



INSTRUCTIONAL PACKAGE

RES 121
Respiratory Skills I

Effective Term
Fall/2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2021

COURSE PREFIX: RES 121

COURSE TITLE: Respiratory Skills I

CONTACT HOURS: 2 Hour Lect/6 Hour Lab

CREDIT HOURS: 4

RATIONALE FOR THE COURSE:

RES 121 course provides students with the ability to identify the goals indications, contraindications, and hazards for oxygen, humidity, medication aerosols, and lung inflation devices. As a student you will learn how to administer safe and effective respiratory procedures for oxygen, humidity, medication aerosols, and lung inflation therapies. Students will calculate tank durations, air to oxygen ratios, patient gas flow demands, oxygen, and acid-base balances.

COURSE DESCRIPTION:

This course includes a study of basic respiratory therapy procedures and their administration

PREREQUISITES/CO-REQUISITES:

General Education courses BIO 210, 211, 225, MAT 120, ENG 101, PSY 201, and HUM.

Admission to the Respiratory Care Program. Required prerequisite courses must be completed with a grade of "C" or better.

REQUIRED MATERIALS:

Kacmarek, R.M., Stoller, J.K., & Heuer, A.H. (2021). Egan's Fundamentals of Respiratory Care (12th ed). St. Louis, MO: Elsevier/Mosby. ISBN: 9780323811217

Kacmarek, R.M., Stoller, J.K., & Heuer, A.H. (2021). Workbook for Egan's Fundamentals of Respiratory Care (12th ed). St. Louis, MO: Elsevier/Mosby. ISBN: 9780323553667

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

2021-2022

Stethoscope, finger pulse oximeter, blood pressure cuff, and pocket calculator.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
[myHGTC](#) and [college](#) email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

It is recognized that personal communication devices, including smart phones, can play a fundamental role in both education and urgent personal connections (for example, a school calling about a sick child). For this reason, use of such devices is permitted in the classroom, with specific reservations:

1. Please set all devices to 'silent' or 'vibrate' during instructional time.
2. Use of devices during testing is NOT allowed.
3. Please limit use of devices to urgent personal connections and educational purposes directly related to the course material being discussed.
4. If you receive an urgent text/call during class that requires immediate attention, please quietly excuse yourself from the classroom to respond to the call.
5. Please refrain from using 'ear buds' or continually using the device as a learning distraction. Professor retains the right to disallow the use of such devices should the policy become a distraction.
6. When on experiential rotations, students are expected to abide by the policies of that institution.

PLAGIARISM & CHEATING:

Refer to the College catalog & Student handbook HGTC Handbook.

The student may be assigned a failing grade for the course or may be required by the professor to withdraw from the course and/or the respiratory care program. Such actions are deemed to be unprofessional behavior within this program and will not be tolerated.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

STUDENT LEARNING OUTCOMES and ASSESSMENTS*:

1. Recall in writing and verbally the factors relating to the goals, indications, and contraindications, and hazards of the following therapies: oxygen, humidity, medication aerosol, and lung inflation. (Cognitive-Knowledge)
2. Demonstrate in a safe and effective manner the following respiratory procedures: oxygen therapy, humidity/medication aerosol therapy, lung inflation therapy and basic life support. (Psychomotor-Skills) &

(Affective-Behavior)

3. Perform mathematical calculations to evaluate tank duration, air to oxygen ratios, patient gas flow demand, oxygenation and acid base balance.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module 1

Material Covered:

- Medical Gas Therapy
- Basic Lab Data
- O₂ Analyzer Lab

Assessments:

- Homework
- Discussion Post
- Case Study
- Skill Check Assessment/Laboratory Competency
- Unit Test

Learning Outcomes:

1. Describe in writing and verbally the factors relating to the goals, indications, contraindications and hazards of Oxygen therapy.
2. Identifies partial pressure and oxygen saturation level that defines hypoxemia
3. Identifies additional clinical indications for oxygen therapy
4. Identifies potential complications
5. Explains difference between high flow and low flow system
6. Identifies approximate oxygen percentages, air entrainment ratios, and total flow delivered with oxygen therapy, heliox and Nitric Oxide
7. Demonstrate in a safe and effective manner delivery of low flow and high flow oxygen therapy.
8. Demonstrate in a safe and effective manner the delivery of medical gases.
9. Perform mathematical calculations to evaluate oxygenation.
10. Identify how a Galvonic (Fuel Cell method) measures O₂.
11. List the steps to calibrating a Galvonic O₂ analyzer.
12. Identify 5 Key O₂ Analyzer trouble shooting steps
13. Demonstrate in a safe manner the storage of medical gasses

Module 2

Material Covered:

- Humidity/Medication Aerosol Therapy
- Humidity and Bland Aerosol Therapy Chapter 38
- Medication Aerosol Drug Therapy Chapter 39

Assessments:

- Homework
- Discussion Post
- Case Study
- Skill Check Assessment/Laboratory Competency
- Unit Test

Learning Outcomes:

1. Describe in writing and verbally the factors relating to the goals, indications, contraindications and hazards of Medications aerosol therapy.
2. Identify how aerosols can be weighed and measured.
3. Recognize the patient breathing factors that affect medication deposition & lung location.
4. Identify the Correct Aerosol Delivery Systems based on patient assessment including the Aerogen.
5. Demonstrate in a safe and effective manner the use of a peak flow meter using the traffic light system.
6. Identifies potential complications associated with medication aerosol administration and relevant information (i.e. MOA, Classification, complications...) on drug(s) being administered.
7. Differentiates particle sizes targeted for the upper vs the lower airway.
8. Explains what Mass Median Aerodynamic Diameter(MMAD) means in relation to particle sizes being produced (ref#6)
9. Identifies the percent of the drug (aerosol) that reaches the target tissue.
10. Demonstrate in a safe and effective manner delivery of medication aerosol therapy by small volume nebulizer.
11. Demonstrate in a safe and effective manner delivery of medication aerosol therapy by meter dose inhaler.

Module 3

Material Covered:

Lung Inflation Therapy

Assessments:

- Homework
- Case Study
- Skill Check Assessment/Laboratory Competency
- Unit Test

Learning Outcomes:

1. Describe in writing and verbally the factors relating to the goals, indications, contraindications and hazards of lung inflation therapy.
2. Demonstration in a safe and effective manner lung inflation therapy.
3. Identifies potential complications associated with lung inflation therapy.
4. Explains difference between volume and flow devices.
5. Identifies reasonable patient targets for frequency and volume.
6. Demonstrate the ability to assess effectiveness of a particular lung inflation therapy and if needed, offer an alternative lung inflation therapy.

Module 4

Material Covered

ABG Analysis and Interpretation

Assessments:

- Homework
- Case Study
- Skill Check
- Unit Test

Learning Outcomes:

1. Identify the basic components of an arterial blood gas and how it relates to the human body.
2. Demonstrate the ability to interpret ABG's, acid base balance, ventilation and oxygenation.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Competency Areas:

Pulse Oximetry

Oxygen Setup

Medication Aerosol

MDI Delivery

Peak Flow Meter

EVALUATION*

Homework/Quizzes/Assignments	15%
Tests	60%
Final Exam	25%
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	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

Skill Check Assessment:

The student is required to successfully complete each skill check assessment for the course prior to the final laboratory competency practical examination or per the instructor's schedule. The course instructor will announce the due date of the skill check assessments in the course calendar informational sheet. Failure to complete a skill check assessment will not allow the student to complete the laboratory competency practical examination, which will result in failure of the course.

Laboratory Competency Practical Examination:

A minimum of 75% and all critical elements must be achieved to pass the laboratory competency practical examination. Two attempts will be given for the competency. Repeat competency will be awarded a maximum of 75%. Students will only be allowed to try the competency one time per day. Failure to pass the competency within two (2) attempts will result in repeat of the failed course.

Summary Performance Evaluation

The following will be used to evaluate the clinical/lab performance:

Satisfactory – Completion of first attempt (85-100%) Performed procedure accurately or was able to correct performance without injury to the patient or decreasing effect of therapy being given.

Unsatisfactory performance – Completion of first attempt (less than <85%). Requires remediation under one of the following categories.

- The psychomotor portion of the performance evaluation is a pass/fail grading criterion. After a student's second attempt, if the student does not pass the physical portion with an 85% or greater. Failure of the physical portion of the course will result in failure of the course.
- Failure to complete a critical skill after the second attempt within the psychomotor evaluation will also result as a failure of the course.

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

GRADING SCALE:

100 - 90 =	A
89 - 80 =	B
79 - 75 =	C
74 - 69 =	D
68 - 0 =	F

LATE ASSIGNMENTS:

1. A maximum of one (1) scheduled exam may be made up at the discretion of the course instructor. Any subsequently missed exams will receive a grade of 0.
2. Makeup examinations will be taken in the testing center on campus or a location designated by the instructor.
3. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.
4. All missed exams will incur a 10% overall deduction unless medical documentation is provided.
5. Late Homework assignments will have a deduction of ten points of the total assignment grade.

Homework or Quiz assignments will not be accepted after 5 days of the due date. The assignment will close, and students will not have any further opportunities to submit.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Attendance for Face-to-Face Courses:

For a 15-week course (fall and spring) the allowed number of absences for a M only class is as follows: 3 absences are allowed regardless of reason. After the allowed number of misses, the student will be dropped from the course with a W or a WF.

For a 15-week course (fall and spring) the allowed number of absences for a MW class is as follows: 6 absences are allowed regardless of reason. After the allowed number of misses, the student will be dropped from the course with a W or a WF.

A tardy is given if the student arrives ten minutes after class starts or before class ends. Three tardies are equivalent to one absent.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, [financial aid](#), registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in [Desire2Learn, Student Portal, Degree Works, and Office 365](#).
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), [Option #2](#).

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu