



INSTRUCTIONAL PACKAGE

RES 232

Respiratory Therapeutics

Effective Term

Summer/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 2018

COURSE PREFIX: RES

COURSE TITLE: RESPIRATORY THERAPEUTICS

CONTACT HOURS: 2

CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

After students complete this course they will be able perform, explain, and evaluate the following objectives:

1. Discuss principles of microbiology as they relate to respiratory diseases.
2. Discuss the role of the respiratory therapist in Disaster Response/Bio-terrorism.
3. Distinguish between disease and disability.
4. Describe the components of patient and family education in rehabilitation and home care.
5. Describe ventilation retraining and relaxation techniques that are used in pulmonary rehabilitation.
6. Discuss medications, diet and treatment of pulmonary disorders.
7. Identify the components of the home care company and durable medical equipment suppliers.
8. Integrate acute care skills with respiratory care in the home.

COURSE DESCRIPTION:

This course is a study of specialty areas in respiratory care, including rehabilitation.

PREREQUISITES:

General Education courses BIO 210, 211, 225, MAT 120, ENG 101, PSY 201, and HUM. Respiratory Care Program first semester courses RES 101, 121, and 246. *Required prerequisite courses must be completed with a grade of "C" or better.*

Required Textbooks and Materials

Cairo, J.M. (2014). *Mosby's Respiratory Care Equipment* (9th ed). ISBN: 9780323096218

Kacmarek, R.M., Stoller, J.K., & Heuer, A.H. (2017). *Egan's Fundamentals of Respiratory Care* (11th ed). St. Louis, MO: Elsevier/Mosby. ISBN: 9780323341363

Kacmarek, R.M., Stoller, J.K., & Heuer, A.H. (2017). *Egan's Fundamentals of Respiratory Care* (11th ed). St. Louis, MO: Elsevier/Mosby. ISBN: 9780323358521

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[HGTC Book Store](#)

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

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials

- WaveNet and D2L email access

METHODS OF INSTRUCTION:

This course will be presented through lectures, discussions, audio-visual materials, class or laboratory projects, daily assignments, written projects, written reports, prepared speeches, library assignments, field trips, guest speakers, test, and quizzes.

CLASSROOM ETIQUETTE:

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 (<http://www.hgtc.edu/documents/policys/Chapt9.pdf>). 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.

PART II: STUDENT LEARNING OUTCOMES

PROGRAM LEARNING OUTCOMES:

1. Perform in an ethical and professional manner during all aspects of clinical, classroom and, working environments. (Affective-Behavior)
2. Demonstrate knowledge and application of appropriate respiratory care in the clinical setting. (Cognitive-Knowledge)
3. Demonstrate proficiency in technical and clinical skills applicable for a Registered Respiratory Therapist. (Psychomotor-Skills)
4. Exhibit professional attitudes and behaviors appropriate for the Registered Respiratory Therapist. (Affective-Behavior)
5. Successfully pass credentialing examinations offered by the National Board of Respiratory Care (NBRC). (Cognitive)
6. Seek employment as Respiratory Care Therapists.

COURSE LEARNING OUTCOMES:

1. Apply concepts of microbiology to prevent hospital-acquired infections. (Affective-Behavior)
2. Define the categories of COPD as describe by the "GOLD" International project and the treatment plans for each category. (Cognitive-Knowledge)
3. State in writing the Medical Response 10 Commandments to Bioterrorism. (Cognitive-Knowledge)
4. Utilize the IS-200 course to understand Incident Command Structure for Health Care workers.

- (Cognitive-Knowledge)
5. Apply the goals and expected outcomes of Pulmonary Rehabilitation to patients with COPD. (Affective-Behavior)
 6. Select and apply the various types of respiratory care equipment in the home care setting. (Psychomotor-Skills)
 7. Explain the role of home care for the pulmonary patient. (Affective-Behavior)
 8. Describe ventilator dependent patient care in home and alternative sites. (Cognitive-Knowledge)
 9. Describe oxygen, aerosol, and bronchial hygiene therapy techniques in the home.
 10. Explain the role of exercise, nutrition, and psychosocial support for home care patients. (Affective-Behavior)
 11. Develop a respiratory care program for home care patients.
 12. Demonstrate respiratory care equipment set up, operation, maintenance, troubleshooting for home use. (Psychomotor-Skills)
 13. Describe psychological considerations among patients. (Cognitive-Knowledge)
 14. Describe nutritional considerations in pulmonary rehabilitation. (Cognitive-Knowledge)
 15. List essential components of pulmonary rehabilitation programs. (Cognitive-Knowledge)
 16. Define pulmonary rehabilitation. (Cognitive-Knowledge)
 17. Suggest smoking intervention techniques to a COPD patient to improve patient's respiratory function. (Cognitive-Knowledge)
 18. Develop rehabilitation program for pulmonary patients. (Cognitive-Knowledge)
 19. Describe application of aerosol and oxygen therapy and bronchial hygiene techniques to pulmonary rehabilitation patients. (Cognitive-Knowledge)
 20. Explain rehabilitation equipment. (Cognitive-Knowledge)

TOPICAL OUTLINE

- I. Pulmonary Rehabilitation
- II. Microbiology
- III. Disaster Response/Bio-terrorism
- IV. Home Respiratory Care Equipment

STUDENT LEARNING OUTCOMES

Module I

Material Covered: Pulmonary Rehabilitation

Patient Education and Health Promotion Egan's Chapter 54

Cardiopulmonary Rehabilitation Egan's Chapter 55

Respiratory Care in Alternative Settings Egan's Chapter 56

Assessments:

- Homework
- Quiz
- Exam

Learning Outcomes: (Affective-Behavior)

1. Define the categories of COPD as describe by the "GOLD" International project and the treatment plans for each category.

2. Apply the goals and expected outcomes of Pulmonary Rehabilitation to patients with COPD.
3. Describe psychological considerations among patients.
4. Describe nutritional considerations in pulmonary rehabilitation.
5. List essential components of pulmonary rehabilitation programs.
6. Define pulmonary rehabilitation.
7. Describe smoking intervention techniques.
8. Develop a rehabilitation program pulmonary patient.
9. Describe application of aerosol and oxygen therapy and bronchial hygiene techniques to pulmonary rehabilitation patients.
10. Explain rehabilitation equipment.

Module II

Material Covered: Microbiology and Hospital Acquired Pneumonia

Assessments:

- Homework
- Quiz
- Exam

Learning Outcomes:

1. Apply concepts of microbiology to prevent hospital-acquired infections.

Module III

Material Covered: Disaster Response/Bio-terrorism

Assessments:

- Homework
- Quiz
- Exam

Learning Outcomes: (Psychomotor-Skills)

1. State in writing the Medical Response 10 Commandments to Bioterrorism.
2. Utilize the IS-200 course to understand Incident Command Structure for Health Care workers.

Module IV

Material Covered: Home Respiratory Care Equipment

Home Care Patient Assessment (Wilkins) Chapter 20

Transport, Home Care, and Noninvasive Ventilatory Devices (Mosby's) Chapter 15

Assessments:

- Homework
- Quiz
- Exam

Learning Outcomes: (Cognitive-Knowledge)

1. Select and apply the various types of respiratory care equipment in the home care setting.
2. Select and apply the various types of respiratory care equipment in the home care setting.
3. Explain the role of home care for the pulmonary patient.

4. Describe ventilator dependent patient care in home and alternative sites.
5. Describe oxygen, aerosol, and bronchial hygiene delivery techniques in the home.
6. Explain the role of exercise, nutrition, and psychosocial support for home care patients.
7. Develop a respiratory care program for home care patients.
8. Demonstrate respiratory care equipment set up, operation, maintenance, troubleshooting for home use.

PART III: GRADING AND ASSESSMENT

EVALUATION OF REQUIRED COURSE MEASURES

Students' performance are assessed and the weight associated with the various measures are listed below.

Evaluation

HW Assignments - 25%

Quiz – 25%

Paper – 20%

Tests and Final - 30%

TOTAL - 100%

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

GRADING SYSTEM:

Purpose:

To provide information to each student concerning the calculation of grades and to assure consistency and fairness in assigning grades. The Respiratory Care Program grading policy is different than the HGTC grading policy.

Policy:

1. A grade of "C" or better must be achieved in all required respiratory care program courses in order for a student to progress through the program. A final grade of less than 75 is not passing in the Respiratory Care Program and does not meet the requirements for progression within the program. This policy is different than the Horry Georgetown Technical College Grading Policy.

GRADING SCALE:

100-90 = A

89-80 = B

79-75 = C

74-69 = D

68 - 0 = F

2. Each student must demonstrate safety and competence in required laboratory skill check assessments and laboratory competency practical examinations. Each course with a laboratory component includes skill check assessments that must be mastered within the course.

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 also negatively impacts academic progression and financial aid status. The Add/Drop Period is the first 5 days of the semester for **full term** classes. Please refer to the academic calendar for deadlines for add/drop [Academic Calendars](#) classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

EVALUATION OF REQUIRED COURSE ASSIGNMENTS

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

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. A 10% overall deduction will be applied to the makeup examination score for missed examinations unless faculty are notified in advance (more than 12 hours) or medical documentation is provided.
4. Late homework assignments will have a deduction of ten points of the total assignment grade.

PART IV: ATTENDANCE

ATTENDANCE

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course.

Attendance for Face-to-Face Courses:

Students are expected to attend a minimum of 80% of all classes and 100% of all clinical/lab hours/days per Respiratory Care course per semester.

After the allowed number of absences, the student will be dropped from the course with a W or a WF. There are no excused absences.

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

Classroom Tardy:

A classroom tardy is defined as missing up to 10 minutes of classroom time.

Three tardies will be counted as one (1) class absence.

PART V: STUDENT RESOURCES

[The Student Success and Tutoring Center \(SSTC\)](#)

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

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.



2. **On-line student success and academic support resources.** Visit the SSTC website: [SSTC](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.



3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Jim Ratliff, Counselor on the Grand Strand Campus. These individuals 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.

Title IX Requirements

The South Carolina Technical College System does not discriminate on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and activities as required by Title IX. As outlined in the Violence Against Women Act, Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Students who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking are encouraged to report such incidents to the Title IX Coordinators:

Dr. Melissa Batten, AVP of Student Affairs
Building 1100, Room 107A, Conway Campus
843-349-5228

[Melissa Batten](#)

Jacquelyne Barrett, AVP of Human Resources
Building 200, Room 212A, Conway Campus
843-349-5212

[Jacquelyne Barrett](#)

*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).