

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

RESP 422

CURRENT ISSUES IN RESPIRATORY CARE

COURSE DESCRIPTION

An analysis of current administrative, legal, regulatory, professional issues and current trends which influence the administration of respiratory therapy.

RATIONALE

Education, competencies, and modes of care are continuously changing in the practice of respiratory care. This course will prepare the respiratory therapist to be more aware of the current issues in respiratory care. The course will focus on professional trends, growth, and changes along with current clinical topics.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. PROGRAM LEARNING OUTCOMES

The below are the Respiratory Therapy Program Learning Outcomes (PLO):

- A. Comprehend, apply, and evaluate clinical information relevant to their roles as a registered respiratory therapist (cognitive domain).
- B. Perform the technical skills necessary to fulfill their role as a registered respiratory therapist (psychomotor domain).
- C. Demonstrate professional behavior consistent with clinical rotation site expectations as a registered respiratory therapist (affective domain).

- D. Utilize critical thinking/problem solving skills to develop the best patient treatment for those suffering from cardiopulmonary disease.
- E. Integrate the biblical worldview into all aspects of respiratory therapy.

Upon successful completion of this course, the student will have been introduced to PLO A, emphasized D, and reinforced E.

V. COURSE LEARNING OUTCOMES

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

- A. Describe the role and mission statements of the AARC, NBRC, and CoARC.
- B. Describe the need for bachelor's level entry into the field of respiratory therapy.
- C. Analyze the AARC Human Resource Study data.
- D. Discuss what role the Advanced Practice Respiratory Therapist would potentially have.
- E. Discuss evidence-based medicine (EBM) and why evidenced-based clinical practice guidelines are not routinely followed.
- F. Discuss patient safety with mechanical ventilation and alarm fatigue.
- G. Understand the concepts and benefits of transpulmonary pressure guided mechanical ventilation for ARDS and obese patients.
- H. Describe therapies that can improve mortality in ARDS.
- I. Discuss organ donation and the role of live donor donations from a Christian Worldview.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 250 words and demonstrate course-related knowledge with at least 1 scholarly reference. References must be in Respiratory Care Journal formatting. Details can be located by clicking [here](#). In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 125 words with at least 1 scholarly reference using RCJ format. The replies must also include at least one Biblical reference that supports the student's ideas of education, commitment, or leadership.

D. Paper

The student will submit a 3–5-page paper on the education and credential necessary for the entry-level respiratory therapist. The student must discuss what should be the minimal educational level for a respiratory therapist entering the field (example: associate’s degree, bachelor’s degree, or graduate degree). The student will also discuss what should be the entry level credential for a respiratory therapist (CRT or RRT). The student will use scholarly evidence to support these topics within the profession or other health care professions. The paper must use 12-point font, double spacing, and include at least 3 scholarly references. References must be in Respiratory Care Journal formatting.

E. Exams (2)

There will be 2 exams. The first will cover the material from Modules/Weeks 1–4, and the second will cover material from Modules/Weeks 5–8. The exams will be open-book/open notes, contain 50 multiple-choice and true/false questions, and have a 2-hour time limit.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist		10
Discussion Board Forums (6 at 75 pts ea)		450
Paper		150
Exam 1	(Modules/Weeks1-4)	200
Exam 2	(Modules/Weeks 5-8)	200
	Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Confidentiality and Limits of Confidentiality

Because many of our students are already actively involved in a career in Health Promotion, the student may have experiences that will naturally lend themselves to the curriculum of this course. To respect the privacy of others, it is imperative that students do not use the names of individuals that they have worked with and/or treated.

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

VIII. BIBLIOGRAPHY

Referencing for this course required the format acceptable to our professional journal of Respiratory Care. Details can be located by clicking [here](#). References must be listed and numbered in the sequence in which they are first cited in the text. Citations *must* conform to Respiratory Care Journal style. Authors are responsible for accuracy of their references.

COURSE SCHEDULE

RESP 422

Textbooks: None

MODULE/WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1 (CLO: A; PLO: A, E)	Bible Reading 1 presentation 3 websites	Course Requirement Checklist Class Introductions DB Forum 1	10 0 75
2 (CLO: B; PLO: A, E)	Bible Reading 1 presentation 1 PDF	DB Forum 2	75
3 (CLO: C, I PLO: A, E)	Bible Reading 2 presentations 2 PDFs	DB Forum 3 Paper	75 150
4 (CLO: D; PLO: A, E)	Bible Reading 1 website	Exam I	200
5 (CLO: E; PLO: A, D, E)	Bible Reading 1 presentation 1 PDF	DB Forum 4	75
6 (CLO: F; PLO: A, D, E)	Bible Reading 1 presentation 1 PDF	DB Forum 5	75
7 (CLO: H; PLO: A, D, E)	Bible Reading 1 presentation 4 PDFs	DB Forum 6	75
8 (CLO: G; PLO: A, D, E)	Bible Reading 1 presentation 2 websites	Exam II	200
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.