**State Fair Community College**

**SYLLABUS Fall 2013**

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| **Course** | OB/GYN Sonography I | **Instructor** | Patti Orrick |
| **Course No.** | DMS 140 | **Office** | By appointment |
| **Department** | Sonography  | **Phone** | 660-281-6926 |
| **Important Dates:** | Last day to withdraw with 100% refund.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | **E-mail Address** | porrick@sfccmo.edu  |
|  | Last day to withdraw with a grade of ‘W’. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | **Web Site** |   |
|  | Please allow 24 hours for me to return email and voicemail during the week and 48 hours on weekends or Holidays. Thank you.  | **Office Hours** | By appointment |

**Class Meeting Time:**
Online

**Course Description:**

This course includes a brief review of the anatomy, physiology and sectional anatomy of the human gravid and nongravid pelvis. Pathology and pathophysiology specific to the Obstetrics and Gynecology concentration will be presented. Recognition of the normal and abnormal sonographic appearances of the female human gravid and nongravid pelvis will be taught. Best practice examination methods utilizing ultrasound technology are presented. Basic exam protocols will be discussed. Human embryology as appropriate will be presented.

**Course Objectives:**

1. Identify the anatomy of the female pelvis
2. Describe Doppler evaluation of the uterus and ovaries
3. Describe and recognize common abnormalities and pathologies of the female pelvis
4. Define and use related medical terminology
5. Discuss sonographic evaluation and follow-up of infertile patients
6. Identify the anatomy of early intrauterine pregnancy
7. Compare intrauterine with ectopic pregnancy
8. Describe methods for calculating gestational age during first trimester
9. List the sequence of embryonic development
10. Describe embryonic abnormalities in the first trimester
11. Describe placental abnormalities in the first trimester
12. Describe first trimester pelvic masses
13. Follow relevant protocols
14. Identify the anatomy of the breast
15. Describe images of common pathologies of the breast
16. Describe biopsy techniques for the breast

**Prerequisites:**
Acceptance to the DMS program

**Textbook:**

 Textbook of Diagnostic Sonography (7th ed.) ISBN: 9780323073011

Workbook for Textbook of Diagnostic Sonography ISBN: 9780323073004

**Chapters:**

1. 39- Normal Anatomy and Physiology of the Female Pelvis
2. 40- The sonographic and Doppler Evaluation of the Female Pelvis
3. 41- Pathology of the Uterus
4. 42- Pathology of the Ovaries
5. 43- Pathology of the Adnexa
6. 44- The role of ultrasound in Evaluating Female Infertility
7. 45- The role of Sonography in Obstetrics
8. 47- The Normal First Trimester
9. 48- First Trimester complications

**Instructional/Supplementary Supplies:**

* binder or folder
* paper
* highlighters
* pen and/or pencil
* Printing capability
* Computer
* internet
* Dual USB Mice (only one can be wireless)

 All computer specific requirements can be found at the following link: <http://www.sfccmo.edu/pages/796.asp>  Including Hardware, Software, Internet Access and Email requirements.

**Course/Textbook Web Site:**
*http://thepoint.lww.com/activate*

**Assignments:**

In addition to time spent in class meetings, plan to devote at least three to four hours per week in a 16 week class, six to eight hours per week in an eight week class and proportionate hours in classes of other duration for completing homework assignments, reviewing, composing rough and final drafts, and preparing for the next class session. In order to be prepared for each class meeting, you should complete each homework assignment prior to the following class meeting.

\* All assignments are due at 11:00 pm Central Time. (All submissions to the system are date/time stamped in Central Time). **Holidays** do **not** alter our assignment deadlines, so please plan accordingly.

\* Online weeks for this course will run from Monday to Sunday, with ***exception(s)*** for the last week of the semester.

**Computer Lab Information:**

Students may use computers in the SFCC Computer Lab located in room 226 of the Fielding Technical Center to complete homework and classroom assignments. The Lab is open from 9:00 a.m. to 7:30 p.m. Monday-Thursday; 9:00 a.m. to 4:00 p.m. on Friday. (These lab hours are subject to change so check with your instructor or check posted schedule.)
Computers are also located in the Proctor Library in the Yeater Learning Center.
Library hours of operation are:**:**Monday - Thursday:  7:30 a.m. - 8:30 p.m., Friday: 7:30 a.m. - 5:00 p.m., Weekend:  Closed

**E-Mail:**

Your campus e-mail address is used for official communications from State Fair Community College, including information from the Registrar and Financial Aid.

**Please check your campus e-mail daily. Your instructor will post important messages there as needed.**

**Student Attendance                                   Regulation 2310**

Class attendance is essential for student success and students are expected to attend all class sessions and report punctually. Any student who misses two (2) consecutive weeks of class during a regular 16-week semester or the equivalent proportion of class time during a shorter session, and those absences do not meet the excused absence criteria defined below, will be dropped from the class by the instructor.  Additionally, any student who misses more than two (2) hours of class time for each credit hour (i.e. six hours of class time for a three-credit-hour class) during the semester may be dropped from that class if, in the opinion of the instructor, the student does not have reasonable opportunity to succeed in the class. Specific requirements will be listed in the instructor’s course syllabi.

Student attendance in online or the online portion of hybrid courses is defined as active participation in the course, as designated in the instructor’s syllabus. Active participation may include completion of quizzes or exams, submission of assignments, participation in threaded discussions or blogs, or communication with the instructor.

Your ***active participation*** in the online course is equivalent to your attendance in an on-ground course. Expect to spend the same amount of time in your online course as you would in an on-ground course of equivalent credit hours. This is in addition to the time dedicated to studying, homework, projects, research, assignments, and reading assignments. Your active participation (and thus your attendance) will be primarily determined by your level of participation in the online discussion boards. Each initial post or response missed will be counted as an absence from the class and could result in a violation of the SFCC student attendance policy.

The discussion board rubric for this course is included at the end of this syllabus.

No student or instructor-initiated drops may occur after the withdrawal deadline as posted in the academic calendar.

**The following are considered excused absences:**

1. Students who are absent due to representation of the college in some official capacity, such as athletic travel or participation in a class or club-sponsored activity, will be allowed to make up course work upon presentation of verifying evidence.
2. Absences for Medical Emergencies will not count against class attendance, but students may not be able to make up missed content. A Medical Emergency is defined as injury to self only or illness that occurs suddenly and does not include common illnesses, conditions or routine medical appointments.
3. The student or his or her designee should notify both the instructor(s) and the dean about the medical emergency as soon as possible. Immediately upon returning to class, or sooner if practical, the student should complete and turn into the dean the medical emergency approval form, located on MyStar under the student tab, or on the SFCC website at this address, <http://www.sfccmo.edu/pages/651.asp>.  With this form the student must also provide documentation from a medical professional that the injury or illness meets the definition of Medical Emergency in No. 2 above.
4. The dean will examine the documentation and the completed form, and if the absence meets the criteria defined above, the dean will notify in writing the student and the instructor(s) of the excused absence.  If it does not meet the criteria, the dean will notify in writing the student and the instructor(s) that the absence is not excused. If, upon consultation with the instructor(s) and the student, the dean determines that the student has missed sufficient coursework that the student does not have a reasonable chance for success in the course, the dean may grant a medical withdrawal and will notify the parties involved in writing.  All documentation of the medical emergency will be kept in a confidential file in the dean’s office for three years.
5. The student will work with the instructor, if the absence is excused, to make arrangements to make up missed work or to continue with class. It is recommended that the student also seek help from the Student Success Coordinator and access other support services to encourage success.
6. Instructors will work with students to make up missed work or continue with class if the absence is excused.  If the work cannot be made up within the semester, the instructor will issue the student the grade of U, which will allow one additional semester to make up the work.
7. The Disability office will work with students who have a documented disability registered with the Disability office, the dean, and the instructor(s) to facilitate reasonable accommodations if necessary.

1. Departments and programs governed by licensing or accreditation bodies, such as Nursing, Radiography, Dental Hygiene and Occupational Therapy, may establish specific attendance requirements to meet standards established by those agencies.

Laboratory instructors may substitute course work, rather than recreating labs, for students with excused absences from exceptions 1 and 2 above.

All excused absences must be initiated by the student, appropriate club sponsor or coach.

Tuition and fee refunds for an administrative, absence related drops will only be made if the drop occurs within the refund period as designated on the academic calendar.

A student may appeal an administrative drop and other actions resultant from this regulation, utilizing the Student Appellate and Grievance process outlined in Regulation 2160.

Justifications for deviations from this policy, though rare, will be determined by the dean and written documentation of these deviations will be maintained in the dean’s office for three years.

**Institutional Learning  Outcomes (ILOs):**

1. **Think Critically**

by demonstrating the ability to assess vascular images or exam results and determine whether they are sonographically normal or abnormal.

1. **Communicate Effectively**

by composing clear, well developed and accurate student sonographer’s impressions of vascular studies.

1. **Behave Responsibly**

by recognizing the criteria for a “critical result” and identifying the proper subsequent course of action.

1. **Utilize Technology**

Understand the appropriate ways to apply sonographic principles through the control panel in order to alter and optimize vascular images or data.

**Methods of Evaluation/Outcomes Assessment:**

The primary Method of evaluation will be through practical application of the course content. Assessments include but are not limited to: quizzes, workbook assignments, written assignments, discussion boards, individual projects and exams.

Student mastery of THE INSTITUTIONAL Learning Outcomes (ILO’s) will be demonstrated through a final course grade of 80% or above.

**Methods of Instruction:**

This course is taught using a variety of instructional methods which include but are not limited to: videos, lecture notes, computer presentations, student presentations, online simulations and portfolio work. Students are expected to be *ACTIVE* participants in the learning process. Students are expected to complete all reading assignments *PRIOR* to the corresponding online course discussions.

**Grades:**

Grades will be based on the total number of points the student earns compared to the total number of points possible for that semester. Points are earned by completing quizzes, workbook assignments, written assignments, discussion boards, individual projects and exams.

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| ***Letter Grade***  | ***Percent Grade***  | ***Outcome***  |
| *A*  | *90-100*  | *Pass*  |
| *B*  | *80-89*  | *Pass*  |
| *F*  | *Below 80*  | *Fail*  |

**Exams –** Exams will be given on the dates given in this syllabus.  If an exam is not taken at the scheduled time and arrangements for a make-up exam have not been made, the grade for that exam will be zero.  No make-up exam will be considered unless your instructor is personally notified prior to the absence.

**Discussion Boards:**

If you miss a discussion board initial post or response, you may make up the points lost by an alternate assignment of the instructor’s choice. It is he student’s responsibility to inquire of the instructor for an alternative assignment. The discussion board rubric for this course is included at the end of this syllabus. Each initial post or response missed will be counted as an absence from the class and could result in a violation of the SFCC student attendance policy.

**Withdrawals:**

You should talk with your instructor before withdrawing from any course. Perhaps there is a problem that can be solved in another way. While an instructor may administratively drop you for non-attendance, it is ultimately your responsibility and in your best interest to withdraw from a course yourself. Refer to the current semester class schedule for the last date to withdraw. After that date you cannot withdraw and you will receive a letter grade even if you stop attending class.

**Academic Honesty:**

You are encouraged to assist each other and exchange information in order to master the concepts and skills covered in this class and to seek tutoring if necessary. However, collaboration on any graded assignment or exam to the extent that it is not an individual student's total, personal effort will be considered as a violation of the Student Conduct Code as printed in the Student Handbook.

When an academic exercise is designed to result in a grade, any of the following activities constitute violations of academic honesty unless expressly authorized in advance by the instructor.

1. Plagiarizing any information or idea and submitting it as one’s own work:
* Using actual words from another source, failing to surround those words in quotation marks, and failing to provide the appropriate citation.
* Paraphrasing the words or another source without providing the appropriate citation, excluding general knowledge that can be found in three or more sources.
* Using an idea from another source and failing to provide the appropriate citation.

1. Cheating in any form involving academic work:
2. Copying any information from another student including tests, worksheets, computer files, reports or other documents that are presented for a grade.
3. Obtaining or attempting to obtain an unauthorized copy of a test or an answer key.
4. Taking an exam or completing coursework for another student in a traditional or online course, or allowing another student to provide these services.
5. Using unauthorized information during a test.
6. Collaborating with another student for a test or other graded assignment without the consent of the instructor.
7. Purchasing any document and presenting it as original work.
8. Bribing or attempting to bribe an instructor, staff member or student to alter a grade.
9. Inventing information to support a research paper or other class project.
10. Falsifying any information provided to the college including forging signatures or tampering with official documents.

Academic misconduct violations will result in a minimum of a zero grade for the paper, assignment, or test on which the violation occurred. Instructors may recommend a more stringent course of action to the dean. Upon consultation with the instructor and the student, the dean may choose an additional penalty.  In very serious or repeated cases of academic misconduct, the penalty may include failure of the class or expulsion from the college. A description of academic misconduct, including specific descriptions of penalties for academic misconduct, will be included in the syllabus for each SFCC course.

**PLAGIARISM AND THE 21ST CENTURY**

In higher education, students are expected to uphold academic integrity regarding the use of information and information resources. This can be a challenge for beginning researchers. The following links are provided to inform, develop competence, and increase your personal confidence in conducting research. Although the focus of this module is primarily about plagiarism, you will want to be familiar with the following terms or concepts:

* Plagiarism: citing, quoting, paraphrasing, MLA, APA, Chicago,
* Copyright
* Trademarks
* Public Domain
* Fair Use

It is recommended to move through the links below in sequence.

1. Avoiding Plagiarism: <http://youtu.be/2q0NlWcTq1Y>
2. What needs to be cited: <http://youtu.be/atTRlg6iaGo>
3. The Paraphrase Challenge (20 min). It isn’t always easy to put someone else's words and ideas into your own language. Here are some video and text links to assist you.
* Paraphrase without plagiarizing = [http://owl.english.purdue.edu/owl/resource/563/2](http://owl.english.purdue.edu/owl/resource/563/2/)
* Get your beginning paraphrasing strategy with this superb video = <http://youtu.be/sgMJ16WUEPg>
* What if your paraphrase doesn’t make sense without some words from the original content? Another helpful video: <http://youtu.be/u1t0G7ZnRG8>
* Superb video = <http://youtu.be/sgMJ16WUEPg>

**Right of Privacy:**

The public posting of grades either by the student’s name, institutional student identification number, or social security number WITHOUT THE STUDENT’S WRITTEN PERMISSION is a violation of FERPA.  This includes the posting of grades to a class/institutional website and applies to any public posting of grades for students taking distance education courses.  Instructors and others who insist on posting grades should use a system that ensures that FERPA requirements are met.  This can be accomplished either by obtaining the student’s uncoerced written permission or by using code words or randomly assigned numbers that only the instructor and individual student know.  The order of posting should not be alphabetic.

Even with names obscured, numeric student identifier numbers are considered personally identifiable information.  Therefore, the practice of posting grades by social security number or student identification number violates FERPA.

Notification of grades via a postcard violates a student’s privacy.

Instructors will visit with students about grades but student information will not be given to family members or representatives without written permission from the student.

**Tutoring:**

Free tutoring is available to any SFCC student for math courses and writing assignments.  The Tutoring Lab is located in Yeater 150 (right off of the Yeater Lobby).  Other subjects are tutored throughout the semester at the request of an instructor.  For more information about tutoring, including online math and writing tutoring, go to the Campus Resource tab within MyStar and click on the tutoring link under the Academic Success Center (center column). You can also call at 660 596-7304.

**Special Services Accommodations:**

Students with disabilities who require special accommodations should contact the SFCC Access Office, located in Student Services, Hopkins Building, 660-530-5832, at the beginning of the semester.  If you have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please see me privately after class or make an appointment to meet with me in my office. Please know that reasons for all disability services are confidential and will never be discussed with any instructor, student, or staff, without your written consent.

Non-Discrimination/Accommodation Notice:

State Fair Community College does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, veteran status, or age in its programs and activities or in employment.  The following persons have been designated to handle inquiries regarding the nondiscrimination policy: Director of Human Resources, Hopkins Student Services Center, (660) 596-7484, or Director of Student Life and Development, Hopkins Student Center, (660) 596-7393.  The Hopkins Center is located on SFCC‘s Sedalia campus at 3201 W. 16th St. Sedalia, MO. 65301.  Inquires also may be directed to the U.S Department of Education, Office of Civil Rights at OCR.KansasCity@ed.gov.

Accommodation Notice:

Interested persons may obtain information as to the existence and location of services, activities and facilities at State Fair Community College that are accessible to and usable by persons with disabilities by contacting the Access Counselor, Student Services Office, Hopkins Student Services Center Room 751, SFCC, 3201 W. 16th Street Sedalia, MO. 65301, (660)-530-5832.

**Student Success Center:**

The mission of the Student Success Center is to work with you to help you define, clarify, and achieve your academic, personal, and professional goals.  The Student Success Center connects students who are having difficulty in their courses with the support they may need to succeed.  A number of support services are available at SFCC to help you achieve your educational goals.  If you have questions or concerns about your ability to succeed during the semester, please do not hesitate to contact the Center at success@sfccmo.edu or 660-596-7253 or stop by Yeater 100.

\* Although we will not meet in a physical classroom at any time for this course, the following classroom etiquette expectations still apply to some aspects of the online classroom and serve as a reminders of good general practice for lectures, classes, presentations, seminars or meetings.

**Classroom Etiquette—Your Instructor’s Expectations\***

Please arrive at class on time or before the starting time. Please attend all classes unless there is good reason to miss. If you must miss class, please inform your instructor ahead of time, by phone, by e-mail, or in person.

Please come to class prepared for the work to be done and in a positive frame of mind so that you are ready to learn. Please complete readings and other assignments on time. Please bring all necessary course materials such as paper, pencil, required books, handouts, and notes.

Please try to be pleasant and positive in your classroom behavior. Show respect for all class members. Address legitimate grievances appropriately, preferably outside of normal class time. If you have a problem with your instructor, please try to solve the problem with him or her before appealing to a higher authority.

When responding to classroom questions, please do not interrupt a fellow student or the instructor. Take your turn. When you respond to another student’s comment, please try to acknowledge the other’s position. When responding, please try your best to call other class members by name.

Please turn off all cell phones and pagers while in class.  If you must be on call, set the device on vibrate and quietly leave the room before answering the call.

Please treat the furniture and equipment in the classrooms and computer labs as if they were your own. Throw any trash away on your way out.

Please remember that for the protection of our facilities and equipment, food and drinks are not allowed in the classrooms or labs.

Leave classrooms and labs as you find them, turning off equipment as necessary and pushing in chairs.  Before leaving your computer, please log off the network.

Classes will begin on time and end on time. If you need to know about schedule or assignment changes, please ask at the beginning of class. If you must leave early, please inform your instructor and leave quietly.

You will do better if you are interested in the class, and the best way to be interested is to get involved. Talk to your friends about the material, and look for current applications or examples about the course issues in newspapers or popular magazines and on the Web. If you can make connections between yourself and the course materials, you will be a happier and a better student.

Most of all, keep in touch with the class syllabus, the instructor, and your classmates. You will do better when you feel you are a real part of the class.

\***Source**:  Instructor’s Guide, *Business Communication, Process and Product*, M. E. Guffey

**DISCUSSION FORUM NETTIQUITTE**

**Use the appropriate discussion forum**

In an online course using discussion boards, some students mistakenly post a message to an incorrect discussion forum. Please use care to post your messages to the correct discussion forum. For assignments you will only receive credit for things posted to the appropriate forum.

* Requests for general questions and information should be posted to the "General Course Questions" discussion forum. You should first post all general questions regarding assignments, readings, course information or technology questions to the help discussion forum. Use e-mail to send a general question about the course to me only after you have posted the question on the discussion forum and waited at least 24 hours for a response.
* Assignments will require that you post to a specific discussion forum as specified in the instructions for that assignment. Only postings made to the appropriate discussion forum will be counted as completing the assignment.

**Be professional and courteous in all discussion forum postings**

* Flaming will not be tolerated under any circumstances. If it is necessary for me to become involved in flame wars, I will be very unhappy. In borderline cases, I will privately email the relevant parties and they will be given the opportunity to tone down their comments and/or apologize. Serious cases of flaming or spamming the groups will results in disciplinary actions or grading penalties depending on their severity.
* Remember that discussion forum postings are public and can (and should) be read by all members of the class. Never post anything that you would mind seeing on the evening news and that you would be unwilling to say in class. If you want a message to me or another student to be private, use e-mail rather than the discussion forum; however, remember that even e-mail is not entirely secure.
* Enjoy your writing but use humor with care - the written word can be cruel. Be polite and keep personal matters where they belong - person-to-person.
* Make sure to identify yourself in all discussion forum postings.
* Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
* Be as clear as possible. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
* Do not use all caps. This makes the message very hard to read and is considered "shouting.
* Proofread your postings carefully for errors in grammar, style, and mechanics (spelling, punctuation, abbreviation, numbers, and capitalization). You may want to compose in a word processor, then cut and paste the message into the discussion forum).
* Organize carefully. Get to the point quickly. State your purpose for writing at or near the beginning of your message whenever possible. Cover the main points in an appropriate order to support your purpose. Use standard English rules and words; “netspeak” is in appropriate.
* Make sure that your posting have a purpose. Avoid postings such as "I agree," "I don't know either," "who cares," or "ditto." They do not add to the discussion, take up space on the Discussion forum, and will not be counted for credit.

**Use clear subject lines**

* Make sure to use subject lines in the discussion forum that let the readers know what to expect from your message. Often assignments will specify that you use a specific subject line; in these cases you MUST follow the directions to be given credit for your posting.
* If you are replying to someone else's post, use the "reply" button rather than the "compose" button. This will insure that others know that the two posts are related.
* If the subject in a particular thread evolves and changes, change the subject line accordingly.

*This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.*



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