RES 252T.01: Respiratory Care Review

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A. Course Descriptor/Syllabus
B. Outline & Objectives
C. Scheduled Test Dates
D. Agreement (to be signed & turned in)
COURSE NUMBER AND TITLE: RES 252T Respiratory Care Review

DATE REVISED: FALL 2006

SEMESTER CREDITS: 2

CONTACT HOURS PER SEMESTER: 30
  Lecture hours per week: 2
  Lab hours per week: 0

PREREQUISITE: RES 231T, RES 232T, RES 235T, RES 250T, & RES 255T

FACULTY:
Don Warden, BA, RRT
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Office Hours: By Appointment

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Office Hours: By Appointment

RELATIONSHIP TO PROGRAM:
This course offers the student an opportunity to review and prepare for national board examinations.

COURSE DESCRIPTION:
A comprehensive review for entry level and advanced practitioner board exams, including a review seminar and preparatory mock board examinations.

STUDENT PERFORMANCE OUTCOMES:
Upon completion of the course the student will:
  1. Improve test taking ability
  2. Gain insights helpful for taking board exams
  3. More fully integrate and apply curriculum to test taking and patient care arenas
  4. Successfully prepare for national board exams
  5. Present a well-developed pathophysiology paper as a Power Point presentation.

METHOD OF INSTRUCTION:
Class room review, attendance at a national review seminar, prepare for and take mock national board examinations.
STUDENT ASSESSMENT METHODS AND GRADING PROCEDURES:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBRC Mock Exams</td>
<td>76%</td>
</tr>
<tr>
<td>Pathophysiology Paper (40 pts)</td>
<td>8%</td>
</tr>
<tr>
<td>Power Point presentation (25 pts)</td>
<td>6%</td>
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<tr>
<td>Class attendance &amp; participation</td>
<td>10%</td>
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</tbody>
</table>

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>90-94%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>85-88%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>84-86%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
<td>80-83%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>70-73%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>70-73%</td>
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<td>D+</td>
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<td>F</td>
<td>0.00</td>
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</tbody>
</table>

Students in Health Programs must have a “B” final grade in order to progress within their programs. Test questions will be based on unit objectives. Unit objectives are to be used as study guides.

ATTENDANCE:

Class attendance is an integral part of this course. The test dates are included in this syllabus. Pop quizzes will be given randomly throughout the semester. Failure for the quizzes will result in a zero being recorded and used in computing your average.

OTHER POLICIES:

Academic Misconduct: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).

Disabilities: Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

CELL PHONES/PAGERS:

Due to an increasing number of students who own and use cell phones and pagers, it has become necessary to institute a policy regarding these tools during class times. As you are aware, these tools are distracting to an entire class. However, some students require them for business which allows them to further their education. Please follow these guidelines:

1. If the cell phone/pager is not business or emergency related, please turn it off.
2. Use the vibrating option on your pager.
3. Do not listen to the messages in class. Leave class quietly.
4. **CELL PHONES AND PAGERS MUST BE TURNED OFF DURING EXAM AND CLASS PRESENTATIONS.**
SEATING:
Many classrooms have chairs to accommodate persons with disabilities. These chairs will display the international disability symbol and are assigned to a particular student. Please refrain from using these chairs or making adjustments to them unless the chair is assigned to you. If you think you may have the need for a specific chair, please contact Disability Student Services. Thank you for your cooperation.
**TEST/QUIZ MAKEUP:**
Make-up exams and lab experiences will only be given under extreme circumstances and the only if:  a) permission is granted *in advance* by the course instructor, b) a written excuse is provided by a medical doctor. The burden of proof is on the student, so you must document and prove a justifiable absence. Not following this procedure prior to the exam will automatically result in a zero score being recorded. Missed tests need to be made up within one week of the original date given. You are responsible for contacting the Academic Support center to schedule the make-up. Failure to do so will result in a ZERO grade for the missed test.

The faculty senate guidelines concerning the issuance of incomplete grades will be followed. Also attention to critical dates such as P/NP, drop, etc. is in the responsibility of the student. Students wishing to drop the class after the drop deadline will need a documented justifiable reason for doing so. Dropping the class for fear of bad grade or to protect a GPA are *not* justifiable reasons. The principles and policies embodied in the *Student Handbook Code* will be adhered to in this course.

Finally, you will discover that your greatest asset in this class will be a positive and curious attitude toward learning the fascinating complexities of our human bodies.

**REQUIRED TEXTS:**

- **Respiratory Therapy Review**  
  Author: McNeily, et al  
  Publisher: Kettering National Seminars

- **Clinical Application of Mechanical Ventilation, 3rd Ed. & associated workbook**  
  Author: Chang  
  Publisher: Delmar-Thompson  
  (Optional for Spring ’06)

- **Clinical Assessment in Respiratory Care, 5th Ed. & associated workbook**  
  Author: Wilkins  
  Publisher: Mosby

- **Critical Diagnostic Thinking in Respiratory Care**  
  Author: Stoller  
  Publisher: W.B. Saunders Co.

- **Fundamentals of Respiratory Care, 8th Ed. & associated workbook**  
  Author: Wilkins, et al  
  Publisher: Mosby

- **Mosby’s Respiratory Care Equipment, 7th Ed.**  
  Author Cairo, et al  
  Publisher: Mosby

**STUDENT LEARNING ACTIVITIES:**

1. Attend class, ask questions, and participate in discussions  
2. Review text materials  
3. Take all scheduled examinations  
4. Attend the Kettering Review Seminar  
5. Prepare a pathophysiology paper (RES 232), for a Power Point presentation
INSTRUCTOR EXPECTATIONS:
Because the course has a great deal of new material, it is very important to study consistently. Some suggestions for better study are:

1. Read the unit objectives at the beginning of each chapter-find out what you are expected to learn.
2. Read the material before class-will help you understand the lecture.
3. Look up definitions to words you do you understand.
4. Attend every class and take notes-but do not try to write down everything. Concentrate on concepts.
5. Review your notes as soon after class as possible-make sure you can read them!
6. Study notes/material and compare with objectives.
7. Write workbook answers in your own words. This makes the material “yours.”
8. Study no more than one hour before taking a short break.
9. Relate information to prior learning/examples to develop a picture in your mind.
10. Ask instructor for clarification as needed during or after lecture.
11. Study regularly in a quiet place; set study hours and keep them.
13. See your instructor when you think you need help. Your instructor wants you to succeed and will have some ideas which should help.
14. Review for units exams and finals are made easier by frequent review of chapter content reviews.
15. Be in class and don’t miss pop quizzes.

B.
RES 252T OUTLINE:
1. Review test taking strategies and prepare for written CRT self-assessment exam.
2. CRT written self-assessment exam.
3. Review CRT exam for areas of improvement.
4. Kettering Review Seminar, October 10-13 (Tuesday – Friday).
5. CRT on-line mock exam.
6. Review CRT exam, emphasizing areas for improvement.
7. Review for on-line mock RRT exam.
8. Review RRT exam, emphasizing areas for improvement.
10. Review Clinical Simulation exam, emphasizing areas for improvement.

RES 252T OBJECTIVES:
1. Systematically review essentials of the course curriculum, laboratory and clinical experiences toward successful passage of entry level and advanced practitioner national board exams.
2. Build test taking skills and confidence.

C.
SCHEDULED TEST DATES:
To be announced: Classroom mock CRT Self-Assessment Exam

Monday, November 20, 2006 @ 0800 – On-line CRT self-assessment exam

Thursday, November 30, 2006 @ 0800 – On-line RRT self-assessment exam

Thursday, December 7, 2006 @ 0800 – On-line Clinical Simulations self-assessment exam