RESP 290B - Computer Simulations in Respiratory Care Course Outline

SECTION A

Unique ID Number CCC000456224  
Discipline(s) Respiratory Technologies  
Division Health Occupations  
Subject Area Respiratory Care  
Subject Code RESP  
Course Number 290B  
Course Title Computer Simulations in Respiratory Care  
TOP Code/SAM Code 1210.00 - Respiratory Care Therapy/Therapist* / A - Apprenticeship

Rationale for adding this course to the curriculum

Updating hours and SLOs.

Units 1

This Course Is AA/AS Degree  
Degree Applicable

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 15.00

Lab 27.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 30.00

Total Contact Hours 42

Total Student Hours 0.00

Open Entry/Open Exit No

Maximum Enrollment 30

Grading Option Letter Grade Only
Distance Education Mode of Instruction: Hybrid

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability: May be repeated 0 times

Catalog Description: This course prepares students for the National Board for Respiratory Care's Registry Examination, which requires specialized knowledge in solving patient management problems in a branching logic format. Students will practice with web-based clinical simulations, identify their strengths and weaknesses, and develop a study plan to prepare for this exam.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): None
1b. Corequisite(s)
   - RESP 290
1c. Recommended: None
1d. Limitation on Enrollment: None

SECTION E

Course Outline Information

1. Student Learning Outcomes:
   A. Students will perform a minimum of 10 computer-based clinical simulations, identify their strengths and weaknesses based on the results, and develop a plan for improvement.
   B. Students will take two secure self-assessment exams (the Therapist Multiple Choice Exam and the Clinical Simulation Exam), identify their strengths and weaknesses, and develop a plan for improvement.

2. Course Objectives: Upon completion of this course, the student will be able to:
   A. Differentiate the functions of the Respiratory Care Board (RCB), the National Board for Respiratory Care (NBRC), American Association for Respiratory Care (AARC), California Society for Respiratory Care (CSRC), and the Committee on Accreditation for Respiratory Care (CoARC).
   B. Access and analyze information from the professional websites regarding Respiratory Care licensure and credentialing.
   C. Compare and contrast the two primary Respiratory Care examinations; content, format, number of items, passing scores, etc.
   D. Research the optional examinations and the value in obtaining these credentials by interviewing practitioners and department managers.
   E. Analyze one's strengths and weaknesses by researching the results of the computer lab simulations and self-assessment examinations.
   F. Develop a study plan for each of the two primary examinations, including areas of focus and a specific timeline.
   G.

3. Course Content
A. Respiratory Care Organizations
   a. Respiratory Care Board (RCB)
   b. National Board for Respiratory Care (NBRC)
   c. American Association for Respiratory Care (AARC)
   d. California Society for Respiratory Care (CSRC)
   e. Committee on Accreditation for Respiratory Care (CoARC)

B. Required and Recommended Examinations in the Respiratory Care Profession
   a. Therapist Multiple Choice (TMC)
   b. Clinical Simulation Exam (CSE)
   c. Other credentials available for Respiratory Care Practitioners
   d. Value of obtaining optional professional credentials

C. Self-Assessment Examinations
   a. Available on National Board for Respiratory Care (NBRC) website
   b. Napa Valley College’s computer lab simulations

D. TMC and CSE examination detailed content outlines
   a. Self-evaluation
   b. Personalized study plan – topics and timeline

4. Methods of Instruction:
   Discussion
   Lab
   Group activities - Students collaborate to solve simulated patient problems. Class discussions - Students discuss correct/incorrect answers on sample exams. Lab activities - Students perform simulated respiratory therapy techniques.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

   Typical classroom assessment techniques
   Quizzes -- Examples: Compare and contrast the three primary examinations. Include the following: Describe the exams' format. Discuss the three "difficulty" levels. Explain three strategies for taking the branching logic exam.
   Simulation -- Students will take 35 Clinical Simulations complete them with a 75% or greater score.

   Additional assessment information:
   Final grade will be based on student's performance on quizzes, practice examinations, and purchased self-assessment examinations.

   Letter Grade Only

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

   A. Reading Assignments
      Students will complete two chapters of their textbook per week, and will take the pretests and posttests in each chapter.

      Examples:
      1. Read chapters 1 and 2 in your textbook, take the pre- and post-test for each chapter, and identify areas of strength and weakness.
      2. Visit the NBRC website (nbrc.org) and answer the following questions:
         1. How many years after graduation do you have to take the RRT exam? (1 point)
         2. If someone does not take the RRT exam within the time limit, what must they do to
regain their eligibility? (2 points)
3. How many questions on the TMC exam? How many “pretest” questions are included? (2 points)
4. How many clinical simulations on the CSE? How many “pretest” simulations are included? (2 points)

B. Writing Assignments
1. Students will purchase and complete the self-assessment exams and pass with a 75% or greater.

2. Students will access the free RRT exams on the National Board for Respiratory Care (NBRC) website and pass with a 75% or greater.

C. Other Assignments

7. Required Materials
A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:
Author: Sills, James R.
Title: The Comprehensive Respiratory Therapist Exam Review
Publisher: Mosby Elsevier
Date of Publication: 2016
Edition: 6th

B. Other required materials/supplies.

- Secure self-assessment exam - Therapist Multiple Choice (TMC)
- Secure self-assessment exam - Clinical Simulation Exam (CSE)