



MASTER COURSE OUTLINE

A. DMSG 1415 Professional Development and Growth in Sonography

B. COURSE DESCRIPTION:

This course is designed to transition students from the classroom and lab setting into a clinical setting. Students will be able to recognize the functional skills required to be a diagnostic medical sonographer. Students will observe the day-to-day operations of different ultrasound departments and share their personal reflections.

Prerequisite(s): DMSG1401, DMSG1402, DMSG1404, DMSG1405, DMSG1406.

(2 Cr – 2 lect, 0 lab)

C. *Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ☒ ILO 1: critical thinking (*Core Theme Goal 2*)
- ☐ ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ☐ ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ☐ ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Appreciate cultural differences
- Clinical observation in a clinical setting
- Patient care skills
- Professionalism
- Sonographer aptitudes
- Ultrasound procedures

F. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u>	<u>OUTCOMES</u>
	Students will be able to	The student will successfully
* <u>Critical Thinking</u>	• gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.	1. define the role of a diagnostic medical sonographer.

<u>CS</u>	- describe ethical responsibilities and patient-care expectations outlined in professional practice standards. - explain the importance of maintaining patient confidentiality, safety, and dignity. - summarize institutional responsibilities such as compliance with protocols, documentation, and interprofessional communication. - identify self-care practices related to ergonomics, burnout prevention, and continuing education.	1. recognize the obligations of the sonographer to patients, institution, and self.
<u>CS</u>	- list common ultrasound examinations performed in general, vascular, OB/GYN, and specialty labs. - differentiate between routine, emergent, and specialty ultrasound exams. - describe indications for commonly ordered exams across clinical departments (ER, outpatient, inpatient, specialty clinics).	1. recognize the various ultrasound exams that are completed in an ultrasound department.
<u>CS</u>	- demonstrate proper ergonomic positioning for reducing strain during scanning. - identify equipment components such as transducers, console features, and image-optimization controls. - compare ergonomic practices used in different clinical environments (vascular lab, OB department, general imaging, mobile scanning). - select appropriate equipment and positioning strategies for various patient scenarios.	1. identify a variety of ergonomical scanning positions and different ultrasound equipment used in multiple ultrasound departments.
<u>CS</u>	- describe communication strategies for managing difficult patient interactions or sensitive cases. - identify methods for problem-solving technical challenges such as poor acoustic windows or patient limitations. - explain appropriate professional behaviors for handling workflow stress, staffing shortages, or conflicting priorities. - apply de-escalation and teamwork strategies to resolve challenging situations effectively.	1. identify professional methods to overcome challenging situations in the ultrasound department.

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

H. COURSE CODING INFORMATION:

Course Code X/Class Maximum 20; Letter Grade

Revision date:

AASC Approval date: 05/12/26

*These five MnTC Goals have been identified as Riverland Community College Core Themes. Every course in the Riverland Community College curriculum shall meet outcomes from one of these themes.

**These five MnTC Goals have been identified as Riverland Community College Disciplines. Riverland's MnTC courses also shall meet outcomes from a Discipline Area.

NOTE: The Minnesota Transfer Curriculum "10 Goal Areas of Emphasis" are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

*Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7A, 7B, 7A/B
Global Perspective (GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment (PE)	10

**Riverland Community College Discipline Areas	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6