



DMS 265 Clinical II

Fall Semester

Course Information

- Number of Credits: 3
- Days Class Meets: Monday-Sunday
- Meeting Times: Posted on Course Home Page
- Location/Venue: Online(synchronized, and asynchronous)

Instructor Information

- Instructor: Jessica Hagerty, RVS; Shani Lebaron, RVT
- Contact Phone: See Meet The Teacher Block
- Contact Email: See Meet The Teacher Block
- Online Office Hours: See Meet The Teacher Block

COVID-19 Syllabus -the clinical schedule for this course modified to reflect the rapid changes due to the novel COVID-19 pandemic

Course Description

This course is a continuation of DMS 161. Students receive 300 plus hours of supervised clinical experience in an approved vascular laboratory. It also provides hands-on experiences in basic and advanced color Doppler imaging (CDI), hemodynamics, segmental pressures and duplex sonography. Students are instructed and supervised by registered vascular technologists

Prerequisite(s)

Acceptance into VSON program

Course Goals

Competencies Defined by CAAHEP (Vascular Specialty)

Competency Category-**Patient Care**

Demonstrate knowledge and application of patient care

1. Anticipate and be able to respond to the needs of the patient a) Demonstrate age-related and cultural competency b) Demonstrate appropriate patient care in settings outside of the sonography department.
2. Take part in basic patient care and comfort.
3. Transport and transfer of patients with support equipment
4. Life-threatening situations and implement emergency care as permitted by institutional policy

Competency Category-**Patient Safety**

Demonstrate knowledge of medical ethics and law

Demonstrate knowledge and application of types and methods of infection control

Demonstrates knowledge of the interaction between ultrasound and tissue and the probability of biological effects in clinical examinations

1. Reporting and documentation of incidents and/or adverse reactions
2. Uses professional scope of practice and clinical standards
3. Practices standard precautions, isolation procedures, aseptic and sterile disinfection
4. Cleans equipment, transducers, and accessories using the appropriate cleaning solutions.
5. Patient's right to privacy based on applicable legal and regulatory standards ;HIPAA ;Electronic documentation and transmission
6. Follows Sonography professional code of ethics
7. Uses examination of machines settings and questioning system settings.

Competency Category –**Communication /Professional Lab Practices**

Demonstrate knowledge of the roles and responsibilities of healthcare professions to effectively communicate and collaborate in the healthcare environment

1. Obtain, evaluate, document, and communicate relevant information related to sonographic examinations.
2. Uses clearly, concisely appropriately, oral and written communication skills appropriate for a sonographer
3. Compliance with program and clinical education facility policies and procedures
4. Exhibits professional behavior through positive team development; conflict resolution dependability; work ethics (arrives on time and remains for entire shift)

Competency Category –**Student Learning**

Demonstrate awareness of resources for professional development

Demonstrate knowledge of medical and sonographic terminology.

Demonstrates interest and a willingness to learn.

1. Chooses the appropriate terminology when writing and communicating ultrasound findings.
2. Applies: clinical knowledge; theory knowledge; tips and techniques; asks questions often and when necessary

Competency Category –**Psychomotor Development**

Demonstrates the fine motor skills and recognition of sonographic anatomical structures during image acquisition

1. Displays hand eye coordination; probe control and smooth manipulation; movement between scan plans

Competency Category –**Ultrasound**

Demonstrates knowledge and understanding of acoustic physics, Doppler ultrasound principles, and ultrasound instrumentation

Demonstrate knowledge of normal and abnormal peripheral vascular physiology and hemodynamics.

Demonstrate knowledge of mechanisms of vascular diseases, vascular pathophysiology, and hemodynamic effects

Demonstrate knowledge of the role of ultrasound for evaluation of vascular surgical procedures or interventions, including a role in planning, intra-procedural guidance/technical evaluation, and/or post-procedure assessment.

Demonstrate knowledge in ultrasound-guided procedures

Demonstrate knowledge of anatomy and anatomic variants of the cardiovascular system.

Demonstrate knowledge and application of quality assurance and statistical tests used in a vascular laboratory.

Demonstrate knowledge and application of quality assurance and statistical tests used in a vascular laboratory.

Demonstrate knowledge and application of ergonomic techniques

Demonstrate knowledge of other vascular procedures emphasizing indications, utility, and limitations of these procedures

Demonstrate knowledge and understanding of clinical vascular diagnostic procedures through using the laboratory's procedure manual and testing protocols

Knowledge of importance and impact of other laboratory values and invasive and non-invasive testing/imaging modalities

Demonstrate knowledge and understanding of clinical pharmacology as it relates to vascular evaluation and stress testing

Demonstrate knowledge, understanding, and proficiency in the use of quantitative principles applied to vascular testing

1. Explores instrumentation and settings; adjusts settings to produce a diagnostic image.
2. Identifies & explains normal and abnormal Doppler waveform patterns
3. Explain the impact to hemodynamics in the presence of vascular disease (across the spectrum)
4. Describes the purpose of the individual vascular procedures across the spectrum including, but limited to: angioplasty; atherectomy; endarterectomy; endovenous ablation; stents, native and synthetic bypass grafts; vein bypass grafts
5. Describes the role of the technologists; prepares documentation; gathers information; assists with procedure
6. Identifies and differentiate through ultrasound imaging the anatomy and surrounding structures
7. Discusses correlations of clinical findings and other imaging exams; defines tests of accuracy
8. Actively engaging in daily routines of the laboratory and quality improvement sessions
9. Describes the types of work-related MSI disorders.
10. Employ ergonomically correct scanning techniques; practices industry standards and OSHA guidelines; uses best practices to ensure prevention of injury
11. Researches and asks questions related to the connections with vascular exams limitations, utility and indications
12. Demonstrate knowledge and understanding of clinical vascular diagnostic procedures through using the laboratory's procedure manual and testing protocols
13. Researches other exams ordered and discusses correlations and non-correlations.
14. Asks questions pertinent to case treatment and exam ordered.
15. Recalls exam measurement criteria and explains the significance of the criteria in the exam process; measurements are accurate

Textbook (chose appropriate options below, delete what does not apply)

Required:

A Guide to the Vascular System 2nd Edition (workbook); The Vascular System
2nd Edition Ann Marie Kupinski 9781496380593

Rachel Kendall: Workbook 13:978-1-4963-8563-5

Optional:

CardioVascular Haemodynamics and Doppler Waveforms Explained, 2001 ISBN: 1-84110005

Donald Ridgway, Introduction to Vascular Scanning, A Guide for the Complete Beginner, 4th Edition, Davis Publishing, 2014 ISBN 0-941022-83-8

No Textbook Required (this course requires a textbook)

Please review the cost of your required materials to determine the best option for you to purchase your materials.

Please note, you opt out selection is for your *entire* semester schedule. You cannot opt out/opt into individual courses. And you must opt out by the due date of your first class, which is the 3rd day after the start of your earliest course.

[Learn about the new textbook program at JC](#)

For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu

Extras

Computer, secure high-speed internet service, mobile Moodle app, twitter, Google Apps, video recording device, Butterfly iQ, Butterfly iQ Cloud, Compatible device to pair with Butterfly iQ

Grading Procedure

How this course works

This course is designed to be student centered. We learn, explore, create, and share together. Meeting times can be synchronized or unsynchronized.

Critical Thinking Corner New theory through lessons and supportive readings. Learn activities will be presented in two methods so that we all have access to ideas via multiple learning methods.

Clinical Progress Hub is a time a to research challenging module material. Create a "show and tell" visual aid and summary of notes to share with clinical coordinators.

Clinical Goals Activities require you to communicate what you're thinking about and what you have learned and created. You will leverage whatever resources, social media, or digital tools you chose to demonstrate your growing level of knowledge.

Journal Club is a time to share a review of a journal article (SDMS, SVU). During this time, the summary of the review will share along with a brief discussion about the review. Join the journal club with the clinical coordinator assigned to you.

SVU Case Poster and Abstract Project 1- In this course you will begin the SVU case poster and abstract project. The project will consist of 2 parts. During Clinical II you will start with selecting a case and writing the first draft of the manuscript. During Capstone you will begin part 2 and write the final draft, create a poster presentation, and write the abstract for presentation to the SVU open forum.

Assessment Methods are both formative and summative(evaluation). Please see the syllabus for the categories of grading.

Virtual Labs: ButterFly iQ: Virtual labs instructors will post a schedule with various times and dates to choose from. Scan models are not required, but strongly encourage to enhance the real-world scanning experience.

Skill Development: Each student will develop new skills and knowledge at different paces. Several times throughout the course feedback is provided and used as chance to highlight where a student is, and which areas could be improved upon. Likewise, we encourage students to provide feedback to instructors at any time throughout the course.

Scan Model- Students are not required to be scan models for others. Opting out will not effective the grade for this course or participation.

Scan model releases form: All scan models must sign and submit the scan release form. Any scan model less than 18 years-old must have a legal guardian sign for release.

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

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

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.

Course Management

Course Options

- **Census Date:** Students dropped prior to the census date will not incur any financial implication to tuition, Federal Student Aid, etc.
- **Drop with W:** Tuition charges have been applied and refunds to Federal Student Aid need to be processed for students who are dropped after his date.
- **Last Day to Withdraw:** Last day to add or drop a student from a class. After this date students can no longer be dropped. Final grades must be reported.

Procedure for Dropping or Withdrawing

Discuss your situation with your instructors and a student success navigator. You may have options that are more favorable than withdrawing from courses. Students receiving federal aid who withdraw completely should contact the Financial Aid office for details of the Return of Funds policy that is in place for all recipients of federal financial aid. Call 517.796.8410 for assistance.

Other Grades:

“I” – INCOMPLETE:

The incomplete grade is designed for successful students with extenuating circumstances to allow them to complete the course requirements after the semester or session has ended. Students may receive an “I” if, in the opinion of the instructor, their work is sufficient in quality, but is lacking in quantity, to meet the objectives specified in the course syllabus. The course objectives are to be satisfactorily completed during the next year or within the time agreed to by the instructor and the student. If the student does not complete the course within the designated time period, the “I” grade will be replaced by the grade earned as assigned by the instructor.

The grade of “I” is not awarded to students who did not attend, or seldom attended, or to those who simply are not pleased with their final grades. Students receiving an “I” submit only the remaining work that had not been completed at the end of the semester. Students do not re-register for the course, nor redo work that had already been graded.

“W” – WITHDRAW:

A grade of W (withdraw) is recorded on the academic record but is not calculated in the grade point average. After the withdraw period for the semester ends, a request to withdraw cannot be honored and the class instructor is required to assign a grade. That grade is used in calculating grade point average.

Makeup Policy

Instructors will work with students on an individual case. Milestones are expected to be followed.

Help

Available learning services or opportunities for students seeking help with their course work. May include information about tutors, 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.

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

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.

Attendance/Participation is defined as weekly completion of an assessment activity(s). Students may choose to work at their pace in the online course work and move ahead when competency is achieved.

Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise.

If you are taking an in-person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus.

All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

Calendar

COVID-19 Syllabus -the schedule for this course maybe modified to reflect the rapid changes due to the novel COVID-19 pandemic.

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 14 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 module, the learner may be required to submit work more often and meet regularly with the instructor

Activity Dates	Activity
Posted in Class	Journal Club (Shani Lebaron)
Posted in Class	Journal Club (Jessica Hagerty)
Posted in Class	Clinical Goals
Posted in Class	Critical Thinking Corner
2/6/22 – 4/3/22 – 5/8/22	Affective Domain
4/3/22 – 5/8/22	Cogitative/Psychomotor
3/01/22	Select case for poster/abstract/manuscript
4/17/2022	1 st draft of Case poster manuscript
Due May 10th	Comp out exams

Important Dates

Spring 2022 Academic Calendar

Event	Start Date
Semester Dates	Jan. 10 – April 30, 2022

Mid-Semester Break	March 7 - 13, 2022
Graduation applications (REQUIRED)	https://www.jccmi.edu/registration-records/graduation/
Commencement Ceremony	April 30, 2022