



**VERA Z. DWYER COLLEGE
OF HEALTH SCIENCES**

INDIANA UNIVERSITY SOUTH BEND

**TITLE: Notification of
Improvement and
Demerits**

POLICY NO: R-13

EFFECTIVE DATE: 8-24-22

**TARGET GROUP: CHS
Students**

**SECTION: Radiography
Student Policy**

REVISION DATE: 9-3-21, 5-11-22

Purpose:

The purpose of this policy is to define the expectations for documentation for student success in the Radiography and Medical Imaging Program.

Policy:

Per IU Policy, all students will be provided with due process and procedural fairness, to ensure equal protection for all students, and for the imposition of similar sanctions for similar acts of misconduct or opportunities for improvement. Students will be notified of opportunities for improvement when unsatisfactory progression towards course objectives and/or requirements and/or program goals, objectives, competencies, or supporting competencies occurs. Students will develop a personal plan for success. If success plans are not followed, this could lead to demerits and/or program dismissal.

Procedure:

Alert Form - Notification of Opportunity for Improvement

The goal of the Alert Form is to notify students as early as possible when their demonstrated behavior and outcomes is not consistent with progression towards expectations. The document lists commonly identified areas for improvement. Additional areas may be outlined in the narrative portion of the document.

When a faculty or clinical preceptor identifies a student with an area(s) of concern, the faculty and/or clinical preceptor will request a face-to-face meeting with the student to discuss the identified opportunity for success and complete an Alert Form. During the meeting, the faculty or clinical preceptor will provide the student the completed Alert Form for review. The student will complete the 'Student Comments and Chosen Success Strategies' section after the meeting. During the meeting the student and faculty will discuss the opportunity for improvement and revise the Alert Form (if necessary). The student and faculty will sign the Alert Form once completed. An electronic copy of the completed form will be provided to the student and stored electronically.

- Alert Form - Notification of Opportunity for Improvement-Didactic Course
 - Faculty use the Alert Form to identify and document specific opportunities for improvement a student may be facing in their course.
 - Multiple receipts of an Alert Form or evidence of no improvement may correspond with demerits. Please see demerit section.

- Alert Form - Notification of Opportunity for Improvement-Clinical and Lab
 - Faculty and clinical preceptors use the Alert Form and document specific opportunities for improvement a student may be facing in clinical/lab.
 - Multiple receipts of an Alert Form or evidence of no improvement may correspond with demerits. Please see demerit section.

Success Plan

A Student Success Plan helps the student identify opportunities for improvement, clarify expectations, and develop an individualized plan for long-term success in meeting the expectations and outcomes of a course or program. The student will take ownership of the responsibility for achieving desired outcomes for success in the course. The faculty member will be a mentor and accountability facilitator in the plan for success. The student will be provided feedback regarding progress toward meeting identified goals.

Repeated receipt of the Alert Form with lack of evidence of improvement may lead to a course-level or program-level success Plan. A success plan may be implemented with or without a prior Alert Form depending on the area identified for success.

When the Program Director and/or Coordinator identifies a student with a need for a student success plan, the Program Director and/or Coordinator will request a face-to-face meeting with the student to discuss the identified opportunity for success and complete a Student Success Plan. During the meeting, the Program Director and/or Coordinator will provide the student the completed Course-level or Program Level Student Success plan document for review.

Following the meeting, the student will complete the 'Student plan for success' on or before the agreed due date. Once complete, the student and Program Director and/or Coordinator will communicate with the student to review, discuss, and revise the student plan for success, complete all areas of the form, and sign the agreed upon completed form. An electronic copy of the completed form is provided to the student and stored electronically.

- Course Level Success Plan
 - A Coordinator and/or Director may initiate a Course Level Success Plan. A Course Level Success plan addresses a single semester course. If the course level success plan is needed in a course taught by adjunct faculty, the adjunct faculty will help develop the plan. Themes identified in a Course Level Success Plan could translate to a Program Level Success Plan if a pattern for the need of improvement for success is identified across multiple courses and/or semesters.
 - Evidence of no improvement may correspond with demerits. Please see demerit section.
- Program Level Success Plan
 - A Coordinator and/or Director may initiate a Program Level Success Plan. A Program Level Success Plan is initiated if an opportunity for improvement for success associated with meeting program goals, objectives, competencies, or supporting competencies is identified. A Program Level Success Plan may be updated as the student identifies strategies for success and will continue into subsequent semesters and for the duration of the program when appropriate.
 - Evidence of no improvement may correspond with demerits. Please see demerit section

Alert forms and Course/Program Level Success Plans are carried from semester to semester.

Demerits

Demerits are issued to students who are cited for policy and/or procedure violations at Indiana University South Bend and its clinical affiliates. Immediate dismissal with appeal may result depending on the severity of the behavior.

Opportunities for success will be implemented first before issuing demerits unless the severity of the violation warrants a demerit.

Demerits can be received for violations which include, but is not limited to, the following:

- The use of intoxicating beverages and/or illegal drugs during a Radiography Program educational function; attending a Radiography Program educational function appearing as if still under the effects of an intoxicating beverage and/or illegal drugs.
- Breach of rules and regulations of the clinical education site, or Radiology Department.
- Breach of rules and regulations of the Clinical Student Handbook.
- Lack of cooperative ability, having an antagonistic disposition, or lacking empathy for patients.
- Conduct unbecoming of a professional person, which includes: Insubordination; dishonesty, cheating; theft; fighting on the premises; leaving the premises during on-duty hours; abuse or mishandling of a patient; falsification of facts; falsification of time cards; incompetence; poor attitude toward patients, authority, or cohorts; disruption of the educational environment during didactic classes, clinical laboratories, and clinical experience; and presence in unauthorized areas of the hospital.
- Misuse of radiation monitoring devices.
- Falsification of Program Evaluation or Clinical Experience Attendance forms.
- Cheating during any didactic or clinical evaluation process.
- Failure to disengage the audio mode of a cell phone and/or texting during didactic classes, clinical labs, and clinical experience.
- Failure to wear proper uniform, name tag and dosimetry badge at the clinical sites
- Failure to have ID markers
- Failure to adhere to clinical affiliate policies and procedures
- Jeopardizing patient care
- Inappropriate behavior which violates clinical site policies or ARRT Code of Ethics.
- Competencies and progression evaluations not available to the program or turned in past due dates.
- Dosimetry badges not worn in the clinical settings or presented for readings on time.
- Failure to notify Clinical Preceptor and Program officials of absence or tardiness.
- Disruptive behavior in class or clinical experience.
- Sharing test information present or past
- Negative attitude toward instructors, staff, patients, colleagues
- Insubordination to staff or instructors
- Any observed or reported inappropriate use of cell phones or other electronic devices will result in a violation being issued.
- Students violating HIPAA or other regulations involving confidentiality will be suspended immediately and the incident will be investigated.
- Refusal to complete competencies or rechecks on patients.

- Respect for all individuals. Unacceptable behavior includes (but is not limited to):
 - Expressing racial, sexual, sexist, or religious slurs.
 - Committing racial or sexual harassment.
 - Using inappropriate, offensive or threatening language.
 - Criticizing another inappropriately or unprofessionally with the intention to belittle, embarrass, or humiliate.
 - Requiring a colleague to perform personal services.
 - Committing physical acts of violence or threats of violence.
 - Manipulating field placement schedules for one's own benefit.
 - Failing to comply with a reasonable request or instruction from faculty, staff, or administrators.
 - Using computer e-mail or internet in a harassing or libelous manner.
- Appropriate handling of information, records, or examination materials; respect for client confidentiality and safety. Unacceptable behavior includes (but is not limited to):
 - Unauthorized access to a test.
 - Giving or receiving any information except as allowed by the teaching faculty during the course of an exam.
 - Plagiarizing, forging, or falsifying academic records, financial aid information, client records, research, or scientific data.
 - Tampering with examination material, or any dishonesty in connection with an examination.
 - Abusing computerized information or technology.
 - Failing to ask for assistance from appropriate faculty or staff when needed.
 - Writing offensive or judgmental comments in the client's chart.
 - Sharing medical or personal details of a client with anyone other than health professionals.
 - Engaging in discussion about a client in public areas.
- Proper representation as a College of Health and Human Services professional. Unacceptable behavior includes (but is not limited to):
 - Misrepresenting oneself as a licensed professional rather than a student of the College of Health and Human Services.
 - Exhibiting personal appearance that gives the impression of uncleanness or carelessness.
 - Failing to maintain professional composure during stressful circumstances.
 - Engaging in an inappropriate relationship with clients or their family members.
 - Using alcohol, drugs, or other controlled substances inappropriately or in violation of the law, or in a way that could affect the quality of client care or academic performance.
- Respect for laws, policies, and regulations (on or off campus). Unacceptable behavior includes (but is not limited to):
 - Disobeying federal, state, or local laws and ordinances.
 - Disregarding or acting contrary to institutional regulations and policies.
 - Refusing to provide information or testify in an investigation of a violation of the

Code.

- Respect for property and instructional material. Unacceptable behavior includes (but is not limited to):
 - Defacing or destroying instructional materials, including software.
 - Defacing or destroying University or personal property, or any written material other than one's own.
 - Removing information, mail, or property from mailboxes or lockers that are not one's own.
 - Falsifying or defacing transcripts, evaluation forms, or other official documents.
- Academic integrity. Unacceptable behavior includes (but is not limited to):
 - Cheating on an examination or other assignment
 - Unauthorized assistance on an examination or assignment
 - Unauthorized access to an examination
 - Plagiarism
 - Facilitation of cheating or plagiarism by another
 - Failure to report known instances of cheating
 - Falsifying clinical hours
 - Falsifying client records either through acts of omission or commission

Number of Demerits for Clinical Grade Adjustment

- One demerit equals one-half letter grade reduction in the overall clinical experience grade.
- Two demerits equals one additional full letter grade reduction in the overall clinical experience grade.
- Three demerits equals an additional one full letter grade reduction in the overall clinical experience grade.
- Four clinical deductions will cause dismissal of the student from the program.

Demerits are not accumulative from semester to semester. Students may receive more than 1 demerit at a time. Demerits may be appealed through the student appeals process. Students must appeal a demerit(s) within 5 business days. A written notification of a clinical deduction will be given to the student and the student will be advised by the Clinical Coordinator / Program Director. Students must follow the student appeals policy.

A demerit will become a part of the student's permanent record.