Syllabus

Diagnostic Ultrasound (140508273)Second Semester 2021 /2022

COURSE INFORMATION	
Course Name: Diagnostic Ultrasound **Semester:** First **Department:** Department of Medical Imaging **Faculty:** Applied Medical Sciences	**Course Code:** 140508111 **Section:** Medical ultrasound Imaging Applications **Core Curriculum**: Radiological and Medical Imaging
Day(s) and Time(s): Sunday: 11:00-12:00 Tuesday: 11:00-12:00 Thursday (online): 11:00-12:00 **Classroom:** Nursing 202	**Credit Hours:** 3 **Prerequisites**: 140508111

COURSE DESCRIPTION

This course introduce the student to comprehensive coverage of the physical principles of Diagnostic Ultrasound (US) and its clinical applications, the theoretical foundations necessary for the clinical practice of US scanning and understanding of 3D anatomical images as they related.

necessity and emerge of medical imaging science is introduced. The course starts with introducing the basics

The course will be delivered through a combination of active learning strategies. These will include:

- PowerPoint lectures and active classroom based discussion.
- Collaborative learning through small groups acting in an interdisciplinary context.
- Relevant films and documentaries.
- Video lectures.
- E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team.

FACULTY INFORMATION

Name	*Ammar Anwar Khaled Oglat*
Academic Title:	*Assistant Professor*
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Office Hours:	*Sunday: 11:00-12:00* *Tuesday: 11:00-12:00* *Thursday (online): 11:00-12:00* *Please send an e-mail (ammar.oglat@yahoo.com) to meet at any other time.*

REFERENCES AND LEARNING RESOURCES

Required Textbook:

There is no required textbook for purchase.

All compulsory weekly readings are available electronically on Microsoft Teams and Teaching files”on Facebook group.

Suggested textbook for reading:

Diagnostic Ultrasound, P.Hoskins, K. Martin and A. Thrush, CAMBRIDGE – UK, 2010, 2nd Ed.

Diagnostic Ultrasound, Stewart C. Bushong, 1999, 1st Ed.

Ultrasound Physics and Instrumentional, W. R. Hedrick, D. L. Hykes, and D. E. Starchman, Lippincott Williams and Wilkins, 1995, 3rd Ed.

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
. Definition of Acoustic impedance . Piezoelectric effect. . Basic principle work and function of ultrasound medical imaging modalities.	Apply critical thinking and demonstrate problem-solving skills in more than three major fields of medical Imaging.	1. Define Acoustic impedance	1. Know the basic principle and the interactions of sounds. 2. Know the main hardware components of the ultrasound medical imaging modalities. 3. Understand the safety issues related to the Ultrasound environment	• Exams • Quizzes with no marks just to give chance to the students to revise the course. • "On-line' reading assignments
		2. Explain Piezoelectric effect	. Explain all modes of ultrasound medical imaging modality in brief (M-mode, A-mode, C-mode, D-mode, B-mode). . Know the attenuation and penetration phenomena. . Explain the attenuation of ifferent densities.	. Exams . Quizzes with no marks just to give chance to the students to revise the course. . "On-line' reading assignments .
		3. Calculate the end of the near field transducer		. Exams . Quizzes with no marks just to give chance to the students to revise the course. . "On-line' reading assignments

		4. Compare between Linear- and curvilinear-array transducers		. Exams . Quizzes with no marks just to give chance to the students to revise the course. . "On-line' reading assignments .
		5. Discuss Factors affecting the real time imaging: . Describe Doppler shifts in medical ultrasound and Pulse-Wave Doppler Circuit 7. Discuss Intravascular contrast agents		• Exams • Quizzes with no marks just to give chance to the students to revise the course. • "On-line' reading assignments

			Spatial resolution, and Temporal resolution.	

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance*. It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviors that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.

- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
Exam 1	30%	10/4/2022 12:00-1:00
Exam 2	30%	15/5/2022 12:00-1:00
Final Exam	40%	To be arranged by the registration office

Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

Homework:

Will be given for each chapter, while the chapter in progress you are supposed to work on them continuously and submit in next lecture when I finish the chapter.

You are also expected to work on in-chapter examples, self-tests and representative number of end of chapter problems. The answers of self-tests and end of chapter exercises are given at the end of the book.

Quizzes:

Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00

D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

"Lecture hours and weeks are approximate and may change as needed"

Part One 1	**Introduction, History, and Characteristics of sound and Ultrasound (US)**		
	Week 1- 2		**18 lecture hours**
1.1	Introduction and history of US		
1.2	Fundamental of waves		
1.3	Nature of sound		
1.4	Speed of sound, frequency, wavelength, pressure, amplitude, and intensity.		
Part Two:	**Interaction of ultrasound with tissues**	**Week 3**	**12 lecture hours**
2.1	Reflection		
2.2	Refraction		
2.3	Diffraction		
2.4	Wave interference		
2.5	Attenuation		
2.6	Wave Motion		
2.7	Acoustic impedance		
Part Three	**Transducers and beam-forming**	**Week 4**	**12 lecture hours**
3.1	Common features of all transducers and transducer elements		
3.2	Linear- and curvilinear-array transducers (beam-stepping arrays)		
3.3	Phased-array transducers (beam-steering arrays)		
3.4	Hybrid beam-stepping/beam-steering transducers		
3.5	3D/4D transducers		
Part Four:	***Beam Properties***	***Week 5-7***	
4.1	*Near field*		
4.2	*Far field*		
4.3	*Side lobe*		
4.4	*Great lobe*		

Part Five:	***Data acquisition***	***Week 8-10***
5.1 beam former		
5.2 Transmitter		
5.3 Amplifier		
5.4 Receiver		
5.6 Compensation		
5.7 Compression		
Part Six:	***Ultrasound Modes***	***Week 11***
6.1 A-mode		
6.2 B-mode		
6.3 C-mode		
6.4 D-mode		
6.5 M-mode		
6.6 A-mode		
Part Seven:	***2D Image Display and Storage , Contrast-enhanced Ultrasound, and Biological effect of US***	***Week 12***
Part Eight:	***Special Purpose Transducer***	***Week 13***
Part Nine:	***Ultrasound Image Quality and Artifacts***	***Week 1-15***
Part Ten:	***Protocolsand clinical applications***	***Week 16***

Classroom Participation: Assessment Criteria					
Criteria	Quality				Score
	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; - often articulates "fit" of readings with topic at hand.	-occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand .	-rarely able to cite from readings; -rarely uses readings to support points; -rarely articulates "fit" of readings with topic at hand	-unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand .	
Interaction/ participation in classroom discussions	-always a willing participant, responds frequently to questions; - routinely volunteers point of view .	-often a willing participant, -responds occasionally to questions; -occasionally volunteers point of view .	-rarely a willing participant, -rarely able to respond to questions; - rarely volunteers point of view .	-never a willing participant., -never able to respond to questions; - never volunteers point of view .	
Interaction/participation in classroom learning activities	-always a willing participant; -acts appropriately during all role plays; -responds frequently to questions; -routinely volunteers point of view.	-often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; -occasionally volunteers point of view.	-rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; -rarely volunteers point of view .	-never a willing participant -often acts inappropriately during role plays;, -never able to respond to direct questions; - never volunteers point of view.	
Demonstration of professional attitude and demeanor	-always demonstrates commitment through thorough preparation; -always arrives on time; -often solicits instructors' perspective outside class.	rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class .	-often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class .	-rarely prepared; - often arrives late; -never solicits instructors' perspective outside class	

ASSESSMENT RUBRICS

Classroom Participation: Oral Presentation										
Element	**Excellent**			**Satisfactory**			**Needs Improvement**			**Points**
	8	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**	
Organization	▪ There is a logical sequence of information. ▪ Title slide and closing slide are included appropriately.			▪ There is some logical sequence of information. ▪ Title slide and closing slides are included.			▪ There is little or no logical sequence of information. ▪ Title slide and/ or closing slides are not included.			
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	▪ Presentation is attractive and appealing to viewers.			▪ Presentation is somewhat appealing to viewers.			▪ Little to no attempt has been made to make presentation appealing to viewers.			
Content	▪ Presentation covers topic completely and in depth. ▪ Information is clear, appropriate, and accurate.			▪ Presentation includes some essential information. ▪ Some information is somewhat confusing, incorrect, or flawed.			▪ Presentation includes little essential information. ▪ Information is confusing, inaccurate, or flawed.			
Language	▪ Spelling, grammar, usage, and punctuation are accurate ▪ Fluent and effective			▪ There are minor problems in spelling, grammar, usage, and/or punctuation.			▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Less or not fluent and effective.			
Delivery	▪ Ideas were communicated with enthusiasm, proper voice projection and clear delivery. ▪ There was sufficient eye contact with audience. ▪ There were sufficient use of other non-verbal communication skills. ▪ Appropriate delivery pace was used.			▪ There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. ▪ Insufficient use of non-verbal communication skills. ▪ Delivery pace is somewhat appropriate.			▪ There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. ▪ No use of non verbal communication skills. ▪ Inappropriate delivery pace was used.			
Interaction with Audience	▪ Answers to questions are coherent and complete.			▪ Most answers to questions are coherent and complete.			▪ Answers to questions are neither coherent nor complete.			

	▪ Answers demonstrate confidence and extensive knowledge.	▪ Answers somehow demonstrate confidence and extensive knowledge.	▪ Is tentative or unclear in responses.	