

COURSE SYLLABUS FALL BLOCK B

COURSE TITLE: Neonatal-Pediatric Respiratory Care

COURSE NUMBER: RESP 3553-DX1

COURSE DESCRIPTION: The focus of this course is on the advance theoretical application of respiratory care to the pediatric and newborn patient. Topics include development of the pulmonary and cardiovascular systems, patient assessment, intrinsic lung diseases, congenital heart diseases, SIDS and apnea, applied pharmacotherapy, surfactant replacement therapy, gas therapy, ECMO and ventilator support techniques.

CREDITS: 3 credits

COURSE INSTRUCTOR:

Loren Kemp, MS, RRT-NPS

Email: Loren.Kemp@mwsutexas.edu

AUDIENCE: Distance Respiratory Care Students

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:
Describe the fetal development of the cardiopulmonary system. Discuss common respiratory disorders in the neonatal and pediatric patient including pathology, signs and symptoms and treatments. Discuss common therapeutic procedures used in the treatment of neonatal/pediatric patients including indications, proper techniques and contraindications. Identify ventilation and oxygenation techniques used in the neonatal and pediatric patient. Discuss the use of common conventional therapies used in the neonatal and pediatric patient with newer, specialized therapies. Demonstrate ability to apply research findings to clinical practice issues.

American 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. More information concerning Disability Support Services at MSU can be found through the MSU Disability Support Services Webpage.

ACADEMIC HONESTY: Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited")-whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will **not be tolerated**, whether intentional or not.

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. Written and adopted by the 2002-2003 MSU Student Senate.

Honor System:

All components of RESP 3553 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 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 or 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. Students are encouraged to review the tutorials and suggested websites for more information about 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 zero (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. For more information about MSU's policies concerning student conduct and the student handbook, please visit the [Office of Student Conduct Webpage](#)

PLEASE NOTE: Research papers and projects must be original work for each course assignment. The faculty will not accept a submission that has been or is being submitted for another course. No Exceptions!

PLEASE NOTE: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism.

REQUIRED TEXTS:

Walsh, Brian. Neonatal and Pediatric Respiratory Care, 5th Edition. ISBN: 9780323479479

Required digital materials for this course are part of the Courseware Access and Affordability Program at MSU Texas. Students are charged for required course materials on their student account with the Business Office. Any students who wish to opt-out of the Program and purchase the required course materials on their own must do so prior to (09/04/20). Opt-out instructions are sent to students' official my.msutexas.edu email address after the first day of class. Please contact the MSU Bookstore if you have any questions about the opt-out process.

COURSE TOOLS

Syllabus: contains the syllabus.

Announcements: All announcements will be posted under the NEWS section on the course homepage.

Weekly Course Content Modules: I have broken down your weekly reading assignments, discussion boards, as well as any exams/quizzes that pertain to that specific week and placed them in individual weekly modules. You will also find PowerPoints that pertain to the assigned chapters for that week.

Learning Tools: Here you will find information that may be helpful to you during this course. This may include APA and Writing Information as well as information to aid you in researching online databases.

Email: Use email in the course site when you need to communicate with me or if you wish to communicate with other learners in the course. You can add attachments to the email.

MISSED EXAM, OR OTHER GRADED ITEM POLICY: Anything not completed and handed in on time will be subjected to a “0” for that specific grade. Please talk with your professor, prior to the due date, regarding circumstances that may prevent you from completing an assignment.

All assignments must be completed by 11:59pm of the due date.

APPROXIMATE GRADING SCALE

90-100 Points A 80-89 B 75-79 C 60-74 D < 60 F

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.

GRADED ITEMS AND GRADE DETERMINATION:

Assignments	Due Date	

		Grade Percentage
Online Journals	As assigned	20%
Quizzes (12.5% each X 4)	As assigned	50%
Article Assignment	November 15	5%
Neo/Pedi Research Paper	November 29	25%

CLASS PARTICIPATION: Class participation is an integral part of this online course. There are numerous activities that require each student to post opinions from the readings, research, or in response to the discussion by others. You are expected to participate actively in and contribute to the learning experience in this course. Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other learners in the course. Participation may include responding to questions and issues posed by other learners. Non-substantive comments, irrelevant comments and comments of the nature of “I agree” or “I disagree” (unless the latter two are elaborated upon to make them substantive) do not count towards meeting the participation requirement. You are expected to participate each academic week.

DISCUSSIONS: The class discussion board or journal is for you to post your comments, assessments, insights or questions on the readings for that week. This concept is slightly different than your typical discussion board where the professor posts a question and you answer it in your own words. This type of journal requires that you reflect on the week’s reading assignments and make a substantial post about a topic that interested you specifically. However, this style also allows each student the freedom to discuss topics they find interesting. You may choose to comment on an assigned reading chapter, an article that pertains to that week’s chapter readings, or on the chapter questions presented within the text. Choose a topic that interests you that you want to elaborate on. You can see the weeks that will include a journal assignment on the course schedule within the syllabus.

During the weeks that include discussion board/journal assignments:

- 1. Submit an initial post by Wednesday at 11:59pm.**
- 2. Two (2) substantial responses must be made within the discussion board by Sunday at 11:59pm.**

Each journal assignment has a max point value of 6 points. 2 points will be given for your initial post and 2 points will be given for each of your 2 response posts.

In addition to the suggestions above consider these questions when posting your comments:

1. What did you learn? What do you now know that you did not last week? 2. What do you agree with or disagree with
3. How can you apply this information to your clinical practice?
4. What do you conclude?

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 **200 words** (approximately 1/2 page); read and respond to two classmate's posts as appropriate using 3), 4), and 6) as guiding elements (avoid "I agree" or "good post" type comments)
9. Follow Discussion Board Netiquette: [Click here for more info on DB Netiquette Grading Scale for Discussion / Journal](#)

6 points	5 points	4 points	3 points	2 points	1 Point	0 points
----------	----------	----------	----------	----------	---------	----------

Participates in discussion board appropriately and always contributes to the discussion in the aforementioned ways meets all of the criteria	Participates in the discussion board regularly and often contributes to the discussion in the aforementioned ways. Lacks 1-2	Participates in the discussion board regularly and sometimes contributes to the discussion in the aforementioned ways. Lacks 3- 4 of the ways listed	Participates in the discussion board sporadically, but does contribute to the discussion in the aforementioned ways. Lacks 5-6 of the ways	Participates in the discussion board sporadically & rarely contributes to the discussion in the aforementioned ways. Lacks 7 or more of the ways listed.	Posts to the discussion board at the last minute. Due to time of post there is little or no opportunity for others	Does not participate in the discussion board. Only reads the posts of others.
--	--	--	--	--	--	---

items 1-9 of the ways listed. to provide

listed.

input.

QUIZZES: In-depth quizzes covering specified material given from your readings. Quizzes may consist of true/false, multiple choice, short answer or essay questions. Each quiz is worth 12.5% of your total grade; therefore your quizzes combined are worth 50% of your total grade. The final quiz is due on **Thursday, December 10th, 2020 @11:59.**

ARTICLE ASSIGNMENT: Select a topic covered within your reading assignments that interest you. Find a current (2010-2020) scholarly article that discusses this topic. Submit a link to the article as well as a brief (1/2 to 1 page) summary of the article. This is not meant to be a long and difficult task. I simply want you to find current information that you feel is important to our profession and would be beneficial to other therapists. The Article Assignment is due by **Sunday, November 15th** at 11:59pm.

NEO/PEDI RESEARCH PAPER: This paper will consist of 3-5 pages of material, in addition to your title page & reference page, covering a specific topic within the specialty field of Neonatal and Pediatric Respiratory Care. The topics for the paper must be **one** of the following:

1. Respiratory Therapists role in decreasing length of stay in the NICU or PICU

2. Innovative trends in treatment strategies for the Neonatal or Pediatric populations

Examples may include Surfactant administration methods using LISA or MIST, changes in Neonatal Resuscitation (meconium, gestational age...), new trends in mechanical ventilation (NAVA, non-invasive..).

3. Compare and contrast the current trends and outcomes associated with decisions to vaccinate or not vaccinate the neonatal or pediatric patient

This paper will be based on research you perform in regards to the given topic. Minimums of 5 current (2010-2020) scholarly resources are required for your research. This paper must follow APA guidelines and an APA style guideline resource is provided to you within the additional resources module. An example of a typical APA style research paper can be found in the additional resources module as well. I do expect well written papers that are at a college level of writing. A rubric for the paper will be used for a grading guideline. This paper will be due no later than Sunday, **November 29th** at 11:59pm.

COURSE SCHEDULE:

Date Reading Assignment	Discussions	Assignments	Quizzes
Module 1 October 17-25 * Module 1 has special due dates Review Syllabus Read Chapters: 4 (Exam & Assess of the Neo/Pedi Pt) 5 (PFT and Bedside Pulmonary Mechanics) 6 (Radiographic Assessment) 8 (Blood Gas Analysis and CV Monitoring) 9 (Noninvasive Monitoring in Neo & Pedi Care)	Introductions Post by Friday, October 23rd @ 11:59pm		QUIZ 1 Chapters –4,5,6,8,9 Quiz #1 Closes Friday October 30th @ 11:59pm

Module 2 October 26-November 1	Discussion #1 First Post by Wednesday @ 11:59pm Response posts by Sunday @ 11:59pm		
Module 3 Read Chapters: November 2-8 15(CPAP) 16 (NIV MV of the Infant and Child) 17 (MV of the Neo and Pedi Pt)	Discussion #2 First Post by Wednesday @ 11:59pm Response posts by Sunday @ 11:59pm		QUIZ 2 Chapters –15,16,17 Closes Sunday, November 8 @ 11:59pm
Module 4 Read Chapters: November 9-15 22 (Neonatal and Pulmonary Disorders) 23 (Surgical Disorders & Resp. Care) 24 (Congenital Cardiac Defects)		Article Assignment Due By 11:59pm Sunday, November 15	
Module 5 Read Chapters: November 16-22 26 (Pedi Airway & Parenchymal Disease) 27 (Asthma) 28 (Cystic Fibrosis)	Discussion #3 First Post by Wednesday @ 11:59pm Response posts by Sunday @ 11:59pm		QUIZ 3 Chapters - 22,23,24,26,27,28 Closes Sunday, November 22 @ 11:59pm
Module 6 November 23-29		Research Paper Due By 11:59pm on November 29	

Module 7 Read Chapters November 30-December 6 29 (Acute Resp. Distress Syndrome) 31 (Pediatric Trauma) 32 (Disorders of the Pleura)	Discussion #4 First Post by Wednesday @ 11:59pm Response posts by Sunday @ 11:59pm		
Module 8 Read Chapters December 6-11 33 (Neuro Disorders) 34 (Transport of Infants and Children) 35 (Home Care)			QUIZ 4 Chapters - 29,31,32,33,34,35 Closes Thursday, December 10@ 11:59pm

Research Paper Rubric

Criteria	Level 5 5 points	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Organization	Paper is perfectly organized and extremely detailed. This paper is exemplary in focus and providing information to the reader.	Has a well-organized and detailed paper that catches audience's interest; maintains focus throughout; summarizes main points	Paper that is mostly organized; provides adequate "road map" for the listener	Paper is heading in the right direction, yet is lacking the necessary organization. Difficult to follow at times.	Has irrelevant and/or unorganized statements; gives listener no focus or outline of the paper

Content	Content, substance, and source material are considered exemplary throughout paper.	Demonstrates substance and depth; is comprehensive ; shows mastery of material	Covers topic; uses appropriate sources; is objective	Does not give adequate coverage of topic; lacks sources	No content of substance is presented within this paper.
Grammar/ Mechanics	Paper is presented with no grammatical, sentence structure, spelling, or punctuation errors.	Sentence form and word choices are appropriate. Punctuation grammar, spelling, and mechanics are appropriate	Some mistakes in sentence form and word choices. Makes a few grammar, spelling, and mechanical errors.	Numerous grammatical and sentence structure errors noted throughout paper.	Sentence form and word choices are unacceptable; Punctuation grammar, spelling, and mechanics are unacceptable
Assignment Specific Criteria	Paper completely captures the appropriate research. All aspects of the assignment are superbly responded to.	Responds to all aspects of the assignment; Documents research appropriately; considers appropriate audience	Responds to some aspects of the assignment; has some mistakes in research documentation	Lacking substance within research and is minimally associated with the projected audience.	Does not give adequate coverage of assignment; does not document research appropriately; does not consider appropriate audience

Utilization of Resources and References	Exemplary example of resources and reference utilization. Above and beyond.	Utilizes the required number of references that are scholarly and current.	Adequately utilizes the required number of references that are scholarly and current.	Poorly utilizes the required number of references that are scholarly and current.	Completely lacks references and use of scholarly and current resources.
Language and Style	Paper exhibits skillful and exemplary use of language, appropriate vocabulary, and variety in sentence structure.	Paper has excellent use of language, vocabulary and structure of sentences.	Overall, paper has an average use of language, vocabulary and adequate sentence structure.	Paper is below average and needs improvement in areas such as language and vocabulary use as well as the structure of its sentences.	Poor use of sentence structure and language vocabulary use. Oftentimes, difficult to read.
Overall Score	Level 5 24 or more	Level 4 19 or more	Level 3 14 or more	Level 2 9 or more	Level 1 0 or more