

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B90 **TITLE:** Respiratory Care Capstone Project
Units: 2.5 units **Hours/Semester:** 8.0-9.0 Lecture hours; 128.0 Field Experience hours; and 16.0-18.0 Homework hours
Method of Grading: Letter Grade Only
Prerequisite: RPTH B10, and RPTH B15 and RPTH B20 and RPTH B30 and RPTH B40 and RPTH B50 and RPTH B52 and RPTH B60 and COMM B10, and COUN B10, and PHIL B10, and SOCI B10, and SOSC B10
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Capstone course in Respiratory Care focused in areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or other special area of interest. Student will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty and community members and are aligned with student area of interest.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Draw on multiple sources of analysis, research, and critical thinking across the curriculum to develop address a problem and complete a project.
 2. Demonstrate in a final presentation the full breadth of knowledge gained through the Respiratory Care program, focusing on one or more subject areas: cardiopulmonary pathophysiology, case management, health education, research methodology, and/or respiratory care leadership and management.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. Critically think about addressing a real world research question, issue, problem or need with knowledge and skills developed during the program.
 2. Draw on multiple sources of analysis, research, and critical thinking across curriculum to address a problem in Respiratory Care.
 3. Develop a project plan for addressing the research question, issues, problem or need.
 4. Present to community and college members on a synthesized project, addressing methods, findings, and outcomes.
6. **COURSE CONTENT:**
Lecture Content:
 1. Identifying of a research question, issue, problem, or need in the field.
 - A. Advanced Cardiopulmonary Respiratory Care
 - B. Advanced Neonatal/Pediatric Respiratory Care
 - C. Advanced Respiratory Case Management
 - D. Health Care Research Design and Methodology
 - E. Leadership and Management
 - F. Health Education
 - G. Other Focal Approved Area
 2. Choosing an appropriate community expert for development of project.
 3. Planning and implementing a project.
 - A. Industry problem to be addressed
 - B. Literature analysis
 - C. Analysis of problem
 - D. Posit solutions to identified problems using discourse in the field as a guide.
 - E. Formulate project plan to address problem
 - a. Project structure
 - b. Timelines, GANT charts

- c. Project plan creation
 - d. Execution of plan
 - e. Summary of results
4. Formal presentation to industry and related communities
 5.
 - A. Evidence based research paper
 - B. Analysis and solution to identified project
 - C. Abstract poster

Lab Content:

Students will be performing the following through project based field experience:

1. Identification of a research question, issue, problem, or need in the field. Project must align with focal areas within the major.
 - A. Advanced Cardiopulmonary Respiratory Care
 - B. Advanced Neonatal/Pediatric Respiratory Care
 - C. Advanced Respiratory Case Management
 - D. Health Care Research Design and Methodology
 - E. Leadership and Management
 - F. Health Education
 - G. Other Focal Approved Area
2. Identification of appropriate community expert for development of project.
 - A. Clinical
 - B. Outpatient
 - C. Research
 - D. Educator
 - E. Professional Organization Leader
 - F. Manager
 - G. Other Applicable Practitioner
3. Plan and implementation of project.
 - A. Industry problem to be addressed
 - B. Literature analysis
 - a. Meta-analysis
 - b. Evidence based strategies
 - C. Analysis of problem
 - D. Posit solutions to identified problems using discourse in the field as a guide.
 - E. Formulate project plan to address problem
 - a. Project structure
 - b. Timelines, GANT charts
 - c. Project plan creation
 - d. Execution of plan
 - e. Summary of results
 - F. Formal presentation to industry and related communities
4. Faculty will meet with student weekly to advise and support the capstone project.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Activity
- B. Directed Study
- C. Field Experience
- D. Individualized Instruction
- E. Other (Specify): Mentorship between student and community member

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Writing assignments will consist of:

- Articulation of capstone project proposal.
- Integration of literature search analysis; synthesis of outcomes and findings.
- Reflection/evaluation of capstone experience in relation to skills, abilities, and critical thinking.
- Demonstration in a final presentation the full breadth of knowledge gained through the Respiratory Care Program with focus on one or more assigned subject area.

Reading Assignments:

- Reading assignments will vary depending on capstone project. They will consist of the following:
- Reading and synthesizing at minimum 10 peer reviewed articles.
 - Textbooks and publications used in prerequisite curriculum.
 - Readings will be focused on experience in health care as applicable to capstone project.
 - Number of pages will vary but at minimum will require 750 -900 pages of reading and analysis.

Other Outside Assignments:

Students are expected to meet a varied number of hours per week with a faculty and/or community member to facilitate progress and completion of an independent study capstone project. 128 hours will be documented.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Work
- B. Field Trips
- C. Group Projects
- D. Oral Presentation
- E. Papers
- F. Research Projects

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Leedy, P & Ormrod, J. *Practical Research: Planning and Design*, 11th ed. Pearson, 2015
- B. Bastable, S. et. al.. *Health Professional as Educator: Principles of Teaching and Learning*, 1st ed. Sudbury, MA: Jones and Bartlett Learning, 2011
- C. Coppola, N.. *Leadership for Health Professionals, Theory, Skills, and Application*, 2nd ed. Burlington, MA: Jones and Bartlett Learning, 2014

Possible periodicals include:

- A. . *Respiratory Care*, Volume Current 2016

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Course Originator: Raymond Hernandez