# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **DMS 300 introduction to diagnostic medical sonography** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: revision |**  |
| A.3. [Originator](#Originator) | **Eric Hall** | [Home department](#home_dept) | **Biology/Health Sciences** |
| A.4. [Context and Rationale](#Rationale)  | **The reorganization of the BS in Medical Imaging, Diagnostic Medical Sonography degree requires the shifting of some content into the new MEDI 202 course and redistribution of the credits. We are proposing to change DMS 300 from 4 to 1.5 credits and moving it from Spring to Fall, and adding in RADT 201 or MEDI 201 as a prerequisite.** |
| A.5. [Student impact](#student_impact) | **This course represents an effort to spread some of the DMS content over an additional semester. The benefit to the students is more time to adjust to working in the clinical environment.** |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **NA** |
| [*Library*:](#library) | **NA** |
| [*Technology*](#technology) | **NA** |
| [*Facilities*](#facilities): | **NA** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **DMS 300** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Introduction to Diagnostic Medical Sonography** |  |
| B.4. [Course description](#description)  |  |  |
| B.5. [Prerequisite(s)](#prereqs) | **Admission into the diagnostic medical sonography concentration** | **RADT 201 or MEDI 201 and admission into the DMS Clinical Program** |
| B.6. [Offered](#Offered) | **Spring** | **Fall** |
| B.7. [Contact hours](#contacthours)  | **4** | **1.5** |
| B.8. [Credit hours](#credits) | **4** | **1.5** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? |  |  |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  |  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| * Provide an overview of the history of medicine.
* Describe the typical responsibilities of the members of the imaging team.
* Compare and contrast how images are produced using computed tomography, nuclear medicine, positron emission tomography, magnetic resonance imaging, and diagnostic ultrasound.
* Identify roles of other members of the health care team.
* Differentiate accreditation, certification, and representation functions of various professional organizations.
* Discuss steps to manage time through organization, limit setting, and self-evaluation.
* Foster study techniques to enhance retention and to build information into complex concepts.
* Define critical thinking and problem solving and discuss the importance of it in imaging.
* Describe the ole of critical thinking in clinical, ethical, technical decision making.
* Explain the importance of the clinical education component.
* Describe methods of assessment that can be used to measure cognitive, psychomotor, and affective aspects of clinical education.
* Provide an overview of the administration a hospital imaging department and the structure of hospital organization.
* Explain the ethics of the imaging profession.
* Discuss the use of information technology in healthcare management.
* Differentiate between confidential and non-confidential information.
* Explain the *Health Insurance Portability and Accountability Act*.
* Outline how the standard of care is established for imaging.
* Explain negligence and the four elements necessary to meet the burden of proof in a medical negligence claim.
* Explain res ipsa loquitur and respondeat superior.
* Explain the need for informed consent.
* Describe the history and a career of sonography.
* Demonstrate an understanding of the basic principles and terminology of ultrasound.
* Identify ultrasound instruments and discuss their uses.
* Explain how to interview a patient, obtain a health history, and perform a physical assessment.
* Discuss the ability to perform a sonographic exam with the least amount of physical stress to themselves (ergonomics).
* List ways in which sonographic gray-scale images can present anatomic structures incorrectly.
* Describe how specific artifacts can be recognized.
* Define terminology and relationships related to anatomical directions, planes, and body cavities.
* Name the scanning techniques used in abdominal scanning.
* Describe how to properly label a sonogram.
* List the criteria for an adequate scan.
* Describe protocols listed in this chapter for abdominal organs and soft tissue structures.
* Discuss the indications for obstetrics sonography.

  |  | Objectives will be assessed through examination. |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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|  **Week:**  | **INTRO** **SCAN LAB**  | **Class Topics**  |
| 1  |   | Review syllabus  |
| INTRO   | Introduction to Radiological Sciences Professional organizations Educational survival skills Critical thinking and Problem-solving  |
| INTRO  | History of Medical Ultrasound Introduction to ultrasound machine  |
| Scan lab  | Introduction to the ultrasound machine  |
| 2  | INTRO  | Introduction to Clinical Education Imaging Administration Professional Ethics Health Records and Health Information Management  |
| INTRO  | Medical Law Sonographic Ergonomics I  |
| Scan lab  | Knobology  |
| 3  | INTRO  | ***TEST*** – classes 1-2 Sonographic Ergonomics II Introduction to Sonographic Principles and Instrumentation (SPI)  |
| INTRO   | ***Quiz*** – Sonographic Ergonomics Introduction to Sonographic Principles and Instrumentation (SPI) Introduction to scanning  |
| Scan lab  | ***QUIZ*** – ultrasound machine Introduction to scanning  |
| 4  | INTRO   | ***QUIZ*** – SPI  Introduction to abdominal scans planes Image orientation Introduction to Ob/Gyn sonography   |
| INTRO  | Introduction to Trajecsys Introduction to abdominal sonography Introduction to Ob/Gyn sonography  |
| Scan lab  | Introduction to scanning  |
| 5  | INTRO  | ***QUIZ*** – Ansert Ch. 7-8 Introduction to abdominal sonography – video  Introduction to Ob/Gyn sonography – video   |
| INTRO  | Review for abdominal sonography TEST Review for Ob/Gyn sonography TEST  |
| Scan lab  | Competency – Ultrasound machine   |
| 6  | INTRO  | ***TEST*** – Introduction to abdominal sonography  |
| INTRO  | ***TEST*** – Introduction to Ob/Gyn sonography  |

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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Eric Hall | Program Director of Medical Imaging |  |  |
| Rebeka Merson | Chair of Biology |  |  |
| Earl Simson | Dean of FAS |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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