| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## RET 2254C Respiratory Care Assessment (6 Credits)

In this course the student will learn the assessment of patients for diagnostic and therapeutic interventions. The focus of this course is the differential diagnosis procedures for cardiopulmonary patients. The development of appropriate communication skills with physicians, patients, and other health care providers is emphasized through the preparation and delivery of a complete patient case study.

## PREREQUISITES FOR THIS COURSE:

RET 1613C

### CO-REQUISITES FOR THIS COURSE:

RET 2234C

## GENERAL COURSE INFORMATION:

Topic Outline

Both a lecture and Web CT resources will be integrated to provide multiple resources for a variety of learning styles. The primary course topics include:

 Patient Interview & Physical Assessment Techniques

 Infectious Diz. Precautions (H1N1 Hepatitis B, HIV/AIDS, MERSA, TB)

 Assessment of Primary Pulmonary Pathology & Altered Lung Physiology

 Arterial Blood Gas Puncture and Analysis [Checkoff Policy]

 Determination of Acid Base, Electrolyte and Fluid Balance Abnormalities

 Chest X-Ray Interpretation Landmarks

 Alternative Technologies for Assessment of Pulmonary Function

 Capnography (PETCO2) & Other methods of Non-invasive Assessment

 Assessment of Sleep and Breathing

 Bronchoscopic Evaluation

 Complex ECG Interpretation

 Critical Thinking in Respiratory Care & Clinical Simulation Test Strategies

 Medical Records and Case Study Presentation Protocols

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: Investigate

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Discover and apply new ideas related to the employment of the pulmonary physical exam and related diagnostic techniques along with the appropriate calculations and measurements required for the assessment of patients, in an inpatient or outpatient, Respiratory Care clinical setting.

 The student’s individual investigative expertise will be assessed through both oral and laboratory-based quizzes, as well as multiple choice section exams.

General Education Competency: Think

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Evaluate and consider new technologies and their effects on patients including the ability to safely obtain and prepare for analysis, an arterial blood sample, an expiratory gas sample and electrocardiograms.

 Both laboratory assessment, in small groups, and traditional multiple choice exams will be used to assess the student’s expertise to think through these patient assessments.

General Education Competency: Evaluate

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Using pulmonary assessment methodologies, interpret the findings for representative physical exam and arterial blood gas assessments, clinical laboratory tests, chest radiographs, electrocardiograms, pulmonary function studies, and sleep studies arterial blood gas assessments from patients.

 This evaluation process is assessed for each student, through Quizzes, Multiple Choice Exams and a comprehensive case study presentation

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)