Spring 2020 Syllabus

### RT 2004 Respiratory Care Capstone

**Day/Time:** Fridays from 1325 to 1420  **Room:** WWAC 170

**Office hours:** Tuesdays and Thursdays from 0820 to 0920

 Tuesdays 1300 to 1500

#### Communication Expectation

I will return calls and emails within one business day. I check emails at least once during weekends and holidays. Please schedule meetings during office hours as I may be double booked or have a meeting that conflicts with the normal open hours.

#### Course Description

A capstone course in respiratory care science. Students will complete a research project in an approved specialty area in the field of respiratory care. The capstone project encompasses research and the resources and information one has gained in the program to present the research paper.

#### Purpose

#### The purpose of this course is to enable the student to find peer reviewed medical literature and to present it in an organized fashion in APA format with citations.

#### Course Learning Outcomes

The student will demonstrate proficiency in writing a clear and concise paper, based on a literature search or participatory research, complete with citations.

Upon completion of this course, you should be able to:

* Design and propose a research project or other approved project
* Develop a detailed written project plan
* Demonstrate the ability to find reliable scholarly research and present the research findings in a well-written lit review, annotated bibliography, or other form of summary that describes how each source contributes to the final project.
* Write survey and/or interview questions and use them to collect project data
* Compare and contrast, summarize, and integrate all gathered research data into a presentation format
* Demonstrate associate degree level writing ability and proper APA formatting and citation
* Complete and all required service learning projects and present them neatly in a professional looking portfolio

**Course Format-** Face to face course.

#### Pre-requisites/co-requisites

Pre-requisites include successful completion of RT 2001, RT 2002 and RT 2011.

### Materials & Technology

No text is required but Diana Hacker’s Rules for Writers, 7th Ed. is a good reference manual.

#### Resources:

UC Clermont Library Research Librarian to help with literature searches.

The Academic Success Center (ACS) offers help with writing papers.

#### Required Technology

Black Board

#### Required Technical Skills

* Using Black Board
* Using medical search engines

#### Grading Scale

The following grading scale is to be used in this course.

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| --- | --- |
| A | 90-100% |
| B | 80-89% |
| C | 75-79% |
| D | 70-74% |
| F | Below 70% |

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| --- | --- |
| Proposal | 5% |
| Project plan | 10% |
| Data collection plan | 20% |
| Project draft | 20% |
| Final project | 35% |
| Meetings | 5% |
| Service Learning portfolio | 5% |

### Grades will be determined from the following:

**Class Attendance**: Mandatory meetings are 5% of the total grade

If an alternate project is submitted and approved, the instructor may reconfigure how grades are apportioned to better fit the project.

**Proposal**

Write a description of your topic including why this topic is important and relevant to you and/or the RC profession. If applicable, give a brief historical perspective of the topic.

Next, outline the goals of your research or questions you intend to answer to demonstrate that you have a clear direction and focus for your project. You will not be able to proceed with your research until your proposal has clear direction, is well written, and is approved by your instructor. It should be several paragraphs to one page (single-spaced) in length.

Suggested research topics (you are not limited to this list. Feel free to use your own idea with approval)

* Decentralization of RC departments
* Pros and cons of therapist driven protocols
* Use of saline lavage during suctioning
* Current trends in strategies to reduce COPD readmission rates
* Workplace bullying
* Current trends in licensure, education level, and credentialing related to RC
* Extubation procedures
* RRTs in non-traditional roles
* The RRT as advanced practitioner
* The efficacy of acetylcysteine administered via a nebulizer
* The pros and cons of incentive spirometry in post-surgical patients

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| **Proposal Grade:**  | **≤74%**below average | **75% - 79%**average | **80% - 89%**above average | **90% - 100%**exceptional |
| **Topic description** | some aspects of the assignment not addressed or under addressed; topic is unclear and its relevance is not addressed | the minimum requirements of the assignment were fulfilled; topic identified and minimally described | insightful, reflective, or well thought out; relevance or importance is clearly and concisely described  | insightful, reflective, or well thought out; topic is described and its relevance and importance are clearly and concisely conveyed with examples and thorough explanations |
| Comments:  |
| **Goals or questions** | some aspects of the assignment not addressed or under addressed; goals or research questions not clearly identified | the minimum requirements of the assignment were fulfilled; goals or research questions identified  | insightful, reflective, or well thought out; goals or research questions clearly and concisely described  | insightful, reflective, or well thought out; goals or research questions are clearly and concisely described with thorough explanations that demonstrate that the research will be useful to the student’s practice |
| Comments:  |
| **Writing** | Multiple spelling or grammar errors, little or no reflection; poor sentence structure; below expectations for level of education | Adequate writing; several grammar or spelling mistakes; | Minimal grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure | No grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure |
| Comments:  |

**Project plan**

You will write a detailed plan of how you will conduct your research and how your finished product will be formatted. You should include that you plan to research existing scholarly literature, and then indicate whether you will use interviews, surveys, or a combination of both in addition to the literature you find. Explain why you chose to use the interview and/or survey format. Explain why either the interview or the survey best fits your project, or why you chose to use both. This should be one or two single-spaced pages.

* Where will you look (or have you looked) for information and how do you plan to find it?
* Will you use the library database or google scholar or visit a library?
* What keywords will you use?
* Do you think you will use information from books, journal articles, or a combination of both?
* If you already have some information you can write the names of the journals where you found the information and how you found it.
	+ Explain why you think your choice of resources are the best fit for your topic.
* Do you plan to do a survey or interview?
* Who do you plan to survey or interview? (not a specific person, but a general idea)
* What about that person or group of people makes them a good person or population to speak to?
* Why is using the method of a survey or interview the best way to gather additional information/opinions for this project?
* How do you plan to present your finished project, what format?
* Why did you choose that format?

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| **Project Plan Grade:**  | **≤74%**below average | **75% - 79%**average | **80% - 89%**above average | **90% - 100%**exceptional |
| **Overall plan description** | some aspects of the assignment not addressed or under addressed; plan is unclear  | the minimum requirements of the assignment were fulfilled; plan components are identified and minimally described | insightful, reflective, or well thought out; plan components are identified and some justification is given for why they were chosen | Insightful, reflective, or well thought out; plan components are clearly and concisely described and each component has clear justification and reasoning for why it was or was not chosen. |
| Comments:  |
| **Formatting** | some aspects of the assignment not addressed or under addressed; does not identify how the final project will be formatted | The minimum requirements of the assignment were fulfilled; project format is minimally clear. Reason for format choice not given or is poorly described | insightful, reflective, or well thought out; format plan is given in detail and well-justified | insightful, reflective, or well thought out; format plan is clearly and concisely described with a thorough description of why it was chosen |
| Comments:  |
| **Writing** | Multiple spelling or grammar errors, little or no reflection; poor sentence structure; below expectations for level of education | Adequate writing; several grammar or spelling mistakes; | Minimal grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure | No grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure |
| Comments:  |

**Data collection plan (lit review, surveys / interviews)**

For this portion of the assignment you will write an annotated bibliography and you will write survey and/or interview questions. You will also identify the target audience for your surveys and interviews. This project component will likely be around two to three double-spaced pages.

**Annotated bibliography:**

You will make a reference list in APA format. Then below each of your minimum of 4 references for a survey and six references for a literature search. Write a short paragraph briefly outlining what your source contributes to your topic. These should be from peer reviewed journals. You can also compare it to the other sources information if you wish. Concise is the key here. It is merely a brief summary of the key points and the benefits that the source offers your project. You will find that after doing this, when you write your paper, your sources will already be formatted and you will have alreadyidentified its benefit to your project. It will actually save you time later.

**Survey Questions (if applicable):**

Write your survey questions and identify who you will send them to. You will also identify whether you will send them via email or by regular mail. You do not have to write a lot of questions, just so they collect the information you need. They can be open-ended, closed-ended, or a combination of both.

**Interview questions (if applicable):**

Write your interview questions and identify who you will send them to. You will also identify whether you will conduct the interview by phone, or face to face. You do not have to write a lot of questions, just so they collect the information you need. They can be open-ended, closed-ended, or a combination of both. Try to keep the interview brief, but still collect the information you need.

Keep these program behavioral and professional guidelines in mind as you work with other professionals:

Health Professions students are held to higher standards of integrity than the non-health professions student because of the unique and important relationship the health professions have with society. The student majoring in respiratory care is charged by society and guided by ethical principles and laws to safeguard the health of the public. In respiratory care the standards are set by The American Association of Respiratory Care. Violation of these standards include but are not limited to lying, cheating, plagiarism, fraud or other act(s) punishable by law or ethical misconduct. Disciplinary action may result at least in failure of the assignment up to and including failure of the course.

**Data collection plan (lit review, surveys / interviews)**

For this portion of the assignment you will write an annotated bibliography for your lit review, and you will write survey and/or interview questions. You will also identify the target audience for your surveys and interviews. This project component will likely be around two single-spaced pages.

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| **Data Collection Plan Grade:**  | **≤74%**below average | **75% - 79%**average | **80% - 89%**above average | **90% - 100%**exceptional |
| **Annotated bibliography** | some aspects of the assignment not addressed or under addressed | the minimum requirements of the assignment were fulfilled | insightful, reflective, or well thought out; each source description identifies how it contributes to the project | insightful, reflective, or well thought out; each source description identifies how it contributes to the project in a thorough yet concise manner; relates the source info to other sources with comparisons and contrast made between the sources |
| Comments: |
| **Survey and/or interview questions** | some aspects of the assignment not addressed or under addressed | the minimum requirements of the assignment were fulfilled; questions minimally contribute to the stated overall goals or questions of the project; questions could use some refining | insightful, reflective, or well thought out; questions are well-written and clearly contribute to the stated overall goals or questions of the project;  | insightful, reflective, or well thought out; questions are well-written and clearly contribute to the stated overall goals or questions of the project; uses a mix of open-ended and closed-ended questions and clearly identifies who the target for the interviews and surveys will be |
| Comments: |
| **Writing** | Multiple spelling or grammar errors, little or no reflection; poor sentence structure; below expectations for level of education | Adequate writing; several grammar or spelling mistakes; | Minimal grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure | No grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure |
| Comments: |
| **APA formatting** | Does not use APA formatting at all or does not use it correctly  | APA formatting is marginal; several mistakes, but the effort was there | Properly formatted reference list with a few mistakes | Exceptional APA formatted reference list;  |
| Comments: |

**Project draft & Final paper**

Compile the data you collected and create your intended final project. You should take the data and analyze it, reflect on it, present multiple perspectives, and develop a well-written, reflective, and well-supported presentation of the information you gathered. While there is not a recommended length for this project component, it should cover all aspects of the project. If upon completion of the rough draft you have a grade of greater than 90% you may elect to omit submitting a final paper.

In addition to the above, be sure to answer the following:

* Compare and contrast the data you collected from the various sources. Was there agreement between them? Why or why not (speculate if needed)?
* Do you think your choice of interview and/or surveys was a good one? Why or why not?
* Did you draw a conclusion from your research? Give your supported opinion or describe why you did not draw a conclusion.
* Did your research answer your stated questions or fulfill your intended goals? Why or why not?
* What do you think might be the next steps for this topic? Recommend changes in policy or practice, ask a new research question for someone to further the research, etc.
* How will this project contribute to your future practice?

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| **Rough Draft Grade:**  | **≤74%**below average | **75% - 79%**average | **80% - 89%**above average | **90% - 100%**exceptional |
| **Compare and contrast the data** | Data was not compared and contrasted | Data was compared and contrasted, but not explained | insightful, reflective, or well thought out comparisons and contrasts between the collected data | exceptional comparisons and contrasts made between the collected data & sources with examples and thorough explanations  |
| Comments:  |
| **Survey and/or interview choice** | Interview/survey choice not discussed | Interview or survey choice mentioned, but not explained | insightful, reflective, or well thought out; justifies the choice to use survey and/or interview questions | exceptionally justifies the choice to use survey and/or interview questions with thorough explanations  |
| Comments:  |
| **Conclusions drawn** | No stated conclusions drawn from research | conclusions drawn from research stated, but without explanation | conclusions are clear, justified, insightful, reflective, and/or well thought out | conclusions are clear, justified, insightful, reflective, and well thought out, with examples and thorough explanations |
| Comments:  |
| **Questions and goals outcome** | Research questions or goals not addressed or under addressed | Research questions or goals addressed, but not explained | insightful, reflective, or well thought out; clearly explains that original stated questions and/or goals have been addressed or explains why they were not | insightful, reflective, or well thought out; clearly explains that original stated questions and/or goals have been addressed or explains why they were not; examples and thorough explanations are given |
| Comments:  |
| **Next steps** | Next steps of research and contributions to future practice not addressed or under addressed  | Next steps of research or contributions to future practice not addressed or explained | Next steps of research and future contributions clearly identified, insightful, reflective, or well thought out | Next steps of research and future contributions clearly identified, insightful, reflective, well thought out; examples and thorough explanations are given |
| Comments:  |
| **Writing** | Multiple spelling or grammar errors, little or no reflection; poor sentence structure; below expectations for level of education | Adequate writing; several grammar or spelling mistakes; | Minimal grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure | No grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure |
| Comments:  |
| **APA formatting** | Does not use APA formatting at all or does not use it correctly  | Formatting is marginal; several mistakes, but the effort was there | Properly formatted with a few mistakes; in-text citations and reference list are properly formatted | Exceptionally formatted without errors; in-text citations and reference list are properly formatted |
| Comments:  |

**Meetings**

You will be expected to communicate with the instructor at least one time for each project component. The purpose of this communication is to ensure that your project is progressing and is focused on the project goal. Face-to-face meetings generally do not last longer than 15 minutes and can be scheduled during the regular course meeting time and/or during the instructor’s scheduled office hours. Communication may also occur through email correspondence for some project components.

Face-to-face meetings are mandatory for the data collection plan and rough draft portions of the project. Additionally, if a student receives a “does not meet” criteria on a rubric or a total grade less than 75%, the student is responsible for scheduling a face-to-face meeting with the instructor before the next portion of the project is due.

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| **Meetings** | **≤74%**below average | **75% - 79%**average | **80% - 89%**above average | **90% - 100%**exceptional |
| **Communicate with instructor on project progression** | Does not meet or communicate with the instructor one time for each of the project components | Communicates or meets with the instructor at least once for each project component | Communicates or meets with the instructor more than once for some of the project components  | Communicates frequently with the instructor during the semester  |

**Service Learning Portfolio**

You must meet with the Program Director and submit your service learning portfolio. Refer to the program manual and the Respiratory Care Blackboard site for details.

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| **Service Learning** | **≤74%**below average | **75% - 79%**average | **80% - 89%**above average | **90% - 100%**exceptional |
| **On time submission** | Does not turn it in by the due date |  |  | Turns it in by the due date  |
| **Projects Complete** | Projects are not complete |  |  | Projects are complete |
| **Paperwork Complete** | Paperwork is not complete |  |  | Paperwork is complete |
| **Presentation** | Messy, worn, or tattered papers turned in; not in a binder; does not appear care was taken in presenting college work | All components are in order | Care was taken to make it look neat; in a binder; projects are clearly in order; paper is neat | Exceptional portfolio; great care was taken to turn in a professional looking college level portfolio |
| **Writing** | Multiple spelling or grammar errors, little or no reflection; poor sentence structure; below expectations for level of education | Adequate writing; several grammar or spelling mistakes; | Minimal grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure | No grammar or spelling mistakes; reflective; concise; flows well; above average sentence structure |

### Dates & Deadlines

#### Spring 2020 Semester Schedules

* Full Semester (2201): January 13 – April 30
* Spring Break: March 16-22
* Classes end: April 24
* Examinations: April 25 - 30

#### Course Withdrawals

Last day to drop (no entry to academic record):

* Full Semester: January 27, 2020

Last day to withdraw from classes:

* Full Semester: April 3, 2020

#### Holidays

* Dr. Martin Luther King’s Birthday: January 20, 2020
* Spring Break: March 16-22, 2020

**Tentative Schedule**

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| --- | --- | --- |
| **Month** | Day | Topic |
| **January** | 17 | **Mandatory class**; project overview and course requirements |
|  | 24 | Open meeting time with the instructor; **proposal due** |
|  | 31 | **Mandatory class-** meeting time with the instructor |
| **February** | 7 | Open meeting time with the instructor; **project plan due** |
|  | 14 | **Mandatory class-** **CoARC Survey**; meeting time with the instructor |
|  | 21 | **Data collection plan due** -Open meeting time with the instructor |
|  | 28 | **Mandatory Class**- meet with PD of UC BSRT Program |
| **March** | 6 | **Mandatory drop-off of** **service learning portfolios**; Open meeting time with the instructor  |
|  | 13 | **Mandatory class-** **service learning portfolios review with the Program Director;** Open meeting time with the instructor |
|  | 20 | **Spring Break** |
|  | 27 | Open meeting time with the instructor **-** **project draft due** |
| **April** | 3 | **Mandatory class** meeting time with the instructor- **Class photo** |
|  | 10 | Open meeting time with the instructor |
|  | 17 | **Final project due-** Open meeting time with the instructor |
|  | 24 | **Mandatory class-Graduation Information** |