

SYLLABUS

HOUSTON COMMUNITY COLLEGE SYSTEM Coleman College for Health Sciences

RSPT 2266 Practicum – Respiratory Therapy Technician Fall 2011

CRN 57674 – Clinical Instructor: J. Campbell

CRN 57752 – Clinical Instructor: H. Jackson

CRN 57753: Clinical Instructor: K. Freeman / J. Burak

CRN 57754: Clinical Instructor: C. Johnson / R. Pucio

CRN 57755 – Clinical Instructor: A. Crayton / J. Ellis Jr.

CRN 57756: Clinical Instructor: K. Dozier / E. Spigener

Coleman College – Room 386 6:30 am – 3:00 pm Mon/Wed
Credit: 3 hours (16 lab)

Name of Course

RSPT 2266

Practicum – Respiratory Care Therapy Technician

Course Description (same as in Catalog)

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.

Prerequisites

RSPT 2260

Course Goals (includes competencies, incorporation of SCANS, etc.)

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. **SCANS Competencies:** 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 Scans Competencies are exhibiting interpersonal skills, utilizing informational skills, enhancing basic skills, , utilizing technology, exhibiting personal qualities,. 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 the prescribed therapy. The Student evaluation of clinical performance and the clinical check-off 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 patients 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, ie, PDR, medical dictionary, 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.

Basic Skills F2 Writing

Description: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience; includes supporting documentation and attends to level of detail; and checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Objective: The student must demonstrate proficiency writing patient care plans, patient SOAP notes, patient case studies, assessment summaries, and daily logs in

order to communicate effectively through the patients' medical chart with the medical team and clinical instructor.

Description of Module: The student uses standard references, i.e., PDR, medical dictionary, textbooks, patients' medical chart to learn more about specific medical history, subjective / objective information 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:

Exerts a high level of effort and perseverance toward goals attainment. Works 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. Displays 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 students 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 students 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:

Demonstrates 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:

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

Description of Module:

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

Instructor Information

Ebong Ekwere, RRT, RCP

Director of Clinical Education

Additionally part-time CI's are assigned to students with clinical affiliates

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 12:30pm – 2:00pm

Friday 10:00am – 1:00pm

(Other times by appointment.)

Textbook Information

Basic Clinical Lab Competencies for Respiratory Care, G.C. White: (Current Edition)

Lab Requirements (if any)

All students are required to have a criminal background check as well as a current and complete health physical on file with the program DCE. All students are required to report to clinical in full uniform to include: navy colored scrubs, white lab coat, white leather shoes, photo ID badge, stethoscope, goggles and wrist watch equipped with a second hand.

Students with Disabilities

Please don't change

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.

Also visit the ADA web site at: <http://www.hccs.edu/students/disability/index.htm>.

Faculty Handbook/Faculty Orientation is also available at:

<http://www.hccs.edu/students/disability/faculty.htm>

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 and Withdrawal Policies

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 2266.**
- 4) Students with excessive 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 @ 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 2266.**

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 2266.**

Course Requirements and 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 students' 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 that the student master all competencies be evaluated. The CI shall discuss the student's performance with the student before handing out a grade. Students unable to successfully complete all competencies will not pass the clinical rotation.

The following grade scheme will be used for RSPT 1361, 1362, 2260, 2266, 2267, 2261: Each student's grade will be based partly on his/her ability to function completely in the clinical setting. See the grade matrix below

Affective Evaluations.....50%	Letter Grade: A 90 - 100
Written clinical Exams.....20%	B 80 - 89
Soap Notes / Assigned projects...10%	C 75 - 79
Comprehensive Final.....20%	F < 75

Testing

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

Make-up policy

Students with excess absences must conference with the DCE to determine eligibility for make-up days (see absences above). Students eligible for make-up days are responsible for coordinating these with HCCS clinical instructors and must submit appropriate make-up day forms to DCE prior to the end of the semester. The student will be responsible for the financial compensation of the clinical instructor at \$30.00/hr.

Projects, Assignments, Portfolios, Service Learning, Internships, etc.

Students are required to complete any case studies as assigned by a clinical instructor. Daily log sheets must be completed on DataArc daily. Students are required to note Physician contact on daily logs. Assigned procedural competencies must be satisfactorily completed by the CI and reviewed by the student via DataArc.

Course Content

See DataArc Competencies List for the semester.

Course Calendar with Reading Assignments

Semester: Fall 2011
Class: Monday / Wednesday 6:30 am-3:00 pm
Room: See student rotation for RSPT 2266
Holidays: TBA

Other Student Information (clubs, tutoring, web resources, etc.)

Students are encouraged to schedule tutoring with instructors in classes they are having difficulty with. 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

Early Alert Statement: The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and

provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem (s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselor's will then contact students to discuss the issues and possible solutions to their academic difficulties.

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."

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, 713-718-7385 and the student will be notified. First occurrence will result in disciplinary probation. Second occurrence will result in **administrative withdraw from RSPT 2266**

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.