

Echocardiography

Radiologic Technology • Echocardiography • Diagnostic Medical Sonography

Image-in Your Future



Program Handbook

Fall 2021

(The faculty of the Danville Area Community College Echocardiography Program reserves the right to make changes to this handbook when necessary. Students will be notified of changes.)

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Contingency Plan / Emergent Statement

The DACC Echocardiography program is not a Distance Learning program however, in Spring 2020 due to emergent circumstances it was mandated to abruptly change to an online format via Blackboard. The COVID-19 crisis continues to be of concern for all of us. DACC is prepared for face-to-face classes this Fall. However, it's possible that through state or federal mandates that we may need to move classes to an online format. We will be following all state guidelines and recommendations from DACC's COVID-19 Action Response Team (CART). As precautionary measures, students will need to wear a mask at all times on campus.

Students should understand that due to COVID-19 our clinical sites may limit student capacity or refuse student access at any time. Clinical interruption could potentially lengthen the program in order to ensure that clinical objectives are met. Every effort will be made to maintain the rigor of the program. Students are asked to be flexible in the event of any emergent situations.

It is highly recommended that students receive the COVID vaccination as clinical sites are beginning to mandate for all employees and students.

For any unforeseen circumstances that classes may not be delivered in the traditional format on DACC campus a contingency plan will consist of: Zoom or blackboard collaborate lectures. Students should be prepared to have access to Wi-Fi, computers (laptop, tablets), Respondus and Respondus Lockdown web browser. If you are unable to attain these items, please let your instructor know as the college may be able to provide for you.

Introduction

Welcome to Echocardiography!

We are extremely happy that you have interest in the field of echocardiography and have chosen our program as the beginning to what should be a challenging and rewarding career.

This handbook has been designed and prepared to assist you in your progression through the program. A thorough understanding of the policies and procedures is essential for successful completion. Take time to read through this handbook and ask for clarification of any content you do not fully understand. We hope your time with us will bring enjoyable learning experiences and lasting friendships.

Mission Statement

The Echocardiography program at DACC prepares the student for employment upon graduation as a key member of the health care team that performs a variety of echo procedures by operating complex equipment and providing skilled patient care. We provide an environment that enhances critical thinking, professionalism, and life-long learning to maintain academic and professional integrity throughout the program and their career.

Description of the Profession

The profession of echocardiography requires the ability to provide appropriate healthcare services. Echocardiographers are highly skilled professionals qualified by education to perform imaging examinations and accompanying responsibilities at the request of physicians qualified to prescribe and/or perform echocardiograms. The echocardiographer should be able to:

1. Apply knowledge of anatomy, physiology and imaging techniques to accurately demonstrate anatomical structures.
2. Determine technical factors to achieve optimum images.
3. Evaluate ultrasound images for appropriate image quality.
4. Provide patient care and comfort.
5. Recognize emergency patient conditions and initiate lifesaving first aid and basic life-support procedures.
6. Detect equipment malfunctions, report same to the proper authority and know the safe limits of equipment operation.
7. Exercise independent judgment and discretion in the technical performance of medical imaging procedures.
8. Participate in quality assurance programs.
9. Provide patient/public education related to echo procedures and protection/safety.

Program Description

This rigorous program offers a wide variety of educational experiences in professional/technical coursework. In addition to classroom and laboratory sessions, students will perform two semesters of clinical rotations coordinated by the faculty at DACC and directly supervised by credentialed technologists at affiliated medical facilities. This critical component of the curriculum allows students to perform real world hands-on application of knowledge. Graduates complete 1697 total program hours (classroom, laboratory and clinicals) which makes them eligible to apply to take the national certification examinations in echocardiography given by the American Registry of Diagnostic Medical Sonographers (ARDMS) and Cardiovascular Credentialing International (CCI).

National Certifying Exams:

Registry fees are the student's responsibility; however, it is a program expectation that students will take the examinations in the specialties for which they are qualified.

Program Goals

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

To provide both educational and employment opportunities to the individuals of this community, so that they may:

Communicate effectively.

- Students will demonstrate oral and written communication skills to enhance patient care as an echocardiographer.

Engage in critical thinking and demonstrate problem solving skills.

- Students will engage in critical thinking by demonstrating the ability to appropriately identify and adjust procedures, and critique images to determine diagnostic acceptability.
- Students will engage in critical thinking by demonstrating the ability to deduce the correct answers to complex imaging questions.

Demonstrate professionalism and professional growth.

- Students will be able to demonstrate growth in professionalism and cultural awareness when interacting with colleagues and patients during their clinical experience.
- Students will be able to demonstrate a commitment to ongoing professional learning and continued development of professional skills.

Perform competently in clinical practice.

- Students will use diagnostic technology competently in the classroom and clinical practice.
- Students will be able to demonstrate appropriate scanning skills, and the ability to analyze images for quality and pathology.
- Students will demonstrate clinical competence by applying patient care and appropriate practices for all procedures.

To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified echocardiographers. **(Program Effectiveness Data)**

Student Learning Outcomes

Upon successful completion of the program, students will meet the Program Goals by:

1. demonstrating written communication skills
2. demonstrating oral communication skills.
3. demonstrating the ability to appropriately identify and adjust procedures, and critique images to determine diagnostic acceptability
4. correctly deducing the answer to complex questions.
5. demonstrating growth in professionalism and cultural awareness when interacting with colleagues and patients.
6. demonstrate a commitment to ongoing professional learning and continued development of professional skills.
7. using diagnostic technology competently in the classroom and clinical practice.
8. demonstrating appropriate scanning skills and the ability to analyze images for quality and pathology
9. demonstrating clinical competence by applying patient care and appropriate practices for all procedures.

Expected Outcomes

1. A retention rate of 75% or higher.
2. One year passed graduation, 90% of graduates will report satisfaction with preparedness for the work field.
3. The mean score on the employers' satisfaction survey of the graduates' preparation for employment will be at least 2.7 on a scale of 1-3.
4. 80% of those seeking positions in medical imaging will indicate employment in medical imaging within twelve months of graduation
5. 80% of graduates will be credentialed within 12 months of graduation.
6. Students, at the completion of the program, will report satisfaction with the program by receipt of an avg. score of 2.7 or higher on a scale of 1-3.
7. Clinical instructors will report satisfaction with the program, avg. score of 2.7 or higher on a scale of 1-3.

Course/Syllabi Descriptions

The Echocardiography program course descriptions and syllabi can be found on the DACC website at: <https://selfsrv.dacc.edu/Student/courses>

Graduation Requirements

An echo student is eligible for graduation only after meeting the following criteria:

- Candidates for graduation must complete a formal “Intent to Graduate” during the semester in which they will intend to complete graduation requirements.
- Successful completion by attaining a minimum 75% grade of all required didactic and clinical courses.
- Completion of all required clinical education requirements.
- Payment of all tuition, graduation and other fees and/or fines.

Echocardiography Advanced Certificate

This rigorous program offers a wide variety of educational experiences in professional/technical coursework. In addition to classroom and laboratory sessions, students will perform two semesters of clinical rotations coordinated by the faculty at DACC and directly supervised by credentialed technologists at affiliated medical facilities. This critical component of the curriculum allows students to perform real world hands-on application of knowledge. Graduates complete 1697 total program hours (classroom, laboratory and clinicals) which makes them eligible to apply to take the national certification examinations in echocardiography given by the American Registry of Diagnostic Medical Sonographers (ARDMS) and Cardiovascular Credentialing International (CCI).

Entrance Requirements:

Preferred applicants will be a: registered diagnostic medical sonographer (ARRT or ARDMS), or registered radiologic technologist with cardiovascular experience or registered nurse with cardiovascular experience. Other allied health professionals with a minimum of an associate degree and cardiovascular experience or those holding any bachelor's degree or higher and with cardiovascular experience may be considered on an individual case basis. Current CPR certification is recommended.

Required Courses	Hours
First Semester	
ECHO 101 Cardiovascular Anatomy and Physiology	3
ECHO 102 Echocardiography Procedures	8
SONO 104 Sonography Physics and Instrumentation	3
ECHO 106 Electrocardiography (EKG)	1
<i>Total</i>	<i>15</i>
Second Semester	
*ECHO 103 Clinical Education I	13
ECHO 107 Echocardiography Procedures II	2
<i>Total</i>	<i>15</i>
Summer Semester	
**ECHO 104 Clinical Education II	8
ECHO 105 Special Topics in Echocardiography	3
<i>Total</i>	<i>11</i>
 <i>Program Total</i>	 <i>41</i>

* 18 week semester

**10 week semester

Echocardiography Class Schedule

Fall Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
ECHO 106				8:30 – 9:30	*All Day
ECHO 102	W 9:30–11:30	9:30 – 11:30		9:30 – 11:30 & 12:30 – 2:30	
		*12:00 – 4:00 Scan Lab	*12:00 - 4:00 Scan Lab		
**SONO 104		8:30-9:30	9:30 – 11:30		
ECHO 101	W 12:30-3:30				

Spring Semester (18 week semester)

ECHO 103	7:30 – 4:00	7:30 – 4:00	7:30 – 4:00	7:30 – 4:00	7:30 – 4:00
	Clinicals Scanning Lab	Clinicals	Clinicals/	Clinicals	Clinicals
ECHO 107	Online				

Summer Semester (10 week semester)

ECHO 104	7:30 – 4:00	7:30 – 4:00	7:30 – 4:00	7:30 – 4:00	7:30 – 4:00
	Clinicals Scanning Lab	Clinicals	Clinicals /	Clinicals	Clinicals
ECHO 105	Hybrid/Campus visits				

* Mandatory and open scanning labs

Program Costs

Effective Summer 2021

District Resident Tuition and Fees.

For Special Indiana and Out of District see rates below

ECHO courses..... 41 cr. = \$12,915 *

Books and supplies \$1000 (approx.)

Clinical Fee/Trajecsys \$100.00

Physical exam, drug
screen, background check \$300 (approx.)

Uniform items \$150 (approx.)

Estimated Total \$14,755.00
Program Costs

The special rates for the Echocardiography Program are based on the general college tuition rate by residency plus the in-district rate. That results in the following:

The in-district rate of \$290.00 per credit hour (\$145.00 plus \$145.00)

The 7 County Indiana rate of \$362.50 per credit hour (\$217.50 plus \$145.00).

Counties include: Vermillion, Parke, Fountain, Warren, Tippecanoe, Benton and Montgomery

The out of state/out of district rate of \$405.00 per credit hour (\$260.00 plus \$145.00)

Summary:

In-district \$315.00 per credit hour tuition and fees*

Special Indiana \$387.50 per credit hour tuition and fees*

All others \$430.00 per credit hour tuition and fees*

*Includes the \$25 per credit hour Technology/Activity Fee.

After Graduation Fees:

ARDMS Physics credentialing exam: \$200.00

ARDMS Specialty exams after graduation: \$250.00

Required Textbooks

Fall Semester Required Textbooks:

1. ECHO 101

- Cardiovascular Physiology Concepts, (Richard Klabunde, 2nd edition) **\$44.25**
- Instructor Notes

2. ECHO 102

- Echocardiography... From a Sonographer's Perspective Edition 7 Notebook and Workbook **\$140**
(Susan King DeWitt)
- Echo Test and Teach Software- purchase instructions will be provided by Echo Instructor **\$50/semester (Needed for Echo 107 as well)**

3. SONO 104

- Ultrasound Physics and Instrumentation (Miele, 6th edition) **\$94.95**
- Instructor Notes

4. ECHO 106

- Instructor Notes
- Optional: Rapid Interpretation of EKGs (Dale Dubin, 6th Ed.) **\$38.49**

Spring Semester Required Textbooks:

5. ECHO 107

- Textbook of Clinical Echocardiography (Catherine Otto, 6th edition) **\$111.64**
- Echo Test and Teach Software- purchase instructions will be provided by Echo Instructor **\$50/semester**

Summer Semester

6. ECHO 105

- No additional required textbooks
- Textbook of Clinical Echocardiography (Catherine Otto, 6th edition)
- Echocardiography... From a Sonographer's Perspective Edition 7 Notebook and Workbook **\$140** (Susan King DeWitt)

Medical Imaging Library Holdings

DACC maintains a library in the Clock Tower building. The DACC Library provides students with access to a range of electronic resources, video, and print materials. Hours for the library are located on their website. Students can also access the library's extensive electronic resources at any time over the internet using their user ID and password.

Students can search for books, articles, and video using Primo, the library's single-search-box discovery tool (known locally as Primo 1Search). The library provides access to *CINAHL Plus with Full Text*, *PubMed Central* and *Health Source: Nursing/Academic Edition*, *PsycArticles*, and *Elsevier's ScienceDirect*. E-books are available through *EBSCO eBook Community College Collection*, *EBSCO eBooks*, and *ProQuest eBook Central*.

Books

1. Sonography-Introduction to Normal Structure and Function 2nd Edition, Curry and Tempkin, Saunders, 9780721697802 2006
2. Essentials of Sonography and Patient Care 2nd Edition, Craig, Elsevier, 9781416001706 2004
3. Introduction to Vascular Ultrasonography 5th Edition, Zwiebel and Pellerito, Elsevier 2005
9780721606316 2005
4. Merrill's Atlas of Radiographic Positions and Radiologic Procedures, Ballinger and Frank, Elsevier (Mosby) 0323016049 2003
5. Principles of Radiographic Imaging, Carlton and Adler, Delmar, 0766813002 2001
6. Patient Care in Radiography, Ehrlich and McCloskey, Elsevier, 0323019374 2004
7. Applied Angiography for Technologists, Laudicina and Wean, Elsevier, 0721632831 1994
- 8 Trauma and Mobile Radiography, Drafke, FA Davis, 0694-X 2001
9. Radiation Protection in Medical Radiography, Statkiewicz, Elsevier, 0323014526 2002
10. Introduction to Radiologic Technology, Gurley and Callaway, Elsevier, 0323014488 2002

All currently on the reserve shelf.

Journals

1. Journal of Ultrasound in Medicine – AIUM --
2. Radiologic Technology - ASRT
3. Applied Radiology – Anderson Publishing
4. Diagnostic Imaging – CMP Media

Other Holdings

Bushong, Stewart C. *Radiologic Science For Technologists: Physics, Biology, And Protection*. St. Louis, Mo. : Mosby/Elsevier, 2008. Print.

Joarder, Rita.Crundwell, Neil.*Case Studies In Chest Imaging*. London : Springer, 2012. Print.

Stedman, Thomas Lathrop,eds. *Stedman's Radiology Words: Includes Nuclear Medicine & Other Imaging*. Baltimore, Md. : Lippincott Williams & Wilkins, 2009. Print.

Holmes, Erskine J.Misra, Rakesh R.*A-Z Of Emergency Radiology*. [Cambridge, UK] : Greenwich Medical Media, 2004. Print.

Mancuso, Anthony A., Bidari, Sharat., Termote, Bruno.Mancuso, Anthony A.*Head And Neck Imaging: A Teaching File*. Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins, 2012. Print.

Wilmink, Jan T. *Lumbar Spinal Imaging In Radicular Pain And Related Conditions: Understanding Diagnostic Images In A Clinical Context*. Berlin : Springer, 2010. Print.

Online Journals

Over 100 available. See Program Director or librarian for a complete list.

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Technical Requirements

Students entering and graduating from DACC's Medical Imaging Programs must be able to meet the technical requirements of the academic program. These technical requirements enable all student technologists to carry out the essential functions of the profession throughout the program and include, but are not limited to, the following skills and abilities:

1. Sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other assessment maneuvers.
2. The ability to execute motor movements reasonably required to perform procedures on a daily basis as well as transferring, lifting, moving, and turning patients; providing hygienic care, and providing cardiopulmonary resuscitation.
3. The ability to observe a client accurately at a distance or close at hand, requiring the functional use of the sense of vision and hearing.
4. The ability to closely examine colored and non-colored images or other forms of output created by diagnostic measures and/or equipment.
5. Full range of motion of body joints, fine motor movements of the hand, and the ability to stoop, bend, and lift.
6. The ability to adapt effectively to changing environments and high tension levels in an emotionally controlled manner in learning situations and emergencies.
7. The student will identify any disability to performing any one of these requirements and the doctor will confirm the disability on the Health Physical Form.

Those who do not meet the technical requirements of the program will be assessed individually by a team from the College which shall include but not be limited to representatives from Student Services and administration. The situation will be evaluated according to the following process:

1. The evaluation team will determine if there is a reasonable basis to believe that the individual's continuation in the Program will pose a substantial risk of harm to him/herself or to others (i.e. health care client, hospital staff members, other sonography students, or sonography faculty.) This will be assessed through the perusal of all relevant information including medical history and work history in terms of program requirements. This information shall be provided in full by the applicant and will be evaluated as related to the probability and severity of harm. The team must then determine if reasonable accommodations can be made by the College that will allow the applicant to gain admission and meet the technical requirements.
2. Each applicant will be evaluated individually, based on the documents submitted.
3. Each student who is evaluated shall be notified as to whether they will be granted continuation in the Program on the basis of the availability of reasonable accommodation.
4. Anyone who is denied continuation in the program may appeal this decision.

Non-Academic Criteria for Participation in the Echocardiography Program

Individuals admitted to the Echocardiography program at DACC must possess the ability to complete all aspects of the classroom and clinical curriculum. Therefore, in addition to program prerequisites, all students admitted to the program must also possess the following abilities and meet the following expectations related to successful completion of clinical education and subsequent practice in the echocardiography profession.

Communication / Interactions:

The student must be able to clearly communicate in English both verbally and in writing and interacting with all professionals connected with the program as it relates to:

- Obtaining and recording patient history.
- Explaining or discussing procedures and patient consent forms.
- Providing clear verbal instructions to patients either face to face or from the control area, which is a distance away from the patient.
- Interacting and working collaboratively with other healthcare professionals.
- Providing physical and emotional support to patients during imaging procedures, being able to respond to situations requiring first aid, and providing appropriate emergency care to the patient until appropriate assistance arrives.
- Having the ability to control emotions and maintain composure under stress.
- Being able to adjust to various personalities of patients and co-workers.
- Accepting constructive criticism and adopting appropriate modification in behavior.
- Possessing the perseverance, diligence, and consistency to complete the Sonography program curriculum.
- Learning and performing routine sonography procedures, using intellectual capacity to select proper technical exposure factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.

Visual Acuity: The student must be able to see fine lines and distinguish gradual changes in blacks, grays and whites as related to:

- Responding to patient questions, concerns and needs.
- Hear faint or muffled sounds when the use of a surgical mask is required.
- Hear faint or muffled sounds from the control panel or away from the imaging room.
- Monitor equipment operation as may be indicated by low sounding buzzers or bells.

Hearing Ability: The student will have the ability to hear sounds as related to:

- Responding to patient questions, concerns and needs.
- Hear faint or muffled sounds when the use of a surgical mask is required.
- Hear faint or muffled sounds from the control panel or away from the imaging room.
- Monitor equipment operation as may be indicated by low sounding buzzers or bells.

Motor Functions Ability: The student will have good manual dexterity, motor skills, and eye-hand coordination necessary as related to:

- Have sufficient strength, motor coordination, and manual dexterity to transport, move, lift, and transfer patients from a wheelchair to a table or a patient bed.

- Move, adjust, and manipulate equipment, including the physical transportation of machines in order to arrange and align the equipment with respect to the patient
- Don surgical gloves, fill syringes, and handle sterile trays, and equipment.
- Stand unassisted for long periods of time.

Criminal Background Check and Drug Screening

As required by affiliation agreements with our clinical sites, a criminal background check and drug screening are performed on each student entering the program. The background check and drug screening must be conducted after acceptance and prior to starting the program. If the results indicate an issue, this information will be shared with the appropriate college administrators to determine the appropriate course of action. Any ‘hits’ on the criminal background check will require the incoming student to contact the **ARDMS or CCI and cooperate with the Ethics Review Pre-Application**. The letter of findings must be provided to the Medical Imaging Director for placement in the student file. If the student does not share the letter with the program director, the program faculty will not complete clinical verification or program completion letter at the end of the program. If the results from the ARDMS or CCI are found that the student is unable to sit for their examination he/she will be dismissed from the program. If during the program a student is placed under arrest it is up to that student to file the proper application with the ARDMS or CCI.

Pre-Application Review of Eligibility (ARDMS)

Certifying organizations reserve the right to deny an application, revoke the eligibility of a candidate, or take action against any Registrant who is convicted, had pled guilty, or had pled nolo contendere (no contest) to an offense which is classified as a misdemeanor or felony which is directly or indirectly related to patient care or public health. Crimes which may directly or indirectly relate to patient care or public health include, but are not limited to murder, attempted murder, manslaughter, rape, sexual assault, sexual abuse, assault, driving while intoxicated or impaired, controlled substance abuse, fraudulently altering medical documentation, insurance claims, and medical prescriptions. Pre-application requests must be made by the Applicant. Fees are required at the time of pre-application and are non-refundable.

Physical Exam / Immunizations / CPR

The completed physical exam form, proof of immunizations, vaccinations, and CPR card must be on file with the program director as of the announced due date. Any required information not on file will jeopardize the student’s ability to enter the program and may result in being dropped from the program. The student should be aware that the clinical sites may request this information for their files.

Substance Abuse Policy

Students must adhere to DACC's drug free policy as stated in the Health Professions Student Code of Conduct and the DACC Student Code of Conduct, <http://www.dacc.edu/student-handbook> , and must meet criteria of each clinical site utilized by the program. The nature of substance abuse includes denial and pervasive inability to think and behave logically. Thus, the safety of patients is greatly influenced by the cognition and behavior of the medical imaging students caring for them.

It is the policy of the Echocardiography program that drug screening is done on admission and immediately upon suspicion of substance abuse. Any student with a positive drug screen will be considered ineligible for the program and ultimately dismissed from the program. The test(s) required will be done at a designated health occupation facility and the cost of the test(s) will be at student's expense. The student must sign a release of information form allowing the results of the test to be released to the Director of Medical Imaging at DACC. Failure to do so will result in the student's dismissal from the program. If drug testing is inconclusive and there is suggestive of inappropriate temperature or the use of someone else's urine will result in immediate dismissal from the program.

The full health professions substance abuse policy is located in the back of this book.

Student Services

Tutoring, Trio, Assessment Center, Financial Aid

Danville Area Community College provides advisement and counseling services to students, and potential students, in three different formats: 1) through the Academic Advisement & Counseling Department located in Lincoln Hall; 2) through career, program-specific faculty advisors; and 3) through our TRiO program located in Cannon Hall. The college also provides transfer-oriented, faculty mentoring for students who are interested in learning more about their intended major.

One of the primary functions of Academic Advisement and Counseling (AAC) is to help all students obtain the type of education best adapted to their needs, abilities, and interests. Counselors and academic advisors meet with students to assist them in planning their academic programs and career goals, solving personal concerns, and adjusting to college. While all students are encouraged to work with an academic advisor or counselor, those who are registering for 12 or more credit hours (fall or spring semester) or more than 6 hours (summer semester) are required to work with a counselor or advisor. Advisors and counselors are specialized by major/program of study.

Advisors and counselors work closely with the Career Services, Financial Aid, and Student Success Center to provide comprehensive services. The AAC office also provides assistance with transfer processes, access to college fairs, assistance with college policies and procedures, and referrals to services on-and off-campus.

Personal counseling is available through DACC's AAC Office. Counselors will assess student situations and determine if further counseling is needed through the AAC office or an off-campus, community provider. AAC counselors help students to identify barriers and develop solutions that enable them to persist and achieve their academic goals. The College also provides special assistance for disadvantaged students and students with disabilities. Special services are available through the Student Support Services office located in Cannon Hall.

Student Success Center

Student Success Center (SSC) provides resources and services to empower students to be successful in college and life. SSC is funded through two federal grants, Perkins III and TRiO. The Student Success Center houses the Tutoring Lab and the TRiO Student Support Services. The SSC provides free tutoring for DACC students in almost every subject, as well as one-on-one and group tutoring. The department also arranges accommodations for students with documented disabilities. Accommodations include but are not limited to alternative testing arrangements, assistive technology, course materials in alternate format, sign language interpreters, and note takers. Students interested in learning more about these services should visit Student Support Services in Room 113 of Cannon Hall. 217-443-8898.

Disability Services

Disability Services provide assistance to all qualified students with disabilities: physical, psychiatric, or educational. Students are required to register with the Disability Services and identify the needs in order to be eligible for academic accommodations. All services are based on individual needs. Students are responsible for identifying themselves to the Disability Services, located in Cannon Hall, Room 113, for providing documentation and for requesting accommodations.

Career and Employment Services

The Careers and Employment Services Center located on the first floor of Lincoln Hall, Room 104, assists students in making career and life planning choices. Students wishing assistance in their career choice or in gaining skills which will aid them in their job hunting process are encouraged to visit the Career Center. A wealth of career and job search information is available, including internet-based and computerized career guidance programs. Career and Employment Services also helps students with their full-time, part-time, and seasonal employment needs. Services are designed to help DACC students acquire the skills necessary for a successful job search as well as connect students with potential employer contacts. For more information, please visit <http://www.dacc.edu/career> or contact: Nick Catlett, Director of Career and Employment Services ncatlett@dacc.edu, 217-443-8593

Child care may be available at the Child Development Center on campus. They can be reached at 443-8833.

Computer Labs and Technical Support

Computers are available at various open labs throughout campus (Mary Miller Room 206, Clock Tower Center Room 127, and Lincoln Hall 204). Students using these labs should follow campus guidelines as established in the DACC Student Handbook.

Students may contact the Computer and Network Services department for assistance with accounts, passwords, or other technical issues. The email address for this department is cns@dacc.edu; phone numbers are [217-443-8861](tel:217-443-8861), [217-443-8710](tel:217-443-8710), and [217-443-8871](tel:217-443-8871).

Discrimination

Danville Area Community College is an Equal Opportunity/Affirmative Action institution. It is the policy of Danville Area Community College to provide equality of opportunity in education (and employment) for all students (and personnel). Discrimination based on race, color, sex, religion, age, national origin, ancestry, marital status, unfavorable discharge from military service, mental or physical disability, veteran status, sexual orientation, or any basis of discrimination precluded by the applicable federal and state statutes, is strictly prohibited.

Change of Address / Name

Students must notify the Program Director and the College Records Office immediately of a new address, name change, telephone number or e-mail address.

Since all school records become a part of an overall permanent record which may frequently be used for references, all records must at all times bear your LEGAL NAME. Only a student's legal name will be used on records that are presented to the American Registry of Diagnostic Medical Sonography for certification.

In the event a student's name is legally changed through marriage, divorce, or court order, one copy of a change of name affidavit must be filed in the school office within ten (10) days after the legal change of name has been made.

Grievance Policy

When a student of the DACC community experiences a situation or a conflict in which the student thinks his/her rights have not been fully recognized or have been compromised in some manner, the students may resolved the conflict or his/her perceived grievance by following the College's process for the resolution of grievance. Grievances may be resolved on an informal basis or on a formal basis. The Echocardiography Program follows the campus policy as outlined in the DACC Student Handbook. This policy can be found online in the Student handbook at <http://www.dacc.edu/assets/pdfs/student-handbook/StuHandbook.pdf>

Informal Resolution Process

1. Students are to meet with individual faculty within 10 business days of the situation or conflict to resolve any issues.
2. If the issue is not resolved to the satisfaction of the student at the point of origin within 5 business days, the student may contact and talk with the Director of Medical Imaging.
3. If the issue is not resolved with the Director, within 5 business days, the students should meet with the Dean of Math, Sciences, and Health professions.

Students are expected to follow the chain of command: 1) individual faculty/clinical instructor, 2) Director of Imaging, 3) Dean of Math, Sciences, and Health Professions, 4) Vice President of Instruction and Student Services, and 5) College President.

Due to the nature or the seriousness of some potential student complaints, such as a complaint of harassment or knowledge of a serious conduct violation, the student is encouraged to bypass step one and immediately contact the Medical Imaging Director. A student submitting complaints of harassment or serious conduct violation should request an appointment immediately with the Medical Imaging Director. The Resolution Process Flow Chart reflects issues that would be of a level of seriousness to warrant this action. This may be found online in the Student Handbook <http://www.dacc.edu/assets/pdfs/student-handbook/StuHandbook.pdf>

After meeting with the Director and/or Dean, if a student feels their grievance is not resolved to their satisfaction (through the informal process noted above), the student may submit a formal grievance as stated in the DACC Student Handbook.

Satisfactory Progress

Students are required to make satisfactory progress by earning a grade of C or better in all echocardiography courses. If an unsatisfactory grade in any Echo course occurs the student will be dismissed from the program.

GRADE SCALE

93% - 100% = A

84% - 92% = B

75% - 83% = C

66% - 74% = D

Below 66% = F

Students are allowed **one re-test for a failed echo practical exam for the entire program**. The instructor will discuss the results of the lab practical with the student and complete a one hour directed scanning session with the student to improve the student's scanning performance. The student will be expected to pass the lab practical within ten days from the original exam. A second failure of the echo practical will result in a failing grade in that class and dismissal from the program will occur. The failed practical score will be upheld as the student's grade even if the second exam is passed.

Absences on Test Days

Students are allowed to miss one test for each class providing they are excused absences. The student will be expected to take the missed exam on the first day returning to class. Any additional absences on test day will result in a 7% deduction of the test score unless the absence has been pre-approved and the test can be taken prior to the absence.

Drops/Withdrawals/Readmission

A Student must notify the Program Director if dropping/withdrawing from the program. The Director will withdraw the student from his/her respective RDTC/SONO/ECHO courses. The student must withdraw him/herself from any general education courses if he/she so desires. Students can refer to www.dacc.edu/ar/withdraw/html for more details.

If the student wishes to re-enter the program, he/she must apply for reinstatement. A student applies for reinstatement by writing a letter to the program director, which outlines the steps the student has taken to improve their chances of success. Reinstatement is not a guarantee and will be considered on the circumstances of each case and will be dependent upon space availability. Students are allowed to be reinstated only one time. The time limit for reinstatement petition is two years from the date of withdrawal or unsatisfactory grade. The final decision on returning to the program will be based on the professional judgement of the program faculty and admission committee.

Students that have been dismissed from the program for clinical incompetence or conduct violations **are not eligible** for reinstatement.

Medical Conditions / Leave

Declaration or disclosure of medical conditions is a voluntary act. Students with medical conditions will be expected to meet the same conditions and objectives stated in the handbook.

Medically Related Leave

Students with a medical condition, injury, or illness requiring treatment while participating in the Echocardiography Program will be required to obtain a written medical release with no restrictions from the attending physician prior to returning to class or the clinical setting. If the student is unable to meet the technical standards that are required of all students, they will be allowed to withdraw and return the following year based on class and space availability.

Students with chronic health problems, including but not limited to mental health issues, diabetes, cardiac disorders, hypertension, epilepsy, skin conditions or orthopedic limitations, are to be in a controlled state and free of symptoms with a physician release.

Students that experience extended absences from classroom and or clinical due to a documented medical condition must make arrangements with the Director and appropriate Instructor(s) for a leave of absence and program re-entry plan.

Bereavement Leave

The bereaved student shall be provided up to three days of leave for each death in the student's immediate family or household, (spouse, child, parent, sibling, in-law, or step relations). One day of leave will be granted for those relatives once removed. This leaves includes absences from class, lab, and clinical. This type of absence will not reflect toward their grade or missed tests. However, all absences during clinical outside of the one day will need to be made up if past allotted time off.

Extenuating Circumstances

Any other extenuating circumstances that could cause extended absences are solely determined by program officials on a case by case basis.

Professional Conduct/Student Responsibilities

Students must demonstrate not only academic and technical competence, but also proper professional conduct. The classroom, lab and clinical is a forum for open discussion and the free exchange of ideas. However, with that privilege, students and instructors also have the responsibility to conduct themselves in a civil and respectful manner. Each student at DACC is expected to exhibit conduct which corresponds with the educational mission of the College. It is the student's responsibility to become familiar with and adhere to the DACC Health Profession's Student Conduct Code (found in this handbook), DACC Student Conduct Code, and the Academic Integrity Policy, as contained in the DACC Student Handbook.

Immediate Dismissal from the Echo Program may/will occur if any of the following violations occur:

- Failing below a 75% in any class/clinical
- Unsatisfactory clinical performance (receiving a 1 three times in any given category on the Professionalism Evaluation) or being removed from a clinical site permanently
- Unsafe clinical performance (see student responsibilities under clinical section)
- Reporting to class, labs, and clinicals while under the influence of alcohol or illegal drugs, or drugs for which the student does not have a prescription.
- Conviction of a felony or misdemeanor during the academic year and the **ARDMS/CCI** does not grant permission/pass the ethics review.
- Performing exams without proper supervision.
- Violations of ARDMS and/or ARRT code of ethics & ASRT practice standards
- Any compromise of patient care or safety
- Dishonesty including cheating, plagiarism and/or falsifying any record
- Acts of violence, possession of unauthorized weapons
- Repeated violations of the absence/tardiness policy
- Repeated violations of dress code policy
- Disregard for safety rules
- Repeated violations of handbook/classroom rules
- Violations of HIPAA and Confidentiality
- Failure to honestly answer questions on admission/medical forms

Classroom Professional Conduct

(The following are a few examples of unacceptable classroom conduct that will not be tolerated).

If any of these behaviors continues after remediation the dismissal process will begin:

- Cell phones, pagers and other such devices must be turned off and put away during class and lab time. They are not allowed on your desk.
- Extraneous conversations during class time. Pay attention to what the instructor is saying. It is rude and distracting if you talk with those around you during class. If you have a question ask the instructor not your neighbor. If the instructor has to ask you to stop talking you may be asked to leave.
- Arguing with classmates, instructors and/or clinical staff is inappropriate. If you disagree with something the instructor is requiring or the way class is being conducted you need to schedule an appointment with the instructor to discuss the matter.
- Use of vile, abusive, or suggestive language toward any person.
- Harassment in any form.
- Sleeping in class, lab or clinical.
- Students are not allowed to work the previous eight (8) hours prior to clinical/class/lab in order to ensure patient safety and decrease the potential for errors from practicing in a sleep-deprived condition; therefore, working the eight (8) hours immediately preceding the clinical day will result in immediate dismissal from clinical and will constitute an unexcused absence.
- Children, other family members and friends are not permitted in the classroom or labs without approval in advance from the classroom instructor or program director.
- Chronic tardiness and absences.

Classroom Attendance/Tardiness

- Two (2) days of unexcused absences during class will result in a 3% decrease in the student's final grade. Having a positive COVID result (must be proven) is considered an excused absence for any in-classroom lecture or scan lab.
- Three (3) unexcused class room absences throughout the duration of the program are grounds for dismissal. Students must notify the instructor, prior to class, if they are going to miss class.
- Do NOT attend class/scan lab/clinical if you have COVID symptoms. If you attend in-class, lab, or clinical with symptoms you will be sent home. All efforts should be made to attend online lectures if you feel well enough.
- It is mandatory to email your instructor prior to missing class (excused or unexcused) or if tardy.
- Students arriving late will not be permitted into the classroom, including during testing. Students will be expected to take the missed test on the first day of returning to class and a 7% will be deducted from the test score.
- If the absence on a test day is excused, but unexpected (COVID), no deduction will occur, however, the test will be taken on the first day of returning to class.

- If you get pre-approval from the instructor to miss class, tests that occur during the absence must be taken prior to the absence.

Corrective Actions

The Echocardiography program will take equitable and consistent corrective action for any acts of misconduct. Violations are grounds for counseling and possible dismissal from the program. **Serious violations may result in immediate dismissal from the program.**

It is the policy of the program to allow students whose actions are not considered proper or permissible the opportunity to correct such conduct. However, certain actions, due to their seriousness may result in immediate dismissal.

1. First infraction will result in an oral warning and the discussion will be recorded in the student file.
2. A second infraction of any type will result in a mandatory discussion with the Program Director and Clinical Coordinator and will include a written warning.
3. A third infraction of any type will result in dismissal from the program.

Instructors will complete a performance improvement plan form and meet with the student regarding the issue and determine a plan of improvement when warranted. (Form page 42-43)

Open Lab Times Fall Semester

The Echo classroom will be open for extra practice times which will be identified by the instructor. This time should be shared amongst the class to ensure equal time for all. Students will need to wear their ID badge during all practice sessions. Sign in and out on the attendance form. These practice sessions are not mandatory but highly encouraged to help students with their scanning performance for an easier transition into clinical. When arriving the student will have appropriate staff unlock the door, sign in and out, and make sure all safety measures including cleaning of the equipment are followed. If there is any equipment malfunction it should be reported immediately to the Program Faculty/Director.

MRI Safety

Magnetic fields and radio waves can pose safety hazards to individuals with certain implants and/or foreign objects in their bodies. Every student should be made aware of the safety concerns during their clinical rotations. An Echo student should not enter the MRI room until a safety screening has been conducted.

Recording

No recordings of any kind may be made in class, scan lab, or clinical, including teacher-student conversations in or out of class without permission from the instructor. This includes video and still photography and all forms of audio recordings.

University Religious Observance Act

Requirement of Absence Notification: DACC faculty and administrative personnel require 5 (five) calendar days of advance notice from students of upcoming religious observance absences to ensure the timeliness of the required actions. Please refer to the DACC website <http://www.dacc.edu/board/policies/index.php?id=3022>. For the full policy.

Equipment Handling

General Safety

Horseplay in the laboratory will not be tolerated. Students and instructors will follow all radiation (sound, x-ray, gamma, magnetic fields, and radio frequencies), electrical and biomedical safety protocols at all times.

Everyone must operate the laboratory equipment in the manufacturer's prescribed manner. If a student encounters a problem with the equipment or is uncertain about its operation, he/she must seek assistance from an instructor. If a student intentionally damages equipment, he/she will face serious disciplinary action.

Waiver

On-campus scanning labs rely on student volunteers. Students are asked to volunteer for practice to assist the student in cross sectional anatomy and scanning techniques. All students who volunteer for scanning will be required to sign a laboratory waiver. Non-student volunteers for student scanning will also be required to sign a waiver. The DACC Echocardiography program is not responsible for any diagnostic information obtained from scanning.

Accidents or Illnesses

All accidents or illnesses which occur during school hours in the classroom, lab, and/or clinical setting must be reported immediately to the instructor/clinical instructor and program director. The Echocardiography program follows the campus policy as outlined in the DACC Student Handbook. However, the student is responsible for maintenance of his/her own health needs. Each student should carry their own medical insurance to cover illnesses and accidents. The student is responsible for obtaining his/her own medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the facility. It is DACC policy to initiate emergency medical response.

Use and disposal of needles and other sharp objects are potentially hazardous procedures for health care personnel. Needle stick injuries pose a serious risk for infection with Hepatitis B virus, human immunodeficiency virus (HIV), and many other pathogens. OSHA has set standards to prevent such injuries including, but not limited to, using appropriate puncture-proof disposal containers to dispose of uncapped sharps, never bending or breaking needles before disposal, and never recapping used needles.

If a needle stick injury occurs during a clinical rotation, the student **MUST** report the incident immediately to the supervising clinical faculty who will follow the recommendations set forth by the attending clinical agency.

The Society of Diagnostic Medical Sonographers Code of Ethics

The goal is to promote excellence in patient care by fostering responsibility and accountability among diagnostic medical sonographers.

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 procedure
- 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 privacy, dignity and comfort of the patient by thoroughly explaining the procedure.
- E. Maintain confidentiality of patient information (HIPAA).
- F. Promote patient safety during the procedure and while the patient is in the care of the diagnostic medical sonographer.

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

- A. Obtain appropriate diagnostic medical sonography education and clinical skills to ensure competence.
- B. Achieve and maintain specialty specific sonography credentials.
- C. Uphold professional standards by adhering to defined technical protocols and criteria.
- D. Acknowledge personal and legal limits, practice within defined scope of practice and assume responsibility for his/her actions.
- E. Maintain continued competence through lifelong learning.
- F. Perform medically indicated ultrasound studies, ordered by licensed physician or other designated health care provider.
- G. Protect patients adhering to oversight and approval of investigational procedures.
- H. Refrain from use of any substance that may alter judgment.
- I. Be accountable and participate in regular assessment and review of equipment, procedures, protocols, and results.

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

- A. Be truthful and promote appropriate communication with patients and colleagues.
- B. Respect the rights of patients, colleagues and yourself.
- C. Avoid conflicts of interest and situations that exploit others.
- D. Accurately represent his/her experience, education and credentialing.
- E. Promote equitable access to care.
- F. Collaborate with professional colleagues to promote 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.

The American Registry of Radiologic Technologists Code of Ethics

The Code of Ethics forms the first part of the Standards of Ethics. The Code of Ethics shall serve as a guide by which Registered Technologists and Candidates may evaluate their professional conduct as it relates to patients, health care consumers, employers, colleagues and other members of the health care team. The Code of Ethics is intended to assist Registered Technologists and Candidates in maintaining a high level of ethical conduct and in providing for the protection, safety and comfort of patients. The Code of Ethics is aspirational.

1. The radiologic technologist conducts herself or himself in a professional manner, responds to patient needs and supports colleagues and associates in providing quality patient care.
2. The radiologic technologist acts to advance the principal objective of the profession to provide services to humanity with full respect for the dignity of mankind.
3. The radiologic technologist delivers patient care and service unrestricted by the concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion or socioeconomic status.
4. The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purposes for which they were designed, and employs procedures and techniques appropriately.
5. The radiologic technologist assesses situations; exercises care, discretion and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
6. The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.
7. The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing radiation exposure to the patient, self and other members of the health care team.
8. The radiologic technologist practices ethical conduct appropriate to the profession and protects the patient's right to quality radiologic technology care.
9. The radiologic technologist respects confidences entrusted in the course of professional practice, respects the patient's right to privacy and reveals confidential information only as required by law or to protect the welfare of the individual or the community.
10. The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues and investigating new aspects of professional practice.

Under ARRT regulations, those individuals who seek the ARRT sonography examination are included under the description of Radiologic Technologist.

Lifelong Learning

This concept of “lifelong learning” is critical in acquiring new knowledge and updating skills. Students are introduced to this concept in the following ways:

- A one day field trip to the Radiologic Society of North America (RSNA) convention in Chicago, IL, held in late November, early December.
- Encouragement to join and participate in a professional society such as, the Society of Diagnostic Medical Sonographers (SDMS) or the ASE (American Society of Echocardiography)

HIPAA and Confidentiality

As part of our affiliation with clinical agencies, students are required to comply with federal HIPAA regulations, state regulations, and facility policies with regard to privacy of patient information. Information obtained as a result of clinical education must be treated as confidential and released only to authorized personnel.

Information regarding patients, physicians, hospital bills, personnel, salaries and other business data is often encountered by students due to the nature of their clinical involvement. The information may be compromised by unintended discussions with other students, volunteers, friends, family members, or other outside parties. Information regarding any patient including patient names, diagnoses and treatments may not be divulged under any circumstances. Information regarding psychiatric patients is particularly sensitive and should not be discussed in any situation.

HIPAA standards of confidentiality will be discussed during class and orientation prior to clinical. Students violating HIPAA standards of confidentiality violate a federal law and are subject to the fine and/or imprisonment and will be immediately dismissed from the Echocardiography Program.

Confidential information may NOT be discussed in any public place – such as the student lounge, the halls of the hospital or school, hospital cafeteria or any similar public place. See the Health Professions Code of Conduct for further information. The examples of breach of confidentiality include but are not limited to:

- Written information, any written information must be guarded as confidential. Any written information should never contain the patient's name or any other identifying information (including patient initials).
- Do not discuss clinical experiences in any public place. Confidentiality of patients, staff, faculty, and students is to be maintained at all times. Patient information or clinical situations should never be discussed in public places or on social networking sites even if the patient is not referred to by name.
- Photocopying or printing of any patient records or removal of patient records from the clinical facility is explicitly forbidden unless the student has been given permission to complete your case study. (All patient identifiers should be eliminated).
- Photography of any patient or clinical situation is strictly prohibited.
- **Social Media (for example, Facebook and Twitter) and cell phone guidelines**
- Clinical affiliation agencies prohibit the use of cell phones and other electronic devices.

Violations of privacy regulations/policies may result in immediate dismissal from the program and may involve civil and criminal penalties. See Health Professions Code of Conduct for further information.

Social Media Policy

The following are guidelines that should be followed when creating blogs, commenting on a blog, or using any social media/networking sites.

Personal blogs and social networking contain the views of a particular student, not the views of the college or clinical site; however readers may not immediately appreciate this concept. Students are discouraged from discussing clinical experiences while using any social media sites. Students must avoid all discussions of personalities involving the doctors and hospital personnel at your assigned clinical site. Discussion of problems, issues, or experiences encountered in the hospital or clinic should not be given on any social network.

Students and employees are free to express their views on social media but are responsible for what they post and should utilize good judgement and common sense. All social media posts/blogs must comply with the Echocardiography Program's policies including the student code of conduct.

Students and employees will refrain from posting/expressing any negative or derogatory remarks about classmates, educators, clinical affiliates and DACC. Assume that co-workers and future employers are reading your social media.

The program officials will determine, in its sole discretion, whether a particular social media network use violates the program's policies. As with all other policies, violation of this policy may result in discipline, up to and including dismissal from the program.

Students should be aware that information posted on social media sites violate the DACC Student Code of Conduct. Furthermore, such violations can place the student at risk for civil and criminal penalties.

Important Organizations in Echocardiography

American Institute of Ultrasound in Medicine – www.aium.org

Society of Diagnostic Medical Sonography – www.sdms.org

American Society of Echocardiography – www.asecho.org

American Society of Radiologic Technologists – www.asrt.org

Certifying Organizations

American Registry for Diagnostic Medical Sonographers – www.ardms.org

Cardiovascular Credentialing International – www.cci-online.org

Case Study Objectives and Instructions

This is a “capstone” project of the Echocardiography Program, in which students synthesize knowledge acquired throughout the curriculum. All students will be required to complete a Case Study, as a component of **ECHO 105**. The case study will consist of a written portion, an oral presentation and supporting materials.

This case study is designed as a research assignment to be completed during the last semester of the program.

Each student will select an interesting or unusual case with which they were involved. The student will give a 10-20 minute oral presentation and develop a typewritten case study report.

- Length: Minimum of five pages (excluding the title page and reference page)
- Include a title page and reference page
- Spacing: Double
- Font: 12 point
- Use spell check
- Include reference citations using AMA style

The student will address each item on the grading form for the written case study thoroughly. Topics to be considered when selecting and creating the oral and written reports:

- Identify the general anatomy.
- Explain why exam is performed.
- Discuss patient history.
- Explain what the treatment, if any, for this patient will be.
- What is the diagnosis and prognosis for this patient?
- Identify any special, or different, methods used to accomplish this exam.
- Discuss technique, physics of imaging.
- Discuss any pathology, etiology, disease process, and healing process.
- Discuss patient care.
- The student must choose disease processes—no normal studies.
- Care should be taken to remove the patient’s name from all images and enclosed paperwork. Be mindful of HIPAA.

Case Study Oral Presentation Rubric

	Exceptional – 20 Points	Competent- 17 Points	Developing- 13 Points	Needs Improvement- 10 Points
Introduction and Discussion of Patient	Opening lines of the presentation grab the audience's attention. The patient's history and condition is well defined using correct terminology and elaborated.	The patient's history and condition is clear. Introduction is lacking some details or correct terminology.	The patient's history and condition is unclear. Introduction is not concise, lacks detail and correct terminology.	The patient's history and condition is unclear. The introduction has no supporting detail and lacks correct terminology.
Technical Factors	All the following are well defined and elaborated using correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Critique of Image quality -Physics of visualized artifacts/ contrast (if applicable)	All the following are stated and explained while lacking some detail or correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Critique of Image quality -Physics of visualized artifacts/ contrast (if applicable)	Most of the following are stated and explained while lacking some necessary detail or correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Critique of Image quality -Physics of visualized artifacts/ contrast (if applicable)	The following have little or no elaboration and lacks correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Critique of Image quality -Physics of visualized artifacts/ contrast (if applicable)
Knowledge and Demonstration of Anatomy	The student demonstrated and correctly identified all pertinent anatomy and pathology on the presented images or reference figures.	The student demonstrated and identified most of the pertinent anatomy and pathology on the presented images or reference figures.	The student presented images or reference figures without identification of pertinent anatomy and pathology.	The student did not present images or reference figures to identify pertinent anatomy and pathology.
Diagnosis, Treatment and Prognosis	All the following are well defined and elaborated using correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology -Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis	All the following are stated and explained while lacking some detail or correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology -Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis	Most of the following are stated and explained while lacking some necessary detail or correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology -Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis	The following have little or no elaboration and lacks correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology -Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis
Overall Oral Presentation	-Spoke with clear a consistent volume -Eye contact directed to the audience. -Subject matter covered without error. -Presentation layout is aesthetically pleasing with visual aids. -Sources of information cited. -Engaging presentation style, evidence of foresight and rehearsal. -Strong finish that leaves lasting impression. -Presentation is within the time requirement of 10-20 minutes.	-Spoke with little or no variation in volume -Some eye contact directed to the audience. -Subject matter covered with minor error, but meaning is not impaired. -Presentation layout is appropriate with visual aids. -Sources of information cited. -Appropriate presentation style, evidence of foresight and rehearsal. -Clear conclusion of presentation. -1 to 5 minutes over/under time.	-Spoke with inconsistent volume -Limited eye contact due to heavy reliance on notes. -Subject matter covered with major error, but meaning is not impaired. -Presentation layout shows some structure but appears cluttered or distracting. -Few sources of information cited. -Distracting presentation style, evidence of forethought but lacking theme. -Attempted, hurried or confusing conclusion of presentation. -5 to 10 minutes under/over time.	-Excessively loud or too quiet volume. -No eye contact, presentation is read from notes. -Subject matter covered with multiple errors, meaning is impaired. -Presentation layout appears cluttered or distracting. -No sources of information cited. -Distracting presentation style with no evidence of forethought. -No conclusion or ending of the of presentation signaled. -More than 10 minutes under time or excessively over time.

Case Study Written Report Rubric

	Exceptional – 20 Points	Competent- 17 Points	Developing- 13 Points	Needs Improvement- 10 Points
Introduction and Discussion of Patient	Opening lines of the report grab the reader's attention. The patient's history and condition is well defined using correct terminology and elaborated.	The patient's history and condition is clear. Introduction is lacking some details or correct terminology.	The patient's history and condition is unclear. Introduction is not concise, lacks detail and correct terminology.	The patient's history and condition is unclear. The introduction has no supporting detail and lacks correct terminology.
Technical Factors	All of the following are well defined and elaborated using correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Description of Image quality -Physics of visualized artifacts/ contrast (if applicable)	All of the following are stated and explained while lacking some detail or correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Description of Image quality -Physics of visualized artifacts/ contrast (if applicable)	Most of the following are stated while lacking some necessary detail or correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Description of Image quality -Physics of visualized artifacts/ contrast (if applicable)	Few of the following have little or no elaboration and lacks correct terminology: -Reason for the exam -Patient positioning -Technical factors utilized -Description of Image quality -Physics of visualized artifacts/ contrast (if applicable)
Diagnosis, Treatment, and Prognosis	All the following are well defined and elaborated using correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology	All the following are stated and explained while lacking some detail or correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology	Most of the following are stated and explained while lacking some necessary detail or correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology	The following have little or no elaboration and lacks correct terminology: -Patient's diagnosis based upon qualitative and/or quantitative findings from diagnostic exams and physician report(s) -Disease etiology
	-Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis	-Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis	-Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis	-Patient's treatment/healing process or available treatment options for the condition(s) -Patient's prognosis
Overall Written Report	-The report is typed in an organized and professional manner with points presented in a logical order and signaled with transitions. -The report includes a title page and reference page. -The report is 5 pages in length, double spaced, and uses a 12 point font size. -The report is largely free of grammar, spelling, and mechanics errors. -All sources of information are clearly identified and credited using proper AMA citations throughout the report. -Patient confidentiality was maintained. -The report conclusion provides a strong finish and leaves a lasting impression.	-The report is typed in an organized and professional manner with points presented in a logical order. -The report includes a title page and reference page. -The report is 5 pages in length (excluding the title and reference pages), double spaced, and uses a 12 point font size. -The report has few grammar, spelling, and mechanics errors. -Most sources of information use proper AMA citation. -Patient confidentiality was maintained. -The report conclusion is clear.	-The report is typed with some disorganization and most points are presented in order. -The report includes a title page and reference page. -The written report is 4 pages in length, double spaced, and uses a 12 point font size. -The report has multiple grammar, spelling, and mechanics errors which lead to confusion. -The sources of information are cited with errors to the AMA style. -Patient confidentiality was maintained. -The report conclusion is confusing.	-The report is typed with significant disorganization and without logical order. -The report lacks a title page and/or reference page. -The written report is less than 4 pages in length with other errors to the specified format. -The report has many grammar, spelling, and mechanics errors which lead to significant confusion. -The sources of information are not cited. -Patient confidentiality was not maintained. -The report does not include a conclusion.
Supporting Images and Reports	Supporting images and reports are submitted with care to maintain patient confidentiality.			Supporting images and/or reports are missing

Health Professions Student Code of Conduct

As members of an academic community, the students, staff, and faculty of Danville Area Community College have both rights and responsibilities which derive from appropriate standards of conduct and ethical integrity. The college code of conduct and the Health Professions Code of Conduct extends to individual programs. Thus, the Health Professions (HP) Programs will provide a safe environment where respect for the individual is practiced and learning is the fundamental goal of all activity. Students are expected to do course work honestly in accord with the stated requirements of each class. All individuals should be treated fairly in an atmosphere free from discrimination and hostility, as defined by the college. Activities which disrupt the learning process for other students and which interfere with faculty in the performance of their duties will be disciplined according to guidelines established by the college. Violations of standards of conduct as detailed by, but not limited to, this HP Code of Student Conduct and the DACC Code of Student Conduct will be dealt with fairly in a manner appropriate to the offense and according to sanctions guidelines.

Academic and Personal Conduct Standards

The college administration and faculty members define, communicate, and enforce reasonable standards of behavior in classrooms, laboratories, offices, clinical sites, and other campus areas. Students are expected to attend and participate in their courses, to complete assignments, and to communicate clearly with faculty and administration any information necessary for their continued enrollment as defined in the program's handbook and course outline. Each student should understand the principles of academic integrity, ethical conduct, and their program handbooks.

Failure to show respect for order, property, and regulations is considered just cause for disciplinary action. When student behavior interferes with an effective learning climate, the student may lose the privilege of attending or receiving credit in course(s) and may be subject to more severe disciplinary actions, including suspension or expulsion from the Health Professions Programs and/or the College. Additionally, students with previous disciplinary actions may be denied readmission to Health Professions Programs.

Student Code of Conduct Terminology & Definitions

The term "Accused" or "Respondent" refers to the student who is charged with violating this Student Code of Conduct. He or she will be asked to respond to the report and follow the conduct procedures noted below. These terms can be used interchangeably.

The term "accused student" means any student accused of violating this Student Code of Conduct.

The term "bullying" means unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. There are six main types of bullying: 1) verbal, 2) social, 3) physical, 4) relational aggression, 5) cyberbullying, and 6) prejudicial bullying.

The term "administrator" includes any person employed by DACC, performing assigned administrative or professional responsibility.

The term "Appeals Committee" means any person or persons authorized by the DACC President to consider an appeal from the Student Conduct Hearing Committee's determination as to whether a student has violated this Student Code of Conduct or from the sanctions imposed by the Student Conduct Officer.

The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member the DACC faculty or staff; (4) the acquisition, with permission, of academic material belonging to a current or previous student; and (5) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The terms "college" or "College" or "campus" or "DACC" all mean Danville Area Community College

The term “college premises” includes all land, buildings, facilities, and other property owned, used, or controlled by DACC [including adjacent streets and sidewalks].

The term “Complainant” means any person who submits a referral alleging that a student violated this Student Code of Conduct. When a student believes that s/he has been a victim of another student’s misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code as are provided to the “Complainant” even if another member of the DACC community submitted the charges itself.

The term “disruptive behavior” shall include, but not limited to the following:

1. Behavior that causes a disruption to either academic endeavors or the administration of the College or clinical facility;
2. Conduct that disrupts any authorized or sponsored College or clinical event;
3. The blocking of an entrance, exit, or access to any College or clinical facility, area, road, stairway and/or walkway;
4. Behavior that could endanger life or property at College or clinical facility;
5. Behavior that infringes on the rights of other members of the College or clinical community;
6. Leading or inciting others to disrupt scheduled and/or normal activities within any campus area or clinical facility.

The term “faculty member” means any person hired by DACC to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of faculty.

The term “FERPA” means the Family Educational Rights and Privacy Act of 1974. It deals with the release of student education records and affords students certain rights regarding those records.

The term “hazing” means any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate.

The term “Health Professions Programs” encompassed the Health Information Technology, ADN Nursing, and Medical Imaging.

The term “Health Professions Student Conduct Hearing Committee” or “HP Student Conduct Hearing Committee” or “Student Conduct Hearing Committee” means any person or persons authorized by the Executive Vice President of Instruction and Student Services to determine whether a student has violated this Student Code of Conduct and to recommend sanctions that may be imposed when a rules violation has been committed.

The term “HIPAA” means the Health Insurance Portability and Accountability Act. It provides privacy standards to protect patients’ medical records and other health information provided to health plans, doctors, hospitals and other healthcare providers.

The term “incivility” is defined as intentional behavior that is aimed to disrupt the teaching and learning process (Morrisette, 2001). Examples of incivility include, but not limited to cell phone usage, rude comments, slurs, rumors, interruptions, side conversation, tardiness, sleeping, aggressive behaviors, anger, excuses, and blaming.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The term “policy” means the written regulations of DACC as found in, but not limited to, this Student Code of Conduct, Student Handbook, Health Professions Handbooks, and in the college catalog.

The term “sentinel event” is defined by the Joint Commission (2013) as: an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase, "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response.

The term “staff” includes any person employed by DACC, performing duties assigned. The term “member of the DACC college community” includes any person who is a student, faculty member, DACC administrator, staff, or any other person employed by the college. A person’s status in a particular situation shall be determined by the Vice President of Instruction and Student Services.

The term “student” includes all persons taking courses at Danville Area Community College, either full or part time, credit or non-credit. Persons who withdrew after allegedly violating this Student Code of Conduct, who are not officially enrolled in a course but who have a continuing relationship with the college or who are in the process of enrolling in a course are still considered “students”. This Student Code of Conduct does apply at all locations of DACC, including off campus sites, at college sponsored events, and in the online environment.

The term “Student Conduct Officer” means a DACC official authorized on a case-by case-basis by to impose sanctions upon any student(s) found to have violated this Student Code of Conduct. The Executive Vice President of Instruction and Student Services may authorize the Student Conduct Officer to serve simultaneously as a Student Conduct Officer and the sole member or one of the members of the Student Conduct Hearing Committee. The Executive Vice President of Instruction and Student Services may authorize the Student Conduct Officer to impose sanctions in all cases.

The term “may” is used in the permissive sense.

The terms “will” and “shall” is something a person will do or expected to do.

*Please note the College's Student Handbook and the College's Sexual Misconduct Policy and Procedure also defines terms for students to know and understand. Theft; gang related conduct; possession or distribution of tobacco, drugs, alcohol, or firearms; demonstrations/riots, sexual misconduct, or criminal activities will be addressed according to the DACC Student Code of Conduct by the Dean of Student Services and/or DACC security.

Purpose of the Student Code of Conduct

The primary purpose of the Student Code of Conduct is to assist Danville Area Community College in creating an environment that allows for quality, innovative, and accessible learning experiences. Students, faculty, staff and administration share in the responsibility for accomplishing the DACC mission. Student conduct standards at DACC are not to be equated to state or federal criminal codes.

College Policies

In addition to its Mission and Values, the College has created policies to ensure Student Code of Conduct also covers all policies that are needed to protect the rights of the DACC community. Students must know and abide by all DACC policies.

Student Code of Conduct Authority

- The Dean of Student Services is responsible for the DACC Student Code of Conduct.
- The Dean of Student Services shall develop policies and procedures for the administration of the DACC Student Code of Conduct system.
- The Dean of Math, Sciences & Health Professions, or designee, is responsible for the Health Professions Student Code of Conduct.
- The Dean of Math, Sciences & Health Professions, or designee, shall develop policies and procedures for the administration of the Health Professions Student Code of Conduct system.
- Decisions made by a DACC and HP Student Conduct Committee and/or the Conduct Officer shall be final, pending the normal appeal process.

Jurisdiction of the Student Code of Conduct

This Student Code of Conduct and HP Student Code of Conduct shall apply to conduct that occurs on DACC premises and at DACC sponsored activities. Each student shall be responsible for his/her conduct on DACC premises and at DACC sponsored activities. Both Student Codes of Conduct shall apply to a student's conduct even if the student withdraws from or drops out of school while a disciplinary matter is pending.

Student Code of Conduct-Rules and Regulations

Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary sanctions as outlined in "Sanctions" section of this Student Code of Conduct. Please note, that the HP Student Conduct Officer has the right to call a HP Student Code of Conduct Committee to review and determine the action taken of any behaviors that do not appear on this list but are deemed serious.

1. Acts of dishonesty or unethical behaviors, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty
 - b. Furnishing false information to any DACC administrator, faculty, staff member, or department
 - c. Forgery, alteration, or misuse of any DACC or clinical document or record
 - d. Neglect and/or abuse of patients
 - e. Patient abandonment

- f. Compromised patient, peer, staff and public safety within the clinical and lab setting
 - g. Failure to report a charge and conviction of a felony or misdemeanor to the program director
 - h. Violation of direct or indirect supervision requirements as detailed in the Health Professions Handbook.
 - i. Insubordination
2. Disruption or obstruction of teaching, administration, disciplinary proceedings, other DACC activities, or of other authorized non-DACC activities when the conduct occurs on DACC premises or clinical facilities.
 3. Physical abuse, verbal abuse, bullying, threats, intimidation, harassment, coercion, incivility and/or other conduct which threatens or endangers the health or safety of any person whether verbal, nonverbal or electronic.
 4. Misuse of social media such as violations of FERPA, HIPAA, or other unprofessional postings.
 5. Engaging in acts of hazing, bullying or intimidating towards members of the DACC community. Forms of bullying also include stalking, cyber-bullying, or other forms of electronically-based communications.
 6. Failure to comply with directions of DACC administrators or faculty or staff acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
 7. Unauthorized access to any DACC office, computer, or premise.
 8. Violation of any DACC policy, rule or regulation published in hard copy or available electronically on the DACC website.
 9. Violation of any Health Professions policy, rule or regulation published in the program handbook.
 10. Use of drugs, alcohol, and tobacco, including any smoking device, faux-smoking devices, or carrying of any lighted smoking instrument in college buildings or on college premises, at events on college premises, in college-owned/rented/leased vehicles or at clinical facilities.
 11. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on the DACC premises. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on DACC premises without his/her prior knowledge, or without his/hers effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in the Fitness Center, locker rooms, or restrooms.
 12. Any misuse of the Health Professions' Computer Labs, Sim Labs, or Skills Labs.
 13. Abuse of this Student Code of Conduct system, including but not limited to:
 - a. Failure to obey the notice from the Student Conduct Officer to appear for a meeting or hearing as part of this Student Code of Conduct system.
 - b. Falsification, distortion, or misrepresentation of information before the Student Conduct Officer or Student Conduct Hearing Committee.
 - c. Disruption or interference with the orderly conduct of a Student Code of Conduct discipline proceeding.
 - d. Attempt to discourage an individual's proper participation in, or use of, this Student Code of Conduct system.
 - e. Attempting to influence the impartiality of a member of a Student Conduct Hearing Committee.
 - f. Harassment (defined above) and/or intimidation of a member of a Student Conduct Hearing Committee and/or any witness.
 - g. Failure to comply with the sanction(s) imposed under this Student Code of Conduct.
 - h. Influencing or attempting to influence another person to commit an abuse of this Student Code of Conduct system.

14. Violation of any federal, state or local law. Violations of this nature may be reported to professional boards of regulations.
15. Violation of safety rules as defined in the health profession handbooks or course outlines.
16. Involvement in a sentinel event.

Student Code of Conduct Procedures

The purpose of the procedures is to provide a fair evaluation of an accused student's responsibilities for violating the DACC or HP Student Code of Conduct.

1. **Classroom Management:** Each faculty member is responsible for managing classroom behaviors. In the case a student's misconduct violates the Code of Conduct a faculty member may impose sanctions. If unresolved at the faculty level, the case may be referred by the faculty to the program director. If unresolved at the director level, the case may be referred to the Dean of Math, Sciences & Health Professions. If the violation results in removal from the classroom, program, or from the DACC campus, the faculty or program director will first complete an Incident/Conduct Report, to ensure students will receive due process. The report will be submitted to the Dean of Math, Sciences and Health Professions, who will serve as or designate a program director as the Student Conduct Officer.
2. **Referrals:** Any member of the DACC community may refer a student for behavior which violates the Code of Conduct. The Incident/Conduct Report is to be completed and submitted to the Code of Conduct Officer. Referrals should be submitted as soon as possible after the event takes place.
3. Upon receiving a referral the Student Conduct Officer may conduct an investigation to determine if the misconduct violates the Code of Conduct.
 - a. Violations that may result in sanctions leading up to probation may be addressed through an Informal HP Disciplinary Meeting conducted by the Student Conduct Officer. However, any event involving clinical issues will result in immediate removal from the site until the case is resolved.
 - b. Violations that may result in sanctions leading up to suspension and/or dismissal shall be addressed through a Formal HP Student Conduct Committee. However, any event involving clinical issues will result in immediate removal from the site until the case is resolved.
 - c. The Formal HP Student Conduct Committee reserves the right to refer the violation to the formal DACC Student Conduct Committee.
4. After the investigation, an Informal HP Disciplinary Meeting shall be conducted by the following procedures as stated below:
 - a. The student will be issued written notice of the Informal HP Disciplinary Meeting no later than three business days prior to the Meeting.
 - b. Typically 2-3 Conduct Officers will be present at the Informal Disciplinary Meeting.
 - c. The student will have the opportunity to hear and address the information gathered during the investigation.
 - d. The Student Conduct Officer will determine if the information presented indicates the student has violated this Student Code of Conduct. If it is determined that a violation has occurred and cannot be resolved by probation, the case will be forwarded to the Formal Student Conduct Committee.
5. Formal HP Student Conduct Committee Hearings shall be conducted by the following procedures as stated below:
 - a. All parties will receive written notice of the Student Conduct Hearing no later than three business days prior to the hearing.
 - b. The HP Student Conduct Hearings normally shall be conducted in private.

- c. There shall be a written record of all Student Conduct Hearings (not including deliberations). Deliberations shall not be recorded. The record shall be the property of DACC.
- d. When HP Student Conduct Hearings involve more than one student, the Student Conduct Officer, at his/her discretion, may schedule joint or separate hearings for each student accused. In some instances, the Student Conduct Committee may choose to keep the complainant and accused in separate locations during the hearing.
- e. Admission of any other person, besides the complainant's and/or respondent's advisor (see explanation below), shall be at the discretion of the Student Conduct Committee and/or the Student Conduct Officer.
- f. The Complainant and the Accused have the right to be assisted by an advisor they choose. The advisor should be a member of the DACC community, but not a student. When selecting an advisor, students should select a person whose schedule allows for attendance at the scheduled date and time for the Student Conduct hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor. If the advisor is not a member of the DACC community or an attorney, the College must be notified 48 hours before the hearing takes place. If attorneys are involved, the Hearing will be moved the DACC Student Hearing Level.
- g. Both parties are responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in any Student Conduct Hearings.
- h. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Conduct Hearing proceedings.
- i. If accommodations for the concerns for the personal safety, wellbeing, and/or fears of confrontation of the Complainant, the Accused, and/or other witness during the hearing, the Hearing will be moved the DACC Student Hearing Level.
- j. The Complainant, the Accused, and the Student Conduct Officer may arrange for witnesses to present pertinent information at the hearing. The Student Conduct Officer will try to arrange the attendance of the witnesses named if reasonably possible, at least two weekdays prior to the Student Conduct Hearing. Witnesses will provide information to and answer questions from the Student Conduct Committee. Questions may be suggested by the Complainant and/or Accused students to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Committee with such questions directed to the Student Conduct Officer, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved at the discretion of the Student Conduct Officer.
- k. Pertinent records, exhibits, and written statements may be accepted as information for consideration by the Student Conduct Committee at the discretion of the Student Conduct Officer.
- l. All procedural questions are subject to the final decision of the Student Conduct Officer.
- m. After the portion of the Student Conduct Hearing concludes in which all pertinent information has been received, the Student Conduct Hearing Committee shall determine whether the Accused has violated each section of this Student Code of Conduct which the student is charged with violating.
- n. The Student Conduct Hearing Committee's determination shall be made on the basis of whether it is more likely than not that the Accused violated this Student Code of Conduct.

- o. The Student Conduct Committee will determine if the information presented indicates the student has violated this Student Code of Conduct and make recommendations for sanctions.
 - p. Sanctions will be imposed by the HP Student Conduct Officer or designated program director.
 - q. The HP Student Conduct Hearing Committee will consist of Dean of Math, Sciences & Health Profession, Program Director, at least one program faculty, at least one non-program faculty, at least one student services representative, and other college employees as deemed necessary. Faculty involved will be present but without voting privileges. Security may be present, if required.
6. If the Accused student, with notice, does not appear before a Disciplinary Meeting or Student Conduct Hearing, the information in support of the referrals shall be presented even if the Accused is not present.
 7. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code of Conduct as are provided to the Complainant, even if another member of the DACC community submitted the referral itself.

Sanctions & Decisions

The following sanctions may be imposed upon any student found to have violated this Student Code of Conduct:

1. Oral reprimand
2. Written reprimand presented to the student and/or attached to the student's permanent records
3. An assignment (new or to repeat the work), to be graded on its merit
4. A lower grade or failing grade on the particular assignment or test
5. A failing grade in the course
6. Warning - A formal notice in writing to the student that the student is violating or has violated institutional regulations
7. Probation - A written reprimand for violation of specified regulations Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.
8. Loss of privileges or denial of specified privileges for a designated period of time
9. Removal from a course or clinical site in progress
10. Removal from program and/or limitation of readmission

Additional sanction and decision comments:

- More than one of the sanctions listed above may be imposed for any single violation.
- Sanctions for repeated or aggravated violations that may lead up to suspension from the College.
- Disciplinary sanctions become part of the student's disciplinary and educational records. In situations involving both an accused student(s) and a student(s) claiming to be a victim of another student's conduct, the records of the process and sanctions imposed will be considered to be educational records of both.
- In each case in which a Student Conduct Hearing determines that a student(s) has violated this Student Code of Conduct, the sanction(s) shall be determined and imposed by the Student Conduct Officer. The Student Conduct Committee will recommend sanction(s). Following the Student Conduct Hearing the Student Conduct Officer shall advise the accused student(s) in writing via formal letter within seven (7) calendar days of its determination and of the sanction(s) imposed, if any.
- Both parties have the right to appeal. See below.

Interim Suspension

In certain circumstances, the Student Conduct Officer, or a designee, may impose a suspension prior to holding a Student Conduct Hearing.

1. Interim suspensions may be imposed only: 1) to ensure the safety and well-being of members of the DACC community or preservation of DACC property; 2) to ensure the student's own physical or emotional safety and well-being; or 3) if the student poses an ongoing threat of disruption of, interference with, the normal operation of DACC.
2. During the interim suspension, a student may be denied access to the campus (including classes) and/or clinical and/or all other DACC activities or privileges for which the student might otherwise be eligible, as the Student Conduct Officer, or designee, may determine to be appropriate.
3. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Hearing, if required.

Appeals

1. A decision reached by the Student Conduct Hearing or a sanction imposed by the Student Conduct Officer may be appealed by the Accused Student(s) or Complainant(s) to the Vice President of Instruction & Student Services within seven (7) days of the decision. Such appeals shall be in writing and shall be delivered to the Vice President of Instruction & Student Services.
2. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Hearing and supporting documents for one or more of the following purposes:
 - a. To determine whether the Student Conduct Hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
 - b. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code occurred.
 - c. To determine whether the sanction(s) imposed were appropriate for the violation of this Student Code of Conduct which the student was found to have committed.
 - d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Hearing.
3. If an appeal is upheld by the Vice President of Instruction and Student Services, the matter shall be returned to the original Student Conduct Committee and Student Conduct Officer to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

Interpretation, Revision, and File Maintenance

1. Any question of interpretation or application of this Student Code of Conduct shall be referred to the Dean of Math, Sciences & Health Professions or the Executive Vice President of Instruction and Student Services
2. This Student Code of Conduct shall be reviewed every five years under the direction of the Dean of Math, Sciences & Health Professions and the Program Directors, but will be reviewed by the Dean of Student Services and Executive Vice President of Instruction and Student Services.
3. As educational records all documents related to Student Conduct investigations and/or hearings will be maintained according to DACC Board Policies and FERPA.

DACC Medical Imaging Program Performance Improvement Plan

Student Name: _____ Date of Occurrence: _____

Course: _____ Semester: _____

A report of a student clinical/classroom/lab occurrence is both a communication and educational tool to provide constructive feedback and remediation. This form will be placed in the student's file and the student will receive a copy.

VIOLATION OF PROFESSIONAL STANDARDS OR UNETHICAL BEHAVIOR	
	Disrespectful or judgmental behavior to peers, faculty, patient, staff, visitor, etc.
	Dishonest behavior/Lying
	Withheld the truth/Error of omission
	Demonstrated irresponsible behavior/Does not assume responsibility for own actions
	Lack of professionalism in conduct and appearance
	Incivility behaviors
	Abuse or neglect of patient
	Not following ALARA
	Accepting and/or deleting images
UNSAFE OCCURRENCE (PATIENT CARE)	
	Failure to use patient identifiers prior to performing imaging exams
	Failure to maintain/create a safe environment
	Failure to intervene in a potentially life-threatening situation (i.e., obstructed airway, syncope, choking, cardiac arrest, vomiting with potential aspiration)
	Failure to remedy an unsafe condition, i.e. side rails down or bed in high position.
	No call light in reach
	Unsafe handling of sharps
	Violation of medical/surgical asepsis
	Violation of standard precautions
POLICY VIOLATION (PROGRAM, COLLEGE, HOSPITAL)	
	Procedure performed without appropriate supervision (Direct, Indirect, Repeat)
	Failure to verify physician's order prior to doing a procedure
	Equipment operated in a manner that could have harmed patient/staff/visitor
	Violation of patient confidentiality
	Complaint of harassment or discrimination and validated
	Bullying
	Inappropriate use of social media
	Sentinel event
	Positive substance abuse screen or impaired behaviors
	Clinical absence/tardiness
CLASS POLICY VIOLATION	
	Unsatisfactory test grade
	Unsatisfactory course grade

	Failed Practical Exam
	Unsatisfactory clinical grade
	Absence/tardiness
	Medical condition preventing clinical/course completion
	Academic Dishonesty
	Other:

Plans for improving performance:

<input type="checkbox"/> Tutoring	<input type="checkbox"/> Decrease work hours
<input type="checkbox"/> Join peer study group	<input type="checkbox"/> Change of study habits
<input type="checkbox"/> Meet with Director of Medical Imaging	<input type="checkbox"/> Alteration of clinical habits
<input type="checkbox"/> Evaluation by Health Professions Code of Conduct Committee	
Other:	
Faculty Comments:	
Student Comments:	

I have read the above statements and have received a copy.

Student's Signature

Date

Imaging Faculty's Signature

Date

Health Professions Substance Abuse Policy

Definitions

Prohibited Substances consists of prescription drugs used inconsistent to the student's legitimate prescription, unauthorized controlled substances or prescription drugs, illegal drugs, alcohol, marijuana, or otherwise lawful substances abused by a student because of the substance's intoxicating effects.

Marijuana, even if certified under the Illinois' Public Act 101-0027, remains illegal under federal law, which constitutes an illegal drug, and is a Prohibited Substance according to clinical sites' policies. Prescription marijuana is also prohibited if intoxicating effects are observed at the clinical site.

Otherwise lawful substances abused by a student because of the substance's intoxicating effects including, but not limited to, over-the-counter medications, paints, thinners, solvents, etc. also constitutes as use of a prohibited substance.

Substance Abuse is the use, possession, or distribution of prohibited substances. The nature of substance abuse includes denial and pervasive inability to think and behave logically. Thus, the safety of patients is greatly influenced by the cognition and behavior of the students caring for them.

Clinical Sites

Students must adhere to DACC's drug free policy as stated in the Health Professions Student Code of Conduct and the DACC Student Handbook; <http://www.dacc.edu/student-handbook>, and must meet the set criteria of each clinical site utilized by the program.

Due to clinical site policies, which operate in accordance to Federal Public Law 100-71, the following is prohibited: a) reporting to clinical sites under the influence of prohibited substances, b) testing positive prior to reporting to clinical sites, random or reasonable suspicion request for testing, c) distributing prohibited substances, or d) possession of prohibited substances. Thus, any student that falls within any of the above categories will be dismissed from health professions' program due to accreditation requirements. Accreditation requirements stipulate that students who cannot complete a clinical rotation do not fulfill the graduation requirements of the health professions program.

Because students are admitted to the health professions program prior to drug testing, students are NOT refused admittance due to positive drug testing. However, a positive drug test will result in dismissal due to the inability to complete clinical and accreditation requirements. Such dismissal will count as an admission to the health professions program.

Reasonable Suspicion Testing

It is the policy of DACC Health Professions Programs that drug screening is done on admission and immediately upon reasonable suspicion of substance abuse. Any student with a positive drug screen will be dismissed from clinical to ensure safety of patients. Without completion of clinicals the student will be dismissed from the program due to accreditation criteria. The test(s) required will be done at a designated health occupation facility and the cost of the test(s) will be at the student's expense. The student must sign a release of information form allowing the results of the test to be released to the director of the appropriate health professions program at DACC.

Reasonable suspicion testing may be required of any health professions student. The supervising faculty, clinical instructor, clinical staff or program director have the right to initiate a reasonable suspicion test, after making appropriate factual observations. Faculty/clinical instructors will document those observations and notify the program director.

Reasonable suspicion testing may be required of any student when there is reasonable suspicion the student is using illegal drugs on or off duty. Reasonable suspicion testing may also be required of a student when there is a reasonable suspicion of on-duty use or on-duty impairment. A reasonable suspicion of drug use or impairment may be based upon, but is not limited to:

1. Observable phenomena, such as direct observation of drug use or possession and/or the physical symptoms of being under the influence of a drug.
2. A pattern of disruptive behavior, abnormal conduct, demeanor, or erratic/irrational behavior in the workplace setting indicative of illegal drug use.
3. Specific symptoms such as, but not limited to, student's speech, physical dexterity, agility, coordination, negligence, carelessness in operating equipment, disregard for the safety of others, or accidents that result in serious damage to property, equipment, production or injury.
4. While enrolled in health profession programs if there is an arrest or conviction for a drug-related offense, or the identification of a student as the focus of a criminal investigation into illegal drug possession, use, or distribution of controlled substances.
5. Information provided either by reliable and credible sources or independently corroborated.
6. Newly discovered evidence the student has tampered with a current/previous drug test.

If a student refuses testing, tampers with testing, or fails to consent to testing, he/she will be immediately dismissed from the program. Additionally, if a student tests positive at any time for illegal drugs, prohibited substances, non-prescribed or non-adherent legal drugs or otherwise lawful substances the result in impairment, the student will be dismissed from the clinical site per the policy above. Ultimately, the student will be dismissed from the program as a result clinical absences resulting from a positive drug test. This dismissal is due to accreditation requirements for clinical experience. Such dismissal will be counted as an admission to the program.

Student Signature Page / Agreements

The Echocardiography Program Handbook is a dynamic document that will be revised as needed. The program faculty reserves the right to modify, amend, or delete statements in the Student Handbook and to make changes in the curriculum, calendar and the policies as deemed necessary. Failure to read or comply will not excuse the student from accountability. Students will be notified in writing when any changes are made.

Directions: Please read and initial next to each statement then sign your name and date at the bottom:

_____ I agree to maintain confidentiality regarding all aspects of clinical situations.

_____ I hereby authorize DACC to release requested clinical requirements to agencies as required.

_____ I understand and agree to comply with the policies and regulations as stated in the DACC Echocardiography Handbook, course syllabus, college catalog, and clinical facilities.

_____ I understand I should have health insurance, and I understand that it is my responsibility to obtain my own medical care at my own expense for any injuries or illnesses sustained as a direct or indirect result of my affiliation with the facility.

_____ I understand working more than 20 hours a week may hinder my success in the Echocardiography program.

My signature (below) acknowledges my receipt of the Echocardiography Program Handbook and the understanding that I am held accountable for knowing and abiding by the policies of the Advanced Certificate Echocardiography Program at DACC, as a student in the program.

Student Name (print): _____

Student Signature: _____ Date: _____

The signed copy of this form is maintained in your Echocardiography student file.