

Obstetric and Gynecologic Sonography

DMS201.11

Fall 2020

Number of Credits: 4

Days Class Meets: TBD

Meeting Times: Online TBD

Location/Venue: IBL

Instructor: Stephen Geiersbach MS, RT(R),
RDMS

Contact Phone: : 517 917-4815

Contact Email: geiersbstephenm@jccmi.edu

Online Office Hours: Online TBD

Course Description

Students learn in-depth, cross-sectional anatomy and pathology as related to sonographic scanning of the pelvis in the adult and pediatric patient, and the gravid uterus. The class gives attention to physiologic and pathological change of specific, non-specific diseases, and trauma as they relate to sonographic interpretation of the pelvis and gravid uterus. Mastery level achievement is encouraged and expected.

Prerequisites:

Prerequisite(s)

Acceptance into DMS General Program.

Course Objectives

- At the completion of this course, students will be able to initiate investigation and exploration of knowledge and pose challenging questions.
- At the completion of this course, students will use an expanded vocabulary.
- At the completion of this course, students will understand that human behavior has consequences for the welfare of others.

These objectives will be measured via the discussion forums, and study guides.

Textbook (chose appropriate options below)

Norton, M., Scutt, L., Feldstein, V., Callen's Ultrasonography in Obstetrics and Gynecology 6th edition, Elsevier 2017 ISBN# 978-0-323-32834-0.

[eBook from Amazon](#)

Text Book Zero! This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.

This book will benefit you for the ARDMS boards and throughout your career!

Scharf, Janice. Essentials of Obstetrics & Gynecology Ultrasound 4th edition, Pegasus Lectures, Inc. 2016 ISBN#978-1-933250-02-1

No digital option for this text.

Follett Access! Please review the cost of your required materials at the following link to determine the best option for you to purchase your materials:

<https://www.bkstr.com/jacksonstore>

For more information on the Follett ACCESS Program, you can view the frequently asked questions here: <https://www.jccmi.edu/bookstore/student-services-follett-access/>.

If after reviewing the costs, you choose to opt out, you may do so here: www.jccmi.edu/optout.

Please note your opt out selection is for your entire semester schedule. You cannot opt out and opt in to individual courses. And you must opt out by the due date for your first class.

Class Starts On:	Opt Out Date:
August 31, 2020	September 3, 2020
October 6, 2020	October 9, 2020
October 27, 2020	October 30, 2020
November 11, 2020	November 14, 2020

If you have questions about materials, please contact the Jackson College Follett bookstore at jackson@bkstr.com. For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu.

Expectations and Responsibilities

Reading assignments are minimal. It is recommended by the facilitator that students read the appropriate chapters corresponding to the topic of discussion for reinforcement and clarity of understanding. It is highly suggested that students utilize as many references as possible to enhance their learning and understanding. The minimum

amount of material is presented for you to be successful at the ARDMS so you need to understand what is presented. Some areas will require memorization while other areas require you to think out the process and apply the knowledge of what you have.

Course Requirements of Participants:

Students must be aware, to experience successful outcomes, that this course **requires serious commitment and time management skills** to complete required readings, research, developing an understanding for pathological change of specific and non-specific nature, and trauma as it relates to sonographic imaging and interpretation of the pelvis and gravid uterus. Participation is a graded requirement via the forum's and wiki's.

*All quizzes and tests **must** be completed by the due date. You can access them anytime you are ready to take them. **Quiz questions are from outside sources and will likely require some research.** All quizzes may be taken twice, but will not be timed. **Tests** will be timed and only accessible once. **It is the student's responsibility to have a secure internet connection before attempting any test (preferably high speed). Failure to do so may result in a zero score. If you have ANY issue taking an assessment contact me immediately via e-mail.***

Facilitator responsibilities:

The facilitator's responsibilities include facilitate learning by providing and explaining the necessary materials for each student to understand the assignments and develop course objectives to a near mastery level. Knowledge gained from this course should aid students in their clinical experiences.

Facilitator Response Expectations:

Under normal conditions, student's can expect a response to questions posed within a 48 hour period or sooner. Students should not expect a response during weekends and holidays. However, the facilitator will make every attempt to access the course frequently.

Student Responsibilities:

Students are expected to be present, prepared and interact with each session. The facilitator presumes that assignments, including reading, will be completed on time. Such preparation allows the student the best learning opportunities to understand the material presented and pose questions in areas requiring clarity. The pace of this course makes it very difficult for a student to catch-up once a student falls behind. It is highly suggested students create and participate in small study groups either virtually or in person. Students may use the HLC lab/study area, or Skype for this purpose.

Facilitator is willing to *schedule* conference time with groups or individuals upon request.

Expectations of Students by Facilitator RE: Course Interactions:

It is expected that each student will access the course site no less than *twice/week* for the purpose of contributing to discussion forums, taking quizzes, and reviewing *announcements*. It is highly suggested that students access the course site 3-5 times/week to increase their probability of experiencing successful learning outcomes. It is easier to do a little each day than it is to be overwhelmed once a week.

Quality:

Student contributions to discussion forums must stay on the subject and provide added value to be considered for grading purposes. Students are highly discouraged from contributions that add no value, e.g., "I agree with ..." or "great job" these types of comments while informal, do NOT add value to a discussion and will not receive any points. Students receive point values for quality contributions (those that add value) as opposed to the number of contributions a student may provide. This may include probing questions/answers that expand the discussion and bring information from alternative sources than course text and materials. If a source is a website, be certain to include the web address. The facilitator expects a **minimum of 1 weekly contribution to each required discussion** area for the specific week. This does NOT mean that a student must contribute to each and every individual post. Weekly clinical chat will be a requirement. Again, I reiterate that *contribution quality is more important than quantity*.

Late Assignments:

After the due date, assignments are considered late. Late assignments are deducted by 50% for each day they are late.

Exam Process- Respondus

To protect the fairness and integrity of the exams, students will be required to take exams using Respondus Lockdown Browser and Monitor. This is an online test proctoring software that requires a download to your computer. Training and practice of Respondus technology will be provided in advance of the first exam. A Mac or PC that has a webcam and microphone is required to use Respondus. If you do not have this technology, please contact your instructor right away. Students are expected to complete the Respondus Practice quiz on time. This is to give our IT department time to help troubleshoot issues **before** exam 1 begins. Failure to complete the Respondus quiz on time may result in instructor-initiated drop.

Grading Procedure

Grading

"The size of your success is measured by the strength of your desire; the size of your dream; and how you handle disappointment along the way." Robert Kiyosa

Study guides	20 pts each	220	10%
Sonosim	50 pts each	500	22%
Quizzes	30 pts each	330	15%
Tests	150 pts each	300	13%
Midterm	200 pts	200	8%
Final	500 pts	500	22%
Discussion	20 pts per forum	220	10%
Total		2270	

A 2.0 or better is required to advance to DMS-212.

A 2.0 is a passing grade. Only courses with passing grades count toward graduation. Other colleges transfer in only courses with passing grades. Many financial aid sources, including most employers, require passing grades. Additionally, earning less than a 2.0 in a class results in not being able to participate in the next level of courses in a discipline which requires this course as a pre-requisite. If you attempt to register for the next course sequence and have not passed the pre-requisite course, you will be dropped from that class.

Some revisions may be necessary during the course due to school policies, textbook issues, test issues, etc. Any change will be posted as a course announcement.

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%

1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Failure

Any circumstances under which a student could be dismissed from or failed in the course that is not covered in other college publications. In pass/fail courses, a listing of minimal competencies.

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

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.

Help

Available learning services or opportunities for students seeking help with their course work. May include learning centers, reserved library materials, counseling services.

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

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 of 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. School closing policies, instructor illness and other procedural improbabilities are described for students.

Calendar

Match session with the session in the class.

I recommend that you print off the lesson notes, then do the reading and take notes on the lesson notes. The reading looks like a lot, but Callen has many incredible images that take up much of the reading. Read Scharf 1st, and then Callen

ALL WEEKLY ASSIGNMENTS ARE DUE SUNDAY'S AT 11 PM ET. Sonosim assignments are due near the end of the semester. All Sonoworld Lectures (embedded into the Lessons) will require you to create an account (free) and log in. Go to <http://sonoworld.com/> to create your account. They take a while to load, so be patient. They usually run from 30-60 minutes and are included for the audio learner.

THE QUIZZES WILL HAVE 2 ATTEMPTS, AND NOT BE TIMED. NO RESETS WILL BE ALLOWED, SO BE SURE YOU HAVE A SECURE/RELIABLE CONNECTION AND A BACKUP PLAN.

Session 1

Reading: Scharf ch. 1, 2, & 3, Callen ch. 26 & pg. 846-857, 1001-1008

Lesson: Gynecology

Study guide 1

Discussion

Quiz 1

This is the suggested lesson to do the following Sonosim assignments (due near the end of the semester)

- Advanced Clinical Gyn Nonpregnant Normal Uterus

- Advanced Clinical Normal Adnexa

Session 2

Reading: Scharf ch.4 & 5, Callen ch.27, 30, & 31, pg. 857-881, 1009-1022

Lesson: Gynecologic Abnormalities

Study guide 2

Discussion

Quiz 2

This is the suggested lesson to do the following Sonosim assignments (due near the end of the semester)

- Advanced Clinical Gyn Nonpregnant Abnormal Uterus Part 1
- Advanced Clinical Gyn Nonpregnant Abnormal Uterus Part 2
- Advanced Clinical Nonmalignant Adnexa Conditions
- Advanced Clinical Malignant Adnexa Conditions

Session 3

Reading: Callen ch. 1 & 32

Lesson: Infertility

Study guide 3

Discussion

Quiz 3

Session 4

Reading: Scharf ch.6, 7, & 9, Callen ch. 3, 4, & 5 pg. 118-119

Lesson: Early Pregnancy & 1st Trimester Abnormalities

Study guide 4

Discussion

Quiz 4

This is the suggested lesson to do the following Sonosim assignments (due near the end of the semester)

- Core Clinical OB/Gyn

Session 5

TEST 1 (Timed) Click on the link to the test for specific info

This is the suggested lesson to do the following Sonosim assignments (due near the end of the semester)

- Advanced Clinical First-Trimester Pregnancy

Session 6

Reading: Scharf ch. 12 & 21, Callen ch.19 & 20

Lesson: Fetal Environment

Study guide 6

Discussion
Quiz 6

Session 7

Reading: Scharf ch. 10 & 11, Callen ch. 8, 21 & 22, pg. 121-128
Lesson: Fetal assessments
Study guide 7
Discussion
Quiz 7

Session 8

Midterm (Timed, NOT Proctored). Click on the link to the test for specific info
The Midterm exam is a timed comprehensive exam covering all material to date. All students should be certain they have very reliable Internet provider service and a computer that can bring up numerous .gif or .jpeg images. Students will NOT want to get bumped off by an ISP. You must have a backup plan if not taken on a campus or testing center, as it is your responsibility to have a secure/reliable connection for all tests.

There is a lot of reading for session 9 so you may want to take the midterm early and get a jump on the reading.

This is the suggested lesson to do the following Sonosim assignments (due near the end of the semester)

- Advanced Clinical Second & Third-Trimester Pregnancy Part 1
- Advanced Clinical Second & Third-Trimester Pregnancy Part 2

Session 9

Reading: Scharf ch. 15, 16, & 19, Callen ch. 9, 10, & 11
Lesson: Fetal Face, Neck and, Neural Axis, & Fetal Musculoskeletal
Study guide 9
Discussion
Quiz 9

Session 10

Reading: Scharf ch. 17 & 18, Callen 12 & 13
Lesson: Fetal Chest Abnormalities
Study guide 10
Discussion
Quiz 10

Session 11

Reading: Scharf ch. 13 & 14, Callen ch. 14 & 15
Lesson: Fetal Abdomen & Genitourinary Tract
Study guide 11
Discussion
Quiz 11

Session 12

Test 2 (Timed)

Click on the link to the test for specific info

Session 13

Reading: Scharf ch. 8, 20 & 22, Callen ch. 2, 7, 17, & 18 (2 & 16 optional)

Lesson: High-Risk Obstetrics & Chromosomal Defects

Study guide 13

Simtics Fetal Growth and High Risk

Discussion

Quiz 13

Session 14

Reading: Callen ch. 24 & pg. 46-48

Lessons: 3D in Ob/Gyn, Fetal Procedures and Postpartum

Study guide 14

Discussion

Quiz 14

Session 15

Final Exam Due FRIDAY MAY 1st (Timed, Respondus LockDown Browser)

Click on the link to the test for more info

The final exam will be a timed, comprehensive exam using the Respondus LockDown Browser.

LockDown Browser Requirement

This course requires the use of LockDown Browser for online exams. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Important Dates: Fall 2020

Event	Dates	Notes
REGISTRATION BEGINS FOR ALL STUDENTS <i>New students must contact Admissions at 517.796.8425 prior to registering for classes.</i>	June 15, 2020	Register – Fall 2020
Semester Dates	Aug. 31 – Dec. 19, 2020	
Faculty Learning Days	Aug. 26 – 28, 2020	
Labor Day	Sept. 5 – 7, 2020	No classes
Thanksgiving Break	Nov. 25 – 29, 2020	No classes

