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LIBERAL STUDIES

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Number:
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97-28a

App 2/17/98

Senate app. 3/3/98

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Rebecca L. Hartman, EdD, Coordinator Phone 357-3257
Department Nursing/Allied Health Professions

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE RT 101 Prof of Resp Care
Suggested 20 character title

New Course* RT 101 The Profession of Respiratory Care
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* Respiratory Care
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Rebecca L. Hartman
Department Curriculum Committee

Kozenci 4-10-97
Department Chair

Mary E. Swenhu 5/7/97
College Curriculum Committee

David C. Wingard
College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

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I. Catalog Description**RT 101 The Profession of Respiratory Care****(1c-01-1sh)****Prerequisite: None**

Introduces the student to the health care environment and specifically the respiratory care profession. Students will visit a hospital respiratory care department and observe basic respiratory patient care procedures.

I. Catalog Description

RT 101 The Profession of Respiratory Care

1 credit
1 lecture hour
0 lab hour
(1c-01-1sh)

Prerequisite: None

Introduces the student to the health care environment and specifically the respiratory care profession. Students will visit a hospital respiratory care department and observe basic respiratory patient care procedures.

II. Course Objective

At the conclusion of this course the student will be able to:

1. Identify the role of a respiratory care practitioner and the career ladder opportunities created by the baccalaureate degree.
2. Identify the educational and credentialing bodies affiliated with the profession.
3. Recognize common terminology used when assessing a patient's respiratory and general condition.
4. Compare various basic respiratory care devices utilized in the clinical setting while applying medical terminology related to equipment and conditions.
5. Examine current trends in respiratory care.
6. Identify basic pulmonary anatomy, physiology and uncomplicated pathophysiology.
7. Recognize and utilize basic patient assessment techniques.

III. Course Outline

A. Respiratory Care as a Profession	2 lecture hours
B. Respiratory Health, Disease, and Therapies I	2 lecture hours
C. Respiratory Health, Disease, and Therapies II	1 lecture hour
D. Vital Signs and Related Terminology	2 lecture hours
E. Trends and Issues of the Profession of Respiratory Care	2 lecture hours
F. Treatment Modalities/Communication Techniques	2 lecture hours
G. Western Pennsylvania Hospital, Questions/Answer	1 lecture hour
H. Exams	2 lecture hours
TOTAL HOURS	14 lecture hours

IV. Evaluation Methods

The course grade will be determined as follows:

Exam I	50%
Final Exam	50%
TOTAL	100%

Exams will consist of multiple choice questions based on lectures and reading assignments.

Evaluation will be based on the following grading scale:

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 65 - 69%
F = < 65%

V. Required Textbooks, supplemental books and readings

Scanlon, C.L. (1995). Egan's fundamentals of respiratory care. (6th ed.). St. Louis: Mosby.

White, G.C. (1996). Equipment theory for respiratory care. Albany: Delmar.

Reading assignments and lecture supplements available in Reserve section of the Stapleton Library.

VI. Special resource requirements

No special resources are needed.

VII. Bibliography

Allaway, L., Stevens, V.J. (1996). Respiratory care practitioners can provide effective smoking-cessation counseling to hospitalized smokers. Respiratory Care, 41(11), 1026-1029.

American Association for Respiratory Care. (1996). Clinical practice guideline: providing patient and caregiver training. Respiratory Care, 41(7), 658-662.

Cartwright, G. (1995). Homecare RCP's play important role in patient and family education. AARC Times, 34-42.

DesJardins, T. (1993). Cardiopulmonary Anatomy & Physiology. Albany, NY: Delmar.

Kester, L., Stoller, J.K. (1996). Respiratory Care Education: current issues and future challenges. Respiratory Care, 41(2), 98-99.

Mishoe, S.C. (1995). Quiet-hospital zone: why we should reduce noise levels in the hospital. Respiratory Care, 40(11), 1116-1117.

Pierson, D.J. (1996). Respiratory care - who needs it? A personal view. Respiratory Care, 41(1), 19-21.

Pierson, D.J. (1988). Respiratory care as a science. Respiratory Care, 33(1), 27-37.

Shaw, R.C., Prewitt, M.W. (1995). Selecting students for a baccalaureate degree respiratory care program. Respiratory Care, 40(10), 1052-1062.

Shrake, K., Scaggs, J.E., England, K.R., Henkle, J.Q., Eagleton, L.E. (1996). A respiratory care assessment - treatment program: results of a retrospective study. Respiratory Care, 41(8), 703-711.

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).

This course is part of the required 62 credits of Respiratory Care major. It is designed for Respiratory Care majors only.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This proposal is part of revision and reallocation of credits in Respiratory Care courses. All proposals for changes are included.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a specific topic). If so, explain the details of the offering.

Yes. This course has been offered as a Special Topics course.

- A4 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?

This course is not a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedure?

This course is not available for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples.

No.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.

As an introductory course, RT 101 is the only course offered to sophomore students on IUP campus by the WP faculty. In order to initiate students into the respiratory care profession, the faculty from Western Pennsylvania Hospital provide a milieu for students to critically evaluate their own choice to enter the profession.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by an instructor or will there be a team teaching? If the latter, explain the teaching plan and its rationale.

There will be one instructor responsible for the course.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please relevant memoranda from these departments which clarify attitudes toward the proposed change(s).

This course is not offered or in conflict with other department.

- B3 Will seats in this course be made available to students in the School of Continuing Education?

No seats will be available to continuing education.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

Resources are adequate. Instructors at Western Pennsylvania Hospital School of Respiratory Care are contracted to teach 62 credits in major.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Space - is adequate.

Equipment is adequate.

Laboratory Supplies and other Consumable Goods is adequate.

Library Materials - any reading material provided at Stapleton Library

Travel Funds - faculty are reimbursed for mileage out of the Western Pennsylvania Hospital budget.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

This course is not supported by grant monies.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

The course will be offered in the Spring term only.

- C5 How many sections of this course do you anticipate offering in any single semester?

One section per year will be offered.

- C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

There are no restrictions for the number of students in a section of this course.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There are no limits or parameters for enrollment into this course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is necessary.