



Course Name: Introduction to Sonographic Reasoning and Research

DMS 103

Semester: Spring

Number of Credits: 2

Days Class Meets: Monday-Sunday

Meeting Times: Monday-Sunday

Location: Online

Instructor: Jessica Hagerty, RVS

Office:

Contact Phone:

Contact Email: Hagertyjessical@jccmi.edu

Weekly Online sessions: Tuesdays 9:30 AM – 10:00 AM (Starts on July 21st)

Online: Jetnet

Course Description

In this course students are introduced to the sonographic reasoning method framework, founded by Steven M. Penny, MA, RT(R), RDMS and Anna Zachariason, BS. Using the analytical framework students will be provided a fundamental approach to critical thinking and problem solving associated with vascular ultrasound examinations. This course explores basic research steps and the importance of contributing to sonography education and becoming lifelong learners. Students will become members of the Society of Vascular Ultrasound and begin exploring the process for writing abstracts and journal articles.

Prerequisite(s)

Acceptance into VSON program

Course Goals: Learning level upon completion

Introduce (knowledge and comprehension) =I

Rationale: The application of research and reasoning are essential skills in the contribution of life-long learning and performance proficiency across the spectrum of vascular exams.

This lesson will begin to address the program accreditation curriculum standards of the

[Commission on Accreditation of Allied Health Programs\(CAAHEP\),](#)

- Demonstrate the importance of continuing education
- Demonstrate the process of sonographic reasoning

Class Competencies

- Join the Society of Vascular Ultrasound,
- Practice Sonographic Reasoning
- Conduct Research
- Identify credible sources
- Practice the process of journal and abstract writing

Textbook

Open Education Resources (OER)-students will not have to purchase books for the course

Extras

Computer, secure high-speed internet service, mobile Moodle app, twitter, Google Apps, video recording device.

Course Management

Learning is a process. We will use small steps when learning new content. In the course, we use the following learning plan “**Learn**”-Engage in new material with lessons and textbook readings “**Practice Assessments**”- Engage in interactive activity assessments. The assessments will show the student and teacher strengths and weaknesses as the student moves towards competency. The information may shape how the teacher supports the student and how the student modifies his or her practices. Some activities are required, and some are optional (see syllabus for required activities) “**Evaluations**”-projects are designed to evaluate and categorize level of knowledge and skills. The information may shape how the teacher and student modify learning processes where needed.

Grading Procedure

****Students must maintain a 2.0 in each DMS class to remain in the vascular sonography program****

[Maker Lesson](#) is worth 100 points x 2, a minimum of 85% is required to demonstrate knowledge and comprehension of course goals

Module Class Sharing – 10 points each

Grading Scale

4.0	94-100%
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3.5	90-93%
3.0	85-89%
2.5	80-84%
2.0	79-75%
1.5	74-70%
1.0	69-64%
0.5	63-60%
0.0	Below 60%
4.0	94-100%

Failure

A 2.0 or "C" is a passing grade for Jackson College vascular ultrasound program. In this course, a student is required to earn a minimum score of 85% on module assessments and evaluations. A score less than 85% will prompt a corrective plan designed by the student and teacher. If scores remain below 85% a more intensive plan will be discussed, and a written warning will be issued. Students will be encouraged to contact the Center for Success and assigned navigator for additional support plans.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Makeup Policy

Instructors will work with students on an individual case scenario.

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College’s general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Calendar

Calendar timelines and assignments are an approximation and could be changed. The schedule of this course is designed to allow learners to work at his or her own pace. The course is delivered in 7-weeks and requires attention, focus and good time management skills. Milestones are put in place to pace learners and create a check-in opportunity. If a learner does not meet the milestones for each chapter, the learner may be required to submit work more often and meet regularly with the instructor

Module #	TOPIC	MILESTONE	HOMEWORK
1	Introduction to the Society of Vascular Ultrasound;	July 26	<p>Module 1 Research</p> <ul style="list-style-type: none"> • Post an introduction in the Module JetNet Forum. • Explore SVU website and student center • Share images of research notes from what you learned exploring the SVU website in Jetnet module forum. • Complete the entry-survey.
2	Introduction to medical Research and writing	July 26	<p>Module 2 Learn Research Writing</p> <ul style="list-style-type: none"> • Research stage 1 lesson concepts using web resources (Youtube videos, wiki’s, blogs, JetNet instructional material and compose a 50-100 word summary of your findings. Use OneDrive word of Google docs. Share the link in the Jetnet Forum and compose a 3-5 minute video in Jetnet BBB button discussing the summary findings.
3	Introduction to the Sonographic Reasoning Framework; Inductive	August 9	<p>Module 3 Research a problem/question</p> <ul style="list-style-type: none"> • What question/problem have you always wanted to know more about? You may choose whatever you want. An example could be: How can I improve my endurance while running? Why does smoking injury

	vs. Deductive Reasoning		<p>the arterial walls? How does atherosclerosis lead to a stroke?</p> <ul style="list-style-type: none"> • Use the Practice Project template to summarize your question and research. • Share the question/problem via BBB and discussion via JetNet Forum.
4	Clinical History; Clinical Hypothesis	August 9	<ul style="list-style-type: none"> • Module Class Discussion
5	Investigative Imaging; Sonographic Findings; Clinical Correlation	August 23	<p>Module 5 Practice Project #2</p> <p>Using research and sonographic reasoning framework you will work through the vascular exam scenarios.</p> <p>Venous Duplex- Why does the patient have right lower Extremity Pain</p> <p>Carotid Duplex-Why does the patient have visual disturbance</p> <p>Arterial Duplex Bilateral LE –Why does the patient have pain while walking</p> <ul style="list-style-type: none"> • Begin with research of the exam and associated questions. • Select one of the answers you discovered (Example might be: Deep vein thrombosis, venous insufficiency, or atherosclerosis) and research associated signs and symptoms a vascular sonographer might ask (think of sonographic reasoning investigation). • Begin researching the exam protocols used in vascular labs (IAC protocols) • Next, fill in the fields of the framework.

6	Application of course work Why does it all matter? Join the Society of Vascular Ultrasound	August 23	Module 6 Test/Share <ul style="list-style-type: none"> Share the scenarios and completed framework via BBB and discussion via Jetnet Forum The video should be 5-8 minutes long and include, notes, sources and overall what you learned.
	Maker Lesson Plan	August 28	Grading and final feedback

Important Dates:

DATE	EVENT
JULY 13, 2020	CLASS BEGINS
AUGUST 30	SEMESTER ENDS
AUGUST 31	FALL SEMESTER BEGINS

Student Responsibilities

Student must actively participate in on-line course work, daily clinical activities and daily scheduled vascular exams. Additionally, students will log required number of clinical hours, clinical data, and be prepared to discuss daily clinical experiences. At all times students will behave in a manner supportive of the SDMS code of ethics. <https://secure.sdms.org/about/who-we-are/code-of-ethics>. Students are responsible for providing the clinical assessment sets and evaluations to their clinical instructor(s) a minimum of two weeks prior to due dates. Students are responsible for following up with the assessment/evaluation outcomes. Students are responsible for submitting all clinical work to the program faculty on or before the due date.

Attendance- Participation Policy

For online sections:

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate *within the first couple days of the term* to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you

Caveat

Some revisions may be necessary during the course. Assessment tools and instruction may need to be modified as needed to improve the learning experience for all learners. The modifications could be as a class or on an individual basis. Learner and Instructor must agree to the modifications.

Jackson College Serves (Community Service)

Minimum of 8 hours of community service by the end of the program. The required event must be health related and preferably an event that provides information and screenings related to vascular health.