



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: RCP 102

COURSE NAME: Clinical Preparation for Respiratory Care

COURSE UNITS: 0.5

COURSE HOURS: 36 total

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisites: Admission to the Respiratory Care/Therapy program

Corequisites: RCP 101 and RCP 101CL

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course provides an introduction to the basic concepts of clinical respiratory care as practiced in the acute care hospital. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. *Implement emergency procedures in an acute care hospital .
2. *Implement treatment skills used in bedside respiratory care.
3. *Demonstrate competence in cardiac life support.

* Denotes SCANS competencies.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

- I. Vital signs
- II. Cardiopulmonary resuscitation
 - a. Adult
 - b. Child
 - c. Infant
- III. Basic respiratory skills
 - a. Nebulizer therapy
 - b. Oxygen therapy
 - c. Pulse oximetry
- IV. Infection control measures
 - a. Handwashing & gloving
 - b. isolation procedures
- V. Moving, positioning and restraining patients
 - a. Safe lifting
 - b. Positioning for therapy
 - c. Restraints/personal protective devices
- VI. Fire and electrical safety
 - a. Principles of fire safety
 - b. Use of fire equipment
 - c. Principles of electrical safety

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TYPICAL READING, WRITING, AND COMPUTATIONAL ASSIGNMENTS

This material is necessary for all credit courses. Assignments should be clearly related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:
30 pages per week from the assigned texts and ancillary readings

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

4. If course is degree applicable/transfer, describe those critical thinking skills that are required; be sure that they reflect course objective. (Title 5 requirements can be found in the AP&P Standards and Practices book.)

problem solving determining relationships between anatomy, physiology, and indications for implementing emergency and non emergency procedures

5. Describe other types of assignments that students may be asked to complete:

6. For each of the above categories, describe the estimated time per week it would take a student to complete typical out-of-class assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; etc. For example: reading text—2 hours; writing reports—3 hours

Reading: 4 hr s per week from the assigned text and other readings

Writing:

Computational:

Other:

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students.)*

Lecture, discussion, demonstration and return demonstration

METHODS OF EVALUATION: *(These must be clearly related to course content, assignments, and objectives, in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers, problem solving exercises, or skills' demonstrations.)*

Observation by instructor to determine performance of clinical procedures.
Multiple choice, short answer and essay questions to determine students' ability to perform according to hospital standards.

Suggested Texts or other Instructional Materials (include title, author, publisher, date, and edition):

- Branson, R., et al. Respiratory Care Equipment, Lippincott, 2000.
- Oakes, D., Clinical Practitioner's Pocket Guide to Respiratory Care, Health Educator Publishing Co., 2000.
- Scanlon, C.L. Spearman, C.B, & Sheldon, R.L. Egan's Fundamentals of Respiratory Care, 8th Ed., Mosby, 2003.
- White, G. Basic Clinical Competencies for Respiratory Care, 4th Ed., Delmar, 2002.
- Wilkins, R. & Sheldon, R. Clinical Assessment in Respiratory Care, 5th Ed., 2005.

Effective Date: _____

(date course can first be offered to be filled in by Office of Academic Affairs)