

Clinical Practice IV

RES 225

Fall 2021

Number of Credits: 5

Days Class Meets: Tuesday/Thursday

Meeting Times: 7:00am – 7:00pm

Location: Clinical affiliates as assigned

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

Office Phone: (517) 796-8551

Contact Email: parkersarahg@jccmi.edu

Virtual Office Hours:

Mon & Wed: 9:00 – 3:00pm

Additional by virtual appt

Online: JetNet course

Trajecsys Tracking System

CastleBranch Health Record Tracking

Course Description

This clinical course provides a varied experience for students who are about to graduate. A major emphasis will be in assisting with the pulmonary management of neonatal patients on mechanical ventilation. Other rotations will be in a variety of advanced diagnostic laboratories and alternate site venues where respiratory therapists are employed. In addition, weekly clinic seminars will be held on campus to facilitate student learning.

Prerequisites

RES 210: Perinatal / Pediatric Respiratory Care

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:

- **Performance (EC 1):** Each student will be expected to Perform properly, according to clinical proficiency guidelines, the following procedures in neo/peds ICUs: assessment, ventilator set up, management, discontinuance, maintenance, and ventilatory changes that would achieve the desired outcomes and other therapies used for distressed neo/peds patients.
- **Cognitive (EC 2):** Each student will be expected to Demonstrate mastery of concepts of patient and professional intercommunication skills while engaged in all hospital activities.
- **Attitudinal (EC 2):** Each student will be expected to Display acceptable fluency in professional attitudes, professional medical ethics, and concern for patient's rights as prescribed in the Respiratory Care program's Clinical Policies manual.
- **Attitudinal (GEO 7):** Each student will be expected to Display acceptable fluency in professional attitudes, professional medical ethics, and concern for patients from diverse backgrounds as prescribed in the Respiratory Care program's Clinical Policies manual.

Course Objectives

Major Units:

- Neonatal/Pediatric Critical Care
- Specialty Diagnostic Procedures
- Medical Director Rounds

Textbooks/Reference Materials

Required Texts: RES program clinical classes have no assigned textbooks, as the students are expected to review materials as needed from the lecture/lab classes to enhance their clinical learning. The textbooks from the other program classes are used for this purpose, as well as journals and other references as needed.

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 15 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. To keep everyone together as we travel down the online road there will be no jumping ahead.

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 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.

Grading Procedure

Grading follows a dual track in clinical—the grade assigned for the class, based on points, and the pass/fail element of the class.

Pass/Fail Grade Elements (ALL must be satisfactory; any not completed with an acceptable score will result in failure from clinical):

1. Completion of patient assessments (**2** during neonatal portion of rotation)
2. Satisfactory physician contact time (**10 points** during neonatal portion of rotation; this means you have eight days to get this done, so stay on top of it, please!)
3. Completion of mandatory proficiencies
4. Satisfactory affective evaluations
5. Satisfactory attendance and completion of logs and student journals
6. Satisfactory completion of special project (total of **100** points)

Points-Based Grade Elements

- | | | |
|----------------------------|---|---|
| 1. Case Studies | = | 20% (2 patient assessments) |
| 2. Clinical Tracking | = | 20% |
| 3. Clinical Exams | = | 5% |
| 4. Physician Contact | = | 10% |
| 5. Proficiency Evaluations | = | 20% |
| 6. Special Project | = | 10% |
| 7. Attendance | = | +5% if no absences/tardies during the term, or
0 if only 1 absence/tardy during the term, or
-5% for each absence beyond the first during the term. |

Also regarding attendance:

1. Please refer to the JC Clinical Information and Policies Handbook, which states that “Any absence is considered unexcused if not accompanied by an appropriate notification of absence to the Clinical Instructor”.
2. In addition, students have been informed that they need to contact both the Clinical contact and Sarah, in case of absence.
3. Please be sure you have the correct phone numbers available in advance of your needing to use them.
4. Failure to call in properly will result in the consequences spelled out in the Handbook and will also result in a **5-point deduction** from the final clinical grade for **each occurrence**.
5. **Failure to maintain current health records will result in a 5-point deduction from the final clinical grade.**

RES 225 PROFICIENCY EVALUATION LIST:

MANDATORY - All skills/tasks listed as MANDATORY must be evaluated, in writing (PEF), by the end of the clinical semester. The **bolded** activities are used to determine the PEF component of the clinical grade.

- | | |
|------|---|
| A.01 | OXYGEN THERAPY |
| C.01 | ROUTINE VENTILATOR CHECK |
| C.02 | VENTILATOR CIRCUITRY CHANGE |
| C.03 | INITIATION OF MECHANICAL VENTILATION |
| C.04 | CONTINUOUS DISTENDING PRESSURE THERAPY (PEEP / CPAP) |
| C.06 | CRITICAL CARE TRANSPORT |
| C.07 | IMV AND VENTILATOR WEANING |

Students will be expected to complete an evaluation of the course electronically at the conclusion of the semester. This will be administered by Jackson College.

CLINICAL DOCUMENTATION:

<u>TOPIC</u>	<u>REQUISITE ACTIVITY</u>
8. Clock in and clock out	To be completed each and every clinical day. Clock in and out IMMEDIATELY at start/end of clinical days.
9. Activity /Procedure	A document which records 1) your daily activity (tasks performed), and 2) totals for these categories for a defined cumulative period. Done during neonatal rotation only.
10. Student journals	Journal entries based on daily clinical activities and events are completed by students and can be read by CIs and JC program personnel to facilitate student/program communications. Entries are to be made daily within 24 hours of the end of the clinical shift. CIs or the clinical coordinator may enter comments in the students' journals.
11. Physician contact	Notes taken on physician contacts and validated by CIs. The generated entries are evaluated with grade point values determined by the Clinical Coordinator. Done during neonatal rotation only—plan accordingly to complete in time.
12. Case study forms	You are to complete this form, it will be evaluated by CIs for accuracy and completeness and is used by CIs to guide group discussions of interesting patient cases. Patient assessments are to be done as scheduled on calendar and are graded by the clinical coordinator. Done during neonatal rotation only.
13. Formative evaluation forms	A short evaluation of student progress on several key attributes. Because the program requests an anecdotal recording of critical student behaviors, the proper completion of this document is more time consuming than may first appear to be the case. This form is completed by the CI, validated, conferenced over and signed to indicate review by the student, and submitted to the clinical coordinator. Done during neonatal rotation only.
14. Summative evaluation forms	A comprehensive evaluation of student progress performed by the CI near the completion of a clinical rotation. Because the program requests an anecdotal recording of critical student behaviors supporting the instructor's evaluation of the student, the proper completion of this document can be time consuming. This form is completed by the CI, validated, conferenced over and signed to indicate review by the student, and submitted to the clinical coordinator. Done during neonatal rotation only.

Exam Process

All exams must be completed by Thursday 11:59 pm. If you are unable to take the exam during the scheduled week, notify me immediately for other arrangements. I may be notified directly by email or by phone via voice-mail message at (517) 812-0079.

All exams are timed. The total time for each exam will be determined by the number of questions on the exam; you will receive two minutes per question. Prior to each exam, the time limit will be displayed. The questions will be randomized and will only be open for one single attempt. **Mobile devices are not recommended for taking tests or submitting assignments.**

If you wait until the last minute to take an exam and you have technical difficulties, you will not be extended time and your exam will be considered late. You will be eligible to receive 50% of the grade earned.

Respondus

To protect the fairness and integrity of the exams, students will be required to take exams using Respondus Lockdown Browser and Monitor. This is an online test proctoring software that requires a download to your computer. Training and practice of Respondus technology will be provided in advance of the first exam. A Mac or PC that has a webcam and microphone is required to use Respondus. If you do not have this technology, please contact your instructor right away. Students are expected to complete the Respondus Practice quiz on time. This is to give our IT department time to help troubleshoot issues **before** exam 1 begins. Failure to complete the Respondus quiz on time may result in instructor-initiated drop.

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	76-79%
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.jcme.edu/wp-content/uploads/StudentCodeOfConduct.pdf>.

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 email the Center for Student Success at 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.

Guest Lectures are considered mandatory. You must receive special permission to be dismissed from the lecture.

Failure of Course

See program handbook for program reentry process.

Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise. If you are taking an in-person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus.

All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

Important Dates:

09/06/2021 MONDAY	LABOR DAY HOLIDAY – NO CLASSES
11/24/2021 - 11/28/2021 WEDNESDAY - SUNDAY	THANKSGIVING HOLIDAY – NO CLASSES
12/18/2021 SATURDAY	END OF FALL SEMESTER

Clinical Calendar:

NEONATAL ROTATION	4 WEEKS AT YOUR SCHEDULED LOCATION
MEDICAL DIRECTOR ROTATION	(2) 5-HOUR DAYS AT YOUR SCHEDULED LOCATION
PFT ROTATION	(2) 8-HOUR DAYS AT YOUR SCHEDULED LOCATION
SLEEP ROTATION	(2) 8-HOUR DAYS AT YOUR SCHEDULED LOCATION
PULM REHAB ROTATION	(2) 8-HOUR DAYS AT YOUR SCHEDULED LOCATION
LTACH ROTATION	(2) 8-HOUR DAYS AT YOUR SCHEDULED LOCATION
HOME CARE ROTATION	(2) 8-HOUR DAYS AT YOUR SCHEDULED LOCATION