



# **INSTRUCTIONAL PACKAGE**

DMS 160  
Clinical Applications II

202510  
Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: DMS 160

COURSE TITLE: Clinical Applications II

CONTACT HOURS: 21    CREDIT HOURS: 7

### **RATIONALE FOR THE COURSE:**

This course provides supervised clinical experience designed to continue and further develop students' sonographic scanning skills in an off-campus healthcare setting. Students will actively participate in performing ultrasound examinations, with an emphasis on image acquisition, processing, and technical evaluation. The focus is on applying previously learned concepts in a real-world environment, enhancing both technical proficiency and clinical judgment. By the end of the course, students will be expected to demonstrate competency in imaging, processing, and evaluating a range of sonographic procedures.

### **COURSE DESCRIPTION:**

This course covers routine sonography procedures in the clinical environment.

### **PREREQUISITES/CO-REQUISITES:**

Pre-req: DMS 175

Co-req: DMS 126

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

Continued access to Trajecsys Online Record Keeping system to log all clinical records throughout the semester

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

## **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

- Engage effectively as a contributing member of the Diagnostic Medical Sonography (DMS) department.
- Collaborate professionally with staff and departments that support sonographic services.
- Consistently uphold and apply the DMS Professional Code of Ethics in clinical practice.
- Demonstrate personal and professional growth through reflective practice and self-improvement.
- Exhibit continued advancement in clinical performance and sonographic skill development.
- Demonstrate competency in designated sonographic procedures and protocols as outlined by course and clinical expectations
  - 1. Participates effectively in the DMS Department
  - 2. Interacts effectively with the supporting departments
  - 3. Demonstrates the DMS Professional Code of Ethics
  - 4. Demonstrates Personal and Professional Growth and Development
  - 5. Demonstrates Continued Clinical Progression
  - 6. Demonstrates Competency in certain areas

**Module 1*****Learning Outcome: Oral and written communication***

1. Maintain accurate clinical records.
2. Obtain and evaluate pertinent patient history and physical findings
3. Interact with the interpreting physician or other designated physicians with oral or written summary of findings as permitted by employer policy and procedure
4. Recognize significant clinical information and historical facts from the patient and the medical records, which may impact the diagnostic examination.
5. Comprehend and employ appropriate medical terminology, abbreviations, symbols, terms, and phrases.
6. Educate other health care providers and the public in the appropriate applications of ultrasound and other diagnostic examinations.
7. Interact with radiologist with oral and written summary of findings.

***\*Course Assessments:***

- Completed Competency Evaluations
- Professional Development evaluations
- Overall Evaluation of the Student's clinical skills

## **Module 2**

### ***Learning Outcome: Patient care and comfort***

1. Provide basic patient care and comfort.
2. Anticipate and respond to the needs of the patient
3. Demonstrate age related competency and respond to parental needs.
4. Maintain infection control and utilize standard precautions.
5. Anticipate and be able to respond to the needs of the patient.
6. Demonstrate age related competency (i.e., neonates, pediatric patients, adolescents, adults, and Obstetric patients)
7. Respond appropriately to parental needs
8. Recognize when sedation may be appropriate
9. Demonstrate appropriate care in nursery and intensive care environments (ancillary equipment, thermal, central venous lines, ET tubes, respiratory needs)
10. Use proper patient positioning

### ***\*Course Assessments:***

- Completed Competency Evaluations
- Professional Development evaluations
- Overall Evaluation of the Student's clinical skills

**Module 3*****Learning Outcome: Physiology, pathology, and pathophysiology.***

1. Demonstrate anatomic structures in the region of interest.
2. Recognize the sonographic appearance and patterns of normal tissue structures.
3. Extend standard diagnostic testing protocol as required by patient history or initial findings.
4. Recognize examination findings that require immediate clinical response and notify the interpreting physician of such findings, including the following:
5. Utilize proper sonographic examination techniques
6. Demonstrate diagnostic protocols related to specific site guidelines and disease conditions.
7. Physiology including blood flow dynamics
8. Recognize and document pertinent pathology and pathophysiology
9. Development of professional etiquette with staff and patients.
10. Demonstration of proficient directly supervised performance of ultrasound examinations performed at clinical rotation site
11. Demonstrate mastery of specific ultrasound protocols
12. Identify specific image evaluation criteria and anatomy for completed images specific to learned procedures.

***\*Course Assessments:***

- Completed Competency Evaluations
- Professional Development evaluations
- Overall Evaluation of the Student's clinical skills

***\*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

**GENERAL EDUCATION OUTCOMES:**

This course fulfills the following General Education Outcomes through the (list the appropriate assessment – programs should select which GELO applies). Upon completion of this course, students will be able to:  
(Check all that apply.)

- ☒ Communication – Students will be able to communicate effectively, orally and/or in written format.
- ☐ Critical thinking – Students will be able to demonstrate higher order of thinking when

problem solving.

☐ Career Readiness/Lifelong Learning – Students will be able to effectively engage in the professional world or transition to higher level learning.

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION\***

Competencies	50%
Evaluations	15%
Lab Assignments	15%
Other Assignments	<u>5%</u>
	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

#### **GRADING SYSTEM:**

100-96%	A-4 quality points
95-90%	B-3 quality points
89-84%	C-2 quality points
83-80%	D-1 quality point
79% or below	F-0 quality points

4 points- Excellent-Outstanding Performance

3 points- Consistently Good Performance

2 points- Satisfactory performance with minor corrections

1 point- Poor Performance, needs marked improvement, no initiative

0 point- Non-performance

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Clinical Days: Monday, Wednesday and Friday - 7:30 am- 5:00 pm

The Program Faculty believes that anytime a student is not in attendance at a didactic class, laboratory session, or clinical rotation, he or she is not able to receive the full benefits of a presentation or experience even if competencies are eventually met; therefore, attendance is required for the class

Students must make every effort to attend every clinical session. The student may not exceed four absences during the clinical course. Any absence after the first one must be made up, and a fourth absence will result in a final written warning. The fifth absence will result in termination from the DMS program. Reminder: 2 final warning letters during the program will result in termination from the program.

### CLINICAL ABSENCE POLICY:

- Four absences allowed during summer clinical course
  - Second absent – verbal warning
  - Third absence - written warning
  - Fourth absence- final written warning
  - Fifth absence - dismissal from the program!
- After the first clinical absent day all future clinic absences must be made up!



- Make-up time is limited to school breaks and/or finals week and must be pre-approved by the clinical coordinator and the clinical instructor.

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit

the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option # 1.



### **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable

accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at [disabilityservices@hgtc.edu](mailto:disabilityservices@hgtc.edu) or 843-796-8818 (call or text).

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

### **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

**TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

**Student and prospective student** inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

## **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).