



Imaging Science Education Programs
Diagnostic Medical Sonography

Student Handbook



2022-2023
Academic year

Revised: 6/2022



PREFACE

WVU Hospitals offers an 18-month, 40 hour-per week education program in Diagnostic Medical Sonography. It is designed to provide students with the basic knowledge and principles necessary to perform sonographic procedures in the clinical setting. The program is hospital based and is accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) in cooperation with the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). The essentials and guidelines for accreditation are available to students to read and may be found in the office of the Program Director.

WVU Hospitals awards a certificate to each student who satisfactorily completes all courses of study and fulfills all clinical requirements of the program. Upon graduation, students are eligible to sit for several registry exams offered by the American Registry of Diagnostic Medical Sonographers. In addition, students are also eligible to sit for the certification exam in Sonography held by the American Registry of Radiologic Technologists. One stipulation beginning in January of 2015 is that for a student to be eligible to take the ARRT Sonography Exam, the student must hold an academic degree. Associate degree or higher will be mandatory.

Students enrolled in the program are regarded as mature, responsible individuals seeking education in the field of ultrasound. They are not considered employees of the hospital or students of West Virginia University.

The following information has been prepared to inform the students of both policies and procedures of the ultrasound facilities as well as the didactic and clinical requirements expected of them during this educational endeavor.

Table of Contents

Mission Statement.....	4
Policy Change.....	5
DMS Admission.....	6-8
Orientation.....	9
General Information.....	10
Attendance Policy	11-17
Attendance Documentation Policy.....	18
Trajecsys Report System.....	19
Clinical Standards.....	20-23
Clinical Procedures & Supervision.....	24-25
Faculty.....	26-28
Clinical Education Make-Up	29
Course Hours.....	30-33
Course Description	34-35
Required Textbooks	36
Course Lecture Session Make-Up	37
Recruitment.....	38
Pregnancy.....	39-40
Transfer/Advanced Placement/Part-Time Student.....	41-43
Access or Release of Student Information.....	44-45
Program Effectiveness & Outcomes Assessment.....	46-48
Graduation Requirements.....	49
Staff Clinical Instructor Orientation.....	50-51
Staff Clinical Instructor Evaluation.....	52

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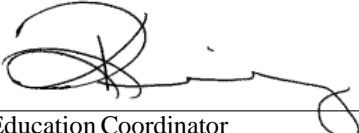
Mission Statement

The Diagnostic Medical Sonography education program at West Virginia University Hospitals withholds a mission to develop entry-level diagnostic medical sonographers through comprehensive didactic and clinical education in Diagnostic Medical Sonography. In addition, this program strives to provide the necessary skills for professional growth and career advancement in the imaging sciences.

Through continued technological advancement and strong commitment to medical education, West Virginia University Hospitals provides the foundation on which students can cultivate and expand their imaging skills in the diagnostic medical sonography discipline.

Goals

1. To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. To develop effective communication skills.
3. To utilize critical thinking / problem solving skills.
4. To reinforce professional behavior.
5. To integrate professional growth and development practices.



Education Coordinator

Date

Policy Change

The administration of the West Virginia University Hospital's and the Faculty of the West Virginia University Hospital's Program of Imaging Science reserve the right to change any of the stated policies as necessary and/or when advisable for improvement of or to meet new standards within the program.

Education Coordinator

Date

DMS Admissions Policy

Policy

West Virginia University Hospitals and those responsible for the administration of the Imaging Science Education Programs consider each applicant without regards to race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity, disability, veteran status, or any other status protected by applicable law.

Program officials reserve the right to limit enrollment based upon the quality of the applicant pool and current employment market conditions. To be considered for admission to the Diagnostic Medical Sonography Program the applicant must meet the following minimum admission requirements.

Requirements for Admission Consideration

All the following criteria are required for admission consideration and documentation must be received on or before February 1st of the year in which the student is applying for admission.

1. Applicant must review the Essential Performance Standards form located on the program's website (<https://wvumedicine.org/radtech/ultrasound/>).
2. Applicant must possess, at minimum, an associate degree (or pending graduate) of a 2-year postsecondary, Allied Health education program that is patient care related. Allied Health occupations include but are not limited to Radiologic Technology, Respiratory Therapy, Occupational Therapy, Physical Therapy, Registered Nurse, and Licensed Practical Nurse.
3. Applicant must submit the following by February 1st to be considered for the program starting in July each year:
 - a. Program Application
 - b. Three Personal Reference Forms
 - c. Official transcript of high school grades or G.E.D. scores
 - d. Official transcripts of all post-secondary education (radiography school, college, etc.)
 - e. American College Test (ACT) scores **or** Scholastic Aptitude Test scores
 - i. Minimum required composite score: **ACT ≥19, SAT ≥900.**
 - ii. Requirement may be waived for applicants possessing an associate's degree or higher.
 1. However, if the ACT or SAT score is provided and it satisfies or exceeds the minimum recommended composite score, additional academic points will be awarded.
 - iii. **ACT School Code - 4549 SAT School code - 3863**

Academic Evaluation

Program officials utilize an established, objective screening mechanism to assign academic points to a candidate based on their currently level of academic achievement. The following categories are used to assign academic points.

1. ACT Composite score or SAT (Critical Reading & Math) score.
2. College Level coursework
 - a. Algebra, statistics, or higher mathematics course
 - b. General college-level physics and/or radiographic physics
 - c. Communication skills
 - d. Human anatomy and physiology
 - e. Medical Terminology
 - f. Patient Care (clinical experience and /or current job experience accepted)
3. College / University Credit (based on GPA relative to number of hours completed)

4. College / University degree (BA, BS, MA, etc.)
5. Healthcare experience
6. Military Service / VA Benefit Eligible: For applicants that will potentially be using VA educational benefits if accepted, WVUH will accept, review, and maintain a written record of previous education and training for each candidate. Such materials will be reviewed to determine if credit towards admission or program completion is possible.

Interview Evaluation

Interviews are granted to the top academic candidates each year. Applicants not receiving an interview will be notified by mail. Interviews will be conducted in March of each year and candidates will be notified of their admission status no later than April 1st of each year.

Interviews are conducted by an admissions committee consisting of a least three members selected by the education coordinator and may include faculty members, department managers and /or clinical staff. Using a standardized form, total interview scores from each committee member will be calculated and averaged for each candidate. Candidates must score a minimum average of **25 interview points** (out of a possible 40) to be considered eligible for admission to the program. (See Interview Form).

Overall Evaluation

The Education Coordinator / Program Director will combine the Academic & Interview points into a cumulative score for each candidate and will rank the candidates in descending order. All points will be summated, and a Total Point score will be assigned.

Selection

The Education Coordinator will rank the candidates in descending order and will extend offers to top candidates having the highest overall scores (available seats in the program, vary year to year with an average of four students). Should there be a tie between two candidates, the average interview score for each candidate will be used as a tiebreaker. The candidate with the highest interview score will receive the higher ranking. The next two candidates will be waitlisted in the event one or more of the top four candidates do not accept the position. Waitlisted positions expire once a class is filled and do not carry over to the next admission year.

The candidates selected for admission will receive:

- a. Acceptance letter
- b. Access information for the student handbook
- c. Statement of Intent to Enroll (must be signed and returned)
- d. Essential Performance Standards Form
- e. Invoice for Admission Fee

All other applicants interviewed will receive a written verification of their non-admission or waitlisted status.

Acceptance

The selected applicants are given 10-15 business days to respond to the offer of admission by completing the following prior to the established deadline:

1. Read the Student Handbook
2. Sign and return the Statement of Intent to Enroll form
3. Sign and return the Essential Performance Standards form
4. Submit a \$50.00 check to WVUH for the admissions fee.

If an applicant fails to respond to the offer of admission by the established deadline, program officials will consider the offer as null and void and will proceed by offering the position to a wait-listed applicant.

Enrollment

Enrollment is contingent upon the student satisfactorily completing the following screening and assessment procedures within the guidelines specified by West Virginia University Hospitals (WVUH). These screenings will be conducted during the orientation period or at a time specified by program officials. Students will be provided with additional information regarding these procedures prior to the program start date.

Students will be required to:

- (1) Complete a health assessment and a vaccination record review conducted by the Employee Health department.
- (2) Complete the criminal background investigation process. (See WVUH Policy V.036)
- (3) Complete the drug screening / testing process. (See WVUH Policy V.035)
- (4) Complete all other WVUH mandatory orientation procedures.


Education Coordinator

Date

Mandatory Orientation Policy:

Policy:

The West Virginia University Hospitals, School of Diagnostic Medical Sonography Program requires that students attend the two-day scheduled orientation.

If the student would be unable to attend this orientation, the student's personal time will be deducted. The total time deducted from the personal time off is **twelve hours** (1.5 days) from the seventy-two hours given at the beginning of the program.

In addition, any student that was not present for the orientation will be provided the handouts and given a list of required items that will need to be completed on their own time. Required items that will need completed include but are not limited to as follows:

(1) Obtaining a Hospital Parking Pass

Program Director

Date

Attendance Policy

A student's daily attendance is vitally important in order for them to maintain satisfactory didactic and clinical performance. Students that miss exceptional amounts of clinic time will find it difficult to acquire the exams needed to fulfill their clinical education requirements. Students need to realize that poor attendance during their education can have a negative effect on their future. Employers tend to be wary of student applicants that have a record of excessive absenteeism. It is natural to relate absenteeism with a poor work ethic and a lack of commitment to the profession.

Personal Time Off: (PTO)

Personal time off (PTO) may be utilized for unscheduled absences (illness, personal emergency, etc.) and scheduled absences (job interviews, doctor appointments, etc.).

Twelve-month programs:

The student will be allotted 48 hours of personal time off for a twelve-month program. In addition, each school year will include three (3) weeks of leave to include: 2 weeks over the Christmas / New Year holiday, and one week in the spring.

Eighteen-month programs:

The student will be allotted 72 hours of personal time off for an eighteen-month program. In addition, each school year will include four (4) weeks of leave to include: 2 weeks over the Christmas / New Year holiday, one week in June, and a final week in the fall which is determined by the education coordinator.

Compensatory Time Off: (Comp time)

Compensatory time off is awarded at the discretion of the program director for activities that may exceed an 8 hour school day and/or for extraordinary circumstances. Some examples include but are not limited to: staying late to assist with heavy workload, going above and beyond duties, and/or conference(s) that are outside of the typical time frame of a normal school day.

Scheduled & Unscheduled Absences:

1. It is the student's responsibility to notify both the Program Director and Clinical Rotation site when calling to report off for illness or other personal emergencies. Notification must be received by a Program Official no later than 30 minutes prior to the beginning of the student's assigned shift. Failure to notify a Program Official in a timely manner will result in the student receiving an unexcused absence for that day. Students are required to leave a message on the phone mail system of the Program Director and the clinical rotation site.
2. In addition to calling off, students must document their absence by completing a Time Off Request form in Trajecsys. Comp time may not be utilized for unscheduled absences.
3. Students that miss consecutive days due to an illness will only be charged 8 hours of PTO for every three (3) days of absence, providing the student has a valid medical excuse from a physician stating the amount of time that the student is excused. The provision does not apply to time missed due to illnesses or incapacitation related to elective procedures or surgeries. Please refer to the Medical Leave of Absence policy regarding extended illnesses.

4. PTO and comp time shall be granted in minimum increments of 1 hour, unless previously approved by the Program Director.
5. Students requesting time-off for non-emergent reasons should pre-schedule PTO or comp time with program officials by the end of their shift at least one (1) day prior to the requested time off. Students should complete a Personal Time Off Request form in Trajecsyst and inform the Program Director as soon as the form has been submitted to ensure prompt review.

Excessive Absenteeism

This policy serves to identify the procedure and criteria implemented when a student exceeds their allotted number of hours of personal time off (PTO).

1. Excessive absenteeism will not be tolerated. If a student exhausts their allotted PTO days, they will be subject to the following disciplinary action.

Twelve-month programs:

- a. If the 48 hours of allotted PTO is exhausted, the student will receive documented counseling regarding their attendance and 1 point will be deducted from their overall clinical grade.
- b. If 16 additional hours are missed (total 64 hours), the student will receive a second formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 3).
- c. If 16 additional hours are missed (total 80 hours), the student will receive a final formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 5).
- d. If the total amount of time absent exceeds 80 hours, the student will be dismissed from the Program if any additional time off occurs. Students will be evaluated on an individual basis as to the circumstances causing the absenteeism.

Eighteen-month programs:

- a. If the 72 hours allotted PTO is exhausted, the student will receive documented counseling regarding their attendance and 1 point will be deducted from their overall clinical grade.
 - b. If 16 additional hours are missed (total 88 hours), the student will receive a second formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 3).
 - c. If 16 more additional hours are missed (total 104 hours), the student will receive a final formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 5).
 - d. If the total amount of time off exceeds 104 hours, the student will be dismissed from the Program if any additional absences occur. Students will be evaluated on an individual basis as to the circumstances causing the absenteeism.
2. If a student exceeds their allotted personal time off, their clinical education will be extended beyond graduation so that all clinical requirements can be satisfied. However, the clinical education process cannot be extended beyond 5 days after graduation. All absences over the allotted personal time off will be considered as unexcused absences and will result in documentation of unsatisfactory attendance on the final transcript.

3. In accordance with the Standards of an Accredited Educational Program in Radiologic Sciences, with regard to the maximum hours of clinical and didactic instruction, students will not be permitted to make-up their excessive missed time by extending their hours in clinic on a daily basis.

Unexcused absences

Unexcused absences are classified as the following:

1. Leaving the facility grounds without a program official's permission.
2. Leaving your assigned clinical area without program officials or a staff technologist's permission.
3. Failure to notify program officials prior to your assigned shift of an unscheduled absence.
4. Absences that occur as a result of disciplinary action (e.g. suspension) or those in excess of the allotted 48 hours PTO for twelve month programs or 72 hours PTO for eighteen month programs.

In the event that a student incurs an unexcused absence, the Disciplinary Action policy will be implemented. It is mandatory for all students to make-up, after graduation, any time missed as a result of an unexcused absence so that all clinical requirements can be satisfied. As with the excessive absenteeism policy, the clinical education process cannot be extended beyond 5 days after graduation for unexcused absences.

Tardiness

Students are required to be in their assigned clinical or didactic area and fully prepared to begin the daily clinical assignments prior to or by their designated starting time. Students should be aware that falsifying attendance records is grounds for immediate dismissal.

Tardiness is subject to the following guidelines and provisions:

- a. Tardiness is considered as any arrival time past the designated start of the student's shift.
Example: if your shift begins at 7:00am, you would be considered tardy at 7:01am.
- b. Tardiness beyond 30 minutes will result in the student being charged 0.5 days (4 hours) of PTO.
- c. Failure to notify program officials 1 hour beyond the designated time of arrival will result in the student being charged 1 day (8 hours) of PTO, marked as an unscheduled absence, and will result in a written warning.
- d. Excessive tardiness will not be tolerated and will result in a reduction in Clinical Points which will negatively affect the student clinical grade. Continued abuse will additionally result in disciplinary action and will result in documentation of "unsatisfactory attendance" on the final transcript.
- e. Exceptions to this policy will be at the program official's discretion and will be limited to unforeseen events.

Tardiness will be governed by the following limits and corresponding corrective actions:

Twelve-month programs:

- a. Upon the occurrence of three incidences of tardiness, the student will be issued a verbal warning and 1 point will be deducted from their clinical grade.
- b. Upon the occurrence of three additional incidences of tardiness (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (total 3).
- c. Upon the occurrence of three additional incidences or tardiness (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (total 5). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.

- d. Upon the occurrence of one additional incident of tardiness (total of 10), the student will be issued a third formal written warning which will result in their subsequent dismissal from the program.

Eighteen-month programs:

- a. Upon the occurrence of three incidences of tardiness, the student will be issued a verbal warning and 1 point will be deducted from their clinical grade.
- b. Upon the occurrence of three additional incidences of tardiness (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (3 total).
- c. Upon the occurrence of three additional incidences of tardiness (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (5 total). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.
- d. Upon the occurrence of three additional incidences of tardiness (total of 12), the student will be issued a third formal written warning which will result in their subsequent dismissal from the program.

Funeral Leave

Students will be given a maximum of three (3) days excused absence for deaths in their immediate family. Immediate family shall include husband, wife, child, mother, father, brother, sister, mother-in-law, father-in-law, and grandparents. Exceptions to this policy may be granted only by the Program Director.

Students needing to utilize funeral leave will be required to submit a Leave Request form in the Trajecsys Report System and notify a program official of submission as soon as possible, prior to being absent.

Military Leave

West Virginia University Hospitals supports the Military Services of the Government of the United States and provides the following provisions for students serving in the Military Reserves during their enrollment in the program.

- a. Students serving in any branch of the U.S. Military Reserves are allotted 2 weeks (10 days) of leave per academic year to fulfill their required military commitment. Students that miss additional time (>10 days) due to military service will be required to utilize personal leave or arrange an acceptable time frame in which to make-up the time missed so that the program's clinical requirements can be fulfilled. Make-up time is subject to the Education Coordinator's discretion and subsequent approval.
- b. Students are responsible for all didactic and clinical course materials presented during their absences related to military service.
- c. In the event that a student is called-up to active military duty, the program will reserve a position for that student so that they can be re-enrolled upon the completion of their active-duty assignment.

Vacation and Holidays

Twelve-month programs:

Students are granted three (3) weeks of vacation during their 12-month enrollment in the Program. Vacations are scheduled as two (2) weeks over Christmas/New Year's and one week in the spring. Program officials reserve the right to alter vacation dates.

Students are granted seven (7) holidays per year which include the following:

New Year's Day
Memorial Day
Independence Day (July 4th)

Thanksgiving AND Friday after Thanksgiving
Labor Day
Christmas

Eighteen-month programs:

Students are granted one (1) week of vacation during each semester enrolled in the Program. Vacations are scheduled as two (2) weeks over Christmas/New Year's, one (1) week in June and the final week of vacation being held in the fall. The final week in the fall is determined by the education coordinator. Program officials reserve the right to alter vacation dates.

Students are granted seven (7) holidays per year which include the following:

New Year's Day
Memorial Day
Independence Day (July 4th)

Thanksgiving AND Friday after Thanksgiving
Labor Day
Christmas

Attendance Documentation

Students are required to document their attendance by using the Trajecsyst Report System.

Using PTO or Compensatory Time:

Students desiring to use PTO or Compensatory Time will be required to submit a Time Off Request form in the Trajecsyst Report System and notify a program official of submission by the end of their shift at least one (1) day prior to the requested time off. The exact number of hours to be taken must be marked, appropriate designation must be selected (PTO, comp, military, medical, funeral), and student must provide time of day they wish to use their time if not a whole day (i.e., 2 hours PTO, 2pm-4pm, leaving early). A comment box will be provided on the leave request form for further information, if necessary.

Please note that if requesting to use a half-day of PTO or Comp time you would be utilizing four (4) hours of PTO or Comp time. For example, if you are scheduled from 7am-3:30pm and request a half day in the afternoon, you would work 7am-11am, using four (4) hours. If you are scheduled from 7am-3:30pm and request a half day in the morning, you would work 11:30am-3:30pm.

Interview Time Off:

Students are allotted interview time off for the purpose of interviewing for a job in the area of advanced imaging for which they are currently enrolled. The amount of time allotted is dependent upon location of the interview, not to exceed eight (8) hours, and is limited to one (1) time use, regardless of amount of time used. For all interviews taking place on-site within student's respective department or within a 40-mile distance, a total of 4 hours may be used if necessary. For all interviews taking place off-site and greater than a 40-mile distance, a total of up to eight (8) hours may be used to account for travel.

All interview time off must be pre-approved by the Program Director at least 24 hours prior to the interview date. Students desiring to use any amount of interview time off will be required to submit a Personal Time Off Request form in Trajecsyst by the end of their shift at least one (1) day prior to the interview date. The student will also be required to complete necessary forms which can be located and printed from the "Documents" section of Trajecsyst. These forms must be signed by a member of the interview committee and returned to the Program Director the next school day, immediately following the interview. If the signed document is not returned, the absence will be considered unexcused, and PTO will be taken. If additional interview time is needed, PTO must be used.

Policy Enforcement:

Accurate evaluation and interpretation of student attendance can only be accomplished if students are methodical and precise in their documentation. For this reason, the following guidelines have been established and will be strictly enforced.

1. Each student must clock in and clock out in the Trajecsyst Report System to document daily attendance times upon their arrival and departure of clinical duties.
 2. Students that fail to document accurately and timely will be counted absent until they notify the designated Program official. All time not accounted for (missed documentation) will be deducted from the student's PTO balance and disciplinary action may be enforced in accordance with the excessive absenteeism policy.
 3. Logging attendance must be performed on an approved hospital computer. Logging attendance with a mobile device is unauthorized and will be considered falsification of attendance documentation unless previously approved by a program official under special circumstances. Falsification of attendance documentation is grounds for immediate dismissal from the program in accordance with the disciplinary action policy.
 4. Time exceptions will be considered unauthorized unless approved by a program official under special circumstances.
5. Any student failing to properly utilize the attendance system (failing to clock in and clock out in Trajecsyst, failing to comment on early dismissals, etc.) will be subject to the following:

Twelve-month programs:

- a. Upon the occurrence of three incidences of failing to log attendance, the student will be issued an oral warning and 1 point will be deducted from their clinical grade.
- b. Upon the occurrence of three additional incidences of failing to log attendance (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (total 3).
- c. Upon the occurrence of three additional incidences of failing to log attendance (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (total 5). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.
- d. Upon the occurrence of one additional incident of failing to log attendance (total of 10), the student will be issued a third formal written warning which will result in their subsequent dismissal from the program.

Eighteen-month programs:

- a. Upon the occurrence of three incidences of failing to log attendance, the student will be issued an oral warning and 1 point will be deducted from their clinical grade.
- b. Upon the occurrence of three additional incidences of failing to log attendance (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (3 total).
- c. Upon the occurrence of three additional incidences of failing to log attendance (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (5 total). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.
- d. Upon the occurrence of three additional incidences of failing to log attendance (total of 12), the student will be issued a third formal written warning which will result in their subsequent dismissal from the program.

The Program Director has the discretion to make changes to this policy at any time based on the situation.

Education Coordinator

Attendance Documentation Policy

Students are required to document their attendance by clocking in and out on the TRAJESYS system. This system is an electronic based program that contains the student's competency forms, evaluation forms and attendance records to provide program officials with a method by which to regulate student attendance as they rotate through their various clinical and didactic assignments. A detailed description of the students' attendance is available at any time by logging into the TRAJESYS system. The attendance log documents month, day, and year. These Attendance forms are located in the Trajecsyst Electronic site for each student. At graduation, a copy of the clock hours for each student is placed into the student's permanent file located in the Program Director's Office. In accordance with CAAHEP policy, no student is to exceed a combined didactic and clinical work week in excess of 40 hours.

1. Upon reporting to the Hospital for their assigned shift, students will clock-in on the TRAJESYS system. All student badging transactions must take place on a computer located within the respective WVUH Ultrasound Department. **Clocking in or out on a personal computer or cell phone is not permitted.**

2. Upon leaving the Hospital after their assigned shift, students will clock-out on the TRAJESYS system. All student badging transactions must take place on a computer located within the respective WVUH Ultrasound Department. **Clocking in or out on a personal computer or cell phone is not permitted.**

Using PTO or Compensatory Time:

Students wishing to take PTO or Compensatory Time will be required to submit a Leave Request Form to a Program official prior to the date or time of their absence. The date and the exact amount of time the student will be absent must be included. The amount of time taken as PDO or Compensatory time will be added to the weekly computer printout so that a complete attendance record can be obtained.

Policy Enforcement:

Accurate evaluation and interpretation of student attendance can only be accomplished if students are methodical and precise in their documentation. For this reason, the following guidelines have been established and will be strictly enforced.

1. Each student must clock-in and out in the Trajecsyst Report System to document daily attendance times upon their arrival and departure of clinical duties. Students must use their individual username and password. Students are not permitted to clock in or out for each other. Students are issued ID usernames and Passwords for documentation.
2. Students that fail to document accurately and timely will be counted absent until they notify the Program official. All time not accounted for (missed documentation) will be deducted from the students PDO balance or replaced by compensatory time if available.
3. If a student consistently fails to properly utilize the time clock system clinical instructor points may be deducted. Once a student's clinic points (5 total) are exhausted, the Disciplinary Action policy may be implemented.
4. Logging attendance must be performed on an approved hospital computer. Logging attendance with a mobile device is unauthorized and will be considered falsification of attendance documentation unless approved by a program official under special circumstances. Falsification of attendance documentation is grounds for immediate dismissal from the program in accordance with the disciplinary action policy.
5. Time exceptions will be considered unauthorized unless approved by a program official under special circumstances.

Trajecsys Report System Policy/Electronic Clinical Handbook

The Trajecsys Report System:

The West Virginia University Hospitals, School of Diagnostic Medical Sonography Program implemented the use of the Trajecsys Report System®. This system is an electronic based program that contains the student's competency forms, proficiency forms, evaluation forms, and time record reports to monitor attendance.

This system has replaced the traditional paper clinical handbook. With regards to students utilizing this system, there is a one-time fee of \$150.00 which is paid directly to Trajecsys. This fee is paid by doing the following.

- The student will be required to access the following website: <http://www.trajecsyst.com/payments.htm>.

After accessing this website, each student will need to complete the online form and then click the "Buy Now" button. This will re-direct them to PayPal where the payment will be submitted.

- Note: Students do NOT have to have a PayPal account to use this. When the director from Trajecsys receives notification of payment from PayPal, the director will update them in the Admin Panel/Payments.

All Trajecsys data is formatted into report form for both students and educational staff to view and utilize as needed.

Education Coordinator

Date

Clinical Standards Policy

The clinical grade is based upon the completion of clinical competency examinations, cognitive competency exams, clinical scanning lab assessments, Clinical Instructor evaluations, scanning participation, and the Program Director's evaluations. Below are the required examinations and the grading session in which they are due. Failure to complete the required number of competencies (scanning and cognitive) and scanning lab assessments will result in a zero for the exam(s) not completed. The procedure will still be required in the following grading session. All required competency examinations and proficiencies must be completed by the end of the 3rd semester (6th grading session) to GRADUATE.

Clinical grading for each semester is as follows:

- ❖ 1st semester: Scanning Lab Assessments- 20%, Competencies and/or proficiencies - 60%, and weekly clinical evaluations-20%
- ❖ 2nd semester: Scanning Lab Assessments- 20%, Competencies with respective cognitive competency and Proficiencies 60%, and weekly clinical evaluations -20%.
- ❖ 3rd semester: Competencies with respective cognitive competency and Proficiencies 80% and Weekly clinical Evaluations -20%.

To achieve clinical competency the student must successfully complete 28 competency exams, and 9 proficiencies. Guidelines for completing clinical examinations in each semester are as follows:

1st Semester: Aorta, Renal, RUQ, Thyroid, GYN, abdominal,
Scanning Assessment Labs//4 Competencies or Proficiencies

Recommendations for exam types to be completed include but are not limited to:

- Adult Kidneys, Thyroid, RUQ, Pediatric Renal, Thyroid, Adult Kidneys, Aorta, GYN

1st Session: 2 Proficiencies and/or Competencies

2nd Session: 2 Proficiencies and/or Competencies

2nd Semester: Spleen, Thyroid, Transabdominal Pelvis, Carotid, Venous Lower, Venous Lower Insufficiency, Venous Upper Scanning Assessment Labs//14 Competencies or Proficiencies

Recommendations for exam types to be completed include but are not limited to:

- GI Tract, TV Pelvis, Abdominal Doppler, ABI or PVR with exercise, Lower PVR, RUQ, Spleen, Chest, Neonatal Head, Carotid, Venous Upper, Venous Lower, Venous Lower Insufficiency.

3rd Session: 7 Proficiencies and/or Competencies

4th Session: 7 Proficiencies and/or Competencies

3rd Semester: Lower Arterial, Abdominal Duplex, Transcranial Doppler, and Vein Mapping Scanning Assessment Labs//14 Competencies or Proficiencies

Recommendations for exam types to be completed include but are not limited to:

- Breast, Abdominal Duplex, TCD, Vein Mapping, 1st Trimester, 2nd Trimester, 3rd Trimester, Scrotum, Biophysical Profile, TV Pelvis, Biopsy, Complete Abdomen, Lower Art

5th Session: 7 Proficiencies and/or Competencies

6th Session: 7 Proficiencies and/or Competencies

****Students will not be penalized for completing competencies or proficiencies early. Exam types may be substituted as long as all required competency and proficiency exams are completed by graduation****

Examination Type and Details...

Competency Evaluation: Objectives and Methodology

To evaluate a student's clinical performance progress (SONT 300, 301, & 302 Applied Sonography I, II, & III), a competency exam evaluation is in place. Clinical competencies must be performed on actual patients. Proficiencies can be performed on patients or in scan lab. The evaluations are based on if the student is unable to meet the criteria, able to meet the criteria with assistance, and meets all criteria with no assistance. This mechanism utilizes Trajecs@ Electronic Clinical Workbook.

To graduate, the student is required to perform the following clinical exams:

1. Clinical competency with respective cognitive competency (1 per each exam): Must be on a patient
 - a. Adult Kidneys
 - b. Spleen
 - c. Chest
 - d. Right Upper Quadrant
 - e. Transvaginal Pelvis
 - f. Fetal 1st Trimester-Transvaginal Required
 - g. Fetal 2nd Trimester -Can be in one exam or split up to multiple exams
 - i. Must include Intracranial anatomy, face, thoracic cavity, heart position and size, 4 chamber, LVOT, RVOT, 3VV, 3VTV, abdomen, pelvis, abdominal wall, spine, extremities, external genitalia, amniotic fluid, placenta, umbilical cord, fetal cardiac activity, maternal cervix, and maternal adnexa.
 - h. Fetal 3rd Trimester – to include growth, heart, lateral ventricle, placenta, amniotic fluid, and follow-up anatomy.
 - i. Biophysical Profile
 - j. Thyroid
 - k. Scrotum
 - l. Pediatric Renal
 - m. Neonatal Head
 - n. Complete Abdomen
 - o. Biopsy (Renal, Thyroid, Breast, Lymph Node or Liver)
 - p. Aorta
 - q. Lower Venous
 - r. Carotid Duplex
 - s. Upper Venous
 - t. Lower Arterial
 - u. ABI
 - v. Lower Venous Insufficiency
2. Clinical proficiency (1 per each exam): Can be in simulated environment or on a patient
 - a. Abdominal Doppler
 - b. GI Tract
 - c. Upper Arterial (Palmar)
 - d. PVR Upper
 - e. PVR Lower
 - f. Vein Mapping
 - g. Abdominal Duplex
 - h. Transcranial Doppler
 - i. ABI or PVR Lower w/exercise
3. Clinical scanning lab assessments (1 per each exam)
 - a. Adult Kidneys
 - b. Aorta
 - c. Spleen
 - d. Transvaginal Pelvis on pelvic trainer in STEPs lab (includes cognitive competency)
 - e. Thyroid
 - f. Right Upper Quadrant
 - g. Lower PVR
 - h. ABI
 - i. Upper PVR
 - j. Upper Arterial (Palmar)

- k. Carotid
- l. Lower Venous
- m. Lower Venous Insufficiency
- n. Upper Venous
- o. Lower Arterial
- p. Abdominal Duplex
- q. Transcranial Doppler
- r. Vein Mapping

The student's ability to perform a diagnostic examination by recognizing and recording normal anatomy and pathology is evaluated. The student must notify the Sonographer if the check-off is a competency or proficiency prior to starting the exam. The student must be able to suggest a reasonable diagnosis and intelligently communicate his/her findings to the radiologist when applicable. The student must successfully answer all questions correctly on the cognitive competency exam given by the Program Director. The cognitive competency includes questions regarding patient presentation, anatomy, scanning planes and techniques, normal and abnormal sonographic appearance, adjustments to protocol to tailor exam to patient condition, and the recognition of pathology. Each Competency requires a minimum score of 86% to receive a "pass" mark. Once a student is marked as competent on a particular exam, it is the student's responsibility to maintain this competence. The Program Director reserves the right to revoke any passed competency if deemed necessary.

The student can request a Competency evaluation on a particular exam after:

1. Must have performed at minimum two practice exams where the student performed the entire exam on their own. The student utilizes clinical skills checklists to demonstrate views and log completed skills in Trajecsys®. The student selects their participation level from the following options: Observed, Observed and Assisted, scanned < 10 minutes, scanned > 10 minutes, and scanned Entire Exam.
2. Reviewed pathology cases relative to the exam type.
3. The student feels confident in performing the procedure.

Scan Time Limitation:

WVU Hospitals is committed to student education while providing professional and optimal patient care. To prevent a delay of optimal patient care students doing a clinical exam for grade evaluations are subject to the following limitation:

- Students time begins from the start of exam in RIS until their last image.
- Exams with a 45-minute time slot:
Students are allotted 40 minutes to complete the exam, however, if by 30 minutes, if more than half of the exam isn't complete the sonographer will take over the exam so there will not be a delay in patient care.
- Exams with a 30-minute time slot:
Students are allotted 25 minutes to complete the exam, however, if by 20 minutes, if more than half of the exam isn't complete the sonographer will take over the exam so there will not be a delay in patient care.

The Diagnostic Medical Sonography student must maintain a minimum overall Clinical Education (Applied Sonography) grade of 86% (B letter grade) at the end of each semester. Each student will be formally counseled at mid-term and semester end, with regards to clinical progress. Informal counseling may take place at any time throughout the semester. It is still the student's responsibility to maintain awareness of his/her clinical grade. At semester end, if a student fails to achieve and maintain the required grade (86%) he/she will be dismissed from the Program. All decisions regarding clinical dismissal are final. The student does hold the right to Due Process. (This policy can be found in the Student Handbook)

(NOTE: Instructor, as mentioned above, is any person specified as a SONT 300,301, & 302 Applied Sonography I, II, & III Clinical Instructor. Responsibilities: A clinical instructor must be available to students whenever he or she is assigned to a clinical setting, provide appropriate clinical supervision, and be responsible for student clinical evaluation. Qualifications: Clinical instructors must have the appropriate credential for the concentration they are evaluating student competency in.)

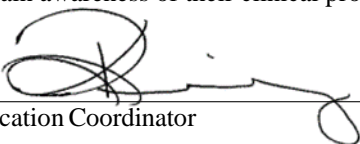
Clinical Grade Scale

The following grading scale will be utilized as an objective evaluation mechanism for representing the student's clinical grade and performance.

Percentage Grade	Letter Grade	Quality Points
100%-93%	A	4.0
92%-86%	B	3.0
85%-78%	C	2.0
77%-70%	D	1.0
<70%	F	0.0

Clinical Grade Standard (minimum)

Each student is required to achieve a minimum overall weighted clinical average of 86% (B Letter Grade) at the end of each semester to successfully complete the clinical education component, no provisions are provided for repeating a clinical level. Each clinical education level must be completed before advancing to the subsequent semester; therefore, students who fail to achieve an 86% (B Letter Grade) weighted clinical average at the end of each semester will be dismissed from the program. Students are counseled by the Clinical Education Coordinator regarding their clinical progress at mid-term, semester end, and/or as needed; however, it is the student's responsibility to always maintain awareness of their clinical progress.



Education Coordinator

Date

Clinical Procedure and Supervision Policy

Policy:

The WVUH Ultrasound section is accredited as a sponsoring institution for WVUH Diagnostic Medical Sonography Education Program. In regard to this accreditation, the ultrasound section assumes the responsibility to provide each student with a volume and variety of sonographic procedures, equipment, and personnel available for educational purposes. In compliance with the Commission on Accreditation of Allied Health Programs, the number of students assigned to each clinical instructor/staff sonographer will not exceed a one-to-one ratio.

Procedures:

1. Students in the clinical setting must maintain a professional attitude, appropriate behavior, work ethic, and appearance at all times. This is a fundamental expectation of the Sonography Profession, as well as the Education Program. Each student is expected to be at their clinical site in proper uniform and ready to scan at the time their clinical assignment begins.
2. At no time will a student (unqualified) sonographer perform an examination in lieu of a staff sonographer.
3. A staff sonographer will be responsible for any and all actions of a student under their direct and indirect supervision.
4. As the student progresses through the program and documents competency for a particular exam, the clinical instruction will become more indirect to allow the student time to perfect their scanning skills and gain confidence. A qualified staff sonographer will always perform the following:
 - a. Review exam request in relation to the student's level of clinical competence.
 - b. Evaluate patient condition in relation to the student's level of clinical competence.
 - c. Be present during the performance of the examination to offer scanning techniques and tips to assist the student sonographer if needed.
 - d. Review and approve all images.
 - e. Be present during case presentation to diagnosing/interpreting physician.

Direct Supervision

The student will perform an imaging study with the assigned sonographer; both student and sonographer will scan the patient. The sonographer will be present in the exam room for the entire length of the exam. The sonographer will be present to assist the student at all times. The sonographer is ultimately responsible for the exam.

Indirect Supervision

The student will perform an imaging study with the assigned sonographer; both student and sonographer will scan the patient. The sonographer may not be present in the exam room for the entire length of the study; however, the sonographer will be immediately available to assist the student. The sonographer is ultimately responsible for the exam.

- a. Immediately available is interpreted as the presence of a sonographer adjacent to the room or location where the sonogram is being performed.

Clinical Instructor

A Clinical Instructor is defined as a credentialed sonographer that provides the appropriate clinical supervision and is responsible for completing the student's clinical evaluation. An appropriately credentialed Clinical Instructor may perform competency/proficiency exams with students. The image review, discussion questions, and final approval of the competency are reserved for the Program Coordinator. Clinical Instructor responsibilities include, but are not limited to, providing demonstration of department functions, the imaging process, scanning techniques, instrumentation, normal anatomy, and pathology. Each student will be assigned to a Clinical Instructor for a period of one/two weeks. A Clinical Instructor will observe and practice the following:

1. Instruct and assist each student in the accomplishment of required sonographic procedures.
2. Support educational program mission and goals.
3. Provide feedback on student's clinical performance in order to develop student competence via evaluations and verbal communication.
4. Participate during Clinical Instructor meetings to discuss improvements of the education program in an effort to enhance student's educational experience.
5. Perform in a manner representative of the Profession and the Institution.

Communication Channel

Trajecsys is accessible to the staff sonographer. Documented proficiencies, competency examinations, student schedules, and evaluations are located within this electronic system. It is the student's responsibility to comment on each evaluation to verify they have reviewed it.

Scanning Practice

Scanning practice may only occur when appropriate clinical supervision is available.

Under No Provisions will the following examinations be performed under indirect supervision. Direct supervision guidelines will be followed regardless of the student's level of clinical competence:

1. Mobile Examinations
2. OR Examinations
3. Special Procedures
4. Invasive Procedures (including, but not limited to, endocavity and biopsy exams).

Education Coordinator

Date

Instructors and Courses (Faculty)

Instructor

Kathleen Riley RT(R), RDMS, BS
Ultrasound Education Coordinator / Program Director

Cara Lombard, MD
*Radiologist-Ultrasound Section Chief
Medical Advisor*

Kimberly Tustin, RDMS, RVT RT(R)
Sonography Modality Specialist

Katy Brugnoli, RDMS, RT(R)
*Staff Diagnostic Medical Sonographer
Clinical Instructor*

Caitlin Chisler, RDMS, RT(R)
*Staff Diagnostic Medical Sonographer
Clinical Instructor*

Kariann Taylor, RDMS, RVT
*Staff Diagnostic Medical Sonographer
Clinical Instructor*

Kelli Jordan, RDMS, RT(R)
*Staff Diagnostic Medical Sonographer
Clinical Instructor*

Sydney Woody, RDMS, RT(R)
*Staff Diagnostic Medical Sonographer
Clinical Instructor*

Courtney Kniceley, RDMS, RT(R)
*Staff Diagnostic Medical Sonographer
Clinical Instructor*

Courses

Applied Sonography Physics &
Instrumentation

Abdominal Sonography

OB/GYN Sonography

Pediatrics

Intro. Into Sonography

Case Review & Critique

ARDMS Exams Review

Professional G & D

SONT 300- Applied Sonography

SONT 300- Applied Sonography

SONT 300- Applied Sonography

SONT 300- Applied Sonography

SONT 300- Applied Sonography

SONT 300- Applied Sonography

SONT 300- Applied Sonography

SONT 300- Applied Sonography

Kimberly Lynch, RDMS
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Halley Neely RDMS, RT(R)
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Sam Maynard, RDMS, RVT, RDCS, RT(R)
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Cara Miller RDMS
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Jaime Lancaster, RDMS, RT(R)
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Maria Redpath, RDMS, RT(R)
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300- Applied Sonography

Allison Scott RDMS
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Keriann Ross RDMS
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Lauren Freels RDMS, RT(R)
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300 – Applied Sonography

Caitlin Gutta RDMS, RT(R)
Staff Diagnostic Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Heather Kitta, RVS
Staff Vascular Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Kelly Honaker, RDMS, RVT
Staff Vascular Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Danielle Nicklow, RDMS, RVT *Staff*
Vascular Medical Sonographer
Clinical Instructor

SONT 300-Applied Sonography

Diane Stofcheck, RVS <i>Lead Vascular Medical Sonographer Clinical Instructor/Didactic Instructor</i>	<i>SONT 200, 201-Vasc. Sonography I & II</i>
Sarah Sherman, RDMS, RVT <i>Staff Vascular Medical Sonographer Clinical Instructor/Didactic Instructor</i>	<i>SONT 300-Applied Sonography SONT 200, 201-Vasc. Sonography I & II</i>
Rachel Chatkin, RVS <i>Staff Vascular Medical Sonographer Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Cali Fluharty RVT <i>Staff Vascular Medical Sonographer Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Carrie Wilhelm, RDMS, RVT, RT (M)(R) <i>Mammography/Diagnostic Medical Sonographer Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Amanda Starkey, RDMS, RT (R)(M) <i>Mammography/Diagnostic Medical Sonographer Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Paula Camden, RDMS, RT (R)(M) <i>Mammography/OB/GYN/Diagnostic Medical Sonographer Instructor</i>	<i>SONT 210- Breast Sonography SONT 300-Applied Sonography Clinical</i>
Darbi Wolfe RDMS, RT(R) <i>Mammography/Diagnostic Medical Sonographer Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Jennifer Graham, RDMS, RT(R) <i>Staff Diagnostic Medical Sonographer Obstetrics and Gynecology Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Briana Dittman, RDMS, RT(R) <i>Staff Diagnostic Medical Sonographer Obstetrics and Gynecology Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Natalie Mascaro, RDMS, RT(R) <i>Staff Diagnostic Medical Sonographer Obstetrics and Gynecology Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Heather Hayhurst, RDMS, RT(R) <i>Staff Diagnostic Medical Sonographer Obstetrics and Gynecology Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Sarah Atkins, RDMS, RT(R) <i>Staff Diagnostic Medical Sonographer Obstetrics and Gynecology Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>
Amber Payton, RDMS, RVT, RT(R) <i>Staff Diagnostic Medical Sonographer Obstetrics and Gynecology Clinical Instructor</i>	<i>SONT 300-Applied Sonography</i>

Candice Norris RDMS RT(R)
Staff Diagnostic Medical Sonographer
Obstetrics and Gynecology
Clinical Instructor

SONT 300-Applied Sonography

Brooke Bertovich RDMS
Staff Diagnostic Medical Sonographer
Obstetrics and Gynecology
Clinical Instructor

SONT 300-Applied Sonography

Larisa Wilkins RDMS
Staff Diagnostic Medical Sonographer
Obstetrics and Gynecology
Clinical Instructor

SONT 300-Applied Sonography

Marleah Whipkey RDMS RT(R)
Staff Diagnostic Medical Sonographer
Obstetrics and Gynecology
Clinical Instructor

SONT 300-Applied Sonography

Clinical Education Make-up Policy

Policy:

This policy serves to identify the procedure and criteria for making up clinical education when absences in excess of the allotted 9 personal days off (PDO) occur. Absences in excess of the 9 days must be made up by the student in order to complete the clinical education component of their education and receive the recommendation of the Education Coordinator to sit for the registry in diagnostic medical sonography.

The following guidelines will be utilized by the student to re-establish their good standing in the clinical education component of their education.

- a. The student may convert compensation time to account for excess personal leave, or
- b. The student's clinical education will be extended beyond graduation to account for the number of days or hours in excess of the allotted 9 personal leave days not to exceed 5 days.
- c. In all cases, unexcused absences must be made up after graduation.

These guidelines will be used by the education program to provide the student with a mechanism to complete their clinical education when the student's attendance has been affected by adverse circumstances (ex: extended illness). Chronic attendance problems will be governed by the Attendance & Disciplinary Action policies.

Education Coordinator

Date

DMS Course Total Clock Hours

<u>Course Number</u>	<u>Course Title</u>	<u>Clock Hrs.</u>
SONT 310,311	Physics and Instrumentation	66
SONT 320,321,322	Abdominal Sonography	132
SONT 330,331,332	Obstetrical and Gynecological Sonography	132
SONT 370	Pediatrics	28
SONT 340	Introduction to Sonography & Scan Lab	90
SONT 299	Patient Care	15
SONT 350,352	Case Review	43
SONT 390	ARDMS Exams Review	6
SONT 360,361	Cardiovascular Sonography	39
SONT 380	Breast Sonography	4
SONT 400	Professional Growth & Development	4
SONT 300	Applied Sonography	1803

Total Didactic Hours	=	559
Total Clinic Hours	=	1803
Total Hours	=	2362
Total Vacation Hours	=	160
Total Holiday Hours	=	72

DMS Course Clock Hours

Semester I

<u>Course Number</u>	<u>Course Title</u>	<u>Clock Hrs.</u>
SONT 310	Physics	33
SONT 320	Abdominal Sonography	48
SONT 330	Obstetrical and Gynecological Sonography	48
SONT 340	Introduction to Sonography & Scan Lab	90
SONT 370	Pediatrics	28
SONT 299	Patient Care	15
SONT 300	Applied Sonography w/Scan Lab & P.G. Conf.	598

Total Didactic Hours = 262

Total Clinic Hours = 598

Total Hours excluding vacation
And holiday hours: = 860

Total Holiday Hours:

Labor Day = 32
Thanksgiving
Friday after Thanksgiving

DMS Course Clock Hours

Semester II

<u>Course Number</u>	<u>Course Title</u>	<u>Clock Hrs.</u>
SONT 311	Physics and Instrumentation	36
SONT 321	Abdominal Sonography	48
SONT 331	Obstetrical and Gynecological Sonography	48
SONT 350	Case Review	24
SONT 360	Cardiovascular Sonography	24
SONT 301	Applied Sonography	605

Total Didactic Hours = 192

Total Clinic Hours = 605

Total Hours excluding vacation
And holiday hours. = 797

Total Holiday Hours:
Memorial Day = 8

DMS Course Clock hours

Semester III

<u>Course Number</u>	<u>Course Title</u>	<u>Clock Hrs.</u>
SONT 322	Abdominal Sonography	33
SONT 332	OB/GYN Sonography	33
SONT 352	Case Review	19
SONT 390	ARDMS Exams Review	6
SONT 361	Cardiovascular Sonography	33
SONT 380	Breast Sonography	4
SONT 400	Professional Growth & Development	4
SONT 302	Applied Sonography	613

Total Didactic Hours	=	169
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Total Clinic Hours	=	604
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Total Hours excluding vacation And holiday hours:	=	773
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Total Holiday Hours: July 4th Labor Day Thanksgiving Friday after Thanksgiving	=	67
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COURSE DESCRIPTION

SONT 310,311
(Core Course)

Ultrasound Physics and Instrumentation

33 clock hours (Semester 1 & 2)

Provides the student with an in-depth study of principles governing ultrasound physics and instrumentations. Principles range from wave behavior on a molecular level to somatic effects, and from piezoelectric elements to computer memories.

SONT 320,321,322
(Core Course)

Abdominal Sonography

132 total clock hours (Semester 1, 2, & 3)

Exposes the student to anatomy, physiology, pathology and scanning technique. Emphasis is placed on cross-sectional anatomy in conjunction with scanning technique. Pathology forms a major component of this course.

SONT 330,331,332
(Core Course)

Obstetrical and Gynecological Sonography

132 total clock hours (Semester 1,2, &3)

A detailed examination of anatomy, physiology, pathology and scanning techniques, related to pregnancy and female fetal development is presented by correlating various parameters.

SONT 370
(Core Course)

Pediatrics

28 clock hours (Semester 1)

Exposes the student to anatomy, physiology, pathology, and scanning technique pertinent to the pediatrics. Topics specific to pediatric imaging will be covered.

SONT 340

Introduction to Sonography & Scan Lab

90 Clock Hours (Semester 1)

Introductory Course to familiarize the students to the ultrasound equipment including but not limited to the transducers, machine, and PACS. Course also provides the history of ultrasound and the basics of how ultrasound works.

SONT 350,352

Case Review, Critique & Scanning Techniques

43 total clock hours (Semester 1,2, & 3)

Consists of review of interesting case studies, along with critiquing the images. Scanning techniques and protocols are covered in lab setting.

SONT 390

ARDMS Exams Review

6 clock hours (Semester 3)

Purpose of this course is to review material from Abdomen, OB-GYN, Neurosonography classes, as well as develop and enhance strategies in test taking for registry examinations.

SONT 360,361

Cardiovascular Sonography

39 clock hours (Semester 2 & 3)

Exposes the students to anatomy, physiology, pathology, and Scanning techniques used in adult and pediatric heart and vascular Examinations.

SONT 380

Breast Sonography (Mini Course)

4 Clock Hours (Semester 3)

Covers basic anatomy, physiology, and pathology of the breast which is taught by a registered diagnostic sonographer in the Breast Specialty.

SONT 400

Professional Growth & Development

4 Clock Hours (Semester 3)

Consists of professional responsibilities and career advancements of a Sonographer, Quality Assurance and the duties of management.

SONT 300
(Core Course)

Applied Sonography

1803 total clock hours (Semester 1,2, &3)

Applied sonography is designed for acquisition of practical experience in the ultrasound laboratory. Real-time scanners are utilized for this purpose.

Clinical rotations at Physician's Office Center, Inpatient, Cheat Lake Physicians, High-Risk OB, University Town Center, Vascular and the Breast Care Center. A scan lab is held in addition to the applied sonography. Program/Education Coordinator works with students on specific exams during this time.

CPR

8 hours (Semester 1)

Basic Cardiac Pulmonary Resuscitation
Procedures and Techniques

Textbook Ordering and Purchasing Policy

Textbooks are selected based on recommendations from the Education Coordinator, Medical Director, Radiology Education Manager, and the Course Instructor. The following sources are utilized in textbook evaluation and selection.

Radiologic Health Training Resources Catalog
Curriculum Guide of Sonography Programs
Publisher Advertisements
Educational Seminars

All textbooks may be ordered through the WVU Bookstore, Medical Division B&N, located in the Health Sciences Center in Morgantown, West Virginia, Amazon, Barnes and Noble, or whatever mode you find most economical. It will be difficult to rent any books because we use them longer than a semester.

All textbooks under the required list are mandatory.

*Numbers 2-6 are new for this year.

**In reference to number 2 and 3, it was the 9th edition was just released in January, I do not recommend purchasing older editions due to the number of years between publishing's.

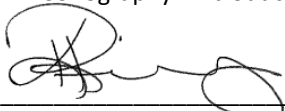
If you have any further questions regarding the WVU Bookstore, including but not limited to the pricing of textbooks and general WVU bookstore questions, please contact Mr. Chuck Bowers at (304) 293-4849.

Required Textbook List 2023-2024

- 1.) Title: Understanding Ultrasound Physics, 4th edition
Author: Sidney K. Edelman
- 2.) Textbook of Diagnostic Sonography, 9th edition, 2 volume textbooks
Author: Sandra Hagen-Ansert
- 3.) Workbook for textbook of Diagnostic Sonography, 9th edition
Author: Sandra Hagen-Ansert
- 4.) SDMS student membership
- 5.) SDMS Sonography Principles and Instrumentation registry review
- 6.) SDMS Sonography Abdominal sonography and/or Obstetric and gynecological sonography

Optional materials: (These are the textbooks used previously, and if you can borrow from someone else, you may find a helpful resource.)

- 1.) Diagnostic Ultrasound Vol. 1 & 2
Utilization: Abdomen, Small parts, OB-GYN, & Neurosonology
Rumack, Wilson, Charboneau; 5th Edition
- 2.) Sonography: Introduction to Normal Structure and Function (5th Edition)
Utilization: Abdomen. Small Parts, Ob-Gyn, Neurosonology
Curry and Tempkin
Sonography: Introduction to Normal Structure and Function Workbook and Lab Manual (5th Edition)



Education Coordinator/Program Director

Date

Course Lecture Sessions Makeup Policy

The program officials and instructors will abide by the following procedure for permitting students to make-up course work missed as a result of being absent from a scheduled lecture session. This policy serves to eliminate, as much as possible, any potential advantage that a student may achieve by being absent from a scheduled lecture session and thereby obtaining a greater amount of study and/or preparation time, for the scheduled activities of the class, than those students in attendance.

1. The student is solely responsible for the lecture material covered and for making up any examinations, quizzes, homework assignments, etc. which occurred during their absence from the lecture session.
2. All examinations and/or quizzes must be made up on the student's first regular scheduled day of attendance (Monday thru Friday) following their absence from the lecture session.

The student must follow the following procedure:

- a. Contact the course instructor by 8am on the day of your return and inform the instructor that you are presenting yourself to make-up the missed examination and/or quiz.
 - b. In the event that the course instructor is not available, contact the program director or program clinical coordinator immediately and inform him/her to this affect.
 - c. Instructors may submit the examination and/or quiz to a program official who will proctor the make-up session for the instructor. Instructors who anticipate that they will not be available for the make-up session must arrange in advance for the program director and/or clinical instructor to proctor the session.
3. Failure of the student to follow the aforementioned make-up guidelines imposes a mandatory requirement upon the instructor to record a percentage grade of zero for the examination and/or quiz.
 4. A student who fails to meet an assignment (e.g. term paper) deadline as a result of being absent on the deadline day must submit the assignment on the first regular scheduled day of attendance following the absence. The equivalent of a 10% reduction in grade will be imposed as a penalty for missing the deadline. If the student fails to submit the assignment as described above, the instructor is required to enter a percentage grade of zero for the assignment.

This policy and procedure will be followed in all cases except where the Program Director and Instructor have agreed to waive this policy because of special extenuating circumstances.

Education Coordinator

Date

Recruitment Policy

As part of the requirements of the Essentials and Guidelines for an Accredited Program of Diagnostic Medical Sonography, adequate announcement and advertising that accurately reflects the program must be practiced. To comply with this, our program information is available on the WVUH Imaging Science Education Programs' website. We provide application packets upon request. Letters and advertising material are sent to many radiography programs in the state and surrounding areas.

Education Coordinator

Date

Pregnancy Policy

It is the policy of the West Virginia University Hospitals Diagnostic Medical Sonography Education Program to follow the steps outlined below and provide three options to our students in the event that pregnancy should occur during the eighteen (18) month program.

1. Upon medical verification of her pregnant condition, disclosure of the said condition to program officials is the student's responsibility and is to be initiated voluntarily. Students have the right to refuse disclosure of medical information; however, in the event that a student chooses not to disclose information regarding pregnancy, the student is acknowledging that they are assuming all responsibility for their condition and the potential complications that may arise.
2. Upon notification by the student that a pregnant condition exists, the Education Coordinator will contact the Radiation Safety Officer to assess the student's likeliness of radiation exposure as well as the risks associated with radiation exposure to the fetus. Students working in ultrasound are not exposed to radiation producing equipment, however if the student or Radiation Safety Officer wishes a film badge will be issued to be worn at the level of the pelvis to monitor any possible fetal dose encountered while working in the Department of Radiology.
3. Upon medical verification that a pregnancy exists, and after consultation with the Radiation Safety Officer, the Education Coordinator will offer two options to the student.

Option # 1 – Choose Not to Disclose Information Regarding Pregnant Condition

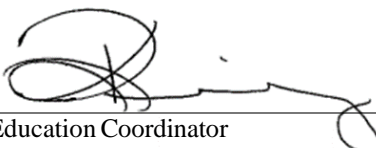
By choosing this option, the student implies acknowledgement that she has chosen to disregard the recommendations made by the Radiation Safety Officer and the program. In addition, she is assuming responsibility for all potential risks and related complications. No policy or performance exceptions can or will be implemented should the student choose this option.

Option #2 - Leave of Absence during pregnancy. If the student so decides, she may elect to leave the Program under the following requirements:

- a. Upon accepting this option and leave the Program, she must notify the Education Coordinator immediately.
- b. The student shall re-enter at the beginning of the corresponding semester in which she left. (i.e., if the student left mid-way through the second semester she would be required to re-enter the program at the beginning of the second semester the following year).
- c. All didactic and clinical course work must be completed prior to graduation from the Program

Option # 3 - Remain in Program throughout pregnancy. If the student so decides, she may continue in the Program under the following requirements:

- a. The student shall imply all radiation safety practices as outlined by the Education Coordinator and the Radiation Safety Officer.
 - b. Upon request, an exposure monitoring device will be issued by the Radiation Safety Officer.
 - c. The student shall participate in all scheduled clinical rotation areas as assigned with no special provisions.
4. The Education Coordinator shall document the student's decision in regard to the three options described above.
5. The student shall complete and sign a form acknowledging receipt of information and associated documentation in regard to the pregnancy. All documentation shall be entered into the student's permanent personal file.



Education Coordinator

Date

Student Transfer Policy

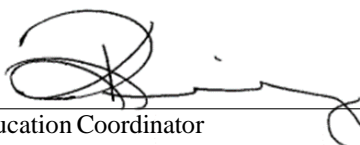
The following statement serves to identify the policy regarding the transfer of a student sonographer to The West Virginia University Hospitals, School of Diagnostic Medical Sonography Program.

Policy:

West Virginia University Hospitals School of Diagnostic Medical Sonography Program does **not** admit student sonographers on a transfer basis.

Reasons Regarding the No Transfer Policy:

1. A loss of both didactic and clinical course content may be un-avoidable.
2. Student Capacity May Be Exceeded
 - a. Refers to the ultrasound program's structure of keeping the student to sonographer ratio of 1:1
3. The 18 Month educational program with a structured curriculum design does not provide enough time or flexibility to accommodate a transferring student.
 - a. Therefore, this could jeopardize both currently enrolled students and the transferring student's education and training.



Education Coordinator

Date

Student Advanced Placement

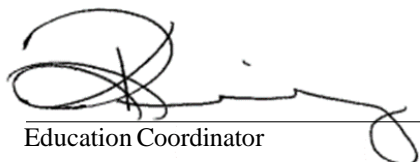
Policy:

The West Virginia University Hospitals, School of Diagnostic Medical Sonography Program does not provide for any placement activities.

Notwithstanding this statement, students are encouraged to participate in placement activities sponsored by the Medical Center, the University, and other parties elsewhere in the community.

Placement opportunities received by program officials in written or verbal form are posted for the students on the student activity board that is located within the Physician's Office Center ultrasound laboratory.

In addition, students also receive their own individual copy of any placement activities.



Education Coordinator

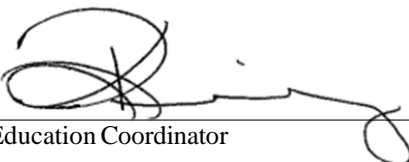
Date

Student Part Time Policy:

Part-time Status

Due to the nature of the educational process relative to the clinical education performance requirements and competencies, it is the program's philosophy that part-time student attendance disrupts the coordination of the student's clinical educational relative to his/her didactic education.

Therefore, the program does **not** provide for student attendance on a part-time basis.



Education Coordinator

Date

Access or Release of Student Records Policy

The Accreditation Standards for Diagnostic Medical Sonography Education released by the Joint Review Committee on Educational Programs in Diagnostic Medical Sonography requires that records be maintained permanently for all didactic and related courses attempted and/or completed by all students. The student's permanent record file shall contain the following:

1. Admission Documents: application, weighted values calculation sheet, signed acceptance letter, essential performance standards
2. Transcripts and associated records
3. Physical examination reports
4. Counseling records
5. Transcripts of didactic, laboratory and clinical achievement in diagnostic medical sonography
6. Records of attendance, clinical rotation and grades for all courses in diagnostic medical sonography
7. Documented evidence of student clinical competency
8. Copy of certificate from ARRT (R) certification
9. Copy of CPR certification card
10. Copy of associates degree

Our program is re-evaluated and re-accredited every seven years. A site-visit team assigned by the Joint Review Committee will re-evaluate the program at the end of the seven-year accreditation period. The site visit team will request access to student records to assure that each student's records have been properly maintained. Due to the Family Education Rights and Privacy Act of 1974 also known as the "Buckley Amendment" it is necessary that we obtain prior authorization from the student to allow access to the student's personal records. Your signature on the attached "Authorization for Access or Release to Student Record Information" will provide our program with the aforementioned authorization.

The following provisions will be followed to assure the students privacy:

1. A record of disclosure will be maintained and kept with the educational records of the student whose personally identifiable information was released.
2. This record must identify the parties who obtained the information and the reasons why these parties needed the information.
3. In addition, the party to whom the information was disclosed must not disclose the information to any other party without prior written consent of the student or his or her parents. The information taken from the records may be used by the organization only for the purpose for which the disclosure was made.
4. If the organization does release personally identifiable information for other purposes, it must also maintain a complete record of disclosures.



Imaging Science Education Programs

Radiography, Radiation Therapy, Nuclear Medicine, Ultrasound, MRI & Echocardiography

Educational Records Release Form

Student/Graduate: _____

Institution, Program or Individual to which records are to be sent:

Address: _____

City, State, Zip: _____

Educational records to be sent: (WVUH can only release **WVUH transcripts** to outside agencies)

1. _____
2. _____
3. _____
4. _____
5. _____

“In accordance with the Family Education Rights and Privacy Act of 1974, my signature below authorizes West Virginia University Hospitals Imaging Science Education Programs to release the aforementioned “Educational Records” to the institution(s) and/or individual(s) indicated above.

Student Signature: _____ Date: _____

Program Director: _____ Date Sent: _____

Program Effectiveness / Outcome Assessment Policy

The Imaging Science Education Program in Sonography evaluates programmatic effectiveness and performance by projecting and measuring outcomes relative to each academic year. These outcomes serve to provide assurance of successful achievement of the Program's mission and goals. Programmatic goals are developed by evaluating past performance and establishing benchmarks on which to evaluate current performance. In the event a programmatic goal is not met, action will be taken in an attempt to facilitate performance improvement. The basis for these measurement procedures is derived from the Commission as provided by the JRC-DMS. The data collected is presented in the Program Effectiveness / Outcome Assessment report which is compiled each year.

Quantitative Outcomes:

1. Student Retention / Attrition Rate

Description

Student retention is calculated as the percentage of students who have remained enrolled over the past eighteen month time frame. Attrition is calculated as the percentage of students who resign, withdraw, or are dismissed over the past program length.

Programmatic Goal

Retention = $\geq 80\%$

Attrition = $\leq 20\%$

Data Collection Mechanism

Current enrollment numbers

2. Credentialing Exam (ARDMS) Pass rate

Description

Credentialing Exam pass rate is calculated as the percentage of students each academic year who successfully complete (75% scaled score or greater) the national certifying exam administered by the American Registry of Diagnostic Medical Sonography. The assessment is separated into two categories: 1st attempt pass rates and cumulative pass rate. Cumulative pass rates take into account the total average from 1st and 2nd attempts of a graduating class. The Program also evaluates student performance in each individual section compared to the national averages.

Programmatic Goal

ARDMS Exam Pass rate (1st attempt) $\geq 85\%$

ARDMS Exam Pass rate (cumulative) $\geq 100\%$

Individual Section Scores \geq National average / section

Data Collection Mechanism

Official ARDMS Exam report

3. Employment rate (Job placement rate)

Description

Employment rate is calculated as the percentage of graduating students who obtain employment in diagnostic medical sonography within six months of graduation. The calculation includes all graduates who are seeking employment as their primary endeavor. Students who electively pursue additional education and are not seeking initial employment are not included.

Programmatic Goal

Employment rate = $\geq 75\%$

Data Collection Mechanism

Exit Survey

Qualitative Outcomes

1. Graduate Satisfaction

Description

Graduate satisfaction is measured as the cumulative results of the five principal questions on the Exit Survey, which reflects how the student feels about the quality of education received at WVU.

Graduates rate the program on a 5-point scale (Excellent =5, Good = 4, Satisfactory = 3, Fair = 2, Poor = 1).

Programmatic Goal

Graduate Satisfaction = Graduates rate program as “Good” (3.0) or higher (cumulative)

Return Rate =50%

Data Collection Mechanism

Exit Survey

2. Employer Satisfaction

Description

Employer Satisfaction is calculated as the cumulative results of the fifteen performance question on the employer questionnaire component of the Alumni survey. Responses on all returned surveys are summated and averaged. Employers rate the graduates on the following 4-point scale: (1 = excellent, 2 = satisfactory, 3 = needs improvement, 4 = unsatisfactory)

Note : Scale changed in July 2000 to the following:

(5 = Excellent, 4 = Above average, 3 =Satisfactory, 2 = Needs improvement, 1 = Unsatisfactory)

Programmatic Goal

Employer Satisfaction = ≤ 2.0 (prior to July 2000)

Employer Satisfaction = ≥ 3.0 (after July 2000)

Return Rate of $\geq 50\%$

Data Collection Mechanism

Alumni Survey (Employer Questionnaire)

3. Didactic Instructor Performance

Description

At the end of each semester, student's are required to complete Instructor Evaluations for all didactic courses. The results on each instructor are compiled and averaged for the academic year. Students rate their instructors on a 5-point scale (Excellent =5, Good = 4, Satisfactory = 3, Fair = 2, Poor = 1).

Programmatic Goal

Instructor Evaluations = ≥ 3.5 per instructor / year

Data Collection Mechanism

Didactic Instructor Evaluations

4. Clinical Instructor Performance

Description

At the end of each semester, student's are required to complete Instructor Evaluations for all clinical instructors they have rotated with. The results on each instructor are compiled and averaged for the academic year. Students rate their instructors on a 5-point scale (Excellent=5, Good=4, Satisfactory=3, Fair=2, Poor=1).

Programmatic Goal

Instructor Evaluations = ≥ 3.0 per instructor/year

Data Collection Mechanism

Clinical Instructor Evaluations

Actions for Unmet Criteria

The aforementioned outcomes provide program officials with a mechanism for evaluating the overall effectiveness of the program. Criteria that is met or satisfied can provide assurance that the mission and goals of the program are being achieved and maintained. In the event that criteria is unmet, program officials will take the following steps to assess the results and implement a performance improvement plan.

Step #1:

Review findings / outcomes for accuracy and relevancy.

Step #2

Identify or rule out obvious rational explaining reason for unmet criteria.

Step #3

Identify individual reasons for unmet criteria (academic, clinical, programmatic, or personal).

Step #4

Contrast and compare data with previous outcomes to identify potential trends.

Step #5

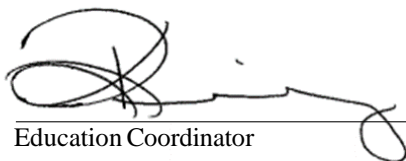
Use data to identify if a causal relationship between unmet criteria and programmatic attributes exists.

Step #6

Develop improvement plan that attempts to address and correct the casual elements of the unmet criteria.

Step #7

Follow-up: Compare with subsequent year's performance to identify potential improvement.


Education Coordinator

Date

Graduation Requirements

1. Achieve necessary requirements as outlined by the Academic and Clinical Standards policies. This includes all didactic and clinical grades as well as completion of clinical competency exams and proficiencies.
2. Achieve proficient use of sonographic imaging equipment and demonstrate knowledge of ultrasound instrumentation, including but not limited to acoustic physics, Doppler ultrasound, and other medical imaging principles.
3. Maintain satisfactory attendance to all classes and clinical rotations.
4. Use oral and written medical communication.
5. Provide quality patient care.
6. Recognize emergency patient conditions and initiate first aid and/or basic life support procedures.
7. Demonstrate knowledge of human physiology, pathology, patho-physiology, and systemic and sectional anatomy.
8. Integrate patient history and physical findings to determine appropriate area(s) of interest for obtaining a diagnostic examination.
9. Demonstrate knowledge and skills necessary to design and implement quality assurance programs, protocols, policies and procedures for general function and operation of the ultrasound department.
10. Demonstrate knowledge and proficiency in optimal recording and analysis of ultrasound data.
11. Demonstrate knowledge and understanding of the interactions of sound and tissue.
12. Demonstrate current knowledge related to bio-effects of ultrasound imaging.
13. Exercise professional judgment and discretion in obtaining diagnostic information and correlating findings with physicians.
14. Exercise professional judgment and discretion in communication with patients, co-workers, and the public concerning the field of ultrasound.
15. Demonstrate knowledge and understanding of related imaging, laboratory, and testing procedures and how they contribute to the clinical diagnosis of disease.
16. Identify sonographic representation of normal and abnormal anatomy.
17. Apply optimal scanning techniques and imaging for specific areas of interest.
18. Demonstrate knowledge of permanent image production methods, storage, and processing of both hard and soft copy images.
19. Actively appreciate the need for continuing education.
20. Develop a cooperative teamwork approach with other allied health professionals.

Staff Clinical Instructor Orientation

Policy:

This policy serves to identify the procedure for orientation of new staff sonographers relative to their required duties as Staff Clinical Instructors for the Imaging Science Education Programs/ Ultrasound.

Individuals hired for the Position of Diagnostic Medical Sonographers at West Virginia University Hospitals will participate in the Staff Clinical Instructor orientation process after their initial employment and prior to being assigned a student. The orientation process will be conducted in the following manner.

Procedure:

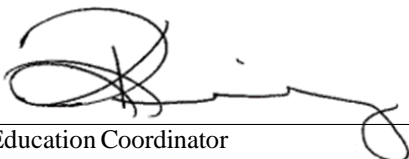
- I. The Radiology/Department Manager will explain to the new employee his/her duties as a Staff Clinical Instructor for the Imaging Science Education Programs/Ultrasound, as described in the employee's job description. The Radiology/Department Manager will point out that the staff sonographer job description requires that the sonographer perform in his/her capacity as a Staff Clinical Instructor.
- II. The Radiology/Department Manager will notify the Education Coordinator when a new sonographer has been hired. The coordinator will schedule a time with which to meet with the new sonographer to describe the clinical education process. The agenda for this meeting shall include but will not be limited to the following:

The Education Coordinator will:

- a. Describe to the new sonographer the process by which the student's clinical grades are formulated.
- b. Explain the proper procedure in which to complete the required evaluations (Weekly Evaluations, Competency/Proficiency Exams) on the electronic Trajecsyst System.
- c. Describe the Program's Policy relative to the performance of Competency and Proficiency Examinations by the staff sonographers.
- d. Explain the "Guidelines for Supervision of Student Sonographers" policy, identifying the meaning of "direct" and "indirect" supervision.
- e. Identify the function of the student's Competency Worksheet and its practical application.
- f. Explain that at the end of each semester, the student is required to complete an evaluation on the Staff Clinical Instructor, which rates the quality of clinical education that the student received during the clinical rotations. These

evaluations will be given to the Radiology/Department Manager prior to the Staff Clinical Instructor's annual performance appraisal.

- III. The Education Coordinator will document Staff Clinical Instructors orientation by having the Sonographer sign the Clinical Instructor Orientation on Trajecsyst. The Education Coordinator will also provide the Sonographer with links to the program website and electronic Trajecsyst System to review the student handbook, policies and procedures.
- IV. Should the employee have specific questions relative to their duties as a Staff Clinical Instructor or desire further information concerning the operations of the Educational Program, they should direct these questions to the Radiology/Department Manager and/or the Education Coordinator who will respond accordingly.



Education Coordinator

Date

Staff Clinical Instructor Evaluation

The Staff Clinical Instructor Evaluation provides program officials with a mechanism for the evaluation of quality of the clinical education provided by Staff Clinical Instructors. These evaluations are completed by the diagnostic medical sonography students at the conclusion of each semester (3 total). The objective of this evaluation process is to identify the strengths and weaknesses of each clinical instructor and to identify potential student / technologist issues.

The evaluation process will be conducted as follows:

- A. During the student orientation week, the components of the Staff Clinical Instructor Evaluation form will be explained to the student. After the completion of each semester, each student will be required to complete an evaluation of the Diagnostic Medical Sonographers they have rotated with that semester. The student will be instructed to base their evaluation rating on the technologist instruction performance only. The importance of remaining objective in their evaluation criteria will be stressed.

- B. The student will rate the instructor from a scale of 1 to 5 in each category on the evaluation form.

(1 = Unsatisfactory, 2 = Needs Improvement, 3 = Satisfactory, 4 = Good, 5 = Outstanding)

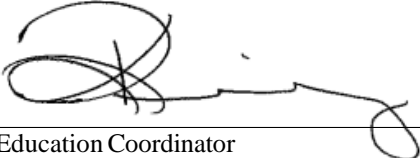
- C. Each student will submit individual clinical instructor evaluations to the Education Coordinator at the end of each semester.

- D. The average score produced by each student will be averaged together to produce an overall rating.

- E. Evaluations will be retained by the Education Coordinator. At the end of each semester, the Education Coordinator will distribute evaluation results to the Ultrasound/Department manager for use in the annual performance appraisal of each staff technologist relative to their duties as staff clinical instructors.

- F. In the event that a technologist receives an evaluation that falls into the “needs improvement or unsatisfactory” category, the Education Coordinator will discuss the evaluation with the student evaluator. If the Clinical Supervisor deems that the evaluation is accurate and the performance of the technologist is detrimental to the clinical education process, the evaluation will be discussed with the Radiology manager and Ultrasound/Department manager. If deemed necessary, the technologist will be counseled regarding their clinical instruction performance.

- G. In order to maintain the integrity of the evaluation and to allow students to complete the evaluation without fear of retribution, the student’s identification will be kept extremely confidential. At no time will the staff clinical instructor be provided with information regarding the identity of the student evaluator. Staff clinical instructors who wish to challenge a student’s evaluation may do so by submitting a formal complaint in writing to the Program Director. The Program Director and the Radiology/Department Manager will investigate the complaint and provide feedback to the staff clinical instructor relative to the validity of the student’s evaluation.



Education Coordinator

Date

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