



ECHO28006 Clinical Practice and Quality Assurance

Term 2 - 2023

Profile information current as at 02/05/2024 11:15 am

All details in this unit profile for ECHO28006 have been officially approved by CQUniversity 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

This unit builds on the skills, knowledge and attributes developed during the Graduate Diploma of Cardiac Ultrasound. You will perform diagnostic cardiac ultrasound and analyse the outcomes to meet the profession's Competency Standards for the Entry-Level Cardiac Sonographer. You will evaluate clinical findings to formulate a differential diagnosis and initiate further investigation within an ethical framework of best practice and patient safety. You will apply appropriate professional and interpersonal skills to echocardiographic practice in accordance with CQUniversity postgraduate attributes and requirements for external professional accreditation. Critical appraisal of performance will enable you to advance your professional, technical and analytical skills in a work setting under qualified supervision. You will apply quality assurance assessment strategies and risk evaluation in routine practice to effective positive outcomes. You will be required to demonstrate appropriate clinical exposure and attendance consistent with accrediting body graduate expectations. You will be required to attend your campus of enrolment for final Objective Structured Clinical Examinations (OSCEs).

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: Completion of 36 credit points of the Graduate Diploma of Cardiac Ultrasound AND 1,500 hours of clinical placement hours documented in the logbook and signed by the Clinical Supervisor.

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 - 2023

- Mixed Mode

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. **Online Quiz(zes)**

Weighting: Pass/Fail

2. **Professional Practice Placement**

Weighting: Pass/Fail

3. **Practical Assessment**

Weighting: Pass/Fail

4. **Learning logs / diaries / Journal / log books**

Weighting: Pass/Fail

5. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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 Individual student feedback via Zoom.

Feedback

The practical component of the OSCE should be more reflective of day-to-day scanning procedures (ie. performing a comprehensive transthoracic echocardiogram).

Recommendation

Competency as an entry-level sonographer, as per industry-agreed standards, is not solely reliant on performance of a comprehensive transthoracic echocardiogram. The practical OSCE component is designed to assess additional attributes including clinical decision making skills and professional behaviour. This assessment approach will be discussed among faculty staff and improvements made where applicable, prior to 2023 delivery.

Unit Learning Outcomes

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

1. Apply quality assurance and risk assessment strategies to effect positive outcomes in clinical practice
2. Demonstrate professional and ethical behaviour, and appropriate communication skills consistent with scope of practice of a cardiac sonographer (echocardiographer)
3. Analyse, and critically reflect upon, clinical cases involving cardiac ultrasound and other assessment techniques
4. Critically evaluate the outcome of a variety of cardiac assessment data, using a broad body of knowledge, to solve complex diagnostic problems
5. Perform diagnostic echocardiographic scans to meet the 'Competency Standards for an Entry Level Cardiac Sonographer'
6. Engage in cardiac ultrasound practice as per external accreditation requirements (Australasian Sonographer Accreditation Registry).

Linked to the Australian Sonographers Accreditation Registry (ASAR) Accreditation Standards for Cardiac Sonography:

Foundation Units of Competence

- Unit 1: Deliver safe, patient centred service
- Unit 2: Practice within professional and ethical frameworks
- Unit 3: Locate, analyse and synthesise information to support evidence based practice
- Unit 4: Contribute to workplace health and safety and quality assurance
- Unit 5: Communicate effectively

Critical Practice Unit of Competence

- Unit 8: Cardiac

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Online Quiz(zes) - 0%	•		•			
2 - Professional Practice Placement - 0%		•				
3 - Practical Assessment - 0%				•	•	
4 - Learning logs / diaries / Journal / log books - 0%					•	•
5 - Objective Structured Clinical Examinations (OSCEs) - 0%			•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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						

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

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

Teaching Contacts

Tarryn Cremin Unit Coordinator
t.cremin@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quality Assurance		

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quality Assurance		

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quality Assurance		Quality Assurance online quiz 1 opens Monday 24th July at 5pm AEST and closes Sunday 30th July at 5pm AEST.

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Chamber Quantification and Valve Assessment		

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Cardiomyopathies and Ischaemic Heart Disease		Quality Assurance online quiz 2 opens Monday 7th August at 5pm AEST and closes Sunday 13th August at 5pm AEST.

Break Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Aortopathies		

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Pericardial Disease		Mid-term GAPA, Practical Assessment and Clinical Attendance Log due Monday 28th August, 5pm AEST.

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Endocarditis and Cardiac Masses		

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
OSCE Preparation		

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Systemic Disease		

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Congenital Heart Disease		

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Artefacts and Imaging Modalities		

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Final GAPA, Practical Assessment and Clinical Attendance Log due Monday 9th October, 5pm AEST.

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		OSCE assessments will occur this week. Dates will be published on the unit Moodle site once scheduling has been confirmed.

Term Specific Information

The unit coordinator for ECHO28006 is Tarryn Cremin. The preferred method for contacting Tarryn is via the Q&A forum, located on the Moodle site. If the query is of a personal nature, please email t.cremin@cqu.edu.au, or phone (02) 9324 5034. Tarryn is based on the Sydney campus and works Monday to Thursday.

This unit consolidates and builds on concepts from previous units delivered in the CL74 Graduate Diploma of Cardiac Ultrasound course. Tutorials will predominantly focus on interpretation of real clinical case studies, encouraging students to become comfortable with practical application of theoretical content.

This is a pass / fail (non-graded) unit which means that students must pass each individual assessment in order to pass the unit overall. While the majority of assessments are finalised via online submission, students are required to attend their campus of enrolment for the final Objective Structured Clinical Examination (OSCE) assessment.

Note: Specific times and Zoom details will be posted on the unit Moodle site. Tutorials are recorded for educational purposes. Recordings of Zoom tutorials may be uploaded and appear on YouTube, Moodle and Microsoft Teams. If you have any concerns about being recorded please turn off your webcam or audio, or both, during the session. Your participation will signify your consent to the recording and publication for educational purposes.

Assessment Tasks

1 Quality Assurance

Assessment Type

Online Quiz(zes)

Task Description

This assessment task will require students to complete two (2) separate online quizzes. The quizzes will assess understanding and application of the following quality assurance and occupational safety and health content:

- Identifying workplace hazards
- Sonographer safety and injury prevention
- Infection control
- Communication in health care
- Diagnostic imaging accreditation
- Clinical governance
- Quality improvement
- Risk management
- Safety culture

The quizzes can be accessed through the assessment tab on Moodle at the assigned time. The duration of each quiz is tailored to promote recall of fact, rather than research of answers unknown. Questions may be drawn from lectures or additional resources provided. The online quiz question pool in its entirety will not be released to students.

- Each quiz will be marked out of 30 marks
- Each quiz will have a 40 minute time allocation
- Open book conditions
- It is recommended that students have access to a calculator for the duration of the online quizzes
- Once started, the quizzes cannot be paused or restarted

It is the student's individual responsibility to commence each online quiz allowing adequate time for completion. The quizzes will automatically close and submit student answers once the allocated time has elapsed. Students are reminded that IT support from the university Information and Technology Division (TASAC) is only available during AEST business hours.

This assessment is to be undertaken as an individual. 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. Students are advised to refer to the 'Assessment Policy and Procedure (Higher Education Coursework)' document for additional university guidelines regarding assessments.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Quiz 1 opens Monday 24th July at 5pm AEST and closes Sunday 30th July at 5pm AEST. Quiz 2 opens Monday 7th August at 5pm AEST and closes Sunday 13th August at 5pm AEST.

Return Date to Students

Individual student results will be made available within two (2) weeks of quiz attempt.

Weighting

Pass/Fail

Minimum mark or grade

50%

Assessment Criteria

Students will be required to answer a variety of online questions. Question responses will be assessed according to the student's:

- Use of appropriate quality assurance terminology and concepts
- Ability to interpret clinical scenarios and appropriately apply quality assurance knowledge
- Capability to demonstrate understanding of occupational safety and health content
- Ability to succinctly respond with accurate and clinically relevant answers

The number of marks allocated for each question will be indicated within the quiz. Marks are allocated based on the accuracy, depth and breath of required responses.

The quizzes must be completed before the due date listed. Specific opening and closing dates for the quizzes are outlined in the due description. In the absence of an approved extension, there will be no opportunity to complete the task after this date.

Students will have one opportunity to re-sit if they do not achieve an overall pass grade for this assessment.

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

The online quizzes will be accessible through the assessment tab on Moodle at the assigned times.

Learning Outcomes Assessed

- Apply quality assurance and risk assessment strategies to effect positive outcomes in clinical practice
- Analyse, and critically reflect upon, clinical cases involving cardiac ultrasound and other assessment techniques

2 Global Assessment of Professional Attributes (GAPA)

Assessment Type

Professional Practice Placement

Task Description

Students enrolled in the CL74 Graduate Diploma of Cardiac Ultrasound complete clinical placement and training within the professional workplace. The purpose of this Global Assessment of Professional Attributes (GAPA) assessment is for the student to demonstrate key attributes considered fundamental for sonography practice. This assessment considers the student's ability to communicate professionally with a diverse cultural audience of patients, staff and the general public, demonstrate professional respect for all, and function as a reliable, well organised member of the healthcare team. This assessment includes meeting technical expectations appropriate to experience.

Students commence each academic unit of enrolment having successfully demonstrated the professional attributes (including knowledge and practical skills) consistent with the competency level of the previous requisite unit. Students commence course enrolment as novices, before progressing to advanced beginner level of competency mid enrolment,

finally achieving entry level sonographer competency in preparation for graduation at the completion of course offering.

The GAPA assessment is to be performed TWICE during unit enrolment – at the midpoint (week 6) and at completion (week 12). The GAPA assessments should be performed in association with the practical assessments.

The GAPA marking rubric can be downloaded from the unit Moodle site. This assessment task must be completed by the student's clinical supervisor or designate. At the time of practical assessment and GAPA document completion, feedback should be discussed with the student. Both supervisor and student must sign the GAPA document to verify conversation and reflection.

The midpoint week 6 GAPA is formative. At the midpoint GAPA, the student should be given sufficient feedback to improve their behavioural performance as required. Any significant issues should be brought to the attention of the unit coordinator at this point (or earlier if required).

The end-of-term week 12 GAPA assessment is summative and is a PASS/FAIL assessment.

Assessment Due Date

First submission due Monday 28th August, 5pm AEST. Second submission due Monday October 10th, 5pm AEST.

Return Date to Students

Feedback will be provided to students identified at risk of failing on the mid-term GAPA, within 5 business days of GAPA submission.

Weighting

Pass/Fail

Assessment Criteria

For ECHO28006, students must achieve a 'competent' level of proficiency (level 3 on the GAPA rubric). 'Competent' students display professional attributes necessary for accreditation as entry level cardiac sonographers. Students possess and demonstrate intuition, theoretical comprehension, practical experience, analytical reasoning, and reflective practice. Students work unsupervised for most tasks but may seek expert advice for more complex scenarios.

For each of the behavioural attributes listed on the GAPA rubric, the supervisor must score the student based on their day-in, day-out performance in the department.

- A score of 1 indicates that the student demonstrates the relevant behaviour attribute but needs some improvement and frequent supervisor assistance – NOVICE level competency.
- A score of 2 indicates that the student demonstrates the relevant behaviour attribute but not consistently, and only requires supervisor assistance for more complex tasks – ADVANCED BEGINNER level competency.
- A score of 3 indicates that the student demonstrates the relevant behaviour attribute to a high standard consistently and can work unsupervised for most tasks – COMPETENT level competency.

To PASS this assessment task, the student must achieve scores of 3 against ALL criterion descriptors listed on the final GAPA form.

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

The completed GAPA forms must be uploaded through the assessment tab on Moodle as separate PDF documents. Each PDF document must be appropriately labelled with student name, student number and descriptor (eg. 'John SMITH_S12345_GAPA MID TERM').

Learning Outcomes Assessed

- Demonstrate professional and ethical behaviour, and appropriate communication skills consistent with scope of practice of a cardiac sonographer (echocardiographer)

3 Practical Assessment

Assessment Type

Practical Assessment

Task Description

In preparation for graduation, this practical assessment requires students to demonstrate the ability to competently carry out all tasks associated with a normal echocardiographic ultrasound examination, with minimal intervention or guidance, to a 'competent' level of proficiency.

This task will be assessed by the clinical supervisor, or a delegate sonographer. The practical assessment marking tool (available on the unit Moodle site) must be completed and signed by the clinical supervisor before student submission through the assessment block in the unit Moodle site. Students are required to provide a printed copy of this document to their clinical supervisor. Students are encouraged to:

- Read the marking tool carefully, to understand the criteria against which sonographic skills and relevant theoretical knowledge will be evaluated
- Discuss the best time to complete this assessment with the clinical supervisor, to ensure minimal departmental disruption and sufficient time for task completion
- Seek detailed feedback from the clinical supervisor post assessment, to enable identification of areas requiring improvement

Each submission must also be accompanied by de-identified DICOM images of the echocardiogram performed. All clinical information must be de-identified to protect patient privacy and confidentiality. If all attempts to de-identify the echocardiography images have failed, the student must request permission from the patient to provide their images to CQUniversity for educational purposes. The patient must provide written consent by completing the consent form provided on the unit Moodle site.

This assessment is performed TWICE during unit enrolment— at mid term (week 6) and at end of term (week 12). The practical assessments are to be performed concurrently with the GAPA assessments. Should the student fail the first attempt at this assessment task, they will be provided with detailed feedback regarding performance and areas requiring improvement. Should a student fail this assessment, only one re-attempt will be permitted.

DICOM images will be viewed by the unit coordinator and assessed by CQUniversity standards. **The final PASS/FAIL grade of this assessment will be at the discretion of the unit coordinator.**

Assessment Due Date

First submission due Monday 28th August, 5pm AEST. Second submission due Monday 9th October, 5pm AEST.

Return Date to Students

Clinical supervisors will provide direct feedback at time of assessment. Any student who fails the first attempt will receive prioritised feedback from the unit coordinator.

Weighting

Pass/Fail

Assessment Criteria

The practical assessment marking tool (available on Moodle) lists the criteria against which the student's sonographic skill, and relevant theoretical knowledge, will be evaluated. Students will be assessed to a 'competent' level of proficiency, as detailed on the assessment marking tool document.

Assessment criteria are grouped into several main categories. These include:

- Pre-examination tasks (including patient ID checks, consent and appropriate professional communication)
- Scanning technique (including 2D, colour and spectral Doppler optimisation, and appropriate exam extension or modification)
- Measurement technique
- Documentation (digital image storage and labelling)
- Post-examination tasks (including worksheet completion and interpretation)
- Additional tasks (incorporating ergonomics, manual handling techniques, infection control and ethical and legal requirements)

Students must demonstrate ALL criteria to a 'competent' level to pass this assessment. As detailed in the practical assessment marking tool, a 'competent' level of performance is where the student works predominantly unsupervised, requiring direction or prompting only for complex or unusual cases.

The clinical supervisor or delegate may pose questions to the student prior to, during or after scan conclusion to clarify

understanding of any of the assessment criteria.

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

Two separate submissions of the practical assessment marking tool are to be uploaded through the Moodle assessment tab. De-identified DICOM images are to be uploaded to a Google drive folder and shared with the unit coordinator.

Learning Outcomes Assessed

- Critically evaluate the outcome of a variety of cardiac assessment data, using a broad body of knowledge, to solve complex diagnostic problems
- Perform diagnostic echocardiographic scans to meet the 'Competency Standards for an Entry Level Cardiac Sonographer'

4 Clinical Attendance Log

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Students must maintain access to suitable clinical experience for the duration of the CL74 course enrolment. In accordance with the Australasian Sonographer Accreditation Registry (ASAR) program accreditation guidelines, it is recommended students be engaged in cardiac ultrasound practice for a minimum of three days/week over a two-year period, full-time equivalent, in an Australian or New Zealand clinical setting (minus standard leave privileges). Clinical experience is the component of sonographer education that allows students to put theoretical knowledge into practice within the patient care environment. It includes, but is not limited to, the hospital setting, and may include general practice, remote and rural health clinics, and community care environments.

This assessment task requires the submission of a clinical attendance log, detailing attendance hours since prior log submission. All hours spent in attendance within the echocardiography laboratory (either observing, participating, or performing related activities) must be documented.

- Logged hours must be signed off and approved by the ASAR registered clinical supervisor or appropriately qualified medical practitioner, verifying the accuracy of entries.
- It is recommended that a student complete a minimum of 270 hours of clinical attendance per term of course enrolment.
- In preparation for 'work readiness' upon graduation, it is reasonable to expect that by the end of this capstone unit, students will be completing daily case loads close to 10 scans per day.
- Case loads will depend upon departmental expectations, clinical pathologies encountered, and individual student autonomy, proficiency and competency.

A template for the clinical attendance log is supplied in a word document format on the Moodle site. Students were supplied this same document at the time of course enrolment. The word document is designed to facilitate easy electronic submission at various checkpoints throughout unit and course enrolment. The clinical supervisor's digital signature can be used to verify the authenticity of entries on the word document. Alternatively, the word document can be printed, manually completed and scanned to a digital file format for submission.

This log is to be submitted TWICE during unit enrolment— at the midpoint (week 6) and at end of term (week 12).

Assessment Due Date

First submission due Monday 28th August, 5pm AEST. Second submission due Monday 9th October, 5pm AEST.

Return Date to Students

Feedback will be provided where students are identified to be at risk of not meeting minimum attendance requirements.

Weighting

Pass/Fail

Minimum mark or grade

Students must complete and document 2200 hours of clinical attendance.

Assessment Criteria

The clinical attendance log must accurately document that minimum course training requirements have been met and verified by the ASAR registered clinical supervisor or appropriately qualified medical practitioner. Students are required to demonstrate completion of a total of 2200 hours of clinical attendance prior to graduation and ASAR registration as a qualified sonographer.

This is a PASS/FAIL assessment and must be submitted by the due date.

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

Two separate online submissions of the clinical attendance log via Moodle.

Learning Outcomes Assessed

- Perform diagnostic echocardiographic scans to meet the 'Competency Standards for an Entry Level Cardiac Sonographer'
- Engage in cardiac ultrasound practice as per external accreditation requirements (Australasian Sonographer Accreditation Registry).

5 Objective Structured Clinical Examination (OSCE)

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

The objective of this assessment task is to moderate the clinical competence of all students, to ensure safe practice upon graduation. This is the university's duty of care as required by the Australian Sonography Accreditation Registry. The application of echocardiography and cardiac physiology knowledge and skills at a graduate level will be assessed using an OSCE— Objective Structured Clinical Examination— format.

The OSCE will consist of two components: image interpretation (A) and practical skills (B). Together, these tasks will simulate clinical practice. Performance will be evaluated using the Assessment of Readiness for Professional Practice (ARPP) tool. The ARPP tool details a standardised marking critique for both component (A) and (B) and is available through the unit Moodle site.

In component (A), students will view a series of echocardiographic images from four categories: Ventricular, Valvular, Congenital and Other. The echocardiographic pathologies presented during this assessment are covered in detail within the CL74 Graduate Diploma in Cardiac Ultrasound curriculum.

- Each series of images will be introduced with a brief patient history and/or referral indication
- Students will complete a handwritten question paper, answering a series of questions corresponding to the images shown
- Students will be provided with a paper copy of the ASE quick reference guide (available on the unit Moodle site), to facilitate interpretation of pathology
- Total time allocated is 90 minutes (suggested distribution of 20 minutes per category, plus an additional 10 minutes for perusal)

In component (B), students will rotate through two (2) stations: Viva (verbal discussion), and Scanning.

- At the Viva station, students will be given simulated patient referrals and/or hypothetical clinical scenarios, and will be assessed on a variety of aspects of clinical practice, including: professional behaviour; clinical presentations and common pathophysiology; and differential diagnoses.
- At the Scanning station, students will be asked to demonstrate their echocardiographic scanning practice on patient models.
- Total time allocated for component (B) is 80 minutes.

Assessment Due Date

Scheduled for October 2023. Dates will be published on the unit Moodle site as they are confirmed.

Return Date to Students

Within two weeks of OSCE completion.

Weighting

Pass/Fail

Minimum mark or grade

ALL criteria must be demonstrated to the appropriate level of competence, as detailed in the ARPP marking tool

Assessment Criteria

Student performance of criteria will be considered in the context of the required competency level that students must demonstrate by the end of this clinical practicum block. For ECHO28006, the competency level required is 'competent', in preparation for graduation as an entry-level sonographer.

Component A of this assessment task will critique the student's ability to demonstrate echocardiographic and cardiac physiology knowledge through assessment of topics including:

- Normal and abnormal sonographic appearances
- 2D, colour and spectral Doppler interpretation, including hemodynamic evaluation and severity classification
- Imaging and measurement optimisation, artefacts and caveats
- Pathophysiology of disease processes
- Differential diagnoses
- Relevance of findings to referral indications and prognostic significance
- Use of appropriate sonographic terminology

Student responses will be compared against model answers, and overall performance will be assessed according to the ARPP tool. To achieve competency in component A, students must demonstrate an appropriate level of competence for ALL criteria listed on the ARPP tool.

Component B of this assessment task will critique the student's ability to demonstrate competent practical echocardiographic scanning skills, through assessment of aspects including:

- Professional behaviour
- Evaluation of clinical data
- Appropriate targeted protocol
- Technical proficiency
- Comparable image quality to that obtained by an experienced cardiac sonographer on the same day
- Accurate measurement acquisition

Experienced echocardiography staff members will observe and/or form discussion with students at each station in component (B). Overall student performance will be assessed according to the ARPP tool. To achieve competency in component (B), students must demonstrate an appropriate level of competence for ALL criterion descriptors listed on the ARPP tool

To pass the OSCE assessment overall, a student must demonstrate competency for both component (A) and (B). Only ONE opportunity for re-sit will be provided for either component. Re-sit schedules will be advised by Moodle at the time of result publication.

Referencing Style

- [Vancouver](#)

Submission

No submission method provided.

Submission Instructions

Assessor will complete the ARPP marking tool for components A and B of the OSCE assessment

Learning Outcomes Assessed

- Analyse, and critically reflect upon, clinical cases involving cardiac ultrasound and other assessment techniques
- Critically evaluate the outcome of a variety of cardiac assessment data, using a broad body of knowledge, to solve complex diagnostic problems
- Perform diagnostic echocardiographic scans to meet the 'Competency Standards for an Entry Level Cardiac Sonographer'

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