

**COLLEGE OF NURSING AND HEALTH SCIENCES  
DIAGNOSTIC ULTRASOUND STUDENT HANDBOOK**

**WELCOME TO SEATTLE UNIVERSITY COLLEGE OF NURSING AND HEALTH SCIENCES!**

This handbook is designed to assist you during your experience as a student in the DIUS Program. **In the College of Nursing and Health Sciences, you are responsible for the information in this handbook as well as the [Seattle University Catalog](#), and the [Class Schedule](#) (posted at [mySU](#) each quarter).** The handbook is a living document, and the College of Nursing and Health Sciences reserves the right to make changes at any time. *All information found in this handbook is superseded by information contained in the most recent version of the Seattle University Catalog.*

**CRITICAL SEATTLE UNIVERSITY POLICIES**

[\*\*Performance Criteria - Admission, Progression, Academic Warning, Probation, and Suspension\*\*](#)

[\*\*Undergraduate College of Nursing and Health Sciences \(Registrar Policy\)\*\*](#)

[\*\*Seattle University Student Handbook\*\*](#)

[\*\*Academic Integrity\*\*](#)

[\*\*Statement on Disabilities\*\*](#)

[\*\*Statement on Inclusion and Equity\*\*](#)

[\*\*Nondiscrimination Policy\*\*](#)

[\*\*Academic Grading Grievance\*\*](#)

[\*\*Student Conduct\*\*](#)

[\*\*Policy Prohibiting Discrimination Based on Parental, Family or Marital Status, or Pregnancy or Rela...\*\*](#)

[\*\*Policy Prohibiting Sex-Based Harassment Discrimination and Retaliation \(Title IX\)\*\*](#)

[\*\*Resolution Processes for Alleged Violations of Policy Prohibiting Sex-Based Harassment, Discriminat...\*\*](#)

[\*\*Policy on Religious Accommodations for Students\*\*](#)

[\*\*Seattle University Section 504/ADA Policy and Appeal Procedure\*\*](#)

**SEATTLE UNIVERSITY STUDENT INFORMATION AND RESOURCES**

[\*\*University Academic Calendar\*\*](#)

[\*\*Student Academic Services\*\*](#)

[\*\*Learning Assistance Programs\*\*](#)

[\*\*Student Health Center\*\*](#)

[\*\*Student Financial Services\*\*](#)

[\*\*Campus Public Safety and Transportation\*\*](#)

[\*\*Counseling and Psychological Services \(CAPS\)\*\*](#)

[\*\*Disability Services\*\*](#)

[\*\*Information Technology Services\*\*](#)

[Campus Ministry](#)

[Lemieux Library](#)

[Managed Print Services](#)

[Collegia Program](#)

[Reference Letter Request Form](#)

[Seattle University Social Media Guidelines](#)

[Career Engagement Office](#) (career and job search resources, resume and mock interview assistance)

[Handshake Job Platform](#) (college jobs, internships and recent graduate opportunities)

**Additional Information**

[MySU](#) is a Seattle University web portal containing news and announcements, upcoming event information, and SU blogs.

The Office of the [Registrar](#) provides services including class registration, grading, graduation evaluation, academic transcript processing, academic record protection and maintenance, transfer credit evaluation, and degree audit.

## **COLLEGE OF NURSING AND HEALTH SCIENCES POLICIES AND INFORMATION**

[College of nursing and health sciences Mission, Vision, and Values](#)

[Performance Criteria - Admission, Progression, Academic Warning, Probation, and Suspension](#)

[Undergraduate College of Nursing and Health Sciences \(Registrar Policy\)](#)

### **College of Nursing and Health Sciences Standards of Conduct**

In the clinical setting, students are at all times expected to comply with ethical standards for the professional as defined by their program's respective profession: [National Student Nurses Association Code of Conduct](#) or the [Society of Diagnostic Medical Sonography Code of Ethics](#). Students are expected to comply with state and federal standards that relate to confidentiality of patient records and information; care and treatment of patients; documentation and reporting patient information.

Violations of these and any other applicable professional standards by a student in a clinical setting may result in a decision that the student has engaged in unethical, unprofessional, or unsafe conduct, and may further result in academic penalty, ranging from reprimand to expulsion.

### **College of Nursing and Health Sciences Clinical Dress and Appearance Code**

Students are expected to adhere to the dress and appearance standards common to the healthcare profession when representing themselves as CNHS students at all clinical assignment locations, the Clinical Performance Lab (CPL), DIUS Ultrasound Lab, during Objective Structured Clinical Examination (OSCE) experiences and any activities with standardized patients:

- Students are expected to maintain good standards of personal cleanliness, hygiene and grooming.
- Student cleanliness and hygiene should minimize body odor.
- Students are expected to refrain from the use of fragrances, including those found in laundry products, perfume or cologne, aftershave, hair and other skincare products.

- Long hair should be gathered and pulled back for cleanliness and safety.
- Facial hair should be well maintained and aligned with the student's most recent respirator fit-test.
- Clothing should be clean, free of wrinkles, and free of pet hair and dander.
- Shoes should be appropriate to the healthcare profession: Clean, in good repair, protective closed-toed with non- perforated leather or rubber uppers (no canvas or crocs), offer all-day support and specifically reserved for use in the clinical environment.
- Nails should be kept short, clean, and in good repair. If nail polish is worn, it should not be chipped. Artificial nails are not permitted in clinical settings.
- In general, jewelry should be left at home. If worn, jewelry should be minimal and must be considered in relation to the professional use of personal protective equipment (PPE) and client safety.
- Students must adhere to their assigned clinical site's dress and appearance code. This may include restrictions on jewelry, artificial nails, nail polish and length, false eyelashes, hair and make-up, display of tattoos, fragrances, etc. Some clinical sites may issue site-specific ID badges that must be worn while on site.
- The CNHS does not make clinical assignments based on student preference related to clinical site appearance and dress codes.
- Students who do not adhere to dress and appearance expectations in lab experiences at the CPL or DIUS Ultrasound Lab, or on-site at clinical agencies will be sent home to change into appropriate clinical attire.
- Any questions about the appropriateness of attire will be resolved at the discretion of the clinical faculty or clinical agency.
- Students must wear an official student photo ID badge at all times at the CPL, DIUS Ultrasound Lab, and all clinical settings. The official badge must be obtained at Supercopy in addition to the Seattle University ID card.
- The SU regulation dark navy blue scrubs, and SU logo patches may be purchased at the Seattle University Bookstore. Students that choose to purchase their scrubs elsewhere are responsible for verifying the correct color of the scrubs at the time of purchase. Students are also responsible for adding the appropriate SU logo patch to their uniform items.

**Additional program specific dress standards are as follows:**

BSN, prelicensure APNI and DIUS students

- Students will wear the CNHS uniform when participating in lab experiences at the CPL, DIUS Ultrasound Lab and at clinical agencies at all times, unless otherwise directed by the clinical site.
- The CNHS uniform for BSN, prelicensure APNI and DIUS students consists of regulation dark navy blue scrubs with a corresponding SU logo patch on the pocket and an official student photo ID badge representing their specific program.
  - If desired, long sleeve undershirts (white or other neutral solid color) may be worn underneath CNHS scrubs if permitted by the clinical agency.

**Student Advisement**

Seattle University College of Nursing and Health Sciences advisors serve as a guide and resource to promote a smooth entry and progression in the programs. There are two types of advisors in the BSN and DIUS programs: Professional Advisors and Faculty Advisors. DIUS students have Professional Advisors for their freshman through Junior year of the program and Faculty Advisors for their senior year

of the program. The Professional Advisors and Faculty Advisors work closely with the Associate Dean and Program Director to promote student success.

In each quarter in the students' first year at Seattle University, students will not be allowed to register for classes without their advisors' class plan approval. This approval can be completed through [MySU](#) and the required quarterly advising meeting. Once the meeting is complete, the advisor completes an advising note and approves the student's class plan. It is expected that students will meet with their advisor on a quarterly basis; however, many students schedule more frequent visits for a variety of supportive services. Additionally, if students have specific issues or difficulties, appointments can and should be made with the advisor as early as possible to problem solve options and take action in a timely manner. Individual needs and concerns are best directed to the assigned advisor first. However, all faculty members are most willing to be consulted about career pathways related to their CNHS specialty.

#### **Successful Student Strategies to Enhance Advising Appointments:**

- Be prepared to discuss your current classes and program progress.
- Prepare a list of questions/concerns ahead of time.
- When making an appointment, request the appropriate amount of time for your needs.
- If you are unable to attend your advising appointment, alert your advisor as soon as possible.
- Communicate with your advisor about all schedule changes that could impact your CNHS program of study.
- Actively participate in the advising meeting.

#### **Student Chain of Command**

The College of Nursing and Health Sciences aims to respond to student questions and concerns in a timely manner. The chain of command refers to communication levels of authority in the CNHS. The chain of command is designed to efficiently manage concerns and provide a channel for escalation within the CNHS if the issue cannot be resolved. The CNHS respectfully asks all students to follow the chain of command sequence when raising concerns.

1. Clinical or Lab Instructor (if applicable)
2. Course Faculty or Course Coordinator
3. Program Director or Department Chair
4. Associate Dean
5. Dean of the College of Nursing and Health Sciences

#### **Confidentiality and Privacy**

Students, faculty, and staff must always uphold confidentiality and privacy standards and adhere to HIPAA and FERPA regulations during all interactions, including online communication, whether via email or social media platforms. Remember that HIPAA violations are serious and may have serious consequences, including dismissal from the University, as well as civil and criminal penalties; these can include fines and jail time. HIPAA information can be accessed [Here](#). FERPA protects student information and information can be accessed [Here](#).

Patient privacy must be maintained in all communications, whether by faculty or students. Students may not use personal recording devices (e.g. phones or computers) on site in the vicinity of patient care

activity. Do not share any information that may be used to identify patients or their health conditions and remember that even de-identified information may be recognized by patients, their families, or their employers. Faculty and students may not communicate over social media with patients, patients' family members or patients' legally appointed decision-makers.

Patient privacy and confidentiality can be breached inadvertently on social media in a variety of ways. Examples include comments in which patients are described with sufficient detail to be identified by someone reading the post, referring to patients in a degrading or demeaning manner, or posting videos or photos of patients (NCSBN, 2011). Any breach of privacy could undermine the College's relationship with the clinical site, damage the College and University's reputations, and damage patients' trust in nurses and sonographers. Student privacy and confidentiality can be breached inadvertently on social media. Examples include referring to students in a degrading or demeaning manner, or comments in which student information is shared regarding class performance. FERPA violations may result in loss of federal funding to the University, as well as termination of employment.

#### **Information posted online is NOT confidential**

Assume anything posted online is visible to the public, and that it may affect your professional reputation, indefinitely. Be aware that all postings can potentially be viewed by your colleagues, patients, University and College administration, other institutions, employers, professional contacts, and the public. Even "private" conversations or postings can be forwarded, copied, or disseminated without the sender's knowledge. Students, faculty, and staff must uphold Seattle University and the College of Nursing and Health Sciences standards for professional and ethical conduct while using social media sites. Do not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity.

Confidential or proprietary information about Seattle University College of Nursing and Health Sciences or its affiliates, students, employees, or alumni may not be posted on any social media site. As stated in the [Seattle University Social Media Policy & Guidelines](#), "Seattle University logos and/or visual identity cannot be used for personal social media without university permission."

When posting on a social media site, affiliates are advised to use disclaimer language. If you acknowledge your SU College of Nursing and Health Sciences affiliation or you may be otherwise known or presumed to be affiliated with SU College of Nursing and Health Sciences, include disclaimers in your online communications that indicate you are not speaking officially on behalf of the organization. The following disclaimers would be appropriate: "The postings on this site are my own and do not represent the positions, strategies or opinions of my employer/school," or "This is a personal web site, produced in my own time and solely reflecting my personal opinions. Statements on this site do not represent the views or policies of my employer/school, past or present, or any other organization with which I may be affiliated."

#### **Curriculum Evaluation and Continuous Quality Improvement**

Curriculum evaluation and periodic revisions are necessary to ensure continuing accreditation and to maintain a high-quality program that is responsive to the challenging healthcare environment. Curriculum evaluation consists of a planned sequence of assessments and evaluation strategies at various points in the program of study. It is a professional expectation that all students participate in the curriculum evaluation process. Examples of opportunities for students to participate in the curriculum

and program evaluation process are course and course faculty evaluations at the end of each quarter, clinical site evaluation and annual student surveys.

Student evaluations and surveys are expected to be responsible, honest, and useful feedback, identifying both strengths and areas for potential change. Student feedback is useful to faculty and administrators in assessing course content and teaching/learning strategies for possible future revisions and program resources. The College of Nursing and Health Sciences expects all students to participate in the continuous quality improvement of its programs and is grateful for this participation. The healthcare field requires all professionals to participate in the continuous quality improvement process.

## **DIAGNOSTIC ULTRASOUND (DIUS) PROGRAM**

[DIUS Program Information and Outcomes](#)

[DIUS Program CANVAS Site](#)

### **DIUS Program Offerings**

The Diagnostic Ultrasound Program at Seattle University offers both a Bachelor of Science degree (meeting the Seattle University requirement of 180 credit hours) and a Diagnostic Ultrasound Certificate option in specialty tracks of Abdominal Extended/OBGYN, Vascular and Adult Cardiac tracks. Upon completion of both the academic and clinical internship requirements for either the bachelor's degree or certificate option, students are eligible to sit for specialty exams of the ARDMS and CCI national credentialing organizations.

The Diagnostic Ultrasound Program is a cohort program in which students take all ultrasound courses in the prescribed order and with the group of students with whom they entered the program. Students typically complete the ultrasound curriculum in two years unless individual circumstances are negotiated with student advisor and agreed upon by both the student and the College. Unless such individual circumstances are negotiated and approved by the university, students may not take the ultrasound courses on a part-time or extended basis. An out of sequence student will be allowed to register for nursing or DIUS courses on a space-available basis.

### **DIUS Certification**

The Diagnostic Ultrasound Program Director submits paperless application: prerequisite 2 to verify student's clinical experience and expected date of graduation. You will receive an email from ARDMS with information to begin applying for the ARDMS specialty examinations up to 60 days prior to graduation. All candidates for certification take national certification board exam(s) using a computerized test:

- [ARDMS \(American Registry of Diagnostic Medical Sonography\)](#)
- [CCI \(Cardiovascular Credentialing International\)](#)
- [ARRT \(American Registry of Radiologic Technologists\)](#)

### **Expected Professional Behaviors of DIUS Students and Candidates in Seattle University's College of Nursing and Health Sciences Policy**

The College of Nursing and Health Sciences (CNHS) requires its students to function professionally and competently, consistent with the expectations at each level of learning and in the diagnostic ultrasound

profession upon graduation. The CNHS utilizes lectures, seminars, simulation, labs, and clinical experiences to prepare students for independent, semi-autonomous, and collaborative decision-making in professional practice. Collaboration between the healthcare team and the provider-client relationship are emphasized throughout the program across the care continuum.

The CNHS requires that students acquire and demonstrate skills, knowledge, judgment, and attitudes that are consistent with the Society of Diagnostic Medical Sonography Code of Ethics, professional standards, and Seattle University's policies, mission, and values. These abilities are required from all DIUS students to ensure excellent care and safety for all clients, peers, faculty, and healthcare team members and all students are required to agree to abide by these standards.

This document is intended to complement and comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and Seattle University's [Section 504/ADA Policy and Appeal Procedure](#), as may be amended from time to time (collectively "ADA/504"). Students should note that disability accommodations that are reasonable (as that term is defined in ADA/504) for some coursework may not be reasonable for other coursework, or coursework completed in laboratory, clinical, or medical simulation contexts, depending on the subject matter and setting. The University will consider the reasonableness of requested accommodations to deviate from these expected professional behaviors on a case-by-case basis, depending on the circumstances, the interactive process, the requirements of the law, and the coursework at each level of learning and in the nursing and diagnostic ultrasound profession upon graduation. All accommodations must be requested through the Office of Disability Services pursuant to Seattle University's [Section 504/ADA Policy and Appeal Procedure](#). Please visit <https://www.seattleu.edu/disability-services/> for more information or to request an accommodation.

Students in the Diagnostic Ultrasound Program are expected to uphold professional, ethical, and safety standards at all times in classroom, lab, and clinical settings. When a student does not meet these expectations, actions may range from coaching and a Student Plan for Success to removal from clinical internship ("stop-out") or dismissal, depending on severity, pattern, and risk to patient safety.

Violations of SU, CNHS and DIUS policies, including DIUS Student Professional Performance Expectations Policies, and failure to demonstrate the program's Motor Skills and Sensory Abilities, Communication, Cognitive Functions, Behavioral/Emotional Functions requirements, may result in the Program taking action, including but not limited to coaching, a Student Plan for Success, removal from clinical internship ("stop-out") and dismissal.

**Clinical stop-out:** The clinical education sites where students are placed have complete discretion to dismiss a student temporarily or permanently from their placement, for any legal reason, including when the student's conduct or performance jeopardizes patient safety; violates the site's rules, policy(ies), or the law; or disrupts site operations. The Program and University are not obligated to secure an alternative clinical placement. Progression in the program may be delayed until requirements are met, or other placements are available.

Examples of conduct that may lead to stop-out or other disciplinary action include, but are not limited to:

- Unprofessional or unethical behavior as determined by the clinical site, Clinical Coordinator, or Program Director
- Breach of professional boundaries or inappropriate relationships with patients, staff, or faculty
- Criminal activity or impairment at the clinical site (e.g., alcohol/drug use while on duty)
- Dishonesty
- Violation of HIPAA or other privacy laws, policies, or regulations
- Compromising patient care
- Noncompliance with clinical site or program regulations
- Lack of respect for hospital personnel, sonographers, or physicians
- Failure to demonstrate expected progression of clinical competencies after feedback and reasonable opportunities for remediation
- Sites may enforce their own policies and sanctions independently of the Program.

### **Motor Skills and Sensory Abilities**

**Students must demonstrate the ability to:**

- Apply sufficient motor function to complete skills necessary to provide general care of clients in healthcare settings.
- Apply sufficient motor functions to complete tasks and assignments on computers and technological devices.
- Acquire knowledge through observation and practice of skills.
- Assess verbal and non-verbal communication of the client when performing physical assessment, and client care.
- Perceive and synthesize the signs of disease as manifested during ultrasound examination of the body.

### **Communication**

**Students must demonstrate the ability to:**

- Communicate accurately and sensitively with others, including faculty, staff, students, clients, families, and other professionals.
- Articulate ideas clearly and effectively.
- Ask pertinent questions, develop health history, identify problems, present alternatives, and report pertinent information to other members of healthcare team.
- Apply correct judgment in seeking supervision and consultation.
- Communicate within expected levels of confidentiality and discretion.

### **Cognitive Functions**

**Students must demonstrate the ability to:**

- Measure, calculate, analyze, and synthesize information.
- Comprehend and synthesize written information effectively.

- Evaluate information using critical thinking skills in lectures, seminars, simulations, labs, and clinical settings.

**Behavioral/Emotional Functions**

**Students must demonstrate the ability to:**

- Act morally and ethically in class, seminar, simulation, lab, and the clinical settings.
- Abide by professional standards of nursing in class, seminar, simulation, lab, and clinical settings.
- Act with compassion, empathy, tolerance, and integrity when communicating with faculty, staff, students, clients, families, and the healthcare teams.
- Act responsibly and honestly in class, seminar, simulation, lab, and clinical settings.
- Show interest and active engagement in client care at all clinical settings.
- Provide safe, compassionate care consistent with the expected level of learning to all client populations, regardless of age, gender, ethnicity, race, and ability.
- Act in accordance with the Seattle University Code of Conduct
- When in clinical settings, act in accordance with clinical policies and applicable legal obligations

**DIUS Student Professional Performance Expectations** **1. Attends class and lab sessions as scheduled.**

2. Arrives at class & labs promptly.
3. Promptly reports absences and/or unexpected tardiness.
4. Eating is permitted in the classroom. Liquids are permitted if placed in a spill-proof container. Ensure your space is clean afterwards.
5. No eating or drinking permitted in lab.
6. Refrains from using technological devices for personal reasons during class/lab time.
7. Follows ultrasound lab dress code.
8. Ensures a clean workstation at all times.
9. Sanitizes all equipment and utilizes hand hygiene between patients/models.
10. Handles and stores equipment properly.
11. Ensures all equipment turned off.
12. Maintains stocked supplies at stations.

**Conduct/ Communication:**

1. Conducts self appropriately with respect to faculty, staff, and students.
2. Addresses faculty and staff by appropriate title.
3. Respect classroom speakers/lab instructors—faculty, staff, and students.
4. Refrains from talking inappropriately during class.
5. Asks appropriate questions at the appropriate time.
6. Utilizes appropriate terminology.
7. Prepares for class & labs by being organized, equipped with necessary course materials, and completing readings and assignments in accordance with due dates.
8. Maintains patient/model dignity and privacy, including HIPAA compliance.
9. Complies with the Seattle University ACADEMIC INTEGRITY POLICY.

**Critical Thinking/ Initiative:**

1. Actively engages and takes responsibility for self-learning.
2. Recognizes own performance/grade in class & lab.
3. Seeks additional resources, education, and/or professional assistance when needed (e.g. Library, Writing Center, Math Lab, LAP, CAPS, faculty office hours, etc.)
4. Accordingly adapts to situational and time awareness.
5. Accepts and incorporates constructive criticism.
6. Approach exams with critical thinking (Don't be a picture taker!)

**DIUS Lab Policies****The Use of Human Subjects for Educational Purposes Policy**

1. All model volunteers must sign a waiver (available in the lab) indicating that they understand that although there is no indication that serious bioeffects have occurred because of exposure to acoustic energy, bioeffects do still exist but can be controlled with proper training. Anyone performing exams in the lab will practice their sonography skills using the "as low as reasonably achievable" ("ALARA") principle while performing exams on human subjects. Anyone performing exams in the lab should be mindful when adjusting controls that affect the acoustic output, by considering both the transducer dwell time and overall scanning time. Anyone performing exams in the lab will utilize correct examination presets, monitor mechanical and thermal indices, and move or lift the transducer during periods of non-imaging.
2. Any scanning performed by a student in the scan lab must be supervised by a faculty member. Abdominal, transabdominal pelvis, limited obstetrical, superficial structures, transthoracic echocardiogram, and vascular ultrasound exams may be performed in the lab setting.
3. Transvaginal exams will be performed on phantoms for practice in the DIUS lab. Scrotal exams may be performed for practice on phantoms or standardized patients. 3. First trimester scans will NOT be performed on any model for any reason in the on-campus scan lab. Anyone performing these types of exams should utilize available phantoms for practicing these exams in the DIUS lab.
4. Prior to any second or third trimester OB exam being performed on a volunteer basis, the OB patient must complete and provide the DIUS program the consent form signed by the volunteer and their medical provider. Anyone performing exams shall
5. follow the guidelines identified in the Communicable Diseases, BloodBorne Pathogens and Infectious Disease Policy when performing scans on human subjects in the DIUS lab.
6. Signed Voluntary Ultrasound Consent and Release Forms and Incidental Findings Reports will be kept on file by the DIUS Program.
7. Anyone performing exams using the lab outside scheduled class-time must provide their own scanning model a signed volunteer consent form by the model.
8. Anyone performing exams for practice scanning in the DIUS lab shall first seek permission from DIUS before signing up for available open lab time and shall follow all lab rules and procedures. Priority for the open lab slots are given to current DIUS students.
9. Any scanning performed by a student in the scan lab must be supervised by a member of the faculty. Should any anomaly be identified during a scanning session with a model, proper referral will be made to the model's physician and should not be taken as a diagnosis. The model will not hold student or DIUS faculty members responsible for any missed pathology or

identification of pathology that is not identified in any other medical examination, per the Incidental Findings Policy and Voluntary Ultrasound Consent and Release Form.

### **Incidental Findings Policy**

If a potential incidental finding is discovered in a scan lab model, the student must notify the laboratory instructor as soon as possible. The student should ask to speak privately with the laboratory instructor. The lab instructor will discuss the findings with the model privately and provide the model with an incidental findings notice. The model will be referred to their personal physician and asked if they want to continue in scan lab. Images provided to the model by a certified faculty do not constitute a formal medical record and as such the program does not share or communicate findings with medical providers.

### **Communicable Diseases, Bloodborne Pathogens and Infectious Disease Policy**

The DIUS program strives to prevent the spread of communicable diseases. Nevertheless, students should understand that they may be exposed to communicable diseases during their time in the program, and the use of Universal/Standard Precautions is essential to protect themselves, clients/patients, other students, faculty, and volunteers in the DIUS program, and the community at large from the spread of communicable diseases. As such, Universal/Standard Precautions must be adhered to in the clinical and lab environments.

Students receive instruction and orientation on the Occupational Safety and Health Administration (“OSHA”) guidelines for bloodborne pathogens and infection control as part of their clinical onboarding. All students will practice Universal/Standard Precautions in accordance with the current Centers for Disease Control and Prevention (“CDC”) guidelines. In addition, students are expected to adhere to all clinical affiliate policies while on site, including those related to safety and infection control.

Students should coordinate extended absences related to communicable illnesses/infections with Disability Services, which will then coordinate with the program for any necessary accommodations. A medical clearance may be required before returning to regular or in-person curricular activities.

An illness/infection requiring an extended absence and preventing the completion of course work may hinder the student from meeting all requirements for timely completion of the DIUS program. Therefore, students experiencing an illness/infection requiring an extended absence should meet with their advisor.

The DIUS program will endeavor to provide an environment for the safe conduct of its mission in education of sonography for DIUS students, faculty, volunteers, and clients/patients. Students and volunteers are encouraged to review guidelines set forth by the CDC and OSHA for additional guidelines not covered within the scope of this policy.

### **Universal/Standard Precautions**

- 1) Universal/Standard Precautions shall be followed at all times in the lab. The employment of standard precautions shall include, but is not limited to, the following:
  - i) Hand hygiene
    - Students shall use a minimum of an alcohol-based hand rub prior to

and in between scan subjects. Alcohol-based rub should be used prior to and immediately after removing gloves.

- When hands are visibly soiled, students shall wash hands using soap and water for a minimum of 20 seconds.
- ii) Personal protective equipment (“PPE”) (gloves, face masks, face shields)
  - All students will wear gloves while practicing in the lab.
  - Because 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 lab.
- iii) Respiratory hygiene/cough etiquette
  - Cover mouth/nose when coughing or sneezing;
  - Use and dispose of tissues; and
  - Perform hand hygiene after hands have been in contact with respiratory secretions.
- iv) iv. 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 manufacturers' instructions and only with approved disinfection products.
    - Students should wear appropriate PPE during all disinfection procedures.

The following references provide guidelines for protecting students, faculty, and volunteers against communicable diseases while in the lab:

- [www.cdc.gov](http://www.cdc.gov)
- [www.osha.gov](http://www.osha.gov)
- <https://www.cdc.gov/oralhealth/infectioncontrol/summary-infection-prevention-practices/standard-precautions.html>

### **Student Health Records**

All CNHS students are required to keep their health records, vaccinations, certifications, and background checks up to date prior to the start of their clinical rotation and throughout its duration. Students must complete the health packet requirements by the designated due date. Many sites require documentation to be submitted 4-6 weeks prior to rotation start date. Students who do not maintain their health records may be withdrawn from clinical rotation, thus jeopardizing the students progression in the curriculum.

### **DIUS Clinical Rotations and Facilities**

Prior to beginning clinical rotations, students must successfully complete the following:

- Successful completion of all 3000 DIUS courses in your program of study (including resolving any I grades)
- CNHS Health Packet
  - General health requirements for the College of Nursing and Health Sciences can be found [here](#). More specific requirements will be included in the comprehensive CNHS health

packet, which is updated yearly and typically sent out to the College of Nursing and Health Sciences students by the end of Junior year.

- The student health center is open and available for some appointments related to your health packet.
- All items to be uploaded and up to date in Castlebranch and saved as a backup to Document Center
- Site specific onboarding requirements: individual sites may have some additional requirements on CPNW or other platforms specific to their sites as part of onboarding.
- Successful preclinical Interview

In the event that a student does not complete the course prerequisites, they will be unable to continue the course, thus jeopardizing progression in the DIUS program and the anticipated graduation date. Therefore, any student who does not meet the above deadlines will be placed on CNHS Professional Probation.

Clinical experiences occur in a planned with clinical practice following theory courses. **Diagnostic Ultrasound contracts with numerous healthcare agencies in the greater Seattle area and across the country to provide clinical learning opportunities in inpatient acute care settings and outpatient imaging clinics in several areas of specialty.** This allows students to interact with multi-disciplinary healthcare professionals and to care for a wide variety of patients and families.

DIUS is very fortunate to have the ability to place students in a variety of quality clinical sites; however, **clinical sites are limited**, therefore many placements will likely be outside of King County, **some possibly out of state**. DIUS clinical sites are negotiated annually through the DIUS Clinical Coordinator. The scheduling of clinical internship is a year-long process ending with provisional placement announced at least one month prior to the start of the rotation. Every effort is made to place all qualified students in a clinical rotation beginning in Fall Quarter of the senior year. Seattle University DIUS expects students to exercise patience and understanding with the process. It is understood that there are many important reasons students prefer certain clinical sites; however, it is not realistic that every student will have their first choice or the most desired clinical placement. Therefore, the Diagnostic Ultrasound Program retains the right to assign students to clinical rotations. Students are not permitted to arrange their own clinical rotations. Students should direct all inquiries or potential interests in clinical sites to the Clinical Placement Coordinator to ensure the correct process is followed.

To assure fairness of opportunity in clinical placements, assignments are made randomly so long as they meet the specific criteria for that site. Students are expected to make arrangements to attend clinical at the time scheduled and at the site assigned. Whenever possible, clinical placements will be distributed approximately one month prior to the start of the rotation to allow for time to prepare for the pre-clinical interview and complete the required site-specific onboarding.

### **Clinical Affiliate Site Placement Process**

DIUS clinical affiliates provide sonography services in multiple settings including outpatient, inpatient, acute care, intensive care, ambulatory care, hospital or clinical environments. DIUS clinical affiliates are located both in and outside of Washington state. There are a limited number of clinical affiliate sites available each quarter. Clinical affiliates take students on a voluntary basis resulting in unpredictability

and variability in the sites available. Due to limited local clinical sites, **some placements will likely be placed outside of King County, possibly out of state.**

To ensure our practices meet academic program accreditation requirements and your preparation for national sonography credentialing board exam requirements, all aspects of clinical affiliate site recruitment, student placement, and course coordination are to be conducted by DIUS program personnel. Students are not permitted to recruit or arrange clinical affiliate sites. Students should direct all inquiries or potential interests from clinical sites to the DIUS program to ensure the correct process is followed through.

To assure fairness of opportunity in clinical placements, assignments are made by randomly pulling student names from a box. After a student's name is pulled, that student is offered the available clinical site so long as they meet the specific criteria for that site. Please note that in the event you choose to decline placement, you will likely fall out of sequence, delaying your timeline for graduation.

Whenever possible, clinical placements will be distributed approximately one month prior to the start of the rotation to allow for time to prepare for the pre-clinical interview and complete the required site-specific onboarding.

#### **Student Options in the Event of Limited Site Availability**

Our priority is to ensure all DIUS students are placed at a clinical affiliate for the course in their program of study, however due to limited site availability, students may not receive a placement in their desired specialty, location, or other preference as indicated. Obstetrics and pediatric sites are particularly limited. There is a possibility of too few clinical sites available for the number of DIUS students in the clinical phase of the curriculum, and consequently, students may not receive placement in the standard randomized process. In these unfortunate circumstances, it is recommended that students consult with SU Student Financial Services regarding their individual financial aid package and determine implications of changing courses (including VA benefits, insurance coverage, scholarship requirements, loan distributions). Students may select to add a minor, take UCOR classes, study abroad, or take a leave of absence while waiting for a site to become available. As DIUS 4500 is a corequisite for the course, students may take a SU university [leave of absence](#). The DIUS program will continue to make all necessary efforts to secure additional clinical sites and coordinate with any students awaiting placement.

#### **Maintaining Clinical Placement**

DIUS clinical affiliates host students voluntarily and continued placement is contingent upon multiple factors, including students meeting course objectives. Unfortunately, some clinical sites may be unable to complete the full quarter placement due to unforeseen circumstances. Subsequent site placement is subject to site availability. In the event that this occurs, the program will coordinate the student's course progression and new site placement if needed, in accordance with all DIUS program policies.

### **DIUS Interview Policy**

Prior to the start of each clinical internship rotation at an affiliate site, students are required to interview at the clinical site. It is the student intern's responsibility to arrange a mutually agreeable time for the interview. The interview is an opportunity for the student intern and the site interviewer to discuss topics specific to that clinical site such as work hours, dress code, professional behavior, departmental policies and procedures, and organizational orientation requirements. During the interview, students should conduct themselves with the highest level of professional behavior as if interviewing for a job, and strive to make an excellent impression. A virtual interview may be scheduled if the clinical affiliate site is located out of the area and an in-person interview is not possible. All placements are contingent upon a successful pre-clinical interview with the assigned clinical site.

**Clinical placement is not confirmed until successful completion of the interview.** If the Clinical Instructor determines the interview to be unsuccessful, the clinical internship placement will be canceled.

Recommendations for a successful pre-clinical interview include:

- Remain flexible and provide a broad window of availability. Interviews may be done in person or virtually per clinical site's preference.
- Wear business attire (suit, closed toe shoes).
- Bring your Sonography Portfolio to the interview (including cover letter tailored to your specific site and specialty of choice, resume highlighting previous experience and personal skills that can lead to success in the sonography, most recent unofficial SU transcript, and competencies completed during lab/ virtual simulation). This portfolio should serve as a great asset beyond internship as you interview for jobs post-graduation.
- Bring a printed copy of questions for your clinical site.
- After the interview, promptly send a thank you email to your interviewer and confirm your start date and time.

### **Student Transportation Policy**

**Students are responsible for their own housing and transportation arrangements to and from campus, labs and clinical sites and to manage their personal schedules and obligations accordingly. Students are also responsible for the cost of transportation, including the cost of parking.** Seattle University assumes no responsibility or liability related to student transportation.

**Students may be expected to travel to distant clinical sites across King, Kitsap, Pierce and Snohomish counties for nursing students, and diagnostic ultrasound students may be expected to travel to out-of-state sites.** Although public transportation can offer convenient access to some agencies, students may need to use a personal vehicle. A student without a vehicle is not guaranteed a clinical placement within walking distance of campus.

Students may arrange carpools, but the College of Nursing and Health Sciences does not make clinical assignments based on individual or carpool needs. The College of Nursing and Health Sciences cannot guarantee students who wish to carpool assignments to the same clinical site or the same shift at a clinical site.

### **Student Work During Clinical Internship Policy**

1. Clinical internship must not constitute a revenue generating arrangement for the student intern or clinical affiliate site. All clinical hours must be considered time spent for the educational benefit of the student intern under appropriate supervision.
2. Student interns may not take the place of regularly scheduled sonographers, nor may students perform procedures without direct supervision during scheduled clinical internship hours.
3. After student interns have completed six or more months of clinical training in one ultrasound specialty, are in good academic standing, and have demonstrated competency as determined by the Clinical Coordinator, they may participate in on-call activities or other employment circumstances outside of regularly scheduled clinical internship hours.
4. Students must be appropriately compensated for any work performed outside of internship hours, and such employment must include the rights, privileges, and benefits normally afforded to regular employees. Clinical internship hours must not be paid or treated as employment.
5. Student interns are not covered by Seattle University liability insurance during the time they are employed outside of scheduled clinical internship hours, including on-call or weekend shifts unless formally designated as part of the clinical education schedule.
6. Student employment must be voluntary, non-compulsory, and mutually agreeable to both the affiliate site and the student intern.
7. If a student is employed at the same affiliate site where they are completing their clinical internship, it is the joint responsibility of the Clinical Instructor and the student intern to ensure that such employment does not interfere with the quality, scope, or integrity of the student's clinical education or grading.
8. If at any point the Clinical Coordinator determines that the student's employment arrangement is compromising the educational quality of the internship experience, the student may be required to resign from the position in order to remain in good standing with the DIUS program.
9. The Clinical Coordinator reserves the right to reassign the student's internship rotation if a student's employment arrangement is found to be non-compliant with educational goals, accreditation standards, or institutional policy.

### **DIUS STUDENT INFORMATION AND RESOURCES**

[DIUS Research Guide](#) (support from Research Services Librarians)

[SDMS Career Center](#) (free resume review and access to job postings)

### **Sonography Protocol and Criteria Resources**

- [American Institute of Ultrasound in Medicine \(AIUM\) Practice Parameters](#)
- [Society of Vascular Ultrasound \(SVU\)](#)
- [American Society of Echocardiography \(ASE\) Guidelines and Standards](#)

## Expenses and Financial Resources

Students will have some expenditure in addition to tuition, books, and living expenses. Planning for these costs may help to lessen the strain on the budget. First, please note that fees are assessed for college lab and clinical lab courses that require small class sizes, evaluative external/national testing, and costs associated with laboratory courses (see SU Catalog). Other expenses include, but are not limited to, the following items:

Expense	*Estimated Cost	Timeline
Seattle University Navy Scrubs	\$35	FQ Junior year-RQ Senior year
Comfortable Closed-toed Shoes	Variable	FQ Junior year-RQ Senior year
Parking and Transportation	Variable	FQ Junior year-RQ Senior year
BLS for Healthcare Providers	Online Heartcode class: \$36 + Individual training fee: \$50	SQ Junior Year
DISA Healthcare Technology Tracker	\$95.74	SQ Junior year- RQ Senior Year
Immunizations/Castlebranch requirements	Variable	SQ Junior year- RQ Senior Year
ARDMS SPI Exam	\$250/ attempt	RQ Junior Year
Site- Dependent: CPNW onboarding account	\$75/12 months	RQ Junior year- RQ Senior Year
Site- Dependent: MyClinicalExchange onboarding account	\$39.50/12 months	RQ Junior year- RQ Senior Year
Additional site-specific requirements (random drug screen, background check, etc..)	Variable	RQ Junior year- RQ Senior Year
Trajecsys account (Senior year only,12 months)	\$100/12 months	RQ Junior year- RQ Senior Year
Optional: Registry Review Books	Variable	RQ Junior year- RQ Senior Year
ARDMS Specialty Certification Exam (s)	\$275/ Exam	RQ Senior year

\*Estimated costs are reviewed annually and may fluctuate. Certain costs are established by external parties and are outside the program's control.

## Financial Resources

The Office of [Student Financial Services](#) provides a variety of services related to grants and scholarships, loans, tuition bill payment and opportunities for student employment.

### **Financial Aid**

Financial assistance is available to new and continuing students to help with education and living expenses. To qualify for financial aid, students must file a Financial Aid Form each year. There are essentially four types of financial aid given to students: scholarships, grants, loans, and work-study opportunities. Details for all financial aid can be obtained through the Student Financial Services Office. All scholarship options sent to the College of Nursing and Health Sciences are forwarded to the Student Financial Services Office for access.