

## SONOI 123 Syllabus

### General Course Information

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| <b>Online Course Instructor:</b>         | Linda Zanin, EdD, RDMS   |
| <b>Face to Face Lab Instructor:</b>      | Michelle Haines, RDMS<br>Shabina Nazir, RDMS   |
| <b>Phone:</b>                            | Linda Zanin #240-567-5569  |
| <b>Office:</b>                           | Health Science Center #435, Takoma Park Campus, Montgomery College   |
| <b>Office Hours:</b>                     | Online Office Hours: By Appointment.<br>On-Campus Office Hours: Tuesdays 8:00-9:00 a.m.<br>Thursdays by appointment.   |
| <b>E-Mail:</b>                           | There is an internal email tool on the Blackboard course site that you can use to communicate privately with me or with other students in the class. Instructor email response is within 48 hours of when the student email was delivered.   |
| <b>Credits:</b>                          | 3 credit hours   |
| <b>Pre-Requisites and Co-Requisites:</b> | Co-requisites SONO 262 Clinical Sonography.  |
| <b>Required Textbooks:</b>               | <p><b>Required Text:</b> Textbook of Diagnostic Ultrasonography Volume II. Seventh Edition, Hagen-Ansert. Mosby, 2013 (newest edition).</p> <p>Diagnostic Medical Sonography: Obstetrics and Gynecology, Stephenson, 4th Edition, 2017. Wolters Kluwer: ISBN-13: 978-1496385512</p> <p><b>SDMS Registry Review Series - Obstetric and Gynecologic Sonography</b><br/> <i>ITEM #: PRO-7706</i><br/>           ISBN: 978-1-935480-03-7<br/> <a href="https://www.sdms.org/store/product-detail/PRO-7706">https://www.sdms.org/store/product-detail/PRO-7706</a></p> <p><b>Further Recommended Resources:</b></p> <p><b>Note:</b> Internet access for emails and coursework. Montgomery College computer labs are available. (This course utilizes a Blackboard (Bb) supplemental site available through MyMC).</p> <p>Additional resources are posted under the Required Course Material</p> |

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|   | <p>Tab on the Tool bar.</p> <p>The required textbooks are available at the Takoma Park Campus Bookstore. You can ask that it be transferred to another campus</p>  |
| <p><b>Course Description:</b></p>         | <p>A study of fundamentals of obstetrics/gynecology scans of normal and abnormal anatomy. Fetal development, including abnormal etiology and diagnostic techniques, is presented. The detection of abnormalities, pathologies, and deviation from normal is stressed. Body planes, which must be scanned for an accurate diagnosis, are emphasized.</p>  |
| <p><b>Course Methodology:</b></p>         | <p>This is a “Hybrid” or “blended” format course. You will be expected to attend 7 face to face labs and all other course content and interaction will take place on Blackboard. Because this course meets only 50% of the time as a traditional on-campus course, a substantial amount of the course work occurs online. This is a web-enhanced course. Regular access to the Internet is required. Active participation in the online activities and completion of all homework and online assignments is required in order to pass this course.</p> <p>The midterm and final exam are proctored on the TP/SS campus in the Medical Learning Center located in the Health Science Building, room 221(See course schedule for dates).</p> <p>Some of the objectives and learning activities are designed so that you will gain experience using online educational technology, as well as gain understanding of the content.</p> <p>Face to face labs will focus on scanning demos, practice scanning and student group projects. All other content and features of the course will be in Blackboard, e.g. the Syllabus, Grade Book, Assessments, Assignments, Discussion Board, wikis, weekly modules, external links, course documents, etc.</p> <p>Occasionally we will utilize Bb Collaborate for synchronous or recorded discussions when we are not meeting face to face.</p> |
| <p><b>Course Learning Objectives:</b></p> | <p>The course learning objectives follow the 2016 National Curriculum Standards established by the Society of Diagnostic Medical Sonography (SDMS).</p> <p>By the end of this semester, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize and identify the sonographic appearance of normal anatomic structures of the female pelvis, including anatomic variants and normal Doppler patterns:             <ol style="list-style-type: none"> <li>a. Reproductive system</li> <li>b. Pelvic muscles</li> <li>c. Suspensory ligaments</li> </ol> </li> </ol>  |

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|  | <ul style="list-style-type: none"> <li>d. Peritoneal spaces</li> <li>e. Pelvic vasculature</li> </ul> <ol style="list-style-type: none"> <li>2. Recognize and identify the sonographic appearance of normal maternal, embryonic, and fetal anatomic structures during the first, second, and third trimesters:             <ul style="list-style-type: none"> <li>a. Sectional anatomy</li> <li>b. Pertinent measurement techniques</li> <li>c. Doppler applications</li> </ul> </li> <li>3. Recognize, identify, and appropriately document the sonographic appearance of gynecologic disease processes, pathology, and pathophysiology:             <ul style="list-style-type: none"> <li>a. History and physical examination</li> <li>b. Related imaging, laboratory, and functional testing procedures</li> <li>c. Differential diagnosis</li> <li>d. Role of ultrasound in patient management</li> </ul> </li> <li>4. Identify abnormal sonographic patterns:             <ul style="list-style-type: none"> <li>• Iatrogenic, Degenerative, Inflammatory, Traumatic, Neoplastic, Infectious, Obstructive, Congenital, Metabolic, Immunologic, Contraceptive devices, Infertility procedures and Doppler applications.</li> </ul> </li> </ol> |
| <p><b>Attendance:</b></p>                | <p>Logging online and completing work is required weekly. Please see the College Student Handbook for the MC Attendance policy.</p> <p>Attendance for Face to Face labs is required. The Lab attendance policy for this course is the same as that of the College. Please see the College Student Handbook for the specific Attendance policy.</p> <p>Discussion Board participation requires a minimum of three postings, each posting on a different day of the week. You must respond to the discussion topic by Wednesday and post a response to a minimum of two of your classmates' postings, by Saturday.</p> <p>I am online every day. You'll never have to wait more than 48 hours for a response.</p>   |
| <p><b>Face to Face Lab Location:</b></p> | <p>Face to Face lab sessions will be held on campus in the Health Science Center #426, Takoma Park/Silver Spring Campus of Montgomery College.</p>  |

## Face to Face Labs

There will be 7 face to face lab sessions for this course and a Final Exam. All Face to face sessions are announced at the beginning of the semester (See course schedule for dates.). Face to face lab sessions are an important part of this course. They will provide an opportunity to clarify issues, provide demonstrations, provide interaction with your classmates and instructor, and enhance the

group's socialization and understanding of each student's individual needs. Face to face labs will be your opportunity to obtain valuable skills, present projects, and perform at a higher level through seeing and discussing your work with your classmates.

Face-to-Face lab sessions follow a given structure, as follows: Begin with a review of course content and a question/answer session. This is followed by a scanning demo where scanning techniques and protocols will be emphasized and specific questions will be answered about how to scan. Student scanning, practice and one on one instruction will then follow the demo. There is an assigned lab instructor for this course in addition to the course instructor who will provide instruction in lab. Second year student mentors are also available in lab for help and guidance with scanning.

| <b>Face to Face Lab Dates:<br/>Section:</b> | <b>Face to Face Labs<br/>Tuesdays</b>  | <b>Scanning Lab Assignments</b><br><b>Due at the end of the Week, Saturday by<br/>Midnight</b><br>Always include the date & time on the exam and the facility name - these two items must always be stamped on the images that are turned in. All lab assignments must be uploaded in the drop box <b>within seven days</b> of completing them. |
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| Week 1                                      | 1/22   | Due end of Week 2-Transabdominal pelvic   |
| Week 3                                      | 2/5  | Due end of Week 4-Transvaginal pelvic   |
| Week 5                                      | 2/19   | Due end of Week 6-Pelvic (TA & TV on same model)  |
| Week 7                                      | <b>3/5 Ob/Gyn Midterm Exam</b>   | Required Scanning Lab Following Midterm-Ob Scanning begins  |
| Week 8                                      | <b>3/19 Abd Midterm Exam</b>   | Required Scanning Lab Following Midterm<br>Due end of Week 9-Ob Biophysical Profile   |
| Week 10                                     | 4/2  | Due end of Week 11-Ob Anatomy & 1 <sup>st</sup> Trimester Ob (Complete at Clinical or on 1 <sup>st</sup> Trim Phantom)  |
| Week 12                                     | 4/16   | Due end of Week 13-Ob Measurement   |
| Week 14                                     | 4/30   | Project Presentations & Review  |
| Week 15                                     | <b>5/7 Ob/Gyn Final Exam<br/>(Tuesday)</b><br><b>5/9 Abdomen Final Exam<br/>(Thursday)</b> | No Scanning Lab   |

**Course Schedule at a Glance**

| <b>DATES</b>  | <b>TOPIC</b>  | <b>REQUIREMENTS</b>   |
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| <p><b>Week 1</b><br/><b>Face to Face</b><br/><b>Lab</b></p> | <p>The Menstrual Cycle &amp; Uterine Congenital Anomalies</p> | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2),               <ul style="list-style-type: none"> <li>○ Chapter 39, Normal Anatomy and Physiology of the Female Pelvis,</li> <li>○ Chapter 28, The Neonatal and Pediatric Pelvis</li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Rantz-Stephenson               <ul style="list-style-type: none"> <li>○ Chapter 3</li> <li>○ Chapter 4</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Sonohysterography</li> <li>○ Course Outline</li> </ul> <p><b>NO Work Due This Week</b></p> |
| <p><b>Week 2</b></p>  | <p>Uterine Pathology I</p>                                    | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2),               <ul style="list-style-type: none"> <li>○ Chapter 41, <i>Pathology of the Uterus</i>,</li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Rantz-Stephenson               <ul style="list-style-type: none"> <li>○ Chapter 6, 7, 8, 9, 11, 12</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Pelvis Protocol</li> <li>○ Course Outline</li> </ul>  |

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|   |                             | <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>• Quiz - Covers material from week 1 Congenital Uterine Anomalies</li> <li>• Discussion</li> <li>• Scanning Lab Assignment #1-TA pelvic</li> </ul>  |
| <p><b>Week 3<br/>Face to<br/>Face<br/>Lab</b></p> | <p>Uterine Pathology II</p> | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 41, <i>Pathology of the Uterus</i>,</li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Raatz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 6, 7, 8, 9, 11, 12</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ Course Outline</li> </ul> <p><b>Work Due This Week</b></p> <ul style="list-style-type: none"> <li>• Hot Spot Assignments Due - Uterine Pathology</li> </ul> |
| <p><b>Week 4</b></p>                              | <p>Ovarian Pathology</p>    | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 42, <i>Pathology of the Ovaries</i>,</li> <li>○ Chapter 43, <i>Pathology of the Adnexa</i></li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Raatz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 10</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> </ul>  |

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|  |   | <ul style="list-style-type: none"> <li>○ Course Outline</li> </ul> <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Scanning Lab Assignment #2 - TV Pelvic</li> <li>• Quiz - Covers material from weeks 2 &amp; 3 Uterine Pathology</li> </ul>  |
| <b>Week 5<br/>Face to<br/>Face<br/>Lab</b> | Ovarian Pathology                               | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 42, <i>Pathology of the Ovaries</i>,</li> <li>○ Chapter 43, <i>Pathology of the Adnexa</i></li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Rantz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 10</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ Course Outline</li> </ul> <p><b>Work Due This Week</b></p> <ul style="list-style-type: none"> <li>• Hot Spot Assignments Due – Ovarian Pathology</li> </ul> |
| <b>Week 6</b>                              | Obstetrical Ultrasound – Ob Scanning Guidelines | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 45, <i>The Role of Ultrasound in Obstetrics</i>,</li> <li>○ Chapter 46, <i>Clinical Ethics for Obstetric Sonography</i></li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Rantz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 1</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p>  |

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|  |                     | <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Obstetric Exam</li> <li>○ Scanning Protocol 2<sup>nd</sup>3<sup>rd</sup> (Anatomy, Measurements, Complete) Ob</li> <li>○ All “Test Your Knowledge” Protocols</li> <li>○ Course Outline</li> </ul> <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>● Discussion,</li> <li>● Quiz (Ovarian Pathology Covers material from week 5 &amp; 6)</li> <li>● Scanning Lab Assignment #3 – TA &amp; TV (on same model)</li> </ul> |
| <b>Week 7<br/>Face to<br/>Face<br/>Lab</b> | Midterm Exam        | <ul style="list-style-type: none"> <li>● Midterm Exam (Material covered in weeks 1-5)</li> <li>● Scanning in Lab after Midterm Exam</li> <li>● Medaphor Pelvic Submissions Due</li> </ul>   |
| <b>March<br/>10-16</b>                     | <b>Spring Break</b> | <b>Enjoy your time off!</b>   |

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| <p><b>Week 8</b></p> | <p>1<sup>st</sup> Trimester<br/>Anatomy<br/>(Abdomen<br/>Midterm Exam)</p> | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 47, <i>The Normal First Trimester</i>,</li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Raatz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 13, 14</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Obstetric Exam</li> <li>○ Scanning Protocol 2<sup>nd</sup>3<sup>rd</sup> (Anatomy, Measurements, Complete) Ob</li> <li>○ All “Test Your Knowledge” Protocols</li> <li>○ Course Outline</li> </ul> <p><b>NO Work Due This Week:</b></p>  |
| <p><b>Week 9</b></p> | <p>2<sup>nd</sup> &amp; 3<sup>rd</sup><br/>Trimester<br/>Anatomy</p>       | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 49, <i>Sonography of the Second and Third Semesters</i>,</li> <li>○ Chapter 50, <i>Obstetric Measurements and Gestational Age</i>.</li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Raatz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 16, 17, 19, 20, 21, 22, 23, 24</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Obstetric Exam</li> <li>○ Scanning Protocol 2<sup>nd</sup>3<sup>rd</sup> (Anatomy, Measurements, Complete) Ob</li> <li>○ All “Test Your Knowledge” Protocols</li> <li>○ Course Outline</li> </ul> |

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|   |   | <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>• Scanning Lab Assignment #4 – Ob biophysical profile</li> <li>• Hot Spot Questions Due – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Trimester (All Normal)</li> </ul>  |
| <p><b>Week 10</b><br/><b>Face to Face Lab</b></p> | <p>1<sup>st</sup> Trimester Complications</p> | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 48, <i>First Trimester Complications</i></li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Raatz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 14, 15</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Obstetric Exam</li> <li>○ All “Test Your Knowledge” Protocols</li> <li>○ Course Outline</li> </ul> <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• <b>Project Due</b> (Dropbox)</li> <li>• Quiz – Covers material from weeks 6,8 &amp; 9 Ob protocols, 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> Trimester</li> </ul> |

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| <p><b>Week 11</b></p> | <p>Multiples</p> | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 52, <i>Ultrasound and High-Risk Pregnancy</i></li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Obstetric Exam</li> <li>○ Scanning Protocol 2<sup>nd</sup>3<sup>rd</sup> (Anatomy, Measurements, Complete) Ob</li> <li>○ All “Test Your Knowledge” Protocols</li> <li>○ Image Protocol First Trimester</li> <li>○ Scanning Lab Protocol First Trim</li> <li>○ Course Outline</li> </ul> <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>• Scanning Lab Assignment #5a &amp; 5b- Ob Anatomy &amp; 1<sup>st</sup> Trimester Ob</li> <li>• Hot Spot Questions Due– 1<sup>st</sup> Trimester Complications</li> </ul> |
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| <p><b>Week 12</b><br/><b>Face to Face Lab</b></p> | <p>Infertility</p>                         | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 44, The Role of Ultrasound in Evaluating Female Infertility</li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Raatz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 12</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ AIUM Reproductive Medicine</li> <li>○ Course Outline</li> </ul> <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Quiz – Covers material from weeks 10 &amp; 11 – 1<sup>st</sup> Trim Complications &amp; Multiples</li> </ul> |
| <p><b>Week 13</b></p>                             | <p>Maternal Diseases and Complications</p> | <p><b>Reading:</b> Course Information builds on the prior semester course readings and clinical work.</p> <ul style="list-style-type: none"> <li>• Diagnostic Sonography, Hagen-Ansert (Volume 2), <ul style="list-style-type: none"> <li>○ Chapter 49, <i>Sonography of the Second and Third Trimester,</i></li> <li>○ Chapter 52, <i>Sonography and High-Risk Pregnancy,</i></li> <li>○ Chapter 53, <i>Prenatal Diagnosis of Congenital Anomalies</i></li> </ul> </li> <li>• Diagnostic Medical Sonography:Ob/Gyn (DMS), Raatz-Stephenson <ul style="list-style-type: none"> <li>○ Chapter 24</li> </ul> </li> </ul> <p><b>Resources:</b> These handouts can be found in Blackboard under the Required Course Material tab and Course Content tab. Resources: Please read and print these handouts. You should bring them to the face-to-face also Lab.</p> <ul style="list-style-type: none"> <li>○ All Handouts from previous Face to Face labs</li> <li>○ Course Outline</li> </ul>   |

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|   |                              | <p><b>Work Due This Week:</b></p> <ul style="list-style-type: none"> <li>• Scanning Lab Assignment #6 – Ob Measurement</li> <li>• Hot Spot Questions Due - Multiples</li> </ul>  |
| <p><b>Week 14</b><br/><b>Face to Face Lab</b></p> | <p>Project Presentations</p> | <ul style="list-style-type: none"> <li>• Quiz – Covers material from weeks 12 &amp; 13 Infertility &amp; Maternal Diseases</li> <li>• Practice Review Exam</li> <li>• Ob Malpractice Project Presentations in Class</li> <li>• Simulator Ob Assignments Due</li> </ul> |
| <p><b>Week 15</b></p>                             | <p>Final Exam</p>            | <ul style="list-style-type: none"> <li>• Final Exam</li> </ul>   |

## Skills Enhancement Lab

Students are encouraged to attend the optional Skills Enhancement labs to scan one another or provide their own models to scan. A published schedule of Skills Enhancement lab dates and times can be found on the clinical wiki <http://mcdmsclinical.pbworks.com/> . Skills Enhancement labs are an opportunity to practice the valuable scanning skills learned in the didactic labs and clinicals, and perform at a higher level of scanning through practicing and discussing your skills with your instructor and classmates.

Please log onto the clinical wiki page at <http://mcdmsclinical.pbworks.com/> to sign up to scan. Remember to read and abide by the Skills Enhancement Scan lab rules stated on the clinical wiki page.

Students may practice scanning in any Skills Enhancement Lab (SEL), however graded lab assignments must be supervised by General Faculty (Connie, Michelle, Shabina) so you can only attempt graded lab assignments in SONO Lab and in the SEL that follows SONO lab OR get permission from Michelle to complete the lab assignment in another General Faculty SEL's.

## Communication Tools

Are you afraid this course will be just you and your computer? Think again! Though this course requires you to be a self-directed learner with great time management skills, you will have several different ways to communicate with instructors and classmates.

## Email

Students are expected to check their email regularly. Students are held responsible for information, assignments, and announcements that are distributed via e-mail.

The Course Mail function of Blackboard allows you to email instructors and classmates privately and can be found under the **Course Mail** button. Blackboard Course Mail, is the email we would like students to use when asking questions pertaining to this course. Response time to emails (for both faculty and students) is within 48 business hours.

Blackboard mail allows you to “turn-on” a notification option that will send a notice to an external email account when you receive new course email. You cannot reply to the notice. You must login to the course site and use Blackboard course mail to reply to messages.

## Communication Accountability

If a student has a concern, complaint or grievance regarding any aspect of the course, the following steps are to be taken:

- Step 1: Meet with course faculty.
  - If issue is unresolved, move to step 2.
- Step 2: Meet with the Program Coordinator.
  - If issue is unresolved, move to step 3.
- Step 3: Meet with the Department Chair.
  - If issue is unresolved, move to step 4.
- Step 4: Arrange a meeting with the Dean of Health Sciences.

## Course Announcements

Weekly announcements will be posted. A complete list of the entire semester announcements (to date) can be found by clicking on the Announcements **Announcements** tab. Weekly announcements should be checked at the beginning of each week. In addition to weekly announcements blackboard e-mail will be used for general course announcements, reminders and communication.

## Online Office Hours

Students are encouraged to make an appointment with the course instructor through Blackboard Mail to ask questions and get feedback. For instance, you might have some questions about your progress in the course, course content, or concerns about the lab portion of the course. All online appointments will be held in the Chat room. Office hours can also be conducted face to face, please make an appointment.

## Course Structure at a Glance

This course consists of fifteen online weekly content modules and seven face to face on campus lab sessions. These lab sessions are specified in the course schedule and more information about them can be found in the weekly content modules.

**Note:** Out of fairness to learners who work hard to get high-quality work in on time despite all their personal and professional life challenges, all late work will receive a 15% mandatory deduction daily for no more than 2 days. After 2 days, the work will receive a zero.

Each weekly content module will have similar components, as outlined below:

- ◆ **Learning Objectives, Readings, and Introduction** - This page will begin each weekly module. The required readings will be in the assigned textbook and a weekly content outline is provided each week. Additional resources can be found under the Required Course Material [Required Course Material](#) tab.
- ◆ **Weekly Content** - Each Weekly Content Module will contain a content outline which will state the weekly learning objectives, reading and provide you with an introduction to the week. In addition, each week will outline how to meet the weekly learning objectives, an overview of the weekly material including an optional self-test. It is recommended that you print out the weekly outlines, which can be accomplished by clicking the print icon in the upper right hand menu bar. Try not to print the entire course out in advance, just print out one week in advance as course material may be added as the semester advances.
- ◆ **Over View** - After reading the content modules and/or completing the assigned resource/assignment, assessment, discussion board topic and self-test questions you will have addressed the weekly outcomes. This includes:

**Assignments** –There are several different types of assignments that will be posted under the Course Content [Course Content](#) tab and then under each Weekly Module, where you will find assignments posted. Assignments may consist of (but are not limited to) scanning lab assignments, video assignments, case studies, questions development, and/or pathology sheets. The purpose of these assignments will allow you to review and reflect the material that was presented during weekly module. Assignment topic due dates can be viewed on the Assignment page. The Grading Rubric can be found in the course syllabus as well as via an active link under each assignment. The assignments are available the entire week, Sunday 8:00 am through Saturday Midnight.

**Scan Lab Assignments** are to be completed during face to face lab sessions under faculty supervision. Scanning Lab Protocols should be followed when completing these assignments. The scanning Lab Protocols can be found under the Required Course Materials [Required Course Material](#) tab. For a complete listing of the required lab assignments and their due dates check the course syllabus or click on the Course Content [Course Content](#) tab and under each Weekly Module you will find scanning lab assignment due dates.

- A grade of 86% or better must be received on each scanning lab assignment or the assignment will have to be repeated.
- Scan lab assignments are competency based, you must continue to attempt them until you receive a passing grade.

- All scan lab assignments must be completed successfully to pass this course.
- The Scanning Lab Assignment Grading Rubric can be found in the course syllabus and as an active link under each Scanning Lab Assignment.
- Scanning lab assignments must be completed within one week of the date the lab assignment is completed (don't hold onto lab assignments, once you complete them you need to turn them in to be graded) and they must be turned in by the due date.
- Multiple attempts on Lab assignments may be required to receive a passing grade of 86%. Once the Lab Assignment has received a passing grade of 86%, all the attempts will be averaged together for the final grade assigned to that individual lab assignment. The final grade for each lab assignment may not be an 86% (that's ok) but at least one attempt has to be recorded at the 86% mark)
- Students may practice scanning in any Skills Enhancement Lab (SEL), however graded lab assignments must be supervised by General Faculty (Connie, Michelle, Shabina) so you can only attempt graded lab assignments in SONO Lab and in the SEL that follows SONO lab OR get permission from Michelle to complete the lab assignment in another General Faculty SEL's.

**Self-test Questions and Practice Exams** At the end of each weekly content outline you will find self-test questions. The self-test questions are provided to help you review through the material covered that week. Completion of the self-test questions are optional. Completion of the Practice Exams are optional. Completing the self-test questions will help you prepare for the weekly quiz and completion of the Practice Exams will help you prepare for the midterm and final exams.

**Quizzes and Exams** Click on the Course Content [Course Content](#) tab to find the Module quiz. Everything presented, discussed and reviewed during the week (and/or prior week) may be included on the quiz. The quizzes are intended to test your knowledge and experiences, so it might be best to wait toward the end of the week the quiz is due to complete the quiz so that you can benefit from the entire week's learning. The quiz is available the entire week and must be completed on-campus in the Medical Learning Center. Make sure to check with the MLC hours of operation. Quizzes may not be made up. Both the Midterm and Final Exam are taken in the MLC at specific times and on specific days, see the course schedule for time/days. Quiz and Exams are timed and approximately 1 minute is provided for each question. Quiz and Exam testing must be completed in one sitting and once the time has expired, Blackboard will automatically submit your test. **MAKE SURE TO SAVE** as you progress through a quiz or exam or answer selections will be lost.

**Discussion Board Forum** Discussion Topics can be found under the weekly modules or under the Discussion Board [Discussion Board](#) tab. Find and click on the active links to the weekly discussion topic. Discussion topics are an important part of this course. They provide an opportunity for students and the instructor to share ideas, experiences and socialize. The discussion topic is available online the entire week Sunday 8:00 am through Saturday

Midnight. First posting to the DB topic is due by Wednesday and two following postings to classmates are due on separate days.

**Course Project** Course project details can be found under the Course Content [Course Content](#) tab. The project changes each year, however the theme is always centered around communication and outreach.

## Student Expectations

What successful students should expect in this course:

1. **Successful students** understand that the retention and comprehension level of the material covered in this course depends on the degree of their commitment to learning.
2. **Successful students** recognize that the syllabus, textbook, and online course materials are the primary source of instruction in a web-based course, so they read them carefully and refer to them regularly.
3. **Successful students** will be challenged and encouraged to accept learning responsibilities.
4. **Successful students** recognize the importance of communicating with the instructor and their classmates. Successful students call or email their instructor to discuss questions or concerns; they participate in online discussions.
5. **Successful students** meet all due dates. Successful students plan their time wisely. Due Dates have been established for the completion of the course work. Students are responsible for submitting assignments and completing the required activities.
6. **Successful students** are self-motivated and keep up with all assignments and activities.
7. **Successful students** set aside 12-15 hours per learning module to complete the required reading and weekly requirements of a course.
8. **Successful students** exhibit online courtesy.
9. **Successful students** check course email daily and respond back to email within 24-48 hours. After the start date of the course, all emails must be sent using the course email, not the instructor's college email account.
10. **Successful students** ask questions and seek clarification before assignment/assessment due dates.

11. **Successful students** look up information first so that they ask informed questions, not questions they already have the answers to. If they cannot find the answers, they contact the instructor using the course email.
12. **Successful students** pay close attention to how they can best and most easily learn the material in a subject area. Students who are having difficulty figuring out how best to learn the material in this class should contact the instructor.

## Instructor Expectations

What students can expect from their instructor:

1. **Successful instructors** communicate frequently with their students. Instructors will respond to emails within 24-48 hours. Given the significant number of student postings to the discussion area, the instructor will comment to the group as a whole about their responses. Occasionally, the instructor may interject comments during the week to help steer the discussion or to highlight posts that are significantly good in some respect and provide a model for others. The instructor will provide individual comments using the course email and/or via comments attached to the rubric feedback when it is clear that a significant misunderstanding of the concept has occurred or where a student needs additional assistance to be successful in subsequent lessons.
2. **Successful instructors** facilitate the learning process, encourage students, and provide constructive feedback on assignments. The instructor will attempt to post grades for assignments within one week after their due date.
3. **Successful instructors** design the course and learning activities to enable students to learn and understand the content, interact with the materials, and apply the concepts.
4. **Successful instructors** evaluate assignments fairly using published grading rubrics. The grading scale is included in the syllabus.
5. **Successful instructors** inspire students to teach themselves to learn.

## Online Participation

### Online Participation Requirements

In an on-campus course you can expect to be graded on your attendance and participation. In this online course, your attendance and participation are required and will be evident by your completion of the weekly assignments, discussion topics and active participation in the online activities.

Certain information about your online activity is automatically logged by the software, such as the date you last entered the course, the number of discussion board messages read, the number of

discussion board messages posted, and which course content pages you have read. This information will only be used if your participation is questionable. Most of the time this information is unnecessary as your attendance and active participation will be evident by your completion of the weekly assignments, discussion topics and quizzes.

## Netiquette Rules

There are many ways to communicate in an online course. Please remember that, without physical and verbal cues, written work can easily be misunderstood. Take some time to read through the Rules of Netiquette and All about Discussion Board Posts.

### Netiquette

It is important that you follow the basics of Netiquette while communicating/participating online.

**Netiquette**—online jargon for “Internet etiquette”—is a series of customs or guidelines for maintaining civilized and effective communications in online discussions and email exchanges. When composing a message, it is important to carefully consider your audience and the message you want to convey because you don’t have the benefit of facial expressions, voice inflections, and body gestures that accompany face-to-face conversations. Students in this course will be expected to demonstrate netiquette when interacting with classmates and instructors.

Written communication in our online classroom is an extremely important factor in all our online courses. The ability to communicate clearly and effectively is crucial to the success of online learning and demonstrates you have good communication skills, which is an essential part of becoming a sonographer. Below you will find a list of rules to follow as you communicate in your online course.

**Considerate:** Treat each other with respect. Take time to read and respond to each other in a way that fosters a learning environment.

**Encouraging:** Not everyone has had previous online experience. Some may spend more time observing (reading other students postings, remaining invisible for some time) than others. Provide encouragement for creative and critical thinking. Make sure your input continues the discussion.

**Helpful:** Even a well presented course can create some confusion. It is very easy to lose your place or miss reading information on certain links or pages. When other students are lost, offer helpful hints or suggestions by pointing them in the right online direction.

**Aware:** We all have had different life experiences and from diverse backgrounds. Be aware that your written word is the only form of communication in an asynchronous learning environment. Use your words carefully. Ask yourself if your comment could possibly be interpreted as insulting, disrespectful, discriminating, mocking, or rude. Before you post, reread your comments and think about how your words would make you feel if this comment was directed toward you?

### The following behaviors should be avoided:

**Shouting:** Using all capital letters when communicating in an online environment is known as shouting. The usage of all caps is considered a rude method of communicating. Avoid using all capital letters in your online communications.

**Impatience:** Once you have posted a question or concern to your classmates, please wait patiently for a reply. There is no reason to bully or make judgment calls about their performance. In an online community, patience is a virtue.

## All about Discussion Posts

The Discussion Board is like a classroom setting online where students don't need to be in the same place at the same time, however they can share. Students can share experiences, ideas and ask questions, as well as seek input from their classmates and instructor. Online discussion topics are a common way the group will interact in this course. Discussion board topics can be found under the [Discussion Board](#) link.

Each discussion board will have a designated topic. When a classroom discussion is in progress, you will find that the instructor will post to the discussion board to answer questions and to provide clarifications. Some of the best online discussions are ones that are guided by students, this is your chance to steer the conversation with your classmates. Discussion Boards provide an opportunity for students to talk about their experiences, share ideas and encourage others engage. You'll soon find you are not the only one with the same questions or concerns. Don't worry, faculty will jump in and guide the discussion when appropriate. If you find you have questions that require specific clarification from the course instructor, please email them directly within the blackboard course mail tool.

Discussions are graded (see the discussion board rubric in the course syllabus). You can look for comments under the topic in the grade book. You'll find grading criteria for discussions in the Syllabus/Rubric, but you'll also find it helpful to look at the example posts in the Course Orientation section or under the Required Course Material tab, this is where you will find examples of how to complete discussion board posts.

**Don't Forget:** Discussion Board participation requires a minimum of three postings throughout the week. Each posting must be on a different day of the week. You must respond to the discussion topic by Wednesday and post a response to two of your classmates' postings, by Saturday.

## Tips on Creating Discussion Posts

### Creating an Excellent Discussion Post

The Discussion Board provides a space to explore the concepts we are studying. Full participation will make the discussion forums successful, as the comments made on the discussion board bring the course material to life.

When developing substantive discussion board responses, consider the three steps below:

### **Step 1 – Read Before You Write**

- Connect the questions to the week’s readings, lab demos and discussions, assignments, clinical experiences or your notes, as appropriate to the discussion.
- Reflect and list all the possible responses.

### **Step 2 – Write a Draft Before You Post**

- Develop your response(s) by providing examples, quotes, or personal experiences, as appropriate to the discussion, to support your response(s).
- Review the length and content of your response(s). Having only 1-2 sentences is NOT substantive.

### **Step 3 – Review Your Post Before You Submit**

- Did you completely answer each of the questions?
- If necessary or required, did you use examples from personal experiences to illustrate your point?
- If necessary or required, did you refer to class readings or discussions to demonstrate an understanding of the concepts?
- Did you proofread your post for typos and misspellings? Are the grammar and punctuation correct?
- Did you cite any references to sources you used in your discussion posts?

## **Tips on Responding to a Peer's Post**

### **Effectively Responding to a Peer's Post**

In the same way that your own posts should be substantive, response posts should be meaningful and advance the discussion of the issues, ideas, questions that were raised in the initial post. While you can be supportive of your peers by saying, “I agree” or “Wow, I never thought of that”, these statements alone are not sufficient.

To guide you in drafting acceptable response posts, refer to the options below:

- **Validate** the post by sharing your experiences and stating how it relates to the course material, clinical experiences, and lab experiences or to the initial post.
- **Agree or disagree** with the post and explain why you agree or disagree.
- **Expand** on your classmate’s post to demonstrate that you understand the topic.
- **Reply to a question** posted by one of your classmates or by the instructor.
- **Critically evaluate** the post and make a suggestion or respectfully point out an area of the post that was not addressed.
- **Ask a probing question** or ask your classmate for a clarification or an explanation of a point made in the post.

- **Share** an insight or something you learned from reading your peer's posting or from your lab or clinical experiences.
- **Explain** how someone's post helped you understand the material or made you rethink your own views.
- **Offer an opinion** and support it with examples from the text, notes or online resources.
- **Relate** the information in the post to your course assignments.
- **Challenge** a statement in the post. If you would not let a statement go unchallenged in a classroom discussion, do not let it go unchallenged on the discussion board.
- **Tie ideas together:** Discuss how comments other students made relate to your peer's post.
- Make sure you **cite your sources** for all references to the textbook, online resources and for any other ideas that are not your own.

## Discussion Board Do's and Don'ts

### Do...

- Break up long postings into smaller, easier-to-read paragraphs.
- Demonstrate the same professionalism and courtesy you would at clinical or in lab on the discussion board.
- Answer any follow up questions your instructor or classmates may have asked. If you are off topic or did not fully answer the post, your instructor may ask you a follow up question designed to help you answer the questions more fully.
- Stay on topic. You can ensure this by reading all the posts in a threaded message before responding or by rereading the discussion forum topic.
- Always find one positive aspect of another classmate's post before beginning a critique.
- Acknowledge another classmate's point-of-view whether or not you agree.

### Do not...

- Write as if you were texting, chatting, or instant messaging. Avoid slang and acronyms ("btw" for "by the way").
- Use ALL CAPS in your response. Using ALL CAPS is considered yelling.
- Use proper capitalization.
- Take comments personally. We interpret text messages based on our experiences. Because you have no cues other than the written words, you may make assumptions that were not intended.
- Make personal attacks on another classmate's posting. If you disagree, do so objectively and respectfully. Always provide substantive evidence to support your position.
- "Say" anything that you would not tell someone face to face or anything that you do not want discussed in class.
- Post too late. Remember that your active participation is part of your grade. Simply "showing up" to class is not enough; you must create and establish an online presence in the discussion forums. Besides, you want your instructor and classmates to read and comment on your insightful observations!

## Copying of Course Materials

The course materials are made available at this site solely for the educational purposes of students enrolled in this online course offered by Montgomery College. These materials may be protected by U.S. Copyright law and should not be reproduced or transmitted electronically. One printout may be made of each item for personal educational use only.

## Course Grading Policy

It is essential that students and the instructor participate and communicate well within this course. One way that this can be accomplished is through the grading of course work.



**Week #**

The activities for this course can be found within the weekly module found under the Course Content **Course Content** tab. Within each weekly module, you will find directions for course content outlines, assignments, discussions, quizzes and course projects and their dropbox links. The Course Schedule also outlines the due dates of all the work due in this course.

**Course Grade:** Students receiving a grade below a **78%** in this course must repeat the course satisfactorily before proceeding to the next semester in the DMS Program. Failure to satisfy this requirement will result in not successfully completing this course.

### And

**Lab Assignments:** Each Scanning Lab Assignment must meet the minimum benchmark (see scanning lab rubric grading criteria) to demonstrate scanning competency with a minimum grade of **86%**. Failure to satisfy this requirement will result in not successfully completing this course.

### And

**Exams/Quizzes:** Students receiving a grade below a 78% on any quiz/exam are required to remediate (See Remediation Policy). Failure to satisfy this requirement will result in not successfully completing this course.

### And

All graded work in this course is due by the end of the 14<sup>th</sup> week in the course (See course outline). Work not completed by the 14<sup>th</sup> week will be recorded as a zero. All coursework must be completed prior to sitting for the Final Exam. Failure to satisfy this requirement will result in not successfully completing this course.

Provided is the grading scale used in this course and for all Didactic courses in the DMS Program.

|         |   |
|---------|---|
| 100-93% | A |
| 86-92%  | B |
| 78-85%  | C |

|           |   |
|-----------|---|
| 77%-below | F |
|-----------|---|

The following percentages will be considered in finalizing each student's grade.

|   |             |
|---|-------------|
| Quizzes   | 15%         |
| Online Discussion Participation                         | 5%          |
| Hot Spot Questions                                      | 5%          |
| MedaPhor  | 5%          |
| Scanning Lab Assignments                                | 5%          |
| Course Project  | 5%          |
| Midterm Exam (Administered in the Medical Learning Lab) | 25%         |
| Final Exam (Administered in the Medical Learning Lab)   | 35%         |
| <b>TOTAL:</b>   | <b>100%</b> |

**Note:** Refer to the course schedule for the due dates; any changes to the schedule will be placed in the announcements. NO test grade will be dropped; and quizzes/tests may NOT be repeated at the student's request to raise a grade.

### Testing (Quiz/Exam) Day Policies

1. A student arriving late for a test must complete the test in the remaining scheduled time.
2. A student arriving late for an test MAY be denied access to the test.

### Test (Quiz/Exam) Remediation Policy

When a test is not met with a passing grade of 78% or higher a student will be required to remediate the failed test.

- All students who score less than 78% on the test are required to remediate the test within one week of the test date and in one sitting (spring break will not count as days you have to remediate).
- Remediation will require the review of all test problems that were answered incorrectly, researching each correct answer, and explaining the correct answer in a few sentences for each missed question.
- Remediation will be conducted in a "paper and pencil" format (not electronic).
- The test remediation will take place in the MLC and available reference may be used, including class notes, text books, or the internet, but excluding assistance from another person.
- For each incorrect exam answer that is researched in this exercise, the source for the new answer must be cited.
- This remediation exercise will NOT change the test grade, but will help to prepare for the final exam as well as the board examination.
- All students can review their test immediately follow the test in the MLC.
- Students who have passed the test have the option to remediate if they choose to, the same remediation deadline date applies (within one week of the test date). Contact instructor if you wish to remediate your test if you scored above a 78%.

**Important Note:** Do not attempt to remediate during/immediately following a scheduled test time. Copying of any test questions is considered cheating, as you cannot copy and paste from any test in the MLC or at any time in this course. Giving or receiving of test questions is considered cheating.

## Late Assignment Policy

1. The due date for each course requirement is clearly indicated in the course syllabus.
2. Coursework may be submitted in advance of the due date. Coursework must be submitted electronically in the appropriate format as indicated in Blackboard, no later than 11:59 p.m. on the due date.
3. Penalty for late course work: A penalty of 15% will apply for each day late. Coursework received more than two days after the due date will not be accepted and a grade of zero will be recorded.

If an emergency occurs, notify the instructor within 24 hours of the time the work was due, or upon regaining consciousness. You must provide documentation for your failure to submit your work on time (police report, proof of major illness, work ticket from Blackboard help desk, etc). If you do not provide proper documentation or fail to contact the instructor within the above time frame, you will not be accommodated.

Inability to access Blackboard (without a work ticket from Blackboard) within the last hours before the due date is not an excuse to submit work late. DO NOT wait until the last minute to begin your work.

**Note:** Submission dates may be extended in exceptional circumstances; students must apply for an extension in writing stating the reasons for seeking the extension. Where coursework is submitted late due to unanticipated exceptional or extenuating circumstances, students must present an explanation to the instructor.

## Grade Posting in Blackboard

Grades can be found under the My Grades  tab. Once a quiz/exam, discussion topic, resource assignment, scan lab assignment or course project has been graded the grade and instructor comments, will appear in the grade book under the My Grades tab. The Weighted Total column in the grade book represents your current grade based on all the work that has been turned in and graded.

## Incomplete (I) Grades

Students are required to complete all course work before the end of the 14<sup>th</sup> week of the semester. The Final Exam is the last requirement to be completed for this course during the 15<sup>th</sup> week of the semester. **Students do not qualify to sit for the Final Exam if ALL course work has not been submitted prior to the exam.** If students are having difficulty meeting course deadline and requirements, they should contact the instructor to see if arrangements can be made to fulfill the course requirements.

Normally, the use of an "I" grade is limited to bona fide emergency situations that occur at the end of a semester and that prevent students from completing all course requirements in a timely fashion to meet the final grade submission requirements of the Office of Admissions and Records and the student's progress was satisfactory ('C' or better) until the emergency occurred. It is the responsibility of the instructor to specify the exact work to be completed to meet course requirements. The instructor and the student should hold a reasonable expectation that course requirements can be completed within the four weeks following the beginning of the next full semester. If a final grade has not been submitted after four weeks into the next semester, the "I" automatically reverts to a failing grade (F).

## Course Withdrawal

Withdrawing from this course is not automatic. If you intend to withdraw or change to audit status, it is your responsibility to fill out the necessary paperwork with the Registrar's Office <http://cms.montgomerycollege.edu/EDU/secondary9.aspx?urlid=26>. Negligence on your part could result in a failing grade. If you intend to change to an audit status, you must contact your instructor beforehand--audits can only be granted with the instructor's permission. Incompletes are only granted in extreme circumstances and if the student has completed 70% of the required coursework at a satisfactory level.

## Grading Rubrics

The following grading criteria will be used to grade discussion topics, online resource assignments/case studies, and the course project. The Grading Rubrics can be found as an active link under each Discussion topic, Assignment or Course Project.

## Scanning Lab Assignment Rubric

**PASSING GRADE:** Each lab assignments must receive a passing grade of 86%.

**EVALUATION:** Completed independently on-campus.

**TIMING:** MUST be submitted by the due date for full credit. Assignments turned in within 2 days late of the due date will receive a 15% deduction. Assignments turned in later than two days from the due date will receive a grade of zero.

**GRADING CRITERIA:** MUST meet all Rubric Criteria. Lab assignment must be performed on one patient/volunteer. These grades are used in the course grade calculations.

**RESUBMISSION OF LAB ASSIGNMENT:** Resubmission cannot be performed on the same patient. Resubmission's more than 2 weeks after the original due date will result in a final grade of "0". ALL lab assignment attempts will be averaged.

**LAB ASSIGNMENT BENCHMARK:** A score of "0" = "Does not meet the minimum standard" for any rubric criteria results in a grade of "0" and requires a resubmission. Lab assignments later than two days after the due date will receive a grade of "0" and may lead to an academic withdrawal from this course.

## Scanning Lab Assignment Rubric

| Rubric Detail   |  |  |  |
|---|--|--|--|
| Criteria  | Levels of Achievement  |  |  |
|   | Meets Expectations   | Needs Improvement  | Does Not Meet the Minimum Standard   |
| Integrated patient history, physical examination, clinical data and ultrasound findings reported.                 | <b>2 Points</b><br>Comprehensive patient history, physical examination and clinical data was included with Lab Assignment Submission in BB.  | <b>1 Points</b><br>Acceptable patient history, physical examination and clinical data was included with Lab Assignment Submission in BB.   | <b>0 Points</b><br>Incomplete or unacceptable patient history, physical examination and clinical data was NOT included with Lab Assignment Submission in BB. MUST redo entire Exam.  |
| Demonstrates appropriate communication skills with patients.  | <b>2 Points</b><br>Facilitates superior communication and education to elicit patient cooperation, demonstrates understanding of expectations and responds to questions regarding the sonographic examination. | <b>1 Points</b><br>Facilitates acceptable communication and education to elicit patient cooperation, demonstrates understanding of expectations and responds to questions regarding the sonographic examination. | <b>0 Points</b><br>Does not facilitate communication and education to elicit patient cooperation and/or demonstrate understanding of expectations and/or does not respond to questions regarding the sonographic examination. MUST redo entire Exam. |
| Perform within the Scope of Practice: Required images were properly identified and adhered to HIPAA requirements. | <b>2 Points</b><br>Performed within the Scope of Practice for the specified exam and no identifying patient data.  | <b>1 Points</b><br>Partially performed within the Scope of Practice for the specified exam, no identifying patient data OR 1-2 images not documented.  | <b>0 Points</b><br>Did not perform within the Scope of Practice OR did not adhere to HIPAA requirements OR more than 2 images not documented. MUST redo entire Exam.   |
| Required images were included in the exam and images were in diagnostic sequence.                                 | <b>2 Points</b><br>Required images were included in the exam and were in diagnostic sequence.  | <b>1 Points</b><br>1-2 images were not included in the exam OR were in diagnostic sequence.  | <b>0 Points</b><br>More than 2 images were not included in the exam OR were not in diagnostic sequence. MUST redo entire Exam.   |
| Imaging Windows, Patient Positioning & Techniques were Optimized.   | <b>2 Points</b><br>All imaging windows, patient positioning and techniques were optimized.   | <b>1 Points</b><br>1-2 images did not display optimal imaging windows or patient positioning and/or techniques were not optimized.   | <b>0 Points</b><br>More than 2 images did not display optimal imaging windows or patient positioning and/or techniques were not optimized. MUST redo entire Exam.  |
| Technical aspect of images were optimized: TGC, FZ, FOV & Gain.   | <b>2 Points</b><br>Technical aspects of this exam were optimized.  | <b>1 Points</b><br>1- 2 images were not technically optimized.   | <b>0 Points</b><br>More than 2 images were not technically optimized. MUST redo entire Exam.   |
| Measurements are appropriate (if applicable).   | <b>2 Points</b><br>Measurements are appropriate.   | <b>1 Points</b><br>One or two measurements were not appropriate.   | <b>0 Points</b><br>More than two measurements were not appropriate. MUST redo entire Exam.   |
| Sonographic Characterization: Recognize and document sonographic appearance of normal/abnormal.                   | <b>2 Points</b><br>Recognize and document normal/abnormal sonographic appearance of structures.  | <b>1 Points</b><br>Missed subtle differences between normal/abnormal sonographic appearance of structures.   | <b>0 Points</b><br>Did not recognize the differences in normal/abnormal sonographic appearance of structures. MUST redo entire Exam.   |
| Exam completed within the expected scanning time frame.   | <b>2 Points</b><br>Exam was completed in an acceptable scanning time period.   | <b>1 Points</b><br>Exam extended over the scanning time period but was acceptable due to exam circumstances.   | <b>0 Points</b><br>Scanning exam was not completed in an acceptable time period. MUST redo entire Exam.  |

## Case Study Assignment

The DMS profession is constantly changing and evolving in its practice. Professional associations, accreditation agencies and clinical affiliates may require changes to the DMS Program curriculum, learning outcomes and professional practice requirements. The DMS Faculty reserve the right to modify course content and evaluation procedures as deemed necessary.

**Where to Find Case Studies:** Clinicals/Internet: Case studies must be researched from medical sources (not from commercial sites and if course notes/course books two additional resources must be used in addition) with all resources listed at the end of the presentation.

**Criteria:** The following criteria must be met for each case study.

- **Pathology Name**
- **Definition** – definition & overview of the pathology
- **Etiology**
- **Patient History**
- **Population** – patient population most commonly affected by pathology
- **Associated Clinical Findings**
- **Associated Lab Values**
- **Additional Diagnostic Tools used in Diagnosis**
- **Conclusions-Final Remarks about Case Study**
- **Presentation Format - Powerpoint Timing: 3-4 minutes** (you need to be prepared to present the highlights)
- **Collaboration** - You may work with a partner or independently. include student names and resource list.

Rubric Detail

| Criteria  | Levels of Achievement  |  |   |
|---|--|--|---|
|   | Meets Expectations   | Needs Improvement  | Does not meet the Minimum Standard  |
| <b>Case Study Criteria. Identification of the Components of the Case Study</b>                                | <b>2 Points</b><br>Covered required criteria of the case study.  | <b>1 Points</b><br>Missing more than one criteria of the case study.   | <b>0 Points</b><br>Missing more than one criteria of the case study.  |
| <b>Analysis of case study criteria through comments, solution, and conclusions drawn from the case study.</b> | <b>2 Points</b><br>Appropriate, well thought out comments, solutions, analysis and conclusions drawn from the case study.                    | <b>1 Points</b><br>Provided some comments, solutions, analysis and conclusions drawn from the case study.  | <b>0 Points</b><br>Provided little or no comments, solutions, analysis and conclusions drawn from the case study.                                     |
| <b>Links to Course, Research and Clinicals</b>  | <b>2 Points</b><br>Excellent research into the issues with clearly documented references.  | <b>1 Points</b><br>Minimal research and documented references.   | <b>0 Points</b><br>Insufficient research.   |
| <b>Delivery and Enthusiasm of Presentation</b>  | <b>2 Points</b><br>Clear/concise flow of ideas. Demonstrates interest in the topic and engaged with the class.                               | <b>1 Points</b><br>Most ideas articulated, however the focus was lost at times during the presentation with limited evidence of engagement with the topic. | <b>0 Points</b><br>Hard to follow the flow of ideas. Lack of enthusiasm in presentation. Read from slides OR did not present case study in-class.     |
| <b>Visual Aids (Video, Images)</b>  | <b>2 Points</b><br>Visuals (ultrasound images, ultrasound videos) augmented and extended comprehension of the studies-issues in unique ways. | <b>1 Points</b><br>Use of visuals (images, videos) related to pathology not ultrasound.  | <b>0 Points</b><br>Limited use of visuals (images, videos) loosely related to the study.  |
| <b>Presentation Time</b>  | <b>2 Points</b><br>Completed the presentation within time limit granted.   | <b>1 Points</b><br>Completed the presentation 1-2 min over requirement time limit.   | <b>0 Points</b><br>Completed the presentation 3 min or more over required time limit granted for presentation OR did not present case study in-class. |

## Discussion Topic Rubric

The following grading criteria will be used to grade online discussion participation. You must post by Wednesday and respond to at least two classmate's postings by Saturday in order to receive credit for a discussion topic.

|   |  |   |  |
|---|--|---|--|
| Name                                      | 2018 Discussion Topic Rubric   |   |  |
| Description                               | The Discussion Topic rubric will be used to grade your online discussion participation.  |   |  |
| Rubric Detail                             |  |   |  |
|   | <b>Levels of Achievement</b>   |   |  |
| <b>Criteria</b>                           | <b>Meet Expectations</b>   | <b>Need Improvement</b>   | <b>Does not meet the minimum standard.</b>   |
| <b>Original Posting</b>                   | <b>2 Points</b><br>Posting to the original topic submitted by Wednesday.   | <b>1 Points</b><br>Posting to the original topic was submitted by 1 day late.   | <b>0 Points</b><br>Posting to the original topic was submitted more than 1 day late.   |
| <b>Frequency of Posting</b>               | <b>2 Points</b><br>A minimum of three postings were made, each on a separate days.   | <b>1 Points</b><br>Three postings were not made on three separate days.   | <b>0 Points</b><br>Three postings were not made.   |
| <b>Clarity &amp; Mechanics of Posting</b> | <b>2 Points</b><br>Contributes with clear, concise comments formatted in an easy to read style that is well organized, contains complete sentences, grammatically correct and free of spelling errors. | <b>1 Points</b><br>Contributes valuable information with minor organization, sentence structure, grammar and/or spelling errors.  | <b>0 Points</b><br>Unorganized sentence structure and grammatical flaws make the postings difficult to read.   |
| <b>Content Contribution</b>               | <b>2 Points</b><br>Posts accurate/factually correct, reflective and substantive information that contributes and advances the discussion.  | <b>1 Points</b><br>Posts information that is accurate/correct, however lacks full development of concept or thoughts and does not substantially advance the discussion.                                       | <b>0 Points</b><br>Posts information that is not substantive, correct or relevant to the discussion topic and does not advance the discussion.                                       |
| <b>Follow-up Postings</b>                 | <b>2 Points</b><br>Demonstrates critique and analysis of classmates posts, extends meaningful discussion by building on classmates discussion posts.   | <b>1 Points</b><br>Partially demonstrates critique and analysis of classmates posts, with some comment or observation BUT does not extend a meaningful discussion by building on classmates discussion posts. | <b>0 Points</b><br>Posts shallow contribution to discussion (agrees or disagrees) and does not enrich nor extend a meaningful discussion by building on classmates discussion posts. |

## Course Project - YouTube Video Rubric – Step by Step Guide on “How to Scan”

|               |   |
|---------------|---|
| Name          | 2018 YouTube Video Project Rubric   |
| Description   | The Video Project rubric criteria will be used to grade your YouTube Video Project. |
| Rubric Detail |   |

| Criteria                             | Levels of Achievement   |   |   |
|--------------------------------------|---|---|---|
|                                      | Proficient  | Competent   | Needs Work  |
| <b>Rough Draft of Script</b>         | <b>15 Points</b><br>Students completed a rough draft script of what they plan to include in the video.  | <b>12 Points</b><br>Students rough draft script of what they plan to include in the video did not match the video.  | <b>8 Points</b><br>Students did not submit a rough draft script was unorganized and did not match the video.  |
| <b>Introduction</b>                  | <b>15 Points</b><br>The introduction is interesting and provides content that hooks the viewer from the beginning of the video and keeps the audience's attention.                          | <b>12 Points</b><br>The introduction does not create a strong sense of what is to follow.   | <b>8 Points</b><br>The introduction does not orient the audience to what will follow.   |
| <b>Content/Organization</b>          | <b>15 Points</b><br>Subject knowledge is evident throughout the video. All information is clear, appropriate and correct.   | <b>12 Points</b><br>Subject knowledge is evident in much of the video. Most information is clear, appropriate, and correct.   | <b>8 Points</b><br>Subject knowledge is not evident. Information is confusing and/or incorrect.   |
| <b>Visuals</b>                       | <b>15 Points</b><br>The visuals assist in presenting an overall theme that appeals to the audience and enhances concepts. Visuals explain and reinforce key points during the presentation. | <b>12 Points</b><br>Some of the visuals seem unrelated to the topic/theme and do not enhance concepts.  | <b>8 Points</b><br>The visuals are unrelated to the content and do not enhance the understanding of the content.  |
| <b>Production</b>                    | <b>10 Points</b><br>Scenes are planned and purposeful, adding impact to the story line. "Talking heads" scenes are used when needed to tell the story.                                      | <b>8 Points</b><br>The video includes "talking heads" and a few scenes are added but do not improve understanding of topic.   | <b>6 Points</b><br>The video features "talking heads" and is of poor quality and is unedited.   |
| <b>Video Content &amp; Recording</b> | <b>10 Points</b><br>Video is well rehearsed and presented. Events and messages are presented in a logical order, with relevant information that supports the video's main ideas.            | <b>8 Points</b><br>Video needs to be edited to remove slack time and increase action. Most information is connected to a theme. Most details are logical and information is relevant throughout most of the video | <b>6 Points</b><br>Video begins and ends with slack time or no action. The video lacks a central theme, clear point of view, and logical sequence of information. |
| <b>Audio</b>                         | <b>10 Points</b><br>The audio sound and dialogue is clear, effectively assists in communicating the main idea, and the main ideas are discussed with ease on video.                         | <b>8 Points</b><br>The audio sound and dialogue is inconsistent in clarity/tempo (too loud/too soft/garbled, background noise) a couple of times in the video which takes away from communicating the main ideas. | <b>6 Points</b><br>The audio sound and dialogue is of poor quality, inconsistent and takes away from the quality of the video.                                    |
| <b>Group Cooperation</b>             | <b>10 Points</b><br>All students contributed equally to the video. Students worked with each other in a friendly manner and provided credit to group participants.                          | <b>8 Points</b><br>All students contributed a fair share to the project, though some workloads varied. Students made an effort to include all group members in the process.                                       | <b>6 Points</b><br>One or two people did all the work. Students argued with one another or left some students out of the process.                                 |

### MedaPhor Simulator Modules Rubric

The DMS profession is constantly changing and evolving in its practice. Professional associations, accreditation agencies and clinical affiliates may require changes to the DMS Program curriculum, learning outcomes and professional practice requirements. The DMS Faculty reserve the right to modify course content and evaluation procedures as deemed necessary.

This rubric will be used to grade your completion of the simulator scanning activities. This is a pass/fail grade. If you successfully complete all the MedaPhor Simulator assigned modules you will pass with a grade of 100%. If you do not complete all the assigned MedaPhor modules you will receive a grade of "0".

|             |   |
|-------------|---|
| Name        | 2018 MedaPhor Simulator Module Rubric   |
| Description | This rubric will be used to grade your completion of the simulator scanning activities. This is a pass/fail grade. If you successfully complete all the MedaPhor Simulator assigned modules you will pass with a grade of 100%. If you do not complete all the assigned MedaPhor modules you will receive a grade of "0". |

Rubric Detail

| Criteria  | Levels of Achievement   |  |
|---|---|--|
|   | Pass  | Fail   |
| <b>Completion of MedaPhor Simulator Scanning Assigned Modules</b> | <b>2 Points</b><br>Completed ALL of the MedaPhor assigned Modules | <b>0 Points</b><br>Did NOT complete ALL of the assigned MedaPhor Modules |

## Make-up Policy

Missed assignments (those past the due date and cutoff date) will not be accepted for a grade. They will be awarded a zero (0) in the gradebook. If a student knows that he/she will need to miss a time limited assignment ahead of time (for a good reason, proof required) the student must notify the Instructor at least one week before the scheduled exam; otherwise no make-up dates will be given.

In case of an emergency, see above under Late Assignment Policy. The assignment missed due to the good reason may be adjusted on a case-by-case basis to either late or no penalty, depending on the reason and dates.

Inability to access Blackboard (without a work ticket from Blackboard) within the last hours of the assignment being open is not an excuse to submit work for a grade.

See the course schedule for a complete listing of when all course work is due. If granted approval to makeup work, it must be made up within one week of the original scheduled posted due date of the course work, assignment, exam or quiz. Penalties do apply for late submissions and may lead to a grade of zero if the deadline is not met.

## Exam, Quizzes, Assignments Review Policy

Review of completed quizzes and exams can be viewed after they have been completed by clicking on the grade for that quiz/exam under the MyGrades tab. Online access to quiz and exam reviews will be limited. Quizzes can be reviewed online on Sunday following the quiz deadline. Quizzes and exams can be reviewed following the completion in the Medical Learning Center. If a student would like to view an individual copy of their quiz or exam after the review period has ended, they can make an appointment to review the quiz and/or exam with the instructor within a one week time after the quiz or exam due date.

Students are encouraged to review all questions missed on quizzes and exams. Students have one week from posted grade to petition for points missed. Faculty will not entertain giving points back on any graded work after one week from when the grade is posted.

## Academic Integrity

Montgomery College espouses the belief that any type of academic dishonesty violates an important code of ethics. Therefore, Montgomery College has adopted an academic honesty policy that imposes penalties for students who are dishonest in examinations, assignments, or any other academic activity; who plagiarize; who falsify college forms or records; or who willfully aid other students in an act of academic dishonesty.

Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned and the material that has been mastered. Each student is expected to perform his/her own academic work, this includes all course work, assignments, quizzes and exams. Plagiarism and other forms of academic dishonesty, including giving or receiving help on any assigned work (completed online or in lab) that is graded (other than group projects) are considered extremely serious academic offenses. The student is personally responsible for understanding the various forms of academic dishonesty as they are explained in the "Student Code of Conduct"

[http://cms.montgomerycollege.edu/EDU/Plain.aspx?id=2074#student\\_code\\_of\\_conduct](http://cms.montgomerycollege.edu/EDU/Plain.aspx?id=2074#student_code_of_conduct). Ignorance of any requirement for academic honesty will not constitute an excuse from disciplinary proceedings. Any form of cheating will be considered grounds for failure of the course. If you have any questions about the policy, please ask!

## Appealing a Grade

If you do not agree with a grade you received on any course assignment, lab assignment, discussion topic, case study, quiz or exam you have one week to contest that grade from the date the grade was posted with your instructor.

If you wish to appeal the final grade in this course you must follow the MC Guide to Dispute a Final Course Grade <http://cms.montgomerycollege.edu/edu/secondary5.aspx?urlid=55> .

## Audit Policy

The Audit Policy is stated in the Academic Requirements section of the Montgomery College Catalog and online at: <http://catalog.montgomerycollege.edu/content.php?catoid=2&navoid=138>

## Attendance & Withdrawal Policies

An excessive absence is defined as one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions. Refer to Montgomery College policy related to attendance.

Students are responsible for withdrawing from a course if they no longer wish to be enrolled. These policies are stated in the Montgomery College Catalog and online at:  
<http://catalog.montgomerycollege.edu/>

Students who fail to login to the blackboard course the first two (2) weeks and complete no online work during those two weeks will be dropped from the class as “never attending” per college policy. It is the student’s responsibility to drop a course. Non-attendance of classes or failure to pay does not constitute official withdrawal.

To view specific drop deadlines, log into your MyMC account:

- Click on “My Class Schedule” under Student Quick Links
- Select the current term
- Click on “View Drop Deadline Dates” at the bottom of the page”

Attendance and punctuality are expected and are directly correlate with successful course completion. In case of an illness or emergency that causes an absence, FIRST contact the Course Instructor immediately and SECOND contact Sharare Jones, DMS Administrative Assistant.

### **Student Resources: Student Code of Conduct, Academic Suspension, Student Guide to Dispute a Final Grade.**

These student policies are provided online on Montgomery College’s Deans of Student Services Webpage. [http://cms.montgomerycollege.edu/EDU/Plain.aspx?id=2074#student\\_code\\_of\\_conduct](http://cms.montgomerycollege.edu/EDU/Plain.aspx?id=2074#student_code_of_conduct)

## **College Standard Disclaimers**

In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link below provides information and other resources to areas that pertain to the following:

- student behavior (student code of conduct),
- academic honesty (including what constitutes plagiarism),
- student e-mail,
- the tobacco free policy,
- withdraw and refund dates,
- disability support services,
- veteran services,
- how to access information on delayed openings and closings,
- how to register for the Montgomery College alert System, and finally,
- how closings and delays can impact your classes.

If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By

registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies. <http://cms.montgomerycollege.edu/mcsyllabus/>

## **Online Classroom & Lab Behavior**

Students do not have the right to interfere with the freedom of the faculty to teach or the rights of students to learn. Every student is expected to behave in ways which promote a teaching and learning atmosphere. Students will be treated respectfully in return for respectful behavior.

All online and in-lab discussions should be carried out in a way that keeps the classroom environment respectful of the rights of others. Students are also expected to conduct themselves in ways that create an open and safe learning and teaching environment that is free from such things as violence, intimidation, and harassment. Rude or disruptive behavior will not be tolerated, this type of behavior will lead to disciplinary actions.

Academic dishonesty is strictly prohibited. Examples of academic dishonesty are: cheating on exams, copying another's work or allowing your work to be copied; plagiarism: presenting the work of another as your own in a paper, exam, or other assignment.

All students should be familiar with the Montgomery College Student Code of Conduct. This document specifies standards of student behavior, including disciplinary procedures and appeal procedures.

## **Social Media Policy**

Students are expected to comply with all Health Insurance Portability and Accountability Act (HIPAA) and other privacy requirements while in attendance for the DMS program. To uphold these requirements students agree not to post or discuss any clinical experience or information regarding client data, the clinical agency, or its staff on any internet social media including but not limited to: emails, Facebook, Twitter, and MySpace. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.

The posts that ARE NEVER TO BE PUBLISHED ON SOCIAL MEDIA ACCOUNTS include but are not limited to are selfies, photos, descriptions of patients, descriptions of patients other medical staff are attending to, tagging yourself, classmates, technologists or patients (even with assumed patient permission), or "checking in" during clinical hours as a student. In addition, no images of other students taken during class hours or lab hours should be posted on private or public social media account or pages. Such violations may result in a clinical failure, dismissal from the program and any federal sanctions regarding HIPAA violations.

Students are cautioned about “liking” a public clinical site social media page and posting any comments that are in non-compliance to the policy noted above. Students are cautioned about friending technologists from their clinical sites. Students may never ask to “friend” or follow a patient’s social media account.

Montgomery College’s DMS program has a public Facebook page. If you feel you have an appropriate post for this page you can place this post on the Facebook page and the faculty supervisor of the DMS Facebook Page will review it before allowing it to post. Academic support, images and job opportunities as well as shared posts from other approved sites are regularly posted on this page.

## **DMS Student Peer Mentoring**

Student peer-mentoring is design to assist the 1st year DMS student with transition, challenges, and progression in the DMS program. 2<sup>nd</sup> year students (3<sup>rd</sup> and 4th semester) will act as peer-mentors in on-campus labs under faculty supervision and will provide:

- Social, scanning and academic support
- Encouragement towards academic success
- Open communication by engaging and promoting a positive relationship

## **Technical Skills & Requirements**

Technical Support for Blackboard issues can be found at the following website:

<http://cms.montgomerycollege.edu/distance/after/prepare/>

If during the course you experience a technological problem with Blackboard, you need to follow the procedures below. Following these correct procedures may allow you to resubmit an online assessment or be granted an extension to a course deadline (if necessary) depending on the circumstances and approval from your professor.

- Call the IT Service Desk at 240-567-7222 to report your problem.
- Write down the work order number received from the IT Service Desk.
- Send an email to your professor identifying: the date and time of the phone call, the work order number, the nature of the problem, the steps to resolution suggested by Blackboard and the outcome of the phone call. This email must be sent within 1 hour of contacting the IT Service Desk.

\*If in doubt, contact the IT Service Desk if you are experiencing a problem. Students who do not follow the instructions above will not be able to resubmit work due to technical errors. Please note that your professor is not technical support.

The following information has been included to help you be successful in your online class. Please read through it carefully and use the resources that are available to you.

## On Campus

Students will be provided laptop computers to use on-campus in the DMS classroom. These laptops may not leave the DMS classroom at any time (tracking device is embedded on each device). These lap tops are intended to be used for academic purposes ONLY.

## Off Campus

You will need the following to participate online off-campus:

1. Regular use of a computer with Internet access. For full details on recommended computer hardware and software visit the ELITE “Prepare Yourself” page at the following link <http://cms.montgomerycollege.edu/distance/after/prepare/>. Expect to spend 7-10 hours online each week.
2. A web browser such as Firefox, Chrome, Safari or Internet Explorer will be required. For full details on compatible browsers and Browser Tune-up instructions for Blackboard visit the Supported Browsers, Plugins & Operating Systems on the Blackboard page at the following link <http://cms.montgomerycollege.edu/distance/after/prepare/> .

**Note:** Not all internet browsers work well with Blackboard. At times, you may not be able to see images in the lecture, open or attach assignments or send e-mails. If you encounter these problems when using your preferred web browser, try using another web browser to access Blackboard.

**Plug-ins:** Plug-ins will be required to view some of the course materials. You may need to install the following downloads which will help ensure that you will be able to view all the course materials. To see if your computer and browser meet the requirements to take an online class and use Blackboard, please visit the link <http://cms.montgomerycollege.edu/distance/after/prepare/> .

## Accessing Online Courses

- **Log in to MyMC** (For assistance, click New to MyMC under the login box.)
- Click on the Blackboard icon in the upper right-hand corner.
- This will take you to My Blackboard, which will list your course if it has been made available.
- Click on the course title.
- All courses will be available no later than the first day of the semester.

## Online Student Orientation and Online Learning Pre-Assessment Tool

The Distance Education online orientation through the Blackboard course management system is designed to help students new to online learning better prepare themselves for success at Montgomery College. To access the orientation, go to the **Online Student Orientation** <http://cms.montgomerycollege.edu/distance/before/osorientation/>.

Are you new to online learning?

Not sure whether you are ready to take an online course or not?

Then take the Online Learning Pre-Assessment. This assessment will help you find out whether you are ready to take an online class at Montgomery College. For more information, go to the **Online Learning Pre-Assessment Tool** <http://cms.montgomerycollege.edu/distance/before/preassessment/>.

## **Smarthinking: Online Tutoring for MC Students!**



All MC students now have access to **Smarthinking**, an online tutoring service! You can find the link to Smarthinking under Student Quick Links in MyMC. Go to, <http://cms.montgomerycollege.edu/distance/during/smarthinking/>, for more information!

## **Help Desk Support**

The Blackboard help desk support is available to all students and faculty using Blackboard for instruction. This 24-hours-per-day, 7-days-per-week service is available for assistance to students, faculty and staff who have questions about using Blackboard. For students experiencing issues regarding courses not appearing on the My Blackboard area or faculty experiencing Banner/Blackboard roster-syncing issues, please contact ELITE at 240-567-6002.

For all other technical issues including MyMC login issues, please contact the IT Help Desk 240-567-7222.

When you have technical questions, contact the Montgomery College Blackboard Help Desk at 240-567-7222 or visit the ELITE Blackboard Technical Support Page at the following link <http://cms.montgomerycollege.edu/distance/support/blackboard/> they will be more than happy to help you out.

## **Learning to Use Blackboard**

To participate fully in this course, you must learn to use certain features of Blackboard. Go to the following URL's to view the tutorials on using Blackboard and Collaborate.

### **Blackboard Tutorials:**

[https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student)

*Note: This tutorial requires the Macromedia Flash plug-in.*

## Academic Support Services

The following links are to Montgomery College's academic support resources.

### **The Office of E-Learning, Innovation, and Teaching Excellence (ELITE)**

The Office of E-Learning, Innovation, and Teaching Excellence (ELITE) provides comprehensive services that empower students with skills that are essential to success in distance education or technology-enhanced courses. <http://cms.montgomerycollege.edu/distance/>

### **Online Orientation**

Students can access the online orientation to get a better understanding of how online learning works at Montgomery College. <http://cms.montgomerycollege.edu/distance/before/osorientation/>

### **Library**

In print and online resources available through MC. <http://cms.montgomerycollege.edu/libraries>

### **Medical Learning Center**

The Medical Learning Center has state of the art computers, books, videos and a comfortable environment for students to learn. All students must present MC Student ID card to use materials in the Medical Learning Center. <http://www.montgomerycollege.edu/Departments/medlearntp/>

### **Math Science Learning Center**

The Math Science Learning Center provides a supportive environment outside the classroom where you can work at your own pace. We are here to assist you in being a successful student. <http://cms.montgomerycollege.edu/edu/department.aspx?id=10848>

### **Science Learning Center**

The Science Learning Center (SLC), located in the Science North Building, Room 101, on the Takoma Park Campus. We provide educational services and assistance for students enrolled in biology and physical science courses. Included in these services are staff and student assistants who help you with your questions about material in those courses. The SLC also provides access to 40 internet connected computers. The SLC staff directs students to online resources, and provides supplemental software, physical models and microscopes and slides that support course material. The SLC functions as a supportive environment where students can receive academic assistance, study independently, or collaborate with fellow students to understand and master science coursework. <http://cms.montgomerycollege.edu/edu/department.aspx?id=24413>

### **Writing, Reading, and Language (WRL) Center**

The WRL Center serves as a resource to students, faculty, and staff and provides support services to students in all classes that require reading, writing, speech, American English pronunciation, and the Arabic, French, and Spanish languages. Services provided are in the forms of on-to-one and group tutoring, specialized workshops as well as access to instructional technology, the Microsoft Office software suite, WEPA print services, and various resources assigned by faculty. <http://cms.montgomerycollege.edu/EDU/Department.aspx?id=5293>

## Student Support Services

Student Services at Montgomery College is everything that happens to support students who are taking or thinking about taking college courses.

<http://cms.montgomerycollege.edu/edu/secondary5.aspx?urlid=55>

## Accommodations for Students with Disabilities

A letter from Disability Support Services (DSS) authorizing accommodations is required at the start of each semester.

This policy is stated in the Montgomery College Catalog and online at:

<http://cms.montgomerycollege.edu/edu/secondary5.aspx?urlid=52>

Anyone who has a documented disability, which may require special accommodations, should notify the instructor prior to the start of the semester so that accommodations can be made.

Accommodations are not retroactive.

## Learning Skills Support Services

Assistance in study skills, time management, test-taking skills, hints on how to take notes more effectively, liaison with other on-campus or community resources--these support services and many more are offered through LSSS.

LSSS is designed to provide assistance for academic success to students in career and technical programs. A wide variety of support services are offered. For more information or to request assistance, please contact the Resource Center at 240-567-5553. Additional information can be found at: <http://www.montgomerycollege.edu/explore/mc/learningcenters.html>

<http://www.montgomerycollege.edu/Departments/lssstp/>

## Class Cancellation & Unscheduled School Closings

The policy is found in the College Policies section of the Montgomery College Student Handbook. Please check the Montgomery College website, local TV and radio for school closures. Since this is an online course College closures do not affect the progress of this course.

## ADA Standards, Accessibility & Privacy Policies

### The Montgomery College Web Accessibility Statement

The Office of Information Technology (OIT) has listed the Web Standards and Guidelines. This information can be found on at the following link:

<http://cms.montgomerycollege.edu/oit/NetworkAndComputing.aspx?id=555#standards>

## **The Blackboard Accessibility Statement**

Blackboard® is committed to ensuring that the e-Education platform is usable and accessible using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C). More information can be found at <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx> and <http://www.blackboard.com/Platforms/Collaborate/Products/Blackboard-Collaborate/Web-Conferencing/Accessibility.aspx>

## **The Collaborate Accessibility Statement**

In support of the Americans with Disabilities Act (ADA), Collaborate provides a variety of features that promote accessibility, including keyboard access to menus and dialogs, closed captioning, enlarged video, user-defined color, screen reader compatibility, and more. More information can be found at <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

## **The Microsoft Accessibility Statement**

Microsoft is fully engaged in Section 508, working closely with federal information technology (IT) managers and industry leaders to help government agencies comply with the new policy and providing tools other companies need to develop accessible technologies that meet the federal standards. <http://www.microsoft.com/enable/microsoft/section508essay.aspx>

## **The Java (IBM) Accessibility Statement**

The Java accessibility checklist has merged with the IBM Software accessibility checklist. The Java checklist is no longer available. Java developers and testers should use the IBM Software accessibility checklist for all accessibility compliance. <http://www-03.ibm.com/able/guidelines/java/accessjava.html>

## **The Flash (Adobe) Accessibility Statement**

Adobe® Acrobat® DC and Adobe Acrobat Reader® DC software continue the tradition of providing strong accessibility support for Adobe PDF documents and forms. Acrobat DC features a number of built-in accommodations for people with disabilities, as well as support for users of assistive technologies. In addition, Acrobat DC provides authors with a complete set of tools to create and optimize accessible PDF files from almost any source. <http://www.adobe.com/accessibility/products/acrobat.html>

## **Disability Support Services**

Disability Support Services (DSS) is dedicated to assisting students with disabilities accomplish their personal, scholastic and career goals. We do this by teaching academic and advocacy skills; eliminating the physical, technical and attitudinal barriers that limit opportunities; and promoting an awareness of the experience of persons with disabilities within social, political, and economic constructs. If an accommodation is needed, please contact DSS for more information at the following link. The DSS homepage. <http://cms.montgomerycollege.edu/edu/secondary5.aspx?urlid=52>

Accommodation letters should be picked up the week before or during the first week of classes and provided to your instructor. DMS requires that an accommodation letter be provided in accordance with this policy so that the course work can be modified to accommodate students who qualify for accommodations on quizzes & exams.

### **ADA standards**

The ADA extended the law to cover private institutions of higher education as well as those receiving federal funding. Colleges and universities have experienced more rigid enforcement of the law with the passage of the ADA due to an increased awareness of people with disabilities about their rights to equal access to programs and services. For more information, please visit the following link to the DSS homepage at <http://www.montgomerycollege.edu/Departments/dispsvc/the-law.htm>

### **Blackboard Privacy Policy**

Blackboard Inc. and its affiliates (collectively "Blackboard") are committed to protecting the privacy of its users. Because Blackboard gathers certain types of information about the users of the Services, we believe you should fully understand the terms and conditions surrounding the use of the information we collect. The following discloses our information gathering and dissemination practices for the Services. Please review the following statement to understand how the information you provide to Blackboard through the Services will be treated.

<http://www.blackboard.com/footer/privacy-policy.aspx>

### **SonoWorld Privacy Policy**

Visitors to the SonoWorld web site can access most of the site without disclosing any personally identifiable information. We do track information provided to us by your browser, including the web site you came from (known as the "referring URL"), the type of browser you use, the time and date of access, and other information that does not personally identify you. We use this information mainly to determine what technology our visitors are using so that we can make changes in our web site technology when this appears to be appropriate.

<https://sonoworld.com/Client/FooterLinks/PrivacyPolicy.aspx>

### **YouTube Privacy Guidelines**

Please review the following for information on dealing with your privacy issue.

We're serious about protecting our users by addressing potential privacy concerns. Our privacy guidelines apply to all users across the world. In other words, while the video in question may not violate your country's privacy laws, it may still violate YouTube's privacy guidelines.

[https://www.youtube.com/static?template=privacy\\_guidelines](https://www.youtube.com/static?template=privacy_guidelines)

### **Khan Academy Privacy Statement**

Our mission at Khan Academy is to provide a free, world-class education for anyone, anywhere. Khan Academy is a proud supporter of the Student Privacy Pledge to safeguard student privacy.

<https://www.khanacademy.org/about/privacy-policy>

### **Concluding Comments**

This is a professional course and includes a large amount of material to learn; therefore, we must maintain a reasonably rapid pace during the semester. Despite this, please remember that you are encouraged to ask questions or seek out help during the semester. Make sure to become acquainted with your classmates and form study groups. You will be surprised how much this effort will help you.

We all want you to succeed in this course! To be successful, you must complete the readings, discussion posts, assignments, quizzes, ask questions, and seek help when necessary. I will be happy to provide extra help to students via email, phone, or in-person meetings at my office. Please remember, it is your effort, your time, and your determination that make the difference between failure and success.

## Let's Get Started

To get started in the course click on the  Start Here Tab on the left-hand tool bar. You will be provided an overview of the course and how to get started.