



Course Syllabus: Adult Critical Care  
Robert D. & Carol Gunn College of Health & Human Services  
RESP 3543-DX2  
Spring 2023 Parts of Term A: January 17 – March 10

Contact Information

Instructor of Record: Dr. Yasha, DHSc, RRT  
Office: Flower Mound Learning Center  
Office hours: By Appointment  
Email: [Dr. Yasha's email](#)

Communication Policy

My preferred method of communication is [my D2L Email address](#). Please include the course number and your name in the subject line when you email me. Here is an example: **RESP 3543/Last Name/First Name**. I teach several courses. This information will help me to respond promptly. I make every effort to respond to emails within 24 hours during the workweek and within 48-hours over the weekend. Please send a gentle reminder if I do not reply to your email in the 24-48 hours period.

**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	80-89%
C	75-79%
D	60-74%
F	Below 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. D2L is designed so that students are locked out of the system after the deadline has passed. Please make a note of all deadlines and adhere to them. All assignments must be completed by 11:59 PM on the due date. Any coursework not completed and submitted on time will be graded as a zero. Before the due date, don't hesitate to contact me regarding circumstances that may prevent you from completing an assignment on time.

**Important Dates**

Deadline to file for May graduation: February 20, 2023

Last Day to drop with a grade of "W:" February 15, 2023

Refer to: [Drops, Withdrawals & Void](#)

## **Tutoring Assistance**

Begin drafting papers and projects as early and take advantage of the [Distance Education Tutoring Services](#). Tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising, and proofreading

## **Student Handbook**

Refer to: [Student Handbook 2022-23](#)

## **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.

## **Grading**

Course Grade - 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! You are expected to do your own work. A minimum grade of 75, or a C, is required in all respiratory courses. All assignments must be completed by 11:59 PM CST on the due date.

Table 1: Grade percentage allocated to each assignment

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

Table 2: Approximate Grading Scale

Letter Grade	Percentage Grade
A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	Below 60%

### **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; however, students must support their opinions with evidence-based data. This can be accomplished by attaching a peer-reviewed, scholarly article. 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 as guiding elements (avoid "I agree" or "good post" type comments)
- 9.) all posts CANNOT be made on the same day. At a minimum, posts should be made on 2 different days of the week (i.e. Initial post- Tuesday, Responses- Thursday).

### **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 (2/5) and Week 5 (2/19)**. 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 in the course) to you regarding an adult critical care topic. 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 **Wednesday (3/1) of week 7**.

2. The second part of the assignment is the discussion facilitation which will occur in **weeks 7 and 8 (3/2-3/6)**. 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 therapist's 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 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 and cite them according to APA style.

The newsletter should be approximately 4-5 pages in length, not including the References list. Make sure include the appropriate graphics or images. 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 (1/29) and should be submitted in the Newsletter Topic Drop Box.

Completed newsletters are due Week 6 (2/26) and should be submitted in the Newsletter Project Drop Box.

### Course Schedule:

All assignments are due by 11:59 pm CST on the indicated due date.

Date		Topic	Text Reference
Week 1	Jan 17-22	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	Jan 23-29	<u>Complete Hot Topic Assignment # 3</u> <u>Complete Hot Topic Assignment # 4</u>	Review Egan's 12th Edition, Chapter 52 - Monitoring and Management of the Patient in the Intensive Care Unit



		<p><b>Newsletter Topic Due 1/29</b> Submit in Newsletter Topic Dropbox</p>	Review Egan's 12th Edition, Chapter 51 - Extracorporeal Life Support
Week 3	Jan 30- Feb 5	<p><u>Complete Hot Topic Assignment # 5</u> <b>Dialectical Journal Assignment #1</b> <b>Due 2/5</b> Submit in Journal #1 Dropbox</p>	Review Egan's 12th Edition, Chapter 29 - Acute Respiratory Distress Syndrome
Week 4	Feb 6-12	<p><u>Complete Hot Topic Assignment # 6</u> <u>Complete Hot Topic Assignment # 7</u></p>	<p>Review Egan's 12th Edition, Chapter 5 - Ethical and Legal Implications of Practice</p> <p>Review Egan's 12th Edition, Chapter 53- Discontinuing Ventilatory Support</p>
Week 5	Feb 13- 19	<p><u>Complete Hot Topic Assignment # 8</u> <b>Dialectical Journal Assignment #2</b> <b>Due 2/19</b> Submit in Journal #2 Dropbox</p>	Review Clinical Manifestations and Assessment of Respiratory Disease Eighth Edition, Chapter 13 pg. 187-217
Week 6	Feb 20- 26	<p><b>Newsletter Due 2/26</b> Submit in Newsletter Project Dropbox</p>	
Week 7	Feb 27- Mar 5	<p><b>Summary of Article for Seminar Due 3/1</b> <b>Begin Student-led Seminar</b></p>	
Week 8	Mar 6-8	<p><b>Complete Student-led Seminar Due 3/8</b> Post what you found most interesting about this course and suggest any course improvements</p>	<b>Complete Course Evaluations</b>