



UNIVERSITY OF  
**SAINT FRANCIS**<sup>TM</sup>  
I N D I A N A

# **Diagnostic Medical Sonography**

## *Student Handbook*

2025-2026

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# Mission and Goal Statements

## *University of Saint Francis Mission*

The University of Saint Francis offers formation of the whole person by providing an encounter with the heart and mind of Jesus Christ so that God, who is Love, may be loved. Through our Catholic identity, Franciscan charism, and liberal arts tradition, we prepare students for personal and professional lives of virtue, service, and joy.

## *College of Health Sciences Mission*

Grounded in Franciscan Values, the College of Health Sciences cultivates a diverse community of lifelong learners to achieve academic and professional excellence, healthcare leadership and service.

## *Diagnostic Medical Sonography Program Goals*

### Core Goal Statement

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domain for abdominal extended, obstetrics and gynecology, and vascular sonography. The program will provide high quality didactic, lab, and clinical atmospheres for transformative learning. Student sonographers will be able to think critically and compassionately. Understanding the complexities of healthcare will be a focus of the program, including areas of professionalism, ethical behaviors, and skilled and quality care. Through these goals the Diagnostic Medical Sonography program compliments the mission of the University of Saint Francis; cultivating individual personal growth through applied healthcare education that results in impactful professionals.

### Program Goal Minimum Expectations:

- i. Provide high quality education in didactic, lab, and clinicals.
- ii. Grow individuals to think critically, compassionately, and ethically.
- iii. Deliver professionals with entry level, but quality skills who are impactful to healthcare and society.

### Cardiac Goal Statement

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for adult cardiac sonography. The program will provide high quality didactic, lab, and clinical atmospheres for transformative learning. Student sonographers will be able to think critically and compassionately. Understanding the complexities of healthcare will be a focus of the program, including areas of professionalism, ethical behaviors, and skilled and quality care. Through these goals the Diagnostic Medical Sonography program compliments the mission of the University of Saint Francis; cultivating individual personal growth through applied healthcare education that results in impactful professionals.

### Program Goal Minimum Expectations:

- i. Provide high quality education in didactic, lab, and clinicals.
- ii. Grow individuals to think critically, compassionately, and ethically.
- iii. Deliver professionals with entry level, but quality skills who are impactful to healthcare and society.

## Welcome

We're thrilled to have you join us on this exciting journey toward becoming a Diagnostic Medical Sonographer. Embarking on a new career can bring both enthusiasm and uncertainty—but rest assured, we're here to guide you every step of the way. From foundational knowledge to advanced techniques, our faculty are committed to helping you develop the skills and confidence needed to succeed and earn your certification.

This handbook contains essential information. The standards outlined reflect our deep pride in the sonography profession. It's important that you become well-acquainted with all program, academic and clinical policies, as we expect every student to understand and adhere to the program's guidelines.

Know that we are here to support and encourage you - we're your biggest advocates and are honored to share this meaningful vocation with you.

At USF, we strive to embody Franciscan Values in all that we do. These values are central to the mission and goals of both the university and the Diagnostic Medical Sonography Program.

### **In commitment to our Franciscan tradition, we:**

- Reverence the unique dignity of each person.
- Encourage a trustful, affirming prayerful community of learners.
- Serve one another, society, and the Church.
- Foster peace and justice.
- Respect creation.

## Academic Calendar

### *Fall 2025*

Classes Begin	Monday, August 25
Labor Day (no classes)	Monday, September 1
Fall Break (no classes)	Thursday-Friday, October 16-17
Mid-Semester	Friday, October 17
Medical Ultrasound Awareness Month (MUAM)	October
Thanksgiving Vacation (no classes)	Wednesday-Sunday, November 26 – 30
Final Exams	Monday-Friday, December 8-12

### *Spring 2026*

Term Begins	Monday, January 12
Spring Break (no classes)	Monday-Friday, March 9-13
Easter Break (no classes)	Thursday (5:00PM)-Monday April 2-6
Clinical Requirements Due	Sunday, March 1st
Final Exams	Monday-Friday, April 27-May 1
Commencement	Saturday, May 2

### *Summer 2026*

6 / 12-week Terms Begin	Monday, May 11
Memorial Day (no classes)	Monday, May 25
Independence Day (no classes)	Tuesday, July 4
Term Ends	Friday, August 14

## Faculty

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**Dr. Scott Matteson, DO**  
USF DMS Cardiac Medical Advisor



## Costs

*Expected Costs for Students that are additional to standard tuition, fees, and books. Costs are subject to change.*

Expected Cost	Approximate Cost All Costs are subject to change	When Cost is Required
<u>CastleBranch Account</u> <ul style="list-style-type: none"> <li>- Clinical Requirement Tracking Software</li> </ul>	\$152.48  \$75	Clinical Orientation (1 <sup>st</sup> Spring Semester)  DMS 280 Clinical Education III (2 <sup>nd</sup> Spring Semester)
<u>Clinical Requirements</u> <ul style="list-style-type: none"> <li>- Clinical Name Badge</li> <li>- Scrubs</li> <li>- Fit Test and OSHA Form</li> <li>- Immunizations Needed</li> <li>- TB Testing</li> <li>- Physical</li> <li>- CPR Certification</li> </ul>	<ul style="list-style-type: none"> <li>- \$20</li> <li>- Variable</li> <li>- \$64 (FW)</li> <li>- Variable</li> <li>- On Campus: \$0</li> <li>- On Campus: \$0</li> <li>- On Campus: \$55</li> </ul> *Off campus Costs May Vary dependent on Personal Health Insurance Coverages	Clinical Orientation (1 <sup>st</sup> Spring Semester)
ARDMS Sonography Principles and Instrumentation (SPI) Exam	First Exam Included in Course Fee \$225 for each additional exam	DMS 170 Sonography Physics II (2 <sup>nd</sup> Fall Semester)
Graduation Pictures	\$30	December (2 <sup>nd</sup> Fall Semester)
ARDMS Certification Exams <ul style="list-style-type: none"> <li>- Abdomen Extended</li> <li>- OBGYN</li> <li>- Vascular</li> <li>- Adult Echocardiography</li> </ul>	\$275 / exam	DMS 290 Comprehensive Experience (2 <sup>nd</sup> Spring Semester) <i>*Passing exams earns credentials, it is highly encouraged to complete all ARDMS exams</i>

## Accreditation

The University of Saint Francis holds institutional accreditation from the Higher Learning Commission.

The Diagnostic Medical Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Joint Review Committee-Diagnostic Medical Sonography (JRC-DMS).

### CAAHEP

9355 - 113th St. N, #7709 Seminole, FL 33775  
727-210-2350

USF holds accreditation status in Abdomen Extended, Obstetrics and Gynecology, and Vascular Sonography for the Fort Wayne and Crown Point sites.

## Academics

### *Curriculum*

#### Academic Standards

For a student to be in good academic standing in the DMS Program, the following criteria must be attained:

1. Cumulative grade point average of 2.7 or higher on a 4.0 scale in all courses.
2. A grade of “C” or higher in all general education courses.
3. A grade of 82% or higher in all professional DMS courses.
4. Achievement at a satisfactory level of all stated clinical objectives and competencies.
5. Adhere to the Academic Standards and DMS Program Policies and Expectations.
6. Once in the professional sequence, a grade of ‘F’ in any course is automatic dismissal from the program.

Students will receive a mid-term progress report in all courses where they have a grade below “C” and a counseling session will be held to identify problem areas. If necessary, the student may be referred to the appropriate resources for further help.

Students with an Academic Integrity Violation during the semester will be placed on probation for one semester.

PreDMS and DMS students achieving below an overall 2.0 GPA will not be considered for probation. As well, students who earn a Final Grade of ‘F’ in any DMS program required course will not be considered for probation. These will result in automatic program dismissals.

Only one probationary period will be granted during the PreDMS classification and one in the DMS classification.

#### Academic Integrity

**Academic Integrity** is of the utmost importance. All students are assumed to be honest. Cheating or lack of academic integrity indicates the student likely does not have the potential to be a trustworthy practitioner in the healthcare field, therefore cheating in any form will not be tolerated.

Each incident will be reviewed in its entirety prior to any disciplinary action. The first documented occurrence, in any course at USF, will result in an “F” for the assignment. This occurrence will be reported to the Office of Academic Affairs.

According to University policy, a second offense will result in the student receiving an “F” in the course which will supersede any withdrawal action by the student. Academic Integrity violations are cumulative of the student’s entire academic course load.

Failure in a DMS program course will result in dismissal according to the Academic Standards policy found in the program’s Student Handbook. Please refer to the University’s Catalog for more information.

[Course Expectations - University of Saint Francis - Acalog ACMS™ \(sf.edu\)](#)

**Plagiarism** is the presenting of others' ideas as if they were your own. When you write an essay, create a project, or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator is your own work. Be aware that word-for-word copying is not the only form of plagiarism. Utilizing AI without proper citation is a form of plagiarism. See syllabi for more information.

Plagiarism is considered a serious academic offense and may take the following forms:

- Copying word-for-word from another source and not giving that source credit.
- Cutting and pasting from internet or database sources without giving that source credit
- Paraphrasing the work of another and not giving that source credit.
- Adopting a particularly apt phrase as your own.
- Reproducing any published or copyrighted artwork, both fine and commercial.
- Digitally duplicating or downloading any copyrighted software, programs, or files.
- Paraphrasing another's line of thinking in the development of a topic as your own.
- Receiving excessive help from a friend or elsewhere or using another project as your own.

[Adapted from the Modern Language Association's *MLA Handbook for Writers of Research Papers*. New York: MLA, 1995:26.

*Plagiarism is an Academic Integrity Violation.*

Curriculum Plan and Course Descriptions

Course Number	Course Title	Credit Hours	Course Description
<b>General Education Requirements – All Concentrations</b>			
Theo 105	Franciscan Tradition	3	This course will allow students to discover the lives of Francis and Clare in their historical and cultural contexts. It will encourage students to reflect theologically on their relationships with God, neighbor, Church, and Creation in light of USF's Franciscan values. It will also offer students an occasion to experience and reflect ethically upon on Francis' continuing impact through service learning.
English 101	Rhetoric and Composition	3	Principles and techniques of expository writing; review of the fundamentals of grammar, usage, mechanics, and style. Preparation and writing of the documented research paper.
Math 132	Quantitative Reasoning	3	Solving real-life problems using interpretations and comparisons. Proportional reasoning. Modeling: variables, parameters, analysis, patterns, conclusions. Probabilistic Reasoning. Making decisions based on statistical information.
Psych 121	General Psychology	3	Principles and methods in the field of psychology, including individual differences, personality, behavior disorders and therapy, physiological and psychological effects of drugs, measurement, learning, and motivation.
Scie 273	Physical Survey with lab	3	Study of the basic concepts of physics, electricity, robotics, and chemistry. Explores relationships of matter and energy. Laboratory involves "hands-on" experience with the materials of chemistry and physics.

COHS 221	Human Anatomy and Physiology for the Healthcare Professional 1 with lab	4	This course, designed for students preparing for careers in the health professions, provides a comprehensive study of the anatomy and physiology of the human body with an emphasis on health and medical issues. It will include an overview of organ systems, basic chemical organization, cell structure and function, and tissues; followed by the study of the skeletal, muscular, and nervous systems.
COHS 222	Human Anatomy and Physiology for the Healthcare Professional 2 With lab	4	This course, designed for students preparing for careers in health professions, provides a comprehensive study of the anatomy and physiology of the human body with an emphasis on health and medical issues. It will include such topics as the endocrine system, cardiovascular and respiratory physiology, immunity, digestion, nutrition and metabolism, the urinary system, and the male and female reproductive systems.
<b>Sonography Program Education Requirements – All Concentrations</b>			
DMS 125	Introduction to Medical Imaging	3	Intro to Medical Imaging offers an orientation to the medical imaging profession. In this course, the history and development of radiologic science, diagnostic medical sonography, nuclear medicine technology, magnetic resonance imaging, radiation therapy, mammography, and bone densitometry will be introduced. The basic biological effects of ionizing radiation, standards and methods of protection will be identified. The role of medical imaging within the healthcare industry will be incorporated throughout the course content.
DMS 130	Fundamentals of Sonography	3	Prerequisite: DMS 125  This course is a study of the sonography machine, ergonomic practices along with associated sonography related MSK injuries, and protocols of sonography exams. Additionally, transducer care will be reviewed. Sectional anatomy in relation to sonography will be studied.
DMS 164	Medical Sonography Physics I	3	Prerequisites: Math, Physics  This course is the initial study of sonography specific physics and instrumentation. Major topics for physics credentialing testing are explored. This includes ultrasonic waves and their properties, as well as doppler physics and principles, amongst additional application concepts.
DMS 170	Medical Sonography Physics II	3	Prerequisites: DMS 164  This course is a continuation of studying sonographic physics, instrumentation and the application of this technology. Comprehensive preparation for the ARDMS SPI exam is given. The course includes a requirement to attempt this examination.
DMS 260	Medicolegal Issues in Imaging	1	This course covers important legal definitions, legal doctrines, malpractice and risk management information, ethics, and patient rights relevant to the field of diagnostic imaging and the role of the imaging professional.

DMS 270	Clinical Education II	5	<p>Prerequisite: DMS 164</p> <p>In this course students will continue to rotate through clinical settings to gain experience in the performance of sonographic examinations. Students will perform exams under the guidance of clinical technologists. Instruction on medical emergencies and special topics of sonography are included.</p>
DMS 280	Clinical Education III	5	<p>Prerequisite: DMS 270</p> <p>In this course students will rotate through clinical settings to finalize experiences in the performance of sonographic examinations. Students will complete all competencies necessary, as well as gain confidence in their scanning protocols and techniques. Preparation for the workforce is given through interview skills and resume preparation. Additionally, students are exposed to special topics and provide patient education to others.</p>
DMS 290	Comprehensive Experience	4	<p>Prerequisite: DMS 270</p> <p>In this course professional preparation for entry level employment as a sonographer is the focus through comprehensive preparation of specialty credentialing exams. Earning credentials is highly encouraged.</p>
<b>Sonography Program Education Requirements – Core Concentration</b>			
DMS 150	Sonography Procedures – Abdomen I	3	<p>Prerequisite: COHS 221, COHS 222</p> <p>This course will present normal anatomy, related pathologies, sonographic techniques and protocols, assessment, and interpretation of major abdominal organs and superficial structures. Emphasis will be placed on evaluation of the liver, gallbladder, pancreas, abdominal vessels, retroperitoneum, and spleen. Students will learn in the realms of didactic and lab environments.</p>
DMS 152	Sonography Procedures – OB/GYN I	3	<p>Prerequisite: COHS 221, COHS 222</p> <p>This course presents normal anatomy and sonographic techniques related to first trimester obstetrical and gynecological imaging. Pathology identified in the first trimester and gynecological systems will also be explored. Students will learn in the realms of didactic and lab environments.</p>
DMS 162	Sonography Procedures – Vascular I	3	<p>Prerequisite: COHS 221, COHS 222</p> <p>This course presents normal anatomy and pathologic conditions of the vascular systems through sonography. Sonographic techniques related to fluid dynamics and hemodynamics are explored. Exams of the cerebrovascular and visceral organs will be studied. Testing methods will be presented in the determination of diagnosis of vascular disease. Students will learn in the realms of didactic and lab environments.</p>
DMS 156	Sonography Procedures – Abdomen II	3	<p>Prerequisites: DMS 150</p> <p>This course will present normal anatomy, related pathologies, sonographic techniques and protocols, assessment, and interpretation of small parts sonography, abdomen related procedures, and other specialty sonographic imaging. Students will learn in the realms of didactic and lab environments.</p>

DMS 158	Sonography Procedures - OBGYN II	3	<p>Prerequisites: DMS 152</p> <p>This course presents normal anatomy and sonographic techniques related to second and third trimester obstetrical imaging. Pathology identified in these trimesters will also be explored. Third trimester assessments including growth and biophysical profiles will be studied. Students will learn in the realms of didactic and lab environments.</p>
DMS 168	Sonography Procedures Vascular II	3	<p>Prerequisites: DMS 162</p> <p>This course presents normal anatomy and pathologic conditions of the vascular systems. Peripheral vascular exams and testing methods will be presented in the determination of diagnosis and/or progression of vascular disease. Various indirect testing methods will be addressed as well. Students will learn in the realms of didactic and lab environments.</p>
DMS 175	Intro to Clinical Education	4	<p>Prerequisite: DMS 125</p> <p>This course is designed to introduce the student to clinical education. This course requires the student to apply fundamentals of patient care methods and procedures related to diagnostic imaging. Students will begin to rotate through clinical settings to gain experience in direct patient care, flow of sonography departments and performing basic exams under guidance of clinical technologists.</p>
DMS 200	Clinical Education I	4	<p>Prerequisite: DMS 175</p> <p>In this course students will rotate through clinical settings to gain continued experience in the performance of sonographic examinations. Students will perform exams under the guidance of clinical technologists. Instruction of obstetric special topics is provided.</p>
<b>Sonography Program Education Requirements – Cardiac Concentration</b>			
DMS 300	Echocardiography Fundamentals and Techniques	4	<p>Introduction to the fundamentals of echocardiography including cardiac anatomy, terminology and basic instrumentation, 2-D, M-mode, and Doppler scanning of a normal heart, as well as an introduction to the standard TTE (transthoracic echo) views. Students will begin to explore normal basic systolic and diastolic functions. Includes, a lab component as an introduction to the practical application of echocardiography and basic instrumentation and measurement conventions. Students will learn in a controlled, simulated environment a foundation of sonographic techniques and ergonomics as well as basic echo knobology, image acquisition, and image optimization. Students will be introduced to the American Society of Echo (ASE) guidelines on the comprehensive TTE examination.</p>
DMS 310	Echocardiography Applications and Pathology	4	<p>This course will cover cardiac anatomy and pathophysiology in relation to the clinical and echocardiographic presentations of cardiac disease processes. Includes a lab component of practical application of didactic content and development of technical assessment skills of cardiac pathophysiology. Students will learn to identify pathologies and adjust protocols to adequately identify and assess disease states.</p>

HLSC 101	Electrocardiography Essentials	3	This course is designed to provide a thorough understanding of Electrocardiography (EKG) and its critical role in diagnosing and managing cardiovascular conditions. Targeted at healthcare professionals and students pursuing careers in medical fields, this course offers hands-on training and theoretical knowledge essential for accurate EKG interpretation and patient care. Individuals who successfully complete this course are eligible to apply to sit for the National Healthcareer Association (NHA) certification exam for Electrocardiography Technicians. This course meets the minimum standards set forth by the NHA for Electrocardiography Technician.
DMS 315	Echocardiography Internship I	8	This course brings together sonography principles, cardiac technical aspects, human experiences, and professionalism to develop the student into a cardiac sonographer in the clinical setting. This course provides the student with the fundamentals of patient care methods related to diagnostic imaging.
DMS 330	Intro to Cardiac Specialties	3	Pre-requisite: DMS 130  Students will be introduced to specialty areas of cardiac sonography through online didactic learning. Topic areas may include, but is not limited to: pediatrics, fetal, cath lab, and vascular sonography as they relate to echocardiography. Students in this course will be prepared for a more in-depth study of specialized cardiac sonography.
DMS 332	Advanced Cardiac Specialties	3	Pre-Requisite: DMS 330  Students will select a primary area of study within the cardiac specialty topics that were previously studied in the Intro to Cardiac Specialties course. Students will learn in-depth how these specialty areas function, adjustments for imaging, pathologies, responsibilities of the technologist and other pertinent considerations.

## Grading Scale

The DMS Program has its own grading scale, it differs from the university grading scale. This is common among the health sciences programs. This scale is not meant to discourage you. It is a reality that at the end of the program you will have to take multiple exams to gain your sonography certifications. This grading scale is one method of preparing you for the end goal of becoming a diagnostic medical sonographer.

A 97-100

A- 94-96

B+ 91-93

B 88-90

B- 85-87

C+ 82-84

C 76-81

D 70-75

F 69 – Below

***\*Important to remember: all DMS courses are required to have an 82% or higher to progress in the program.***

## Grade Appeals

1. The student shall, in good faith, attempt to settle the disagreement in an “informal” manner at the lowest level possible.
2. This process begins with a meeting and discussion between the student and the faculty member who issued the grade. The “informal” attempt at resolution shall be accomplished within 10 working days after the student has received notification of the final grade.
3. If the student is not satisfied with the result of the meeting with the faculty member, the student shall meet with the Academic Program Director within 10 working days. The Program Director shall attempt to settle the disagreement. Within 10 working days after the meeting, the Program Director shall respond, in writing, to the student.

All formal grievances will continue under the policy and procedures for resolving academic grievances as they appear in the of the University of Saint Francis catalog, [Student Complaint Process - University of Saint Francis - Acalog ACMS™ \(sf.edu\)](#)

## *Academic Support*

### DMS Program Resources and Applications

We want you to be successful at becoming a sonographer. This is a tough journey!

The program will be using multiple different applications to provide a thorough learning experience.



### Canvas

- This is the learning management system that USF uses for course delivery and grading. Canvas is accessible from My Cougar Connection. There is also an app.
- **Important:** All the DMS courses should be viewed through the modules. This is the intended flow of the program. If you view the course by assignments, due dates, to-do's, etc. You may miss something.
- You can access support for Canvas in the Canvas application itself. There are many videos and how to's available online. You can also access MCC to utilize the USF Support Pages.
- **Best advice: Do not wait until the last minute!**

### HonorLock

- This is an application within Canvas. It is utilized for testing purposes. If cheating occurs, it can and will be detected. Cheating is unacceptable and consequences will be enforced per the academic integrity standards.
- HonorLock has a help feature within Canvas that you should utilize, accessible is a chat option that is quick and easy. This is best practice to use if you are experiencing difficulties.
- Please understand upfront that the reason we are testing you is because you need to know the information for the future, and you need to be practiced at taking tests.

### Studycast PACS

- Each student will be given a log-in and access to the DMS Program PACS (Picture Archive Communication System). Students will be required to submit images for grading, feedback, and testing components through this cloud-based system. It is accessible from any computer. This is a mandatory application for all DMS students and there is no additional cost for the student.

### SonoSim

- This is Sonography specific simulation equipment. Each student will be given a log-in and access to SonoSim. It has two components, the first is videos and tests. This is done online through the SonoSim website. The second component is simulation. This is only accessible in the DMS labs. There are specific stations set up for simulation. This is a mandatory application for all DMS students and there is no additional cost for the student.

### Trajecsys

- This is a service utilized to track lab and clinical experiences. Each student will be given a log-in and access to Trajecsys. It is accessible from any device. This is a mandatory application for all DMS students and there is no additional cost for the student.
  - **It is mandatory for students to have location settings turned on when utilizing Trajecsys.**
  - **Lab Year:**
    - o Logging Lab Checkoff Evaluations
- \*\*MUST SELECT CORRECT LAB INSTRUCTOR AND COURSE ASSOCIATED WITH THE CHECKOFF\*\***
- o Students will follow the steps below by selecting
    - From the Home Page
      - Select "Logs"
    - From the Daily Logsheet
      - Choose the correct date
      - Choose the correct site from the Site dropdown
      - Enter any four numbers for the MRN
      - Select your lab instructor from the "Sonographer" dropdown

- Select “Add Logsheet”
  - From the Major Study pop up
    - Select the coordinating DMS lab course for your checkoff
  - From Skills
    - Select the assigned checkoff
  - From Participation Level
    - Select “**Ready to Comp**”
    - Select Performed
  - From Comp Type
    - Select Checkoffs
  - From Competency Clinical Preceptor
    - Select your lab instructor
  - From Pathology
    - Select with or without pathology
    - Enter any notes
  - From Time Spent
    - Select your time spent
  - From Comments
    - Enter any notes you have for your instructor about the checkoff
    - Select “Next” to complete
- **LOGGING OPEN LAB TIME**
  - To Clock In
    - On the home page, under “Clock In” you will select your USF Sonography Lab from the drop-down menu
    - Select “Clock In”
    - Wait for the 3 second delay - Now you are clocked in
  - To Clock Out
    - Select your USF Sonography Lab from the drop-down menu
    - Select “Clock Out”
    - Wait for the 3 second delay – Now you are clocked out
- **Clinical Year:**
  - **LOGGING EXAMS**
  - Logging each examination that you participate in. This is an essential requirement of your clinical experience.
    - Students will follow the steps below by selecting:
    - From the Home Page
      - Select “Logs”
    - From the Daily Logsheet
      - Choose the correct date
      - Choose the correct site from the Site dropdown
      - Enter the last four numbers of the patient MRN
      - Select the sonographer you were with from the “Sonographer” dropdown
      - Select “Add Logsheet”

- From Major Study pop up
  - To LOG and exam select the appropriate “**LOGS**” category
- From Skills
  - Select the exam you participated or observed in
- From Participation Level
  - Select your participation level
- From Pathology
  - Select with or without pathology
  - Enter any notes
- From Time Spent
  - Select the time spent for the exam
- From Comments
  - Enter any notes about the exam here
  - Select “Next” to complete
- **SUBMITTING A COMPETENCY**
  - Students will follow the steps below by selecting:
  - From the Home Page
    - Select “Logs”
  - From the Daily Logsheet
    - Choose the correct date
    - Choose the correct site from the Site dropdown
    - Enter the last four numbers of the patient MRN
    - Select the sonographer you were with from the “Sonographer” dropdown
    - Select “Add Logsheet”
  - From the Major Study pop up
    - To submit a COMPETENCY select the appropriate “**COMPS**” category
  - From Skills
    - Select the competency you are submitting
  - From Participation Level
    - Select “**Ready to Comp**”
    - Select your participation level
  - From Comp Type
    - Select Level 1 or Level 2 Comp
  - From Competency Clinical Preceptor
    - Select the sonographer you performed the exam with who will grade you.
    - **\*\*The sonographer must be credentialed in the same category for the exam you are submitting to be graded\*\***
  - From Pathology
    - Select with or without pathology
    - Enter any notes
  - From Time Spent
    - Select the time spent for the exam

- From Comments
  - Enter any notes about the exam here
  - Select “Next” to complete
- **CLOCKING IN AND OUT OF CLINICALS**
  - To Clock In
    - On the home page, under “Clock In” you will select your clinical site from the drop-down menu
    - Select “Clock In”
    - Wait for the 3 second delay - Now you are clocked in
  - To Clock Out
    - Select your clinical site from the drop-down menu
    - Select “Clock Out”
    - Wait for the 3 second delay - Now you are clocked in

#### eValue – Clinical Year Students Only

- This is a service that is utilized to track clinical experiences, logging time and exams, and assessing clinical performance competency of scanning. This is a mandatory application for the DMS program.
- eValue has a ‘Help’ feature built into their home screen, utilize this if you are having difficulties.
- **Clinical Year:**
  - Logging each examination that you participate in. This is an essential component of your clinical experience.
  - Submitting Level 1 and Level 2 Competency Forms
    - Identical to logging Checkoff Evaluations
    - Make certain to select the correct Comp Evaluation form, course, and clinical preceptor who is evaluating the exam.
    - You cannot log more than 7 days in the past, you must stay current.
  - Logging your time spent at the Clinical Site
    - You must ‘Clock In’ and ‘Out’ at the specific times of your clinical location.
    - Make certain to select your Supervisor (Clinical Coordinator), accurate course and clinical site.

#### CastleBranch

- This is a service that is utilized for tracking clinical health requirements. Students will be responsible for associated costs. We will go in detail about this when we do the first Clinical Orientation during the first spring semester.

#### Other Applications

- CamScanner: The *free version of this will be required* for taking pictures with your phone and uploading as documents. The app will format a picture to a PDF. It is found in your App store.
- Quizlet: The *free version of this will be required*. There may be assignments that you will make Quizlet’s and submit a link. Find it here [Quizlet](https://quizlet.com/).
- Kahoot: The *free version of this will be required*. We will utilize this throughout the program. Find it here [Kahoot.com](https://kahoot.com/).

#### Microsoft Suite

- As a USF student you have access to various computer software for free, including Microsoft suite. You can find information about this in My Cougar Connection or by accessing this link. [Installing Microsoft Office 365 on Your Personal Devices for Free \(sharepoint.com\)](https://sharepoint.com)

## USF Support

There are various opportunities for USF Academic Support. The biggest aspect of this is reaching out to someone when you need support. It is always good practice to reach out to your instructor if you are struggling in a specific class or in a certain topic.

Avenues of support:

- Your instructor or other program faculty.
- Each other! Utilize your classmates, they are going through the same thing that you are.
- USF provided Testing Services, Academic Support and Tutoring: various methods available and most easily found by going to My Cougar Connection -> Academics -> Academic Services.
- The USF library [Lee & Jim Vann Library - University of Saint Francis \(sf.edu\)](https://sf.edu). Our librarians are a great resource for you, you can access them directly from the website.

The University of Saint Francis strives to make all learning as accessible as possible. The DMS program strives for an accessible learning environment. If you anticipate or experience academic barriers due to your disability including – a learning disability, chronic or temporary medical conditions; or if there are aspects of the instruction or design of the course that result in barriers to your inclusion or to accurate assessment of achievement—such as inaccessible web content or other course accommodation concerns, please contact:

Fort Wayne Campus: Ms. Geneva Burgess, Coordinator of Accessibility Services in the Academic and Career Development Center, at [gburgess@sf.edu](mailto:gburgess@sf.edu) or 260-399-8112 x6075. The Center is in JP11 210 and can provide resources, services, and reasonable accommodations for students with documented disabilities.

Crown Point and Lafayette Campus: Mittie Allen-Thompson, Student Support Specialist, at [MDThompson@sf.edu](mailto:MDThompson@sf.edu) or 219-488-8888 x5418. Her office is on the Crown Point campus.

More information on how to receive services can be found on [accessibility.sf.edu](https://accessibility.sf.edu). If you plan on using your accommodations, please present the instructor with your Accommodations Letter from Student Accessibility Services so we can discuss the accommodations you may need in class.

## *Student Information*

### Advising

Students are each assigned an advisor by the DMS program. It is the responsibility of the student to know who their advisor is and communicate with them as necessary.

Per USF standards, students are required to meet with their advisor prior to registration every semester. Students should be aware to look for communications from their advisor regarding meeting signups and respond promptly.

Advisors are meant to be a resource for the student. Utilize your advisor if you are facing difficulties, need advice, or help to find available USF resources.

## Change of Name and Address

Students must report any name or address change to the DMS Program Director AND the USF Registrar's office. Submit a Form in Form Central to update information.

## Course and Program Evaluations

Students are given the opportunity to evaluate each course and faculty instructor at the end of every semester. All courses are anonymously evaluated as required by USF policy in the USF Faculty Handbook. Faculty cannot view the completed evaluation forms until final grades have been submitted to the Registrar.

Program evaluations may occur at midsemester. Please expect program evaluations after graduation.

Evaluations are vitally important to program performance and improvement. As well, evaluations are required by DMS programmatic accreditation and must meet response thresholds.

### We need your feedback! Constructive evaluation tips –

- Provide specific examples
  - o The presentation requiring APA format was difficult to do correctly when no resources were provided to students from the instructor. (Helpful!)
  - o The Quizlet assignments were a useful tool for me to learn medical terminology. (Helpful!)
  - o The course sucked. (Not helpful in making changes to improve the course!)
- Focus on the course content and your learning. Do not make comments on things that do not affect your education.
  - o The lab teacher is super cool. (Not helpful in determining if the instructor teaches well. Cool does not always equal good learning)
  - o The instructor always wears really cool shoes. (Not helpful for determining quality of the instructor or educating)
  - o The lab teacher can help me understand the textbook better by the short reviews at the beginning of each lab. (Helpful!)
- Be nice and remember...
  - o All faculty members are here because they want to be! Our intentions are always rooted in providing the best education to the students.
  - o Not all students learn the same. Sometimes an assignment that was really difficult for you, was very helpful for another. Courses are designed with purpose and utilize various technical aspects. You might not realize how one thing is building upon other concepts.
  - o Evolution is necessary! Instructors realize that sometimes things need to evolve to function better. Evolvement is rooted in student evaluations!

Course and faculty evaluations are reviewed by the Program Director. Copies of course/faculty evaluations are retained in the program files along with a Summary Report for the DMS Program.

## Social Media

Many students may already be a part of one of the many social networking sites available such as Facebook, Twitter, Instagram, etc. Social networking sites provide many positive opportunities for communication, connectivity, and the maintenance of healthy relationships. However, these sites can be problematic if

improperly used in connection with healthcare and healthcare education due to the sensitive personal data.

In keeping with the Health Insurance Portability and Accountability Act (HIPAA) students in the sonography program must always adhere to privacy regulations and therefore must not discuss any activities that they were involved in or occurred at any of the clinical sites on any social networking site. It is never permissible to post an ultrasound image, personal image, and/or personal information from the lab or clinical setting of another person on any social media site.

In addition, students shall refrain from making any personal, derogatory, defaming, threatening or profane comments against fellow students, staff, or faculty or any other behavior that would violate the Professional Code of Conduct on any social media site.

Students in violation of the social media policy are subject to immediate dismissal from the program and could possibly face civil and criminal penalties. Students should remember that at this time any posting cannot be fully erased, and inappropriate use of social networking sites can diminish your personal and professional reputation as well as the reputation of the USF and the DMS Program.

Maintain your own personal and professional integrity by refraining from any involvement correlating personal information from your educational and professional experiences on social media.

#### DMS Course Guidelines

The DMS courses are required to be taken in a specific sequence. It is not permissible to move into the next semester of the professional sequence until all the courses of the current semester have been passed in accordance with the academic standards. If one or more courses are not passed, the student will need to consider the option of recycling into the program the following year.

As previously stated, all DMS courses are required to have an 82% or higher according to the DMS program's grading scale. If less than the 82%, the student may not meet DMS progression standards and may require a recycle to the following year.

The DMS program has a policy of No Late Assignments accepted past their due date for points. However, all assignments must be completed and submitted before a student can be allowed to pass the course. It is encouraged that assignments are completed promptly but must be completed before the end of the semester. The DMS program must be able to confirm that students demonstrate knowledge of topics before they are allowed to progress in the program.

***ALL assignments must be submitted regardless of the score for the student to receive credit for the course, even if the due date has passed.***

#### DMS Lab Guidelines

The DMS program places students into assigned labs. Students are expected to be at their scheduled lab days and times.

Use: It is of the utmost importance that all equipment is handled with great care. Probes are not to be moved amongst machines; they are not meant for that. All probes must be carefully placed into a holding spot, they must never be laid down on a bed. Per Infection Control policies, all equipment will be cleaned

after each use and is the responsibility of the student scanning. Towels are to be placed into the laundry carts. Gel is to be returned to the warmers. ***Misuse of equipment can result in disciplinary action.***

Food and Drinks are allowed only at the student tables in the middle of the lab rooms. There is to be no food or drink around the machines or on the countertops of the SonoSim equipment.

ALARA will be followed as a guideline in the scan labs. As Low As Reasonably Achievable; meaning unnecessary scanning is not allowed.

Any incident in the lab MUST be reported immediately to the supervising faculty member, the faculty member must report this to the program director.

Equipment malfunctions or deteriorations must be reported to the supervising faculty member, who is then responsible for maintaining the equipment log found in each lab.

DMS Labs are monitored via cameras.

## Sonography and USF Program

### *Description of Profession*

“Sonography (ultrasound) is a non-invasive diagnostic medical imaging procedure that is used to visualize organs or systems in the body. It is commonly used to monitor fetal growth and understand the health of the heart, the abdomen, and the vascular and musculoskeletal systems. Sonography is one of the fastest-growing healthcare fields, with demand for skilled and certified professionals increasing every year.” – *American Registry of Diagnostic Medical Sonography, ARDMS.org*

“Diagnostic medical sonography is a multi-specialty profession comprised of abdominal sonography, breast sonography, cardiac sonography, musculoskeletal sonography, obstetrics and gynecology sonography, vascular sonography, and other emerging clinical areas. These diverse areas all use ultrasound as a primary technology in their daily work.

The diagnostic medical sonographer is an individual who provides patient care services using ultrasound and related diagnostic procedures. The diagnostic medical sonographer must be educationally prepared and clinically competent as a prerequisite to professional practice. Demonstration and maintenance of competency through certification by a nationally recognized sonography credentialing organization is the standard of practice in sonography, and maintenance of certification in all areas of practice is endorsed. The diagnostic medical sonographer functions as a delegated agent of the physician and does not practice independently. Diagnostic medical sonographers are committed to enhanced patient care and continuous quality improvement that increases knowledge and technical competence. Diagnostic medical sonographers use independent, professional, and ethical judgment, and critical thinking to safely perform diagnostic sonographic procedures.

The diagnostic medical sonographer generally performs the following:

- Obtains, reviews, and integrates pertinent patient history and supporting clinical data to facilitate optimum diagnostic results
- Performs appropriate procedures and records anatomic, pathologic, and/or physiologic data for interpretation by a physician



- Records, analyzes, and processes diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician
- Exercises discretion and judgment in the performance of sonographic and/or related diagnostic services
- Demonstrates appropriate communication skills with patients and colleagues
- Acts in a professional and ethical manner
- Facilitates communication and education to elicit patient cooperation and understanding of expectations and responds to questions regarding the sonographic examination.”

- *Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) and Commission on Accreditation of Allied Health Education Programs (CAAHEP); JRC-DMS.org, CAAHEP.org*

### ***Standards of Professional and Ethical Conduct***

The DMS program expects students to adhere to professional and ethical conduct that has been outlined by the professional organization, Society of Diagnostic Medical Sonographers, and the University's Franciscan values. The DMS program will hold students to a high level of professional and ethical conduct.

DMS students will:

1. Promote a High Level of Competent Practices
2. Promote Professional Integrity and Public Trust
3. Promote Patient Well Being
4. Promote the Sonography profession as a Professional career
5. Maintain Confidentiality and Adhere to National Regulations
6. Maintain a Positive, Mature, Adaptable, Responsible character
7. Possess Integrity, Respect, and a Service Minded Mentality

## **Society of Diagnostic Medical Sonography**

### **PREAMBLE**

The goal of this code of ethics is to promote excellence in patient care by fostering responsibility and accountability among diagnostic medical sonographers. In so doing, the integrity of the profession of diagnostic medical sonography will be maintained.

### **OBJECTIVES**

1. To create and encourage an environment where professional and ethical issues are discussed and addressed.
2. To help the individual diagnostic medical sonographer identify ethical issues.
3. To provide guidelines for individual diagnostic medical sonographers regarding ethical behavior.

### **PRINCIPLES**

Principle I: In order to promote patient well-being, the diagnostic medical sonographer shall:

- A. Provide information to the patient about the purpose of the sonography procedure and respond to the patient's questions and concerns.
- B. Respect the patient's autonomy and the right to refuse the procedure.
- C. Recognize the patient's individuality and provide care in a non-judgmental and non-discriminatory manner.
- D. Promote the privacy, dignity, and comfort of the patient by thoroughly explaining the examination, patient positioning and implementing proper draping techniques.

E. Maintain confidentiality of acquired patient information and follow national patient privacy regulations as required by the "Health Insurance Portability and Accountability Act of 1996 (HIPAA)."

F. Promote patient safety during the provision of sonography procedures and while the patient is in the care of the diagnostic medical sonographer.

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

A. Obtain appropriate diagnostic medical sonography education and clinical skills to ensure competence.

B. Achieve and maintain specialty specific sonography credentials. Sonography credentials must be awarded by a national sonography credentialing body that is accredited by a national organization which accredits credentialing bodies, i.e., the [National Commission for Certifying Agencies \(NCCA\)](#) or the [International Organization for Standardization \(ISO\)](#).

C. Uphold professional standards by adhering to defined technical protocols and diagnostic criteria established by peer review.

D. Acknowledge personal and legal limits, practice within the defined [scope of practice](#), and assume responsibility for his/her actions.

E. Maintain continued competence through lifelong learning, which includes continuing education, acquisition of specialty specific credentials and recertification.

F. Perform medically indicated ultrasound studies, ordered by a licensed physician or their designated health care provider.

G. Protect patients and/or study subjects by adhering to oversight and approval of investigational procedures, including documented informed consent.

H. Refrain from the use of any substances that may alter judgment or skill and thereby compromise patient care.

I. Be accountable and participate in regular assessment and review of equipment, procedures, protocols, and results. This can be accomplished through facility accreditation.

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

A. Be truthful and promote appropriate communications with patients and colleagues.

B. Respect the rights of patients, colleagues, and yourself.

C. Avoid conflicts of interest and situations that exploit others or misrepresent information.

D. Accurately represent his/her experience, education, and credentialing.

E. Promote equitable access to care.

F. Collaborate with professional colleagues to create an environment that promotes communication and respect.

G. Communicate and collaborate with others to promote ethical practice.

H. Engage in ethical billing practices.

I. Engage only in legal arrangements in the medical industry.

J. Report deviations from the Code of Ethics to institutional leadership for internal sanctions, local intervention and/or criminal prosecution. The Code of Ethics can serve as a valuable tool to develop local policies and procedures.

- [Code of Ethics for the Profession \(sdms.org\)](#)

### *Hybrid Learning Platform*

The USF Sonography program will be delivered in a hybrid manner, meaning portions are delivered online and portions are required to be in person.

Students will use Canvas Learning Management System (LMS) as the main method of content delivery. This is an online delivery system that is asynchronous, in general you do not have a required class meeting time. In some DMS courses you may be asked to attend virtual sessions.

Students will use in-person instruction as the main method of psychomotor learning. There are specific days and times that the students will be required to come to the USF campus and/or to a clinical affiliate location.

### *Student Learning Outcomes*

Abdominal Extended, Obstetrics/Gynecology and Vascular (Core Concentration) and the Cardiac Concentration are areas of instruction with specific learning domains: Cognitive, Psychomotor, and Affective.

First Student Learning Outcome (Cognitive): Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.

Second Student Learning Outcome (Psychomotor): Perform appropriate procedures and record anatomic, pathologic, and/or physiologic data for interpretation by a physician.

Third Student Learning Outcome (Affective): Exercise discretion and judgment in the performance of sonography diagnostic services.

Fourth Student Learning Outcome (Psychomotor): Demonstrate appropriate communication skills with patients and colleagues.

Fifth Student Learning Outcome (Affective): Act in a professional and ethical manner.

Sixth Student Learning Outcome (Cognitive): Provide patient education related to medical ultrasound and promote principles of good health.

### *Program Effectiveness Measures*

The USF DMS program strives for quality education and is assessed for this in a variety of ways. Maintaining CAAHEP accreditation is a pivotal aspect of ensuring program effectiveness. Additional methods include internal USF processes and DMS program specific processes. These four areas summarize program effectiveness.

1. Pass certification examinations for ARDMS (SPI/Concentration) and/or ARRT (S/VS).
2. Graduates employed or military enlistment within one year of graduation.
3. Graduates deem their education satisfactory (composite score of 3+).
4. Employers deem graduates as satisfactorily prepared for entry level sonography work (composite score of 3+).

# DMS Program Requirements

## *Admissions Requirements*

The Diagnostic Medical Sonography (DMS) Program has two classifications of students: PreDMS and DMS. Most often students are accepted into the program as a PreDMS classification. These are students who are working to fulfill the below specified DMS admissions criteria.

To be fully admitted to the Diagnostic Medical Sonography program, the applicant must:

1. Submit all previous academic transcripts of attempted coursework and upon review:
  - a. A minimum admissions GPA of 2.70 in high school or on a minimum of 12 college credits.
2. Meet one of the following criteria for admission:
  - a. Take the Ultrasound Student Assessment (USA) exam earning a score between 1-50. (A fee is assessed directly from Pegasus Lectures.)
  - b. SAT exam scores for admission are 1080 or higher.
  - c. ACT composite score of 19 or higher.
  - d. Attain a GPA of 3.2 or higher while taking a minimum of 12 semester hours of coursework at USF.
3. Meet one of the following:
  - a. Graduate from an accredited high school with a cumulative GPA of 2.7 or above. Students who did not graduate from high school must have completed the General Education Development (GED) tests, with a composite score of at least 2,500 and no sub score below 500.
  - b. Earn 12 or more credit hours, in related college subjects, with a cumulative GPA of 2.7 or above. At least three credits must be from a biological or physical science course with a lab component.
  - c. Possess an associate or higher-level degree from a regionally accredited institution with a cumulative GPA of 2.7 or higher.
4. Complete all prerequisite college courses with a grade of C or higher:
  - a. English Composition
  - b. Math: Quantitative Reasoning, Algebra and Trigonometry or higher-level course
  - c. Physics with a lab/Physical Survey with a lab
  - d. Anatomy and Physiology I with lab \*within 5 years
  - e. Anatomy and Physiology II with lab \*within 5 years
5. A scoring rubric is used for reviewing each application. A minimum of 5 points is necessary to move from the PreDMS to DMS classification.
  - a. 0 to 2 points are awarded in the following categories:
    - a. High School GPA: 0, 1, 2
    - b. Aptitude/Test Scores: 0, 1, 2
    - c. USF/Transfer College GPA: 0, 1, 2
    - d. College Degree: 0, 1, 2
    - e. Required General Education Course Completion Grade of 'A': 0,1,2
  - b. Additional options for 1 point each, include:
    - a. A score of 25.1 or greater on the Ultrasound Student Assessment (USA) exam
    - b. An active healthcare license, examples: Medical Assistant, CNA, EMT
    - c. Military Service

- d. GPA improvements of 0.5 or more from initial learning experiences to subsequent learning experiences.

### *Placements and Waitlist Overview*

There are no limitations on the number of PreDMS students overall. However, there is limited availability for the DMS Professional Course Sequence (clinical sequence).

### *DMS Cohort Placement*

- a. Students are placed into the next starting cohort or waitlist upon conversion to the DMS classification. The order of review is as follows:
  - a. Currently enrolled USF students have priority and can convert to the DMS classification and go into a cohort seat or on the waitlist at any time throughout the year (during progression, or with the submission of additional materials to convert outside of the normal progression timing).
    - i. At progression the order of review/placement is: Currently enrolled PreDMS students, Currently enrolled AAS Health Sciences Students/Internal Transfer Students, Direct Admits from throughout the semester.
- b. Each student will be emailed by the Program Director of their conversion from PreDMS. The email will include the link to the Concentration Declaration Microsoft Form.

### *DMS Waitlist for the Professional Sequence*

- a. Enrollment in the Diagnostic Medical Sonography Program Professional Sequence (DMS students) is limited, and a waitlist should be expected at this time. It is never guaranteed that an accepted PreDMS or DMS student will automatically have a place in the next Professional Sequence/Cohort.
- b. Students who are classified as DMS students are automatically placed into the next available cohort. If there are no seats available in the next start cohort, they will be put on a waitlist.
- c. Students are notified once a month of their waitlist placement.
- d. Students are required to maintain enrollment at USF by enrolling in at least one course each fall and spring semester and maintain academic standards.

If there are more students who are ready for the Professional sequence, then there are available spots, creating the waitlist, these factors are taken into consideration:

1. Date of Program Review/Acceptance as a PreDMS or DMS Student:
  - a. Students are grouped into Jan-April; May-Aug; Sept-Dec for evaluation purposes.
  - b. Internal Transfers and Direct Admit Students are only accepted into a cohort seat/waitlist placement at the end of each semester during progression reviews.
2. Evaluation of Student's Admissions Rubric

- a. Rubric points are given for High School and College GPA's, Standardized testing scores, Ultrasound Student Assessment (USA) score, proof of current medical field certification (i.e., CNA, EMT, MA, Pharm Tech, etc.), military history, GPA improvements, required general education final grades.
  - b. Grouped Students are ordered by Rubric Score
- 3. Overall GPA
  - a. Grouped Students, ordered by Rubric Score, are then ordered by GPA
  - b. If there is a tie at this level, priority is given to a student who is also enrolled in a bachelor's degree.

#### *Academic Review and Progression Requirements*

To be in good academic standing and achieve progression, students must maintain a GPA of 2.7 on a 4.0 scale, a grade of 82 percent (C+) or higher in all professional courses, a "C" or higher in general education courses and achieve all clinical competencies required in each semester or summer session to advance in the program.

The DMS Academic Review Committee will meet after each academic session (fall, spring, summer I, summer II) to review student files for two reasons.

- 1. Conversion from the PreDMS classification to the DMS classification through completion of all DMS specific admissions criteria.
- 2. Compliance with the academic standards criteria. Dismissal and/or terms of probation will be the decision of the Academic Progression Review Committee.
  - a. DMS and PreDMS students achieving below a 2.0 GPA will not be considered for probation and will be dismissed from the program.
  - b. Only one probationary period will be granted during the PreDMS classification and one in the DMS classification.
  - c. A clinical progression waiver will be permitted if a student is within 10% of their required competencies for that semester but will be placed on probation. Over 10% will result in a failure of progression and dismissal from the program. This waiver is permitted only once per student. This waiver is permitted once for each student in the clinical year. If a student is within 10% of their required competencies as designated in their final semester, an incomplete for the class may be necessary to finish remaining requirements.
  - d. Once in the professional course sequence, failure in any of these courses will result in automatic dismissal from the program.

#### *DMS Associate of Applied Science Degree Graduation Requirements*

73-74 credit hours are required for Degree completion. All students will complete the required credits indicated in the program's curriculum plan with a cumulative GPA of 2.7 on a 4.0 scale for eligibility to graduate with this degree. Completion of all required DMS Clinical Competencies, Course Learning Outcomes and Requirements must be met.

#### *Graduation Information*

- 1. Commencement for all Fort Wayne and Crown Point students is the first Saturday in May. All students are invited to walk at the graduation ceremony in Fort Wayne.

2. Students can access all graduation information at [commencement.sf.edu](http://commencement.sf.edu). USF Student announcements should also be monitored to ensure completion of all graduation requirements.
3. Students are required to take Graduation Pictures which occur during Finals Week of the Clinical Year Fall Semester. There is a small cost associated with this, as detailed in the costs chart.
4. Students must apply for graduation by the USF provided due date, typically by February of the Clinical Year Spring Semester. If you are also working on a bachelor's degree, a second application will need to be submitted.
5. Students must order their graduation attire (black gowns, 'Science' degree tassel) by the USF provided due date, typically by February of the Clinical Year Spring Semester.

### Exit Interview Process

Students are required to meet university and program expectations to be eligible for graduation.

DMS faculty will have advising sessions on all potentially graduating students in the fall semester of the graduating academic year.

1. Students will be notified of any requirements not met and how to meet them during their advising session.

A final student file audit will be completed by the Program Director during their graduation year and an exit interview will be conducted prior to graduation approval. Each student must complete an exit interview survey.

*Student post-graduation surveys will be sent out to each student as a requirement of accreditation. This is of the utmost importance to be completed.*

### USF Sonography Graduation Awards

#### **Lambda Nu National Honors Society for Radiologic and Imaging Sciences**

The DMS program falls under the Indiana Alpha Omega Chapter of Lambda Nu National Honors Society. Eligible graduating students are reviewed at the end of the final fall semester for consideration based on the following criteria. The membership cost is \$30 per student, which is paid for by the Program.

1. Cumulative 3.6 GPA
2. Membership in a professional organization (Passing the SPI Exam) by end of Fall semester
3. Minimum 4 hours service as a peer mentor or in the community

#### **DMS Franciscan Professionalism Award**

Awarded to one student from each site at graduation and selected by the faculty. The Diagnostic Medical Sonography Franciscan Professionalism award is recognition for a graduating student that has demonstrated significant commitment to the values of professionalism, compassion, and excellence. These values are central to the Sonography program, the Franciscan tradition and to the University of Saint Francis. This student has demonstrated unwavering dedication to their career in healthcare and consistently shows a commitment to providing exceptional patient care with empathy and kindness.

Recipients of this award have exemplified the highest standards of professionalism during their time in the Sonography program at USF. Through their actions, they have upheld the professional principles of the sonography profession while enacting the Franciscan values. They have shown a willingness to go above and beyond, ensuring that each patient receives not only the highest quality diagnostic imaging

services but also the comfort and support they deserve. They serve as a shining example of what it means to integrate excellence in sonography with a deep sense of compassion and humanity.

As they embark on their career, the recipient of the Franciscan Professionalism Award carries with them not only the knowledge and skills acquired during their studies but also a profound understanding of the importance of serving others with dignity and respect. They are poised to make a meaningful difference in the lives of their patients, to uphold the highest ideals of the sonography profession, and to serve healthcare communities aligning to the values of Saint Francis.

With this award you will also receive a pin. This pin is called the Tau Cross, known for its T-like shape, it is a symbol of the Franciscan order and signifies both the cross of crucifixion and the transformation that comes from penance and renewal—tenets deeply held by Saint Francis and his followers.

### **Professional Sequence Perfect Attendance**

Any student can earn this award by completing perfect attendance throughout the lab and clinical years, including all lab classes, clinical assignments, and other required campus days.

### **Clinical Year Most Logged Exams**

One student from each site earns this award by documenting their clinical experiences through their logged exams.

## **DMS Program Policies**

### *Class Cancellation/Emergency Weather Information*

Cancellations are specific to your campus.

Faculty and students should be prepared for inclement weather. USF will utilize their campus wide alert system for notifications of closures. ***You must keep your information up to date with the registrar's office for this system to be used successfully.*** Notifications will also be on local radio/TV stations.

Inclement weather, travel to the campus or to clinical sites is at the discretion of the individual student and/or faculty, based on their assessment for personal safety. USF and/or Faculty cancellations will be excused, and students will not be penalized in their attendance grades.

Due dates for online course work will not be changed/extended unless there are extenuating circumstances deemed so by the course instructor and/or program director.

### *Communicating with Faculty and Students*

Communication is required for success in the DMS program. Students and instructors will utilize several methods of communication. All communication is expected to always be professional.

1. Sonography Cohort Canvas Course
  - a. This is our main source of communication regarding the program overall. Here you will find information that pertains to the program overall and tasks that must be completed. The month prior to your Cohort starting, you will be added to this Canvas Course by the program. *You will not find specific information regarding your courses here.*
2. DMS Canvas Courses



- a. This is our main source of communication regarding specific courses. It is best practice to identify the course instructor's primary means of communication from their introductory page.
3. Microsoft Bookings and Teams
  - a. This is our main source of meeting with a student or faculty member. This can be utilized at any time to meet with a faculty member and/or the program director. Meetings can be scheduled for in-person or virtual.
4. DMS Lab Communication Boards
  - a. This is a source of communication regarding activities for each campus. Check it out each time you are in lab.
5. Office Hours and Email
  - a. All faculty hold Office Hours, see their course information for specific details.
  - b. All faculty have a USF email that can be found in the handbook and in each course syllabus. Email is an extremely effective and convenient way of communicating with faculty.
6. Clinical Coordinator Text Messages
  - a. Students will be provided with faculty phone numbers to be utilized only as required for the clinical sequence.

***\*Students facing emergent situations or mental health crisis are always urged to contact a DMS faculty member, advisor, or the program director by any means.***

### ***Attendance***

To meet the educational objectives and accomplish the goals of the DMS program, regular and prompt attendance is necessary. This pertains to lab and clinical settings. Students who have stopped attending, without officially withdrawing, will receive an 'F' for the course. Attendance policies are as follows:

### **Lab**

1. Students may have 2 absences that they can use at their discretion for each lab course, per semester, without repercussion.
2. Missed Lab activities, assignments, checkoffs, etc. are mandatory makeup work.
3. If additional labs are missed and unexcused there will be an overall 1% course grade reduction for each occurrence. The student is required to meet with their instructor to determine the cause of absences; as indicated: a meeting with the program director to determine best course of action for the student and program enrollment consequences.
4. Arriving late to lab or leaving early are both considered tardiness. Recurrent tardiness will result in an overall course grade reduction of .5%. Recurrent is considered more than 3 times. Tardy is considered more than 10 minutes.
5. At the end of the semester unused excused absences will be applied as 10 bonus points to the lab content portion of the final grade.
6. **Student responsibilities:** Alerting the lab instructor of an absence and scheduling the required makeup work with the instructor.

If the student is to meet the clinical challenges and accomplish the objectives of the labs, clinical courses, and program, regular and prompt attendance is necessary.

## Clinicals

### 1. Requirements

- a. Students must complete a **minimum** of 1,200 logged clinical hours to meet program requirements.
- b. Clinical attendance extends through the end of each semester, regardless of when clinical hour minimums are met.
- c. The Clinical Coordinator reserves the right to remove a student from clinical placement if their health, behavior, or conduct poses a risk to themselves or others.
- d. Students may request a leave of absence for valid reasons such as injury, illness, family emergency, military service, or pregnancy per program policy.

### 2. Reporting Clinical Absences

- a. Students must notify both the clinical coordinator and the clinical site prior to the start of the scheduled shift if they will be absent.
- b. Students will refer to their specific clinical course syllabus for additional instructions.

### 3. Authorized Absences

Students are allowed the following **authorized absences** without penalty:

- a. General Authorized Absences
  - I. Up to 2 days per semester (Summer I and II combined, Fall, Spring) with documentation encouraged but not required.
- b. Bereavement
  - I. 1 additional absence per incident for the loss of immediate family members defined as: parents, siblings, grandparents, nieces/nephews, aunts/uncles, first cousins which includes step-relatives and in-laws. Documentation required.
- c. Mission Leave
  - I. 1 authorized day per clinical year for pre-approved mission or service activity with documentation.
    - i. Minimum of 3 hours of service required for half day of clinical absence
    - ii. Minimum of 6 hours of service required for full day of clinical absence
- d. Board Examination Absence
  - I. One day of clinical absence is allowed for each first-time ARDMS exam attempt with documentation.
- e. Jury Duty
  - I. Students summoned for jury duty will receive authorized absences.
  - II. Students must provide a copy of the jury summons and notify the Clinical Coordinator as early as possible.
  - III. Clinical make-up day(s) may be required.
- f. Weather-Related Absence

- I. If inclement weather creates unsafe travel conditions, students should use sound judgement for their safety.
  - II. If the student chooses to call off for the day due to road conditions, they must notify the Clinical Coordinator and clinical site immediately.
  - III. Documentation (local school closures or county weather emergency) will be required and submitted to Canvas.
  - IV. Clinical make-up day(s) will be required, if beyond the two authorized absences.
- g. Military Service
- I. Students required to report for active duty or reserve training will receive authorized absences or an approved leave of absence.
  - II. Advance notice and official documentation are required.
  - III. Plan for return will be established with the Clinical Coordinator and/or Program Director.

Excessive use of authorized absences may prompt a review with the Clinical coordinator to assess the student's ability to meet clinical objectives.

#### **4. Consequential Absences**

Absences beyond the authorized limits are considered consequential and will require:

- Supporting documentation
  - Make-up clinical days
  - Counseling with the Clinical Coordinator and/or Program Director
- a. After 2 authorized absences from the authorized category, a written notification will be sent via Canvas which the student must acknowledge by the set deadline.
  - b. After a 3<sup>rd</sup> absence from the authorized category, the student must meet with the Clinical Coordinator within one week. Make-up expectations will be discussed, and time must be made up at the end of the semester on a day designated by the Clinical Coordinator.
  - c. Four or more consequential absences will initiate a student Performance Improvement Plan (PIP). Failure to improve within the outline of the PIP could result in program dismissal.
  - d. Absences due to illness lasting 3 or more consecutive days will require a medical provider's clearance before returning to the clinical setting.

#### **5. Tardiness, Early Departure, and Meal Breaks**

Students are expected to report on time for all scheduled clinical experiences.

- a. Tardiness
  - I. Tardy is considered any time after the designated start time.
  - II. Must be reported with a call/text/email to the Clinical Coordinator.
  - III. Must be reported to the clinical site if tardiness is to exceed 15 minutes.
  - IV. Tardiness exceeding 60 minutes will be considered a full-day absence.
  - V. Tardiness under 60 minutes may be made up at the end of the clinical shift.

- b. Early Departure
  - I. Leaving early is not permitted and will be counted as a full-day absence.
  - II. Students must arrange personal obligations around the clinical schedule.
- c. Meal Breaks
  - I. Students are not permitted to leave their clinical site during their break time and will remain clocked in.
  - II. 8 Hour Shift
    - i. Students are allowed one 30-minute break during their clinical day.
  - III. 12 Hour Shift
    - i. Students are allowed one 30-minute break for lunch and a shorter 15-minute break if needed.

## **6. Absence Notification and Escalation**

- a. Documentation and Communication:
  - I. Written notices are sent in Canvas after second, third, and fourth absences notifying the student of the expectation and next steps.
- b. Escalation:
  - I. After 3 absences, the impact will be reflected in the student's final grade.
  - II. After 4 absences, the impact will be reflected in the student's final grade and implementation of a PIP will result.

Unless sufficient improvement occurs as evaluated by the Clinical Coordinator and outlined in the expectations of the PIP, the student will receive a failing grade for the course initiating removal from the program by the Program Director.

## **Student Athletes**

Athletes are not to miss class for practice in any sport, per USF policy. If a sporting event results in missed class, it is the responsibility of the student to arrange makeup time/work before the absence occurs. Students must provide a schedule for their course instructor documenting expected absences, at the beginning of the semester. The Clinical Coordinator will meet with students to approve clinical adjustments.

### *Leave of Absence*

A leave of absence is defined as missing a significant amount of schoolwork, labs, or clinicals that would detrimentally affect the overall course outcome and asking for a reprieve without detriment. Each request is considered on an individual basis. Each request for a leave of absence must be submitted in writing to the Program Director. A leave of absence is not guaranteed due to the limitations of class capacities and the sequential nature of the sonography program.

## **PROCEDURE**

1. Each request needs to be submitted to the Program Director in writing and must include:
  - a. Any requested terms of the leave of absence.
  - b. Provide documentation justifying the requested leave of absence.

- c. Indicate the length of the requested leave of absence.
2. Each request will be discussed at the earliest availability by the program faculty to ensure that there is sufficient ability to complete all course and program requirements. Considerations will be given to previous coursework which was successfully completed.
3. The student will be notified by writing of guidelines for an approved leave of absence. Including any requirements for completion of tasks that are missed during the leave of absence.
4. If the program deems a leave of absence will not allow for the student to meet all course and program requirements, a leave of absence may be denied in favor of recycling.

#### ***Program and Academic Probation***

Academic probation is applicable for all PreDMS and DMS classified students. Academic standards are detailed in its own prior section. Probationary periods are one academic session (Fall, Spring, Summer 1, Summer 2). Students are notified of Academic probation after the DMS Academic Review Committee has met to evaluate each student's required academic progression.

Students are allowed only 1 academic probationary period for each classification. After the probationary period, students are notified of being removed from academic probation (achieving progression standards) or being dismissed (failure to achieve progression standards).

Probation is recorded and tracked for each student.

#### **DMS Cohort probations occur with failure to meet academic, behavioral, or competency expectations.**

1. DMS Lab Year Probation:
  - Allowed one probationary period. This occurs with progression failure of overall GPA of less than 2.7 occurring but must meet all DMS course 82% requirement.
  - Failure of a PIP can lead to a probationary period.
2. DMS Clinical Year Probation:
  - Failure to complete semester required clinical competencies results in one probationary period and counseling with clinical coordinator.
  - Students who are within 10% of their semester required competencies will be placed on probation. If 10% is exceeded, dismissal will occur in place of probation.
  - A second failure to progress for not meeting the required competencies, students are dismissed from the program and must start the program from the beginning of the lab year sequence.

#### **DMS Cohort students may be given a Performance Improvement Plan (PIP) at any time.**

A Performance Improvement Plan will be designated by a faculty member in conjunction with the program director. Detailed explanations regarding specific academic/behavior infractions will be provided. Expected benchmarks, tasks, and expectations to complete a PIP will be thoroughly written and signed by faculty and students. If a PIP is designated mid-semester, and not fulfilled, students will be placed on Programmatic Probation.

All cohort students on a probationary status will have a PIP.

### *Program Withdraw*

A student wishing to withdraw from the University and/or program must follow all University policies and procedures.

The USF Undergraduate Catalog illustrates the process for course, program, and university withdrawals, as well as housing policies on refunds, timetables, and appeals processes. Failure to attend class does not constitute a withdrawal. The student may be asked to complete an exit interview prior to departure.

If the student wants to withdraw from the program, they should be in contact with the USF faculty appropriate to their current timeline of being an USF student; appropriate contacts may include: Admissions Counselor, Program Advisor, and/or the Program Director. With any withdrawal, students should consult: Office of Financial Aid, Business Office, and/or the Registrar's Office. All property of the University and/or the program must be returned. All financial obligations must be met.

### *Program Dismissal*

Sonography students in either classification can and will be placed on a probationary period for one semester (described above) or immediately dismissed from the program for a variety of academic and/or behavioral actions or insubordinations. Determination of probation versus dismissal results from severity of the infraction as determined by program director/COHS Dean, and results of performance improvement plans (PIP).

#### **Academic Dismissals include:**

- a. Failure to meet the academic standards and progression requirements of the program.
- b. Inability to meet the required technical standards.
- c. Cheating or any type of dishonesty.
- d. Failure to demonstrate progress in the attainment of clinical competencies.
- e. Other scenarios as deemed fit by the DMS Program Director and Dean of the School of Health Sciences

#### **Behavioral Dismissals include:**

- a. Conduct and behavior which is detrimental to self and others. This includes excessive absenteeism and tardiness.
- b. Unsafe clinical practice.
- c. Denial of a clinical site to offer experiences due to conviction of a felony or misdemeanor found in the criminal background check.
- d. Insubordination to faculty or staff of our clinical affiliates.
- e. Other scenarios as deemed fit by the DMS Program Director and Dean of the School of Health Sciences.

**Immediate dismissals may occur for very serious incidents which demonstrate unethical/unprofessional behavior as outlined by the university, program and profession including but not limited to:**

- a. Gross insubordination
- b. Causing threat to self or others
- c. Disclosure of confidential information
- d. Falsifying student or hospital records
- e. Academic dishonesty
- f. Theft of property
- g. Intoxication of being under the influence of drugs or alcohol during clinical or class hours
- h. Possession of a dangerous weapon

The faculty reserves the right to request the withdrawal from the program of any student whose integrity, health or conduct conflicts with the ethical standards of the profession of Diagnostic Medical Sonography. Students have the right to due process as outlined in the Appeals Procedures of the University of Saint Francis.

### **Process of Program Dismissals**

The Academic Review Committee will meet after every term for evaluation of programmatic progression.

Non-Academic dismissals will follow the non-academic disciplinary written policy before termination takes place. A grade of "F" will be reported for the course in which the termination occurred.

Dismissal Letters will be sent electronically.

### ***Program Recycling and Readmission***

#### **Not Eligible for Recycling or Readmission**

Serious Infractions of the Behavior and Conduct Program Expectations are not eligible for Readmission into the DMS program. A recycled student is no longer eligible for a Professional Sequence probationary period; any infractions will lead to a dismissal.

#### **Eligible for Recycling/Readmission**

1. DMS Lab Year Probation:
  - Allowed one probationary period. Occurs with progression failure of overall GPA of less than 2.7 occurring but must meet all DMS course 82% requirement OR due to a Performance Improvement Plan.
2. DMS Lab Year Recycling:
  - Occurs with progression failure of not meeting the DMS course 82% requirement
  - Students must declare their intent to recycle to the Program Director within 2 weeks.
  - Students are required to restart the DMS Professional Sequence of Courses.
3. DMS Clinical Year:
  - Failure to complete semester required clinical competencies results in one probationary period and counseling with clinical coordinator.
    - i. A second failure to progress for not meeting the required competencies, students are dismissed from the program and must start the program from the beginning of the lab year sequence.
    - ii. In the final semester, failure to meet all clinical competency requirements will result in a delay of graduation and continuation of clinical experience for a short period until all requirements meet.
  - Failure to earn a 2.7+ GPA results in one probationary period
    - i. A Second failure to maintain 2.7 GPA results in dismissal and must start the program from the beginning of the lab year sequence.
  - Failure to get the required 82% or 'P' grade in DMS courses results in dismissal from the program.
    - i. Students are eligible to reapply to the program one time and can reapply at any time after the dismissal.

- ii. During the DMS Program Admissions Review, students will be asked to submit an essay, with the following prompt:
  - iii. What have you learned from your prior experience in the USF DMS program that will allow you to be successful in your potential readmission? Please be specific and set a minimum of 3 specific goals for yourself that will detail how you will be successful.
- 4. Personal/Voluntary Readmissions are possible for the next open availability in courses/cohorts/waitlist.

### **Procedure**

Academic and Personal/Voluntary Readmissions must go through the same admissions process as other candidates.

1. Academic Readmissions are a possibility but are not guaranteed, depending on available seats in the professional sequence.
2. Academic Dismissals and Personal/Voluntary Readmissions
  - a. Must wait a minimum of one semester before reapplying to the program.
  - b. Must go through the same admissions process as other candidates, including concentration selection.
  - c. Admission subject to cohort/clinical placements availability.
  - d. The Admissions Committee will evaluate the entire academic record, prior clinical assessments, and evaluate for
    - i. Improvements in Study Skills, Academic Competence, Continuous Enrollment, more than minimal Admissions/Progression GPA
    - ii. Students may be asked for an interview
  - e. The following successfully completed DMS Courses will be accepted towards graduation requirements if completed at USF in the last 3 years:
    - i. DMS 125
    - ii. DMS 260
    - iii. DMS 164/DMS 170 \*Only if the SPI exam was passed
  - f. The Professional Sequence Procedures courses must be retaken even if successfully passed for all readmitted students.

### ***Non-Academic Disciplinary Process and Dismissal***

#### **Oral Warning**

1. Occurs for a minor infraction of non-academic policies and procedures
  - a. Program faculty will meet with the student and remind them of the correct behavior and answer questions which the student may have about the incident.
2. A warning of future grade reductions for repeated incidents will be given and this counseling will be documented in the student's permanent file.

#### **Written Warning**

1. Occurs for:



- a. A second minor infraction of non-academic policies and procedures.
  - b. A serious infraction of non-academic policies and procedures.
2. Documentation of the event will be made, and the student will officially be notified of corrective measures needed. This step can, if deemed necessary, include an automatic grade reduction.
3. Written warnings can occur in didactic, as well as clinical courses.
4. A PIP will be implemented.

### **Removal from Clinical Education**

1. Occurs under certain circumstances for a first-time serious infraction of the program's non-academic policies and procedures.
2. Occurs with repetition of an infraction of a policy for which a student has received a written warning.
3. A written report outlining the reason for removal will be completed by the faculty member.
4. A meeting will be held with the student; prior to the Faculty Council taking disciplinary action.
5. Disciplinary action can result in the student receiving an "F" for the course.

### ***Student Records***

#### **DMS Department Records**

The Diagnostic Medical Sonography department maintains student records electronically and are kept confidential and secure. The student file includes directory information, admissions records, programmatic letters, advising materials, grade reports, clinical requirement records, clinical competency records, signed documents, and anecdotal records. All files are maintained for a minimum of 5 years.

Student records are only available to the student and can be accessed with a minimum of 48 hours' notice to a faculty member and when a DMS faculty member is present for interpretation of the file.

The student cannot access portions of their file that contain information about other students, references, recommendations, or similar documents that may carry a voluntary waiver relinquishing the student's right to review this specific material and/or records excluded by the FERPA policy, which would be part of the non-educational record.

The University may disclose limited directory information to potential employers, most commonly including name, address, telephone number, and date of graduation. Students can provide a written request to stop this information to the program director if they so desire.

Student information will be released to USF personnel with a legitimate purpose, accreditation organizations, clinical affiliates for transfer of health records, software and other officials approved by the University of Saint Francis.

Students may provide written requests to share their record with another party.

#### **University of Saint Francis Records**

Records not specific to the DMS department are maintained by the University of Saint Francis as outlined in the FERPA policy. Official transcripts will be released through the Registrar's office after the student has completed a transcript release form.

# Student and Clinical Policies

## *Student Policies*

### **Student Pregnancy Policy**

Pregnant students have specific considerations when they are a college student, but additionally being a student in a sonography program requires set guidelines. It is not mandatory for a student to declare pregnancy to the DMS program. If the pregnant student decides to declare/undeclare pregnancy, it must be done in writing to the Program Director.

The form can be found here: [Voluntary Declaration Form](#)

1. Specific circumstances may require written permission by the student's physician to halt or proceed with the program. This is left to the discretion of the Program Director and Clinical Coordinator.
2. The pregnant student is required to have formal medical examinations and written permission from their physician (same as any other volunteer) before being scanned in a voluntary manner.

Students who do not disclose a pregnancy are assuming all risks associated with continuing in the DMS program and progress through the DMS program will not be modified.

The Program faculty will provide timely counseling to the declared student, including:

1. ALARA principles
2. Self-scanning/Unapproved Scanning guidelines
3. A student's options for program completion

### **Program Completion Options**

1. Complete the program with little to no interruption for both clinical and didactic requirements.
2. Take a leave of absence for one year. A clinical spot will be reserved for the student for the following year. Requirements for maintaining skills/knowledge during this leave of absence may be required, depending on the timing of the leave.
3. Take a leave of absence for more than one year. The student will be required to reapply to the program. All pre-requisites and co-requisite requirements of the program curriculum must be met. Consideration will be given to previous coursework successfully completed.
4. The student may request from the Program Director an individualized program to complete the Program's clinical and didactic requirements during the pregnancy with limited accommodation.
  - a. The student will be allowed 2 weeks away from the program. We will work together to determine appropriate activities which could be completed early or plan for catch up on return.
  - b. If a student is unable to return or maintain adequate progress in the course, the student may be recommended to take extended leave of absence and return the following year.

***Self-Scanning or scanning by other students or faculty is strictly forbidden in the lab or clinical setting without the proper signed pregnant student scan model form and physician waiver.***

### Student Injury Policy (Blood Borne Pathogen Exposure)

If a student is injured there is a specific policy regarding the incident occurring on or off campus. All documentation will become a part of the student's permanent record. *All costs are the responsibility of the student whether the injury occurs on campus, off campus, or during clinical experiences.* Students and/or faculty should refer to the COHS policy for guidance.

#### On Campus

The student will notify any DMS faculty member or Program Director, and they will follow this procedure:

1. Faculty reports to the Safety and Security Department.
2. Student and Faculty complete an USF Incident Report Form, immediately.
3. Form will be sent to the Security Director and the DMS Program Director.
4. Student will be directed to the appropriate outpatient care or 911 will be called if necessary.

#### Off Campus

The student will notify the USF Clinical Instructor immediately. The site clinical preceptor and/or manager should also be notified. Students must follow all policies and procedures of the Clinical Site or other location they are at. Utilize emergency services if necessary.

1. The Clinical Instructor will communicate with the Clinical site to ensure all appropriate reporting is completed at the Clinical site.
2. The Clinical Instructor will complete the USF Report of Student Injury form immediately and forward a copy to the DMS Program Director.

### Student Needle Stick/Blood or Body fluid exposure (Blood Borne Pathogen Exposure)

Immediately wash the area of injury with soap and water, flush splashes to nose, mouth or skin with water or irrigate eyes with clean water, saline, or sterile irrigant per the Center for Disease Control and Prevention.

1. Follow all procedures and policies of the facility of occurrence.
2. Report for treatment within one hour (minimally within 24 hours) of exposure and notify faculty or program director within 24 hours.
3. Student should go to the nearest emergency department or urgent care clinic for treatment.
4. Student should receive counseling about transmission of HBV, HCV, and HIV and post-exposure prophylaxis (PEP).
5. The student is responsible for obtaining initial screening and any follow-up screening appointments.
6. *All costs associated with the screening and treatment are the responsibility of the student.*
7. Faculty member and student complete the appropriate report for the clinical affiliate and the COHS *Report of Student Injury*. A copy of the form will be retained.

Non-contaminated needle sticks are treated at the clinical affiliate as needed.

### Student Representatives

At a maximum, a student representative will be selected for each lab class, at each site. Information regarding representatives is delivered during cohort orientation. Student representatives can be self-

nominated, or faculty nominated (with a majority vote) and will be in place by mid semester of the first fall semester (lab year) of the professional sequence.

### **Student Representative Qualifications**

Student representatives are expected to possess specific characteristics, such as

1. Objectivity – be able to view situations from various viewpoints, to aid in optimal solutions.
2. Empathetic, Franciscan focused, tactful, diplomatic, sincere, dependable, responsible, honest, and concerns for best interest of the students, faculty, the DMS program, and the University of Saint Francis.
3. Strong leadership qualities.

### **Student Representative Responsibilities**

1. Act as a liaison between program administration/faculty and members of their respective campus cohort.
2. Act as a representative of the cohort presenting problems and concerns.
3. Organize projects or activities regarding the campus cohort.
4. Be involved in appropriate decisions of the faculty.
5. Attend faculty or program meetings by invitation or request.
6. Attend minimum of one DMS Advisory Council Meeting a year.

### **Student Dress Code Policy**

As a professional, the appearance of any sonography student should be maintained whether online, on campus or in the clinical setting.

Each person perceives their appearance differently; however, the ultimate decision as to the appropriateness of the student's professional image will be determined by the DMS Program faculty.

USF uniform attire is not to be worn at outside places of employment.

Online courses require complete dressed attire for any time spent live or recorded.

### **Lab and clinic dress attire is the same, as follows:**

1. Scrubs:
  - a. Must be always worn for any time spent on campus or in the clinical setting.
  - b. Must be all black in color.
  - c. Any brand is allowed and can be purchased anywhere.
  - d. Not Allowed: any part with mesh material
2. DMS Sonography Jacket:
  - a. First Jacket is provided to students who are enrolled in the Slingshot platform for textbooks

- b. Additional jackets can be purchased through the USF Campus Shoppe, must have University Seal and name of program on it.
  - c. Students can purchase an additional warm-up jacket through the Clinical Coordinator that is approved for wearing in the clinical setting.
- 3. Shoes:
  - a. \*Variation in lab to clinic for shoes is allowed.
    - a.) Lab: Any sneaker can be worn
    - b.) Clinic: Mostly all black or white shoes must be worn, minimal amounts of gray/white/black allowed, but no other colors
  - b. Must be closed toe and closed heel for both settings
- 4. Other:
  - a. A short or long sleeve t-shirt can be worn under the scrubs.
    - a.) Must be black or white
    - b.) No graphics can be visible
  - b. Student ID Badge is to be always worn in the clinical setting.
  - c. Jewelry
    - a.) No costume jewelry allowed
    - b.) Only conservative wrist watches and/or a minimum number of rings allowed
    - c.) Only non-dangle, post stud earrings in gold or silver are allowed
    - d.) Gauge earrings must be skin colored and filled ***in the clinical setting only***
    - e.) Facial piercings must be removed, clear/neutral placeholders allowable ***in the clinical setting only***
  - d. Personal Hygiene/Appearance
    - a.) Must be professional and immaculate
    - b.) Cosmetics are to be daytime appropriate
    - c.) Clean fingernails at a moderate length
      - 1. No artificial nail strengtheners, such as, tips, acrylic, gel, shellac, etc.
      - 2. Clear polish only, no colors ***in the clinical setting only***
    - d.) Hair securely pinned back, off shoulders
      - 1. Headbands permitted if thin and are white/black in color only; no scarves, wide ribbons, sparkles are allowed
    - e.) Facial Hair kept neatly trimmed
    - f.) No chewing gum
    - g.) No perfume, cologne, or highly fragranced lotion allowed
    - h.) Un-natural hair color is not allowed (pink/purple/blue/green)
    - i.) Visible tattoos may be required to be covered ***in the clinical setting only***

### **Failure to comply**

If students do not come to the lab in the appropriate scrub attire and appearance, it can result in a grade reduction. Students will be given a written warning first.

Any student reporting to the clinical affiliate not dressed according to the policy will be asked to leave, an unexcused absence will be recorded, and a grade reduction will occur.

## Open Labs and After-Hours Access

Students are not permitted to access a DMS lab after standard lab and open lab hours, unless arranged with the course instructor or program director. This is to ensure the safety of students, scan models, and the equipment.

### Open Labs

Each Campus will offer open lab time. This is access to the sonography lab outside of your scheduled labs. These are available for you to spend time practicing with the equipment or using the SonoSim. **\*You will log your time spent in open labs using eValue.**

1. DMS Open Labs are recorded to ensure proper use and safety.
2. Abuse of open lab time includes, but is not limited to
  - a. Inappropriate Scanning, scanning on people with no Volunteer Consent on file
  - b. Damaging or breaking equipment: purposefully, through acts of carelessness, or intentional misuse.
  - c. Utilizing the Lab for anything other than sonography studying and scanning practicing.
3. The DMS program will issue consequences of lab misconduct and misuse on a case-by-case basis.
  - a. Consequences can result in loss of additional open lab access beyond the standard available, assignment reduction, and/or removal from the program.

### Student Scan Model Policy in Lab

Sonography's relatively safe bioeffects allow for volunteers to be utilized in the lab setting. This policy encompasses all DMS students, as well as other programs who will be involving sonography into their curriculums, faculty, and staff.

DMS students are not required to be a student scan model. There is no impact on the student's course grades and/or evaluations if they consent or decline being a scan model volunteer. All students are required to sign the DMS Volunteer consent form indicating their participation or declination. Additionally, students sign the COHS Acknowledgment form that includes Educational Participation consent.

If a student who is pregnant would like to be a volunteer scan model, they must sign an additional Obstetrics Release form. All aspects of this form must be completed, including having a completed diagnostic sonogram and the student's attending physician must sign off on the student being a scan model.

All forms will be kept in the student record for a minimum of 5 years.

All consents are enacted until a student graduates, or withdraws their consent, which can be done at any time.

DMS faculty retain the right to withdraw an individual from being a volunteer.

### Incidental Findings Policy

The USF sonography lab does not function as a diagnostic imaging center. Meaning, the scanning that is performed is for educational purposes only. There are no physicians reading or diagnosing the images taken. Images taken are not stored as part of a medical record.

Since this educational process allows scan models in the sonography lab, there is a possibility of an incidental finding. An incidental finding is defined as an unexpected and/or unknown sonographic finding. It can be a normal variant or a pathological and clinically significant finding.

Volunteer scan models assume the risk of an incidental finding. The University of Saint Francis, College of Health Sciences, Diagnostic Medical Sonography Program, nor any advisors, instructors, or faculty associated can be held liable for reporting or not reporting an incidental finding.

USF Sonography will not provide any type of imaging for the scan model, their physician, or any other requesting person. There will not be medical records kept of any kind. The sonography department reserves the right to retain images for educational purposes only.

There is no liability on the scan model, student, faculty, program director, medical advisor, or the program for relaying information to any medical professional.

#### **Student Procedure:**

If a student is scanning and suspects an incidental finding, they will privately take the concern to the lab instructor.

#### **Faculty procedure:**

If a student brings an incidental finding concern to a faculty member, they will evaluate the students' finding themselves.

The faculty member will privately discuss the concern for the incidental finding with the scan model. Follow up or lack of follow up is the sole responsibility of the scan model.

The faculty member must notify the Program Director of any Incidental Findings.

***The Scan Model assumes full responsibility for determining a course of action in the event of an incidental finding, following up on an incidental finding and all costs associated with an incidental finding.***

#### ***Clinical Policies***

This is an overview of important information and policies pertaining to the clinical setting. Further detailed policies and information will be provided to each student during the clinical orientation process.

#### **Clinical and Observation Sites**

The following is a list of clinical affiliates that students may be required to go to for clinical experiences. We are continually communicating with clinical partners; therefore, this is not an inclusive or exhaustive listing.

#### **Fort Wayne Campus Students, Core and Cardiac Options:**

- Adams Memorial Hospital
- Bluffton Regional Medical Center
- Dupont Hospital
- Fertility and Midwifery Care Center

- Indiana University Medical Center – Fort Wayne
- Kosciusko Community Hospital
- Lutheran Hospital
- Lutheran Downtown Hospital
- Parkview Regional Medical Center
- Parkview Randallia
- Parkview Huntington
- Parkview Noble
- Parkview Whitley
- Parkview Dekalb
- The Imaging Center
- Women’s Health Advantage
- Veteran’s Affairs (VA) Hospital Fort Wayne

#### **Crown Point Campus Students**

- Franciscan Health Crown Point
- Franciscan Point
- Franciscan Health Michigan City
- Franciscan Health Dyer
- Franciscan Health Munster
- CHS St. Catherine’s
- CHS Stroke and Rehab Hospital
- CHS Non-Invasive Cardiology

#### **Lafayette Campus Students**

- Franciscan Health Lafayette West
- Franciscan Health Lafayette East
- Franciscan Crawfordsville
- IU Health Arnett

#### **Clinical Schedules**

The standard student clinical site assignment will include three sites. A standard clinical experience will last for the entirety of the summer, fall, or spring semester.

The DMS Clinical Coordinator will assign students to clinical affiliates based on the requirements needed to fulfill programmatic expectations and student progression, such as number and types of exams and/or patient population. We will not accept requests for clinical placements.

Exceptions to the three-site standard may be implemented to ensure students are meeting all requirements and/or to allow for additional experiences if all requirements are met. This will be at the discretion of the clinical coordinator.



Clinical schedules will be provided to each student when the schedules are finalized and confirmed. It is the intention of the program to give adequate notice, however, there may be times this is out of the control of the DMS Program and/or Clinical Coordinator.

#### Clinical Affiliate Elective Rotations

Final 4 weeks requested placement from a Clinical site will be communicated to the Clinical Coordinator, and will be required to maintain these stipulations:

1. Placement does not displace another student (the clinical site would take on additional student if there someone is currently placed there).
2. Placement is not disruptive of current clinical location.
3. Placement does not disrupt the student's completion of required programmatic competencies.
4. Placement is dependent on student services and completion of site-specific requirements.

#### Technical Standards

The University of Saint Francis has identified technical standards that must be met by students to successfully progress in and graduate from its health science programs. These standards establish performance standards that will enable students to become competent practitioners who are able to provide safe care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills.

These Technical Standards outline skills, abilities and behavioral characteristics required to successfully complete healthcare programs at the university. Key areas include having abilities and skills in the areas of:

1. Acquiring fundamental knowledge
2. Developing communication skills
3. Interpreting data
4. Integrating knowledge to establish clinical judgment
5. Incorporating professional attitudes and behaviors into practice

The university provides reasonable accommodations to all students on a nondiscriminatory basis and consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the program.

To be eligible for accommodation, a student must have a documented disability of

1. A physical or mental impairment that substantially limits one or more major life activities of such an individual
2. A record of such impairment
3. Be regarded as having such a condition

**ACCOMMODATIONS STATEMENT:** Any student who may require class or test accommodations based on the impact of a documented disability should review information on My Cougar Connection regarding accommodations. Additionally, information is in each course syllabus. Geneva Burgess is the USF Coordinator of Student Disability Services at all campuses. She can be reached by: Office: 210 Pope John Paul II Center, Phone: (260)399-7700 ext. 6075 or email: [gburgess@sf.edu](mailto:gburgess@sf.edu).

The student is responsible for communicating accommodations with the instructor to utilize those accommodations. More information regarding registering for services and documentation can be found at Accessibility Services in My Cougar Connection. **\*This information pertains to any course.**

**Acquiring fundamental knowledge:** Students must be able to learn in classroom and other educational settings via lectures, demonstrations, review of research and patient care situations. Students must have the ability to find sources of knowledge, acquire the knowledge, be a life-long learner and demonstrate adaptive thinking.

**Developing Communication Skills:** Students must have the ability to effectively communicate verbally, nonverbally, in writing, with groups and using information technology. Students must be able to interact appropriately with patients (persons, families and/or communities), peers, and with all members of the health care team. Students must be able to interpret and convey information gathered from communications. They must be able to speak, read and write in English.

**Interpreting Data:** Students must have the ability to measure, calculate, reason, analyze and synthesize data in a timely manner. They must successfully fulfill examination requirements of the program, including written and practical examinations. Students must have the ability to (1) observe patient conditions and responses to health and illness, (2) assess and monitor health needs, (3) translate data into abstract concepts, and (4) understand evidence-based reasoning.

**Integrating Knowledge to Establish Clinical Judgment:** Students must demonstrate critical thinking, problem-solving and decision-making, an ability needed to care for individuals, families and/or communities across the health continuum. They must demonstrate clinical competency and the ability to participate in clinical experiences. Students must possess sensory capacity and motor function to gather patient data, perform patient assessment and implement therapeutic interventions.

**Incorporating Professional Attitudes and Behaviors into Practice:** Students must demonstrate cross cultural competency, integrity, moral reasoning, ethical behaviors, and concern for others. They must have the ability to acquire interpersonal skills for professional interactions with diverse individuals, families and/or communities. They must be able to work cooperatively with intra and inter professional teams, adapt to changing environments inherent in clinical practice, and function effectively under stress.

#### Clinical Requirements for Clinical Activity

Clinical Affiliates have specific requirements that we must enforce student compliance for the student to participate in clinical experiences.

Any student who does not have the specified requirements met by the due date, will be withdrawn from the program courses.

All requirements will be due by March 1<sup>st</sup> of each year.

## **Requirements**

### **Facility Orientation Materials –**

Each facility will have specific requirements that a student must complete either before or during their first time at the facility.

### **Background and Driving History Checks –**

This will be completed through the Castlebranch application. Students will need to meet with the clinical coordinator and/or program director for any compliance concerns resulting from these checks. Concerns resulting from these checks can also impact a student's ability to become a credentialed sonographer and should be addressed at the earliest opportunity.

If a student has an occurrence during the program that might present on the background or driving history checks, they should inform the clinical coordinator and/or program director at the earliest opportunity to ensure the student clinical and credentialing experiences can be maintained.

### **Driver's License –**

Facilities require a valid driver's license to be kept on file.

### **Physical Exam –**

A completed physical exam is required. The USF Health Form must be signed and dated by a healthcare practitioner at the time of the physical exam. The student is responsible to present the required health form at the time of their physical examination. The student is responsible for scheduling and paying for the physical. Students will be notified of any missing information. Students should communicate any health conditions that may affect the safety of self or others to a faculty member, in order that the program may help the student maximize their learning experiences. All information will be kept in the strictest confidence.

### **Immunization Profile -**

Students must submit a current verification of their immunization profile. This information is to be included on the USF Health History Form. If unknown immunization status, titers can be drawn to provide this information. Required immunizations include:

1. Measles, Mumps, Rubella
2. Varicella
3. Tetanus and Diptheria
4. Hepatitis B
5. Covid 19 (Exemption Available)
6. Annual Flu Shot (Exemption Available)

For medical or religious exemptions, students will be required to meet with their clinical coordinator to understand the scope of vaccination declination and the appropriate processes.

### **TB Testing –**

TB (Tuberculosis) testing is required in completion and with proper documentation from a healthcare practitioner. If a student tests positive from the TB test, they must see their physician for a follow up Chest X-ray and clearance to participate in clinical experiences, and subsequently provide the proper documentation. Students will also need to submit a Positive TB Reactor form from USF.

#### **CPR Certification –**

Students must obtain and hold current a CPR certificate with BLS for Healthcare providers (adult, child, infant, and AED). Students are required to renew if this expires during the clinical courses. Known CPR opportunities will be communicated with students, but this is not required to be completed from USF.

#### **OSHA Respirator Fit Testing Certificate -**

Respirators are a face mask that is meant to fit tightly to the face for personal safety from infectious disease. Students are required to complete a fit testing to determine their appropriate size of respirator. Each student must submit this certificate as part of clinical requirements.

#### **Health Insurance –**

Students are required to carry health insurance. If a student needs assistance in obtaining insurance, they should contact the DMS program director.

#### **Signed Documents –**

There are specific documents that students are required to sign for participation in the clinical experience. Some forms will be signed electronically, and some will be signed on paper. These include:

1. COHS Clinical Requirements and Technical Standards Form and Informed Consent
2. COHS Student Acknowledgement Form
3. Any additional forms as required by specific clinical sites

#### **CastleBranch**

The College of Health Sciences is partnered with CastleBranch for the submission of requirements for clinical participation. This will provide a means for drug testing, background checks, and compliance tracking of clinical requirements.

CastleBranch costs are incurred to the student at the time of account creation. All required submissions are the sole responsibility of the student to maintain compliance and progression in the program.

#### **Confidentiality of Patient Information**

Upholding federal laws and medial ethical guidelines by maintaining the confidentiality of patient information is vital for all those in the healthcare community, inclusive to the role of a student and/or faculty member.

Confidentiality of all patient information must always be maintained. Access to patient information is available to students only for research of patient assignments, provision of care, or for requirements of accreditation. Information accessed via the computer should be carefully protected. Patient charts must not be removed from a facility and no part of the chart may be electronically reproduced or photocopied. Students researching patient assignments are to access only patient records of patients assigned to them.

Each student is responsible for maintaining confidentiality of all patient information obtained in any clinical affiliate location with which the University of Saint Francis maintains a clinical education relationship and within the university itself.

Students will receive information regarding the Health Information Portability and Accountability Act (HIPAA) regulations and the confidentiality of protected patient health information prior to clinical experiences. Patient initials only should be used to identify patients in written assignments. No personal identifiers should be used to identify patients in written assignments.

Personal identifiers specified by HIPAA include address, account number, any vehicle or device serial number, certificate/license number, date of birth, E-mail address, Fax number, finger or voice prints, health plan, Internet Protocol address number, name, name of employers, name of relatives, photographic image, postal address, social security number, telephone number, web universal locator (URL).

Each student will sign a Student Confidentiality Statement during DMS Program Orientation.

### Standard Precautions

DMS Students must have a clear understanding of Standard Precautions. These techniques are fundamental healthcare and provide protection to the student and patient from exposure to potentially harmful body substances. These will be discussed throughout the program curriculum but will also be specifically detailed in clinical orientation.

### Communicable Diseases

Students and faculty must comply with the Center for Disease Control's recommendation of "Universal Precautions/Body Substance Isolation." Students will be instructed on "Universal Precautions/Body Substance Isolation" prior to patient contact in the clinical setting. Students will likely be assigned to care for patients with communicable diseases, such as HIV-positive or COVID 19 patients, during clinical experiences. Refusal to care for patients with communicable diseases is contrary to the ethics of professional health care providers. Students who refuse to care for patients will be counseled by DMS program faculty. Such a refusal will be reflected in the student's clinical evaluation and may result in dismissal from the program.

Faculty are expected to serve as role models for students by maintaining current knowledge about communicable diseases and demonstrating compassionate care for all patients.

The health status of students who are themselves immunosuppressed, whose skin is not intact, who are pregnant, or who have transmissible infection will be considered prior to clinical assignments. It is the student's responsibility to inform the clinical instructor when the above conditions are present. Such circumstances will be handled on an individual basis in determining if the student can fulfill the expected student role of clinical experience.

The University of Saint Francis will not discriminate against any student based on the perception that he or she is infected or at risk for infection for any communicable disease, including HIV positive students. Students who are infected with HIV will be counseled to ensure adequate knowledge of disease transmission and of their own risks due to immunosuppression. Confidentiality, according to Indiana law, will be maintained in connection with all reporting, counseling, testing, and record keeping regarding any individual's exposure and/or infection with communicable diseases.

Students experiencing exposure to potentially infectious blood or body fluids must contact their clinical coordinator immediately and comply with the College of Health Sciences student injury procedure.

In the event exposure occurs during a clinical experience at an outside agency, the student must follow that agency's protocol in addition to reporting to their clinical coordinator.

#### Student Scan Model Policy in Clinic

DMS students are not required to participate by being a scan model; however, when opportunities arise, they are permitted to participate in scanning for educational purposes following the guidelines appropriate to each clinical affiliate.

**USF DMS students are not permitted to scan sensitive body parts without physician's order at any time.**

**USF DMS students are not permitted to have sensitive body parts scanned without a physician's order at any time.**

#### Student Sonographer Employment

DMS students can be employed in a setting that immerses them in clinical sonography. However, there are specific guidelines that must be followed. If a student enters employment in this realm, the student should notify their clinical coordinator for appropriate counseling, to include:

1. During employment paid hours students **cannot**:
  - a. Wear scrubs, name badges, or other identifying information that references they are working in a student capacity with USF.
  - b. Perform examinations and/or submit them as any USF required Level 1 or Level 2 comps.
  - c. Act as a credentialed technologist would in a place of employment. The student sonographer role must always have oversight.
2. During employment paid hours students **should**:
  - a. Be aware of their skill level and associated examinations. Don't put oneself in a position that could have detrimental effects on future ethical regulations by credentialing bodies.
3. Be honest and fair to their employer about their current abilities.
4. Clinical Placements will not be adjusted to accommodate internships/externships.
5. Students should be aware that employment terminations can have a negative effect on their clinical placement.
6. If this occurs, it is not required for the University to find ample clinical locations for the student to fulfill their USF clinical requirements.
7. If a place of employment designates a terminated employee as a 'Do Not Rehire' this will permit them from being able to complete clinical rotations at the facility.
8. The student and employer only are responsible for actions that occur during hours outside of their agreed upon clinical rotational hours.

# Registered Sonographer and Professional Organizations

## *Professional Registry*

The registry is the collection of people who have obtained certifications in sonography. Certifications are received by passing examinations.

What does it mean to be registered or have certifications?

1. You have shown a commitment to the sonography industry by having education, clinical experiences, and have passed exams.
2. You have credentials that are recognized internationally.
3. You are meeting the standard expectations that employers look for in candidates.

The USF Sonography program promotes students to become credentialed through the ARDMS primarily.

**The American Registry for Diagnostic Medical Sonography (ARDMS) provides numerous options for earning credentials, of which our focus will be:**

### **SPI (Sonography Physics and Instrumentation)**

1. Sonography Principles and Instrumentation (SPI) Exam
  - a. Please note this is required for all credentials

### **RDMS (Registered Diagnostic Medical Sonographer)**

2. Abdomen Extended Exam - RDMS (AB) credential
3. Obstetrics and Gynecology Exam - RDMS (OB/GYN) credential

### **RVT (Registered Vascular Technologist)**

1. Vascular Technology Exam – RVT (VT)

### **RDCS (Registered Diagnostic Cardiac Sonographer)**

1. Adult Echocardiography Exam – RDCS (AE)

\*However, there are multiple organizations that students may be eligible to earn certifications from, including the American Registry of Radiologic Technologist (ARRT) and the Cardiovascular Credentialing International (CCI).

### **Focused Pathway to Certification**

**ARDMS** Requirements to be eligible to sit for any of the certification exams have multiple options, the most applicable option only is listed here. For complete options, please visit [ARDMS.org](https://www.ardms.org).

1. SPI Exam
  - a. Transcript reflecting a Higher Education Physics Course with a grade of 'C' or above.
  - b. Government Issued Photo ID with signature and exact name matches.
2. Specialty Exams – RDMS/RVT/RDCS

- a. ARDMS Prerequisite 2
  - i. A graduate or currently enrolled student in a higher education diagnostic medical sonography program that is specialty accredited by the Commission on Accreditation of Allied Health Education (CAAHEP).
  - ii. Programs can use Prerequisite 2 Paperless Application for students to apply for exams up to 60 days prior to graduation.
  - iii. Official transcript/Program Director signed ARDMS letter indicating expected graduation date.
  - iv. Government issued photo ID
3. After 1 year from initial application for specialty exams (60 days prior to graduation), students will no longer be able to apply for examination through the SF CAAHEP Accreditation pathway. Students will be required to have a Clinical Verification form from someone outside of the University.

### Professional Compliance

The ARDMS mandates compliance with ethical and professional behaviors. The following may be considered a violation of the ARDMS compliance policies and may prohibit your ability to become a registered sonographer. If you are in violation of a compliance policy, it is pertinent to address the issue now and attempt clearance from the organization upfront. Please review for further information:

#### [Compliance-Policies-ARDMS](#)

“Compliance Violations. The following may be considered violations of the Compliance Policies:

1. Misrepresenting ones’ certification/certificate status, including altering or falsifying in any way any document or material issued by ARDMS.
2. Misrepresenting ones’ certification/licensure status with a state licensing board, state or federal agency, national professional association, or accrediting body.
3. Attempting to engage or engaging in fraud, misrepresentation, deception, or concealment of a material fact in connection with obtaining or renewing certification or recertification from ARDMS on one’s behalf or on behalf of another. Altering or falsifying in any way any eligibility documentation relating to an ARDMS examination.
4. Subverting or attempting to subvert the examination process, including, but not limited to:
  - a. Engaging in conduct that violates the confidentiality or security of examination materials, such as removing or attempting to remove examination materials from an examination room, or having unauthorized possession of information concerning a current, future or previously administered examination.
  - b. Disclosing information concerning any portion of a current, future or previously administered examination; this includes, but is not limited to, disclosures to students in educational programs, graduates of educational programs, educators, anyone else involved in the preparation of Candidates to sit for the examinations, or examination development participants.
  - c. Conduct that in any way compromises ordinary standards of test administration, such as communicating with another Candidate during an examination, copying another Candidate’s answers, permitting another Candidate to copy one’s answers, possessing



- unauthorized materials, receiving information concerning any portion of a current, future or previously administered examinations.
- d. Impersonating a Candidate or permitting or otherwise assisting an impersonator to take the examination on another's behalf or on behalf of another.
5. Criminal conduct, as described below:
    - a. Having been charged in a criminal proceeding where:
      - i. A finding or verdict of guilt is made or returned but where the adjudication of guilt is withheld, deferred, or not entered or the sentence is suspended or stayed, or
      - ii. where the individual enters into a pretrial diversion activity; or having been convicted of a crime, including a felony, gross misdemeanor, or misdemeanor, other than a speeding or parking violation. Being convicted of a crime includes, but is not limited to, being found guilty, pleading guilty, or pleading nolo contendere (no contest).
  6. Having been subject to a Special or General Military court-martial.
  7. Having been the subject of disciplinary action by a state licensing board, state or federal agency, national professional association, or accrediting body.
  8. Performing clinical duties while impaired due to chemical (legal and/or illegal), drug or alcohol abuse.
  9. Engaging in conduct likely to deceive, defraud, or harm the public; or demonstrating a willful or careless disregard for the health, welfare, or safety of a patient.
  10. Having been adjudicated as mentally incompetent, mentally ill, chemically dependent, or dangerous to the public, by a court of competent jurisdiction.
  11. Failure to report to ARDMS within fourteen (14) days involvement in any of the situations described in Sections 1.1 through 1.10. Such failure includes, but is not limited to, a failure by an Applicant, Candidate, Individual or Registrant/Certificant who has previously undergone the compliance review process to immediately report to ARDMS any additional situations described in 1.1 through 1.10 except as provided by Section 2 (Reporting of Compliance Violations).
  12. Failure to cooperate with ARDMS in investigations of alleged compliance violations as described in this section, including but not limited to the following:
    - a. Making a false statement, knowingly providing false information, and/or failing to disclose material information in connection with a compliance action situation; or
    - b. Failing to provide information as requested, including but not limited to information regarding:
      - i. Test security violations and/or disclosure of confidential examination material content
      - ii. Misrepresentations by an Individual, Applicant, Candidate or Registrant/Certificant regarding his/her credential(s)/certificate status
      - iii. The unauthorized use of intellectual property, certification marks, and other copyrighted materials
      - iv. Compliance action situations.
        1. An individual who takes longer than thirty (30) days to respond to a request will be deemed to have not acted in a timely manner."

\*It is pertinent to contact the program director if you have any questions or concerns regarding compliance. Any legal ramifications *except for speeding or parking tickets*, must be reported to the program director for determination of necessary clearance to sit for certification exams. Requesting clearance can be a lengthy process.

The standards listed here are for the ARDMS as this is our primary credentialing body.

#### State License

Some states require you to become licensed in addition to your national credentials. These states are New Hampshire, New Mexico, North Dakota, Oregon.

#### *Professional Organizations*

Professional Organizations are in place to promote, advance, and educate their members. They provide resources, training, continuing education, ethical standards, standards of practice, research and more.

1. Society of Diagnostic Medical Sonography
  - a. Memberships for sonographers, physicians, and others
  - b. Student memberships: [Student Benefits \(sdms.org\)](http://sdms.org)
2. American Institute of Ultrasound in Medicine
  - a. Memberships for sonographers, physicians, and others
  - b. Student memberships: [AIUM Memberships \(aium.org\)](http://aium.org)
3. Society for Vascular Ultrasound
  - a. Memberships for sonographers, facilities, and more
  - b. Student memberships: [Student - Society for Vascular Ultrasound \(svu.org\)](http://svu.org)