

## DIAGNOSTIC MEDICAL SONOGRAPHY (DMS) PROGRAM EFFECTIVENESS DATA

### Program Accreditation

The Diagnostic Medical Sonography Program at Chippewa Valley Technical College is accredited in the Abdominal Sonography-Extended and Obstetrics & Gynecology Sonography concentrations 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 on Education in Diagnostic Medical Sonography (JRC-DMS). For further information, CAAHEP can be contacted at:



9355 - 113<sup>th</sup> Street N., #7709  
Seminole, FL 33775  
727-210-2350

Faculty members maintain continuing education and model the program to meet the employment community needs. CVTC will ensure accreditation standards are met to provide the highest level of education to our students.

### Program Mission Statement

The Diagnostic Medical Sonography Program provides superior occupational educational training and clinical opportunities which increase self-esteem to develop personal and professional skills which prepare students to be diagnostic medical sonographers who are patient-focused critical thinkers committed to lifelong learning.

### Program Vision Statement

Our Diagnostic Medical Sonography Program shall be the premier educational sonography program to the districts we serve by continuously enhancing our curriculum and clinical experiences and partnerships through innovation in teaching and learning.

### Program Goals

The goal of the CVTC DMS Program is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for the following concentrations:

- Abdominal-Extended Sonography
- Obstetrics and Gynecology Sonography

**Cognitive Domain Abilities:**

- Collects and documents appropriate patient information related to sonographic exams
- Applies knowledge of sonographic anatomy and pathophysiology into patient examination and imaging
- Displays effective verbal and written presentation of exam findings to interpreting physicians

**Psychomotor Domain Abilities:**

- Performs quality sonographic examinations which correctly document anatomical and pathophysiological information required for physician interpretation
- Utilizes proper body mechanics to reduce the risk of sonographer related musculoskeletal injury

**Affective Domain Abilities:**

- Communicates effectively with patients
- Communicates effectively with members of the healthcare team
- Demonstrates professionalism and operates in accordance with established legal and ethical guidelines
- Demonstrates employability skills which reflect reliability, productive teamwork collaboration, and positive attitudes
- Exhibits empathy and compassion towards patients
- Accepts constructive criticism with a positive attitude and applies it towards self-improvement

**Program Outcomes**

1. Provide patient care and education
2. Utilize acoustic physics, Doppler ultrasound principles, and ultrasound instrumentation
3. Complete diagnostic sonographic exams
4. Model professional behaviors and ethics
5. Collaborate with members of the healthcare team

**Definitions of Outcomes**

- Program Completion Rate  
Program completion rate is the percentage of people who graduate from the DMS Program. It is calculated by the number of graduates each year divided by the number of students admitted 2 years prior. For example, if 10 students began the two-year DMS Program and 8 graduated two years later, program completion rate would be 8 out of 10, or 80%.
- Job Placement Rate  
Data is collected pertaining to job placement 6 months after graduating from the DMS Program. A graduate is considered employed if they have: 1. Obtained full or part-time employment in a sonography related occupation, 2. Are continuing their education, or 3. Actively serving in the military. Job placement rate is calculated by number of graduates employed divided by total number of graduates.

- Credentialing Success Rate (for both Abdominal and Ob/Gyn)**

Data is collected pertaining to credentialing success rate 6 months after graduating from the DMS Program. An RDMS Abdominal registered sonographer is one who has passed both the Abdominal Exam and the Sonography Physics & Instrumentation (SPI) Exam. An RDMS Ob/Gyn registered sonographer is one who has passed both the Ob/Gyn Exam and the SPI Exam.

Employment requirements regarding credentialing vary among healthcare organizations, though it is generally expected that a graduate should be appropriately credentialed in 1 or more specialties as a condition of employment in sonography. Credentialing success rate is calculated by the number of graduates who have attempted the specialty exam divided by the number of graduates who have passed both that specialty exam and the SPI exam.

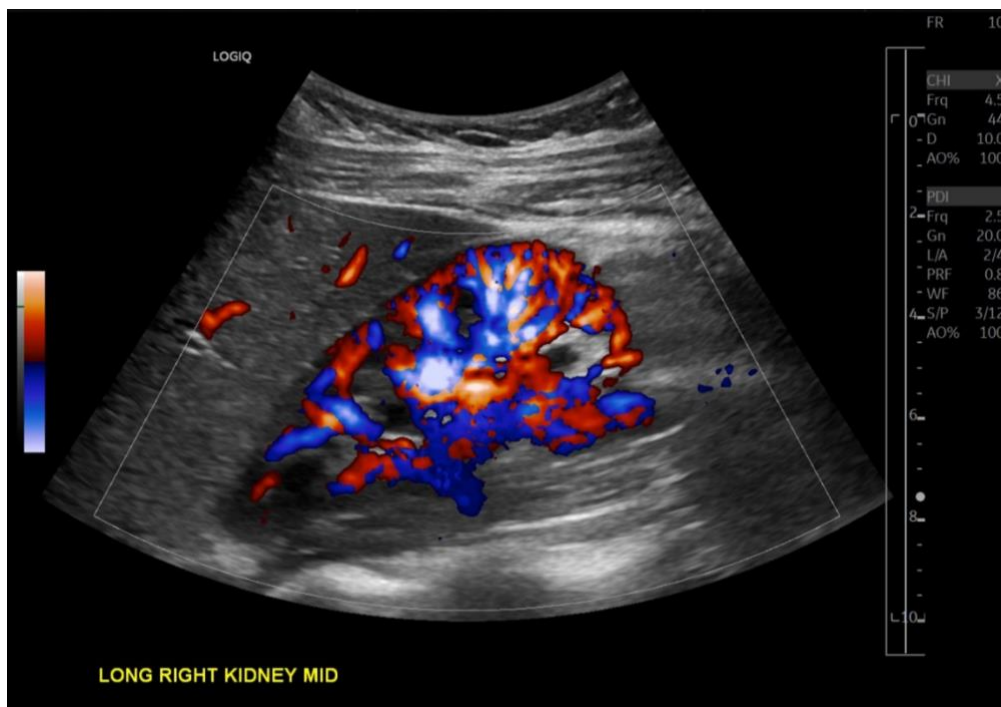
Diagnostic Medical Sonography Program Effectiveness Data

Institution Information															
Institution Name:				Chippewa Valley Technical College											
Concentrations CAAHEP Accredited:				Abdomen-Extended, Obstetrics and Gynecology											
Student Retention: Total # of Graduates/Total # of Students Enrolled															
Enter Cohort Number and/or Track Name		2023				2022				2021				3-Year Average Retention Rate	
Cohort: Abdominal-Extended & OBGYN, Degree		# grads:	16	21	:# Enrolled	# grads:	15	22	:# Enrolled	# grads:	14	21	:# Enrolled	70 %	
			76 %				68 %				67 %				
Job Placement: Total # of graduates employed in 6 months/Total # of Graduates															
Enter Cohort Number and/or Track Name		2023				2022				2021				3-Year Average Job Placement Rate	
Cohort: Abdominal-Extended & OBGYN, Degree		employee d grads #:	16	16	:# grads	employee d grads #:	12	15	:# grads	employee d grads #:	9	10	:# grads	90 %	
			100 %				80 %				90 %				
Test Takers Rate: Total # of Test Takers/Total # of Graduates															
Enter Cohort #	Select Concentration	2023				2022									
1	Abdomen-Extended	# Test Takers :	16	16	:# grads	# Test Takers :	14	15	:# grads						
			100 %				93 %								
1	Obstetrics & Gynecology	# Test Takers :	16	16	:# grads	# Test Takers :	14	14	:# grads						
			100 %				100 %								
Credential Success Rate: Total # of Graduates successfully earning credential/Total # of Test Takers															
Cohort # & Concentration	Credentialing Exams(s)	2023				2022				2021				3-Year Average Success Rate	
1 AB	RDMS(AB)	# earners:	16	16	:# Test Takers	# earners:	8	14	:# Test Takers	# earners:	14	14	:# Test Takers	86 %	
			100 %				57 %				100 %				
1 OB/GYN	RDMS(OB/GYN)	# earners:	15	16	:# Test Takers	# earners:	10	14	:# Test Takers	# earners:	14	14	:# Test Takers	88 %	
			94 %				71 %				100 %				

# Diagnostic Medical Sonography Program

Abdominal-Extended & OB/GYN Sonography  
Concentrations

## Student Handbook of Policies and Procedures 2024 - 2025



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## **Orientation**

### Diagnostic Medical Sonography Program Associate of Applied Science Degree

#### **Welcome**

The faculty of the Sonography program welcomes you! This program is divided into didactic and internship components. During the didactic portion of the program, you will participate in lectures and lab. You will be on campus for much of this part of your education learning the foundations of ultrasound and applying that knowledge in the laboratory setting to become a competent sonographer. The second part of your educational career will be in the clinical setting. The DMS Program Director and Clinical Coordinator will assign you to an internship location based on your learning styles and career goals. Your internship will allow you to practice your learned skills in an ultrasound department under the supervision of experienced sonographers. This six and a half month full time clinical commitment will prepare you for entry level work as a board eligible sonographer with the American Registry for Diagnostic Medical Sonographers (ARDMS).

Your program is sequenced to offer basic imaging skills first with progressively more difficult applications introduced in following semesters. This will ultimately prepare you to become a competent sonographer and a safe health care professional.

This booklet has been compiled to orientate you to this program's operation, policies, and procedures and to identify your responsibilities to the program. The effort you put into your program's requirements is directly related to your competence as a sonographer. The faculty members are here to assist you with achieving your goal. We wish you every success as you progress toward the privileged role of a board-registered sonographer!

#### **Introduction**

The Diagnostic Medical Sonography (DMS) program is an integral part of the Health Sciences division of Chippewa Valley Technical College (CVTC) and aligns with its mission of providing innovative, applied, and flexible education that supports a diverse community of learners, improves the lives of students, and adds value to our communities. Besides this program handbook, a separate CVTC Student Handbook is available to familiarize you with your college responsibilities and the various activities on the campus. You will be held accountable for information in:

- A. the Student Handbook
- B. this DMS Program Handbook of Policies and Procedures including Internship Selection
- C. Course Syllabi
- D. Course and program information provided in Canvas
- E. Support material provided by faculty throughout the program

#### **Program Description**

The Associate Degree Diagnostic Medical Sonography Program is two years in length and includes 70 required program credits. The Program is accredited by CAAHEP ([www.caahep.org](http://www.caahep.org)) in both the **Abdominal-Extended & OB/GYN** specialties through the Joint Review Commission for Diagnostic

Medical Sonography (JRC-DMS). Students are admitted into the program every August at the Eau Claire Campus. Faculty members maintain continuing education and model the program to meet the employment community needs. CVTC will assure accreditation standards are met to provide the highest level of education to our students.

Your education will address the knowledge and skills required by a registered sonographer in today's rapidly changing health care environment. You will develop an understanding of the sonographer's role in management and care of patients with a variety of health conditions. You will learn about the legal and ethical responsibilities of the sonographer and will practice and perform high quality diagnostic examinations as you work with patients and health care providers in a medical imaging department.

Program graduates can apply to take certification examinations offered by the American Registry of Diagnostic Medical Sonographers (ARDMS). The general DMS curriculum prepares graduates for the following ARDMS examinations: Sonography Principles and Instrumentation (SPI), Abdomen (AB), and Obstetrics and Gynecology (OB/GYN).

### **Program Mission**

The Diagnostic Medical Sonography Program provides superior occupational educational training and clinical opportunities which increase self-esteem to develop personal and professional skills which prepare students to be diagnostic medical sonographers who are patient-focused critical thinkers committed to lifelong learning.

### **Program Vision**

Our Diagnostic Medical Sonography Program shall be the premier educational sonography program to the districts we serve by continuously enhancing our curriculum and clinical experiences and partnerships through innovation in teaching and learning.

### **Program Goals**

The goal of the DMS Program is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for the following concentrations offered:

- Abdominal Sonography – Extended
- Obstetrics and Gynecology sonography

Graduates will meet or exceed the following standards to serve the needs of employers and communities of interest:

### **Cognitive domain abilities:**

- Collects and documents appropriate patient information related to sonographic exams
- Applies knowledge of sonographic anatomy and pathophysiology into patient examination and imaging
- Displays effective verbal and written presentation of exam findings to interpreting physicians

**Psychomotor domain abilities:**

- Performs quality sonographic examinations which correctly document anatomical and pathophysiological information required for physician interpretation
- Utilizes proper body mechanics to reduce the risk of sonographer related musculoskeletal injury

**Affective domain abilities:**

- Communicates effectively with patients
- Communicates effectively with members of the healthcare team
- Demonstrates professionalism and operates in accordance with established legal and ethical guidelines
- Demonstrates employability skills which reflect reliability, productive teamwork collaboration, and positive attitudes
- Exhibits empathy and compassion towards patients
- Accepts constructive criticism with a positive attitude and applies it towards self-improvement

**Program Outcomes**

1. Provide patient care and education
2. Utilize acoustic physics, Doppler ultrasound principles, and ultrasound instrumentation
3. Complete diagnostic sonographic exams
4. Model professional behaviors and ethics
5. Collaborate with members of the healthcare team

**Learning Outcomes: Abdominal Sonography - Extended*****This learning outcomes includes:***

- **Abdominal** – abdominal wall, adrenal glands, aorta & branches, biliary system, gastrointestinal tract, great vessels and branches, liver, lung/pleura, lymphatic system, pancreas, peritoneal and retroperitoneal cavities, spleen, & urinary tract.
  - **Extended/Superficial structures** – non-vascular extremity evaluation, infant hips, neck/thyroid, neonatal/infant head & spine, penis, prostate, scrotum, & superficial soft-tissue structures.
1. Identify anatomy, relational anatomy, anatomic variants, and sonographic appearances of normal anatomical structures of abdominal and extended/superficial structures.
  2. Characterize the physiology & pathophysiology of abdominal & extended/superficial structures.
  3. Examine sonographic technique & appearances, measurements, and Doppler patterns in both normal and abnormal abdominal & extended/superficial structures.
  4. Explore ultrasound guided abdominal & extended/superficial structure procedures.
  5. Adapt scanning protocols based on sonographic findings and differential diagnosis of abdominal & extended/superficial structures.



6. Document proficiency in scanning technique and application for assessment of Abdominal vascular Doppler (including hepatic, mesenteric, & renal) and Gastrointestinal tract assessment.
7. Perform sonographic examinations of abdominal & extended/superficial structures.  
*Includes all items listed in the CAAHEP 2021 standards, item f. on pgs. 18-19.*

### **Learning Outcomes: Obstetrics and Gynecology Sonography**

#### ***This learning outcomes includes:***

- **Female pelvis, non-gravid** – uterus, cervix, vagina, anterior & posterior cul-de-sacs, adnexa, ovaries, & fallopian tubes.
  - **Female pelvis, gravid** – first-trimester obstetric assessment (gestational sac, fetal pole, yolk sac, fetal heart, placenta, maternal anatomy), second & third trimester obstetric assessment of the fetus (intracranial anatomy, face, thoracic cavity & heart, abdomen, spine, extremities, amniotic fluid, placenta & umbilical cord, maternal cervix/adnexa/uterus) & fetal assessment via biophysical profile.
1. Identify anatomy, anatomic variants, and sonographic appearances of normal structures of the female pelvis.
  2. Identify anatomy, anatomic variants, and sonographic appearances of normal maternal, embryonic, and fetal anatomic structures during the first, second, and third trimesters.
  3. Characterize the pathology, physiology, pathophysiology, sonographic technique, measurements, sonographic appearances, and Doppler patterns in gynecologic disease processes and obstetric abnormalities.
  4. Explore the role of the sonographer in performing interventional/invasive/advanced obstetric & gynecologic procedures.
  5. Adapt scanning protocols based on sonographic findings and differential diagnosis of obstetric & gynecologic exams.
  6. Perform sonographic examinations of the gravid and non-gravid pelvis with both transabdominal and endocavitary transducers, including Doppler/M-mode display modes.  
*Includes all items listed in the CAAHEP 2021 standards, item g. on pgs. 27-28.*

### **Program Curriculum & External Standards**

Curriculum is based on the Standards and Guidelines for the Accreditation of Educational Programs in Diagnostic Medical Sonography from The Commission on Accreditation of Allied Health Education Programs (CAAHEP). Information on these standards and guidelines can be found at <http://www.jrcdms.org/pdf/DMSStandards9-2021.pdf>.

The DMS Program at CVTC is a full-time program throughout the didactic component. Students are expected to take all of their core courses (courses beginning with the numbers 526) during the semester listed on the program sheet. Since each core course is designed to build on skills and knowledge from previous classes, students are unable to take these classes ahead of sequence. Furthermore, students will not be allowed to take core classes later than the semester listed on the program sheet. Failure to complete a class by the scheduled semester will result in the student being R-listed (see retry policy).

To view program and course information log on to [www.cvtc.edu](http://www.cvtc.edu). Your MyCVTC account will allow you to access this page. Hover over the **Programs** tab then click **Programs**. Click on **Diagnostic Medical Sonography**. Select **View Current PRS** to see the course list (PRS = program requirement sheet) and scroll down to view all other program information.

The student is provided with course descriptions, content outlines and specific behavioral objectives to be met for successful completion of each course/unit of study. Each instructor familiarizes the student with individual course/unit policies and procedures. Students are expected to seek clarification if directions or procedures are not understood.

The program is sequenced so that the technical course units expand upon previously taught concepts. Therefore, it is essential that concepts and principles taught in each unit are understood and retained as they form the base for the next set of concepts and principles that will be introduced in following units/courses.

The student must take responsibility for his or her own learning. The faculty will introduce several units and the remainder of the learning will be independent. The faculty will be available for assistance, but the student will be responsible to search out the references and learn on their own.

### **The Educational Process**

The curriculum is designed to meet the objectives of the program and prepare the learner to enter the workforce. Material content and acquisition of skills are sequenced, applying education principles to enable the student to learn effectively. These learning experiences are planned, directed, guided, and evaluated by the faculty and clinical instructors. Classroom theory presented is correlated with laboratory practice. Internship provides competence of the learned imaging skills and correlation with clinical presenting symptoms and patient history for thorough practical application in the field.

The DMS program consists of theory, lab, and clinical internship. DMS theory courses include lectures, discussions, and various activities both inside the classroom and assigned as outside homework. A schedule of the course content and required textbooks are identified in each course syllabus. Please be aware that textbooks may change from year to year.

Sonographic imaging skills (laboratory) courses consist of activities designed to assist students in developing competence in the performance of diagnostic imaging. Faculty members demonstrate skills, supervise practice, and evaluate competence in the performance of each skill. The skills courses are introduced in small groups with one faculty member for each lab group. The maximum enrollment number per lab group varies from course-to-course dependent upon the specific competencies and learning objectives. For each course that has a laboratory component, all performance competencies must be successfully completed in order to pass that course.

The internship experience is the capstone of your education in the DMS program. You will function in the health care setting as a member of the ultrasound team. The internship is spent outside of the classroom and laboratory setting which involves direct patient examination and/or

observation. The experience takes place in selected health care facilities which enable the student to acquire and develop technical skills pertaining to the role and function of the sonographer.

### **Advanced Placement**

Eligibility for advanced placement requires a person to be a graduate of a two-year ARRT accredited Radiography program. \*However, applicants currently enrolled in a two-year ARRT accredited Radiography program may apply after completing their first full year of the program. An official transcript showing completion of the first year is required.

Graduates of a Nursing-Associate Degree or Bachelor's Degree program may be considered on a case-by-case basis for acceptance. Students must be Nursing Board eligible. Before applying contact an academic advisor at (715) 833-6346.

### **Internship**

Students frequently ask questions pertaining to release time during internship. While that experience is more than a year out, here are some important guidelines to be aware of in planning for your internship experience.

Students will be required to purchase a uniform, provide their own transportation to assigned sites, and cover any other expenses related to clinical experiences. Students may be expected to travel distances for clinical experience. Clinical training will likely require placement at a **site outside of the Eau Claire area or outside of Wisconsin**. Clinical sites vary year-to-year and the program makes every effort to secure sites that allow for the best learning environments for each individual student.

A minimum number of both clinical hours and internship days are required for clinical completion. No student will be allowed to complete internship early, even if the minimum required hours are accumulated early. All students will start and end in accordance with the academic calendar unless alternate start/end dates are deemed necessary by the student's clinical site.

All students will participate in the clinical experience in accordance with the DMS clinical course schedule. Students will begin internship in January of their 4<sup>th</sup> semester as stated in the Program Requirement Sheet. Occasionally a student will begin internship at a later date to accommodate the clinical site's need. However, the DMS faculty will make every effort to place students as close to the beginning of the term as possible. Students will not be allowed to create their schedules on a daily or weekly basis to meet their personal needs. The site will determine start and end times equaling 40 hours per week. Hours may rarely include evenings and weekends at some clinical locations. While enrolled in the program, students are required to always represent themselves as students. Internship hours should not be paid. Any clinical experiences done outside of assigned clinical hours are prohibited unless approved by program faculty. If a clinical site chooses to employ a student as a "staff" member, any hours worked outside of scheduled clinical hours cannot be counted towards clinical requirements for the DMS program. It must be clearly known at all times to both patients and other staff whether you are at the clinical site as a "student" or a "staff" member.

To maximize patient interaction, all students will engage in the internship experience during normal daily operating (business) hours and may not work earning wages during these hours.

CVTC has established internship sites which vary each year. The Clinical Coordinator will secure internship site availability for the class from the many established sites as they are approved by the JRC-DMS. New sites will be considered only if existing approved sites are unable to participate in the internship experience. All potential sites must meet certain criteria as established by the JRC-DMS to offer a reasonable learning environment that fits with program outcomes.

Students are placed to an internship site by the DMS faculty based on their learning styles and career goals. Personal reasons or desired locations of the sites are not considered. Once a student is placed by the DMS faculty, final acceptance to the site is pending approval from the clinical site following a virtual or on-site interview. Sites may choose to decline a student following the interview. It is important that students demonstrate professional application and interview skills and collaborate with CVTC Career Services where assistance and development are needed.

The detailed process for internship will be provided in the final semester prior to internship. The DMS faculty will make every effort to complete the placement process at least one month prior to internship.

Students are responsible for providing their own transportation throughout the program. This includes to and from clinical internship.

See the Internship Selection Process for further details regarding internship placement.

### **Health & Immunization Policies including Covid-19**

Students in the health programs at the Chippewa Valley Technical College provide direct care and personal services to persons who are coping with stress and illness and who are physically vulnerable. Due to the requirements of our hospitals, **students must have documentation of current personal health insurance**. There are also occupational hazards that the student may be exposed to during the process of classroom and clinical experiences. The program's student health requirements have been developed based on industry standards to minimize the health and safety risks for both students and the patients under their care. In addition, clinical contracts with cooperating agencies require that students meet the same health requirement as agency employees. Health care agencies can be fined if students placed in their agency do not meet employee health requirements. Required immunizations include titers and/or clinical evidence of immunizations for:

- Hepatitis B, Measles, Mumps, Rubella, Polio, Tetanus, Varicella, Influenza, & Tuberculosis
- Additional immunizations as required per clinical location may be needed

Each student is required to have completed physical examination forms and immunization records. Students will receive a form letter from admissions with instructions for meeting the program entrance requirements. It is each student's responsibility to maintain these records and

submit them as documentation to your internship site. All records, including TB & CPR, must be up to date prior to internship.

To be in compliance with CVTC's partnering clinical agencies and the agencies' regulating bodies, for example the Occupational Safety and Health Administration (OSHA) and the Centers for Medicare and Medicaid Services (CMS), students must be prepared to abide by vaccination mandates and health and safety guidelines as dictated by those bodies. Students will receive an email invite from Clinician Nexus to login and upload their own clinical compliance documents. Students are responsible for maintaining their own records.

In addition to the required documentation, the DMS Health Policy has set forth the following standards pertaining to student illness:

1. Any accidents or illness during assigned hours must be reported to school faculty or the clinical instructor. If injury occurs, an incident report must be filled out and kept on file at the school and/or affiliate site. Before internship, students must print off a copy of their accident insurance card (provided at course start) and keep that on them while at internship.
2. Students are **not** expected to report to DMS class/clinical assignments when experiencing contagious illness. There will be no penalty for make-up. Documentation may be required for absences deemed excessive by the program director or for absences greater than 2 consecutive days.
3. Sonography faculty will evaluate extended illness absences to determine the student's best plan of continuation.

With Covid-19 being of concern to all, the CVTC DMS Program and its faculty will do its best to ensure continuation of education in the best way possible with respect to the safety of students, staff, and volunteers. In the event that classes are cancelled or moved to a different format, faculty will work with students in the transition and provide resources to the best of their abilities. The program will make every effort to not delay courses, internship, or graduation, but if these become delayed contingency plans will be put in place including a reasonable timeline for completion.

**COVID-19 Vaccinations:** CVTC is in partnership with multiple clinical sites for multiple programs. To keep students on an uninterrupted path to graduation we are strongly encouraging all students and faculty to complete the COVID-19 vaccination. Thus far, affiliates have requirements as outlined below. Some have a combination of requirements, which are subject to change.

- Documentation of the of the students' COVID-19 vaccination status is retained by the program.
- Mandated vaccination without an option for declination. No guarantee for timely program completion. A clinical rotation may not be immediately available.
- Declination of the vaccination. The student is responsible to turn in the completed approved declination form to the appropriate personnel.
- Vaccine waiver approval from either the college or the clinical facility.

### **Criminal Background Checks & Drug Screening**

Students will be provided direction on how to request a criminal background check from a third-party vendor. Upon receipt of the criminal background check results, if a student has a criminal history, they will be advised of the possibility of being denied clinical placement. This process is sometimes complete after acceptance as a pre-program health student. This potential denial could result in not being able to attend clinical(s) or graduate from the program. Criminal background checks are good for four years, but additional background checks may be required during the student's enrollment in the program based on clinical site requirements. Students will be informed by CVTC if they need a criminal background check renewal.

Drug testing is required for pre-employment at many hospitals and may be required prior to being accepted to an internship location.

Students with a criminal history and/or positive drug test may be denied access to placement at the discretion of the clinical, practicum, or field experience site. Consequently, should a student have a history of convictions of serious crimes, a history of improper behaviors, or a positive drug test,, CVTC cannot guarantee clinical/practicum/field experience placement or guarantee graduation.

### **Leave of Absence & Title IX Pregnancy & Parenting Policy**

Chippewa Valley Technical College does not discriminate against any student on the basis of pregnancy or related conditions and will fully comply with Title IX regulations. Absences due to medical conditions relating to pregnancy and maternity leave will be excused for as long as deemed medically necessary by a student's medical provider, and students will be given the opportunity to make up missed work. Some courses may include a level of interaction with hazardous materials or situations. In such cases, it is up to the student's medical provider to determine whether or not the student is able to participate due to pregnancy or related conditions. Students are encouraged to contact Diversity Resources at 715-833-6234 or [diversity@cvtc.edu](mailto:diversity@cvtc.edu) to set up an appointment as soon as the pregnancy is known.

DMS Program faculty will follow the accommodation plan's guidelines. Faculty, the student, and Diversity Resources will collaborate regularly regarding the plan and its effectiveness. Generally, one of two plans are put into place:

1. A plan for continuation and progression with current classes and with the current cohort group of classmates. Sometimes this may involve instructors providing course extensions and alternate due dates, or a temporary lapse of clinical education.
2. A plan for continuation and progression with next year's class.

### **Students with Disabilities**

CVTC welcomes individuals with disabilities. We will provide and coordinate reasonable accommodations for all individuals with documented disabilities. Students that might benefit from accommodations during their college experience at CVTC can contact Diversity Resources at 715-833-6234 or [diversity@cvtc.edu](mailto:diversity@cvtc.edu) to determine what accommodations they may be eligible for and what documentation may be required.

### **Transfer of Credits & CPL**

Prior Learning credits can come from a variety of places, but at least 25% of your program requirements must be earned through graded coursework at CVTC. CVTC will award transfer of credits from regional, national, institutional, and programmatic accredited institutions of higher education. Institutions must be recognized by the U.S. Department of Education. CVTC will evaluate these credits to determine the extent to which the credits apply to program requirements, general education requirements, or other program-specific graduation requirements. Transfer credit is recorded as earned credit only on the student transcript and is not calculated in a student's grade point average.

Credit may be granted to students transferring from other technical colleges, colleges, and universities provided that the:

- course is identified on an official college transcript
- course is equivalent to a course within the current student curriculum
- course being transferred meets or exceeds the credit value of the CVTC course; the credits accepted as transfer are given the credit value assigned to the CVTC course
- course is directly applicable to degree or diploma program being pursued
- grade of "C" (2.0 on a 4.0 scale) or above was earned in the course
- transfer credits have been taken within the age of credit for the program. See Degree Progression and Age of Credit Policy for details.

Students planning to transfer to a university have the option to take 200-level courses that will count toward general education requirements in the four-year degree being pursued. While some of the 100-level general education courses listed on the program sheet may meet approval for transfer, the 200-level courses are more widely accepted for transfer. To determine what courses may transfer, utilize [Transferology.com](https://www.transferology.com). Students should also contact the college or university they are pursuing to determine exactly what the school will accept and when to seek admission. Students should maintain contact with the other institution, given that program requirements are subject to change.

CPL offers CVTC students an opportunity to earn college credit toward an associate degree or technical diploma for previous knowledge and mastered skills directly related to the program curriculum. Previous knowledge and skills may be the result of work or volunteer experiences, certifications, apprenticeships, military experience, and courses at other institutions. If a student wishes to attempt CPL for a course in progress, it is imperative that CPL is attempted within the first week of class (or sooner) to be eligible for a tuition refund. More information can be found at [cvtc.edu/CPL](https://cvtc.edu/CPL).

### **Ergonomics**

It is well documented that a large percentage of the sonography workforce suffers from Work Related Musculoskeletal Disorders (WRMSD), some of them career ending. It is in the best interest of the student to become familiar with exercises and good work habits to prevent injury. The faculty of the program will stress and reinforce good work habits. Poor posture, poor body mechanics or improper hold on the transducer will be corrected. Material will be provided in the

program to familiarize the student with proper ergonomics. Students will be assessed on their ergonomic practice at various times in the program.

### **Student Evaluation & Records**

Students are required to maintain at least a “B-” in each course of study within the program instruction. For all core program courses beginning in the numbers ‘526’, the lowest B- is **80%**. For other required courses, students should refer to the syllabi for the grading scale.

Instructors maintain summative academic records (exams and competencies). A student may schedule an appointment with an instructor or program director to request review of any of these items while they are a DMS Program student.

Other, more formative evaluations such as quizzes and assignments collected, will not be maintained for student review by the program faculty after the end of the semester.

### **Grading Scale**

The grading system is identified in the Student Handbook. Factors such as class participation, quality of work, attitude and attendance are considered in determining final grades. The following breakdown will be utilized:

Grade	Grading Scale		Grade	Grading Scale
A	93 - 100%		C	73 - 76%
A-	90 - 92%		C-	70 - 72%
B+	87 - 89%		D+	67 - 69%
B	83 - 86%		D	63 - 66%
*B-	80 - 82%		D-	60 - 62%
C+	77 - 79%		F	0-59%
<p><i>*80.0% or higher is required to pass “526” DMS courses.</i>  <i>Grades in red represent not passing grades for “526” courses.</i></p>				

\*Audits or Withdrawals will affect your status in the program in addition to any non-passing grades

### **Integrity**

Honesty is very important—most especially for the health care professionals. It encompasses action as well as interpersonal relationships. If a student is caught cheating, the individual will be subject to disciplinary procedures in accordance with CVTC college, DMS Program, and course



policies. Furthermore if a student violates the SDMS Code of Ethics at any time of their education, that student will be subject to remediation and/or program dismissal.

### **Discipline / Remediation Policy**

Each DMS instructor has the authority to immediately handle any problems that may arise with the student in the classroom or laboratory. Plans for remediation will be taken, if needed, by the program director. A remediation plan form will be the tool used to notify student changes needed in their knowledge, performance, skills, or behaviors. A deadline for changes will be noted on the form, and those improvements must be observed by the instructor and documented by that deadline in order to pass that course and/or continue in the DMS Program. Furthermore, certain behavioral deficiencies may be considered grounds for immediate course failure and/or program dismissal without remediation. The DMS Faculty reserves the right to pursue these actions in accordance with the Student Conduct Policy in the CVTC Student Handbook.

### **Graduation Requirements**

When all program requirements are met, the graduate of the Diagnostic Medical Sonography program will receive an **Associate Degree of Applied Science** in the field of Sonography from Chippewa Valley Technical College. The student will be eligible for program graduation when he/she has fulfilled the following requirements:

1. Attain passing grades (B- or above) in all required courses and complete sufficient electives to meet the approved curriculum for the program.
2. Complete program courses with a cumulative grade point average of 2.0 or better.
3. Fulfill all financial obligations to CVTC.
4. Earn at least 25% of the total required credits at CVTC.
5. It is the student's responsibility to make certain he/she has completed all required coursework in the program. The academic advisor to the DMS Program is available to assist the student. Also, students may perform their own degree audit at any time.

Our academic advisor working with the program is Kris Jackson, and an appointment with her can be made through Student Services by calling 715-833-6346. Kris is in room 100H of the Health Education Center.

### **Certification/Becoming a Registered Sonographer**

Graduates of the DMS program will be eligible to take the appropriate registry examinations offered by the American Registry for Diagnostic Medical Sonographers (ARDMS).

To become board certified with the ARDMS graduates must pass both the Physics and Instrumentation (SPI) examination and a specialty examination. Students of CVTC's DMS Program will be eligible to take the SPI examination upon successful completion of appropriate sonography physics coursework. Graduates from the CVTC DMS Program are eligible to apply for both the Abdominal and the Obstetrics and Gynecology specialty boards starting 60 days prior to graduation, providing an opportunity to take either or both of these exams prior to graduation.

To use the title RDMS, all of the following conditions must be met:

- All of the graduation requirements are completed

- Passing score on the SPI ARDMS examination
- Passing score on either or both of the Abdominal (AB) or Ob/Gyn (OB) ARDMS examination

Often graduates pursue the RVT certification through the ARDMS. This option is available following successful program graduation, being RDMS registered, and requires completion of a Clinical Verification (CV) form through the ARDMS by an RVT registered sonographer. CVTC faculty will not complete this form for graduates. It must instead be from a co-worker or past clinical instructor who meets the credentialing requirements and can confidently endorse the graduate's abilities in vascular sonography.

The sonography profession holds the credentials provided by the ARDMS in very high regard when applying for employment. While it is not yet legally required to pass the examinations to be employed at all health care facilities, most facilities require ARDMS certification within six months to a year to maintain employment.

At the time of publication of this handbook, the ARDMS examination fee is \$250 for the SPI exam and \$275 for each of the others (all exams have a \$100 non-refundable processing fee).

### **Student Withdrawal**

A student wishing to withdraw from the program is expected to have a conference with a DMS faculty member or the program director and follow the appropriate withdrawal process as outlined in the CVTC Student Handbook. Remember that withdrawals, incompletes, and audits will affect your status in the program.

### **Non-passing and Retry Policy**

All students must achieve an overall score of 80% or better (see the section Student Evaluation above for details) and pass all competencies in the course to pass each course.

Any student who fails a first semester course will need to re-apply to the program if she/he wishes to continue.

Any student who earns on non-passing grade for a DMS core course between the 2<sup>nd</sup> – 5<sup>th</sup> semesters will need to make an appointment with their academic advisor and program director to discuss program continuation. Program dismissals are determined at the college level. Program continuation and appeals processes will be in accordance with the policies listed in the CVTC Student Handbook. If a student is not dismissed but cannot immediately progress into the next term, the student will have a detailed Retry List (R-list) for re-entry which must be adhered to and completed in the scheduled time. Students will be able to begin the R-List Process immediately upon their withdrawal of one or more program courses or upon receiving a final course grade lower than a C. Students placed on the R-List are accepted back into program sequence based on space availability. The order of a student's position on the R-List is based on the date and time in which the Retry Form is completed with a Program Advisor. Students at the top of the R-List for re-entrance into 2<sup>nd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> semester have first priority for re-admittance pending successful completion of their retry criteria. Often the retry criteria include challenge exams for prerequisite courses which have been completed. This involves the student passing a written course test and performing major course competencies to demonstrate prerequisite abilities. Students on the R-

list meet with the program director for a preparation plan so that they will pass the challenge tests.

### **Extension Policy**

Course extensions will only be provided in the form of an incomplete if the student has suffered a hardship and is unable to participate in equal learning experiences either in the core courses or in the clinical internship experience. A hardship will be determined by program faculty and possibly the Dean of Health & Emergency Services. At the end of the term, an Incomplete (I) grade will be entered by the instructor. This will change to the appropriate letter grade once the student has completed the course or the extension deadline has arrived.

### **Field Trips**

Field trips made while enrolled in the program are planned activities for either educational or professional growth. An example of a field trip is the annual spring meeting offered by the Midwest Society of Diagnostic Ultrasonography (MSDU). Students will be required to absorb additional expenses associated with these field trips, but DMS Club members may apply for assistance through SGA and/or use funds earned through club activities. During field trips students are expected to present themselves professionally and in accordance with the policy in the CVTC Handbook.

### **Student Responsibilities**

1. Come prepared (through study of assigned material) to class and lab sessions.
2. Participate in learning experience activities (class discussion, lab, etc.).
3. Apply theoretical knowledge to clinical application.
4. Apply information learned in laboratory assignments to clinical application.
5. Submit assignments on time, legible and neat.
6. Maintain the laboratory setting (respect equipment, fill gel bottles, launder linens etc.).
7. Follow program policies.
8. Abide by the code of ethics for sonography.
9. Maintain clinical and personal records.
10. Submit evaluation materials to clinical instructors and faculty as required.
11. Demonstrate employability skills (teamwork, communication, ethics, and preparation/preparedness).

### **Dress Code Policy**

The personal appearance and demeanor of CVTC sonography program students reflect both the school and program standards as well as personal pride. All DMS students are required to present an image which is clean, safe, neat, professional and well groomed. The following policy will be adhered to unless otherwise directed by your internship site.

1. Class and labs are casual except for courses requiring outside volunteer scheduling. Clothing reasonably deemed offensive is not allowed. The instructor is capable of making a professional judgment on the appropriateness of attire and accessories in accordance with norms and standards within the sonographic professional community.

2. During labs in which outside volunteers are scheduled, students should wear scrubs or dress/casual attire with a lab coat and wear their CVTC name tag.
3. Field trips and conferences are dress casual.
4. At clinical, interns are expected to dress in accordance with departmental policies. A CVTC student name badge must be worn at all times unless the department requires an organization badge instead. Regardless, interns should always identify themselves as an intern when scanning patients or when asked by a hospital employee.
5. Tattoos are acceptable within reason and may be covered to the best of a student's ability when in the presence of patients, volunteers, or in a professional environment. Makeup, jewelry, and other accessories should be minimalist and deemed tasteful in a general professional environment.
6. Gum chewing in the presence of patients is not allowed.
7. Hygiene guidelines for DMS students include:
  - Absence of body odors or odors of any tobacco or substances
  - Absence of bad breath
  - Evidence of overall cleanliness including that of hair, nails, body, and clothing

In a clinical setting, failure to abide by the dress code will result in temporary dismissal from the site until the dress code can be met. Time missed must be made up.

### **Confidentiality**

All health care professionals, including students, are held to strict standards of confidentiality. The legal and moral-ethical aspects of this are discussed in introductory courses. Students are required to sign a statement acknowledging these standards and the consequences of breaking the standards. **Violation of confidentiality will be grounds for immediate dismissal from the program.**

### **Student Concerns/Complaints (Grievance Procedure)**

The College strives to be responsive to student concerns or complaints. In most cases student concerns are best resolved through discussion with instructors. However, there may be times when a student needs to talk with someone else. Call 1-800-547-2882 (WI Relay: 711) and ask to be transferred to the appropriate contact or use the list found in the "Student Concerns/Complaints" section in the CVTC Student Handbook.

## **Student Activities & Faculty Roles:**

### **Student Government Association (SGA)**

The SGA is a very active organization on campus aiding all other organized clubs and campus activities. This organization is the "voice of the student body." It establishes the regulations for the student center, promotes good school will and conduct, and is supportive of student needs. All members on campus are eligible to participate in the election of its membership, which is elected at large.

### **DMS Club**

All students enrolled in the 1<sup>st</sup> – 6<sup>th</sup> semesters of sonography program are eligible for membership. The members elect officers at the beginning of each school term. Bylaws direct the activities of this club and make it eligible for on-campus financial assistance. A DMS faculty member is assigned as the DMS Club Advisor.

### **The role of your Program Director**

Your DMS Program Director maintains programmatic accreditation, sets forth program policies and procedures, assesses budgetary needs, facilitates advisory board meetings, evaluates the effectiveness of curriculum & program outcomes, and oversees functional aspects of the program. Additionally, your program director is a 'go to' person for student concerns/questions, or for assistance with conflict resolution. The DMS Program Director works closely with the program academic advisor and the Dean of health sciences.

### **The role of your Clinical Coordinator**

The clinical coordinator, with the support of the program director, establishes clinical sites for each upcoming year. The clinical coordinator maintains records of clinical affiliate and sonographer information to help ensure the effectiveness of each location as a learning facility. Both the clinical coordinator and the program director collaboratively work together to assign students to their clinical location.

### **The role of your faculty instructors**

Your program director and clinical coordinator are also your two primary program instructors, though you may have some adjunct instructors as well. Each are experienced sonographers in multiple specialties. Your instructors are responsible for providing effective lesson plans and course structure in the class and lab. Effective does not mean that everything will always work for all students, because each person is different. Instead, effective means that the course is set up to promote success for the vast majority, and additional resources can be made available to those students in need, and who take initiative to seek out extra support during instructor office hours. Your instructors also provide activities, assessments, and determine your earned course grade. Sometimes there is a secondary lab instructor for the course. The secondary instructor follows the guidelines set forth by the primary instructor. The following is a list of things that remain consistent within the program, and within a course when two instructors are involved:

- Grading scale is set forth by the college
- Grade weighting and grading criteria is determined by the primary instructor. A secondary instructor will use the same standards.
- Scan protocols are set by the program and should be followed by all instructors. However, sometimes students confuse 'scan protocols' with 'scan styles', and sometimes also perceive a need to adapt a protocol on a patient as not following the protocol. These style changes and needs to adapt are a regular part of scanning.
- Course competencies and outcomes are set forth by the program
- Audio recording devices during lectures are allowed by the DMS Program and all DMS courses held on campus. Video recording is not allowed.

- Both your program director and clinical coordinator visit you at internship and collaboratively determine your clinical grades.

Lastly, it is important to remember that your faculty instructors are mentors, facilitators, and support for you throughout journey into becoming a sonographer.

### **The role of your DMS Club Advisor**

Your club advisor is a faculty member who will regularly attend club meetings and support the DMS club in fundraising, community activities, and field trips. The club advisor also oversees budget transfers and spending of club funds.

### **Technical Standards**

Technical Standards have been established to serve as a guidance tool for students entering the profession of sonography. These standards present a realistic standard for students to function successfully in the program and ultimately in the profession.

Objectives of the program may require the student to possess:

- Sufficient ability to monitor the patient and machine controls from a distance of 20 inches in a darkened room
- Sufficient ability to detect and monitor vital signs and receive communication from patients and members of the health care team
- Sufficient communication skills to relay instruction and/or needs promptly and efficiently to patient and health care workers
- Sufficient gross and fine motor skills to:
  - manipulate equipment by pushing buttons, operating keyboards, and turning dials
  - simultaneously manipulate controls with one hand and manipulate the transducer with the other hand - maintaining steady pressure on the patient
  - stretch around/over patients and carts to achieve optimal scanning planes yet maintain contact with the machine controls
  - transfer, move or lift patients from wheelchairs or stretchers to the exam table or patient bed
  - lift a minimum of 50 pounds
  - stand or walk a minimum of 50% of clinical time
  - push heavy equipment across carpeted floors and up ramps
- Satisfactory intellectual and emotional functions to:
  - review images and evaluate for completeness of examination
  - utilize independent judgment and discretion in the safe technical performance of sonography procedures
  - adapt to changing environments such as flexible schedules and emergency conditions
  - multi-task and work under conditions in which external distractions and noise may be present

The work of a sonographer involves risks and discomforts that require special safety precautions, additional safety education and health risk monitoring. It also may involve working with sharps, chemicals, infectious disease, and debilitating illnesses. Sonographers may be required to use protective clothing or gear such as masks, goggles, and gloves.

**Anticipated Program Cost for tuition and books (2025)**

Term 1: \$ 1,828  
 Term 2: \$ 2,371  
 Term 3: \$ 2,702  
 Term 4: \$ 2,033  
 Term 5: \$ 2,089  
 Term 6: \$ 834  
 Books: \$ 1,419  
 Estimated Total: **\$13,276**

**Program Faculty and Staff**

<b>Name</b>	<b>Office</b>	<b>Telephone</b>
Samantha Morse Concentration Coordinator Faculty Instructor, DMS Club Advisor	HEC 1C	715-975-6857
Briana Nelson Clinical Coordinator, Faculty Instructor	HEC 1A	715-975-6858
Stacy Doering Program Director, Adjunct Instructor	HEC 10	715-831-7264
Kim Thalacker Adjunct Instructor	HEC 10	
Katelyn Glass Adjunct Instructor	HEC 10	
Mary Wright Adjunct Instructor (cardiac certificate)	HEC 10	
Kris Jackson Program Academic Advisor	HEC 100H	715-833-6255
Myra Sandquist-Reuter Dean of Health & Emergency Services	HEC 100A	715-833-6675
Dr. Joshua Larson Medical Advisor	Off-site	



# Statement of Receipt of Policy and Procedure Handbook

I acknowledge receipt of the Chippewa Valley Technical College Associate Degree Diagnostic Medical Sonography Program Handbook. I have read and understand the information provided. I agree to abide by the policies and procedures as outlined in the handbook.

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Student Signature

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Date

## Confidential Information Acknowledgment

The relationship between a Physician/Therapist/Health Professional and the patient is a very personal one and is absolutely confidential, both from an ethical and legal standpoint. As a student you may be exposed to patient medical information in the due course of your clinical experience. It is a firm policy of the Health Care Agency and CVTC that these matters of confidence never be inappropriately discussed either inside or outside the agency or school. No one has the authority or reason to review any information contained in any patient's history except in the line of duty; students are to read only that part of the record that is absolutely necessary. Physicians/Therapist/Health Professionals or their designate may release medical, surgical and counseling information, but only with the express written consent of the patient. **Violation of this section will be grounds for immediate dismissal from the program.**

I have read and agree to abide by the terms of the CVTC policy regarding confidentiality.

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Print full name

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Student's Signature

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Date





## Wisconsin Technical College System Diagnostic Medical Sonography

### Technical Standards Student Signature Page To Be Completed at Program Entry

\_\_\_\_\_ I have read and I understand the Technical Standards particular to the occupation of sonography. (Yes/No)

\_\_\_\_\_ I am able to meet the Technical Standard requirements as specified, with or without accommodation, and will work with the CVTC Academic Services Department if I choose to request course accommodations.

\_\_\_\_\_ I understand that due to the sonographic industry nature and in order to maintain compliance with ALARA principles pertaining to reasonable limits in patient exposure to sound energy, the CVTC DMS Program does not allow for additional scan time as an accommodation.

\_\_\_\_\_  
Printed Name of Student

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

The Americans with Disabilities Act bans discrimination of persons with disabilities, and, in keeping with this law, colleges of the Wisconsin Technical College System make every effort to ensure quality education for all students. It is our obligation to inform students of the essential functions demanded by this program and occupation. Students requiring accommodations or special services to meet the Technical Standards of the Diagnostic Medical Sonography Program should contact the Disability Services department (833-6234) for assistance.

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

\_\_\_\_\_  
Date

### **Internship Assignment Process**

The goal of the Diagnostic Medical Sonography (DMS) internship program is to provide DMS students the opportunity to apply and refine the skills, knowledge and attitudes learned in the classroom and lab to the workplace. Internship sites have been selected using the criteria set forth by the Joint Review Commission (JRC) DMS.

Chippewa Valley Technical College (CVTC) will make every effort to assist students in obtaining internship sites, however students should recognize that our clinical sites will make final decisions regarding placement.

The selection process has been developed with an effort to balance the needs and interests of CVTC students, clinical sites and the DMS program.

### **The Selection Process**

1. During the second fall semester of the program, the CVTC DMS Clinical Coordinator and Program Director collaborate with industry partners to determine and secure the number of needed locations to meet the students' learning needs.
2. At mid-term of the second fall semester of the program, senior DMS students will complete a self-assessment describing their career goals, learning strengths and challenges, desirable traits in a clinical learning center, and other related information. The purpose of this self-assessment is so that the program director and clinical coordinator has a better ability to match students to an internship location that will be a positive learning experience.
3. Once clinical centers are finalized, students attend an information session to learn about the locations. Students should take notes and ask questions so that they understand the various qualities of each location.
4. Students complete a "request for consideration" form, in which three sites will be selected by the student (in no particular order of ranking). The clinical coordinator and program director will use this form as one of many pieces of information in determining each student's final placement. Students are not guaranteed to be placed at a location they have listed in the request for consideration form.
5. Prior to reviewing the request for consideration forms, the program director and clinical coordinator collaboratively determine potential preliminary matches for each student by considering the following:
  - a. Student mid-term self-assessments
  - b. Student learning styles
  - c. Student areas of strengths and challenges
  - d. Student employability skills, communication styles, and attitudes towards teaching and learning
  - e. Clinical affiliate instructional styles
  - f. Clinical affiliate strengths and opportunities
  - g. The ability of clinical affiliates to meet the needs of the students in accordance with their self-assessments
  - h. Clinical affiliate expectations of an intern
  - i. Potential for the affiliate to take a 'break year' from hosting an intern

6. The Clinical Coordinator and Program Director then review the request for consideration forms as the last step in determining final placement. The first priority in final determination is to ensure that each student has been matched to a location that faculty determine to be of the highest potential for a positive collaboration between the site and the student, based on the preliminary matching criteria above. A secondary priority is to place the greatest number of students to a location listed on their request for consideration sheet.
7. The Clinical Coordinator and Program Director meet with each student individually to provide information on their placement.
8. The student sends a resume and cover letter application to the clinical affiliate. The clinical affiliate interviews the student and makes the final decision on whether or not to accept the intern. Clinical affiliates exhibit good faith by expecting to host the applicant as their intern.

#### **Terms:**

All clinical sites have the right to deny any student an interview or the site after the interview. This has only happened in very rare circumstances. Students should treat the application process with professionalism and exhibit strong interviewing skills. CVTC assistance is available, and referrals can be made by program faculty.

Any student not selected after interviewing will be responsible for their own placement within three months of the interview date. If a student fails to secure a site after this time the student will repeat all performance competencies of the program and be placed on the retry list until a site placement is made. Additional work may be required as part of the re-entry plan, including interviewing skills, professionalism development, or skills building for any other reason in which the student was denied acceptance.

- To be placed for clinicals and eligible for an internship interview, the student must be passing all courses at the time of internship selection. Non-passing students will be assigned to interview at a site only after they reach passing status and/or the program faculty deem it likely that the student will pass all 3<sup>rd</sup> semester courses.
- To be placed for clinicals and eligible for an internship interview, the student must have submitted all pre-internship records to the clinical coordinator. Some sites require additional records beyond what is standard. Students applying for these locations will have ample time to obtain those records.
- DMS faculty will not influence or give references during the selection process.
- Sites may request certain qualities they will be looking for in an intern. This information will be made available to students in advance of final selection.
- Sites are allowed to choose or request a specific candidate for the internship placement and the placement will be granted by the DMS faculty. If this happens, DMS faculty will meet with the student to discuss the opportunity. If it is determined by faculty and the student that this is a good opportunity, then the student will be placed to that location and is exempt from the standard selection process. **NO STUDENT SHOULD APPROACH A SITE TO ENCOURAGE A REQUEST!** This practice may result in failure to place a student in a site.

- Occasionally a clinical affiliate will require interviewing multiple students and making their selection based upon those interviews. In this event, all pre-internship students will be notified, and those wishing to interview should discuss the opportunity with DMS faculty. Those students deemed a good potential match, using the criteria in number 5 of the selection process, will be offered the opportunity to interview. The student selected will be exempt from the standard selection process. The student(s) not selected will be included in the standard selection process.
- CVTC enforces a policy regarding dismissal from a clinical site. Each site may also have guidelines to be followed to maintain the site. If a student does not comply with all the criteria on either of these guidelines it will result in loss of the clinical site and dismissal from the DMS program for the student. Any student dismissed from a site for any reason other than site hardship will earn a non-passing grade in the clinical course.
- All students will receive a copy of the Society of Diagnostic Medical Sonographer's (SDMS) code of ethics in the Intro to DMS course. This vital document may also be found at [www.sdms.org](http://www.sdms.org).
- Students will comply with all bloodborne pathogen policies in place at a clinical site. Failure to do so may result in loss of the clinical site which would lead to dismissal from the program.
- **Relocation should be expected for the internship experience.** The clinical sites may be able to offer advice on living arrangements, or in occasional circumstances limited assistance. The student is responsible for all living expenses incurred during the internship. Site placement may be in Wisconsin, Minnesota, Michigan, or Illinois. We have also used Iowa and Montana. We try to keep sites within 6 hours of the campus, but it is not a hard rule.
- In the event that there are not enough clinical sites available at the end of the instructional process, CVTC will provide laboratory time to maintain skills at no charge, until sites can be secured.
- Students wishing to be considered for a clinical site not on the program list should discuss this with the Program Director and Clinical Coordinator. CVTC faculty will determine if it's feasible to pursue the addition of a location and may contact the potential site for more information.
- Students must read and sign this document and forward to the Clinical Coordinator to be eligible for internship.
- \*\*\*\* Unique and extraordinary circumstances will be addressed individually.

#### **Dismissal from a site and non-passing clinical grades**

To maximize patient safety and to ensure good relationships with our clinical affiliates, it is imperative that students maintain high professional standards of conduct when at the sites. The following is a list of offenses that will result in immediate dismissal from an internship site, resulting in a non-passing clinical course grade:

- Compromise of patient safety
- Compromise of patient confidentiality
- Compromise of co-worker confidentiality

- Internet browsing unrelated to internship needs, unless there was special approval for a specific reason
- Failure to comply with the standard dress code and or personal hygiene guidelines
- Excessive absence or tardiness, or more than 1 unexcused absence
- More than three unexcused episodes of arriving late for internship or unprepared for internship at the predetermined start time
- Dismissal from a site for any reason other than site hardship (loss of staff, etc.)
- Any instance deemed unprofessional as a sonographer as outline by the SDMS Code of Ethics. Examples include but are not limited to:
  - abusive or vulgar language
  - hostile attitude or actions toward patients or staff personnel
  - excessive personal issues, including personal phone calls
  - unwillingness to accept constructive criticism
  - refusal to participate in department upkeep
  - refusal to follow the directions of department staff
  - repeated disruption of the daily operations of the clinical site
  - unprofessional communication with patients or staff
  - performing duties outside the sonographer scope of practice
  - dishonesty regarding the clinical practice
  - other similar occurrences

These standards are for the protection of patients. As a responsible member of the healthcare team, you be acutely aware and follow the guidelines and policies set forth by the SDMS, Occupational Safety and Health Administration (OSHA), and The Health Insurance Portability and Accountability Act of 1996 (HIPAA).

## **Code of Ethics for the Profession of Diagnostic Medical Sonography**

*Re-approved by SDMS Board of Directors, effective 02/08/2017*

*(originally approved by SDMS Board of Directors, December 6, 2006)*

### **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 recredentialing.
- 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.



# Internship Selection Process Signature Page

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

*I have read and agree to the guidelines outlined in the Chippewa Valley Technical College's Diagnostic Medical Sonography Internship Selection Process.*

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

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

*I have read and agree to abide by the Society of Diagnostic Medical Sonography's Professional Code of Ethics:*

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

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

*I understand that the final decision for site placement is made by the DMS Faculty, and that relocation is to be expected and that housing is my responsibility:*

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

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





## Policy on Scanning Human Volunteers/Subjects for Educational Purposes

The health and safety of students in our program is important. In this program we practice ultrasound exams on human subjects in a non-clinical (practice) environment. A student's grade and evaluations will not be affected by participation or non-participation as a volunteer patient.

Students are not required to be a scan volunteer for other students. Anyone wishing to decline being scanned by others, either in general or for certain situations, should communicate this to the course instructor(s) and program director. Program officials will ensure that this request is honored.

All students and faculty must be respectful towards anyone's decision pertaining to volunteering. Coercion, bullying, isolating, and other retaliatory behaviors will not be tolerated. Any student feeling pressured should address their concerns with program faculty. Additionally, individuals reserve the right to select who may be present in scanning rooms when they are a volunteer patient at all times and based on exam type.

Instructors will ensure that an adequate pool of scan volunteers is available for skills development and competency assessments. If a lab group does not have enough student volunteers, outside people may be brought in by program faculty or students with instructor approval. All volunteers must have a scan waiver form on file.

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

*I have read and understand the policy on human volunteering in the DMS Program and will address any issues or concerns with program faculty immediately.*

*I know that I have the right to change my preference regarding being a scanning volunteer patient at any time without penalty.*

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

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

*If there are any comments or concerns currently, please describe below:*