

## Introduction to Respiratory Care

RES 101.I50 – Internet Based Learning

Spring 2020

**Number of Credits:** 2

**Office Phone:** (517) 796-8551

**Days Class Meets:** Internet-Based Learning

**Cell Phone:** (517) 812-0079

**Meeting Times:** Internet-Based Learning

**Contact Email:** parkersarahg@jccmi.edu

**Location:** Internet-Based Learning

**Virtual Office Hours:**

**Instructor:** Sarah Parker, MAOM, RRT, RRT-NPS

**Mon - Thur:** 9:00 – 4:00pm

*Additional times by virtual appt*

**Office:** JW 239

**Online:** JetNet course

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### Course Description

The student in this course will be able to describe what a respiratory care practitioner does, where they work, the role of the respiratory care practitioner in patient care as well as to recognize the role of professional organizations in the career. Using a series of case studies, the student will identify HIPAA violations. The student will be introduced to medical abbreviations, calculations commonly used in respiratory care, normal values for vital signs and the normal chest x-ray, basic heart /lung anatomy and physiology, lung volumes and capacities, and infection prevention.

### Prerequisites

None.

### Course Goals

The course goals and objectives incorporate specific General Education Outcomes (GEOs) and Essential Competencies (ECs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges, universities, and reflect input from the professional communities we serve. GEOs and ECs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The course objectives addressed in this class include the following:

- **Cognitive (EC 1):** Each student will be expected to **Accurately perform calculations commonly used in respiratory care.**

## Course Objectives

Major Units:

1. What is a respiratory care practitioner, what are the professional organizations affiliated with respiratory care?
2. Basic Abbreviations
3. Normal values for vital signs and the normal chest x-ray
4. Health Insurance Portability and Accountability Act (HIPAA)
5. Basic Heart and Lung Anatomy and Physiology, lung volumes and capacities.
6. Respiratory Calculations
7. Infection Prevention.

## Expected Time Commitment:

For each credit hour in this course, the student is expected to put in a minimum of three hours of study time. Use your time management skills to plan for a minimum of six hours each week. The best way to utilize your time is to set up a schedule in which you are participating early in the week and many times throughout the week (see discussion board requirements below). New weekly assignments will appear every Monday.

## Textbooks/Reference Materials

**Required Texts:**

1. Oakes' Clinical Practitioner's Pocket Guide to Respiratory Care, 9<sup>th</sup> ed., Oakes, Health Educator Publications INC, 2017, ISBN 978-0-9328-8758-0. (Oakes)
2. Lecture syllabus and other resources as selected.

NOTE: (**Bold Name**) represents how this text will be referred to when cited in unit outlines.

**Textbook Zero:** All texts are available in digital format from the book store / many online sources.

## Ground Rules for Online Communication & Participation:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Online Instructor Response Policy: I will check email frequently and will respond to course-related questions within 24 hours.
- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty, and tact. Spelling and grammar are very important in an online course. Your level of professionalism has a direct correlation to the content you post.
  - Grammarly, is a free tool available to assist you during your online journey.
- Two words: **REMEMBER HIPPA**. Make sure never to identify patients or employees of your institution by name or title when commenting on your clinical practice experience. **The intent is that your experiences will be a valuable asset to this class – share them wisely.**

## Guidelines for a Productive Discussion

- The discussion board is your space to interact with your peers related to current topics or responses to your peer's statements. It is expected each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings, and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.

- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Your posts should be more than four sentences and offer a different perspective, provide clarification, or provide a resource or new data.

## Discussion Board Participation

It is necessary, for students to actively participate with each other and the instructor. You are required to post a minimum of 2 times on 2 different days each week. Initial posts are due each Wednesday by 11:59PM and your two responses are due each Sunday by 11:59PM. ***Your posts should be more than four sentences and offer a different perspective, provide clarification, or provide a resource or new data.***

## Grading Procedure

Course points are derived from discussion board postings and quizzes. The material for quizzes and discussions will be covered in assigned videos and readings and may include some additional material as assigned. Additional quizzes and assignments may be assigned in addition to those scheduled.

The system for evaluation will consist of:

- Discussion/Assignments: 60%
- Quizzes: 40%

Students will be expected to complete an evaluation of the course on-line in JetNet at the conclusion of the semester.

## Grading Scale for All Respiratory Care Courses

**To pass RES 104 the final course average score must be  $\geq 76\%$ .**

GPA	GRADE RANGE
4.0	93-100%
3.5	89-92%
3.0	84-88%
2.5	80-83%
2.0	<b>76-79%</b>
1.5	73-75%
1.0	68-72%
0.5	64-67%
0.0	0-64%

## Academic Honesty Policy

If I suspect you of academic dishonesty, I will follow JC's Academic Honesty Policy and take appropriate action up to and including assigning a failing grade for the paper, project, report, exam, or the course itself (whichever I deem necessary). To see the policy, visit: <https://www.jccmi.edu/wp-content/uploads/StudentCodeOfConduct.pdf>.

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

**Plagiarism is defined as the failure to give credit for the use of material from outside sources.**

**Plagiarism includes but is not limited to:**

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

**Cheating is defined as obtaining answers/material from an outside source without authorization.**

**Cheating includes, but is not limited to:**

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

## **Incompletes Policy**

(Excerpt from JC Policy) "A student may request an incomplete from the instructor. The incomplete will be granted only if the student can provide documentation that his or her work up to that point is sufficient in quality, but lacking in quantity, due to circumstances beyond the student's control. Furthermore, a written plan for making up the missing work within one semester must be completed by the student. Final determination of whether an incomplete will be given is the instructor's decision."

## **Help**

It can be very frustrating when you do not understand concepts and are unable to complete homework assignments. Please reach out if you are struggling with a topic. We can meet virtually if needed. These resources are also available to our students.

- **CENTER FOR STUDENT SUCCESS:** Tutors (plus additional services for academic success) can be accessed by calling **796-8415**. Arrange to get regular assistance from a tutor.
- **STUDY GROUP:** Find a study partner or a study group via virtual classroom. Sometimes it helps to work through problems with another person.
- **JETNET:** There will be material posted there to help students and allow them to ask questions of the instructor and/or the group.
- **EMAIL:** The best and quickest way to get a hold of me.

## **Accessibility**

**Accommodations do not automatically carry over to the next semester.** Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to

ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

## Attendance Policy

Weekly online presence in class is required. If you are unable to contribute, please contact me immediately via email. You may be dropped from this course if you are not participating in class activities.

## Important Dates: Spring/Summer 2020

Spring 2020		
Event	Dates	Notes
<b>REGISTRATION BEGINS FOR ALL STUDENTS</b> <i>New students must contact Admissions at 517.796.8425 prior to registering for classes.</i>	April 10, 2020	<a href="#">Register - Spring 2020</a>
<b>Semester Dates</b>	May 18 - Aug. 10, 2020	
<b>Day and evening classes begin</b>	May 18, 2020	
<b>Memorial Day</b>	May 25, 2020	No classes
<b>Independence Day Holiday</b>	July 3-5, 2020	No classes
<b>End of Spring Semester</b>	Aug. 10, 2020	

**Spring 2020 Add/Drop Dates**

**Census Date:** Students dropped prior to the census date will not incur any financial implication to tuition, Federal Student Aid, etc.

**Drop with W:** Tuition charges have been applied and refunds to Federal Student Aid need to be processed for students who are dropped after this date.

**Last Day to Withdraw:** Last day to add or drop a student from a class. After this date students can no longer be "dropped. Final grades must be reported.

**NEED HELP?**  
[Click here](#)