

Syllabus

Course Code: RESP 265

Title: Issues & Trends in Healthcare

Institute: Health Science

Department: Respiratory Care

Course Description: This course provides a forum for the student to explore current issues in respiratory care. A wide range of topics are discussed from philosophical, theoretical, ethical, social, economic, historical, research and professional points of view. Students will analyze issues, describe influencing factors, and propose resolutions and strategies, including the impact on respiratory care.

Prerequisites: RESP 261 and RESP 262

Corequisites: RESP 263 and RESP 264

Prerequisites or corequisites: Humanities and ENGL 122 or SPCH 115

Credits: 2

Lecture Hours: 2

Lab/Studio Hours: 0

Required Textbook/Materials: Required

1. Kacmarek, Robert M., Stoller, James K., and Heuer, Albert J. *Egan's Fundamentals of Respiratory Care*. 12th edition. Mosby. 2021.

Reference

1. DeWitt, Anthony L. *The Respiratory Therapist's Legal Answer Book*. Jones and Bartlett Publishers, Boston. 2006.
2. Pozgar, Geroge D. *Legal and Ethical Issues for Health Professionals*. 3rd edition. Jones and Bartlett Publishers, Boston. 2013.

Additional Time Requirements: For information on Brookdale's policy on credit hour requirements and outside class student work refer to [Academic Credit Hour Policy](#).

Additional Support/Labs:

See <https://www.brookdalecc.edu/academic-tutoring/>

Course Learning Outcomes: Upon completion of the course, the student will:

1. Examine the healthcare delivery system.
2. Discuss the interrelatedness of the healthcare system and social problems.
3. Analyze situations requiring ethical judgments of Respiratory Therapists.
4. Explain the legal basis for the practice of Respiratory Therapy.
5. Identify the role of the Respiratory Therapist as a consumer advocate.
6. Describe the history of the Respiratory Therapy profession.
7. Explain the role of the Respiratory Therapist as an integral member of the healthcare team.

8. Describe the educational basis for the practice of Respiratory Therapy.
9. Identify the parameters of Respiratory Therapy as defined in the current Respiratory Therapy Practice Act.
10. Demonstrate familiarity with the roles of professional Respiratory Therapy organizations.
11. Use effective communication techniques to interact with patients and members.
12. Debate the scope of Respiratory Therapy practice.

Course Content: COURSE NUMBER: RESP 265

Unit 1 of 5

CREDITS: 1

Issues & Trends in Healthcare
TITLE

NAME OF UNIT: The Healthcare Delivery System

UNIT OBJECTIVE: Explain the healthcare delivery system.

METHOD OF EVALUATION: Quiz and Paper.

ESTIMATED TIME TO ACHIEVE: 1 week.

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>The student will:</p> <ol style="list-style-type: none"> 1. Laws that protect the health of U.S. citizens. 2. Basic right to health, access to health care, safe health care and effective health care. 3. Intergenerational and socio-economic inequities in the health care system. 4. Analyze how the U.S. economy is a paradox of excesses and deprivation. 5. Examine the intergenerational socio-economic inequities in the healthcare system. 6. Discuss the inflationary, unfair, and wasteful present system of financing healthcare. 7. Evaluate the effects of the cost of healthcare technology. 	<ol style="list-style-type: none"> A. Class discussion. B. Audio visual aids used in class. C. Class preparation. Required reading: 	

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>8. Discuss the effects of the deprivation of health on U.S. citizens.</p> <p>9. Discuss the bias toward acute care medicine and high technology.</p> <p>10. Differentiate between Medicare and Medicaid.</p> <p>11. Compare the U.S. Healthcare system with that of other countries.</p> <p>12. Discuss efforts to implement maintain National Healthcare Reform.</p> <p>13. Explain HMOs.</p> <p>14. Explain the role of: JCAHO PSRO CMS Department of Health</p>		

CREDITS: 1

Issues & Trends in Healthcare
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NAME OF UNIT: Respiratory Care as a Profession

UNIT OBJECTIVE: Describe the evolution of the respiratory care profession.

METHOD OF EVALUATION: Quiz and paper.

ESTIMATED TIME TO ACHIEVE: 3 weeks.

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>The student will:</p> <ol style="list-style-type: none"> 1. Discuss the evolution of the Respiratory Therapy profession. 2. Distinguish between the official definitions of the: <ol style="list-style-type: none"> a. Respiratory Therapist b. Respiratory Technician c. Respiratory Assistant d. Respiratory Student. 3. Debate the formal characteristics of a profession. 4. Describe the organizational purpose and function of the American Association for Respiratory Care (AARC), including: <ol style="list-style-type: none"> a. AARC membership levels, eligibility b. Membership benefits 5. Summarize the organizational purposes and function of the National Board of Respiratory Care (NBRC), including: <ol style="list-style-type: none"> a. Levels of credentialing and corresponding NBRC candidacy requirements. b. Design and purpose of both the written examination and clinical simulation. c. Mechanism for obtaining CRT and RRT. 6. Discuss the impact of research on respiratory therapy practice. 	<ol style="list-style-type: none"> A. Lecture/discussion. B. Class preparation: <ol style="list-style-type: none"> 1. Required reading. 2. Supplemental reading. 3. Audiovisual aids available in the Library. C. Web sites: <p>www.AARC.org</p> <p>AARC Code of Ethics AARC Membership Benefits AARC Facts</p> <p>www.NBRC.org</p> <p>NBRC enhancing Respiratory Care</p> 	

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>7. Review the employer and graduate survey.</p> <p>8. Examine the structure and function of the State Board of Respiratory Care.</p> <p>9. Analyze the CoARC.</p> <p>10. Explain the licensure examination.</p> <p>11. Differentiate between licensure and certification.</p> <p>12. Evaluate the trend toward certification in respiratory therapy.</p> <p>13. Discuss continuing education.</p> <p>14. Evaluate the trend of mandatory continuing education.</p> <p>15. Evaluate the relationship between credentialing and the clinical ladder.</p>		

CREDITS: 1

Issues & Trends in Healthcare
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NAME OF UNIT: Professional Ethics

UNIT OBJECTIVE: Identify the ethical and legal basis of respiratory therapy practice.

METHOD OF EVALUATION: Quiz and Paper.

ESTIMATED TIME TO ACHIEVE: 5 weeks.

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define a dilemma. 2. Contrast and compare rights and responsibilities. 3. Identify a basis for ethical decision making. 4. Discuss occupational factors that affect ethical decision-making. 5. Assess socio-cultural factors that affect ethical decision-making. 6. Examine major bio-ethical issues in healthcare including the right to die and the distribution of scarce resources. 7. Discuss the Respiratory Therapy Code of Ethics. 8. Explain the New Jersey Advance Directive Statute. 9. Differentiate between common law and statutory law. 10. Explain the role of institutional policy in legal decision making. 11. Differentiate between civil law and criminal law. 12. Define negligence and malpractice. 	<p>Class preparation</p> <p>Audio visual aids used in class</p> <p>a. <u>RT85 .C64 2004</u> Code Gray</p> <p>Class preparation</p> <ol style="list-style-type: none"> 1. Required reading: 2. Supplemental reading: 	

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>13. Explain the standard of the prudent respiratory therapist.</p> <p>14. Discuss accountability.</p> <p>15. Define liability.</p> <p>16. Explain personal liability, supervisor liability and employer liability.</p> <p>17. List points to be considered in the purchase of professional liability insurance.</p> <p>18. Examine legal issues in respiratory therapy including: Confidentiality Privileged information Informed consent Emergency care Fraud Defamation of character Assault and battery False imprisonment</p> <p>19. Identify factors that contribute to a suit being instituted against a respiratory therapist.</p> <p>20. Discuss factors that prevent malpractice claims.</p>		

CREDITS: 1

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NAME OF UNIT: Communication for the Healthcare Professional

UNIT OBJECTIVE: Discuss the importance of verbal and non-verbal.
Verbal communication techniques in the health professional.
Patient interaction.

METHOD OF EVALUATION: Quiz and paper.

ESTIMATED TIME TO ACHIEVE: 2 weeks.

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>The student will:</p> <ol style="list-style-type: none"> 1. List four goals of successful verbal communication. 2. Identify characteristics of verbal and non-verbal communication. 3. Explain the function of communication in the Respiratory Therapist patient relationship. 4. Describe how attitudes affect verbal communication. 5. List five simple steps toward more effective listening. 6. Discuss factors influencing communication. 7. Name techniques which foster effective communication. 8. Identify levels of listening and describe their relevance to the health professional-patient interaction. 9. Identify two types of non-verbal communication and describe the importance of each. 10. Identify some of the ways in which a health professional conveys authority without using verbal cues. 	<ol style="list-style-type: none"> A. Class discussion. B. Audio visual aids used in class. C. Class preparation. <ol style="list-style-type: none"> 1. Required reading: 2. Supplemental readings. 	<p>Role-play communications.</p>

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
11. Describe some of the benefits and risks of being in a profession that involves touching a patient.		

CREDITS: 1

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NAME OF UNIT: Respiratory Therapists as Professional Employees

UNIT OBJECTIVE: Discuss the parameters of professional practice.

METHOD OF EVALUATION: Quiz and paper.

ESTIMATED TIME TO ACHIEVE: 3 weeks.

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>The student will:</p> <ol style="list-style-type: none"> 1. Write a letter of application, a letter of resignation, and a resume. 2. Discuss the employment interview. 3. Discuss Career Mapping. 4. Discuss the employer’s expectations of a respiratory therapist. 5. Discuss the employee expectations of administration. 6. Explore issues related to recruitment, including: <ul style="list-style-type: none"> Flex-time Fringe benefits Part-time Salaries 7. Explore the role of the respiratory therapist as a role model for recruitment and retention of staff. 8. Discuss the relationship of the respiratory therapist with other members of the healthcare team. 9. Differentiate between equal pay for equal work and equal pay for comparable work. 10. Explain quality assurance. 	<ol style="list-style-type: none"> A. Class discussion. B. Audio visual aids used in class: C. Class preparation: <ol style="list-style-type: none"> 1. Required reading. 2. Supplemental readings. 	

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>11. Discuss ways practitioners can cope with the multiple demands placed upon them.</p> <p>12. Explain collective bargaining.</p> <p>13. Analyze the issue of unionization.</p> <p>14. Discuss the steps you would take if you discovered you were working with a chemically impaired healthcare professional.</p> <p>15. Discuss theories of and reasons for why people work.</p> <p>16. Discuss both the mental effects and physical effects of the work environment.</p> <p>17. Describe the typical day of a practitioner.</p> <p>18. Apply time management principles to providing care for a group of patients.</p> <ul style="list-style-type: none"> a. Evaluate the importance of effective time management. b. Analyze barriers to effective time management in providing care to a group of patients. <ul style="list-style-type: none"> (1) Procrastination. (2) Management by crises. (3) Interruptions. c. Describe techniques that are effective for improving personal time management. d. Examine external and internal factors influencing decision-making solutions. <p>19. Apply the problem-solving approach to decisions common to the staff therapist role.</p> <ul style="list-style-type: none"> a. Relate the steps of problem-solving to decision-making. b. Identify strategies that may be utilized in decisions. <ul style="list-style-type: none"> 1. Direct Intervention 2. Indirect Intervention 3. Delegation 4. Purposeful Inaction 5. Consultation/collaboration 		

LEARNING OBJECTIVES	LEARNING EXPERIENCES	COLLEGE LAB/CLINICAL LEARNING EXPERIENCES
<p>6. Referral</p> <p>c. Explore alternatives and risk factors associated with making decisions.</p> <p>d. Examine external and internal factors influencing decision-making solutions.</p> <p>20. Evaluate major leadership style and behaviors.</p> <p>21. Describe levels of management in the Respiratory Department of hospitals.</p> <p>22. Analyze the types and sources of conflict that occur in the acute care settings which affect the staff therapist.</p> <p>23. Compare and contrast conflict resolution/management.</p> <p>24. Propose ways in which one can deal therapeutically with anger expressed during conflict.</p> <p>25. Formulate strategies that can be used when confronting others.</p> <p>26. Examine factors which would lead to stress</p> <p>27. Appraise strategies that would be useful in alleviating stress.</p> <p>28. Explain the dynamics of burnout.</p> <p>29. Identify strategies for the prevention and treatment of burnout.</p>		

Department Policies: See Respiratory Care Student Handbook.

Grading Standard:

1. 20%—**Interview** or **Professional Meeting** (Appendix A).
2. 40%—**Research paper** (Appendix B) or **Service Learning Project** (Appendix C).
3. 10%—**Weekly quizzes** will be given at the beginning of each class and will cover content assigned for that week. They will be graded on a pass/fail basis. Failure to achieve a passing grade on these quizzes will result in the student submitting the unit objectives in writing.
4. 30%—**Attendance** at all classes is mandatory. Up to four hours of class may be missed within the following parameters:
 - a. 2 hours—missed objectives must be submitted in writing.
 - b. 2–4 hours—missed objectives must be submitted in writing and a final examination must be passed with a grade of 74 or above. A grade below 74 will result in a failure for the course.
 - c. If more than four hours of class are missed, credit will not be given for the course.
5. **Grading**
 - A – A grade of 94–100% on the interview or meeting and research paper or service learning, and attendance.
 - A- – A grade of 90–93% on the interview or meeting and research paper or service learning, and attendance.
 - B+ – A grade of 87–89% on the interview or meeting and research paper or service learning, and attendance.
 - B – A grade of 84–86% on the interview or meeting and research paper or service learning, and attendance.
 - B- – A grade of 81–83% on the interview or meeting and research paper or service learning, and attendance.
 - C+ – A grade of 78–80% on the interview or meeting and research paper or service learning, and attendance.
 - C – A grade of 74–77% on the interview or meeting and research paper or service learning, and attendance.
 - D – A grade of 65–73% on the interview or meeting and research paper or service learning, and attendance.
 - F – This grade will be assigned for grades 64% or below on the interview and research paper and when attendance does not meet the criteria stated above.

College Policies:

As an academic institution, Brookdale facilitates the free exchange of ideas, upholds the virtues of civil discourse, and honors diverse perspectives informed by credible sources. Our College values all students and strives for inclusion and safety regardless of a student's disability, age, sex, gender identity, sexual orientation, race, ethnicity, country of origin, immigration status, religious affiliation, political orientation, socioeconomic standing, and veteran status. For additional information, support services, and engagement opportunities, please visit www.brookdalecc.edu/support.

For information regarding:

- Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

Please refer to the [Student Handbook](#) and [Catalog](#).

Notification for Students with Disabilities:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Accessibility Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

Mental Health:

24/7/365 Resources:

- Monmouth Medical Center Psychiatric Emergency Services at **(732) 923-6999**
- 2nd Floor Youth Helpline – Available to talk with you about any problem, distress, or hardship you are experiencing. Call or text at **888-222-2228** or visit the website at <https://www.2ndfloor.org/>

Faculty Counselors:

- Students who need to make an appointment with a faculty counselor can do so by calling 732-224-1822 (non-emergency line) during business hours. Faculty counselors are licensed mental health professionals who can assist students and refer them to other mental health resources.

Diversity Statement:

Brookdale Community College fosters an environment of inclusion and belonging. We promote a safe and open culture, encourage dialogue respecting diverse perspectives informed by credible sources, and uphold the virtues of civil discourse. We celebrate all identities with the understanding that ultimately, diversity, equity, and inclusion cultivate belonging and make us a stronger Brookdale community.

**The syllabus is intended to give student guidance in what may be covered during the semester and will be followed as closely as possible. However, the faculty member reserves the right to modify, supplement, and make changes as the need arise.*