

Bergen Community College
Division of Health Professions
Respiratory Care Program
RSP-260; Special Topics in Respiratory Care

Course Information

Semester and Year:

Course and Section Number: RSP-260-001

Meeting Times and Locations:

Instructor:

Office Location:

Departmental Secretary:

Office Hours:

Contact information:

Course Description

This course will focus on legal, ethical, and cultural issues in healthcare. It will address management issues, healthcare delivery and principles of reimbursement. Students will utilize case-based scenarios and simulations to enhance patient management and critical thinking skills.

Credits: 3 (3 lecture hours)

Prerequisites: RSP-231, RSP-240, RSP-250

Co-requisites: RSP-235 and RSP-241

Student Learning Outcomes: As a result of meeting the requirements in this course, the student will

1. Justify the use of cultural competency in patient care settings.
2. Differentiate the various professional and regulatory agencies in health care.
3. Differentiate legal and ethical issues in health care.
4. Examine different patient safety and quality improvement programs.
5. Apply administrative skills to personnel management and supervision.
6. Describe the modules of healthcare reimbursement.

Means of Assessment

A student in this course is assessed through:

- Write three (3) multi-paragraph, essays that analyze issues of various topics affecting healthcare administrators.
- Two (2) NBRC-style self-assessments are used to assess critical thinking skill on select case scenarios.
- A group presentation is used to assess communication skills and group performance.

Course Content

Module Learning Outcomes

Module 1 – Fundamental Concepts of Administration

1. Identify basic management concepts.
2. Identify the responsibilities of a health care administrator.
3. Evaluate the impact of the facility's ability to provide services needed by its patient population.
4. Describe the various aspects of health care utilization.
5. Identify basic concepts of personnel management and supervision.
- 6.

Module 2 – Types of Health Care Facilities and Services

1. Identify the different types of health care facilities.
2. Enumerate the various types of services offered.
3. Compare the types of services provided to various segments of the population.
4. Describe the types of services offered in different types of facilities.
5. Understand how telehealth has changed the delivery of care to various locations.

Module 3 – Performance Improvement

1. Detail the methods an administrator might use to provide staff satisfaction and improve performance.
2. Explain the importance of a performance improvement process.
3. Integrate employee support into patient-centered care.
4. Enumerate the elements of accountable care organizations.

Module 4 – Patient Safety and Quality Improvement

1. Understand the importance of quality and safety in health care facilities.
2. Identify actions that can lead to an adverse event, near miss, and unsafe conditions in health care organizations.
3. Describe a never event and ways to reduce risk.
4. Understand the issues that lead to adverse events in hospitals.
5. Using root-cause analysis tools, determine a cause of problem in given situations.
6. Recognize the value of implementing clinical practice guidelines and evidence-based guidelines for improved patient care.

Module 5 – Financing Care

1. Enumerate the differences between for-profit, not-for-profit, and public health facilities.
2. Identify the options for funding various types of facilities.
3. Explain how case mix and occupancy rates can be used to balance the budget of a health care facility.
4. Evaluate the impact of the facility's relationship with third-party payers.
5. Describe the various methods of payment received from third-party payers.
6. Define basic reimbursement methods common to health care.

Module 6 – Strategic Planning

1. Recount the benefits of creating and implementing a strategic plan.
2. Identify the components of a strategic plan.
3. Recognize the value of staff buy-in.
4. Understand how to evaluate and modify the plan, as needed.

Module 7 – Legal and Regulatory Issues

1. Identify the laws, regulations, and statutes affecting health care.
2. Interpret the laws into policies and procedures necessary to comply.
3. Evaluate the impact of failure to comply.
4. Discuss professional behavior and professional misconduct in the clinical setting.
5. Identify the regulatory agencies relative to the practice of respiratory care.

Module 8 – Cultural Issues in Health Care

1. Discuss cultural diversity and cultural competence in the health care setting.
2. Understand how cultural humility and cultural competence ensure a caring response.
3. Identify sociocultural determinants of health and appreciate their impact on health outcomes.

Module 9 – Ethics in Health Care

1. Define morality and ethics and distinguish between the two.
2. Understand the need for personal moral integrity as a health care professional.
3. Define integrity and understand its relationship to fundamental moral beliefs and values in the health professions.
4. Describe the relationship of personal, group, and societal moralities that health professionals must integrate into their role and everyday practice.
5. Examine the function of a health professions code of ethics.
6. Discuss clinical controversies and ethical issues in respiratory care.
7. List the steps used in ethical decision making.
8. Describe what a caring response involves in situations that require the allocation of scarce resources.
9. Distinguish the contexts in which fairness and equity considerations apply to everyday professional practice.

Module 10 – Standardized Examination and Critical Thinking Skills

1. Apply skills necessary for success on standardized board examinations.

2. Understand the difference between recall, application, and analysis level questions on a standardized examination.
3. Through simulation and various scenarios,
 - a. evaluate patient data, perform a clinical assessment, gather clinical information, evaluate procedure results, and recommend diagnostic procedures;
 - b. assemble and troubleshoot devices, ensure infection prevention, and perform quality control procedures;
 - c. maintain a patent airway including the care of artificial airways, perform airway clearance and lung expansion techniques, support oxygenation and ventilation, administer medications and specialty gases, ensure modifications are made to the respiratory care plan, utilize evidence-based practice, provide respiratory care in high-risk situations, assist a physician and provider in performing procedures, and conduct patient and family education.

Module 11 – Art in Health Care

1. Apply observational skills learned from visual art pieces to the clinical setting.
2. Analyze the pathophysiology of the subjects in various visual art pieces.
3. Identify one's own biases and perceptions through the examination of subjects in photographs and portraits.
4. Describe the social and cultural intersections of visual art.
5. Attribute visual art to an understanding of the human condition.
6. Develop verbal and interpersonal communication skills through observation, description, and analysis of the visual arts.

Module 12 – Planning Your New Profession

1. Describe ways to be successful during the interview.
2. Develop practical skills to obtain employment.
3. Understand the benefits of professional engagement and membership.
4. Discuss questions that are commonly asked in interviews and how best to respond.
5. Discuss the various dos and don'ts of the in person and virtual interview.
6. Compare the professional and unprofessional respiratory therapist.

Course Texts

Required

- None

Recommended

- LindseyJones University Home Study Guide and online resources

Research, Writing, and Examination Requirements

Writing Assignments

The course will have three (3) writing assignments covering select modules presented during class. All assignments are essay type questions. Grading is based on a rubric. Rubric content areas include the organization, synthesis and articulate ideas and information, quantity of information, structure, and citations. Assignments can only be uploaded in these formats: .doc, .docx, .pdf, and .rtf. The preferred method is PDF. The assignments will be scored via the Turnitin service. Turnitin is an internet-based plagiarism detection service. Assignments with poor Turnitin scores will be graded adversely. Additionally, the assignment is checked for spelling, grammar, usage, mechanics, and style.

NBRC-style Self-Assessment Examination

Students will complete two (2) NBRC-style self-assessment examinations. One SAE is randomized from the Lindsey-Jones review course and the second requires purchase from the NBRC. A passing score is the current three-year program average.

Group Presentation

In assigned groups, students will prepare a review of material related to NBRC patient-based scenarios or simulations. The material must cover the knowledge, question response strategies, critical thinking for items on the NBRC matrix.

Grading Policy

Grade Determinations

Assessments	Points
Writing Assignment 1	70
Writing Assignment 2	70
Writing Assignment 3	70
Self-Assessment Exams TMC 1	140
Self-Assessment Exams TMC 2	140
Presentation	35
Total points	525

Grade Scheme

Letter	Description	Range
A	The student must show superior theoretical knowledge.	93 – 100
B+	The student must merit high-quality classroom work and theoretical knowledge.	88 – 92.9
B	The student must show above-average knowledge.	83 – 87.9
C+	The student meets the standard of achievement with reasonable knowledge.	78 – 82.9
F	The student fails to meet minimum course standards.	<78

Missed Assessments and Late Work

Missed assessments will be penalized with a grade being no greater than seventy-eight percent (78%). Assessments must be submitted before the last scheduled class. In-class activities cannot be reconciled because of the evaluation method participatory and will be recorded as zero (0). All coursework must be completed before the last scheduled class. If an assessment or assignment is not completed before the last scheduled class day, a grade of zero (0) will be recorded.

Writing Rubric

Criteria			
Develop, organize, synthesize, and articulate ideas and information.	Well-organized analysis and substantial evidence of synthesis of information. Ideas and information are articulate and well presented.	Organized analysis but with limited evidence of synthesis of information. Ideas and information are acceptable, and presentation is satisfactory.	A minimal attempt at organizing analysis and synthesis of information. Ideas and information are lacking, not descriptive, and vague. Fair presentation of information.
	26 points	23 points	20 points
Quantity of information presented.	All topics are addressed, and all questions answered.	Most topics are addressed, and most questions answered.	Two or more topics were not addressed. Questions not answered.
	20 points	18 points	16 points
Organization Paragraph construction (grammar and style).	Information is highly organized with a good flow of paragraphs and subheadings. All paragraphs include introductory sentence, explanations, or details, and concluding sentence.	Information is organized but lacks good reading flow. Paragraphs included related information but were typically not constructed well. Long paragraphs or run-on sentences.	The information is disorganized. Paragraphing structure was not clear, and sentences were not typically related within the paragraphs.
	16 points	14 points	12 points
Citations	Researched, supported, and correctly quoted, paraphrased, and cited.	Generally researched, supported, but incorrectly quoted, paraphrased, or cited.	No research, not supported and not quoted, paraphrased, or cited.
	8 points	4 points	0 points
Total Points	70 points	59 points	48 points

Academic Integrity Policy and Attendance Policy

Academic Integrity

Academic dishonesty is a serious violation of BCC policy and personal ethics and will be treated as such if the reason for suspicion should arise. Students should be careful to avoid plagiarism, falsification, and compliance. Academic integrity is vital to an academic community and for fair evaluation of student assessments. All assessments submitted must be your own, completed in accordance with the college's academic policies and the student code of conduct. You may not engage in unauthorized collaboration or make use of any artificial intelligence (AI) composition systems. Academic dishonesty also includes cheating on examinations. Refer to the [BCC student code of conduct](https://catalog.bergen.edu/content.php?catoid=4&navoid=163#academic-dishonesty), student handbook for additional information, and the statement on plagiarism (<https://catalog.bergen.edu/content.php?catoid=4&navoid=163#academic-dishonesty>).

BCC Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course for which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor or program policy. The instructor will keep attendance for administrative and counseling purposes. Class attendance and student participation are essential to the successful completion of this course.

Course Attendance Policy

Attendance and punctuality in all class sessions is required. Attendance for lectures is factored into the total grade for the course. Two (2) points are deducted for every absence. One (1) point is deducted if the student arrives after the attendance is recorded. If you are late, be sure to see the professor in that class so the absence can be corrected to a lateness.

Departmental Policy Statements

- Acceptable quality of work and mature behavior is always expected from every student. Students are regarded as professionals and are expected to conduct themselves accordingly.
- High standards of professional performance demand that students maintain good academic progress throughout their course of study in the program.
- Students demonstrating chronic tardiness or absenteeism will be placed on academic warning or probation and may be subjected to termination from the program.
- Absence from a class during a scheduled exam will be subject to the policy of the instructor for that specific course. If the student is going to miss a scheduled exam it is expected that the student will contact the instructor ahead of time by e-mail.
- All students are required to adhere to the policies and procedures of the school as outlined in the college catalogue.
- Additional department policies are in the Student Policies and Procedures Manual.
- Remediation
 - The program's defined process for addressing deficiencies in a student's knowledge, skills, professional behavior, and competencies so that the correction of these deficiencies can be ascertained and documented. The program must conduct these evaluations equitably and with sufficient frequency to facilitate prompt identification of learning deficiencies and the development of a means for their remediation within a suitable time frame.
 - The remediation process is initiated by faculty when any student is at risk of failing a course due to difficulty accomplishing course objectives and / or requirements. At risk behaviors include academic deficiency (non-passing quiz, examination, laboratory

competency), lack of clinical competency (not abiding by policy and procedures, unsafe behavior), and lapses in professional conduct.

Support Services

- The program faculty maintains office hours for counseling and is available to provide tutorial assistance to students.
- Students must make appointments in advance to meet with the respective instructors.
- Students may also obtain assistance from the [College Tutoring Center](#). Appointments must be made in advance through this center.
- The College has a [personal counseling center](#) for those students who may need personal assistance. Appointments are made directly through this center.
- Any problems, concerns, or questions should be directed to the course instructor or the student's advisor.
- Statement on Civility
 - Refer to the [Standards of Conduct](#) Subsection found in the Student Judicial Affairs Policies & Procedures Section found in the Student Handbook.
- Academic Integrity
 - Refer to the Academic Integrity Subsection; found in the [Academic Regulations](#).
- Other possible College, Divisional, or Departmental Policy Statements to be referenced.
 - ADA statement.
 - Students with documented disabilities who require accommodations by the American with Disabilities Act (ADA) can request support services from the Office of Specialized Service of Bergen Community College located in room L-115 of the Pitkin Learning Center. (www.bergen.edu/oss)
 - Sexual Harassment statement.
 - Statement on acceptable use of [BCC technology](#).
- Student and Faculty Support Services
 - List support services, e.g., the [Writing Center](#), the [Math Lab](#), the Tutorial Center, [Online Writing Lab](#) (OWL), [Office of Specialized Services](#), etc.
- BCC Library
 - The [Sidney Silverman Library](#) is committed to providing a quiet, welcoming, respectful atmosphere conducive to study and research in an environment that is comfortable, clean, and safe. The use of the library will be beneficial in providing resources on researching topic information, citation styles, finding current articles among many other media services available.

General Course Expectations

Students are expected to:

- Use their BCC email address when emailing the instructor and fellow students.
- Interact during class and complete in-class activities.
- Review and follow the course calendar concerning topic discussions.

- Submit assignments in Canvas according to the syllabus deadlines.
- Utilize the Course Q&A forum to post questions for the instructor to answer.
- Purchase or rent the course textbooks.

Faculty are expected to:

- Respond within 24 hours of a communication request (except Thursdays, weekends, or holidays).
- Ensure all assignments are available and complete.
- Monitor discussion boards and replies, as necessary.
- Adhere to the course calendar.
- Include grading rubrics for key class assignments (posted within Canvas).

Course Schedule

Module Date	Topic	Readings and Pre-Class Activities	Class Activities and Assessments
Module 1	Fundamental Concepts of Administration Intro to Standardized Examination and Critical Thinking Skills	Review lecture presentation Evaluating the NBRC SAE Exam	Polling assessment questions Examining the NBRC matrix
Module 2	Types of Healthcare Facilities and Services	Review lecture presentation	Polling assessment questions
Module 10	Standardized Examination and Critical Thinking Skills	Evaluating the NBRC SAE Exam Complete assigned TMC exam	
Module 3	Performance Improvement	Review lecture presentation	Polling assessment questions
Module 4	Patient Safety and Quality Improvement	Review lecture presentation	Polling assessment questions
Module 5	Financing Health Care	Review lecture presentation	Reimbursement, payment systems, budgets Polling assessment questions
Module 6	Strategic Planning	Egan chapter 7 Review lecture presentation	<i>Writing assignment 1 – Health Care Administration</i> Polling assessment questions
	Spring break		
Module 10	Standardized Examination and Critical Thinking Skills	Evaluating the NBRC SAE Exam Complete assigned TMC exam	
Module 7	Legal and Regulatory Issues	Egan chapter 5 Handouts Review lecture presentation	<i>Writing assignment 1 due</i> <i>Writing assignment 2 – Legal and Regulatory Issues</i> Polling assessment questions
Module 8	Cultural Issues in Health Care	Review lecture presentation	Cultural diversity Polling assessment questions
Module 9	Standardized Examination and Critical Thinking Skills	Complete assigned TMC exam	Secured exam

Module 10	Ethics in Health Care	Egan chapter 5 Handouts Review lecture presentation	<i>Writing assignment 2 due</i> <i>Writing assignment 3 –Ethics in Health Care</i> Polling assessment questions
Module 9	Art in Health Care	Guest	Polling assessment questions
Module 11	Ethics in Health Care		
Module 12	Planning Your New Profession	Dress for success	<i>Writing assignment 3 due</i> Resume and CV Writing Specialty exams (NPS, ACCS, AE-C, CTTS, etc.) Baccalaureate degree and degree advancement

Note to Students: This course schedule is subject to change depending upon the progress of the course. All material will be covered, and students are responsible for the content.