

SYLLABUS

HOUSTON COMMUNITY COLLEGE SYSTEM COLEMAN COLLEGE FOR HEALTH SCIENCES RESPIRATORY THERAPIST PROGRAM

RSPT 1362 - Practicum - Respiratory Therapy Spring 2012

CRN 83070 – Clinical Instructor: D. Westmoreland

CRN 83152 – Clinical Instructor: H. Jackson

CRN 83200 – Clinical Instructor: T. Rhodes / C. Okafor

CRN83201 – Clinical Instructor: J. Burak / K. Freeman

CRN 83241 – L. Faniuel / L. Lafayette

Coleman College – Room 386 6:30 am – 3:00 pm Mon/Wed

Credit3 hours (16 lab)

Course Description:

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional

Learning Outcomes:

As outlined in the learning plan, Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry

Prerequisite:

RSPT 1361 and RSPT 1310

Co requisite:

RSPT 1311

Course Goals & Rationale:

The purpose of the various clinical experiences and rotations is to provide opportunities of performing, under supervision, the techniques and procedures discussed in the classroom. This course is a continuation of Respiratory Therapy Clinical I with emphasis on safe and effective administration of Respiratory Care techniques such as: Hyperinflation Therapies, Aerosol /Humidity Therapy, Medication administration Bronchial Drainage Techniques, Oxygen and or Medical Gas Administration, Patient Assessment and introduction to mechanical ventilation of the adult patient.

Instructor Information: Ebong Ekwere, RCP
 Additionally part-time CI's are assigned to students within clinical affiliate's.

Office Location: Coleman College for Health Sciences, Suite 386: Office 379
 Office: 713-718-7383
 Fax: 713-718-7136 E-mail: ebong.ekwere@hccs.edu

Office Hours: Tuesday / Thursday 12:30 pm – 2:00 pm
 Friday 10:00 am – 1:00 pm
 (Other times by appointment)

Clinical Time: Monday / Wednesday 6:30 am – 3:00 pm

Textbook : Basic Clinical Lab Competencies for Respiratory Care, by G.C. White, current edition.

Lab Requirements: Enrollment in the clinical training environment requires all students to have a health physical form on file, CPR card/1st Aid Card on file, navy blue colored scrubs, white leather shoes, white full length lab coat, current photo ID Badge, Laboratory Exercises for Competency in Respiratory Care Textbook, stethoscope, goggles, and a watch with a second hand.

Students with Disabilities: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office, Dr. Raj Gupta, room 430, at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, contact Donna Price at 713-718-5165 or the Disability Counselor at each college.

Academic Honesty: Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Scholastic dishonesty includes but is not limited to, cheating on a test, plagiarism, and collusion. Possible punishments may include a grade of 0 or F on the particular assignment, failure in the course, and or recommendation for probation or dismissal from the college system. Please refer to the HCCS Student Handbook for the complete policy.

Attendance & Withdrawal Policy:

Absences:

- 1) RSPT 1361, 1362, 2260, 2266, 2267, 2261: **2 Absences Maximum.**
- 2) Absences in excess of the Maximum allowed will be excused for reasons of:
 - a. Death in the immediate family (with verification).
 - b. Illness of the student:
 1. Hospitalization (with verification)

2. Under the care of a physician, with a “Release to return to Work/School” statement that is dated.
 - c. Automobile accidents (with documentation).
 - d. National Guard/Reserve duty (with dated documentation)
- 3) A third unexcused absence results in **administrative withdraw from RSPT 1362.**
- 4) Students with excess absences in a particular rotation, i.e. 2 or more may not be able to be evaluated by the clinical instructor. This would result in a failing grade in clinical.
- 5) If a student is going to be absent he/she should contact CI by 6:00am and DCE by 8:00am at 713-718-7383.
- 6) No Call/ No Show results in disciplinary probation and receiving a letter grade lower for that clinical rotation. **Second occurrence results in administrative withdraw from RSPT 1362.**

Tardies:

- 1) Students should arrive in clinical by 6:30am.
- 2) Students arriving between 6:45-7:00am will be considered tardy for the day.
- 3) Students arriving after 7:00am will be sent home.
- 4) 3 tardies = 1 absence.
- 5) If the student is going to be tardy, he/she should notify the CI by 6:00am. Failure to do so will result in disciplinary probation. Second occurrence results in **administrative withdraw from RSPT 1362.**

Course Requirements & Grading Policy:

Each student's grade will be based on his/her ability to function completely in the clinical setting

1. **Cognitive Objectives:** The final written exams and any quizzes are objective evaluations of students' theoretical knowledge.
2. **Performance Objectives:** The competency evaluations are objective evaluations of skills. The student must successfully complete all competency evaluations for the particular rotation.
3. **Behavioral Objectives:** The affective evaluation done by the clinical instructors is a subjective evaluation of the student's attitudinal and behavioral performance in the clinical

To achieve a satisfactory evaluation the student must perform each step in the procedures as outlined. It is imperative the student be evaluated and discusses his/her performance with the instructor. Students unable to successfully complete all competencies **will not pass the clinical rotation.*

The following grade scheme will be used for RSPT 1361, 1362, 2166, 2360, 2361, 2266:

Each student's grade will be based on his/her ability to function completely in the clinical setting

- A. 50% of the student's grade will be based on Affective Evaluations.
- B. 50% of the student's grade will be based on written exams.
- C. Students must master all competency evaluations
- D. The Respiratory Therapy Program does not award a grade of D

- E. To receive a grade of F the student must fail to achieve an overall average of 75%
- F. Failure to turn in required paperwork will result in the student receiving a grade of "I" for incomplete and "F" if assignments are not completed within the allocated time.

NOTICE: "Students who repeat a course three or more times may will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades."

Testing: Written clinical exams will be administered by the clinical instructor at mid-term and at the end of each rotation. There will be **no clinical make-up exams.**

Make-Up Policy: Requires consultation with Director of Clinical Education.

Projects & Assignments: Students will be required to work up and present to their clinical groups one case study. Students should get in the habit of doing mini workups on each and every patient under their care. It is the responsibility of the student to complete daily logs and other written assignments as requested and have them signed and dated by the clinical instructor each day.

Course Content: To ensure continued competence in objectives met in RSPT 1361 the following competencies should be reconfirmed this semester by completion of the following DataArc competency evaluations. Students are encouraged to review information in Gary C. White as well as DataArc disk on old and new procedures.

Adult Floor Therapies:

Hand washing	MDI
Isolation Procedures	SVN
Vital signs	IS
Chest Assessment	IPPB
Nasal Cannula	CPT
Simple Mask	Face tent
Partial Rebreather	Pulse oximetry
Nonrebreather	Tracheostomy collar
AEM	T-piece

New competencies to be completed this semester with DataArc include:

Adult Floor Therapies
 Patient Assessment
 Adult Diagnostics:
 Peak Flow
 Bedside Spirometry
 ABG sampling & analysis
 Adult Critical Care Competencies:
 Resuscitation
 Suction: ET, NT, Tracheal, Inline ETT & Trach Care;
 Securing Airway
 Cuff Management
 Aerosol Drug Administration; In-line MDI, In-line SVN
 Ventilator Care; Ventilator set-up, Routine check

Course Calendar with Reading Assignments:

Semester: Spring 2012, January 18, 2009 – May 13, 2012
 Class: Monday / Wednesday 6:30am – 3:00pm
 Room: See student rotation for RSPT 1362
 Holidays: Feb. 20th - Presidents Day
 March 12th – 18th Spring Break

A study was conducted for the Department of Labor by the American Society for Training and Development which identified the seven skills U.S. employers want most in entry level employees. These skills are exhibiting interpersonal skills, utilizing information skills, enhance basic skills, using technology, and managing resources. In order to achieve the desired competencies, the following will be included in this course.

Interpersonal C11 Serves Clients and Customers**Description:**

Works and communicates with clients and customers to satisfy their expectations.

Objective:

The student must interact with and exhibit professionalism with patients while delivering prescribed therapies. The student evaluation of clinical performance and the clinical check-offs are tools used to measure and evaluate this competency.

Description of Module:

Students work in a clinical environment directly with patients under the supervision of a clinical instructor. Students must successfully demonstrate competence in all performed objectives.

Interpersonal C13 Negotiates to Arrive at a Decision

Description:

Work toward an agreement that may involve exchanging specific resources or resolving divergent interests.

Objective:

The student will demonstrate negotiation skills in a professional and positive manner.

Description of Module:

The student negotiates with patients in order to carry out prescribed therapy.

Example: The patient refuses therapy that has been ordered. The student negotiates with the patient in an attempt to convince him of the importance of taking prescribed therapies. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Information C6 Organizes and Maintains Information

Description:

Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion.

Objective:

The student must demonstrate accurate, organized charting skills when documenting patient care therapies.

Description of Module:

Students are required to obtain information from the patient and during treatments and document the information on the patient's permanent record. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Information C7 Interprets and Communicates Information

Description:

Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.

Objective:

The student will demonstrate critical thinking skills and communication skills as he gathers and analyzes medical information regarding his patient status and communicates this information to clinical instructors and staff therapist.

Description of Module:

The student retrieves and interprets information from the patient's chart and communicates that information to the department staff. Example: The student receives new orders on an existing patient. The student would communicate this new information during a "shift report" to the incoming staff. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Basic Skills F1**Reading****Description:**

Locates, understands, and interprets written information in prose and documents--including manuals, graphs, and schedules--to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Objective:

The student must demonstrate proficiency in reading medical information and utilizing it to understand the medical care of the patient.

Description of Module:

The student uses standard references, i.e.... PDR, medical dictionary and textbooks, to learn more about specific medications and procedures patients are receiving or the diagnosis of the patient. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Personal Qualities F13**Responsibility****Description:**

Exert a high level of effort and perseverance toward goals attainment. Work hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration even when assigned an unpleasant task. Display high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Objective:

The student must demonstrate responsibility by accepting patient care assignments, attending to the patients needs and prescribed scheduled therapy.

Description of Module:

The student assumes responsibility for the patient care for which he is assigned. Example: The student is assigned to a patient who requires therapy every two hours. The student must take responsibility to administer the therapy at the prescribed times. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Personal Qualities F14 Self-Esteem**Description:**

Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

Objective:

The student must demonstrate self-esteem by keeping a positive attitude as well as positive relations with peers while demonstrating his skills and abilities.

Description of Module:

The student self-esteem is cultivated by the instructors. Example: As students are trained on different procedures and begin to work more independently, the instructors give positive feedback to increase the student's self-esteem. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Personal Qualities F15 Sociability**Description:**

Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

Objective:

Demonstrate sociability by interacting positively with peers, superiors and patients.

Description of Module:

As student administer patient care in the clinical environment, the instructor acts as role model exhibiting a pleasant and courteous demeanor. The student is coached to exhibit a friendly, courteous and tactful demeanor. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Technology C18 Selects Technology**Description:**

Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results.

Objective:

Demonstrate ability to select appropriate equipment required to administer various modalities to patients.

Description of Module:

Students are required to select appropriate equipment necessary to carry out certain procedures. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

Technology C20 Maintains and Troubleshoots Technology

Description:

Prevents, identifies, or solves problems in machines, computers, and other technologies.

Objective:

Demonstrate ability to troubleshoot equipment used to deliver the various modalities required to complete clinical training.

Description of Module:

Students are responsible to maintain and trouble-shoot certain equipment used in patient care. The student evaluation of clinical performance is the tool used to measure and evaluate this competency

Other Student Information:

Students should use the school laboratory to practice any procedures they feel they need to brush up on from last semester. Students are encouraged to schedule tutoring with instructors in classes they are having difficulty with.

The student will have the following completed via DataArc by the CI by the end of a particular rotation:

1. All required competencies reviewed by CI & student.
2. All daily logs completed, reviewed and signed by both student and CI.
3. Case study
4. Affective Evaluation graded, reviewed and signed by CI & student
5. 1 Final exam as scheduled by DCE.

Web sites for state and national Respiratory Care entities are listed below.

www.TSRC.org The Texas Society for Respiratory Care
 www.AARC.org The American Association for Respiratory Care
 www.NBRC.org The National Board for Respiratory Care

Cell phones and Pagers: Cell phones and pagers are to be set on the silence or vibrate mode during clinical time. Text messaging or exiting the clinical area to make or answer calls is unacceptable and will not be tolerated. If your cell phone or pager is audible during clinical, you will be asked to leave the clinical site and will be awarded an absence for that day. Emergency calls should be directed to the DCE's office, 713-718-7383 and the student will be notified. First occurrence will result in disciplinary probation. Second occurrence will result in **administrative withdraw from RSPT 1362**.

DataArc Assignments: The student is to complete the RSPT clinical practicum DataArc assignments per clinical day attended, sick day / absence and holidays as listed:

1. A **complete clock in and out for each clinical day attended** with the exception of Ben Taub hospital and holidays. If the student is to be absent, a “Sick Day” will be entered in lieu of the clock in and out by 5:00pm that day. The student is to contact the CI by 6:00am and the DCE by 8:00am at 713-718-7383. Please refer to the attendance policies in your syllabus for further details.
2. Complete a **detailed daily log** of the days events to include physician contact hours. For holidays, just simply state the appropriate holiday in the comment section of the daily log. It is the students sole responsibility that all entered daily logs are signed off by their CI for the respected clinical site before continuing to the next clinical rotation.
3. If a student is experiencing problems with DataArc, the problem should be brought to the attention of DCE immediately so the issue can be researched and corrected so as that the incomplete work is not counted against the student at the end of the clinical rotation.

Failure to complete the above listed DataArc assignments will result in a two (2) point reduction per incident that the DCE must correct for the respected clinical rotation. For example:

Student “A” failed to clock in and out one day and forgot to clock out on another day, the student will be deducted a total of four points on the final grade for that clinical rotation. In addition, the student must provide that DCE with correct clock in and out time for the missed dates.

Student “B” called in sick but failed to complete a Sick Day log by 5:00pm as stated above, the student will be deducted two points on the final grade for that clinical rotation.

Clinical Code of Conduct: Students are responsible for reading and adhering to the information presented in the HCCS Student Handbook and HCCS Catalog, available online at www.hccs.edu/students. In addition to the HCCS policies regarding student conduct, while acting in the capacity as a health science student, safe patient care, ethical and professional behavior is essential.

A student shall:

1. Provide safe and professional patient/client care at all times and implement measures to promote a safe environment for each patient/client.
2. Comply with policies, procedures, and rules related to academic and clinical performance that are issued by Coleman College, by a Coleman health science program, by HCCS, or by any clinical agency.
3. Not commit acts of omission or commission that cause or are likely to cause harm to patients/clients.
4. Not attempt care/activities without adequate orientation, theoretical preparation, assistance, or supervision.
5. Maintain patient/client confidentiality.
6. Take appropriate action to assure the safety of patients/clients, self, and others.
7. Provide care for the patient/client in a timely, compassionate, and professional manner.
8. Communicate with patient/client and healthcare team in a truthful, timely, and accurate manner.
9. Actively promote the highest level of moral and ethical principles, and accept responsibility for his/her actions.
10. Treat others with respect and promote an academic and clinical environment that respects human rights, values, and choice of cultural and spiritual beliefs.
11. Collaborate and cooperate in every reasonable manner with the academic faculty and clinical staff to assure the highest quality of patient/client care.
12. Abstain from the use of substances that impair judgment.
13. Report and document all patient/client assessments or observations, the care/ practice provided by the student for the patient/client, and the patient's/client's response to that care/practice.

14. Accurately and timely report to the appropriate practitioner errors in or deviations from the prescribed regimen of care/practice.
15. Not falsify any patient/client record or any other document prepared or utilized in the course of, or in conjunction with patient/client care/practice.
16. Delineate, establish, and maintain professional boundaries with each patient/ client. When providing direct patient/client care, the student shall provide privacy during treatment and care/practice and shall treat each patient/client with courtesy, respect, and with full recognition of dignity and individuality.
17. Not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a patient/client; or engage in behavior toward patient/client that may reasonably be interpreted as physical, verbal, mental or emotional abuse.
18. Not misappropriate a patient/client's property or engage in behavior to seek or obtain personal gain at the patient's/client's expense; engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's/client's expense; engage in behavior that constitutes inappropriate involvement in or interference with the patient's/client's personal relationships; or engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's/client's personal relationships. For the purpose of this paragraph, the patient/client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.
19. Not engage in sexual contact or romantic relationships with a patient/client; engage in conduct that may reasonably interpreted as sexual or romantic; engage in any verbal behavior that is seductive or sexually demeaning to a patient/client; or engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient/client. For the purpose of this paragraph, the patient/client is always presumed incapable of giving free, full, or informed consent to sexual or romantic activity with the student.

Unsafe/Unprofessional Practice and Weak Practice with Potential for Unsafe and/or Unprofessional Practice

A student shall provide safe and professional patient/client care/practice at all times. Unsafe care/practice, unprofessional care/practice, or weak care/practice with potential for unsafe and/or unprofessional care/practice occurs when the student's behavior in providing care/practice to patients/clients may call into question the student's professional judgment and accountability and may violate the current:

- Standards of care/practice in the Respiratory Therapy Program; or
- State of Texas Respiratory Therapy practice act; or
- Code of ethics for Respiratory Therapy; or
- HCCS and/or clinical agency policies and procedures; or
- Respiratory Therapy program goals and/or course objectives.

Depending upon the degree of actual or potential harm a patient/client may suffer, a student's one-time deviation from safe care/practice may be sufficient to judge a student unsafe.

A student whose clinical care/practice is judged unsafe and/or unprofessional by Coleman faculty or clinical staff may be removed from the clinical experience. To resume the clinical experience, a student who has been removed must comply with written stipulations prescribed by the faculty for readmission to the clinical experience.

The faculty responsible for the clinical experience will review the clinical care/practice of a student who exhibits weaknesses that may lead to unsafe practice and/or unprofessional practice. The faculty, with appropriate input from the student, will develop a set of expectations that the student is to attain to remedy those weaknesses in the current and/or subsequent semester.

Rationale

Faculty have a legal and professional responsibility to assure for the public, other students, Coleman College, and the respiratory therapy profession that students can practice safely and professionally in their various clinical care/practice.

Grievances Regarding Policies and Procedures

Students who disagree with a policy, procedure, or rule may file a student grievance as permitted by HCCS policy. The filing of a grievance, however, does not excuse compliance with current policies, procedures, and rules. Students shall comply with all policies, procedures, and rules until and if such policies, procedures, or rules are withdrawn or modified.

RSPT 1362
Respiratory Practicum Spring 2012

Mon. / Wed.: 6:30a-3:00p & 3:00-11:00p

Group A

Ekaete Obong
Amaka Obiechina
Aaron Brumfield
Jorge Herrera

Group B

Ashley Jarvis
Joseph Mokouba
Stevens Latonya

Group C

Denisha Jackson
Alpha Notarte
Tava Marco
Jessica Martinez

Group D

Ashley Noah
Marion Kristen
Angela Aceves
Rahman Green

Group E

Tracy Trang
Syndy Rosas
Toan Pham

<u>CI's / Institutions</u>	<u>01/18/12 – 03/07/12</u>	<u>03/19/12 – 04/30/12</u>
Herbert Jackson / MTMC	A	E
T. Rhodes/ C. Okafor MHNW	B	C
D. Westmoreland St. Jo	C	D
J. Burak / K. Freeman / MHTMC	D	B
L. Faniuel / L. Fayette / MTMC	E	A

Jan. 18st - All meet in computer lab A at 10:30 am

Students are having too many absences that I am not aware of until it's too late. Students are to call the CI by 6:30am and the DCE by 8:00am, at 713.718.7383, if they are going to be absent. Failure to inform the CI or the DCE will result in receiving a letter grade lower for that clinical rotation and a written student incident report. The next time the student fails to inform the CI and DCE of an absence, **the student will be administratively withdrawn from RSPT 1362.**

All CI's should verify completion of all objectives with groups via the final check list.

All DataArc competencies, affective / clinical site evaluations are to be completed on the last day of the rotation at the assigned hospital on the designated date. All paper work, (Mid-Term & Final Exams), should be submitted to the DCE.

Dates: Feb. 15th - Mid-Rotation Conference Report
April 4th - Mid-Rotation Conference Report

Holidays: Feb. 20th – President's Day, March 12th - 18th – Spring Break

RSPT 1362

**Final Check Sheet
Spring 2012**

Student: _____

Instructors / Site: _____

Re-evaluation check-offs from RSPT 1361:

Adult Floor Therapies:

Handwashing	MDI	Partial Rebreather
Isolation Procedures	SVN	Trach Collar
Vital signs	IS	Nonrebreather
Chest Assessment	IPPB	Face Tent
Nasal Cannula	CPT	AEM
Simple Mask	T-piece	Pulse oximeter

New competencies:

Adult Floor Therapies

Patient Assessment

Adult Diagnostics:

Peak Flow
Bedside Spirometry
ABG sampling & analysis

Adult Critical Care Competencies:

Resuscitation
Suction; ET, NT, Tracheal, Inline
ETT & Trach Care; Securing Airway, Cuff Management
Aerosol Drug Administration; In-line MDI, In-line SVN
Ventilator Care; Ventilator set-up, Routine check

First Rotation: Affective Evaluation Score: _____

Exam Score _____ #absences _____

Second Rotation: Affective Evaluation Score: _____

Exam Score _____ #absences _____

**HOUSTON COMMUNITY COLLEGE SYSTEM
RESPIRATORY CARE PROGRAM**

RSPT 1362 CLINICAL PRACTICUM II

STUDENT SIGNATURE PAGE (Return to Instructor)

I have read the course syllabus for RSPT 1362, 2012 Spring Semester, and I am familiar with the contents there in. I will abide by the stated rules/policies for the course.

I am aware of the required textbook and materials and I realize that reading and coming prepared to class is critical for my success in this course.

Student Name (Print) _____

ID _____

Student Signature (ink) _____

Date signed _____

Phone # _____ Email: _____