



Speaking Points for SDMS Oral Presentation to the ARDMS Certification Committee on Prerequisite No. 2

Thursday, December 9, 2004

- SDMS appreciates, once again, the opportunity to provide input to the ARDMS regarding Prerequisite 2
- We recognize the diligent evaluation of the comments as evidenced by the ARDMS staff report, analysis, and recommendation
- SDMS agrees with the fundamental recommendations in the staff report including:
 - accrediting organizations must provide programmatic accreditation
 - accrediting organizations should be recognized by United States Department of Education or Council for Higher Education Accreditation
- SDMS supports expansion of the ARDMS recommendations to include:
 - identification/description of appropriate components of programmatic accreditation understanding that programmatic standards may not be equivalent and defining programmatic accreditation will insure that the integrity of minimum educational standards in sonography will be maintained
- There are three essential elements that form the foundation of sound sonography education
 - the first key component is ***integration of clinical and didactic education***
 - Because the ultrasound profession is so operator dependent, it is imperative that clinical education be blended with didactic education so that mastery of entry level concepts and accompanying skills can be achieved before introducing more advanced material fused with more advanced skills
 - the second key component is a ***peer review process of the programmatic standards*** by community of professional organizations with expertise in sonography
 - Minimum educational standards should be reviewed, recognized, and approved by such organizations as the AIUM, SVU, ASE, SDMS, ACR, ACC, ACOG, ASRT
 - the third key component is ***accountability and enforcement*** of programmatic standards
 - Programs should be required to engage in a peer review process that insures that minimum educational standards are being met as demonstrated through competency evaluations and a comprehensive program evaluation that assesses outcomes relative to employment rates and registry pass rates

- SDMS supports an independent JRC-DMS & encourages ARDMS to make accommodations for students during transition activities so that they will be allowed to challenge the ARDMS examinations at the time of graduation; as these students will be completing the same educational requirements that have been recognized by the ARDMS under the CAAHEP umbrella
- In summary, the SDMS essentially agrees with the ARDMS staff report, however, we feel that in order to ensure the integrity of programmatic accreditation, the essential element of programmatic accreditation should be defined and added to the Prerequisite 2 recommendation reflected in the staff report. Those key elements are:
 - **integration of clinical and didactic education**
 - **a peer review process of educational standards**
 - **accountability through program evaluation and outcomes assessment**

Providing a definition of programmatic accreditation will not only insure that the integrity of Prerequisite 2 will be maintained, it will also insure that graduates who challenge the ARDMS examinations under Prerequisite 2 will be extending the same quality patient care as is currently being received.

- The SDMS thanks the ARDMS BOD and Certification Committee for opportunity to present our response to the Staff Report on Prerequisite 2
- The SDMS would like to extend an offer to support and assist ARDMS with information/counsel/expertise as Prerequisite 2 is revised and refined