

SECTION 1.
FACULTY CONTACT INFORMATION

PROGRAM DIRECTOR

Jacqueline Ortiz, MA, RVT
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MEDICAL ADVISOR

Nikita Tihonov, MD, RPVI
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CLINICAL EXPERIENCE COORDINATOR

Karen Burns, MBA, RN, RVT
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PROGRAM COORDINATOR

Oreofeoluwa Ajayi
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Phone: 312-563-2463
Email: Oreofeoluwa_R_Ajayi@rush.edu

OFFICE HOURS: The faculty does not hold official office hours but is generally happy to meet with students before or after class or can be contacted between classes via the contact information provided in their respective syllabi. Feel free to approach a faculty member with a concern at any time, but to ensure time with a faculty member, you must make an appointment in advance. If you do not receive an email or phone reply from a faculty member within 48 hours (excluding weekends), please contact Jackie or Ore for assistance.

RUSH UNIVERSITY
College of Health Sciences
Department of Undergraduate Studies
Diagnostic Medical Sonography Program

CORE FACULTY

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SECTION 2.

DEPARTMENT MISSION, GOALS, DESCRIPTION, ACCREDITATION, and TERMINAL OBJECTIVES

A. Rush University

Diagnostic Medical Sonography Program: Mission and Goals

Mission

The mission of the Diagnostic Medical Sonography Program is to improve the quality and availability of diagnostic medical ultrasound examinations for patients by educating students in the knowledge, skills, and behavior necessary to competently perform these examinations.

Goals

The primary goal of the program is to prepare competent entry-level diagnostic medical sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) competencies necessary to perform diagnostic medical ultrasound examinations. A secondary goal is to give students a broader understanding of the profession through basic education in professional practices.

Program Description

Diagnostic medical sonographers and physicians who are experienced practitioner-teachers in the field teach students in the Diagnostic Medical Sonography Program. The basic program is full-time and consists of 24 months (6 semesters) of study. The first three semesters include classroom instruction, student laboratory practice with models, and observation of patient examinations. Second-year students primarily perform diagnostic medical ultrasound examinations learned during the first year on patients under the direction of credentialed, experienced diagnostic medical sonographers at two or more diagnostic ultrasound laboratories. The clinical sites include university hospitals in Chicago, as well as community hospitals and out-of-state sites. During the second year, students also participate in senior lectures and patient case presentations. Students earn a Bachelor of Science degree and are eligible to take the certification examination to become a registered vascular technologist (RVT) before graduation, due to the program's accreditation by CAAHEP (Commission on Accreditation of Allied Health Educational Programs).

Program Accreditation

The program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) at 9355-113th St. N, #7709, Seminole, FL 33775, or www.caahep.org, (727) 210-2350, through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), 6021 University Boulevard, Suite 500, Ellicott City, MD 21043, Phone: (443) 973-3251, Fax: (866) 738-3444, jrcdms.org

B. Rush University
DIAGNOSTIC MEDICAL SONOGRAPHY BACCALAUREATE PROGRAM

TERMINAL OBJECTIVES:

At the end of this program, graduates will be able to...

1. Identify and document pertinent symptoms, signs, risk factors, and indications for the exam to establish its appropriateness for the patient's symptoms.
2. Follow laboratory protocol, adjusting the exam as needed based on the patient's symptoms, indication for the exam, and findings during the exam.
3. Perform the exam in a timely, respectful, and caring manner for all patients.
4. Produce a broad range of complete examinations with interpretable images and waveforms and accurate measurements.
5. Use the equipment intelligently, adjusting equipment controls in B-mode, Doppler, color, and other technology as needed to produce the best possible data.
6. Analyze the exam data for normalcy, presence, severity, location, and extent of pathology, and any changes compared to previous exams using established diagnostic criteria.
7. Clearly document the findings for interpretation by the physician.
8. Create a preliminary report of the findings for the physician.
9. Interacts efficiently and respectfully as a team member in the work group and institution.
10. Demonstrates use of resources to develop as a professional by participating in professional societies, expanding knowledge, leadership, management, and/or research.

SECTION 3.
ACADEMIC CALENDAR, CURRICULUM, ATTENDANCE,
and CLINICAL SITE ASSIGNMENT PROCEDURE

- A. **The Academic Calendar for 2026-2027 is available online at <https://www.rushu.rush.edu/student-life/student-affairs/office-registrar/academic-calendars>.** Please refer to this calendar to see when registration periods and semesters begin and end. This program is part of the College of Health Sciences (CHS).

B. Professional Curriculum See below and in the online university catalog with course descriptions.

Course Number	Course Name	Semester Credit Hours
	1 CREDIT HOUR vs CONTACT HOURS 1 CLASS = 1 HR/WK = 50 minutes 1 LAB CLASS = 2 HR/WK = 100 minutes 1 CLINICAL CLASS = 45 HRS/WK	
	FALL SEMESTER YEAR 1	
SON305	Anatomy, Physiology, and Pathophysiology	2
SON310	Patient Care Class & Lab	2
SON320	Ultrasound Physics, Physical Principles and Instrumentation I	2
SON320L	Physics and Instrumentation LAB	1
SON330	Venous Procedures	2
SON330L	Venous Procedures LAB	1
SON340	Arterial Physiologic and Duplex Procedures	2
SON340L	Arterial Physiologic Procedures LAB	1
IPE	IPE Interprofessional Education	
	SPRING SEMESTER YEAR 1	
SON325	Ultrasound Physics, Physical Principles and Instrumentation II	3
SON345L	Advanced Duplex Ultrasound Procedures Lab	1
SON350	Cerebrovascular Procedures (Car and TCD)	2
SON350L	Cerebrovascular Procedures LAB (Car & TCD)	1
SON355	Abdominal Sonography Procedures I	3
SON355L	Abdominal Sonography Lab I	1
SON380	Professional Practices in Ultrasound	3
SON390	Intro to Research Class and LAB	2
IPE	IPE Interprofessional Education	
	SUMMER SEMESTER YEAR 1	
SON360	Abdominal Vascular Procedures Class and LAB	2
SON365	Abdominal Sonography Procedures II	3
SON365L	Abdominal Sonography Lab II	1
SON375	Small Parts Sonography Procedures	3
SON370	General Pathophysiology (online)	3
SON410	Introduction to Clinical Skills	3

	CLINICAL YEAR	
	FALL SEMESTER YEAR 2	
SON411	Clinical Skills I	11
SON421	Professional Skills I	1
SON441	Senior Topics / Cases I	1
	CLINICAL YEAR SPRING SEMESTER YEAR 2	
SON412	Clinical Skills II	7
SON422	Professional Skills II	1
SON451	Cumulative Clinical Skills I	4
SON442	Senior Topics / Cases II	1
	CLINICAL YEAR SUMMER SEMESTER YEAR 2	
SON413	Clinical Skills III	8
SON423	Professional Skills III	1
SON452	Cumulative Clinical Skills II	4
SON443	Senior Topics III/ Comprehensive Review and Exam	1
	PROGRAM TOTAL	84

Students will be notified of any curriculum changes.

C. Attendance

1. Attendance is mandatory for all didactic, student laboratory, and clinical courses (clinical rotations). A course may or may not have attendance counted as part of the grade. Clinical course attendance is outlined in the clinical handbook.
2. If a student misses a class, it is the student's responsibility to check the course syllabus for information regarding missed classes and attendance, check Canvas, and contact the instructor regarding the missed materials, tests, or assignments.

D. Missed Exams

Any unexcused absence on a class day when a quiz, exam, or proficiency exam is scheduled will result in a grade of 0 for the exam grade.

An absence may be excused if:

- 1.) the student notifies the course instructor prior to the start of class
- 2.) the student provides documentation of a cause requiring time off. A student may be allowed to make up the exam if a valid, verifiable excuse is submitted and approved by the course instructor.

It is the student's responsibility to arrange the make-up date/time with your instructor; it is not your instructor's responsibility to chase you down to do this. Students are generally required to make up their missed exam within 48 hours. Extenuating circumstances that prevent a student from making up an exam within the 48-hour time frame will be handled on an individual basis. Course instructors reserve the right to proctor the make-up exam in an alternative manner, including but not limited to using an online proctoring platform (e.g., Respondus LockDown Browser with Webcam, Examity) or an alternative version of the original exam.

E. Late Assignments

Assignments are expected to be submitted on specified due dates. For assignments turned in after the due date, the student's grade will be reduced by 10% for each day the assignment is late, up to a maximum of one week. Assignments submitted more than one week past the due date will not be accepted and therefore, a grade of zero will be given.

F. Protocol for Undergraduate Programs Student Academic Support Services:

Students who do not pass assessments (examples: exams, projects/presentations) need to meet with the undergraduate Student Professional & Career Development coach, academic advisor, and/or the course director for support. Students are expected to respond to emails from faculty or staff.

Marcos Montes, MA (he/him)
Academic & Career Development Coach
Rush University | College of Health Sciences
Armour Academic Center | Office 1016
600 S. Paulina St. Chicago, IL 60612
Office: 708.497.9814 (During office hours, see booking link)
Email: marcos_montes@rush.edu
[Student Development, Culture & Holistic Wellbeing](#)

Professional Development (Participation required for graduation):

All students are expected to attend a series of Professional Development sessions each semester. Referred to as the "PRO" (Professional & Personal Roadmap to Opportunities) Series, the sessions are learning opportunities for students to develop professional behaviors and personal growth. Sessions are on campus and presented in a workshop and seminar format. The series includes professional mentoring panel discussions and guest presentations by community clinicians, educators, entrepreneurs, and other healthcare providers. In addition to being informative, the sessions are designed to be engaging, collaborative, and to elicit reflective learning. Students must attend and complete all requirements as outlined in the PRO syllabus. Successful completion of the PRO workshop seminar series is a graduation requirement.

G. Clinical Site Assignments

1. **AGREEMENTS.** Students are accepted contingent upon the student's agreement to be placed at clinical sites outside the Chicago metropolitan area as assigned. This contingency of acceptance is explained in the interview and included in the admissions letter, and the student's signature on the admissions confirmation form confirms agreement to this contingency, including the statement that housing and transportation are the student's responsibility.
2. **PREFERENCE LOTTERY.** For these assignments, students will receive a current list of out-of-area site locations and rank them by preference. A lottery system is used to assign the students to the out-of-area sites according to their preference list. For example, the first student pulled in the lottery will be assigned to their first preference; the second will get their first preference unless it is taken and then will get the second preference, and so on. Typically, each site has two halves of the year, so two students can likely attend each location in different halves of the year.
3. **TIMING OF ASSIGNMENTS.** Out-of-area clinical assignments are typically announced in late January/early February. Clinical rotations begin in May, so students have approximately 3 months to find housing.
4. **CHICAGO METRO AREA.** Students may not request clinical sites within the Chicago metropolitan area. The program assigns these using a complex process based on patient exams offered at the site and needed by the students, and other factors.

5. FINAL ASSIGNMENTS. All final clinical assignments are made at the discretion of the program director, with input as needed from the clinical experience coordinator, depending on the following considerations and other considerations that may not be predictable.
 - a. Number of sites in and out of area per rotation.
 - b. Availability of type and number of clinical exams per site and student's progress in achieving the required patient exams for graduation.
 - c. The program director has the final say in all clinical assignments and timing of each.
 - d. Clinical site assignments may be changed at the discretion of the program. We do not like to make changes to assignments, so we make them only when necessary.

SECTION 4.
DIAGNOSTIC MEDICAL SONOGRAPHY STUDENT LABORATORY

I. ATTIRE.

- A. Attire should not distract others from learning in class or in lab. Keep it clean.
- B. When you are scheduled to rotate through the Rush diagnostic medical ultrasound laboratory to observe patient exams being performed, proper attire is required, such as business casual. No open-toed shoes are allowed in the hospital.
- C. Clean gym shoes are acceptable.
- D. Student ID badges must always be worn in sight above the level of the waist.

II. CLEAN HANDS.

- A. Please get in the habit of washing your hands before and after contact with models and/or patients.
- B. There are gloves available in the lab, but hands still need to be washed after using gloves.

III. CLEAN TRANSDUCERS AND CORDS.

- A. Please clean the gel off the transducer with a towel and then clean the entire transducer and the cord with soap and water or the Sonowipes after using it. Spray bottles that contain soap and water are available to clean the duplex probes. Then the next student does not have to work with a slimy probe or cord, and germs are less likely to spread.
- B. DO NOT use alcohol or transceptic spray (which contains alcohol) on the transducers, according to the manufacturer's directions.
- C. Transceptic can be used on pressure cuffs.
- D. Alcohol can be used on the transcranial Doppler (TCD) probes.

IV. EQUIPMENT USAGE.

- A. Scanning equipment must be plugged into an outlet with a green dot, so that we do not blow a fuse for the entire floor. Each scanner must be plugged into a different wall outlet for the same reason. Four outlets are available for duplex scanning equipment, one on each wall.
- B. Be careful to make sure there is enough slack in the power cord for you to pull the machine out to use so that you do not pull it out of the wall while it is ON. If this happens often enough, it will cause problems with the equipment and require the company to come and fix it at a cost to the program.
- C. There are only **3** acceptable locations for cords and transducers:
 - In the transducer holder of the machine with the cord off the floor.
 - Transducer in your hand with the cord around the back of your neck if you are wearing a collar to avoid direct contact with your skin.
 - Transducer in your hand with the cord secured either around your arm or under the patient's mattress but NEVER on the mattress alone.
- D. **Cords must never be draped over the model or left on the cart when not in use, because they are more likely to fall off and break.**
- E. **Cords and transducers should never be on the floor** because multiple wires transmit energy and data between the machine and the probe.
- F. **Take special care not to roll the wheels over the power cords.** This equipment is extremely expensive to replace or fix.

- V. **FLASH DRIVES.** You will need to purchase a flash drive to start the lab classes. You will use these to submit your ultrasound images to the instructor. Check with your lab instructors to see how they want your images submitted, i.e., through the Rush online learning management system, Canvas:
<https://rushuniversity.instructure.com/>

VI. **STUDENT LABORATORY ACCESS**

- A. Due to the value of the equipment, the student laboratory is kept locked between classes. Program faculty, staff, and current students have access to the student laboratory through badge-entry access.
- B. During the first week of the semester, please check that your badge is working properly and opens both doors of the student lab.
- C. **YOU MUST ENSURE BOTH LAB DOORS ARE FULLY CLOSED AND LOCKED WHEN YOU LEAVE THE LAB.**
- D. In the event you are unable to enter the student laboratory using your badge, please contact Ore at ext. 3-2463 or Jackie at ext. 2-1456.

VII. **MODELS.**

- A. It is important for your education to experience the noninvasive procedures that you will be performing on patients. Therefore, even though we have scheduled some models for class, students will also take turns being models.
- B. Participation as a model in the lab is a part of the student laboratory experience, as is setting up and cleaning up the lab, but **modeling is voluntary**. There will be no decrease in grade or evaluation due to no or restricted participation. You will need to sign a student volunteer form prior to participating in the student lab that attests to your knowledge of this policy. See model volunteer forms below.
- C. We will be scanning legs, arms, neck, and abdomen during the year. If you need to restrict your service as a model for any reason (i.e., neck only, arms only, not today), please discuss the restrictions with your instructor.
- D. You can also be a model for pay in the opposite lab that you are enrolled in. For instance, if you are enrolled in Lab A, you can model for Lab B. Ask Elizabeth Babich about scheduling and pay.

VIII. **MODELS for practice/assignments.**

- A. Typically, two or three students plan to practice in the lab together, outside class time, taking turns being the model and scanning.
- B. If you have a family member or friend model for your practice, know that you are entirely responsible for your model's behavior while in the lab. No one under the age of 18 may model for a student in the lab. You must take responsibility and may undergo disciplinary action if you or your model displays poor behavior or breaks something in the student lab.
- C. Your non-student model is required to sign the volunteer form seen below on page 6. These are available in this handbook for printout AND on the file cabinet in the laboratory. Hand in the completed form to Elizabeth Babich; it only needs to be signed once per model per year. Our accreditation depends on you doing this. It is required.
- D. Should you find unexpected pathology during a practice session, you should document it and contact one of your instructors for directions. If you cannot contact an instructor, send the model to the emergency room if you suspect a DVT or another emergent situation. See the volunteer form below.
- E. At **no time** should students scan a fetus for the sole purpose of entertainment or otherwise. Use this lab only to practice the ultrasound exams learned in class.

IX. **EXPECTED BEHAVIOR while observing patient exams.**

- A. When you are observing patient exams in the Rush Diagnostic Ultrasound Lab, you are expected to act professionally. This means you should observe quietly and refrain from making comments such as "That is the biggest clot I ever saw!" Also, write your questions down and ask the sonographer if he/she has time to answer them after the exam, rather than during the exam. It is not appropriate for the sonographer to discuss the exam findings with the patient, so do not prompt this type of discussion in front of the patient. In general, it is not appropriate to discuss anything you see on the screen or pathology in front of the patient.
- B. During the clinical observation phase, please remember that the sonographer's primary responsibility is to complete the exam, so they are in charge during the exam. If the sonographer has time and can teach you

something during the exam, they will. Your job is to observe as much as possible during the exam and then come back to the lab for discussion. If the sonographer does not have time to answer your questions afterward, please ask the instructor in the student lab. You will have plenty of time during clinical rotations to perform exams you initially learned in the student lab and observed in the Rush patient lab.

MODEL FORMS: FOLLOW THIS PAGE BELOW.

**Rush University
DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM
STUDENT LABORATORY
STUDENT VOLUNTEER FORM**

Quote from www.svu.org (Society of Vascular Ultrasound website):

“Unlike X-ray, ultrasound is non-ionizing with no known side effects to either the technologist performing the examination or the patient being examined.”

I have voluntarily agreed to undergo ultrasound and/or other noninvasive sonography techniques as a model for other students to learn the techniques diagnostic medical sonographers use on patients. I understand that if any pathology is found during the examination and confirmed by the instructor, I will be referred to my physician with a letter describing the preliminary findings. I further understand that the student ultrasound laboratory exam does not replace a formal clinical or ultrasound examination that my physician may order.

I understand that my participation in the student laboratory is voluntary, and my participation or non-participation will not affect my evaluation or grades in the program. I may limit my participation as I see fit with no retribution.

Signature

Date

Rush University
DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM
STUDENT LABORATORY
CLASS MODEL VOLUNTEER FORM

Quote from www.svu.org (Society of Vascular Ultrasound website):

“Unlike X-ray, ultrasound is non-ionizing with no known side effects to either the technologist performing the examination, or the patient being examined.”

I have voluntarily agreed to undergo ultrasound and/or other noninvasive sonography techniques as a model for other students to learn the techniques diagnostic medical sonographers use on patients. I understand that if any pathology is found during the examination and confirmed by the instructor, I will be referred to my physician with a letter describing the preliminary findings. I further understand that the student ultrasound laboratory exam does not replace a formal clinical or ultrasound examination that my physician may order.

Signature Date

NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

SSN (needed for pay): _____

DAYS AVAILABLE: _____

Rush University
DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM
STUDENT LABORATORY
PRACTICE MODEL VOLUNTEER FORM

Quote from www.svu.org (Society of Vascular Ultrasound website):

“Unlike X-ray, ultrasound is non-ionizing with no known side effects to either the technologist performing the examination or the patient being examined.”

I have voluntarily agreed to undergo ultrasound and/or other noninvasive sonography techniques as a model for other students to learn the techniques diagnostic medical sonographers use on patients. I understand that if any pathology is found during the examination and confirmed by the instructor, I will be referred to my physician with a letter describing the preliminary findings. I further understand that the student ultrasound laboratory exam does not replace a formal clinical or ultrasound examination that my physician may order.

Signature

NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

SECTION 5. ACADEMIC POLICIES

Successful completion of courses for graduation:

Students must complete all required courses each semester and pass each course with a minimum letter grade of C. Students must also meet the clinical skills requirements for graduation, as outlined in the clinical site handbook. The cumulative GPA must be above 2.0. See the department and university Academic Policies below or online at <https://rush.sharepoint.com/sites/university>. There are also university/college-based requirements, such as paying tuition, clearing outstanding library holds, completing 16 community service hours, and completing mandatory training modules.

Department grading scale: A 93-100%

B 84-92%

C 75-83%*

D 66-74%

F Below 66%

Good Academic Standing

High academic performance is expected in required courses. Students are considered in good standing unless placed on academic probation. An annual cumulative GPA of at least 2.0 is required to remain eligible to continue in the program. *A grade of C or higher in required courses is required to remain eligible to continue in the program; a grade of D or F may result in dismissal from the program. The faculty reserves the right to request the withdrawal of a student whose conduct, health, or performance demonstrates a lack of fitness to continue in a health profession. Any such student who does not voluntarily withdraw will be dismissed from the University.

Academic Probation

Academic probation is assigned to any student who receives a semester GPA below 2.0 or whose cumulative GPA falls below 2.0. Students placed on probation have one semester to regain good standing. Failure to do so may result in dismissal from the University.

Clinical Work

A student may not be paid as an employee during clinical credit hours. A student may also not count any paid work as an employee toward clinical credit hours in the program.

Blood-Borne Pathogen and Communicable Disease Policy

If a student is exposed to a blood-borne pathogen or communicable disease, the student should report to the emergency room for care.

Student Academic Appeals and Grievance Procedure

A student wishing to appeal an academic decision should follow the College of Health Sciences appeal process in the CHS policies section of the university catalog.

<https://www.rushu.rush.edu/rush-experience/student-services/office-registrar/university-catalog>

<https://rush.sharepoint.com/sites/university/CHS/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Funiversity%2FCHS%2FShared%20Documents%2FStudent%20Grievance%20Procedure%2Epdf&parent=%2Fsites%2Funiversity%2FCHS%2FShared%20Documents>

Leave of Absence: College of Health Sciences (see CHS policy on the internet)

A student who must interrupt his/her/their studies for reasons of sustained ill health or compelling personal situations may apply for a leave of absence for a stated period of time, not to exceed three semesters. A Petition for Leave of Absence form (available from the Office of the Registrar or via the Rush portal at <https://www.rushu.rush.edu/rush-experience/student-services/office-registrar/registrar-fo>

rms must be submitted to the department chairperson or his/her/their designee.

https://www.rushu.rush.edu/sites/default/files/Rush%20PDFs%20and%20Files/Student%20Services/Withdrawal-LOA_12.03.19.pdf

If approved by the department chairperson and dean, the student must satisfy the conditions of the leave before re-entering and must comply with all policies, requirements, and course sequences in effect at the time of re-entry. The student will pay tuition and fees at the rate in effect at the time of re-enrollment.

Leave of Absence (LOA): Diagnostic Medical Sonography

A student may request a leave of absence following the College of Health Science Leave of Absence policy and procedure.

LOA request during first two semesters: The first three semesters of the program contain courses that are only offered once per year and must be taken in sequence. If a leave of absence is approved for a student during the first three semesters of the program, he/she/they must wait until the next year to make up that semester and the remainder of the courses in the program.

LOA request during the last three semesters: If a leave of absence is approved during the last three semesters of the program, the student may make up the semester after the leave period ends, provided a clinical site is available. If a clinical site is not immediately available, one will be assigned as soon as one becomes available.

Clinical site assignments: If the student confirmed clinical placement at an out-of-area clinical site upon acceptance into the program, that status remains upon return from the LOA.

RUSH UNIVERSITY WEBSITE. More resources, including the University Catalog, are also available online through the portal at <https://rush.sharepoint.com/sites/university>.

College of Health Sciences/Rush University Academic Policies/ Procedures

Please see the College of Health Sciences academic policies section of the university catalog.

<http://catalog.rush.edu/content.php?catoid=14&navoid=1280#academic-resources-and-policies>

In addition, Rush University academic policies can also be seen online at <https://rush.sharepoint.com/sites/university>.

RUSH UNIVERSITY POLICY

Honor Code and Academic Honesty

Students are expected to abide by the Rush Honor Code relating to academic integrity throughout all aspects of this course, including all assignments and exams. As trusted health care professionals, we take academic integrity very seriously and expect you to adhere to the highest standards of integrity at all times.

Rush University students and faculty belong to an academic community with high scholarly standards. As essential as academic honesty is to the relationship of trust fundamental to the educational process, academic dishonesty violates one of the most basic ethical principles of an academic community, and will result in sanctions imposed under the University's disciplinary system. A partial list of academically dishonest behaviors that would subject a student to disciplinary action includes:

- *Cheating*: Using unauthorized material or unauthorized help from another person in any work submitted for academic credit.
- *Fabrication*: Inventing information or citations in an academic or clinical exercise.
- *Facilitating Academic Dishonesty*: Providing unauthorized material or information to another person.
- *Plagiarism*: Submitting the work of another person or persons, as one's own without acknowledging the correct source.
- *Unauthorized Examination Behavior*: Conversing with another person, passing or receiving material to/from another person or temporarily leaving an examination site to visit an unauthorized site.

<http://catalog.rush.edu/content.php?catoid=14&navoid=1280#academic-honesty>

Pregnancy Policy for Diagnostic Medical Sonography (DMS) Students

Purpose

This policy ensures the safety, well-being, and equitable treatment of pregnant and parenting students enrolled in the Diagnostic Medical Ultrasound Program, while maintaining compliance with federal and state regulations, including, but not limited to, Title IX of the Education Amendments of 1972, and ensuring educational continuity.

Policy Statement

The Diagnostic Medical Ultrasound Program recognizes that pregnancy is a significant life event that may require adjustments or modifications in academic and clinical activities. Pregnant students are entitled to reasonable accommodations to allow equal access and continued participation in all aspects of the program without discrimination or penalty.

1. Disclosure of Pregnancy

Disclosure of pregnancy is **voluntary**. However, students are **strongly encouraged** to inform the Office of Student Accessibility Services (OSAS) as soon as possible after confirming a pregnancy to receive information on the temporary support and accommodations available for expecting students. All disclosures will be treated **confidentially** and shared only with personnel directly involved in implementing the accommodation.

2. Occupational Health and Safety

Pregnant students may be exposed to potential occupational risks in the clinical and laboratory environment, including but not limited to:

- Ionizing radiation (from exposure to radiographic procedures within clinical settings),
- Infectious diseases (such as cytomegalovirus, rubella, or hepatitis),
- Ergonomic strain from prolonged standing, patient transfers, or scanning procedures,

- Chemical disinfectants or other agents used in medical imaging environments.

Students should:

- Review the program's safety and infection control policies.
 - Adhere to all clinical safety protocols, including use of personal protective equipment (PPE).
 - Notify clinical instructors of temporary accommodations once they have been approved by the OSAS (e.g., limited exposure to certain procedures).
-

3. Accommodations

Pregnant students are encouraged to engage with the Office of Student Accessibility Services (OSAS) for support. Inquiries are confidential, and you may submit accommodation applications at any time. The step-by-step process is located on the OSAS website: [Requesting Accommodations at RUSH University](#).

After receiving a request, OSAS will engage the student in an interactive process to identify temporary accommodations that may be available in accordance with institutional procedures. Examples of temporary accommodations may include:

- Modified clinical assignments to reduce exposure risks,
- Flexibility in attendance for prenatal appointments,
- Temporary reassignment of physically demanding tasks,
- Opportunity to make up missed clinical or didactic work.

Students can request a re-evaluation of their accommodations or request new accommodations at any time during their academic program. Email the OSAS at

StudentAccessibility@rush.edu

4. Leave of Absence

If medical or personal circumstances require a temporary withdrawal, a **leave of absence** may be granted in accordance with institutional policy. The student will:

- Submit a written request to the Program Director.
 - Complete the Institutional LOA paperwork.
 - Upon return, in conjunction with the program director and clinical coordinator, a re-entry plan outlining when and how program requirements will be completed will be developed to allow the student the opportunity to make up any academic coursework or activities while on a leave of absence.
 - Be reinstated to the program at the earliest available point, contingent upon course/clinical availability and satisfactory standing prior to leave.
-

5. Academic and Clinical Requirements

All program competency, attendance, and academic standards remain in effect. Pregnant students are expected to meet learning objectives; however, reasonable flexibility will be provided to ensure continued participation in all classes and activities and support successful program completion.

Students unable to meet clinical objectives due to medical restrictions should engage OSAS to identify options and support available, including options to:

- Request a **temporary clinical suspension** until cleared by a healthcare provider.
 - Resume clinical placement when deemed physically capable, with appropriate documentation.
-

6. Postpartum and Lactation Support

Upon return to the program, postpartum students will be supported with:

- Reasonable breaks for expressing breast milk.
 - Access to a private, non-bathroom space for lactation needs.
 - Flexibility in scheduling to attend medical follow-up appointments.
-

7. Non-Discrimination

No student will be excluded, penalized, or subjected to adverse treatment due to pregnancy, childbirth, or related medical conditions. Rush University is committed to ensuring equal access to educational opportunities to confirm consistent compliance with all responsibilities under Title IX (which includes pregnancy and postpartum). Retaliation is strictly prohibited against any student who in good faith reports discrimination or harassment, assists in an investigation, or otherwise exercises their rights under this policy. Students or employees who believe they have experienced discrimination, harassment, or denial of appropriate accommodation (or any other violation(s) of this policy) should contact the Title IX Officers, Catherine Howlett (catherine_c_howlett@rush.edu) and Sharday Shelby Jackson (Sharday_shelbyjackson@rush.edu). Confidential reports can also be made through the Rush Hotline at (877) 787-4009 or via the Rush web reporting tool at rush.ethicspoint.com.

8. Contacts

- **Program Director:** Jacqueline Ortiz, MA, RVT
 - **Clinical Coordinator:** Karen Burns, MBA, RN, RVT
 - **Title IX Coordinator:** Catherine Howlett, JD
 - **Office of Student Accessibility Services:** Director, Marie Lusk, MBA, MSW
-

Acknowledgment

All students must acknowledge that they have reviewed and understood this Pregnancy Policy as part of their program orientation.

Student Signature: _____

Date: _____

SECTION 7. Community Service

I. Diagnostic Medical Sonography Program

A. Graduation Requirement

As a requirement for graduation from the College of Health Sciences, students must complete at least sixteen (16) contact hours of approved professional or community service. Students must complete a minimum of eight service hours during the first year in the program and eight in the second year.

B. Process

- a. If you want to do some community service hours, please ask Jackie via email to verify that the event will yield appropriate hours to meet the community service requirement.
 - b. **Complete a form and bring it with you to obtain the required signature** verifying that you have completed the event for a certain number of hours. The event organizer must sign it.
 - c. Submit the form to Jackie for signature approval, and she will give it to Ore for your records.
 - d. It is YOUR responsibility to identify appropriate service activities for your participation, complete the form, obtain the verification signature, and submit the paperwork to the program director ON TIME.
 - e. The verification form is on the following page.
- C. Due dates. First-year activities are due April 16, 2027, of the first year in the program, and second-year activities are due December 31, 2027, of the second year, to allow enough time for processing.

II. Statement from the College of Health Sciences:

Rush University

College of Health Sciences

Student Professional and Community Service Requirement

Participation in service activities is an important attribute of the health science professional. A hallmark of outstanding Rush students and alumni is the desire and ability to make meaningful service contributions. Community service activities may include volunteer activities (health fairs and clinics, health education, provision of health services to at-risk or disadvantaged populations, and other outreach, education, or clinical activities) and service on community boards, committees, work groups, and other service activities that promote the health and well-being of the community and its members. Professional service may include participation in the provision of state, national or international activities to advance the quality, access and effectiveness of health care services provided by allied health professionals.

Achievement of the College of Health Sciences Excellence in Service Goal is demonstrated, in part, through:

1. Student and faculty participation in community service activities
2. Student satisfaction with and appreciation for community service.
3. Students and faculty who provide leadership and support to professional associations, boards, and committees.
4. Provision of community and professional continuing education to local, national, and international audiences.

To support achievement of the college's service excellence goals and objectives, the college has developed a professional and community service requirement for all CHS students as part of their academic programs.

As a requirement for program completion, each academic degree-granting program will establish a minimum service requirement for each student enrolled in the program of at least sixteen (16) contact hours of approved professional or community service.

Examples of activities that may be used to meet this requirement include participation in community health fairs, community health screening and/or health services, provision of community health education, participation in approved professional service and/or continuing education activities, and assistance with the delivery of seminars, lectures, workshops and related community or professional continuing education activities.

This program requirement will be required for satisfactory course completion for at least one course in the student's prescribed course of studies. Alternatively, the requirement may be listed as a graduation requirement for the program in the catalog and program handbook.

FORM IS BELOW.

**Rush University
College of Health Sciences**

Professional and Service Requirement
(Documentation of Service Activity)

Student: _____ **Service Hours Acquired:** _____

Title of Activity: _____

The student listed above has acquired professional and/or community service time by their participation in the following activity:

Date of Activity: _____

Verified by: _____

Phone: _____

Print Name and role:

Approved by: _____ **Date:** _____
(Acting PD or Program Director, Diagnostic Medical Sonography Program)

As a requirement for program completion, each student must complete at least sixteen (16) contact hours of approved community and/or professional service over the course of his or her enrollment at Rush. Examples of activities that may be used to meet this requirement include participation in community health fairs, community health screening and/or health services, provision of community health education, participation in approved professional service and/or continuing education activities, and assistance with the delivery of seminars, lectures, workshops, and related community or professional continuing education activities.

1. Satisfactory completion of the activity must be verified by the community/ professional service activity provider or supervisor. 2. Activities must receive final approval from your program director or other designated program faculty member.

GUIDE TO PROFESSIONAL CONDUCT

Professionalism relates to the intellectual, ethical, behavioral, and attitudinal attributes necessary to perform as a health care provider. The student will be expected to adhere to the following guidelines:

Attention

1. Demonstrate awareness of the importance of learning by asking pertinent questions, identifying key areas in clinical practice, and reporting and recording those areas.
2. Disruptive behavior in class, lab, and clinical rotations, such as interrupting lectures or demonstrations, arriving late or leaving early, or any other activity that interferes with effective teaching and learning, should be avoided.

Participation

1. Complete assigned work and prepare for class, laboratory, and clinical objectives before attending.
2. Participate in formal and informal discussions, answer questions, report on experiences, and volunteer for special tasks and research as opportunities arise.
3. Initiate changes in patient care techniques when safe and appropriate, with notification of instructors, nursing staff, and the physician.

Dependability and Appearance

1. Attend and be punctual and reliable in completing assignments with minimal instructor supervision.
2. Promote a professional demeanor by appropriate hygiene, grooming, and attire.

Communication

1. Demonstrate a pleasant and positive attitude when dealing with patients and co-workers by greeting them by name and interacting in an approachable manner.

2. Explain procedures clearly and completely to the patient.
3. Ask patients how they feel and solicit their comments regarding their overall condition and response to therapy.
4. Communicate clearly to relevant nursing staff and physicians regarding the patient's status, using appropriate charting, oral communication, and the established chain of command.
5. Demonstrate a pleasant and positive attitude when dealing with co-workers, instructors, faculty, and all health care team members.

Organization

1. Demonstrate recognition of the importance of interpersonal relationships with students, faculty, and other members of the health care team by behaving in a mindful, cooperative, and pleasant manner.
2. Work effectively and appropriately as a member of a team with peers, instructors, and all members of the health care team who provide patient care.
3. Organize work assignments effectively and efficiently.
4. Collect information from appropriate resources.
5. Correlate learned vascular ultrasound theories and concepts to overall patient condition.
6. Adapt vascular ultrasound examination techniques to overcome potential challenges.

Safety

1. Verify identity of patients before beginning a vascular ultrasound examination.
2. Interpret written information and verbal directions accurately.
3. Observe and report significant changes in the patient's condition promptly to appropriate person(s).
4. Act to prevent accidents and injury to patients, personnel, and self.
5. Transfer previously learned theory and skills to new/different patient situations.
6. Request help from faculty/staff when unsure.
7. Comply with hospital and university guidelines for performance.

Examples of critical errors in professional conduct and judgment include:

1. Failure to place the patient's welfare as the first priority.
2. Failure to maintain physical, mental, and emotional composure in all situations.
3. Consistent ineffective, inefficient use of time in the classroom and/or clinical setting.
4. Failure to be honest with patients, faculty, and colleagues.
5. Scholastic dishonesty in any form.

PROCEDURE FOR UNPROFESSIONAL CONDUCT:

The procedure to be followed for unprofessional conduct is as follows:

Step 1. The student will have been identified as violating an established standard of professional conduct/judgment or moral/ethical behavior, and the Department Chair/Program Director will have been notified.

Step 2. The Department Chair/Program Director will meet with the individual(s) making the allegation and the student's faculty advisor to review the available information and determine the allegations' veracity.

Step 3. The Department Chair/Program Director, student, and faculty advisor will meet, whenever possible, as soon as possible after the alleged incident. The Department Chair/Program Director will report the facts and available information to the student and will seek to authenticate or clarify the allegations where possible. If it is determined that there is no basis for the allegation, no further action will be taken.

Step 4. If it is determined that there is a basis for the allegation and that further investigation is necessary, a preliminary hearing of the Committee on Progress and Promotions for the Department of Undergraduate Studies (CPPRC) will be convened to review the allegations and recommend a course of action. The Department Chair/Program Director will inform the student and the Dean in writing of the CPPRC preliminary hearing and the following:

- a. Date
- b. Name of student
- c. Nature of the allegations
- d. Date of alleged incident/occurrence
- e. Professional attributes that allegedly violate standards: skill, behavior, judgment, ethical values, etc.

For more information regarding the procedures for handling instances of unprofessional conduct, see the current University Catalog and the College of Health Sciences Rules for Governance.

Rush University Honor Code

In accordance with the Diagnostic Medical Sonography Program's 2026-2027 Student Handbook, I pledge that my academic, research, and/or clinical work will be of the highest integrity. I shall neither give nor receive unauthorized aid; I shall not represent the work of others as my own; I shall not engage in scientific misconduct; and I shall treat all persons with the greatest respect and dignity, just as the ethical codes of Rush University Medical Center and my future profession demand. I recognize that behaviors that impede learning or undermine academic, research, and clinical evaluation, including but not limited to falsification, fabrication, and plagiarism, are inconsistent with Rush University values and must be reported.

Implementation of the Honor Code

This Honor Code (hereafter referred to as the Code) sets the standards for expected professional behavior within the University and the Medical Center. Commitment to this Code is a shared responsibility of all faculty, staff, and students within the Rush University community to ensure the highest standards of behavior, whether in the classroom, the laboratory, or in the clinical setting, and to ensure that education obtained at Rush provides a sound foundation for each student's future success as an academic, scientific, or healthcare professional.

Code Enforcement

Any violations of this Code or suspicion of student or academic misconduct should be reported to the student's college for further review in accordance with the procedures specified by that college. Each college will be expected to set standards for addressing Honor Code violations and cases of misconduct in a fair and consistent manner that best fits their respective student population. Students refusing to sign must submit a letter to their dean's office explaining why, and adherence to the Code is required for matriculation, whether or not the document has been signed. The Code may also be enforced for off-campus actions when the student is representing themselves as a member of the University.

Commitment

By signing below, I affirm my commitment to this Code and pledge to act with integrity and adhere to the Rush University values of Innovation, Collaboration, Accountability, Respect, and Excellence. I understand that this signed document becomes part of my permanent record, and I must uphold the letter and spirit of this Code throughout my Rush education. I verify receipt of the program handbook and pledge to refer to this handbook for program policies and procedures.

Student Signature

Date

Printed Name

SECTION 8

Student Handbook

DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

RUSH UNIVERSITY

TECHNICAL STANDARDS

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals' representative of the national population.

Our core values — ICARE — Innovation, Collaboration, Accountability, Respect, and Excellence translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful, accountable culture through confidential, specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

The following technical functions are required of all students enrolled in the *Diagnostic Medical Sonography Program*:

Acquire information:

- Acquire information from demonstrations and experiences in courses such as lecture, group, and physical demonstrations.
- Acquire information from written documents and computer systems (e.g., literature searches & data retrieval).
- Identify information presented in accessible images from paper, slides, videos with audio description, and transparencies.
- Identify information presented in images from paper, slides, videos, and transparencies.
- Recognize and assess patient changes in mood, activity, cognition, verbal, and non-verbal communication.

Use and Interpret:

- Use and interpret information from assessment techniques/maneuvers such as ultrasound and other noninvasive sonography techniques. Use and interpret information related to physiologic phenomena generated from diagnostic

tools such as blood pressures, Doppler ultrasound waveforms, B-mode images, and other non-invasive sonography techniques.

- **Motor:**

- Possess psychomotor skills necessary to provide or assist in holistic sonography procedures and treatments.
- Practice in a safe manner and appropriately provide ultrasound patients with care and assessment in emergencies and life support procedures and perform universal precautions against contamination.

Communication:

- Communicate effectively and sensitively with patients and families.
- Communicate effectively with faculty, preceptors, and all members of the healthcare team during practicum and other learning experiences.
- Accurately elicit information, including a medical history and other information, to adequately and effectively evaluate a population's, client's, or patient's condition.

Intellectual ability:

- Measure, calculate, reason, analyze, and synthesize data related to the diagnosis and treatment of patients and populations.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the sonographer's role.
- Synthesize information, problem-solve, and think critically to judge the most appropriate theory, assessment, or treatment strategy.

Behavioral:

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors, and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for patients in need.
- Possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

Character:

- Demonstrate concern for others, integrity, accountability, interest, and motivation as necessary personal qualities.
- Demonstrate intent and desire to follow the Rush University and Diagnostic Medical Sonography Program Code of Ethics.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program should contact the Office of Student Disability Services, <https://www.rushu.rush.edu/students-disabilities>, to confidentially discuss their accommodation needs. Given the clinical nature of our programs, time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

RUSH UNIVERSITY POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

Rush University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. Part of Rush University's mission is to promote diversity among its student population and to provide equal access to its facilities, programs, services and learning opportunities. In keeping with this mission, the University encourages students with disabilities to engage the Office of Student Disability Services as soon as they begin their program.

Students should feel free to contact **Marie Ferro-Lusk, Director, Office of Student Accessibility Services** at Rush University, to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. The University does not provide accommodations retroactively. Additional information is available on the Office of Student Disability website or by contacting the Office of Student Disability Services. In order to respect students' privacy and ensure a thoughtful interactive discussion, students should not make accommodation requests to individual faculty members, lecturers, or course directors; instead, please contact:

Marie Ferro-Lusk, MBA, MSW, LSW

Manager, Office of Student Accessibility Services

Rush University

600 S. Paulina St. Suite 901

Chicago, IL. 60612

Phone: (312) 942-5237

Fax: (312) 942-2778

Email: [Marie S Ferro-Lusk@rush.edu](mailto:Marie_S_Ferro-Lusk@rush.edu) or StudentAccessibility@rush.edu

Website: <https://www.rushu.rush.edu/office-student-accessibility-services>

STUDENT ORIENTATION

My signature below verifies that I received the Student Handbook for the Diagnostic Medical Sonography Program and reviewed it in its entirety at student orientation on September 3, 2026. I am aware of its contents.

Student Signature

PRINT NAME

Date