



Robert D. & Carol Gunn College of Health & Human Services

**RESP 3403 Foundations of Patient Care
Summer II 2024**

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Class Meeting: Centennial Hall, Room 334
Monday/Wednesday 9A-1P

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Office Hours: By appointment

Audience: Junior Respiratory Care Students

Required Text:

Kacmarek, R., Stoller, J., & Heuer, A. (2021). *Egan's fundamentals of respiratory care (12th ed.)*. St. Louis, Missouri: Elsevier.

Course Description:

The focus of this lecture course is to introduce basic principles of patient care to the respiratory care student. Many of these principles apply to other healthcare disciplines. Topics include health care systems, patient and health provider safety, medical records, charting, ethical and legal implications, and components of a history and physical examination.

Course Objectives:

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

- Describe respiratory care and discuss the role of respiratory therapy in today's health care environment.
- Discuss the role of the American Association for Respiratory Care, the National Board for Respiratory Care, and the Commission on Accreditation for Respiratory Care in the profession of respiratory therapy.
- Briefly discuss the importance of the following in medicine and in respiratory care: Joseph Priestley, Karl von Linde, Joseph Black, Hippocrates, Aristotle, Drinker, and Emerson.
- List and describe four essential components of disease management.
- List the three major routes for transmission of pathogens in the clinical setting.
- Describe equipment-handling procedures to aid in the prevention of the spread of infection.
- Define healthcare-associated versus community-acquired patient infections.
- Describe the impact and role of communication in quality patient care.
- Identify and apply basic rules to define and build medical words with emphasis on the pulmonary and cardiovascular systems.
- Identify and demonstrate proper medical recording to include the patient history and physical.
- Identify good body mechanics and posture for moving patients.
- Summarize the philosophical foundations of ethics.
- Discuss the primary guiding principles in contemporary ethical decision-making.

- Identify the four conditions that must be met before a claim of tort of negligence is considered valid.
- Summarize the basic elements of the *Health Insurance Portability and Accountability Act* of 1996 (HIPAA).
- Describe the use of e-medicine in modern health care.
- Define and provide an example of evidence-based medicine
- Compare and contrast the types of research design.

Attendance and Participation:

Punctuality is imperative. Exams will be given during the first part of class with an allotted amount of time for completion. If the student is late, they will be given the remaining time allotted to finish the exam. At the end of the allotted time, all exams must be submitted, complete or not. Regular class attendance is required. No distinction is made between excused or unexcused absences unless the absence has been cleared through the Office of the Dean of Students, Athletic Department, or Academic Affairs. If a student misses a lecture, it is the student's responsibility to work with other class members to determine missed content. Please refer to the MSU Student Handbook for additional information.

Teaching Strategies:

Lecture, independent reading assignments, class discussions, classroom assignments, and quizzes. In addition, there will be four in-depth lecture exams. These exams may consist of multiple choice, short answer, definitions, listing, true/false, and/or essay. You will be given up to 45 minutes for each exam with lecture to follow. Please note the course does include a final exam (90 minutes) which is comprehensive in nature.

American with Disabilities Act (ADA)

Midwestern State University (MSU) does not discriminate on the basis of an individual's disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility, and employment of individuals in programs and activities. MSU provides academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. For assistance call (940) 397-4618 or 397-4515.

Please see the instructor outside of class to make any arrangements involving special accommodations. It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required.

Missed Exam Policy:

The professor reserves the right to make unscheduled exams essay in nature and considerably more challenging. There will be no make-up for in-class activities and quizzes.

Approximate Grading Scale:

A: 90-100

B: 80-89

C: 75-79

D: 70-74

F: 69 and below

A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C in these courses will prevent the student from progressing in the program. A student who fails to achieve a grade of C in any respiratory care course may repeat the course one time. Any student who fails to achieve a grade of C in any two respiratory care courses will be dismissed and not eligible for re-admission.

Grade Items and Grade Determination:

Assignments	Grade Percentage
Homework/Quizzes	15%
Lecture Exams	60%
Comprehensive Final Exam	25%

Summer II 2022 TENTATIVE COURSE SCHEDULE:

<u>DATE</u>	<u>EXAMS</u>	<u>LECTURE TOPIC</u>	<u>TEXT READINGS</u>
Mon, July 8		<i>Orientation Early History of Respiratory Care</i>	Chapter 1
Wed, July 10		<i>Early History of Respiratory Care (Cont.) The Profession of Respiratory Care</i>	Chapter 1 Chapter 2
Mon, July 15	Exam #1 (Ch. 1 & 2)	<i>Principles of Infection Prevention & Control</i>	Chapter 4
Wed, July 17		<i>Quality, Patient Safety, Communication, & Record Keeping</i>	Chapter 3
Mon, July 22	Exam #2 (Ch. 3 & 4)	<i>Ethical & Legal Implications of Practice</i>	Chapter 5
Wed, July 24	Exam #3 (Ch. 5)	<i>Medical Terminology Part 1</i>	
Mon, July 29		<i>Medical Terminology Part 2</i>	
Wed, July 31	Exam #4 (Med Term)	<i>E-Medicine in Respiratory Care Research in Respiratory Care</i>	Chapter 7 Chapter 8
Mon, August 5	Final Exam 9:00am		
Wed, August 7		CPR DAY	

Below, you will find each day's assignments broken up into modules. The same content will be within each module in D2L as well. I suggest printing a copy of the course schedule as well as each module below to help you stay organized.

Course Modules

Students are encouraged to review the module contents prior to class. See the Course Schedule for specific information about activities and chapter dates.

- **All work submitted to the instructor will be considered complete and final, and will be graded as such.**
- **All reading assignments are mandatory and the students' comprehension of the content will either be graded in the form of a quiz or applied in an assignment.**
- **All assignments must be written at the baccalaureate level and will be graded for accuracy, completeness, quality, spelling, grammar, and integrity.**
- **Because of the nature of the course, late submissions will not be accepted.**

Welcome (Students should start here!)

Students should begin the course by viewing the documents found in the Welcome module. There is an overview of the course and the textbook. In addition, you will also find the Respiratory Program Student Handbook in this module. I encourage you to review it. You should also review Chapter 1 – Early History of Respiratory Care prior to the first day of class.

Module 1 – Introduction to Respiratory Care

Monday, July 8th and Wednesday, July 10th: Program Orientation with a review of the Respiratory Care Student Handbook as well as a review of the syllabus for this course.

Objectives:

- Define respiratory care.
- Summarize some of the major events in the history of science and medicine that have directly affected respiratory care.
- Explain how the respiratory care profession began.
- Describe the historical development of the major clinical areas of respiratory care.
- Name some of the important historical figures in respiratory care.
- Describe the major respiratory care educational, credentialing, and professional associations (to include state licensure).
- Explain how the important respiratory care organizations began.
- Describe the development of respiratory care education.
- Describe the roles and function of the American Association for Respiratory Care, National Board for Respiratory Care and the Commission on Accreditation for Respiratory Care within the respiratory care profession.
- Describe how professional and medical organizations contribute to the development and quality of the medical profession.
- Discuss the scope of respiratory care practice.
- Identify settings in which respiratory therapists practice.
- Describe the roles and responsibilities of the director, education coordinator, quality assurance coordinator, supervisors/lead therapist, clinical staff, research and medical director.
- Discuss accreditation, credentialing, medical direction, and licensure aspects of the respiratory care profession.

- Identify the roles that each professional respiratory therapist must play in the future growth of the respiratory care profession.

Student should begin by reading Chapter 1 and Chapter 2 in the text. There are assigned web-links for additional information (AARC, NBRC, CoARC, COBGRTE, Texas Medical Board, Clinical Practice Guidelines) found in this module that the student must review. In addition, classroom lecture, classroom assignments, discussion (Preparing for Respiratory Care Week, Program Advisory Committee, Specialty Credentials), and an exam will be completed as part of this module.

Module 2 – Disease Prevention, Patient/Therapist Safety and Communication

Monday, July 15th and Wednesday, July 17th

Objectives:

- Define health care-associated infections and state how often they occur.
- Describe why infection prevention is important in respiratory care.
- Identify and describe the three elements that must be present for transmission of infection within a health care setting.
- List the factors associated with an increased risk for a patient acquiring a HAI.
- State the three major routes for transmission of human sources of pathogens in the health care environment.
- Describe strategies to control the spread of infection in the hospital.
- Describe how to select and apply chemical disinfectants for processing respiratory care equipment.
- Describe equipment-handling procedures that help prevent the spread of pathogens.
- Identify circumstances when special infection-control procedures are warranted.
- State when to use personal protective equipment during patient care.
- Describe surveillance with regard to infection control.
- Define the meaning of quality in health care services.
- Understand the basic tools used in quality improvement projects.
- Understand the importance of monitoring quality to promote better patient outcomes.
- Identify impediments to care and risk in the direct patient care environment.
- State how communication can affect patient care.
- Describe the two-patient identifier system.
- List factors associated with the communication process.
- Describe how to improve your communication effectiveness.
- Describe how to recognize and help resolve interpersonal or organizational sources of conflict.
- List commonly used abbreviations in RT as well as do-not-use abbreviations as defined by the Joint Commission.
- Review safety information relevant to the RT student as defined by the DFW Hospital Council Foundation Standard Hospital Student Orientation.

Students should begin by reading Chapters 4 and 3 (in that order) in the text. In addition to classroom lecture, there is a required group assignment, classroom discussions (Isolation Methods, Spread of Infection and Eradicating Disease through Vaccine), classroom activities (Communication, QM Case Study), video clips (Breaking the Chain), quiz modules (DFW Hospital Orientation Packet) and an exam for this module.

Module 3 – Ethics

Monday, July 22nd

Objectives:

- Summarize the philosophical foundations of ethics.
- Explain what constitutes an ethical dilemma and how such dilemmas arise in health care.
- Describe how a professional codes of ethics apply to ethical decision-making.
- Explain how traditional ethical principles are useful in resolving ethical dilemmas.
- Describe the information that should be gathered before making an ethical decision.
- Explain how the systems of civil and criminal law differ.
- Describe what constitutes professional malpractice and negligence.
- Explain how RTs can become liable for wrongful acts.
- List the elements that constitute a practice act.
- Explain how licensing affects legal responsibility and liability.
- Describe how changes in health care delivery have shaped the ethical and legal aspects of practice.
- Summarize the basic elements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- Discuss the Patient Protection and Affordable Care Act.
- Summarize the basic elements of the National Labor Relations Act.
- Discuss elements of the False Claims Act.
- Describe the role of advanced directives and living wills in health care.

Students should begin by reading Chapter 5 in the text. In addition to classroom lecture, there are required classroom discussions (Conflicting Obligations, Patient Rights, Veracity, Confidentiality, Role Duty), assignments (Gunn College HIPAA Video and Acknowledgement), Child Protection Training, and a lecture exam for this module.

Module 4 – Medical Terminology

Wednesday, July 24th and Monday, July 29th:

Objectives:

- Identify the four-word elements used to build medical words.
- Divide medical words into their component parts.
- Apply the basic rules to define and build medical words.
- Link combining forms and word roots to suffixes.
- Identify surgical, diagnostic, pathological, and related suffixes.
- Define common prefixes used in medical terminology.
- Recognize and define prefixes of position, number, measurement, and direction.
- Review structures and functions of the respiratory system (to include relationships with other systems).
- Build words related to the respiratory system.
- Explain pharmacology related to the treatment of respiratory disorders.
- Review structures and functions of the cardiovascular system (to include relationships with other systems).
- Build words related to the cardiovascular system.

Students should begin by reading the course materials located under Module 4. In addition to classroom lecture, there are required classroom activities focused on medical terminology as it relates to respiratory care (building medical words, scenarios, SOAP notes). There will be a quiz and an exam associated with this module.

Module 5: E-Medicine, Research

Wednesday, July 31st:

Objectives:

- Define electronic medical records and their major uses in health care.
- State the differences between electronic health records and the electronic medical record.
- Identify the value of E-Medicine applications in informatics and clinical decision support.
- Describe E-Medicine applications in clinical care and management.
- Describe E-Medicine applications in respiratory care education and training.
- Explain why research activities are important in healthcare.
- Describe several sources of information that are commonly used during a literature search.
- Review the various roles of those involved in conducting research.
- Argue the importance of evidence-based medicine and note its limitations.
- Compare and contrast the types of research design.
- Describe strategies for getting started in research.
- Describe and give examples of how to develop a study idea and write a research proposal.
- Describe the three basic formats for publishing a research study.

Students should begin by reading Chapters 7, and 8 in the text. In addition to classroom lectures, there are required classroom assignments including video (Extremis), (Study Designs, What is Scientific Method), and an Introduction to EURECA as well as the Celebration of Scholarship at MSU Texas. Please note, that there is no Module exam for Module 5. However, Chapters 7 & 8 will be included in the comprehensive final on **Monday, August 5th at 9:00 am.**

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 student 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.