DIVISION OF HEALTH SCIENCES STUDENT HANDBOOK AND POLICY MANUAL

With the Diagnostic Medical Sonography Program Addendum

Updated September 2026

Table of Contents

SECTION I: INTRODUCTION AND OVERVIEW 5
Division of Health Sciences Mission Statement and Overview 6
Mission 6
Philosophy 6
Core Values 6
Division of Health Science Goals 7
Division of Health Sciences Program Accrediting Agencies 8
SECTION II: Division of Health Sciences Policies 10
Section A: Academic Policies 10
A.1.0 Attendance 10
A.2.0 Student Progress 10
A.3.0 Testing Policy 11
A.4.0 Performance Notification Process 12
A.5.0 Student Grievance Procedure 12
A.6.0 Grade Appeals 12
Section B: Professional Behavior 14
B.1.0 Division of Health Sciences Code of Student Conduct: Professional Integrity / Behavior Policy & Affective Domain Standards 14
B. 2.0 Affective Domain Standards of Performance Violation Policy and Procedure 15
B.3.0 Cell Phone Policy 15
B.4.0 Social Media/ Electronic Communication Policy 16
B.5.0 Snow/Weather Emergency Policy 17
Section C: Recommendation for Dismissal, Appeal of Dismissal, and Readmission Policies 18
C.1.0 Medical Leave Policy 18
C.2.0 Grounds for Recommendation for Immediate Dismissal 18
C.3.0 Appeal of Dismissal from Division of Health Sciences Programs 19
C.4.0 Readmission Policy 21
Section D: Health and Immunization Requirements 22
Section E: Clinical/Practicum Policies 25
Introduction & Definitions 25
E.1.0 Professionalism 26
E.2.0 Confidentiality 26
E.3.0 Health Status 26
E.4.0 Communicable Disease Statement 26
E.5.0 Emergency Care 26
E.6.0 Latex Sensitivity & Allergy Policy 27
E.7.0 Blood and Body Fluid Exposure Policy and Procedure 28
E 8.0 Accommodation for Disability Conditions 29
E 9.0 Clinical Sequence and Placement 29
E.10.0 Transportation, Housing, and Parking Fees 29
E.11.0 Professional Appearance - Dress Code 29
E.12.0 Attendance 30

E.13.0 Evaluation of Clinical Performance 30
E.14.0 Clinically Unsafe Behavior 31
E.15.0 Drug Screening Policy.....32
Section III: Division of Health Sciences Forms 33
Division of Health Sciences Technical Standards Form.....35
Performance Notification Form 37
Counseling Record Form 38
Affective Domain Standards of Performance Warning Form 39
Academic/Lab/Clinical Alert Form 40
Notification to Students of Random Drug Screening Analysis Requirement 41
Report of Exposure, Injury, or Incident Form 43
Incomplete Grade Request Form 45
Recommendation of Program Dismissal Worksheet…… 46
APPENDIX A: Health Sciences Program Grid 47
APPENDIX B: Division of Health Sciences Administration and Faculty 48
APPENDIX C: Program Policies and Student Acknowledgment Form 54
Diagnostic Medical Sonography Profession.....56
Program Overview 56
Mission.....56
Guiding Principles 56
Philosophy.....56
Program Goals 57
Program Outcomes.....57
Accreditation.....58
Credential Examination 58
Scope of Practice Resources 58
Society of Diagnostic Medical Sonographers.....58
Diagnostic Medical Sonography Disclosure of Pregnancy 58
Safe Practice Guidelines 59
AIUM Statement on Bioeffects 59
Safety in Training and Research 59
Prudent Use and Clinical Safety 59
As Low As Reasonably Achievable (ALARA) Principle.....60
Sonography Lab Infection Control Policy 60
Standard Precautions.....60
Laboratory Policies and Consent Forms 62
Policy on Scanning Human Subjects for Educational Purposes 62
Student Lab Scanning Consent 64
Infectious Disease Prevention/Communicable Disease.....67
Standard Precautions and Transmission-Based Precautions.....67
To Prevent Infectious Disease Transmission in Clinical Settings 68
Bloodborne Pathogen Exposure.....68
Exposures at a Clinical Facility or Community Agency 68
Scrubs and Infection Control 68
Summary of Clinical Education Progression.....70

Clinical Record Keeping - Trajescys 70
Student Employment Policy 71
Clinical Site Visit Policy.....71
Clinical Supervision.....71
Supervision Types.....71
Clinical Competencies 72
Master List of Clinical Competencies.....72
DIVISION OF HEALTH SCIENCES STUDENT AGREEMENT FORM.....73

SECTION I: INTRODUCTION AND OVERVIEW

The purpose of this handbook is to provide students, the college community, and the general public with essential information about the educational and behavioral performance requirements expected of individuals entering health professions. To ensure safe practice, the Division of Health Sciences (DHS) has developed specific policies and procedures, in addition to those already established by the College, that govern student matriculation in their respective programs. **It is the responsibility of the student to be familiar with and abide by the policies contained in this manual, the College Catalog, and Student Handbook and Planner, which are referenced throughout this document.**

Each student is issued a copy of the Division of Health Sciences Student Handbook and Policy Manual after admission to their respective program. The content is subject to change. Program-specific policy amendments, supplements, and requirements are contained in the program addenda. At the beginning of each course, the faculty member(s) will distribute a course syllabus. Students should refer to the course syllabus for additional policies, including but not limited to attendance, assessment instruments, make-up requirements, and criteria for successful completion.

Admission to one of the programs offered in the Division of Health Sciences is the first step toward entering an exciting, rewarding career. In order to be successful in any Health Sciences program, engagement in the educational process is essential. Becoming a caring, competent health care professional requires a major commitment of time, energy, and focus of one's efforts toward the needs of clients. This selfless dedication is what makes true professionals stand out. The faculty and administration at DHS are dedicated to helping students become professionals and achieve their educational and career goals.

Clinical agencies, hospitals, and facilities providing education to students may have policies and procedures in addition to those in this handbook.

Division of Health Sciences Mission Statement and Overview

Mission

The mission of the Division of Health Sciences is to prepare graduates to provide professionally competent, safe, ethical, compassionate healthcare and become lifelong learners in their field.

Philosophy

Administrators, faculty, and staff within the Division of Health Sciences believe that education is a lifelong endeavor where students are at the center of the learning continuum. Students ultimately become lifelong learners when engaged in teaching and learning environments that help them to achieve their personal and professional goals. We believe that all students have the ability to learn. Students are encouraged to identify their preferred style of learning, determine their strengths, and realize their potential. Students who develop the ability to think critically will be better equipped to learn new skills, acquire knowledge, and understand the attitudes and behaviors required to succeed in their field of study. Therefore, we believe the goal of the educational process is to teach for understanding and expand the view of the learner.

We believe that healthcare education requires a commitment to diversity, leadership, collaborative partnerships, and evidence-based practice. Accordingly, we are committed to a systematic review process to ensure programs maintain the highest standards and are reflective of current practice. All healthcare professional programs represent a blend of theory and reflective clinical practice that embraces cross-cultural beliefs and values.

Graduates from the Division of Health Sciences can respond to healthcare needs within local, national, and global environments. All healthcare professionals have the responsibility to ensure that quality healthcare is provided by engaging in effective leadership and social advocacy initiatives.

Core Values

Aligned with the Core Values of the College, the Division of Health Sciences believes that:

- Quality education in all health programs is based on current standards of practice, use of technology, and application of contemporary pedagogy.
- Students have the potential for success when academic and personal support services are provided throughout the educational process.
- Communication and teamwork are an integral part of the learning and working environment.
- Appreciation of diversity becomes the foundation for understanding and embracing the richness of differences in opinion, ethnicity, culture, and lifestyle.
- Change is embraced by a willingness to accept new ideas.
- Education becomes a pathway that fosters lifelong learning.

Division of Health Science Goals:

1. Prepare students for employment in a specific health career field.
2. Maintain external accreditation/approval of individual health science programs.
3. Establish academic benchmarks that assess student learning.
4. Promote engagement in community service activities.
5. Utilize a systematic evaluation process to maintain the highest current standard of practice.

September 9, 2009; revised October 16, 2009; revised November 13, 2009; revised January 27, 2010, March 24, 2010; revised May 3, 2013

Massachusetts Bay Community College is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, gender identity or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and college policies. The College prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation or sexual violence shall be referred to the College's Affirmative Action and/or Title IX Coordinator, the Massachusetts Commission Against Discrimination, the Equal Employment Opportunities Commission or the United States Department of Education's Office for Civil Rights.

For more information on Title IX, please visit www.massbay.edu/titleix, which includes contact information for the College's Title IX Coordinator.

Division of Health Sciences Program Accrediting Agencies

Associate Degree Nursing
Accreditation Commission for Education in Nursing, Inc. (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
www.acenursing.org
Phone: 404-975-5000

Massachusetts Board of Registration in Nursing (Approved)
250 Washington Street
Boston, MA 02108
www.mass.gov/dph/boards/rn
Phone: 1-800-414-0168 or 617-973-0900

Emergency Medical Technician and Paramedicine
The Massachusetts Department of Public Health
Office of Emergency Medical Services (OEMS)
Bureau of Health Care Safety and Quality
67 Forest Street
Marlborough, MA 01752
http://www.mass.gov/dph/oems
Phone: 617-753-7300

Paramedicine
Committee on Accreditation of Emergency Medical Services Professions
8301 Lakeview Parkway, Suites 111-312
Rowlett, TX 75088
PH: 214-703-8445
FX: 214-703-8992
www.coaemsp.org

Commission on Accreditation of Allied Health Education Programs
9355 113th Street North, #7709
Seminole, FL 33775
www.caahep.org

Practical Nursing
Accreditation Commission for Education in Nursing, Inc. (ACEN) (Initial Accreditation)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
www.acenursing.org
Phone: 404-975-5000

Massachusetts Board of Registration in Nursing (Approved)
239 Causeway Street, 5th Floor, Suite 500
Boston, MA 02114
www.mass.gov/dph/boards/rn; Phone: 1-800-414-0168 or 617-973-0900

Radiologic Technology
The Joint Review Committee On Education in Radiologic Technology (JRCERT)
20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
www.jrcert.org
Phone: 312-704-5300

Surgical Technology
Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA®)
19751 East Main Street, Suite 339
Parker, CO 80138
www.arcstsa.org
Phone: 303-694-9262

The Commission for Accreditation of Allied Health Education Programs (CAAHEP)
9355 113th Street North, #7709
Seminole, FL 33775
www.caahep.org Phone: 727-210-2350

SECTION II: Division of Health Sciences Policies

Section A: Academic Policies

A.1.0 Attendance

It is important to your academic success that you attend all classes in which you are enrolled and make up any work due to absences. For each course, your instructor will establish policies regarding class, clinical, and/or laboratory absences and make-ups (if any) and will include these policies in the course syllabus. Your course instructor has full and final authority to allow make-up work and/or absences. Frequent tardiness and absenteeism are not tolerated in the health care professions or by the DHS faculty.

As a student in a Health Sciences program at MassBay, you must follow policies that have been developed to meet the requirements of the appropriate accrediting agencies. To ensure your successful completion of the program and accreditation requirements, attendance in all health programs is mandatory for classes, laboratory sessions, and clinical rotations.

If you have clinical clock hour requirements, you should speak with your instructors about class and clinical attendance policies. Absences may be cause for program withdrawal. Students who demonstrate a pattern of tardiness or absence will receive a counseling notice regarding the attendance policy.

A.2.0 Student Progress

Students are advised that it is important to purchase the required textbooks and read all assigned chapters to be successful. Textbooks contain copyrighted material, and photocopying it is illegal.

To be considered in "good standing" within any of the DHS programs, students are required to achieve a minimum grade of 73% (C) in each Health Sciences Program course, except for Associate Degree Nursing (ADN) and Practical Nursing (PN) courses where the passing grade is a 75% (C), and the EMT and Paramedicine courses where the passing course grade is 77 % (C+). In science courses with a BI or CH prefix the passing grade is 73% (C). Students must pass all segments of courses (theory, laboratory, and/or clinical) to be successful in that specific health course.

Students whose grade in theory, clinical, or laboratory courses is below the minimum required at mid-semester will receive a midterm warning, consistent with the College's policy. Students who receive a midterm warning are required to schedule an appointment with the course's faculty member to develop a learning remediation plan.

Students must successfully complete all required prerequisite and co-requisite courses to continue in a Health Sciences program. It is the professional responsibility of each student to ensure adequate preparation for all program, course, lab, practicum, and/or clinical requirements.

> **Incomplete Grades:** Should a student not complete all course requirements within the last two weeks of the semester but provide evidence of making significant progress toward such completion, he or she may submit a written request to the Health Sciences instructor to

receive an incomplete (I) grade. In each case in which an Incomplete is requested, the circumstances must be compelling and beyond the student's control. The Incomplete will not be awarded in cases of neglect on the part of the student, nor will it be given as a substitute for a failing grade. At the instructor's discretion, the "I" grade may or may not be awarded.

Incomplete grades may be given only in the following circumstances:

- The student must be in good academic standing in class, laboratory, and clinical;
- Attendance has been satisfactory;
- Illness, accident, or other extenuating circumstances prevent the completion of required work;
- Documentation has been provided by the faculty;
- Required work may reasonably be completed in an agreed-upon time frame, no later than the beginning of the next semester.

Instruction to Students:
To request an Incomplete grade, complete section I of the "Request form" and submit it, along with forwarding documentation, to your instructor. A copy of this form is included on page 45.

The instructor will specify the terms and conditions for making up the coursework in section II of the request form. Signed forms will be sent to the Dean for approval. The Dean will forward all approved forms to the Registrar for processing.
When the coursework is completed and with the Dean's approval, the instructor will submit a "Change of Grade Form" to the Registrar's Office.

If the "I" grade is granted, conditions for completion of course requirements will be stipulated in a written agreement to be signed by the instructor, the student, and Dean of the Division prior to the start of the next course in the program sequence. Students who do not resolve their incomplete grade will receive an 'F' and will not progress in the program.

A.3.0 Testing Policy

The specific testing policy for courses is found in the syllabus for each course. Any appeal of score/grade on an examination must be submitted in writing to the instructor within one week of the administration of the test. If a student must leave the room during the test, all test materials must be returned by the student to the testing proctor prior to leaving the testing room. Failure to comply with this stipulation may result in a failing grade for the test.

Test Review
Tests or exams may be considered "Secured" and will not be given to the student to keep after the exam is completed. These tests will be kept on file in the appropriate program office. Specific Health Sciences programs have test review policies. If a test review is permitted, it will be monitored by course faculty.

Make-up Exams
Students are expected to be present for all exams. The faculty recognizes that illness and emergencies may occur and, at their discretion, may allow the student to take a make-up test/exam. Students must notify the faculty prior to the exam time and provide reasons and documentation for the absence. The student must contact the primary course instructor on the day he/she returns to request a makeup exam and, if approved, arrange for an exam date. Faculty have the right to ask for documentation verifying the illness or emergency as part of their decision process to allow or deny a retest. A different examination will be administered.

During exams, the following rules apply:

1. All books, purses, tote bags, cell phones and other electronic devices, etc., will be placed in a designated area and remain there during the exam.

2. Dictionaries of any kind may not be used during an examination.

3. The student's name must be recorded on all test materials and Scantron forms as appropriate.

4. If a Scantron form is used, any erasures must be thorough for accurate scanning.

5. If a test review is offered, exam papers must be returned to the faculty afterward.

A.4.0 Performance Notification Process

Students who are not performing satisfactorily in any laboratory or clinical setting will receive a performance notification. The performance notification form is on page 37 of this handbook. The instructor will use the clinical objectives or competencies to identify areas of weakness and determine the remediation needed to ensure compliance with student learning outcomes. Repeated performance notification may lead to a failing grade. Students are expected to complete all learning outcomes by the end of the course. Infractions of the policies, performance codes, or inadequate levels of academic/clinical performance may be communicated to the student through a written warning. A record of such a written warning shall be entered into the student's file.

A.5.0 Student Grievance Procedure

The student grievance procedure is described on page 56 of the current MassBay Community College Student Handbook.

A.6.0 Grade Appeals

The first step in the grade appeal process is to contact the faculty member in writing within 10

calendar days of the last day of the instructional period, stating that you would like a review of your course grades. Grade appeals are to determine if there are any mathematical errors in computing the final course grade.

The student grade appeal process is described in the current MassBay Community College Student Handbook.

Section B: Professional Behavior

B.1.0 Division of Health Sciences Code of Student Conduct: Professional Integrity / Behavior Policy & Affective Domain Standards

The Division of Health Sciences Faculty has identified criteria for professional performance under the standards of the affective domain. Faculty has a legal and ethical obligation to inform students of behaviors that are inconsistent with these standards and to act to ensure that any inconsistency is acknowledged and corrected by the student. Students are responsible for integrating an understanding of professional and ethical standards associated with their discipline in order to meet the criteria identified below. Faculty have the right and the responsibility to apply reasonable professional judgment to determine if a standard has or has not been met.

- *Standard 1 Accountability:* To exhibit a willingness to accept responsibility for their own actions and the consequences of their behavior.
- Standard 2: *Adaptability/Flexibility:* To adapt to new, different, or changing requirements or circumstances positively and constructively.
- Standard 3: *Assertiveness/Effective Communication*: To integrate an understanding of the need to communicate effectively by analyzing priority needs, conveying those needs clearly and directly, and working toward a mutual understanding and participation in an appropriate action.
- Standard 4: *Compassion and Empathy*: To view situations from the perspective of the other person and take appropriate actions to preserve the dignity and worth of others.
- Standard 5: *Diligence and Dependability:* To exhibit a strong work ethic, persistence toward positive outcomes, and consistency in the performance of all duties and responsibilities.
- Standard 6: *Honesty and Integrity*: To exhibit truthfulness and accuracy in all actions, conduct themselves in a fair and ethical manner, and work to continuously uphold the values of the health care profession they are affiliated with.
- Standard 7*: Respect***:** To exhibit esteem and deference to other persons or entities that reflects an awareness and acceptance of diverse cultural and social norms.
- Standard 8: Other Standards Specific to the Division: refer to program addendum for codes of ethics/conduct maintained by the profession

Each program will assess individual students for any or all of those behaviors listed above. If a student does not demonstrate these behaviors at appropriate levels in all domains, it may negatively affect his or her grade and/or ability to complete the program.

B. 2.0 Affective Domain Standards of Performance Violation Policy and Procedure

Should faculty determine that a student's behavior violates one or more of the affective domain standards, an affective domain warning will be issued to the student. Upon discovery of the violation, faculty has up to one week to investigate and issue the warning to the student. In certain instances, the student may be withheld from clinical until the process is carried out and the student completes corrective action. Once a student is notified that they will receive an affective domain warning, the student has 48 hours to meet with the faculty. At the discretion of the faculty or department chair, in certain instances, the student may be withheld from clinical, lab, or lecture until the process is carried out and the student completes corrective action.

The student will meet with faculty and have the opportunity to review a written summary that explains the nature of the violation, any required remedial action, and its implications for the student. A copy of the affective domain will go to the Program Director and will become part of the student's permanent record. Any affective domain violation may impact the student's ability to seek readmission, serve as a student representative, or receive a favorable recommendation for professional or educational purposes.

Recommendation for Dismissal from the Health Sciences program based on Affective Domain violations may occur when a student has received two Affective Domain Warnings and a third Affective Domain Violation occurs.

B.3.0 Cell Phone Policy

In keeping with the "respect" affective domain above (Standard 7), the Division of Health Sciences adheres to the following policy regarding the usage of cell phones during class time:

- Cell phones will be off during all class and lab time.
- Students and instructors will not make or receive cell phone calls during class and lab time.
- Students and instructors will not send or receive text messages during class and lab time.
- Unless required for completing clinical assignments, Cell phones will not be used at clinical in patient-care areas, and students must adhere to the policies of the clinical agency.

In the case of an emergency where it is ***vital*** that the student or instructor keep a cell phone turned on, it should be in vibrate mode, and should be answered outside of the classroom or lab. *It is the student's responsibility to notify the instructor before the start of class that an emergency call is due and that the student's cell phone will be on. It is the instructor's responsibility to notify the students of this situation before the start of class that an emergency call is due and that the instructor's cell phone will be on.*

Use of a cell phone for any purpose during a class or lab other than for an emergency situation as stated above, will result in the student being asked to leave the class or lab for the remainder of class/lab time. The student is responsible for the missing material as well as for making up the

time missed in class/lab. In addition, the student will receive a written warning indicating that the affective domain competency was not met.

B.4.0 Social Media/ Electronic Communication Policy

For the purposes of this policy, social media/electronic communication is defined as the use of email, electronic images, blogs, networking sites, applications, chat rooms, forums, video sites and other platforms. This policy applies to information posted in private or protected sites that can be accessed or shared by other users.

Faculty recognize that the use of social media to communicate has become commonplace. The implications for healthcare providers and healthcare students are serious. The accessibility and efficiency of technology make it easy to post content or images without considering the proprietary, confidential, or professional implications of such behavior.

The DHS holds the health sciences students to the highest standards for the responsible use of social media and electronic communication. Standards have been established that are aligned with the professional and ethical codes of each discipline.

The following behaviors are considered grounds for recommendation for dismissal:

- The use of social media to make disparaging remarks about other students, faculty, staff or patients, the division, individual departments or clinical affiliates/partners and associated individuals and communities- even if nicknames or codes are used and/or identifying information appears to have been removed.

- The posting, distribution or dissemination of patient, student, facility, laboratory or classroom images or associated content (please note: taking pictures, videos or audio recordings in the classroom or clinical agency is strictly prohibited without the permission of all parties involved).

- The posting of any content or images that could in any way compromise the safety, reputation and/or professional image of the Health Sciences Department, staff, faculty or students.

- The posting of any content or images that could in any way compromise the safety, reputation and/or professional image of clinical affiliates, partners, communities or individuals associated with the Division of Health Sciences or its departments.

- Posting inappropriate, suggestive, abusive, violent, potentially threatening, derogatory or discriminatory content in networks, forums or platforms while identifying oneself as a student within the Health Sciences Division. Note: Identification as a Division of Health Sciences student can be established through both statements and images on electronic and

social media sites (e.g., wearing a uniform or posting a college, division, or department logo).

- The use of any electronic communication or applications for the purpose of distributing or disseminating information that could be used to commit acts of academic dishonesty or fraud.

- The use of any electronic communication or applications to share or distribute proprietary academic or facility information, including, but not limited to, policies, procedures, or patient care tools.

Students are encouraged to view the following sites for tips for the responsible use of social media by healthcare professionals. Please note that nothing in these documents negates the policies established by the Division of Health Sciences.

http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit.aspx

https://www.ncsbn.org/2930.htm

B.5.0 Snow/Weather Emergency Policy

If the College closes due to inclement weather or for any other reason, all classes, clinical, and laboratory classes are canceled. The student handbook and the College website (www.massbay.edu) provide information on the various communication methods used by the College to notify everyone of the College's closure and course cancellations.

Students are expected to attend their regularly scheduled classes, clinical and practicum when the College is open, and no official announcement has been made to close the College or cancel classes.

Students who believe that conditions are unsafe for travel to class or clinical/practicum must call their instructor and the clinical agency to explain why they are not able to attend the regularly scheduled class or clinical/practicum.

If a student and faculty member arrive at a clinical site before the school closing is announced, students and faculty will remain at the clinical site until the closing is announced. Students will be expected to leave the agency as soon as it is feasible to do so after the closing announcement is made. Any student who is in a preceptor clinical experience will be notified of the College closure by each program's Clinical Coordinator and/or Department Chair.

If the closing announcement occurs while students are en route to classes and arrive as the College is closing, students will be expected to return home without attending any classes. Cancellations that occur while classes are in session will require students and faculty to leave the campus as soon as possible after the announcement.

Make-up classes and clinical may occur at the discretion of each specific program within the Division of Health Sciences if the College had to close.

Section C: Recommendation for Dismissal, Appeal of Dismissal, and Readmission Policies

Students enrolled in Health Sciences programs are expected to be familiar with and follow the College's Code of Conduct, Division policies, Program policies, and course syllabi. When a student is found to be in violation of these policies, and after appropriate interventions and warnings have occurred, the student will be recommended for dismissal from their program, subject to due process. The Dean of Health Sciences will notify the student that they have been dismissed via MassBay email and certified mail. This is a dismissal from the Health Sciences program, not a dismissal from the College; however, a violation of the College's Code of Conduct may be grounds for dismissal from the College. The appropriate faculty or department chair will advise the student of the process and next steps, utilizing the Program Dismissal Worksheet, which the student will be asked to sign.

C.1.0 Medical Leave Policy

Students who leave a course mid-semester with verified medical or family illness documentation will be withdrawn from the course but not the restricted health sciences program. Students who are granted medical or family leave will be accommodated in the subsequent offering of that course, after first providing medical documentation approving their participation. Students will have 12 months to be reinstated in the withdrawn course for medical reasons. If additional time is required, the student will be withdrawn from the health science program and, if eligible, provided the readmission process. Students coming back from medical leave will be required to pay tuition for all enrolled courses. Students are only eligible for medical leave during a semester. Medical leaves will not be granted once the course is completed and/or grades have been issued.

C.2.0 Grounds for Recommendation for Immediate Dismissal

Demonstration of any of the following actions or behavior is grounds for recommendation for immediate dismissal, contingent upon the student's right to due process as outlined in the Appeals Process flowsheet in this handbook:

a. When the Affective Domain Warning identifies multiple violations of standards;
b. When the student refuses to accept or implement the corrective actions, and/or
c. When the precipitating behavior or response is egregious (e.g., reckless, threatening, abusive, or illegal). In this case, the Associate Dean of Students, as the College's Code of Conduct Officer, will be consulted.

Students have the right to appeal the program dismissal as outlined in this handbook and described in the Appeal of Dismissal from the Division of Health Sciences Programs policy.

C.3.0 Appeal of Dismissal from Division of Health Sciences Programs

Process of Appeal of Dismissal
A student has the right to appeal a dismissal from a Health Sciences program related to affective domain violations as outlined in the Division of Health Sciences Student Handbook, the appropriate program addendum, and/or the course syllabus, should the student believe they were wrongly dismissed.
Students must follow the appropriate appeals process listed below. Students may attend classes and laboratory sessions, but not clinical rotations, during the appeals process, if permitted by the Program Director.

The following four-step process outlines the appeal process for dismissal from a Division of Health Sciences program.

Step 1
Within five calendar days from the date of the recommendation for dismissal from the program, the student must submit, in writing, reason(s) why he or she believes the decision was wrong, reason(s) why the student should be reinstated, and any additional information or documentation that would support the appeal to the Dean of Health Sciences.

Step 2
The program/faculty will provide the Dean of Health Sciences with student records related to the student's initial recommendation for dismissal from the program within five calendar days.

Step 3
The Dean of Health Sciences will convene the Appeals Committee of three voting faculty members to review and judge the merits of the student's appeal. The committee members will be Health Sciences' faculty outside the student's program, a representative from outside the Division of Health Sciences, and the Dean of Health Sciences. Depending on the nature of the appeal, other individuals may be consulted as necessary. If the reason for dismissal involves a College Code of Conduct violation, the Associate Dean of Students/Code of Conduct Officer will be consulted. The Dean of Health Sciences will provide the Appeals Committee with all documentation submitted by the student and the program/faculty. The student does not appear in this meeting in person. The Appeals Committee will either overturn or uphold the recommendation for dismissal.

Step 4
The Dean of Health Sciences will send a written communication of the decision to the student. Decisions made by the Appeals Committee are final.

Appeal of Dismissal and Grade Appeal Processes Flowchart

During the processes described below, the student:

- May enroll and attend lecture and laboratory sections with Program Director permission.
- May NOT attend clinical courses.
- Is subject to all costs associated with course enrollment and Add/Drop policies.

Grade Appeal

Student must initiate College Grievance Policy at Level 1 - Informal Procedure (College Handbook) within 10 calendar days of the end of the instructional period.

Faculty responds to student appeal within 10 calendar days.

Student may decide to pursue College Grievance Policy at the Level 2 - Formal Procedure if the student is unsatisfied with the Faculty response or if the Faculty fails to respond within 10 calendar days.

If the appeal is resolved in the student's favor, the Program will attempt to return the student to clinical activites based on the curriculum, availability, and other factors.*

Appeal of Recommendation for Immediate Dismissal OR Affective Domain Violation(s) Dismissal

Within **5** calendar days of notification of dismissal, student must submit, in writing, why he/she/they believe the decision was wrong, why he/she/they should be reinstated, and any additional information or documentation to support their appeal to the Dean of Health Sciences.

Within 5 calendar days of the student submitting documentation, the Faculty provides the Dean of Health Sciences with student records related to the recomendaton for dismissal from the program.

The Dean of Health Sciences will convene an Appeals Committee (Step 3 above) and will provide all documentation submitted by the student and program/faculty. The Dean will participate in a non-voting capacity. The Appeals Committee will either overturn or uphold the recommendation for dismissal.

The Dean of Health Sciences will send a written communication of the decision to the student. Decisions made by the Appeals Committee are final.

If the appeal is resolved in the student's favor, the Program will attempt to return the student to clinical activites based on the curriculum, availability, and other factors.*

*Each Program within the Division of Health Sciences has specific procedures and policies concerning the return of the student to clinical activities based on the program curriculum.

C.4.0 Readmission Policy

Students who have been dismissed or who have withdrawn from any program within the Division of Health Sciences at MassBay Community College will be considered only once for readmission to the same program. Students who have not been successful in one health sciences program can apply for admission to a different health program if they have an overall College GPA of 2.0 or better. Students who have been dismissed or withdrawn from a program for reasons of "clinically unsafe practice/behavior" as defined in the DHS Student Handbook and Policy Manual (**see E.14.0)** or who violate the College's Student Code of Conduct are not eligible for admission/ readmission to any DHS program. **See program addenda for specific requirements for admission/readmission.**

Application for readmission must be made within 12 months of withdrawal or dismissal from the original program. Readmission application deadlines are February 1 for the fall semester and June 1 for the spring semester. Qualified candidates will be selected from a readmission pool and based on the seat availability for that course and/or program.

Based on specific course/program requirements and accreditation standards, students may be required to retake courses, take competency exams, or undergo skill testing prior to readmission, even if courses have been completed successfully. Should the student not attain a passing grade on skill or competency testing, they will be required to retake the course(s) in their entirety.

Section D: Health and Immunization Requirements

Complete immunization and other required documentation are necessary for participation in a Health Sciences program. All immunization and CPR documentation is managed by Viewpoint, a secure, web-based platform. Students will receive instructions on creating a personal profile, called a "Viewpoint Account," and on uploading their immunization and CPR documentation. Viewpoint will send the student email "alerts" when documentation is missing, incomplete, or needs updating. The Division of Health Sciences faculty will refer to Viewpoint account data to determine whether a student is cleared for clinical. The following items are required by your selected program's due date or within 30 days of the first day of the semester* (see *Division of Health Sciences Program Grid* on page 49). **Failure to submit all the forms below on time and in the proper format will jeopardize the student's place in his/her program. Jeopardize means the student will not be allowed to start the program or will have to withdraw if they have started the program and documents are found not to meet submittal or compliance requirements.**

Immunizations:

Hepatitis B -
You must allow a minimum of 6 months to complete the series. For students in Associate Degree Nursing, Central Processing Technology, Diagnostic Medical Sonography, Medical Assistant, Paramedicine, Phlebotomy, Practical Nursing, Radiologic Technology, and Surgical Technology programs, a positive Antibody Titer is required. This may be submitted along with the vaccine or alone. Documentation of the Antibody titer must include numerical results and an indication of 'positive' or 'reactive' status, and must be on the MassBay medical form, a laboratory report, or a physician's verification of results. If the titer is negative or equivocal, new alerts will be created for you to repeat the vaccine series and antibody titer. Individuals who document negative or non-reactive antibody titers following two vaccine series are considered 'non-responders' and must provide a letter from their healthcare provider. Students in the EMT program are required to submit the three doses of the Hepatitis B Vaccine OR a positive antibody titer (lab report or physician verification of results required).

Tuberculosis Testing –
2-Step TB/PPD Skin Test or Chest X-Ray or QuantiFERON-TB or T-Spot - An initial 2-Step TB screening, QuantiFERON or T-Spot blood test, or negative Chest X-Ray is due by the published deadline for your program. This process for the 2-Step TB must be followed:

Step I: PPD (Purified Protein Derivative) "implant" is injected into the forearm. In 2 - 3 days, this implant must then be "read" as negative and documented by a clinician.

Step II: Within 3 weeks of completing Step I, students are required to return to the clinician's office for a second "implant." Again, the student is required to return in 2 - 3 days to have this implant read and documented as negative by the provider.

Once students have completed Steps I and II, only a single TB implant is required annually and must be updated each year to remain in compliance with medical requirements.
If you have a positive TB/PPD result, submit documentation of a clear (negative) Chest X-ray.
A negative symptom review check by a health care provider is required annually thereafter.

Tetanus & Diphtheria (Td) or Tetanus/Diphtheria/acellular Pertussis (Tdap) - Documentation of one dose of Tdap at or after 7 years of age. If it has been more than 10 years since the Tdap was given, a Td booster is required.

Measles, Mumps, Rubella (MMR) 2-Dose Vaccine or Titers* - There must be documentation of either a positive antibody titer for all 3 components OR documentation of each vaccination. If the titer is negative or equivocal, 2 booster shots are required.

Varicella 2-Dose Vaccine or Titer* - There must be documentation of either a positive Varicella antibody titer OR vaccination. If the titer is negative or equivocal, 2 booster shots are required.

Seasonal Influenza Vaccine (when available) – Submit documentation of a flu shot administered in August prior to the upcoming flu season OR a declination waiver. Students who cannot be immunized for the flu may be required to wear a mask in clinical settings.

COVID-19 Bivalent Vaccine Dose – Submit documentation of a Bivalent Booster dose (after September 2022. Associate Degree Nursing and Practical Nursing students may submit documentation of a medical exemption provided by a healthcare provider. Students in other programs may submit a declination form or a medical exemption. These forms are available for download on the students' Viewpoint accounts.

Report of Physical Examination & Immunization Record - This requires the student's physician to fill in confirmation of immunizations you've received and your physical exam results within the past year.
** Titers are laboratory blood tests to determine immunity to specific diseases. They are not immunizations.*
Some clinical facilities may require additional information and/or screenings prior to clinical placement. Examples include submission of social security number; Fingerprinting; Drug-testing; CORI checks; CNA Registry Check, COVID-19 Vaccine and additional immunizations.

Meningococcal Vaccine (for full-time students who are 21 years old or younger) – 1 dose MenACWY (formerly MCV4) received on or after the student's 16th birthday. Doses received at younger ages do not count towards this requirement. Students may decline MenACWY vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form.

Additional Notes: Students who have previously taken the required MMR, Varicella, and Hepatitis B vaccines discussed above but who are unable to produce acceptable documentation must have titers drawn. Students who refuse to be vaccinated due to religious or medical reasons may be in jeopardy of losing their seat in the respective program, as most clinical agencies will not allow unvaccinated students to participate in direct patient care. Some clinical facilities where students will be assigned may require additional information and/or screenings prior to clinical placement.

Other Related Requirements:

CPR Certification – The CPR certifications acceptable for health students include "BLS Provider" from the American Heart Association (AHA), the American Red Cross, or the equivalent from the American Military Training Network. The copy must be front & back of the card, and it must be signed. An eCard from the AHA is also acceptable.

Technical Standards - Students must meet certain physical demands of performance so that they can successfully progress in their coursework and ultimately graduate. This form is completed and signed by the student.

Consent to Release Form – Student signature on this form permits the College to release personal information to clinical sites when requested to do so, such as vaccine records, Social Security Number, date of birth, and e-mail address.

National Background Check – A national county records search is also conducted through their Viewpoint account.

CORI and SORI forms –The student must complete the CORI (Criminal Offender Record Information) form to authorize a search of conviction and pending criminal case information under Standard Required Level I by the DCJIS (Department of Criminal Justice Information Services). As required, the student must provide the last six digits of their Social Security number on the CORI form and present a valid government-issued ID (such as a driver's license or passport) to verifying staff. The student must also complete the SORI (Sex Offender Registry Information) form. The CORI and SORI completion process will occur prior to the beginning of clinical/practicum experiences. If a student is late or is absent on the day the CORI/SORI check is completed, it is his/her responsibility to complete the CORI and SORI request forms at the Division of Health Sciences Administrative Office. The Division of Health Sciences may conduct subsequent CORI checks within one year of the date the student signed the form. The Division of Health Sciences will first provide the student with written notice of the check. The student may also be required to complete subsequent CORI and SORI request forms in accordance with clinical facility requirements. If a CORI and/or SORI Report is returned with a finding(s), it may or may not prohibit progression in a Health Sciences Program. CORI and/or SORI findings will be forwarded to a college-wide Review Committee, and the student will be invited to the review session. The final decision regarding the student's progression in a Health Sciences program will be determined at that time.

**30-Day Grace Period: Massachusetts Law states that students subject to 105 CMR 220.600 (Immunization Requirements for Post-Secondary Students) may have a 30-day grace period after enrolling before all required immunization records must be submitted. Upon entering a Health Sciences program, students may also have a 30-day grace period from the start of the semester before being subject to withdrawal from their program provided if this does not interfere with the start of a required clinical rotation. If a program's clinical rotation starts sooner than 30 days, students in that clinical course must comply with the Division of Health Sciences' published deadlines in order to meet the standards of the clinical sites and begin their rotation on time. If the student does not have all records submitted and in the proper format by published deadlines or by the end of the 30-day grace period, whichever applies, he or she may be withdrawn from the program.*

Section E: Clinical/Practicum Policies

Introduction & Definitions

The purpose of this section is to present those policies and procedures that are most relevant to the clinical/practicum component of the programs**. The information contained in this handbook is subject to revision. Students will be given written notice of any amendments or revisions.**

The policies and practices are in addition to those stipulated in official College publications, the didactic policies portion of this handbook, and specific program course syllabi. **It is the policy of the College to reserve the right to add, withdraw, or revise any provision or requirement.**

To promote understanding of the scope of this handbook, the terms clinical, clinical fieldwork, clinical affiliations, and clinical rotations are used interchangeably and refer to the required clinical experiences of each of the programs.

Terms used for the various individuals involved with clinical education in the Health Programs include:

- **Clinical Instructor:** This term refers to any person recognized by the program as having the responsibility to supervise and assess the performance of any student while on clinical. This term is used interchangeably with **Clinical Supervisor, Clinical Faculty, Faculty and/or Clinical Preceptor.** Either the college or the clinical site may employ the individual with this title, depending on the program.

- **Clinical Coordinator (CC):** This term refers to the college faculty member responsible for securing and/or assigning clinical placements, and for assessing the student's clinical performance. Other terms used to describe this individual include **Academic Fieldwork Coordinator (AFC), and Clinical Coordinator (CC)**. For the ADN and PN programs, the CC is the Program Chair.

- **Center Coordinator for Clinical Education (CCCE):** This term refers to the person employed by the clinical site whose responsibility is to coordinate and supervise the clinical program at each site. Other terms used to describe this individual include **Clinical Site Supervisor (CSS) and/or Clinical Instructor (CI).**

- **Preceptor:** This term refers to the person on staff at a clinical facility who supervises and instructs students in clinical experiences.

Individual clinical sites may use different titles for those serving in the positions listed above within their institutions. Refer to the program appendices for this information.

The clinical experience(s) is integrated within the overall program requirements. It provides practical experiences that augment laboratory and classroom learning and facilitates the transition from student to health care practitioner.

E.1.0 Professionalism

The student will adhere to all accepted standards, policies, procedures, rules, and regulations of the College, DHS, the program, the clinical site, and his/her profession's code of conduct. The student's performance and behavior must be safe and appropriate at all times. **Refer to the Professionalism and Affective Domain Standards and the program appendices for professional codes of conduct specific to each program/profession.**

E.2.0 Confidentiality

Of equal importance to the confidentiality of student records is the unequivocal requirement to preserve the confidentiality of any and all patient/client medical information. It is the moral, ethical, and legal responsibility of health professionals and DHS students to ensure that any and all medical-related information is held in confidence. Client information should only be shared with appropriate clinical personnel within the context of that personnel's need to know for the delivery of quality care. Students are required to adhere to all such policies while in the clinical environment. All students will receive from the College patient privacy training (HIPAA) prior to clinical.

E.3.0 Health Status

It is the student's responsibility to ensure that completed physical exam and immunization records are submitted to and approved by Viewpoint. (See Section D. Health and Immunization Requirements.) Failure to submit this information and other required documentation could affect clinical placement and the ability to complete a Health Sciences program. Health forms are available from the Division of Health Sciences.

Should the student's health status change in a manner that would restrict clinical participation after he/she has health clearance and has matriculated in a DHS program, he/she MUST immediately notify the Department Chair. The student must also submit to the CC a note from his/her primary care provider indicating the nature of the restriction and the date at which the restriction(s) must be imposed. To re-enter the clinical environment, the student must submit a note from his/her primary care provider to the CC affirming the removal of restrictions and the date at which the student can resume unrestricted participation in clinical activities. If a student is unable to resume his/her participation in the program, he/she should refer to the Division of Health Sciences' Medical Leave Policy (Section C.1).

E.4.0 Communicable Disease Statement

Students have an ethical and legal responsibility to maintain a high standard of health. When providing care, the student should routinely and without discrimination take all precautions against exposure and transmission of communicable diseases consistent with the policies and procedures of the clinical site. The DHS student who has a communicable disease must inform the CC and the appropriate clinical instructor. Should there be any questions as to potential restrictions or precautions relating to clinical participation, the student may be required to seek medical advice and documentation from his/her primary care provider.

E.5.0 Emergency Care

The College's contractual agreement with clinical agencies states that emergency care will be provided by the clinical facility if that facility maintains an emergency room. Furthermore, the

agreement stipulates that the student will assume the cost of such emergency care. Therefore, students should refer to their health insurance policy for coverage in the event of an emergency in the clinical area.

E.6.0 Latex Sensitivity & Allergy Policy

Latex products are common in the medical environment. Allergic responses to latex can range from irritation and allergic contact dermatitis to the possibility of life-threatening anaphylactic shock. Guidelines have been established at MassBay Community College to provide information to potential allied health and nursing program applicants/students who are sensitive to latex.

Latex-free environments are seldom available in either clinical or academic settings. Therefore, an individual with a latex allergy/sensitivity wearing alternative vinyl or nitrile gloves is still exposed to latex residue of others working in the area or to latex present in the equipment, models, and mannequins. Although latex gloves are the most prominent source of latex allergen, many other products contain latex, including, but not limited to:

- Blood pressure cuffs, medication vials, syringe connectors, and wound drains;
- Stethoscopes, catheters, respirators, and goggles;
- Oral and nasal airways, surgical masks, and electrode pads;
- Endotracheal tubes, syringes, IV tubing, and tourniquets.

Any student who has or develops symptoms consistent with latex allergy/sensitivity is advised to consult a qualified allergist for evaluation prior to enrollment in the Division of Health Sciences. If a student is already admitted to a Health Sciences program, he/she must consult a qualified allergist for evaluation of latex allergies should signs and symptoms develop. All such evaluations are at the student's expense. If it is determined that a student suffers from a latex sensitivity/allergy and the student desires an academic adjustment, including auxiliary aids or service, or reasonable accommodation due to this condition, the student must contact the College's Office of Accessibility Resources.

As with all matters related to one's health, the utmost precautions should be taken by the student to reduce the risk of exposure and allergic reactions. This may include the carrying of an epi-pen by the individual or other precautions as advised by the student's health care provider. It is the responsibility of the student with a latex sensitivity to understand and acknowledge the risks associated with continued exposure to latex during a clinical education, fieldwork, and healthcare career, even when a reasonable accommodation is made, and to regularly consult with his/her health care provider.

In an effort to minimize the presence of latex in the Division lab facilities, MassBay Community College will provide latex-free and powder-free gloves in all College lab facilities. Should a clinical agency NOT provide latex-free gloves, the College will provide latex-free gloves for clinical use. Additionally, the College is taking the following steps to minimize latex in its lab facilities: *1) replacement of all gloves in use by faculty and students with nitrile or vinyl gloves; 2) maintaining an inventory of products/equipment and supplies in each health science program that contain or could contain latex; and 3) future purchasing of latex-safe supplies and equipment whenever possible.*

As with all students in the Division of Health Sciences programs, a student with a latex sensitivity or allergy is required to satisfactorily complete all requirements and technical standards of the program to which they have been accepted.

E.7.0 Blood and Body Fluid Exposure Policy and Procedure

Occupational Exposure Guidelines

According to the Centers for Disease Control and Prevention, the primary means of preventing occupational exposure to HIV and other blood-borne pathogens is the strict adherence to infection control standards, with the assumption that the blood and other body fluids of all individuals are potentially infectious. The routine utilization of barrier precautions when anticipated contact with blood or body fluids, immediate washing of hands or other skin surfaces after contact with blood or body fluids, and careful handling/disposing of contaminated sharp instruments or other equipment during and after use is recommended.
For more information: https://stacks.cdc.gov/view/cdc/20711

Faculty & Student Responsibilities

1. Receive agency/unit orientation regarding infection control policy and post-exposure management procedures.
2. Utilize appropriate barrier precautions during the administration of care to all individuals.
3. Utilize appropriate safety devices for the handling/disposing of contaminated sharp instruments or other equipment.
4. Immediately report accidental exposure to blood or body fluids.
5. Initiate immediate intervention of the management of accidental exposure to blood or body fluids.
6. Provide health education to individuals and groups regarding the prevention, transmission and treatment of HIV.

Accidental/Occupational Exposure Procedure

In the event of an accidental/occupational exposure to blood or body fluids, students and faculty should:

1. **Immediately** wash the area of exposure with soap and water.
2. **Immediately** report the incident to the instructor and/or supervisory personnel.
3. Complete appropriate documentation according to agency standards and provide a copy of the report to the Division of Health Sciences department chair. Another copy will be kept in the student's file.
4. Complete the Division of Health Sciences' Incident Report. This form is included as an appendix in this handbook; this **must be completed within 24 hours of the incident.**

PLEASE NOTE:

1. Decisions regarding post-exposure management, prophylaxis, and follow-up will be at the discretion of the individual and his/her health care provider.

2. The injured party will be financially responsible for emergency treatment, prophylaxis, and follow-up care resulting from the incident.

E 8.0 Accommodation for Disability Conditions

DHS students who request an accommodation in lecture, lab, or clinical due to a documented disability must inform the College Office of Accessibility Resources. The Office of Accessibility Resources, the Department Chair, and the Academic Coordinator of Clinical Education will determine if the accommodation is appropriate and reasonable. This means that the accommodation does not compromise either the essential duties/student teaching responsibilities at the clinical/practicum site or the requirements of the program's competency-based educational equivalents. (See Technical Performance Standards description and form in the Health and Immunization Requirements section of this Handbook.)

E 9.0 Clinical Sequence and Placement

E.9.1 The Clinical Coordinator or Program Chair determines the clinical placement of students. The primary consideration in arranging clinical placements is the academic integrity and value of the educational experience. A student shall not be placed at a site if he/she or an immediate relative volunteers or works in a department or unit within that site that is similar to his/her chosen field of study. When possible, advance notice will be given so that the student may make appropriate arrangements and clinical practicum sites may prepare for the student.

E.9.2 Contacting and arranging clinical affiliate placements is the purview of the Program Chair and/or Clinical Coordinator. Students **shall not** contact a present or prospective clinical site without obtaining prior approval from the Clinical Coordinator or Department Chair.

E.10.0 Transportation, Housing, and Parking Fees

The student is responsible for transportation to and from the clinical/student teaching sites as well as any parking fees. For programs with out-of-state clinical/student teaching sites, students are responsible for the cost of housing, transportation, meals, and other expenses unless otherwise provided.

E.11.0 Professional Appearance - Dress Code

While each program may have specific uniform requirements, all programs have the following expectations. The student must at all times:

E.11.1. appear neat, clean, and well-groomed.

E.11.2. maintain good personal hygiene.

E.11.3. adopt a conservative approach to dressing, minimizing jewelry and cosmetic/ fragrances, not wearing clogs, open-toed shoes or sandals, nor extremely loose-fitting or tight clothing.

E.11.4 wear MassBay student identification pin with name and his/her program of study.

E.11.5 remove personal pagers and/or cell phones before entering the clinical site.

E.11.6 limit body piercings to small, post-type earrings. Only one earring in each ear is permitted. No other body piercing jewelry is permitted in clinical and laboratory settings.

E.11.7 cover visible tattoos upon request in the clinical setting.

E.11.8 keep fingernails short and clean. Clear nail polish may be worn. Artificial fingernails are not permitted.

Refer to individual program appendices for specific requirements.

E.12.0 Attendance

Attendance during the clinical affiliation is mandatory. Students are expected to report promptly, consistent with the schedule of the site and clinical faculty. It is unacceptable to schedule personal appointments during clinical hours. Tardiness and early departures are also unacceptable. If a student for any reason misses more than one-quarter of the scheduled clinical/student teaching day, he/she will be considered absent for the whole day.

E.12.1 Should illness or any other reason prevent the student from reporting to the clinical facility on time, the student must notify his/her clinical instructor, Clinical Coordinator, or appropriate College office at least 30 minutes before the scheduled start of the clinical day. Failure to notify either the clinical instructor or College of an absence is a serious breach of professional conduct.

E.12.2 If a student is ill and in danger of exceeding the attendance policy of his/her program, a note from his/her health care provider must be submitted to the Clinical Instructor at the affiliate and to the Clinical Coordinator at the college. The student will not be permitted to resume the clinical experience without a note from the health care provider stating that the student is capable of resuming (without restriction) all activities associated with the clinical education component of the program.

E.12.3 Any clinical skill acquisition or experiences missed due to absence, tardiness, or early departure must be made up at the discretion of the clinical instructor and approved by the CCCE and Clinical Coordinator. The determination as to which alternative assignments and locations may be required to make up missed days/hours and/or substitute for any missed clinical skill acquisition or experiences will be made at the discretion of the clinical affiliate, Clinical Coordinator, CI, and/or the Department. Chair at the College.

Refer to the appendices for individual program policies and/or syllabi.

E.13.0 Evaluation of Clinical Performance

Each program develops instruments and assessments used to evaluate student clinical performance. Refer to the appendices for the clinical grading policies for the respective program. The CC /CI/Department Chair will issue grades consistent with the policy contained in the College catalog and course syllabus. In most programs, clinical experiences are graded pass/fail. Grades: Clinical grades below the program's specific minimum will result in withdrawal from the program. Refer to the minimum grade information in section A2. Students who are having difficulty meeting the established learning objectives of the clinical experience are encouraged to seek prompt advice and/or assistance from the CCCE, CC, and /or the clinical instructor/faculty to develop a learning plan to address concerns.

E.13.1 Unsatisfactory clinical performance is defined as performance within the clinical environment that demonstrates:

E.13.1.1 consistent pattern of weakness in one or more clinical behaviors/skills objectives

E.13.1.2 failure to demonstrate progressive mastery of clinical behaviors and objectives

E.13.1.3 performance requiring more guidance and instruction than that required by other students at the same level.

If a student does not comply with the academic, professional, or clinical standards listed in this policy manual or the MassBay Student Handbook, a DHS administrator or faculty member will issue a written warning. The student must sign the warning. NOTE: **Signature on the warning** does not constitute the student's agreement with the content of the warning. Space is provided for the student to indicate his or her non-agreement and comments. The original signed copy of the written warning will be placed in the student's record, and a copy will be given to the respective program chair. Should the student refuse to sign the form, the faculty will obtain a witness signature attesting that the notice was given to the student.

E.14.0 <u>Clinically Unsafe Behavior</u>

The following are examples of clinically unsafe behavior**:**

E.14.1 Any incident in which the student's action has or may seriously jeopardize patient care and/or safety. Examples of such actions include, but are not limited to:

E.14.1.1 errors of omission/commission in patient care;

E.14.1.2 any pertinent intervention which places another in danger;

E.14.1.3 failure to report changes in patient status promptly;

E.14.1.4 acting outside of the legal and ethical role of the student as defined by professional standards;

E.14.1.5 abusive behavior;

E.14.1.6 not being accurate regarding any personal conditions that may jeopardize patient care or about the student's own learning needs;

E.14.1.7 repeated and/or consistently unsatisfactory clinical performance which compromises quality of care when the student also demonstrates one or more of the following:

E.14.1.7.1 multiple failed assignments, lab assessment scores or didactic average that falls below the acceptable standard set in the course syllabus.

When a faculty member determines that a student has been clinically unsafe,

1. the student will be immediately removed from clinical and lab settings.
2. the student will be notified immediately that they have been given an unsafe clinical grade and will not be permitted to return to clinical or lab. If the student is in another health course with a clinical component, the student will not be allowed to attend the clinical or lab unless the faculty member and department chair determine that patient safety is not at risk. Written notice by the faculty member will be given to the student, documenting the reasons for the clinically unsafe determination.
3. The faculty will notify the department chair and the appropriate academic

administrator that a failing grade has been issued.

The grade submitted for the course where the unsafe clinical practice occurred will be an F. Any student who receives an F due to unsafe clinical practice will not be eligible for re-admittance to a health program. The student may appeal the unsafe clinical grade by following the Grade Appeal Process described in the MassBay Student Handbook.

E.15.0 Drug Screening Policy

Massachusetts Bay Community College is committed to the promotion of the health and safety of patients, students, faculty, and staff, and our community members, including those with physical, psychiatric, or substance abuse concerns. Policies and procedures are established with this commitment in mind. To ensure that patient care is not compromised, facilities and agencies engaged in patient care have begun to require mandatory drug testing of all their employees and any affiliating groups.

Accordingly, students enrolled in Health Sciences programs may be required to provide proof of a negative ten-panel urine drug screening in order to be eligible for clinical placement if required by the clinical site where the student is assigned. Drug screening will be random at the discretion of the Program. Drug screening must be done through the student's Viewpoint Account before the start of a clinical rotation. Viewpoint will provide step-by-step instructions on how to obtain a drug screening at a local testing facility. Students taking prescription or over-the-counter medications will have the opportunity to provide a list of medications to Viewpoint. All costs associated with drug testing are the responsibility of the student.

Drug-screening results will be sent to the Dean of Health Sciences in a confidential manner. Students who do not pass the drug screening test the first time have the right to request a second drug screening prior to their clinical rotation. If the second drug test is negative, the student will be placed in a clinical rotation. If the second test is positive, the student will be ineligible for clinical placement and recommended for withdrawal from their health program, contingent on due process. Students who fail to comply with any aspect of the drug-screening requirement or who receive positive results will be ineligible for clinical placement and subject to dismissal from the Health Sciences program in which they are enrolled.

Health Sciences clinical affiliating agencies may also have policies on random or scheduled on-site drug screening of students. Students must comply with all clinical facility policies. A positive drug test result from the clinical site will result in the student's immediate removal from clinical and recommendation for dismissal from the Health Sciences program. In the event a faculty member has a reasonable belief that a student is under the influence of alcohol or drugs, the faculty member will immediately remove the student from the clinical setting and follow the College's policy on Alcohol and Drug Use. The student will be sent to the Emergency Department for further evaluation and drug/alcohol testing if necessary. A student under the influence of alcohol or drugs in a clinical setting shall be subject to discipline, up to and including expulsion from the College, in accordance with the College's Alcohol and Drug Use Institutional policy.

Any student who is withdrawn from the Division of Health Sciences due to a positive drug test may appeal this decision through the Division's Appeal Process. Please see the Appeal Procedure in the Division of Health Sciences Handbook. Any student who is withdrawn from the

Division of Health Sciences program due to a positive drug test may reapply based on current College and Division of Health Sciences readmission policies.
All students will be notified, in writing, of the requirement for drug screening when enrolling in a program that requires such screening. This form can be found in Section III.
While the recreational use of marijuana is permitted in Massachusetts, marijuana remains classified as a controlled substance under federal law, and its use, possession, distribution, and/or cultivation at educational institutions remains prohibited. Accordingly, students who test positive for marijuana are unable to participate in clinical education, which will affect their status in the program. A student who has a prescription for medical marijuana and seeks to use medical marijuana off-campus during semesters where they have clinical rotations shall contact the College's Accessibility Resources Office. Accessibility Resources will consider the student's request as a request for reasonable accommodation and will engage in an interactive dialogue with the student to determine an effective and reasonable accommodation for their disability. Accessibility Resources will, among other things, request medical documentation to confirm the disability, including the student's Medical Marijuana Card. Use of medical marijuana off-campus during the clinical education shall not be considered a reasonable accommodation if its continued use would impair the student's clinical performance, pose an unacceptably significant safety risk to the public, or violate the College's affiliation agreements with its hospital partners, thereby jeopardizing those affiliations.

Steps

1. Each student enrolled in a program that requires drug screening will be notified of the requirement to report for drug screening to the testing agency. Students will be given 48 hours to complete the drug screening requirement. Students will contact the specified testing agency to schedule an appointment within the specified time period.

2. Students must follow the instructions given by Viewpoint to comply with the screening protocol. Failure to participate in the drug screening process or comply with the protocol will result in the student's inability to participate in the clinical education and, consequently, will result in the student's dismissal from the program.

3. Viewpoint will provide results to the Dean of Health Sciences at Massachusetts Bay Community College. Results can only be accepted directly from Viewpoint. The Dean of Health Sciences will provide the applicable department chair or program coordinator with a list of those students who have completed their drug screening and are eligible to participate in clinical or field education.

4. Students whose results fail to satisfy the screening criteria will not be eligible to participate in the clinical education and consequently will be dismissed from the program unless the disqualifying factor can be satisfactorily remedied.

5. Students with a positive drug test may challenge the results of the test within five (5) days of notification of the drug test results. This challenge must be in writing and delivered to the Dean of Health Sciences.

Section III: Division of Health Sciences Forms

Division of Health Sciences Technical Standards Form

It is necessary for all Division of Health Sciences students to review and sign the following. **Please circle your program from the list below,** then sign and return as directed.

ADN	Associate Degree Nursing	PB	Phlebotomy
CT	Computed Tomography	PM	Paramedicine
CY	Central Processing Technology	PN	Practical Nursing
EMT	Emergency Medical Technician	RT	Radiologic Technology
NA	Nursing Assistant	ST	Surgical Technology

TECHNICAL PERFORMANCE STANDARDS		ADN	PN	PB	PM/ EMT	NA	RT/CT	ST/ CY
MUSCULAR And SKELETAL	Work at areas located at various positions and elevation levels for durations of at least 30 minutes at a time alternating with the need to make frequent changes in body positions	X	X	X		X	X	
	Maintain a standing body position for a minimum of two hours, while performing work related functions	X	X	X		X		X
	Transfer and position movement dependent patients from / to various positions and surfaces, such transfer / positioning frequently requiring a minimum of a 50 lb. weight bearing load	X	X	X	X	X	X	X
	Move / push / pull / reach equipment and accessories of various weights and sizes from a variety of heights to a variety of heights	X	X	X	X	X	X	X
	Perform CPR on adults, infants, and toddlers	X	X	X	X	X	X	X
	Detect and distinguish between variations in human pulse, muscle spasm & contractions, and / or bony landmarks	X	X	X	X	X	X	
	Safely guide patient in ambulation on level as well as inclined surfaces and stairs, often while the patient is using a variety of assistive devices. In either case, guard patient against falls or other injury	X	X	X		X	X	
	Apply gradated manual resistance to patient's individual muscular actions in order to determine patient's strength or to apply exercise techniques for stretching or strengthening	X	X	X		X		
	Quickly move from one site to all other areas of the health care facility	X	X	X	X	X	X	
AUDITORY	Detect and appropriately respond to verbally generated directions and acoustically generated monitor signals, call bells, and vital sign instrumentation output	X	X	X	X	X	X	X
VISUAL	Detect and discriminate between various human gestures and non-verbal responses	X	X	X	X	X	X	X
	Detect and discriminate between large and small gradations in readings on dials, graphs, and displays, such detection made at various distances from the source.	X	X	X	X	X	X	X
	Read printed and computer screen manuscript text	X	X	X	X	X	X	X
	Discern a patient's physical status at distances in excess of 10 feet and in subdued lighting	X	X	X	X	X	X	
	Detect and discriminate between the range of image brightness values present on radiographic and computer screen images						X	
	Manipulate/adjust various types of switches, levers, dials,	X	X	X	X	X	X	X

MANUAL DEXTERITY & FINE MOTOR SKILLS	control, and/or hand-held equipment and/or in various combinations							
	Hold and use a writing instrument for recording patient history or pertinent information	X	X	X	X	X	X	X
	Apply gown, gloves, and mask for Universal Precautions when needed	X	X	X	X	X	X	X
VERBAL	Articulate clearly to a patient in conversational English regarding therapeutic goals and procedures	X	X	X	X	X	X	X
OLFACTORY	Detect changes in environmental odor and (temperature)	X	X	X	X	X	X	X
ENVIRONMENTAL	Function within environments which may be stressful due to fast pace, need for accuracy, and distracting sights and sounds	X	X	X	X	X	X	X
	Recognize that the academic/clinical environment includes exposure to disease, toxic substances, bodily fluids, and/or radiation	X	X	X	X	X	X	X
	Exhibit social skills necessary to interact effectively with those of the same or different cultures with respect, politeness, and discretion	X	X	X	X	X	X	X
	Maintain cleanliness of personal grooming consistent with close personal contact	X	X	X	X	X	X	X
	Function without causing harm to self or others if under the influence of prescription or over the counter medications	X	X	X	X	X	X	X

Technical Performance Standards Informed Consent

1. I have received, read and understand the meaning of MassBay Community College's Health Professions Technical Performance Standards.

2. I understand that the Standards indicated, as applicable to my intended program of study, relate to the full array of essential performance competencies inherent to my chosen program of study.

3. I also understand that in order to successfully graduate from the program of my choice, I must be able to satisfactorily perform the tasks listed in the standards.

4. It is my responsibility to submit a request to the College's Disability Resources Office should I wish to receive a determination of reasonable accommodation in performing any of the stated standards.

5. Lastly, I understand that there may be instances where a reasonable accommodation for a method of satisfying the required performance tasks may not be possible.

Student Name (print):_____ID#:_____

Student Signature:_____Date:_____

MASSBAY COMMUNITY COLLEGE
DIVISION OF HEALTH SCIENCES
Performance Notification Form

Student's Name _____

Faculty / Administrator's Name _____

Date _____

It has come to the attention of the faculty member / administrator named above that your performance has fallen below acceptable standards or your behavior has violated one or more of the policies of the program, division, college and/or clinical affiliate. The specific lapse in performance level / policy infraction is as follows:

If appropriate corrective action is possible, you must satisfy the following expectancies by any dates / time frames specified:

Should you fail to affect the above requirements as stipulated by the dates / time frames stipulated, the following consequence will occur:

FACULTY / ADMINISTRATOR SIGNATURE _____DATE_____

Student Comments:

I agree with the above described assessment and prescribed action: [] yes [ ] no

STUDENT SIGNATURE:_____DATE:

(NOTE: Student signature indicates only that the student was given this notification, not that the student agrees with the content of the notification.)

WITNESS SIGNATURE: _____DATE:_____

(NOTE: Witness signature verifies that this notification was given to the student, but the student refused to sign as required)

MASSBAY COMMUNITY COLLEGE
DIVISION OF HEALTH SCIENCES
Counseling Record Form

Date: _____

Student: _____ Student ID#: _____

Faculty/Staff/Advisor Name:_____

Program:_____Course:_____

Present at Meeting:_____.

Discussion:

Student Comments:

Recommendation(s):

Referral(s) to College Services? yes no

Faculty/Staff/Advisor Signature: _____ Date: _____

Student Signature:_____ Date:_____
4/15/10 kcc

MASSBAY COMMUNITY COLLEGE
DIVISION OF HEALTH SCIENCES
Affective Domain Standards of Performance Warning Form

Date:_____ Student:_____Student ID #:_____

Faculty/Advisor Name:_____

Program:_____Course:_____

Notice of Affective Domain Violation (Check One): #1____ #2____ #3_____

Nature of Violation:

Affective Domain Standard(s) Violated:

Remediation Plan (Violation #1 & #2):

Student Comments:

Faculty/ Signature: _____ Date: _____

Student Signature:_____ _____ Date:_____

Copy of Document Sent to Program Chair and Advisor:

Program Chair_____ Date Copy of Document Sent_____

Advisor_____ Date Copy of Document Sent_____
4/21/10 kcc

MASSBAY COMMUNITY COLLEGE
DIVISION OF HEALTH SCIENCES
Academic/Lab/Clinical Alert Form

Student Name _____
Course _____ Instructor _____

The Division of Health Sciences faculty wants to provide you with the assistance you need to succeed in your program. We are concerned about your progress and urge you to take the step (s) indicated below immediately.

Academic Concern	Attendance / Clinical Concern / Professionalism
□ **The** grade you earned on Quiz/exam_____ was unsatisfactory Date: _____ Grade _____ □ **WARNING:** Your current test grade average indicates you are in danger of not progressing to the next level. Current test average _____	□ You have had one class/lab/clinical absence on _____ □ **WARNING:** You are in danger of being administratively withdrawn (AW) due to excessive absences □ Your clinical performance on _____ was unsatisfactory □ You have violated the Affective Domain Standards of Performance in the classroom/lab/clinical setting on _____

Recommended Activity:

□See me in my office after class or during office hours by (date) _____ Office # _____ Phone: _____

□Complete the prescribed remediation lab _____by (date) _____

□Attend open lab for review _____skills by (date) _____

□See the Academic Tutor for content including math review by (date) _____

□Utilize appropriate college resources (counseling/disability) _____

Instructor Signature: _____ Date:_____
Comments:

Did the student come for help by the date indicated? □ YES □ NO
Comments:

Students Signatures:
Comments:

NOTIFICATION TO STUDENTS OF RANDOM DRUG SCREENING ANALYSIS REQUIREMENT

Please be advised that students enrolled in the _____ Program at Massachusetts Bay Community College will be required to undergo and pass random drug screening analysis in order to be eligible for placement at a clinical facility or in the field. Students who either fail to pass, refuse to submit to, or fail to schedule and take a drug screening analysis within the designated time frame will be deemed ineligible for clinical placement, which will negatively impact their status in the program.

If you have any questions pertaining to this policy, please contact the Dean of Health Sciences.

By my signature, I acknowledge that I have been provided with the Massachusetts Bay Community College Drug Screening Policy and notification that I am required to undergo and pass the drug screening analysis. I am aware that refusing to submit to, failing to schedule and take the drug screening analysis, or failing to submit to or pass the drug screening analysis will result in my being ineligible to participate in clinical education, and consequently, I will be dismissed from the program.

_____

STUDENT NAME (PRINTED)

_____ _____

STUDENT SIGNATURE DATE

MASSBAY COMMUNITY COLLEGE
DIVISION OF HEALTH SCIENCES
Report of Exposure, Injury, or Incident Form

To be completed by the clinical supervisor and student

Name of Individual involved:_____

Immediate Faculty/Preceptor: _____

Clinical facility where exposure occurred: _____

Date/Time of Exposure: _____ Type: Needle Stick: ____ Splash: _____
Mucous Membrane_____ Other: _____

Describe how the incident occurred:_____

_____

_____

Personal Protective Equipment Being Used_____

_____

Actions taken (decontamination, clean-up, reporting, counseling, etc.) _____

_____

_____

Date and Time Incident was reported to Infection Control/Occupational Health: _____

Name/Title of Individual to whom the incident was reported: _____

_____

☑ CHECK LIST

☐ Student was provided with the *Division of Health Sciences Blood and Body Fluid Exposure Policy and Procedure*

I have received and read the *Division of Health Sciences Blood and Body Fluid Exposure Policy and Procedure guidelines.* I understand that I have been advised to contact my health care provider for care that is needed as a result of the exposure that has occurred.

_____ _____
Student Name (Printed) and Signature Date

MASSBAY COMMUNITY COLLEGE

Division of Health Sciences

Incident Report Form

Date of Event:	Time of Event:	Department:
Class:	Location:	Instructor:
Involved Parties: *NOTE: All Involved parties must submit separate reports*		
Report of Event Completed By:		Date:
E-mail:		Phone:
Report of Event Requested by:		
Please Select the Appropriate Category (select all that apply):		
Student / Family Issues	Classroom Issue	Clinical Site / Facility
Student Injury	Equipment Issue	Other:
Exposure/Contact to Bodily/Infectious Substance		
Other:		

Incident Description: explain in detail the nature of the incident and to whom it has been reported. Include a description of the incident, any steps taken to resolve it, and any direct observations of the situation. Use both sides of the page if necessary. ***In order to comply with Federal and State laws, please DO NOT Include any of the following information: Date of Birth, Social Security Number, Driver License Number, any Credit Card or Financial Information as well as any Address Information.***

Student Name (Printed)	
Student Signature	
Faculty Name and Signature	
Date Submitted	

MASSBAY COMMUNITY COLLEGE

Incomplete Grade Request Form

Section I and II (to be completed by the Instructor with Input from the Student)

Date: _____

Student Name: _____ Major: _____

Student ID Number: _____Semester and Year: _____

Instructor: _____Course Name and Number:_____

Reason(s) for not completing the coursework before the end of term: Health____ Other____
Brief description of Reason (submit all supporting documentation):

_____

Student Signature: *(or email accompanying the form to acknowledge the student is submitting this Incomplete Form and the current date):* _____

Section III (to be completed by the Instructor)

Instructor's Name: _____

Assignments and/or exams needed to complete this course:
1. _____ 3. _____
2. _____ 4. _____

If work is completed satisfactorily, what is the expected course Grade? _____

Instructor's Signature: _____

When is the Required Completion Deadline: _____

Student's signature indicating acceptance of the terms: _____

Section IV (Send to Dean/Asst Dean to be completed by the Dean): ldavis@massbay.edu, vtoomey@massbay.edu, amacdonald@massbay.edu

Dean/Asst Dean: _____ __ Approved __ Not Approved

Section V

Date Received by Registrar, as needed: _____
Cc. Division Office, Student, Instructor Rev 050925

Division of Health Sciences
Recommendation for Program Dismissal Worksheet

Student Name _____ Student ID _____

Date_____ Program_____ Faculty _____

Dismissal Basis (Check one): ☐ Grade ☐ Affective Domain Policy

Instructions for Faculty/Department Chair: please write a summary below of the reason(s) for the Recommendation for Program Dismissal, list type(s) of supporting documentation and dates in which infractions occurred on Documentation Log and attach student records and relevant program policy or syllabi. Provide this worksheet and any additional documents to the Dean of Health Sciences and student at the time of the program dismissal. The original will be filed in the Division of Health Sciences Offices.

_____
_____
_____
_____

Documentation Log		
Date	Document type	Description
	e.g., Attendance records	*Student clinical attendance*

Instructions to students: Students have the right to appeal a program dismissal. Details of the appeal process related to Affective Domain Program Dismissals are in the Division of Health Science Student Handbook's Appeal of Dismissal from Division of Health Sciences Programs. Details of the Grade Appeal process can be viewed in the College Student Handbook.

Student comments:

_____
_____
_____

Student Signature: _____ Date: _____

Faculty Signature: _____Date: _____

Program Director Signature: _____ Date: _____

Rev. 10/29/2025

APPENDIX A: Health Sciences Program Grid

Program	Day	Evening	Weekend	Hybrid Format	Fall Start	Spring Start	Summer Start	Length of Program	Credits/Type
Central Processing Technology		X			X	X	X	1 Semester	3 credits Certificate
Computed Tomography	X		X	X	X			2 Semesters	Track 1 (8 Credits) Track 2 (14 Credits) Certificate
Emergency Medical Technician (EMT)	X	X			X	X	X	1 Semester	8 credits Certificate
Medical Assistant		X		X	X			2 semesters	26 Credits Certificate
Medical Coding				Online	X			2 Semesters	27 credits Certificate
Medical Office Administrative Assistant		X		X	X			2 Semesters	26 credits Certificate
Associate Degree Nursing	X				X			4 Semesters	68-72 credits Associate Degree
Practical Nursing	X				X			2 Semesters Intersession 1 summer	43 credits Certificate
Paramedicine (Day)	X				X			2 Semesters 1 summer	37/38 credits Certificate
Paramedicine Evening)		X				X		3 Semesters 1 summer	37/38 credits Certificate
Phlebotomy Skills Certificate		X		X			X	1 Semester	6 credits Certificate
Phlebotomy Technician		X		X	X			2 Semesters	20 Credits Certificate
Radiologic Technology (Day)	X				X			4 Semesters and summer	78 credits Associate Degree
Radiologic Technology Flex (Evening)		X	X			X		9 Semesters	78 credits Associate Degree
Surgical Technology (Day)	X				X			5 Semesters	62 credits Associate Degree
Surgical Technology (Evening)		X			X			5 Semesters	62 credits Associate Degree

Revised June 2025

APPENDIX B:
Division of Health Sciences Administration and Faculty

Division of Health Sciences Administration and Faculty (Updated 5/2026)

Lynne Davis, Ed.D., R.T. (R), Dean
508-270-4022
Venusa Toomey, M.D., M.Ed.
Assistant Dean of Health Sciences and Framingham Campus Administrator
508-270-4030

Support Staff		
Kristina Carreno Simulation Lab Assistant	kcarreno@massbay.edu	508-270-4035
Maria Fitzpatrick, MBA Administrative Assistant to the Dean	mfitzpatrick1@massbay.edu	508-270-4022
Vicki Harrington, BA Administrative Assistant/Data Coordinator	vharrington@massbay.edu	508-270-4024
Simone Kerr Administrative Assistant to the Assistant Dean of Nursing	skerr@massbay.edu	508-270-4293
Heather Munroe, MSN, RN Director of Simulation Education and Technology	hmunroe@massbay.edu	508-270-4041
Rebecca Wasdyke, MA, MAT Clinical Compliance, Contracts, and Special Projects Coordinator	rwasdyke@massbay.edu	508-270-4028
Nursing Department Dr. Ana Olivar, MSN RN CRRN Interim Assistant Dean of Nursing/Program Administrator 508-270-4280 aolivar@massbay.edu		
Cynthia Lawler, MSN, RN	clawler@massbay.edu	508-270-4277
Alicia Layne, MSN, BSN, RN	alayne@massbay.edu	508-270-4042
Belinda Lee, MSN, RN, NPD-BC Chair, Associate Degree Nursing Program	blee1@massbay.edu	508-270-4056
Rose Marie Nyakako, PhD, AGPCNP, PMHNP, RN	rnyakako@massbay.edu	508-270-4272

Deborah O'Dowd, MSN, RN, CCRN Chair, Practical Nursing Program	dodowd@massbay.edu	508-270-4029
Emmanuel Ojoseitan, MSN, RN	eojoseitan@massbay.edu	508-270-4048
Vicki Rossillo, MSN, RN	vrossillo@massbay.edu	508-270-4279
Ana Saad, MSN, RN	aaroshidze@massbay.edu	508-270-4039
Alina Sorokina, MSN, RN	asorokina@massbay.edu	508-270-4043

Nursing Department Adjunct Instructors	
Kathleen Brett, BSN, RN Clinical Instructor, A.D. Nursing Program	kbrett@massbay.edu
Lilibette Collazo, MSN, RN Clinical Instructor, A.D. Nursing Program	lcollazo@massbay.edu
Paula Forcier, RN Clinical Instructor, A.D. Nursing Program	pforcier@massbay.edu
Paula Haddad, MSN, RN Clinical Instructor, Practical Nursing Program	phaddad@massbay.edu
Phillip Heinen, RN Clinical Instructor, A.D. Nursing Program	pheinen@massbay.edu
Meghan Kelley, MSN, RN Clinical Instructor, A.D. Nursing Program	mkelley@massbay.edu
Tristan Kippax, RN Lab Instructor, A.D. Nursing Program	tkippax@massbay.edu
Shirley McAfee, BSN, RN Clinical Instructor, Practical Nursing Program	smcafee@massbay.edu
Ann Marie Morgan, MSN, RN Clinical Instructor, A.D. Nursing Program	amorgan1@massbay.edu
Heather Munroe, MSN, RN Clinical Instructor, A.D. Nursing Program	hmunroe@massbay.edu
Lynn Nicotera, MSN, RN Lab Instructor A.D. Nursing & PN Programs	lnicotera@massbay.edu
Donna Papazian, RN, BSN, CNM Clinical Instructor, A.D. Nursing Program	
Emmelyn Pasquis, MSN, RN Clinical Instructor, A.D. Nursing Program	epasquis@massbay.edu
Shanice Shaw, BSN, RN Clinical Instructor, Practical Nursing Program	sshaw@massbay.edu
Enoh Ukpong, PhD, MSN, RN Clinical Instructor, Practical Nursing	eukpong@massbay.edu
Carla Whitmore, MSN, RN Clinical Instructor, Practical Nursing Program	cwhitmore@massbay.edu

Diagnostic Medical Sonography	
Dr. Debra Crandell, Ed.D., RDMS Program Chair	dcrandell@massbay.edu
Samantha Bollinger-Grimsley, BS, MS, RDMS, RDCS, RVT	sgrimsley@massbay.edu
Elizabeth Ho, DHSc, RDMS (AB, OB), ARRT(R), Adjunct Instructor	eho@massbay.edu
Chante Robertson, MA/Ed, RVS, RCS, Adjunct Instructor	crobertson@massbay.edu

Emergency Medical Services Programs (Paramedicine & EMT) Department		
Charles Jenness, NRP, I/C Program Chair	cjenness@massbay.edu	508-270-4038
EMS Department Adjunct Instructors and Lab Assistants/Learning Specialists		
Melissa Capello, EMT-P	mcapello@massbay.edu	
Bruno Torres Capitao	btorrescapitao@massbay.edu	
Marissa Colby, B.S., NRP	mcolby@massbay.edu	
Hugh Devlin, NRP	hdevlin@massbay.edu	
Matthew D'Innocenzo, NRP	mdinnocenzo@massbay.edu	
Shailagh Epps, EMT-P	sepps@massbay.edu	
Aaron Gingras, NRP	agingras@massbay.edu	
Ethan Glass, EMT-P, IC Clinical Coordinator	eglass@massbay.edu	
Scott Gobar, BS, NRP	sgobar1@massbay.edu	
Michael Giunta, BA, EMT-B	mgiunta@massbay.edu	
Tammy Hughes, EMT-P, IC, RN, BLS, ACLS, PALS	thughes1@massbay.edu	
Joseph Kuchinski, NRP, I/C	jkuchinski@massbay.edu	
Alan Larochelle, EMT-P	alarochelle@massbay.edu	
Ryan LeBlanc, NRP	rleblanc@massbay.edu	
Alexandra Lewandowski, EMT-B	alewandowski@massbay.edu	
Steven McHugh, EMT-P	smchugh@massbay.edu	
Christian Pierce, B.S., NRP, I/C	cpierce@massbay.edu	
Erik Raposa, NRP	eraposa@massbay.edu	
Keith Schnabel, AS, NRP, I/C	kschnabel@massbay.edu	

James Smith, EMT-P	jsmith4@massbay.edu	
Thomas Tynes, EMT-B	ttynes@massbay.edu	
Mark Tiede, MPA, NRP	mtiede@massbay.edu	
Christopher Weinwurm, EMT-P, I/C	cweinwurm@massbay.edu	
Richard Weitsen, NRP	rweitsen@massbay.edu	
Sean M. Williams, MPA, BSN, RN, EMT-P, FPC	swilliams1@massbay.edu	
Richard Yunker, NRP	ryunker@massbay.edu	
Health Studies Department		
Gloria Artis, BS Phlebotomy Instructor	gartis@massbay.edu	
Alicia De Oliveira, MHS, MSN, RN Medical Assistant Instructor	adeoliveira@massbay.edu	
Carol Gabriele, MBA Medical Coding Instructor	cgabriele@massbay.edu	
Whitney Laroche Medical Assistant Instructor	wlaroche@massbay.edu	
Denise Pruitt, Ed.D., M.Ed., MA, CMA Chair, Health Studies Department	dpruitt@massbay.edu	508-270-4026
Simone M. Johnson-George, MSHIA, CPC, COC, CPCO, CPC-P, CPC-I Medical Coding Instructor	sjohnson2@massbay.edu	
Ugochukwu Uzoeghelu, MBBS, MPH Medical Office Administrative Assistant and Phlebotomy Instructor	uuzoeghelu@massbay.edu	
Christine Young, MSN, RN Phlebotomy Instructor	cyoung@massbay.edu	
Medical Imaging Department		
William Cote, MA, RT (R), (CT) Radiologic Technology Faculty	wcote@massbay.edu	508-270-4263
Karen Dow Hansen, MEd, R.T (R) Department Chair	khansen@massbay.edu	508-270-4046
Karen Steinhoff, B.S., R.T. (R) Clinical Coordinator, Radiologic Technology	ksteinhoff@massbay.edu	508-270-4064
Medical Imaging Adjunct Instructors		
Mimi O'Shea, RT (R), (CT) Instructor, Radiologic Technology	moshea@massbay.edu	
Surgical Services Department		

Richard Clark, CST, FAST, MA Chair, Surgical Services	rclark@massbay.edu	508-270-4256
Dolores Goyette, CST, M.Ed., DC Clinical Coordinator, Surgical Technology	dgoyette@massbay.edu	508-270-4023
Surgical Services Adjunct Instructors		
Laura Anthony, CST, BA	lanthony@massbay.edu	
Richard Paschal, BA, CST Instructor, Central Processing Technology	rpaschal@massbay.edu	

APPENDIX C:
Program Policies and Student Acknowledgment Form

MassBay
COMMUNITY COLLEGE

Diagnostic Medical Sonography Addendum

Created by D. Crandell using OpenAI DALL·E (2026)

Diagnostic Medical Sonography Profession

Diagnostic medical sonographers are highly skilled members of the health care team who work directly with patients and physicians to perform real-time ultrasound examinations. The profession blends technical expertise, clinical judgment, and compassionate patient care. Sonographers use dynamic, non-invasive imaging to visualize organs, vessels, and developing fetuses, requiring strong knowledge of acoustic physics, anatomy, pathology recognition, and patient positioning. They practice in hospitals, outpatient clinics, physician offices, and specialized imaging centers, providing essential diagnostic information that supports accurate medical decision-making.

Within the field, sonographers trained in abdominal-extended and OB/GYN imaging perform a wide range of core examinations that form the foundation of clinical ultrasound practice. The profession also offers multiple pathways for advancement into specialized areas, including pediatric sonography, breast imaging, musculoskeletal ultrasound, vascular imaging, and echocardiography. These opportunities allow sonographers to expand their expertise, deepen their clinical impact, and pursue diverse career trajectories within an evolving and highly respected imaging profession.

Program Overview

MassBay offers an associate degree in Diagnostic Medical Sonography

- The program is a six-semester course of study that begins in the fall semester.

Mission

The Diagnostic Medical Sonography Program provides comprehensive education and training that prepares students with the knowledge, technical skills, and professional competencies required to perform high-quality sonographic procedures. The program promotes academic excellence, clinical proficiency, and compassionate patient care while advancing the medical imaging profession. It is also committed to community engagement through collaborative healthcare partnerships, outreach initiatives, and the preparation of graduates who are responsive to the evolving needs of diverse populations.

Guiding Principles

We are committed to educating and supporting diagnostic medical sonography students to meet the healthcare needs of the community and the state.

We will:

- **Teach with purpose**, recognizing that education shapes the future of patient care.
- **Continuously improve** our educational practices to remain responsive to student and community needs.
- **Honor, dignity, and respect**, ensuring every student is valued and supported.
- **Foster innovation, creativity, and collaboration** in pursuit of excellence.
- **Uphold the highest standards of integrity** in all academic and clinical settings.

Philosophy

The Diagnostic Medical Sonography Program at **MassBay Community College** is founded on the belief that education is transformative, developing skilled and compassionate sonographers to meet the healthcare needs of the community.

Developed in collaboration with healthcare partners, the program emphasizes:

- **Technical expertise, critical thinking, and effective communication.**
- **Active, hands-on learning that connects theoretical knowledge with practical scanning skills.**

- **Diverse educational experiences** across classroom, laboratory, and clinical environments to support varied learning styles and promote independent learning.

Grounded in values of ethics, respect, and cultural sensitivity, the program prepares graduates to succeed as entry-level sonographers and achieve professional certification through the **American Registry of Diagnostic Medical Sonographers (ARDMS)** and/or the **American Registry of Radiologic Technologists (ARRT)** in Abdomen, Obstetrics and Gynecology, and Principles of Sonographic Physics and Instrumentation.

Program Goals

The program seeks to:

1. Prepare competent, entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains in abdominal sonography-extended obstetrics and gynecology.
2. Support student success and retention through effective use of the college's academic and personal support services.
3. Monitor graduate employment outcomes and gather feedback from graduates and employers to identify strengths and areas for improvement.
4. Provide opportunities for professional development, career transition, and lifelong learning consistent with the college's mission.
5. Regularly evaluate and adapt the curriculum to reflect advancements in healthcare and medical imaging.
6. Promote excellence in education, collaboration, and leadership within the healthcare community while serving as a resource for clinical partners.

Program Outcomes

Graduates of the Diagnostic Medical Sonography Program will be able to:

1. Demonstrate comprehensive knowledge, technical proficiency, and diagnostic ability required of an ARRT- and/or ARDMS-credentialed entry-level sonographer.
2. Integrate patient history and sonographic findings into sound clinical judgments and innovative diagnostic approaches.
3. Accurately record and communicate diagnostic information for physician interpretation while adhering to principles of quality, safety, and ethics.
4. Provide patient-centered care that is culturally responsive, equitable, and sensitive to individual needs.
5. Communicate and collaborate effectively with patients, families, and healthcare teams while maintaining professionalism and adhering to the **SDMS Scope of Practice**.
6. Employ clinical informatics and healthcare technology to enhance imaging practices, improve efficiency, and use resources responsibly.
7. Educate patients on ultrasound procedures while promoting health, wellness, comfort, and safety throughout the imaging experience.
8. Uphold legal, ethical, and professional standards, demonstrating integrity, accountability, and respect in diagnostic imaging practice.

9. Cultivate a spirit of inquiry, reflection, resilience, and lifelong learning to adapt and grow within the evolving field of sonography.

Accreditation

MassBay Community College is accredited by the New England Commission of Higher Education (NECHE).

Credential Examination

Graduates of the MassBay Community College Diagnostic Medical Sonography program are eligible to apply for national credentialing exams through the American Registry of Radiologic Technologists (AART) and the American Registry of Diagnostic Medical Sonography (ARDMS). American Registry for Diagnostic Medical Sonography (ARDMS) eligibility is based on the student's academic background and requires that they meet specific prerequisites. Eligibility for the ARRT examination is supported by the College's accreditation through the New England Commission of Higher Education (NECHE).

Scope of Practice Resources

Society of Diagnostic Medical Sonographers

The Society of Diagnostic Medical Sonography (SDMS) defines the **Scope of Practice** for Diagnostic Medical Sonographers as encompassing professional, jurisdictional, institutional, and personal components. These guidelines outline their critical role in performing diagnostic sonographic examinations and assisting in procedures, always under the supervision of a physician or authorized healthcare provider. For the complete Scope of Practice and Clinical Standards, access below:

- SDMS Scope of Practice - Defining Sonography Standards

Diagnostic Medical Sonography Disclosure of Pregnancy

MassBay Community College does not discriminate in its education programs or activities against any applicant for admission, student, applicant for employment, or employee on the basis of current, potential, or past pregnancy or related medical conditions, as mandated by Title IX of the Education Amendments of 1972 (Title IX). The Diagnostic Medical Sonography (DMS) program does not require students to disclose their pregnancy to the faculty or staff. However, it is recommended that students disclose their pregnancy, so they may be referred to the Title IX department and coordinator to ensure that reasonable modifications can be made. This is only a recommendation and not a requirement. Students who choose to disclose their pregnancy must do so in writing to the program director.

Student Pregnancy Policy:

- The disclosure of student pregnancy is voluntary.
- Students are encouraged to consult a physician regarding pregnancy and prenatal care.
- Upon disclosure of pregnancy, students may:
    - Remain in the program on a full-time basis without modification, as requested by the student.

- Remain in the program on a full-time basis with modification of clinical assignments, as requested by the student
- Withdrawal from the Diagnostic Medical Sonography program.
- If the student makes the decision to withdraw from the Diagnostic Medical Sonography program they are eligible for readmission.

Safe Practice Guidelines

Sonography students are required to be aware of safety standards and guidelines when working in the on-campus lab or at any clinical affiliate. All Diagnostic Medical Sonography students enrolled in MassBay Community College's Diagnostic Medical Sonography Program should be aware of protective measures for themselves, patients, and any other medical staff. The American Institute of Ultrasound in Medicine (AIUM) guidelines are as follows:

AIUM Statement on Bioeffects

Safety in Training and Research

Approved: 03/19/2007; Reapproved: 04/01/2012, 05/20/2019, 5/29/2024

Diagnostic ultrasound has been in use since the late 1950s. There are no confirmed adverse biological effects on patients resulting from this use. Although no hazard has been identified that would preclude the prudent and conservative use of diagnostic ultrasound in research, experience from normal diagnostic practice may not be relevant to potential extended exposure times and altered exposure conditions in research. It is therefore considered appropriate to make the following recommendation: When examinations are carried out for purposes of research, ultrasound exposures should be as low as reasonably achievable (ALARA) within the goals of the study. In addition, informed consent, using a form approved by an Institutional Review Board, should be obtained from the patient. Informed consent forms should include information about the anticipated exposure conditions and how these compare with normal diagnostic practice. Repetitive and prolonged exposures to a single patient should be justified and consistent with prudent and conservative use.

Prudent Use and Clinical Safety

Approved March 20, 2019

Diagnostic ultrasound has been in use since the late 1950s. Given its known benefits and recognized efficacy for medical diagnosis, including use during human pregnancy, the American Institute of Ultrasound in Medicine herein addresses the clinical safety of such use: no independently confirmed adverse effects caused by exposure from present diagnostic ultrasound instruments have been reported in human patients in the absence of contrast agents. Biological effects have been reported in pre-clinical mammalian systems using diagnostic instruments (e.g., localized pulmonary capillary hemorrhage, particularly in pre-clinical mammalian-neonatal lung1), or therapeutic instruments operating at diagnostically relevant exposures (e.g., neuromodulation and bone healing). Increased outputs, indicated by the Thermal and Mechanical Index displays, and/or increased exposure time can increase the likelihood of bioeffects. Prudent clinical use includes consideration of recommended settings based on these Indices. Ultrasound should be used only by qualified health professionals to provide medical benefit to the patient. Ultrasound exposures during examinations should be as low as reasonably achievable

(ALARA).

As Low As Reasonably Achievable (ALARA) Principle

Approved: 03/16/2008; Reapproved: 04/02/2014, 05/19/2020

The potential benefits and risks of each examination should be considered. The as low as reasonably achievable (ALARA) principle should be observed when adjusting controls that affect the acoustic output and by considering both the transducer dwell time and overall scanning time. Practicing ALARA requires that users do all of the following:

1. Apply correct examination presets if built into the diagnostic ultrasound device. The review of manufacturer default presets for appropriateness is encouraged.
2. Adjust the power to the lowest available setting that provides diagnostic-quality images. If appropriate, reduce the power at the end of each examination so the next user starts with the lowest acoustic output setting.
3. Monitor the mechanical index (MI) and thermal index (TI). Know the recommended upper limit of the MI, TI, and related duration limitations for the type of examination being performed. 1,2
4. Move/lift the transducer when stationary imaging is not necessary to reduce the dwell time on a particular anatomic structure. When possible, avoid fields of view that include sensitive tissues such as the eye, gas-filled tissues (lung and intestines), and fetal calcified structures (skull and spine).
5. Minimize the overall scanning time to that needed to obtain the required diagnostic information.

Sonography Lab Infection Control Policy

The Diagnostic Medical Sonography program will provide an environment for the safe conduct of its mission to educate sonography students and lab volunteers. This policy is designed to provide reasonable protection for students, faculty, and volunteers against the transmission of infectious diseases in the Diagnostic Medical Sonography lab environment. Students and volunteers are encouraged to review guidelines issued by the Centers for Disease Control and Prevention and the Occupational Safety and Health Administration for additional guidance not covered within the scope of this policy.

Standard Precautions

a. Hand Hygiene

- Students shall use a minimum of alcohol-based hand rub prior to and between scan subjects. Alcohol-based rub should be used prior to and immediately after removing gloves.
- When hands are visibly soiled, students shall wash their hands using soap and water for a minimum of 20 seconds.

b. Personal Protective Equipment (PPE)

- All students will wear gloves while practicing in the sonography lab.

- Since students will not be exposed to procedures that can generate a splash or spray of infectious fluids, the use of face masks and face shields will be employed on an as-needed basis.
- All PPE MUST be removed prior to exiting the sonography lab.

c. Respiratory Hygiene / Cough Etiquette

- Cover mouth/nose when coughing or sneezing.
- Use and dispose of tissues.
- Perform hand hygiene after hands have been in contact with respiratory secretions.

d. Clean and Disinfect Environmental Surfaces

- All equipment (ultrasound machines, transducers, stretchers, etc.) shall be cleaned/disinfected after each use.
- Equipment will be cleaned and disinfected according to the manufacturer's instructions and only with approved disinfection products.
- Students should wear appropriate PPE during all disinfection procedures.

For additional guidelines, please refer to:

- https://www.cdc.gov
- **https://www.osha.gov**

Laboratory Policies and Consent Forms

Policy on Scanning Human Subjects for Educational Purposes

SCOPE: This policy applies to MassBay Community College faculty, instructors, and students in the Diagnostic Medical Sonography (DMS) program who participate in clinical simulation laboratories that use volunteers for training.

PURPOSE: The purpose of this policy is to outline the procedures for students in the Diagnostic Medical Sonography (DMS) program at MassBay Community College when participating in laboratory educational activities involving the demonstration and practice of sonography skills using volunteers. Utilizing volunteers in the diagnostic medical sonography lab allows students to enhance their skills, including instrumentation and positioning, through hands-on learning and proficiency development. The Department of Diagnostic Ultrasound at MassBay Community College is dedicated to teaching students the art and science of medical sonography. To learn to scan and care for patients, ultrasound students need opportunities to conduct ultrasound examinations. As students progress in their curriculum and begin applying their education in a laboratory setting, standardized patients are sought for ultrasound examinations. These examinations enable students to practice diagnostic ultrasound, receive patient feedback, and become more aware of prospective patients' interests and needs.

POLICY: It is the policy of the DMS program to allow students enrolled in the program to receive additional review and continued improvement of their ultrasound skills, including instrumentation and image optimization. This prepares students to develop proficiency, enabling DMS graduates to possess the skills necessary to serve the community. Program faculty and students must follow specific guidelines and protocols, including obtaining consent when DMS students utilize volunteers during lab sessions to practice non-diagnostic ultrasound for education and training purposes.

DEFINITIONS: For the purposes of this policy, a “Volunteer” is an individual who voluntarily consents without compensation to participate in lab training conducted by DMS students enrolled in the program. A volunteer must be at least 18 years old. Volunteers are not eligible to participate in non-diagnostic training if they have any clinical symptoms. If any abnormal signs or symptoms are present, the volunteer will be deferred at the appointment time and referred to their family physician.

Scanning Objective for Live Scanning: The American Institute of Ultrasound in Medicine (AIUM) recommends that ultrasound exposures should be as low as reasonably achievable (ALARA) within the goals of the study/training. Subjects should be informed of the anticipated exposure conditions and how these compare with normal diagnostic practice. Repetitive and prolonged exposures on a single subject should be justified and consistent with prudent and conservative use.

Live Scanning for Educational Purposes (AIUM): Live scanning of human subjects should be

permitted only when risk is minimized and there is a medical or public health benefit. The education of healthcare specialists in the latest ultrasound technologies is critical for skill development. This benefit is difficult to obtain in any other way and ultimately benefits future patients.

As Low As Reasonably Achievable (ALARA) Principle (AIUM): The potential benefits and risks of each examination should be considered, and the ALARA principle should be observed when adjusting controls that affect the acoustic output, considering both the transducer dwell time and overall scanning time. Practicing ALARA requires users to apply correct examination presets, adjust the power to the lowest available setting, monitor the mechanical index (MI) and thermal index (TI), move/lift the transducer when stationary imaging is not necessary, and minimize the overall scanning time.

INCIDENTAL FINDINGS: An incidental finding is an unexpected and/or unknown sonographic finding observed during a scan laboratory session; it may represent a normal anatomic variant or a pathological and clinically significant finding. A student who suspects an incidental finding while scanning will not discuss the observation with the volunteer, but will privately notify the supervising faculty member immediately. The faculty member will personally evaluate the finding, discuss it privately with the volunteer, and notify the Program Director. Follow-up, or the decision not to pursue follow-up, is the sole responsibility of the volunteer, who assumes full responsibility for determining a course of action and for any costs associated with the finding. With the volunteer's consent, the finding may be documented and forwarded to the volunteer's physician. Consistent with the non-diagnostic nature of the scan laboratory, the DMS Program will not provide diagnostic imaging, images, or records to the volunteer, the volunteer's physician, or any other requesting party, and any images retained are for educational purposes only.

Student Lab Scanning Consent

Students must participate in skills (scanning) labs as part of the Diagnostic Medical Sonography Curriculum. Scan laboratories are defined as:

1. Scheduled and required experiences
2. Scan laboratories are student scanning exercises in a controlled laboratory setting
3. Scan laboratories must be under personal supervision by appropriately credentialed faculty
4. Scan laboratories may be conducted on volunteer models, such as other students
5. Volunteers must understand the purpose is educational, not diagnostic, and sign a consent to participate
6. Scan laboratories cannot take the place of clinical education in a hospital or office setting on real patients, but can be used to enhance scanning experience in certain limited settings

To provide students with initial exposure to scanning techniques, planes of section, and the normal appearance of certain body structures, students will scan each other during supervised lab sessions as scheduled by the program faculty. This is important for preparing students for their clinical internships and for correlating what they learn in class with ultrasound equipment and exam types. Students may choose not to participate as a model. In this case, it is the program's responsibility to provide a volunteer model or an alternative simulated experience for the scan lab. However, students must make an appointment with the program director to discuss this matter prior to the scheduled laboratory session. At no time will students be required to participate in breast, testicular, or transvaginal exams as a volunteer; appropriate scanning phantoms are available for this purpose. Students are encouraged to practice on their own in addition to the scheduled lab but must arrange this additional time with the program faculty.
The laboratory exams are not diagnostic exams and do not replace appropriate medical diagnostic services or treatment. It is strictly prohibited to scan any volunteer to evaluate pain or any other type of medical condition that has not already been diagnosed and reported as such in the patient's medical record. Under no condition shall a student scan or accept a volunteer who has new pain, a lump, or a concern about their physical well-being, or scan a subject based on known risk factors for a disease or condition. If any abnormality is discovered during routine practice, the DMS faculty, students, and MassBay Community College are not responsible for medical advice, diagnosis, or treatment. Scanning practice on pregnant volunteers is permissible and is set up by the DMS faculty under specified conditions, including written consent from a licensed practitioner and a prior medical sonogram.
Students may be offered open lab sessions outside the regularly scheduled lab times. Students may be required to attend open labs outside of the regularly scheduled lab times.

Diagnostic Medical Sonography Consent to Laboratory Participation

Please review the following statements carefully before signing the form as indicated below.
Students of the Diagnostic Medical Sonography Program at MassBay Community College participate in simulated laboratory scanning activities throughout the program. To provide students with initial exposure to scanning techniques, planes of section, and the normal appearance of certain body structures, students scan one another during supervised lab sessions as scheduled by the program faculty. At no time will students be required to participate in breast, testicular, or transvaginal exams as a volunteer. All efforts will be made to provide a safe, modest environment for the students. If the student feels uncomfortable with any position or manner of touch, the student will tactfully provide feedback to the lab instructor. If the issue is not resolved by this means, the student will report the behavior to the program director immediately.
Instruction may periodically require physical contact between faculty and preceptors to guide appropriate techniques. This contact may be necessary for proper instruction during laboratory and clinical experiences under the supervision of clinical/laboratory personnel.
Students must follow the Laboratory Policies outlined in the Diagnostic Medical Sonography Handbook. Students will practice considerate, respectful verbal and nonverbal communication during all lab activities. Students will promptly report any malfunctioning equipment or unsafe practices to the instructor immediately. Students agree to inform the instructor of any allergies, such as latex or asthma, prior to the start of lab sessions.
The laboratory exams are **not diagnostic exams and do not replace** appropriate medical diagnostic services or treatment.
Incidental Findings: If a student identifies a possible incidental finding during a laboratory scan, the student will notify the supervising instructor immediately. The volunteer will be advised to consult a licensed medical provider, and with the volunteer's consent, the finding may be documented and forwarded to that provider. Students may not scan volunteers to evaluate pain, lumps, or other undiagnosed medical concerns; volunteers with new symptoms or known risk factors will be deferred and referred for appropriate medical evaluation. MassBay Community College, the program faculty, and students assume no responsibility for diagnosis, medical advice, or treatment arising from laboratory scanning activities.
Please select one of the following so program officials can determine your level of participation in laboratory scanning activities.
Opt-In Statement: I, _____ (printed name), **consent** to peer scanning as a volunteer sonographic subject for any DMS student in the scanning lab at MassBay Community College. I agree that MassBay Community College, the students, or the instructor will not be held legally liable for any damages or information gained or missed as a result of this procedure, whether or not that information is accurate or inaccurate.
Opt-Out Statement: I, _____ (printed name), **decline** peer

scanning as a volunteer sonographic subject for any DMS student in the scanning lab at MassBay Community College. In this case, it is the program's responsibility to provide a volunteer model or an alternative simulated experience for the scan laboratory activities. I understand that this declination will not affect my grade in the Program's laboratory courses.

My signature below verifies that I have had the following information explained to me, and was allowed to ask any questions I wished and received answers:

Student Signature: _____ Date: _____

Infectious Disease Prevention/Communicable Disease

Standard Precautions and Transmission-Based Precautions

Healthcare providers have an increased risk of exposure to patients with known or unknown infectious diseases. The Centers for Disease Control and Prevention (CDC) issued guidance for healthcare providers to protect themselves from infection and prevent its spread to patients. The original precautions were known as Universal Precautions and only focused on protecting against blood-borne pathogens. This guidance evolved to protect against other pathogens and is now known as Standard Precautions. Standard Precautions should be used during **all client/patient care**, regardless of known infection status, and include:

- Hand hygiene. Wash hands with soap and water or use alcohol-based hand rub:
    - Prior to and following client/patient contact.
    - After removing personal protective equipment.
- Use personal protective equipment. Gloves should be worn when handling or if there is potential for contact with blood, urine, feces, vaginal fluids, semen, saliva, tears, amniotic fluid, breast milk, and wound drainage. Gloves should also be worn when carrying blood or body fluids in a container (e.g., a urinal, bedpan, or specimen container). Wear additional protective equipment, such as masks, goggles, and/or gowns, if there is a risk of blood or body fluids splattering onto you.
- Properly handle, clean, and disinfect the environment, equipment, and instruments/devices. Follow clinical agency protocols for cleaning.
- Handle textiles and laundry carefully. Wear personal protective equipment to prevent garments/uniforms from coming into contact with blood, body fluids, or other infectious materials. Launder garments/uniforms contaminated with blood, body fluid, or other infectious materials.
- Follow safe injection practices. Injections should be prepared using aseptic technique. Wear appropriate personal protective equipment. Ensure medication containers (vials, bags, bottles, ampules) are not contaminated and used per manufacturer specifications.
- Ensure healthcare workers' safety, including proper handling of needles and other sharps. Never recap needs. Use equipment engineered for safety, such as self-sheathing or retractable needles. Place used sharps in the designated sharps container immediately after use. Promptly report any needlestick injuries or exposures to contaminated sharps.
- Ensure appropriate client/patient placement. If a client/patient has a known infection, ensure they are placed in appropriate isolation precautions.
    - Contact precautions. Used to stop the transmission of infectious agents spread by direct or indirect contact (e.g., norovirus, MRSA, *C. difficile*, etc.). Includes donning a gown and gloves for all client/patient interactions.
    - Droplet precautions. Used to stop the transmission of infectious agents spread by respiratory secretions (e.g., *B. pertussis*, influenza, mumps, etc.). Includes separating patients in the same room >3ft and donning a mask.
    - Airborne precautions. Used to stop the transmission of infectious agents spread over long distances through droplets in the air (e.g., tuberculosis, measles, COVID-19, etc.). Includes donning N95 or higher respirators and a well-ventilated room with the door closed.

- Respiratory hygiene/cough etiquette. Stop or limit the spread of droplets and airborne pathogens by sneezing/coughing into your elbow, performing hand hygiene after sneezing/coughing, and wearing a mask when sneezing/coughing.

To Prevent Infectious Disease Transmission in Clinical Settings

To protect themselves and their client/patient, students must:

- Always follow standard precautions.
- Review the clinical facility or community agency's infection control and prevention policies and procedures.
- Notify clinical instructors if the student has cuts, sores, or broken skin on their hands to determine if clinical practice can be carried out by wearing gloves or by applying an occlusive dressing. If cuts, sores, or broken skin cannot be adequately covered, the student will not be allowed to have direct contact with patients and may need to be sent home from clinical.
- Notify clinical instructor if appropriate personal protective equipment or supplies are not available in the clinical area. The clinical instructor will use their judgment to determine how to proceed.

Bloodborne Pathogen Exposure

Bloodborne pathogens are infectious diseases spread through the blood and other body fluids. The CDC has identified HIV, Hepatitis B, and Hepatitis C as the primary blood-borne pathogens. A blood-borne pathogen exposure is any contact with blood or body fluids. Contact could occur by potentially infectious material splattering onto your eyes, mouth, mucous membranes, or non-intact skin, as well as via sticks from a contaminated needle or sharp object.

All bloodborne pathogen exposures must be reported to the clinical or course faculty member **immediately**. Both the students and the faculty member must document the incident. Faculty must also complete a Program Mandatory Reporting Form and a MassBay Community College Accident and Injury Form.

If a blood-borne pathogen exposure occurs at a clinical facility, a community agency, or the MassBay Community College DMS Skills Laboratory, neither the clinical agency nor MassBay Community College will be responsible for the costs. The student is responsible for all medical costs. Students should check with their own insurance provider regarding coverage.

Exposures at a Clinical Facility or Community Agency

In addition to the above requirements for bloodborne pathogen exposures, if the exposure occurs at a clinical facility or community agency, the student must:

- Follow the policies of the clinical facility or community agency, at the student's expense.
- Complete any forms required by the clinical facility or community agency.

Scrubs and Infection Control

Do not wear your scrubs in public after leaving the clinical facility or community agency. Scrubs can be a source of infection spread (this is why gowns are required in certain rooms). It is not always known whether an individual has an infectious disease that could be transmitted via clothing, so it is recommended to bring a change of clothes to wear home at the end of your shift (or have fresh clothes ready for you upon arrival home). Having a pair of shoes dedicated to clinical/lab/simulation class can also mitigate risk. Disinfect items you use, like your cell phones, laptops, and other devices, before you go home.

Summary of Clinical Education Progression

From Introduction to Completion: The Clinical Education Journey for Diagnostic Medical Sonography Students

Transitioning from the structured classroom and laboratory learning environment to the dynamic, often less structured clinical setting marks a pivotal phase in a Diagnostic Medical Sonography student's education. This shift requires students to adopt a proactive and self-directed approach to learning, fully embracing the responsibilities and challenges inherent in clinical practice. The didactic and laboratory coursework is intentionally designed to facilitate this transition by mirroring many of the tasks and expectations encountered in the clinical setting.

Early Clinical Experiences

Clinical education begins with observation, allowing students to acclimate to the operational flow of the sonography department. Early activities include observing scheduling processes, reviewing prior imaging studies, and understanding how to communicate effectively with healthcare professionals, including sonographers and physicians. This foundational phase emphasizes developing situational awareness and introduces students to the intricacies of patient-centered care.

Progression Through Clinical Semesters

As students advance through their clinical rotations, they gradually assume more active roles within the department. Their responsibilities include greeting and preparing patients, maintaining the cleanliness of examination rooms, initiating and concluding examinations, and recognizing common pathologies. This phase also emphasizes integrating into the clinical team and adapting to the professional environment.

Culminating Clinical Experiences

By the final semester of clinical education, students are expected to function with increasing independence. They will perform diagnostic examinations autonomously, refine advanced patient care techniques, and effectively communicate preliminary findings to interpreting radiologists. At this stage, students embody the role of a sonographer, demonstrating professional competence and confidence while contributing to the imaging department's operational success.

Through this progressive immersion in clinical practice, students evolve from observers to skilled practitioners, prepared to excel in the multifaceted role of a diagnostic medical sonographer.

Clinical Record Keeping - Trajescys

The Diagnostic Medical Sonography program utilizes the Trajecsys® system (Trajecsys®) as a comprehensive clinical record and timekeeping platform. This system streamlines the documentation of clinical attendance, procedures performed, and student progress, providing an efficient and reliable way to monitor and manage clinical education. Through Trajecsys, students log their clinical hours, record their involvement in diagnostic procedures, and receive timely feedback from clinical instructors. This centralized platform ensures accountability and accuracy in clinical record-keeping and facilitates effective communication between students, clinical sites, and program faculty. By leveraging Trajecsys, the program enhances its ability to track clinical competencies and supports student success in a professional healthcare environment. The DS 120 course will explain the use of Trajecsys® for clinical rotations.

Student Employment Policy

No student may serve in a full-time salaried position as a sonographer at an assigned clinical site before the graduation date from this program. Part-time or "on-call" employment will be the only exception to this policy, provided that such employment does not interfere with the clinical hours required by this program. Any employment of students outside of regular educational hours must be non-compulsory and paid. Paid hours cannot be used to meet the required clinical hours.

Clinical Site Visit Policy

Each student will receive one (1) clinical site visit per semester. Each clinical course's specific parameters will be listed in the course syllabus. The student and clinical site will be notified of the visit in advance. Faculty may conduct additional site visits as needed to support student success.

Clinical Supervision

Students must perform clinical procedures under the supervision of a qualified (certified) sonographer until they demonstrate and document technical competence.

Supervision Types

- Direct Supervision: A qualified sonographer reviews the exam request, evaluates the patient's condition, is present during the exam, and approves the images.
- Indirect Supervision: After demonstrating competence, students may perform procedures with a qualified sonographer available within the department for assistance.

Students are never permitted to perform exams without direct or indirect supervision.
Endocavity exams must always be under direct supervision.
Supervision Shortage Protocol
In the event of insufficient staff for proper supervision:

- Students must notify the MassBay Community College Clinical Coordinator or Program Director immediately.
- The Coordinator/Director will contact clinical site personnel to confirm supervision capacity.
- If inadequate supervision, students will be reassigned to observational rotations for that day.

This protocol ensures patient safety and maintains compliance with supervision standards.

Graduation Requirements

All the following **MUST** be completed to graduate:

- Successful passing of all DS courses with a 2.3 or 77%, a C+. 76.5% is below 77% and is not a passing grade.

Clinical Competencies
Clinical competencies completion forms, with required documentation, are available on Trajecsys®. Each clinical course syllabus has specific requirements for the student to pass the course. Clinical courses are DS 120, 202, 213, and 222. To graduate, the student must complete all mandatory competencies by the end of semester 6, in the clinical course DS 222.

Clinical Competency Master List for the Diagnostic Medical Sonography program

- Successful passing of the ARDMS Sonography Principles and Instrumentation (SPI) Examination

Master List of Clinical Competencies

Abdomen – extended	**Gynecology**	**Obstetrics**
Abdomen Complete: Normal (to include Aorta/IVC, Pancreas, Liver, GB/Biliary System, Kidneys, Spleen, and pleural space)	Transabdominal pelvis (non-gravid)	1st Trimester Transabdominal/Transvaginal
Abdomen Complete **OR** RUQ **with pathology**	Transvaginal pelvis (non-gravid)	1st Trimester Transvaginal (<10 weeks dating/viability)
Abdomen Limited/RUQ	Pelvic TA with pathology	1st Trimester with pathology
Renal/Bladder Complete (includes Bladder (pre and post void))	Pelvic TV with pathology	2nd Trimester- Fetal Biometry
Sonographic Guided Procedure		2nd Trimester- Fetal abdomen, abdominal wall, spine, and extremities anatomy
Aorta/IVC		2nd Trimester Fetal intercranial and face anatomy
Thyroid		2nd Trimester Fetal Heart and Thorax Anatomy
Thyroid with pathology		2nd Trimester- Environment
Scrotum		2nd Trimester Fetal Anatomy Survey
		3rd Trimester Growth
		2nd or 3rd Trimester with pathology
		AFI
		Biophysical Profile (BPP)

DIVISION OF HEALTH SCIENCES STUDENT AGREEMENT FORM

I, the undersigned student, having read and reviewed the entirety of the MassBay Community College Division of Health Sciences Handbook and the addendum specific to my program, do agree to adhere to and abide by all College and Health Program policies and/or their amendments, during my matriculation at MassBay Community College. Furthermore, I agree to adhere to the conduct codes and performance policies of the Clinical Education sites to which I may be assigned. I clearly understand that failure to adhere to these policies and regulations of the College, Program, Hospital, and/or Clinical Site may result in my removal and subsequent withdrawal from the clinical site/classroom and/or program.

I also understand that, in addition to faculty employed at the College, there may be employees of the Hospital / Clinical Agency or Practicum site who are designated by the College as Supervisors/Preceptors / Clinical Instructors. As such, these individuals will serve as members of the team of instructors in one or more of the Program's clinical or practicum courses. Therefore, I understand that assessment/evaluation information about my academic and/or clinical or practicum performance may be shared with the designated / appropriate Supervisor or Clinical Site staff member(s) for the sole purpose of providing them with information needed by them for patient/client assignment or College-required clinical performance evaluation/assessment. Furthermore, my academic and/or clinical records may be reviewed by duly authorized representatives of professional, state, or national accreditation agencies.

I further understand that the Hospital, Clinical agency, or Practicum site to which I may be assigned may require that I receive clearance from the Commonwealth of Massachusetts and that I do not have a criminal record of an offense that would compromise the safety or well-being of the clients or patients of that site. Therefore, I understand that my name will be submitted to the state for a CORI (criminal offense record inquiry) and SORI (sexual offense record inquiry) check. A CORI/SORI check report of such an offense may preclude my eligibility for a clinical or practicum assignment and thereby may negate my matriculation in the program.
Lastly, I understand that I am required to satisfy the Division of Health Sciences' immunization report requirement and my program's CPR requirement by published deadlines. Failure to do so will preclude my eligibility to participate in the clinical or practicum phase and may result in my inability to complete the program.

Please sign and date this form and submit it to your "Viewpoint Screening" account unless instructed otherwise by a faculty member.

Student's Name (Printed) _____ Date: _____

Student's Signature _____ ID: _____

NOTE: Submission of this form is required for matriculation in the Program.