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### AHRC 252.01: Respiratory Care Review

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The University of Montana – Missoula College  
Respiratory Care Program

**COURSE NUMBER AND TITLE:** AHRC 252 RESPIRATORY CARE REVIEW

**DATE REVISED:** Summer 2017      **SEMESTER CREDITS:** 2

**CONTACT HOURS:** 2 hours per week/ 30 hours/semester

**PREREQUISITE:** RES 260, RES 265

**CLASS MEETS:** NOV.13 – 15, 0800hrs – 1630hrs, and TBA for Self-assessment Exams

**FACULTY:**

Nick Arthur  
[nicholas.arthur@umontana.edu](mailto:nicholas.arthur@umontana.edu)  
243-7836 (office)  
Office: 308

Office Hours: M, W, F, 1200hrs – 1400hrs and 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. Apply critical thinking strategies to sample clinical presentation scenarios
2. Successfully complete NBRC Self-Assessment examinations
3. More fully integrate and apply curriculum to test taking and patient care arenas
4. Successfully prepare for national board exams

**METHODS OF INSTRUCTION:** Lecture, reference reading, assignments, and group discussion.

**STUDENT ASSESSMENT METHODS AND GRADING PROCEDURES:**

Attendance at Kettering Seminar and active participation in related activities/exercises will be considered as a grade of 100% for the Seminar component of the overall grade. Points will be deducted proportionally to time missed or effort lacking.

Self Assessment exams will be scored pass/fail based upon cut scores established by faculty.

<b>Seminar:</b>	<b>50%</b>	<b>GRADING SCALE:</b>					
<b>S.A.Exams:</b>	<b>50%</b>	A =	4.0	95-100%	C =	2.00	74-76%
		A- =	3.67	90-95%	C- =	1.67	70-73%
		B+ =	3.33	87-89%	D+ =	1.33	67-69%
		B =	3.00	84-86%	D =	1.00	64-66%
		B- =	2.67	80-83%	D- =	.067	60-63%
		C+ =	2.33	77-79%	F =	0.00	

Students in the Respiratory Care Program **must have a “B-” (80% or greater) final grade in order to progress** within the program. Test questions will be based on unit objectives. Unit objectives are to be used as study guides.

**METHODS TO IMPROVE COURSE:**

Student evaluations and respiratory faculty assessment of course content.

**ATTENDANCE:** Class attendance is an integral part of this course. Exam dates will be announced. Only legitimate reasons for missing an announced exam will be accepted. Failure to appear for scheduled exams will result in zero points awarded. Expect periodic unannounced quizzes. There is no make-up for missed quizzes. SEE: TEST/QUIZ MAKEUP

## **Please refer to your Student Manual for additional Policies and Student Resources.**

### **ACADEMIC INTEGRITY:**

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://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

### **DISABILITY ACCOMODATION:**

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. For more information, visit the Disabilities Services website at <http://www.umt.edu/dss/> or call 406-243-2243 (voice/text)

**Note: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.**

**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 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:

If the cell phone/pager is not business or emergency related, please turn it off.

Use the vibrating option on your pager.

Do not listen to the messages in class. Please leave class quietly.

### **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 then only if: **a)** permission is granted *in advance* by the course instructor, or **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 points awarded for the exam. Missed tests need to be made up within *one week* of the original date given. You are responsible for contacting the Academic Support Center, 243-7826, 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. Attention to critical dates such as P/NP, drop, etc. is 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 embodied in the **Student Handbook Code** will be adhered to in this course.

Quizzes: Failure to be present for quizzes will result in a zero being recorded and used in computing your average. There will be no make-up opportunities for missed quizzes.

Homework: **It is the expectation that homework will be turned in when due.** If you are not present, it is your responsibility to see that it is in my mailbox by 4:00 p.m. on the due date **or a zero will be recorded and used in computing your average.**

**Student Decorum:** All students are expected to conduct themselves in a professional manner at all times in both the classroom and alternative settings. Discussions of an academic nature are encouraged and can enhance student

learning. However, social conversation is not appropriate during lectures as it creates a distraction to students and faculty. Respect and courtesy will be shown at all times to peers, faculty, and the general public. **There are no exceptions to this policy at any time or under any circumstances.**

## **REQUIRED TEXTS:**

**TITLE:** Respiratory Therapy Review  
**AUTHOR:** McNeily, et al Publisher: Kettering National Seminars - PURCHASE at the Kettering Seminar

Clinical Assessment in Respiratory Care, 6<sup>th</sup> Ed. & associated workbook  
Author: Wilkins Publisher: Mosby

Egan's Fundamentals of Respiratory Care, 9<sup>th</sup> Ed. & associated workbook  
Author: Wilkins, et al Publisher: Mosby

Respiratory Disease, 3<sup>rd</sup> Ed.  
Authors: Wilkins, et al Publisher: FA Davis

## **Unit outlines, Objective, and Readings:**

### **Unit I:**

#### **Outline:**

1. **Kettering Comprehensive Review Seminar, November 15-18 (Monday – Thursday).**
2. Review test taking strategies and prepare for on line CRT self-assessment exam.
3. CRT on line self-assessment exam.
4. Review CRT exam emphasizing areas for improvement
5. RRT on-line self-assessment exam.
6. Review RRT exam, emphasizing areas for improvement.
7. Review for on-line Clinical Simulation self-assessment exam.
8. Review Clinical Simulation exam, emphasizing areas for improvement.

#### **Objectives:**

1. Provide a summation of previous curriculum in an abbreviated, concise format
2. Systematically review essentials of the course curriculum, laboratory and clinical experiences toward successful passage of entry level and advanced practitioner national board exams.
3. Build test taking skills and confidence.
4. Identify areas of weakness in order to assist students during preparation for Board exams
5. Expose students to the style, format, and unique character of NBRC credentialing exams