

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 430

FUNDAMENTALS OF RESPIRATORY CARE RESEARCH

COURSE DESCRIPTION

Survey of research problems, methods and designs utilized in respiratory care, with emphasis on data collection, analysis and presentation.

RATIONALE

Evaluation of evidence-based practices is a hallmark of high-quality respiratory care. Conducting and interpretation of research is a vital component of being a healthcare professional. As our patients become more complex; improved ways of caring for them are needed to continue to advance the science and art of respiratory care.

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 #4, emphasized #1 and #3, and reinforced #5.

V. MEASURABLE LEARNING OUTCOMES

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

- A. Explain the importance of research to the profession of Respiratory Care.
- B. Explain the role of ethics in research design and implementation.
- C. Obtain a certificate of completion for the National Institutes of Health online course “Protecting Human Subjects.”
- D. Explain and evaluate the several scientific methods used within the Respiratory Therapy community.
- E. Create a research proposal with hypothesis generation and plan of execution.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- 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. Quizzes (2)

The quizzes are designed to test the student’s knowledge of what he or she read from assigned Chatburn text chapters.

Each quiz is open book and notes. You will have 20 minutes to answer 20 multiple choice questions.

- D. CITI Training Modules

CITI Program Biomedical & Health Sciences Research, 12 modules in which the student must earn an 80% or higher. <https://about.citiprogram.org/en/homepage/>
The CITI Program has become the standard in biomedical and health science research education. CITI training is often required by all institutions that perform biomedical and health science research and is good for 5 years. By completing CITI training within this course, the student will be successfully fulfilling this requirement.

E. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Three discussion boards will be designed to provide peer review of the aspect of the R21 Grant Proposal. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Additionally, the student will provide feedback to one other student. The Discussion Board is a space for academic exchanges for the assigned topic. As the student receives feed-back on the R21 proposal, he or she should leverage this information to improve the final submission. Please check for proper and exacting punctuation, spelling, and grammar. In addition, the student must reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board. A grading rubric for Discussion Board responses is provided.

F. R21 Research Proposal Information posted on JFL [Respiratory Therapy Resources](#)

G. R21 Research Proposal

The R21 Research proposal assignment is designed to instruct through application of research principles and planning. From week 5 to week 8 the student will take several sections required to build a proper NIH R21 proposal. Each week the student will submit the assigned sections to the discussion board for peer feedback. After providing and receiving peer review, the student will improve their research proposal to be submitted at the end of the semester.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Quizzes (2 at 75 pts ea)	150
CITI Training	300
Discussion Board Forums (3 at 100 pts ea)	300
Final R21 Research Proposal	250
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 requires 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; see examples below. Authors are responsible for accuracy of their references.

COURSE SCHEDULE

RESP 430

Textbooks: Chatburn, *Handbook for Health Care Research* (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1 (CLO: 1,2; PLO: 4)	Chatburn: chs. 1–2, 4 2 presentation	Course Requirements Checklist Class Introductions	10 0
2 (CLO: 4,5; PLO: 1)	Chatburn: chs. 9–13 1 presentation 1 lecture note	Quiz 1	75
3 (CLO: 5; PLO: 3)	Chatburn: ch. 5–8	Quiz 2	75
4 (CLO: 2, 3; PLO: 3)	CITI Program Training for Biomedical & Health Sciences (12 modules)	CITI Transcript	300
5 (CLO: 5; PLO: 4)	1 website	DB Forum 1	100
6 (CLO: 5; PLO: 4)	1 website	DB Forum 2	100
7 (CLO: 5; PLO: 4)	1 website	DB Forum 3	100
8 (CLO: 5; PLO: 4)	1 website	Final R21	250
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**.