



## INSTRUCTIONAL PACKAGE

DMS 164

Introduction to Clinical Education

201810  
FALL 2018

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201810

COURSE PREFIX: DMS 164

COURSE TITLE: INTRODUCTION TO  
CLINICAL EDUCATION

CONTACT HOURS: 6

CREDIT HOURS: 2

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

DMS 164 provides an introduction to the clinical experience and beginning participation in off campus in clinical Sonography. Emphasis is placed on the student to become familiar with the clinical setting by relating to patients, staff and other health care providers. Upon completion of this course, the student should understand how an ultrasound department functions, be able to perform and assist in patient care procedures, perform basic equipment operation functions, such as start-up/shut down, transducer selection and manipulation, control panel adjustments, and daily maintenance; perform basic scanning procedures including evaluation of the requisition, obtaining patient history and pertinent laboratory data, and recognizing and identifying the sonographic appearance of normal anatomic structures of the abdomen and pelvis.

### **COURSE DESCRIPTION:**

This course is a supervised clinical experience and practice designed to introduce the student to the Diagnostic Ultrasound Department.

**PREREQUISITES/CO-REQUISITES:** Acceptance into the Diagnostic Medical Sonography Program

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

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

### **ADDITIONAL REQUIREMENTS:**

HGTC Diagnostic Sonography Clinical Student Handbook  
Medical Imaging Sciences Student Handbook

**TECHNICAL REQUIREMENTS:**

Trajecsys access record keeping system

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

**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 for 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\*:

Upon completion of this course, the student shall be able to perform:

- Introduce oneself to patient, including name and Sonography position as a student sonographer.
- Verify patient identification for proper match to patient order.
- Explain exam completely to patient, to include type of examination, areas being visualized, preparation, and performance of exam protocol.
- Provide comfort for patients' physical and emotional needs throughout the exam.
- Review patient's chart for physician's order, patient's clinical history including lab values.
- Demonstrate of a professional appearance with proper dress and grooming.
- Demonstrate adherence to acceptable practices of confidentiality regarding patient information at all times.
- Utilize proper applications of knobology on ultrasound machine.
- Demonstrate proper use and techniques of ergonomics in the ultrasound lab and clinical setting.
- Display continued enthusiasm for the field of Sonography by exhibiting professional behavior.
- Demonstrate continued willingness and eagerness to learn different sonographic techniques.
- Explain and demonstrate the importance of working well with other departments.
- Demonstrate clinical progression with independent scanning in the laboratory setting.
- Assist the Sonographers with procedures, patient care and departmental operations.
- Understand and be able to outline patient preparations for each ultrasound exam.
- Explore the need for scanning protocols and outline clinic department protocols.
- Demonstrate safety precautions and universal precautions while in the clinical setting.
- Utilize the clinical site's method of labeling images.

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

### **Module #1 – Introduction to the Ultrasound Machine**

**Materials Covered:** Knobology and Instrumentation  
Image Processing and Storage

**\*Assessment(s):** Quiz  
Lab check-off

#### **Learning Outcomes:**

1. Explain and identify important “knobology” of the ultrasound system
2. Compare and contrast functions of keyboard controls: primary imaging controls, calculation controls, and additional controls
3. Demonstrate the steps to operate the ultrasound system.
4. Describe the differences between PACS, HIS, and RIS

### **Module #2 – Introduction to the Ultrasound Safety**

**Materials Covered:** Ergonomics and Sonographer Safety,  
Patient Care

**\*Assessment(s):** Quiz  
Lab Check-off

#### **Learning Outcomes:**

1. Define ergonomics and discuss history of ergonomics as related to sonography and the involvement of the Occupational Safety and Health Act (OSHA)
2. List types of patient injuries most likely to occur while scanning
3. Explain causes and risk factors that influence work-related musculoskeletal disorder (WRMSD) and musculoskeletal injuries (MSIs)
4. Learn how the industry has changed over the years to counteract injury and describe various practice changes made
5. Describe what composes a stress-free, safe, and injury-free scanning environment and how that environment is managed
6. Describe effective interpersonal skills
7. Describe a “patient-ready” ultrasound examination room
8. Describe the sonographer’s responsibilities regarding patient care
9. Describe specific practices required for aseptic technique

### **Module #3 – Introduction to the Ultrasound Scanning**

**Materials Covered:** Thyroid

**\*Assessment(s):** Quiz  
Lab Proficiency

#### **Learning Outcomes:**

1. Identify anatomy and sonographic appearance of normal thyroid, parathyroid gland (locations), and relevant adjacent anatomic structures in neck.
2. Describe sonographic indications for thyroid and parathyroid gland studies.
3. Describe vascular supply of thyroid and parathyroid glands
4. Describe various shapes of normal thyroid and parathyroid glands
5. Describe anatomic pitfalls when scanning thyroid and parathyroid glands
6. Describe clinical laboratory tests, related diagnostic tests, normal laboratory values, and associated physicians in work-up of thyroid and parathyroid glands.
7. Implement a scanning protocol for thyroid examination.

### **Module #4 – Introduction to the Ultrasound Scanning**

**Materials Covered:** Abdomen

**\*Assessment(s):** Quiz  
Lab Proficiency

#### **Learning Outcomes:**

8. Identify anatomy and sonographic appearance of normal Aorta, IVC, Pancreas, Gallbladder, Liver, and Kidney (locations), and relevant adjacent anatomic structures in the abdomen.
9. Describe sonographic indications for abdominal studies.
10. Describe vascular supply of abdomen.
11. Describe anatomic pitfalls when scanning the abdomen.
12. Describe clinical laboratory tests, related diagnostic tests, normal laboratory values, and associated physicians in work-up.
13. Implement a scanning protocol for abdomen examination.

## Capstone Project - RUQ Scanning Proficiency

### **Learning Outcomes:**

1. Apply academic knowledge in a professional setting.
2. Articulate a relevant scanning protocol for limited abdominal structures using ultrasound.
3. Demonstrate mastery of assigned knowledge/skills.
4. Implement a scanning protocol for abdomen examination.

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

## 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.

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- Lab skills check offs
- Proficiency scan tests
- Getting started in Clinical setting
- Recognizing structures: Minimum of 10 structures for progression
- Professional Developments and Clinical Abilities evaluations
- Overall Evaluation of the Student’s clinical Skills
- A minimum of 2 pre-test/skills must be completed
- Oral Patient Care Exams
- Clinical Experience

### **EVALUATION\***

Lab Tests	50%
Clinical Evaluations	<u>50%</u>
	100%

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

## GRADING SYSTEM:

Course Grading Scale:

95-100	A
95-90	B
89-84	C
83-80	D
79 or below	F

NOTE: These are major area courses required for graduation. The student must complete the course with at least a "C".

\* All information is subject to change at Clinical Coordinator's discretion

Lab skills/skill test are REQUIRED each semester to CONTINUE in the program.

If any required areas are not obtained it demonstrates lack of clinical progression and student will be put on probation and an individualized structured plan of action will be implemented.

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 ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of 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 eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**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, 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

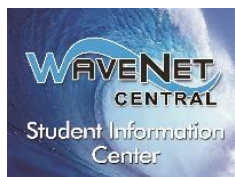


### The Student Success and Tutoring Center (SSTC)

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

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

### **Student Testing:** (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, 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. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

### **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators 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).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<p><b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a></p>	<p><b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a></p>