



**Diagnostic Medical Sonography**

**Program Handbook**

**General and Cardiovascular Programs**

**137 South Main Street**

**Danville, VA. 24541**

Updated: 12/13/2023

Dear Sonography Student:

Welcome to the associate degree in Diagnostic Medical Sonography Program at the Sovah School of Health Professions. We are happy to have you with us and sincerely hope that we will be able to help you fulfill your desire of becoming a Sonographer. The Sonography faculty are here to assist you in meeting this goal.

You were selected for the Sonography program because we felt that you possessed the necessary qualities for successful completion of the program. To be successful in Ultrasound, you must be willing to assume the responsibility for your learning.

For you to become familiar with our policies and procedures, we have prepared a sonography Student Program Handbook for you. Please read and become familiar with this resource so that you may always remain in good standing with the program.

It should be noted that this Program Handbook is a general guide. The Dean of Sovah School of Health Professions, Director of the School, Program Director of the Sonography Programs, and Sonography faculty reserve the right to exercise discretionary measures on an individual basis in cases where a situation arises which is not specifically addressed in this Handbook, or in cases where extenuating circumstances may have an influence on situations which are addressed in this guide.

If at any time you need clarification concerning items discussed on the following pages, please feel free to seek assistance from us.

Sincerely,

The Sonography Program Faculty

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## Institutionally Certified by:

**The Joint Commission:** Founded in 1951, The Joint Commission seeks to continuously improve health care for the public, in collaboration with other stakeholders, by evaluating health care organizations and inspiring them to excel in providing safe and effective care of the highest quality and value. The Joint Commission evaluates and accredits more than 22,000 health care organizations and programs in the United States.

An independent, not-for-profit organization, The Joint Commission is the nation's oldest and largest standards-setting and accrediting body in health care. To earn and maintain *The Gold Seal of Approval*<sup>®</sup> from The Joint Commission an organization must undergo an on-site survey by a Joint Commission survey team at least every three years. (Laboratories must be surveyed every two years.)

**State Council of Higher Education for Virginia:** The State Council of Higher Education for Virginia (SCHEV) is the Commonwealth's coordinating body for higher education. SCHEV was established by the Governor and General Assembly in 1956. The mission, which is outlined in the Code of Virginia, is "to advocate and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth of Virginia and to lead state-level strategic planning and policy development and implementation based on research and analysis. The Council shall also seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and shall work with institutions of higher education and their boards on board development." To fulfill that mission, SCHEV makes higher education public policy recommendations to the Governor and General Assembly in such areas as capital and operating budget planning, enrollment projections, institutional technology needs, and student financial aid. SCHEV administers a variety of educational programs that benefit students, faculty, parents, and taxpayers. SCHEV serves as a catalyst to promote greater access, quality, affordability, and accountability throughout the system. SCHEV also helps policymakers, college administrators, and other concerned leaders work cooperatively and constructively to advance educational excellence.

**Accrediting Bureau of Health Education Schools:** The Accrediting Bureau of Health Education Schools (ABHES) conducts both institutional and specialized, programmatic accreditation. Formed in 1964 as the Accrediting Bureau of Medical Laboratory Schools, its present name was assumed in 1974 to identify more properly its activities and expanded scope. ABHES is recognized by the Secretary of Education as a specialized, national accrediting body determined to be a reliable authority as to the quality of training offered by the educational institutions and programs it accredits. Its approved and recognized scope includes degree and non-degree granting private, postsecondary institutions offering educational programs predominantly in allied health; and the programmatic accreditation of public and private medical assistant, medical laboratory technology, and surgical technology programs.

The mission of the Accrediting Bureau of Health Education Schools (ABHES) is to serve as a nationally recognized accrediting agency of institutions predominantly providing health education and programmatic accreditation in specific health education disciplines.

**The Commission on Accreditation of Allied Health Education Programs (CAAHEP)** is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation ([CHEA](#)). CAAHEP carries out its accrediting activities in cooperation with 25 review Committees on Accreditation. CAAHEP's origin begins with the American Medical Association Council on Medical Education (CME). The



CME developed a rating system of medical schools in 1905 and collaborated with the Carnegie Foundation to conduct a study of the quality of medical education that resulted in the Flexner Report in 1910. From 1935 to 1976, the AMA Council on Medical Education was the agency responsible for accrediting health profession programs in the United States. In 1976, the CME delegated the responsibility and authority for health sciences education accreditation to the newly formed Committee on Allied Health Education and Accreditation (CAHEA). In October 1992, the AMA announced its support for the establishing a new and independent agency to assume the accreditation responsibilities of CAHEA. That new agency, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), was incorporated in May 1994 as a 501(c)(3) tax-exempt organization. The Commission on Accreditation of Allied Health Education Programs is comprised members from its communities of interest, including sponsoring organizations, educational institutions, recent graduates, hospital-based programs, and the public. Each member or member group provides a representative to CAAHEP, who serves as a Commissioner.

The CAAHEP Board of Directors is elected by and from those serving as CAAHEP Commissioners. The Board is the accrediting body of CAAHEP that awards or denies accreditation after reviewing accreditation recommendations made by the Committees on Accreditation. It is also the primary governing body that oversees the business of CAAHEP and implements the mission and vision as adopted by the Commission.

**The Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)** is a nonprofit organization in existence to establish, maintain and promote quality standards for educational programs in Diagnostic Medical Sonography (DMS). Since 1983, the organization has provided a mechanism of committee review to recognize educational programs throughout the United States that instruct students in the disciplines related to DMS through education consistent with standards for entry into practice.

The JRC-DMS is a member of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the largest programmatic accreditor in the health sciences field. CAAHEP assures oversight and due process to all programs that participate in its system of accreditation. The CAAHEP Board of Directors acts upon the recommendations of the JRC-DMS, confirming that appropriate procedures have been followed and that accreditation standards are being applied consistently and equitably when assessing applicant educational programs.

### **Philosophies and Goals of the Program and Institution:**

The mission of the School of Health Professions is to Make Communities Healthier by educating caring, competent, entry level healthcare professionals with eligibility to take program specific licensure/certification examinations.

The Diagnostic Medical Sonography Program is organized around providing students with a well-rounded education in the Abdominal, OB/GYN, Vascular and Adult Echocardiography Learning Concentrations of Ultrasound. The Diagnostic Medical Sonography Programs includes instruction in ultrasound practices and principles from basic to more advanced skill levels, to prepare students for entry level employment in the various fields of Diagnostic Medical Sonography. The Sonography faculty are committed to assisting the student toward these academic

goals through instruction and rigorous coursework and transferring didactic knowledge into clinical skills.

The curriculum is designed to support the personal and career development of students. The sonography program values the diversity of students' age, life experience and culture as this diversity reflects the society in which they will serve. It is the belief of the sonography faculty that students learn and develop their highest potential in a supportive and challenging environment.

The profession of diagnostic medical sonography includes abdominal-extended sonography, obstetrics and gynecology sonography, cardiac sonography, vascular technology, and various subspecialties. The profession requires judgment and the ability to provide appropriate health care services. Abdominal-extended sonographers, obstetrics and gynecology sonographers, adult cardiac sonographers, pediatric cardiac sonographers, and vascular technologists are highly skilled professionals qualified by education to provide patient services using diagnostic techniques under the supervision of a licensed Doctor of Medicine or Osteopathy. The sonographer may provide this service in a variety of medical settings where the physician is responsible for the use and interpretation of appropriate procedures. Sonographers assist physicians in gathering data necessary to reach diagnostic decisions.

**Sonographers can perform the following:**

- Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results;
- Perform appropriate procedures and record anatomic, pathologic, and/or physiologic data for interpretation by a physician;
- Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician;
- Exercise discretion and judgment in the performance of sonographic and/or other diagnostic services;
- Demonstrate appropriate communication skills with patients and colleagues;
- Act in a professional and ethical manner;
- Facilitates communication and education to elicit patient cooperation and understanding of expectations and responds to questions regarding sonographic examination.

The Major learning concentrations in Sonography are:

1. Abdominal Extended
2. Obstetrics and Gynecology
3. Adult Echocardiography (including adult congenital)

4. Pediatric Echocardiography (including adult congenital and fetal)
5. Vascular Technology

The person with health care needs and the student with learning needs comprise the central focus for curriculum development. The Diagnostic Medical Sonography process is used as a framework for critical thinking and sonography practice. Concepts that provide further structure for the development of sonography knowledge and competencies are wellness- illness; basic needs; teaching-learning; communication; and caring. This program of learning prepares the graduate of the determined certificate program for the roles of provider of care, manager of care, and member of the profession of sonography within a variety of structured health care settings.

With the rapidly changing health care system, students must develop skills and appreciation for life-long learning. For the determined accelerated certificate program this will include further acquisition of skills and knowledge within the work setting and/or pursuit of additional formal sonography education.

## Program Overview

### History

For many years, the ownership of the educational programs was a hospital. The hospital has grown and changed over the years, beginning in 1884 with the “Home of the Sick”, and progressing through names such as Danville General Hospital, The Memorial Hospital, and then as it is known today, Sovah Health - Danville. The changes in modernization and service expansion brought a need for additional health technology programs. The Radiologic Technology Program opened in February of 2003 due to an increased demand for Radiologic Technologists.

Due to the shortage for sonographers, SOVAH Danville School of Health Professions (SOHP), in conjunction with the Tobacco Region Revitalization Commission (TRRC), planned to provide an 18-month, certificate program in sonography.

Students may choose between general sonography or echocardiography programs of study. Students will attend formal classes and labs as well as rotate to various clinical sites. Program completion prepares the students to be entry-level Diagnostic Sonographers in the areas of Abdomen, OB/GYN, Vascular and Adult Echocardiography.

Sovah Health – Danville, LLC, owns and operates the School of Health Professions and its program, which is a wholly owned subsidiary of LifePoint Hospitals, Incorporated, a publicly traded company, of Brentwood, Tennessee. The School is currently composed of the Radiologic Technology Program and the Diagnostic Medical Sonography Programs, as well as a satellite location at the Roanoke of Higher Education Center with a General Sonography Program.

Today, the Sovah School of Health Professions has a faculty of 11 and an annual student body of 44 men and women. The faculty is qualified by professional

preparation and experience and committed to creating successful learning experiences. The students will find that our School fosters a warm and innovative learning environment where they are challenged to provide excellence in health care in a variety of health care settings. The school and faculty provide mentorship for accountability and responsibility for professionalism and for valuing life-long learning. Many graduates become members of Sovah Health's highly motivated and progressive staff.

Additionally, the strong clinical background obtained in the school can be utilized as a basis for advanced educational opportunities.

### Communities of Interest

Regional employers have all reported high demand and inadequate supply of sonographers, along with numerous travel sonographer positions currently at the LifePoint facilities. The local cardiology offices, and outpatient clinics have reached out to Sovah Health to help find qualified credentialed employees for their offices. There were not any sonography programs serving the southern Virginia region, with the closest school being 2 hours away.

Sovah Health has demonstrated a protracted need for entry level sonographers and desire for a local program and working together with the Tobacco Region Revitalization Commission (TRRC) determined funding to build a program to not only provide job placement for the citizens of the community, but positions to fill a need within the local healthcare provider community.

Radiologic graduates have also voiced a desire to learn the sonography trade, therefore the first cohort was primarily those individuals wanting to cross train into the profession of ultrasound.

Fulfilling the need for credentialed sonographers will enhance patient care on the local level. Currently, patients needing these studies are sent over an hour away for these testing procedures or have a scheduling delay due to the lack of staffing in the rural areas.

The Roanoke Community, consisting of Carilion, HCA and the Veterans Healthcare approached the Roanoke Higher Education Center, (RHEC) to initiate a program for Southern Virginia in the training of Sonographers. The RHEC approached the school to form a partnership in the training of sonographers. This makes our sonography program a regional school, not just a local community school.

## Extended Campus Programs

### **Sovah School of Health Professions- Diagnostic Medical Sonography (General)**

#### **Satellite Location**

#### **Roanoke Higher Education Center**



The Sovah SOHP administers undergraduate Diagnostic Medical Sonography General Program in partnership with the Roanoke Higher Education Center in Roanoke, with didactic courses being delivered by two-way interactive video and the Internet in support of the extended campus program. Labs are conducted on site in Roanoke for the General Sonography Program. Clinical Experiences are conducted within Carilion, HCA Lewis Gale and the Salem VA Medical Center. For specific information and assistance related to RHEC:

Roanoke Higher Education Center

(540) 767-6190

<https://www.education.edu/>

## Special Considerations

The School of Health Professions is located within the city of Danville, VA. Danville is an independent city of more than 42,000 residents located in the foothills of the Blue Ridge Mountains in the Piedmont region of Virginia. Our central location is within a day's drive to more than two thirds of the United States population. History abounds in Danville and the Victorian architecture of the Main Street mansions is proudly displayed. This is the site of the Museum of Fine Arts and History, fourteen Civil War sites and the American Armored Foundation Tank Museum. Outdoor recreation can be enjoyed all year thanks to Danville's mild, four-season climate. The Dan River is a natural resource for fishing and the Dan Daniel Memorial Park offers many activities. This park covers 150 acres along the Dan River and contains picnic grounds, a variety of hiking trails, bicycle trails, athletic fields, and other facilities, including the home of the Danville Braves, farm club of the Atlanta Braves.

Danville and Martinsville Virginia, home of two LifePoint Hospitals, the owner of Sovah Health is two of the highest unemployment areas within the state of Virginia. Within 2020, the unemployment rates for Danville is 11.8% and Martinsville 14.5%. The median household income in Danville, Virginia is \$30,701. The average age of the citizens of Danville is around the age of 41. Fifty three percent of Danville's citizens are married, with 37% of families with children under the age of 18. Out of the families with children, 57% have children between the ages of 6-17 years of age. Information gathered by the United States Census.

In looking directly at Danville's health, we see that the rate of premature death in this area is twice as high as the rest of Virginia. The main contributing factors from highest to lowest are malignant neoplasms, heart disease, accidents, diabetes mellitus and assault. Information gathered by County Health Rankings and Roadmaps.

Due to the low income of the region, and the needs of the community, Tobacco Region Revitalization Commission (TRRC) has partnered with Sovah Danville to establish a DMS program. Once the program is up and running, Sovah Health will be financially responsible for the continuing of the program.

The satellite location, Roanoke Higher Education Center resides in Roanoke Virginia. Roanoke is an independent city in the U.S. state of Virginia. It is located in Southwest Virginia along the Roanoke River, in the Blue Ridge range of the greater Appalachian Mountains, approximately 50 miles north of the Virginia–North Carolina border and 250 miles southwest of Washington, D.C., along Interstate 81. At the 2020 census, making it the largest city in Virginia west of the state capital Richmond, which had a population of 315,251.

The unemployment rate is slightly higher in Roanoke than the rest of the state of Virginia at 8% for the 2023 year, while the state is at 6.5%. The majority of the population living in Roanoke ranges within the 25 years to 54 year bracket. The largest employer within the city limits is Roanoke Memorial Community Hospital, with Carilion Services in the third place, and the U.S. Department of Veterans Affairs in the

11<sup>th</sup> place. Healthcare and social assistance is the leading type of job producer in the area, and the most significant range in ages for these positions range from 25-34 years of age, and growth in this area of 2.37%. (Virginia Employment Commission, Economic Information & Analytics, Short Term Industry and Occupational Projections, 2021-2023). Currently there are 93 openings for Healthcare Practitioners and Technical Occupations, such as Sonographers in the Roanoke Valley. It is due to this fact that the Roanoke Higher Education Center reached out to establish the partnership with Sovah School of Health Professions.

Virginia Western Community College established the Center for Business Industry and Technology within 1989 to meet the demand for workforce training and educational opportunities in the Roanoke Region. The number of participants soon exceeded space. In lieu of this hindrance, the Commonwealth established the Roanoke Valley Graduate Center in 1990 within a street level parking garage downtown. Virginia Tech, University of Virginia, Radford, Old Dominion and Hollins University offered graduate level programs there. Enrollment at the Graduate Center quickly reached almost 1,000 adults and the lack of space had become an inhibiting factor for new students and programs. Therefore, VWCC commissioned a study to qualify the need for a new building on campus for its business Center. In 1992, VWCC asked the Commonwealth for \$6.8 million for the building. No adequate sites were readily available. The college's enrollment was increasing for both credit and noncredit courses. VWCC had the smallest amount of land per pupil of any community college in Virginia and is landlocked. The City of Roanoke, was aware of the growing demand for training and the need for more college level offerings in the region, and approached VWCC to discuss locating the building off campus where other educational providers could participate and programs could be provided "under one roof" and where expansion would be possible in 1994. In 1996, the Virginia General Assembly funded a study to determine the feasibility of converting the former headquarters building of the Norfolk and Western Railway into a training and education center. The study made three conclusions:

- The building was a feasible structure for the Center
- The cost of the renovation is favorable, compared to costs of new construction for similar centers in Virginia
- Shared use would reduce by 30 percent the individual space needed

In 1997, the General Assembly established the Roanoke Higher Education Authority. It is based on a model used by the Southwest Virginia Higher Education Center Authority in Abingdon. The purpose of the Authority is to manage the facility, schedule use of space and provide centralized services to increase cost efficiency of the Center. Norfolk Southern donated their former headquarters building to the Roanoke Foundation for Downtown, Inc, and Education Center was granted a \$9 million state funded request to make the center a reality.

The expected growth within the field of sonography, including all branches, is around 17%, which is must faster than other career paths. There is an expected addition of jobs, within the United States of 21,000. The average pay for a sonographer is between \$55,000 and \$74,999. Information gathered by the Society of Diagnostic Medical Sonography.

## **Mission Statement of Sovah Health**

The Mission statement of Sovah Health is: Making Communities Healthier.

Our vision statement is: We want to create places where:

- People choose to come for healthcare
- Physicians want to practice
- Employees want to work

Our Five Guiding Principles are:

- Delivering high quality patient care
- Supporting physicians
- Creating excellent workplaces for our employees
- Taking a leadership role in our communities
- Ensuring fiscal responsibility

By creating a DMS program, we are developing a strategy to ensure that we are owning up to our five guiding principles. Our goal is to support our physicians, with employees that are trained to deliver high quality patient care to our patients in the imaging department. We are partnering with community interest groups to build the program, and we at Sovah will make sure that the program is fiscally sound. By abiding by these guiding principles, we support our vision, and it will enable Sovah to live out the Mission statement.

## **Mission Statement of RHEC:**

The Roanoke Higher Education Center develops partnerships and maintains a state-of-the-art facility that provides citizens of the Roanoke region access to training, certifications, and degrees.

## **Vision Statement of RHEC:**

The Roanoke Higher Education Center, known throughout the Roanoke region as a dynamic learning community of colleges and organizations, responds to the evolving needs of the current and future workforce.

## **Diagnostic Medical Sonography Program Objectives:**

The overarching goal of the Sovah Health Professional School of Diagnostic Medical Sonography to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s):

Abdominal sonography - Extended  
Adult cardiac sonography



Obstetrics and gynecology sonography  
Vascular sonography

**Program Cognitive Objective**

At the completion of the Diagnostic Medical Sonography Program, graduates will demonstrate the ability to comprehend, apply and evaluate didactic knowledge and clinical information relative to their role as entry-level sonographers.

**Program Psychomotor Objective**

At the completion of the program, the graduate of Diagnostic Medical Sonography Program will demonstrate technical proficiency in all skills necessary to fulfill the role of entry-level sonographer.

**Program Affective Objective**

At the completion of the program, the graduate of Diagnostic Medical Sonography Program will demonstrate personal behaviors consistent with professional and employer standards and expectations for an entry-level general sonographer, these include:

"To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains" for the following concentrations it offers:

- Abdominal Sonography – Extended
- Adult Cardiac Sonography
- Obstetrics and gynecology Sonography
- Vascular Sonography

**Goal #1: To provide students with sound problem solving and critical thinking skills necessary to function effectively in the clinical environment.**

- Students will determine the need to modify standard procedures to accommodate patient condition and other variables
- Graduates will demonstrate effective critical thinking skills by demonstrating the ability to record, analyze, and processes diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician

**Goal #2: To provide an education that promotes compassion, ethical behavior, and professionalism in the healthcare setting.**

- Students/Graduates will demonstrate the ability to behave in a compassionate manner
- Students/Graduates will demonstrate positive ethical and professional behavior
- Graduates will have become members of a professional organization
- Graduates will be seeking completion of advanced certifications/degrees

**Goal #3: To provide students with the skills required to become clinically competent and prepared to meet the entry level expectations of their**

**employers.**

- Students will demonstrate the ability to provide quality patient care
- Students/Graduates will be able to obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results
- Student/Graduate will perform appropriate procedures and record anatomic, pathologic, and/or physiologic data for interpretation by a physician
- Student/Graduate will exercise discretion and judgment in the performance of sonographic and/or related diagnostic services

**Goal #4: To provide students with the ability to demonstrate effective communication skills.**

- Graduates will demonstrate effective oral and written communication skills
- Students/Graduates will demonstrate appropriate communication skills with patients and colleagues
- Students/Graduates will facilitate communication and education to elicit patient cooperation and understanding of expectations and responds to questions regarding the sonographic examination

**Goal #5: To meet the need for credentialed Diagnostic Medical Sonographers in the community.**

- Students will successfully take and pass National credentialing examinations
- Graduates will have positive placement within 6 months of seeking entry-level employment
- Of the surveys returned, Employers will be satisfied with the program
- Of the surveys returned, Graduates will be satisfied with the program

## Principles of Diagnostic Medical Sonography

**Principle I: To promote patient well-being, the diagnostic medical sonographer shall:**

- a. Provide information to the patient about the purpose of the sonography procedure and respond to the patient's questions and concerns.
- b. Respect the patient's autonomy and the right to refuse the procedure.
- c. Recognize the patient's individuality and provide care in a non-judgmental and non-discriminatory manner.
- d. Promote the privacy, dignity, and comfort of the patient by thoroughly explaining the examination, patient positioning and implementing proper draping techniques.
- e. Maintain confidentiality of acquired patient information and follow national patient privacy regulations as required by the "Health Insurance Portability and Accountability Act of 1996 (HIPAA)."
- f. Promote patient safety during the provision of sonography procedures and while the patient is in the care of the diagnostic medical sonographer.

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

- a. Obtain appropriate diagnostic medical sonography education and clinical skills to ensure competence.
- b. Achieve and maintain specialty specific sonography credentials. Sonography credentials must be awarded by a national sonography credentialing body that is accredited by a national organization which accredits credentialing bodies, i.e., National Commission for Certifying Agencies (NCCA) or American National Standards Institute (ANSI).
- c. Uphold professional standards by adhering to defined technical protocols and diagnostic criteria established by peer review.
- d. Acknowledge personal and legal limits, practice within the defined scope of practice, and assume responsibility for his/her actions.
- e. Maintain continued competence through lifelong learning, which includes continuing education, acquisition of specialty specific credentials and recertification.
- f. Perform medically indicated ultrasound studies, ordered by a licensed physician or their designated health care provider.
- g. Protect patients and/or study subjects by adhering to oversight and approval of investigational procedures, including documented informed consent.
- h. Refrain from the use of any substances that may alter judgment or skill and thereby compromise patient care.
- i. Be accountable and participate in regular assessment and review of equipment, procedures, protocols, and results. This can be accomplished through facility accreditation.

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

- A. Be truthful and promote appropriate communications with patients and colleagues.
- B. Respect the rights of patients, colleagues, and yourself.
- C. Avoid conflicts of interest and situations that exploit others or misrepresent information.
- D. Accurately represent his/her experience, education, and credentialing.
- E. Promote equitable access to care.
- F. Collaborate with professional colleagues to create an environment that promotes communication and respect.
- G. Communicate and collaborate with others to promote ethical practice.
- H. Engage in ethical billing practices.
- I. Engage only in legal arrangements in the medical industry.
- J. Report deviations from the Code of Ethics to institutional leadership for internal sanctions, local intervention and/or criminal prosecution. The Code of Ethics can serve as a valuable tool to develop local policies and procedures.

## Essential Functions and Standards for Successful Performance

To successfully complete the classroom and clinical components of the program, the student in the Diagnostic Medical Sonography Program must, either independently or with reasonable accommodation, be able to perform all of the following essential standards and functions of a registered diagnostic medical sonographer. Students unable to meet these standards are not eligible for admission to the program.

1. **Speech:** Establish interpersonal rapport and communicate verbally and in writing with clients, physicians, peers, family members and the health-care team from a variety of social, emotional, cultural, and intellectual backgrounds.
2. **Hearing and Comprehension:** Auditory acuity sufficient to respond to verbal instruction, perceive and interpret various equipment signals, use the telephone, understand, and respond appropriately to verbal directions and hear faint body sounds.
3. **Vision:** Visual acuity sufficient to identify and distinguish colors, read handwritten orders and any other handwritten or printed data such as a medical record, provide for the safety of clients' condition by clearly viewing monitors and other equipment in order to correctly interpret data and evaluate sonographic quality.
4. **Mobility:** Stand and/or walk eight hours daily in the clinical setting. Bend, squat or kneel. Assist in lifting or moving clients of all age groups and weights. Perform cardiopulmonary resuscitation (move around client to manually compress chest and ventilate). Work with arms fully extended overhead. Lift 50 pounds independently and 125 pounds with assistance.
5. **Manual Dexterity:** Demonstrate eye/hand coordination sufficient to manipulate equipment.
6. **Fine Motor Ability:** Ability to use hands for grasping, pushing, pulling and fine manipulation. Have tactile ability sufficient for physical assessment and manipulation of equipment.
7. **Mentation:** Ability to remain focused on multiple details and tasks for at least an eight- hour period of time. Assimilate and apply knowledge acquired through lectures, discussions and readings.
8. **Smell:** Olfactory ability sufficient to monitor and assess health needs.
9. **Writing:** Ability to organize thoughts and present them clearly and logically in writing.
10. **Reading:** Ability to read and understand written directions, instructions and comments in both classroom and clinical settings.
11. **Stamina:** Ability to stand, sit, scan in one position for long periods of time.

## Application Deadline: September 1<sup>st</sup>

### NOTICE OF NON-DISCRIMINATION

The School of Health Professions is an equal opportunity institution providing educational and employment opportunities, programs, services, and activities. School of Health Professions does not discriminate based on age, color, disability, family medical history or genetic information, military service, national origin, parental status, political affiliation, race, religion, sex (including pregnancy and gender identify), sexual orientation, or any other non-merit base factor. The school also prohibits sexual harassment including sexual violence or misconduct. The following person has been designated to handle inquiries regarding any of these policies:

Title IX Coordinator: Mary Thomas

Phone: 434-799-4544 or email: [Mary.Thomas@LPNT.net](mailto:Mary.Thomas@LPNT.net)

Address: Title IX Coordinator SOHP

137 South Main Street

Danville, VA 24541

### Admission Criteria:

- A. Minimum Application Pre-requisite:
  - Completion of courses listed below (under D.)
- B. Completed Application form with the non-refundable fee.  
Please make all checks payable to: Sovah School of Health Professions
- C. 3 letters of Reference
- D. Official College transcripts which must include:
  - College Success skills (or equivalent)
  - English College Composition I
  - Human Anatomy and Physiology I and II
  - Math 131 or 161
  - Physics Course
  - Humanities Elective (PHI 220)
  - Social Science Elective: (PSY 230)
- E. Minimum Selective GPA from above courses needs to be at least a 3.0

All information will be kept confidential. Applicants are selected in accordance with nondiscriminatory policies.

Acceptance into the Sovah School of Health Professions' Diagnostic Medical Sonography Program is also contingent upon potential students passing a pre-enrollment drug screening, physical examination, and criminal background check. Results of these tests are confidential and are maintained by the institution.

Technical standards: Due to the nature of this profession and considering the safety of our patients and our students, applicants must be able to meet all the following technical standards to be considered for enrollment.

- a. Speech
- b. Hearing and Comprehension
- c. Vision
- d. Mobility
- e. Dexterity
- f. Fine motor ability
- g. Mentation
- h. Smell
- i. Writing
- j. Reading
- k. Stamina

#### **ADVANCED PLACEMENT and EXPERIENTIAL LEARNING**

The School of Health Professions currently has no process for awarding advanced placement or experiential learning.

#### **CRIMINAL BACKGROUND and FEDERAL EXCLUSIONS**

All Diagnostic Medical Sonography students must complete a Background Check and Drug Screening as part of the entry process. Forms and information will be provided to students upon acceptance into the Diagnostic Medical Sonography Program.

The **Background Check** will search for misdemeanors and felonies of any type. However, misdemeanors and barrier crimes can result in failure of the background check. Barrier crimes are those that would prevent a student from obtaining employment in a hospital. Generally, criminal convictions for offenses involving abuse or neglect disqualify an applicant from employment. A more complete list of barrier crimes can be found on the Virginia Department of Health website: [https://www.vdh.virginia.gov/OLC/Laws/.../barrier crimes guide.pdf](https://www.vdh.virginia.gov/OLC/Laws/.../barrier%20crimes%20guide.pdf).

The vendor will report only whether a student clears or does not clear the background check. All reports will be returned to the Clinical Compliance Coordinator. In the event that a student is not cleared, the student must make any clarifications directly with the vendor. The student may elect to involve the Program Director in any clarification procedures. If no suitable arrangement can be made, the student shall be administratively withdrawn from the program.

**Students who have criminal convictions, but passed the background check for barriers to employment**, should be aware that certifying organizations may have additional restrictions.

Students applying to take the **ARRT** licensing exam will be required to answer questions regarding conviction of any misdemeanor or felony (except juvenile convictions processed in a juvenile court or traffic citations that did not involve drugs or alcohol.) If student answers yes to any of these questions, they will be required to provide documentation to ARRT. For further information, see the ARRT's website: <https://www.arrt.org/Ethics/>.

Students who are concerned that past convictions may affect their ability to be certified by **ARDMS** can complete the Pre-application Determination of Eligibility: [http://www.pdfFiller.com/29653980-Pre-application\\_Criminalpdf-Pre-application-Determination-of-Eligibility-for-ARDMS-Certification--Various-Fillable-Forms](http://www.pdfFiller.com/29653980-Pre-application_Criminalpdf-Pre-application-Determination-of-Eligibility-for-ARDMS-Certification--Various-Fillable-Forms). There is a cost for this pre-application.

The **Drug Screen** tests for Amphetamine (methamphetamine), barbiturates, benzodiazepine, cocaine, marijuana, methadone, methaqualone, opiates (codeine, morphine), phencyclidine and propoxyphene.

Any of these drugs found in the student's drug screen, will result in the student failing the drug screen. The vendor may reach out for clarification of substances found in the students system.

However, if no prescription covers the failure, the student will be administratively withdrawn from the program.

Some of the clinical facilities utilized by the Sonography program require students to have a drug screen within 30 days of the beginning of their clinical experience. This may require students to do an additional drug screen during the program.

## Factors Considered for Admission Decision:

Admission to the Diagnostic Medical Sonography Program is competitive and will be based on a ranking system that includes student performance on all the sonography program prerequisites. Each student's past and potential educational achievement is measured against all other students applying. Applicants must submit all official documentation and demonstrate minimum requirements for consideration by the posted deadline to be considered for acceptance. Coursework in progress at time of deadline will be

considered during the application process. Students meeting all the minimum requirements for admission are not guaranteed acceptance.

Evaluation Process:

1. Sonography Program applicants must download and complete the Sonography Program application and all required prerequisites prior to September 1 deadline. Applications or documentation received after the deadline will not be considered.
2. The Program Faculty conducts a preliminary screening of all applications to determine those who have met the minimum prerequisites and thus are eligible for admission.
3. Applicants are ranked according to the following criteria in order of importance:
  - a. The completed prerequisite courses completed by the application deadline.
  - b. The GPA earned in those completed courses
  - c. Interview and Essay

List of Equipment: Sovah School of Health Professionals Lab:

- 6 Beds
- Phillips iE-33 ultrasound system
  - S5-1 Cardiac Sector Probe
  - D2cw non-imaging Probe
  - L9-3 Vascular Linear Probe
- GE E9 (r3)
  - C1-5 Abdominal/OB/General Convex Probe
  - 9L-D Vascular Linea rProbe
  - ML6-16-D Vascular/Small Parts Linear Probe
  - Endocavitary Probe
- GE E9 (r3)
- 2 Gel warmers
- Ultrasound Fetus: Item # KKUS-7A
- Ultrasound Female Pelvis: Item#: KKUS-10
- Ultrasound Scrotal Phantom: Item #: KKUS-11
- Elastography Ultrasound Breast Phantom
- Linen Service: Provided by the Main Hospital

Physical Space

- Office Space for 4 faculty members, including phones, computers, fax/copy machine
- Office for Financial Aid
- Breakroom for Students, with refrigerator, microwave, and coffee maker
- Access to Libraries at Danville Community College which houses a wider variety of medical references and journals
- Supplies for teaching and administrative purposes are available and are budgeted items

Classroom



- Desks for 30 students
  - LCD Projector
  - Computer
  - TV
  - Wi-Fi internet access
  - White Board
- Additional audio-visual equipment through the hospital's Department of Education

## Satellite Location at RHEC:

### Facilities:

Our main building is located in the former headquarters of the Norfolk and Western Railroad in the heart of downtown Roanoke. A total of \$19 million in state, local, and private funding, as well as federal and state historic tax credits, were used to transform the 1931 Art Deco building into a state-of-the-art facility for learning.

It supports a mix of traditional classroom instruction, computer-assisted instruction, and distance learning instruction to meet a wide variety of student learning styles and needs. Classrooms, meeting rooms, and spaces also accommodate business gatherings, and are [publicly available for rent](#).

### Building Amenities

- 57 classrooms
- A 2,100 square-foot meeting room
- Advanced computer technology and video conferencing facilities
- Study carrels
- [Library](#)
- [Computer lab](#)
- [Testing center](#)
- [Cafe](#)
- Clinical Simulation Lab

### Simulation Lab:

[The Clinical Simulation Lab](#) in the Center's main building gives students a place to study hands-on clinical practices in a realistic environment. The lab trains students to interact with patients using electronically controlled mannequins as well as actors performing scripted scenarios. Technology allows educators to participate in the room or remotely, so that students get clinical training experiences both on their own and in a collaborative setting.

### Library:

The Roanoke Higher Education Center (RHEC) Library serves the current students, faculty, and staff of our [Member Institutions](#).

Services include:

- Over 4,000 print books; specializing in culinary arts, education, and nursing

- On-site access to more than 100 databases
- Over 70,000 full-text journals and 240,000 e-books
- Test preparation guides (CLEP, GED, Praxis, & more)
- Newspapers and magazines
- Free interlibrary loan service
- Photocopying and faxing
- Scanning, laminating, and printing

The Roanoke Higher Education Center Library is for the students, clients, faculty, and staff of the Center. We are not a public library. To access the library, you will need to have an RHEC library card and sign in using our touch screen system. Current students, clients, faculty, and staff affiliated with one of our [member institutions](#) may apply for a free library card [online](#) or at the circulation desk. You must provide proof of your current status, such as:

- University or school identification
- Letter of acceptance
- Current semester course schedule
- Signed letter from a member institution

### **Career and Workforce Training Center**

The Career & Workforce Training Center assists students of our [Member Institutions](#) in building professional skills and preparing to enter the job market.

Room 206B | 540-767-6043 | [careercenter@education.edu](mailto:careercenter@education.edu)

Services:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Resume Development</li> <li>• Cover Letter Writing</li> <li>• Career Search Assistance</li> <li>• Career Assessment</li> <li>• Career Change Review</li> <li>• Graduate School &amp; Employment Information</li> <li>• <a href="#">Job Announcements</a></li> </ul> | <ul style="list-style-type: none"> <li>• Education Fairs</li> <li>• Portfolio Review &amp; Development</li> <li>• Internships</li> <li>• Networking</li> <li>• On-site Interviewing</li> <li>• Meeting &amp; Conference Space</li> <li>• Customized Training Opportunities</li> </ul> |
|--|---|

### **Student Success Center**

The Student Success Center is a hub for academic success. We provide free tutoring and study skills workshops for all students of our [Member institutions](#). The SSC is supportive and sensitive to learners of all backgrounds and academic abilities. Our staff uses a holistic approach to help RHEC students achieve success.

Services:

We provide tutoring and study skills training in a relaxed learning environment. Both in-person and virtual tutoring and writing services are available. Just let us know which type of service you prefer when you sign up.

Sign-Up Link: <https://www.education.edu/student-services/student-success-center/>

### **Seasons and Occasions Café:**

Seasons and Occasions Cafe is located on the 2nd floor of the Center, serving breakfast, lunch and dinner during the week.

Hours of operation: Monday-Friday 8:00 am to 2:00 pm

Catering Services are available.

### **Computer Lab:**

The Computer Lab in room 202 of the Roanoke Higher Education Center houses 24 touchscreen computers running Windows 10 & Microsoft Office 2019, and a pay printer/copier. This walk-in lab is for RHEC student use.

Students are required to enter a code on the keypad by the door to enter the lab, provided by their member institution. Codes will be assigned during orientation.

Hours of Operation:

Monday -Friday 7:00 am – 10:30 pm

Saturday: 7:00 am – 6:00 pm

Sunday: Closed

### **Parking:**

Free student parking is available in lots **2, 4,** and **5** with an RHEC-issued student parking pass, obtainable at the reception desk on the second floor. Parking passes must be displayed prominently in the front window of the vehicle.

- **(2) Henry Street Lot** – between Loudon Avenue and Wells Avenue
- **(4) Shenandoah Avenue Lot** – between Shenandoah Avenue and Center Avenue
- **(5) Centre Avenue Lot** – in front of Gainsboro Parking Garage

The Student parking permit application will be distributed during orientation. The application may be submitted to the main reception desk on the second floor.

### List of Equipment: RHEC Lab:

- 3 Beds
- Phillips iE-33 ultrasound system
  - S5-1 Cardiac Sector Probe
  - D2cw non-imaging Probe
  - L9-3 Vascular Linear Probe
- GE E9 (r3)
  - C1-5 Abdominal/OB/General Convex Probe

- 9L-D Vascular Linea rProbe
- ML6-16-D Vascular/Small Parts Linear Probe
- Endocavitary Probe
- GE Volumsom
- 1 Gel warmers
- Ultrasound Fetus: Item # KKUS-7A
- Ultrasound Female Pelvis: Item#: KKUS-10
- Ultrasound Scrotal Phantom: Item #: KKUS-11
- Elastography Ultrasound Breast Phantom
- Linen Service: Provided by the a private Linen Service

#### Physical Space

- Office Space for 1 faculty members, including phones, computers, fax/copy machine
- Office for Financial Aid
- Breakroom for Students, with refrigerator, microwave, and coffee maker
- Access to Libraries in house

#### Classroom

- Desks for 10 students
- LCD Projector
- Computer
- TV
- Wi-Fi internet access
- White Board

### CLINICAL GUIDELINES FOR CARING FOR PATIENTS WITH COMMUNICABLE ILLNESSES

During clinical experiences in the sonography program, students will be assigned to care for patients with communicable diseases, including AIDS, hepatitis, and tuberculosis. Students may be exposed to blood or other potentially infectious materials.

Students will be taught current information about communicable diseases, their transmission, and standard protective precautions to be used while caring for patients or handling potentially infectious materials prior to their first clinical experience. Students are expected to assume responsibility for using the precautions while caring for patients to minimize the risk of disease transmission.

Because students may be at risk for acquiring hepatitis B viral infection, it is strongly recommended that students be vaccinated with hepatitis B vaccine prior to caring for patients. Students who do not wish to receive the hepatitis B vaccine upon entry into the program must sign a declination form to this effect.

### CRIMINAL ACTIVITY WITHIN THE PROGRAM:

Currently, background checks are completed prior to students entering the program, and the background must be “clear”. If a student is arrested after this point, they must notify the program

director. A meeting between student and Program Director will occur with discussion on the infringement. IF the infringement is in violation with the clinical contracts, students will be administratively dismissed from the clinical course. To be compliant with our contracts, a student must have a clear background check, and students will not be permitted to go to clinicals during this “pending” state. Therefore, the student cannot complete the course as required.

## Curriculum Sequence and Rationale

### **Abdominal-Extended Sonography, Obstetrics and Gynecology, and Vascular Diagnostic Medical Sonography:**

The student will begin with Introduction to Sonography in the Spring semester. This class establishes the ethics and morals of the job of Sonographer to prevent role ambiguity. This class covers basic patient care skills as a refresher. We feel that the student should have this course, along with other introductory courses to prepare the students for the field that they are about to enter.

Co-requisite course completed in the Spring Semester is Cross Sectional Anatomy. This class is a refresher of what they learned in Anatomy and Physiology and teaches normal abdominal sonographic anatomy to the student in order visualize the anatomy and recognize normal versus abnormal anatomy on ultrasound images.

Ultrasound Physics and Instrumentation is taught during the Summer Semester. This class builds the basic principles of ultrasound physics. This class is vital as the students begin to utilize the ultrasound equipment and understand the principles of sound waves and their interactions with mediums.

Co-requisite course for the General Sonography students is Gynecology Sonography. This course teaches anatomy, physiology, normal and abnormal sonographic appearances of the non-gravid as well as the first trimester gravid patient.

In the Summer Semester, the Clinical Education I class is also taught. Within this course students are taught more about patient care techniques, specifically how to address patients, how to ask questions and those basic skills we use in Ultrasound every day. The primary focus for this semester will be learning how to perform transvaginal and transabdominal scanning of the female pelvis as well as Normal abdominal scanning techniques. First Semester of clinical is completed on campus with proficiencies completed on basic organs structures and patient care. By the end of the semester, students can perform an Abdomen Complete, but usually get a final exam on Right Upper Quadrant.

Abdominal Sonography is during this semester, the Summer Semester. This class compares normal to abnormal anatomy and teaches the students the pathologies that they may see in a clinical setting. Abdominal Sonography also

goes over the abnormal lab values associated with the pathologies and imaging modalities that a sonographer may have to compare their study in conjunction with.

In the Fall semester, the students continue their Physics Education in Ultrasound Physics and Instrumentation, building upon the basic structure into Fluid dynamics and Hemodynamics and Doppler principles.

In the Fall semester, students also have an Introduction to Vascular class, entitled Vascular I. We have decided to put this class in our academics, because many of the Hospitals and Clinics we are associated with have their general sonographers doing some vascular work. We teach the very basics for vascular including anatomy of venous system, arterial system, and the cerebral vascular system. The expectation for this course is the ability to perform Venous scanning and abdominal vasculature scanning principles, pathologies, and the associated risk factors for these systems.

In the Fall Session, students are also going to clinical rotations in Clinical Education II. The students are now expected to scan at clinical sites, moving from observation to more hands on.

Most clinical sites will assign a certain time that they will have to complete a task. The students attend clinical rotations 3 days a week, 8 hours a day.

In the Fall semester, Students will be taking an introduction to obstetrics course. This class is a review of GYN normal and abnormal anatomy. This course focuses more on the Second and Third Trimester scanning, along with Obstetrical pathologies. We have a lab course associated with this class, where we invite OB volunteers on campus and work independently with the students to become more comfortable with scanning techniques. There is a lab associated with the course for practice on phantoms, and volunteers from the community.

In the Spring Semester, students will have Advanced Abdominal Class entitled Superficial Structures and Procedures in Ultrasound. This class builds upon the techniques they learned in Abdominal Sonography and Clinical Education I/II. The students will learn normal anatomy and pathological processes for the superficial structures. The students are introduced to procedures, pediatrics, and specialty scanning such as elastography.

In the Spring semester, students are attending clinical rotations in Clinical Education III. The students are advancing in their capabilities, and in job performance at this stage. Students are attending clinical rotations for 3 days a week.

In the Spring semester, students are enrolled in Vascular II, where arterial work and cerebrovascular scanning is evaluated along with the other various other specialties of the vascular lab.

Also taught in the summer semester is Case Study Review. This is an open discussion on cases students have seen in the clinical education, where discussion is facilitated into registry review content, along with the didactic material covered in the Registry Review Course. It is also an opportunity for growth as the course is collaborative between the two certificate programs.

**Cardiovascular Sonography Program:**

The student will begin with Introduction to Sonography in the Spring semester. This class establishes the ethics and morals of the job of Sonographer to prevent role ambiguity. This class covers basic patient care skills as a refresher. We feel that the student should have this course, along with other introductory courses to prepare the students for the field that they are about to enter.

Co-requisite spring course of Cardiovascular Care is taught. Students will be taught how to evaluate ECG's and learn emergency management techniques utilized in these events, to prepare them for more advanced procedures completed in the Cardiac Units. This course is an introduction to anatomy and physiology of the heart.

Ultrasound Physics and Instrumentation is taught during the Summer Semester. This class builds the basic principles of ultrasound physics. This class is vital as the students begin to utilize the ultrasound equipment and understand the principles of sound waves and their interactions with mediums.

In the Summer Semester, the Clinical Education I class is also taught. Within this course students are taught more about patient care techniques, specifically how to address patients, how to ask questions and those basic skills we use in Ultrasound every day. The primary focus for this semester will be learning how to perform an Adult Echocardiogram. The students have tests on each view of the procedure and go over very basic knobology. In their time in the clinical rotations, they are observing Sonographers to learn job functions, ethics, and responsibilities of the career. By the end of the semester, students can perform a basic adult echocardiogram.

Co-requisite course of Echocardiography I is taught during this Summer Semester. This course is focused more on hemodynamics and physics of the cardiovascular system, anatomy and physiology of the heart, and pathological conditions such as valvular disease.

In the Fall semester, the students continue their Physics Education in Ultrasound Physics and Instrumentation, building upon the basic structure into Fluid dynamics and Hemodynamics and Doppler principles.

In the fall semester, students also have an Introduction to Vascular class, entitled Vascular I. We have decided to put this class in our academics, because many of the Hospitals and Clinics we are associated with have their general sonographers doing some vascular work. We teach the very basics for vascular including anatomy of venous system, arterial system, and the cerebral vascular system. The expectations for this course is the ability to perform Venous scanning and abdominal vasculature scanning principles, pathologies, and the associated risk factors for these systems.

In the Fall Session, students are also going to clinical rotations in Clinical Education II. The students are now expected to scan at clinical sites, performing exams more than observation. Most clinical sites will assign a certain time that they will have to complete a task. The students attend clinical rotations 3 days a week, 8 hours a day.

Co-requisite course of Echocardiography II is also taught during summer. In Echocardiography II, diseases that affect the pericardium, diseases that affect the myocardium and cardiac masses are discussed. Various other topics are discussed.

In the Spring semester, students are attending clinical rotations in Clinical Education III. The students are advancing in their capabilities, and in job performance at this stage. Students are attending clinical rotations for 3 days a week.

In the Spring semester, students are enrolled in Vascular II, where arterial work and cerebrovascular scanning is evaluated along with the other various other specialties of the vascular lab.

Echocardiography III is taught in the spring semester. The students are advancing skills and are being taught the specialties of echo such as contrast usage, congenital heart diseases, Stress and pharmacological examinations, and transesophageal studies. Students are also exposed to other imaging modalities such as the Cardiac Cath lab, and open-heart procedures.

Also taught in the summer semester is Case Study Review. This is an open discussion on cases students have seen in the clinical education, where discussion is facilitated into registry review content. The didactic information is covered with the registry review course. It is also an opportunity for growth as the course is collaborative between the two certificate programs.

### **COURSES Requirements**

Students must demonstrate competency and achieve a grade of "C" or better in each didactic sonography course and the required biology and natural science courses to successfully complete program requirements.

## **Course Descriptions**

### **DMS 102 Abdominal Sonography**



Examines the clinical applications within the specialty of abdominal sonography including interpretation of normal and abnormal sonographic patterns, pathology, related clinical signs and symptoms, normal variants, and clinical laboratory tests. Includes laboratory sessions on basic scanning techniques and protocols.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 210 Cardiovascular Care**

Focuses on assessment and management of cardiac-related emergencies. Introduction to the basics of ECG and covers basic dysrhythmia recognition and relates it to overall cardiac patient care.

Lecture 2 hours. Total 2 hours per week.

**DMS 302 Case Study Review**

Presents weekly case studies by faculty and students for interpretation and pattern recognition.

Lecture 2 hour per week. 2 credits

**DMS 131 Clinical Education I**

Develops the students' ultrasonic skills in a diagnostic environment; may include on campus labs, private office settings, as well as hospital rotations. May include experiences in abdominal, pelvic, obstetrical, and small parts scanning, as well as echocardiography and vascular sonography.

Laboratory Education 15 hours per week. 3 credits

**DMS 232 Clinical Education II**

Develops the students' ultrasonic skills in a diagnostic environment; may include on campus labs, private office settings, as well as hospital rotations. May include experiences in abdominal, pelvic, obstetrical, and small parts scanning, as well as echocardiography and vascular sonography.

Clinical Education: 24 hours per week. 4 credits

**DMS 233 Clinical Education III**

Develops the student's ultrasonic skills in a diagnostic environment; may include on campus labs, private office settings, as well as hospital rotations. Includes experience in abdominal, pelvic, and obstetrical and small parts, vascular and echocardiography scanning.

Clinical Education: 24 hours per week. 4 credits

**DMS 234 Clinical Education IV**

Develops the student's ultrasonic skills in a diagnostic environment; may include on campus labs, private office settings, as well as hospital

rotations. Includes experience in abdominal, pelvic, and obstetrical and small parts, vascular and echocardiography scanning.

Clinical Education: 24 hours per week. 4 credits

**DMS 101 Cross Sectional Anatomy**

Teaches normal sectional anatomy in the transverse, longitudinal and coronal planes, with correlated sonographic images. Emphasis will be placed on abdominopelvic organs and vasculature.

Lecture 1 hours per week. Lab 3 hours a week. Total 5 hours per week. 2 credits

**DMS 211 Echocardiography I**

Presents the fundamentals of adult echocardiography including basic ultrasound scanning techniques of the heart. Focuses on anatomy, pathophysiology, and echocardiography pattern recognition with real-time 2-D, 3D & 4-D imaging, Doppler, and M-mode echocardiography.

Lecture 3 hours per week. Laboratory 3 hours per week. Total 6 hour per week. 4 credits

**DMS 212 Echocardiography II**

Presents advanced study of echocardiography with concentration on case study reviews of normal anatomy, physiology, and pathologic conditions of the adult heart.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 213 Echocardiography III**

Presents advanced study of echocardiography with concentration on case study reviews of normal anatomy, physiology, and pathologic conditions of the adult heart.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 103 Gynecological Sonography**

Presents the clinical applications within the sonographic specialty of gynecology. Includes topics of discussion on normal and abnormal sonographic patterns, related clinical symptoms and associated laboratory tests. Includes laboratory sessions on basic scanning techniques.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 100 Introduction to Sonography**

Introduces the diagnostic foundations of diagnostic medical Sonography, including terminology, scan plane orientations, anatomical relationships, departmental administrative operations, hospital organization and basic patient care principles.

Lecture 2 hours per week. Total 2 hours per week. 2 credits

**DMS 105 Obstetrical Sonography**

Presents the clinical applications within the sonographic specialty of obstetrics. Includes topics of discussion on normal and abnormal sonographic patterns, related clinical symptoms and associated laboratory tests. Includes laboratory sessions on basic scanning techniques.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 300 Physics and Instrumentation and Knobology I**

Discusses and solves mathematical problems associated with human tissue, basic instrumentation and scanning technology. Focuses on the use of pulse-echo principles as applied to diagnostic sonography. Presents the physics of sound-tissue interactions and explores ultrasound instrumentation controls and functions.

Lecture 2 hours per week. Total 2 hours per week. 2 credits

**DMS 301 Physics and Instrumentation and Knobology II**

Focuses on the areas of ultrasound instrumentation, image artifacts, biologic effects, quality control. Explores Doppler principles and applications and basic types of equipment.

Lecture 2 hours per week. Total 2 hours per week. 2 credits

**DMS 104 Superficial Structures and Procedures in Ultrasound**

Introduces the fundamentals of transplantsations, small parts sonography, pediatric, neonatal neurosonography, drainage procedures and biopsy techniques and rare and interesting ultrasonic care presentations.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 201 Vascular Sonography I**

Presents the fundamentals of vascular technology including basic ultrasound scanning techniques of the peripheral vascular and abdominal vascular systems. Focuses on anatomy, physiology, pathology, and vascular recognition with real-time 2-D and Doppler imaging.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 202 Vascular Sonography II**

Presents the fundamentals of vascular technology including basic ultrasound scanning techniques of the cerebrovascular system. Focuses on anatomy, physiology, pathology, and vascular recognition with real-time 2-D and Doppler imaging.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits

**DMS 303 Registry Review**

Reviews material covered throughout the sonography program to prepare the student for the ultrasound registry examination.

Lecture 1 hour a week. Total 1 hour per week. 1 credit

**School of Health Professionals Cardiovascular  
Sonography Program**

<b>Semester:</b>	<b>Courses:</b>	<b>Credit Hours</b>
<b>Prerequisites:</b>	Anatomy and Physiology, I/II	8
	Physics Course	3 or 4
	Math Precalculus or higher	3
	College Success Skills	1
	English Composition I	3
	Social Science Course	3
	Humanities Course	3
<b>Spring Semester:</b>		
	Cardiovascular Care	3
	Introduction to Sonography	2
<b>Summer Semester:</b>		
	Echocardiography I	4
	Physics Instrumentation and Knobology I	2
	Clinical I	3
<b>Fall Semester:</b>		
	Echocardiography II	4
	Vascular I	2
	Physics Instrumentation and Knobology II	2
	Clinical II	4
<b>Spring Semester:</b>		
	Echocardiography III	4
	Vascular II	3
	Clinical III	4
	Case Study	1
<b>Summer Semester:</b>		
	Registry Review	1
	Clinical IV	4
<b>Total</b>		<b>67</b>

**School of Health Professionals General Sonography Program**

**School of Health Professionals Cardiovascular Sonography Program**

<b>Semester:</b>	<b>Courses:</b>	<b>Credit Hours</b>
<b>Prerequisites:</b>	Anatomy and Physiology, I/II	8
	Physics Course	3 or 4
	Math Precalculus or higher	3
	College Success Skills	1
	English Composition I	3
	Social Science Course	3
	Humanities Course	3
<b>Spring Semester:</b>		
	Cross Sectional Anatomy	2
	Introduction to Sonography	2
	Introduction to Sonography Lab	1
<b>Summer Semester:</b>		
	Abdominal Sonography	3
	Physics Instrumentation and Knobology I	2
	Clinical I	3
	Gynecology Sonography	3
<b>Fall Semester:</b>		
	Obstetrics Sonography	3
	Vascular I	3
	Physics Instrumentation and Knobology II	2
	Clinical II	4
<b>Spring Semester:</b>		
	Superficial Structures and Procedures	3
	Vascular II	3
	Clinical III	4
	Case Study	1
<b>Summer Semester:</b>		
	Registry Review	1
	Clinical IV	4
		<b>Total 68</b>

## ACADEMIC ADVISING

It is the responsibility of the student to meet with the Faculty for curriculum planning and advising throughout the program.

## CLASSES

Each sonography course has a weekly lecture/discussion class during which theory content is reviewed, discussed, and clarified. To derive optimum benefit from classes, students are expected to complete required readings prior to attending class. Class attendance policies are specified in each course syllabi.

## Textbooks

The most current editions of the following textbooks are required for the Diagnostic Medical Sonography Program. Textbooks are ordered and distributed by the program to assure that all students have the same edition as their fellow students.

Penny, S. M. (2021) [Introduction to Sonography and Patient Care](#) 9781975120108

Hagen-Ansert, S. (2020) [Textbook of Diagnostic Sonography](#) 9780323826464

Size, G. (2013) [Inside Ultrasound Vascular Reference Guide](#) 978-0974769431

Lozanski, L., Size, G. (2020) [Inside Ultrasound Vascular Workbook](#) 9781734203301

Lang, R. (2021). [ASE's Comprehensive Echocardiography](#) 9780323698306

Meile, (2022) [Ultrasound Physics and Instrumentation](#)

Dewitt, S. [From a Sonographers Perspective: The Notebook 8 and Workbook 8.](#)

The School purchases these texts for our students and has them available at the beginning of class. The School does NOT charge a mark-up on texts and provides them to the student at cost. However, if a student decides to purchase his or her own book, the Director, upon written request, will provide the necessary information to you to better assure that all students have the same edition of the books.

## CLASSROOM LABORATORY

The scanning laboratories for sonography students is in the Sovah Health School of Health Professions. Primarily these labs are designed to enable the student to develop and practice the necessary skills to meet the objectives of the sonography courses. Times have been designated for students to use these classroom labs (see course syllabi). The nature and value of the equipment in this room is such that care must be taken to see that it is properly handled, maintained, and stored.

In the scan lab, there is a multitude of scanning phantoms. It is an understanding that students will also volunteer to be each other's mock patients, in non-invasive procedures. If a student so desires not to volunteer, it will not affect the students'

grade in any way. If the student chooses not to volunteer as a “mock” patient, the faculty will find substitute volunteers for practice.

Further information and policies regarding the ultrasound laboratory can be found in the clinical handbook.

## Health Screening and Immunizations

### Pre-Enrollment Physical Examination

A pre- enrollment physical examination is required of all entering students.

Immunizations as listed on the pre-enrollment form and below must be completed before entrance to the school and documentation provided that they have received all required immunizations. The student is responsible for all costs associated with these requirements. Each student is encouraged to have health insurance while enrolled. Proof of Tuberculosis testing is also required, either with PPD or QuantifERON-TB Gold test.

### Immunization Requirements

The immunization requirements are as follows:

1. **MMR** (measles, mumps, rubella) All students born in or after 1957 who enter institutions of post-high school education must have documentation of two (2) doses of measles vaccine (preferably given as MMR). If no documentation of MMR administration, must obtain MMR titer screen, or if more cost effective, obtain immunization.
2. **TDAP** (must have within last 10 years)
3. **A two-step PPD Tuberculin Skin Test** (within last 3 months prior to enrollment) Chest X- ray required if PPD is positive; must complete any testing as recommended by physician
4. **Full Covid-19 Vaccination** – It is a requirement of SOVAH facilities, as well as other clinical sites, that all clinical staff, volunteers, and students be vaccinated against Covid-19. Medical exemptions are reviewed through the Sovah Health Human Resources Department, by the Director of Human Resources and the Department of Education. All clinical sites have their own medical exemption forms to be completed and approved. Not all medical exemptions are accepted.
5. **Hepatitis B Series** (Strongly recommended, not mandatory)
6. **Varicella** - Positive history of chickenpox is acceptable. For negative history – strongly recommend immunization.
7. **FLU**

### Two Step PPD (TB TEST)

The Four appointment schedule for two-step testing requires that the person:

**Visit 1**, day 1: Place the first TST and have the employee return in 48 to 72 hours for the test to be read.



**Visit 2**, day 2 – 3: Evaluate, measure, and interpret the TST. Document the millimeters (e.g. 0 mm, 4 mm, 12 mm)

- If the first TST is negative; give the patient an appointment to return for placement of the second test in 7 – 21 days.
- If the first TST is positive; it indicates that the employee is infected with TB. No further testing is indicated. Refer the employee for a chest x-ray and physician evaluation. An asymptomatic employee, whose chest x-ray indicates no active disease, may begin work.

**Visit 3**, day 7 – 21 Place the second TST on all employees whose first test was negative using the alternate arm.

**Visit 4**, 48 - 72 hours after second test placed: Evaluate, measure, and interpret the TST. Document the millimeters (e.g. 0 mm, 4 mm, 12 mm).

- If the second TST is negative, the patient is not infected.
- If the second test is positive; it indicates that the employee is infected with TB. No further testing is indicated. Refer the employee for a chest x-ray and physician evaluation. An asymptomatic employee, whose chest x-ray indicates no active disease, may begin work

### ***Alternative Testing:***

QuantiFERON®–TB GOLD In-Tube test (QFT-GIT) may be substituted if necessary.

### **Student Health**

The health and well-being of students are of vital importance to the School of Health Professions. Students are responsible for maintaining a current health file, which includes the Health Screening components and current immunizations. Documentation of the first dose of Hepatitis B Vaccine, a sufficient Hepatitis B titer, or a signed waiver is required prior to starting clinical experiences. The influenza vaccine will be offered annually, and screening for tuberculosis exposure (PPD) is provided by Sovah - Employee Health during the enrollment of students in courses in the second year of the programs. Students must comply with Sovah Health infection control policies and guidelines. Student Health Records submitted during the application process will be maintained by the Sovah Health – Danville Employee Health Department located at the main campus at 137 S Main Street.

### **Attendance**

Class and clinical attendance is **MANDATORY**.

1. Attendance is expected in both the classroom and clinical assignments.

Successful completion of this program is directly dependent upon classroom and clinical attendance and participation in all activities. Clinical rotations are **NOT observation rotations** and do require direct patient contact and exam performance.

2. Students are expected to be in their assigned areas **on time and ready to work**.
3. Anyone not present at the start of class will **be counted tardy**. (No Exceptions!) Class time can **NOT** be made up. **Three (3) tardies** equal one absence and will be calculated as such.
4. Students are allowed a maximum of **two (2) days** absence in any class or clinical assignment without penalty regardless of the reason.
5. **The third (3rd) absence will result in a reduction of their final course grade by five (5) points for each class a day was missed. Each additional absence will result in a further reduction by five (5) points, all of which could result in the student's academic dismissal.**
6. Jury Duty (with documentation), Bereavement (Immediate Family) are currently the only **excusable events** (See **Bereavement** on the next page for definitions of immediate family.)
  - a. **Excusable events** will not count against you nor will they be deducted from your 3 days of allowable absences.
7. Students leaving prior to 12:00 noon will have one (1) full day deducted, after 12:00 noon will be one-half ( $\frac{1}{2}$ ) day deduction. (*The time will be 4:00 p.m. for those working noon-8:00 p.m.*) **Deductions will be made in half and whole day increments ONLY.**
8. If an absence occurs on a test/quiz day, a grade of **ZERO (0)** will be assigned for the missed test/quiz. The student is responsible for ALL missed work. The lowest test grade in each class will be dropped. Make-up tests will not be allowed except under extreme circumstances as described below.
9. Hospitalizations and extended medical care will be addressed based on the **Medical Leave of Absence** policy. Decisions of the faculty are final!

**If a student MUST miss or be late for clinical:**

1. **The student must report his/her absence 30 minutes prior to the start** of his/her assignment by calling:
  - a. **Clinical Coordinator** or **Program Director**
  - b. If a clinical assignment, all students must call the assigned area Clinical Instructor or Supervisor. Clinical phone #'s are located in the clinical syllabus. It is the student's responsibility to make this call **NOT** a faculty member. It is recommended that students add these #'s to their cell phone directory.
2. Students who are going to be tardy to clinical must also notify the office and assigned clinical site of the anticipated arrival time. **Three (3) tardies** equal one absence and will be calculated as such. Absences on the last day of class WILL be factored into the final grade.
3. **Failure to call BOTH the assigned clinical site AND the Clinical Coordinator's**

office due to an absence or tardy occurrence will result in an additional deduction of points from the final grade tabulation. These deductions are final and are **not** at the discretion of the Faculty. An email to the Clinical Coordinator will suffice, as long as it is within the 30 minute window. The Clinical Coordinator may be out of the office and unable to answer your call, if there is no answer immediately send an email out. You **MUST** get an answer from your clinical site regarding your absence. Please see Clinical Handbook for more information regarding absences and grading.

- The didactic and clinical learning experiences our students receive are integral parts of ultrasound education and the student is expected to apply him/herself in a diligent, professional manner in order to acquire the skills necessary to develop into a competent, professional technologist. **The typical scheduled week for the program is Monday through Friday.** Routine class and **clinical hours are from 8:00 am-4:30 pm Monday through Friday.** Some evening clinical shifts may be required throughout our educational program and students will be advised of this schedule in advance.

## Sovah DMS Schedule 2024-2025

Red Clinical Time

Green: General Courses

Blue: Cardiac

Black Didactic for Both Groups

### Spring Semester 2024

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 <sup>st</sup> Year Students	DMS 100: 10 am to noon DMS 101: 1 pm to 3 pm DMS 210: 3:15-5:15 pm	DMS 100L: 9 am – noon DMS 101L: 1-4 pm DMS 210L: 1-4 pm	(Patient Care if Needed)	(Patient Care if Needed)	(Patient Care if Needed)	
2 <sup>nd</sup> Year Students	DMS 233	DMS 233	DMS 233	DMS 104: 9:00-11:00 pm DMS 302: 11:15-12:15 pm DMS 202: 1 pm – 3 pm DMS 213: 3:15 pm- 6:15 pm	DMS 202L: 9 am-noon DMS 104L: 1pm-4 pm DMS 213L: 1pm-4 pm	

### Summer Semester 2024

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 <sup>st</sup> Year Students	DMS 300: 9 am – 11 am DMS 103: 12pm-2 pm DMS 211: 12 pm-3 pm DMS 102: 3:15 pm- 5:15 pm	DMS 103L: 9am – noon DMS 211L 1-4 pm DMS 102L: 1-4 pm	(Open Lab Day as scheduled)	DMS 131	DMS 131	
2 <sup>nd</sup> Year Students	DMS 234	DMS 234	DMS 234	DMS 303: 9-10 am		

**Fall Semester 2024**

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 <sup>st</sup> Year Students	DMS 201: 9 am-11 am DMS 301: 12pm-2 pm DMS 105: 2:15 pm – 4:15 pm DMS 212: 2:15 pm – 5:15 pm	DMS 105L: 9-noon DMS 212L: 9-noon DMS 201L: 1pm-4 pm	DMS 232	DMS 232	DMS 232	

**BEREAVEMENT**

In the case of a death in the immediate family, students are allowed **up to three (3) calendar days** leave from school for bereavement. All additional time will be subtracted from your allowable absences. **Immediate family is identified as spouse, child, parents (or legal guardians), parents-in-law, siblings and grandparents of self or spouse.**

**VACATION/HOLIDAYS**

Classes will not be in session for one calendar week between Spring and Summer semesters and Summer and Fall semesters. Students will also be on break beginning with the end of Fall semester and ending on the first Monday after New Year’s. The following days are also recognized as holidays:

- Memorial Day
- Labor Day
- July 4<sup>th</sup>
- Thanksgiving (Wednesday- Friday)

No other days are currently recognized by the Sovah School of Health Professionals

**INCLEMENT WEATHER: Danville Campus**

**IF SCHOOL HAS NOT YET BEGUN FOR THE DAY:** In the case of inclement weather the School will recognize the decisions made by Danville Community College. If DCC is closed due to weather, then the School of Health Professions Diagnostic Medical Sonography and Echocardiography Program will be also. **If they are operating on a delayed schedule, then the delay will be from 8:00 am unless a specific time is given for opening.** Students working weekend assignments will be expected to be in clinical on time. Decisions for schedule changes on weekends will be at the discretion of the clinical coordinator and will not be influenced by decisions made during the week prior.

Example: A two hour delay means that students must be present by 10:00am.  
(8:00 am + 2 hours = 10:00 am)

If classes are scheduled to begin at 10:00 am there will be no delay! **Students scheduled to report to clinical at noon will be on time.** If it is

stated that the college will open at 9:00 am,  
then so shall we.

Students should check the DCC website <http://www.dcc.vccs.edu> and monitor local radio and television stations for information about the College's operation. Information is provided to radio stations WAKG, WBTM, and WHLF, and television stations WSET (13), WSLs (10), WDBJ (7), and WFMY (2). All of the television stations also have web pages showing closing or delay information.

***IF SCHOOL HAS BEGUN FOR THE DAY*** (Students already reported to class/clinical): Decisions will be made by the Program Director/Faculty as to whether to close or not once the school session has already begun. This decision will be made with the students' safety in mind.

## Closing Information: RHEC

Except in the case of extreme weather conditions (i.e., severe snow, ice storms, floods, etc.) the Roanoke Higher Education Center (Center) will be open. In the event of inclement weather, the participating educational institutions represented at the Center may cancel their respective classes. When a participating educational institution closes their main campus this does not automatically result in the cancellation of all of their classes at the Center. Classes originating from the main campus that use distance learning for instruction may be cancelled. Notices about the cancellation of classes by participating educational institutions at the Center will be available by calling the respective educational institution or listening to the local and regional media outlets outlined below. Information about the closure of the Center can be obtained through the mediums outlined below.

When the Roanoke Higher Education Center is closed, announcements will be officially made through the [RHEC Alert System](#), and to the news media for dissemination to the public. The local and regional radio and television stations that will provide this information include – [WVTF 89.1 FM](#), [WFIR 960 AM](#), [WDBJ Channel 7](#) and [WSLS Channel 10](#). This information will be provided to these media outlets in the event that a decision is made to close the Center.

For the Sonography Program, we will follow not only the lead of the RHEC, but also the Danville Community College closing announcements.

## Emergency Alerts: RHEC

The Roanoke Higher Education Center has adopted the Omnilert emergency notification system that enables the Center to immediately contact you with timely information about emergency situations or Center closings. The service delivers alert notifications to all your devices, via:

- SMS text messages to your mobile phone
- E-mail account (work, home or other)
- Phone call to your home, office or mobile phone

The service is available to all members, employees, students, faculty and staff located at the Roanoke Higher Education Center.

**Please note:** the notification system will only be used to communicate important information during a potential emergency, such as a severe weather warning, gas leak, fire, bomb threat, crime watch, power failure or other event. Inclement weather closing notifications will only include closings for the RHEC building itself. Classes may be cancelled or offices may be closed when the Center itself is still open.

[Sign up for a new Omnilert account](#)

## BLOOD DONATIONS

It is the intent of this policy to encourage blood donations by our students. Therefore, students may donate blood every 56-60 days if they so desire. This equates to a maximum of one time per semester. If a student cannot donate he/she may have a personal friend or family member donate in his/her name. You CANNOT go to the donor center or areas within the hospital **and hangout asking donor's to do so in your name**. This is both tacky and unprofessional and defeats the purpose of this initiative. The purpose of this is intended to increase the number of donations given at our center.

Students **may** be awarded with a day off from clinical for each blood donation given at Sovah Health - Danville's Blood Donor Center, not to exceed once per semester. These days MUST be requested and approved in writing a minimum of 24 hrs. in advance. **Only donations received by the Sovah Health - Danville Blood Donor Center will be awarded days off.** These days off will also be awarded only after the proper documentation has been received from the donor center and the appropriate request for time off has been received by the faculty. **Blood days cannot be used on weekend rotations.** This time will NOT be retroactively applied to days previously missed. NO EXCEPTIONS!

### Donor Center Address:

159 Executive Drive, Suite K  
Danville, VA 24541

## GENERAL/MEDICAL LEAVE of ABSENCE

If a student is not capable of attending class or clinical assignments due to personal or immediate family condition(s), regardless of nature, which requires his/her absence for longer than three (3) consecutive calendar days, the student may request a Leave of Absence. **This would require the student to contact the Program Director and request a Leave of Absence from the program in writing.**

### Option #1 Short Term Leave of Absence –

#### Three (3) consecutive calendar days – 2 weeks

1. The student is unable to be physically in class and/or clinical but maintains **direct contact** with **all instructors** a minimum of twice a week in order to

- complete class activities and assignments.
2. Failure to maintain this contact and/or complete assignments will result in the students' dismissal from the program.
  3. **If in the case of extenuating circumstances the student is unable to request a leave of absence, he/or she will be placed on Leave of Absence for a time period not to exceed one calendar week (7 consecutive days) or until such time that the student is able to communicate with the program director.**
  4. The Clinical time **MUST** be made-up during the first and subsequent scheduled program breaks as necessary. The student may make up clinical time in advance when appropriate.
  5. If a LOA occurs near the end of the program and class/clinical requirements need to be completed, the student may be allowed to walk at graduation, but will need to complete all class/clinical requirements in order to officially fulfill the requirements of the program.
  6. If Clinical Competency Requirements are not met due to a LOA, the competencies **MUST** be completed upon return in a time period determined by the Clinical Coordinator.
  7. **If the leave of absence is due to medical reasons (including pregnancy) a written medical release from the student's physician will be required for return to clinical.**

## **Option #2 Long Term Leave of Absence**

### **2 Weeks – 1 Month**

**This option would require a student's or appointed guardian's formal written request for Long Term Leave of Absence from the program.**

1. This would allow the student to be freed from current obligations to the program.
2. This option would allow the student to return to school at beginning of the semester in which the leave began during the **next school year**.
3. Students requiring greater than one year will be removed from enrollment and will be required to re-apply at such time they are fit to return to school.
4. This determination will be made by the faculty and all decisions are final.
5. This option would also require written communication from the student no less than 60 days prior to his/her anticipated return in order to make appropriate accommodations.
6. Failure to inform the program director of anticipated return will result in dismissal from the program.
7. If the leave of absence is due to medical reasons (including pregnancy) a written medical release from the student's physician will be required for return to clinical.

### **General/Medical Leave Make-Up Time Policy**

It is the policy of the Sovah School of Health Professionals that students will **not** routinely make up time missed. It is also our policy that students cannot be required

and will not be scheduled to attend class and/or clinical for more than 40 hours in any given week.

1. Make up time will not be allowed for Vacations, excessive absences, or personal time. If in the case of extenuating circumstances the student is unable to request a leave of absence, he/or she will be placed on Leave of Absence for a time period not to exceed one week or until such time that the student is able to communicate with the program director.
2. The student will also be required to communicate a minimum of twice a week with each instructor in order to complete class activities and assignments.
3. Failure to maintain this contact and/or complete assignments will result in the students' dismissal from the program.
4. The clinical time must be made-up during the first and subsequent scheduled program breaks as necessary. The student may make up clinical time in advance if possible. **Clinical time may not be made up during holiday breaks such as Thanksgiving or breaks during semesters.**
5. Clinical competency requirements must be completed during the time determined by the clinical coordinator.
6. Missed time at clinical sites, must be made up at the prescheduled site.

Once make up time has been scheduled ALL policies/rules regarding clinical rotations will apply.

By signing this policy, I am stating that I have read and fully understand this policy and the attendance policy and am wishing to "make-up" time on a volunteer basis. I further understand that all "make-up" time must be pre-approved by the Program Director. Make-up time must be "made up" in the area where time was missed or in an area where similar experience will be gained.

**"Make UP Time Information"**

Area in which time is being "made-up" \_\_\_\_\_

Date: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_ Total hours: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

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



## GUIDELINES RELATING TO PREGNANT STUDENTS

The female student has the option of whether to inform program officials of her pregnancy. If the student chooses to inform the program the notification must be in writing. In absence of this voluntary written disclosure no accommodations can be considered.

It is the student's option to remain in the program or take medical leave. Should the student request medical leave, the program will work with the student to complete the graduation requirements. All academic and clinical time lost must be made up to complete the graduation requirements.

A student who misses more than 50 hours of clinical time due to medical leave during a semester will need to withdraw from the program and apply for readmission.

Although it is both procedure and practice of this program to offer the utmost in protection, the program and its affiliates will not assume liability for the mother or the child in case of pregnancy. All information will be kept confidential.

- \*After the student has completed a leave of absence, a medical release from the student's physician will be REQUIRED for return to clinical activities. This release must be given to the Program Director.
- RESCINDING: If she so chooses, the student may elect to "rescind" her declaration of pregnancy at any time. If the student chooses to rescind her declaration, it MUST be in writing and given to the Program Director.

## Medical Policy for Leave

If a student has suffered a catastrophic illness/accident (i.e. hospitalization, broken leg, etc.) that prevents the student from attending multiple clinical days in a row. The absence must be verified by a physician's letter to the program director. If the student will miss more than two weeks of time concurrently, the student will need to follow the Long-Term Leave Policy until the course is offered again. Since courses are only offered once a year, they will need to plan with sonography faculty to readmit into the program.

- If the school is closed due to inclement weather, clinical days will not need to be made up unless the number of days missed for this reason is excessive.
- If clinical days are missed due to a faculty member's absence, the procedure outlined in #2 above is followed. If the faculty absence creates a situation that would have a student miss greater than 3

clinical days, the following procedure will be followed:

- a. The first faculty absence day (i.e. 4th student missed clinical day) will not be required to be made up.
- b. Additional missed days due to faculty absence will be required to be made up. The faculty member will coordinate additional make-up days with the students involved.

#### PERSONAL APPEARANCE AND BEHAVIOR

The appearance of all sonography students obviously must conform to the highest standards of cleanliness, neatness, good taste, and safety. Adherence to these standards is essential. In cases where personal hygiene, grooming and dress do not meet these standards, the instructor will contact the clinical coordinator which will counsel the individual and, when necessary, will refer them to the Sonography Program Director. If this remains a problem, the student may be asked to withdraw from the program.

#### **The clinical handbook outlines the dress policy for clinical rotations.**

When disruptive or otherwise unacceptable behavior occurs in a classroom, clinical, or lab, the instructor may immediately require that the student who is causing the disruption to leave the instructional setting. It is the student's responsibility to contact the instructor as soon as possible, and at the latest before the next meeting of the class or lab and to attempt to reconcile the problem. If not solved and in the most serious cases, such as when a student has previously been removed from the class or when the behavior is a serious violation of the rights of others, for example, incidents involving the use or threat of violence or other acts of hostility (such as cursing, raising a hand as if to strike out, etc), the faculty member may prefer to deny the student's return to the course. In these cases, the faculty member must make a written charge to the Director that proposes the removal of the student from the course. Additionally, if deemed appropriate, the faculty may propose an institutional sanction, the most severe being permanent dismissal from the school.

## Title IX

As a recipient of federal funds, Sovah School of Health Professions, must comply with the rules and regulations of Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § et seq. ("Title IX"). This law prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Sexual harassment, sexual violence, sexual assault, and domestic and dating violence are referred to as sexual misconduct which constitutes sexual discrimination prohibited by Title IX. The School's Title IX policy also addresses requirements under the Violence Against Women Reauthorization Act of 2013 and the Code of Virginia §23-234 and §23-9.2:15-17.

### Title IX Coordinator

The Title IX Coordinator is to address any reports of sexual discrimination that occurs while any student, employee, or third party is on hospital premises, any of the affiliated clinical sites, or related school activities. The Title IX Coordinator will also assume the responsibility as the Lead Investigator should the alleged report enter the investigation process. Sovah School of Health Professions will develop and maintain a cooperative relationship with local victim and assault programs to provide victims the help and assistance for those that request it.

Sovah School of Health Professions complies with Title IX requirements to take immediate action to eliminate the discrimination, prevent its recurrence, and address its effects.

Any questions, comments, concerns, or reporting related to Title IX can be directed to the Title IX Coordinator.

### Contact

Mary Thomas  
137 South Main Street  
Danville, VA 24541  
(434) 799-2271  
[mary.thomas1@lpnt.net](mailto:mary.thomas1@lpnt.net)

### Reporting Incidents

If you are a victim of, or a witness to, any form of sexual crime or violence, contact the security department of that hospital or the local police department immediately.

All sex discrimination/misconduct should be reported to the Title IX Coordinator even if law enforcement is involved. To file a report:

- contact the Title IX Coordinator during normal business hours, or

- complete an Incident Report Form and submit to the Title IX Coordinator, or
- complete an on-line Incident Report Form which will be directly emailed to the Title IX Coordinator.

If a victim discloses an incident to any member of the School but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the school must weigh that request against the school's obligation to provide a safe, non-discriminatory environment for all students, including the victim. If the school honors the request for confidentiality, a victim must understand that the School's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged respondent may be limited. Although rare, there are times when the School may not be able to honor a victim's request in order to provide a safe, non-discriminatory environment for all students.

**Sovah School of Health Professions prohibits retaliation.**

Our program is committed to provide a non-hostile educational environment free of retaliation for reporting and aiding in an investigative procedure.

**Support Services**

For local support services visit the [Title IX Community Resources](#) page for local law enforcement, hospitals, and domestic violence and sexual assault centers. If a victim or complainant would like to speak to a free on-site counselor visit the [Title IX On-Site Confidential Resources](#) page.

**Title IX Community Resources**

(Danville, Pittsylvania County and Halifax County) **Emergency**

Sovah Health - Danville Security: (434) 799-7941  
 Sovah Health - Martinsville Security: (276) 666-7200

Morehead Memorial Hospital Security: (336) 623-9711  
 Danville Police Department: 911

Non-emergency (434) 799-6510

Danville Lifesaving Crew: 911

Non-emergency (434) 792-2739

**Sexual Assault Response Program**

– **SARP** (Danville, Pittsylvania County, Halifax County)

510 Patton St. Danville, VA 24541 (434) 710-2174 (Danville Office)  
(434) 947-7422 (Lynchburg Office) (888) 947-7273 (24-hour Hotline)

**Basic Needs**

(Clothing, Financial, Food and Household Items)

**God's Storehouse**

778 Westover Drive Danville, VA  
24541 Phone: (434) 793-3663

**Department of Social Services – Danville**

510 Patton Street 1161 Danville, VA 24543

(434) 799-6543

**Department of Social Services – Pittsylvania County**

Post Office Drawer E 220 H.G. McGhee Dr. Chatham, VA 24531

Phone: (434) 432-7281

**Department of Social Services – Halifax County**

1030 Cowford Rd. Halifax, VA 24558

Phone: (434) 476-6594

**Salvation Army – Danville**

123 Henry Street P.O. Box 1162 Danville, VA 24543

Phone: (434) 792-3963

**Southside Community Action Group – Danville**

306 Poplar Street Danville, VA 24541

Phone: (434) 793-3461

**Health Care Free**

**Clinic of Danville**

133 South Ridge Street  
Danville, VA 24541 Phone:  
(434) 799-1223

**Health Department**

(Danville/Pittsylvania County) 326  
Taylor Drive Danville, VA 24541

Phone: (434) 799-5190

**Health Department (Halifax County)** 1030 Cowford Rd.  
Halifax, VA 24558 Phone: (434) 476-4863

**Health Center of the Piedmont – Danville Piedmont Access to Health Services, Inc. (PATHS)**

705 Main Street Danville, VA 24541

Phone: (434) 791-4122

**Health Center of the Piedmont – Pittsylvania County**

4 South Main Street Chatham,  
VA 24531 Phone: (434) 432-  
4443

**Housing/Shelters**

**Habitat for Humanity (Danville-Pittsylvania County)**

P.O. Box 718 503 Hughes Street Danville,  
VA 24543 Phone: (434) 793-3630

**Danville Redevelopment and Housing Authority**

135 Jones Crossing Danville, VA 24541

Phone: (434) 792-5544

**House of Hope Emergency Shelter**

P.O. Box 188 206 South Ridge Street  
Danville, VA 24541 Phone: (434) 549-1459

**The Swann Haven**

P.O. Box 1513  
Halifax, VA 24558  
Hot Line #: (434)  
572-1136  
[www.theswannh  
aven.com](http://www.theswannhaven.com)

**Citizens Against Family Violence**

13 Cleveland Ave. Martinsville, VA 24112

Phone: (434) 632-8701

**YWCA of Central Virginia**

626 Church Street Lynchburg, VA 24504

Phone: (434) 847-7751

**Mental Health/Substance Abuse**

Danville-Pittsylvania Community Services

245 Hairston Street Danville, VA 24540

Phone: (434) 799-0456

**Southern Virginia Mental Health Institute**

382 Taylor Drive Danville, VA 24541

Phone: (434) 799-6220

**Alcoholics Anonymous**

535 Wilson Street Danville, VA 24541

Toll Free: (800) 552-7977

Phone: (434) 799-4111

**Counseling and Psychological Services**

1045 Main St. Suite 5 Danville, VA 24541

(434) 792-2277

On-Line Resources

Prevent Suicide Virginia: [www.preventsuicideva.org](http://www.preventsuicideva.org)

American Foundation of Suicide Prevention (AFSP):

[www.afsp.org](http://www.afsp.org) Depression and Bipolar Support

Alliance: [www.dbsalliance.org](http://www.dbsalliance.org) The Jason

Foundation: [www.jasonfoundation.org](http://www.jasonfoundation.org)

National Alliance on Mental Illness (NAMI):

[www.nami.org](http://www.nami.org) National Mental Health

Association (NMHA): [www.nmha.org](http://www.nmha.org)

SAMSHA's National Mental Health Information Center – Center for Mental

Health Services: [www.mentalhealth.org](http://www.mentalhealth.org)

Title IX On-Site Confidential Resources

**Darlene Hankins, Pastoral Care Services**

(434) 799-4473 or call the Switch Board (434) 799-2100

**Ray Garassino, License Clinical Social Worker** (434) 799-3782

**Keshia Brown, License Professional Counselor** (434) 799-2242

*All of the above employees will maintain confidentiality except in extreme cases of immediate threat or danger, or abuse of a minor. On-site counselors (and/or the Employee Assistance Program) are available to help free of charge and can be seen on an emergency basis during normal business hours. These employees will submit yearly anonymous, aggregate, statistical information for Clery Act purposes unless they believe it would be harmful to a specific client, patient or parishioner.*

Sovah School of Health Professions

**Incident Report Form**

Today's date: \_\_\_\_\_

Name of the Complainant: \_\_\_\_\_

Complainant's phone number: \_\_\_\_\_

Employee ID: \_\_\_\_\_

The Complainant is (please check one):

faculty

student

affiliated with the school.

For faculty, staff and students, indicate whether they are

current

former

Information Regarding the Alleged Victim (if she or he is not the Complainant):

Name of the alleged victim: \_\_\_\_\_

Emplid: \_\_\_\_\_

The alleged victim is (please check one):

faculty

staff

student

For faculty, staff, students please indicate whether

current

former

Information Regarding Respondent:

Name of the Respondent: \_\_\_\_\_



Respondent's phone number: \_\_\_\_\_

The respondent is (please check one):

- faculty
- staff
- student

For faculty, staff, students please indicate whether:

- current
- former

Information regarding the Alleged Misconduct: (sexual harassment, sexual violence, domestic violence, dating violence or stalking):

Time and date: \_\_\_\_\_

Location of alleged Misconduct:

- on campus \_\_\_\_\_
- off campus \_\_\_\_\_

Witnesses or third parties who may have information regarding the alleged Misconduct:

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Please provide a brief description of the alleged Sexual Misconduct:

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Please submit this form and any other documents to the Title IX Coordinator, or email to:

[Mary.thomas1@lpnt.net](mailto:Mary.thomas1@lpnt.net)

[Printable Title IX Incident Report Form](#)

## Student Services

### **Transportation & Parking**

Students assume all responsibility for transportation between home, school and clinical facilities. A parking decal is provided to each student for free parking in designated Sovah Health lots.

### **Guidance and Counseling**

While each faculty provides academic counseling regarding theory and clinical achievement to students in his/her courses, the School of Health Professions also offers the services of the Program Director and Clinical Coordinator for assistance with academic issues, adjustment to the School, and exploration of professional goals. If services are required outside the scope of the School's associates, the student is referred to other appropriate agencies.

### **Meals**

Meals may be purchased at the Sovah Health hospital cafeteria if desired. Students receive the associate discount if student ID badge is worn. Vending machines are available in the hospital and in the School of Health Professions. The student day room has a microwave and a refrigerator.

### **Student Organizations**

Each class admitted in a program has the option to elect its own officers and representatives to committees. Class organizations provide an opportunity for student participation in school and community activities.

### **Student Activities**

Student activities are fostered as opportunities for the voluntary participation by students in the intellectual, cultural, social, civic, religious, and recreational life of the school community. Through such activities, students are encouraged to demonstrate high levels of proficiency, leadership, democratic ideals, and moral character. A wide range of activities permits students to follow existing interests and to explore and acquire broader interests that may enhance his/her usefulness to society and personal satisfaction.

### **Employment Assistance**

Prior to graduation, students are guided through the Sovah employment application process. Employment assistance is only provided within Sovah, and graduates are actively recruited for positions within Sovah, although employment is not guaranteed.

### **Substance Abuse Policy**

No alcoholic beverages and/or illegal drugs are permitted on School/Sovah property or clinical affiliate properties. The School publicizes and discusses this policy/program on Illegal Drugs and Alcohol at least annually. Thus, students and

employees are informed and reminded regularly of the School's policy, the expected standards of behavior, and the potential for corrective action for violations of the policy. The School observes the right to perform random drug-testing. It is expected students will not use prohibited drugs in or outside the classroom.

### Smoking

Sovah Health is a non-smoking facility, inclusive of all buildings and properties.

### Student Records and Access

Sovah School of Health Professions is obligated to inform the student of its policies and procedures pertaining to the maintenance and access of the student record. The School's responsibilities and the student's rights are provided under Federal Legislation: The Family Educational Rights and Privacy Act of 1974 as provided by Section 513 of the Educational Amendments of 1974, Public Law 93-380. In compliance with this (FERPA) Act, information regarding student records is disclosed only to the student after the student has attained 18 years of age, unless the student is dependent as defined under Section 152 of the Internal Revenue Code of 1954.

The term "record" is broadly defined to include all information and data obtained on a student which is kept in the school file in a personally identifiable manner. The School, under the supervision of the Director, keeps a file on each student enrolled. As a person entering a post- secondary institution, the student has the right to review his/her school record according to the school's policy and procedure. Some information in a student's educational record is considered directory information and the definition reflects the definition used by the Code of Federal Regulations and in accordance with Family Educational Rights and Privacy Act (FERPA). The definition is as follows:

*Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.*

The School may disclose directory type of information without the written consent of the students. However, the student can exercise the option to restrict the release of directory information by submitting a formal request to the school to limit disclosure.

Each student may elect to see his/her record at any time by requesting, in writing, an appointment with the director of the program.

Copies of any School course evaluations/materials may be requested by the student. The student may be charged a fee for this.

Other than the student, only School officials with a legitimate educational interest and other parties or under specific conditions allowed by FERPA have access to student records.

#### DISMISSAL FROM THE PROGRAM:

The sonography faculty members believe that the habits and work patterns which are established when an individual is a student will be carried over into the work setting when the transition is made to a graduate sonographer. Every effort should be exerted to establish positive patterns of professional behavior, which include arriving on time for each clinical assignment, notifying the instructor of will be lateness or absence, and when indicated, contacting the appropriate instructor concerning make-up of work missed during an absence.

Students may be dismissed from the program following expulsion from their assigned clinical site. Without this clinical experience they cannot complete the program. In addition, clinical sites do not remove students without serious reasons. If they send a letter with documentation stating the student is dismissed, this will be used as documentation in the dismissal process.

When a student has been dismissed from the clinical site, there is a form for the clinical preceptor to fill out and fax to the Program Director. The student will be expected to come to campus the **following day at 9am** for a discussion on behavior with the Program Director and Clinical Coordinator.

Students do have the right to appeal the decision of dismissal. The first step in the appeal is for the student to plead their case to the faculty during the on-campus meeting. Should the Program Director accept the appeal, this will be formally recognized as an incident in the student's permanent record. There is no guarantee that the Program Director will approve the appeal.

On the third expulsion, there will be no appeal's, just dismissal from the program.

The following criteria may be used for the dismissal of any sonography student from the sonography program:

1. Unprofessional conduct which shall include but not be limited to:

- a. Performing acts beyond the limits of legal practice
  - b. Assuming duties and responsibilities without adequate training or when competency has not been maintained
  - c. Diverting supplies, equipment, or drugs for personal or other unauthorized use
  - d. Falsifying or otherwise altering patient or agency records
  - e. Failure to maintain patient confidentiality
  - f. Abusing, neglecting, or abandoning patients/clinical staff
  - g. Conduct unbecoming as a sonography student or detrimental to the best interests of the public
  - h. Actual or threatened hostile acts, including verbal abuse, against patients, clinical agency staff members, or faculty
  - i. Intellectual dishonesty
  - j. Inappropriate communication between student and patients such as telling testing results.
  - k. Breaking dress code
  - l. Prohibited cell phone use during clinical hours
  - m. Showing up to clinical unprepared/late
  - n. Lack of emotional intelligence – bringing in personal life into the clinical setting
2. Willful commission of any act which is a felony under the laws of the State or of the United States or any act which is a misdemeanor under such laws and involves moral turpitude.
  3. Student practices sonography in a manner contrary to standards of ethics or in such a manner as to make his/her practice a danger to the health and welfare of patients or to the public.

4. Inability to practice student sonography with reasonable skill and safety to patients by reason of illness, excessive use of alcohol, drugs, narcotics, chemicals, or any other type of material or because of any mental or physical condition.

#### Unsupervised Minors on School Property

Sovah School of Health Professionals cannot be responsible for the safety and welfare of unsupervised minors. Minors must, therefore, not be left unattended while parents are working or attending classes at the school. Minors are prohibited from any school classrooms in which instructional activities are taking place. Parents of unsupervised minors shall be held responsible for any destruction of property or any disruption the orderly function of the school that their children may cause.

Students cannot work nor volunteer their services as working sonographers while in the program. A student must have finished all clinical competencies, clinical time, and all other requirements for graduation and deemed completed with the program by the Program Director, before beginning any type of employment. We ask our clinical affiliates to provide adequate staff to complete the daily quality patient care workload without dependence on students. Safe, quality patient care is the priority of the facility. Providing a clinical education to the students will not come at the expense of the Facility's high-quality patient care.

#### COMMUNICATIONS

**Lines of Communication:** Throughout the School, the avenues of communication for students to express their concerns, problems or questions begin with the faculty members who teach a course and the course coordinator. If satisfaction is not obtained, refer to the Sonography Program Director (Elaine Nichols), Director of Sovah School of Health Professions (Holly Reese), Medical Education Director, Leslie Sturdvant, C.E.O for Sovah Health (Steve Heatherly) **in that order**.

Any individual student or group of students in the sonography program who wish to express their concerns or questions are encouraged to do so at any time. Valid suggestions for change are always welcome and will be shared with the entire sonography faculty and DMS Board for review.

#### INTELLECTUAL HONESTY

It is the policy of the sonography program and the school that intellectual dishonesty in any form (giving or receiving aid on tests or other written assignments, plagiarism on written assignments, professional dishonesty in the clinical setting) will not be tolerated. If the instructor determines that a student's work has been intellectually dishonest, the instructor will award the student an "F" for the specific task/assignment determined to have been dishonestly accomplished. This may result in a failing grade for the course. **SONOGRAPHY**

**STUDENTS DETERMINED TO HAVE BEEN INTELLECTUALLY DISHONEST WILL BE DISMISSED FROM THE SONOGRAPHY PROGRAM.**

**Copy and pasting from the internet is plagiarism.**

**GRADING**

Most sonography program tests/quizzes are graded using the standard method of calculating the point value of each question by dividing the total number of questions into 100. On tests not using this method, the point value is clearly displayed with each question. **Sonography program tests are not graded on a curve.** However, the sonography faculty reserves the right to discard problematic test items. When this occurs those students who answered the problematic question incorrectly will have their test grades recomputed with the new total number of items (i.e. on a 50 item test, if 2 questions are eliminated, the scores will be recomputed as a 48 item test - therefore instead of each item having a 2 point value, each item will have a 2.1 point value). However, those students who answered the problematic question(s) correctly will have no change in their test grade.

To demonstrate competency in the clinical component, the student must successfully perform all required skills and earn a clinical grade of "C" which is a "Minimum of Safety" level of performance. Those students not maintaining "C" in the clinical area will not be retained as sonography students. Criteria for obtaining a satisfactory clinical grade are contained in each course syllabus and/or clinical evaluation form.

**Grades**

A = 94 - 100

B = 87 - 93

C = 80 - 86

F = 79 or below

I = Incomplete

Each course syllabus will contain more detailed information concerning the system of grading.

Note: Each student must achieve a satisfactory grade in Clinical and a minimum score of **80**. On the theoretical (didactic) component of each course and a course grade of "C" or better than an **80** in order to pass that course and proceed to the next course in the sonography program sequence.

**Library Services**

The School of Health Professions has two library resources available to its students. They are located;

On the campus of Danville Community College. DCC's Library is a fully operational, professionally staffed library located at 1008 S Main Street in Danville, VA. It is open to our students during normal library operational hours.

Visit the Mary M. Barksdale Library (DCC) page. [Mary M. Barksdale Library](#) You may also link to the [e-Library LRC/hours](#)

## **MARY M. BARKSDALE LIBRARY CIRCULATION & USER POLICY**

### **2141 Borrowing Privileges**

1. The library will loan materials to the following patrons;
  - a. DCC students, faculty, and staff;
  - b. Residents living within the DCC service district including Danville, South Boston, Pittsylvania and Halifax Counties who are sixteen years of age or older.
2. The library may deny its use or services or may require any individual or group to leave the premises for due cause. Due cause may include but is not limited to the following actions:
  - a. Failure to return books or to pay penalties,
  - b. Destruction of library property,
  - c. Disturbance of patrons,
  - d. Any objectionable or illegal conduct on the library premises,
  - e. Theft or improper removal of library materials from the premises,
  - f. Violation of any terms or conditions of this policy,
    - a. Persons in violation of other DCC policies or who have been banned from campus,
    - b. The library reserves the right to deny or limit its use and services to groups or individuals making excessive demands. Often their needs for staff time, available materials, or space prohibit attention to other individuals and groups.
3. The library will not take the place of area schools or institutional media centers. Student assignments are made to teach them to think, to apply themselves, and to learn to use reference sources. Provision of in-depth aid is counter-productive to the learning experience.



4. The library reserves the right to limit the number of titles borrowed by any one person or loaned to any single address at any one time or during concurrent checkout periods.
5. Staff will answer telephone questions as soon as possible, but individuals who come to the library have first priority. Staff cannot respond over the telephone to requests involving extensive research.
6. The library is not responsible for any changes in content or other alterations to materials.

#### **2142 Borrower Cards**

To borrow library materials, DCC students must present their student ID or show library staff a driver's license and tell us their employee ID number. Community patrons will be issued a library card upon presenting a government-issued picture ID. High school students can also present a high school picture ID. **All patrons must present a picture ID to check out materials.**

**\*\*DRMC Students and Community borrowers and high school students complete a white application card when applying for borrowing privileges. Patrons are asked to provide their name, address, telephone number, and driver's license number. Community borrowers also indicate if they attend an area high school. Cards are filed alphabetically.**

#### **2143 Loan Period**

Most materials may be checked out to patrons with a current library card. Renewal privileges are available unless there is a waiting list.

**THE FOLLOWING SCHEDULE WILL BE USED WHEN LENDING MATERIALS:**

## **2143.1 DCC Student Borrowers**

### **2143.1.1 Students may borrow up to 10 items.**

1. Books - 14-day loan period, 1 renewal, 10 books maximum - 5 on same subject.
2. Periodicals and newspapers - Do not circulate.
3. Videotapes in the circulating collection- 2-day loan period, 1 videocassette (two or more videocassettes if one episode or program is on multiple tapes – multitape checkout will be indicated on each videotape), no renewals. Videos checked out on Thursdays will be due the following Monday.
4. DVDs in the circulating collection- 2-day loan period, 1 DVD (two or more DVDs if one episode or program is on multiple discs – multi-disc checkout will be indicated on each DVD), no renewals. DVDs checked out on Thursdays will be due the following Monday.
5. Compact discs - 2-week loan period, 2 CD's maximum, no renewals. NOTE: (A set of 2 compact discs is considered 2 CD's).

## **\*\*2143.2 Community and High School Borrowers**

### **2143.2.1 Community and high school students may borrow up to 5 items total.**

1. Books - 14-day loan period, 1 renewal, 5 books maximum - 5 on same subject.
2. Periodicals and newspapers – Do not circulate.
3. Videotapes in the circulating collection - 2-day loan period, 1 videocassette (Two or more videocassettes if one episode or program is on multiple tapes - multitape checkout will be indicated on videotape), no renewals. Videos checked out on Thursdays will be due the following Monday.
4. DVDs in the circulating collection- 2-day loan period, 1 DVD (two or more DVDs if one episode or program is on multiple discs – multi-disc checkout will be indicated on each DVD), no renewals. DVDs checked out on Thursdays will be due the following Monday.
5. Compact discs - 2-week loan period, 2 CD's maximum, no renewals. NOTE: (A set of 2 compact discs is considered 2 CD's).

### **2143.3 DCC Personnel Borrowers**

1. There is no limit on the number of items DCC faculty and staff may borrow.
2. Materials are due at the end of the fall, spring, and second summer semesters and may be renewed.
3. Materials checked out to adjunct instructors are due at the end of each semester and may not be renewed with adjunct status unless the adjunct is teaching the following semester.
4. At the end of each semester, a letter is sent to faculty and staff which lists the item(s) each faculty/staff member has out.
5. The faculty and staff are asked to bring all items which they wish to renew to the circulation desk at the end of the spring semester.
6. Due to the limited number of compact disks, faculty and staff may check out a maximum of 2 CD's, and the CD's circulate for 2 weeks. Faculty/staff may not renew CD's. Exceptions may be granted under special circumstances.
7. Due to the limited number of circulating DVDs and videotapes, faculty and staff may check out a maximum of 1 videotape (Two or more videos if one episode or program is on multiple videos - multi-tape checkout will be indicated on videotape). DVDs and videotapes circulate for 2 days. Faculty/staff may not renew videotapes. Exceptions may be granted under special circumstances.

### **2143.4 Individual Holds**

To reserve an item which is currently checked out, the borrower fills out a yellow "Hold" card (Appendix A.5). When the requested item is returned, a member of the staff contacts the patron who requested a "hold" on the item and informs him/her that the item will be held for one week at the circulation desk. If the patron cannot be reached by phone, Aleph automatically generates a letter which can be sent to the patron indicating that the item is now available. If the patron does not pick up the item after one week, the librarian deletes the hold status from the title for that patron in Aleph. If no other "holds" are placed on the title, it is returned to the shelves.

#### **2144 Restricted Materials**

Check all items for special instructions. The following materials do not circulate except with special permission from the DLR&DL or the librarian:

- Reference books
- Archival materials
- Periodicals
- Newspapers

Video and DVD designated “Danville Video Collection” do not circulate to DCC students or to community borrowers. Patrons may view videos in the 2 small viewing rooms located at the back of the library or in the viewing area located behind the circulation desk. Only DCC faculty and staff can borrow these videos, and they are encouraged to return these materials as soon as they have finished using them. A large number of videos are checked out to the various departments on a permanent basis for instructional purposes.

#### **2145 Overdue Materials & Fines**

DCC student and community borrowers who have overdue materials checked out to them cannot borrow additional materials until all overdue items have either been returned or paid for if lost or damaged beyond repair. Community and high school borrowers who have materials overdue for more than 60 days past the due date will not be allowed to check out materials for a period of 30 days after the overdue item(s) has been returned or paid for.

Faculty and staff are not blocked from checking out additional materials when they have not returned all items on time. However, faculty and staff are encouraged to return materials as quickly as possible and must pay for any lost or damaged items.

##### **2145.1 Student and Community Overdue Notices**

Student and community overdue notices for barcoded materials are generated on a fixed schedule -- 8, 22, and 52 days after due date. The overdue notices are generated and sent to patrons eight days after the item’s due date, twenty-two days after the item is due, and a final notice is generated fifty-two days after the item is due. Overdue notices for items which do not circulate on the Aleph System (reserve materials) are typed and sent once every week. Each delinquent borrower receives three overdue notices.

Patrons are blocked from checking out additional materials if they have any items overdue. One week after the final overdue notice is sent to the patron, a letter is sent to the patron informing him/her that borrowing privileges are suspended and will be reinstated only when **all** overdue items have been returned or paid for if lost. DCC STUDENTS are also notified that a "LIBRARY

HOLD" for financial reasons has been PLACED ON THEIR NAMES IN THE STUDENT INFORMATION SYSTEM (PeopleSoft FLI). Former DCC students also have a library hold placed on their names in the SIS (PeopleSoft FLI). Students with library holds are unable to register for additional classes and do not receive

official transcripts or grades until they have returned all overdue library materials or paid for any lost or damaged items.

A library hold (LIB) will be placed on all student records which have overdue items as of the last day of classes. This list of students is compiled at the end of each semester. The librarian generates this list by running Aleph's Loan Report (Cir-04). The librarian uses the Cir-04 Loan Report to create a list which contains the student's name and employee ID. If the item is overdue for less than 52 days, a non-financial library hold is placed on the student's name in the SIS (LIB). If the item is overdue for 52 days or more, the student's name is removed from the LIB screen and a financial library hold is placed on the student's name in the SIS (PeopleSoft FLI) by the librarian. When a student returns all overdue items, his name is marked off the list and the library hold is removed on PeopleSoft.

A different letter is sent to each patron category notifying patrons that their borrowing privileges are suspended. Included in the DCC student letter is notification that a "LIBRARY HOLD" for financial reasons has been placed on their names in the student information system. Letters for high school students are sent to their parents. All letters include a list of the item(s) overdue (Appendix A.6). These letters are kept on file at the circulation desk.

A copy of each suspension letter is sent to the Business Office. When the patron returns all (or some) of their items, an email is sent to the Business Office along with a carbon copy, so that the Business Office staff can either discard their copies of the suspension letter or mark off items that have been returned.

Records for patrons with items overdue prior to August 1995 are located in the Suspension File at the circulation desk. A card with the patron's name, borrower # (Follett ID), and a list of unreturned

items, Follett item barcode #, cost of item, and due date, is recorded. Overdue letters are also on file at the circulation desk.

### **2145.3 Fines**

Exercising its discretion (*VCCS Policy Manual 4.4.0*), Danville Community College has chosen not to charge fines. However, materials not returned by the

last week of classes may be the cause for blocking student records and/or loss of borrowing privileges. Patrons with overdue materials will not be allowed to check out additional items until all late materials are returned.

### **2150 LOST AND DAMAGED MATERIALS**

The patron is responsible for all materials borrowed on his/her borrower's card. The following cost schedule is used for assessing materials which have been lost or damaged:

#### **2151 Lost Books**

- Price of Book under \$5.00-- charge \$5.00.
- Price of Book over \$5.00 -- charge replacement cost as indicated in Amazon.com. When possible, use the ISBN from the bibliographic record.
- No current Price available-- the LRC Director will determine what to charge using professional judgment or sources such as the most currently available Library and Book Trade Almanac (formerly The Bowker Annual).

#### **2151.1 Damaged Books**

- IF a replacement book is required: use criteria of lost books.
- Damage short of replacement: The library will retain ownership of the damaged material and assess a damage fee of 50% of the current replacement cost using the same criteria as for the lost books.
  
- If Stamp Damage in book and place a note describing in back of book, indicate date and initial.

Patron's record:

- First incident: place a note describing damage in patron's record and in back of the book. Also stamp book "damage noted" and indicate date and initial.
- Second incident: place note describing damage in patron's

record, notify LRC Director so that he/she can discuss problem with patron.

- Third incident: patron loses checkout privileges. This should be noted in patron's record with date and initials. Leave record in database so that a new card is not issued.

### **2151.2 Compact Discs**

Current cost of the item. If the item is no longer available for purchase, the replacement price is \$18 per CD.

### **2151.3 Videotapes and DVDs**

Current replacement cost of the video. If the video is no longer available for purchase, the original cost of the video will be charged.

### **2152 Payment for Lost Or Damaged Items**

Library staff can accept payment by check for lost or damaged library materials. Checks should be made out to Danville Community College. The check should be sent to the Business Office, along with a note that it is payment for library materials. The patron's employee ID should be included on the note.

Patrons choosing to pay with cash or with a credit card must go to the Business Office to make payment. The Business Office sends a copy of the Student Payment Receipt form to the librarian after it has processed payment for lost or damaged library materials. The librarian retains this copy in a file for the library's records. After the LRC receives a copy of this receipt, indicating that the item has been paid for, the item is removed from the borrower's record and canceled on the circulation system. Technical processing staff then deletes the item from the collection or makes notes of damage in the book and on the item record. If the patron had a LIB or FLI hold in the Student Information System, Business Office staff remove the hold after processing payment.

## **2160 PATRON RESPONSIBILITIES**

### **2161 General**

Patron responsibilities include, but are not limited to, the following:

1. Respect for public property.
2. Respect for the rights of others.
3. The need to mention dissatisfaction with library service.
4. The need to suggest improvements perceived as necessary or desirable in service and/or collections.

### **2162 Public Property**

#### **2162.1 Materials**

1. Patrons are solely responsible for compliance with all current laws applying to library materials, such as the Copyright Law.
2. Borrowers agree to be responsible for materials borrowed on their record including, but not limited to, the following provisions:
  - a. Proper care of materials as interpreted by the library staff.
  - b. Return of all borrowed items by the due date(s).
  - c. Payment for damages to materials.
  - d. Payment of lost materials.
  - e. Payment of all collection costs necessary to recover borrowed materials and/or fines owed.
  - f. Responsibility for notifying the library if material is lost or stolen. The patron is responsible for any material borrowed on his/her card. Certified mail will ensure that the library receives notification.
3. Patrons are responsible for reimbursing the library the value of lost items based upon current replacement costs.
4. Patrons assume all responsibility for damages incurred to their person or property resulting from the use of the facility, equipment, materials, and/or information borrowed and/or obtained from the library.
5. Patrons will comply with such library rules or regulations enacted, approved, or amended in accordance with provisions made by the Danville Community College Board of Trustees or its legal designees.
6. Patrons will allow search of all parcels, purses, bags, briefcases, etc. upon exiting library premises.

**The Roanoke Higher Education Center (RHEC) Library serves** the current students, faculty, and staff of our [Member Institutions](#).

Services include:

- Over 4,000 print books; specializing in culinary arts, education, and nursing
- On-site access to more than 100 databases
- Over 70,000 full-text journals and 240,000 e-books
- Test preparation guides (CLEP, GED, Praxis, & more)
- Newspapers and magazines
- Free interlibrary loan service
- Photocopying and faxing



- Scanning, laminating, and printing

The Roanoke Higher Education Center Library is for the students, clients, faculty, and staff of the Center. We are not a public library. To access the library, you will need to have an RHEC library card and sign in using our touch screen system. Current students, clients, faculty, and staff affiliated with one of our [member institutions](#) may apply for a free library card [online](#) or at the circulation desk. You must provide proof of your current status, such as:

- University or school identification
- Letter of acceptance
- Current semester course schedule
- Signed letter from a member institution

#### WITHDRAWAL FROM PROGRAM OR COURSE

Sonography students are expected to notify the course instructor and Sonography Program Director in writing of their intention to withdraw from any sonography course or from the sonography program. The Sonography Program Director will schedule an exit interview to discuss student concerns and clarify reasons for withdrawal.

#### READMISSION TO THE SONOGRAPHY PROGRAM

Students who fail to complete the program for **academic** or **personal** reasons may apply in writing to the Sonography Program Director no later than **15 days prior** to the semester they are seeking to re-enter. In the letter, students are encouraged to state why they believe that they will be successful upon readmission and describe any actions they have taken to remedy weaknesses. Students who do not provide this information will receive last consideration for readmission. Readmissions will be made on the basis of past performance in the theoretical and clinical components of sonography courses, curricular GPA, science GPA, and fulfillment of any contingencies outlined at the time of withdrawal. Students accepted for readmission will be ranked according to these criteria. Readmission is based on space available and is limited to **one opportunity**.

#### UNIFORMS AND EQUIPMENT

Each student is responsible for purchasing the following items:

- Student uniforms
- Clinical shoes
- Scrub undergarments (long-sleeves)
- Lab Coats

#### ESTIMATED STUDENT EXPENSES

	Cardiovascular	General
<b>Application Fee</b>	<b>\$50.00</b>	<b>\$50.00</b>
<b>Background Check</b>	<b>\$40.00</b>	<b>\$40.00</b>
<b>Admission Fee</b>	<b>\$50.00</b>	<b>\$50.00</b>
<b>Scrubs</b>	<b>\$150.00</b>	<b>\$150.00</b>

<b>Books (included in tuition cost)</b>	<b>\$1000.00</b>	<b>\$1000.00</b>
<b>Miscellaneous Supplies (pens/paper/printer ink)</b>	<b>\$250.00</b>	<b>\$250.00</b>
<b>Tuition</b>	<b>See Webpage for updated costs.</b>	<b>See Webpage for updated costs</b>

## GRADUATION EXERCISES

Upon successful completion of all sonography program curriculum requirements, the student will become a candidate for the associate degree in Diagnostic Medical Sonography. This degree will be awarded at the formal graduation ceremony held by the school.

## APPLICATION FOR ARDMS SONOGRAPHY BOARDS

- Guidelines are found on the ARDMS website: [www.ardms.org](http://www.ardms.org)  
Candidates send by certified mail the examination applications and fees (money order or certified check) before the stated deadline (more information about the licensing exam is provided during the last semester of the program).
- Guidelines are found on the ARRT website: [www.arry.org](http://www.arry.org)

## SONOGRAPHY PROGRAM POLICY ON THE RELEASE AND CONFIDENTIALITY OF STUDENT RECORDS

### Introduction

Every endeavor is made to keep the student's record confidential and out of the hands of those who would use it for other than legitimate purposes. All members of the faculty administration and clerical staff must respect confidential information about students which they acquire in the course of their work. At the same time, the program should be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits. This policy is intended to fully comply with The Family Educational Rights and Privacy Act of 1974, Pub. L.90-247, as amended.

## POLICY STATEMENT

### A. Disclosure to the Student

1. About a student's access to his or her own records, it is assumed that a major purpose of student's record is to aid in the personal and academic growth of that student.

The following generally lists the types of records maintained in the Sonography Program files:

- a. Sonography Program Application
- b. Medical Health Record
- c. Documentation of criminal background and drug screening clearance
- d. Documentation of Successful Completion of Hospital Competencies
- e. Clinical Evaluation Form(s)
- f. Progress Reports
- g. Correspondence
- h. Documentation of current CPR certification
- i. Documentation of Declination of Hepatitis B Vaccination (if appropriate)

Students wishing to review the contents of their sonography program file will be required to make an appointment with the Program Director and indicate at that time the purpose of their appointment. The review must take place within thirty (30) days from the date of request.

### B. Request to Amend Educational Records

#### Transcript Requests

Graduates of the SOHP Diagnostic Medical Sonography Program need to do the following to request a transcript:

1. Provide your full name including your last name at time of graduation. (All of our files are alphabetized by your graduation last name!)
2. Include the complete name and address of the person or institution you wish the transcript to be forwarded to.
3. Also include your contact number should we need to reach out to you!

This request can be made by phone: **434.799.2271**

or by email: [Holly.Reese@lpnt.net](mailto:Holly.Reese@lpnt.net)

[Elaine.Nichols@lpnt.net](mailto:Elaine.Nichols@lpnt.net)

Email is preferred.

### Campus Safety & Security

Safety regulations apply to Sovah School of Health Professions students and faculty. Safety should never be taken for granted. To ensure a safe working environment, each student should be aware of the policies and procedures of the School as well as the policies and procedures of the clinical site they are assigned. In addition, each student must be familiar with his/her personal safety responsibilities. Students should notify a School faculty/staff member or Security staff of any hospital of any potentially hazardous or unsafe condition as soon as possible.

Each student or employee of the School who is a victim of a crime or witnesses a crime against another person or their property is required to report such to the Medical Center Security of the hospital the student is assigned. If violence or crime occurs while on the School's campus, the local law enforcement must be contacted immediately. Sovah School of Health Professions does not currently have security on site at the River District Building. Each student or employee who is a victim of a crime is expected to cooperate with the local police during the investigation and prosecution of any crime committed on the campus. More detailed information is in the Student Handbook.

Students participate annually in the required Medical Center's (RE-ED) safety Program, which consist of but not limited to: fire plan, back safety, infection control, hazardous materials and chemical spills, electrical safety, workplace violence/keeping the environment safe, body mechanics, radiation safety, and substance abuse.

### CAMPUS SECURITY ACT

On-campus crimes must be reported annually by the School and each student and employee is entitled to see this report (See Above). The School cannot prevent criminals from committing a crime on Hospital/School property. Security patrols that are random and staggered are used in hopes that such patrols will deter criminal activity while on hospital premises. A security system requiring use of an ID badge for access to the School is also utilized. However, there is no guarantee that there will be no criminal activity on hospital/School property. Annually, the School will offer programs on the following topics:

- Crime Prevention
- Campus Security procedures and practices
- Chemical substance abuse

### IMMEDIATE EMERGENCY RESPONSE

Victims of sexual misconduct or any other incidents should also be aware that Program Director must issue immediate timely warnings for incidents reported to them that are confirmed to pose

a substantial threat of bodily harm or danger to members of the School community. The School will ensure that a victim’s name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger.

[Important Links:](#)

[Annual Security Report](#)

[Illegal Drug and Alcohol Policy and Implementation Program Sex Offenders and Crimes Against Minors Registry \(SOR\)](#)

<p><b><u>Spring 2024</u></b>  Orientation Begins  Classes begin  Tuition due no later than  Spring Break (no classes)  Classes end  Clinical ends  Exams</p>	<p>January 3  January 8  January 12  March 4-8  April 26  May 3  April 29-May 3</p>
<p><b><u>Summer 2024</u></b>  Classes begin  Tuition due no later than  Memorial Day (no classes)  Summer Break (no classes)  Classes end  Clinical ends  Exams  Graduation (Class 2024)</p>	<p>May 13  May 17  May 27  July 1-July 5  August 9  August 16  August 12-August 16  <b>August 16</b></p>
<p><b><u>Fall 2024</u></b>  Classes begin  Tuition due no later than Labor  Day (no classes)  Thanksgiving Break (no classes) Classes  end  Clinical ends  Exams</p>	<p>August 26  September 30  September 2  November 27-29  December 6  December 13  December 9-December 13</p>
<p><b><u>Spring 2025</u></b>  Orientation Begins  Classes begin  Tuition due no later than  Spring Break (no classes)  Classes end  Clinical ends  Exams</p>	<p><b>December 31- January 3</b>  January 6  January 10  March 3-7  April 25  May 2  April 28 - May 2</p>

<p><b>Summer 2025</b></p> <p>Classes begin Tuition due no later than Memorial Day (no classes) Summer Break (no classes) Classes end Clinical ends Exams Graduation (Class 2025)</p>	<p>May 12 May 16 May 26 June 30- July 4 August 8 August 15 August 11-15 <b>August 15</b></p>
<p><b>Fall 2025</b></p> <p>Classes begin Tuition due no later than Labor Day (no classes) Thanksgiving Break (no classes) Classes end Clinical ends Exams</p>	<p>August 25 August 29 September 1 November 26-28 December 5 December 12 December 8-12</p>

## GAINFUL EMPLOYMENT: And Sonography Disclosures

This information is available to all members of the general public on the sonography website.

**Financing Available:** Financing for this program may be available through grants, scholarships, loans (both federal and private) and institutional financing plans. The median amount of debt for the program graduates is dependent upon the use of Federal loans, Private loans, and institutional financing plans.

Employment opportunities for credentialled Diagnostic Medical Sonographers include staff positions in hospitals, physicians' offices, clinics, and other structured health care settings and is designed to prepare graduates to be contributing members of the health care team. There are no guarantees of job placement upon graduation. This is dependent upon the job market, and the open positions available.

The programs for abdominal extended, obstetrics and gynecology, vascular sonography and adult echocardiography are accredited by CAAHEP.

### CONSUMER INFORMATION

Graduation/Retention Rates, Certification Rates, Employment Rates will be available on the website as soon as there are some to report.

## INVASIVE PROCEDURES BY SONOGRAPHY STUDENTS

Students enrolled in Sovah Health School of sonography program **may NOT** perform invasive procedures on themselves or each other to improve their skills and comfort level with these procedures. This includes but is not limited to needle biopsies and endovaginal procedures.

If students have any questions about whether a particular skill is invasive, they should consult a faculty member or the Sonography Program Director.

By signing the student verification form, students acknowledge understanding of this policy and accept personal responsibility to observe it.

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

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

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

***Your signature on this page simply is your acknowledgement that due to clinical contracts regulated by our clinical affiliates, if you miss more than two weeks of clinical time, you will need to “Stop out” of the program and discuss the necessary measures to come back into the program with the Program Director at a later date.***

***Signature*** \_\_\_\_\_

***Print your name*** \_\_\_\_\_

***Date*** \_\_\_\_\_

***Program Director*** \_\_\_\_\_



***We strongly encourage teamwork within the lab setting, as you will see in the clinical settings.***

***Scanning each other is the best way to learn ultrasound. We do understand if you do not want to be a volunteer for any reason. Your grades will not be affected should you decide not to be a mock volunteer.***

***We, the faculty will find volunteers if needed.***

***Your signature of this page is simply your acknowledgement that you may or may not decide to be a volunteer mock patient.***

***Signature for being a volunteer \_\_\_\_\_***

***Signature for NOT being a volunteer \_\_\_\_\_***

***Print your name \_\_\_\_\_***

***Date \_\_\_\_\_***

***Program Director \_\_\_\_\_***

***This Diagnostic Medical Sonography Handbook is provided to you as a guide and to ensure that you understand the academic and conduct expectations that the School has for you during your enrollment in the program. There is no mutuality between you and the School concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the School. Furthermore, the School reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.***

***Your signature on this page is simply your acknowledgement that you understand that you must maintain a "C" average in didactic courses and a "C" average for Clinical courses to stay within the program.***

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***Student's name (printed)***

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***Date***

**Students' Signature:** \_\_\_\_\_

***This Diagnostic Medical Sonography Handbook is provided to you as a guide and to ensure that you understand the academic and conduct expectations that the School has for you during your enrollment in the program. There is no mutuality between you and the School concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the School. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.***

***Your signature on this page is simply your acknowledgment that you have received and agreed to read this handbook.***

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***Student's name (printed)***

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***Date***

---

***Student's Signature***

## Email Verification Form

*I verify that I must have the following documentation on file by the deadline stated in my admit letter.*

*If my file is not complete, I will not be able to begin clinicals and will receive an Unsatisfactory for one clinical day.*

- Physical form completed and signed by physician with documentation of appropriate immunizations and/or titers
- Annual PPD kept current with negative result or record of negative chest x-ray
- Hepatitis B vaccine or titer verification of immunity or signed declination form
- Current Healthcare Provider CPR certification
- Completion of hospital web-based net-learning modules.
- Completion of mandatory Criminal Background check and Drug Screening verification

*Also, I verify that I have carefully read and am responsible for all of the following:*

- I acknowledge that email and Sakai are the official modes of communication for the program and I am responsible for correcting problems and reviewing email messages and Sakai beginning with admittance to program. I acknowledge that I am responsible for using my email account for all school-related communication.
- I acknowledge that it is my responsibility to regularly meet with my faculty adviser for academic planning.
- I acknowledge I am responsible for knowing and following the requirements and policies of the Sonography Student Handbook, the SOHP Catalog, and all sonography course syllabi.
- I acknowledge that clinical agencies with which I work as a student may have policies including, but not limited to, drug testing, immunizations, criminal background checks and manner of dress or appearance and that I am responsible for knowing and following these policies.
- I understand that if I am arrested I must report that arrest to the Sonography Program Director prior to returning to class.

**My signature indicates that I am in compliance with all the conditions and policies stated.**

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## RECEIPT AND ACCEPTANCE OF RESPONSIBILITY

As stated in the introductory letter, we have prepared these policies and procedures to assist students in successful completion of the Sonography Program. We expect students to become thoroughly familiar with this Handbook and to keep it available for ready reference.

If students have difficulty understanding anything in this Handbook, the School Catalog, course syllabi, they should consult a faculty member or the Sonography Program Director.

By signing the student verification form, students accept responsibility for the policies and procedures contained in this Handbook.

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

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

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

