## NEW COURSE PROPOSAL FORM

**TO:** curriculum COMMITTEE

**ACADEMIC AREA:** HEALTH PROFESSIONS

**PROPOSEd by**: Dr. J. B. Elsberry

**PRESENTER:** Dr. M. Lewis

**DATE:** 2/9/2011

**COURSE PREFIX, NUMBER AND TITLE:**

RET 4503 CHEST MEDICINE

### SECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT:** Health ProfessioNs—Cardiopulmonary Sciences

**COURSE PREREQUISITE(S):** Admission to the CPS Program

**MINIMUM GRADE OF prereqUISITE(s):** C

**COURSE COREQUISITE(S):** None

**COURSE CREDITS OR CLOCK HOURS:** 3 credits

**credit type:** COLLEGE CREDIT (TRANSFERABLE)

**CONTACT HOURS:** 3 contact Hours

**COURSE DESCRIPTION:**

The course examines the development of a comprehensive treatment plan for specific Cardiac or Pulmonary disorders.

**GENERAL TOPIC OUTLINE:**

* Patient Interview & Physical Assessment Methodology
* Assessment of primary Cardiopulmonary pathology & altered physiology
* Clinical Laboratory methods that guide treatment protocols
* Radiologic and Ultrasound imaging in the diagnostic process
* Non-invasive assessment technologies
* Assessment of sleep and related breathing disorders
* Treatment Plans for Acute Processes
* Treatment Plans for Chronic Processes
* In-Patient vs. Outpatient Treatment protocols
* Role of Physician Extenders in Supervising the Patient Care Plan

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

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| **LEARNING OUTCOMES** | **ASSESSMENTS** | **GENERAL EDUCATION COMPETENCIES** |
| Using the cardiopulmonary assessment methodologies interpret the findings for representative chest radiographs, echocardiograms, electrocardiograms, pulmonary function studies and arterial blood gas assessments from cardiopulmonary pulmonary patients. | Discussion Board  Research paper and/or Case Study | CT |
| Analyze and evaluate strategies to develop a comprehensive treatment plan for both a patient with primary cardiac and pulmonary disease. | Discussion Board  Research paper and/or Case Study | COM |
| Compare and contrast strategies appropriate for the assessment of patients in an inpatient and outpatient clinical setting. | Discussion Board  Research paper and/or Case Study | CT, COM |
| Analyze and evaluate methods to monitor a treatment plan for the patient with an infectious disease. | Discussion Board  Research paper and/or Case Study |  |
| As a special project, develop a treatment plan for a patient with a sleep disorder and coexisting cardiopulmonary pathology. | Oral Case Study Presentation | COM |
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### SECTION II

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):** BAS CPSC

**GRADE MODE:** STANDARD GRADING

**IS THIS A GENERAL EDUCATION COURSE?** NO

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE COURSE?** NO

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** 3

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THIS NEW COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** NO

**eXPLAIN:**

this course is part of a baccalaureate program designed to articulate with two AS degrees-- Cardiovascular technology and respiratory Care.

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS REACHED?**

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** YES

**IS ANY COREQUISITE LISTED ON THIS COURSE ALSO LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** NO

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

THIS COURSE REPRESENTS AN UPPER DIVISION, CORE COURSE, IN THE APPROVED BAS PROGRAM IN CARDIOPULMONARY SCIENCES.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**EXCEPTION:**   
COURSES PUBLISHED IN THE 2010-2011 CATALOG THAT ARE PENDING CURRICULUM APPROVAL WILL BE EFFECTIVE SPRING 2011.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** FALL 2011

VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

APPROVED EFFECTIVE TERM



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 01/07/2011

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 01/14/2011

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 01/21/2011

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 01/26/2011

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).

REVISED: 8/25/10