



## **Adult Critical Care**

**RESP 3543-DX1**

**Fall Block A 2022**

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**Office Hours** By appointment

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### **Weekly Meeting Pattern:**

On-line Course

### **Suggested Text:**

DesJardins T, Burton GG. Clinical Manifestations and Assessment of Respiratory Disease, Eighth Edition, Mosby 2019.

Kacmarek, RM, Wilkens RL, Stoller JK. Egan's Fundamentals of Respiratory Care, Twelfth Edition, Mosby 2021.

### **Course Description:**

The focus of this on-line course is a thorough review of ventilatory support techniques. Emphasis is placed on adult applications; however, some neonatal and pediatric support techniques may be covered. Topics include etiology of respiratory failure, physical implications of positive pressure ventilation, methods of providing support, prescribing machine settings, managing the patient-ventilator system, hemodynamic and gas exchange monitoring, weaning techniques, and non-invasive applications.

### **Credits:**

3 Credits

### **Objectives:**

Upon completion of this course, the student will be able to:

1. Define basic modes utilized in mechanical ventilation of the adult patient.
2. Describe advanced modes utilized with mechanical ventilation.
3. Describe the utilization of inhaled aerosols in the critical care patient.
4. Describe current strategies utilized in the monitoring of the critically ill patient.
5. Discuss the ethical aspects of advanced directives and mechanical ventilation.

**Audience:** Distance Respiratory Care Students

**Attendance Policy:** Regular class attendance is expected and is used for grading purposes. Attendance may be evaluated on the basis of the student's frequency of log-ins or participation in course postings. There is a direct correlation between grades and class participation. Students who check the site regularly and participate typically do better in the course. Although the syllabus includes an approximate calendar, changes can occur during the year. If changes are made it is the student's responsibility to check the site for any changes posted by the instructor. It is also the student's responsibility to keep up with material as it is posted on the site.

**American with Disabilities Act (ADA):**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

**Student Honor Creed:**

*"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."*

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present as one's own work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all students' work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

**Approximate Grading Scale:**

A	90-100%
B	81-89%
C	75-80%
D	61-74%
F	< 60%

\*\*\*A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C will prevent the student from progressing in the program.

**Missed Homework/Exam Policy:**

Late or missed work is not accepted.

**Honor System:**

All components of RESP 3543 are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared, copied or plagiarized from other sources. When students submit their efforts for grading, they are attesting that they abided by this rule. Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published and unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in “selling” term papers is also plagiarism.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of “0” will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

**Grade Items and Grade Determination:**

Hot Topic Assignments	30%
Seminar (Summary and Discussion)	20%
Dialectical Journals	10%
Newsletter	40%

**HOT TOPIC ASSIGNMENTS/DISCUSSION- 30%**

Eight hot topic assignments will be posted asking the student to research a specific subject currently on the forefront of respiratory care. **Each student is required to locate one peer-reviewed journal article published within the past five years pertaining to the question posed and post either that article or a link to that article on the discussion board. The student should provide a brief summary (minimum 300 words) of the posted article.** The student is encouraged to include personal opinions and insight as appropriate to the subject matter. This summary should be well written and should utilize proper grammar. The summary should be posted on the discussion board along with the referenced article.

**DISCUSSION FOR HOT TOPIC:**

A hot topic will be posted periodically throughout the semester, and each student should have the initial post completed by **Wednesday**. Each student is expected to review and **comment on a minimum of two** hot topic assignments by **Sunday**. The student must have reviewed the posted article and the summary. **Feedback should be well thought out and constructive in nature with a minimum of 100 word responses.** Feedback should be posted under the Dialogue and Discussion Link associated with the Weekly Hot Topic. Below you will find some suggestions for feedback as well as the grading rubric for discussions.

**SUGGESTIONS FOR FEEDBACK:**

- Did the student clearly demonstrate all learning objectives?
- Did the student hold the learners interests?
- Was this paper adequate for the criteria outlined in the course?

- Did the student close the paper effectively by summarizing the major points?
- What did you learn from reading this article and summary?

## DISCUSSION BOARD REQUIREMENTS

In all discussion boards students are expected to:

- 1.) raise thoughtful questions
- 2.) incorporate content from readings
- 3.) build on the ideas of others
- 4.) synthesize across readings and discussions
- 5.) expand the class' perspective
- 6.) appropriately challenge assumptions and perspectives
- 7.) use citations to support post in proper APA format
- 8.) **initial post should be at least 300 words** (approximately 1/2 page); read and **respond (100 words)** to two classmate's posts as appropriate using 3), 4), and 6) as guiding elements (avoid "I agree" or "good post" type comments)

## COURSE GRADING CRITERIA:

### DIALECTICAL JOURNALS- 10%

Each student will be asked to review and provide feedback to **one** article posted as part of a hot topic assignment in the format of a dialectical journal. A dialectical journal is a double-entry note taking system that helps one to read critically and encourages the habit of reflective questioning. Students may choose any article, not necessarily their own. The student should have a minimum of 15 entries with comments for each. **Dialectical journals are due Week 3 (9/11) and Week 5 (9/25).** These journals should be submitted under the Dropbox Icon.

### SEMINAR (SUMMARY AND DISCUSSION)-20%

The purpose of this seminar is to review and discuss with your peers an area of interest (not yet covered) to you regarding the topic you choose in adult critical care. To begin, find **one** peer-reviewed journal article from the last five years addressing any aspect of your topic that you find interesting. Create a summary of the article, including importance of the topic in the field, and formulate three discussion questions related to the article. This summary should be approximately one page long, not including the references, and should follow current APA writing guidelines.

The student led seminars have two parts.

1. **The first part of the assignment, consisting of an article summary, is due Thursday (10/6) of week 7.**
2. **The second part of the assignment is the discussion facilitation which will occur in weeks 7 and 8 (10/10-10/13).** For the discussion facilitation, you will post, as your original post, an electronic version of the link to your article, your summary, and your discussion questions. Throughout the module, you are responsible for encouraging and facilitating discussion prompted by your posted article and discussion questions. In addition, you must participate in at least two other discussion threads, and at least one of your response posts must include current, peer-reviewed literature to support your comments.

### NEWSLETTER- 40%

The intent of this project is to share ideas and advance student knowledge of modalities utilized for the management of the critically ill respiratory patient. You will be required to create a professional newsletter focused on influencing adult critical care in an area of your interest and advocating the respiratory therapists role in that influence. When considering your topics of focus, consider advanced practice techniques such as advanced ventilator modes, Nitric Oxide, jet ventilation, optimal PEEP, or other innovative strategies incorporated in the critical care setting. This may be a strategy recently adopted by your facility or a modality you consider cutting edge in the world of respiratory care. This assignment can be approached from a clinical, administrative, academic, or research focus.

When organizing your newsletter consider the relevance of including some of the following to better promote your focus.

- Background of the topic
- In-depth description of topic
- Indications and Contraindications associated with the utilization of the advanced technique
- Strategies currently in place that work or don't work to promote your topic
- Desired outcomes with the use of the advanced technique
- How the professional can (or does) fill the gaps in promoting your health focus

Please be sure to ensure that the following components are addressed in your newsletter. Please review the rubric for evaluation criteria.

- Content (accurate and informative),
- Subject of the matter with required elements being met (listed above)
- Presentation (correct grammar and spelling, appearance, graphics and color use, readability, creativity).The newsletter should follow APA scholarly writing guidelines.
- Logical organization of material presented
- Critical thinking in the analysis and synthesis of the research articles used
- Inclusion of a bibliography, an alphabetized reference list in APA format to support the content of your newsletter. The project must have at least 5 references. References must be current (within the last 5 years). Use scholarly sources; cite according to APA style. This bibliography will be a list of references that were consulted but not cited in the text (would not normally be included in an APA paper). For more information on bibliographies please visit <http://www.apastyle.org/learn/quick-guide-on-references.aspx>.

The newsletter should be approximately 4-5 pages in length, not including bibliography, and include appropriate graphics. Templates for newsletters may be found at: <https://support.office.com/en-us/article/Download-free-pre-built-templates-29f2a18d-29a6-4a07-998b-cfe5ff7ffbbb>

**Newsletter topics are due Week 2 (9/4) and should be submitted in the Newsletter Topic Drop Box.**  
**Completed newsletters are due Week 6 (10/2) and should be submitted in the Newsletter Project Drop Box.**

**Syllabus outlines assignments and due dates:**

Date		Topic	Text Reference
Week 1	Aug 22-28	Syllabus Confirmation Post Introductions on the Discussion Board  <u>Complete Hot Topic Assignment # 1</u> <u>Complete Hot Topic Assignment # 2</u>	Review Egan's 12th Edition, Chapter 46- Mechanical Ventilators & 47- Physiology of Ventilatory Support  Review Egan's 12th Edition, Chapter 49- Initiating and Adjusting Ventilatory Support
Week 2	Aug 29-Sep 4	<u>Complete Hot Topic Assignment # 3</u> <u>Complete Hot Topic Assignment # 4</u>  <b>***Newsletter Topic Due 9/4***</b> <b>Submit in Newsletter Topic Drop Box</b>	Review Egan's 12th Edition, Chapter 52- Monitoring and Management of the Patient in the Intensive Care Unit  Review Egan's 12th Edition, Chapter 51- Extracorporeal Life Support
Week 3	Sep 5- 11	<u>Complete Hot Topic Assignment # 5</u> <b>***Dialectical Journal Assignment #1 Due 9/11***</b> <b>Submit in drop box Journal #1</b>	Review Egan's 12th Edition, Chapter 29- Acute Respiratory Distress Syndrome
Week 4	Sep 12-18	<u>Complete Hot Topic Assignment # 6</u> <u>Complete Hot Topic Assignment # 7</u>	Review Egan's 12th Edition, Chapter 5- Ethical and Legal Implications of Practice

			Review Egan's 12th Edition, Chapter 53- Discontinuing Ventilatory Support
Week 5	Sep 19-25	<u>Complete Hot Topic Assignment # 8</u>  ***Dialectical Journal Assignment #2 Due 9/25***  Submit in drop box under Journal #2	Review Clinical Manifestations and Assessment of Respiratory Disease Eighth Edition, Chapter 13 pg. 187-217
Week 6	Sep 26-Oct 2	***Newsletter Due 10/2*** Submit in drop box under Newsletter Project	
Week 7	Oct 3-9	***Summary of Article for Seminar*** ***Due 10/6*** Begin Student-led Seminar	
Week 8	Oct 10-14	*** Complete Student-led seminar*** ***Due 10/13*** Post what you found most interesting about this course and suggest any course improvements	***Complete Course Evaluations***