

Self-Study Report. University of South Australia, 2020

GRADUATE DIPLOMA IN MEDICAL SONOGRAPHY (GENERAL)

MASTER OF MEDICAL SONOGRAPHY (GENERAL)

GRADUATE CERTIFICATE IN BREAST IMAGING

Introduction

Thank you for reviewing this Self-Study report.

I note that this submission is a particularly in-depth document. This is a reflection of the work we have done to build the Graduate Certificate in Breast Imaging, given the conditional accreditation the course received in 2019, as well as an addendum which addresses changes which have been made this year in response to the COVID-19 pandemic.

I welcome any feedback around the extra information provided with this report, namely:

- If it is felt that enough has been done to address the previous shortcomings with the Graduate Certificate in Breast Imaging, and
- Any concerns or further suggestions for consideration regarding assessment updates for students working under current restrictions.

Thank you for your time and consideration.

Regards,

Brooke

Brooke Osborne

Program Director: Medical Sonography

UniSA: Allied Health & Human Performance

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University of South Australia

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CRICOS Provider No 00121B

Student Information

Number of new enrolments in the program for the year	2019 – full year IBCR – 10 IGSO (Gen) – 153 IMSO (Gen) – 33	2020 – to 28/7 IBCR – 27 IGSO (Gen) – 162 IMSO (Gen) – 43
Number of ongoing enrolments	2019 – full year IBCR – 19 IGSO (Gen) – 303 IMSO (Gen) – 59	2020 – to 28/7 IBCR – 6 IGSO (Gen) – 319 IMSO (Gen) – 54
Number of completions	2019 – full year IBCR – 18 IGSO (Gen) – 117 IMSO (Gen) – 12	2020 – to 28/7 IBCR – 4 IGSO (Gen) – 58 IMSO (Gen) – 4
Number of successful credit transfers (per 0.125 EFTSL equivalent subjects). This data includes internal and external credit transfers (ie: students transferring between our courses as well as from other institutions). NB: unsuccessful credit transfers are not reportable data. Most commonly, declined credit applications came from private courses which aren't accredited with ASAR or registered with TEQSA, or from other institutions where the subject content did not align with set objectives of any of our subjects.	2019 – full year IBCR – 3 IGSO (Gen) – 49 IMSO (Gen) – 83	2020 – to 28/7 IBCR – 4 IGSO (Gen) – 44 IMSO (Gen) – 70
Number of successful RPLs (students who have entered the Courses as Qualified Sonographers, including those with O/S qualifications, needing to meet Australian registration requirements).	2019 – full year IBCR – 0 IGSO (Gen) – 3 IMSO (Gen) – 9	2020 – to 28/7 IBCR – 0 IGSO (Gen) – 1 IMSO (Gen) – 5
Number of withdrawals	2019 – full year IBCR – 1 IGSO (Gen) – 7 IMSO (Gen) – 5 ICSO completions (Exit award) - 14	2020 – to 28/7 IBCR – 2 IGSO (Gen) – 7 IMSO (Gen) – 3 ICSO completions (Exit award) - 1

Key: ICBR = Graduate Certificate in Breast Imaging; IGSO (Gen) = Graduate Diploma in Medical Sonography, General Stream; IMSO (Gen) = Masters in Medical Sonography, General Stream; ICSO = Exit Graduate Certificate, taken by students who successfully complete the initial four subjects of the IGSO or IMSO program, but are unable to obtain a training position.

Changes in the past 12 months (July 2019 – July 2020)

Describe any changes that have been made in the past 12 months to:

Staffing (Provide details of new staff on the Staff Qualifications Matrix)

There have been no changes to fixed term and continuing Academic staff within the Program. With increasing student numbers following the start of our Cardiac and Vascular streams in 2020, and with the local workload model being updated, we have been able to employ registered and practicing Sonographers as casual staff to support our marking and some teaching activities.

Facilities (Link to how they will be used for the course)

As described in our accreditation documentation, our Programs are delivered externally online. The university maintains and supports a quality learning platform Moodle for delivering online education. The library has an extensive collection of databases, journals, ebooks and online articles which are made available electronically as well as hard copy for students enrolled into the Program.

Excellent administrative services exist within the university. Campus Central is the first point of call for all student enquiries, and they help students with a wide range of administrative services through all stages of student life.

A wide range of IT facilities as well as other student services like Disability services, Counselling services, Language and Learning services, Learning and Teaching Services as well as Career services are available to support and help our students.

Other than the standard updates for ongoing teaching and learning, and student support services, there are no explicit changes to report from the past 12 months.

Equipment (Link to how they will be used for the course)

A range of equipment is available to the students for hands-on use on campus. These ultrasound machines, phantoms, and simulators are regularly being utilised in structured small group workshops to assist students with developing hands-on scanning skills as well as an understanding of sectional anatomy. We continue to enjoy our simulation and teaching space, with students free to book scanning time both within and outside normal business hours.

We have been fortunate to have two new Vimedix simulator systems funded. These add extra Obstetric and Cardiac teaching resources to our offerings.

SIMTICS modules continue to be used to support the students' learning of practical scanning approaches in our online environment.

Course Structure

2020 saw the introduction of the Cardiac and Vascular specialisations of our Grad Dip and Masters programs. Towards the end of 2019, students enrolled in IGSO and IMSO were transitioned into the IGSO (Gen) and IMSO (Gen) programs, to reflect their ongoing enrolment in the General Sonography program into which they had initially enrolled.

There were no other changes to subject offerings and order during this period.

Course Content (Provide a new Subject Outline that covers changes that have been made)

There have been no changes to course content in the Graduate Diploma (General) and Masters (General) courses, other than ongoing updates of teaching materials to ensure relevance.

Given the outcome of our accreditation renewal for the Graduate Certificate in Breast Imaging in 2019, we have worked to improve the relevance of the content taught in the Breast Sonography subject. The following updates have been made to RADY 5002, Breast Sonography:

- Assessments now incorporate work-integrated learning
- Assessments divided into manageable multiple parts with peer sharing and peer reflection. The changes described below are outlined in the attached relevant sections of the course outlines (Appendix A).
 - This worked well due to the fact some Masters students could provide input on advanced breast techniques and overall technique whereas ICBR students could add input on mammographic/sonographic correlation
- Additional comprehensive Industry expert guest lectures

Accreditation History

List other accreditations related to the course.

In addition to external accreditation with ASAR, all Medical Sonography Programs undergo evaluation and internal accreditation within the University.

As an education provider of the Mammography Courses, BreastScreen SA (BSSA), is required to undertake accreditation with the Australian Society of Medical Imaging and Radiation Therapy (ASMIRT) every three years. BSSA education is currently accredited until October 2022.

Provide an overview of any changes made in those accreditations in the past 12 months (EG. Renewal).

The aforementioned BSSA accreditation is as a result of a successful re-accreditation process in October, 2019.

If there is a condition on the course's registration, provide details of any actions taken to address the requirements of the condition

Graduate Diploma and Masters in Medical Sonography (General)

Not applicable

Graduate Certificate in Breast Imaging

As per the course Reaccreditation Decision dated 13 August, 2019, at this Annual review, we are to provide the following:

- Evidence to be provided of continuing monitoring and evaluation of courses including employer satisfaction or other quality indicators for the graduate outcomes in the Graduate Certificate of Breast Sonography program

Please refer to appendices B and C to review the 2019 and 2020 ICBR Graduate Employer surveys. Following review of the 2019 survey, the changes to RADY 5002 (outlined on previous page) have assisted in ensuring that Graduates from the Graduate Certificate in Breast Imaging are well placed as early career Sonographers, from where they will continue to build their knowledge and skills. Overall, there has been an improvement in the results across the past 18 months. We note that there are still areas in which we can continue to develop this program, and this will evolve as we build our relationship with industry. There has been consistent feedback around the timing of when we teach the subjects of this program. On paper, this Certificate should be able to be completed within 12 months of a student enrolling at UniSA. However, given the restrictions of course timetabling, and us not being able to run subjects with small numbers more than once a year, there are incidences when a student may be delayed in completion by up to six months. We understand the frustration that this presents to the employers of our students, however, we are bound by University efficiency procedures. We will work to improve our communication for these students, and continue to assist them with the development of their study plans.

Satisfaction Data

Student satisfaction data. – are you meeting the needs / expectations of the students.

Course Evaluation Data for Courses across all the three Programs shows that student satisfaction and good teaching has been rated as high:

Students satisfaction with the program teaching were rated above the national benchmark or 73.1% across the programs, as measured by agreement rates for the six Good Teaching items.

ICBR: 90.5% (73.1%). As demonstrated below, this has seen a consistent improvement since the results of 2017, after which we have continue to develop the program as part of the conditional accreditation process.

ICBR agreement rates for the six Good Teaching items

% Agree	2015	2016	2017	2018	2019
My lecturers were extremely good at explaining things	100%	80%	43%	33%	100%
The staff made a real effort to understand difficulties I might be having with my work	50%	67%	43%	100%	71%
The staff put a lot of time into commenting on my work	100%	50%	43%	67%	86%
The teaching staff normally gave me helpful feedback on how I was going	83%	83%	57%	100%	100%
The teaching staff of this program motivated me to do my best work	50%	50%	43%	67%	100%
The teaching staff worked hard to make their subjects interesting	67%	83%	43%	67%	86%
Summary	75%	69%	45%	72%	90%

IGSO: 79.5%

IMSO: 91.7%

Overall Graduate satisfaction surveys show that Course (Program) satisfaction scores are above the National Benchmark of 90.3%:

ICBR: 100%

IGSO: 100%

IMSO: 100%

Employer satisfaction data – are you meeting the needs / expectations of the employers.

Please see appendices B to D for Employer satisfaction survey results.

Lecturer / trainer / assessor / supervisor feedback

Employer satisfaction survey results incorporate feedback and comments from supervisors.

Ongoing conversations via phone and email, as well as submissions through student clinical progress reports, indicate that students are performing well overall, and that supervisors are satisfied overall with student performance. Where issues have been noted, supervisors have appreciated the support from academic staff in regard to setting goals for future improvement.

Other stakeholder feedback.

The Program advisory committee has been useful in providing feedback from external stakeholders. Feedback obtained has been useful in making some changes and implementing steps to maintain ongoing communication with external stakeholders.

Identification of patterns/trends in the data.

Our students and recent graduates continue to do well overall in terms of meeting graduate competency outcomes.

Planning for the future

What are the strengths of the course?

All courses are delivered externally, allowing for students to study with flexible learning arrangements. This is attractive to the majority of students, who often also have full-time work commitments.

Our staff work strongly together as a collaborative team. We have a wide range of academic and professional backgrounds, which are all drawn on to produce relevant, authentic, and appropriately scaffolded teaching and learning approaches as students progress through their program.

What are the challenges for the course?

Challenges across the board this year have been primarily around adapting our teaching, learning, and assessing to fit within the shifting COVID-19 restrictions. The considerations we needed to make, and the subsequent changes are outlined below as an addendum.

We continue to acknowledge the ongoing challenges our students have in obtaining suitable training positions, and this has become more of a concern given the current COVID-19 situation. We understand that this is an industry-wide issue, and are determined to keep building our discussions with all stakeholders to improve this area.

What is the action plan for the coming 12 months?

1. Research activities

Jessie Childs continues to develop her research base as an Early Career Researcher, leading and being a part of a range of research projects which have been successful in securing grant funding.

Brooke Osborne and Sandy Maranna are enrolled as PhD candidates, and Mark Matheson and Angela Farley are working towards their Masters in Research.

All staff continue to build their involvement in larger projects and consultancy activities across other areas of the University (Nursing, Exercise Science, Allied Health, Education, Nutrition), larger Government research groups (ie: South Australian Health and Medical Research Institute), and through industry groups (ASAR, ASUM, ASA).

2. Professional development activities for staff

Teaching as a skill remains a focus for all staff in the Medical Sonography Programs. Staff will be encouraged to remain active in local teaching and learning and curriculum development committees, as well as to consider peer partnering, to examine and reflect upon their own teaching practice.

ADDENDUM: COVID-19

Given the restrictions that were put in place due to COVID-19, the following actions have been taken this year:

Our course delivery (teaching and learning activities) has remained unchanged, given that all our students are external. Students continued to attend virtual lectures or have access to the recordings if they were unable to log on at the time.

Several of our subjects offer optional scanning workshops for those students who wish to attend some face-to-face teaching. These workshops were cancelled in the first half of 2020, given the travel and social distancing restrictions which were in place in Adelaide in April. The academic staff leading each of these subjects provided extra online tutorial activities and some further resources to provide some more context around the skills which would have been covered in those workshops.

Additionally, there were five months when access to the ultrasound simulator suite was restricted. This limited the opportunity for students to have access to the equipment which is often used to support their initial skills development or departmental training activities.

Rather than being held in external examination venues, all written exams for 2020 have been converted to online, uninvigilated, open book exam activities. Given the change in format, each of these exams was altered such that, rather than examining a wide amount of knowledge which relied on student recall, the ability for students to apply their learned knowledge to particular scenarios was examined. Students were required to demonstrate a higher order of thinking in order to be successful in these exams. The results from the first semester with these exams showed a similar spread to what is normally seen, with the usual number of 'fail' results – seemingly from those students who believed that they could rely on the open book nature of the exam to get them through.

The largest adjustment which needed to be made was in our Capstone subject, Clinical Sonography Portfolio. This subject contains the final OSCE evaluation, for which all students are required to attend on campus at UniSA and be examined across the range of scanning regions, as well as sit a paper-based image interpretation exam. As a summary, rather than completing this practical assessment across a range of time-limited stations, students were provided with the options of delaying their attendance to a time they can travel to Adelaide, having an external examiner visit their workplace, or submit videos of them scanning each of the regions. The final option proved the most popular choice, and required students to submit the following:

- Student supervisor/line manager approval for submission of video and images obtained in the workplace.
- Video of student performing a full ultrasound examination from each of the scanning regions (except for intimate scans).
- All ultrasound images obtained during the examination. 'Clip stores' or cine captures not required.
- A copy of the sonographer report, completed by the student
- A 500 word (max) summary of the scan, following provided guidelines.

The exam outline and marking criteria are provided in Appendix E.

Upon reflection, this approach to practical scanning examinations proved to be successful. We were able to evaluate students' practical skills in their own environment (providing a greater level of authenticity). From this process, we could see students completing an entire examination, rather than just targeting according to the more restricted time frame of the traditional OSCE, and closely review the images produced during the examination and the student reflection of the scan.

We will continue to provide students with this option for the second half of 2020, as the travel restrictions look to continue. Moving on, we will keep this area flagged as one which may not revert back to our pre-COVID practices in its entirety. As such, it is likely that there will be further conversation with ASAR in this space, to ensure that the 'stop-gaps' we have had to implement this year can be adapted to meet our Accreditation guidelines and requirements. We welcome any immediate feedback ASAR may have if there are pressing concerns with this.

Course Outline

Breast Sonography

RADY 5002 Study Period 2 - 2019

External - Online



University of
South Australia

Introduction

Welcome

Hi and Welcome!

I am Sandy Maranna and I will be coordinating this course.

Breast imaging plays an important role in women's health care and this course is designed to provide comprehensive information. In support for this course, you should use this Course information, the Study guide and online resources. All the text books for this course are available as e-books via the learnonline resources. From 2019 onwards, the course will have a cohort of Masters of Medical sonography students as well. There should be a good mix of experience and expertise. Expectations from the Master's cohort might slightly vary. This will be explained in the learnonline site as we progress into the semester.

Check the course calendar at the end of this course information brochure regarding the due dates for the graded assignments.

Please read this Course information and the Study guide carefully. There are a number of important dates to note. Please check the learnonline resources and the online discussion board regularly as well.

You should also ensure that the contact details listed for you on UniSA are accurate so we can contact you during the study period if required. Please note that communication with students during this course will primarily be via the course online discussion and your uni student email address. I encourage you to actively participate in the online discussion.

I am here to help you succeed, so don't hesitate to contact me if you are having any problems with this course. Do not hesitate to contact me if you have any personal issues which may impact upon your studies or completion of assignments/request for extensions etc, I will only be able to help you if you approach me. To request for an extension, you have to use the link provided in the online resources. Any extension for more than one week has to be accompanied with a valid documentation.

I teach at University part-time and I scan part-time. So please be assured that I will get back to your queries in a reasonable amount of time.

Happy studying!

Sandy

Course Teaching Staff

Course Coordinator:	Mrs Sandy Maranna
Location:	School of Health Sciences BJ1-18
Telephone:	+61 8 8302 2896
Fax:	+61 8 8302 2853
Email:	Sandy.Maranna@unisa.edu.au
Staff Home Page:	people.unisa.edu.au/Sandy.Maranna

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. The library does not hold multiple copies of the nominated text books. It is strongly recommended that you purchase the book(s). An eBook version may be available but please check with the library as availability is limited and dependent on licence arrangements. <http://www.library.unisa.edu.au>

Stavros, A. Thomas 2004, *Breast ultrasound*, 1st edn, Lippincott Williams & Wilkins .
de Paredes, Ellen Shaw 2007, *Atlas of mammography*, 3rd edn, Lippincott Williams & Wilkins.

Reference(s)

Some of the e-books available via the UniSA library including the core text books, are as follows:

Diagnosis of diseases of the breast: Bassett 2005
Interventional ultrasound of the breast: Cawthorne 2008
Breast Imaging review: A quick guide to essential diagnoses. Fundaro, Mandava and Shah 2010
Breast Imaging - Case Review Series Connan and Brennecke 2006
Improving Breast Imaging Quality Standards Sharyl 2005
Breast Cancer Imaging: A Multidisciplinary, Multimodality Approach Tartar 2008
Learning Diagnostic Imaging : 100 Essential Cases Ribes, Ramo n, Luna, A., Ros, Pablo R. 2008
Breast Imaging - The Requisites Ikeda 2010
Rumack: Diagnostic Ultrasound 2010
Ultrasound Clinics: Breast 2011
Diagnostic Ultrasound : Physics and Equipment Hoskins Martin Thrush 2010
Breast Imaging Kopans 2007
Atlas of Mammography de Paredes Ellen Shaw 2007

You will also be provided a lot of e-readings and resources on the learn-online site

Materials to be accessed online

learnonline course site

All course related materials can be accessed through your learnonline course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Materials dispatch

Course Outline and Study Guide are all available online in learnonline resources. No material is dispatched.

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (<https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567>) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Case study	2500 words	-	40%	10 May 2019, 11:00 PM	learnonline	CO1, CO2, CO3, CO4, CO5, CO6, CO7
2	Quiz	Continuous	-	25%	See assessment activities for details	See assessment activities for details	CO1, CO2, CO3, CO4, CO5, CO6, CO7
3	Online activities	Ongoing	-	35%	24 Jun 2019, 11:00 PM	learnonline, e-portfolio forum	CO1, CO2, CO3, CO4, CO5, CO6, CO7

Feedback proformas

The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Case scenario (Graded)

Assignment details are provided in the learnonline resources.

Online quiz (Graded)

Assessment Activities

Name	Sub-weighting	Due date (Adelaide Time)	Submit via
Online quiz 1	All activities equally weighted	29 Mar 2019, 11:00 PM	learnonline
Online quiz 2	All activities equally weighted	20 May 2019, 11:00 PM	learnonline
Online quiz 3	All activities equally weighted	17 Jun 2019, 11:00 PM	learnonline

Details of the assignment are found in the learnonline resources.

Online tutorial participation (Graded)

Details are available in the learnonline resources.

This will be an on-going activity throughout the semester with 45% weighting.

An active learnonline or e-portfolio discussion to specific topics is an expectation to complete this activity.

Details of specific topics will be made available on the course site.

Appendix A – 2019 and 2020 Breast Sonography Subject Outlines

Submission and return of assessment tasks

See above under Assessment details.

Exam Arrangements

This course does not have an exam.

Variations to exam arrangements

Variation to exam arrangements does not apply to this course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Additional assessment requirements

Students must pass each assessment component satisfactorily in order to obtain a pass for this course.

Students will be required to pass practical assessments and will be required to keep a log book to record the number and quality of breast ultrasound examinations which have been performed. This should be signed by their supervising sonographer/radiologist. Number of satisfactory examinations required for log book to pass:

- 10 x full breast scans (both sides)
- 50 x targeted scans
- 5 x prosthesis scans
- 10 x interventional studies

These practical examinations should be completed within 6 months of completion of the theoretical portion of the course. A practical assessment proforma specifically designed for breast ultrasound studies will be circulated to all students and supervising sonographers/radiologists so they are aware of the minimum standard required for an examination to be assessed as being satisfactory.

Course Outline

Breast Sonography

RADY 5002 Study Period 2 - 2020

External - Online



University of
South Australia

Introduction

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Check the course calendar at the end of this course information brochure regarding the due dates for the graded assignments.

Please read this Course information and the Study guide carefully. There are a number of important dates to note. Please check the learnonline resources and the online discussion board regularly as well.

You should also ensure that the contact details listed for you on UniSA are accurate so we can contact you during the study period if required. Please note that communication with students during this course will primarily be via the course online discussion and your uni student email address. I encourage you to actively participate in the online discussion.

I am here to help you succeed, so don't hesitate to contact me if you are having any problems with this course. Do not hesitate to contact me if you have any personal issues which may impact upon your studies or completion of assignments/request for extensions etc, I will only be able to help you if you approach me. To request for an extension, you have to use the link provided in the online resources. Any extension for more than one week has to be accompanied with a valid documentation.

I teach at University part-time and I scan part-time. So please be assured that I will get back to your queries in a reasonable amount of time.

Happy studying!
Sandy

Enterprise 25

In 2018 the University launched its strategic plan Enterprise 25 (E25). Central to E25 is a commitment to orientating ourselves around our academic programs to ensure the quality of their delivery and the student experience. To meet this objective the institution is undergoing an academic transformation of Divisions and Schools to Academic Units. This transformation will occur on the 6th April 2020. Additional information regarding E25 is available at <https://www.unisa.edu.au/About-UniSA/strategic-action-plan/>

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. The library does not hold multiple copies of the nominated text books. It is strongly recommended that you purchase the book(s). An eBook version may be available but please check with the library as availability is limited and dependent on licence arrangements. <http://www.library.unisa.edu.au>

Stavros, A. Thomas 2004, *Breast ultrasound*, 1st edn, Lippincott Williams & Wilkins .

de Paredes, Ellen Shaw 2007, *Atlas of mammography*, 3rd edn, Lippincott Williams & Wilkins.

Reference(s)

Some of the e-books available via the UniSA library including the core text books, are as follows:

Breast Imaging review: A quick guide to essential diagnoses. Fundaro, Mandava and Shah 2010

Breast Imaging - The Requisites Ikeda 2010

Rumack: Diagnostic Ultrasound 2010

You will also be provided a comprehensive choice of e-readings on the learnonline site

Materials to be accessed online

learnonline course site

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myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Materials dispatch

Course Outline and Study Guide are all available online in learnonline resources. No material is dispatched.

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (<https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567>) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Case study	2500 words	-	40%	15 May 2020, 11:00 PM	learnonline	CO1, CO2, CO3, CO4, CO5, CO6, CO7
2	Quiz	Continuous	-	25%	See assessment activities for details	See assessment activities for details	CO1, CO2, CO3, CO4, CO5, CO6, CO7
3	Online activities	Ongoing	-	35%	See assessment activities for details	See assessment activities for details	CO1, CO2, CO3, CO4, CO5, CO6, CO7

Feedback proformas

The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Case scenario (Graded)

Assignment details are provided in the learn-online resources.

Please note that the rubrics and the expected criteria vary slightly between the IMSO and the ICBR cohorts to meet learning objectives

Online quiz (Graded)

Assessment Activities

Name	Sub-weighting	Due date (Adelaide Time)	Submit via
Online quiz 1	All activities equally weighted	27 Mar 2020, 11:00 PM	learnonline
Online quiz 2	All activities equally weighted	22 May 2020, 11:00 PM	learnonline
Online quiz 3	All activities equally weighted	19 Jun 2020, 11:00 PM	learnonline

Online quizzes

Quiz 1- questions covering modules 1 to 4

Appendix A – 2019 and 2020 Breast Sonography Subject Outlines

Quiz 2 - questions covering modules 5 to 7
Quiz 3 - questions covering modules 8 to 10

Each quiz consists of 20 multiple choice questions. Each question is worth 1 mark, no negative marking. Time limit to complete each quiz is 40 minutes, after which the quiz will be closed. Please make sure you have covered the module content before attempting these questions.

More details of the assignment are found in the learnonline resources.

Online tutorial participation (Graded)

Assessment Activities

Name	Sub-weighting	Due date (Adelaide Time)	Submit via
Part A - SIMTICS	20%	24 Mar 2020, 11:00 PM	learnonline
Part B - Q&A	40%	24 Apr 2020, 11:00 PM	learnonline
Part C - Bounce Back	20%	29 May 2020, 11:00 PM	learnonline
Part D - presentation	20%	12 Jun 2020, 11:00 PM	learnonline

Details are available in the learnonline resources.

This will be an on-going activity throughout the semester with 45% weighting.

An active learnonline or e-portfolio discussion to specific topics is an expectation to complete this activity.

Details of specific topics will be made available on the course site.

Submission and return of assessment tasks

See above under Assessment details.

Exam Arrangements

This course does not have an exam.

Variations to exam arrangements

Variation to exam arrangements does not apply to this course.

Supplementary Assessment

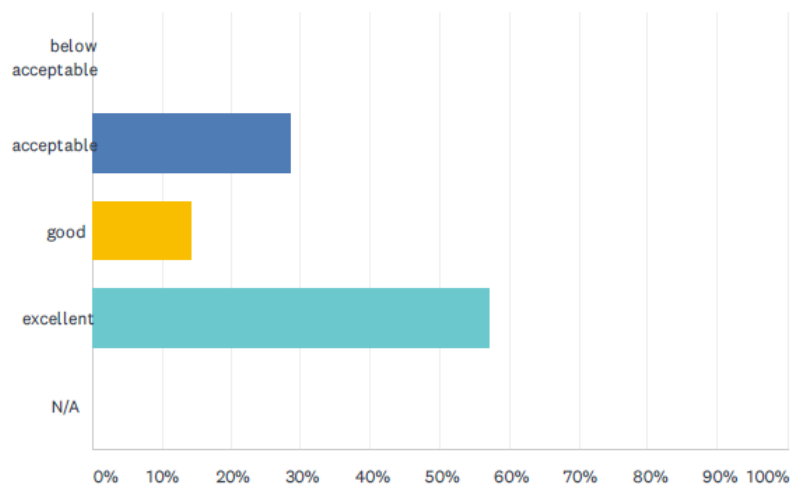
Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and

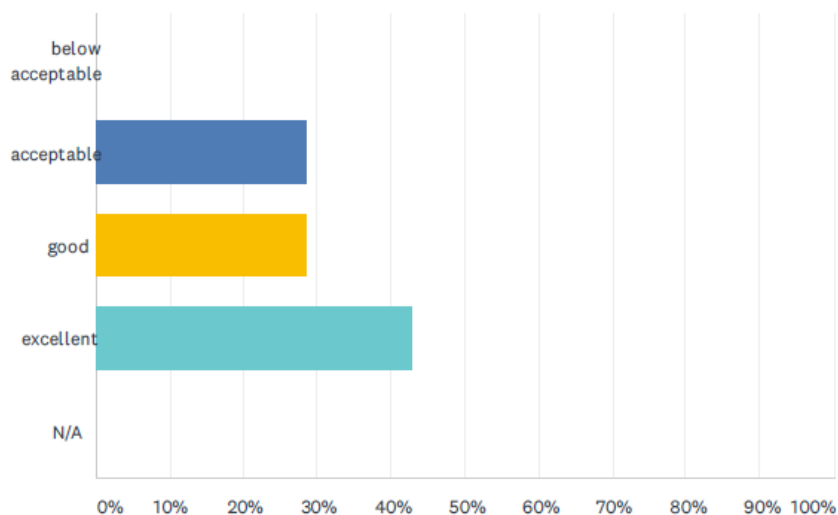
Q4 Deliver safe, patient-centred services.

Answered: 7 Skipped: 1



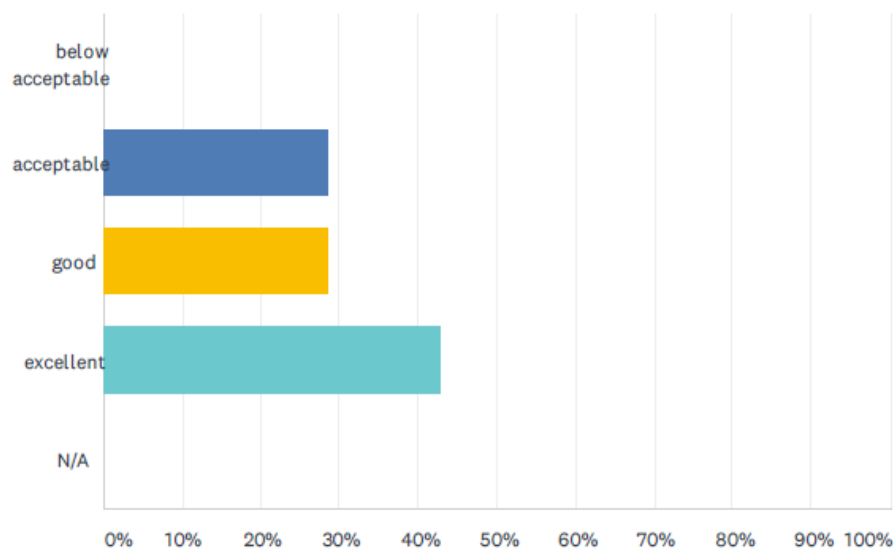
Q5 Practice within professional and ethical frameworks

Answered: 7 Skipped: 1



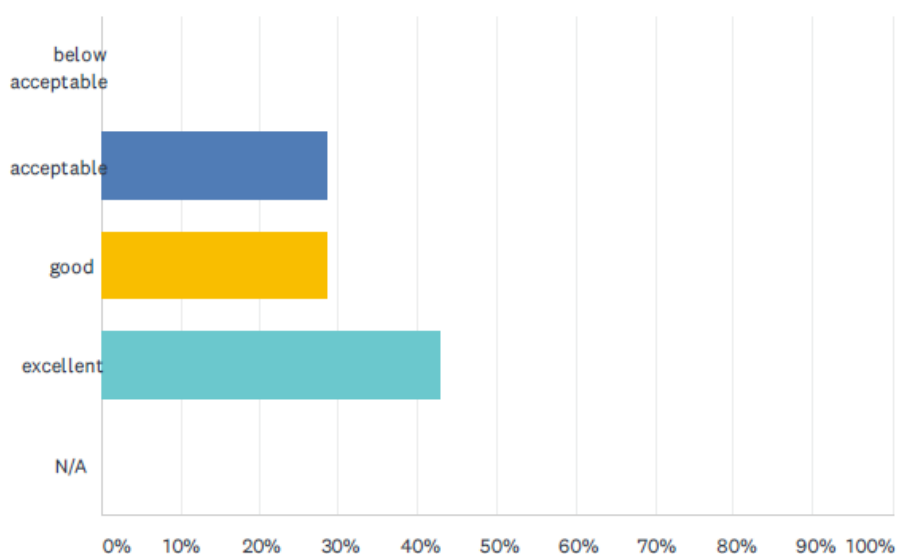
Q6 Locate, analyse and synthesise information to support evidence-based practice

Answered: 7 Skipped: 1



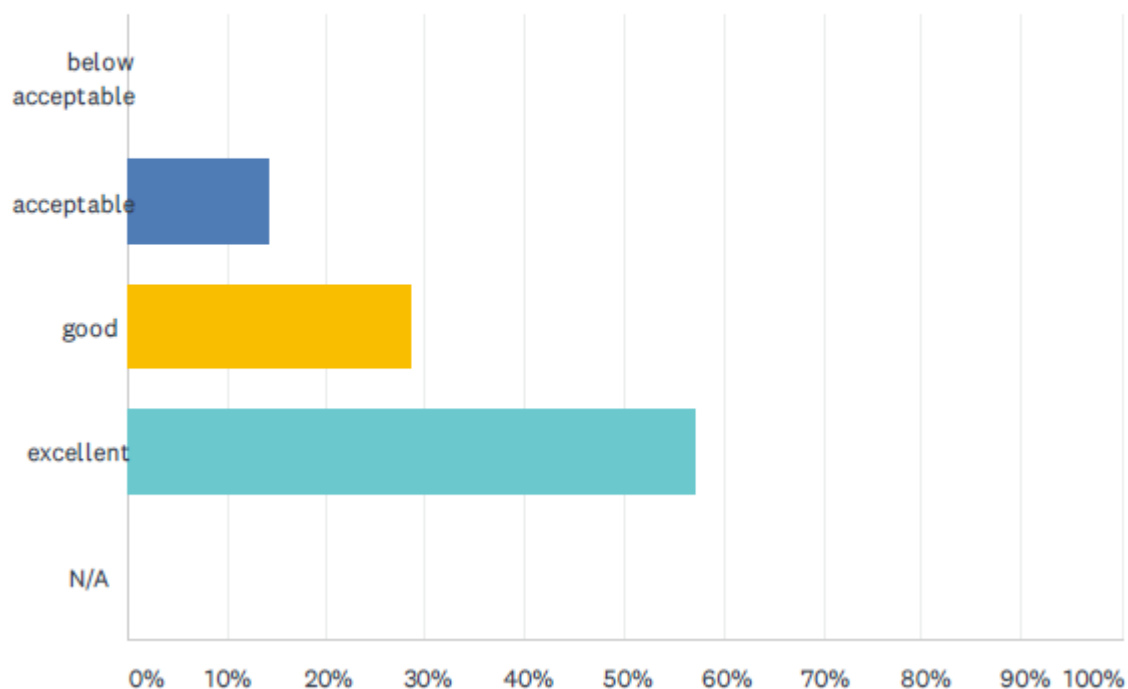
Q7 Contribute to workplace health and safety and quality assurance

Answered: 7 Skipped: 1



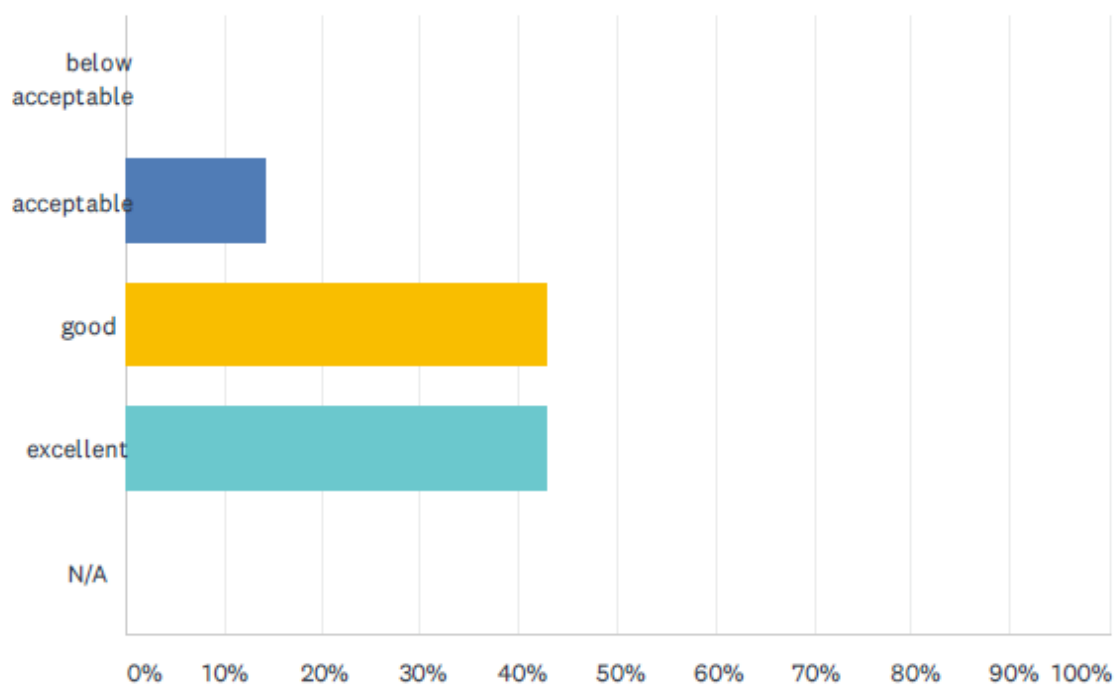
Q8 Communicate effectively

Answered: 7 Skipped: 1



Q9 Plan and conduct examinations (Breast)

Answered: 7 Skipped: 1



Q10 In your opinion, what are the two main strengths of the new graduate?

Answered: 7 Skipped: 1

#	RESPONSES	DATE
1	Quality and care	4/12/2019 10:12 AM
2	knowledge base and enthusiasm for the modality	4/5/2019 9:07 AM
3	Communication and accuracy in diagnosis	4/4/2019 10:55 AM
4	Communication and commitment	4/3/2019 9:55 AM
5	more flexible and valuable as an MRT	4/3/2019 9:51 AM
6	Mammograms and patient communication	4/2/2019 3:49 PM
7	the centre that provides the clinical training, exposure to a variety of breast types and lots of clinical opportunities	4/2/2019 12:24 PM

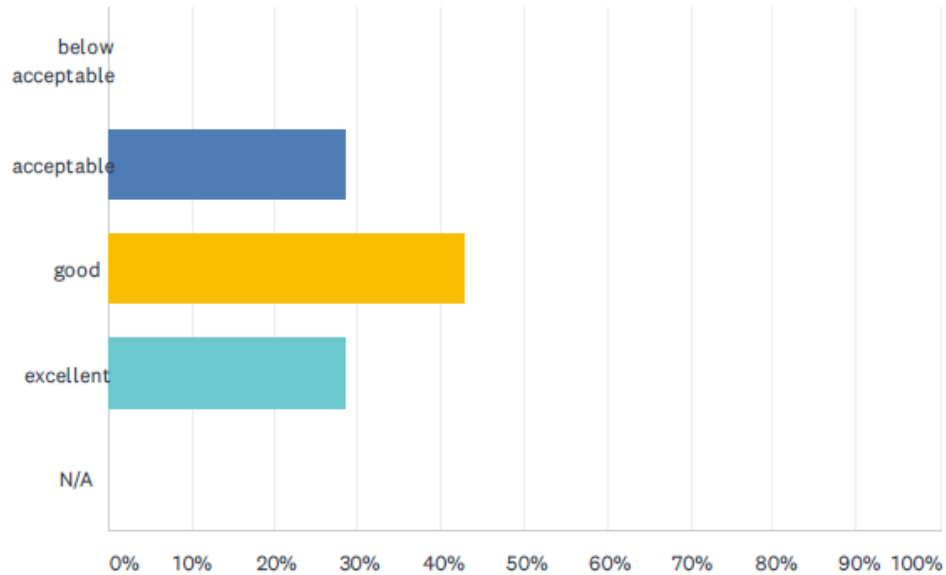
Q11 In your opinion, what are the two main weaknesses of the new graduate?

Answered: 7 Skipped: 1

#	RESPONSES	DATE
1	n/a	4/12/2019 10:12 AM
2	none	4/5/2019 9:07 AM
3	Experience and time management	4/4/2019 10:55 AM
4	Extension of examination and image optimisation	4/3/2019 9:55 AM
5	only 1 of her	4/3/2019 9:51 AM
6	Over confidence,	4/2/2019 3:49 PM
7	the organisation of the program, what is taught when, the focus of the education is not in line with a practical clinical role	4/2/2019 12:24 PM

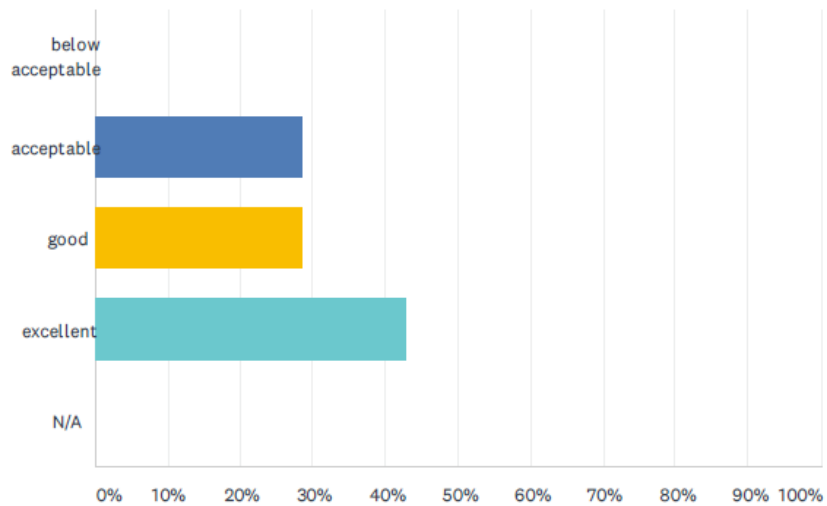
Q12 Operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

Answered: 7 Skipped: 1



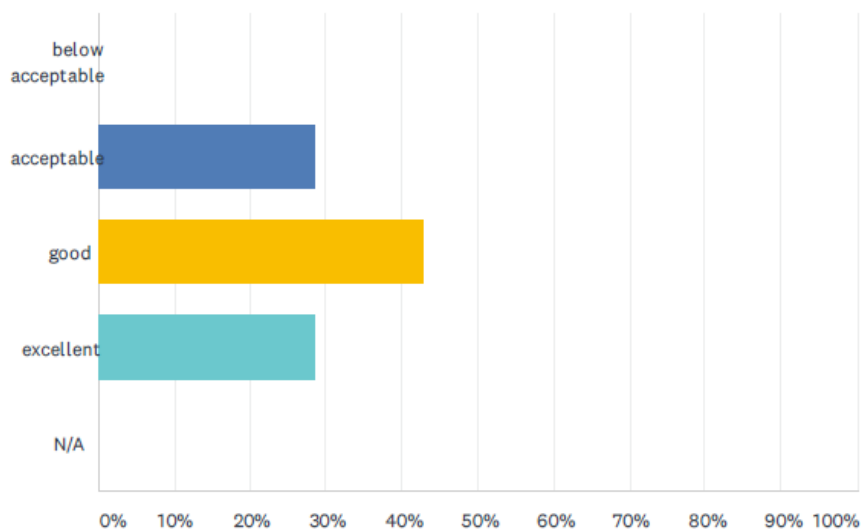
Q13 Is prepared for life-long learning in pursuit of personal development and excellence in professional practice

Answered: 7 Skipped: 1



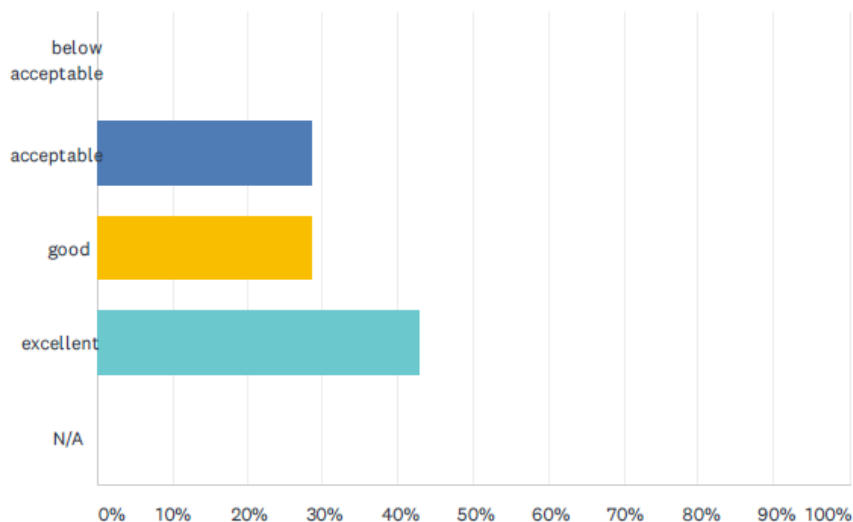
Q14 Is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

Answered: 7 Skipped: 1



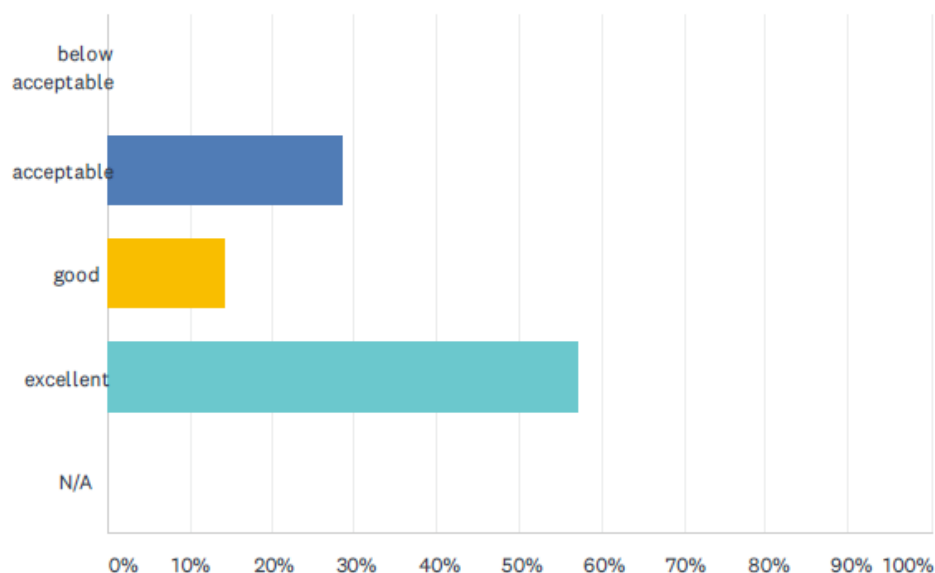
Q15 Can work both autonomously and collaboratively as a professional

Answered: 7 Skipped: 1



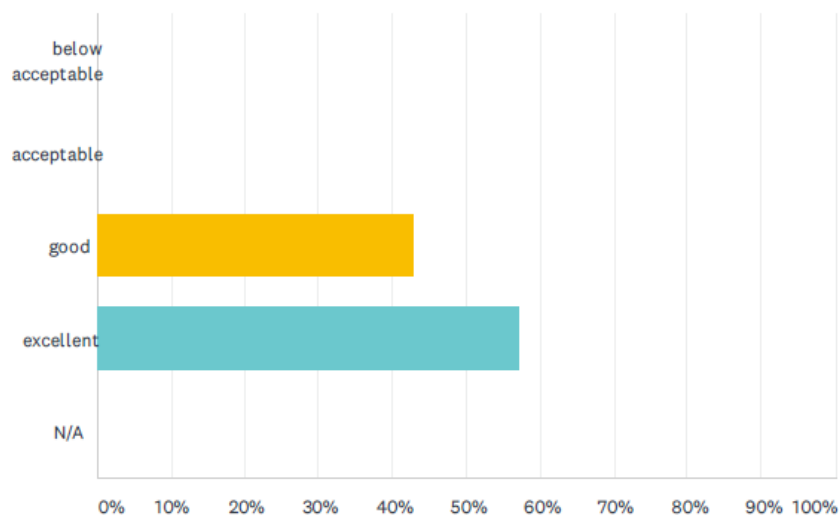
Q16 Is committed to ethical action and social responsibility as a professional and citizen

Answered: 7 Skipped: 1



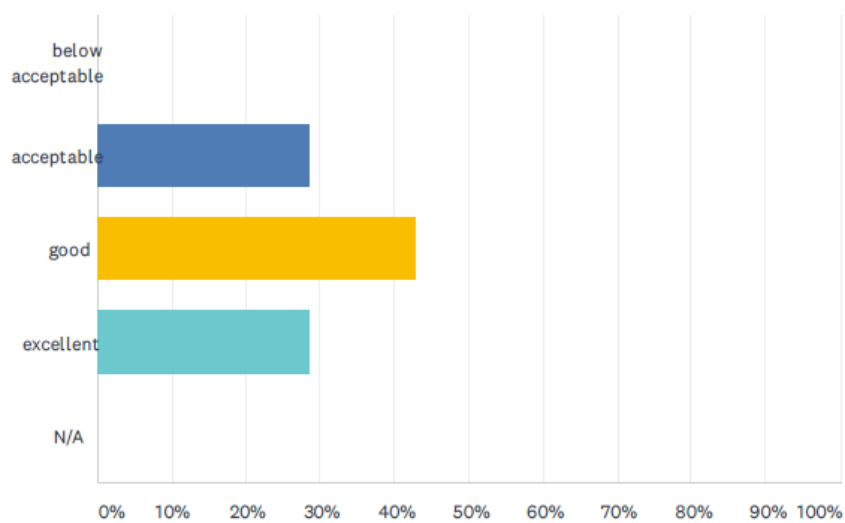
Q17 Communicates effectively in professional practice and as a member of the community

Answered: 7 Skipped: 1



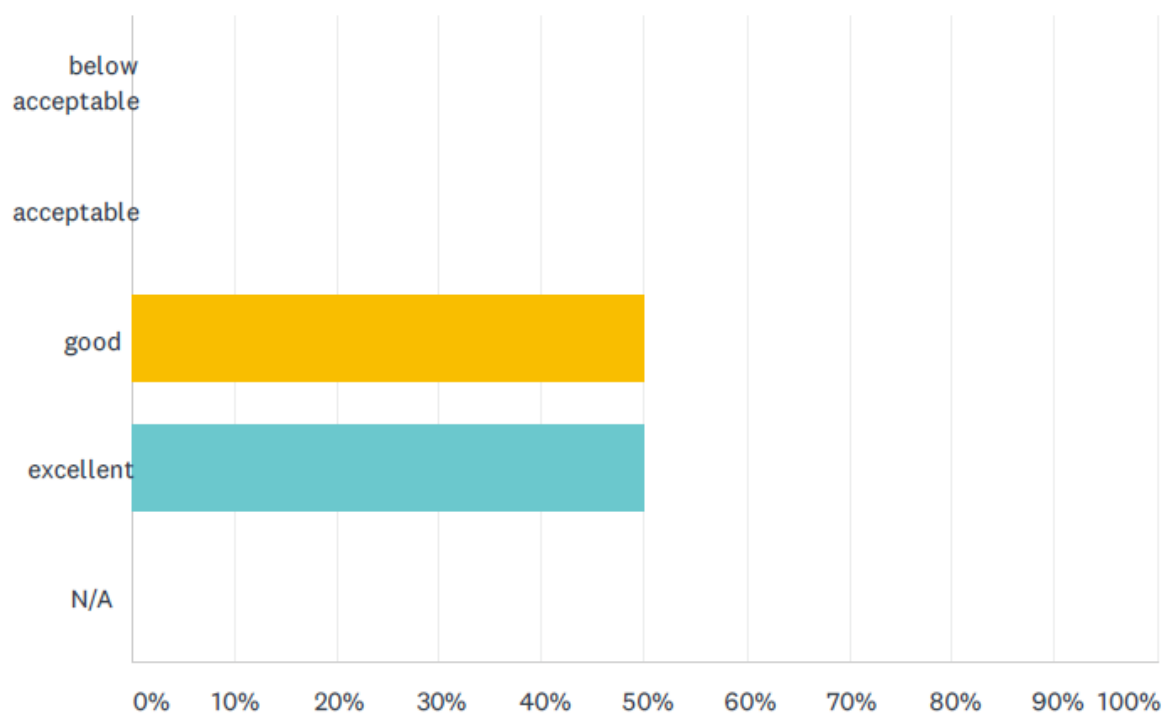
Q18 Demonstrates international perspectives as a professional and as a citizen.

Answered: 7 Skipped: 1



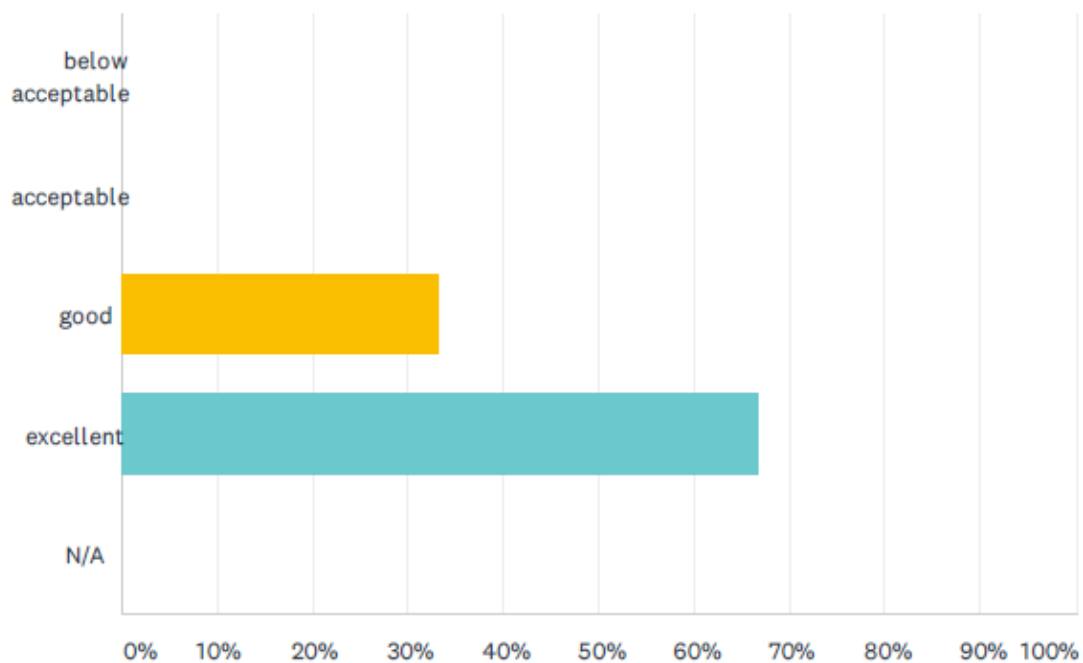
Q4 Deliver safe, patient-centred services.

Answered: 6 Skipped: 0



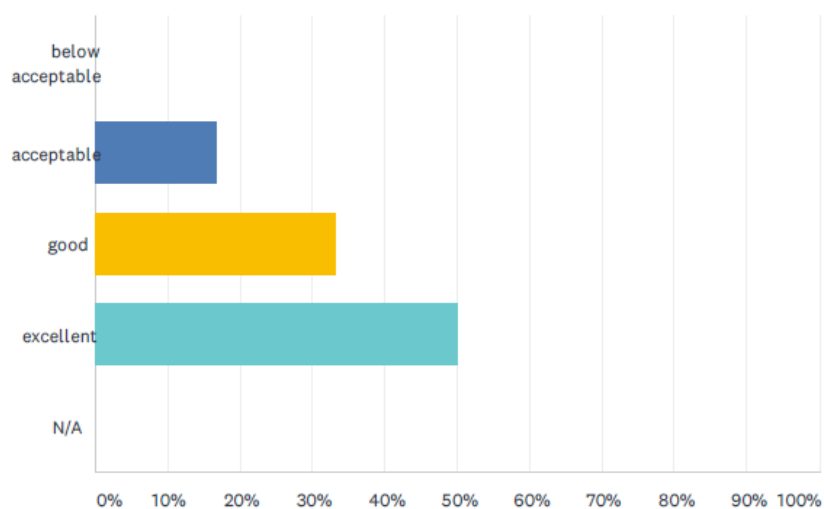
Q5 Practice within professional and ethical frameworks

Answered: 6 Skipped: 0



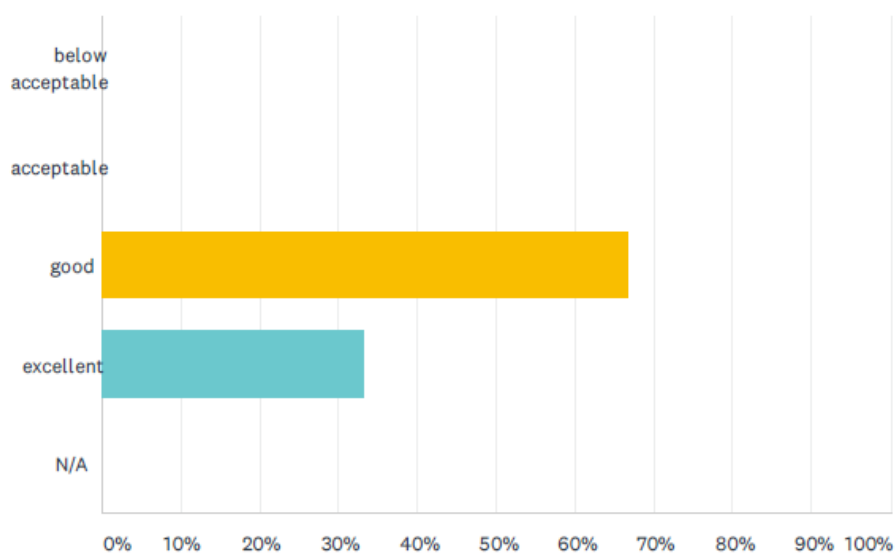
Q6 Locate, analyse and synthesise information to support evidence-based practice

Answered: 6 Skipped: 0



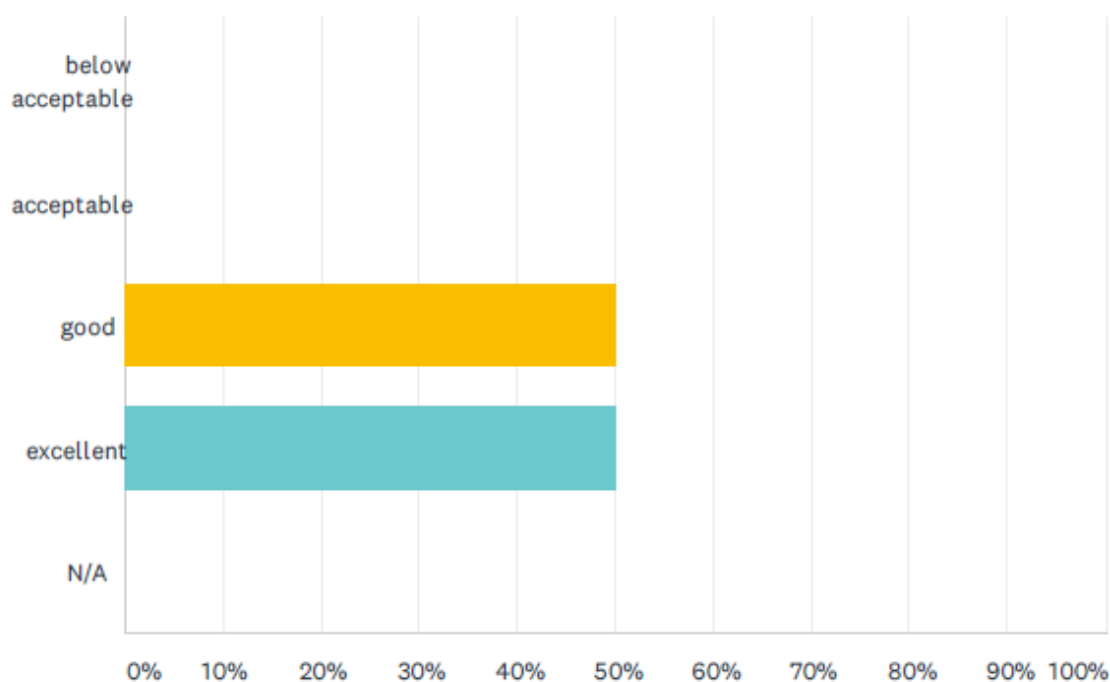
Q7 Contribute to workplace health and safety and quality assurance

Answered: 6 Skipped: 0



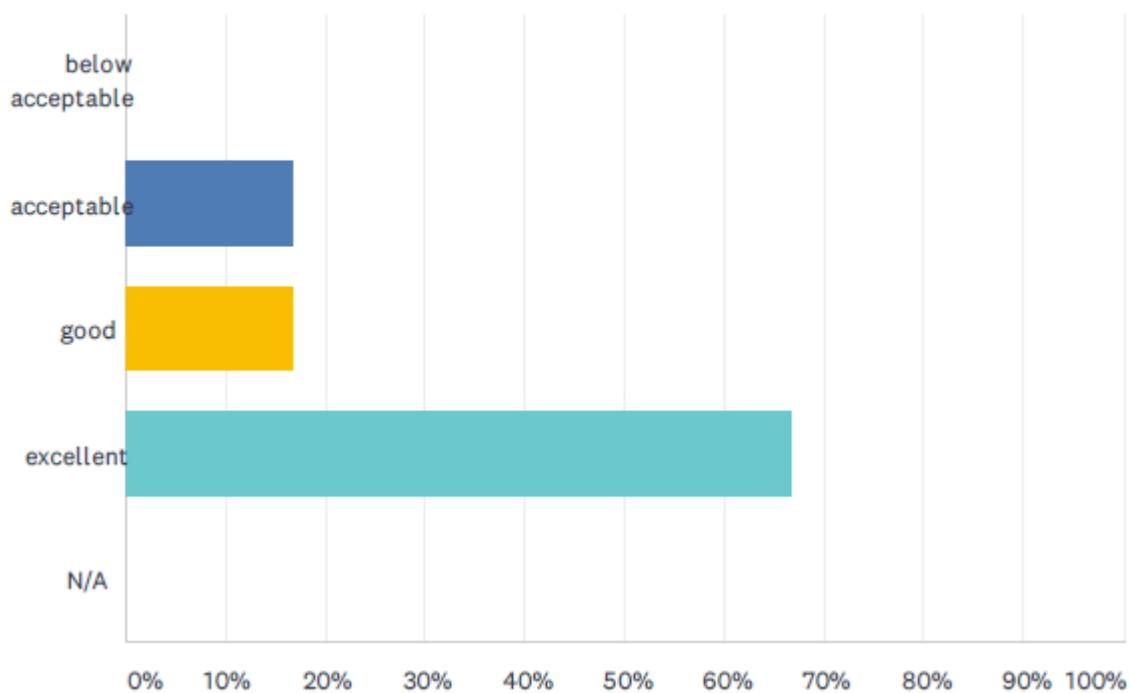
Q8 Communicate effectively

Answered: 6 Skipped: 0



Q9 Plan and conduct examinations (Breast)

Answered: 6 Skipped: 0



Q10 In your opinion, what are the two main strengths of the new graduate?

Answered: 5 Skipped: 1

#	RESPONSES	DATE
1	her ability to communicate effectively with patients and technicians, she is detail oriented and ensures a thorough examination has been performed.	7/6/2020 11:15 AM
2	Very well informed with knowledge in the field of training and eager and willingness to continue to learn more about the area of study	7/3/2020 4:44 PM
3	1) Great rapport with clients. 2) good eye for small details.	7/3/2020 3:05 PM
4	Depth of knowledge with breast anatomy, Understanding of ergonomics	7/3/2020 11:35 AM
5	communication and patient care	7/3/2020 11:12 AM

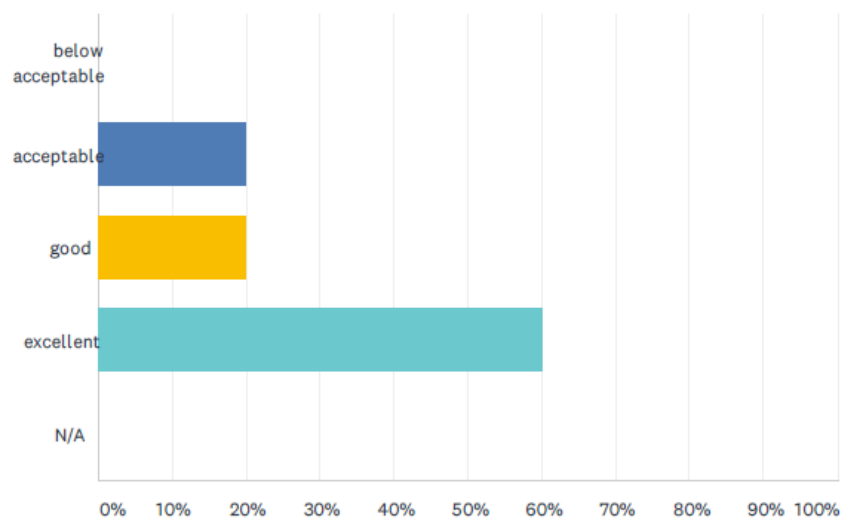
Q11 In your opinion, what are the two main weaknesses of the new graduate?

Answered: 4 Skipped: 2

#	RESPONSES	DATE
1	still learning to collaborate and work with some radiologists, can still be unsure of some of herself, is growing in confidence, especially with MSK.	7/6/2020 11:15 AM
2	still needing more experience which will come with time and this will also increase her confidence	7/3/2020 4:44 PM
3	1) Lacks focus at times and makes mistakes (wrong body mark etc)	7/3/2020 3:05 PM
4	correlation of lesions between modalities, efficiency	7/3/2020 11:12 AM

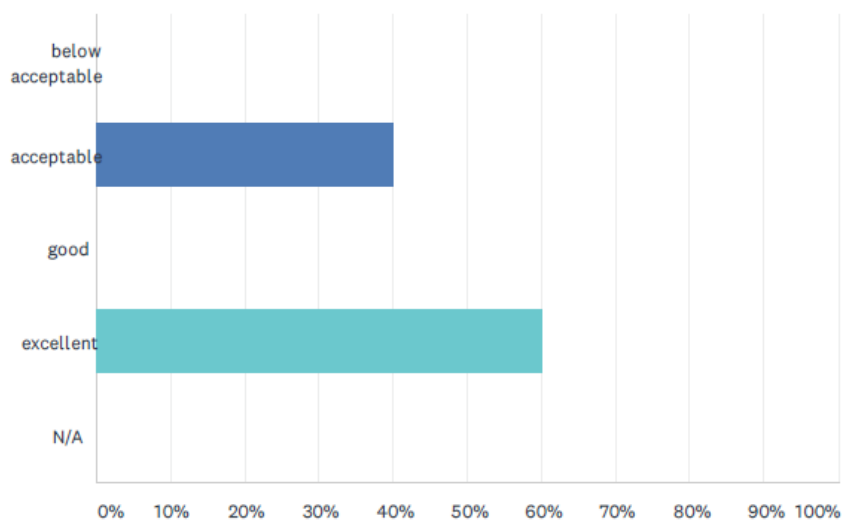
Q12 Operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

Answered: 5 Skipped: 1



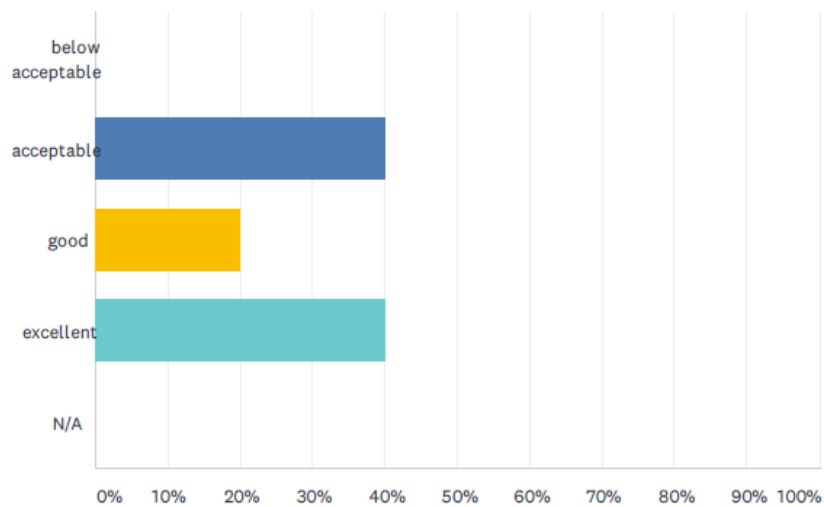
Q13 Is prepared for life-long learning in pursuit of personal development and excellence in professional practice

Answered: 5 Skipped: 1



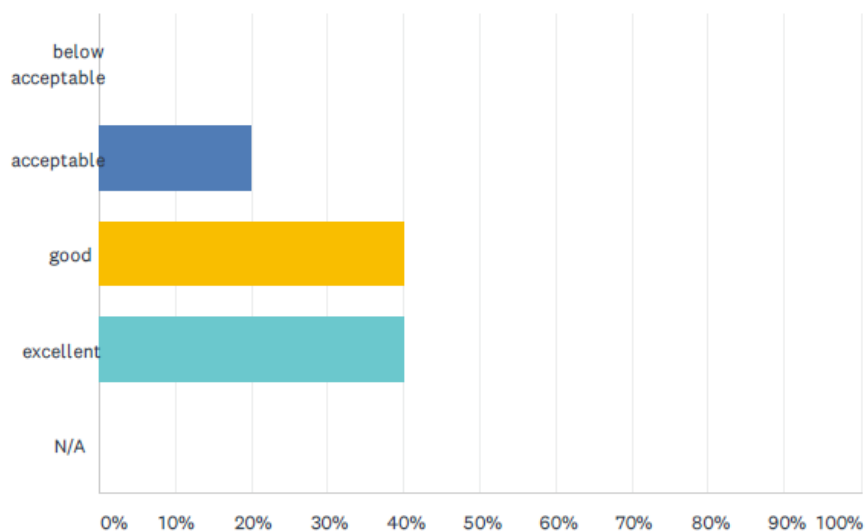
Q14 Is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

Answered: 5 Skipped: 1



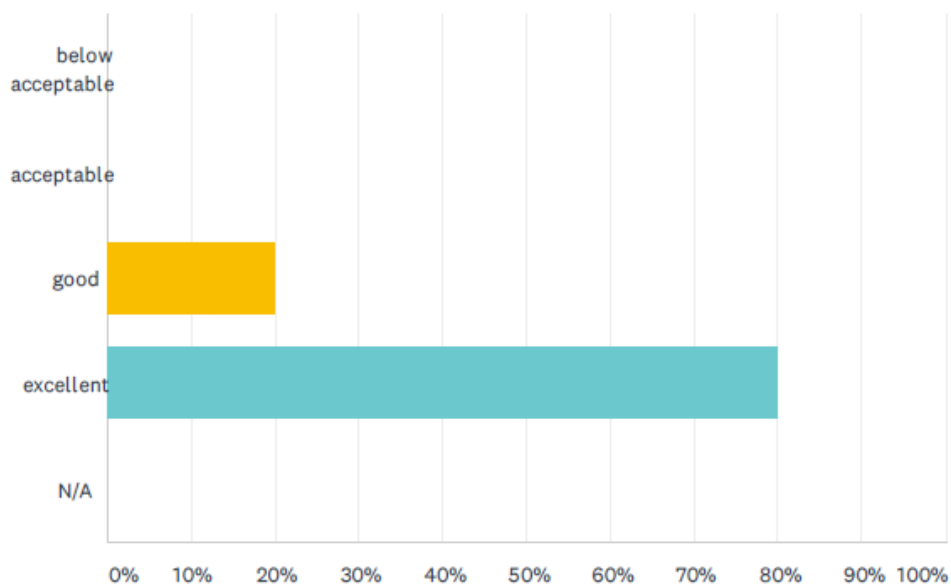
Q15 Can work both autonomously and collaboratively as a professional

Answered: 5 Skipped: 1



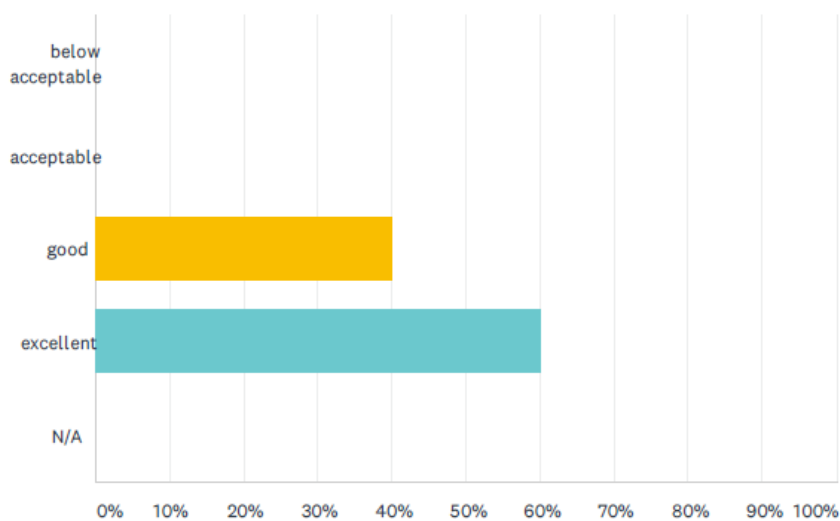
Q16 Is committed to ethical action and social responsibility as a professional and citizen

Answered: 5 Skipped: 1



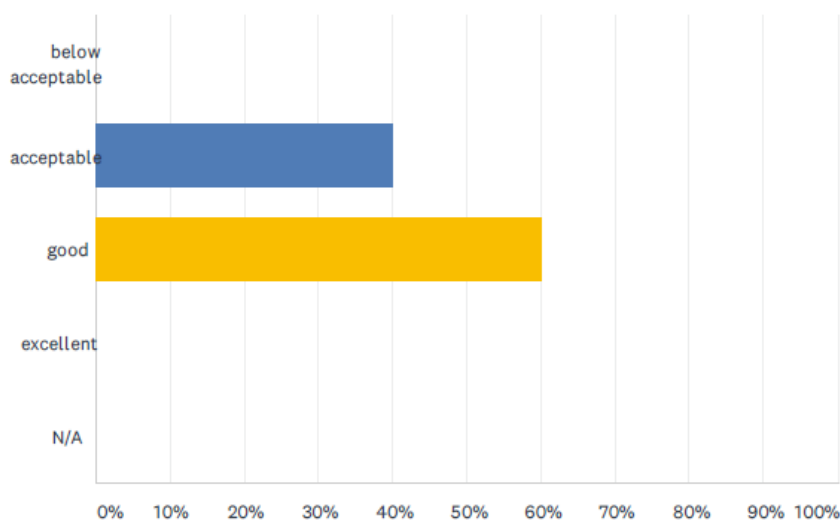
Q17 Communicates effectively in professional practice and as a member of the community

Answered: 5 Skipped: 1



Q18 Demonstrates international perspectives as a professional and as a citizen.

Answered: 5 Skipped: 1

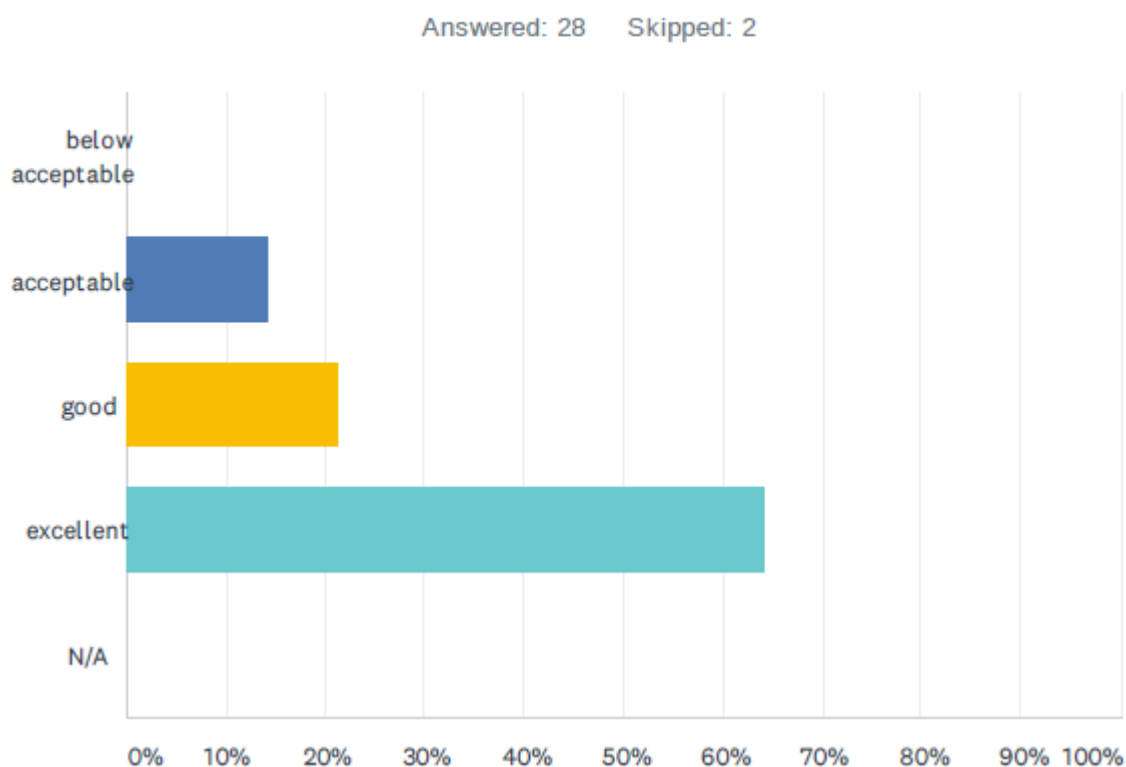


Q19 Please share any other comments you have below:

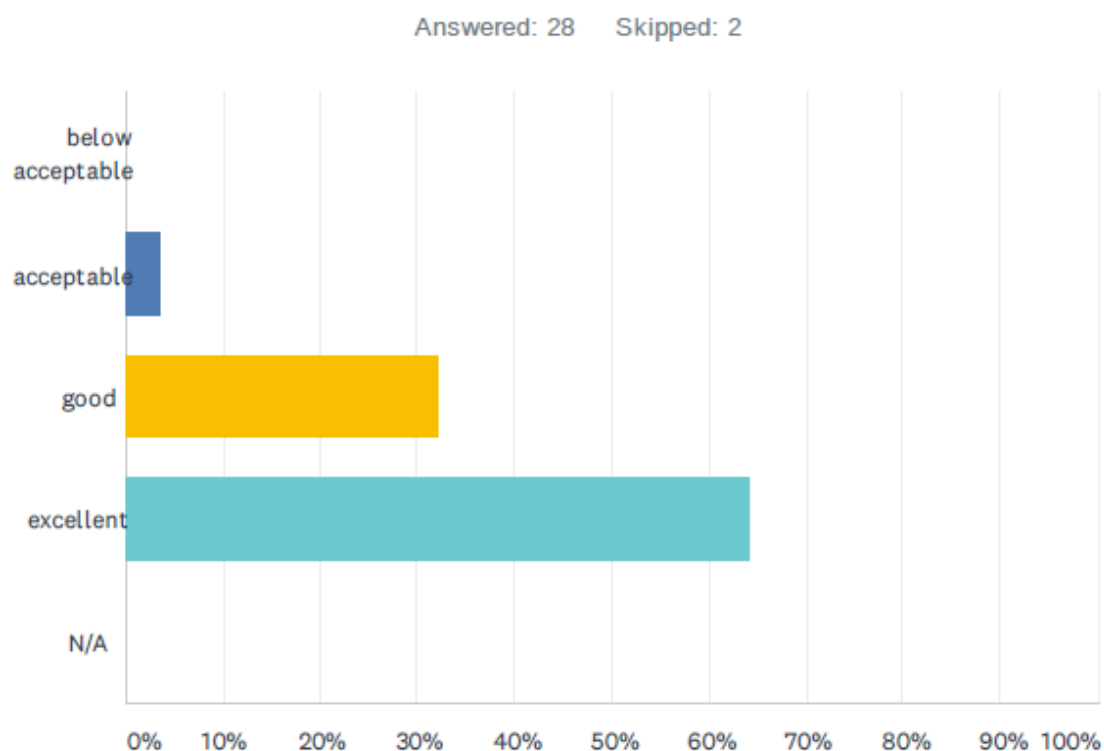
Answered: 4 Skipped: 2

#	RESPONSES	DATE
1	I am a graduate of the Uni SA Breast Imaging programme and I encourage any staff that have an interest in Breast Imaging to do the course. I train student Breast Sonographers that enter the programme now at my work place and I feel they are well equipped with knowledge and very capable to undertake Breast Imaging as a profession. It is a complete course, and that is why I think it is a fantastic course. I have encouraged other people from other radiology companies to also make it the course of choice.	7/3/2020 4:53 PM
2	I had 2 sonographers training at the same time. One was very outgoing and the other the opposite. The quieter employee is the more focused and accurate sonographer of the two.	7/3/2020 3:07 PM
3	Maybe some more information on how to take their study further with breast imaging eg possible course suggestions/ training programs Very happy with the program	7/3/2020 11:37 AM
4	This survey did not address the issues that we have had with the Breast Imaging students. I have personally been involved with 3 students from the course. One graduated adequately, but I still found the subjects were not in an order that assisted her to be competent quickly. There were several months after enrolment before key subjects on anatomy, pathology and ultrasound were undertaken and this meant the first 6 mths in clinical practice were very challenging. So much so that the second student who commenced, did not even complete the course. The third past student, who graduated some 18mths prior to my encounter with her was not competent to scan independently. I hope this information is helpful as our sonography staff are ageing and we need to train sonographers for the future.	7/3/2020 11:21 AM

Q4 Deliver safe, patient-centred services.

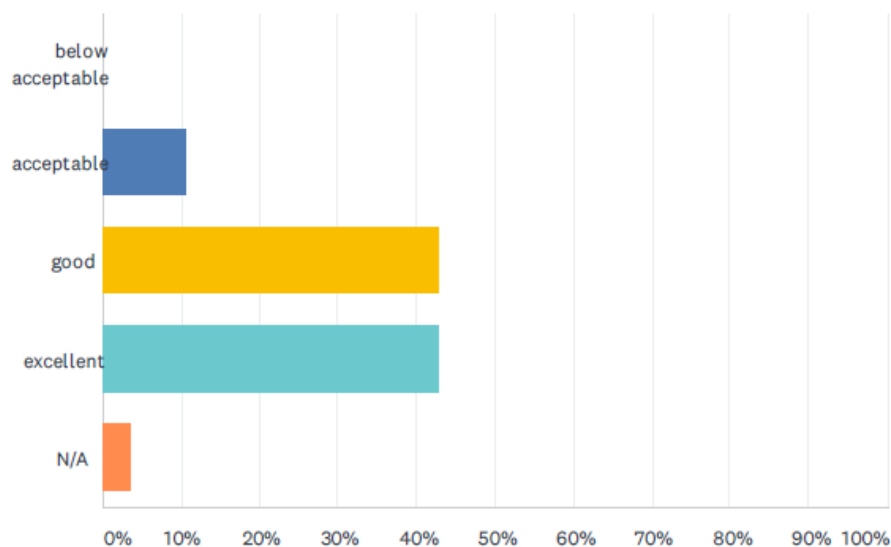


Q5 Practice within professional and ethical frameworks



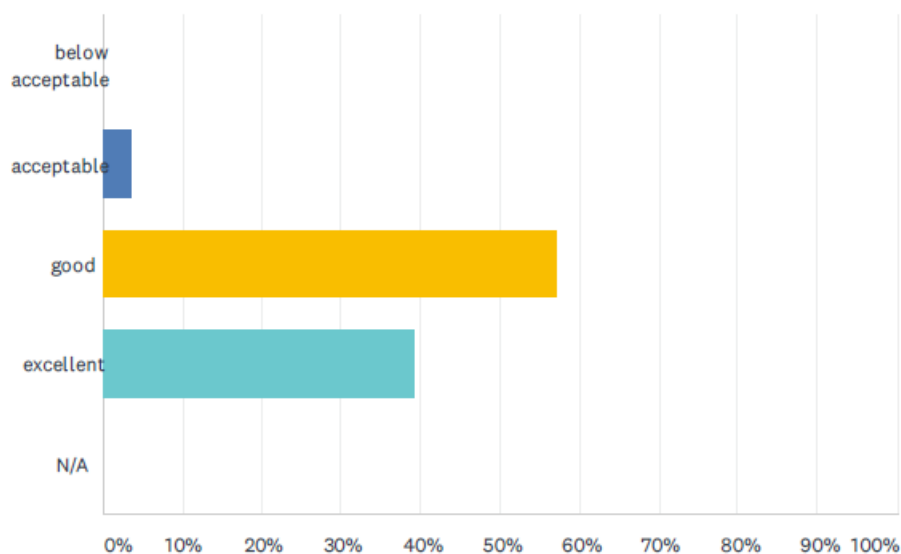
Q6 Locate, analyse and synthesise information to support evidence-based practice

Answered: 28 Skipped: 2



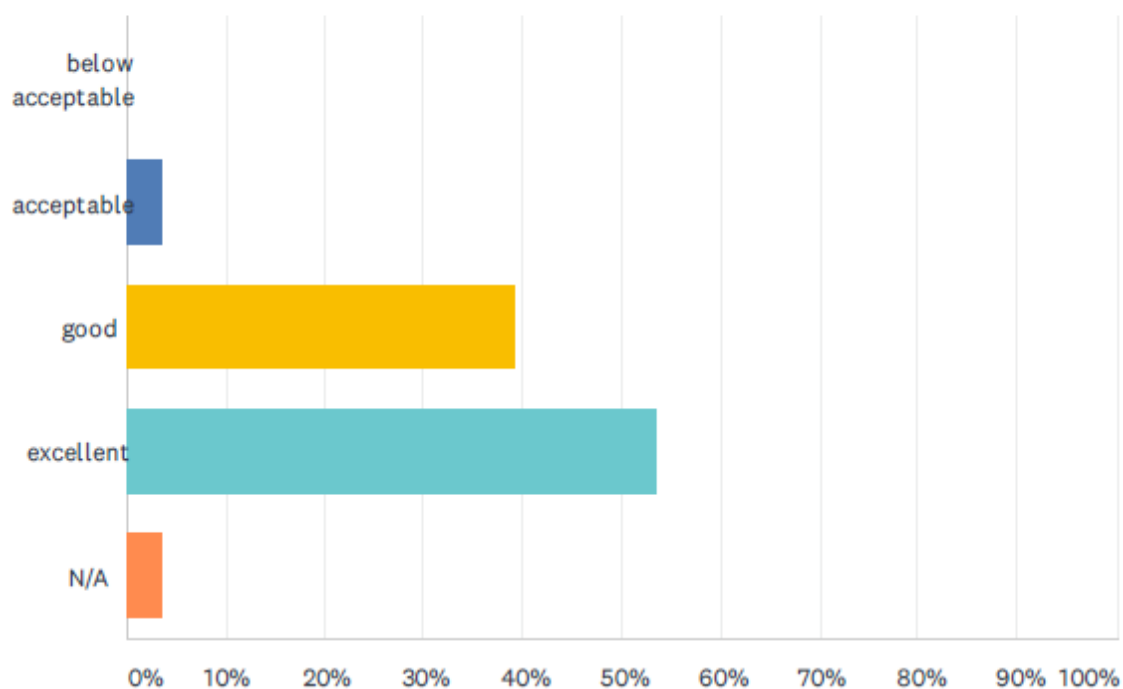
Q7 Contribute to workplace health and safety and quality assurance

Answered: 28 Skipped: 2



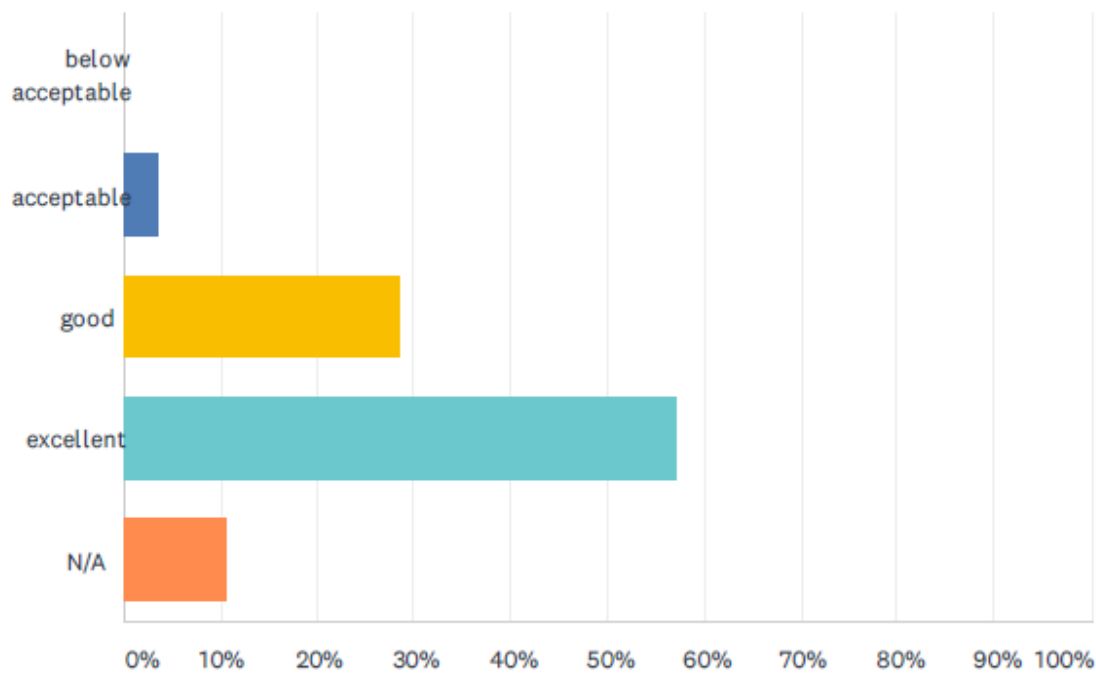
Q8 Communicate effectively

Answered: 28 Skipped: 2



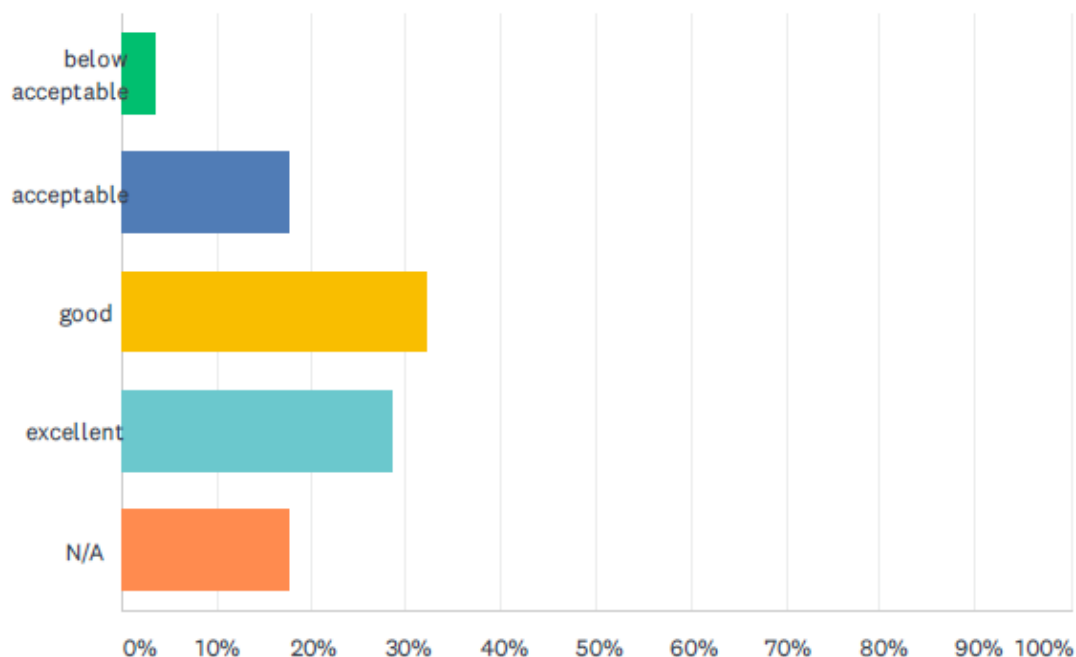
Q9 Plan and conduct examinations (Abdominal)

Answered: 28 Skipped: 2



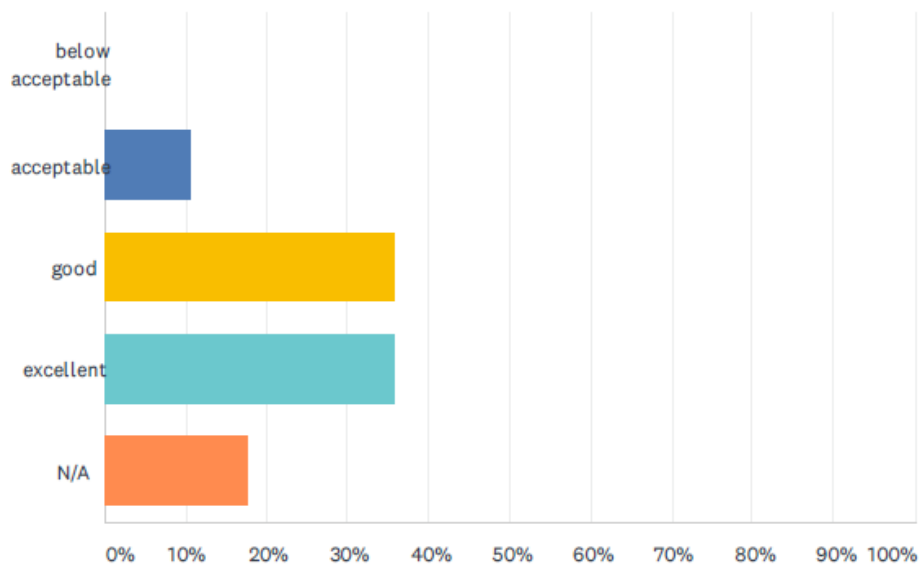
Q10 Plan and conduct examinations (Musculoskeletal)

Answered: 28 Skipped: 2



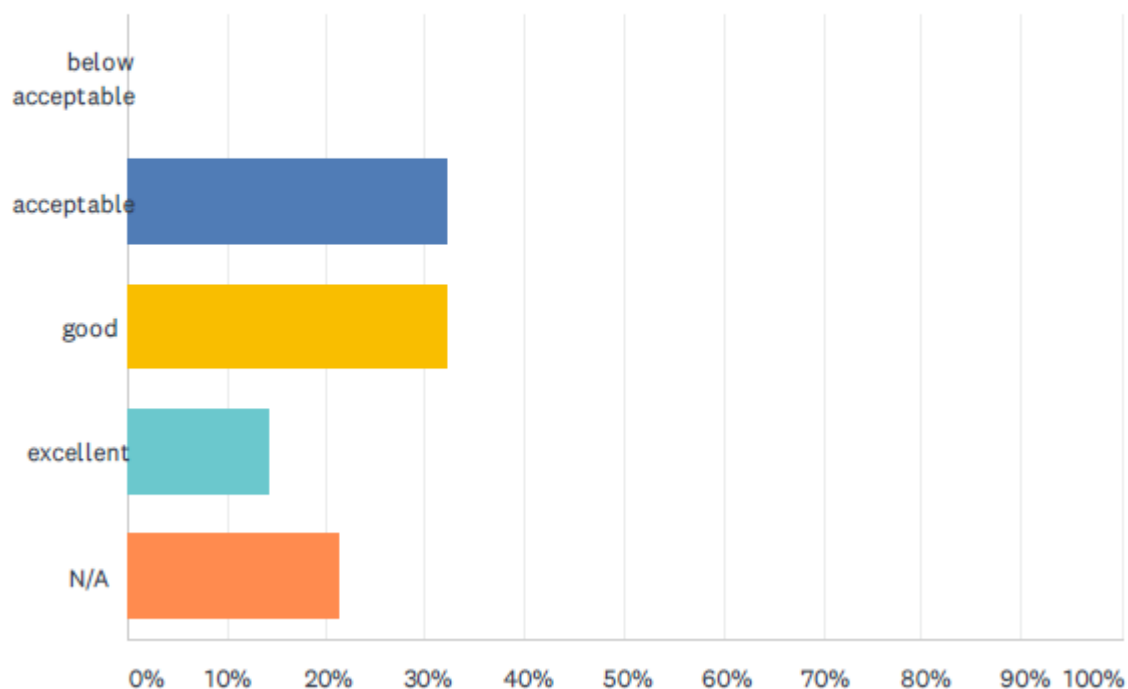
Q11 Plan and conduct examinations (Obstetric and Gynaecologic)

Answered: 28 Skipped: 2



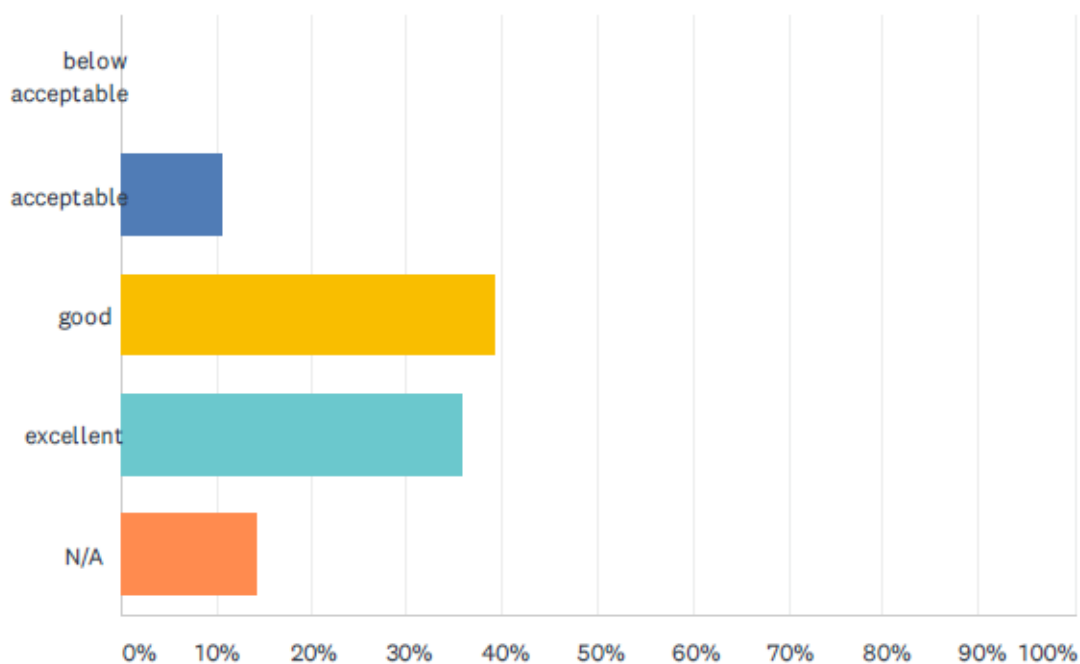
Q12 Plan and conduct examinations (Paediatric)

Answered: 28 Skipped: 2



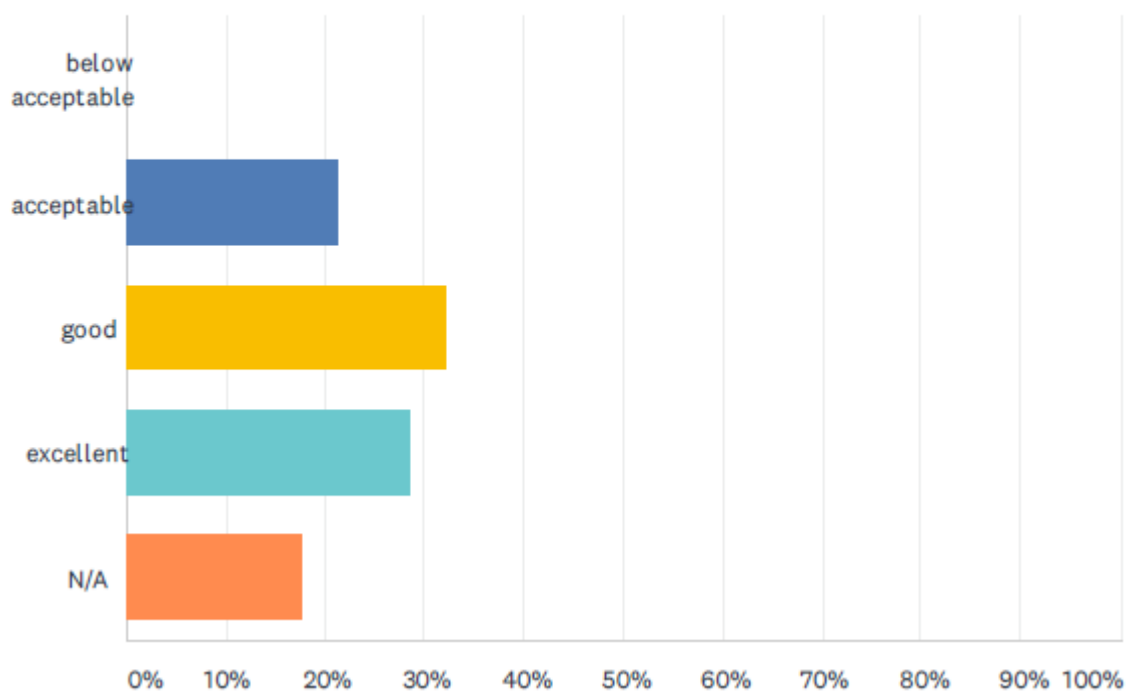
Q13 Plan and conduct examinations (Superficial Parts)

Answered: 28 Skipped: 2



Q14 Plan and conduct examinations (Vascular)

Answered: 28 Skipped: 2



Q15 In your opinion, what are the two main strengths of the new graduate?

Answered: 23 Skipped: 7

#	RESPONSES	DATE
1	generally across all routine pathologies and prepared to investigate more unusual scenarios	8/4/2020 4:02 PM
2	Dedicated to his education; seeks feedback	8/3/2020 5:34 AM
3	Patient care and communication	7/30/2020 9:12 AM
4	Knows their limitations, great bedside manner	7/28/2020 9:39 PM
5	She is hard working and patient focused.	7/28/2020 2:49 PM
6	LOVE AND ENJOYMENT IN OBSTETRICS SCANNING.	7/27/2020 1:58 PM
7	Competence and confidence	7/25/2020 9:16 AM
8	Adaptable and eager to learn new skills	7/24/2020 9:58 AM
9	Knowledge, technical and practical skills and communication	7/23/2020 2:18 PM
10	Flexibility, independence	7/23/2020 10:30 AM
11	Patient focus. Professionalism.	7/23/2020 8:54 AM
12	Good	7/23/2020 8:44 AM
13	High standard of work and good communication with patients	7/23/2020 7:37 AM
14	Breadth of knowledge, patient care	7/22/2020 10:35 PM
15	Work ethic. Knowledge	7/22/2020 10:31 PM
16	the study they have done	7/22/2020 9:03 PM
17	Open minded and self motivated	7/22/2020 8:12 PM
18	knowledge, confidence	7/22/2020 5:12 PM
19	desire to seek new knowledge and understanding of basic ultrasound	7/22/2020 3:53 PM
20	Communication and general imaging	7/22/2020 3:48 PM
21	willingness to learn and communication skills	7/22/2020 3:09 PM
22	Motivation to improve and learn	7/22/2020 2:21 PM
23	communication and knowledge base	7/22/2020 2:10 PM

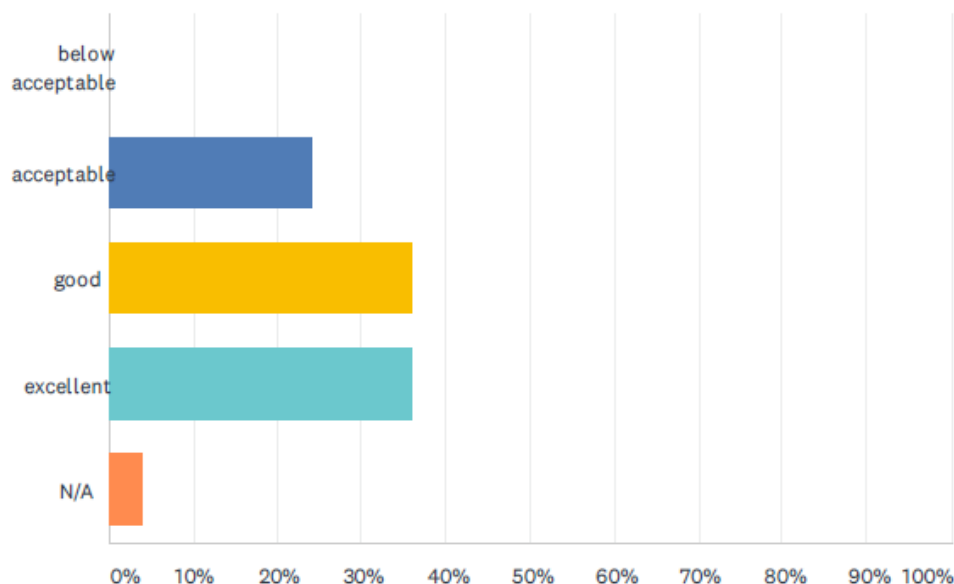
Q16 In your opinion, what are the two main weaknesses of the new graduate?

Answered: 20 Skipped: 10

#	RESPONSES	DATE
1	in one specific case inadequate hands on work, has had training in a variety of locations but inadequate core training. this has led to gaps in knowledge in a practical sense. all other UNIS Sa grads have not had this issue	8/4/2020 4:02 PM
2	Wants to get scan done quickly rather than thoroughly; quiet time at work not spent improving his knowledge/skills	8/3/2020 5:34 AM
3	Confidence and time management	7/30/2020 9:12 AM
4	Lacks confidence,	7/28/2020 9:39 PM
5	Self doubt at times and lacks confidence to ask for help	7/28/2020 2:49 PM
6	INDEPENDANT AND CLEAR THINKING	7/27/2020 1:58 PM
7	Lack of access to good numbers of some examinations and a lack of confidence that follows this	7/25/2020 9:16 AM
8	Breadth of skills	7/24/2020 9:58 AM
9	MSK	7/23/2020 2:18 PM
10	Confidence, resilience	7/23/2020 8:54 AM
11	A little overconfident	7/23/2020 7:37 AM
12	Lack of depth in applied vascular physics principles	7/22/2020 10:35 PM
13	Obstetrics, complex vascular	7/22/2020 10:31 PM
14	Experience and you can't provide that	7/22/2020 8:12 PM
15	hesitant to ask for help, communicating with patient	7/22/2020 5:12 PM
16	over confidence lack of appreciation of the patient journey ie how important is actually achieving that image when in reality you have done enough to form a diagnosis and the patient will go on for CT or MRI as the gold standard	7/22/2020 3:53 PM
17	MSK and Obstetric imaging	7/22/2020 3:48 PM
18	none	7/22/2020 3:09 PM
19	Overconfidence, loss of departmental seniority	7/22/2020 2:21 PM
20	lack of experience, time management	7/22/2020 2:10 PM

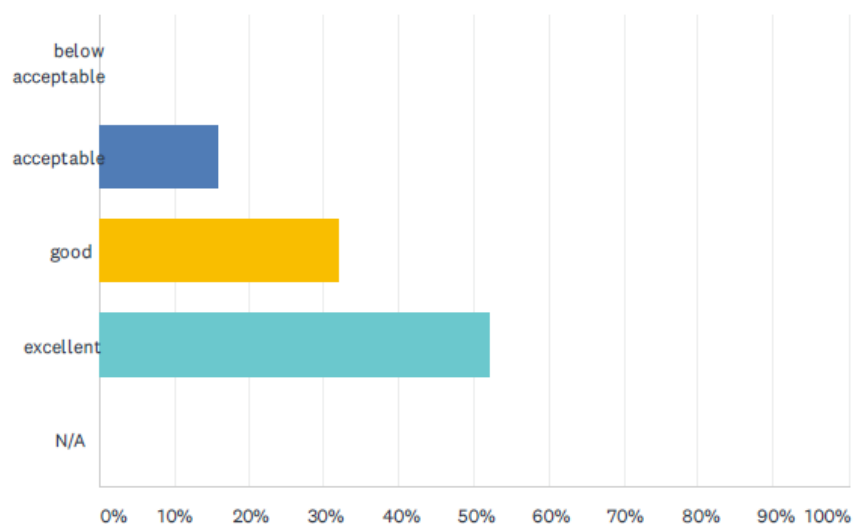
Q17 Operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

Answered: 25 Skipped: 5



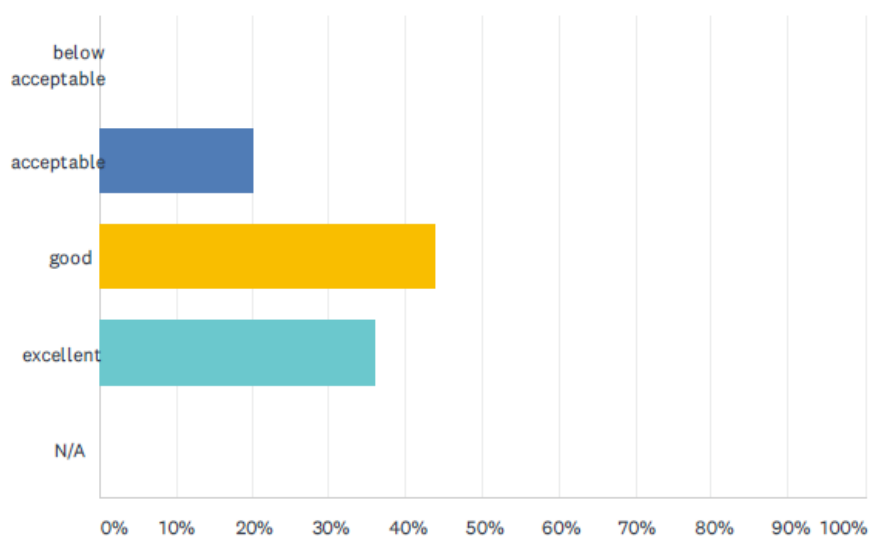
Q18 Is prepared for life-long learning in pursuit of personal development and excellence in professional practice

Answered: 25 Skipped: 5



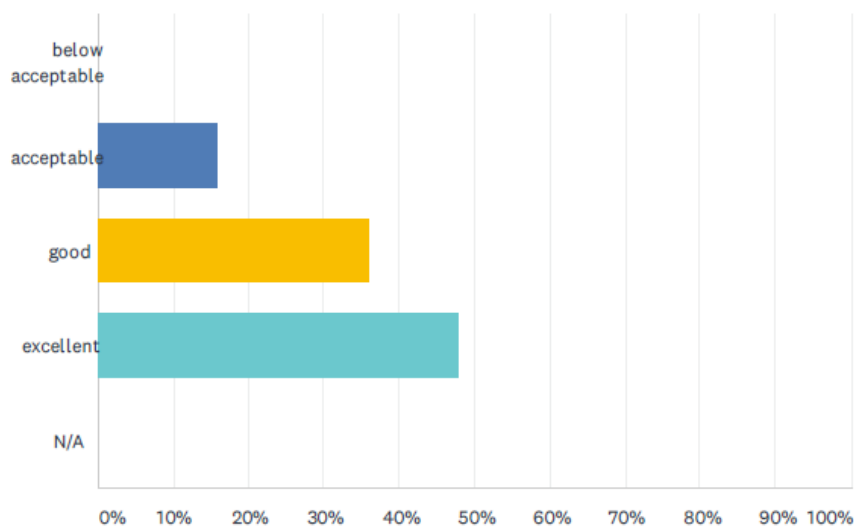
Q19 Is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

Answered: 25 Skipped: 5



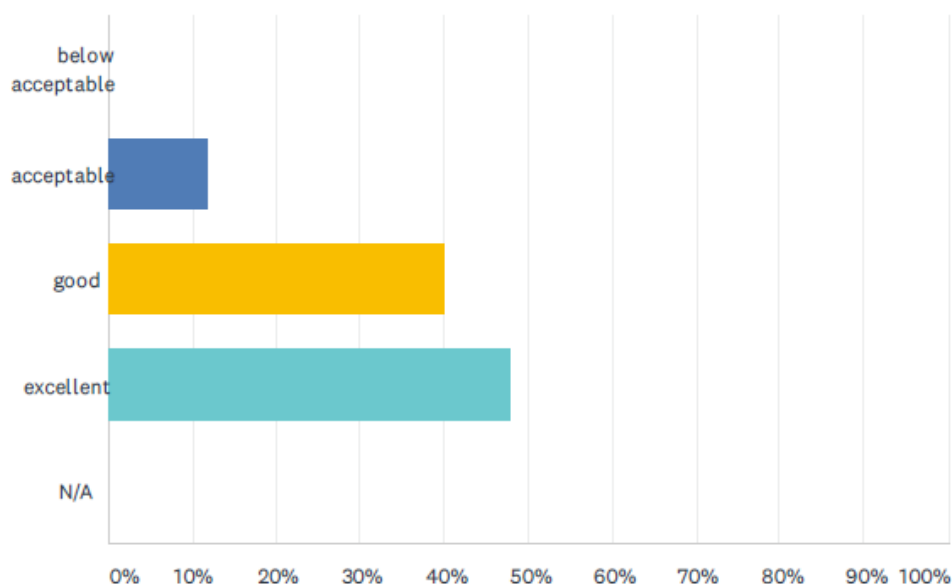
Q20 Can work both autonomously and collaboratively as a professional

Answered: 25 Skipped: 5



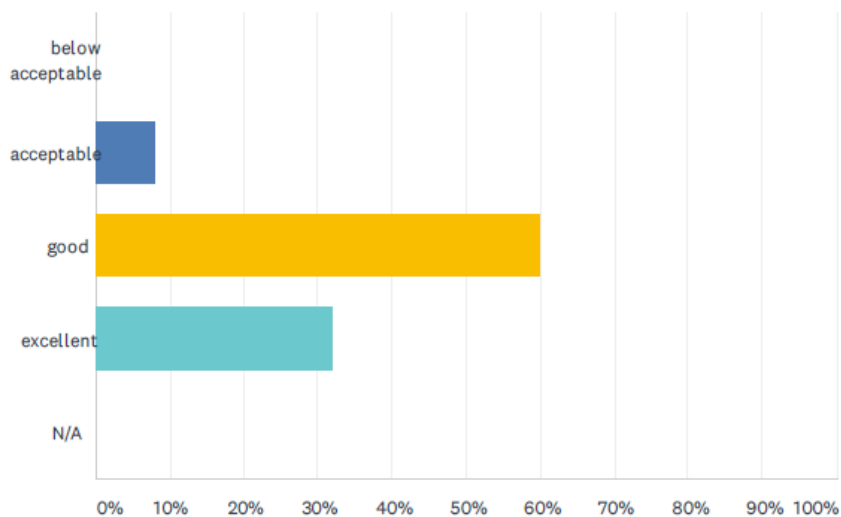
Q21 Is committed to ethical action and social responsibility as a professional and citizen

Answered: 25 Skipped: 5



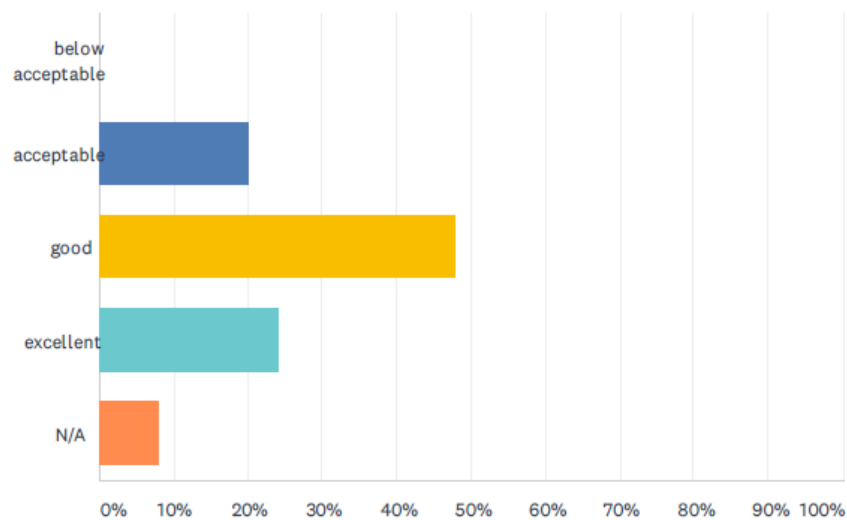
Q22 Communicates effectively in professional practice and as a member of the community

Answered: 25 Skipped: 5



Q23 Demonstrates international perspectives as a professional and as a citizen.

Answered: 25 Skipped: 5



Q24 Please share any other comments you have below:

Answered: 9 Skipped: 21

#	RESPONSES	DATE
1	the commitment of training location for some graduates may not be well monitored. our site has inherited an individual whos training has been in a number of different sites. progress has been hampered . most graduates with us stay in one place for the entire training program and this proves to be considerably better for both the organisation and the trainee	8/4/2020 4:04 PM
2	I find the program still lacks a bit of structure for the student. Allowing students to choose subjects in any order is not a great structured program compared to others. Also... ultrasound requires building on skills continuously. Would be great to see if the program can incorporate a touch base point in 1st year of program to ensure students are better prepared. Also.. there is minimal contact from Uni with clinical supervisors	7/28/2020 9:43 PM
3	This student was exceptionally bright and conscientious. Other students have performed very well through the university program. Some studies that are performed less frequently have limited the training but overall this is only a few areas and ongoing employment and development are occurring	7/25/2020 9:21 AM
4	Workplace training still holds a significant weighting on student outcomes, our workplace has not employed a UNI SA graduate that has not previously worked with us, with the exception being very experienced sonogrpahers.	7/23/2020 2:20 PM
5	The students I am associated with are rural and remote. I believe the Uni SA course provides wonderful sonography resources and good knowledge base for the new graduates role in delivering ultrasound services in regional and remote areas.	7/23/2020 8:48 AM
6	You are providing a good course well suited to many students and the sonography worlds requirements	7/22/2020 8:14 PM
7	I was only part of the last 6 months of the graduates training and my answers to this survey reflect that. I've found previously that the entry criteria to your program is to low resulting in sub par students. I suggest strengthening the program, placing more accountability on the students. Whilst I always give my future students the option of university programs, I will be strongly recommending another university until my confidence in your program returns.	7/22/2020 3:58 PM
8	there is a significant difference between those students who have a medical imaging undergrad and those without. This is relevant in the ability to understand the place imaging has in the patient journey and importantly the students ability to gain placement and future employment	7/22/2020 3:56 PM
9	I believe that the obstetrics/gynae subject should be split. Students usually learning pelvis first and yet they do this subject last. I also think paediatrics should be taken out of small parts and instead be a separate subject for masters. Majority of students do not scan paed hips or brains and can learn these on the job instead.	7/22/2020 3:11 PM

Appendix E – 2020 Alternative OSCE Assessment Outline

The following is an outline of the options which students are being provided with as an alternative to this assessment. These measures have been taken to ensure that all students are being examined in a consistent and objective manner, across the following scanning regions:

- Abdominal
- Gynaecologic
- Obstetric (any trimester)
- Superficial parts
- Musculoskeletal
- Vascular

Option 1 (Appendix A)

Students provide a video recording of them completing an examination in each of the required scanning areas within your department. They will then send a copy of the video, along with the images obtained during the scan for review.

Option 2

Students defer their OSCE a few months until we are able to open up the campus and travel is allowed again. We are working on the assumption (hope!) that this will be possible for our study period 5 cohort. Students can complete all of the other required assessments, and will then remain on an ‘incomplete’ grade until they are able to travel for the OSCE.

Option 3

An objective examiner appointed by the University attends your department and observes the student scanning across a range of examination regions.

This option will likely result in some delays of examination timing, considering the current limits on travel and visitor entry into healthcare facilities. I suggest that this is considered as an absolute last resort, only if there are strong departmental policies around videoing, and there is an absolute pressing need for your student to receive their qualification at the end of this study period.

A marking guide will be provided for those students/examiners in the instance of this option being selected.

Appendix A – details for option 1 – Video submission

If needed, it is OK for this video to be of the student scanning a colleague or other non-patient volunteer. The video would need to show that the student is the one completing the examination, and would then be focused mainly on the U/S screen. The audio will help us to evaluate the patient communication and care side of the assessment. This will help to ensure some patient comfort around consenting for this recording to take place. We note that some patient identification details may be presented to us along with the video and the images, and would like to assure you that these files will be kept as secure as possible – in password protected files, and for only as long as required for our examination purposes.

This may be done at the same time as the time that you have scheduled to complete the practical assessment which is also required.

Required submission

The following files are to be put in one folder for each examination performed, which can then be zipped/compressed for submission. Title each folder with your surname and the region scanned.

1. Student supervisor/line manager approval for submission of video and images obtained in the workplace.
2. Video of student performing a full ultrasound examination from each of the scanning regions (except for intimate scans, see note 1).

These can be done in MP4 format, and the file zipped for submission via the learnonline site. Please name the folder/file with your surname and the scanning region covered in the video.

3. All ultrasound images obtained during the examination. 'Clip stores' or cine captures not required.
4. A copy of the sonographer report, completed by the student
5. A 500 word (max) summary of the scan, following the guidelines provided.

Notes

1. Intimate scans, such as transvaginal, breast, and scrotal, do not require a video to be taken. In this instance, please have your supervisor complete the attached declaration and submit this with the images obtained during the scan and the required additional documentation.
 - a. Non-recorded examinations should be limited to only one of your scanning regions (ie: not pelvic as well as superficial parts)
2. The marking guide which will be used by examiners reviewing your submissions is provided in Appendix B

Appendix E – 2020 Alternative OSCE Assessment Outline

Appendix B – Video submission assessor guide

Student name:

Region scanned:

Student introduction with ID presented	Yes	No	N/A	Comments
Patient identification	Yes	No	N/A	Comments
Explanation to Patient Clear introduction of self to patient, and explanation of the examination	Yes	No	N/A	Comments
Informed consent	Yes	No	N/A	Comments

Appendix E – 2020 Alternative OSCE Assessment Outline

Patient compliance maintained throughout examination If 'patient' is a colleague volunteer, ensure they are not guiding the examination (ie: pre-empting positioning instructions)	Yes	No	N/A	Comments
Scout scans performed where relevant	Yes	No	N/A	Comments
Correct measurements Correct alignment of required anatomical structures. Correct caliper placement. Demonstrated knowledge of normal limits <i>Confirm with provided U/s images</i>	Yes	No	N/A	Comments

Appendix E – 2020 Alternative OSCE Assessment Outline

All areas adequately examined to enable accurate diagnosis	Yes	No	N/A	Comments
Image optimisation techniques utilised TGC, Gain, colour Doppler, avoidance of potential artefacts <i>Confirm with provided U/S images</i>	Yes	No	N/A	Comments
Examination performed in timely manner Suitable progression through a standard protocol	Yes	No	N/A	Comments

Appendix E – 2020 Alternative OSCE Assessment Outline

<i>Can confirm with timestamp on provided U/S images</i>				
Able to describe and understand findings adequately <i>Review submitted examination summary</i>	Yes	No	N/A	Comments
Paperwork correct <i>Review submitted sonographer report sheet – cross check with submitted images</i>	Yes	No	N/A	Comments
Overall performance	Competent		Not Competent	Comments

Appendix E – 2020 Alternative OSCE Assessment Outline

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Additional Documentation

UNIVERSITY OF SOUTH AUSTRALIA
School of Health Sciences

**STUDENT SUPERVISOR/LINE MANAGER APPROVAL FOR SUBMISSION OF VIDEO AND IMAGES
OBTAINED IN THE WORKPLACE**

Students of the University of South Australia's Health Sciences programs are required to adhere to strict confidentiality and privacy policies relating to information concerning patients, staff, and workplaces in the presentation of case studies and other learning activities throughout their studies.

We understand that students' workplaces also have their own local confidentiality guidelines and policies which must be followed.

By signing this approval form, you are stating that in presenting their work, the student has followed your workplace patient confidentiality protocol, and has permission to submit this assessment task.

For the purposes of this practical skills assessment, students are asked to submit a recording of themselves completing an ultrasound examination in their workplace. The submitted recording and images from each procedure will be stored in a secure location, accessible only by registered academic staff for evaluation purposes.

I

First name

Surname

- ☐ **am the supervisor/line manager of(student's name)**
- ☐ **confirm that the presentation of this assessment piece adheres to our workplace patient confidentiality protocol**

Signature

Date

Appendix E – 2020 Alternative OSCE Assessment Outline

Outline for examination summary to be completed by student

Word count: 500 maximum for each scan completed. If more complex presentation, then please feel free to exceed this!

- For patient scan, rather than colleague/volunteer:
 - o Reason for scan
 - o Patient history (gender, age, relevant medical history/ previous test results)
- Scan protocol:
 - o If usual protocol was followed, elaborate where needed beyond the information provided on your sonographer worksheet/report.
 - o If protocol was altered according to patient presentation (pathology of interest, poor compliance, etc), please elaborate.
- Findings
- Implications for the patient following any adverse findings.

Appendix E – 2020 Alternative OSCE Assessment Outline

Supervisor declaration for non-recorded examinations

RADY 5026 – Clinical Sonography Portfolio. Study period 2, 2020

Student Name:

Student ID:

Supervisor Name:

Ultrasound examination performed:

I declare that this examination was performed entirely by (student name).....,
with no assistance or guidance from myself or another Sonographer.

Supervisor signature:

Date: