



# **INSTRUCTIONAL PACKAGE**

RES 236

Cardiopulmonary Diagnostics

Effective Term  
AY 2020/2021

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: AY 2020/2021

COURSE PREFIX: RES 236

COURSE TITLE: Cardiopulmonary Diagnostics

CONTACT HOURS: 3 Lecture

CREDIT HOURS: 3

### **RATIONALE FOR THE COURSE:**

RES 236 is a course to help you understand and identify the various diagnostic procedures to diagnose different types of respiratory diseases. Based on the diagnostic procedures and diagnosis students will create a treatment plan. In RES 236, you will choose the appropriate respiratory intervention based on the diagnosis of the patient.

### **COURSE DESCRIPTION:**

This course focuses on the purpose, use, and evaluation of equipment/procedures used in the diagnosis and therapeutic management of patients with cardiopulmonary disease.

### **PREREQUISITES/CO-REQUISITES:**

Respiratory Care Program third semester courses RES 235. Required prerequisite courses must be completed with a grade of "C" or better.

\***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

### **REQUIRED MATERIALS:**

American Heart Association. (2020) Advanced Cardiac Life Support Heartcode. Retrieved from, [ACLS Heartcode](#)

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.

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

April 2020

## **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

## **STUDENT IDENTIFICATION VERIFICATION:**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **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.

## **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**

1. Demonstrate the ability to identify the ATS Acceptability and Reproducible Criteria for Spirometry, Lung Volumes, DLCO and 6-minute walk test.
2. Evaluate the 3 components of a PFT; Spirometry, Lung Volumes, and DLCO and identify as normal, obstructive, restrictive or mixed, hyperinflation, air-trapping and diffusion impairment.
3. Demonstrate the ability to perform 6-minute walk test, ABG machine maintenance, patient nutritional assessment, and basic polysomnography monitoring, and when necessary recommend corrective action.
4. Analyze arterial blood gases.
5. Interpret arterial blood gases.
6. Implement a plan of care for respiratory compromised patients.
7. Select the proper respiratory interventions to treat patients in mild, moderate, and severe respiratory distress.

## **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

### Module 1

Material Covered: Pulmonary Function Testing, Interpretation, and Evaluation

Assessments:

- Homework/Quizzes
- Paper and Case Study Project
- Exam

Learning Outcomes:

1. Demonstrate the ability to identify the ATS Acceptability and Reproducible criteria for Spirometry, Lung
2. Volumes, DLCO and 6-minute walk test.
3. Evaluate the 3 components of a PFT; Spirometry, Lung Volumes, and DLCO and identify as normal, obstructive, restrictive or mixed, hyperinflation, air-trapping and diffusion impairment.
4. Discuss pulmonary function testing principles.
5. Identify the standard pulmonary function testing equipment.
6. Perform standard pulmonary function studies.
7. Interpret standard pulmonary function studies.
8. Evaluate standard pulmonary function studies.

### Module 2

Material Covered: Blood Gas Analysis

Assessments:

- Homework/Quizzes
- Paper and Case Study Project
- Exam

Learning Outcomes:

1. Discuss blood gas analysis principles.
2. Identify the standard blood gas analysis equipment.
3. Perform standard blood gas analysis.

### Module 3

Material Covered: Sleep Studies

Assessments:

- Homework/Quizzes
- Paper and Case Study Project
- Exam

Learning Outcomes:

1. Demonstrate the ability to perform 6-minute walk test, ABG machine maintenance, patient nutritional assessment, and basic polysomnography monitoring, and when necessary recommend corrective action.

### Module 4

Material Covered: Respiratory Interventions

Assessments:

- Homework/Quizzes

- Paper and Case Study Project
- Exam

Learning Outcomes:

1. Implement a plan of care for respiratory compromised patients.
2. Select the proper respiratory intervention(s) to treat patients in mild, moderate, and severe respiratory distress.

Module 5

Material Covered: ACLS

Assessments:

- Homework/Quizzes
- Paper and Case Study Project
- Exam

Learning Outcomes:

1. Identify cardiac rhythms.
2. List drugs used for ACLS.
3. Recognize clinical applications identified during ACLS.

## 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.

#### EVALUATION\*

Homework/Quizzes/Projects	15%
Test	60%
Final Exam	25%
	100%

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.
5. Homework assignments will not be accepted after 5 days of the due date.

### GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. 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.

A grade of "C" or better must be achieved in all required respiratory care program courses 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

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.

## 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 appointments using TutorTrac, visit the Student Services tab in WaveNet. Email [ssc@hgtc.edu](mailto:ssc@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!
2. Use the [Online Resource Center \(ORC\)](#), including scheduled technology training, Office 365 support, password resets, and username information.
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.
5. **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).

### STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our

online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **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](mailto: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](mailto:Jacquelyne.Snyder@hgtc.edu)