GROSSMONT COLLEGE

Official Course Outline

# RESPIRATORY THERAPY 112 – SUPERVISED CLINICAL PRACTICUM I

1. Course Number Course Title Semester Units Semester Hours

RESP 112 Supervised Clinical 1 3 hours lab: 48-54 hours

Practicum I 48-54 total hours

2. Course Prerequisites

Admission to the Respiratory Therapy Program

Corequisite

A “C” grade or higher or concurrent enrollmentin Respiratory Therapy 105 and 108 and 114

Recommended Preparation

None.

3. Catalog Description

This course is designed to practicebasic respiratory therapy procedures and general patient assessment in the general care environment. Included in the supervised experiences are laboratory and physical assessment, oxygen therapy, humidity and aerosol therapy and general medication delivery by inhalation.

4. Course Objectives

The student will:

a. Inspect laboratory and clinical data from the patient chart.

b. Appraise basic pulmonary signs and symptoms via chest assessment.

c. Assemble appropriate therapeutic materials for patient regimens.

d. Evaluate basic procedures during pulmonary care including oxygen, aerosol, humidity, and medication therapy.

e. Measure patient response to basic respiratory care procedures.

f. Assess appropriateness of basic procedures based on patient evaluation.

g. Recommend a plan of care for the cardiopulmonary system that best addresses the patient’s needs

5. Instructional Facilities

a. Selected clinical facilities

b. High fidelity simulation lab

c. Respiratory Therapy skills laboratory

d. Computer laboratory

6. Special Materials Required of Student

a. Appropriate clinical attire as specified in the Student Handbook

b. Watch with second hand

c. Stethoscope

d. Small scissors

e. Grossmont College Respiratory Therapy student name badge

f. Grossmont College Respiratory Therapy buddy badge

g. Calculator

h. DataArc license agreement [www.dataarc.ws](http://www.dataarc.ws)

i. Computer and printer access

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7. Course Content

1. Basic patient care techniques in respiratory therapy
2. Basic assessment of the patient through the following:
3. Chart review
4. Laboratory review
5. Physical assessment
6. Performance of basic skills
7. Oxygen therapy
8. Aerosol and humidity therapy
9. Inhaled medications
10. Basic Respiratory therapy procedures
11. Readjustment of therapy
12. Evaluation of the patient response
13. Communication of patient response to other health care professionals

8. Method of Instruction

a. Class and group discussions

b. Simulation manikin and interdisciplinary simulation exercises

c. Critical thinking activities such as concept mapping and graphic organizers

d. Analysis of case studies

e. Multimedia presentations such as DVDs or virtual simulation programs

f. Demonstration followed by student practice and return demonstration

9. Methods of Evaluating Student Performance

a. Quizzes

b. Procedure specific competency evaluation

c. Verbal questioning

d. Written assignments such as pathophysiology reports on assigned patients

e Daily evaluation of dependability, professionalism, knowledge, psychomotor/hands on ability, and organization

1. Comprehensive affective evaluation of professional appearance, attendance, preparedness and punctuality, and dependability/reliability. Student functions effectively as a member of the healthcare team, contributes to a positive environment within the department, accepts supervision and works effectively with supervisory personnel, appropriately interacts with patients, conducts himself/herself in an ethical and professional manner, has effective oral communication skills, efficient planning and managing of time, is self-directed and is responsible for his/her own actions, confident in abilities, exercises good judgement and maintains composure in stressful situations; and participates in educational activities that enhance clinical performance.

10. Outside Class Assignments

a. Preparation of oral presentations

b. Preparation of pathophysiology reports on assigned patients.

11. Texts

a. Required Text(s):

(1) Oakes, Dana, et al. *Clinical Practitioner’s Pocket Guide to Respiratory Care*. Orono, ME: Health Educator Publications, 9th edition, 2017.

(2) DataArc License Agreement. [www.dataarc.ws](http://www.dataarc.ws)

b. Supplementary texts and workbooks:

Department of Respiratory Therapy.  *Grossmont College Respiratory Therapy Student Handbook*.  El Cajon, CA: Grossmont College 2018/2019

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Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Demonstrate personal behaviors consistent with professional expectations of a respiratory therapist
  2. Comprehend, apply and evaluate clinical information relevant to a subacute or acute patient diagnosed with a pulmonary or cardiopulmonary disease in the clinical setting and relevant to the patient acuity and population specific to the clinical rotation in RESP 112.

Date approved by the Governing Board: May 21, 2019