



**CENTRAL
CAROLINA**
COMMUNITY
COLLEGE

MEDICAL SONOGRAPHY PROGRAM MANUAL



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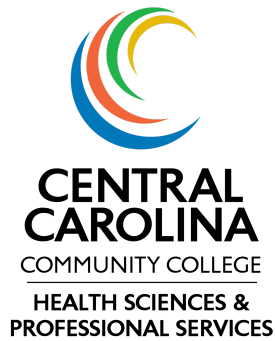
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Disclaimer

This manual contains the Medical Sonography Program official notification of standards, rules, policies, and values. Students are expected to read, understand and comply with the provisions of the Student Handbook.

The contents of this handbook supersede and revoke all prior statements of policy. If this student handbook does not address a matter of interest to you, or if you are uncertain about something after you have read the applicable policy or guideline, contact the Program Director for more information.

No student handbook can anticipate every circumstance or question regarding college policies. Accordingly, this publication is not intended to be a legally binding contract. Therefore, Central Carolina Community College reserves the right to amend, supplement, interpret, rescind, or deviate from any policies or portions of the Student Handbook from time to time as it deems appropriate based on the facts and circumstances surrounding each situation, in its sole and absolute discretion.



Dear Students,

On behalf of the Health Sciences and Human Services Division, I would like to take this chance to personally welcome you to the Central Carolina Community College Medical Sonography Program. Our faculty and staff care about your success and are dedicated to helping you through this journey.

This program will be both rewarding and challenging. Our college has many resources available to our students. We understand the everyday struggles and stress our students face and are here to help. Never be afraid to reach out to your Advisors and Instructors for help. We believe in helping our students become competent, confident professional Sonographers.

I encourage each of you to keep your goals close to your heart and rely on your support networks throughout your time in the program. Look around, the students beside you will become lifelong friends. The memories you make while in this program will stay with you forever. Take advantage of every opportunity to learn and connect. Your instructors and clinical preceptors will be your future coworkers and managers. Treat every day like a job interview. We all believe in you and know that with dedication and teamwork you will be successful.

Once again, congratulations! You deserve to be proud of your achievements.

Sincerely,

Soni Sundquist, B.S., RT(R)(M), RDMS, RVT
Medical Sonography Department Chair
Central Carolina Community College
(919) 777-7718
ssundquist@cccc.edu



**CENTRAL
CAROLINA**
COMMUNITY COLLEGE

HEALTH SCIENCES &
PROFESSIONAL SERVICES

PROGRAM GOAL

To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.



**CENTRAL
CAROLINA**
COMMUNITY COLLEGE

**HEALTH SCIENCES &
PROFESSIONAL SERVICES**

INSTITUTIONAL POLICIES

Academic Advising

Each student in the program will be assigned a faculty advisor. These advisors will assist the student with pre-registration, course changes, private conferences, and any other needs that the student may have. Each faculty advisor will have posted a minimum of five (5) hours per week at his/her own office during which time the student may make appointments. The medical sonography faculty have an open door policy; however, scheduling appointments is preferred to ensure adequate time for special problems/issues.

At mid-semester, all students will meet with their assigned faculty advisor to discuss their academic and clinical standing and their individual needs.

Additional information for students can be found here: <http://www.cccc.edu/advising/currentstudents/>

Academic Dishonesty

Central Carolina Community College expects every student to be committed to honesty and academic integrity. Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. Faculty are expected to uphold the standards of academic integrity in their courses and to handle violations in a manner consistent with student learning and the policies of the college.

Examples of actions that would violate Central Carolina Community College's Student Code of Conduct related to academic integrity:

- Collaborating on any assignment or assessment with another student if not explicitly permitted by the instructor or the assignment's instructions
- Copying tests, assignments, projects, presentations, and similar work; submitting work that was previously submitted in another course or at another institution without prior instructor approval; changing grades without the instructor's knowledge; using unapproved sources (print, electronic, or web materials, etc.) during tests; receiving and giving assistance with tests or other assignments without instructor approval; and any action which misrepresents or defrauds.
- Representing others' work (papers, tests, assignments, projects, etc.) in any form, print, electronic, web, etc., as your own; not giving credit to work created or composed by another author (refer to The Publication Manual of the American Psychological Association, the MLA Handbook, or other approved style guide); or submitting a purchased paper, project, or presentation as your own original work. If your name is on submitted work for academic credit, it represents your work only.
- Allowing others to copy your work, providing your work to others for submission as their own, lying to improve your grade or others' grades, changing a graded work and submitting it for regrading, stealing or destroying others' work, collaborating on work without instructor approval, and impersonating another by taking their examination.

It is the student's responsibility to contact an instructor about any questions regarding academic integrity. If a student is unsure whether some action is permitted or acceptable, he or she is always advised to clarify the point of concern prior to submission with the instructor.

If a student commits an act of academic dishonesty, the consequences may include one or more of the following at the discretion of CCCC instructors or administrators: receive a zero grade on

that assignment, a requirement to repeat the assignment for less or no credit, receive an “F” in that course, and/or be suspended or expelled from the college.

The information provided here is derived from CCCC’s published policies on Academic Integrity. For more information about the Student Code of Conduct, please refer to the CCCC catalog available at [College Catalog, CCCC](#)

Academic Policies and Student Rights

Current student academic policies can be found in the current version of the catalog and can be found here: [Academic Policies and Student Rights, Registrars Office, CCCC](#)

Academic Standards

Sonography students must maintain a minimum of a 2.0 cumulative GPA while in the program. All classes must have a final grade of **C** or better to count towards graduation requirements, including general education classes.

Complaint Policy

Central Carolina Community College values its students and welcomes the opportunity to discuss any student concerns. Complaints regarding an individual course or an instructor should first be addressed with the instructor. Unresolved complaints about an instructor should be directed to Ms. Soni Sundquist, Medical Sonography Program Director, at ssundquist@ccc.edu or (919) 777- 7718. Unresolved complaints about the Program Director should be directed to the Dean of Health Sciences and Human Services. All complaints will be documented, including the projected outcome, and kept on file at the program facility. Complaints can be submitted online, including an anonymous complaint at the [Sonography Online Complaint Form](#).

Counseling Services

Counseling services are available to all enrolled and prospective students. Students are invited to use the services as they plan, upgrade, modify, and/or consider changes in their educational goals. The counselors are highly qualified and are available to discuss concerns that may influence students' educational programs. Counselors will arrange confidential conferences to discuss any concerns, to provide needed guidance, and/or to make individual referrals. Mental health counselors are not available on campus. However, students should contact the Admissions office to be referred to resources available in the local community.

Additional information for students can be found here: <http://www.cccc.edu/we-care/>

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- Students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.
- Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing.

After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR S 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, county of residence, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell students about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Students may not have access to the following information:

- Parent's financial records (without written consent from the parent)
- Law enforcement records
- Medical, psychiatric records, or similar records in connection with the treatment of the student
- Letters/statements of recommendation

Directory Information is defined by Central Carolina Community College as the following items:

- Name
- County of Residence
- Academic Major
- Enrollment Periods
- Hours Earned

- Degrees Awarded
- Awards Received

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1 (800) 877-8339. Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Grade Appeals

Students have the right to appeal any grade within fifteen (15) class days after the posted date of the grade. The procedure prescribed for a student to exercise the right to appeal a grade is as follows:

1. First, the student must go to the instructor or staff member with whom the problem originated and attempt to resolve the problem at this level. If the grievance is determined to be an academic or [grade appeal](#), the student must follow the steps outlined in this [form](#).
2. The student initiates the appeal of an individual grade or course grade by completing the biographical and descriptive information prompted on the first page of the [Grade Appeal Form](#). The student then submits the completed form to the instructor of the class in which the grade was assigned.
3. The instructor reviews the description of the problem and any related supporting evidence documented on the form by the student and then renders a decision to either uphold or amend the grade. The instructor records information related to the decision on the [form](#) and reports this information to the student. Based on the instructor's decision, the student indicates on the form whether to accept the instructor's decision or to continue the appeal process.
4. If the student wishes to continue the appeal process, then the student has the right to appeal the instructor's decision to the appropriate supervising department chair who will, in turn, respond with a decision to uphold the original grade or to overturn the instructor's decision. If, after completing this step, the student feels that the issue is still unresolved, then the student has the right to appeal the department chair's decision to the appropriate supervising academic dean who will respond with a decision to uphold the original grade or to overturn the department chair's decision. If the issue is still unresolved, the student may continue the appeal process based on the time frames and sequence specified on the [Grade Appeal Form](#).

Health Services

Because this is a non-residential campus, health services are not available. For healthcare needs, students should contact their personal healthcare providers or activate emergency medical services (911) in the event of a medical emergency.

Inclement Weather Policy

When it is determined that weather conditions are severe enough to warrant closing the college, the information will be made available as soon as possible. Students should visit the college website for the most up-to-date inclement weather postings.

Students are encouraged to register for CCC's Cougar Alert system, which alerts students of college closures due to inclement weather. [Cougar Alerts, CCC](#)

All inclement weather days not made up by an administrative change in the college's calendar will be made up by the instructor utilizing one of the following options: a) alternate assignment relevant to course objectives, b) schedule extra class sessions, c) holding conferences with individual students, or d) extend scheduled class time.

Library Services

The Central Carolina Community College Libraries provide the following services. Comparable access to all library services is provided for offsite and distance students.

Reference services are available in person at the library, by telephone, through email, and through an online chat service. The "Help & Contact" section on the library website enables library users to call, send an email reference question to a librarian, or to schedule an appointment with a librarian for a research consultation. Links to library online tutorials and research guides are also provided. The online chat service is on the Library home page and is available 24 hours a day, 7 days a week. The chat widget connects the library user to a live chat session for off-campus reference assistance both during and outside regular library hours. Librarians utilize LibraryH3lp software to provide chat reference services during library hours with backup coverage via Chatstaff librarians after library hours.

Public access computers provide access to the library catalog, electronic research databases, the Internet, and any curriculum-specific electronic resources requested by individual departments for student use. The library catalog and all research databases are accessible both on and off campus. All computers at all three campus libraries provide access to Microsoft Office software. Wireless Internet access is also available. Other instructional sites also have computers available for accessing library resources online.

Instruction and training sessions are made available to students at all campus locations. Library instruction is part of the research paper requirement for English 111 (Expository Writing) classes. Curriculum instructors may also arrange for library instruction in their particular discipline area, which covers subject specific resources. One-on-one student instruction is available upon individual request or by appointment. Online instruction video tutorials and research guides are also available via the library website for online students or when the library is closed. Librarians also embed in online classes, create library instruction modules for students in the online classes, answer student questions in Blackboard, and participate in discussion board posts related to course assignments.

Borrowing privileges are granted to CCC faculty, staff, and students. Materials may be checked out for three weeks with one renewal at all campus libraries. Students may also borrow materials from other libraries within the Community College Libraries in North Carolina (CCLINC) consortium. A direct mail service allows distance education students to receive library resources by mail upon request. Students at other instructional sites may request materials from the libraries to be delivered to their CCC site. A library liaison at each of these

other sites serves as a contact for picking up requested books and for providing library information.

Interlibrary Loan services allow users to request books not available at a campus library or through the Community College Libraries in North Carolina (CCLINC) consortium. This service provides access to the holdings of libraries listed in the OCLC WorldCat database. Online request forms allow patrons to submit interlibrary loan requests electronically via the library web page.

Photocopying and printing services are available to students at the Lee and Harnett campuses for 5¢ per page with a debit-type copy/print card, which may be purchased at the circulation desk. Copies at the Chatham Community Library are 10¢ per page through a coin-operated or cash system.

Study rooms are available for group study at all campus libraries. Study rooms at the Lee and Harnett campuses are equipped with a 40-inch touch screen computer with MS Office software, a high-definition webcam, multimedia capabilities for recording presentations and web conferencing, and a dry erase whiteboard for collaborative group study. There are five study rooms at the Lee campus, two at the Harnett campus, and seven at the Chatham campus. All study rooms at the Chatham Community Library are equipped with a dry erase whiteboard. Study rooms may be reserved online through the "Services - Rooms & Spaces" section of the library web page. This service utilizes the LibCal room booking system.

Audio Visual viewing equipment is available for student use at the Lee and Harnett campus libraries in the group study rooms utilizing DVD drives on the touch screen computers. Headphones are also available for library use. The Chatham Community Library provides headphones and two external DVD drives for viewing DVDs on a computer station.

Sonography students have a customized web page on the CCCC Library site with sonography specific resources. This library resource is embedded into all sonography Blackboard courses and can be found here: <http://cccc.libguides.com/dms>

Student Accessibility Services

Central Carolina Community College is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act signed into law on July 26, 1990. In 1994, Central Carolina Community College established the Special Populations Office to facilitate the provisions of reasonable accommodations for all students with disabilities. This office coordinates services between the faculty and the special population students. Our instructors and staff have experience working with students who have disabilities to help them obtain the education they need to enter the workforce or transfer to a four-year institution.

The College has a legal obligation to provide appropriate accommodations for students with documented disabilities. Students should contact the Student Accessibility Services Department at (919) 718-7416 to inquire about the accommodation process.

Please refer to the current College Catalog for more information at [College Catalog, CCCC](#)

Student Rights and Responsibilities

CCCC cultivates student growth by promoting students' awareness and understanding of their rights and responsibilities. Student Rights and Responsibilities can be found in the College Catalog and at <http://www.cccc.edu/student-services/syllabus/>. This site includes but is not limited to the following information:

- Academic Honesty
- Appealing a Grade
- Career Center
- Campus Safety
- College Success Center
- Counseling
- Financial Aid
- Inclement Weather Closings
- Library Services
- Listening Lab
- Login Help
- Non-Discrimination/Title IX
- Open Computer Lab
- STEM Lab
- Student Activities
- Students with Disabilities
- Tutoring (In-person and online, all at no charge to the student)
- Upswing
- Writing and Reading Center

Service Work (Service Learning)

Service learning is a teaching and learning strategy that integrates community service with instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. Promoting Active Learning and Service program (P.A.L.S) was established in 2012 to meet the diverse needs of our students, strengthen ties to the community, and to offer faculty and staff with more leadership opportunities. PALS operates under the Division of Student Learning. The PALS program enhances the traditional teaching and learning process by partnering students, instructors, and staff with the mission of being civically engaged and contributing positively to the growth of their community. We achieve this by providing mentorship and access to service-learning opportunities.

Students are required to complete two (2) hours of service learning and two (2) hours of reflection in their ACA course.

Information on PALS can be found here: [Student Information, PALS - Promoting Active Learning and Service, CCCC](#)



**CENTRAL
CAROLINA**
COMMUNITY COLLEGE
HEALTH SCIENCES &
PROFESSIONAL SERVICES

PROGRAM POLICIES

Attendance

Purpose: As a Sonography student, we are preparing you for employment, and that includes learning how to be on time every single day. Punctuality is not only a sign of respect to those who are expecting you, but it speaks to your personal integrity, work ethic, and professionalism. We want to support you to achieve your full potential and to do this we set high expectations for attendance and punctuality at all scheduled classes, labs, and clinical shifts.

Excused Absence

An excused absence is defined as an absence due to an illness or emergency. Emergencies are determined at the discretion of your instructor. Excused absences are not subject to disciplinary action.

Routine doctor's appointments must be made during student breaks, or days/times when there is no class, lab, or clinical.

Excused absences are for severe illness requiring a doctor's visit, or documented emergencies. Excused absences are not for social events like wedding showers or birthday parties. While these are important events in the lives of our students, class, lab, and clinic must come first, and social events must be planned around your school requirements.

Unexcused Absence

An unexcused absence occurs when a student misses class, lab, or clinicals and has not made prior arrangements to miss class, lab, or clinic with their instructor (class and lab) or Clinical Coordinator (clinicals), except in the event of a documented emergency.

An unexcused absence is grounds for a Code of Conduct and possibly dismissal from the program.

Tardy

A tardy is defined as being up to 10 minutes late from the start of lab, class or clinical or leaving up to 10 minutes prior to dismissal from lab, class or clinical.

- If you know that you are going to be late to **class** or **lab**, you must notify your instructor by phone or email as soon as you realize you are not going to arrive on time. If there is no answer, you must leave a voicemail message.
- If you know that you are going to be late to **clinical**, you must notify **BOTH** your Clinical Coordinator and your clinical preceptor by phone or email as soon as you realize you are not going to arrive on time. If there is no answer, you must leave a voicemail message.

Students are permitted up to two tardies per semester (This is two total for the semester, not two per class). On the third tardy and every subsequent tardy after three, a Code of Conduct will be issued, and is grounds for dismissal from the program.

Communication Protocol

In the event of an illness or emergency which will prevent you from attending **class or lab**, you must notify your instructor(sw) by phone or email and if there is no answer, you must leave a voicemail message.

In the event of an illness or emergency which will prevent you from attending **clinical**s, you must notify **BOTH** your Clinical Coordinator and clinical preceptor by phone and if there is no answer, you must leave a voicemail message.

Failure to follow the communication protocol for being late or absent from class, lab, or clinic will result in a Code of Conduct being issued.

Make Up Policy

Class- Missed class cannot be made up. Refer to the course syllabus for the number of absences allowed for each class. 80% of class must be attended. Missing more than 20% of class is grounds for dismissal from the program.

Lab- 100% of lab hours must be completed by the last day of the class. It is the student's responsibility to make arrangements with the instructor for missed lab hours in the event of an excused absence. An unexcused absence from lab is grounds for dismissal from the program.

Clinical- 100% of clinical hours must be completed by the last day of the class. It is the student's responsibility to make arrangements with both the clinical coordinator **and** clinical preceptor for missed clinical hours in the event of an excused absence. An unexcused absence from clinical is grounds for dismissal from the program.

Code of Conduct

A Code of Conduct is an action plan that addresses excessive tardies and absences. Instructors and students will create a plan to help prevent future issues and ensure continued success throughout the program.

Smoking on Campus

CCCC is a smoke-free campus, and smoking is not permitted. Any health science student seen smoking on campus will receive a code of conduct. Students who come to class or lab smelling like smoke may be asked to leave for the wellbeing of their classmates, patients, and instructor, and it will be considered an unexcused absence.

Dress Code

Purpose: The dress code is designed to provide guidance to students that will convey a positive and professional image as students prepare to become a member of a Healthcare team. The dress code will be in effect for all Medical Sonography classes, labs, and clinical rotations.

Name Badge

Students are required to wear their Central Carolina Community College name badge. The badge should be worn on the top right of their uniform and be visible at all times.

Uniform

Students are required to wear scrubs while in class, lab, and clinicals, unless their instructor tells them otherwise. This includes the assigned jacket and scrub top, black pants, white or black socks, and black closed toe shoes. Tennis shoes are not authorized. A black long sleeve or short sleeve shirt can be worn under the scrub top if desired. All undershirts are to be tucked in. No other jacket or sweater is authorized to be worn over scrubs. The uniform should be pressed and free of wrinkles. The stomach should be covered at all times.

Grooming

Students are expected to maintain an acceptable level of personal hygiene conducive to healthcare professionals. Students are required to maintain good oral hygiene. Students are required to wear deodorant.

Hair

Hair should be kept clean and neat in appearance. Hair should be of natural hair color. Hair should be worn up off their collar. Long hair can be worn in a ponytail or neat bun. Hair should be cut or fastened in such a manner that it does not fall in the face of the student or touch the patient. Hair should not be worn wet.

Facial Hair

Facial hair must be kept short, neat and well-trimmed.

Make-up

Make-up should appear natural and modest. Fake eyelashes are not authorized.

Nails

Nails should be trimmed and neat in appearance. Fingernails should be kept even with the end of the fingers. Nail polish should not be chipped or peeling. Artificial nails and tips are not authorized due to CDC and hospital guidelines.

Jewelry

Jewelry includes one pair of small studded earrings or tiny hoops, one watch, one ring per hand or wedding band set, and one single strand short necklace. No facial piercings or tongue piercings permitted. Students are authorized to wear clear piercing retainers.

Tattoos

Tattoos must be covered with clothing at all times while in uniform. If students have tattoos that show outside of their uniform, they will need to meet with the Program Director before the start of classes to determine how to cover the tattoos while in uniform.

Perfume and Tobacco Smoke

Students are not permitted to wear perfume, perfumed lotions, or smell like tobacco smoke. Students who come to class or lab smelling like perfume or smoke may be asked to leave for the wellbeing of their classmates, patients, and instructor, and it will be considered an unexcused absence.

Remediation Policy

Purpose: All faculty and staff at Central Carolina Community College are committed to student success, and therefore have a strong desire for students to perform well academically. In rare and specific circumstances, academic remediation may be the optimal strategy to employ in order to ensure students achieve competency in required course material and to minimize the disruption of their progress through the Medical Sonography curriculum.

Exams

- **Exam Review**
 - If a student makes a grade of 79.9% or less on any exam, remediation is required. (This does not apply to chapter quizzes)
- **Written Explanation**
 - Student will review each question missed on the exam, write the question, the correct answer, and the source of the correct answer (textbook name and page number). Test remediation will be written by hand, not typed.
- **Deadline**
 - Remediation will be completed within 14 days of the date the exam was due.
 - Final exam remediation is due within 14 days of the start of the next semester.
 - A code of conduct will be issued if remediation is not completed within 14 days.

Competencies

- **Competency Remediation**
 - Students will work with their instructor to review the submitted images and receive feedback on why they did not pass the competency.
 - Students will attend at least one open scan lab to practice their competency with an instructor.
 - Students will demonstrate their ability to pass the competency a minimum of two times with the instructor before being cleared to retest again.
- **Deadline**
 - All competencies must be passed by the last day of the course. If a student is unable to complete all the required competencies by the end of the course, they may be asked to repeat the course before progression through the program.

Classroom Etiquette

Purpose: The purpose of this information is to assist students in understanding proper classroom behavior. This policy includes all class and lab activities. The Medical Sonography Program believes in fostering a positive culture. The classroom should be a learning-centered environment in which faculty and students are unhindered by disruptive behavior. You are a college student and are expected to act maturely and to be respectful of the learning process, your instructor and your fellow students.

Faculty members have the authority to manage their classroom to ensure an environment conducive to learning. The instructor has the right to request any disruptive student to leave the classroom and or laboratory. Continued misbehavior in the classroom is cause for disciplinary action.

Breaks

Students will be given designated breaks when appropriate, based on the length of class or lab, at the discretion of the instructor. Students should wait to leave the classroom or lab until the designated break time, unless it is an emergency. Students should return from break promptly at the designated time set by the instructor. If a student returns late from a break, they will be marked tardy.

Cell Phones

Cell phone use should be minimal and not disruptive to the instructor(s), other students, or to the class generally. Cell phone use in the lab is prohibited unless it is during a break.

Food and Drink

Students are permitted to have drinks with lids in the classroom. Food should be consumed only during breaks. Drinks and food are not permitted in the lab.

Visitors/Children on Campus

In order to protect the health, safety, and security of our educational environment, children under eighteen years of age are not permitted on campus unless accompanied by a parent/legal guardian or enrolled in a college-sponsored program. Children of employees, students, or visitors are not permitted in classes, labs, shops, or other learning environments, unless sanctioned and authorized by college administration. Please refer to the current CCCC catalog for the full policy.

Growth Mindset

A growth mindset is the belief that intelligence can be developed. Students with a growth mindset understand they can get smarter through hard work, the use of effective strategies, and help from others when needed. It is contrasted with a fixed mindset: the belief that intelligence is a fixed trait that is set in stone at birth.

Students' beliefs about intelligence have important consequences for how they experience school and how they respond to setbacks and adversity. When students hold a fixed mindset, school can be a threatening place because they may be worried about proving their ability or avoiding "looking dumb." This can lead students to avoid challenges and give up when they struggle. But when students hold a growth mindset, they may experience school as an exciting place to grow, embracing challenges as opportunities to develop mastery. ([Growth mindset doesn't promise pupils the world](#))

In this program, students will be faced with challenges. However, instead of looking at them as bad, you need to change your mindset to view them as opportunities. Here are some examples of common "fixed" thoughts that students have, and how they can be changed into "growth" thoughts:

DEVELOPING A GROWTH MINDSET	
INSTEAD OF...	TRY THINKING...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My classmate can do it, why can't I?	How can I learn from my classmate?

Scanning Policy

Purpose: Scanning in the ultrasound lab is an integral part of the educational process designed to help students learn necessary beginning scanning skills that they will continue to develop and improve during the integrated clinical and clinical externship courses. Students spend significant lab time scanning each other under the direct supervision and direction of their lab instructor.

Student Consent to be Scanned

Students must sign and date a consent form prior to their first scheduled lab class. This consent form is kept on file and is in effect for the duration of their educational program.

Students have the right to refuse to be scanned in the lab for any reason. Instructors may also decide if it is not appropriate for a particular student to be scanned for specific labs, depending on the educational objectives.

Participating in the student laboratory, as a mock patient, is completely voluntary and participation or non participation will have no bearing on a student's evaluation or grades in the program. However, completing 100% of lab hours is required.

Scan Lab Competency Appropriate Credential Policy

Purpose: In accordance with JRC-DMS Standard III.B.5.a.2, clinical instructors must have the appropriate credential for the concentration they are teaching.

Instructors who are supervising and signing off on students in a scan lab must be credentialed in that area. The instructors must be individually credentialed if a credentialing examination is offered in the concentration that the instructor is teaching. They must also be qualified by education and experience and be effective in teaching the subjects assigned.

For example, for an instructor to sign off on an activity in an abdominal scan lab, the instructor must be registered in abdomen.

The program director will ensure that all instructors assigned to teach a class or assist in a lab will be registered for the concentration they are teaching through the established college credentialing process and procedures.

Pregnancy Policy

Purpose: Informing female students of occupational exposure to radiation and the health risks to an unborn child during pregnancy.

A female student is given the option of whether or not to disclose to the program officials of her pregnancy. If the student chooses to voluntarily inform officials of her pregnancy, it must be in writing. In the absence of this voluntary written disclosure, a student cannot be considered pregnant.

However, due to the sensitivity of the unborn child to radiation, it is necessary to inform female applicants of the possible health risks involved as a result of occupational exposure during pregnancy. While most sonography departments are in close proximity to radiology, the chances of occupational exposure are minimal.

Students who become pregnant while in this program should address their concerns with their obstetrician.

If pregnancy occurs during the program and the student is unable to fulfill the required clinical and/or class objectives, the student may withdraw from the program. As with all withdrawal scenarios, the student will be subject to reapplication to the MS program.

Clinical Guidelines

Purpose: Clinical Rotations are a requirement for graduation from the Medical Sonography Program. Students will learn invaluable skills required to graduate and become an entry-level Sonographer. As a healthcare professional you should take every opportunity to represent yourself, classmates and school in a positive professional manner.

Clinical Assignments

The Clinical Coordinator is responsible for placing students at clinical sites. Students will rotate through several sites throughout the duration of the program so that they are exposed to a variety of different environments and preceptors. Students will be placed on different shifts including day, evening, night, and weekends, just as they will work after graduation. Refusing to take a clinical assignment is grounds for dismissal from the program.

Students are responsible for having reliable transportation to their clinical sites. Students are responsible for making their own childcare arrangements during their time in the program. If childcare issues occur during the program and the student is unable to fulfill the required clinical and/or class objectives, the student may withdraw from the program. As with all withdrawal scenarios, the student will be subject to reapplication to the MS program.

Communication

Communication about anything related to your clinical assignment or clinical site is directed to the Clinical Coordinator, not any of your other course instructors. You may not miss any clinical time without **prior** approval from the Clinical Coordinator, except in the event of an emergency. Missing clinical time without prior approval is considered an unexcused absence.

Students will follow the protocol in the attendance policy when it comes to communications to the Clinical Coordinator and clinical preceptor about being late or absent from clinical.

Trajecsys

Students will track their clinical attendance through Trajecsys. They must clock in and out using the designated computer at the clinical site, and may not use their cell phones to clock in or out of Trajecsys.

Students will be assigned a start and stop time for their clinical shift, according to each clinical site. Students may not clock in earlier than 10 minutes before their scheduled start time, unless **prior** arrangements have been made with the Clinical Coordinator.

Students are required to take a 30-minute lunch break during each clinical shift. Students should work with clinical preceptors to determine when they will go to lunch.

Time exceptions are only to be used for missed punches. If a student misses a punch, they must contact the Clinical Coordinator to explain why they missed a punch and to

receive permission to do a time exception. Time exceptions without prior permission from the Clinical Coordinator will receive a code of conduct.

Clinical Education and Background Checks

Students are required to complete all clinical documentation by assigned deadlines. Failure to complete required paperwork before the start of the clinical assignment will result in a Code of Conduct.

The agreement between CCCC and a clinical agency requires that CCCC abide by the existing rules and regulations of the clinical site. CCCC follows agency protocol regarding drug testing and criminal background checks. Clinical agreements require that every student submit a medical form completed by their healthcare provider, a criminal background check and drug test through the vendor designated by the college. The student will be responsible for obtaining and providing this information to the clinical sites through the college's vendor and whatever vendors a clinical site may use. The State or Federal Bureau of Investigation, Division of Criminal Information, and CCCC are not legally accountable in any way for providing this information to the clinical site and such agencies and persons are released from any and all liability which may be incurred as a result of furnishing such information. If a clinical site denies a student due to results of either of these requirements, the student will not be able to meet the program/course requirements and acceptance and/or progression in the program and will be removed from the program. Should a clinical agency require additional background/drug tests for any reason; the student will be responsible for complying with the policy and submitting the required payment as directed by the clinical site. The financial cost of required testing is the responsibility of the student.

Dress Code

Students are required to follow the Medical Sonography Program Dress Code at all times, including clinicals.

Cell Phones

Cell phones are not permitted to be used in any patient care areas at a clinical site. Students are not permitted to take photos or record images of any kind during clinical rotations. Students may only use cell phones on breaks and during lunch in designated break areas. Cell phones should be kept in a locker or secure location designated by the clinical preceptor during clinical hours.

Smoking

CCCC smoking policy applies to students at clinical sites in that smoking is not permitted at clinical sites, just as it is not permitted on campus. Students who come to clinical smelling like smoke may be asked to leave for the wellbeing of their patients and preceptors, and it will be considered an unexcused absence.

Chewing Gum

Chewing gum is not permitted while with a patient in a clinical setting.

Drug Use

Any student suspected of drug and/or alcohol use in the clinical facility will be placed on suspension and asked to leave immediately. The student will be required to pass a drug test prior to returning to the program. Any prescription drug use must be documented by a physician and provided to the Clinical Coordinator before attending clinical.

Social Media

Social media should not be used to discuss or display any clinical information. It is against program policy to share any information about patients, technologists, physicians, or any other health care worker from any of the facilities. Postings on these networks should not reflect negatively on the college, the clinical institution, or any individual; such comments will be subject to disciplinary procedures if necessary.

Social media can be defined as the following, but not limited to: texting, blogs, emails, eLearn communications, and proprietary platforms such as Twitter, LinkedIn, Facebook, Snapchat, YouTube, Flickr, Vine, Tumblr, etc.

Profanity

Students are expected to be professional at all times. Use of profanity is not permitted.

Respect

Students are expected to remain respectful and professional at all times at clinical sites. If students encounter a problem with staff, patients, or family members they are to notify their clinical preceptor and Clinical Coordinator.

Unprofessional behavior towards a patient, staff member, family member, or preceptor at a clinical site is grounds for dismissal from the Medical Sonography Program.

HIPAA

Students must maintain strict confidentiality of all health information of patients at clinical affiliate sites during and after their clinical rotations. Students may neither use nor disclose health information of patients to which they have access, other than as expressly authorized by the clinical site. Students must be familiar with and adhere to their clinical site HIPAA policy.

If a student would like to discuss an exam with their instructor or classmates, the patient's name or any identifying factors should never be used, only the pertinent medical data about the exam.

HIPAA violations will result in dismissal from the program and are subject to criminal charges, as determined by the clinical site and/or local law enforcement.

Student Code of Conduct

Purpose: Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and behavior. The college reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of college officials, a student's conduct is a clear and substantial disruption or threatens to create a substantial disruption to the college community, appropriate disciplinary action will be taken to restore and protect the sanctity of the community. The purpose of this code is not to restrict student rights, but to protect the rights of individuals in their academic pursuits.

Violation of one or more of the following regulations may result in disciplinary action. This code should not be considered an exclusive list of acceptable and unacceptable behavior.

- Excessive absences or tardies, or any unexcused absences
- Academic dishonesty
- Theft of, misuse of, or damage to college property, property of a member of the college community, to include clinical facilities, or campus visitors
- Possession of or use of alcoholic beverages, being in a state of intoxication on college campus or supervised functions off campus, to include clinical facilities; possession, use, or distribution of any illegal drugs on college campus or supervised function off campus, to include clinical facilities.
- Lewd or indecent conduct
- Mental, physical, and/or sexual abuse of any person on college premises or at college sponsored/supervised functions, to include clinical.
- Any act, comment, behavior that is perceived to be of a sexually suggestive or harassing nature creating an intimidating, hostile or offensive environment. •
Intentional obstruction or disruption of teaching
- Smoking (including electronic forms)
- Inappropriate texting, emailing, and/or using electronic devices during class except for appropriate classroom use, i.e. taking notes, class activity. Phones are to be kept on silent or vibrate.
- Departmental dress code and personal hygiene for class and/or clinical
- Practices outside the identified Scope of Practice
- Violates the Code of Ethics of the Profession
- Violates HIPAA standards required for the profession
- Unprepared to care for clients in the clinical setting (physically, emotionally, or mentally)
- Lacks theoretical knowledge in the clinical setting to provide safe care
- Disregards student health policies

Disciplinary action is at the discretion of the instructor, program director, and/or Dean of Health Sciences and Human Services. Depending on the nature of the violation, disciplinary action could include a verbal warning, a grade of F in the course, dismissal from the program, expulsion from the college, and/or criminal charges filed.

Please refer to the current college catalog for the full policy on student conduct, disciplinary action, and student's rights to due process.

Withdrawal and Readmission Guidelines

If a student chooses to withdraw from the program, the student must meet with the Program Director to discuss their decision to start the withdrawal process. Students who are receiving financial aid should also meet with a financial aid representative to determine what impact withdrawing from the program will have on their financial aid status. If the student decides to come back into the program at a later date, they must meet with the Program Director before reapplying to the program to get a Letter of Good Standing which is required as part of the application process. Students must then follow the current competitive admissions process to reapply to the program. Students should be aware that re-entry into the program is not guaranteed, and is dependent on seats available and competitive points.

Criteria for Dismissal

As per the CCCC Student Handbook/College Catalog, the college reserves the right to suspend or dismiss any student who violates student regulations and student conduct when it is determined such action is in the best interest of the college or the student.

Students may be recommended for dismissal from the Medical Sonography program for the following reasons:

- A grade of D or F is earned in any SON courses in the program.
- A grade of D or F is earned in any course in the program (to include non-SON courses required by the curriculum that are taken once admitted to the program).
- A course is failed while the student is on probation (students who re-enter and restart are on probation for all future semesters enrolled in the program).
- Any student with physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time may be dismissed from the program.
- Any student demonstrating behavior, which conflicts with safety requirements essential to sonography practice, will be dismissed from the program.
- Misuse of information, including malicious gossip, and/or liable disclosure of information from externship experiences.
- The student is determined to be a threat to classmates, faculty, or patients.
- Academic dishonesty occurs that results in administrative dismissal.
- Failure of the student to report to the clinical externship site on time, appropriately dressed, and ready to work.

Students wishing to appeal the course grade or dismissal from the program should follow the policies for grade appeal and /or student grievance as outlined in the CCCC Student Handbook/College Catalog.

Students who are dismissed from the sonography program for failure to pass the course(s) may be considered for re-entry or re-start. Those who wish to be considered for re-entry must meet with the Program Director before reapplying to the program to get a Letter of Good Standing which is required as part of the application process. Students must then follow the current competitive admissions process to reapply to the program.

**Students dismissed for administrative reasons or for being a threat to other students, faculty, or patients will NOT be eligible to reapply to the program.



**CENTRAL
CAROLINA**
COMMUNITY COLLEGE

**HEALTH SCIENCES &
PROFESSIONAL SERVICES**

PROGRAM GRADUATION

REQUIREMENTS

Graduation Checklist

- Pass the Sonography Principles & Instrumentation (SPI) examination
- Successful completion of all on-campus courses with a minimum cumulative grade average of 2.0.
- Successful completion of the clinical externship with 100% of clinical hours completed.
- Successful completion of all Clinical Competencies and exams.

On Campus Competencies

Purpose: Throughout the Medical Sonography Program students will be tested on their ability to perform a set number of Ultrasound Protocols in a set time limit. This will prepare students to scan patients in the clinical setting and work as an entry level Sonographer.

Preparation

Students will be provided a copy of all protocols to be tested. Instructors will demonstrate how to scan each required protocol during lab. Students will complete a variety of assignments and course activities that will prepare them to complete each protocol independently by the end of the program. Students will be given opportunities each week to practice protocols and receive feedback.

Grading

On campus competencies will be performed during lab hours on campus. Students have two opportunities to pass a competency. If the student does not pass their first attempt, the student and an instructor will work with the student one-on-one a minimum of two times to remediate and prepare for their second attempt. If, after the remediation process, the student is unable to pass their second attempt then they will be dismissed from the program.

If a student is unable to complete all the required protocols by the end of the course, they may be asked to repeat the course before progression through the program.

Assigned Protocols

Abdomen

- Panc/Spleen (20min)
- Liver/GB/CBD (30min)
- Aorta (30min)
- Pleural Space (15 min)
- Renal (30 min)
- RUQ (30 min)
- Abdomen Complete (45 min)
- Thyroid (20 min)

GYN

- Transabdominal Pelvic (20 minutes)
- Transvaginal Pelvic (20 minutes)

OB

OB 1st Trimester (30 min)

OB 2 Trimester Limited (30 min)

OB 3rd Trimester (45 min)

Vascular

Carotid (30 min)

Unilateral LEV (20 min)

Mastery Comps (performed at clinical sites during 5th Semester)

Abdomen Complete

Thyroid

Pelvic Complete (Transabdominal and Transvaginal)

OB Complete (2nd/3rd trimester)

Clinical Competencies

Purpose: Throughout the Medical Sonography Program students will be evaluated on their ability to perform ultrasound examinations on patients in the clinical setting. Students are required to perform a set number of ultrasound exams each semester under the supervision of a Registered Sonographer. Sonographers can only sign off on exams in their registered specialty. All exams will be tracked and signed off in Trajecsys.

Students are required to inform clinical Preceptors of their requirements and progress to ensure all exams are completed by the end of the semester. Completion of all competencies is a requirement to progress through the program and to graduate.

1st Semester Fall

No competencies

2nd Semester Spring (14 Exams Total 25% Independently* Scanning)

Abdomen (minimum 9)

Pancreas (2)

Spleen (2)

Liver (2)

GB/CBD (2)

One Kidney (2)

RUQ (2)

Thyroid (2)

3rd Semester Summer (20 Exams Total 50% Independently* Scanning)

Abdomen (minimum 15)

RUQ (5)

Renal (5)

Abdomen Complete (3)

Thyroid (2)

Aorta (2)

Other (5)

4th Semester Fall (50 exams Total 75% Independently* Scanning)

Abdomen (minimum 11)

RUQ (4)

Renal (4)

Abdomen Complete (3)

Superficial (minimum 4)

Thyroid (2)

Scrotum (2)

Pelvic (minimum 8)

Transabdominal Pelvic (4)

Transvaginal P (4)

Obstetric (minimum 7)

OB 1st Trimester (7)

Other (20)

5th Semester Spring (94 Exams Total 100% Independently* Scanning)

Abdomen (minimum 20)

RUQ (8)

Renal (8)

Abdomen Complete (4)

Pleural Space (minimum 2)

Pleural Space (2)

Superficial (minimum 4)

Thyroid (2)

Scrotum (2)

Pelvic (minimum 10)

Pelvic Complete (5)

Transvaginal (5)

Obstetric (minimum 5)

2nd or 3rd Trimester (5)

Other (49)

Mastery Comps

Abdomen Complete

Thyroid

Pelvic Complete

OB Complete (2nd/3rd trimester)

*Independently is defined as a student who has read an order, looked up prior imaging, input patient information, verified patient, asked patient history, explained exam, positioned patient, taken images and provided a sonographer tech impression.

Clinical Hour Requirements

Purpose: Students are required to complete 100% of all assigned course clinical hours each semester before progression and graduation. Hands-on experience working with patients in the clinical setting is vital to your success as a Sonographer.

Students will complete a minimum of 1,296 clinical hours in this program.

Assigned Clinical Hours per Course

1st Semester Fall

SON 110 (48 hours)

2nd Semester Spring

SON 120 (240 hours)

3rd Semester Summer

SON 121 (240 hours)

4th Semester Fall

SON 220 (384 hours)

5th Semester Spring

SON 221 (384 hours)



**CENTRAL
CAROLINA**
COMMUNITY COLLEGE

**HEALTH SCIENCES &
PROFESSIONAL SERVICES**

PROFESSIONAL STANDARDS AND GUIDELINES

SONOGRAPHER CODE OF ETHICS

Code of Ethics for the Profession of Diagnostic Medical Sonography *Approved by SDMS Board of Directors, 12/06/2006*

PREAMBLE

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

OBJECTIVES

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

PRINCIPLES

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

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

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

- A. Obtain appropriate diagnostic medical sonography education and clinical skills to ensure competence.
- B. Achieve and maintain specialty specific sonography credentials. Sonography credentials must be awarded by a national sonography credentialing body that is accredited by a national organization which accredits credentialing bodies, i.e., the National Commission for Certifying Agencies (NCCA); <http://www.noca.org> or the International Organization for Standardization (ISO); <http://www.iso.org>
- C. Uphold professional standards by adhering to defined technical protocols and diagnostic criteria established by peer review.
- D. Acknowledge personal and legal limits, practice within the defined scope of practice, and assume responsibility for his/her actions.
- E. Maintain continued competence through lifelong learning, which includes continuing education, acquisition of specialty-specific credentials and recredentialing.
- F. Perform medically indicated ultrasound studies, ordered by a licensed physician or their designated health care provider.
- G. Protect patients and/or study subjects by adhering to oversight and approval of

- investigational procedures, including documented informed consent.
- H. Refrain from the use of any substances that may alter judgment or skill and thereby compromise patient care.
 - I. Be accountable and participate in regular assessment and review of equipment, procedures, protocols, and results. This can be accomplished through facility accreditation.

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

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

SONOGRAPHER SCOPE OF PRACTICE

SCOPE OF PRACTICE REVISION PROCESS

In May 2013, representatives of sixteen organizations came together to begin the process of revising the existing Scope of Practice and Clinical Practice Standards. Thus began a process that engaged the participating organizations in an unrestricted dialogue about needed changes. The collaborative process and exchange of ideas has led to this document, which is reflective of the current community standard of care. The current participants recommend a similar collaborative process for future revisions that may be required as changes in ultrasound technologies and healthcare occur.

PARTICIPATING ORGANIZATIONS

The following organizations participated in the development of this document. Those organizations that have formally endorsed the document are identified with the “†” symbol. Supporting organizations are identified with the “*” symbol.

- American College of Radiology (ACR)*
- American Congress of Obstetricians and Gynecologists (ACOG)*
- American Institute of Ultrasound in Medicine (AIUM)*
- American Registry for Diagnostic Medical Sonography (ARDMS)*
- American Registry of Radiologic Technologists (ARRT)*
- American Society of Echocardiography (ASE)†
- American Society of Radiologic Technologists (ASRT)*
- Cardiovascular Credentialing International (CCI)†
- Joint Review Committee on Education in Diagnostic Medical Sonography (JRC DMS)† •
Joint Review Committee on Education in Cardiovascular Technology (JRC CVT)* •
Society of Diagnostic Medical Sonography (SDMS)†
- Society of Radiologists in Ultrasound (SRU)*
- Society for Maternal Fetal Medicine (SMFM)†
- Society for Vascular Surgery (SVS)†
- Society for Vascular Ultrasound (SVU)†
- Sonography Canada (formerly the Canadian Society of Diagnostic Medical Sonography)*

OTHER SUPPORTING/ENDORING ORGANIZATIONS

Other organizations that have formally endorsed the document are identified with the “†” symbol. Other supporting organizations are identified with the “*” symbol.

- American College of Phlebology*

Note: *Some organizations have internal policies that do not permit endorsement of external documents. "Supporting organization" denotes a more limited level of review and approval than endorsement and means the organization considers the clinical document to be of educational value, although it may not agree with every recommendation or statement in the document.*

LIMITATION AND SCOPE

Federal and state laws, accreditation standards, and lawful facility policies and procedures supersede these standards. A diagnostic medical sonographer, within the boundaries of all applicable legal requirements and restrictions, exercises individual thought, judgment, and discretion in the performance of an examination taking into account the facts of the individual case.

This document is intended to set forth the standards in major areas of the diagnostic medical sonographer's responsibilities. It does not cover all areas or topics that may present themselves in actual practice. In addition, technological changes or changes in medical practice may require modification of the standards.

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SCOPE OF PRACTICE AND CLINICAL STANDARDS FOR THE DIAGNOSTIC MEDICAL SONOGRAPHER

The purpose of this document is to define the scope of practice and clinical standards for diagnostic medical sonographers and describe their role as members of the healthcare team. Above all else, diagnostic medical sonographers act in the best interest of the patient.

DEFINITION OF THE PROFESSION

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

The diagnostic medical sonographer is an individual who provides patient care services using ultrasound and related diagnostic procedures. The diagnostic medical sonographer must be educationally prepared and clinically competent as a prerequisite to professional practice. Demonstration and maintenance of competency through certification by a nationally recognized sonography credentialing organization is the standard of practice in sonography, and maintenance of certification in all areas of practice is endorsed.

The diagnostic medical sonographer:

- Functions as a delegated agent of the physician; and
- Does not practice independently.

Diagnostic medical sonographers are committed to enhanced patient care and continuous quality improvement that increases knowledge and technical competence. Diagnostic medical

sonographers use independent, professional, ethical judgment, and critical thinking to safely perform diagnostic sonographic procedures.

A fundamental approach to the safe use of diagnostic medical ultrasound is to apply elements of the *As Low As Reasonably Achievable* (“ALARA”) *Principle* including lowest output power and the shortest scan time consistent with acquiring the required diagnostic information. The diagnostic medical sonographer uses proper patient positioning, tools, devices, equipment adjustment, and ergonomically correct scanning techniques to promote patient comfort and prevent compromised data acquisition or musculoskeletal injury to the diagnostic medical sonographer.

DIAGNOSTIC MEDICAL SONOGRAPHER CERTIFICATION/CREDENTIALING

A diagnostic medical sonographer must be competent in any sonographic procedure they perform. Certification by a sonography credentialing organization that is accredited by National Commission of Certifying Agencies (NCCA) or the American National Standards Institute International Organization for Standardization (ANSI – ISO) represents “standard of practice” in diagnostic sonography.

Despite the commonality of ultrasound technology across the field of sonography, the bodies of knowledge, technical skills, and competencies of sonographers in different areas of sonography specialization are markedly different. If performing procedures in any of the following primary areas of sonography specialization, a diagnostic medical sonographer must demonstrate competence in the specialty area(s) through appropriate education, training, and certification:

1. Abdominal Sonography
2. Obstetrical/Gynecological Sonography
3. Cardiac Sonography
4. Vascular Technology/Sonography

If the diagnostic medical sonographer specializes or regularly performs procedures in secondary area(s) of specialization (e.g., breast sonography, fetal cardiac sonography, musculoskeletal sonography, pediatric sonography, phlebology sonography, etc.), the diagnostic medical sonographer should demonstrate competence through certification in the area(s) of practice by a nationally recognized sonography credentialing organization. Employers and accrediting organizations should require maintenance of diagnostic medical sonographer certification in all areas of practice.

NOTE: Temporary or short term situational exceptions to the certification standard of practice may be necessary (in accordance with applicable federal and state laws and facility policy). For example:

1. Students enrolled in an accredited educational program who are providing clinical services to patients under the direct supervision of an appropriately certified sonographer or other qualified healthcare provider;
2. Sonographers who are cross training in a new sonography specialty area under the direct supervision of an appropriately certified sonographer or other qualified healthcare provider; and
3. Sonographers who are providing emergency assessment in an urgent care environment where an appropriately certified sonographer is not available in a timely manner.

SONOGRAPHER CLINICAL STANDARDS

Standards are designed to reflect behavior and performance levels expected in clinical practice for the diagnostic medical sonographer. These clinical standards set forth the principles that are common to all of the specialties within the larger category of the diagnostic sonography profession. Individual specialties or clinical areas may extend or refine, but not limit, these general principles according to their specific practice requirements.

SECTION 1

STANDARD – PATIENT INFORMATION ASSESSMENT AND EVALUATION:

- 1.1 Information regarding the patient's past and present health status is essential in providing appropriate diagnostic information. Therefore, pertinent data related to the diagnostic sonographic procedure should be collected and evaluated to determine its relevance to the examination. The diagnostic medical sonographer:
 - 1.1.1 Verifies patient identification and that the requested examination correlates with the patient's clinical history and presentation. In the event that the requested examination does not correlate, either the supervising physician or the referring physician will be notified.
 - 1.1.2 In compliance with privacy and confidentiality standards, interviews the patient or their representative, and/or reviews the medical record to gather relevant information regarding the patient's medical history and current presenting indications for the study.
 - 1.1.3 Evaluates any contraindications, insufficient patient preparation, and the patient's inability or unwillingness to tolerate the examination and associated procedures.

STANDARD – PATIENT EDUCATION AND COMMUNICATION:

- 1.2 Effective communication and education are necessary to establish a positive relationship with the patient or the patient's representative, and to elicit patient cooperation and understanding of expectations. The diagnostic medical sonographer:
 - 1.2.1 Communicates with the patient in a manner appropriate to the patient's ability to understand. Presents explanations and instructions in a manner that can be easily understood by the patient and other healthcare providers.
 - 1.2.2 Explains the examination and associated procedures to the patient and responds to patient questions and concerns.
 - 1.2.3 Refers specific diagnostic, treatment, or prognosis questions to the appropriate physician or healthcare professional.

STANDARD – ANALYSIS AND DETERMINATION OF PROTOCOL FOR THE DIAGNOSTIC EXAMINATION:

- 1.3 The most appropriate protocol seeks to optimize patient safety and comfort, diagnostic quality, and efficient use of resources, while achieving the diagnostic objective of the examination. The diagnostic medical sonographer:
 - 1.3.1 Integrates medical history, previous studies, and current symptoms in determining

the appropriate diagnostic protocol and tailoring the examination to the needs of the patient.

1.3.2 Performs the examination under appropriate supervision, as defined by the procedure.

1.3.3 Uses professional judgment to adapt the protocol and consults appropriate medical personnel, when necessary, to optimize examination results.

1.3.4 Confers with the supervising physician, when appropriate, to determine if intravenous contrast is necessary to enhance image quality and obtain additional diagnostic information.

1.3.5 With appropriate education and training, uses proper technique for intravenous line insertion and administers intravenous contrast according to facility protocol.

STANDARD – IMPLEMENTATION OF THE PROTOCOL:

1.4 Quality patient care is provided through the safe and accurate implementation of a deliberate protocol. The diagnostic medical sonographer:

1.4.1 Implements a protocol that falls within established procedures.

1.4.2 Elicits the cooperation of the patient to carry out the protocol.

1.4.3 Adapts the protocol according to the patient's disease process or condition.

1.4.4 Adapts the protocol, as required, according to the physical circumstances under which the examination must be performed (e.g., operating room, sonography laboratory, patient's bedside, emergency room, etc.).

1.4.5 Monitors the patient's physical and mental status.

1.4.6 Adapts the protocol according to changes in the patient's clinical status during the examination.

1.4.7 Administers first aid or provides life support in emergency situations.

1.4.8 Performs basic patient care tasks, as needed.

1.4.9 Recognizes sonographic characteristics of normal and abnormal tissues, structures, and blood flow; adapts protocol as appropriate to further assess findings; adjusts scanning technique to optimize image quality and diagnostic information.

1.4.10 Analyzes sonographic findings throughout the course of the examination so that a comprehensive examination is completed and sufficient data is provided to the supervising physician to direct patient management and render a final interpretation.

1.4.11 Performs measurements and calculations according to facility protocol.

STANDARD – EVALUATION OF THE DIAGNOSTIC EXAMINATION RESULTS:

1.5 Careful evaluation of examination results in the context of the protocol is important to determine whether the goals have been met. The diagnostic medical sonographer:

- 1.5.1 Establishes that the examination, as performed, complies with applicable protocols and guidelines.
- 1.5.2 Identifies and documents any limitations to the examination.
- 1.5.3 Initiates additional scanning techniques or procedures (e.g., administering contrast agents) when indicated.
- 1.5.4 Notifies the supervising physician when immediate medical attention is necessary, based on examination findings and patient condition.

STANDARD – DOCUMENTATION:

- 1.6 Clear and precise documentation is necessary for continuity of care, accuracy of care, and quality assurance. The diagnostic medical sonographer:
 - 1.6.1 Provides timely, accurate, concise, and complete documentation.
 - 1.6.2 Provides an oral or written summary of findings to the supervising physician.

SECTION 2

STANDARD – IMPLEMENT QUALITY IMPROVEMENT PROGRAMS:

- 2.1 Participation in quality improvement programs is imperative. The diagnostic medical sonographer:
 - 2.1.1 Maintains a safe environment for patients and staff.
 - 2.1.2 Performs quality improvement procedures to determine that equipment operates at optimal levels and to promote patient safety.
 - 2.1.3 Participates in quality improvement programs that evaluate technical quality of images, completeness of examinations, and adherence to protocols.
 - 2.1.4 Compares facility quality improvement standards to external metrics, such as accreditation criteria, evidence based literature, or accepted guidelines.

STANDARD QUALITY OF CARE:

- 3.1 All patients expect and deserve optimal care. The diagnostic medical sonographer:
 - 3.1.1 Works in partnership with other healthcare professionals.
 - 3.1.2 Reports adverse events.

SECTION 3

STANDARD – SELF ASSESSMENT:

- 3.1 Self-assessment is an essential component in professional growth and development. Self assessment involves evaluation of personal performance, knowledge, and skills.

3.1.1 Recognizes strengths and uses them to benefit patients, coworkers, and the profession.

3.1.2 Recognizes weaknesses and limitations and performs procedures only after receiving appropriate education and supervised clinical experience in any deficient areas.

STANDARD – EDUCATION:

3.2 Advancements in medical science and technology occur very rapidly, requiring an ongoing commitment to professional education. The diagnostic medical sonographer:

3.2.1 Obtains and maintains appropriate professional certification/credential in areas of clinical practice.

3.2.2 Recognizes and takes advantage of opportunities for educational and professional growth.

STANDARD – COLLABORATION:

3.3 Quality patient care is provided when all members of the healthcare team communicate and collaborate efficiently. The diagnostic medical sonographer:

3.3.1 Promotes a positive and collaborative atmosphere with members of the healthcare team.

3.3.2 Communicates effectively with members of the healthcare team regarding the welfare of the patient.

3.3.3. Shares knowledge and expertise with colleagues, patients, students, and members of the healthcare team.

SECTION 4

STANDARD – ETHICS:

4.1 All decisions made and actions taken on behalf of the patient adhere to ethical standards. The diagnostic medical sonographer:

4.1.1 Adheres to accepted professional ethical standards.

4.1.2 Is accountable for professional judgments and decisions.

4.1.3 Provides patient care with equal respect for all.

4.1.4 Respects and promotes patient rights, provides patient care with respect for patient dignity and needs, and acts as a patient advocate.

4.1.5 Does not perform sonographic procedures without a medical indication, except in educational activities.

4.1.6 Adheres to this scope of practice and other related professional documents

For purposes of this document, the following definition of terms applies:

ALARA: an acronym for As Low As Reasonably Achievable, the fundamental principle for the safe use of diagnostic medical ultrasound is to use the lowest output power and the shortest scan time consistent with acquiring the required diagnostic information.

Certification: Designates that an individual has demonstrated through successful completion of a specialty certification examination the requisite knowledge, skills, and competencies and met other requirements established by a sonography credentialing organization. Certification also is intended to measure or enhance continued competence through recertification or renewal requirements.

Credential: Means the recognition awarded to an individual who has met the initial (and continuing) knowledge, skills, and competencies requirements of a sonography credentialing organization.

Education: The process undertaken to gain knowledge of facts, principles, and concepts. Education encourages problem solving, critical thinking, and application of the facts, principles, and concepts learned.

Examination: One or more sonographic or related procedures performed to obtain diagnostic information that aids in the verification of health or identification of disease or abnormality.

Interpreting Physician: The physician (e.g., radiologist, cardiologist, gynecologist, obstetrician, vascular surgeon, etc.) who evaluates the results of the diagnostic examination and provides the final report of the findings that is included in the patient's medical record.

Procedure: A specific action or course of action to obtain specific diagnostic information; often associated with a reimbursement procedure code.

Protocol: A written, standardized series of steps that are used to acquire data when performing a diagnostic sonographic examination and its associated procedures.

Referring Physician: A physician who orders a diagnostic examination or refers the patient to a specialized facility for a diagnostic examination. In some clinical environments, the referring and supervising physician may be the same person.

Sonography Credentialing Organization: An organization that is accredited by National Commission of Certifying Agencies (NCCA) or the American National Standards Institute - International Organization for Standardization (ANSI – ISO) that awards sonography credentials upon successful completion of competency-based certification examination(s). Also known as a sonography “registry.”

Supervising Physician: A physician who provides overall medical direction of the sonographer but whose physical presence may not necessarily be required during the performance of a diagnostic examination. The supervising physician is available to review examination procedures and to offer direction and feedback. In some clinical environments, the supervising and interpreting physician may be the same person.

Training: The successful completion of didactic and clinical education necessary to properly perform a procedure in accordance with accepted practice standards. While closely related to education, training is undertaken to gain a specific skill.

Obtained from: [Scope of Practice and Clinical Standards for the Diagnostic Medical Sonographer](#)

HIPAA

All Central Carolina Community College Medical Sonography students are required to follow and held responsible for any violations of the national patient privacy regulations as required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Privacy Rule of 2000.

Protected Health Information. The Privacy Rule protects all "*individually identifiable health information*" held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral. The Privacy Rule calls this information "*protected health information* (PHI)."

"*Individually identifiable health information*" is information, including demographic data, that relates to:

- the individual's past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual,
- and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

Students will have extensive training in HIPAA both in class, lab, and clinical during this program.

This policy applies to **all** patients, even when your "patient" is your classmate, instructor, or volunteer whom you are scanning in lab.

Any violations are subject to immediate dismissal from the program, and may be subject to criminal charges, as applicable.

[SUMMARY OF THE HIPAA PRIVACY RULE](#)

Technical Standards

Technical standards are a necessary component to the complex discipline of diagnostic medical sonography, which all students must meet with or without reasonable accommodations. Students in the sonography program must demonstrate that they can meet these technical standards and continue to do so throughout their education program.

Central Carolina Community College is committed to equal access for all persons in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. The college abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and other applicable statutes and regulations relating to equality of opportunity.

The sonography program curriculum, lab activities, and clinical rotations require students to engage in diverse, complex and specific experiences essential to the acquisition and practice of essential skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to perform these functions satisfactorily. As outlined below, these functions comprise the "Technical Standards" performance requirements for students.

The technical standards include, but are not limited to the following abilities:

ISSUE	STANDARD	EXPECTED OUTCOME (not all inclusive)
AUDITORY	Auditory ability sufficient to monitor and assess health needs.	<ul style="list-style-type: none"> ● Able to recognize and respond to voices. ● Able to hear medical equipment, emergency alarms, calls for help, cries of distress, and call bells. ● Able to hear heart, lung, bowel, and/or blood pressure sounds.
BEHAVIORAL/ EMOTIONAL	Ability to demonstrate professional behavior.	<ul style="list-style-type: none"> ● Demonstrate compassion, concern for others, flexibility, initiative, integrity, and cooperation. ● Accept responsibility, accountability and ownership for your own actions as an emotionally mature individual. ● Display a strong work ethic. <ul style="list-style-type: none"> ● Accept constructive criticism and respond by appropriate modification. ● Demonstrate the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of

		<p>uncertainties inherent in fast-paced clinical situations.</p> <ul style="list-style-type: none"> ● Demonstrate emotional health and mental stability required for full utilization of intellectual abilities and exercise of good judgment. ● Develop mature, sensitive, and effective relationships with clinical team. ● Cope with psychosocial issues involving catastrophic illness, disability, and death; respond appropriately to emergencies. ● Manage academic schedules and deadlines. ● Comply with the professional standards of your industry.
<p>COMMUNICATION</p>	<p>Ability to communicate effectively in English using verbal, nonverbal and written formats with faculty, patients, families, other health care team members and peers.</p>	<ul style="list-style-type: none"> ● Answer questions posed by patient, family members, physicians, faculty, and/or other health care team members. ● Demonstrate active listening skills. ● Assess nonverbal communications. ● Relay information to fellow students, faculty and staff, and members of the health care team. ● Receive, write, and interpret written communication in both academic and clinical settings. ● Able to resolve conflict with professionalism, respect, and sensitivity with people from a variety of social, emotional, cultural, physical, medical and intellectual backgrounds. ● Perform or assist with patient education.

CRITICAL THINKING	Ability to collect, interpret, integrate and synthesize information to make decisions. Ability to read and comprehend relevant information in textbooks and professional literature.	<ul style="list-style-type: none"> ● Able to assimilate knowledge from lecture, laboratory and clinical arenas. ● Able to utilize mathematical skills. ● Able to identify cause and effect relationships in clinical situations. ● Able to acquire information from written documents and computer information systems; identify patient problems and develop appropriate patient goals and interventions; know when to use universal precautions.
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		<ul style="list-style-type: none"> ● Able to determine an alternate plan of action when the situation deviates from the textbook or standard of care. ● Apply knowledge to new situations and to problem solving scenarios. <p>Program Specific Outcomes:</p> <ul style="list-style-type: none"> ● Able to comprehend multi dimensional relationships and the spatial relationships of anatomic structures
MOBILITY	Physical abilities sufficient to move around rooms in the administrative, clinical and laboratory environment, such as maneuver in small spaces and reach needed equipment.	<ul style="list-style-type: none"> ● Able to move quickly and safely in a variety of clinical settings. ● Able to quickly and safely exit from buildings, corridors, file areas, and tight spaces in an emergency. ● Able to move, adjust and position oneself to bending, stooping, sitting, and squatting for long periods of time without standing or moving around. ● Able to stand for long periods of time. ● Able to administer CPR and BLS procedures. ● Able to transfer patients from wheelchair to exam table, chair, or bed and back to the wheelchair. ● Able to lift up to 50 pounds. ● Able to access medical equipment from the floor to the ceiling.

<p>FINE MOTOR SKILLS</p>	<p>Possess manual dexterity and fine motor skills to perform safe and effective clinical skills.</p>	<ul style="list-style-type: none"> ● Demonstrate adequate coordination, balance, and speed when entering data into the computer. ● Able to move, calibrate, and use equipment and supplies. ● Possess the manual dexterity to perform procedures involving very small instruments and supplies. ● Have adequate feeling in fingertips to perform a variety of clinical skills. ● Turn pages using thumbs and fingers on both hands. ● Able to perceive temperature change and pulsations and to differentiate between various textures and structures.
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		<ul style="list-style-type: none"> ● Able to palpate a pulse, check skin temperature, turgor, and skin contours. ● Able to document legibly, either in written or computer format, using correct terminology and spelling, and record pertinent clinical information regarding assessment findings or treatment rendered.
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<p>VISION</p>	<p>Visual ability sufficient for physical assessment, performance of administrative, clinical and laboratory procedures, and maintenance of environmental safety.</p>	<ul style="list-style-type: none"> ● Adequate vision to observe patient responses and assess variation changes. ● Adequate vision to visually monitor medical equipment. ● Able to visually discriminate between letters and numbers. ● Able not to transpose numbers. ● Adequate color vision to read digital displays ● Adequate vision to read handwritten or typed orders. ● Able to read textbooks and medical literature. <p>Program Specific Outcomes:</p> <ul style="list-style-type: none"> ● Adequate vision to use ultrasound equipment to discriminate among blacks, grays, and whites, and various color combinations that indicate blood flow on both display devices and recorded images (film and paper) is required for scan interpretation.
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The College has a legal obligation to provide appropriate accommodations for students with documented disabilities. If you have a disability and are seeking accommodations, you should contact the Student Accessibility Services Department at (919) 718-7416. Students should initiate this process as soon as possible (before the start of classes).



**CENTRAL
CAROLINA**
COMMUNITY COLLEGE

**HEALTH SCIENCES &
PROFESSIONAL SERVICES**

STUDENT SIGNATURE PAGES



Medical Sonography Program Manual Acknowledgment Form

I acknowledge that I have been given a copy of the Medical Sonography Program Manual, and I have been given an opportunity to ask questions to clarify any of the policies and procedures listed within this manual.

I have read and understand the policies in the attached program guide and understand that it is my responsibility to know and follow these policies. I understand that my failure to abide by these policies will result in disciplinary action by the college, and could result in my dismissal from the program.

Student Signature Date

Printed Name Student ID Number



Medical Sonography Program Technical Standards Acknowledgment Form

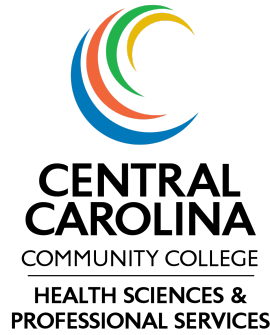
The attached list of Technical Standards has been prepared to assist you in understanding the essential physical and behavioral requirements for participating in and successfully completing the Medical Sonography program here at Central Carolina Community College. These standards must be satisfied by all students in all aspects of the program, with or without reasonable accommodation, including in the classroom, laboratories, and clinical experiences. Please note that you must carefully review these technical standards.

If you are an individual with a disability who seeks reasonable accommodation, please contact the Coordinator of Student Accessibility Services at (919) 718-7416 for information concerning the College's accommodation process.

Your signature below shall confirm and verify that you have reviewed the program's technical standards and are capable of performing those standards, with or without a reasonable accommodation. Failure to perform the program's essential technical standards shall result in a student's removal from the program.

Student Signature Date

Printed Name Student ID Number



CCCC MEDICAL SONOGRAPHY PROGRAM STUDENT VOLUNTEER INFORMED CONSENT

The ultrasound exam is conducted for the purpose of educating students and will not be diagnostic. As such, the supervising (direct or indirect) sonography faculty and students make no representations that the volunteer is receiving any medical diagnosis or treatment. I acknowledge that CCCC will use the exam for educational purposes, and will not disclose any personally identifiable information about me or my medical history to any other party outside of faculty, students and staff without my written consent.

I understand the techniques practiced in the laboratory setting are supervised. I myself, release and hold harmless Central Carolina Community College, its faculty, staff and the students in the Medical Sonography program, to the fullest extent permitted by law. I further state that I am at least eighteen (18) years of age and fully competent to sign this document; and that I execute this release on the below date.

I understand that there is a possibility that the ARDMS credentialed supervising sonography faculty and/or students may incidentally discover potential areas of diagnostic concern during this learning opportunity. Supervising (direct or indirect) faculty and students may, but are not required to, disclose what they discover, but are under no obligation to provide medical or treatment recommendations. I also understand that CCCC will NOT be responsible for any further follow-up with me or my physician. I agree to be personally responsible for following up with my physician for all medical care.

I understand that my participation in the student laboratory is completely voluntary and my participation or non-participation will have no bearing on my evaluation or grades in the program. I may limit my participation as a volunteer patient as I see fit with no retribution.

I agree to be a student volunteer scan model at Central Carolina Community College for the Medical Sonography program.

I DO NOT agree to be a student volunteer scan model at Central Carolina Community College for the Medical Sonography program.

STUDENT VOLUNTEER'S NAME: _____ DATE: _____

_____ DOB: _____

Signature: _____

