



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: RCP 103 RCP 103CL

COURSE NAME: Concepts in Respiratory Care

COURSE UNITS: 6

COURSE HOURS: 4 hours lecture and 6 hours clinic per week

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

Prerequisites: Completion of BIOL 202, ENGL 101, RCP 101 and RCP 101CL and RCP 102 with a grade of “C” or better; Admission to the Respiratory Care/Therapy program

Corequisite: Concurrent enrollment in RCP 104

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 the student with a survey of cardiopulmonary diseases commonly encountered by the respiratory care practitioner. Students practice in the role of the respiratory care practitioner in clinical assessment, diagnosis and treatment of patients with cardiopulmonary diseases in an acute care setting. (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. *Integrate concepts of professionalism into respiratory care practice.
2. *Implement a treatment plan for a patient with cardiopulmonary disease based on assessment and diagnosis with instructor guidance.
3. *Differentiate among selected cardiopulmonary diseases based on knowledge of etiology, signs and symptoms, diagnosis, pathophysiology and common medical treatment.
4. *Synthesize clinical data gathering, interpretation of patient data and pathophysiology for patients with medical-surgical and respiratory diseases.

* Denotes SCANS competencies.

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. Preparing for the patient encounter
 - a. initial encounter
 - b. interviewing and history taking
 - c. physical examination of the patient with cardiopulmonary disease
 - d. common clinical laboratory exams
 - e. pulmonary function assessment
 - f. arterial blood gas interpretation
 - g. bedside ECG interpretation
 - h. elementary chest x-ray interpretation
 - i. airway care procedures

- II. Pathophysiology
 - a. Introduction to patient assessment for specific cardiopulmonary diseases
 - b. Asthma
 - c. Chronic bronchitis
 - d. Emphysema
 - e. Cystic fibrosis
 - f. Postoperative atelectasis
 - g. Bacterial pneumonias
 - h. Neuromuscular disorders
 - i. Heart failure
 - j. Interstitial lung disease
 - k. Tuberculosis
 - l. Respiratory failure
 - m. Sleep disorders

- III. Ethical and legal standards of respiratory care
 - a. Ethical standards
 - b. Legal considerations
 - c. California licensing agency
 - d. National respiratory therapy organizations

- IV. Clinical practice in an acute care setting

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:
Patient care worksheets weekly; 5-8 page research paper on topic related to respiratory disease

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:
Calculation of respiratory capacity volumes weekly

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 in the clinical and classroom to apply theory to clinical situations

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: 5 hrs per week from the assigned text and other readings

Writing: 2-3 hours per week to complete the paper and patient care worksheets

Computational: 1 hr per week

Other:

Course Subject & Number: RCP 103 RCP 103CL
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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, simulations, computer assignments; supervised clinical practice

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.)*

Multiple choice, short answer and essay questions to determine students' knowledge of cardiopulmonary disorders treatment plans, ethical issues, assessment and signs and symptoms of cardiovascular disease. Research paper to integrate concepts of clinical care to pathophysiology. Clinical performance evaluations to determine students' competency in clinical practice.

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

- Cairo, J. & Pilbeam, S. Mosby's Respiratory Care Equipment, 7th Ed., 2004
- Chang, D. Workbook for Respiratory Disease: A Case Study Approach to Patient Care, Davis, 1998.
- _____. DataArc, CD-ROM: Forms and Competencies, 2005.
- Dubin, D. Rapid Interpretation of EKG's, 6th Ed., Cover Pub Co, 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.
- 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)