

8-2013

AHRC 131.01: Respiratory Care Fundamentals

Charles R. Miller

University of Montana - Missoula College, charles.miller@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Miller, Charles R., "AHRC 131.01: Respiratory Care Fundamentals" (2013). *Syllabi*. 188.
<https://scholarworks.umt.edu/syllabi/188>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mail.lib.umt.edu.

**The University of Montana – Missoula College
Respiratory Care Program**

COURSE NUMBER AND TITLE: AHRC- 131 Respiratory Care Fundamentals

DATE REVISED: Summer 2013

SEMESTER CREDITS: 5

CONTACT HOURS: MW 10:10 – 11:30 includes 1 Workshop/week Friday 10:10 – 12:00

PREREQUISITE: A &P I &II and M 105,M115, M121

FACULTY:

Charles R Miller, MS, RRT

charles.miller@umontana.edu

Office: Griz House 4 243-7918

Office Hours: Friday 12-1

RELATIONSHIP TO PROGRAM: This course is the fundamental foundation for the respiratory therapy program.

COURSE DESCRIPTION:

An orientation to basic respiratory care science including the application of physical principles of respiratory care. Emphasis is on theory, operation, application, safety, infection control, and troubleshooting equipment used at the entry level of practice, pulmonary rehabilitation and alternative respiratory care setting are discussed.

STUDENT PERFORMANCE OUTCOMES:

Upon completion the student will be able to:

1. Discuss a few, significant, historical beginnings associated with the profession and current professional associations.
2. Identify current patient safety issues and describe physical principles utilized in the field.
3. Describe principles and techniques of equipment disinfection and processes.
4. Identify characteristics of medical gases, their storage, distribution and regulation.
5. Discuss rationale for medical gas therapy, including physical principles, equipment utilized and measurement devices, clinical practice and evidence based guidelines.
6. Discuss rationale for humidity and aerosol therapy, including physical principles, equipment utilized and monitoring techniques, clinical practice and evidence based guidelines.
7. Discuss rationale for lung expansion therapy, including physical principles, equipment utilized, measuring and monitoring techniques, clinical practice and evidence based guidelines.
8. Discuss rationale for bronchial hygiene therapy, principles and techniques employed, outcome monitoring, clinical practice and evidence based guidelines.
9. Discuss the rationale for cardiopulmonary resuscitation, indications for the techniques employed.
10. Discuss rationale for cardiopulmonary rehabilitation, program requirements and reimbursement.
11. Discuss the application of respiratory care in alternative settings.

STUDENT EXPECTATIONS:

Intelligent reading is on the decline in colleges and universities some estimates show less than one-third of all college graduates have the ability to read and understand a text demanding deep thought or careful analysis. The reason for this literary illiteracy is the perpetual distraction of the multimedia age: text messaging, cell phone, the 30s sound bite, and the World Wide Web. The trend is for less patience for in depth study and critical thinking by the average student.

BEHAVIOR STUDY SKILLS:

If you have difficulty with test anxiety or study skills, please take responsibility and engage in the study skills workshop series offered by the University as quickly as possible. Please contact the ASC ext. 7882. In the past, the workshop series included:

1. Time Management
2. Memory
3. Note Taking
4. Reading Strategies
5. Testing Strategies

METHODS OF INSTRUCTION:

Lecture, textbook reading assignments, group discussion, problem solving workshops.

WORKSHOPS:

These workshops are held on most Fridays to develop your critical thinking skills and problem solving abilities. You may work with your classmates but show your own work including a step by step progression of how you solved the equation. WRITE the equation and **neatly** show all your work and box your answer with the correct units of measurement for full credit. **USE A PENCIL**. Do not miss these workshops as they are graded in class with no makeups. They comprise a significant part of your grade.

STUDENT ASSESSMENT METHODS AND GRADING PROCEDURES:

Unit Exams: 60%
Workshops: 40%

GRADING SCALE:

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- =	.667	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. There is no make-up for missed quizzes or workshops.

SEE: TEST/QUIZ MAKEUP

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

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://life.umt.edu/vpsa/student-conduct.php>

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation. <http://www.umt.edu/disability>

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 the classroom. 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: Egan's Fundamentals of Respiratory Care, 10th Ed.

ISBN: 978-0-323-03657-3

Author: Kacmarek, et al

Publisher: Elsevier (Mosby)

Unit Outlines, Objectives, and Readings:

UNIT I: Foundations of Respiratory Care

Outline:

- A. History (1),
- B. Infection Control (4)

Objectives: At the end of this unit the student will be able to:

1. Define respiratory care.
2. Explain how the respiratory care profession got started.
3. Describe the historical development of the major clinical areas of respiratory care.
4. Describe the major respiratory care educational, credentialing, and professional associations.
5. Describe the development of respiratory care education.
6. Predict future trends for respiratory care.
7. Define health care-associated infections and state how often they occur.
8. Describe why infection control is important in respiratory care.
9. Identify and describe the three elements that must be present for transmission of infection within a health care setting.
10. List the factors associated with an increased risk of a patient acquiring a nosocomial infection.
11. State the three major routes for transmission of human sources of pathogens in the health care environment.
12. Describe strategies to control the spread of infection in the hospital.
13. Describe how to select and apply chemical disinfectants for processing respiratory care equipment.
14. Describe equipment-handling procedures that help prevent the spread of pathogens.
15. State when to use general barrier measures during patient care.
16. Describe surveillance with regard to infection control.
17. Discuss respiratory tract infections in terms of:
 1. resistant microorganisms
 2. airborne bacterial organisms
 3. viral components

Reading: Wilkins, Chapters 1, 4

UNIT II: Physics and Chemistry Principles of Respiratory Care (6)

Outline:

- A. Properties and states of matter.
- B. Gas Laws and gas behavior
 1. pressure, density, molar volume
 2. absolute and relative humidity
- C. Fluid Dynamics
 1. pressure, flow, velocity and cross-sectional area
 2. Bernoulli and venturi effect
 3. Poiseuille's Law
 4. Coanda effect
 5. Torricelli tube

Objectives: Upon completion of this unit the student will be able to:

1. Describe the properties that characterize the three states of matter.
3. Identify the three common temperature scales and explain how to use them.
4. Describe how substances undergo change of state.
5. Describe: velocity, pressure, flow, cross sectional area as they relate to fluid flow and capillary beds.
6. Describe how water vapor capacity, absolute humidity, and relative humidity are related.

7. Describe how to predict gas behavior under changing conditions, including at extremes of temperature and pressure.
8. Describe the principles that govern the flow of fluids.
9. Calculate problems with all equations and examples given in the class and workshop periods.

Readings: Wilkins, Chapters 6

UNIT III: Storage/Delivery/Therapy of Medical Gases (37, 38)

Outline:

- A. Characteristics and storage of medical gases
- B. Oxygen and other medical gas therapies

Objectives: Upon completion of this unit the student will be able to:

1. Discuss the clinical applications for medical gases and gas mixtures.
2. Distinguish between gaseous and liquid storage methods.
3. Calculate the duration of remaining contents of a compressed oxygen cylinder.
4. Calculate the duration of remaining contents of a liquid oxygen cylinder.
5. Describe how to properly store, transport, and use compressed gas, cylinders.
6. Distinguish between gas supply systems.
7. Describe what to do if a bulk oxygen system fails.
8. Differentiate between safety systems that apply to various equipment connections.
9. Select the appropriate devices to regulate gas pressure and/or control flow during various clinical settings.
10. Describe how to assemble, check for proper function, and identify malfunctions in gas delivery equipment.
11. Identify and correct common malfunctions of gas delivery equipment.

Readings: Wilkins, Chapters 37, 38

***Exam 1 (September 30) Chapters 6, 37, 38**

UNIT IV: Basic Therapeutics

Outline:

- A. Aerosol and Humidity Therapy (35.36)
- B. Lung Expansion (39)
- C. Bronchial Hygiene and Airway Clearance Techniques (40)

Objectives: Upon completion of this unit the student will be able to:

1. Describe how airway heat and moisture exchange normally occurs.
2. State the effect dry gases have on the respiratory tract.
3. State when to humidify and warm inspired gas.
4. Describe how various types of humidifiers work.
5. Describe how to enhance humidifier performance.
6. State how to select and safely use humidifier heating and feed systems.
7. Describe how to monitor patients receiving humidity therapy.
8. Describe how to identify and resolve common problems with humidification systems.
9. State when to apply bland aerosol therapy.
10. Describe how large-volume aerosol generators work.

11. Identify the delivery systems used for bland aerosol therapy.
12. Describe how to identify and resolve common problems with aerosol delivery systems.
13. Describe how to perform sputum induction and send sample to the laboratory.
14. State how to select the appropriate therapy to condition a patient's inspired gas.
15. Define the term "aerosol".
16. Describe how particle size, motion, and airway characteristics affect aerosol deposition.
17. Describe how aerosols are generated.
18. List the hazards associated with aerosol drug therapy.
19. Describe how to select the best aerosol drug delivery system for a given patient.
20. State the information patients need to know to properly self-administer drug aerosol therapy.
21. Describe how to assess patient response to bronchodilator therapy at the point of care.
22. Describe how to apply aerosol therapy in special circumstances.
23. Describe how to protect patients and caregivers from exposure to aerosolized drugs.
24. Describe when oxygen therapy is needed.
25. Assess the need for oxygen therapy.
26. Describe what precautions and complications are associated with oxygen therapy.
27. Select an oxygen delivery system appropriate for the respiratory care plan.
28. Describe how to administer oxygen to adults, children, and infants.
29. Describe how to check for proper function and to identify and correct malfunctions of oxygen delivery systems.
30. Describe how to evaluate and monitor a patient's response to oxygen therapy.
31. Describe how to modify or recommend modification of oxygen therapy on the basis of patient response.
32. Describe how to implement protocol-based oxygen therapy.
33. Identify when and how to administer helium-oxygen therapy.
34. Describe the various causes of atelectasis.
35. Explain which patient needs lung expansion therapy.
36. Identify the clinical findings seen in atelectasis.
37. Describe how lung expansion therapy works.
38. List the indications, hazards, and complications associated with the various modes of lung expansion therapy.
39. Describe the primary responsibilities of the respiratory therapist in planning, implementing, and evaluating lung expansion therapy.
40. Draw the pleural pressure and alveola pressure for a SMI breath.
41. Describe how normal airway clearance mechanisms work and the factors that can impair their function.
42. Identify pulmonary diseases associated with abnormal clearance of secretions.
43. State the goals and clinical indications for bronchial hygiene therapy.
44. Describe the proper techniques and potential benefit of each of the following:
 - Postural drainage
 - Directed coughing and related expulsion techniques.
 - Positive expiratory pressure therapy.
 - High frequency compression/oscillation methods.
 - Mobilization and exercise.
45. Evaluate a patient's response to bronchial hygiene therapy.
46. Identify bronchial hygiene therapies on the basis of patient response.

Readings: Wilkins, Chapters 35, 36, 39, 40

***Exam II (Nov. 6) Chapters 35, 36, 39, 40**

UNIT V: Basic Therapeutics (cont.)

Outline:

- A. Airway Management and Basic Life Support (33, 34)
- B. Respiratory Care in Alternative Settings (51)

Objectives: Upon completion of this unit the student will be able to:

1. Describe how to safely perform endotracheal and nasotracheal suctioning.
2. Assess the need for and select an artificial airway.
3. Identify the complications and hazards associated with insertion of artificial airways.
4. Describe how to perform orotracheal and nasotracheal intubation of an adult.
5. Assess and confirm proper endotracheal tube placement.
6. Describe the rationale and the methods for performing a tracheotomy.
7. Identify the types of damage that artificial airways can cause.
8. Describe how to properly maintain and troubleshoot artificial airways.
9. Describe techniques for measuring and adjusting tracheal tube cuff pressures.
10. Identify when and how to extubate or decannulate a patient.
11. Describe how to use alternative airway devices.
12. List the causes of sudden cardiac arrest (SCA).
13. List the signs of SCA, heart attack, stroke, and foreign-body airway obstruction (FBAO).
14. Describe how to perform cardiopulmonary resuscitation (CPR) on adults, children, and infants.
15. Describe how to defibrillate with automated external defibrillators (AEDs) and manual defibrillators.
16. State how to administer synchronized cardioversion.
17. Describe how to evaluate quality and effectiveness of CPR.
18. List the complications that can occur as a result of resuscitation of SCA.
19. State when not to initiate CPR.
20. Describe how to monitor patients prearrest, during CPR, and postarrest.
21. Describe alternative care settings in which respiratory care is often performed.
22. Describe the recent developments and trends in alternative site respiratory care.
23. Describe how to justify, provide, evaluate, and modify oxygen (O₂) therapy in postacute care settings.
24. Describe how to select, assemble, monitor, and maintain O₂ therapy equipment in alternative settings.
25. State the special challenges that exist in providing ventilatory support outside the acute care hospital.
26. Describe how to instruct patients or caregivers and confirm their ability to provide postacute care.
27. Identify which patients benefit the most from ventilatory support outside acute care hospitals.
28. Describe how to select, assemble, monitor, and maintain portable ventilatory support and continuous positive airway pressure equipment, including applicable interfaces or appliances.
29. Describe proper documentation regarding patient evaluation and progress in postacute care.
30. State how to ensure safety and infection control in alternative patient care settings.

Readings: Wilkins, Chapters 33, 34, 51

***Exam III (Finals Week, Dec 9) Chapters 33, 34, 51**

*** examination dates are tentative**