



MEMORANDUM

TO: Faculty Senate

FROM: Dr. Susan Ross

DATE: 02/17/2021

SUBJECT: Curriculum Proposal #20-21-15

Fairmont State University proposed development of a sixty (60) credit hour, online Bachelor of Science in Respiratory Care (BSRC) degree completion program. Currently in West Virginia there are four nationally accredited associate degree programs in respiratory care, one accredited program also has a non-accredited baccalaureate degree advancement program. Options are limited for students to obtain their baccalaureate degree and meet the American Association of Respiratory Care's (AARC) strategic initiative that 80% of practitioners either hold or be actively working toward a baccalaureate degree by 2020. The charge is in response to the increasing need for highly trained advanced practitioners, respiratory care therapists, across multiple health care settings (AARC, 2018). This BSRC degree completion program provides a pathway to allow working respiratory therapy practitioners to obtain their baccalaureate degree.

The proposed degree completion program at Fairmont State will help to meet the profession's strategic plan and assist in enhancing respiratory care to residents in the state of West Virginia. West Virginia ranks first in the prevalence of COPD (impacting 13.9% of adults; West Virginia Department of Health and Human Services, 2020), 4th in chronic lower respiratory disease mortality (Center for Disease Control and Prevention, 2017) and first in the number of new lung cancer cases (79.6 which is significantly higher than the national rate of 59.6 according to the American Lung Association, 2020).

cc: Richard Stephens
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**FAIRMONT STATE
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Curriculum Proposal for Bachelor of Science in Respiratory Care (BSRC) Degree Advancement Program

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Submitted by the School of Nursing and prepared by:
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Curriculum Proposal for Bachelor of Science in Respiratory Care Degree Advancement Program

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Section 6.1

Name of Institution:	Fairmont State University
Date:	January 2, 2021
Category of Action Required:	Approval
Title of Degree of Certificate:	Bachelor of Science in Respiratory Care (BSRC)
Location:	Online
Effective Date of Proposed Action:	Fall 2021

Summary Statement:

Fairmont State University proposed development of a sixty (60) credit hour, online Bachelor of Science in Respiratory Care (BSRC) degree completion program. Currently in West Virginia there are four nationally accredited associate degree programs in respiratory care, one accredited program also has a non-accredited baccalaureate degree advancement program. Options are limited for students to obtain their baccalaureate degree and meet the American Association of Respiratory Care's (AARC) strategic initiative that 80% of practitioners either hold or be actively working toward a baccalaureate degree by 2020. The charge is in response to the increasing need for highly trained advanced practitioners, respiratory care therapists, across multiple health care settings (AARC, 2018). This BSRC degree completion program provides a pathway to allow working respiratory therapy practitioners to obtain their baccalaureate degree.

The proposed degree completion program at Fairmont State will help to meet the profession's strategic plan and assist in enhancing respiratory care to residents in the state of West Virginia. West Virginia ranks first in the prevalence of COPD (impacting 13.9% of adults; West Virginia Department of Health and Human Services, 2020), 4th in chronic lower respiratory disease mortality (Center for Disease Control and Prevention, 2017) and first in the number of new lung cancer cases (79.6 which is significantly higher than the national rate of 59.6 according to the American Lung Association, 2020).

The **mission** of the program is to prepare highly skilled and educated respiratory therapists for the continuously expanding knowledge base needed in today's respiratory care field and in the future. Factors such as an increased emphasis on evidence-based practice, data-driven quality improvement activities, increased focus on health promotion and disease management, demands for advanced patient assessments, and the growing complexity of healthcare clearly mandate that respiratory therapists attain formal academic preparation appropriate for the role of an advanced practitioner. The BSRC program strives to be compassionate and understanding to the needs of working adults by assuring access to an excellent online Bachelor of Science in Respiratory Care degree completion program, which is essential for personal development, the key to career advancement, and improving health outcomes for residents of West Virginia.

6.2 Program Description

6.2.a Program Objective

The program objectives (learning outcomes) are designed so that the program graduate will be able to:

1. Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.
2. Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.
3. Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care.
4. Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team.
5. Apply educational theory practice to implement education programs for pulmonary disease patients.
6. Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.

Program Learning Outcome	Title of Course in which Objective is Taught and Assessed (see sequence of courses and description of content in section 6.2.c)	Assessment Measure (see Curriculum Map, pages 8-9)	Performance Indicator
1. Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.	All courses. Key aspects of the following courses: <ul style="list-style-type: none"> • RESP 3010 Ethics in Respiratory Care • RESP 3020 Respiratory Care Disease Management and Patient Education • RESP 3040 Advanced Pediatric and Neonatal Care Management • RESP 3060 Advanced Techniques in Adult Critical Care Management • RESP 3080 Advanced Techniques in Sleep Disorders • RESP 4000 Emerging Diseases and Epidemiology in Respiratory Care 	<ul style="list-style-type: none"> • Written assignments • Case studies • Discussion forums 	At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.

	<ul style="list-style-type: none"> • RESP 4020 Evidence-based Practice in Respiratory Care • RESP 4030 Population Health Problems and Practices in Respiratory Care 		
<p>2. Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.</p>	<p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • RESP 3010 Ethics in Respiratory Care • RESP 3020 Respiratory Care Disease Management and Patient Education • RESP 3040 Advanced Pediatric and Neonatal Care Management • RESP 3060 Advanced Techniques in Adult Critical Care Management • RESP 3080 Advanced Techniques in Sleep Disorders • RESP 4000 Emerging Diseases and Epidemiology in Respiratory Care • RESP 4020 Evidence-based Practice in Respiratory Care • RESP 4030 Population Health Implications for Respiratory Care 	<ul style="list-style-type: none"> • Case studies • Discussion forums • Individual/Group projects • Individual/Group Presentations 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>
<p>3. Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care.</p>	<p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • RESP 3010 Ethics in Respiratory Care • RESP 3020 Respiratory Care Disease Management and Patient Education • RESP 3040 Advanced Pediatric and Neonatal Care Management 	<ul style="list-style-type: none"> • Written assignments • Case studies • Discussion forums • Individual/Group projects • Individual/Group Presentations 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>

	<ul style="list-style-type: none"> • RESP 3060 Advanced Techniques in Adult Critical Care Management • RESP 3080 Advanced Techniques in Sleep Disorders • RESP 4000 Emerging Diseases and Epidemiology in Respiratory Care • RESP 4010 Leadership and Project Management in Respiratory Care • RESP 4020 Evidence-based Practice in Respiratory Care • RESP 4030 Population Health Implications for Respiratory Care • RESP 4440 Healthcare Delivery A System Approach to Respiratory Care 		
<p>4. Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team.</p>	<p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • RESP 3010 Ethics in Respiratory Care • RESP 3020 Respiratory Care Disease Management and Patient Education • RESP 3040 Advanced Pediatric and Neonatal Care Management • RESP 3060 Advanced Techniques in Adult Critical Care Management • RESP 3080 Advanced Techniques in Sleep Disorders • RESP 4000 Emerging Diseases and Epidemiology in Respiratory Care • RESP 4010 Leadership and 	<ul style="list-style-type: none"> • Written assignments • Case studies • Discussion forums • Individual/Group projects • Individual/Group Presentations 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>

	<p>Project Management in Respiratory Care</p> <ul style="list-style-type: none"> • RESP 4020 Evidence-based Practice in Respiratory Care • RESP 4030 Population Health Implications for Respiratory Care • RESP 4440 Healthcare Delivery A System Approach to Respiratory Care 		
<p>5. Apply educational theory practice to implement education programs for pulmonary disease patients.</p>	<p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • RESP 3010 Ethics in Respiratory Care • RESP 3020 Respiratory Care Disease Management and Patient Education • RESP 3040 Advanced Pediatric and Neonatal Care Management • RESP 3060 Advanced Techniques in Adult Critical Care Management • RESP 3080 Advanced Techniques in Sleep Disorders • RESP 4000 Emerging Diseases and Epidemiology in Respiratory Care • RESP 4010 Leadership and Project Management in Respiratory Care • RESP 4020 Evidence-based Practice in Respiratory Care • RESP 4030 Population Health Implications for Respiratory Care • RESP 4440 Healthcare Delivery A System Approach to Respiratory Care 	<ul style="list-style-type: none"> • Case studies • Individual/Group projects • Individual/Group Presentations 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>

<p>6. Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.</p>	<p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • RESP 3010 Ethics in Respiratory Care • RESP 3020 Respiratory Care Disease Management and Patient Education • RESP 3040 Advanced Pediatric and Neonatal Care Management • RESP 3060 Advanced Techniques in Adult Critical Care Management • RESP 3080 Advanced Techniques in Sleep Disorders • RESP 4000 Emerging Diseases and Epidemiology in Respiratory Care • RESP 4010 Leadership and Project Management in Respiratory Care • RESP 4020 Evidence-based Practice in Respiratory Care • RESP 4030 Population Health Implications for Respiratory Care • RESP 4440 Healthcare Delivery A System Approach to Respiratory Care 	<ul style="list-style-type: none"> • Written assignments • Case studies • Individual/Group projects • Individual/Group Presentations 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>
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Sequence of courses and descriptions of content is outlined in section 6.2.c.2.

Program Student Learning Outcomes Curriculum Map on the following pages.

Bachelor of Science in Respiratory Care Program Student Learning Outcomes Curriculum Map							
Degree: Bachelor of Science in Respiratory Care (BSRC) Degree Completion Program							
Prepared By: Dr. Laura H. Clayton				Date: January 2, 2021			
BSRC Learning Outcomes:							
1. Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.							
2. Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.							
3. Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care.							
4. Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team.							
5. Apply educational theory practice to implement education programs for pulmonary disease patients.							
6. Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.							
BSRC Courses		Student Learning Outcomes					
Number	Course Name	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
RESP 3010	Ethics in Respiratory Care	R - Discussion Board	M - Case Study		R – Written Assignment		M - Case Study
RESP 3020	Respiratory Care Disease Management and Patient Education		M- Written Assignment M – Case Study	M- Case Study M - Presentation	M - Presentation M – Case Study	M- Project M- Present	M - Presentation
RESP 3040	Advanced Pediatric and Neonatal Care Management	R - Discussion Board M – Case Study M - Exam	R - Discussion Board M - Case Study M- Exam	M - Case Study M - Exam	M - Case Study M- Exam	M – Case Study	M – Presentation
RESP 3060	Advanced Techniques in Adult Critical Care Management	R - Discussion Board M – Case Study M- Exam	R - Discussion Board M - Case Study M - Exam	M - Case Study M- Exam	M - Case Study M - Exam	M – Case Study	M – Presentation
RESP 3080	Advanced Techniques in Sleep Disorders	R - Discussion Board M – Case Study M - Quiz	R - Discussion Board M - Case Study M - Quiz	M - Case Study M - Quiz	M - Case Study M - Quiz	M – Case Study	M – Individual Presentation
Level of Learning: I – Introduced, R – Reinforced, M- Mastered							
Key for Bloom Taxonomy Cognitive Domain							
Blue: Recognition/Understanding – Assignments that test students’ ability to recall or explain ideas or concepts regarding relevant course material.							
Yellow: Apply/Analyze – Assignments that test ability to use information or problem-solving skills.							
Green: Evaluate – Assignments that require students to make judgments about a decision or course of action.							
Pink: Create – Assignments that require students to generate new ideas, products, or ways of viewing things.							

Bachelor of Science in Respiratory Care Program Student Learning Outcomes Curriculum Map							
1. Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.							
2. Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.							
3. Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care.							
4. Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team.							
5. Apply educational theory practice to implement education programs for pulmonary disease patients.							
6. Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.							
BSRC Courses		Student Learning Outcomes					
Number	Course Name	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
RESP 4000	Emerging Diseases and Epidemiology in Respiratory Care	R - Written Assignment	M – Written Assignment M- Paper M - Presentation	M – Presentation M - Paper	M – Presentation M - Paper		M – Presentation M - Paper
RESP 4010	Leadership and Project Management in Respiratory Care	M – Written Assignment M - Project	M – Written Assignment M - Project	M - Written Assignment M - Project	M – Presentation M - Project		R – Project M - Project
RESP 4020	Evidence-based Practice in Respiratory Care			M - Written Assignment		M – Case Study	M- Case Study
RESP 4030	Population Health Implications for Respiratory Care	M – Family & Environment Assessment M – Vulnerable Pop Paper M - Project	M – Family & Environment Assessment M – Project M – Presentation M – Vulnerable Pop Paper	M- Project M - Presentation	R – Project	R - Project	M – Written Assignment R – Project
RESP 4440	Healthcare Delivery System Approach to Care	M – Policy Brief M – Case Study	M – Case Study	M – Policy Brief C – Case Study	M – Policy Brief M – Case Study	M – Policy Brief	M – Case Study M – Policy Brief
Level of Learning: I – Introduced, R – Reinforced, M- Mastered							
Key for Bloom Taxonomy Cognitive Domain							
Blue: Recognition/Understanding – Assignments that test students’ ability to recall or explain ideas or concepts regarding relevant course material.							
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6.2.b. Program Identification

The United States Department of Education, National Center for Education Statistics (NCES), Classification of Instructional Programs (CIP) that is relevant to this proposal is 51.0908, Respiratory Care Therapy/Therapist. This classification is described as a program that prepared individuals, “under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel, and equipment operation, maintain records, and consult with other health care team members”

(<https://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=respiratory,therapy>).

6.2.c. Program Features

This program is designed to satisfy the accreditation standards established by the Commission on Accreditation for Respiratory Care (CoARC). The BSRC Program will be offered online in a cohort sequence. Based on the financial plan (see Section 6.4.g. Operating Resource Requirements) with a minimum of 15 per cohort and based on reasonable assumptions, the program will move toward sustainable profitability in the first year of the program.

The continuously expanding knowledge base of today’s respiratory care field requires a highly skilled and educated professional. Factors such as an increased emphasis on evidence-based practice, data-driven quality improvement activities, increased focus on health promotion and disease management, demands for advanced patient assessments, and the growing complexity of healthcare clearly mandate that respiratory therapists attain formal academic preparation appropriate for the role of an advanced practitioner.

The BSRC curriculum must both convenient and effective for the working associate degree prepared respiratory therapist. The program will be offered as an asynchronous online cohort. Admission to the program will occur each Fall Semester. Through an online delivery method that will offer a combination of half- and full-semester courses, we are meeting the needs of students to assist them in moving through the curriculum.

The designed content offers new and relevant topics appropriate to a rapidly evolving healthcare delivery system:

- Course credit for national specialty certification in Neonatal Specialty (RESP 3040 Advanced Pediatric and Neonatal Care Management), Adult Critical Care Specialty (RESP 3060 Advanced Techniques in Adult Critical Care Management), or Sleep Disorder Specialty (RESP 3080 Advanced Techniques in Sleep Disorders) from the National Board of Respiratory Care. Maximum credit can be awarded for two national specialty certifications.
- Use of healthcare experts to supplement faculty so that information is current, relative and practical.
- Enrollment in both half and full semester courses, including summer.
- Use of educational tools to facilitate critical decision making, quality improvement activities, and application of evidence-based practice.

6.2.c.1. Admissions and Performance Standards

The application process will follow the same steps and standards as are in place for Fairmont State University. In addition to the admissions requirements for Fairmont State University, the applicant must meet the following requirements:

1. Be a graduate from a CoARC-accredited associate degree program in respiratory care.
2. Be credentialed by the National Board for Respiratory Care (NBRC) as a Registered Respiratory Therapist (RRT).
3. Hold an unencumbered license as an RRT.
4. Submit an application to Fairmont State University and The School of Nursing for the BCRT Program.
5. Have a minimum cumulative college GPA of 2.0.
6. Official transcripts must be sent directly from the college or university for all college work completed to the Office of Admissions.
7. Completion of the following courses with a minimum grade of “C”: human anatomy and physiology (4 credits), general psychology (3 credits), microbiology (3-4 credits), and Written English (6 credits).
8. Once admitted to the program students will need to be compliant with immunizations, American Heart Association Healthcare Provider CPR requirements, have health insurance and have passed a drug screen and background check and proof of health examination. A tracking system will be used to monitor compliance.
9. Meet the School of Nursing Core Performance Standards.

School of Nursing Core Performance Standards

Core Performance Standards as adapted from the Southern Council on Collegiate Education for Nursing and from the Validation Study, “Functional Abilities Essential for Nursing Practice” by the National Council of State Boards of Nursing. Similar standards are relevant to all healthcare professionals.

The core performance standards set forth cognitive, sensory, affective and psychomotor performance requirements for nurses. Under the ADA, the FSU nursing programs and the proposed RCBS degree advancement program do not base admission, acceptance or continued enrollment on the core performance standards. Instead, the standards are used to assist applicants and students in the determination of need for ADA related accommodations and medications. The core performance standards are intended to constitute an objective measure of:

1. A qualified applicant’s ability with or without accommodations to meet the program performance requirements.
2. Accommodations required by a matriculated student who seeks accommodations under the ADA.

Applicants and students with disabilities seeking accommodations under the ADA, must contact Andrea Pammer in the Disability Services & Psychological Services at 304-367-4072, Turley Student Services Center. The Core Performance Standards are on the following page.

Requirements	Standards	Examples
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent	Identification of cause/effect relationships in clinical situations

	with level of educational preparation.	Use of the scientific method in the development of patient care plans and evaluation of its effectiveness
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	Establishment of rapport with patients and colleagues Capacity to engage in successful conflict resolution Peer accountability
Communication	Communication adeptness sufficient for verbal and written professional interactions	Explanation of treatment procedures, initiation of health teaching. Documentation and interpretation of actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Movement about patient's room, work spaces and treatment areas Administration of rescue procedures-cardiopulmonary resuscitation
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibration and use of equipment Therapeutic positioning of patients Provision of respiratory treatments
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Ability to hear monitoring device alarm and other emergency signals Ability to discern auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in-patient and out-patient care	Ability to observe patient's condition and responses to treatments
Tactile Sense	Tactile ability sufficient for physical assessment	Ability to palpate in physical examinations and provide various therapeutic interventions

Program Progression:

1. Students must maintain a minimum 2.0 cumulative GPA to remain in the program.

2. Students must maintain their national RRT certification and an unencumbered state license as an RRT.
3. Students must have a “C” or better in each required respiratory care core course, statistics, and management course.

Policies:

Students may receive up to 54 credits for completion of a nationally accredited respiratory care program that have attained RRT certification and have an unencumbered state RRT license. Students may transfer in up to 90 hours from a regionally accredited institution as long as the transferred hours meet program requirements. The student must meet all general institutional admission requirements in addition to program specific requirements. The residency requirement will be 30 hours from Fairmont State University. All students admitted to the program will agree to an approved program of study prior to beginning coursework. Deviations from the approved program of study will require prior written approval from the academic advisor(s), Program Director and School Dean.

Students may be awarded course credit if they hold a national specialty certification from the National Board of Respiratory Care. Students may receive a maximum of two courses awarded credit. Students will need to provide proof of national certification.

National Board of Respiratory Care Specialty	Credit for Course	Credit Hours
Neonatal Specialty	RESP 3040 Advanced Pediatric and Neonatal Care Management	3 cr
Adult Critical Care Specialty	RESP 3060 Advanced Techniques in Adult Critical Care Management	3 cr
Sleep Disorder Specialty	RESP 3080 Advanced Techniques in Sleep Disorders	2 cr

Applicants who do not meet all minimum admission requirements may be provisionally admitted to the program.

6.2.c.2. Program Requirements

Curriculum:

Bachelor of Science in Respiratory Care Degree: 120 credit hours

Program Format: 7.5- to 15-week courses; respiratory care courses will be offered in 7.5- or 15-week format, whereas support and core curriculum courses may vary in length.

Upper Division Requirement: Students must meet a minimum of 30 hours at the 3000 or 4000 level courses.

Residency Requirement: Students must complete a minimum of 30 hours at Fairmont State University.

General Studies/Core Curriculum: Total 30-34 credit hours; the student may have met some of these credit hours during their Associate Degree program.

- First Year Seminar – 1 credit hour; this course is waived since students have completed an associate degree, which includes approximately 60 college credits
- Written Communication – 6 credit hours; ENGL 1101 (3 cr) and ENGL 1102 or 1103 (3 cr)

- Oral Communication – 3 credit hours
- Mathematics – 3-4 credit hours
- Humanities with Critical Thinking – 3 credit hours
- Fine Arts with Critical Thinking – 3 credit hours
- Natural Sciences with Critical Thinking – 3-5 credit hours; Suggested and required in major BIOL 1180/1181: Anatomy and Physiology/Lab (4 cr) and BIOL 2205: Microbiology (3 cr)
- Social Sciences with Critical Thinking – 3 credit hours; Suggested and required in major PSYC 1101 (3 cr)
- Citizenship – 3 credit hours
- Global Awareness, Fitness and Well Being or Technology – 3 credit hours; Suggested and required in major NUTR 1110 Nutrition (3 cr)

Support Courses: Total 6 - 7 credits

- Statistics (PSYC 2240, SOCI 2240, BSBA 3310, or MATH 1350) – 3-4 credit hours
- Management (BSBA 2209 or MGMT 3308) – 3 credits

Articulation Credits: Students will be provided 54 credits for being certified as an RRT and possess an unencumbered license to practice as a respiratory therapist.

Pre-Requisite Courses

Many of these courses are required as part of the students Associate of Science/Associate of Applied Science degree program.

- Written English – ENGL 1101 - 3 cr and ENGL 1102 or 1103 – 3 cr (Meets Core Curriculum Written English I and II)
- Anatomy and Physiology with Lab (BIOL 1180/1181) – 4 cr (Meets Core Curriculum - Natural Science with Critical Thinking)
- Microbiology (BIOL 2205) – 3 cr (Meets Core Curriculum - Natural Science with Critical Thinking)
- PSCY 1110 (Intro to Psychology) – 3 cr (Meets Core Curriculum – Social Sciences with Critical Thinking)

Program of Study

The program of study is shown in the following table. General studies/core curriculum courses are shown in italics, courses preceded by an * can be taken in any order.

Semester	Course Title	Credit Hours	Delivery Method
1	<i>Mathematics</i>	3-4 cr	Online, Hybrid or Face-to-face
	<i>*Oral Communication</i>	3 cr	Online, Hybrid or Face-to-face
	RESP 3010 – Ethics in Respiratory Care	2 cr	Online
	RESP 3040 – Advanced Pediatric and Neonatal Care Management	3 cr	Online
	RESP 3080 – Advanced Techniques in Sleep Disorders	2 cr	Online
		14-15 cr	

2	<i>Global Awareness, Fitness & Well-being or Technology (NUTR 1110 recommended and required in the program)</i>	3cr	Online, Hybrid or Face-to-face
	Statistics – PSYC 2240, SOCI 2240, BSBA 3310 or MATH 1550 (Required support course)	3-4 cr	Online, Hybrid or Face-to-face
	Management – BSBA 2209 or MGMT 3308 (Required support course)	3 cr	Online, Hybrid or Face-to-face
	RESP 3020 – Respiratory Care Disease Management and Patient Education	3 cr	Online
	RESP 3060 – Advanced Techniques in Adult Critical Care Management	3 cr	Online
		15-16 cr	
3	<i>*Humanities with Critical Thinking</i>	3 cr	Online, Hybrid or Face-to-face
	RESP 4000 – Emerging Diseases and Epidemiology in Respiratory Care	3 cr	Online
	RESP 4010 – Leadership and Project Management in Respiratory Care	3 cr	Online
	RESP 4020 – Evidence-based Practice in Respiratory Care	4 cr	Online
		13 cr	
4	<i>*Citizenship</i>	3 cr	Online
	<i>*Fine Arts with Critical Thinking</i>	3 cr	Online, Hybrid or Face-to-face
	RESP 4030 - Population Health Implications for Respiratory Care	4 cr	Online
	RESP 4040 – Healthcare Delivery System Approach to Care	3 cr	Online
		13 cr	

Summary of Course Credits:

Credit From	Total Hours
Articulation Credit	54
Core Curriculum Courses for Fairmont State University	30-34
Required Support Courses	6-7
Required RESP Courses	30
Elective Courses	As needed
TOTAL	120

*Core curriculum courses cannot be counted twice; both as articulation credit and core curriculum

RCBS Course Descriptions and Credit:

Semester 1:

RESP 3010 Ethics in Respiratory Care (2 cr)

This course focuses on applying ethical theories and principles and legal issues that the respiratory therapist is likely to encounter in the delivery of respiratory care. PR – admission into BSRC program.

RESP 3040 Advanced Pediatric and Neonatal Care Management (3 cr)

This course focuses on the application of advanced respiratory care and management of the pediatric and newborn patient.

RESP 3080 Advanced Techniques in Sleep Disorders (2 cr)

This course focuses on the components of a sleep-related breathing disorders, clinical information gathering, clinical data analysis and interpretation, application of relevant sleep therapies and development of plans of care.

Semester 2:

RESP 3020 Respiratory Care Disease Management and Patient Education (3cr)

This course focuses on providing the respiratory therapist with the skills and knowledge to provide patient education and to advise patients on how to deal with their acute and/or chronic respiratory disease using prescribed medical treatment regimens. Information regarding serving as a clinical instructor/preceptor will also be examined. PR – admission into BSRC program.

RESP 3060 Advanced Techniques in Adult Critical Care Management (3 cr)

This course focuses on the application of advanced respiratory care and management of the adult critically ill patient.

Semester 3:

RESP 4000 – Emerging Diseases and Epidemiology in Respiratory Care (3 cr)

This course focuses on an introduction to methods of disease epidemiology, emerging diseases impacting the respiratory system, and infectious diseases.

RESP 4010 Leadership and Project Management in Respiratory Care (3 cr)

This course focuses on strategic, operational and project management topics in the area of respiratory care management. An emphasis is placed on providing safe, quality, cost effective respiratory care. Pre-req or co-Req Courses: BSBA 2209 or MGMT 3308

RESP 4020 Evidence Based Practice and Respiratory Care (4 cr)

This course focuses on using evidence-based practice in the provision of respiratory care. Students will develop an understanding of the research process, critique research studies, and develop a proposal for incorporation of selected strategies aimed at improving the quality of respiratory care. This is a writing intensive course. Pre-req courses: Statistics

Semester 4:

RESP 4030: Population Health Implications for Respiratory Care (4 cr)

This course focuses on understanding the role of the respiratory therapist in providing care for vulnerable patients who are experiencing acute or chronic respiratory conditions. Students complete a population health assessment and prioritize needs. Based on the identified needs, evidence-based strategies projects

aimed at health promotion, health education, or illness prevention are implemented and evaluated. Pre-req or Co-req courses: RESP 4020

RESP 4440 Healthcare Delivery System Approach to Care (3 cr)

This course focuses on analyzing the healthcare delivery system, its impact on care, and an analysis of political, social and economic influences.

6.2.e. Program Content

Fairmont State University is *committed to educating the global citizen leaders in an environment, distinguished by a commitment to excellence, student success and transformational impact.* The School of Nursing’s mission augments the institutional mission by being committed to *serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship and service.* The Bachelor of Science in Respiratory Care degree completion program aligns with both missions as it is intended to provide an opportunity for furthering educational options to associate degree respiratory therapists, thereby improving an individual’s mobility and earning potential and positively enhancing the health of West Virginians which contributes to a transformational impact for both the individual and their community.

The RRT to BSRC program will provide an evidence-based curriculum that will allow currently licensed respiratory therapists to move seamlessly from an associate level of education to a baccalaureate level. The curriculum will be designed to promote innovation, excellence, scholarship and clinical reasoning in the field of respiratory care.

6.2.e.1. Content and Length of Proposed Academic Program:

The BSRC degree completion program requires a total of 120 semester credits as shown in the following table. The program is four consecutive semesters in length (Fall, Spring, Summer and Fall).

Credit From	Total Hours
Articulation Credit	54
General Studies/Core Curriculum Courses for Fairmont State University	30-34
Required Support Courses	6-7
Required RESP Courses	30
Elective Courses	As needed
TOTAL	120

The proposed degree advancement program in respiratory care (BSRC) will prepare graduates of associate-level programs in respiratory care who have achieved the Registered Respiratory Therapist (RRT) credential with the expanded knowledge, critical thinking ability and communication skills necessary to become leaders in respiratory education, management and advanced clinical practice. The degree advancement program would be offered completely online which would allow respiratory therapists the ability to attain an advanced degree without needing to relocate. Core curriculum, support, and required respiratory care courses could be offered in 7.5 to 15-week formats allowing for accelerated degree completion.

The emphasis of the curriculum will enhance and advance the student’s professional career in respiratory care with additional coursework in education, administration, management, evidence-based practice, evaluation, population health, and advanced critical care.

Program/Cohort Orientation: Students admitted to the program will follow a model schedule, with flexibility as to when select general studies/core curriculum courses are taken. Students will be required to attend a 2-day face-to-face or online program orientation prior to the beginning of their first semester (non-credit). In addition to ensuring the students will begin their program familiar with, and able to access, the digital learning platform, communication channels and the submission style, it will also allow them to begin to establish a sense of community with their cohort and, just as importantly, with Fairmont State University and the School of Nursing and RCBS program. Participants are responsible for their own transportation, lodging and meals.

Online course work: The RCBS courses will be taught over 7.5-15 weeks during the regular semester and less weeks during the winter term (5 weeks) or summer sessions (typically 12 weeks) by qualified professors and adjunct lecturers through Fairmont State University’s learning management system, Blackboard© , which permits out of area learners to access and complete work on their own during the week or during group meetings. The course professor will hold online virtual office hours through WebEx or Microsoft teams and be available to talk with students by phone. The majority of course delivery will typically utilize self-study of learning modules, required readings and other materials in addition to electronic communication boards, electronic submission of assignments or case studies and completion of projects and presentations. Professors will specify assignments, readings and other activities in a detailed syllabus. Professional standards for written assignments will follow the current edition of the APA Manual. The course syllabus will include learning outcomes and alignment to program goals/objectives. All participants will need access to high speed Internet and must purchase books assigned by the professor. Additional resources will be posted in Blackboard. Each course will have at least one current text required along with weekly readings. Grades lower than a C are not permitted to in any course. Students are permitted to repeat a total of two courses in the BCRS program; failure of a third course will result in program dismissal. Rubrics are utilized in grading discussion Boards, case studies, written assignments, projects, and presentations. A standardized grading scale will be used which mirrors that in the School of Nursing. The grading scale is as follows:

Course Grade	Percent
A	92-100
B	84-91
C	75-83
D	66-74
F	0-65

Grades are not rounded.

6.2.e.2. Undergraduate degree program General Studies/Core Curriculum requirement:

The RCBS completion program incorporates the general studies/core curriculum courses required for all baccalaureate degree graduates from Fairmont State University as outline in the University catalog (<https://catalog.fairmontstate.edu/content.php?catoid=3&navoid=224>). Some of these courses may have been taken as part of the students AS or AAS degree.

General Studies/Core Curriculum: Total 30-34 credit hours; the student may have met some of these credit hours during their Associate Degree program.

- First Year Seminar – 1 credit hour; this course is waived since students have completed an associate degree, which includes approximately 60 college credits
- Written Communication – 6 credit hours; ENGL 1101 (3 cr) and ENGL 1102 or 1103 (3 cr)
- Oral Communication – 3 credit hours
- Mathematics – 3-4 credit hours
- Humanities with Critical Thinking – 3 credit hours
- Fine Arts with Critical Thinking – 3 credit hours
- Natural Sciences with Critical Thinking – 3-5 credit hours; Suggested and required in major BIOL 1180/1181: Anatomy and Physiology/Lab (4 cr) and BIOL 2205: Microbiology (3 cr)
- Social Sciences with Critical Thinking – 3 credit hours; Suggested and required in major PSYC 1101 (3 cr)
- Citizenship – 3 credit hours
- Global Awareness, Fitness and Well Being or Technology – 3 credit hours; Suggested and required in major NUTR 1110 Nutrition (3 cr)

6.2.e.3. The minimum requirement for general education for all undergraduate programs delivered through the traditional distributed curricula is 24 for transfer associate’s degree, and 30 for bachelor’s degrees.

Students may receive up to 54 credits for completion of a nationally accredited respiratory care program that have attained RRT certification and have an unencumbered state RRT license. Students may transfer in up to 90 hours from a regionally accredited institution as long as the transferred hours meet program requirements.

6.3 Program Need and Justification

The US Bureau of Labor Statistics (2019) reports that employment of respiratory therapists is projected to grow 21% over the next 10 years. This growth is a result of the aging population who have an increased incidence of respiratory conditions such as chronic obstructive pulmonary disease (COPD).

The goal of the proposed Degree Completion Program for Respiratory Care is in response to the American Association of Respiratory Care’s (AARC) position statement in which associate degree respiratory care programs across the United States are charged with providing a pathway for graduates to obtain their baccalaureate degree in Respiratory Care. The charge is in response to the increasing need for highly trained advanced practitioners across multiple health care settings (AARC, 2018).

Beginning on January 1, 2018 all newly accredited respiratory care educational programs must award, at a minimum, a baccalaureate degree in respiratory care. While existing associate degree programs which hold continuing accreditation are allowed to continue as long as they remain in compliance. In order to meet the AARC’s strategic goal of 80% of practitioners to either hold or be actively working toward a baccalaureate degree by 2020 pathways must be developed to allow working practitioners to attain a baccalaureate degree.

Currently in West Virginia there are four nationally accredited associate degree programs in respiratory care, one accredited program also has a non-accredited baccalaureate degree advancement program. Options are limited for students to obtain their baccalaureate degree and meet the AARC’s strategic initiative.

According to the AARC, a respiratory therapist’s responsibilities and competencies include:

- Clinical decisions that are based on data driven and evidence-based practice.
- An understanding published research and how it guides evidence-based practice.

- The use of complicated medical equipment and performance of complex therapeutic interventions and diagnostic studies.
- An in-depth understanding of pathophysiology and the ability to apply it in the workplace.
- Excellent teamwork and collaboration skills, including effective communication when interacting within interprofessional and intraprofessional members of the healthcare teams and with the patient and their family.

The continuously expanding knowledge base of today's respiratory care field requires a highly skilled and educated professional. Factors such as an increased emphasis on evidence-based practice, data-driven quality improvement activities, increased focus on health promotion and disease management, demands for advanced patient assessments, and the growing complexity of healthcare clearly mandate that respiratory therapists attain formal academic preparation appropriate for the role of an advanced practitioner.

The proposed degree completion program at Fairmont State will help to meet the profession's strategic plan and assist in enhancing respiratory care to residents in the state of West Virginia. West Virginia ranks first in the prevalence of COPD (impacting 13.9% of adults; West Virginia Department of Health and Human Services, 2020), 4th in chronic lower respiratory disease mortality (Center for Disease Control and Prevention, 2017) and first in the number of new lung cancer cases (79.6 which is significantly higher than the national rate of 59.6 according to the American Lung Association, 2020).

6.3.a. Relationship to Institutional Goals/Objectives:

Fairmont State University is *committed to educating the global citizen leaders in an environment, distinguished by a commitment to excellence, student success and transformational impact.* The School of Nursing's mission augments the institutional mission by being committed *to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship and service.* The Bachelor of Science in Respiratory Care degree completion program aligns with both missions and the strategic plan and goals of the West Virginia Higher Education Policy Commission, as it is intended to provide an opportunity for furthering educational options to associate degree respiratory therapists, thereby improving an individual's mobility and earning potential and positively enhancing the health of West Virginians which contributes to a transformational impact for both the individual and their community.

The RRT to BSRC program will provide an evidence-based curriculum that will allow currently licensed respiratory therapists to move seamlessly from an associate level of education to a baccalaureate level. The curriculum will be designed to promote innovation, excellence, scholarship and clinical reasoning in the field of respiratory care.

Through an online delivery method that will offer a combination of 8- and 16-week courses, we are meeting the needs of students to assist them in moving through the curriculum. After completing the program, students should be able to:

- Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.
- Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.
- Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care.

- Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team.
- Apply educational theory practice to implement education programs for pulmonary disease patients.
- Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.

6.3.b. Existing Programs:

A review of all of the West Virginia institutions of higher learning (community and technical colleges and baccalaureate granting intuitions; both public and private) identified only one program offering a baccalaureate degree, including an online baccalaureate degree completion option. The baccalaureate degree completion program is currently not accredited. The CoARC website (<https://www.coarc.com/Students/Find-an-Accredited-Program/Print-Accredited-Programs.aspx>) was reviewed to verify the accreditation status of the program.

Institutions Offering Similar Programs

Institution Name	Name of Program	Baccalaureate Degree Completion	CoARC Accreditation Status
Marshall University/St. Mary's Medical Center https://www.st-marys.org/education-training/school-of-respiratory-care/entry-level-bachelor-degree-respiratory-care	Bachelor of Science in Respiratory Care	No	Continuing accreditation with progress report, 2029
Marshall University/St. Mary's Medical Center https://www.st-marys.org/education-training/school-of-respiratory-care/entry-level-bachelor-degree-respiratory-care	RRT to Bachelor of Science	Yes	No

Associate Degree Respiratory Care Programs in West Virginia

Institution Name	Name of Program	Baccalaureate Degree Completion	Coarct Accreditation Status
Carver Career Center/Bridge Valley CTC http://www.carvercareercenter.edu/respiratory-therapy.html	Associate of Science (AS)	No	Continuing accreditation, 2024
Pierpont CTC https://www.pierpont.edu/ac/programs/respiratory-care	Associate in Applied Science (AAS)	No	Provisional, 2024
Southern WV CTC https://www.southernwv.edu/assets/uploads/Respiratory-Care-Technology.pdf Sites at Williamson	Associate in Applied Science (AAS)	No	Williamson – continuing accreditation, 2021

Southern WV CTC https://www.southernwv.edu/assets/uploads/Respiratory-Care-Technology.pdf Sites at Mt. Gay	Associate in Applied Science (AAS)	No	Mt. Gay – provisional accreditation, 2025
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With the increased prevalence of lung related disease and risk factors within the state, a highly educated healthcare team, including respiratory therapists with advanced clinical practice skills is imperative for any statistical improvements in health to be seen. A pathway for existing respiratory therapists to attain advanced practice knowledge is crucial in meeting the healthcare needs of the state as well as the nation. Currently options for degree advancement in WV are extremely limited, with only one program available in the state.

6.3.c. Program Planning and Development:

Proposal Development: Preliminary discussions regarding the development of the RCBS degree completion program began during the Spring of 2020, when Fairmont State University was approached by Mike Walls, ME.d., RRT, LRTR regarding our interest in developing the program; he has volunteered his time to assist with program development. Interest in our development of a RCBS completion program was also received from West Virginia Society for Respiratory Care (WVSRC) and West Virginia Board of Respiratory Care (WVBORC). During the program development phase contacts were made with Dr. Shane Keene, the Chief Operating Officer for Commission on Accreditation for Respiratory Care (CoARC) to clarify program requirements and accreditation standards. The only other resource invested in this proposal to date are the time, talents and energies of faculty and administrators shown on the cover page.

This proposal was processed through regular academic processes, including the president of the University. The intent to plan was filed on May 27, 2020. On June 17, 2020 the Higher Education Policy Council notified the University that it was approved and to proceed with development of the full implementation proposal in accordance with Series 11. This proposal was submitted to the following review and approval groups:

1. Fairmont State University School of Nursing: January 7, 2021
2. FSU Board of Governors' Academic Affairs Committee:
3. FSU Board of Governors:
4. Higher Education Policy Commission:

Once approved by all, marketing will commence by the summer of 2021 to recruit the first cohort group of at least 15 persons.

6.3.d. Clientele and Need:

Special Characteristics: To be eligible for the RCBS degree completion program, the applicant must have completed a nationally accredited respiratory care program, have attained RRT certification, and have an unencumbered state RRT license.

Industry Interest: The goal of the proposed Degree Completion Program for Respiratory Care is in response to the American Association of Respiratory Care's (AARC) position statement in which associate degree respiratory care programs across the United States are charged with providing a pathway for graduates to obtain their baccalaureate degree in Respiratory Care. The charge is in response to the

increasing need for highly trained advanced practitioners across multiple health care settings (AARC, 2018).

Beginning on January 1, 2018 all newly accredited respiratory care educational programs must award, at a minimum, a baccalaureate degree in respiratory care. While existing associate degree programs which hold continuing accreditation are allowed to continue as long as they remain in compliance. In order to meet the AARC’s strategic goal of 80% of practitioners to either hold or be actively working toward a baccalaureate degree by 2020 pathways must be developed to allow working practitioners to attain a baccalaureate degree.

In 2018 the Board of Respiratory Care in WV reported 1,723 active respiratory care licenses were issued; with the majority of respiratory therapists having an associate degree. Approximately 65 new respiratory therapists graduate each year in WV, the majority at the associate degree level. In addition to the one baccalaureate degree respiratory care program mentioned earlier, there are four associate degree programs in WV.

6.3.e. Employment Opportunities:

The US Bureau of Labor Statistics (2019) reports that employment of respiratory therapists is projected to grow 21% over the next 10 years. This growth is a result of the aging population who has an increased incidence of respiratory conditions such as chronic obstructive pulmonary disease (COPD).

This summary of the data from the U.S. Department of Labor, Bureau of Labor Statistics (BLS), well-illustrates the state and national demand for graduates of the proposed MHCM program (<https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>):

BLS Quick Facts Summary for Respiratory Therapists	
2019 Median Pay	\$98,350 per year \$47.29 per hour
Number of jobs 2019	135,800
Job Outlook 2016-2026	19% (much faster than average)
Employment Change 2016-2026	+26,300

West Virginia ha the highest concentration of jobs for respiratory therapists as shown in the following table (<https://www.bls.gov/oes/current/oes291126.htm#st>).

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
West Virginia	1,130	1.61	1.79	\$24.76	\$51,510

6.3.f. Program Impact:

The proposed degree completion program at Fairmont State will help to meet the profession’s strategic plan and assist in enhancing respiratory care to residents in the state of West Virginia. West Virginia ranks first in the prevalence of COPD (impacting 13.9% of adults; West Virginia Department of Health and Human Services, 2020), fourth in chronic lower respiratory disease mortality (Center for Disease

Control and Prevention, 2017) and first in the number of new lung cancer cases (79.6 which is significantly higher than the national rate of 59.6 according to the American Lung Association, 2020).

Even more alarming is prevalence of smoking by WV residents; 25.2% of WV residents smoke every day or every other day ranking WV second highest nationally (West Virginia Department of Health and Human Services, 2020). The prevalence of current smoking is highest among those aged 25-34. Only 54.7% smokers indicate that they have tried to quit smoking in the past year, making WV the 9th lowest in the nation (West Virginia Department of Health and Human Services, 2020). WV is ranked 2nd for the prevalence of use of smokeless tobacco (8.5%) and e-cigarettes are used by 4.7% of West Virginians with the highest rate for 18-24-year old (West Virginia Department of Health and Human Services, 2020). Smoking predisposes WV residents to higher rates of respiratory and cardiovascular diseases, comorbidities, and poorer overall health.

With the increased prevalence of lung related disease and risk factors within the state, a highly educated healthcare team, including respiratory therapists with advanced clinical practice skills is imperative for any statistical improvements in health to be seen. A pathway for existing respiratory therapists to attain advanced practice knowledge is crucial in meeting the healthcare needs of the state as well as the nation. Currently options for degree advancement in WV are extremely limited, with only one program available in the state.

6.3.g. Cooperative Agreements:

Once the RCBS program is approved and a program director hired, the program director will contact various clinical agencies to recruit potential students. The program director will also work to establish articulation agreements with the state's associate degree respiratory therapy programs.

6.3.h. Alternative to Program Development:

Alternatives to delivery of content included having all courses scheduled face-to-face on campus. This concept was rejected in favor of a more global approach, capable of reaching an audience not only anywhere in West Virginia, but anywhere in the United States. Flexibility is the key factor, as it is anticipated that most participants will be employed full-time; thus, requiring the ability to access courses remotely and welcoming the opportunity for limited on-campus interactions to develop relationships with their cohort and healthcare experts.

6.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration:

The program will be under the direction of the School of Nursing. The program director will report to the Dean on matters such as implementation, recruitment, retention, curriculum, and program evaluation.

6.4.b. Program Projections:

Conservative planned enrollment growth and development for the first five years is shown on Form 1 in this section. New students are those who enroll in the program; total students include prior enrollees. An average of 14 credits is earned in each semester of the program (credit varies on student course work) with courses offered during the fall, spring, summer semesters. The projections are shown in the following table.

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Students Served through Course Offerings of the Program:					
New students enrolled by cohort	15	20	25	30	30
Total students, includes prior cohorts	15	35	60	90	120
Number of credit hours generated by courses within academic year (avg 14 credits/semester; 3 semesters/academic year)	630	1050	1330	1610	1680

6.4.c. Faculty Instructional Requirements:

6.4.c. Faculty Instructional Requirements

This program will require a full-time program director at the start up and an additional faculty member during the second year of the program. In order to meet University requirements for the rank of assistant/associate professor and national CoARC program accreditation requirements, the program director must have a:

1. Minimum of a master’s degree from a regional or national accrediting agency recognized by the U.S. Department of Education.
2. Current unencumbered RRT credential in WV.
3. Minimum of 4 years’ experience as an RRT.
4. Minimum of 2 years’ experience teaching experience in respiratory care, research, management, or education.
5. Preferred national specialty certification in Adult Critical Care, Neonatal, or Sleep Disorders.

It is estimated that this salary would be in the range of \$60,000-\$65,000 (11-month employee). In addition to directing, marketing and promoting the program, this will include teaching, program assessment, and national accreditation preparation.

A full-time faculty position will begin at the start of the second year of the program. In order to meet University requirements for the rank of assistant/associate professor must have a:

1. Minimum of a master’s degree from a regional or national accrediting agency recognized by the U.S. Department of Education (Bachelor degree with 50% master degree completed will be considered)
2. Current unencumbered RRT credential in WV
3. Minimum of 4 years’ experience as an RRT
4. Specialty certification in Adult Critical Care, Neonatal, or Sleep Disorders relevant to an RRT

An entry level salary of \$55,000 (11-month) is projected. Other positions may include adjunct faculty who possess a minimum of a bachelor’s degree in RRT, current RRT credential in WV, minimum of 2 years’ experience as an RRT and national specialty certification. Adjunct faculty are budgeted at \$1000 per credit hour.

Total faculty expense: (see Section 6.4.g Operating Resource Requirements)

Year 1	Year 2	Year 3	Year 4	Year 5
\$89,000	\$144,540	\$145,096	\$148,669	\$149,259

6.4.d. Library Resources and Instructional Material

Fairmont State University's Ruth Ann Musick Library provides access to peer-reviewed, full text journals, ejournals, periodicals, reports, books and other printed material to meet the needs of graduate students via the following: Academic Search Ultimate, EBSCO host electronic journal services, CQ Researcher, JSTOR, LexisNexis Academic/Nexis Uni, Points of View Reference Center, Project Muse and ProQuest Central. Minor expense for reference texts to be obtained at the library or in the department are included in the proposed budget. Students will have access to full library services by accessing their Fairmont State web portal. In addition, the Library utilizes Interlibrary Loan (ILL) to assist students, faculty, and staff by obtaining library materials not available at our own libraries.

6.4.e. Support Service Requirements

No support services are required other than provision of office space for program director and faculty work area, as needed. These are already incorporated into the institutional budget and include facility expense, such as telephones, copying and Internet access. Shared services will be allocated from existing support staff (e.g., clerical and IT support) in the institutional budget.

6.4.f. Facility requirements

No addition of new or remodeled space is required. The program will be taught online.

6.4.g. Operating Resource Requirements

A summary of operating resource requirements based on Form 2 is included below:

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
FTE Positions					
Administrator/Project Director (w/teaching)	\$65,000	\$65,000	\$65,000.0 0	\$65,000.00	\$65,000.0 0
Full time faculty		\$55,000	\$55,000.0 0	\$55,000.00	\$55,000.0 0
Adjunct Faculty (\$3,000/3 cr course)	\$6,000	\$6,000	\$6,000	\$9,000	\$9,000
Graduate Assistants	0	0	0	0	0
Other Personnel					
Program Assistant .5FTE	\$18,000	\$18,540.00	\$19,096.2 0	\$19,669.09	\$20,259.1 6
TOTAL SALARIES	\$89,000	\$144,540	\$145,096	\$148,669	\$149,259
Current Expenses					

Repairs and Alterations	0	0	0	0	0
Equipment					
Office PCs	\$2,500	\$2,500	0	0	0
Library books/online resources	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
TOTAL COST	\$94,000	\$149,540	\$147,596	\$151,169	\$151,759
Sources of Funding					
General Fund Appropriations (new)					
Tuition and Fees*	\$158,850	\$264,750	\$335,350	\$405,950	\$476,550
TOTAL ALL FUNDING	\$158,850	\$264,750	\$335,350	\$405,950	\$476,550
*Based on current Fairmont State rate \$3,530 for 12+ credits, resident, virtual campus					

6.4.h. Source of Operating Resources

The summary of operating resource requirements included in Section 6.4.g, above, provides an overview of the FTE positions, projected expenses and sources of funding for the proposed program. The chart illustrates the *maximum* expected expenses for the first five years of the program, based upon the anticipated cohort enrollment described in Section 6.4.d, above.

Assuming the cohort enrollment meets planned targets, the tuition and fee revenue generated by the program will be reallocated to support and grow the program; that assumption carries throughout the five-year pro forma. The sources of funding identified as General Fund Appropriations in the Section 6.4.g pro forma will be applied against the existing School of Nursing current operating and labor budgets.

To launch the program in year-one, a new faculty line will need to be added to the School of Nursing budget, designated as RCBS Program Director with teaching responsibilities. Well-qualified adjuncts, the cost of which is within currently budgeted funds, will satisfy the other teaching needs. Beginning in year-two, the decision to add the planned full-time faculty member will be contingent upon the success of the year-one cohort, and the anticipated enrollment for year-two. If it is determined that it is not yet financially prudent to add an additional full-time faculty line, the contingency plan is to support year-two courses with adjuncts until the tuition and fee revenue is sufficient to support the request and approval of an additional faculty line.

The Other Personnel costs and Current Expenses reflected in the Section 6.4.g summary do not represent new budget dollars required to launch the program. Rather, the numbers are simply *pro rata* allocations of existing personnel and standard program costs that can be met through current budget dollars. As the program grows, any additional expenses can be met through reallocation of the tuition and fee income generated by the program.

6.5. Program Evaluation

6.5.a. Evaluation Procedures

All course work is evaluated based on rubrics grading for written assignments, case studies, discussion Boards, projects, and presentations. Each course has a listing of required deliverables and grading scale. Use of student surveys for feedback will occur at the end of each semester. Dean or program director chats will allow for qualitative evaluation in terms of general discussion of concerns or suggestions for format/content delivery. All survey results will be reviewed, and corrective actions will be taken if needed. Student input is very important especially for online delivery of course information. The end of the course survey is completed online and is consistent with the School of Nursing evaluation practices and that of the University. After the completion of the program and within 12-months following graduation, all graduates will receive a confidential survey and be asked to rate their experience, provide feedback on the perceived value of the program and how they plan to use their advanced degree. This composite graduate information will be utilized for accreditation purposes, as well as for program assessment, and will include data usually reviewed program evaluation such as proficiency, completion status, and enrollment trends. Additionally, would use the CoARC Resource Assessment Matrix (RAM) which would serve as the basis for program assessment, planning, revisions, and evaluation (CoARC Standard DA 2.0).

In addition to designing and administering the program to CoARC Standards and Criteria, instructors in the program receive *Quality Matters* training and all courses will be designed and peer-reviewed for compliance with *Quality Matters* standards and the *Quality Matters* rubric. The goal of this effort will be to successfully meet the *Quality Matters* Rubric Standards and achieve eligibility to place *Quality Matters* Certification Mark on all courses for the BSRC degree advancement program.

An Advisory Board will be developed to guide program development and ongoing program assessment. The Advisory Board would include a pulmonologist, a minimum of two regional respiratory therapists who are currently employed in the field, a public member with a history of chronic respiratory disease, the Dean for the School of Nursing and other relevant stakeholders.

Lastly, the annual assessment of all programs at Fairmont State University must be carried out under the process set forth by the Institutional Assessment Council (IAC). This process ensures peer evaluation of the assessment artifacts, evidence, analysis and plan of continuous improvement for each program. The peer evaluation of the assessment report will occur early in the fall term after the first year the new program is offered. The BSRC program will also undergo Program Review by the Board of Governors at least every five years.

6.5.b. Accreditation Status

The Bachelor of Science in Respiratory Care program will be designed and administered to meet the Commission on Accreditation for Respiratory Care (CoARC) Standards for Accreditation. The program anticipates seeking initial accreditation within three years of program implementation. Accreditation will require cost for the accreditation visit; additional faculty time and effort will be required of faculty for accreditation, however minimal additional expense will be incurred.

Appendix

Master Syllabi

Course Title: **RESP 3010 Ethics in Respiratory Care**

Credits: 2 cr

Semester: First Year, Semester 1 (Fall Semester)

Contact:

Office Hours:

Course Description: This course focuses on applying ethical theories and principles and legal issues that the respiratory therapist is likely to encounter in the delivery of respiratory care. PR – admission into BSRC program.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Examine ethical issues that relate to the practice of advanced respiratory care.	<ul style="list-style-type: none">• Outcome 1: Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.• Outcome 6: Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.	<ul style="list-style-type: none">• Discussion Board• Case Study	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Apply critical thinking and problem-solving skills necessary in advanced respiratory care practice.	<ul style="list-style-type: none">• Outcome 1: Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.• Outcome 2: Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.• Outcome 4: Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team	<ul style="list-style-type: none">• Discussion Board• Case Study	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Analyze functioning of clinical agency ethics committee.	<ul style="list-style-type: none">• Outcome 2: Manage respiratory care for individuals, families, communities, and populations with	<ul style="list-style-type: none">• Written evaluation of	At least 80% of students will achieve a grade

	integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. <ul style="list-style-type: none"> • Outcome 4: Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team • Outcome 6: Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	committee's effectiveness	of C or better on assessment rubric or key.
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Required Textbook and Resources with ISBN:

- Morrison, E. E. and Furlong, B. (2019). *Health Care Ethics: Critical Issues for the 21st Century*. Burlington, MA: Jones & Bartlett. ISBN: 978-1284124910
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

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Assignments:

Item	Number	Points Each	Total Points
Discussion Board	10	25	250
Case Study	10	50	500
Written Assignments			50
Principle Worksheet	1	15	
Ethic Committee	1	35	
			800

Grading Scale:

Grade	Percent	Points
A	92-100%	736-800
B	84-91%	672-735
C	75-83%	600-671
D	66-74%	528-599
F	0-65%	0-527

- A grade of “C” or above is required to pass the course and progress in the program.
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COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Syllabus and Introduction Read: 1. Chapter 1 Theory of Healthcare Ethics 2. Chapter 2 Principles of Healthcare Ethics	Introduction Discussion, due Principles Worksheet due
2		Read: 1. Chapter 7 Ethics in the Management of Health Information Systems 2.	Bioethics Discussion Board and Responses due Case Study HIS due
3		Read: 1. Chapter 5 Ethics and Aging America 2. Find article to share on ethics and gender	Case Study on Ethics of Aging/Gender due
4		Read: 1. Chapter 10: Spirituality and Healthcare Organizations	Spirituality Case Study due
5		Read: 1. Chapter 6 Healthcare Ethics Committee	Ethics Committee Case Study due Evaluation of Ethics Committee Functioning due
6		Read	Technology Advances Case Study due

		1. Chapter 8 Technological Advances in Health Care	
7		Read 1. Chapter 11 The Ethics of Healthcare Reform	Healthcare Reform Discussion Board due
8		Read 1. Chapter 12 Health Inequalities and Health Inequities 2. Find article to share on the impact of culture on ethical decision making	Health Inequality/Inequity Case Study due Discussion Board sharing/comment due
9		Read 1. Chapter 13 Ethics of Disasters 2. Find article to share on Terrorism	Case Study due Discussion Board sharing/comment due
10		Read 1. Chapter 13 Ethics of Epidemics	Case Study Due Discussion Board sharing/comment due
11		Read 1. Chapter 15 Domestic Violence	Case Study Due Discussion Board sharing/comment due
12		Discussion: Withdrawing Life Support/Euthanasia 1. Find 2 relevant articles to share with the class	Case Study Due Discussion Board sharing/comment due
13		Discussion: Topics to be decided by the class 1. Find 2 relevant articles to share with the class	Discussion Board sharing/comment due
14		Read 1. Chapter 16 Looking Toward the Future	Discussion Board sharing/comment due

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Course Title: **RESP 3020 Respiratory Care Disease Management and Patient Education**

Credits: 3 cr

Semester: First Year, Semester 2 (Spring Semester)

Contact:

Office Hours:

Course Description: This course focuses on providing the respiratory therapist with the skills and knowledge to provide patient education and to advise patients on how to deal with their acute and/or chronic respiratory disease using prescribed medical treatment regimens. Information regarding serving as a clinical instructor/preceptor will also be examined. PR – admission into BSRC program.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Examine factors that impact patient education.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. 	<ul style="list-style-type: none"> • Case Study • Discussion Board 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Assume the role as a respiratory therapist case manager.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession 	<ul style="list-style-type: none"> • Case Study • Discussion Board • Presentation 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Design an educational program for a patient with an acute or chronic respiratory condition.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. 	<ul style="list-style-type: none"> • Project • Presentation 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Utilize tools in evaluating patient health literacy and selection of appropriate patient educational materials.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. 	<ul style="list-style-type: none"> • Written assignments • Website critique • Case study • Discussion Board 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Required Textbook and Resources with ISBN:

- Leen, H. (2019). *The Respiratory Therapist as Disease Manager*. Burlington, MA: Jones and Bartlett Learning.
- Walsh, B. K. (2019). *Neonatal and Pediatric Care* (5th ed.). St. Louis: Elsevier. ISBN: 978-0323479479
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

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Assignments:

Item	Number	Points Each	Total Points
Discussion Board	4	25	100
Case Study	4	25	100
Project/Presentations	1	100	100
Written Assignments	3	50	150
TOTAL			450

Grading Scale:

Grade	Percent	Points
A	92-100%	414-450
B	84-91%	378-413
C	75-83%	338-377
D	66-74%	297-337
F	0-65%	0-296

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COURSE TIMELINE

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Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Review syllabus Legal Implications of Patient Education Health Literacy and assessment The Newest Vital Sign	Discussion Board Case Study Written Assignment
2		Theories of Learning Assessing Patient Knowledge Using the Understanding Personal Perception Tool	Discussion Board Case Study
3		Evaluation of Patient Educational Materials TEPTED tool Evaluation of reading level Evaluation of Patient Learning	Website critique Discussion Board
4		Motivational Interviewing	Written Assignment on MI
5		Health Promotion/Behavior Theories Leen, Chapters 10-12	Discussion Board Case Study
6		Case Management Read Leen, Chapters 6-7	Case Study
7		Sharing of Educational Program Development with classmates	Project Presentation

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Course Title: **RESP 3040 Advanced Pediatric and Neonatal Care Management**

Credits: 3 cr

Semester: First Year, Semester 2 (Spring Semester)

Contact:

Office Hours:

Course Description: This course focuses on the application of advanced respiratory care and management of the pediatric and newborn patient.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Analyze etiology, pathophysiology, clinical manifestations, and diagnostic studies for neonatal and pediatric patients in order to select appropriate respiratory therapy and treatment modalities.	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Exam 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Develop plan of care for transporting neonatal or pediatric patients.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Exam 	At least 80% of students will achieve a grade of c or better

	<p>complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.</p> <ul style="list-style-type: none"> • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. 		on assessment rubric or key.
Create discharge plans and patient/family education for home care.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Exam 	At least 80% of students will achieve a grade of c or better on assessment rubric or key.

Required Textbook and Resources with ISBN:

- Matterson, K. M. (2019). *Radiographic Image Analysis – Text and Workbook Package* (5th ed.). St. Louis: Elsevier. ISBN: 978-0323661201
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Discussion Board	8	25	200
Case Study	13	30	390
Exam	3	100	300
Quiz	2	30	90
TOTAL			980

Grading Scale:

Grade	Percent	Points
A	92-100%	902-980
B	84-91%	824-901
C	75-83%	735-826
D	66-74%	647-754
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COURSE TIMELINE

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Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Review syllabus Assessment of Neonatal and Pediatric Patient (Assessment and Diagnostic Studies) Walsh, Chapter 4	Discussion Board Case Study
2		Diagnostic Studies Read Walsh, Chapters 5, 6, 8, 9	Case Study
3		Diagnostic Studies and Bronchoscopy Read Walsh, Chapter 7 Posted information on Blackboard Regarding blood chemistry, electrolytes, microbiology, etc.	Case Study Discussion Board

4		Imaging Assessment Radiographs, CT, MRI, ultrasonography, echocardiography, cardiac catheterization/angiography, fluoroscopy, etc. Read Martensen, Chapters 3, 10	Case Study Discussion Board
5		Pharmacology including Aerosols and Inhaled Medications Read Walsh, Chapters 11 and 20	Exam Case Study
6		Oxygen, Airway Clearance and Airway Management Read Walsh, Chapters 10, 12 & 13	Case Study
7		Noninvasive Mechanical Ventilation Read Walsh, Chapter 15 and 16	Case Study Discussion Board
8		Invasive Mechanical Ventilation, Gas Mixtures and ECMO Read Walsh, Chapters 17, 18, 19	Case Study Discussion Board
9		Neonatal Pulmonary Disorders Read Walsh, Chapter 22	Exam Case Study
10		Pediatric Cardiopulmonary Disorders – asthma, pneumonia, croup, bronchiolitis, inhalation injury, cystic fibrosis, airway disorders, ARDS, sleep, disorders of pleura Read Walsh Chapter 25, 26,27, 28, 32	Case Study Discussion Board
11		Pediatric Cardiopulmonary Disorders – congenital cardiac defects, shock, neurologic and neuromuscular diseases, trauma, burns, ARDS Read Walsh, Chapters 24, 28, 30, 31	Case Study Discussion Board
12		Transport and Home Care Family and Patient Education Walsh Chapters 34 & 35	Exam Case Study
13		Special Procedures Peripheral and umbilical IV access, intra and inter-hospital transport, intubation and extubation, oxygen challenge, transillumination, organ transplant/donation Quality and Safety Disaster Management	Case Study Discussion Board

		Read Walsh Chapters 21, 34, 35, 36	
14		PALS	Quiz
15		NALS	Quiz

The Course Timeline is subject to change.

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Course Title: **RESP 3060 Advanced Techniques in Adult Critical Care Management**

Credits: 3 cr

Semester: First Year, Semester 2 (Spring Semester)

Contact:

Office Hours:

Course Description: This course focuses on the application of advanced respiratory care and management of the adult critically ill patient.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Analyze etiology, pathophysiology, clinical manifestations, and diagnostic studies of critically ill adult patients in order to select appropriate respiratory therapy and treatment modalities.	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Quiz • Assignment 	At least 80% of students will achieve a grade of c or better on assessment rubric or key.
Develop plan of care for transporting	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations 	<ul style="list-style-type: none"> • Discussion Board 	At least 80% of students will achieve a grade

critically ill adult patients.	<p>with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.</p> <ul style="list-style-type: none"> • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. 	<ul style="list-style-type: none"> • Case Study • Quiz 	of c or better on assessment rubric or key.
Create discharge plans and patient/family education for home care.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. 	<ul style="list-style-type: none"> • Case Study • Quiz • Discussion Board 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Required Textbook and Resources with ISBN:

- Chang, D. E., White, G. C., Waugh, J. B., & Restrepo, R. D. (2021). *Respiratory Critical Care*. Burlington, MA; Jones & Bartlett Learning. ISBN: 978-1284177503
- Parrillo, J. E., & Dellinger, R. P. (2019). *Critical Care Medicine: Principles of Diagnosis and Management in the Adult*. Philadelphia: Elsevier. ISBN: 978-0323446761
- Hyzy, R. C., McSparron, J. (2020). *Evidence-based Critical Care A Case Study Approach (2nd ed.)*. free pdf download - <https://lib-ebooks.com/evidence-based-critical-care-a-case-study-approach-2nd-edition-pdf/>
- Matterson, K. M. (2019). *Radiographic Image Analysis – Text and Workbook Package (5th ed.)*. St. Louis: Elsevier. ISBN: 978-0323661201
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

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Scoring Rubrics: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. All scoring rubrics will be placed in Blackboard.

Assignments:

Item	Number	Points Each	Total Points
Discussion Board	6	25	150
Case Study	13	30	390
Project	1	30	30
Quiz	1	30	30
Exam	4	100	400
TOTAL			1000

Grading Scale:

Grade	Percent	Points
A	92-100%	920-1000

B	84-91%	840-919
C	75-83%	750-839
D	66-74%	660-749
F	0-65%	0-659

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded and no extra credit will be given.

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COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Review syllabus Assessment of Adult Critically Ill Patient	Discussion Board Case Study
2		Diagnostic Studies Read	Case Study

		Posted information on Blackboard regarding blood chemistry, electrolytes, microbiology, etc.	
3		Imaging Assessment Radiographs, CT, MRI, ultrasonography, echocardiography, cardiac catheterization/angiography, fluoroscopy, etc. Read Martensen, Chapters 3, 10 Parillo, Chapter 8, 12, 18	Case Study Discussion Board
4		Hemodynamics and Advanced Cardiovascular Assessment Read Parillo, Chapter 21	Exam Case Study
5		Nutritional Assessment Read Chang, Chapter 3 Parillo, Chapter 78 Pharmacology Read Chang, Chapter 10 Parillo, Chapter 20	Case Study
6		Cardiopulmonary Disease Review ARDS, COPD, asthma, pneumonia, pneumothorax Read Parillo, Chapters 36-38, 40, 45	Exam Case Study
7		Cardiopulmonary Disease Review Pneumonia, pulmonary embolism, pulmonary hypertension, shock, sepsis Read: Parillo, Chapters 22-24, 41-43	Case Study Discussion Board
8		Cardiopulmonary Disease Review Heart disease, heart failure, trauma (including burn and inhalation injury), sepsis Read: Parillo, Chapters 27, 29-31, 45-46	Case Study Discussion Board
9		Infectious Disease Review Read Parillo, Chapters 47-51	Exam Case Study
10		Non-invasive Ventilation Read Parillo, Chapter 13 Chang, Chapter 4	Case Study Discussion Board
11		Invasive Mechanical Ventilation Read Parillo, Chapters 9-11 Chang, Chapters 1-3, 5, 6-8	Case Study Discussion Board
12		Invasive Mechanical Ventilation	Case Study

		Read Parillo, Chapters 9-11 Chang, Chapters 1-3, 5, 6-8	
13		Invasive Mechanical Ventilation Read Parillo, Chapters 9-11 Chang, Chapters 1-3, 5, 6-8	Exam Case Study
14		Transport, Home Care, Ethics, and Quality and Safety Read Parillo, Chapters 67-68	Project
15		ACLS	Quiz

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Course Title: **RESP 3080 Advanced Techniques in Sleep Disorders**

Credits: 2 cr

Semester: First Year, Semester 1 (Fall Semester)

Contact:

Office Hours:

Course Description: This course focuses on the components of a sleep-related breathing disorders, clinical information gathering, clinical data analysis and interpretation, application of relevant sleep therapies and development of plans of care.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Analyze etiology, pathophysiology, clinical manifestations, and diagnostic studies of patients with sleep disorders in order to select appropriate respiratory therapy and treatment modalities.	<ul style="list-style-type: none">• Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.• Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.• Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care.• Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team.• Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.	<ul style="list-style-type: none">• Discussion Board• Case Study• Quiz• Assignment	At least 80% of students will achieve a grade of c or better on assessment rubric or key.
Interpret results of sleep study testing.	<ul style="list-style-type: none">• Outcome 2 - Manage respiratory care for individuals, families, communities, and populations	<ul style="list-style-type: none">• Discussion Board• Case Study	At least 80% of students will achieve a grade

	<p>with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors.</p> <ul style="list-style-type: none"> • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. 	<ul style="list-style-type: none"> • Quiz 	<p>of c or better on assessment rubric or key.</p>
<p>Identify patient education regarding sleep disorders and treatment.</p>	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Quiz 	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>

Required Textbook and Resources with ISBN:

- Walsh, B. K. (2019). *Neonatal and Pediatric Care* (5th ed.). St. Louis: Elsevier. ISBN: 978-0323479479
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

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Assignments:

Item	Number	Points Each	Total Points
Discussion Board	2	25	50
Case Study	6	30	180
Assignment	1	30	30
Quiz	3	30	90
TOTAL			350

Grading Scale:

Grade	Percent	Points
A	92-100%	322-350
B	84-91%	294-321
C	75-83%	263-293
D	66-74%	231-262
F	0-65%	0-230

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COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Review Syllabus Sleep Definitions and Function Assessment of Sleep Patterns Pharmacology Read Endee, Chapters 1 and 17	Discussion Board Assignment – Sleep Pattern Assessment
2		Sleep Disorders Read Endee, Chapter 2	Case Study
3		Sleep and Cardiovascular Monitoring Read Endee, Chapters 5-8 and 14	Quiz Case Study

4		EEG and Sleep Stages Read Endee, Chapter 12	Case Study Discussion Board
5		PAP Titration Read Endee, Chapter 10 Sleep Study Reports Read Endee, Chapter 15	Quiz Case Study
6		Sleep Studies for overweight and pediatrics, Other Sleep Studies Read Endee, Chapters 9, 11, & 16	Quiz Case Study
7		Emergencies in Sleep Lab Abnormal Events Read Endee, Ch. 13	Case Study

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Course Title: **RESP 4000 Emerging Diseases and Epidemiology in Respiratory Care**

Credits: 3 cr

Semester: First Year, Semester 3 (Summer Semester)

Contact:

Office Hours:

Course Description: This course focuses on an introduction to methods of disease epidemiology, emerging diseases impacting the respiratory system, and infectious diseases.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Analyze epidemiological data to identify opportunities for patient health interventions aimed at improving respiratory health.	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Paper • Written Assignment 	At least 80% of students will achieve a grade of c or better on assessment rubric or key.
Utilize epidemiological data to identify quality improvement activities.	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Paper • Written Assignment 	At least 80% of students will achieve a grade of c or better on assessment rubric or key.

	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 		
Discuss emerging diseases impacting the respiratory system.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. 	<ul style="list-style-type: none"> • Case Study • Presentation 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Required Textbook and Resources with ISBN:

- Friis, R. H. & Sellers, T. (2020). *Epidemiology for Public Health Practice* (5th ed.). Burlington, MA: Jones and Bartlett Publishing. ISBN: 978-1284175431
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Discussion Board	2	25	50
Case Study	3	30	90
Written Assignment	1	50	50
Presentation	1	100	100
Paper	1	100	100
TOTAL			390

Grading Scale:

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A	92-100%	359-390
B	84-91%	328-358
C	75-83%	293-327
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COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Review Syllabus Practical Application of Epidemiology Measures of Morbidity and Mortality Descriptive Epidemiology Read Friis, Chapters 1-4	Discussion Board Case Study
2		Sources of Data Read Friis, Chapter 5	Case Study Written Assignment
3		Study Designs	Case Study

		Measures of Effect Read Friis, Chapters 6-9	
4		Data Interpretation Community Screening Read Friis, Chapters 10 & 11	Paper Discussion Board
5		Epidemiology of Infectious Disease Emerging Infectious Diseases – Topics TBA	Presentation
6		Emerging Infectious Diseases – Topics TBA	Presentation
7		Emerging Infectious Diseases – Topics TBA	Presentation

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

**Course Title: **RESP 4410 Leadership and Project Management in
Respiratory Care****

Credits: 3 cr

Semester: First Year, Semester 3 (Summer Semester)

Contact:

Office Hours:

Course Description: This course focuses on strategic, operational and project management topics in the area of respiratory care management. An emphasis is placed on providing safe, quality, cost effective respiratory care. Pre-req or co-Req Courses: BSBA 2209 or MGMT 3308

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Design a quality improvement project aimed at patients with or at risk for respiratory disease.	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	<ul style="list-style-type: none"> • Assignments • Peer Critique • Project 	At least 80% of students will achieve a grade of c or better on assessment rubric or key.
Critique a quality improvement project	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a 	<ul style="list-style-type: none"> • Assignments • Peer Critique • Project 	At least 80% of students will achieve a grade

and offer guidance to strengthen the proposal.	<p>practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.</p> <ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 		of c or better on assessment rubric or key.
Discuss a quality improvement project.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	<ul style="list-style-type: none"> • Assignments • Peer Critique • Presentation • Project 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Required Textbook and Resources with ISBN:

- Harris, J. L., Roussel, L., Dearman, C., & Thomas, P. (2020). *Project Planning and Management: A Guide for Nurses and Interprofessional Teams*. (3rd ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1284147056
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

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Scoring Rubrics: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. All scoring rubrics will be placed in Blackboard.

Assignments:

Item	Number	Points Each	Total Points
Assignments	6	50	300
Peer Critique	6	25	150
Project	1	75	75
Presentation	1	75	75
TOTAL			600

Grading Scale:

Grade	Percent	Points
A	92-100%	552-600
B	84-91%	504-551
C	75-83%	450-503

D	66-74%	396-449
F	0-65%	0-395

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COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

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1		Course Introduction Review Syllabus Leadership Theories Emotional Intelligence Read: Postings in Blackboard	Assignment # 1: <ul style="list-style-type: none"> • Leadership style inventory • Emotional Intelligence inventory • Strategies for growth

2		Foundations of Project Planning and Management Influences and Deterrents of QI Projects The Value of Projects Read: Harris, Chapters 1-3	Assignment # 2 – influences and deterrents of QI project in current clinical work environment Peer Critique
3		QI Project vs QI Research Literature Synthesis Managing Teams Read Harris, Chapters 4, 7, 8	Assignment # 3 – identify QI project topic and team members Peer Critique
4		Making the Case for Projects Clinical Needs Assessment Technology use in Projects Read Harris, Chapters 9-11	Assignment # 4 – Provide clinical needs assessment to support project and what would be needed Peer Critique
5		Developing Project Timeline	Assignment # 5 – Timeline plan Peer Critique
6		Developing and Measuring Metrics Read Harris, Chapters 12-13	Assignment # 6 – Identification of metrics to determine value and effectiveness of Project Peer Critique
7		Disseminating Results Read Harris, Chapter 14	Presentation Peer Critique

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Course Title: RESP 4420 Evidence-based Practice in Respiratory Care

Credits: 3 cr

Semester: First Year, Semester 3 (Summer Semester)

Contact:

Office Hours:

Course Description: This course focuses on using evidence-based practice in the provision of respiratory care. Students will develop an understanding of the research process, critique research studies, and develop a proposal for incorporation of selected strategies aimed at improving the quality of respiratory care. This is a writing intensive course. Pre-req courses: Statistics

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Appraise research studies.	<ul style="list-style-type: none">• Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.• Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care.• Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team.• Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession.	<ul style="list-style-type: none">• Assignments• EBP Workbook• Peer Critique	At least 80% of students will achieve a grade of c or better on assessment rubric or key.
Develop an evidence-based practice proposal.	<ul style="list-style-type: none">• Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations.• Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical,	<ul style="list-style-type: none">• Assignments• EBP Workbook• Peer Critique• Presentation• Case study• Discussion Board	At least 80% of students will achieve a grade of c or better on assessment rubric or key.

	<p>psychological, social, cultural, developmental, spiritual, and environmental factors.</p> <ul style="list-style-type: none"> • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 		
Defend evidence-based practice proposal.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	<ul style="list-style-type: none"> • Assignments • EBP Workbook • Peer Critique • Presentation • Case study • Discussion Board 	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Required Textbook and Resources with ISBN:

- Melnyk, B. M. & Fineout-Overholt, E. (2019). *Evidence-based Practice in Nursing and Healthcare: A Guide to Best Practice*. (4th ed.). Philadelphia: Wolters Kluwer Health. ISBN: 978-1496384539
- Grove, S.K. & Ciper, D. J. (2019). *Statistics for Nursing Research: A Workbook for Evidence-based Practice*. (3rd ed.). St. Louis: Elsevier. ISBN: 978-0323654111
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Assignments:

Item	Number	Points Each	Total Points
Discussion Board	3	20	60
Case Study	2	30	60
Peer Critique	4	20	80
EBP Workbook	12	20	240
Assignments			260
# 1		15	
# 2		20	
# 3		20	
#4		25	
#5		30	
#6		50	
#7		100	
Presentation	1	100	800

Grading Scale:

Grade	Percent	Points
A	92-100%	736-800
B	84-91%	672-735
C	75-83%	600-671
D	66-74%	528-599
F	0-65%	0-527

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COURSE TIMELINE

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Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Review Syllabus Making a Case for EBP Asking Clinical Questions Read	Assignment # 1: PICOT Question Peer Critique EBP Workbook, Chapter 1

		Melnyk, Chapters 1 and 2	
2		Finding Relevant EBP Articles Read Melnyk, Chapter 3	EBP Workbook, Chapter 2 & 3
3		Literature Search	Assignment # 2 Search Log EBP Workbook, Chapter 4 & 5
4		Critical Appraisal of Evidence Read Melnyk, Chapters 4 & 5	Assignment # 3: Quantitative Article Critique Peer Critique EBP, Chapter 6
5		Critical Appraisal of Evidence Read Melnyk, Chapters 6-8	Assignment # 4: Qualitative Article Critique Peer Critique EBP Workbook, Chapter 8 & 9
6		Implementing EBP QI in Clinical Practice Read Melnyk, Chapters 9-11	Case Study Discussion Board EBP Workbook, Chapter 10
7		Leadership Strategies to Sustain EBP Ethical Considerations Read Melnyk, Chapters 12, 19, & 23	Discussion Board EBP Workbook, Chapter 12
8		EBP Models Read Melnyk, Chapter 14	Assignment # 5: Application of EBP Model to Practice Paper
9		Motivating Change for EBP and Teams Read Melnyk, Chapters 13 & 15	Case Study Discussion Board EBP Workbook, Chapter 16
10		Article Matrix/Summary	EBP Workbook, Chapter 17
11		EBP Project Development	Assignment # 6 Article Matrix/Summary
12		EBP Project Development	
13		Disseminating EBP Read Melnyk, Chapter 20	Assignment # 7 EBP Project Paper Presentation Peer Critique
14		Disseminating EBP Read Melnyk, Chapter 20	Presentation Peer Critique
15		Disseminating EBP Read Melnyk, Chapter 20	Presentation Peer Critique

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Course Title: **RESP 4430 Population Health Implications for Respiratory Care**

Credits: 4 cr
Semester: Second Year, Semester 4 (Fall Semester)
Contact:
Office Hours:

Course Description: This course focuses on understanding the role of the respiratory therapist in providing care for vulnerable patients who are experiencing acute or chronic respiratory conditions. Students complete a population health assessment and prioritize needs. Based on the identified needs, evidence-based strategies projects aimed at health promotion, health education, or illness prevention are implemented and evaluated. Pre-req or Co-req courses: RESP 4020.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Conduct a population health assessment.	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession. 	<ul style="list-style-type: none"> • Assignments (Population Assessment) • Family Assessment • Environmental Health Assessment • Presentation • Peer Critique • Case Study 	At least 80% of students will achieve a grade of c or better on assessment rubric or key.
Design a program to address priority population health need.	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease 	<ul style="list-style-type: none"> • Assignments (Population Assessment) • Peer Critique • Case Study 	At least 80% of students will achieve a grade of c or better

	<p>prevention for individuals, families, communities, and populations.</p> <ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession 		on assessment rubric or key.
Discuss vulnerable populations and identify their health needs.	<ul style="list-style-type: none"> • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. 	<ul style="list-style-type: none"> • Case Study • Discussion Board • Vulnerable Population Paper 	At least 80% of students will achieve a grade of c or better on assessment rubric or key.

Required Textbook and Resources with ISBN:

- Stanhope, M. and Lancaster, J. (2020). *Public health nursing: Population –centered health care in the community* (10th ed.). Elsevier. ISBN 9780323582247
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Discussion Board	4	20	80
Case Study	5	30	150
Family Assessment	1	25	25
Environmental Assessment	1	25	25
Peer Critiques	3	15	45
Assignments			275
#1		30	
#2		50	
#3		30	
#4		50	
#5		30	
#6		35	
#7		50	
Vulnerable Population Paper	1	50	50
Presentations	1	50	50
TOTAL			700

Grading Scale:

Grade	Percent	Points
A	92-100%	644-700
B	84-91%	588-643
C	75-83%	525-587
D	66-74%	462-524
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1		Course Introduction Review Syllabus Introduction to Population Health	Discussion Board Case Study

		Ethics and Cultural Considerations Frameworks Read Stanhope, Chapters 1 - 3, 7, 8, 11	
2		Genomics Communicable and Infectious Diseases Promoting Healthy Communities Read Stanhope, Chapters 12, 15, & 16	Case Study Discussion Board
3		Building a Culture of Health Health Education Principles Working with Families Family health risks Read Stanhope, Chapters 18, 19, 26, 27	Family Assessment
4		Global Health Environmental Health Read Stanhope, Chapters 5 & 6	Environmental Health Assessment Case Study
5		Community as a Client: Assessment and Analysis Read Stanhope, Chapter 17	Assignment # 1 Windshield Survey Assignment # 2 Health Statistics (Both part of Population Health Project)
6		Community as a Client: Assessment and Analysis Read Stanhope, Chapter 17	Assignment # 3 Survey development Peer Critique Assignment # 4 Goals and Objectives (Part of Population Health Project) Peer Critique
7		Program Management Quality Management Read Stanhope, Chapter 23 & 24	Assignment # 5 Educational Principles (Part of Population Health Project)
		Case Management Read Stanhope, Chapter 25	Assignment # 6 Community Resource (Both part of Population Health Project)
8		Surveillance and Outbreak Investigation Read Stanhope, Chapter 13 & 22	Case Study Discussion Board
9		Disaster Management – Violence, Terrorism, Bioterrorism Read Stanhope, Chapter 21	Case Study
10		Vulnerable Populations Rural vs Urban Disability Read Stanhope, Chapters 30, 31, 32	Assignment # 7 Interventions & Timelines (Part of Population Health Project)
11		Poverty and Homelessness Migrant Health	Vulnerable Population Paper

		Read Stanhope, Chapters 33, 34	
12		Mental Health Alcohol, Tobacco and Drugs Violence and human abuse Read Stanhope, Chapters 36, 37, 38	Discussion Board
13		Population Health Project	Presentation Peer Critique
14		Population Health Project	Presentation Peer Critique
15		Population Health Project	Presentation Peer Critique

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Course Title: RESP 4440 Healthcare Delivery A System Approach to Care

Credits: 3 cr

Semester: Second Year, Semester 4 (Fall Semester)

Contact:

Office Hours:

Course Description: This course focuses on analyzing the healthcare delivery system, its impact on care, and an analysis of political, social and economic influences.

Course Format: This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
<p>Analyze health care delivery systems for appropriateness in meeting the dynamic and ever-changing health profile of patients and improving system outcomes.</p>	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession 	<ul style="list-style-type: none"> • Discussion Board • Case Study • Policy Brief 	<p>At least 80% of students will achieve a grade of c or better on assessment rubric or key.</p>

<p>Analyze a critical health policy issue in the US and explain its impact on Healthcare Delivery A System Approach to Respiratory Care and future trends in healthcare.</p>	<ul style="list-style-type: none"> • Outcome 1 - Integrate knowledge from the sciences, humanities, and respiratory to promote a practice that focuses on health promotion and disease prevention for individuals, families, communities, and populations. • Outcome 2 - Manage respiratory care for individuals, families, communities, and populations with integration of multiple complexities including physical, psychological, social, cultural, developmental, spiritual, and environmental factors. • Outcome 3 - Utilize evidence-based findings to provide advanced delivery of acute and preventive patient-centered care. • Outcome 4 - Serve as leaders and managers within the delivery of respiratory care and as a member of the healthcare team. • Outcome 5 - Apply educational theory practice to implement education programs for pulmonary disease patients. • Outcome 6 - Accept personal accountability for professional and individual growth including life-long learning and advancement of the profession 	<ul style="list-style-type: none"> • Health Policy Brief • Case Study 	<p>At least 80% of students will achieve a grade of c or better on assessment rubric or key.</p>
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Required Textbook and Resources with ISBN:

- Shi, L., & Singh, D. A. (2017). *Delivering Health Care in America: A Systems Approach*. (7th ed.). Burlington, MA: Jones & Bartlett Learning. ISBN 978-1284124491
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

Blackboard Information:

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the “Blackboard Help” link in the menu in the left-hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors.

Technology Assistance Information:

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: help@fairmontstate.edu
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192.

Discussion Boards: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. *For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly.* Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

Scoring Rubrics: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. All scoring rubrics will be placed in Blackboard.

Assignments:

Item	Number	Points Each	Total Points
Discussion Board	6	30	180
Case Study	5	50	250
Health Policy Brief	1	50	50
TOTAL			480

Grading Scale:

Grade	Percent	Points
A	92-100%	442-480
B	84-91%	404-441
C	75-83%	360-403
D	66-74%	317-359
F	0-65%	0-316

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded and no extra credit will be given.

UNIVERSITY POLICIES

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- The obtaining of information during an examination;
- The unauthorized use of books, notes, or other sources of information prior to or during an examination;
- The removal of faculty examination materials;
- The alteration of documents or records; or
- Actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

Consent to Recording

Learning technologies, online testing, and other virtual deliveries of content may require the audio and/or visual recording of you for educational purposes, by enrolling in this course, you consent to such recording for this stated purpose unless you advise the instructor in writing of your objection at least five days following receipt of this notice.

Accessibility Services

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for these services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. Accessibility Services is located in the Turley Student Services Center (304) 367-4141. For additional information, please visit the Fairmont State Office of Accessibility Services webpage

Students can access accessibility information for the Blackboard Course Management System used for this course by going to www.blackboard.com/platforms/learn/resources/accessibility.aspx.

Copyright Notice

Material presented in this course may be protected by copyright law.

Expectations

Students are expected to be:

- Present and attentive in class; aware of official university communication via email
- Prepared for university life; prepared for class
- Participating in class and in extra- and co-curricular activities
- Polite and respectful to everyone in our academic community.

Fairmont State's Core Values:

Scholarship

Opportunity

Achievement

Responsibility

SOAR with Fairmont State

Additional information about all policies can be found online at:

</publications/CampusHandbooks/studenthandbook/default.asp> Additional student resources can be found online at: </studentresources/default.asp>

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Review Syllabus System Foundation - Overview of US Health Care Delivery, Beliefs, Values and Health, Evolution of Health Care in the US Read Shi, Chapters 1, 2, 3	Discussion Board Case Study
2		System Resources – Health Service Professionals, Medical Technology, Health Information Technology Read Shi, Chapters 4 & 5	Discussion Board Case Study
3		Systems Resources – Financing System Processes – Health Services for Special Populations Read Shi, Chapter 6, 11	Discussion Board Case Study

4		System Processes – Outpatient and Primary Care, Inpatient Services, Managed Care, Long-term care Read Shi, Chapters 7, 8, 9, 10	Discussion Board Case Study
5		System Outcomes – Cost, Access, Quality, Value Managing and Governing in Healthcare Organizations Read Shi, Chapter 12	Discussion Board Case Study
6		System Outcomes – Health Policy Read Shi, Chapter 13 Watch: Video Lecture: <i>The Art and Craft of Policy Briefs</i> . Retrieved from http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html Review Exercise: Beginning Your Policy Brief and Exercise: Outlining Policy Brief Content. Retrieved from: http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html	Heath Policy Brief
7		System Outlook – The Future of Health Services Delivery Read Shi, Chapter 14	Discussion Board

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