



ECHO20003 *Fetal Echocardiography*

Term 2 - 2021

Profile information current as at 20/04/2024 10:25 pm

All details in this unit profile for ECHO20003 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Both echocardiographers and sonographers require expertise in fetal echocardiography. This unit will cover fetal cardiac structure, function, pathophysiology and scanning techniques at an advanced level. During this unit you will progress through standard heart views to focus on the ultrasound appearance and Doppler haemodynamics of congenital and acquired cardiac abnormalities and common syndromes. You will develop the ability to recognise fetal arrhythmias. You will acquire knowledge of advanced imaging techniques tailored to fetal echocardiography including spatio-temporal imaging correlation (STIC), 3D and 4D colour Doppler, tissue Doppler imaging (TDI) and some common cardiac physiological measurements.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: Students must be enrolled in CV83 Master of Medical Ultrasound

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 50%

2. **Online Quiz(zes)**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say.

Feedback

Students liked the fortnightly quizzes aligned to the previous two weeks of learning material.

Recommendation

Continue fortnightly quizzes.

Feedback from Personal reflection and discussion with postgraduate Head of Course Medical Sonography.

Feedback

Incorporate written component into portfolio assessment to align with AQF Level 9.

Recommendation

Consider modifying portfolio assessment to incorporate a written component.

Feedback from Have Your Say.

Feedback

Students liked the lectures and zoom tutorials that incorporated videos of pathology and interesting cases.

Recommendation

Continue to source interesting cases and incorporate into teaching.

Feedback from Have Your Say and personal reflection.

Feedback

Students would like more immediate feedback of quiz questions.

Recommendation

Investigate different formatting of quiz questions that will allow for more immediate feedback of quizzes.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Differentiate the aetiology and Doppler haemodynamics of fetal cardiac abnormalities
2. Contrast typical 2-D and Doppler fetal echocardiographic views used to assess the fetal heart
3. Evaluate existing and emerging technology and diagnostic parameters in fetal echocardiography
4. Apply critical thinking to fetal cardiac assessment.

Linked to National and International Standards

1. ASAR Accreditation Standards for Cardiac Sonography - critical practice Unit 8 - Cardiac
2. European Association of Cardiovascular Imaging Core Syllabus
3. American Registry for Cardiac Sonography Core Syllabus

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•	•	•
2 - Online Quiz(zes) - 50%	•	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research			○	
5 - Self-management				○
6 - Ethical and Professional Responsibility				○
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 50%	○	○	○		○	○		
2 - Online Quiz(zes) - 50%	○	○	○					

Textbooks and Resources

Textbooks

ECHO20003

Prescribed

A Practical Guide to Fetal Echocardiography: Normal and Abnormal Hearts

Edition: 3rd (2016)

Authors: Alfred Abuhamad and Rabih Chaoui

Wolters Kluwer

ISBN: 9781451176056

Binding: Hardcover

Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer with microphone and camera to attend zoom tutorials

Referencing Style

All submissions for this unit must use the referencing style: [Vancouver](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Ann Quinton Unit Coordinator

a.quinton@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Human heart embryology Part 1		
<ul style="list-style-type: none">• The primordial heart tube• Looping of the heart tube• Atrial and ventricular septation Part 2	Prescribed textbook: A Practical Guide to Fetal Echocardiography: Normal and Abnormal Hearts 3rd Ed. 2016. Abuhamad A & Chaoui R.	Zoom session Tuesday 7.00-8.00pm AEST
<ul style="list-style-type: none">• Aortic arch• Development of heart valves• Anomalies of coronary arteries• The fetal circulation	Chapter 3	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Screening views and fetal echocardiography of the normal fetal heart

- Assessing fetal lie, determining fetal right and left
- Position, axis, situs, size
- Sequential segmental analysis of the fetal heart
- Detailed cardiac sonographic anatomy
- First trimester heart screening

Chapters 6-10

Online quiz, released Monday 9am AEST and open for one week

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Common cardiac physiological measures		
<ul style="list-style-type: none">• Colour Doppler• Pulsed Doppler• Cardiac function and measurements	Chapters 12-14	Zoom session Tuesday 7.00-8.00pm AEST

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Abnormalities of the 4 chamber view		
<ul style="list-style-type: none">• Atrial septal defects (ASD)• Ventricular septal defects (VSD)• Atrioventricular septal defects (AVSD)	Chapters 18	Online quiz, released Monday 9am AEST and open for one week

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Left sided heart anomalies		
<ul style="list-style-type: none">• Hypoplastic left heart syndrome• Aortic stenosis (critical and mild)• Coarctation of the aorta• Interrupted aortic arch• Right aortic arch• Double aortic arch• Aberrant subclavian artery	Chapter 21, 22, 23, 29	Zoom session Tuesday 7.00-8.00pm AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Break week		

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Right sided heart anomalies		
<ul style="list-style-type: none">• Hypoplastic right heart syndrome• Pulmonary stenosis• Pulmonary atresia with intact ventricular septum• Tricuspid atresia with VSD• Ebstein anomaly• Tricuspid valve dysplasia	Chapter 19 (p 288-295), 20, 24	Online quiz, released Monday 9am AEST and open for one week

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Conotruncal anomalies part 1		
<ul style="list-style-type: none">• Tetralogy of Fallot• Pulmonary atresia with VSD• Absent pulmonary valve syndrome• Transposition of the Great Arteries (TGA)• Congenitally corrected TGA	Chapter 25, 28	Zoom session Tuesday 7.00-8.00pm AEST

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Conotruncal anomalies part 2 • Common arterial trunk (CAT) • Double outlet right ventricle (DORV)	Chapter 26, 27	Online quiz, released Monday 9am AEST and open for one week

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Fetal heterotaxy • Situs inversus • Left atrial isomerism • Right atrial isomerism Anomalies of systemic and pulmonary venous connections	Chapters 30 and 31	Zoom session Tuesday 7.00-8.00pm AEST

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Fetal arrhythmias • Irregular heart rhythm • Bradyarrhythmias • Tachyarrhythmias	Chapter 33	Online quiz, released Monday 9am AEST and open for one week

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac tumours Pericardial effusions Cardiomyopathies	Chapter 32	Zoom session Tuesday 7.00-8.00pm AEST

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
New technologies • Spatio-temporal image correlation (STIC) • 3D/4D • Tissue Doppler Imaging	Chapter 15	Online quiz, released Monday 9am AEST and open for one week Portfolio Due: Week 12 Friday (8 Oct 2021) 4:00 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Associate Professor Ann Quinton, BAppSc (MRS), GradDip (Ultrasound), MAppSc (Ultrasound), PhD (Medicine), GradCert (Higher Education), AMS is the unit coordinator for ECHO20003 Fetal Echocardiography. Ann has worked clinically in fetal medicine units performing obstetric ultrasound and fetal echocardiography ultrasound. Ann continues to work part-time clinically, performs research and lectures extensively nationally and internationally in the field of fetal echocardiography. The best way to contact Ann is via email: a.quinton@cqu.edu.au or Ph: +61 2 9324 5008 as she is often in the labs with students. Ann is based at the Sydney, NSW campus.

Mr Christopher Kramer BA, ACS, RDCS, FASE is a guest lecturer for ECHO20003. Chris is an advanced cardiac sonographer who has worked in the field of echocardiography for 20+ years. Chris trained at the Mayo Clinic in Rochester, Minnesota and worked for the Mayo Clinic in Arizona after graduation. Chris works as the Echocardiography Education Program Director and Advanced Clinical and Research Sonographer at Advocate Aurora Healthcare, Milwaukee, WI, USA.

Access to the internet is required to undertake and complete this unit. There will be readings and tutorials provided on the unit Moodle site, however purchase of the textbook will allow you to take full advantage of the learning provided in this unit.

Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

Routine assessment of the fetal heart is performed by following screening guidelines that have been published by professional bodies, for example the International Society of Obstetrics and Gynecology (ISUOG). Guidelines for fetal echocardiography assessment have been published (see papers uploaded on the unit Moodle site). Referral for suspected abnormal fetal heart or recognition of an abnormal fetal heart from the screening views should result in the initiation of extended fetal echocardiography views which may include 2D (images and measurements), M-mode assessing rhythm, rate and dimensions, colour Doppler imaging (CDI), pulsed Doppler (PD) ultrasound imaging with measurements and 3D/4D ultrasound. These techniques are used to confirm a normal ultrasound examination or to help obtain a diagnosis of congenital heart disease and/or exclude any further pathology. This assessment requires you to complete a portfolio on an abnormal fetal heart.

There are two (2) parts to assessment 1, Part 1 and Part 2.

Part 1 is a PowerPoint presentation of an abnormal fetal heart ultrasound study using:

An abnormal fetal heart study from the first, second or third trimester you have scanned yourself, or have been involved in, or sourced (source referenced with permission). Your presentation will demonstrate the clinical history, ultrasound images, discussion about the heart anomaly and recommendations listing how to image or measure the fetal heart to make a diagnosis. You will critique your images and detail extra ultrasound imaging that was or could have been done to help with the diagnosis. The presentation will be suitable for a multi-disciplinary team education meeting. You will ensure that all identifying information is removed from the images and patient history.

Your PowerPoint presentation should include:

1. Title of presentation, your name, student number and unit details (1 slide)
2. Aim of work and patient history (2 slides)
3. Imaging (include 10-24 images +/- video clips) including critique of image quality and an explanation of technical factors used for assessment. You will label the images and structures within the images for educational purposes. It is expected you will demonstrate the anatomical ultrasound planes in 2D and CDI, and correct placement of PD and 2D and/or m-mode calipers for measurements (12 slides maximum, 2 images per slide maximum)
4. Management (this includes aetiology, echocardiography findings, differential diagnosis, patient management, other testing and follow-up). Use your knowledge of 2D screening views and extended views, segmental sequential analysis, m-mode, CDI, PD and possibly 3D/4D ultrasound to explain how to interrogate the fetal heart and arrive at a diagnosis (6-7 slides)
5. Your concluding slide will report recommendations on the techniques/views/measurements that should be used to reach a diagnosis for the chosen heart anomaly (1 slide)
6. References (2 slides) (smaller font size can be used if needed for the reference slides)

The presentation should be written in a style so the message is clearly conveyed, the information can be generalised and relevant to other practitioners. The presentation should have no more than 24 slides, use a minimum of 24 point

font size (exception is reference slides) and should be suitable for a 25 minute presentation which could be uploaded for teaching purposes onto a website or presentation at a conference. The reference font size can be smaller to allow the references to fit into the presentation and fit onto two slides at the end of the presentation. Excess slides and/or unreadable font size will result in a 10% reduction in marks.

Part 2 of assessment 1 has two (2) elements:

1. You will write a structured abstract that describes your presentation. The abstract will be maximum 250 words and contain an introduction (includes aim), case description, discussion and conclusion.
2. A "What the reader needs to know" message. This will be in the form of two (2) bullet points and will state a take home message (a statement why the case is worth watching or reading), and implication/s for future practice.

In the absence of an approved extension via the unit Moodle site there will be a 5% reduction in marks per day for late submissions.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 4:00 pm AEST

Return Date to Students

Exam Week Friday (22 Oct 2021)

Return to students will be at or after the 22/10/2020

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

- Layout of portfolio which leads the reader through the development of knowledge
- Correct usage of spelling, scientific, medical and fetal echocardiography terminology
- Succinct and relevant description of patient history, aetiology, echocardiography findings, other testing, patient management and follow-up
- Accurate, complete and relevant description of the abnormal fetal heart and explanation of the techniques used
- Concluding slide explaining imaging needed to make a diagnosis
- Correct and complete referencing
- Structured 250 word abstract that aligns with abnormal fetal heart presentation
- Accurate, complete and relevant description of "What you need to know" statements
- A detailed rubric is available on the unit Moodle site

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

Please upload as Powerpoint presentation, maximum file size 100MB

Learning Outcomes Assessed

- Differentiate the aetiology and Doppler haemodynamics of fetal cardiac abnormalities
- Contrast typical 2-D and Doppler fetal echocardiographic views used to assess the fetal heart
- Evaluate existing and emerging technology and diagnostic parameters in fetal echocardiography
- Apply critical thinking to fetal cardiac assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management

- Ethical and Professional Responsibility

2 Online quizzes

Assessment Type

Online Quiz(zes)

Task Description

There will be six (6) online Moodle quizzes which will be released on Monday at 9am AEST in weeks 2, 4, 6, 8, 10 and 12. Each quiz is due for completion one week later on the following Monday at 9am AEST in weeks 3, 5, 7, 9, 11 and exam/review week respectively. Each quiz will test the knowledge obtained from the previous two weeks unit work. The quizzes will assess your understanding of the concepts delivered in this unit. Image viewing questions may be included. You will be required to be familiar with embryology and normal and pathological sonographic imaging of the fetal heart. Each quiz will be open for 60 minutes (allowing six (6) minutes per question) and only ONE attempt is allowed. Once started the quiz cannot be paused or restarted. As each quiz is online and open book, you will find it useful if you have produced your own notes and are familiar with the unit information. Each quiz will have six (6) multiple choice and four (4) short answer questions. The pass is a cumulative mark of 50%.

Number of Quizzes

6

Frequency of Quizzes

Fortnightly

Assessment Due Date

Six (6) online Moodle quizzes which will be released on Monday at 9am in weeks 2, 4, 6, 8, 10 and 12. Each quiz is due for completion one week later on the following Monday at 9am in weeks 3, 5, 7, 9, 11 and exam/review week respectively.

Return Date to Students

Review/Exam Week Monday (11 Oct 2021)

Return to students will be at or after 11/10/2020

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Answers will be either correct or incorrect.

Students must achieve a cumulative pass mark of 50% across the six quizzes to pass this component.

This assessment is to be undertaken as an individual. As with all other university assessments, colluding with other students on non group work tasks is considered academic misconduct and may lead to action being taken by the Deputy Dean of Learning and Teaching HMAS. Inserting answers from other websites including the unit Moodle site at the time of the online quizzes without referencing the source is considered plagiarism.

Referencing Style

- [Vancouver](#)

Submission

Online

Learning Outcomes Assessed

- Differentiate the aetiology and Doppler haemodynamics of fetal cardiac abnormalities
- Contrast typical 2-D and Doppler fetal echocardiographic views used to assess the fetal heart
- Apply critical thinking to fetal cardiac assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem