

SONO 262 2019 Syllabus

General Course Information

Online Course Instructor/Clinical Faculty:	Lee Shryock, RDMS Connie Wesley, RDMS, FE Michelle Haines, RDMS Shabina Nazir, RDMS
Phone:	Lee Shryock 240-567-5567 All Other Clinical Faculty 240-567-5573
Office:	Health Science Center #435 Takoma Park/Silver Spring Campus, Montgomery College
Office Hours:	Lee Shryock: Tuesdays 10:00 – 1:00pm Thursdays 10:00am - 1:00pm Online Office Hours: By Appointment. Contact other clinical faculty individually regarding office hours
E-Mail:	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.
Credits:	1 credit hour
Pre-Requisites and Co-Requisites:	PREREQUISITE: SONO 101, SONO 105, SONO 204, SONO 261 or consent of Program Coordinator. COREQUISITE: SONO 112, SONO 123 or consent of Program Coordinator.
Textbooks:	<p>Required Text:</p> <p>Textbook of Diagnostic Ultrasonography Volume I. 7th Edition, Hagen-Ansert. Mosby, 2013 (newest edition).</p> <p><u>Diagnostic Medical Sonography: Abdomen and Superficial Structures</u>, 3rd Edition, Diane Kawamura, Lippincott 2012 (newest edition).</p> <p>SDMS Registry Review Series - Abdominal Sonography (Including Superficial Structures and MSK) Item #: PRO-7701 ISBN: 978-1-935480-07-5 https://www.sdms.org/store/product-detail/PRO-7701</p> <p>Further Recommended Resources:</p> <p>Note: Internet access for emails and coursework. Montgomery College</p>

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	<p>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 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 bookstore. E-books are also available for purchase.</p>
<p>Course Description:</p>	<p>Supervised off-campus experience and practice in the multidisciplinary areas of diagnostic medical sonography occurs in hospitals, clinics, and private physician offices. Students will complete a rotation through multiple clinical sites in which the students will be introduced to equipment operation, multiple sonographic examinations, and related clinical correlation. (TP/SS only) PREREQUISITE: SONO 204 or consent of program coordinator. One hundred and twenty clinical hours.</p>
<p>Course Methodology:</p>	<p>This is a hybrid online course. The course consists of clinical competencies (practice and graded), use of the student clinical tracking system, online discussion topics, and scan exam. Students have the opportunity to attend optional Skills Enhancement Labs, all other course content and interaction will be conducted at the clinical site and via your participation in Blackboard. The objectives and learning activities are designed so that you will gain experience using online educational technology, as well as gain an understanding of the course content. All other course content and interaction (e.g. the Syllabus, Calendar, Grade Book, Assignments, Evaluations, Discussion Board, weekly modules, external links, course documents, etc.) will require your participation in Blackboard. Occasionally we will utilize Collaborate for synchronous discussions when we are not meeting face to face.</p> <p>The scan exam (post clinical assessment) will be held on the TP/SS campus in the Health Science Building, room HC 426. (See course schedule for dates)</p>
<p>Course Learning Objectives:</p>	<p>The course learning objectives follow the 2003 National Curriculum Standards established by the Society of Diagnostic Medical Sonography (SDMS).</p> <p>Be the end of the semester, students will be able to:</p> <ul style="list-style-type: none"> ▪ Acquire basic sonographic exam skills, and relate these with didactic education through clinical observation and applied hands-on experience in the optional scan lab. ▪ Provide basic patient care and comfort. ▪ Maintain infection control and utilize universal precautions. ▪ Demonstrate knowledge and understanding of physiology,

	<p>pathology, and pathophysiology.</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge and understanding of human gross and sectional anatomy.
<p>Attendance:</p>	<p>The attendance policy is the same as that stated in both the Montgomery College Catalog and the DMS Student Handbook.</p> <p>Students should become familiar with clinical guidelines as described in their DMS Student Handbook as well as the following: Due to the importance of the clinical experience, there will be no unexcused absences on clinical days. An “Absence Report Form” must be completed for any clinical time missed due to emergent or urgent circumstances (medical, death in the immediate family, Court appearance, etc.). Where appropriate, documentation should be submitted as proof of emergency and any missed clinical time and clinical assignments must be made up within the next two weeks, following the student’s return to clinical. Student must call to notify the Clinical Instructor at their clinical affiliate site if he/she cannot report to clinical on time or if the student will be absent for the day. The Clinical Faculty must also be notified immediately, especially if a clinical visit is scheduled for that day. In this case, the student has the responsibility to arrange for a rescheduled visit.</p> <p>Discussion Board participation requires a minimum of three postings, each posting on a different day of the week, every other week beginning with week 2. 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>We are online every day. You'll never have to wait more than 48 hours for a response from us to any question or concern.</p>
<p>Lab Location:</p>	<p>Off-campus clinical rotation at assigned clinical affiliate for 8 hours per week for fifteen weeks (A total of 120 clinical hours during the spring semester).</p> <p>Optional Skills Enhancement Labs (SEL) are available each semester in the Diagnostic Medical Sonography classroom/lab, Montgomery College Health Science Center, room 426, Takoma Park/Silver Spring campus. The skills enhancement scan lab schedule is posted on the DMS clinical wiki, http://mcdmsclinical.pbworks.com/. Students are to sign up in advance on the wiki for the open scan lab sessions. Skills enhancement scan lab sessions will be offered on specified dates and on a first-come-first-served policy. Although not mandatory, skills enhancement lab sessions are designed to allow students to practice and gain speed in scanning while under the supervision of a clinical faculty. If the student is unable to make the scan lab session at a</p>

previously reserved time or date, the students must update the DMS clinical wiki schedule to allow lab time to be available for other classmates.

Course Schedule At-a-Glance

DATES	COMPETENCIES	REQUIREMENTS
Week 1	Clinicals begin the week of January 22, 2019. Pre-Clinical Assessments	Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 22, <i>The Thyroid and Parathyroid Glands</i> ○ Kawamura: DMS, Chapter 15 The Thyroid Gland, Parathyroid Glands and Neck. Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency Protocols</i> Discussion Topic Every Week, beginning with Week 2.
Week 2		Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 2), Chapter 39, <i>Normal Anatomy and Physiology of the Female Pelvis</i> ○ Diagnostic Medical Sonography, by Susan Raatz Stephenson, Chapter 2 Embryonic Development of the Female Genital System, Chapter 4 The Female Cycle, Chapter 5 Normal Anatomy of the Female Pelvis Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency Protocols</i> Discussion Topic
Week 3		Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 6, <i>The Liver</i> ○ Kawamura: DMS, Chapter 5 The Liver Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency Protocols</i>
Week 4		Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 15, <i>The Spleen</i> ○ Kawamura: DMS, Chapter 10, The Spleen Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency</i>

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		<i>Protocols</i> Discussion Topic
Week 5		Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 11, <i>The Gallbladder and the Biliary System</i> ○ Kawamura: DMS, Chapter 6, <i>The Gallbladder and Biliary System</i> Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency Protocols</i>
Week 6	Abdomen Non-Cardiac Chest competency and Thyroid/Parathyroid competency due 3/2/19 First Clinical Instructor - Evaluation of Patient Care, Customer Service & Communication Skills due 3/2/19	Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 2), Chapter 39, <i>Normal Anatomy and Physiology of the Female Pelvis</i> ○ Diagnostic Medical Sonography, by Susan Raatz Stephenson, Chapter 3 <i>Congenital Anomalies of the Female Genital System</i> Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency Protocols</i> Discussion Topic
Week 7		Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 12, <i>The Pancreas</i> ○ Kawamura: DMS, Chapter 7, <i>Pancreas</i> Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency Protocols</i>
Spring Break Week	Montgomery College Closed 3/11/2019 – 3/17/2019	No Clinical Rotations when Montgomery College is closed.
Week 8		Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 9, <i>The Vascular System</i> ○ Kawamura: DMS, Chapter 4 <i>Vascular Structures</i> Resources: Please read and print these handouts. <ul style="list-style-type: none"> ○ <i>SONO 262 Clinical Competency Protocols</i> Discussion Topic
Week 9	Scrotal competency due 3/30/2019	Reading: <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 2), Chapter 41, <i>Pathology of the Uterus</i> ○ Diagnostic Medical Sonography, by Susan Raatz Stephenson, Chapter 6, 7, 8, 9, 11, 12 Resources: Please read and print these handouts.

		<ul style="list-style-type: none"> ○ SONO 262 Clinical Competency Protocols
Week 10	Transabdominal Pelvic competency due 4/6/2019	<p>Reading:</p> <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 14, <i>The Urinary System</i> ○ Kawamura: DMS: Chapter 10, The Kidneys and Chapter 11 The Lower Urinary System <p>Resources: Please read and print these handouts.</p> <ul style="list-style-type: none"> ○ SONO 262 Clinical Competency Protocols <p>Discussion Topic</p>
Week 11		<p>Reading:</p> <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 1), Chapter 16, <i>The Retroperitoneum</i> ○ Kawamura, DMS: Chapter 13 The Adrenal Glands <p>Resources: Please read and print these handouts.</p> <ul style="list-style-type: none"> ○ SONO 262 Clinical Competency Protocols
Week 12	Transvaginal Pelvic competency due 4/20/19	<p>Reading:</p> <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 2), Chapter 42, <i>Pathology of the Ovaries</i>, Chapter 43, <i>Pathology of the Adnexa</i> ○ Diagnostic Medical Sonography, by Susan Raatz Stephenson, Chapter 10 <p>Resources: Please read and print these handouts.</p> <ul style="list-style-type: none"> ○ SONO 262 Clinical Competency Protocols <p>Discussion Topic</p>
Week 13	Second Clinical Instructor - Evaluation of Patient Care, Customer Service & Communication Skills due 4/27/19	<p>Reading:</p> <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 2), Chapter 42, <i>Pathology of the Ovaries</i>, Chapter 43, <i>Pathology of the Adnexa</i> ○ Diagnostic Medical Sonography, by Susan Raatz Stephenson, Chapter 10 <p>Resources: Please read and print these handouts.</p> <ul style="list-style-type: none"> ○ SONO 262 Clinical Competency Protocols
Week 14		<p>Reading:</p> <ul style="list-style-type: none"> ○ Hagen-Ansert (Volume 2), Chapter 45, <i>The Role of Ultrasound in Obstetrics</i>, Chapter 46, <i>Clinical Ethics for Obstetric Sonography</i>, Chapter 47, ○ Diagnostic Medical Sonography, by Susan Raatz Stephenson, Chapter 1 <p>Resources: Please read and print these handouts.</p>

Syllabus and Course Changes

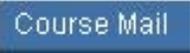
The DMS profession is constantly changing and evolving in its practice. Professional associations, accreditation agencies and clinical affiliates may require changes to the DMS Program curriculum, learning outcomes and professional practice requirements. The DMS Faculty reserve the right to modify course syllabus, course content and evaluation procedures as deemed necessary. Notice of changes will be made by announcement via Blackboard. The revised Syllabus will be posted to Blackboard with the appropriate revision date.

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  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 120 hours (inclusive of assigned clinical rotations), fifteen online weekly content modules and optional Skills Enhancement Labs. These optional lab sessions are specified in the DMS Clinical Wiki and more information about them can be found at <http://mcdmsclinical.pbworks.com/>.

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 didactic course 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 and provide you with an introduction to the week. In addition of this each week will outline how to meet the weekly learning objectives. 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

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week in advance as course material may be added as the semester advances. I will always notify you if the weekly content modules have changed to reflect new research or data.

- ◆ **Over View** - After reading the weekly content and completing the clinical practice or graded competency assignments and the assigned discussion board topic 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. There are scheduled practice competencies and graded competencies to be completed. The purpose of these competencies is to provide students the opportunity to review, reflect and practice the material that has been presented in the didactic course. Practice and graded competency due dates can be viewed on the Assignment drop box page, also within this syllabus.

The Grading Rubrics can be found in the course syllabus, as well as via an active link under each assignment. The discussion assignments are available the entire week, Sunday 8:00 am through Saturday Midnight. Assignments turned in late will have a deduction of 15% of the grade for each day late. Assignments turned in greater than two days late will be recorded as a grade of zero.

Practice Clinical Competencies are to be completed either in the DMS lab or at the clinical site under clinical faculty or clinical instructor supervision.

- Practice clinical assignments are competency based, you must continue to attempt them until you receive a passing grade.
- All practice competencies must be completed successfully to pass this course.
- The Practice Competency Grading Rubric can be found in the course syllabus and as an active link under each Scanning Lab Assignment.
- Practice competencies are to be completed no later than one week prior to the due date for the Graded competency (don't hold onto competencies, once you complete them you need to turn them in to be graded) and must be turned in by the due date.
- Practice competencies must meet all Rubric Criteria.
- Submitted images must be performed on one patient/volunteer and include date & time of the exam and the facility name.
- Repeat Practice Comp cannot be performed on the same patient/volunteer.
- Practice Competency grades do not count in the final grade calculation.

Graded Clinical Competencies are to be completed at the clinical site under clinical instructor supervision. Clinical Protocols should be followed when completing these assignments. The Clinical Protocols can be found under the Required Course Materials [Required Course Material](#) tab. For a complete listing of the required practice and graded clinical competencies 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 the competency due dates.

- A grade of 86% or better must be received on each graded competency or the assignment will have to be repeated.
- Graded assignments are competency based, you must continue to attempt them until you receive a passing grade.
- All graded competencies must be completed successfully to pass this course.
- The Graded Competency Grading Rubric can be found in the course syllabus and as an active link under each Graded Competency Assignment.
- Multiple attempts on graded competencies may be required to receive a passing grade of 86%. Once the graded competency has received a passing grade of 86%, all the attempts will be averaged together for the final grade assigned to that individual graded competency. The final grade for each graded competency may not be a 86% (that's ok) but at least one attempt has to be recorded at the 86% mark)
- Graded competencies must be completed after approval of the Practice competency, by due date and be submitted in the Blackboard assignment drop box within 7 days of completion of study.
- Competencies submitted within 2 days past the due date receive a 15% grade deduction.
- Competencies turned in later than 2 days receive a grade of zero.
- Grading Criteria: must meet all Rubric Criteria.
- Competency to be performed on one patient and include facility, date & time of the exam.
- Graded Competency Resubmission: Not to be performed on the same patient.
- Resubmissions more than 2 weeks after the original due date result in a final grade of zero. Graded comp attempts will be averaged.
- Competency Benchmark: All grading criteria must be met. A score of "0 = Does not meet the minimum standard" for any rubric criteria will require a resubmission.
- Resubmissions past 2 days after the due date will receive a grade of "0" and may lead to an academic withdrawal from this course.

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.

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, text, 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/or 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. The student is 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 8 hours per learning module to complete the requirements of a course.
8. **Successful students** exhibit online courtesy.
9. **Successful students** check course email daily. 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 before 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 particular 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. Your instructor will respond to emails within 24-48 hours. Given the significant number of student postings to the discussion area, the instructor will usually comment to the group as a whole about their responses. Occasionally, the instructor may interject comments during the week in order 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 forward individual comments using the course email 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 all assignments. The instructor will 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.

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4. **Successful instructors** evaluate assignments fairly. 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 and discussion topics.

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

Discussion Board

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.

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- 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 photocopy or printout may be made of each item for personal educational use.

Course Grading Policy

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

The activities for this course can be found within the weekly module  found under the Course Content  tab. All practice competency assignment drop boxes are found under Week 1 of Course Content. The graded competency assignment drop boxes are found under the Course Content tab for the corresponding week that the competency is due.

Course Grade: Students receiving a grade below a **86%** in this course must repeat the course satisfactorily before proceeding to the next semester in the DMS Program.

And

Clinical Competency Assignments: Each Graded Clinical Competency must meet the minimum benchmark (see scanning lab rubric grading criteria) to demonstrate scanning competency with a minimum grade of **86%**. The unsuccessful completion of ALL Graded Clinical Competencies will lead to the unsuccessful completion of this course.

And

Scan Exams: Students receiving a grade below a 86% on the scan exam are required to remediate the exam (See Remediation Policy). Failure to remediate the scan exam or remediation with a grade below a 86% will lead to the unsuccessful completion of this course.

And

All graded work in this course is due by the end of the 14th week in the course (See course outline). Work not completed by the 14th week will be recorded as a zero. All coursework must be completed prior to sitting for the Scan Exam.

Appropriate “professional behavior” in the clinical area is required in all allied health professions; therefore “professional behavior” is evaluated as part of the clinical educational process.

Provided is the grading scale used in this course and for all Clinical courses in the DMS Program. Course grades are not rounded up.

100 - 93%	A
86 to less than 93%	B
Less than 86%	F

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

Clinical Competencies Graded by Clinical Faculty	45%
Clinical Competencies Graded by Clinical Instructor	15%
Scan Exam	15%
Clinical Instructor Evaluation of Student	10%
Discussion Participation	5%
Trajecsyst Time Log Data Entry	5%
Trajecsyst Case Log Data Entry	5%
TOTAL:	100%

Scan Exam Remediation Policy

When the scan exam is not met with a passing grade of 86% or higher a student will be required to remediate the failed scan exam.

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- All students who score less than 86% on the scan exam are required to remediate the scan exam within one week of the exam date and in one sitting
- The Clinical Coordinator will provide a scheduled date and time to all students required to remediate the scan exam.
- Unsuccessful completion of the scan exam and/or unsuccessful remediation will result in the unsuccessful completion of the clinical course.
- The remediation schedule will allow for time to review the DMS faculty recommendations from the initial scan exam and time to practice scanning skills in the DMS lab, HC 426, prior to remediation.
- Remediation will be conducted in the DMS lab, HC 426.
- All scan exam images; patient history and findings are to be submitted in the scan exam assignment drop box in the Blackboard course.
- Students are responsible for providing their scan exam remediation models, with the approval of the supervising Clinical Faculty or Clinical Coordinator.
- Failure to complete the scan exam or scheduled remediation will result in the unsuccessful completion of the clinical course.

Important Note: Remediation is not permitted during or immediately following the scheduled scan exam.

GRADED Clinical Competency Submission Schedule

The following schedule indicates the **graded** competency deadlines:

Clinical competencies may be submitted in any order providing the due dates on the submission schedule are followed.

03/02/19	Abdominal Non-Cardiac Chest
03/02/19	Thyroid/Parathyroid
03/30/19	Scrotal
04/06/19	Transabdominal Pelvic
04/20/19	Transvaginal Pelvic

For clarification purposes, the following definitions are provided:

PRACTICE Competency

Submitted ultrasound images performed by the student on a subject (patient or volunteer) for purposes of reinforcing prior lecture material and otherwise enhancing clinical ultrasound education.

- Practice competencies are due no later than 7 days prior to the graded competency due date.
- Students may receive some hand-guided assistance from the assigned Clinical Instructor or Clinical Faculty in the performance of these Practice Competencies. However, under no circumstances should students perform Practice Competencies on their own anatomy, as this does not lend to proper scanning technique.

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- The student is responsible for making sure that the practice competency is submitted prior to the graded competency deadline, allowing time for timely graded competency submission.
- The student has the responsibility to upload the practice competency in the Blackboard Practice Assignment drop box, allowing time for the competency to be evaluated and approved by the Clinical Faculty before submitting a graded competency.
- Practice Clinical Competencies must first be submitted, reviewed and returned by the Clinical Faculty, prior to any Graded Clinical Competency submission.
- No graded competency will be accepted without a prior practice competency.
- Practice and graded competencies must be submitted in the Blackboard assignment drop box within seven days of completion of the study.
- Submitted images must include the date & time on the exam and the facility name. No patient identification is to be visible on the images.
- Practice Competencies will be evaluated, by the Clinical Faculty, using the **Faculty Practice Technical Skills & Critical Thinking Competency Rubric** with comments and suggestions on how the work can be improved prior to submission of the correlating Graded Competency.
- Practice Competencies must meet All Competent/Approved Criteria of the rubric.
- Practice Competency submission is a prerequisite to the submission of all Graded Competencies, as noted under the clinical competency requirements.
- Each practice competency must be completed at the assigned site or at the school lab, on the same patient, from beginning to end.
- Submission of "Practice Competencies" does not guarantee that a graded competency on the specific type of study may be submitted. "Practice Competency" needs to be approved by the Clinical Faculty before a graded competency can be submitted. Students may be required to repeat the Practice Competency prior to submitting the Graded Competency.
- **Practice and graded competencies must be submitted in the Blackboard assignment drop box within seven days of completion of the study.**
- Submitted images must include the date & time on the exam and the facility name. No patient identification is to be visible on the images.

The **Faculty Practice Technical Skills & Critical Thinking Competency** rubric is used to provide feedback on practice competencies completed during Skills Enhancement Labs and/or at the assigned clinical site. These grades do not count in the final grade calculation; however, students may not submit a graded competency until a practice competency has been approved by the supervising Clinical Faculty and all feedback provided is taken into consideration. For this reason, practice and graded competencies may not be submitted on the same day.

GRADED Competency

Submitted ultrasound images and related patient case history **all performed independently by the student** on actual patients for purposes of reinforcing previous lecture material and otherwise enhancing clinical ultrasound education while delivering responsible patient care. Students are to follow the schedule of due dates found in the GRADED Clinical Competency Submission Schedule listed above. All graded competencies must be submitted in the appropriate Graded Competency assignment drop box in Blackboard by end of the day on the deadline date.

- The Clinical Instructor who supervised the study at the assigned site will first evaluate the Graded Competency via the Trajecsys Report System, the Clinical Faculty will evaluate each Graded Competency using the **Faculty Graded Technical Skills & Critical Thinking Competency** rubric in Blackboard.
- Students may view the Clinical Instructor competency evaluations by logging into the Trajecsys Report System.
- Students are encouraged to present their graded competency to the radiologist or the sonologist-in-charge. Any comment made by the radiologist may be added when the student adds the patient history to the tracking system.
- All graded competencies must be completed on one patient, from beginning to end on the same day.
- Graded competencies must be submitted in the Blackboard assignment drop box within seven days of completion of the study.
- Submitted images must include the date & time on the exam and the facility name. No patient identification is to be visible on the images.
- A graded competency may only be submitted after a practice competency has been approved and all feedback provided is taken into consideration. For this reason, practice and graded competencies may not be submitted on the same day.

Late Work Submission 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 submissions within two days of the due date. Coursework received more than two days after the due date will not be accepted and a grade of zero will be recorded.

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 using the **DMS Application Form for Late Submission of Coursework Form**. This form can be obtained in the DMS Office. The Program Coordinator may, at their discretion, retrospectively approve an extension in such cases.

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 14th week of the semester. The Scan Exam is the last requirement to be completed for this course during the 15th week of the

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semester. Students do not qualify to sit for the Scan Exam if ALL course work has not been submitted prior to the exam. If students are having difficulty meeting course deadlines and requirements, they should contact the instructor to see if arrangements can be made to fulfill the course requirements.

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.

Pre-Clinical Assessment -

The pre-clinical assessment, conducted during the first two weeks of the semester is used to assess student's level of clinical readiness at the beginning of the semester. If needed, a Clinical Success Plan will be developed by the DMS Program Director and Clinical Coordinator.

This is not an optional Plan of Action; this Clinical Success Plan is intended to help provide you with the tools to be successful in the clinical setting and ultimately in the program. Non-compliance to this clinical Success Plan may result in non-progression in the DMS Program.

Time Log Documentation – due weekly, by midnight Saturday

The time log rubric provides an assessment of student clinical punctuality and attendance.

DUE DATE: Time logs must be completed weekly by Saturday, Midnight. Time Logs turned in late receive a grade of zero and clinical hours & case logs will need to be made up.

EVALUATION: Time Logs represent the time spent within the department at the clinical site. The Clinical Faculty will complete the rubric weekly in Trajecsyst.

Students are responsible for recording clinical hours daily in the Trajecsyst Report System. Under no circumstances, should a student falsify information when entering time or case log clinical tracking system data.

Students are not permitted to accumulate extra hours for any anticipated absences. Students are not permitted to report to an assigned clinical site prior to the beginning of a rotation.

By the end of this rotation, the student must accumulate a total of 120 clinical hours to successfully complete SONO 262. Failure to do will result in the student being unsuccessful in completion of SONO 262.

Case Log Documentation – due weekly, by midnight Saturday

The case log rubric provides an assessment of student clinical attendance as well as diligence and accuracy of patient case log documentation.

DUE DATE: Case logs must be completed weekly by Saturday, Midnight, in the Trajecsyst Report System. Case Logs turned in late receive a grade of zero and clinical hours & case logs will need to be made up.

EVALUATION: Case Logs represent patients (not volunteers) the student has scanned/assisted/or observed at the clinical site. The Clinical Faculty will complete the rubric weekly in Trajecsyst.

Clinical Instructor - Evaluation of Patient Care, Customer Service & Communication Skills

The Clinical Instructor, at each clinical site, completes and submits the evaluation via the Trajecsyst Report System on/before **March 2, 2019** and a second Clinical Instructor evaluation is due on/before **April 27, 2019**. Students are responsible for reminding the Clinical Instructors of the upcoming due dates for the evaluations. **Failure to have these evaluations submitted will result in a zero.**

Scan Exam

The Scan exam schedule will be posted on the Diagnostic Medical Sonography Clinical PB Works (Wiki) page by the end of **Week 12**. The scan exam will cover only the requirements for SONO 262 competencies. Failure in the scan exam prevents the student successful completion of SONO 262.

Students are not eligible to sit for the scan exam until all practice competencies, graded competencies, evaluations, time logs, case logs and course survey have been successfully completed and submitted.

No make-up exam will be given without a physician's note, court appearance notice or prior Clinical Faculty approval.

Submitting Assignments

How to submit graded clinical competencies

Competencies are posted under the Course Content  tab within each weekly content



Week #

button.

In this course you will submit your assignments electronically. Because technology can be unreliable when you least expect it, submitting your work on time may require some creativity. Here are some alternate means to submit your assignments, in case of emergency.

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- E-mail your assignment directly to the instructor via the Course Mail  tab within Blackboard.
- If your e-mail program isn't working properly and you can't access the course site, deliver the file on disk or as a hard copy to the instructor's office before the deadline.

There is always a means to submit your competencies on time. Be creative, be persistent, and keep your instructor informed! Try not to get frustrated we all have "bad" technology days.

Backing up your work

In this course you will submit all of your competencies on a computer. You are responsible for ensuring the safety of your work by keeping regular backups (extra copies). "The computer ate my homework, I lost my USB drive/disk, my hard drive crashed, my internet service is down or my printer isn't working," are all real problems that you may encounter during the semester. Please make sure to make frequent backups of your work and save the work in multiple places.

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. All online appointments will be held in the Chat room labelled "Office Hours." Office hours can also be conducted face to face, please make an appointment.

Ask Your Instructor forum

When you have questions about assignments or other aspects of the course, do not email your questions to me unless the subject must be private. Post your questions in the Ask Your Instructor Forum in the discussions area. I will check this forum regularly and answer your questions. Tip: Set the Ask Your Instructor Forum to Show Unread messages.

Grading Rubrics

The following criteria will be used to provide feedback and/or grades for graded scanning competency assignments, discussion topics, time log entries and case log entries. The Grading Rubrics can be found as an active link under each assignment and may be viewed in the My Grades link in Blackboard.

Clinical Case Log Rubric

The case log rubric provides an assessment of student clinical attendance as well as diligence and accuracy of patient case log documentation.

DUE DATE: Case logs must be completed weekly by Saturday, Midnight. Case Logs turned in late receive a grade of zero and clinical hours & case logs will need to be made up.

EVALUATION: Case Logs represent patients (not volunteers) the student has scanned/assisted/or observed at the clinical site. The Clinical Faculty will complete rubric weekly.

Description	The case log rubric provides an assessment of student clinical attendance as well as diligence and accuracy of patient case log documentation. Due Date: Case logs must be completed weekly by Saturday, Midnight. Case Logs turned in late receive a grade of zero and clinical hours & case logs will need to be made up. EVALUATION: Case Logs represent patients (not volunteers) the student has scanned/assisted/or observed at the clinical site. Rubric will be completed by the Clinical Faculty weekly.
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Rubric Detail

Criteria	Levels of Achievement	
	Meets Expectations	Does not meet the minimum standard
Clinical Case Logs	1 Points Clinical tracking system case logs were correctly documented each week to include patient (patient history/data, gender, age, the reason for the study, ultrasound findings)	0 Points Clinical tracking system case logs were NOT correctly documented each week to include patient (patient history/data, gender, age, the reason for the study, ultrasound findings).
Timing of Submission	1 Points Comprehensive complete case logs were entered by Saturday Midnight.	0 Points Comprehensive complete case logs were NOT entered by Saturday Midnight.
Course ID and Clinical Instructor	1 Points Correct course number and Clinical Instructor were included.	0 Points Correct course number and Clinical Instructor were NOT included.

Clinical Time Log Rubric

The Time log rubric provides an assessment of student clinical punctuality and attendance.

DUE DATE: Time logs must be completed weekly by Saturday, Midnight. Time Logs turned in late receive a grade of zero and clinical hours & case logs will need to be made up.

EVALUATION: Time Logs represent the time spent within the department at the clinical site. The Clinical Faculty will complete rubric weekly.

Description	The Time log rubric provides an assessment of student clinical punctuality and attendance. DUE DATE: Time logs must be completed daily and no later than by Saturday, Midnight of each week. ALL clinical hours & associated case logs for the day(s) not documented on time in Trajecsys will receive a grade of zero and both (Time Log/Case Log) will need to be repeated. See course syllabus for time and case log policy. EVALUATION: Time Logs represent the time spent supervised and working within the department at the clinical site. Time Log Grading Rubric will be completed by the Clinical Faculty weekly.	
Rubric Detail		
	Levels of Achievement	
Criteria	Meets Expectaions	Does not Meet the Minimum Standard
Clinical Punctuality and Attendance Documentation.	1 Points Attendance was consistent and punctual according to the clinical schedule.	0 Points Attendance was NOT consistent and punctual according to the clinical schedule.
Time Clock-in/Clock-out Documentation in the Trajecsys Report System.	1 Points Time Clock-in/Clock-out completed at the clinical site on the scheduled date. Time documented within 10 minutes of scheduled start-time/end-time will be acceptable.	0 Points Time Clock-in/Clock-out NOT completed at the clinical site on the scheduled date. Time was NOT documented within 10 minutes of scheduled start-time/end-time.
Clinical Correspondence/Visits	1 Points Responded to all clinical communication and was present for all scheduled Clinical Faculty visits.	0 Points Did NOT respond in a timely manner to all clinical communications and/or was NOT present for all scheduled Clinical Faculty visits.
Change in Clinical Schedule and Completion of Clinical Time	1 Points Notified Clinical Faculty and Clinical Instructor of any absence/change to established clinical schedule/time made up for missed clinical time. Missed clinical time was completed within 2 weeks.	0 Points Did NOT notify Clinical Faculty and Clinical Instructor of any absence/change to established clinical schedule/time made up for missed clinical time. Missed clinical time was NOT completed within 2 weeks.

Clinical Instructor Graded Technical Skills & Critical Thinking Competency Rubric (GTSCTC)

Directions for Clinical Instructor: This GTSCTC rubric must be completed every time your assigned student presents you with a GTSCTC that requires grading. Completion of this grading rubric will enable MCDMS faculty to consider your assessment of the student's performance while he/she performs the appropriate diagnostic exam while under your supervision. Please allow the student to perform each graded "exam" with minimal intervention although it is expected that at some point during the delivery of service to the patient, diagnostic findings will be rechecked for accuracy and/or overlooked pathology.

Criteria	Levels of Achievement		
	Meets Expectations	Needs Improvement	Does Not Meet the Minimum Standard
Integrate patient history with clinical data (exam request, lab values and prior studies).	2 Points Comprehensive patient history and supporting clinical data was included with study.	1 Points Acceptable patient history and supporting clinical data was included with study.	0 Points Incomplete patient history and supporting clinical data was included with study.
Selected appropriate exam presets and transducer necessary for the exam.	2 Points Exam presets and transducer were appropriate for exam type.	1 Points Exam presets or transducer was not appropriate for exam type.	0 Points Neither exam presets or transducer selection was appropriate for exam type.
Patient positioning, imaging windows, and techniques were optimized.	2 Points All imaging techniques were optimized for viewing anatomy.	1 Points One to 3 images were not optimized resulting in poorly viewed anatomy.	0 Points More than 3 images were not optimized resulting in poorly viewed anatomy.
Perform within the Scope of Practice: Required protocol images are properly identified and included in the exam.	2 Points Performed within the Scope of Practice for the specified exam.	1 Points Partially performed within the Scope of Practice for the specified exam, with 1-3 images not documented.	0 Points Did not perform within the Scope of Practice for the specified exam, with more than 3 images not documented.
Followed OSHA precautions, HIPPA regulations, and took appropriate action to ensure patient confidentiality, safety, comfort and protection of rights.	2 Points OSHA, HIPPA, Patient confidentiality and patient safety were adhered to throughout the exam.	1 Points OSHA, HIPPA, Patient confidentiality and/or patient safety were not consistently adhered to throughout the exam.	0 Points OSHA, HIPPA, Patient confidentiality and/or patient safety were not adhered to throughout the exam.
Students work demonstrates appropriate use of scale (FOV)/Depth, FZ, TGC (overall gain and power output), Measurements and/or Doppler (Color flow, Pulsed, CW, M-mode).	2 Points All images displayed optimal image settings.	1 Points Two or three images did not display optimal image settings.	0 Points More than three images did not display optimal image settings.
Sonographic Characterization: Recognize sonographic appearance of normal/abnormal.	2 Points Recognize and characterize normal/abnormal sonographic appearance of structures.	1 Points Missed subtle differences between normal/abnormal sonographic appearance of structures.	0 Points Did not recognize the differences in normal/abnormal sonographic appearance of structures.
Completed exam in an acceptable time frame.	2 Points Exam was completed in timely manner.	1 Points Exam completion took more than the time allowed for this exam, but was acceptable based on circumstances.	0 Points Exam completion took more than the expected time allowed for this exam.
Verbally communicated exam findings to Clinical Instructor.	2 Points Verbally demonstrated critical thinking and the inclusion of relevant details regarding the exam findings.	1 Points Did not verbally demonstrate critical thinking and/or the inclusion of relevant details regarding the exam findings.	0 Points Did not demonstrate critical thinking and knowledge about the relevant details of the exam findings.

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Faculty Graded Technical Skills & Critical Thinking Competency Rubric

PASSING GRADE: Each graded comp must receive a passing grade of 86%.

EVALUATION: Completed independently at clinical site on a patient.

TIMING: MUST be completed after approved Practice Comp, by due date and be submitted in BB w/in 7 days of completion of study. Comps submitted w/in 2 days past the due date will receive a 15% deduction. Comps turned in later than 2 days receive a grade of zero.

GRADING CRITERIA: MUST meet all Rubric Criteria. Exam to be performed on one patient and include facility, date & time of the exam.

GRADED COMP RESUBMISSION: Not to be performed on the same pt. Resubmissions more than 2 wks after the original due date result in a final grade of zero. Graded comp attempts will be averaged.

COMP BENCHMARK: All grading criteria must be met. A score of "0" = Does not meet the minimum standard" for any rubric criteria results in a grade of "0" and requires a resubmission.

Name	2019 Faculty Graded Technical Skills & Critical Thinking Competency Rubric		
Description	<p>PASSING GRADE: Each graded comp must receive a passing grade of 86%. EVALUATION: Completed independently at clinical site on a patient. TIMING: MUST be completed after approved Practice Comp, by due date and be submitted in BB w/in 7 days of completion of study. Comps submitted w/in 2 days past the due date will receive a 15% deduction. Comps turned in later than 2 days receive a grade of zero. GRADING CRITERIA: MUST meet all Rubric Criteria. Exam to be performed on one patient and include facility, date & time of the exam. GRADED COMP RESUBMISSION: Not to be performed on the same pt. Resubmissions more than 2 wks after the original due date result in a final grade of zero. Graded comp attempts will be averaged. COMP BENCHMARK: All grading criteria must be met. A score of "0" = Does not meet the minimum standard" for any rubric criteria results in a grade of "0" and requires a resubmission.</p>		
Rubric Detail	Levels of Achievement		
Criteria	Meets Expectations	Needs Improvement	Does Not Meet the Minimum Standard
Integrated patient history, clinical data and ultrasound findings reported.	<p>2 Points</p> <p>Comprehensive patient history and supporting clinical data was included with study.</p>	<p>1 Points</p> <p>Acceptable patient history and supporting clinical data was included with study.</p>	<p>0 Points</p> <p>Incomplete patient history and supporting clinical data was included with study. MUST redo entire Exam.</p>
Demonstrates appropriate communication skills with patients.	<p>2 Points</p> <p>Facilitates superior communication and education to elicit patient cooperation, demonstrates understanding of expectations and responds to questions regarding the sonographic examination.</p>	<p>1 Points</p> <p>Facilitates acceptable communication and education to elicit patient cooperation, demonstrates understanding of expectations and responds to questions regarding the sonographic examination.</p>	<p>0 Points</p> <p>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.</p>
Perform within the Scope of Practice: Required images were properly identified and adhered to HIPAA requirements.	<p>2 Points</p> <p>Performed within the Scope of Practice for the specified exam and adhered to HIPAA requirements.</p>	<p>1 Points</p> <p>Partially perform within the Scope of Practice OR more than 1-2 images not documented.</p>	<p>0 Points</p> <p>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.</p>
Required images were included in the exam and images were in diagnostic sequence.	<p>2 Points</p> <p>Required images were included in the exam and were in diagnostic sequence.</p>	<p>1 Points</p> <p>1-2 images were not included in the exam OR were in diagnostic sequence.</p>	<p>0 Points</p> <p>More than 2 images were not included in the exam OR were not in diagnostic sequence. MUST redo entire Exam.</p>
Imaging Windows, Patient Positioning & Techniques were Optimized.	<p>2 Points</p> <p>All imaging windows, patient positioning and techniques were optimized.</p>	<p>1 Points</p> <p>1-2 images did not display optimal imaging windows or patient positioning and/or techniques were not optimized.</p>	<p>0 Points</p> <p>More than 2 images did not display optimal imaging windows or patient positioning and/or techniques were not optimized. MUST redo entire Exam.</p>
Technical aspect of images were optimized: TGC, FZ, FOV & Gain.	<p>2 Points</p> <p>Technical aspects of this exam were optimized.</p>	<p>1 Points</p> <p>1- 2 images were not technically optimized.</p>	<p>0 Points</p> <p>More than 2 images were not technically optimized. MUST redo entire Exam.</p>
Measurements (when appropriate).	<p>2 Points</p> <p>Measurements are appropriate.</p>	<p>1 Points</p> <p>1-2 measurements were not appropriate.</p>	<p>0 Points</p> <p>More than two measurements were not appropriate. MUST redo entire Exam.</p>
Sonographic Characterization: Recognize and document sonographic appearance of normal/abnormal.	<p>2 Points</p> <p>Recognize and document normal/abnormal sonographic appearance of structures.</p>	<p>1 Points</p> <p>Missed subtle differences between normal/abnormal sonographic appearance of structures.</p>	<p>0 Points</p> <p>Did not recognize the differences in normal/abnormal sonographic appearance of structures. MUST redo entire Exam.</p>
Exam completed within the expected time frame.	<p>2 Points</p> <p>Exam was completed in an acceptable time period.</p>	<p>1 Points</p> <p>Exam extended over the time period but was acceptable due to exam circumstances.</p>	<p>0 Points</p> <p>Exam was not completed in an acceptable time period. MUST redo entire Exam.</p>

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Faculty Practice Technical Skills & Critical Thinking Competency Rubric

EVALUATION: Concentration specific Clinical Faculty MUST observe and provide feedback on scan assignments completed independently during concentration specific Skills Enhancement labs OR at assigned clinical site under Clinical Faculty supervision.

TIMING: MUST be completed no later than ONE WEEK prior to the Graded Comp due date. May not complete a Graded Comp until supervising clinical faculty has approved a Practice Comp and all feedback reviewed. Practice competencies must be submitted in the BB within seven days of completion of the study.

GRADING CRITERIA: MUST meet all Rubric Criteria. Submitted images must be performed on one patient/volunteer and include date & time of the exam & the facility name. Repeat Practice Comp cannot be performed on the same patient/volunteer. Practice Comp grades do not count in your final grade calculation.

EVALUATION: Concentration specific Clinical Faculty MUST observe and provide feedback on scan assignments completed independently during concentration specific Skills Enhancement labs OR at assigned clinical site under Clinical Faculty supervision. TIMING: MUST be completed no later than ONE WEEK prior to the Graded Comp due date. May not complete a Graded Comp until a Practice Comp has been approved by supervising clinical faculty and all feedback reviewed. Practice competencies must be submitted in the BB within seven days of completion of the study. GRADING CRITERIA: MUST meet all Rubric Criteria. Submitted images must be performed on one patient/volunteer and include date & time of the exam and the facility name. Repeat Practice Comp can not be performed on the same patient/volunteer. Practice Comp grades do not count in your final grade calculation.

Rubric Detail

Criteria	Levels of Achievement	
	Competent/Approved	Not Competent/Repeat
Integrated patient history, physical examination, clinical data and ultrasound findings reported.	1 Points Comprehensive patient history, physical examination and clinical data was included with study submission in BB.	0 Points Incomplete patient history, physical examination and clinical data was included with study submission in BB. MUST redo entire Exam.
Demonstrates appropriate communication skills with patients.	1 Points Facilitates communication and education to elicit patient cooperation, demonstrates understanding of expectations and responds to questions regarding the sonographic examination.	0 Points 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.	1 Points Performed within the Scope of Practice for the specified exam and adhered to HIPAA requirements and all images were properly documented.	0 Points 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.	1 Points Required images were included in the exam and were in diagnostic sequence.	0 Points 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.	1 Points Imaging windows, patient positioning and techniques were optimized.	0 Points 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.	1 Points Technical aspects of this exam were optimized.	0 Points More than 2 images were not technically optimized. MUST redo entire Exam.
Measurements (when appropriate).	1 Points Measurements were appropriate.	0 Points More than 2 measurements were not appropriate. MUST redo entire Exam.
Sonographic Characterization: Recognize and document sonographic appearance of normal/abnormal.	1 Points Recognize and document normal/abnormal sonographic appearance of structures.	0 Points Did not recognize the differences in normal/abnormal sonographic appearance of structures. MUST redo entire Exam.
Exam completed within the expected time frame.	1 Points Exam was completed within an acceptable time period.	0 Points Exam was not completed within an acceptable time period. MUST redo entire Exam.

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. There is no partial credit for discussion participation if both the original post and responses to two of your classmates has not been completed.

For clinical courses only, there is a new discussion topic every TWO weeks (the EVEN numbered weeks).

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Name 2018 Discussion Topic Rubric

Description The Discussion Topic rubric will be used to grade your online discussion participation.

Rubric Detail

Criteria	Levels of Achievement		
	Meet Expectations	Need Improvement	Does not meet the minimum standard.
Original Posting	2 Points Posting to the original topic submitted by Wednesday.	1 Points Posting to the original topic was submitted by 1 day late.	0 Points Posting to the original topic was submitted more than 1 day late.
Frequency of Posting	2 Points A minimum of three postings were made, each on a separate days.	1 Points Three postings were not made on three separate days.	0 Points Three postings were not made.
Clarity & Mechanics of Posting	2 Points 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.	1 Points Contributes valuable information with minor organization, sentence structure, grammar and/or spelling errors.	0 Points Unorganized sentence structure and grammatical flaws make the postings difficult to read.
Content Contribution	2 Points Posts accurate/factually correct, reflective and substantive information that contributes and advances the discussion.	1 Points Posts information that is accurate/correct, however lacks full development of concept or thoughts and does not substantially advance the discussion.	0 Points Posts information that is not substantive, correct or relevant to the discussion topic and does not advance the discussion.
Follow-up Postings	2 Points Demonstrates critique and analysis of classmates posts, extends meaningful discussion by building on classmates discussion posts.	1 Points 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.	0 Points Posts shallow contribution to discussion (agrees or disagrees) and does not enrich nor extend a meaningful discussion by building on classmates discussion posts.

Scan Exam (Pre/Post Assessment) Rubric

All Competent/Approved Criteria must be met in order to successfully complete the Pre and Post Clinical Assessment. For the Scan Exam (post-assessments), repeat attempts will be averaged in with the first attempt.

Rubric Detail

Criteria	Levels of Achievement	
	Competent/Approved	Not Competent/Repeat
Patient history and physical examination were acquired appropriately.	Appropriately inquired and documented patient history and physical examination.	Did not appropriately inquire and document patient history and/or physical examination. MUST redo entire Exam.
Demonstrates appropriate communication skills with patients	Facilitates communication and education to elicit patient cooperation, demonstrates understanding of expectations and responds to questions regarding the sonographic examination.	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.	Performed within the Scope of Practice for the specified exam and adhered to HIPAA requirements and all images were properly documented.	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.	Required images were included in the exam and were in diagnostic sequence.	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.	Imaging windows, patient positioning and techniques were optimized.	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.	Technical aspects of this exam were optimized.	More than 2 images were not technically optimized. MUST redo entire Exam. MUST redo entire Exam.
Measurements (when appropriate).	Measurements were appropriate.	More than 2 measurements were not appropriate. MUST redo entire Exam.
Sonographic Characterization: Recognize and document sonographic appearance of normal/abnormal.	Recognize and document normal/abnormal sonographic appearance of structures.	Did not recognize the differences in normal/abnormal sonographic appearance of structures. MUST redo entire Exam.
Exam completed within expected time frame.	Exam was completed within an acceptable time period.	Exam was not completed within an acceptable time period. MUST redo entire Exam.

Clinical Instructor - Evaluation of Patient Care, Customer Service & Communication Skills

This rubric represents the students' performance for the entire clinical rotation. Supporting comments are required for any "criteria" that the student does not meet expectations. The following rubric is to be completed at **midterm** and **end the semester** for each student's clinical rotation by the Clinical Instructor.

Name	Clinical Instructor - Evaluation of Patient Care, Customer Service & Communication Skills	
Description	This rubric represents the students performance for the entire clinical rotation. Supporting comments are required for any "criteria" that the student does not meet expectations. The following rubric is to be completed at midterm and end the semester for each students clinical rotation by the Clinical Instructor.	
Rubric Detail		
	Levels of Achievement	
Criteria	Meets Expectations	Does not Meet Expectations
Ethical & Professional interaction with patient.	1 Points Adheres to the Sonography Code of Ethics.	0 Points Does not consistently adhere to the Sonography Code of Ethics.
Self introduction, exam confirmation and acquires patient history.	1 Points Consistently takes a comprehensive patient history, including looking up lab values and correlating diagnostic/related studies, when appropriate.	0 Points Does not routinely take a comprehensive patient history, including looking up lab values and/or correlating diagnostic/related studies, when appropriate.
Reviews procedure with patient.	1 Points Consistently communicates with patient, providing a detailed explanation of exam procedure, describing what the patient can expect during the exam and follow up after the exam.	0 Points Does not routinely communicate with patient, and/or does not provide a detailed explanation of exam procedure, describing what the patient can expect during the exam and/or follow up after the exam.
OSHA & HIPAA compliance and Department Policy	1 Points Consistently adheres to departmental policy and protocols related to patient confidentiality, privacy and/or patient rights.	0 Points Does not routinely adhere to departmental policy and protocols related to patient confidentiality, privacy and/or patient rights.
Properly responds to patient's questions, comfort & safety.	1 Points Consistently and appropriately responds to patient questions, comfort & safety and/or offers emotional support in the form of encouragement and compassion.	0 Points Does not routinely and/or appropriately respond to patient questions, comfort & safety and/or offers emotional support in the form of encouragement and compassion.
Communicates with Patients, Clinical Instructors & Staff.	1 Points Exhibits professional communication skills with patients and healthcare team.	0 Points Does not consistently exhibit professional communication skills with patients and healthcare team.
Actively seeks out ways to help out in the department.	1 Points Consistently demonstrates initiative, seeks out new tasks and ways to participate/help within the department.	0 Points Inconsistently demonstrates initiative, seeks out new tasks and ways to participate/help within the department.
Flexible & adaptable to new situations.	1 Points Adequately demonstrates the ability to adapt appropriately to new, stressful and/or difficult situations.	0 Points Inadequately demonstrates the ability to adapt appropriately to new, stressful and/or difficult situations.
Consistent & Punctual.	1 Points Consistently adheres to established clinical schedule, providing prior notification/approval of any changes to the schedule.	0 Points Does not consistently adhere to established clinical schedule, providing prior notification/approval of any changes to the schedule.
Constructive Feedback	1 Points Consistently accepts constructive feedback and alters clinical behaviors and clinical scanning accordingly.	0 Points Does not accept constructive feedback and/or does not alter clinical behaviors and clinical scanning accordingly.
Clinical Skill Progression	1 Points Progression demonstrated at this time is appropriate for the students clinical skill level.	0 Points Progression demonstrated at this time is not appropriate for the students clinical skill level.

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Course Policies

Professional conduct

At the clinical site, a student is expected to observe, to assist, to practice scanning and to contribute any documentation to the study that the clinical instructor assigns. A student may not select the study that he or she wants to participate in. A student may not perform any required or non-required activity without the consent of the Clinical Instructor and the Clinical Coordinator. The students are expected to conduct themselves in a professional manner and develop good work ethic and habits. While working at the clinical site, a student is restricted from the inordinate use of electronic/communication devices, such as the cell phone. Such devices may be turned on only with the permission of the Clinical Instructor. Under no circumstances must a student use such devices without the knowledge and permission of the Clinical Instructor.

Clinical rotations are an integral part of the health sciences programs. Students must have experience within approved and accepting clinical facilities in order to successfully complete their program. Students must meet the requirements of each of these facilities in order to be placed in them. Montgomery College has partnered with clinical facilities holding the highest standards in each of the health sciences disciplines. Our clinical partners are an integral part of each of our health sciences programs and required to sustain our programs.

Students who are asked to leave a clinical site by the facility or separate from the clinical site for some other reason cannot be guaranteed placement to another site. This may also result in the student having to delay progress in the program for up to a year or more until a new clinical facility can be assigned.

*Faculty reserve the right to withhold a passing grade from any student who fails to meet an acceptable standard due to failure to meet any combination of the above criteria as well as those criteria not represented by the above listing but directly relate to success in a clinical setting.

Make-up Policy

Students are expected to complete all course work on time by the scheduled due dates. 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.

Academic Honesty

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. 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

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. 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/>

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/secondary5.aspx?urlid=55>

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 have the right to learn, however, they do not have the right to interfere with the freedom of the faculty to teach or the rights of other students to learn. 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 behavior will lead to disciplinary processes.

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

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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. 2nd year students (2nd, 3rd, or 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

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 laptops 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 several hours online each week.
2. A web browser such as Firefox or Internet Explorer. For full details on compatible browsers and Browser Tune-up instructions for Blackboard visit the Supported Browsers, Plugins &

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Operating Systems on the Blackboard page at the following link
<http://cms.montgomerycollege.edu/distance/after/prepare/> .

Note: Internet Explorer does not always work well with Blackboard. 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 Internet Explorer as a web browser, try using another web browser to access Blackboard, like: Firefox, Safari or Chrome.

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 is available to all students and faculty using Blackboard for instruction. This 24-hours-per-day, 7-days-per-week service is available to provide 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:

http://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. I would be more than happy to assist you in finding the resources that you require to be successful.

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/>

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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) is 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--all of 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

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 course includes a large amount of material; 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 my help at any time during the semester. Also, become acquainted with your classmates and form study groups. You will be surprised how much this effort will help you.

We want you to succeed in this course! To be successful, you must complete the assignments, discussion posts, 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.