Academic Standards Committee.

In addition to the DMS application requirements, the student must submit a formal, typed, single spaced letter of no less than one page and no more than three pages outlining a plan that identifies the factors that prevented successful completion of the curriculum; and what will be done to prevent these factors from reoccurring if granted readmission to the DMS program. Extenuating circumstances are at the discretion of the President, Dean, Program Director and/or Advisory Committee. Please refer to the MATC Healthcare Pathway Handbook.

## Academic Integrity / Scholastic / Artificial Intelligence (AI)

### Academic Dishonesty and Misconduct

It is the policy at MATC to uphold academic honesty. Academic dishonesty is defined as the attempt to mislead, deceive, or influence the grading system or process. Academic dishonesty includes, but is not limited to:

- Use of unapproved support materials during tests and/or exams shall be considered cheating. This includes the unauthorized possession of tests and/or exams either before, during, or after the use of the test/exam
- Any student who helps another student cheat is as guilty of cheating as the student he or she assists
- The submission of the work of someone else as one's own individual work
- Falsification of clinical or classroom records and competencies
- Cheating, including:
  - The use of unauthorized materials or devices such as crib notes or cell phones during an examination,
  - Providing and/or receiving unauthorized assistance during an examination

- Possessing a course examination prior to the examination
- Using a substitute to take an examination or course.
- Plagiarizing in any form
- Fabrication of information or citations
- Facilitating the acts of academic dishonesty by others
- Submitting the work of another person
- Submitting work previously used without informing the instructor
- Tampering with the academic work of other students; or
- Attempting to bribe institutional personnel to attain academic advantage

All matters involving academic dishonesty are serious violations of the Student Code of Conduct. Faculty members should report all violations to the Dean of Academic Affairs and may recommend penalties for initial violations of a serious nature or for recurrent violations (including dismissal). **Artificial intelligence** (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they cannot be used for course assignments except as explicitly authorized by the instructor. Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such

## Plagiarism

Plagiarism is a form of academic dishonesty which is unacceptable in any academic institution. The MATC academic community will make all reasonable efforts to discourage this form of dishonesty. Plagiarism is the unacknowledged use or incorporation of another person's words, ideas, materials, research, graphics, or computer programs may be considered plagiarism. Students should cite the source by using quotations and/or reference notes, including foot or endnotes. MATC requires the use of either the MLA citation format or the APA citation format. The instructor will inform students which format should be used in a particular course.

Sources of plagiarism may include material obtained from a friend, from duplicated student writings used in other writing courses, or from commercial sources, all of which must be acknowledged by reference notes or quotations. Students can obtain assistance from the MATC librarian regarding the research and citation process. Students who are unsure of their ability to produce a finished draft, which is virtually error-free or required strategies for proper writing, should arrange to meet with an English tutor.

Initial Violation: An automatic grade of "F" will be assigned for the test, project, essay, or other course requirements when plagiarism has been proven to occur. Subsequent violations will be dependent on the nature of the infraction. The faculty member may assign a grade of "F" in the appropriate course; refer the matter to the Assistant Dean of Academic Affairs. The Assistant Dean of Academic Affairs will refer the matter to the Academic Standards Committee for further action. The Academic Standards Committee (may be comprised of the Director of Student Services, Dean of Academic Affairs, Registrar, Program Director, Director of Financial Aid, and others as needed) will then recommend a course of action to the Dean of Academic Affairs.

## Ergonomics

*Ergonomics is the study of factors that affect humans in their workplace with a focus on design and the arrangement of physical spaces so that people and objects interact efficiently and safely. As ultrasound exams become more complex and physically demanding and volumes increase, more sonographers report experiencing workplace injury and chronic pain. Ref: Size, G, Vascular Reference Guide 2024*

The MATC DMS program will encourage all students to use good ergonomics techniques to prevent Work Related Musculoskeletal Disorders (WRMSDs) by encouraging sure proper form while scanning while in lab and during clinical.

### **Civility Statement/Standards**

Civility is a critical principle of professionalism in healthcare. Civility is behavior that: 1) shows respect toward another; 2) causes another to feel valued; 3) contributes to mutual respect, effective communication, and team collaboration. All students are expected to conduct themselves, both on and off campus, in a civil manner and to comply with requirements of standards of professionalism. Failure to comply with any of the following items or other policies in this DMS Handbook may result in a conference with the program Lead Faculty (i.e., Department/Program Chair). If the problem warrants immediate action, the Lead Faculty may recommend to the Dean/designee that the student be dismissed from the Healthcare Pathway. Following is a description of the general academic and professional responsibilities of a student in the Healthcare Pathway:

1. Attentiveness – Students are required to regularly attend class. Extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority within the Healthcare Pathway. The student is consistently on time for lectures, labs and clinical experiences and stays until the conclusion of presentations or activities. The student is alert and demonstrates attentiveness during the presentation.
2. Demeanor – The student has a positive, open attitude toward peers, instructors, and others during the course of healthcare studies. The student maintains a professional bearing and interpersonal relations. He/she functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.
3. Maturity – The student functions as a responsible, ethical, law-abiding adult.
4. Cooperation – The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.
5. Personal Appearance – The student's personal hygiene and dress reflect the high standards of healthcare professions.

6. Moral and Ethical Standards – The student respects the rights and privacy of other individuals and is knowledgeable and compliant with applicable professional code of ethics.

7. Academic Integrity – The student completes academic work honestly and in accordance with instructions. Plagiarism, unauthorized work sharing, use of unauthorized devices or reference materials, cheating or other failure to adhere to instructions for examinations or assignments is a violation of the Healthcare Pathway’s professional standard .

## Standards of Self Care

Please review the MATC [Healthcare Pathway Student Handbook](#)

## Bloodborne Pathogens / Accidental Exposures / Needle Sticks

All students will receive instructional material on communicable diseases to include AIDS and Hepatitis B Viruses in the in the Introduction to Sonography DMS course. All students will have a TB skin test, or an appropriate test, upon entering the program, and as needed or required from the clinical affiliates. When a student is identified as being infected with **any** Bloodborne Pathogens of the following communicable diseases the following steps are to be taken to ensure the health of the community and the patients with whom the student would be in contact. This policy is also designated to protect the student who is infected.

Depending on the clinical/field placement agency and the nature of the exposure, the student may be examined on site (urgent or emergency care) or be required to see his or her own health care provider. If the incident is associated with any accidental exposure to blood/body fluids including needlestick injuries, the clinical/field placement agency procedures will be used to document, track, and analyze the injury/incident. All forms and documentation must be completed by the student in a timely manner.

## Infectious Disease Policy

This Policy is intended to prevent the spreading or outbreak of communicable or infectious diseases and will be interpreted and administered in order to protect the health and well-being of the College community. For additional infectious disease definition and full MATC statement, refer to the MATC [Health Pathway Handbook](#)

## Infection Control

Students will be provided with a lab orientation that includes information about infection control and safety procedures. Lab instructors are responsible for ensuring sufficient time for infection control before and after student activities and may establish a cleaning schedule for students. Students are required to wash their hands or use hand sanitizer upon entering and exiting the DMS classroom and

lab spaces and before scanning any model or training phantom/simulator. Anyone performing scanning on live models must wear a latex free glove on their scanning hand and a face mask that covers their nose and mouth. Students are expected to keep the laboratory clean and disinfected using appropriate cleansers provided for each piece of equipment and furniture. The lab must be left in a clean and organized manner after each use with all machines and gel warmers turned off, trash properly disposed, bed wheels locked for safety, equipment and furniture wiped down, probes securely stored with cords properly hanging on hooks and not on the floor, and gel bottles wiped down and refilled if necessary. Students experiencing any signs or symptoms of possible communicable disease may not attend in-person classes or labs and must contact their instructors for further guidance. All known exposures are required to be reported according to college and program policies. Failure to adhere to or participate in infection control and lab cleanliness procedures will result in disciplinary action

### Universal Precautions

Exposure to blood and body fluids is a risk to all healthcare workers. Universal Precautions must be followed at all times. Hands should be washed between sessions of working with different classmates or faculty. Gloves must be worn. All used gloves must be disposed of in a container for regulated waste. In the event any surface in the lab becomes contaminated with body fluids, appropriate cleanup procedures will be implemented. It is the student's responsibility to follow the practicum rotation standards. Students will receive instruction and additional assessment on Universal Precautions in Introduction to Sonography course.

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*Please sign the “**Bloodborne Pathogen and Statement of Understanding Forms**” Appendix pg. 65*

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### Rules for Use of Cell Phone

Comply with all federal, Wisconsin, and other applicable law, all applicable college policies and all applicable contracts and licenses. Examples of such regulations include but are not limited to Health Insurance Portability and Accountability Act (HIPAA) and other privacy protection laws, copyright protection laws, the Computer Fraud and Abuse Act, and the Electronic Communications Privacy Act, among others. Users are responsible for understanding and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use.

**Use of cell phones is not permitted during class time. Cell phones are to be turned off or silenced and put away. A student, who has a valid reason to have cell phone turned on while in the classroom or laboratory, must first request permission from the instructor. If given permission, the cell phone may be turned on silent or vibrate mode and the student must leave the classroom to answer it.**

- Comply with all policies, rules and regulations established by MATC’s clinical partners, including network access rules and security programs. Failure to comply with the policies, rules and regulations may result in dismissal from the DMS program and/or Healthcare Pathway.
- Use mobile device resources only in the manner and to the extent authorized. The mobile device network account and password may not, under any circumstances, be shared with, or used by, persons other than the MATC student owner.
- Respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected.
- Refrain from using the mobile device or its components for personal commercial purposes or for personal financial or other gain.
- Comply with all MATC policies, the MATC Student Code of Conduct and the MATC Healthcare Pathway Student Handbook concerning security, privacy protection and the use of social media.
- Engage in safe computing practices by establishing appropriate access restrictions
- Please refer to the course syllabus related to use of mobile devices for personal emergencies

### **Mobile Device Regulations**

- Still and video photography may not be used in the clinical setting (i.e., no mobile devices)
- Wallpapers, screensavers, or other publicly visible aspects of your device (i.e., cases, covers) must be professional and appropriate for a patient-care environment.
- Devices must follow institution infection control practices in the settings in which they are used
- Cell phones must be turned off and put away during exams
- A student found using a cell phone or other electronic device during an exam will be engaging in academic dishonesty and appropriate actions will be taken

### **Email**

Students are to activate their MATC email accounts and check daily. In addition, students must ensure that the username and password for the network are current and working. MATC email is the only account through which a student should communicate with clinical instructors, faculty, and staff.

Students must recognize that all electronic communications are considered public, not private, and therefore subject to discovery in legal matters, and can be made available to the general public. Patient data, patient identifiers, and other sensitive personal health information must not be transmitted electronically.

### **Tuition and Fees**

Tuition and fees are established by the MATC College Board of Trustees. The college reserves the right to change tuition or fees at any time by action of the Board of Trustees. In addition to tuition and fees, students are responsible for purchasing supplies (i.e.: uniforms, books) for classes/clinical.

As a student in the DMS program, you are entitled to know approximately what costs are associated

with the curriculum in addition to the tuition to the college. Costs are subject to change; however, the college business office should provide the student with a reasonable expectation for the amounts involved. Financial aid options are available to assist students in their quest for higher education. Please see the College business office and your financial aid representative.

## Financial Aid

Students who need or are entitled to financial assistance for attendance at MATC will find help in the Financial Aid Office. The Financial Aid Office is responsible for administering traditional federal and state financial aid programs including grants, loans, and work-study, benefiting many students including veterans, scholarship recipients, and students with disabilities. Visit our [Financial Aid page](#) to learn more, as changes can occur.

## The HIPAA Privacy Rule

The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patient's rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.

Information regarding patients, physicians, hospital bills, personnel, salaries, and other business data is often encountered by students due to the nature of their clinical involvement. The information may be compromised by unintended discussions with other students, volunteers, friends, family members, or other outside parties. For health care organizations to maintain the trust of patients, physicians, visitors, and employees, it is imperative that sensitive information remain confidential.

Information regarding any patient including patient names, medical record number (MRN), diagnoses, and treatments may not be divulged under any circumstances. Information regarding psychiatric patients is particularly sensitive and should not be discussed in any situation.

In 1996, Congress amended an Internal Revenue Code known as HIPAA (Health Insurance Portability and Accountability Act). This act was to improve the portability and continuity of health insurance coverage in the group and individual markets, to combat waste, fraud, and abuse in health insurance and health care delivery, to promote the use of medical savings accounts, to improve access to long-term care services and coverage, and to simplify the administration of health insurance. On December 28, 2000, the Department of Health and Human Services published the final portion of HIPAA dealing with Standards of Privacy. The regulations are aimed at protecting confidential health information.

**Information about patients' status may not be disclosed to other patients or to staff not involved in their care. Legal and ethical obligations require you to keep information about patients strictly confidential.**

All health care agencies have developed comprehensive compliance strategies along with the required policies, procedures, and educational programs to preserve the confidentiality of patients' health care information, while maintaining the patients' trust and confidence in how their medical information is used, stored, and transmitted. Students violating HIPAA standards of confidentiality violate a federal law and are subject to fine and/or imprisonment and will be immediately dismissed from the sonography program.

### **Confidentiality**

During the DMS Program, students gain access to highly confidential information about patients. This includes written as well as verbal information pertaining to patients. Any discussion of patient information, except during an educational experience, is considered a breach of confidentiality.

**Violation of ANY patient confidentiality will result in dismissal from the program.**

### **Smoke Free Campus**

The MATC District Board is strongly committed to providing a healthful environment for all students, employees, visitors, and guests of Milwaukee Area Technical College.

Effective November 1, 2012, all MATC property, buildings and grounds will be tobacco- free, both indoors and outdoors. This policy prohibits tobacco use, including the use of e-cigarettes or vape pens, anywhere on district-owned or district-leased property, including buildings, grounds, parking lots and vehicles, in accordance with the district's authority pursuant to Wis. Stat. § 101.123(4m). This policy applies to all students, employees, and visitors of the college.

The college provides resources that can assist with the challenges associated with quitting tobacco usage. Employees should contact Human Resources for information concerning cessation of tobacco use. DMS students are encouraged to contact Student Life for information about available resources.

### **Substance Abuse**

MATC healthcare programs are obligated to follow Federal law related to marijuana use. Under Federal law and regulations there is zero tolerance for marijuana use, even if such use is for medicinal purposes. Students who test positive for marijuana will be dismissed from their MATC healthcare programs. MATC and its clinical affiliates reserve the right to conduct random drug testing. Students are required to undergo annual drug testing at his/her own expense at any point during the Healthcare Pathway program. At the time of testing, please disclose the medications that you are taking. The medical review officer from Castle Branch will discuss with you the drugs/medications that may produce a positive drug test.

The safety of patients is greatly influenced by the cognition and behavior of the sonography students taking care of them. The nature of substance abuse includes denial and a pervasive inability to think and behave logically. It is the policy of MATC's DMS Program to require a urine and/or blood test

immediately upon suspicion of substance abuse. The test(s) will be done at the student's clinical site or at a designated health occupation facility. The cost of the test(s) will be the student's responsibility. The student must sign a release of information form allowing the results of the test to be released to the DMS Program Director.

If a student refuses testing, they are immediately dismissed from the program. If testing is positive, the student is dismissed immediately from the clinical site(s) for the remainder of the day and a family member or friend must drive them home.

It is the student's responsibility to ask his/her physician whether a prescribed drug may affect clinical performance. Students must report the use of any prescribed drug or other substance that may impair clinical performance to their instructor. Failure to report use of such drugs or other substances or failure to provide proper evidence of medical authorization may result in the student's termination from the program.

Every student who observes or has knowledge of another student in a condition that impairs the ability to perform clinical duties or poses a hazard to the safety and welfare of others, must promptly inform the program director.

### **Process to Apply for the Sonography Principles and Instrumentation Exam (SPI)**

The SPI exam is a timed 2-hour exam of 110 questions. Passing score is 555. Sonography Principles and Instrumentation (SPI) Examination requirements please visit [www.ardms.org](http://www.ardms.org) for any further specific instructions. Fee for SPI is included the MATC student fees.

The following steps will occur for students advancing to DMS (see page 8 for additional information)

- Students are required to request a copy of transcripts from the Academic Records Office
- Students are required to register for an account with the ARDMS.

#### General Information:

SPI exams can be re-attempted every 60 days. After passing the SPI exam, students have 5 years to take and pass one specialty exam to attain ARDMS status.

### **Professional Memberships**

Students are not required but highly recommended to join and actively participate in their local, state, and national professional organizations. The professional journals and activities of these organizations provide a stimulating environment for the student sonographer. Additionally, they provide networking opportunities that may lead to jobs and other opportunities within the medical imaging profession. Students may also receive educational journals with membership and be eligible for CME credits by reading the training modules and completing the test at the end. Discounts for educational seminars are typically a benefit of being a member of a professional organization. Join under this category and receive special student discounts plus all the benefits of membership except the right to vote and hold

office. Membership gives you the information and tools to help meet your career goals. To qualify for this membership category, you must be enrolled in diagnostic medical program. A letter from the program director verifying student status and anticipated graduation date is required before the membership application can be processed. See websites for updated/current fee information: [SDMS Membership](#)

### **Leave of Absence / LOA / Long-Term Illness**

Upon written request of a student with a medically documented long-term illness, and who is unable to complete the program coursework, there is an option for a medical leave of absence (LOA). The student must submit this written request to the Program Director, prior to the start of the next term. Upon acceptance, the student will be granted guaranteed placement in a future cohort, provided they meet the readmission criteria. The written request to return must be received within two (2) years of the LOA. After two (2) years of absence, a student must reapply to the program. It is the discretion of the DMS program faculty to assess the student's readiness to return. All or any combination of the following may occur. CLEP exams, oral interview, scan skill assessment.

A student returning from LOA due to a medical condition must have a healthcare provider's clearance before re-entering the Program. The student will be expected to resume normal activities and clinical responsibilities without limitations. Individual assessment of the student's clinical skills will be performed upon return from the LOA. Students must be competent at the appropriate program level before returning to the clinical setting. Remediation, comprehensive exams and/or course audits may be required based on the assessment. Prior lab and clinical courses must be repeated.

### **Military Deployment**

If a student is called into active duty to the armed services of the United States of America, the student will be given an immediate leave of absence, with guaranteed placement in the next cohort, upon his or her return. Students who are ordered or inducted into active service in the armed forces of the United States or who are requested to work for the federal government during a national emergency or a limited national emergency can withdraw from a course or courses and receive a 100% refund of all tuition and fees to students. Students can complete an electronic form available on the MATC Military Education Support Office (MESO) or contact MATC MESO directly.

Students must be competent at the appropriate program level before returning to the classroom, lab, and clinical setting. Remediation, scanning skill assessment, comprehensive exams and/or course audits may be required based on the assessment.

### **Bereavement Leave**

Bereavement leave will be granted at the discretion of the program faculty and the assigned clinical site. A maximum of three (3) days excused absence will be granted in the event of a death of a member of the student's immediate family with proper documentation. The immediate family includes husband, wife, child, father, mother, brother, sister, mother-in-law,

father-in-law, or grandparents. Students should contact the instructor, clinical coordinator, or Program Director to request bereavement leave.

### **Jury Duty**

A student who may potentially be absent from their clinical site due to jury duty will first attempt to be dismissed during the length of the program. If this is unsuccessful, the student will need to make up the time as assigned by the clinical instructor and the program faculty. Students must provide evidence of jury duty service.

### **Court Dates**

If a student is called to testify in court, whether it is a personal case or as a witness, the time missed from clinical will be counted as time absent. The faculty may elect to assign make up time depending on the length of time absent.

### **Employment Policy**

While the faculty realizes that employment is necessary for some students, the practice of employment while attending a full-time program may prove harmful to the student's performance and is discouraged. Working prior to clinical practice may hinder alertness and ability to provide safe care. Clinical and classroom expectations and schedules will not be altered to accommodate student employment. **NOTE:** All activities required in the program must be educational and students must not be substituted for staff (ie: monetary payment).

### **FastCare Clinics**

Link to [FastCare](#) Clinics for enrolled students

### **Pandemic Response Policy**

Please refer to college website: [www.matc.edu](http://www.matc.edu)

### **Grading Policy**

Please refer to each course syllabi for current grading policy



## Diagnostic Medical Sonography Student Handbook

### Faculty Hierarchy

Program Director	Tina Lockbaum
Clinical Coordinator	Chrissy Bonham
Associate Dean Healthcare Pathways	Mary Peters-Wojnowiak, MSH, RDH
Dean of Healthcare Pathways	Dr. Eric Gass, PhD
Executive Vice President of Learning, Provost	Dr. Philip King, Ed.D
President	Dr. Anthony Cruz



APPENDIX FORMS

for

**Diagnostic Medical Sonography Program**





## Diagnostic Medical Sonography Student Handbook

### Declaration of Intent

I, the undersigned, have received a copy of the *DMS Program Student Handbook*. My signature acknowledges I have read the MATC DMS handbook with the opportunity to ask questions about the content. I understand that I will be held accountable for the expectations of MATC students delineated within this handbook and the *College Student Handbook* as stated or implied. I agree to comply with the policies and procedures. Furthermore, I understand that from time-to-time changes may be made to the handbook and that if this occurs, I may receive a written addendum and may be asked to sign to acknowledge receipt, understanding, and compliance if warranted. Upon enrolling in the MATC DMS Program, I assume an obligation to conduct my academic affairs in a manner compatible with standards of academic honesty (abstaining from cheating, plagiarism, falsifying documents, unprofessional conduct, breach of confidentiality, etc.) established by the College and its faculty. If I neglect or ignore this obligation, I understand that I will be subject to disciplinary action including dismissal.

My signature below confirms that I:

- Did receive a copy of the MATC *Diagnostic Medical Sonography Student Handbook*
- Understand that I am expected to comply with the policies and regulations in this handbook
- Understand that I am expected to comply with policies and regulations in MATC *Catalog of Courses* and *Student Handbook*
- Understand that if I fail to comply with the policies and regulations the result could be my withdrawal (dismissal) from the program
- Understand that if I have questions about any policy or regulation, I should seek advice from the Diagnostic Medical Sonography Program staff or Student Services staff.
- Understand that I may be asked to submit to drug and alcohol testing.

Name Print: \_\_\_\_\_

Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

Witness Name Print: \_\_\_\_\_

Witness Signature: \_\_\_\_\_



*MILWAUKEE AREA TECHNICAL COLLEGE*

**Diagnostic Medical Sonography Student Handbook**

**Fair Practices**

**The health and safety of patients, students, and faculty associated with the educational activities of the students must be adequately safeguarded.**

Therefore, students scan each other during assigned on-campus labs. All students are required to scan an individual for a daily lab grade. In the event you are not scanned by one of your lab peers on any given day, there will be no adverse effect on grade or evaluations by participation or non-participation. Please Note: Participation as a scanning model is voluntary. Participation or non-participation will not have an effect on your grade. Grades are based on the criteria published in the syllabi.

\_\_\_ I agree to be a model for scanning: there will be no effect on my grades

\_\_\_ I opt out of being a model for scanning; there will be no effect on my grades

I have been given the opportunity to clarify any information that I do not understand.

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Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Diagnostic Medical Sonography Student Handbook

### Student Statement of Understanding and Release

I, \_\_\_\_\_ (print name), am a student at MATC who is enrolled in the Diagnostic Medical Sonography (DMS) Program.

I acknowledge that I have been informed of the following and that I understand the following:

1. That the program I have enrolled in may involve exposure to human body fluids that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. That exposure to infectious blood and other body fluids by contact through eye, mouth, blood, non-intact skin, or other methods may put me at risk of contracting a blood borne infection.
3. That to protect myself from exposure to blood and other body fluid and cultures I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the College and clinical affiliation that I am attending.
4. That if I should become exposed by eye, mouth, blood, non-intact skin or other method to blood or other human fluids or cultures, I will immediately report such incident to the program manager or clinical instructor.
5. That if such exposure should occur, I hereby authorize the college or clinical affiliation to administer such immediate first aid as is deemed appropriate until medical help can be obtained.
6. That I hereby release and hold harmless Milwaukee Area Technical College, its employees, officers, agents and representatives including all clinical affiliates, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or the administration of emergency first aid after such exposure during the course of my participation in the DMS program, whether caused by negligence of the College or otherwise, except that which is the result of gross negligence or wanton misconduct by the College.

Name Print:

---

Signature:

---

Date Signed:

---



**MATC**

**Diagnostic Medical Sonography  
Obstetric / Model Release and Waiver of Liability**

**Note: Page 1 of 2**

I, the undersigned **Participant**, hereby agree to participate as a Subject (Model) for the Diagnostic Medical Sonography Program at MATC. The purpose of these scans is to provide students with an opportunity to obtain practical scanning experience under direct supervision. I understand that the scanning procedure that I will experience is not for diagnostic purposes.

Although studies have been conducted to assess the health risks from ultrasound energy, a common scientific conclusion reached was that the studies necessary to support a definitive assessment of risk have not yet been determined. However, clinical experience to date shows that ultrasound is a safe, useful means of conducting diagnostic examinations, and there is no compelling reason to believe that adverse delayed effects will be apparent in the future. ALARA principles will be followed.

I acknowledge that I have read the above Notice and understand and assume the risks and dangers associated with serving as a Subject. I **voluntarily** choose to participate as a Subject despite these risks and dangers. I further understand that MATC does not warrant or guarantee my fitness to participate as a Subject.

The primary obstetrician providing prenatal care should be informed of his or her patient’s participation. Participant will provide a copy of their results from their 20-week Fetal Anatomical Survey including Physician contact information.

I, as an obstetrical volunteer and participant, agree to the following:

I attest that I have been seen by a physician prior to scan. \_\_\_\_\_(initial)

I attest that I have notified my primary obstetrician prior to scan. \_\_\_\_\_(initial)

I attest that I have provided a copy of the results from my 20-week Fetal Anatomical Survey, including Physician contact information, prior to scan. \_\_\_\_\_(initial)

I hereby allow myself to be scanned as a model for the Diagnostic Medical Sonography Program at MATC. If any **unexpected findings** are detected during the scanning process, I will seek professional advice for formal diagnostic studies or counseling with a practitioner. \_\_\_\_\_(initial)

*Images are used for educational purposes only.*



**MATC**  
**Diagnostic Medical Sonography**  
**Obstetrics / Model Release and Waiver of Liability**  
**Note: Page 2 of 2**

Accordingly, in return for MATC's affording me the opportunity to volunteer my time and efforts to benefit Students and the community MATC serves, I, for myself, my spouse, heirs, assigns, related individuals and related entities, hereby release, waive, absolve, discharge, and agree to hold harmless MATC (which, for purposes of the Release and Waiver of Liability, includes MATC's directors, officers, employees, agents, Students, parent, and subsidiary entities and insurers) from and against any and all rights, claims, demands, causes of action, obligations, suits, liens, damages or liabilities of any kind and character whatsoever, whether known or unknown, suspected or claimed, which I shall or may have in the future against MATC with respect to my participation as a Subject, or any undertaking, act, or omission related thereto, including, but not limited to, claims for breach of contract, negligence, strict liability or otherwise. This Release and Waiver of Liability does not, however, absolve MATC from any liability, damages, costs, disbursements, and attorney fees incurred due to MATC's intentional or reckless conduct.

**I have read this release and waiver of liability, understanding it and voluntarily agree to it and further understand that I have given up substantial rights by signing this document.**

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Participant Name (printed): \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_ Phone Number \_\_\_\_\_

Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness Name (printed): \_\_\_\_\_

Form is valid for DMS students and returning volunteers for the entire length of program



Diagnostic Medical Sonography Program  
**Informative Page**  
**Notice to Persons Who Wish to Serve as Subjects**

Milwaukee Area Technical College ("MATC"), for the benefit of its students and the community it serves, operates a Diagnostic Medical Sonography Program (the "Program"), in which MATC students ("Students") are trained to perform ultrasounds. As part of the Program, Students obtain experience in performing **DMS 200, DMS 207, DMS 208, DMS 221, DMS 223, DMS 212, DMS 203, DMS 222, DMS 211 and DMS 224** ultrasound tests (each "Sonogram") on volunteer subjects (each a "Subject"). The undersigned participant (the "Participant") has expressed an interest in assisting Students to obtain needed experience by serving as a Subject. As a condition of the Participant's participation as a Subject, the Participant must carefully review this Notice, and must review and execute the corresponding Release and Waiver of Liability. Should the Participant have any questions about this form, he or she should question MATC personnel before signing it.

**Expectations for the Participant**

You will need to **remove any jewelry or clothing that will interfere with the test**. You will be given a towel or paper covering to use during the test.

An ultrasound (**Sonogram**) is a medical procedure that provides a picture of abdominal, gynecological, or obstetric anatomy. During the procedure, gel is applied to the Subject's **body part**, and a handheld device is moved across the Subject's **body part**. Sound waves, produced by the ultrasound system, pass through the Subject's **body**, and are reflected off the **anatomy**, producing an image of the Subject's **structures** on a monitor.

**Safety in Training and Research**

Diagnostic ultrasound has been in use since the late 1950s. No confirmed biological effects on patients resulting from this usage have ever been reported. Although no hazard has been identified that would preclude the prudent and conservative use of diagnostic ultrasound in education and research, experience from normal diagnostic practice may or may not be relevant to extended exposure times and altered exposure conditions. It is therefore considered appropriate to make the following recommendation: In those special situations in which examinations are to be carried out for purposes other than direct medical benefit to the individual being examined, the subject should be informed of the anticipated exposure conditions, and of how these compare with conditions for normal diagnostic practice.

Accordingly, it is important to note that the exposure conditions that the **Sonogram** Participant receives as a Subject may vary from those of similar **Sonograms** administered as part of normal diagnostic practice, and thus may pose unique risks. A typical diagnostic **Sonogram** takes an average of 45 to 60 minutes and uses ultrasound waves at frequencies of 2.00 to 10.00 MHz. MATC anticipates that the **Sonogram** Participant receives as a Subject may take as long as 45 to 60 minutes during hands-on teaching session and will use ultrasound waves at frequencies of 2.00 to 10.00 MHz.

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[AIUM Statement](#)



**MATC**  
**Diagnostic Medical Sonography**  
**Volunteer Consent Form**

Instructions: Please read the following form carefully. **Please initial each statement for the consent portion and sign the Release and Waiver of Liability.**

- \_\_\_ I understand that all attempts will be made to minimize my exposure based on ALARA standards which requires adherence to technical settings on the ultrasound equipment that will minimize exposure to sound waves.
  
- \_\_\_ I understand that scanning in the sonography lab will involve other students in attendance and observing, male or female.
  
- \_\_\_ I understand that my skin will be exposed for the sonographic session.
  
- \_\_\_ I understand that my privacy and modesty will be maintained as much as reasonably possible considering the type of session performed.
  
- \_\_\_ I understand that I will be scanned by students under the direct supervision of program faculty.
  
- \_\_\_ I understand that I am not a patient and that my name and/or any other identifiers will not be recorded in association with the test scan creating no personal health information or records.
  
- \_\_\_ I understand that the session performed is for educational purposes only, and only non- diagnostic images will be acquired. I will not receive any diagnosis or treatment and will not be evaluated by a trained medical physician. This does not replace or supplant medical care provided by a licensed physician.
  
- \_\_\_ I understand and acknowledge that the images taken as a result of the ultrasound scanning session will remain the property of MATC will be held harmless in the event of a future diagnostic concern.
  
- \_\_\_ I acknowledge that program faculty are not trained medical physicians and cannot provide findings at any time before during or after the scanning session. I understand that I may be advised based on images that may warrant medical analysis, to seek medical advice from a physician qualified to do so.

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Participant Name (printed): \_\_\_\_\_

***Form is valid for DMS students for the entire length of program***



**Diagnostic Medical Sonography Student Handbook**

**Essential Skills / Technical Standards Verification Form**

\_\_\_\_\_ Yes \_\_\_ No I have read, and I understand the Essential Skills relative to the Diagnostic Medical Sonography Program.

\_\_\_\_\_ Yes \_\_\_ No I can meet the Physical/Technical Requirements of the DMS Program as specified and do not require any reasonable accommodation to meet these requirements at this time.

I require the following reasonable accommodation(s) to meet the Physical Requirement standard:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Stating the above, I have met with the DMS Program Chair and additional MATC ADA staff \_\_\_\_\_  
Initial Here

Student Name (print) \_\_\_\_\_

Student Name (signature) \_\_\_\_\_

Date: \_\_\_\_\_

*Milwaukee Area Technical College does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status its services, employment programs, and/or its educational programs or activities in the School of Business, School of Health Sciences, School of Liberal Arts and Sciences, School of Pre-College and School of Technical and Applied Sciences, including but not limited to admissions, treatment and access.*

*MATC prohibits retaliation against any individuals who bring forth any complaint, orally or in writing, to the College or government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.*



**MATC Diagnostic Medical Sonography Program  
Pregnancy Declaration Form**

To Whom It May Concern:

I wish to declare that I am pregnant. My estimated delivery date is: \_\_\_\_\_.

In making this declaration I wish to accept the following option as denoted in the MATC DMS Handbook, please initial **one** only.

**Initials**

\_\_\_\_\_ **Option I: Remain in the DMS Program Without Disruption \***

\_\_\_\_\_ **Option II: Leave of Absence in Good Standing**

\_\_\_\_\_ **Option III: Voluntary Withdrawal in Good Standing**

\_\_\_\_\_

Date of Declaration

\_\_\_\_\_

Name of DMS Student (Printed)

\_\_\_\_\_

Signature of Student

Receipt of Declaration Acknowledged

\_\_\_\_\_

Program Director Signature

\_\_\_\_\_

Date

\*ALARA will be recognized in all scanning labs



**MATC Diagnostic Medical Sonography Program  
Incident Clinical Form**

Student Name:	
Address:	
City:	State/Zip
Date Injured:	Time
Phone:	
Location of Incident:	

Description of the Injury:	
Referred to:	
By Whom:	
Date:	Time:
Student Signature:	Date:
MATC Faculty Signature:	Date:

**WAIVER:**

I, \_\_\_\_\_ decline treatment.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MATC Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Diagnostic Medical Sonography Student Handbook**  
**Performance Improvement Form**

Verbal Warning

Student Name: \_\_\_\_\_

Faculty Member \_\_\_\_\_

Meeting Date: \_\_\_\_\_

**Nature of offense and recommended remediation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty Member Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Written Warning

This offense was originally discussed with you on this day: \_\_\_\_\_ Recommended changes in behaviors or actions have not been demonstrated. This copy serves as your written notice that the desired effect has not yet been achieved. Failure to produce the agreed upon changes within \_\_\_\_\_ will result in your removal from the clinical education site and/or dismissal from program.

Student Signature: \_\_\_\_\_

Faculty Member Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Diagnostic Medical Sonography Student Handbook  
Student Profile

\_\_\_\_\_  
Last Name                      First Name                      Middle Name                      Maiden Name

\_\_\_\_\_  
DD/MM/YEAR (Birthday)                      MATC Number                      E-mail address

\_\_\_\_\_  
Address while in school                      Telephone

\_\_\_\_\_  
Person to Contact in Case of Emergency                      Telephone

**Medical Condition and Routine Medication List**  
For emergency purposes only, please list all medical conditions and routine medications below.

**Medical Conditions:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Routine Medications:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

I declare that the above listed information is accurate.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Diagnostic Medical Sonography Student Handbook**

**Bloodborne Pathogen / Needle Stick**

All students will receive instructional material on **BLOODBORNE PATHOGENS / NEEDLE STICK**

When a student is identified as being infected with any of the following blood borne pathogens, certain steps are to be taken to ensure the health of the MATC community and of the patients with whom the student would be in contact. This policy is also designated to protect the student who is infected. The list below is not necessarily all inclusive:

Hepatitis B and HIV Viruses

**I have read, I understand, and I agree to comply with the BLOODBORNE PATHOGENS policy as stated in the MATC DMS Student Handbook**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Minimal Clinical Competencies Graduates MATC DMS Program

## Abdomen (but not limited to)

*Demonstrate achievement of clinical competency through the performance of sonographic examinations of the abdomen and superficial structures, according to practice parameters established by national professional organizations and the protocol of the clinical affiliate. Clinical competencies must include evaluation and documentation of:*

- Identification of anatomical and relational structures
- Differentiation of normal from pathological/disease process
- Image optimization techniques in gray scale
- Image optimization techniques in Doppler (where applicable)
- Measurement techniques

## Abdominal competencies

- Complete and Limited Abdominal Examination:
- Aorta/IVA
- Biliary System
- Liver
- Pancreas
- Spleen
- Kidneys
- Bladder
- Pleural Space
- Sonographic guided procedures (assistance)
- Hepatic, Mesenteric, Renal (Doppler assessment)
- GI Tract assessment

## Superficial Structures (not limited to)

- Thyroid
- Scrotum

## General Education Competencies (but not limited to)

*Demonstrate achievement of clinical competency through the performance of the requirements to provide quality patient care and optimal examination outcome. Clinical competencies must include evaluation and documentation of:*

- Use of proper ergonomics
- Safety and infection control
- Obtain clinical history and utilize information appropriately
- Oral and written communication
- Image optimization techniques
- ALARA
- Professionalism
- Document sonographic findings for communication with interpreting physician
- Finalize examination for permanent storage
- Process for reporting of critical findings



# Minimal Clinical Competencies Graduates MATC DMS Program

## **Obstetrics / Gynecology (but not limited to)**

*Demonstrate achievement of clinical competency through the performance of sonographic examinations of the gravid and non-gravid pelvis with both transabdominal and endocavitary transducers, and Doppler/M-mode display modes, according to practice parameters established by national professional organizations and the protocol of the clinical affiliate. Clinical competencies must include evaluation and documentation of:*

- Identification of anatomical and related structures
- Differentiation of normal from pathological/disease process
- Image optimization techniques in grayscale
- Image optimization techniques in Doppler and M-mode (where applicable)
- Knowledge and application of ALARA
- Measurements as applicable

## **Gynecology competencies (not limited to)**

- Complete pelvic sonogram
- Vagina/cervix/uterus
- Posterior and anterior cul-de-sac
- Adnexa, including ovaries and fallopian tubes

## **Obstetrical competencies (not limited to)**

First-trimester obstetric structures:

- Gestational sac
- Embryonic pole

- Yolk sac
- Fetal cardiac activity
- Placenta
- Uterus
- Cervix
- Adnexa
- Pelvic spaces

Second- and third-trimester fetal and maternal structures

- Intracranial anatomy
- Face
- Thoracic cavity
- Heart
- Position and size
- Four-chamber view
- LVOT and RVOT views
- Three-vessel and three-vessel tracheal views
- Abdomen
- Abdominal wall
- Spine
- Extremities
- Amniotic fluid
- Placenta
- Umbilical cord
- Fetal cardiac activity
- Maternal adnexa
- Biophysical profile



## Administrative Approval Page:

The policies and procedures listed in this handbook have been approved by Cabinet and the Executive Leadership Team of Milwaukee Area Technical College, as written in this DMS Program Handbook.

### Milwaukee Area Technical College

700 West State Street  
Milwaukee, WI 53233  
(414) 297-MATC (6282)  
Toll Free: (800) 720-6283



Last date updated:

May 2026