



Course Syllabus: Concepts of Adult Critical Care

College of Health Sciences and Human Services

RESP 3573 Section X21

Spring Semester, January 20, 2026 – March 20, 2026

Contact Information

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Course Description

This advanced course includes reviewing the latest literature on the current practice of managing mechanical ventilation. Topics include ventilator synchrony, ECMO in adults, conventional modes of ventilation vs advanced modes, end-of-life situations, and medical ethics teams.

Course 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/Credit Hour

Distance RRT-BSRC Students- 3 Credit Hours

Suggested Texts

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.

Assignment Grading

Assignments	Percentage of Total Grade
Hot Topic (Discussions)	30%
Dialectical Journals	10%
Seminar & Discussions	20%
Newsletter	40%

Grading Scale

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

A minimum grade of 75, or a C, is required in all respiratory courses. All assignments must be completed by 11:59pm on the due date.

Hot Topic Assignments/ Discussions

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)

Dialectical Journals

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 and Week 5. These journals should be submitted under the Dropbox Icon.

Seminar Assignment and Discussion

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 of week 7.
2. The second part of the assignment is the discussion facilitation which will occur in weeks 7 and 8. 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

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

1. In-depth description of topic
2. Indications and Contraindications associated with the utilization of the advanced technique
3. Strategies currently in place that work or don't work to promote your topic
4. Desired outcomes with the use of the advanced technique
5. How the professional can (or does) fill the gaps in promoting your health focus
6. Please be sure to ensure that the following components are addressed in your newsletter. Please review the rubric for evaluation criteria.
7. Content (accurate and informative),
8. Subject of the matter with required elements being met (listed above)
9. Presentation (correct grammar and spelling, appearance, graphics and color use, readability, creativity). The newsletter should follow APA scholarly writing guidelines.
10. Logical organization of material presented
11. Critical thinking in the analysis and synthesis of the research articles used
12. 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 reference page 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 Reference Pages please visit [APA STYLE Link](#).

The newsletter should be approximately 4-5 pages in length, not including bibliography, and include appropriate graphics. Templates for newsletters may be found at: [NEWSLETTER TEMPLATES](#)

Late Work

D2L is designed so that students are locked out of the system after the deadline has passed. Please make note of all deadlines and adhere to them. Anything not completed and submitted on time will be graded as a zero. Please talk with your professor, prior to the due date, regarding circumstances that may prevent you from completing an assignment on time. All assignments must be completed by 11:59pm on the due date.

Important Dates

Deadline to file for May Graduation: February 16, 2026

Last Day to drop with a grade of "W:" March 18, 2026

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

Student Handbook

Refer to: [Student Handbook 2025-2026](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. 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, as this is a form of self-plagiarism. No Exceptions!

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical**

difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Your computer being down is not an excuse for missing a deadline!!

There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities

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 [Website for Disabilities Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Course Schedule:

On the next page, you will find the course schedule. I suggest printing a copy of the course schedule to help you stay organized and submit your assignment by the deadlines. Please note that changes in the course syllabus, assignments, and schedule may be made at the discretion of the professor.

Course Schedule

Date	Topic	Text Reference
Week 1 1/20 to 1/25	<p>Post Introductions on the Discussion Board</p> <p>Complete Hot Topic</p> <p>Assignment # 1</p> <p>Complete Hot Topic</p> <p>Assignment # 2</p>	<p>Review Egan's 12th Edition, Chapter 46- Mechanical Ventilators & 47- Physiology of Ventilatory Support</p> <p>Review Egan's 12th Edition, Chapter 49-Initiating and Adjusting Ventilatory Support</p>
Week 2 1/26 to 2/1	<p>Complete Hot Topic</p> <p>Assignment # 3</p> <p>Complete Hot Topic</p> <p>Assignment # 4</p> <p>Newsletter Topic Due 2/1/26</p>	<p>Review Egan's 12th Edition, Chapter 52- Monitoring and Management of the Patient in the Intensive Care Unit</p>

Date	Topic	Text Reference
	Submit in Newsletter Topic Drop Box	Review Egan's 12th Edition, Chapter 51- Extracorporeal Life Support
Week 3 2/2 to 2/8	<u>Complete Hot Topic Assignment # 5</u> Dialectical Journal Assignment #1 Due 2/8/26 Submit in drop box Journal #1	Review Egan's 12th Edition, Chapter 29-Acute Respiratory Distress Syndrome
Week 4 2/9 to 2/15	<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 2/16 to 2/22	<u>Complete Hot Topic Assignment # 8</u> Dialectical Journal Assignment #2 Due 2/22/26 Submit in drop box under Journal #2	Review Clinical Manifestations and Assessment of Respiratory Disease Sixth Edition, Chapter 12 pg. 187-217
Week 6 2/23 to 3/1	Newsletter Due 3/1/26 Submit in drop box under Newsletter Project	
Week 7 3/2 to 3/8	Summary of Article for Seminar Due 3/8/26 Begin Student-led Seminar	
3/9-3/15	Spring Break	No assignments due
Week 8 3/16 to 3/19	Complete Student-led seminar **Due 3/19/26** IT IS A THURSDAY Post what you found most interesting about this course	***Complete Course Evaluations***

Date	Topic	Text Reference
	and suggest any course improvements	