Baccalaureate of Science Degree Completion Program in Respiratory Therapy

(Program Description and Course Outlines)

Respiratory Therapy Baccalaureate of Science Degree Completion Program

This program is offered online and in a hybrid format. (Please see an Admissions Advisor for a list of the SJVC campuses where the hybrid format is offered.)

Program Description

SJVC's Bachelor of Science in Respiratory Therapy Degree Completion Program may be completed in 60 weeks. The program is designed for Registered Respiratory Therapists having graduated from a CoARC accredited associates degree program who want to advance their career. The Bachelor of Science Degree in Respiratory Care affords excellent opportunities for professional growth and development with the necessary education in leadership, education, research and critical care.

Program Student Learning Outcomes

Upon completion of this program, the graduate will be able to:

1. Articulate various current professional and clinical roles and potential expanded roles related to the respiratory therapy profession including describing professional behavior, monitoring the quality of respiratory care and listing changes in technology and knowledge base.
2. Demonstrate knowledge in critical care pathophysiology to interpret pertinent clinical information to make recommendations for appropriate therapeutic intervention.
3. Demonstrate effective written and oral communication skills.
4. Demonstrate the ability to access, interpret, and critically appraise relevant medical and other authoritative literature related to clinical practice, administration, education, and/or research associated with the respiratory therapy profession.
5. Develop an original project or research proposal related to clinical practice, administration, education, and/or research associated with the respiratory therapy profession.

Admission Requirements: To be considered for admission to the Respiratory Therapy Degree Completion Program, applicants must meet the following requirements:

o Hold an Associate of Science Degree in Respiratory Care from a CoARC accredited associate of science degree respiratory therapy program that is within a regionally or nationally accredited institution.
o Successful completion of a minimum of 70.0 units of lower division courses (may include lower division respiratory care coursework).
o Hold a current unencumbered credential licensure as a Registered Respiratory Therapist (RRT), Respiratory Care Practitioner (RCP) in California or in the state of current employment.

Graduation Requirements: Successful completion of the courses listed below with a grade of "C" or higher.

Respiratory Courses

Course ID	Course Name	Credit Units
RCP 400	Protocol Based Critical Care	3.0
RCP 410	Education Principles for Healthcare Professionals	3.0
RCP 420	Management Principles for the Healthcare Professional	3.0
RCP 430	Establishing Best Practices in Quality Improvement of Healthcare	3.0
RCP 440	Research and Evidence-Based Practice in Healthcare	5.0
RCP 450	Health Care Finance	4.0
RCP 460	Advanced Respiratory Practice for Critical Care	4.0
RCP 470	Research Proposal	4.0
RCP 480	Capstone Seminar: Research Project	4.0
Total		**33.0**

General Education Courses

Course ID	Course Name	Credit Units
HUM 325	Cross-Cultural Communication	3.0
HST 301	American Political Thought from Reconstruction to the Present	3.0
ENG 321	Writing for Research	4.0
PSY 302	Group Dynamics	4.0
STAT 301	Statistics	4.0
Total		**18.0**

Transfer Credit	70.00
Total Program Units	121.00

Upper-Division
Core Courses

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: RCP 400
Course Name: Protocol Based Critical Care
Total Semester Units: 3.0
Total Hours: 45
Theory/Lecture Hours: 45
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
The focus of this course is to examine the evidence-based practice, clinical guidelines and care protocols. The emphasis will be on the following concepts; best practice, clinical efficacy, current research, autonomy, decision-making, cost effectiveness and quality assurance. The student will explore the process of developing, synthesizing evidence, implementation and evaluation of care protocol.

Student Learning Outcomes
Upon completion of this course the student will be able to:

1. Understand the historical development of protocolized medicine, including need for practitioner autonomy and high-level decision-making.
2. Synthesize research and evidence that support best practices in clinical procedures.
3. Develop clinical guidelines and care protocols using evidence-based research.
4. Describe the necessary steps to successfully implement new care protocols, including stakeholder identification, needed resources, and required training.
5. Demonstrate the ability to determine the clinical efficacy and cost effectiveness of a care protocol.

San Joaquin Valley College
Course Outline

Unit Objectives

Unit 1: Evidence based practice
Upon successful completion of this unit of instruction the student will be able to:
1.1   Understand the role of evidence-based practice in healthcare to include history, current and future trends.
1.2   Analyze methods of developing best practices.
1.3   Evaluate the political aspects, public perceptions and professional concerns associated with evidence-based care.

Unit 2: Research
Upon successful completion of this unit of instruction the student will be able to:
2.1   Understand research methodology, source and evidence.
2.2   Utilize most effective methods of research to substantiate use of care protocols.
2.3   Differentiate between quantitative/qualitative research.
2.4   Analyze data and synthesize information.
2.5   Summarize evidence gathered from research.

Unit 3: Understanding and developing care protocols
Upon successful completion of this unit of instruction the student will be able to:
2.1   Explain care protocols and care pathways.
2.2   Identify an area of practice requiring evidence-based guidance.
2.3   Establish clear parameters for guidance development.
2.4   Evaluate the standardization of care and decision-making in care pathways.
2.5   Appraise and incorporate peer reviewed research and input from multidisciplinary teams in development of protocol.
2.6   Develop care protocol and care pathway illustrating decision-making logic.

Unit 4: Implementation process
Upon successful completion of this unit of instruction the student will be able to:
4.1   Outline the steps for protocol approval.
4.2   Discuss the user involvement and resources for required training.
4.3   Create education and training materials.
4.4   Outline the roles and responsibilities of each stakeholder.

Unit 5: Demonstrate effectiveness
Upon successful completion of this unit of instruction the student will be able to:
5.1   Describe how effectiveness of the protocol will be measured.
5.2   Develop the method to calculate effectiveness.
5.3   Outline the process for updating and incorporating future best practices.
5.4   Determine possible changes to role, autonomy, resources and quality of care.

San Joaquin Valley College
Course Outline

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
    Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
    Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
    Students in this course will be graded in the following categories:

    a) **Writing Assignments:**
    - Written homework
    - Research papers
    - Term or other papers

    b) **Computational or Non-Computational Problem Solving Demonstrations:**
    - Exams
    - Homework problems
    - Quizzes

    c) **Skill Demonstration:**
    - Individual and group presentations
    - Discussion threads
    - Case studies

    d) **Objective Examinations:**
    - Multiple choice
    - Matching items
    - Fill-in-the-blanks
    - Essays
    - Short answer
    - True or false

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90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

No Credit Awarded

San Joaquin Valley College
Course Outline

Division:	Health Studies
Program:	Respiratory Care, Bachelors

Course Number: RCP 410
Course Name: Education Principles for Healthcare Professionals

Total Semester Units: 3.0
Total Hours: 45
Theory/Lecture Hours: 45
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

The focus of this course is on addressing all practical issues health professionals confront as they strive to provide effective patient, family, and staff education. Topics include: Education in healthcare; application of learning theories to healthcare practice; determinants of learning; compliance, motivation, and behaviors of the learner; literacy in adult client population; socioeconomic and cultural attributes of the learner; learners with disabilities; instructional methods and materials, and evaluation techniques in healthcare education.

Student Learning Outcomes
Upon completion of this course the student will be able to:

1. Identify the purposes, goals, and benefits of patient and staff education, and compare the education process to healthcare practice.
2. Differentiate among approaches to learning and explain how different types of practice and feedback variables can be applied to client teaching.
3. Explain the health professional educator's role in the learning process with emphasis on the factors that need to be assessed.
4. Describe the role of the health professional as an educator in health promotion.
5. Assess the impact of illiteracy and low literacy on client motivation and compliance with healthcare regimens.
6. Describe how different teaching strategies may be needed to accommodate beliefs and customs.
7. Describe teaching strategies that can be used when working with clients with sensory, learning, developmental and/or physical disabilities.
8. Discuss how to evaluate teaching methods and evaluation techniques as applied to health education.

Unit Objectives

Unit 1: Perspectives on Teaching and Learning and its Application
Upon successful completion of this unit of instruction the student will be able to:

1.1   Discuss the evolution of the teaching role of health professionals.
1.2   Define the terms education process, teaching, and learning.
1.3   Discuss the barriers to teaching and the obstacles to learning.
1.4   Formulate questions that health professionals in the role of educator should ask about the teaching–learning process.
1.5   Define the principal constructs of each learning theory.
1.6   Explain how different types of practice and feedback variables in motor learning can be applied to client learning.

Unit 2: Educator's Role in learning
Upon successful completion of this unit of instruction the student will be able to:

2.1   Explain the health professional educator's role in the learning process.
2.2   Identify the components of what are known as determinants of learning.
2.3   Explain methods that can be used to assess learner needs.
2.4   Identify the evidence that supports assessment of learning needs, readiness to learn and learning styles.
2.5   The role of health professional as educator in health promotion.
2.6   Recognize the role of the health professional in assessing stage-specific learner needs according to maturational levels.
2.7   Determine the role of the family in patient education.
2.8   Recognize the role of the health professional as educator in assessment of clients literacy skills.
2.9   Examine cultural assessment from the perspective of different models of care.

Unit 3: Characteristics of the Learner
Upon successful completion of this unit of instruction the student will be able to:

3.1   Explain methods that can be used to assess learners
3.2   Describe what is meant by learning styles
3.3   Identify the physical, cognitive and psychosocial characteristics of learners that influence learning at various stages of growth and development
3.4   Define the terms compliance, adherence, and motivation relevant to behaviors of the learner
3.5   Identify the magnitude of the literacy problem in United States and its impact on patient education
3.6   Recognize the influence of socioeconomics in determining in health status
3.7   Identify gender-related characteristics in the learner based on social and hereditary influences on brain functioning, cognitive abilities, and personality traits
3.8   Compare and contrast various definitions and models of disability

Unit 4: Techniques and Strategies for Teaching and Learning
Upon successful completion of this unit of instruction the student will be able to:

4.1   Develop effective teaching plans that meet the various learning styles
4.2   Describe methods to increase the effectiveness of teaching
4.3   Identify the various instructional settings and the rational for its application
4.4   Recognize the major variables to be considered when selecting, developing, and evaluating instructional materials
4.5   Discuss the components of instructional materials required to communicate educational messages effectively
4.6   Identify the various instructional materials available for client and professional education
4.7   Discuss the resources of the Internet and World Wide Web and how they can be incorporated into healthcare education

Unit 5: Methods to evaluate healthcare education
Upon successful completion of this unit of instruction the student will be able to:

5.1   Discuss the relationships among evaluation, evidence-based practice, and practice-based evidence
5.2   Assess barriers to evaluation
5.3   Discuss the various methods for conducting an evaluation
5.4   Select appropriate instruments for various types of evaluative data

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

San Joaquin Valley College
Course Outline

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      - Quizzes

   c) **Skill Demonstration:**
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      - Multiple choice
      - Matching items
      - Fill-in-the-blanks
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      - Short answer
      - True or false

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70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

* No Credit Awarded

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: RCP 420
Course Name: Management Principles for the Healthcare professional

Total Semester Units: 3.0
Total Hours: 45
Theory/Lecture Hours: 45
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
The focus of this course is the application and practices of effective management in the health care setting. Topics include effective supervision, personnel management, budgetary controls, and legal and ethical concerns.

Student Learning Outcomes
Upon completion of this course the student will be able to:

1. Describe areas of responsibility given to supervisors in the healthcare setting.
2. Discuss ethical behavior and expectations in the workplace.
3. Discuss how hiring strategies and techniques create functional departments.
4. Describe methods of employee evaluation and performance improvement.
5. Describe principles of budget development and monitoring.
6. Discuss techniques to maintain legal compliance as a health care manager.

San Joaquin Valley College
Course Outline

Unit Objectives

Unit 1:
Upon successful completion of this unit of instruction the student will be able to:

1.1   Discuss reasons organizations may use Reengineering and Organizational flattening

1.2   Discuss the impact of the Patient Protection and Affordable Care Act on health care supervisors

1.3   Discuss and define the role of functional specialist, management generalist, the Peter Principle and the working trap

1.4   Explain frequently encountered management terms and concepts

1.5   Discuss the following terminology as it relates to management functions: Line function, Staff function, Planning, Organizing, Span of control, Directing, Coordinating and Controlling

1.6   Analyze the effects of delegation on employee empowerment. Discuss how empowerment and proper delegation benefits the supervisors, employees and the organization

1.7   Determine how a supervisor's failure to delegate can be harmful to employees and place a department at risk

1.8   Discuss the relationship between time management and stress management

1.9   Explain over-planning and the importance of developing a daily list to guide activities

Unit 2:
Upon successful completion of this unit of instruction the student will be able to:

2.1   Define the importance of supervisory involvement in the hiring process

2.2   Develop guidelines for appropriate interview questions, describe the interview cycle and define follow-up action

2.3   Define effective communication as it relates to one-to-one communication relationships, cultural diversity and supervisory listening skills

2.4   Identify and review common approaches to employee performance appraisal

2.5   Develop requirements for an effective performance review

2.6   Compare and contrast standard-based and constructive appraisals

2.7   Develop guidelines for fair and effective discipline

2.8   Differentiate characteristics of the following: progressive discipline, dismissal, discharge and non-punitive discipline

2.9   Describe the relationship between the supervisor and the human resources department

2.10 Describe the four basic human resource functions

Unit 3:
Upon successful completion of this unit of instruction the student will be able to:

3.1   Define ethics in health care. Explain the manager's responsibility for modeling ethical behavior

3.2   Identify the elements of the basic decision making process and describe the steps followed in rational decision-making

3.3   Evaluate the importance of the problem solving and decision making process

3.4   Develop guidelines for the supervisor to manage change while minimizing employee resistance

3.5 Determine the benefits of involving employees in the process of developing and implementing changes

3.6 Identify the essential functions of written communications in the role of a manager

3.7 Define the steps to arranging an effective meeting and encouraging active participation

3.8 Identify the basic concepts of budgeting. Determine and convey the importance of budget preparation including operating budgets, capital budgets and cash budgets

3.9 Describe the role of the supervisor in controlling operating costs including personnel scheduling, control of overtime and control of absenteeism

Unit 4
Upon successful completion of this unit of instruction the student will be able to:

4.1 Interrelate the concerns for quality and productivity as an ongoing part of the supervisory role in the health care organization

4.2 Differentiate between types of teams: ad hoc or special purpose teams versus departmental teams

4.3 Identify individual employee motivation as the primary driver of team performance and the leadership qualities necessary for successful team building

4.4 Outline and describe the tools and techniques of methods improvement

4.5 Relate reengineering to the concepts of methods of improvement and quality management

4.6 Stress the essential nature of all forms of communication during staff reduction

4.7 Describe at least 3 significant elements of the supervisor's essential role in reduction–in-force and its aftermath

Unit 5:
Upon successful completion of this unit of instruction the student will be able to:

5.1 Explain pertinent areas of legislation with which the supervisor should be familiar

5.2 Describe and contrast the National Labor Relations Act, Wage and Hours Laws, Equal Pay, Equal Employment Opportunity Act, and other pertinent legislation

5.3 Given specific medical situations determine areas of HIPAA that were violated and formulate a plan to assure compliance within the role of a manager

5.4 Compare and contrast the supervisory/management role in union and non-union work environments

San Joaquin Valley College
Course Outline

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Below		65%	=	F
No Credit Awarded				

San Joaquin Valley College
Course Outline

Division:	Health Studies
Program:	Respiratory Care, Bachelors

Course Number:	RCP 430
Course Name:	Establishing Best Practices in Quality Improvement of Health Care

Total Semester Units:	3.0
Total Hours:	45
Theory/Lecture Hours:	45
Application/Lab Hours:	0
Externship/Clinical Hours:	0

Course Description:
This course covers techniques and strategies relating to the establishment of quality improvement best practices and techniques to effectively measure quality for high-level performance. This includes the following components: strategic planning, marketing tools, policy process and teambuilding.

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Recognize techniques to identify areas in need of improvement.
2. Demonstrate how implementation & adherence to policies and procedures are essential in the quality improvement process.
3. Explain the importance of team building through collaboration and using conflict resolution with other stakeholders within and outside the organization to be successful in the development of best practices.
4. Demonstrate various methods to create a cultural change.
5. Describe how to analyze the effectiveness of measuring techniques to assist in the development of best practices.
6. Manipulate traditional concepts of marketing tools and techniques highlighting the benefits of quality improvement to assist in change management.

Unit Objectives

Unit 1:
Upon successful completion of this unit of instruction the student will be able to:

1.1   Analyze SWOT analysis (Strengths, Weaknesses, External opportunities and Threats)
1.2   Demonstrate the importance of benchmarking current practices as it relates to respiratory procedures.
1.3   Evaluate the different type of communication techniques an organization can use to improve quality and performance.
1.4   Utilize human resources data to determine effective leadership.

Unit 2:
Upon successful completion of this unit of instruction the student will be able to:

2.1   Identify variances in policies and procedures.
2.2   Identify reasons for non-adherence to policy and procedures.
2.3   Evaluate the appropriateness of policies and procedures.
2.4   Revise current policies and procedures.
2.5   Educate and train on the new/current policies and procedures.

Unit 3:
Upon successful completion of this unit of instruction the student will be able to:

3.1   Describe the importance of collaboration within organizations.
3.2   Demonstrate proficiency in identifying the characteristics of an effective team.
3.3   Comprehend the vital role of leadership in collaboration.
3.4   Discuss and define different methods of conflict resolution.

Unit 4:
Upon successful completion of this unit of instruction the student will be able to:

4.1   Explain the Turning Point model of performance management.
4.2   Differentiate methods of performance improvement; such as CQI (continuous quality improvement) and Six aims (STEEP), and Plan-Do-Check-Act.
4.3   Analyze the importance of program evaluation and performance management to improve patient outcomes.
4.4   Define quality from the healthcare perspective of health care delivery.

Unit 5:
Upon successful completion of this unit of instruction the student will be able to:

5.1   Observe key areas to be marketed as examples of improvement.
5.2   Integrate social media and other forms of technology into organizational marketing programs.
5.3   Utilize the different marketing tools to determine the most effective venues for promoting organizational change.
5.4   Detect marketing challenges and opportunities impacting healthcare organizations.

San Joaquin Valley College
Course Outline

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      - Quizzes

   c) **Skill Demonstration:**
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San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: RCP 440
Course Name: Research and Evidence-Based Practice in Healthcare

Total Semester Units: 5.0
Total Hours: 75
Theory/Lecture Hours: 75
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
This course focuses on the importance of utilizing accepted research methodologies to gather and interpret statistics and other data. Topics also include communicating research findings in evidence based practice.

Student Learning Outcomes
Upon completion of this course the student will be able to:

1. Describe all components of evidence based practice and research methodologies.
2. Outline key concepts relating to communication processes
3. Perform data collection activities pertinent to chosen research methodology
4. Identify criteria for locating relevant evidence.
5. Compare and contrast descriptive and inferential statistics.
6. Describe how evidence based research practices are applied across the healthcare continuum.
7. Summarize key attributes in evidence based practices in treatment, harm and prevention.
8. Understand the importance of effective communication between pharmaceutical organizations and healthcare providers.
9. Apply concepts related to implementation and evaluation of best practices.

San Joaquin Valley College
Course Outline

Unit Objectives

Unit 1:   Evidence Based Practice
Upon successful completion of this unit of instruction the student will be able to:

1.1 Define components of evidence based practice (EBP) to include; structural problems, self awareness, self correction, active learning and related outcomes.
1.2 Understand the importance of key evidence based practice skills.
1.3 Outline & interpret the ten steps relating to the evidence based process.
1.4 Identify categories of evidence based process and apply to the case studies.
1.5 Compare and contrast quantitative and qualitative research.
1.6 Examine the styles of quantitative research and qualitative research.
1.7 Apply quantitative & qualitative research to the applicable case studies.

Unit 2:   Communication and Data Collection
Upon successful completion of this unit of instruction the student will be able to:

2.1 Describe the health communication process during assessment, planning, implementation and evaluation phases of patient care.
2.2 List the selection criteria pertaining to patient education.
2.3 Understand the process of community centered communication.
2.4 Relate health communication process to pertinent case studies.

Unit 3:   Data Collection
Upon successful completion of this unit of instruction the student will be able to:

3.1 Define the planning steps to locate relevant evidence.
3.2 Understand strategies for locating evidence in various databases.
3.3 Outline the process for organizing and recording collected data.
3.4 Apply the process of locating relevant evidence to case studies.

Unit 4:   Statistical Analysis
Upon successful completion of this unit of instruction the student will be able to:

4.1 Compare and contrast descriptive & inferential statistics.
4.2 Describe the characteristics of descriptive statistics to include; sample size, variance, frequency, proportions.
4.3 Understand the visual representations of descriptive data which include; bar graph, histogram, box and Whisker plot, pie charts, icon displays, scatter plots, and survival curve.
4.4 Demonstrate the steps involved in the clinical research process for inferential statistics which include identifying, designing & performing studies.
4.5 Understand & differentiate the sample process of inferential statistics.
4.6 Compare the commonly used visual representations of inferential data.

Unit 5: Diagnostic methods
Upon successful completion of this unit of instruction the student will be able to:

5.1 Explain the history of epidemiology in evidence based practice.
5.2 Summarize the applications of epidemiology relating to clinical care.
5.3 Compare & contrast sensitivity and specificity relating to epidemiology biostatistics.
5.4 Identify risks associated with sensitivity and specificity.
5.5 Demonstrate the importance of prognostic research in predicting health outcomes in specific populations.
5.6 Differentiate between various types of diagnostic procedures which include; CT, MRI, PET, X-Ray.
5.7 List the different methods utilized in assessment
5.8 Demonstrate understanding of considerations in relation to diagnostic tools.
5.9 Define diagnostic guidelines, algorithms and standards of care.
5.10   Understand the concept & characteristics of diagnostic biostatistics.

Unit 6: Summation of factors in evidence based practice
Upon successful completion of this unit of instruction the student will be able to:

6.1 Summarize the components of evidence based practice in treatment.
6.2 Outline characteristics of harm and prevention relating to evidence based practice.
6.3 Compare and contrast the importance of biostatistics in treatment, harm and prevention.
6.4 Discuss common interactions between pharmaceutical representatives and healthcare workers.
6.5 Explain factors affecting the cost of pharmaceuticals and strategies used by the pharmaceutical industry.
6.6 Appraise the efficacy of quantitative and qualitative evidence.
6.7 Compare structural factors used in quantitative and qualitative research report.
6.8 Investigate systematic reviews and meta-analyses relating to quantitative and qualitative evidence.
6.9 Comprehend & exhibit best practices in implementation & evaluation.

San Joaquin Valley College
Course Outline

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   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
      - Written homework
      - Research papers
      - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
      - Exams
      - Homework problems
      - Quizzes

   c) **Skill Demonstration:**
      - Individual and group presentations
      - Discussion threads
      - Case studies

   d) **Objective Examinations:**
      - Multiple choice
      - Matching items
      - Fill-in-the-blanks
      - Essays
      - Short answer
      - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

No Credit Awarded

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: RCP 450
Course Name: Health Care Finance

Total Semester Units: 4.0

Total Hours: 75
Theory/Lecture Hours: 75
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

This course will introduce students to healthcare reimbursement and provide a comprehensive view of the inter-relationship of payers and the payment systems in health care. The course will cover basic coding, revenue cycle management, and how fraud and abuse can have a negative impact on healthcare institutions.

Student Learning Outcomes
Upon completion of this course the student will be able to:

1. Categorize the revenue and expenses of an organization to effectively select and construct the appropriate type of budget for the organization.
2. Differentiate between the various government-sponsored healthcare plans to understand how these plans interact with and impact the healthcare system in the United States.
3. Define the key elements of prospective payment and the impact on the health care at a facility.
4. Develop an effective and comprehensive compliance program for a healthcare facility.
5. Describe the Revenue cycle and how to manage it.

Unit Objectives

Unit 1:   Introduction to Healthcare Finance and Financial Management
Upon successful completion of this unit of instruction the student will be able to:

1.1   Identify the different accounting authorities and their functions within the accounting process
1.2   Describe the objectives for financial reporting and the impact this has on the management process of an organization
1.3   Identify the different types of financial transactions in a healthcare facility and the transactions in a healthcare facility that help control the planning and forecasting of a healthcare organization
1.4   Describe the characteristics of for-profit and not-for-profit organizations
1.5   Identify and explain the different components of financial statements such as revenue, expenses, and owner's equity
1.6   Identify, interpret, and respond to variances in the financial reporting process in both the immediate and long-range planning process of an organization
1.7   Classify the different costs, both direct and indirect, of an organization and the proper allocation of the costs throughout the organization

Unit 2:   Government Payer Types
Upon successful completion of this unit of instruction the student will be able to:

2.1   Identify the differences between fee-for-service and prospective payment models
2.2   Define what a healthcare provider is responsible for in the overall process of providing services to beneficiaries
2.3   Describe the different types of medical claims created by healthcare providers that are submitted to insurance companies for payment
2.4   Understand the differences in the Medicare and Medicaid programs, as well as, TRICARE and CHAMPVA

Unit 3:   Managed Care and Payment Systems in Health Care
Upon successful completion of this unit of instruction the student will be able to:

3.1 Explain the differences between the various types of managed care plans
3.2 Describe the components of Medicare Managed Care and how they impact the Medicare beneficiary
3.3 Differentiate the Medicare coverage for acute care, rehabilitation, and psychiatric care
3.4 Differentiate between the prospective payment systems for outpatient, home health, physician and non-physician practitioners in each clinical setting
3.5 Define the basic language of the Medicare Prospective Payment Systems surrounding the Hospital Outpatient Prospective Payment System (HOPPS)

Unit 4:   Understanding the Health Record and Coding Processes for the non–HIM (health information management) Professional
Upon successful completion of this unit of instruction the student will be able to:

4.1 Define the health record and the components that make up the record
4.2 List the requirements for timely and accurate documentation in completing medical record entries
4.3 Define the meaning and structure of ICD-10-CM and Healthcare Common Procedure Coding System (HCPCS)
4.4 Differentiate the coding found in ICD-10-CM and Healthcare Common Procedure Coding System (HCPCS)

Unit 5:   Revenue Cycle Management
Upon successful completion of this unit of instruction the student will be able to:

5.1 Understand and describe components of revenue cycle management
5.2 Identify the purpose and process for each component of revenue cycle management
5.3 Identify quality measures for improvement
5.4 Describe the importance of revenue cycle management in the acute care environment and the impact it can have on the healthcare organization

Unit 6:   Healthcare Fraud and Abuse
Upon successful completion of this unit of instruction the student will be able to:

6.1 Define Medicare fraud and abuse
6.2 Differentiate Medicare fraud and abuse
6.3 Identify tools for detection of Medicare fraud and abuse
6.4 Describe at least three acts related to Medicare fraud and abuse
6.5 Identify penalties for Medicare fraud and abuse
6.6 Describe processes to use in an organization to prevent Medicare fraud and abuse

San Joaquin Valley College
Course Outline

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Discussion threads
   - Case studies

   d) **Objective Examinations:**
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F
No Credit Awarded				

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: RCP 460
Course Name: Advanced Respiratory Care Practice for the Critical Care Patient
Total Semester Units: 4.0
Total Hours: 75
Theory/Lecture Hours: 75
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
The focus of this course is to prepare the Respiratory Care Practitioner to act as an effective team member in the critical care setting, while understanding the importance of an interdisciplinary approach to critical care. The course will assist the non-intensivist in dealing with the sudden deterioration of critically ill patients and prepares the therapist to be a high functioning member of the interdisciplinary team.

Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Evaluate and discuss the importance of early assessment and recognition of the patient in acute respiratory failure.
2. Explain ventilatory management of the brain-injured patient with intracranial hypertension.
3. Evaluate advanced ventilatory strategies and interventions in the critically ill patient.
4. Discuss life-threatening infections and their association with the care of basic trauma and burn support patients.
5. Identify and discuss special considerations of mechanically ventilated patients in the intensive care unit (ICU).
6. Examine ethical dilemmas presented by the end of life decisions for the critically ill patient.

Unit Objectives

Unit 1: Assessing common cardiopulmonary problems in the care of intensive care patients
Upon successful completion of this unit of instruction the student should be able to:

1.1   Explain the importance of early recognition, early signs and symptoms and initial interventions for the critically ill or injured patient.
1.2   Identify early signs and symptoms of a compromised airway in the critically ill patient.
1.3   Identify and discuss multiple methods of establishing and managing a patent airway in the critically ill patient.
1.4   Explain the importance of post resuscitation care for protection of cerebral circulation and function.
1.5   Review the 3 types of acute respiratory failure and differentiate the pathophysiology and manifestations of each type.

Unit 2: Management strategies in central nervous system issues in intensive care patients
Upon successful completion of this unit of instruction the student should be able to:

2.1   Describe the principles of primary and secondary brain insult and the common mechanisms of neural injury.
2.2   Explain the concepts of intracranial hypertension, brain oxygen delivery, and consumption to the management of the brain-injured patient.
2.3   List general treatments that are common in brain injury.
2.4   Discuss general principles for treatment of traumatic brain.

Unit 3: Advanced cardiopulmonary interventions in intensive care patients
Upon successful completion of this unit of instruction the student should be able to:

3.1   Examine Extracorporeal Membrane Life Support (ECLS)
    3.1.1   Describe the rational for the use of ECMO support for neonates, pediatric, and adult patients in respiratory failure.
    3.1.2   Compare extracorporeal and human circulatory physiology.
    3.1.3   Compare and contrast venoarterial and venovenous ECMO support.
    3.1.4   Describe the basic components of ECMO circuitry.
3.2   Discuss High Frequency Oscillatory Ventilation (HFOV)
    3.2.1   Define high-frequency ventilation
    3.2.2   Describe how gas is delivered and exhaled during HFOV.
    3.2.3   Describe the relative role frequency and tidal volume play during high-frequency ventilation.
    3.2.4   Explain the relationship between lung volume and oxygenation during high-frequency ventilation.
    3.2.5   Identify lung volume strategies for a given pathophysiology.

Unit 4: Life-threatening infections and their management in trauma and burn support

Upon successful completion of this unit of instruction the student should be able to:

4.1   Describe timely assessment and treatment of traumatic injury.
4.2   Discuss diagnostic testing to identify and respond to significant changes to patient after traumatic injury.
4.3   Explain early burn management and review consultation guidelines to determine patient's level of acuity.
4.4   Understand risk factors and describe terminology specific to life threatening infections.
4.5   Identify systemic and site-specific clinical manifestations of life-threatening infections and understand the diagnostic use of clinical laboratory testing.
4.6   Describe the epidemiological variables to guide the selection of antimicrobial therapy which includes treatment for empiric therapy and specific infections.

Unit 5: Special considerations of mechanically ventilated patients in the intensive care unit (ICU)

Upon successful completion of this unit of instruction the student should be able to:

5.1   Describe the most common method for assessing the need for and level of sedation in the mechanically ventilated patient.
5.2   List the most common sedatives and analgesics used in the treatment of critically ill patients.
5.3   Discuss the indications, contraindications, and potential side effects associated with each of the sedatives and analgesic agents reviewed.
5.4   Describe the modified Ramsey scale.
5.5   Discuss the advantages and disadvantages of using benzodiazepines, neuroleptics, anesthetic agents, and opioids in the management of mechanically ventilated patients.
5.6   Discuss mode of action of depolarizing and nondepolarizing paralytics.
5.7   Explain how the train-of-four method is used to assess the level of paralysis in critically ill patients.
5.8   Contrast the indications, contraindications and potential side effects associated with using various types of neuromuscular blocking agents.

Unit 6: Ethics and end of life care

Upon successful completion of this unit of instruction the student should be able to:

6.1   Discuss ethical dilemmas of the critically ill patient, to include withdrawal of life support in critically ill patients, do-not-attempt-resuscitation orders, medical futility, and triage.
6.2   Discuss examples that outline the decision making process used in medical ethics.

6.3   Define types of advanced Directives used to guide care.

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

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    Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
    Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
    Students in this course will be graded in the following categories:

    a) **Writing Assignments:**
        - Written homework
        - Research papers
        - Term or other papers

    b) **Computational or Non-Computational Problem Solving Demonstrations:**
        - Exams
        - Homework problems
        - Quizzes

    c) **Skill Demonstration:**
        - Individual and group presentations
        - Discussion threads
        - Case studies

    d) **Objective Examinations:**
        - Multiple choice
        - Matching items
        - Fill-in-the-blanks
        - Essays
        - Short answer
        - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

* No Credit Awarded

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: RCP 470
Course Name: Research Proposal

Total Semester Units: 4.0

Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

This course is designed to guide students in the development of the project proposal for Capstone Seminar. The student will use research skills coupled with their course learning to date to create a formal proposal for their Capstone Project Research Project. Students will ground their proposal in current research in their selected specialty. Students will collaborate with their peers to leverage experience at different levels of study to inform their project proposal.

Student Learning Outcomes
Upon completion of this course the student will be able to:

1. Evaluate and demonstrate the ability to integrate learnings from all BSRT courses into the project.
2. Develop a comprehensive project plan or proposal applicable to chosen clinical specialty.
3. Use research and report writing skills to conduct the research to be used to inform the project.
4. Conceptualize, develop, and present a comprehensive project proposal.

Unit Objectives

Unit 1:
Upon successful completion of this unit of instruction the student will be able to:

1.1 Identify clinical specialty area of interest to be highlighted (requires faculty approval)
1.2 Communicate with site leadership project plan and requirements (requires completion of fieldwork proposal/verification form)
1.3 Examine a clinical or department outcome that requires improvement

Unit 2:
Upon successful completion of this unit of instruction the student will be able to:

2.1 Conduct associated research of desired clinical/department outcome
2.2 Articulate data and findings with faculty and site leadership

Unit 3:
Upon successful completion of this unit of instruction the student will be able to:

3.1 Develop an outline for desired improvement of patient/department outcome
3.2 Discuss outline with faculty and site leadership for feedback and direction

Unit 4:
Upon successful completion of this unit of instruction the student will be able to:

4.1 Create draft plan for vision implementation including methods for evaluating effectiveness
4.2 Discuss vision plan with faculty and site leadership for feedback and direction

Unit 5:
Upon successful completion of this unit of instruction the student will be able to:

5.1 Present formal proposal of project to faculty and site leadership
5.2 Discuss vision plan with faculty and site leadership for feedback and approval

San Joaquin Valley College
Course Outline

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Discussion threads
   - Case studies

   d) **Objective Examinations:**
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

* No Credit Awarded

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: RCP 480
Course Name: Capstone Seminar: Research Project

Total Semester Units: 4.0

Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

In this course, students will carry out their project while continuing to collaborate with their peers, to include new knowledge gained in the remainder of their project. The major goal of this course is to demonstrate how the knowledge and skills learned in the course of study can be applied directly to improving patient and/or department outcomes. The completed project should bring together the clinical specialty of interest and the ability to affect change. Students will present their project to their peers, which will include students at all levels of study, thus giving back to their community, and inspiring incoming students.

Student Learning Outcomes
Upon completion of this course the student will be able to:

1. Demonstrate the ability to integrate learnings from all BSRT courses into the project.
2. Develop a comprehensive project applicable to chosen clinical specialty.
3. Use research and report writing skills to incorporate the research conducted for the project into a formal research paper.
4. Develop and present a comprehensive professional presentation that showcases their project and how it is anchored in their professional career informed by knowledge gained from their program studies.

Unit Objectives

Unit 1:
Upon successful completion of this unit of instruction the student will be able to:

1.1 Creates a map showing how program learning outcomes inform the various aspects of the project.

Unit 2:
Upon successful completion of this unit of instruction the student will be able to:

2.1 Creates a draft action plan of how to carry out the project (to include purpose, design, implementation and assessment of outcomes).
2.2 Upon approval of draft action plan, develops a detailed timeline of deliverables.

Unit 3:
Upon successful completion of this unit of instruction the student will be able to:

3.1 Creates a project tracking and reporting system to report progress on project.
3.2 Reports progress and reviews findings.

Unit 4:
Upon successful completion of this unit of instruction the student will be able to:

4.1 Creates formal presentation of project findings.
4.2 Presents findings to faculty, site leadership and peers.

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
      - Written homework
      - Research papers
      - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
      - Exams
      - Homework problems
      - Quizzes

   c) **Skill Demonstration:**
      - Individual and group presentations
      - Discussion threads
      - Case studies

   d) **Objective Examinations:**
      - Multiple choice
      - Matching items
      - Fill-in-the-blanks
      - Essays
      - Short answer
      - True or false

San Joaquin Valley College
Course Outline

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

No Credit Awarded

General Education Courses

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: HUM 325
Course Name: Cross Cultural Communication

Total Semester Units: 3.0
Total Hours: 45
Theory/Lecture Hours: 45
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
This course is designed to provide students with a broader understanding of cross cultural communication theories, styles, and leadership techniques to find success in a diverse, global economy. The course will introduce related texts to help create a cultural worldview for students to apply to their field. The course will outline intercultural theories and techniques used in various fields to allow students to find realistic approaches to everyday situations, as applicable to individual disciplines. Students will analyze and discuss fiction and non-fiction texts from a cross-cultural communications perspective.

Pre-requisites: Eng122

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Identify elements of cross-cultural communication
2. Identify cultural barriers
3. Define socio-economic diversity and describe how it creates barriers to effective communication.
4. Discuss how learning and developmental barriers to communication can be overcome in a work place setting.
5. Identify and analyze communication techniques and methods of interpretation
6. Identify and critically evaluate the major themes of intercultural communication
7. Analyze various theories in intercultural communication within the student's disciplines of study
8. Analyze and interpret fiction and non-fiction texts in relation to cross cultural communication.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

San Joaquin Valley College
Course Outline

Unit Objectives

Unit 1: Understanding Cultural Diversity – Cultural Context and Interaction
Upon successful completion of this unit of instruction the student will be able to:

    1.1 Cultural Context and Interaction
- a. Identify two themes of cultural context and interaction (CLO 1, 3, and 5)
- b. Identify cultural diversity within individual disciplines of study (CLO 7)
- c. Analyze 2 communication techniques used across cultural boundaries (CLO 6 and 7)

    1.2 Objectives
- a. Respond to discussion forum question related to text
- b. Be able to identify 2 themes of cultural context and interaction
- c. Be able to respond to short answer response questions regarding communication techniques within individual disciplines of study

Unit 2: Communication across Paradigms, Understanding Communication in the Workplace and Around the World
Upon successful completion of this unit of instruction the student will be able to:

    2.1 Unit CLO's
- a. Understanding labels (CLO 2 and 3)
- b. Identifying recent trends in intercultural communication (CLO 6 and 8)

    2.2 Objectives
- a. Respond to discussion forum question related to reading
- b. Analyze current trends in intercultural communication through researched short answer responses
- c. Create visual representation of trends in intercultural communication

Unit 3:   Leadership Styles within the Workforce – Tolerance at Work and Understanding Tolerance towards Intercultural Differences
Upon successful completion of this unit of instruction the student will be able to:

    3.1 Unit CLO's
- a. Identifying cultural differences within immediate society and social interactions (CLO 2 and 3)
- b. Define cultural adaptation (CLO 4)

    3.2 Objectives
- a. Respond to discussion forum questions related to reading
- b. Analyze cultural adaptation within two specific groups present in the student's surrounding area
- c. Respond to short essay question regarding cultural adaptation in modern American society

Unit 4: Understanding Intercultural Practices and Overcoming the Golden Rule: Understanding Sympathy and Empathy across Cultural Lines
Upon successful completion of this unit of instruction the student will be able to:

    4.1 Unit CLO's

      a. Identifying 2 cultural responses to sympathy (CLO 1, 2 and 5)
      b. Identifying 2 cultural responses to empathy (CLO 1, 2 and 6)
      c. Identifying 2 common practices across two cultures (CLO 7)

4.2 Objectives
      a. Respond to discussion forum questions related to reading
      b. Compose short (5-8 paragraph) research paper to be submitted in Unit 5 comparing and contrasting two common practices and two different practices from two cultures, ie cultural practices pertaining to funerals and weddings; the role of women in one culture versus another, the role of education in one culture versus another ROUGH DRAFT due

Unit 5: Summary of Communication Styles
Upon successful completion of this unit of instruction the student will be able to:

5.1 Unit CLO's
      a. Identify one trend across intercultural communication (CLO 7)
      b. Identify one area of weakness across intercultural communication (CLO 7)

5.2 Objectives
      a. Respond to discussion forum post related to reading
      b. Submit short research analysis paper FINAL draft

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:
Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. Required Reading, Writing, Projects, and Outside of Class Assignments:
Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. Methods to Measure Achievement of Student Learning Outcomes:
Students in this course will be graded in the following categories:

    a) Writing Assignments:
      • Written homework
      • Research papers
      • Term or other papers

    b) Computational or Non-Computational Problem Solving Demonstrations:
      • Exams
      • Homework problems
      • Quizzes

    c) Skill Demonstration:
      • Individual and group presentations
      • Discussion threads
      • Case studies

    d) Objective Examinations:

- Multiple choice
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

* No Credit Awarded

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: HST 301
Course Name: American Political Thought from Reconstruction to the Present

Total Semester Units: 3.0
Total Hours: 45
Theory/Lecture Hours: 45
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
This course explores various social, diplomatic, and economic philosophies in American politics from Reconstruction to the Present. Special consideration is given to the development and inter-connectedness of the philosophies while also considering their historical context. Students are encouraged to make connections between these philosophies and their own beliefs.

Pre-requisites: Eng122

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Define the competing economic philosophies of Laissez-Faire Capitalism and Marxism and explain their relationship to the Industrial Revolution, Social Darwinism, the formation of labor unions, and the anti-trust policies of the late 19th and early 20th centuries.
2. Articulate the key tenets of Progressivism and their connection to The New Deal, The Great Society, *Brown v. The Board of Education*, and the Civil Rights Acts of the 1964 and 1968.
3. Summarize the social and political grievances that led to Feminism, Counterculture, Black Power, and the Chicano Movement.
4. Explain the general characteristics of Fascism and the threat they posed to western-style democracy.
5. Evaluate and explain the various Cold War philosophies and policies.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

Unit Objectives

Unit 1: Laissez-Faire Capitalism and Marxism
Upon completion of this unit of instruction the student will be able to:

1.1 Define Laissez-Faire Capitalism and Marxism
1.2 Explain how Marxism came to be a popular theory during the Industrial Revolution
1.3 Define Social Darwinism and explain the similarities between it and Laissez-Faire Capitalism
1.4 Discuss the philosophical similarities and differences between labor unions and Marxism and Laissez-Faire Capitalism
1.5 Articulate the connection between Laissez-Faire Capitalism and anti-trust policies

Unit 2: Progressivism
Upon completion of this unit of instruction the student will be able to:

2.1 Define the key tenets of early Progressivism
2.2 Explain the philosophical foundations and intent of The New Deal
2.3 Compare and contrast the moral and intellectual foundations of The New Deal and The Great Society
2.4 Explain the connection between Progressivism and the Civil Rights Acts of 1964 and 1968
2.5 Compare and Contrast *Brown v. The Board of Education* and *Plessy v. Ferguson*

Unit 3: Sub-Cultures
Upon completion of this unit of instruction the student will be able to:

3.1 Explain the connection between early-20th-century ideas toward sexual freedom and the rise of Feminism
3.2 Compare and contrast Counterculture and other sub-cultures, such as Feminism
3.3 Describe the similarities and differences between Black Power and Martin Luther King Jr. and Malcom X.
3.4 Discuss the Chicano Movement as an identity for the Mexican people living in 20th-century America

Unit 4: Fascism
Upon completion of this unit of instruction the student will be able to:

4.1 Define Fascism as a philosophy of government
4.2 Compare and Contrast the fascism of WWII and American Democracy
4.3 Explain how the American fight against the fascism of WWII shaped American foreign policy.
4.4 Discuss the differences and similarities between American Progressivism and Fascism

Unit 5: The Cold War
Upon completion of this unit of instruction the student will be able to:

5.1 Define The Cold War and explain the basic political philosophy of the U.S.S.R. and how it compares to American democracy
5.2 Compare and Contrast The Truman Doctrine, The Eisenhower Doctrine, and the Nixon Doctrine

5.3 Discuss and evaluate the philosophies behind the Marshall Plan, Massive Retaliation, and Containment

5.4 Analyze and explain McCarthyism

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Discussion threads
   - Case studies

   d) **Objective Examinations:**
   - Multiple choice
   - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

No Credit Awarded

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: ENG 321
Course Name: Writing for Research

Total Semester Units: 4.0
Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
This course is designed to provide students with the framework necessary for research writing; the course will provide guidance in creating a literary review, allowing students to focus on research pertaining to their discipline of study. The course will outline the research process, APA formatting for research writing, and the literary review process. Students will utilize peer-reviewed journals to synthesize data pertaining to their studies in preparation for their Senior Capstone Project.

Pre-requisites: Eng122

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Identify peer reviewed, scholastic publications
2. Master APA formatting for research writing
3. Demonstrate understanding of peer reviewed publications by proper summarization and analyses of information presented
4. Discuss through analysis the importance of peer reviewed publications as it pertains to the discipline in question
5. Identify needs for further research in a subject or discipline as presented through a literary review
6. Demonstrate synthesis of peer reviewed information as it pertains to a single subject, career, or technique by composing a literary review
7. Use persuasive arguments with appropriate research to justify a proposed research project in chosen area of specialty.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

San Joaquin Valley College
Course Outline

Unit Objectives

Unit 1: Introduction to Research and Writing
Upon successful completion of this unit of instruction the student will be able to:

    1.1 Describe key elements of APA guidelines for research writing, including proper citations and references
    1.2 Explain the hierarchy of evidence and its importance in conducting research
    1.3 Find multiple peer-reviewed journals and articles that relate to a specific topic or discipline

Unit 2: Summarizing Research
Upon successful completion of this unit of instruction the student will be able to:

    2.1 Find and summarize individual articles to demonstrate an understanding of the key concepts presented
    2.2 Create an annotated bibliography according to APA format guidelines

Unit 3: Discussing Research Findings
Upon successful completion of this unit of instruction the student will be able to:

    3.1 Identify key elements of the conclusions of peer-reviewed articles as it pertains to the student's chosen field
    3.2 Contextualize the findings of a peer-reviewed article within the history of the given field
    3.3 Explain why these conclusions are significant to the student's career field

Unit 4: Synthesizing Peer-Reviewed Publications and Identifying the Need for Further Research
Upon successful completion of this unit of instruction the student will be able to:

    4.1 Find peer-reviewed articles to be used in a literary review pertaining to a single topic or discipline
    4.2 Synthesize the peer-reviewed articles and discuss their importance to the selected discipline
    4.3 Identify areas for further research or discussion within the topic

Unit 5: Completing a Literary Review
Upon successful completion of this unit of instruction the student will be able to:

    5.1 Create a Literary Review of a topic within the student's discipline, written according to APA formatting guidelines and in accordance with the accepted practices of research, analysis, and synthesis.

Unit 6: Persuasive argument
Upon successful completion of this unit of instruction the student will be able to:

6.1 Develop a hypothesis and apply scientific method to prove the need for further research.
6.2 Use facts in evidence to write a formal argument that can inform a presentation.
6.3 Present or facilitate information via a debate or activity to persuade your audience of your point of view.

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
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3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
      - Written homework
      - Research papers
      - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
      - Exams
      - Homework problems
      - Quizzes

   c) **Skill Demonstration:**
      - Individual and group presentations
      - Discussion threads
      - Case studies

   d) **Objective Examinations:**
      - Multiple choice
      - True or false

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Below		65%	=	F
* No Credit Awarded				

San Joaquin Valley College
Course Outline

Division:	Health Studies
Program:	Respiratory Care, Bachelors

Course Number: PSY 302
Course Name: Group Dynamics

Total Semester Units: 4.0
Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
This course presents concepts of behavior related to group activity for the purpose of developing skill in interpersonal relationships in professional settings. Topics include the discussion, analysis and application of concepts related to group process, conflict management and leadership in professional environments.

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Utilize respectful, culturally inclusive language in group settings.
2. Evaluate and explain conflict management in group settings.
3. Describe the skills needed for high stakes conversations.
4. Demonstrate the ability to provide effective feedback to others.
5. Evaluate types of problem-solving skills and communication techniques needed in a variety of group settings.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

Unit Objectives

Unit 1:   Introduction to Group Dynamics
Upon successful completion of this unit of instruction the student will be able to:

1.1   Recognize types and characteristics of groups
1.2   Summarize the benefits and challenges of group membership
1.3   Identify the phases of group formation
1.4   Describe reasons for and types of group norms
1.5   Explain the function and importance of group norms

Unit 2: Culturally inclusive language in group settings
Upon successful completion of this unit of instruction the student will be able to:

2.1 Describe inclusive, culturally-appropriate language used in group settings
2.2 Identify communication strategies in working with diversity in small groups
2.3   Utilize diverse experiences and perspectives in groups
2.4 Recognize challenges surrounding the use of technology in diverse groups

Unit 3: Group Communication, high-stake conversations, and conflict management.
Upon successful completion of this unit of instruction the student will be able to:

3.1 Recognize the value of different perspectives in professional and personal settings
3.2 Identify verbal and nonverbal group communication strategies
3.3 Describe effective communication techniques in high stakes conversations
3.4 Recognize the role technology plays in group communication

Unit 4:   Listening and Feedback in Groups
Upon successful completion of this unit of instruction the student will be able to:

4.1   Explain the importance of active listening skills in group settings
4.2   Describe barriers to effective listening skills
4.3   Identify strategies for providing constructive feedback
4.4   Identify strategies for responding to others' feedback

Unit 5:   Conflict Management and Problem Solving in Groups
Upon successful completion of this unit of instruction the student will be able to:

5.1 Describe problem-solving stages in group settings
5.2 Identify group process techniques that lead to solutions
5.3 Describe styles of conflict management
5.4 Identify ethical issues in decision making
5.5 Develop a plan to implement decisions

San Joaquin Valley College
Course Outline

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

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3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
      - Written homework
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      - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
      - Exams
      - Homework problems
      - Quizzes

   c) **Skill Demonstration:**
      - Individual and group presentations
      - Discussion threads
      - Case studies

   d) **Objective Examinations:**
      - Multiple choice
      - True or false

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No Credit Awarded

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: STAT 301
Course Name: Introduction to Statistics

Total Semester Units: 4.0
Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:
This course will provide a practical foundation in statistical concepts and practice with emphasis on acquiring the skills necessary to collect, interpret, describe and present sample data in a clear and focused manner. This course will cover how to obtain and interpret basic descriptive statistics, and how to calculate commonly used statistics.

Pre-requisites: None

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Describe the various data sets that are used in the calculation of statistics
2. Calculate basic statistics
3. Compare and contrast the most common methods of analyzing statistical data
4. Utilize quantitative and qualitative methods to interpret basic statistics
5. Analyze statistics, vital statistics, descriptive statistics, data validity, and reliability.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

Unit Objectives

Unit 1: Introduction to Statistics and Data Sets
Upon successful completion of this unit of instruction the student will be able to:

1.1 Define data and statistics
1.2 Define differences between population and samples
1.3 Understand variables and their use in statistics
1.4 Distinguish between nominal, ordinal, and interval data [levels of measurements in statistics]

Unit 2: Calculating Basic Statistics
Upon successful completion of this unit of instruction the student will be able to:

2.1 Manipulate basic mathematical and statistical techniques to compute measures of central tendency [mean, median, mode, and range].
2.2 Define and differentiate among range, variance, and standard deviation.
2.3 Be able to demonstrate use of levels of measurement.

Unit 3: Assessing and presenting statistics
Upon successful completion of this unit of instruction the student will be able to:

3.1 Construct frequency distributions
3.2 Present statistical data in table form

Unit 4: Discussing quantitative and qualitative methods
Upon successful completion of this unit of instruction the student will be able to:

4.1 Describe the use and importance of statistics
4.2 Differentiate between qualitative and quantitative methods
4.3 Discuss the importance of the standard normal distribution in statistics

Unit 5: Analyzing statistical methods used in published research
Upon successful completion of this unit of instruction the student will be able to:

5.1 Discuss the basic statistical aspects of published research
5.2 Discuss confidence intervals and hypothesis testing
5.3 Analyze published research articles

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
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   b) **Computational or Non-Computational Problem Solving Demonstrations:**
      - Exams
      - Homework problems

- Quizzes

c) Skill Demonstration:
- Individual and group presentations
- Discussion threads
- Case studies

d) Objective Examinations:
- Multiple choice
- True or false

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