



Skyline College
Respiratory Care Program



2026

**BACHELOR OF SCIENCE
RESPIRATORY CARE (BSRC)
PROGRAM
STUDENT PROGRAM HANDBOOK**

BSRC Webpage:

<https://skylinecollege.edu/respiratorycarebachelors/>

Welcome to the Bachelor of Science in Respiratory Care (BSRC) Program

We are pleased to welcome you to the Bachelor of Science in Respiratory Care Program at Skyline College. The field of respiratory care is a dynamic and evolving discipline—demanding both clinical expertise and professional resilience. By enrolling in this program, you are taking a significant step forward in your professional journey, building upon your prior training and experience as a licensed respiratory care practitioner.

Our curriculum is grounded in a project-based learning model designed to enhance your critical thinking, leadership, and applied skills. The program prepares graduates for a wide range of professional pathways, including healthcare leadership, education, case management, clinical research, field supervision, and advanced academic study. Through this learning experience, you will be equipped to expand your scope of practice, cultivate professional confidence, and contribute meaningfully to the advancement of the respiratory care profession.

This handbook serves as a foundational resource outlining the structure, philosophy, and academic policies of the BSRC Program. It complements the Skyline College Student Guide Handbook and provides essential information regarding expectations, responsibilities, and available support throughout your academic journey. We strongly encourage you to review both documents thoroughly to ensure a clear understanding of the guidelines that will shape your success.

Your growth in this program will be shaped by your commitment, mindset, and engagement with the material. As you progress through the curriculum and continue your development as a Registered Respiratory Care Practitioner, your role as a leader, advocate, and contributor to healthcare excellence will become increasingly vital. Whether leading clinical teams, managing departments, or innovating within your community, your efforts will help elevate the practice of respiratory care and positively impact the lives of those you serve.

We are dedicated to supporting your academic and professional development. We look forward to witnessing your continued success and contributions to the field of respiratory care.

Welcome to the program.

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Why get your BSRC, and why at Skyline?

The Bachelor of Science in Respiratory Care program allows current students, recent graduates, and licensed Respiratory Care Practitioners (RCP) a pathway to complete a four-year degree. The program provides needed skills to enhance RCPs performance and professional advancement in today's healthcare environment.

Increasingly, Respiratory Care Practitioners are taking on responsibilities, formerly conducted by physicians, requiring a distinguished level of critical thinking and analytical skills.

The **Baccalaureate Degree Advancement in Respiratory Care** at Skyline College is designed to equip respiratory care professionals with the advanced knowledge and skills necessary to pursue leadership and management positions, engage in health-related research, provide advanced-level patient care, and contribute to the field as educators. The program is fully accredited by the **Commission on Accreditation for Respiratory Care (CoARC)**. (Program Number: 510016)

Offered entirely online, the **Bachelor of Science in Respiratory Care (BSRC) Program** is structured to support the needs of working professionals. It promotes academic independence while providing structured guidance from experienced and dedicated faculty.

1. The American Association for Respiratory Care (AARC) has collaborated with key stakeholders to initiate an effort to mandate that all respiratory therapists entering practice in **2030** and beyond possess at least a bachelor's degree and hold the National Board for Respiratory Care's (NBRC) Registered Respiratory Therapist (RRT) credential.
 - a. <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf>
2. Per The Respiratory Care Board (RCB) of California (October 2023):
 - a. The RCB believes the opportunity for additional access to baccalaureate degree programs for California RCPs will help fill a void in training California's advanced respiratory care workforce and contribute to improved quality of healthcare for the public.
 - b. Expansion of degrees in respiratory care beyond the associate degree level in California is supported by the RCB.
3. The Bachelor of Science in Respiratory Care program here at Skyline allows graduates of AS degree Respiratory Care programs and licensed Respiratory Care Practitioners (RCP) a pathway to complete their four-year degree without having to transfer to a four-year college or university.
 - a. Our bachelor degree curriculum provides an advanced scope of practice with emphasis on advanced cardiopulmonary pathophysiology, advanced respiratory case management, advanced

respiratory neonatal/pediatrics, health education in respiratory care, research methodology, quantitative principles, respiratory care sleep medicine, and respiratory care leadership and management.

- b. There are approximately 35 programs in California with only a handful offering an educational pathway to [baccalaureate](#) degrees. Skyline College being one of them ([Skyline CoARC Accreditation](#)).
- c. We are Affordable, Flexible, and High-Quality.
 - i. The Skyline College BSRC Program has been established since baccalaureate Programs in Community Colleges have been approved.

BSRC Program Structure & Enrollment – At a Glance

Program Overview

The **Bachelor of Science in Respiratory Care (BSRC)** at Skyline College is a **100% fully online degree program** designed for **licensed Respiratory Care Practitioners** seeking academic and professional advancement. The program offers a **flexible, affordable, and accredited pathway** that supports working professionals balancing career, family, and life commitments.

Program Format

- Fully online (100% online)
- 13 total courses
- Most courses are 9 weeks
- Capstone Project (RPTH B90): Full semester
- Self-paced enrollment model
- Program completion: Approximately 2–3 years, depending on course load
- Winter and Summer breaks observed

Flexible, Self-Paced Scheduling

- Students may enroll in Spring or Fall
- Self-paced structure allows students to:
 - Take one course at a time (slower pace)
 - Take two courses simultaneously (faster pace)
- Students are required to notify the BSRC Program Lead if they plan to:
 - Drop a course
 - Pause program participation

Affordability

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- \$46/unit – Lower-division coursework
- \$130/unit – Upper-division coursework
- Additional costs may apply for books and supplies

Most course materials are provided by instructors through Zero Textbook Cost (ZTC) and Open Educational Resources (OER) and are available in most course’s Canvas shells.

- Tuition-free for San Mateo County residents (*eligibility and fees subject to annual district policies*)
- Financial aid available through Skyline College Financial Aid Services

Application & Orientation

Fall Entry

- Application Period: January 15 – June 1
- Asynchronous Online Orientation: Mid–Late July

Spring Entry

- Application Period: July 1 – November 1
- Asynchronous Online Orientation: Early–Mid December

After completing college and program orientation, students will receive enrollment instructions and next steps from the **Program Services Coordinator** to ensure a smooth transition into the BSRC program.

Accreditation

Program Accreditation

The Bachelor of Science in Respiratory Care (BSRC) program at Skyline College (Program Number: 510016) currently holds **Continuing Accreditation** Status for a Degree Advancement (DA) Additional Track from the Commission on Accreditation for Respiratory Care (CoARC).

At its December 2025 meeting, CoARC voted to affirm Continuing Accreditation for the BS Degree Advancement Program in Respiratory Care at Skyline College. The program’s maximum enrollment is approved for up to 70 students per calendar year.

This accreditation status reflects that the program has submitted a satisfactory Continuing Accreditation Self-Study Report (CSSR), fulfilled all required documentation, and successfully completed the site-visit evaluation. CoARC utilizes an outcomes-based accreditation model, focusing on whether programs meet established standards and effectively achieve their educational goals.

CoARC’s accreditation review confirms that the program is in compliance with nationally established accreditation standards.

Upcoming Site Visit

As part of the ongoing accreditation process, the BSRC program at Skyline College is scheduled for its next CoARC site visit no later than 2030, which will assess the program's continued compliance with accreditation standards.

Institutional Accreditation

In addition to CoARC accreditation, Skyline College is accredited by:

- Accrediting Commission for Community and Junior Colleges (ACCJC), part of the Western Association of Schools and Colleges (WASC)
- Recognized by the Council for Higher Education Accreditation (CHEA)

State Accreditation

The California Community Colleges Chancellor's Office (CCCCO) and the Academic Affairs Division have also formally approved Skyline College to offer the Bachelor's Degree in Respiratory Therapy.

Academic Counseling and Degree Planning

Each student enrolled in the BSRC Program is strongly encouraged to meet regularly with an academic counselor to develop and maintain an up-to-date degree map. These meetings are essential for helping students stay on track for successful completion of the BSRC Degree Advancement, make informed decisions about course sequencing, and align their academic progress with graduation and career goals.

Regular check-ins with a counselor and the program director can also help identify opportunities for support, clarify program completion requirements, and provide guidance on academic progress throughout the program.

Minimum Eligibility Requirements to Enter the BSRC Program

Who is eligible to apply?

- Students who graduated from an Associate of Science in Respiratory Care Program from a CoARC accredited Program, and carries an Registered Respiratory Therapy (RRT) or Certified Respiratory Care Therapy (CRT) credential (see program policy for graduation below).

OR

- Licensed Respiratory Care Practitioners (RCPs) who graduated from an Associate of Science in Respiratory Care Program from a CoARC accredited Program, and carries an Registered Respiratory Therapy (RRT) or Certified Respiratory Care Therapy (CRT) credential (see program policy for graduation below).

AND

- Completion of a minimum of 30 units from the CSU General Education (GE) pattern, including the "Golden Four", and/or the Cal-GETC pattern (for candidates starting in Fall 2025).
 - **A1** – Oral Communication
 - **A2** – Written Communication
 - **A3** – Critical Thinking
 - **B4** – Mathematics/Quantitative Reasoning
 - OR completion of the Intersegmental General Education Transfer Curriculum (IGETC) for CSU or UC, Cal-GETC.

Skyline College offers a clear and accessible pathway to the Bachelor of Science in Respiratory Care (BSRC) for students who have already earned an Associate's Degree from a Commission on Accreditation for Respiratory Care (CoARC)-accredited college or university in the United States. Students who have completed their associate degree within the last three years may be exempt from lower-division major coursework requirements, with the exception of three prerequisite courses: RPTH 450 – Respiratory Diseases II, RPTH 485 – Clinical Medicine Seminar and Professional Development, and RPTH 490 – Neonatal and Pediatric Respiratory Care. Eligibility and exemption for these prerequisite courses are determined through an individual transcript evaluation conducted by Transcript Evaluation Services.*

For more information, visit the District [Transcript Evaluation Service website](#).

Understanding General Education (GE) & Graduation Requirements for BSRC Students

Students with an AS Degree in Respiratory Care from a COARC accredited college will meet the Skyline College local GE requirements (via the Associate to Associate Pathway policy); however, to graduate they will need to complete the Cal-GETC general education pattern. The notes in Columns C and D identify the Cal-GETC Area requirements they will likely need to complete after their transcript is evaluated and before they can graduate with a BS Degree.

GE Area Requirement	Skyline GE	Cal-GETC (2025-26 catalog rights and later)	Cal-GETC Remaining units
1 - English Communication	English Composition <i>1 course - 3 units</i>	English Composition <i>1 course - 3 units</i>	
	Oral Communication and Critical Thinking <i>1 course - 3 units</i>	Critical Thinking and Composition <i>1 course - 3 units</i>	Students would either need to complete an Oral Comm course or a Critical Thinking and Composition course, depending on what they transferred in.
		Oral Communication <i>1 course - 3 units</i>	
2 - Mathematical Concepts and Quantitative Reasoning	<i>1 course - 3 units</i>	<i>1 course - 3 units</i>	
3 - Arts and Humanities	Arts and Humanities <i>1 course - 3 units</i>	Arts <i>1 course - 3 units</i>	Students would either need to complete an Arts or Humanities course, depending on what they transferred in.
		Humanities <i>1 course - 3 units</i>	
4 - Social and Behavioral Sciences	<i>1 course - 3 units</i>	<i>2 courses from 2 disciplines - 6 units</i>	Students would need to complete a second Social and Behavioral Science course from a different discipline than the first course that was transferred in.
5 - Physical and Biological Sciences	Natural Sciences (Physical or Life Sciences) <i>1 course - 3 units</i>	Physical Science <i>1 course - 3 units</i>	
		Biological Science	Students would either need to complete a Biological or

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		<i>1 course - 3 units</i>	Physical Science course, depending on what they transferred in.
		Laboratory for Phys/Bio Science - 1 unit	At least one science course is required to have a lab.
6 – Ethnic Studies	<i>1 course – 3 units</i>	<i>1 course – 3 units</i>	Most students will have to take this course because it will be uncommon for a transfer course, unless it's from another CCC, to meet the requirements of this Area.
7 - Kinesiology Activity, Personal Development and Wellness	<i>3 units (minimum of 1 unit from 7A Activity)</i>	Not required	Not required for Cal-GETC
Total GE Units Required	24	34	

Registered Respiratory Therapist (RRT) Credential Requirement

According to the CoARC Degree Advancement Standards, degree advancement students entering without the RRT credential must achieve RRT prior to graduation.

Bachelor of Science in Respiratory Care (BSRC) Program

The Bachelor of Science in Respiratory Care (BSRC) Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) as a Degree Advancement (DA) Program and must comply with the CoARC Degree Advancement Standards (**Effective January 1, 2026**).

CoARC Requirement

In accordance with the CoARC DA Standards – Section DA1.5 and DA3.8 (ACCREDITATION STANDARDS FOR DEGREE ADVANCEMENT (DA) PROGRAMS IN RESPIRATORY CARE):

“All degree advancement students must have graduated from a CoARC-accredited Entry into Respiratory Care Professional Practice degree program or hold the Canadian Society of Respiratory Therapists (CSRT) RRT credential and the NBRC RRT credential prior to admission. Additionally, students who do not have the RRT credential upon admission to the program may be admitted as a CRT; however, prior to graduation they must achieve the RRT credential.”

Reference:

- <https://coarc.com/wp-content/uploads/2026/01/CoARC-DA-Standards-1.1.2026.pdf>

This standard establishes the RRT credential as a required professional benchmark for completion CoARC-accredited Degree Advancement program.

Program Policy

Consistent with CoARC Standard Section DA1.5 and DA3.8 (ACCREDITATION STANDARDS FOR DEGREE ADVANCEMENT (DA) PROGRAMS IN RESPIRATORY CARE):

- Students entering the BSRC Program without the RRT credential (e.g., holding CRT status) are permitted to enroll.
- However, proof of active RRT credential status must be submitted prior to program completion and degree conferral.
- Failure to obtain and verify RRT credentialing prior to graduation may delay degree clearance.

Professional Rationale

The BSRC degree is designed to advance the knowledge, leadership capacity, and professional scope of credentialed respiratory therapists. The RRT credential represents the nationally recognized standard for advanced clinical competence and serves as the foundational professional credential upon which baccalaureate education builds.

Students are strongly encouraged to plan accordingly for examination preparation, scheduling, and timely credential attainment.

For questions regarding credential verification or documentation procedures, students should contact the Program Director.

Transcript Submission & Evaluation Policy

(Required for Graduation Clearance)

To ensure a smooth and timely graduation application and degree conferral process, students must verify that all external coursework has been officially evaluated.

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1. External Coursework Requirement

If you have completed coursework at an institution outside of Skyline College, College of San Mateo, or Cañada College, you are required to submit official transcripts for evaluation.

This includes:

- General Education (GE) coursework
- Associate degree coursework
- Any transfer-level classes completed at another college or university

All external transcripts must be evaluated through Transcript Evaluation Services (TES).

2. Purpose of TES Evaluation

Transcript Evaluation Services (TES) provides an official review of coursework completed outside of the SMCCCD district.

Once TES completes the evaluation:

- Your academic record will be updated.
- Your DegreeWorks audit will accurately reflect your remaining degree requirements.
- Your eligibility for graduation clearance can be properly verified.

Failure to submit official transcripts in a timely manner may delay degree conferral.

3. Submission Instructions

At your earliest convenience, please arrange for your Official Transcripts from all external institutions to be sent to:

✉ transevaluation@smccd.edu

Students are responsible for ensuring transcripts are sent and received.

If you have already submitted transcripts and wish to check the status of your evaluation, you may submit a TES Contact Form:

🔗 <https://smccd.edu/transcript/contact-us.php>

For additional information regarding the TES process, please visit:

🔗 <https://smccd.edu/transcript/transcript%20evaluation%20process.php>

Minimum Requirements for the BSRC Program Completion

(120 semester units)

Associates Degree Level



Completion of lower division Respiratory Care major coursework (or equivalent) as part of an accredited AS Degree.

Note: Coursework completed at another institution will be evaluated for equivalency.

Lower Division General Education Requirements	
Students with Catalog Rights Prior to Fall 2025	Students with Catalog Rights from Fall 2025 to Present
California State University General Education (CSU-GE) Requirement Mapping	California General Education Transfer Curriculum (Cal-GETC) Mapping
<p>Area A – English Language Communication and Critical Thinking</p> <p>Area B – Scientific Inquiry and Quantitative Reasoning</p> <p>Area C – Arts and Humanities</p> <p>Area D – Social Sciences</p> <p>Area E – Lifelong Learning and Self-Development</p> <p>Area F – Ethnic Studies</p>	<p>AREA 1: English Communication</p> <p>AREA 2: Mathematics Concepts and Quantitative Reasoning</p> <p>AREA 3: Arts and Humanities</p> <p>AREA 4: Social and Behavioral Sciences</p> <p>AREA 5: Physical and Biological Sciences</p> <p>AREA 6: Ethnic Studies</p>

Associate of Science in Respiratory Care (ASRC) Program Course Sequence Summary

Semester	Course Code	Course Title	Course Units	Notes
Fall 1 (First Semester)	RPTH 410	Introduction to Patient Care & Respiratory Assessment Techniques	3.0	Lecture and Lab
	RPTH 415	Respiratory Pharmacology	2.0	Lecture
	RPTH 420	Application of Cardiopulmonary Anatomy & Physiology	3.0	Lecture
	RPTH 445	Respiratory Diseases I	2.0	Lecture
Spring 1 (Second Semester)	RPTH 430	Introduction to Respiratory Therapeutics	6.0	Lecture and Lab hours
	RPTH 438	Clinical Clerkship I	1.0	48-54 Clinical Rotation (Field Experience)-Clinical Immersion
	RPTH 450	Respiratory Diseases II	3.0	Lecture
Summer (Third Semester)	RPTH 448	Clinical Clerkship II	2.5	120-135 Clinical Rotation (Field Experience)
Fall 2 (Fourth Semester)	RPTH 458	Clinical Clerkship III	5.0	192-216 Clinical Rotation + Lecture
	RPTH 460	Respiratory Critical Care	3.0	Lecture and Lab hours
	RPTH 490	Neonatal and Pediatric Respiratory Care	3.0	Lecture and Lab hours
Spring 2 (Fifth Semester)	RPTH 480	Diagnostic/Interventional Procedures and Outpatient Respiratory Care	2.0	Lecture
	RPTH 485	Clinical Medicine Seminar and Professional Development	2.0	Lecture and Seminars

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	RPTH 488	Clinical Rotation IV and Internship	6.5	321-351 Clinical Rotation and Internship (Internship is 120 hours)
	RPTH 495	Respiratory Care Board Examination Preparation and Review	2.0	Lecture

Bachelor's Degree Level

BS Program Upper Division Respiratory Care Courses	BSRC Program Upper Division General Education Courses
RPTH B10 – Advanced Cardiopulmonary Respiratory Care (3 units)	COMM B10 – Health Communication (3 units)
RPTH B15 – Sleep Medicine and Respiratory Care (3 units)	SOSC B10 – Public Health Policy (3 units)
RPTH B20 – Advanced Respiratory Case Management (3 units)	COUN B10 – Multicultural Human Relations (3 units)
RPTH B30 – Principles of Health Education (3 units)	SOCI B10 – Intersectionality and Citizenship (3 units)
RPTH B40 – Health Care Research Design and Methodology (3 units)	
RPTH B50 – Respiratory Care Leadership and Management I (3 units)	
RPTH B52 – Respiratory Care Leadership and Management II (3 units)	
RPTH B60 – Advanced Neonatal/Pediatric Respiratory Care (3 units)	
RPTH B90 – Respiratory Care Capstone Project (4 units)	

According to the California Community Colleges Chancellor's Office General Baccalaureate Degree Standards (p.74)

All baccalaureate degrees offered by a California community college must meet the minimum requirements outlined in this section. These requirements are designed to ensure that the baccalaureate degrees are equivalent to or exceed the standards of those offered by other regionally accredited community colleges or universities throughout the United States.

Each degree program must include the following:

1. A combination of lower-division and upper-division coursework totaling a minimum of **120 semester units** or 180 quarter units that are applicable to a baccalaureate degree, as defined within these guidelines. This includes a minimum of 60 semester units or 90 quarter units at the associate level.
2. At least **36 semester units** or 54 quarter units of **lower-division general education**.
3. Completion of a minimum of **40 semester units** or 60 quarter units of **upper-division coursework**.
 - a. **Within** that 40 upper-division semester units, **at least 9 semester units** or 13.5 quarter units of upper-division general education coursework.
 - *General education requirements must be integrated and distributed across both lower- and upper-division courses.*

Resources:

Skyline General Education Webpage:

- <https://skylinecollege.edu/transferecenter/generaleducation.php>

California Community Colleges Chancellor's Office | Program and Course Handbook

- <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/program-course-approval-handbook-8th-edition.pdf>

Summary BSRC Program Completion Minimum Requirements:

The BSRC program is fully aligned with the degree standards established by the California Community Colleges Chancellor’s Office and the California Community College Baccalaureate Degree Program (CCC-BDP) Committee, ensuring full compliance with both state and regional accreditation requirements.

The program consists of a total of 120 semester units, distributed as follows:

<p>At the Associate Level, this includes:</p> <ul style="list-style-type: none"> • 46 units of Respiratory Care (ASRC) major coursework • 34 General education courses fulfilling Cal-GETC (California General Education Transfer Curriculum) requirements. 	<p>At the Bachelor Level, this includes:</p> <p>A minimum of 40 semester units, which consist of the BSRC upper-division major coursework and upper-division general education.</p>
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Important: This course list should be used as a general guide only. Students should consult with the Skyline College Counseling Department to confirm specific graduation requirements based on individual catalog rights.

Bachelor of Science in Respiratory Care

Courses Offered in Sequence

SPRING SEMESTER

January – March

- **RPTH B50** – *Respiratory Care Leadership and Management I* (3.0 units)
- **RPTH B15** – *Sleep Medicine and Respiratory Care* (3.0 units)
- **COUN B10** – *Multicultural Human Relations* (3.0 units)

March – May

- **RPTH B52** – *Respiratory Care Leadership and Management II* (3.0 units)
- **RPTH B20** – *Advanced Respiratory Case Management* (3.0 units)
- **SOCI B10** – *Intersectionality and Citizenship* (3.0 units)

FALL SEMESTER

August - October

- **RPTH B10** – *Advanced Cardiopulmonary* (3.0 units)
- **RPTH B40** – *Health Care Research Design and Methodology* (3.0 units)
- **RPTH B60** – *Advanced Neonatal and Pediatric Respiratory Care* (3.0 units)

October - December

- **RPTH B30** – *Principles of Health Education* (3.0 units)
- **COMM B10** – *Health Communication* (3.0 units)
- **SOSC B10** – *Public Health Policy* (3.0 units)

SPRING CAPSTONE

Prerequisite: RPTH B10, RPTH B15 RPTH B20 RPTH B30 RPTH B40 RPTH B50 RPTH B52 RPTH B60 COMM B10, and SOSC B10

January – May (Semester Long)

- **RPTH B90** – *Capstone Project* (4.0 units)

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College Mission & Program Goals

Mission Statement

- To empower and transform a global community of learners.

Vision Statement

- Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

Values Statement

- Education is the foundation of our democratic society.
-

Program Goal

To provide graduates of entry-level respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice. These enhancements will enable them to meet their current professional goals and prepare them for practice as advanced-degree respiratory therapists.

Program Student Learning Outcomes (PSLOs)

Upon completion of the degree requirements, students will be able to:

- Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
- Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
- Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
- Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.

Outcomes Measurements and Evaluation Tools

Program Outcomes

The program assesses and reports annually the following items:

Commission on Accreditation for Respiratory Care (CoARC) Degree Advancement (DA) Annual Reporting:

- Overall Employer Satisfaction
- Overall Graduate Satisfaction
- Overall Personnel-Program Satisfaction
- Overall Student-Program Satisfaction
- CoARC DA Annual Resource Assessment Matrix Report
- CoARC DA Annual Expected Student Learning Outcomes (ESLOs) Report
- Recruitment and Enrollment
- Attrition/Retention Rates

Professional Outcomes

Professional advancement outcomes are measured by:

- Achievement of NBRC advanced credentials (NPS, ACCS, RPFT, SDS, AE-C)
- Advancement to a graduate degree (e.g., MSRC, MHA, MBA, M.Ed., etc.)
- Promotion to leadership roles, research positions, or academic appointments
- Securing positions in healthcare education or at medical institutions

Textbooks and Supplies

Learning will take place in a fully online, asynchronous environment through Canvas, Skyline College's learning management system (LMS).

As part of our ongoing efforts to make the program more affordable, we are actively transitioning most BSRC courses to Zero Textbook Cost (ZTC) status and utilizing Open Educational Resources (OER). While this initiative is still in progress, most course materials—including textbooks, articles, and other instructional resources—will be provided at no cost by the instructor and made available within each course's Canvas shell or

through Skyline’s Library eBooks.

However, some courses may still require textbooks, which can be purchased through the Skyline College Bookstore or online. These textbooks are carefully selected and will serve as valuable resources throughout your academic and professional journey.

Estimated Textbook Costs: Expect to spend approximately \$150 to \$300 per term on required materials, if applicable.

Technology and Devices

A PC, Mac, or tablet with videoconferencing capability is recommended for engaging effectively in office hours, virtual meetings, and course-related activities. For optimal performance in accessing applications, participating in meetings, and completing assignments, a laptop or desktop computer is highly recommended.

Canvas is compatible with Windows, Mac, Linux, iOS, Android, and any device with a supported web browser. More information can be found here: [Skyline Online Education](#)

Additionally, Microsoft Office Suite is required to complete assignments and projects. Students can access a discounted version through the San Mateo Community College District via the following link: [CollegeBuys](#)

New Continuing Education Requirements for California Licensed Respiratory Care Practitioners

Continuing Education Requirements (Effective January 1, 2024)

The Respiratory Care Board of California (RCB) has adopted new continuing education (CE) requirements aligned with its most recent workforce study and strategic plan. Currently, respiratory care practitioners (RCPs) must complete 30 hours of CE every renewal cycle, with two-thirds (20 hours) directly related to the clinical practice of respiratory care.

New CE Framework

- A total of **30 hours of CE** is required every two-year renewal cycle.

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- At least **25 of the 30 required CE hours** must be completed in the following content areas:

1. RCP Leadership

- A minimum of **10 hours** must be directly related to RCP leadership.

- **2. Respiratory Care Clinical Practice**

- A minimum of **15 hours** must be directly related to the clinical practice of respiratory care.

New CE Format

- A minimum of **15 of the 30 required CE hours** must be earned from **live courses or meetings**.

Resource:

- Respiratory Care Board Continuing Education Guidebook link:
 - https://rcb.ca.gov/licensees/forms/new_ce_booklet.pdf

Summary of Baccalaureate Respiratory Care Program Curriculum and Course Student Learning Outcomes

Course Title/Units/Hours and Prerequisite	Course Description	Course Student Learning Outcomes (SLOs)
<p>RPTH B10 – Advanced Cardiopulmonary Care (3 units)</p> <p><i>Hours/semester: 48-54 lecture.</i></p> <p>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</p>	<p>Provides an analytical framework through which students will expand their knowledge of respiratory diseases, diagnostic procedures, and symptom management. Includes detailed assessment of cardiopulmonary and neuro respiratory diseases, performance of diagnostic testing, medical interventions, and analysis of treatment benefits.</p>	<ol style="list-style-type: none"> 1. Evaluate and apply advanced cardiopulmonary diagnostic procedures and medical interventions performed by respiratory care practitioners. 2. Analyze disease-specific treatment options in cardiopulmonary and neuro respiratory care and recommend modifications based on evidence- based practice. 3. Create a care plan for a patient with a cardiopulmonary or a neuro respiratory disease process. 4. Practice interprofessional communication and

		<p>collaboration in the care of patients with an advanced cardiopulmonary disease.</p>
<p>RPTH B15 – Sleep Medicine and Respiratory Care (3 units) <i>Hours/semester: 48-54 lecture.</i> <i>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Prepares students to apply polysomnography to diagnose sleep disorders. Students will gain knowledge and skills related to the normal development of sleep patterns and demonstrate the ability to identify specific sleep disorders as well as score sleep stages and respiratory patterns. Emphasis is placed on pediatric and adult assessment, monitoring, and sleep disorders.</p>	<ol style="list-style-type: none"> 1. Interpret and analyze patient sleep disorders and their characteristics. 2. Identify and apply appropriate tools and strategies for recording physiologic data during sleep studies including the montage and equipment selection, and mechanical and physiologic calibrations. 3. Apply management strategies to titrate continuous positive airway pressure, bilevel positive airway pressure, adaptive servo ventilation, noninvasive positive-pressure ventilation, and supplemental oxygen to achieve optimal outcomes.
<p>RPTH B20 – Advanced Respiratory Case Management (3 units) <i>Hours/semester: 48-54 lecture.</i> <i>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Applied case management in Respiratory Care highlighting facilitation, integration, coordination and transition of patients through the continuum of care. Students effectively apply strategies for collaboration between the case manager, the client, the payer and appropriate service personnel, in order to optimize the outcome while maintaining client privacy and confidentiality, health, and safety through advocacy and adherence to ethical, legal, accreditation, certification and regulator standards or guidelines.</p>	<ol style="list-style-type: none"> 1. Analyze patient case management plans created by the healthcare delivery team to coordinate resources and services necessary to accomplish client goals. 2. Identify and apply strategies for assessing, planning, implementing, coordinating, monitoring, and evaluating options and services to promote quality and cost-effective outcomes. 3. Apply professional practice principles such as confidentiality, legal and regulatory requirements, risk management, interpersonal communication, conflict resolution, and negotiation strategies in the context of the case management process.

<p>RPTH B30 – Principles of Health Education (3 units) <i>Hours/semester: 48-54 lecture.</i> <i>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Provides an analytical framework to teach adult learning theory and prepare the student to teach effectively in healthcare and classroom settings. Topics include learning styles, curriculum development, effective teaching techniques, and assessment of learning.</p>	<ol style="list-style-type: none"> 1. Apply child and adult learning theory to the creation and delivery of health care related curriculum. 2. Develop a lesson plan that includes outcomes, objectives, content, skills and abilities. 3. Develop an effective assessment tool for assessing lesson plan outcomes.
<p>RPTH B40 – Health Care Research Design and Methodology (3 units) <i>Hours/semester: 48-54 lecture.</i> <i>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Analysis of research design and methodology in health care and health sciences. Emphasis will include research evaluation and interpretation of results, design methodology, the planning and approval process, data collection and analysis, and communication and presentation of the results.</p>	<ol style="list-style-type: none"> 1. Critically review, analyze, and interpret published research. 2. Develop research design, conduct or review a study, critically assess and perform analysis of quality measurement.
<p>RPTH B50 – Respiratory Care Leadership and Management I (3 units) <i>Hours/semester: 48-54 lecture.</i> <i>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Leadership and management theories in effective practices in the healthcare setting. Organizational structure of current healthcare models are discussed. Emphasis is placed on development of skills in leadership, communication, time management, problem solving, motivation and other critical competencies. Specific attention is focused on the role of leadership, along with specific functions and operations, in a Respiratory Care Department.</p>	<ol style="list-style-type: none"> 1. Articulate a working foundation of leadership practices and theories for leading people and health organizations. 2. Integrate behaviors and actions of successful leaders and develop an individual current or future leadership style. 3. Apply management strategies to various operational procedures and functions of the Respiratory Care department and other related departments.
<p>RPTH B52 – Respiratory Care Leadership and Management II</p>	<p>Application of advanced level of skills learned in Respiratory Care</p>	<ol style="list-style-type: none"> 1. Make inferences and draw conclusions relative to

<p>(3 units) <i>Hours/semester: 48-54</i> <i>lecture. Prerequisite:</i> <i>Admission to the Bachelor of</i> <i>Science in Respiratory Care</i> <i>Program</i></p>	<p>Leadership and Management I through case based model approach in various aspects of providing respiratory health care management. Students will identify and apply strategic models to analyze problems, formulate solutions, and make sound decisions.</p>	<p>leadership and management skills within the healthcare organization or industry.</p> <ol style="list-style-type: none"> 2. Integrate the tenets of various theoretical constructs and strategic models to make decisions, solve problems, and develop plans. 3. Distinguish the difference between leadership and management and use that knowledge to make strategic decisions and enhance organizational efficiencies and effectiveness through the development and implementation of plans. 4. Critically reflect on the application of theoretical constructs and strategic methodologies that support peak performance in teams
<p>RPTH B60 – Advanced Neonatal and Pediatric Respiratory Care (3 units) <i>Hours/semester 24.0-27.0</i> <i>Lecture hours;</i> <i>Prerequisite: Admission</i> <i>to the Bachelor of</i> <i>Science in Respiratory</i> <i>Care Program</i></p>	<p>Advanced concepts of neonatal and pediatric respiratory care. Emphasis placed on neonatal and pediatric pathophysiology and on specific therapeutic needs of neonates and children. Students will demonstrate competence in assessment skills, formulation of treatment plans, and application of specific respiratory care modalities for neonatal and pediatric patients.</p>	<ol style="list-style-type: none"> 1. Differentiate approaches to care between neonatal/pediatric and adult patients. 2. Distinguish and apply appropriate advanced medical treatments and modalities which can be utilized to appropriately care for neonatal and pediatric patients.
<p>RPTH B90 – Respiratory Care Capstone Project (4 units) <i>Hours/semester: 128.0 Field</i> <i>Experience Hours. Prerequisite:</i> <i>RPTH B10, with a minimum</i> <i>grade of C and RPTH B20 with</i></p>	<p>Capstone course in Respiratory Care focused in areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or other</p>	<ol style="list-style-type: none"> 1. Draw on multiple evidence-based practice sources of analysis, research, and critical thinking across the curriculum to develop addressing a problem and

<p><i>a minimum grade of C and RPTH B30 with a minimum grade of C and RPTH B40 with a minimum grade of C and RPTH B50 with a minimum grade of C.</i></p>	<p>special areas of interest. Students 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 areas of interest. Transfer credit: CSU.</p>	<p>completing a project.</p> <ol style="list-style-type: none"> 2. Develop a project plan for addressing the research question, issues, problem or need. 3. Evaluate project methods, findings, and outcomes. 4. Present orally and in writing 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.
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What is a Capstone Project?

- The capstone project serves as a culminating experience for students, allowing them to demonstrate the cumulative knowledge and skills acquired throughout their academic program. It provides an opportunity to integrate and apply learning to real-world projects or problems aligned with students’ areas of interest. Through the capstone project, students identify and complete a project that involves conducting research, analyzing data, proposing solutions, and presenting findings to faculty, peers, or external stakeholders. Projects are developed collaboratively with faculty and community partners. Ultimately, the capstone project showcases students’ readiness for professional and academic advancement by demonstrating their ability to address complex challenges and produce meaningful outcomes.

Upper General Education Courses

<p>COUN B10 – Multicultural Human Relations (3 units) <i>Hours/semester: 48-54 lecture.</i> <i>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Designed to engage students in an evolving process of developing greater self and cultural awareness that will help inform how we work with communities specific to various professional settings. Examination of various intersectionalities such as ethnicity, gender, class, sexual orientation, and generational identity and the effects that the</p>	<ol style="list-style-type: none"> 1. Analyze multiple identities through the lens of intersectionality such as ethnicity, gender, class, sexual orientation, and generational identity. 2. Utilize tools and strategies for intercultural communication and conflict resolution to appropriately work with communities specific to
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	<p>dynamics of power and privilege have on systemic oppression. Also utilizes a psychosocial perspective to explore various theoretical frameworks that strive for greater cultural competency throughout their professional development.</p>	<p>various professional settings</p> <ol style="list-style-type: none"> 3. Transform theories to practice when addressing systems of oppression that are underlying in their professional settings
<p>COMM B10 – HEALTH COMMUNICATION (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Critical exploration of health communication concepts, theories, research methods, cases, and other practices applied in addressing real-world health issues, administration, and decision-making. Addresses health communication approaches in the planning, implementation, and evaluation of health promotion and behavior change campaigns.</p>	<ol style="list-style-type: none"> 1. Analyze and discuss the theories, models, and organizational issues and strategies in healthcare. 2. Examine and assess health promotion materials and behavior change campaigns. 3. Research, design and cohesively present a team health promotion.
<p>SOCI B10 – Intersectionality and Citizenship (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Exploration of the intersection of identities: race, ethnicity, socioeconomic class, gender, and citizenship status. Students will explore and analyze how race and ethnicity are socially constructed and intersect with identities such as class and gender. Provides students theoretical frameworks for assessing these constructs and their consequences.</p>	<ol style="list-style-type: none"> 1. Recognize and demonstrate a knowledge of sociological perspectives and theories relating to the social constructs of race and ethnicity in the United States. 2. Appraise the constructs of race and ethnicity in the context of intersectionality (the intersection of identities of race, ethnicity, gender, socioeconomic class, citizenship status).

		<ol style="list-style-type: none"> 3. Assess and articulate theories and concepts on race and ethnicity through written and verbal presentation. 4. Evaluate current social issues and debates regarding race and ethnicity through the use of the sociological imagination.
<p>SOSC B10 – Public Health Policy (3 units) <i>Hours/semester: 48-54 lecture.</i> <i>Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Exploration of health policy and management core topics in the study of health and health care delivery. An interdisciplinary approach will be used that emphasizes diverse perspectives on health care policy in the U.S. Students will develop an understanding of fundamental ideas and problems in the areas of health and medical care.</p>	<ol style="list-style-type: none"> 1. Appraise healthcare policy and programs from sociological, political, economic, legal, and ethical perspectives. 2. Summarize and discuss contemporary health policy problems and issues. 3. Develop and evaluate possible solutions to important healthcare problems.

Course Rubrics and Program Grading Threshold

Each course within the Bachelor of Science in Respiratory Care (BSRC) program includes its own specific rubrics tailored to the course content, outcomes, and assignments. These rubrics are developed by the instructor of record based on the course’s unique specialty area and are available within each course’s Canvas shell. Students are encouraged to review the rubric for each assignment to understand how their work will be evaluated and to support their academic success.

To maintain satisfactory academic progress toward completion of the BSRC Degree Advancement Program at Skyline College, students must achieve a minimum final grade of 70% in each course. In addition, Student Learning Outcomes (SLOs) are assessed through specific assignments and learning activities embedded within each course. These targeted assessments, outlined in the course rubrics, provide direct evidence of student competency and alignment with program-level outcomes. Successful performance in these outcome-based assessments is essential for demonstrating competency and advancing through the program.

For more details, please refer to the BSRC Program Webpage, which can be found on:

<https://skylinecollege.edu/respiratorycarebachelors/>.

Meet the Program's Faculty, Administrative, and Support Team



Anrey Bartoszynski, MEd, BSRC, RCP, RRT-ACCS, has been a Respiratory Care Practitioner since 2006, bringing over 17 years of clinical experience across diverse healthcare settings. She earned his Associate of Science in Respiratory Therapy in 2006, followed by a Bachelor of Science in Respiratory Care in 2018, and a Master of Education in Health & Wellness in 2021. Anrey began her academic career in 2018 and has been teaching at Skyline College since 2019, serving as RT Adjunct Faculty and Simulation Lab Coordinator. Her teaching background includes experience as a volunteer RT tutor and clinical preceptor for nearly a decade,

mentoring students and new practitioners in both academic and clinical environments. Her clinical practice includes experience at Saint Francis Memorial Hospital (San Francisco), Washington Hospital Healthcare System (Fremont), VA Palo Alto Medical Center, Kaiser Permanente (Northern California), and Children's Hospital of the King's Daughters (Norfolk, VA). As Program Director in Respiratory Care at Skyline College, Anrey is deeply committed to student success and professional development, guiding learners toward advanced clinical practice, leadership, education, and career advancement in respiratory care. His work reflects a strong passion for teaching, mentorship, and building the future respiratory care workforce.



Brian Daniel, RCP, RRT, is a graduate of Skyline College's Respiratory Care program and brings over 40 years of experience as a Respiratory Care Practitioner. He has served as Director of Clinical Education at Skyline College Respiratory Care Program since 2004, playing a pivotal role in clinical training, mentorship, and the professional development of respiratory care students. Throughout his career, Brian has contributed extensively to the advancement of respiratory care through numerous peer-reviewed publications in acute and intensive respiratory care. He is a sought-after speaker with national and international presentations focused on advances in the management of respiratory disorders. His work has also been widely

recognized in RN education, as well as in the development of critical care residents and fellows. Brian has served as a discipline representative to the Global Consensus Group for Acute Respiratory Distress Syndrome (ARDS) and has been formally recognized for his leadership in improving clinical outcomes related to COVID-19-associated lung injury. In 2022, he was honored as the California Society for Respiratory Care

Practitioner of the Year, reflecting his longstanding commitment to excellence in patient care, education, and professional leadership.



Dr. Gordon K. Mak, MD, serves as the Medical Director for the Skyline College Respiratory Care Program, providing clinical guidance and oversight to ensure excellence in respiratory care education. He is a board-certified pulmonologist and critical care specialist based in Stanford, California, affiliated with Stanford Health Care–Stanford Hospital and San Mateo Medical Center. Dr. Mak received his medical degree from the David Geffen School of Medicine at UCLA Center for Health Sciences in 1995 and has over 25 years of experience in the medical field. His clinical expertise includes obstructive lung disease, sleep disorders, asthma, pneumonia, pulmonary embolism, sarcoidosis, and critical care medicine. Through his work with Skyline College, Dr. Mak

provides invaluable mentorship and guidance, helping to bridge advanced clinical practice with respiratory care education for future practitioners.



Rena Aiken, BSRC, RRT, RCP, has been teaching at Skyline College since 2024, covering Patient Assessment and other advanced respiratory care services. She also practices as a licensed Respiratory Care Practitioner, combining professional expertise with hands-on teaching to enhance student learning. is a full-time respiratory care practitioner at Stanford Health Care, providing care across ICU, trauma, adult and pediatric emergency departments, and hospital floors. She has been with Stanford since August 2021 and brings extensive clinical experience in diverse patient care settings to her work with Skyline College students.



Dan Alamillo, MSRC, BSRT, RRT, RPFT, NPS, AE-C has been a Respiratory Care Practitioner since 2001, beginning his career after graduating from Napa Valley College. He earned his Bachelor of Science in Respiratory Therapy from California State University, East Bay in 2006, and later completed his Master's degree in Respiratory Care at Youngstown State University in 2018. Dan holds multiple advanced professional credentials, including Registered Respiratory Therapist (RRT), Registered Pulmonary Function Technologist (RPFT), Neonatal/Pediatric Specialist (NPS), and

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Certified Asthma Educator (AE-C). His extensive clinical expertise spans neonatal, pediatric, and adult respiratory care. Outside of Skyline College, Dan has been a dedicated respiratory care practitioner at UCSF Benioff Children’s Hospital Oakland since 2001, where he continues to provide specialized care to pediatric and neonatal patient populations. His depth of clinical experience and commitment to respiratory care excellence enrich the learning experience for Skyline College students.



Krystal Craddock, MSRC, RRT, RRT-NPS, RRT-ACCS, AE-C, CCM, began her career in respiratory care in 2007, bringing extensive experience in adult and pediatric critical care and trauma. She earned her Associate of Science in Respiratory Care from Butte Community College, followed by Bachelor of Science and Master of Science in Respiratory Care from Boise State University, completing her master’s degree in 2020. Krystal holds multiple advanced credentials, including Registered Respiratory Therapist (RRT), Neonatal/Pediatric Specialist (NPS), Adult Critical Care Specialist (ACCS), Certified Asthma Educator (AE-C), and Certified Case Manager (CCM). She currently serves as Clinical Operations Manager and COPD Case Management Coordinator at UC Davis Medical Center, where she leads initiatives focused on care coordination, population health, and chronic disease management. A recognized leader in the profession, Krystal has presented on Respiratory Care Case Management at state and national conferences, including the COPD Foundation Annual Conference, American College of Chest Physicians (CHEST), American Thoracic Society (ATS) Conference, and AARC Congress. She was awarded the Charles W. Serby COPD Research Fellowship in 2013 and the Mike West Patient Education Achievement Award in 2016 from the American Respiratory Care Foundation (ARCF). Krystal currently serves as President of the California Society for Respiratory Care (CSRC), a role she has held since 2023, and leads instruction in Advanced Respiratory Case Management at Skyline College. Her work reflects a deep commitment to leadership, education, patient advocacy, and advancing the role of respiratory care practitioners within complex healthcare systems.



Kimberly Trotter, MA, RPSGT holds a Master’s in Psychology from Sac State, with an emphasis on sleep research and is a registered polysomnographic technologist and is licensed with the State of California. She has been in the sleep medicine profession for over 30 years. Trotter founded and developed the UCSF Sleep Disorders Center and grew it from a 2-bed lab to a 12-bed lab studying both adults and children. She accredited the sleep lab with the American Academy of Sleep Medicine. Trotter also managed the UCSF Pulmonary Function Lab, and Pulmonary Rehab departments, as well as the Sleep and Pulmonary Clinics. She currently manages the Pediatric Sleep Lab at UCSF Benioff Children’s Hospital, Oakland. Trotter has written many articles and chapters on sleep medicine and received a Fellow Award with

the American Association of Sleep Technologists. Kimberly leads instruction for Respiratory Care Sleep Medicine.



Gregory Burns, MAS, BSRC, RRT, RCP, has been teaching in the Bachelor of Science in Respiratory Care (BSRC) program at Skyline College since 2023, where he provides instruction in Research Methodology and Leadership. His academic focus emphasizes evidence-based practice, quality improvement, and leadership development within the respiratory care profession. In his clinical and professional role, Gregory currently serves as a Quality and Analytics Clinical Specialist with Respiratory Care Services at UCSF Health, a position he has held since 2022. His work centers on clinical quality, data analytics, and performance improvement initiatives that support high-quality patient care. Prior to UCSF Health, Gregory practiced as a Respiratory Care Practitioner at San Francisco General Hospital from 2010, where he also served as Interim Equipment Manager and Quality Improvement Manager, contributing to operational excellence and patient safety initiatives. In addition to his healthcare career, Gregory is an O9S recruit pursuing officer candidacy with the Army National Guard, reflecting his commitment to leadership, service, and professional growth.



Uzoma Nwamuo, MSHCA, BSRT, RRT, RRT-NPS, RCP, has been an integral part of the BSRC program at Skyline College since 2023 as a faculty, where she supports students through online instruction, performance evaluation, and individualized guidance in Advanced Neonatal and Pediatric Respiratory Care. She brings over 20 years of respiratory care experience, including roles as Director of Clinical Education at Carrington College, Transport Respiratory Therapist at UCSF Benioff Children's Hospital Oakland since 2008, and part-time Registered Respiratory Therapist at Kaiser Permanente. Uzoma's clinical expertise spans neonatal, pediatric, critical care, ECMO transport, pulmonary function testing, and patient education for tracheostomy, ventilator, and CPAP-dependent patients. She holds a Bachelor's degree in Respiratory Care Therapy from Salisbury University (2000–2002) and a Master of Science in Health Care Administration from University of Maryland Global Campus (2007). Her extensive clinical knowledge, leadership, and commitment to student success make her an exceptional addition to the Skyline College BSRC faculty team, enhancing both academic and hands-on learning for students.

Contact Informations:

Respiratory Care Faculties
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<p style="text-align: center;">Karen Wong, B.A., M.A. wongk@smccd.edu Coordinator of Institutional Effectiveness (Learning Outcomes Coordinator)</p>
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Writing-Reading Center, & English Language Learning Support

Professional Organizations

Professions and their members are represented by organizations that work for the benefit of the profession. Respiratory Care is no exception. Professional organizations exist at the national and state level. The organizations are affiliated and have chapters in each locality.

The organization's main goals are to promote the profession both from within and outside, to provide educational and professional conferences, disseminate information through scientific and professional journals and promote within government the interests of respiratory care professionals.

All students in the program are expected to maintain student membership in these organizations. The mailing addresses for these organizations are:

American Association for Respiratory Care (AARC)

9425 N. MacArthur Blvd. Suite 100

Irving, TX 75063-4706

USA

Phone (972) 243-2272

Fax (972) 484-2720

E-mail: info@aarc.org

California Society for Respiratory Care (CSRC)

3868 Howe St. #1

Oakland, CA 94611

Email: office@csrc.org

Toll Free: 888/730-CSRC (2772)

Students are also encouraged to request the following free publications.

- RT Magazine
 - <http://www.rtmagazine.com/>

Credentialing and Licensure

In California, two entities are involved in your ability to practice as a Respiratory Care Practitioner: the State of California Respiratory Care Board (RCB) and a peer organization, The National Board for Respiratory Care (NBRC). The state credential is a Registered Respiratory Care Practitioner (RCP), and the national credential is a Certified & Registered Respiratory Therapist (CRT & RRT). To qualify for state licensure, you are required to obtain the higher competency credential, RRT.

The NBRC also provides for competency credentials in the following areas:

- Adult Critical Care Specialist
- Certified and Registered Pulmonary Function Technologist
- Neonatal/Pediatric Specialist
- Sleep Disorder Specialist
- Asthma Educator- Certified
- Chronic Obstructive Pulmonary Disease Educator

Addresses for the two credentialing organizations are:

<p><u>California Licensing Board (RCB)</u> Respiratory Care Board of California</p> <p>3750 Rosin Court, Suite 100 Sacramento, CA 95834</p> <p>Toll Free: (866) 375-0386 Phone: (916) 999-2190 Fax: (916) 263-7311</p> <p>Email: rcbinfo@dca.ca.gov</p> <ul style="list-style-type: none"> ● The Respiratory Care Board is open Monday - Friday from 8am - 5pm, with the exception of State Holidays. 	<p><u>National Credentialing Board</u> National Board for Respiratory Care (NBRC)</p> <p><i>NBRC Executive Office</i> 10801 Mastin Street, Suite 300 Overland Park, KS 66210</p> <p>Toll Free: 888.341.4811 Phone: 913.895.4900 Fax: 913.712.9283</p> <p>Email: info@nbrc.org</p>
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Counseling, Financial Aid, and Campus Resources

COUNSELING

The Skyline counseling department is available for academic or personal guidance. This department should be used for all class registration, questions on academic requirements and personal guidance. The school also employs a professional psychologist. Students in demanding programs sometimes need professional help to handle stress. Do not hesitate to contact your counselor early. Do not hesitate to talk to the program director or other faculty members.

Academic Counseling Website: <https://skylinecollege.edu/counseling/>

FINANCIAL AID

Due to the academic demands of the respiratory care program, work life balance can still be difficult even with the flexible schedule options. The college does recognize that many students may have financial obligations necessitating work. If you are challenged with finances, there are grants and loans that may be available to you. To assess qualification for financial aid support, **please contact the Financial Aid Office.**

Financial Aid Website: <https://skylinecollege.edu/financialaid/>

Scholarships also exist for respiratory care students. Here is a partial list:

- The Respiratory Care Therapy Scholarship Fund
- Skyline College Respiratory Care Scholarship Fund
- Lambda Beta Society
- American Association for Respiratory Care
- Breathe California – Bay Area
- California Society for Respiratory Care
- California Thoracic Society
- Kaiser Scholarship Foundation and Loan Program
- Grove Scholars Program
- Rotary Club of Palo Alto, Robert Smithwick Vocational Scholarships

Please contact the program director for more information regarding scholarships.

Please Note:

Students must achieve a minimum of 70% in each BSRC class to remain in and progress through the Program at Skyline College.

Financial Aid Eligibility Only:

Per AB 789

To maintain financial aid eligibility at Skyline College:

- Students must meet all Satisfactory Academic Progress (SAP) criteria as outlined below.
 - Minimum 2.0 Cumulative Grade Point Average (GPA)
 - Minimum 67% Cumulative Completion Rate
 - Cannot exceed 90 attempted units

If a student has been suspended for not meeting these SAP standards, they may submit an appeal if they faced special circumstances that affected their academic performance. For further details about this policy and the appeal process,

visit <https://skylinecollege.edu/financialaid/satisfactoryacademicprogress.php>.

CAMPUS RESOURCES

As Skyline Students you have the option to utilize SparkPoint services and resources to achieve financial stability.

- SparkPoint services and resources are bundled and sequenced to make the most of what we have to offer, and they are integrated with the network of Student Services provided by Skyline College.
- This site provides information about SparkPoint Services -- contact SparkPoint if you have any additional questions!

- **SparkPoint at Skyline College**

<p><u>Address:</u> Building 1, Floor 2 Room 1-214 San Bruno, CA 94066 Phone#: 650-738-7035</p>	 <p>SparkPoint Flyer</p>
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- **Other Sparkpoint Services:** <https://skylinecollege.edu/sparkpoint/>

- This includes but not limited to:
 - Public benefits support
 - Student food grants
 - Free groceries
 - Tax services
 - Grove Scholars Program
 - Legal clinic and more

Office Hours

Monday - Thursday: 8:00am - 4:30pm

Friday: 8:00am - 1:00pm

Skyline College Respiratory Care Practitioner Program Code of Conduct

Professional Conduct Policy for Respiratory Care Students

All students enrolled in the Associate of Science in Respiratory Care (ASRC) and/or the Bachelor of Science in Respiratory Care (BSRC) programs at Skyline College are expected to uphold the highest standards of professionalism, integrity, and ethical behavior. These expectations are in accordance with the Skyline College Student Code of Conduct, the Due Process Policy, and the policies of the San Mateo County Community College District.

Due to the professional responsibilities and leadership roles respiratory care practitioners fulfill, students must consistently demonstrate behavior aligned with the standards of the respiratory care profession.

ASRC Program – Clinical and In-Person Expectations

Students enrolled in the **ASRC program**, which includes in-person classroom instruction, simulation labs, and clinical rotations at affiliated healthcare facilities, are expected to demonstrate professionalism in all academic and clinical settings.

Professional conduct is expected in the following environments:

- On-campus classrooms and labs
- Simulated clinical environments
- Hospitals and clinical agencies affiliated with the program
- Allied health and instructor offices

ASRC students must:

- Interact with peers, faculty, clinical instructors, and staff with **respect and courtesy**
- Uphold **patient confidentiality, dignity, and rights** during clinical rotations
- Adhere to all **rules and protocols** established by clinical sites
- Dress and behave in a manner that reflects **professionalism and readiness for patient care**
- Represent Skyline College and the respiratory care profession with **integrity** in every clinical encounter

BSRC Program – Online Professionalism Expectations

Students enrolled in the **BSRC program**, which is delivered **100% online**, are expected to demonstrate the same high standards of professionalism and respect in all virtual learning environments.

Professional conduct is expected at all times, including but not limited to the following situations:

- Online class discussions and forums
- Group projects and collaborations
- Virtual meetings or office hours with faculty or peers

BSRC students must:

- Communicate clearly, respectfully, and professionally in all online interactions
- Meet academic integrity standards, including proper citation and independent work
- Engage fully and responsibly in online learning, demonstrating **accountability and leadership**
- Represent themselves and the program with **honesty and professionalism** in all communications

Consequences of Academic Dishonesty:

Academic and student disciplinary sanctions may be applied in cases of academic dishonesty. Depending on the seriousness of the infraction, you may:

- Receive a failing grade on a test, paper, or examination which may result in a lower course grade or failure in the course.
- Have your course grade lowered, or possibly fail the course.

Under the standards of Academic Sanctions and Disciplinary Sanctions, you may be subject to:

- A warning
- Temporary exclusion from an activity or class
- Censure
- Disciplinary probation
- Suspension
- Expulsion

The Dean of Enrollment Services/Disciplinary Officer maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once.

Student Appeals:

In all instances, a student who has been subject to an academic or disciplinary sanction has the right to appeal the decision of the professor or administrator in accordance with established College due process procedures. Refer to Student Grievance and Appeals Policy in the Student Handbook.

Commitment to Professionalism

Whether in-person through the ASRC program or online through the BSRC program, students are representatives of Skyline College and the respiratory care profession. Demonstrating professionalism is not only an academic requirement—it is a foundational expectation for those who seek to enter or advance within the field as respiratory care practitioners.

As students progress in their education—whether advancing their degree, obtaining higher credentials, pursuing leadership roles, engaging in research or academia, contributing to legislative advocacy, leading community initiatives, or participating in outreach and public health improvement projects—the community expects them to uphold the highest standards of professionalism. This includes integrity, accountability, cultural humility, and a strong commitment to improving the quality of life for the individuals and populations they serve.

Students are expected to reflect the core values of the respiratory care profession and Skyline College, both during their time in the program and as they continue to grow as practitioners, educators, advocates, and leaders.

Failure to meet these professional standards may result in disciplinary action, in accordance with the policies of Skyline College and the Respiratory Care Program.

Types of Violations May Include But Not Limited to:

1. Field Violations

1. Theft of the College or Hospital/Clinical Agency property
2. Violation of Patient/Client confidentiality (HIPAA)
3. Leaving the clinical agency or simulated lab without reporting off as instructed (i.e. Patient Abandonment)
4. Tape recording, using electronic listening or copying or data collection devices to record medical information about clients/patients or their families, improper use of information including information contained in hand written notes, PDA or other data collection methods obtained for use to prepare or care for assigned patients.
5. Photocopying any document without his/her knowledge or consent;

6. Tape recording an instructor without his/her knowledge or consent;
7. Improper use of tape recordings permitted because of a documented disability requiring the use of tape recorders.
8. Violation of Skyline College Associate and/or Bachelor Degree Respiratory Care Practitioner Program HIPAA Policy.
9. Physical or verbal insults; threats of profanity, ethnic or racial slurs, or unprofessional interactions or comments with other students, faculty, staff, clients/patients agencies, the simulated clinical laboratory, computer laboratory, facility staff, any healthcare providers, administration, and other stakeholders.
10. Violation of any [AARC Code of Ethics](#)

2. Academic Violations

1. Violation noted under the [Academic Integrity and Honesty Bylaws](#). This includes but not limited to: Cheating, plagiarism (including self-plagiarism without proper citation), alteration or misuse of college or hospital/clinical agency documents, records, equipment or computer data.
2. Physical or verbal insults; threats of profanity, ethnic or racial slurs, or unprofessional interactions or comments with other students, faculty, staff, clients/patients agencies, the simulated clinical laboratory, computer laboratory, classrooms, virtual meetings, online discussions, in any digital platform, or in the program or faculty offices.
3. Violation of district [Student Code of Conduct Bylaws](#)
4. Verbal or physical behavior which obstructs or disrupts teaching, learning, patients/clients care, or the administration of the respiratory care program.
5. Disruption of in-person or online learning to peers and the program.
6. Furnishing false or misleading or altered information or documents to the Skyline College Associate and/or Bachelor Degree Respiratory Care Practitioner Program or instructors.
7. Violation of Colleges [Policies and Procedures from Student Handbook](#).
8. Violation of [Student Privacy Rights](#)

Assignments, Projects, and Participation

- Timely completion of assignments and projects is essential to your success and to the success of your student colleagues in the teaching and learning environment.

- Most assignments are intended to be completed individually. However, some are collaborative in nature and require timely, high-quality contributions to support individual, group, and class learning. For example, discussion board assignments rely on active and punctual participation from all students to maximize collaborative engagement. Some assignments may also be completed in group formats that require teamwork and coordination.
- Instructors will clearly define expectations for each assignment and project, including grading criteria that reflect professional standards, comprehension, and adherence to deadlines.
- Students are encouraged to maintain open and effective communication with instructors, team members, and support personnel whenever questions arise or clarification is needed regarding any expectations.
- Instructors will also provide clear expectations for overall course participation. Please read the syllabus for each course carefully to understand course length, pacing, and expectations.
- For all meetings and conferences, whether in-person or online, arrive on time and be prepared to engage meaningfully.

APPLICATION & LOTTERY PROCESS

Enrollment Capacity

We admit up to **70 new BSRC students each year**, 35 students for the Fall semester and 35 students for the Spring semester.

Application Requirements

Submit all application materials by the posted deadline, including:

- Official transcripts
- Current Resume
- Complete at least 30 lower-division General Education units following one of these approved patterns:
 - California State University General Education (CSU-GE)
 - Intersegmental General Education Transfer Curriculum (IGETC)
 - California General Education Transfer Curriculum (Cal-GETC)
- Late or incomplete applications will not be reviewed.

Priority Admission Consideration

Priority is given to:

1. Current Skyline College students who are completing the Associate of Science (A.S.) degree in Respiratory Care and continuing into the Bachelor of Science (B.S.) program.
2. Recent graduates from a Commission on Accreditation for Respiratory Care (CoARC) –accredited Associate Degree program who are eligible for a respiratory care license.
3. Currently licensed Respiratory Therapists who graduated from a CoARC-accredited Associate Degree program and meet all academic and licensure requirements.

When a Lottery Is Used

If we receive more than 70 qualified applications for the school year, we will hold a random lottery drawing to determine admission. The first 70 names drawn will be offered admission. Any remaining qualified applicants will be placed on a waitlist in the order their names were drawn.

Returning Bachelor of Science in Respiratory Care (BSRC)

Student Policy

We understand that, on occasion, students accepted into the Bachelor of Science in Respiratory Care (BSRC) Program may need to take a pause from their coursework. While students are welcome to take time away from the program, after successfully completing at least one BSRC course with a passing grade of 70.0%, it's important to remember that the BSRC program also follows Skyline College's institutional guidelines regarding inactive accounts.

Inactive Account Policy

Skyline College accounts are deactivated after three consecutive semesters of inactivity. Beginning in the Fall 2025 school year, this same rule will apply directly to the BSRC program.

What does this mean for you as a BSRC student?

If your Skyline College account is deactivated and you wish to return to the BSRC program, you will need to reapply and complete the following steps:

1. Submit a Skyline College Application

- This applies to all new Skyline College applicants and individuals whose accounts have been deactivated.

2. Complete the BSRC Program Application

- **Application Link:** BSRC Program Application:
<https://skylinecollege.edu/respiratorycarebachelors/#application>

3. Meet the BSRC Program Application Requirements

- Official transcripts: if not already on file with Skyline College.
- Current resume
- Completion of at least 30 lower-division General Education units following one of the approved patterns:
 - California State University General Education (CSU-GE)
 - Intersegmental General Education Transfer Curriculum (IGETC)
 - California General Education Transfer Curriculum (Cal-GETC)

Please note:

- All application materials must be submitted by the posted deadline. Late or incomplete applications will not be reviewed.

If you have any questions or would like help with the registration process, please reach out to us as soon as possible. We are here to assist you and look forward to welcoming you back to the BSRC program when you're ready to continue your journey.

ACADEMIC RECORD

Applicable academic records are accessible on a need-to-know basis by the Program Director, faculty, counselor, and Program Services Coordinator in order to evaluate a student's academic standing as needed for the program.

Evaluation Criteria for Student Progress and Retention Guidelines

While grades do not fully define the kind of respiratory care practitioner a student will become, they serve as an important measure of a student's retention of knowledge necessary for safe and competent practice. Therefore, a minimum final grade of "C" (70%) is required in all BSRC courses.

If a student is unable to achieve this minimum requirement, options for continuation in the program will be assessed and developed by the Program Director. The Program Director's decision regarding a student's

continuation in the program will be based on the following criteria:

- The student’s academic standing, attendance, professionalism, and behavior while enrolled in the program
- The reason(s) for the student’s academic difficulties
- The potential for resolution and improvement in academic performance
- The development and implementation of a Student Success Plan
- Faculty assessment of the student’s potential to successfully complete the program

Etiquette & Netiquette

As a Respiratory Care Practitioner, professionalism is expected at all times—even in virtual environments. Faculty, staff, and student colleagues are expected to maintain a respectful, professional, and supportive attitude, especially when differences of opinion or disagreements arise.

The guidelines that govern online communication are known as *netiquette*. These not only include rules of behavior during discussions but also etiquette that reflects the unique nature of online interaction. Remember: your time online is also someone else’s time. Respect for others' time, privacy, and dignity is essential.

To communicate effectively and professionally in our online environment, please adhere to the following rules:

- **Avoid typing in all caps.** This is equivalent to shouting and is considered impolite.
- **Do not plagiarize.** Always give credit where credit is due when referencing someone else’s work.
- **Keep personal information private.** Protect your own and others' confidentiality.
- **Avoid foul or offensive language.** This is a professional forum—always present yourself with professionalism.
- **Use correct punctuation, grammar, and spelling.** Clear and professional writing reflects your attention to detail.
- **Read first.** Review questions, instructions, and assignments thoroughly before posting or asking questions—your answer may already be there.
- **Be kind.** Although online communication may feel anonymous, remember there is a real person behind every screen name. Engage respectfully, even in disagreement.

Student Relationships

Throughout the program, students will share a wide range of experiences. It is important to understand that there is no need for competition among peers. Some students may enter the program with more knowledge of respiratory care, while others may have less. It is essential to recognize that no one, not even instructors, knows everything.

The primary goal is to support, teach, and learn from one another. Students and faculty are partners in creating a collaborative learning environment and building meaningful relationships that may last beyond the duration of the two-year program. Students are encouraged to address instructors by their names or titles to help foster a respectful, professional, and supportive atmosphere.

Respiratory Care Student Hub

Connect. Learn. Lead. Grow.

The Respiratory Care Student Hub is the central student engagement platform for the Respiratory Care Program at Skyline College. The Hub replaces the traditional club structure while still providing the same opportunities for mentorship, professional development, leadership, and community involvement, without the need for mandatory meetings or administrative obligations.

The Hub is open to students in both the Associate of Science in Respiratory Care (ASRC) and the Bachelor of Science in Respiratory Care (BSRC) programs. It serves as a collaborative space where students can access resources, stay informed about program activities, and connect with peers, faculty, and respiratory care professionals.

Purpose of the Respiratory Care Student Hub

The Respiratory Care Student Hub is designed to support student success by providing a centralized space for:

- **Program Announcements and Updates**
Important information related to the Respiratory Care Program, deadlines, and opportunities.
- **Scholarship and Financial Support Opportunities**
Information about scholarships and funding opportunities available to respiratory care students.
- **Professional Development and Events**
Workshops, guest lectures, conferences, networking opportunities, and other professional engagement activities.

- **Peer and Faculty Connections**

Opportunities for students to connect with classmates, upperclassmen, BSRC students, faculty mentors, and practicing respiratory care professionals.

Participation and Student Engagement

Participation in the Respiratory Care Student Hub is open to all ASRC and BSRC students.

Student engagement includes:

- **Peer Mentorship**

Advance and/or senior cohorts of students could mentor new or junior cohorts of students as they transition through the program.

- **BSRC Mentorship and Professional Insight**

BSRC students may serve as mentors, offering professional insight as advanced students, practicing respiratory therapists, educators, researchers, and healthcare leaders.

- **Student Collaboration**

Students have opportunities to collaborate across cohorts and degree levels, building strong professional and academic support networks.

Leadership and Program Support

The activities within the Respiratory Care Student Hub are supported through a collaborative leadership structure:

- The ASRC Student Body Council helps oversee student engagement initiatives and the Hub guidelines.
- The Hub encourages collaboration between ASRC and BSRC students, creating mentorship opportunities and leadership development.
- The Hub is supported by the Respiratory Care Program Director and faculty, who provide guidance, resources, and oversight to ensure students have access to meaningful opportunities.
- Student engagement and leadership contributions occur within a program cycle, allowing both ASRC and BSRC students to contribute to the continued growth of the program.

Student Activities and Opportunities

Through the Respiratory Care Student Hub, students may participate in a variety of activities that support both academic and professional growth.

Mentorship

Peer-to-peer mentorship between ASRC cohorts and collaboration with BSRC students and alumni.

Program Representation

Students may represent the respiratory care student body during Program Advisory Committee (PAC) meetings, which occur once each semester. This allows student perspectives to contribute to program development.

Professional Development

Students may help organize or participate in:

- Guest lectures from respiratory care professionals
- Clinical specialists and healthcare leaders
- Career panels and networking events
- Professional conferences and educational workshops

Community Engagement

Students may participate in service-learning opportunities such as but not limited to:

- Health fairs
- Lung health awareness campaigns
- Community health education
- Public health outreach activities

Academic Support

Collaborative learning opportunities may include but not limited to:

- Study groups
- Exam preparation sessions
- Support for ASRC credentialing exams
- Support for advanced BSRC coursework

Leadership Development

The Hub provides opportunities for students to develop leadership, teamwork, advocacy, and organizational skills that prepare them for future professional roles within respiratory care and healthcare leadership.

Students may also provide input on:

- Guest speakers
- Educational workshops
- Community outreach
- Networking opportunities within the respiratory care community.

Benefits of Participation

Participation in the Respiratory Care Student Hub enhances the student experience by fostering:

- Strong academic support networks
- Mentorship across cohorts and degree levels
- Early exposure to advanced respiratory care practice
- Leadership development opportunities
- Professional networking with peers, faculty, alumni, and healthcare professionals

The Hub allows students to engage with the respiratory care community while avoiding the administrative burdens typically associated with traditional student organizations.

Why Engage in the Hub?

Students who actively participate in the Respiratory Care Student Hub can:

- Develop leadership and teamwork skills
- Prepare for advanced professional roles in respiratory care
- Build connections with peers, alumni, and healthcare professionals
- Contribute their voice to the continued growth of the Respiratory Care Program

Stay Connected

Students are encouraged to regularly check the Respiratory Care Student Hub to stay informed about opportunities, announcements, and events.

The Hub exists to support your journey in respiratory care, helping you connect, grow, and succeed as a future respiratory care professional.

Guidelines for Using Artificial Intelligence (AI) as a Student

As technology evolves, so does academia. A good rule of thumb when using AI as a student is to **supplement**, not replace, your learning and critical thinking. AI tools can offer valuable assistance with research, data analysis, and study organization; however, they should not be relied upon as a substitute for understanding the material or developing your own insights. Remember, **you are the conductor—AI is your assistant, not your boss!**

Below are guidelines for responsibly and effectively using AI tools as you progress through the BSRC program:

- **Use AI as a tool, not a crutch:** While AI can help streamline tasks and provide additional resources, it's essential to stay actively engaged with the material and build your understanding independently.
- **Verify and cross-reference:** Always double-check the accuracy and credibility of AI-generated information, especially when using it for academic research or writing. Cross-reference with reputable sources to ensure information is reliable and up to date.
- **Understand limitations:** AI algorithms may have biases or limitations based on the data they are trained on. Apply your critical thinking skills when interpreting AI-generated content.
- **Maintain academic integrity:** When using AI tools to assist with writing or generating content, ensure you are not plagiarizing or violating academic honesty policies. Use AI-generated content as a starting point, and be sure to edit, modify, and properly cite any sources used. Don't forget to credit all external content appropriately.
- **Seek guidance when needed:** If you're unsure how to use AI tools effectively or ethically, reach out to your instructors, librarians, or academic advisors. They can provide support and clarity in navigating AI use in academia.

In summary, approach AI use with a balanced mindset—leveraging the strengths of modern technology while preserving the core values of traditional learning and academic integrity.

Academic Integrity and Self-Plagiarism

Per Skyline Student Rights and Responsibilities Page found in (<https://catalog.skylinecollege.edu/current/rights-responsibilities/integrity.php>) Academic Integrity is defined as:

“Academic dishonesty defrauds all those who depend upon the integrity of the College, its courses and its degrees and certificates. The college community has the responsibility to make every reasonable effort to foster honest academic conduct.

Academic dishonesty occurs when a student attempts to show possession of a level of knowledge or skill that he

or she does not possess. The two most common kinds of academic dishonesty are “cheating” and “plagiarism.” ~This includes “self-plagiarism.”

The work you submit/present must be your own, and/or properly cited to give credit to the source(s).

Maintaining academic honesty is essential to your success in the BSRC Program and to upholding the integrity of the respiratory care profession. One important aspect of this responsibility is understanding the concept of **self-plagiarism**.

What Is Self-Plagiarism?

Self-plagiarism occurs when a student reuses their previously submitted work and presents it as new, without proper citation or substantial new contribution. According to the **APA 7th Edition (Section 8.3)**, once an assignment has been submitted in an academic setting, it is considered “published.” Reusing that material in future assignments requires citation just as you would with any other source.

It is important to recognize that **building on prior work**—especially in a program that includes progressive or cumulative projects—is encouraged. However, this does **not** mean copying and pasting large sections of a previous paper into a new one. Even if the work is your own, submitting it again without clear attribution constitutes self-plagiarism and violates academic integrity policies.

Acceptable Use of Your Previous Work

You may incorporate portions of your previous work under the following conditions:

- **You must properly cite yourself** using APA 7th Edition style.
- **Only a small portion** (a few sentences or a short paragraph) should be reused, and only if it directly supports the purpose of the new assignment.
- The reused content must be **relevant, justified**, and should not replace new, original analysis or insight.
- Avoid reusing entire papers or large sections of prior work.

How to Cite Yourself (APA 7th Edition)

If you include content from a previously submitted paper, cite it like this:

Smith, J. (2024). *Title of the previous paper*. Unpublished manuscript, [Course Name], [Institution Name].

This citation makes clear that you are the author and that the work has already been submitted in a prior academic context.

Paraphrasing and Citation

Paraphrasing is the process of rewording and restructuring an original source using your own words while preserving the meaning of the original content. When paraphrasing, you **must still provide a proper citation** to credit the original author.

To avoid plagiarism of any kind:

- Use your own voice to paraphrase ideas and integrate them into your work.
- Include in-text citations and a complete reference list for all sourced content, following current APA Edition formatting.
 - For more support contact CTTL
 - Website: <https://skylinecollege.edu/ctl/>
 - Location:
 - Skyline College
 - 3300 College Drive, Suite 5-118
 - San Bruno, CA 94066
 - Phone: 650-738-7080

More Resource:

- Plagiarism and Artificial Intelligence Guidance, SMCCCD District Academic Senate
 - <https://smccd.edu/academicsenate/plagiarismaiguide.php>

Upholding Integrity

Understanding Turnitin: What You Need to Know as a Respiratory Care Student at Skyline College

Welcome to the Respiratory Care Program at Skyline College! As you begin your academic journey with us, one of the tools you'll become familiar with is **Turnitin**. Turnitin is an online application used by many colleges and universities—including Skyline College—to support academic writing and help uphold integrity in your coursework.



What is Turnitin?

Turnitin is a platform that checks your written assignments for similarity by comparing your work to a vast database of academic papers, articles, websites, and student submissions worldwide. This generates a **Similarity Report** which highlights parts of your submission that match other sources.

Think of Turnitin not just as a “plagiarism checker,” but as a **learning tool** that helps you improve your writing, avoid accidental plagiarism, and develop strong academic habits.

How Do I Use It?

Your instructors may ask you to submit essays, reflection papers, or other written assignments through Turnitin. In most cases, this will be done directly through your **Canvas** course shell. After you submit your work, Turnitin will generate a Similarity Report showing what percentage of your paper matches other sources.

- **A low percentage** (generally under 20%) is often considered normal, depending on the type of assignment.
 - **0–20%:** Usually acceptable, especially for research papers or assignments that include proper citations.
- **21–29%:** May prompt instructor review and feedback on improving citation and paraphrasing.
- **30% or higher:** This may typically result in a more formal review. If the report shows questionable similarity, the **instructor may consult with the Program Director** to create a **Progress Plan** that addresses the issue and supports your success.
- **50% or higher:** If your similarity report is **50% or greater**, and the **faculty's initial review confirms plagiarism, and absence of proper citation**, the **Program Director must be notified immediately**. At this point, the **Academic Integrity and Honesty policy** is activated, and we will meet with you to:
 - Review the findings,
 - Identify the root of the issue,
 - Provide guidance on proper academic practices, and
 - Collaboratively create a plan for moving forward to support your success in the assignment and the course.

Our goal is not to penalize but to **support you in becoming a responsible and successful student**. Mistakes can be powerful learning opportunities, and we’re here to help you every step of the way.

What Happens if the Similarity is High?

If your Turnitin report shows a high similarity score, it doesn’t always mean you’ve intentionally done something wrong—but it does mean we’ll need to take a closer look. In line with Skyline College’s **Academic Integrity and Honesty Guidelines**, we’ll work with you to create a **Progress Plan** to address the issue.

This may include:

- Reviewing proper citation practices
- Providing additional writing support
- Giving you a chance to revise and resubmit
- Helping you build the skills needed to succeed not just on that assignment, but throughout the course

Our goal is always to support you—not to penalize you—and to ensure you're learning and growing through each experience.

Where Can I Get Help?

If you ever have questions about Turnitin or your Similarity Report, the first step is to reach out to your instructor for that course. They can give you the best guidance specific to that assignment.

If you need further support, don't hesitate to contact your Respiratory Care Program Director—we're here to help and ensure you feel confident and prepared.

Bachelor of Science in Respiratory Care (BSRC) Program

Policies for Attendance, Accommodations, Leave of Absence, and Course Repetition

1. Course Activity and Policy

Since the BSRC Program is delivered fully online, consistent course engagement, including weekly online activity and communication, is essential to optimize the learning experience and achieve maximum student learning outcomes. Students are responsible for maintaining regular participation and interaction in both didactic and upper-level general education courses within the BSRC Program. This includes, but is not limited to, discussion assignments, peer reviews, announcement responses, assignment comment boxes, and other interactive course activities.

Enrollment Verification

- For new students, completing the **Attendance Verification** process is essential. You can do so here: [Attendance Verification Enrollment](#).
- Students who do not demonstrate course activity or fail to complete the Attendance Verification form may be **administratively withdrawn** from the course.

Course Drop:

Last Updated (March 2026)

Program Handbook Content is Subject to Change to Ensure Course Learning Outcomes are Met

- Please refer to the course drop deadlines listed in WebSchedule to ensure your course withdrawals are submitted on time.

2. Support Services

- **The Learning Center:**

- The Learning Center (Building 5) provides support for writing, reading, math, and other subjects. Sign up for LSKL 800 for general tutoring, or for LSKL 853 for reading and writing support through the Writing & Reading Lab in the Learning Center.
 - **For in-person appointments:** Librarians, on the 2nd floor of building 5, can assist with research projects and library questions. Academic counselors, health services, and other student support services are available in the Student Services Center in Building 2.
 - **For remote assistance:** Please use this link to for hours and contact information <https://skylinecollege.edu/learningcenter/>

- **Educational Resource Center:**

- Skyline College and the Educational Resource Center are committed to providing services that will enhance the educational experience of students with disabilities. For a more detailed description of the program, stop by the EAC, Building 5, Room 5-132, or call (650) 738-4280.
 - In coordination with the EAC office, reasonable accommodation will be provided for eligible students with disabilities. If you do not have an accommodation letter, please contact the EAC office at (650) 738-4280.
 - For counseling, and support services to students with documented disabilities in accordance with State and Federal law, the [Educational Access Center](#) (EAC) can help. Please contact 650-738-4280 or stop by the front desk (Room 5-132) to make an appointment with an EAC Counselor or Learning Disabilities Specialist.
 - EAC email: skyeac@smccd.edu
WebPage: <https://skylinecollege.edu/educationalaccesscenter/>

3. Leave of Absence (LOA) and Re-Entry Policy

The BSRC Program recognizes that students may experience circumstances requiring a temporary interruption in academic progression.

Requesting an LOA:

- Submit formal written request to the **Program Director** at least **two weeks in advance**
- Retroactive LOA requests approved only in verified emergencies
- Approval is based on:
 - Academic standing
 - Progression in BSRC curriculum
 - Course sequencing requirements
 - Supporting documentation

Types of Leave:

- **Personal Leave:** Family obligations, financial hardship, employment conflicts, or other significant personal circumstances
- **Medical Leave:** Requires documentation from a licensed healthcare provider confirming condition, recommended leave duration, and readiness to safely return

Duration and Enrollment:

- Approved LOA may extend up to **three consecutive academic semesters**
- Students inactive for three consecutive semesters must reactivate status through **Admissions & Records** and **reapply to the BSRC Program**

Re-Entry:

- Not automatic; eligibility depends on:
 - Program space availability
 - Curriculum sequencing
 - Completion of all program and institutional requirements

Limitations:

- The program cannot guarantee seat availability beyond approved LOA
- Curriculum or program policy changes may apply upon return
- The BSRC Program Director makes final determinations, aligned with SMCCD Board Policies, Title 5, and College policies

4. Course Repetition and Program Dismissal (Title 5 Compliance)

Aligned with SMCCD Board Policies, California Title 5, and Skyline College Admissions and Records policies:

- Students may attempt any required BSRC course a **maximum of three (3) times**

- An attempt includes outcomes:
 - D+, D, D–
 - F
 - NP (No Pass) or NC (No Credit)
 - W (Withdrawal)
- Students who fail a course on the third attempt will be automatically dismissed from the BSRC Program with no opportunity to return.
- Program faculty and administration cannot grant exceptions

Administrative Withdrawal

- Administrative Withdrawal is a program-initiated separation from the BSRC Program due to non-payment, inactivity in a course, exceeding the maximum number of enrollments in a course, failure to submit official required documents for admission or registration (e.g., transcript, test scores, or service records), or failure to return from an approved Leave of Absence.

5. Enrollment Continuity and Institutional Inactivity Policy

In accordance with Skyline College Admissions & Records regulations, students are required to maintain continuous enrollment. A student who is inactive for three (3) consecutive semesters, including Fall, Spring, and Summer, will have their Skyline College student account deactivated.

This institutional deactivation also affects BSRC Program status. Students who have matriculated into the BSRC Program and remain inactive for three consecutive semesters will also be dropped from the program. Students who wish to return after deactivation must re-enroll both in Skyline College and the BSRC Program to resume their studies.

Exceptions and Accommodations for Re-Entry Following Institutional Inactivity

Students who experience involuntary interruption of enrollment may be considered for re-admission under documented, approved accommodations, consistent with Title 5 of the California Code of Regulations and Skyline College policies. Accommodations may include, but are not limited to:

1. Military Duty and Active Service Obligations

- Students called to active duty, training, or other official military service may request re-entry consideration.
- Placement will be reviewed to preserve prior academic progress and program eligibility.
- Official military orders must be provided and coordinated with the Veterans Services Office and Admissions & Records.

2. Extenuating Circumstances

- Serious illness, injury, or medically required treatment preventing enrollment or course completion.
- Jury duty or other legally mandated obligations that conflict with enrollment.
- Natural disasters or declared public emergencies.

- Documentation must demonstrate impact on enrollment for the term(s) affected.

3. **Pregnancy, Childbirth, and Postpartum Recovery**

- Students experiencing pregnancy or postpartum recovery may request re-entry consideration.
- Appropriate medical documentation is required in accordance with Title 5 and Title IX protections.

4. **Students with Verified Disabilities**

- Students with documented disabilities may request re-entry with accommodations necessary to support successful program continuation.
- Accommodation plans are coordinated through the College's Disability Support Services.

5. **Medical Leave of Absence**

- Students who interrupted enrollment due to documented medical conditions may be eligible for re-entry, subject to medical clearance and review by Admissions & Records.

6. **Public Emergency or Institutional Disruption**

- Students impacted by campus closures, program disruptions, or verified administrative errors may be considered for re-entry without penalty associated with program interruption.

Conditions and Limitations:

- Re-entry under any of these accommodations is not guaranteed and is subject to program capacity, lottery procedures, and all current institutional and program admission requirements.
- Documentation supporting the accommodation request must be submitted prior to consideration and in compliance with Admissions & Records policies.

6. Sexual Misconduct, Harassment, Assault and Title IX

San Mateo County Community College District is committed to maintaining safe and caring college environments at Cañada College, College of San Mateo and Skyline College. The District has established policies and procedures regarding Sexual Misconduct, Harassment, and Assault.

A District website has also been developed which provides you with important information about sexual misconduct and sexual assault. <http://smccd.edu/titleix/>

To learn more about these issues and how you can help prevent them, you are encouraged to view the [Not Anymore videos](#), which can be found on WebSMART under the Student Services link.

7. Email Forwarding

Each student attains a **my.smccd.edu** email account upon acceptance into the college. However, if you prefer to use another email account such as hotmail, yahoo, gmail, or another, please take a few minutes to set up forwarding for your my.smccd.edu email to your regular account to avoid missing a communication from me.

How to Forward an email (Follow these steps):

1. Go to Websmart at <https://websmart.smccd.edu/>

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****Program Handbook Content is Subject to Change to Ensure Course Learning Outcomes are Met****

2. In your student account area, click on the link that says "New! Student Email"
3. Here, you may view your email address and password, and you may reset your password.
4. IMPORTANT: Open your my.smccd.edu email.
5. Click "Settings" at the top of the page.
6. Click the "Forwarding and POP/IMAP" tab.
7. Under Forwarding, click the "Forward a copy of incoming mail" button.
8. Enter the email address you want to forward your email to.
9. Click "Save Changes."

BSRC Program/Expected Student Learning Outcome (PSLO/ESLO) Curriculum Mapping

PSLO/ESLO Competency Framing & Validation

In the Skyline BSRC Degree Advancement Program, the term Program Student Learning Outcomes (PSLOs) and the CoARC's Expected Student Learning Outcomes (ESLOs) are considered synonymous. These outcomes are framed as student competencies to be achieved by program completion. Each PSLO is introduced, reinforced, and ultimately mastered through Capstone work evaluated using rubrics aligned to each PSLO.

The successful completion of the Respiratory Care Capstone Project in the RPTH B90 course signifies mastery of all four Program Student Learning Outcomes (PSLOs), as outlined below: *(see details on the next page)*

- **PSLO #1:** Specialized Interventions
- **PSLO #2:** Evidence-Based Practice
- **PSLO #3:** Healthcare Leadership
- **PSLO #4:** Professional Communication

Each of these outcomes is intentionally embedded within the structure and objectives of the Capstone Project. As a result, students who complete RPTH B90 Capstone Project will have demonstrated proficiency at the mastery level across all four PSLOs..

The Respiratory Care Program Advisory Committee (PAC) board and clinical partners will continue to be consulted to ensure alignment with professional and workplace expectations.

PSLOs are published on:

- Program website

Last Updated (March 2026)

****Program Handbook Content is Subject to Change to Ensure Course Learning Outcomes are Met****

- BSRC Student handbook
- Other (*Ex: Course syllabi*)

Program Student Learning Outcomes (PSLOs) describe the essential skills and knowledge that graduates of the BSRC program are expected to demonstrate.

These are mapped across the curriculum to ensure that students are introduced to, develop, and ultimately master each outcome.

Program Student Learning Outcomes (PSLOs)

Upon completion of program degree requirements, students will be able to:

- **PSLO #1**

Specialized Interventions

- Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.

- **PSLO #2**

Evidence-Based Practice

- Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.

- **PSLO #3**

Healthcare Leadership

- Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.

- **PSLO #4**

Professional Communication

- Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.

Legend for PSLO Levels:

- **“I” – Introduced**
- **“D” – Developed**
- **“M” – Mastered**

Definitions:

- **Introduce:** The course or point in the curriculum where the PSLO is first introduced.*
- **Develop:** The course or point in the curriculum where the PSLO is further developed and reinforced.*
- **Master:** The specific course assignment where students demonstrate mastery of the PSLO.
 - Note: Mastery will be demonstrated through a specific assignment evaluated by a rubric.

PSLO Mapping and Assessment Plan**Curriculum Mapping – Introduced, Developed, Mastered:**

Course	PSLO #1 Specialized Interventions	PSLO #2 Evidence- Based Practice	PSLO #3 Healthcare Leadership	PSLO #4 Professional Communication
RPTH B10 – Advanced Cardiopulmonary Care	I	I		
RPTH B15 – Sleep Medicine and Respiratory Care	I	I		
RPTH B20 – Advanced Respiratory Case Management	I	I		
RPTH B30 – Principles of Health Education		I		I
RPTH B40 – Health Care Research Design and Methodology		D		
RPTH B60 – Advanced Neonatal and Pediatric Respiratory Care	D	D		
RPTH B50 – Leadership and Management I			D	
RPTH B52 – Leadership and Management II			D	
COMM B10 – Health Communication			D	D

SOSC B10 – Public Health Policy			D	D
COUN B10 – Multicultural Human Relations				D
SOCI B10 – Intersectionality and Citizenship				D
RPTH B90 – Capstone Project	M	M	M	M

Assessment Plan:

Direct Measure:

- Final Capstone Project assignment evaluated using a rubric.
- Benchmark for Criterion Successfully Met: 80% of students will score at least 70%.

Indirect Measure:

- Graduate exit survey with self-assessment of PSLO achievement.

Remediation Plan:

Capstone Mastery Stage:

- Students scoring below 70% on any PSLO-aligned assignment must:
 - Receive feedback and are required to revise their assignments using the provided feedback(s) from the instructor throughout the course.
 - Revised assignments must be submitted within the course timeframe and prior to final grade submission.
 - Students must also attend coaching sessions.
 - If the final grade remains below 70% after the second submission attempt, the student will receive a failing grade and will need to retake the course
- Faculty Response:
 - Evaluate course sequencing and readiness
 - Revise rubrics and instructional design if needed
 - Discuss adjustments in program review and CoARC reporting

Introductory and Development Stages:

- **Student-Level Response:**

- Students not meeting 70% in introductory or development-stage courses will:
 - Be required to meet with the instructor for review and feedback.
 - Receive feedback and are required to revise their assignments using the provided feedback from the instructor throughout the course.
 - (if applicable) Revised assignments must be submitted within the course timeframe and prior to final grade submission.
 - (if applicable) Supplemental materials or activities (e.g., tutorials, discussion board enhancements) will be assigned.

- **Program-Level Response:**

- Faculty will assess the alignment of course content and scaffolding in the I and D stages.
- If consistent underperformance is noted, course revisions (assignments, pacing, or assessments) will be discussed and implemented.

BSRC Program Learning Outcomes Assessment Matrix

Program Student Learning Outcome (PSLO)	Assessment Method	Courses Used for Assessment	Success Criterion
PSLO #1: Applied Specialized Interventions Demonstrate the ability to evaluate, assess, and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult	Direct Assessment – Course Performance	RPTH B10 – Advanced Cardiopulmonary Care RPTH B15 – Sleep Medicine and Respiratory Care RPTH B20 – Advanced Respiratory Case Management RPTH B60 – Advanced Neonatal and Pediatric Respiratory Care	Students must earn a minimum score of 70% in each course listed to demonstrate competency in evaluating, assessing, and applying interventions across key specialty areas.

critical care, and respiratory case management.			
<p>PSLO #2: Evidence-Based Respiratory Care Demonstrate the use of evidence-based practice and respiratory-driven protocols to enhance critical thinking and provide safe patient care.</p>	<p>Direct Assessment – Course Performance</p>	<p>RPTH B10 – Advanced Cardiopulmonary Care RPTH B15 – Sleep Medicine and Respiratory Care RPTH B20 – Advanced Respiratory Case Management RPTH B30 – Principles of Health Education RPTH B40 – Health Care Research Design and Methodology RPTH B60 – Advanced Neonatal and Pediatric Respiratory Care RPTH B90 – Respiratory Care Capstone Project</p>	<p>Students must earn a minimum of 70% or higher in each course listed to demonstrate the application of evidence-based practices and respiratory-driven protocols.</p>
<p>PSLO #3: Healthcare Leadership Develop and apply transformational leadership principles in healthcare that foster inclusive decision-making and address business aspects of healthcare such as value efficacy and quality improvement.</p>	<p>Direct Assessment – Course Performance</p>	<p>RPTH B50 – Respiratory Care Leadership and Management I RPTH B52 – Respiratory Care Leadership and Management II COMM B10 – Health Communication SOSC B10 – Public Health Policy</p>	<p>Students must earn a minimum of 70% or higher in each course listed to demonstrate application of leadership principles and business strategy in healthcare settings.</p>

<p>PSLO #4: Respiratory Care Competency Develop and apply effective professional oral and written communication skills that empower autonomy as a healthcare team member.</p>	<p>Direct Assessment – Course Performance</p>	<p>COMM B10 – Health Communication SOSC B10 – Public Health Policy COUN B10 – Multicultural Human Relations SOCI B10 – Intersectionality and Citizenship RPTH B30 – Principles of Health Education RPTH B90 – Respiratory Care Capstone Project</p>	<p>Students must earn a minimum of 70% or higher in each course listed to demonstrate professional communication competency and autonomy in team-based healthcare.</p>
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2025 BSRC SLO to PSLO Alignment Mapping

Course	Course Student Learning Outcome (SLO) Name	Course Student Learning Outcome (SLO) Details	Program Learning Outcome (PLO) Name	Program Learning Outcome (PLO) Details
<p>SKY COMM B10</p>	<p>SLO1 THEORIES & MODELS IN HEALTHCARE</p>	<p>Analyze and discuss the theories, models, and organizational issues and strategies in healthcare.</p>	<p>BSRC - Healthcare Communication Skills</p>	<p>Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.</p>
	<p>SLO2 HEALTH PROMOTION & BEHAVIOR CHANGE</p>	<p>Examine and assess health promotion materials and behavior change campaigns.</p>	<p>BSRC - Healthcare Communication Skills</p>	<p>Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.</p>
	<p>SLO3 TEAM HEALTH PRESENTATION</p>	<p>Research, design and cohesively present a team health promotion.</p>	<p>BSRC - Healthcare Communication Skills</p>	<p>Develop and apply effective professional oral and written communication skills and tools that empower</p>

				autonomy to be an effective member of the healthcare team.
SKY COUN B10	Critical Thinking	Analyze multiple identities through the lens of intersectionality such as ethnicity, gender, class, sexual orientation, and generational identity.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
	Practices of Culturally Competent Care	Implement counseling practices and theoretical frameworks to become a more culturally competent practitioner (e.g. self-awareness, attending skills, unconditional positive regard/outward valuing of others, vulnerability, communication, active listening, being present, reflection, reframing, cultural humility, therapeutic alliance, empathy, and praxis).	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
SKY RPTH B10	Creating a Care Plan	Create a care plan for a patient with a cardiopulmonary or a neuro respiratory disease process.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
	Evidence- Based Practice of Cardiopulmonary Care	Analyze disease-specific treatment options in cardiopulmonary and neuro-respiratory care and recommend modifications based on evidence- based practice.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.

	Inter-professional Communication and Collaboration in Critical Care Settings.	Practice interprofessional communication and collaboration in the care of patients with an advanced cardiopulmonary disease.	BSRC - Healthcare Communication Skills	Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.
			BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
	Patient Intervention	Evaluate and apply advanced cardiopulmonary diagnostic procedures and medical interventions performed by respiratory care practitioners.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
			BSRC - Healthcare Communication Skills	Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.
SKY RPTH B15	Recording Data	Identify and apply appropriate tools and strategies for recording physiologic data during sleep studies including the montage and equipment selection, and mechanical and physiologic calibrations.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.

	Sleep Disorder Management	Apply management strategies to titrate continuous positive airway pressure, bilevel positive airway pressure, adaptive servo ventilation, noninvasive positive-pressure ventilation, and supplemental oxygen to achieve optimal outcomes.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
	Sleep Disorders	Interpret and analyze patient sleep disorders and their characteristics.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
SKY RPTH B20	Application Strategies	Identify and apply strategies for assessing, planning, implementing, coordinating, monitoring, and evaluating options and services to promote quality and cost-effective outcomes.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
			BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
	Case Management Plan	Analyze patient case management plans created by the healthcare delivery team to coordinate resources and services necessary to accomplish client goals.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects

				of healthcare particularly value efficacy and continuous quality improvement.
	Professional Practice	Assess professional practice principles such as confidentiality, legal and regulatory requirements, risk management, interpersonal communication, conflict resolution, and negotiation strategies in the context of the case management process	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
SKY RPTH B30	Apply learning theory to the creation and delivery of health care related curricula.	Evaluate and apply child and adult learning theories in the creation and delivery of healthcare related curriculum.	BSRC - Healthcare Communication Skills	Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.
	Develop a lesson plan that includes outcomes, objectives, content, skills and abilities.	Create and evaluate a lesson plan that includes outcomes, objectives, content, skills, and abilities.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
	Develop an effective assessment tool for assessing lesson plan outcomes.	Create and Evaluate an effective assessment tool for assessing lesson plan outcomes.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.

SKY RPTH B40	RPTH-B40-1 Analyze, and interpret published research	Critically review, analyze, and interpret published research.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
	RPTH-B40-2 Develop and conduct research design	Develop research design, conduct or review a study, critically assess and perform analysis of quality measurement.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
	RPTH-B40-3 Evaluate and present a research design	Evaluate and present a research design and applicable protocol.	BSRC - Evidence-based Respiratory Care BSRC - Healthcare Communication Skills	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care. Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.
SKY RPTH B50	Continuous quality improvement utilizing evidence-based practices	Critically reflect on evidence-based practices and competencies in teamwork and leadership.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
	Developing a leadership style of their own)	Integrate behaviors and actions of successful leaders, and develop an individual current or future leadership style.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly

				value efficacy and continuous quality improvement.
	Practices and Theories of Leadership	Articulate a working foundation of leadership practices and theories for leading people and health organizations.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
	Understand and complete actual management responsibilities of Respiratory Care Departments	Apply management strategies to various operational procedures and functions of the Respiratory Care department and other related departments.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
SKY RPTH B52	SLO #4 Strategic Methodologies Application: Enhancing Performance	Critically reflect on the application of theoretical constructs and strategic methodologies that support peak performance in teams.	BSRC - Healthcare Communication Skills	Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.
			BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects

				of healthcare particularly value efficacy and continuous quality improvement.
	SLO#1 Leadership and Management Skills and Dynamics in Healthcare	Make inferences and draw conclusions relative to leadership and management skills within the healthcare organization or industry.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
	SLO#2 Strategic Model Integration: Evidence-Based Decision Making	Integrate the tenets of various evidence-based theoretical constructs and strategic models to make decisions, solve problems, and develop plans.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
	SLO#3 Strategic Implementation: Leveraging Leadership vs. Management for Organizational Effectiveness	Distinguish the difference between leadership and management and use that knowledge to make strategic decisions and enhance organizational efficiencies and effectiveness through the development and implementation of plans.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
SKY RPTH B60	Advanced medical treatments	Distinguish and apply appropriate advanced medical treatments and modalities which can be utilized to appropriately care for neonatal and pediatric patients.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.

			BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
	Differentiate approaches	Differentiate approaches to care between neonatal/pediatric and adult patients.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
			BSRC - Healthcare Communication Skills	Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.
SKY RPTH B90	Critical Thinking	Draw on multiple sources of analysis, research, and critical thinking across the curriculum to develop, address a problem and complete a project.	BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
			BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.

	Final Presentation	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.	BSRC - Applied Specialized Interventions	Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
			BSRC - Evidence-based Respiratory Care	Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
			BSRC - Healthcare Communication Skills	Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.
			BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
SKY SOCI B10	Assess and articulate theories and concepts on race and ethnicity through written and verbal presentation.	Assess and articulate theories and concepts on race and ethnicity through written and verbal presentation.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects

				of healthcare particularly value efficacy and continuous quality improvement.
	Evaluate current social issues and debates regarding race and ethnicity through the use of the sociological imagination.	Evaluate current social issues and debates regarding race and ethnicity through the use of the sociological imagination.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
SKY SOSOC B10	CONTEMPORARY HEALTH POLICY ISSUES	Summarize and discuss contemporary health policy problems and issues.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.
	HEALTHCARE POLICY & PROGRAMS	Appraise healthcare policy and programs from sociological, political, economic, legal, and ethical perspectives.	BSRC - Healthcare Leadership	Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.

	<p>SOLUTIONS TO HEALTHCARE PROBLEMS</p>	<p>Develop and evaluate possible solutions to important healthcare problems.</p>	<p>BSRC - Evidence-based Respiratory Care</p>	<p>Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.</p>
			<p>BSRC - Healthcare Leadership</p>	<p>Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.</p>
<p>BS DA PSLO Website Link:</p>	<p>https://skylinecollege.edu/respiratorycarebachelors/</p>			
<p>Applied filters: objectiveName is BSRC - Evidence-based Respiratory Care, BSRC - Healthcare Communication Skills, BSRC - Healthcare Leadership, or BSRC - Applied Specialized Interventions Plan Type is SKY Course SLO Assessment PSLO Status is Active unit ID is 646</p>				

Catalog Addendum 2025

Date	Page URL	Page Title	Changes Made
1/29/2025	https://catalog.skylinecollege.edu/current/generaldegreerequirements/bs_respiratory_care.php	Bachelor's in Science in Respiratory Care	Pathway & Course Articulation Language

Bachelor's in Science in Respiratory Care

The Bachelor of Science in Respiratory Care program allows current students, recent graduates, and licensed Respiratory Care Practitioners (RCP) a pathway to complete a four-year degree. The program provides needed skills to enhance RCPs performance and professional advancement in today's healthcare environment.

Increasingly, Respiratory Care Practitioners are taking on responsibilities, formerly conducted by physicians, requiring a distinguished level of critical thinking and analytical skills.

The Baccalaureate Degree Advancement in Respiratory Care at Skyline College is designed to equip respiratory care professionals with the advanced knowledge and skills necessary to pursue leadership and management positions, engage in health-related research, provide advanced-level patient care, and contribute to the field as educators. The program is fully accredited by the Commission on Accreditation for Respiratory Care (CoARC).

(Program Number: 510016)

Offered entirely online, the Bachelor of Science in Respiratory Care (BSRC) Program is structured to support the needs of working professionals. It promotes academic independence while providing structured guidance from experienced and dedicated faculty.

The BSRC program is fully aligned with the degree standards established by the California Community Colleges Chancellor's Office and the California Community College Baccalaureate Degree Program (CCC-BDP) Committee, ensuring full compliance with both state and regional accreditation requirements.

The program consists of a total of 120 semester units, distributed as follows:

- At the Associate Level, this includes:
 - 46 units of Respiratory Care (ASRC) major coursework
 - 34 General education courses fulfilling Cal-GETC (California General Education Transfer Curriculum) requirements
- At the Bachelor Level, this includes:
 - A minimum of 40 semester units, which consist of the BSRC upper-division major coursework and upper-division general education

See the [Bachelor's in Science in Respiratory Care](#) degree for further requirements.

Associate's in Respiratory Care to Bachelor's in Respiratory Care

A Pathway to Skyline College's Respiratory Care Baccalaureate Degree for Students Who Have Already Achieved an Associate's Degree in Respiratory Care from A Commission on Accreditation for Respiratory Care (CoARC) Approved College.

Students who wish to pursue a Bachelor's of Science (BS) degree in Respiratory Care at Skyline College, who have already been awarded an Associate's Degree in Respiratory Care from a [CoARC accredited college or university](#) in the United States, will be exempt from the Bachelor's Degree [lower division major coursework requirements](#) with the exception of three prerequisite courses (RPTH 450: Respiratory Diseases II, RPTH 485: Clinical Medicine Seminar and Professional Development, and RPTH 490: Neonatal and Pediatric Respiratory Care). The evaluation of these three prerequisite courses will be done individually by the SMCCCD Transcript Evaluation Services*.

For more information, visit the district [Transcript Evaluation Service website](#).

*Skyline College Respiratory Care faculty have created a crosswalk to assist in the individual evaluation of prerequisite courses. Please see chart below:

Course Articulation

Other College	Skyline RPTH 450 Respiratory Diseases II (3 units)	Skyline RPTH 485 Clinical Medicine Seminar and Professional Development (2 units)	Skyline RPTH 490 Neonatal and Pediatric Respiratory Care (2.5 units)	College Catalog
Foothill College	RSPT 51 C Patient Assessment and Pulmonary Disease (4 units) and RSPT 63 Advanced Pathophysiology and Patient Management (3 units)	RSPT 62 Management, Resume and National Board Exam (1 Unit)	RSPT 61B Neonatal Respiratory Care (3 units) RSPT 61 D Pediatric Respiratory Care (2 units)	catalog.foothill.edu/courses-az/rspt
Ohlone College	RT-258 Patient Care II Respiratory Pathophysiology (1.5 Units) and RT-323 Advanced Respiratory Pathophysiology (2 Units)	RT 385 Respiratory Computer Simulation, Graduation and NBRC Preparations (1.5 Units)	RT 297 - Neonatal and Pediatric Respiratory Care (2 units) and RT-330 Clinical Practicum in Neonatal and Pediatric Respiratory Care (1.5 units)	ohlone.edu/sites/default/files/group/Catalog/20242025/20242025catalog-chapter8.pdf
American River College	RC 110 Cardiopulmonary Pathologies for Respiratory Care (4 Units)	RC 140 Professional Development in Respiratory Care (2 Units) and RC 295 Independent Studies in Respiratory Care (1-3 Units)	RC 130 Respiratory Care in Neonatal and Pediatric Populations & Diagnostic Studies (3 units) and RC 131 Respiratory Care in Neonatal and Pediatric Populations & Diagnostic Studies Laboratory (1 Unit)	arc.losrios.edu/2024-2025-official-catalog/programs-of-study/list-of-programs/respiratory-care
Napa Valley College	RESP 150 Respiratory Care Theory II (3 Units) RESP 230 Respiratory Care Topics I (1 unit)	RESP 280 Respiratory Care Topics II (2 Units)	RESP-220 Neonatal/Pediatric Respiratory Care (4 Units) RESP 230 Respiratory Care Topics I (1 unit)	catalog.napavalley.edu/courses/resp

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B10 **TITLE:** Advanced Cardiopulmonary Respiratory Care
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and RPTH 450 or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Provides an analytical framework through which students will expand their knowledge of respiratory diseases, diagnostic procedures, and symptom management. Includes detailed assessment of cardiopulmonary and neurorespiratory diseases, performance of diagnostic testing, medical interventions, and analysis of treatment benefits.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Evaluate and apply advanced cardiopulmonary diagnostic procedures and medical interventions performed by respiratory care practitioners.
- B. Analyze disease-specific treatment options in cardiopulmonary and neurorespiratory care and recommend modifications based on evidence- based practice.
- C. Create a care plan for a patient with a cardiopulmonary or a neurorespiratory disease process.
- D. Practice interprofessional communication and collaboration in the care of patients with an advanced cardiopulmonary disease.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Demonstrate advanced diagnostic and therapeutic procedures performed by respiratory care practitioners.
- B. Explore different high risk procedures in advanced cardiopulmonary respiratory care.
- C. Indicate short term and long term goals of therapy.
- D. Discuss treatment plans based on evidence-based practice and clinical and laboratory data.
- E. Demonstrate the patient's response to therapy.
- F. Discuss modifications in treatment recommendations based on patient-reported and objective signs and symptoms.
- G. Discover how to communicate the need to continue or change the treatment plan based on patient's response to therapy.
- H. Explore hemodynamic management in patients with cardiopulmonary compromise based on evidence-based practice.
- I. Explain the importance of interprofessional communication and collaboration in the care of patients with cardiopulmonary and neurorespiratory disease.

6. **COURSE CONTENT:**

Lecture Content:

- A. Diagnostic and Therapeutic Procedures
 - a. Bronchoscopy
 - b. Interventional Pulmonology
 - c. Spirometry
 - d. Hemodynamics
 - a. Central venous catheters
 - b. Pulmonary artery catheters
 - c. Intra-aortic balloon pump (IABP)
 - d. Blood chemistry and hematology studies
 - e. Diaphragm function interpretation (Sniff test with fluoroscopy, phrenic nerve conduction studies)
- B. Respiratory Care Practice Act and Evidence-based Medicine
- C. Telemedicine (hospital, clinic, home care applications)
- D. Advanced Practices
 - a. Extracorporeal membrane oxygenation (ECMO)
 - b. Rapid response teams
 - c. Disaster management, epidemic, endemic and pandemic?
 - d. Patient transport
 - e. Respiratory care in third world countries
 - f. Interventions and therapy for patients with Covid 19
- E. Advanced Pharmacology
 - a. Inhaled nitric oxide
 - b. Anesthesia medications
 - c. Advanced antimicrobial and antiviral therapy
- F. Advanced Pathophysiology
 - a. Cardiac anatomy and physiology
 - b. Renal disease /failure's impact on cardiopulmonary system.
 - c. Neurorespiratory Anatomy and Physiology.
- G. Advanced Pathophysiology
 - a. Respiratory care practice act and evidence base medicine
 - b. Burns
 - c. Trauma (head, spine)
 - d. Sepsis
 - e. Compartment syndrome
 - f. Airway Injuries
 - g. Advanced neurological disorders – ALS, upper, and lower neuron disease
 - h. Post-anesthetic complications and ICU care (Cholinesterase deficiency)
 - i. Sleep disorders and sleep studies

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion

E. Individualized Instruction

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in advanced respiratory care.

- Case studies focusing on an assigned topic given weekly by instructor.
- Summary reflection/evaluation essays of case studies and/or weekly readings (2-3 per week).
- Two comprehensive case study writing assignments will be required over the duration of the course. 5-7 pages each.

Reading Assignments: Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles, textbooks, and publications. Readings will be focused on experience in health care as applicable to respiratory care. Number of pages will vary but at minimum will require 750 - 900 pages of reading and analysis. **Other Outside Assignments:** Students participate in a collaborative team project presenting on a Respiratory Care aspect from a case study. Students prepare and present an oral presentation of their case study findings to peer colleagues and receive feedback.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Homework
- C. Oral Presentation
- D. Papers
- E. Projects
- F. This is a project based program and assessment/grading is based on group projects, assignments, oral presentations and papers.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Dean R. Hess. *Respiratory Care: Principles and Practice***, 4th ed. Burlington, MA 01803: Jones & Bartlett Learning, 2021

Possible periodicals include:

- A. . *Respiratory Care*, Volume 2019

Other:

- A. ** This title is available through Skyline College Library's e-Book collection, and students can access it for free by using their SMCCCD credentials.

Respiratory Care: Principles and Practice

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/s0te9o/alma991000787858805308

Origination Date: January 2023
Curriculum Committee Approval Date: February 2023
Effective Term: Fall 2023
Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B15 **TITLE:** Sleep Medicine and Respiratory Care
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and RPTH 450 or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Prepares students to apply polysomnography to diagnose sleep disorders. Students will gain knowledge and skills related to the normal development of sleep patterns and demonstrate the ability to identify specific sleep disorders as well as score sleep stages and respiratory patterns. Emphasis is placed on pediatric and adult assessment, monitoring, and sleep disorders.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Interpret and analyze patient sleep disorders and their characteristics.
- B. Identify and apply appropriate tools and strategies for recording physiologic data during sleep studies including the montage and equipment selection, and mechanical and physiologic calibrations.
- C. Assess and formulate management strategies to titrate continuous positive airway pressure, bilevel positive airway pressure, adaptive servo ventilation, and supplemental oxygen to achieve optimal outcomes.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Identify the medical discoveries that led to the development of sleep medicine and technology.
- B. Provide an overview of technological advances in sleep medicine and technology.
- C. Describe how the body changes between sleep and wake.
- D. Identify the structures and neurotransmitters that are involved in the sleep and wake process.
- E. Identify the tools and purpose for recording physiologic data including the montage and equipment selection, and mechanical and physiologic calibrations.
- F. Define physiologic aspects of the polysomnogram that require intervention.
- G. Define artifactual findings of the polysomnogram that require intervention.
- H. Educate patients regarding disease process and therapy recommendations.
- I. Follow patients' progress on positive airway pressure therapy and treatment recommendations.
- J. Assist patients with positive airway pressure adherence issues.

6. **COURSE CONTENT:**
Lecture Content:

- A. Overview of sleep medicine physiology and technology:
 - a. The evolution of polysomnography
 - b. Obstructive sleep apnea research
 - c. Physiology for recording sleep-related parameters - Circadian variations related to wake and sleep
- B. Classification of sleep disorders:
 - a. Insomnias
 - b. Hypersomnias
 - c. Sleep-related breathing disorders
 - a. Obstructive sleep apnea (OSA)
 - b. Central sleep apnea (CSA) syndromesi
 - a. Cheyne-stokes respiration
- C. Bioelectric signals of interest in sleep medicine:
 - a. Electroencephalography-Waves: Alpha, Delta, Sawtooth, Theta waves, K complex, Sleep spindles
 - b. Modified lead II electrocardiography (ECG)
 - c. Electroculogram
- D. Stages of sleep:
 - a. Stage W
 - b. Stage N1
 - c. Stage N2
 - d. Stage N3
 - e. Stage R
- E. Equipment:
 - a. Sensors
 - b. Transducers
 - c. Ancillary equipment:Recording EEG, EMG, EOG, and ECG with surface electrodes
- F. The polysomnogram:
 - a. Prestudy procedures
 - b. Monitoring activities
 - c. Poststudy scoring and interpretation
- G. Recognizing, evaluating, and minimizing recording artifacts.
- H. Noninvasive monitoring of gas exchange during testing:
 - a. Monitoring oxygenation and ventilation
 - b. Monitoring carbon dioxide
- I. Diagnosis, treatment, and outcome management of sleep-disordered breathing and other sleep disorders
 - a. Continuous positive airway pressure (CPAP)
 - b. Central sleep apnea
 - c. Mixed sleep apnea
 - d. Obstructive sleep apnea
 - e. Narcolepsy and excessive daytime sleepiness
 - a. Diagnostic sleep study
 - b. Split night sleep study
 - c. Titration study
 - d. Multiple sleep latency test

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Activity
- D. Discussion
- E. Other (Specify): Case Scenarios

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and endings in case study analysis, and evaluation in relation to skills, abilities, and critical thinking in Sleep Medicine.

- a. Weekly reflection discussion board posts (1-3 pages).
- b. Two comprehensive case study writing assignments will be required over the duration of the course (5-7 pages).

Reading Assignments:

Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles, textbooks, and publications. Readings will be focused on respiratory care and sleep medicine in health care. Number of pages will vary but at minimum will require 750 to 900 pages of reading and analysis.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Homework
- D. Oral Presentation
- E. Papers
- F. Projects
- G. Research Projects

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Rita Brooks, Cynthia Mattice. *Fundamentals of Sleep Technology Workbook*, 3rd ed. Lippincott Williams and Wilkins, 2020
- B. Buddy Marshall, Bonnie Robertson. *Polysomnography for Sleep Technologist*, 1st ed. Elsevier, 2014

Origination Date: February 2023

Curriculum Committee Approval Date: March 2023

Effective Term: Fall 2023

Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B20 **TITLE:** Advanced Respiratory Case Management
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and RPTH 485 or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Applied case management in Respiratory Care highlighting facilitation, integration, coordination and transition of patients through the continuum of care. Students effectively apply strategies for collaboration between the case manager, the client, the payer and appropriate service personnel, in order to optimize the outcome while maintaining client privacy and confidentiality, health, and safety through advocacy and adherence to ethical, legal, accreditation, certification and regulator standards or guidelines.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Analyze patient case management plans created by the interdisciplinary team to coordinate resources and services necessary to accomplish client goals.
- B. Identify and apply strategies for assessing, planning, implementing, coordinating, monitoring, and evaluating options and services to promote quality and cost-effective outcomes based on current evidence-based practice.
- C. Assess professional practice principles such as confidentiality, legal and regulatory requirements, risk management, interpersonal communication, conflict resolution, and negotiation strategies in the context of the case management process.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Evaluate the available patient options related to human, environmental, and equipment services, balancing cost and quality, to ensure prudent use of resources and optimal outcomes.
- B. Discover how to create a personalized, written, multidisciplinary rehabilitation plan based on a needs assessment of returning the client to optimum level of function in their activity of daily living.
- C. Discuss the needs and values of the client, in collaboration with all service providers, to link the client with appropriate providers and resources.
- D. Discuss the collaborative process that assesses, plans, implements, coordinates, monitors and evaluates the options and services required to meet the client's health and human service needs.
- E. Assess behavioral concepts and intervention strategies to manage client care holistically, taking into consideration the psychological, physical, emotional, and cultural needs of the patient to ensure they have an appropriate support system and or resources.

- F. Determine how to communicate and engage patients and their families during education and discharge planning.
- G. Examine ethical issues related to disease management.
- H. Explore the benefits and challenges associated with working within an interdisciplinary team during disease management and discharge planning.

6. COURSE CONTENT:

Lecture Content:

1. Case Management Role and Function

i. Types

1. Clinical

2. Outpatient

ii. Credentials and Requirements

iii. Standards of Practice

iv. Case Management Concepts

v. Insurance

vi. Utilization Review and Quality Management in Health Care Services

2. Legal Issues in Case Management

1. U.S. Legislation

2. Malpractice

3. Liability

4. Documentation

5. Contracts

3. Ethical Issues and Dilemmas

i. Quality Reviews and Risks Management

ii. Negotiation Strategies and Holistic Care

iii. Interdisciplinary Health Care Teams (These models include only the physician and the "non-physician provider," who is a physician assistant and/or a nurse practitioner.)

iv. Health Care Practice Models

1. The parallel model

2. The sequential

3. The share model

v. Case Management Process

4. Disease Management

i. COPD

ii. Asthma

iii. Cystic Fibrosis

iv. Sleep Apnea

v. Pulmonary Fibrosis

5. Coordination of Services

i. Rehabilitation

ii. Resources and Support

iii. Alternative care

iv. Discharge Planning

1. Education

2. Home care

6. Communication and Patient Engagement

- i. Patients and family
- ii. Health care team
- iii. Third party payers
- 7. Financial Aspects of Case Management
 - i. Financial structure
 - ii. Cost and reimbursement
 - 1. Public sector plans
 - 2. Worker's compensation and rehabilitation management
 - 3. Commercial insurance plans
 - 4. Federal plans
 - 5. Disability
 - 6. Home equipment and billing
- 8. Application of Case Management
 - i. Effective Case Management connecting to Healthcare Systems and the Community
 - ii. Clinical Case Management in the Field

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers
- E. Other (Specify): Interactive group activity, analysis of reimbursement structures, analysis of patient scenarios.

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in advanced respiratory case management.

- Case studies focusing on an assigned topic (2-3 pages).
- Weekly summary reflection/evaluation essays focusing on reading assignments (2-3 pages).
- Two comprehensive case study writing assignments will be required over the duration of the course 5-7 pages).

Reading Assignments: Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles and case studies relating to respiratory case management. Students will also read from identified textbooks and relevant publications. Readings will be focused on experience in health care as applicable to case management in Respiratory Care. Number of pages will vary but at minimum will require 750 -900 pages of reading and analysis. **Other**

Outside Assignments:

- Field interviews, analysis of case management studies, critical review and analysis of cost reimbursement policies and procedures.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation

- B. Homework
- C. Oral Presentation
- D. Papers
- E. Research Projects
- F. Analysis of case scenarios

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Mullahy, C. *The Case Manager's Handbook***, 6th ed. Burlington, MA: Jones & Bartlett Learning, 2016

Other:

- A. ** This title is available through Skyline College Library's digital textbook collection, and students can access it for free by using their SMCCCD credentials.

The Case Manager's Handbook

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/1slusvf/cdi_statref_primary_tds459_9781284102406

Origination Date: February 2023

Curriculum Committee Approval Date: March 2023

Effective Term: Fall 2023

Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B30 **TITLE:** Principles of Health Education
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and RPTH 485 or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Provides an analytical framework to teach adult learning theory and prepare the student to teach effectively in healthcare and classroom settings. Topics include learning styles, curriculum development, effective teaching techniques, and assessment of learning.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Evaluate and apply child and adult learning theories in the creation and delivery of health care related curriculum.
 - B. Create and evaluate a lesson plan that includes outcomes, objectives, content, skills and abilities.
 - C. Create and evaluate an effective assessment tool for assessing lesson plan outcomes.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 - A. Describe the various settings in which a respiratory care practitioner provides education.
 - B. Evaluate different learning theories, styles and preferences.
 - C. Discover how to modify a teaching style to accommodate the needs of a student.
 - D. Compare and contrast Pedagogical and Andragogical principles.
 - E. Discuss the development and implementation of course content, assignments and assessment methods.
 - F. Describe the creation and evaluation of effective learning outcomes through the use of Bloom's Taxonomy.
 - G. Demonstrate various techniques to engage learners.
 - H. Discuss the appropriate use of technology in education.
 - I. Analyze strategies in making education accessible and equitable.

6. **COURSE CONTENT:**
Lecture Content:
 - A. Overview of education in healthcare settings
 - a. Teaching a variety of audiences
 - b. Formal and informal teaching

- c. Patient education
 - d. Interprofessional education
- B. Learning Theories
 - a. Learning Styles
 - b. Learning Domains
 - a. Cognitive
 - b. Affective
 - c. Psychomotor
 - c. Adult versus child learning theories
 - d. Applying learning theories in the classroom and hospital settings
- C. Education material development
 - a. Developing goals and objectives
 - b. Content
 - a. Theory
 - b. Skills
 - c. Competency based learning
 - c. Clinical teaching development
- D. Teaching methods
 - a. Classroom teaching methods
 - b. Clinical teaching methods
 - c. Techniques for engagement
- E. Technology in health education
 - a. Develop handouts using word processing and/or desktop publishing software
 - b. Creating presentations for the patients and family using PowerPoint
 - c. Utilizing health mobile applications to teach patients and family improving patient outcomes.
- F. Assessment of learning
 - a. Determining focus of assessment
 - a. Goals
 - b. Objectives
 - c. Outcomes
 - b. Assessment models
 - c. Formative vs summative assessments
 - d. Competency based assessments
 - e. Analyzing assessment data to improve outcomes

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Other (Specify): Case scenarios

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in health education.

- Case studies focusing on an assigned topic given weekly by instructor.
- Summary reflection/evaluation essays of case studies and/or reading assignments (2-3 per week).
- Two comprehensive case study writing assignments will be required over the duration of the course, 5-7 pages/each.
- Students prepare a class lesson integrating effective active teaching techniques.

Reading Assignments: Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles, textbooks, and publications. Readings will be focused on experience in health care as applicable to education in health care. Number of pages will vary but at minimum will require 750 - 900 pages of reading and analysis per semester.

Other Outside Assignments:1. Students participate in a team project preparing and presenting an inservice to a Respiratory Care department, with the use of a survey to collect feedback.2. Students prepare and present a class in an academic setting using a survey to collect feedback.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Final Class Performance
- B. Final Performance
- C. Homework
- D. Oral Presentation
- E. Papers
- F. Projects
- G. 1. Inter-professional teaching demonstration and oral presentation. 2. Hospital or other clinic-based teaching provided to patients and their families. 3. Case Studies

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Hess, N. MacIntyre, S. Mishoe and W. Galvin. *Respiratory Care : Principles and Practice*, 4th ed. Jones & Bartlett Learning, 2021
- B. Susan Bastable, Pamela Gramet, Karen Jacobs, Deborah Sopczyk. *Health Professional as Educator: Principles of Teaching and Learning***, 3rd ed. Jones & Bartlett Learning, 2019

Possible manuals include:

- A. AARC. [Clinical practice guideline](http://www.rcjournal.com/cpgs/), <http://www.rcjournal.com/cpgs/>, 06-01-2019

Possible periodicals include:

- A. . *Respiratory Care*, Volume Current 2019

Other:

- A. ** This title is available through Skyline College Library's e-Book collection, and students can access it for free by using their SMCCCD credentials.

Respiratory Care: Principles of Practice

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/s0te9o/alma991000787858805308

Origination Date: January 2023

Curriculum Committee Approval Date: February 2023

Effective Term: Fall 2023

Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B40 **TITLE:** Health Care Research Design and Methodology
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care program and completion of, or concurrent enrollment in STAT C1000

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Analysis of research design and methodology in health care and health sciences. Emphasis will include research evaluation and interpretation of results, design methodology, the planning and approval process, data collection and analysis, and communication and presentation of the results.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Critically review, analyze, and interpret published research.
 - B. Develop research design, conduct or review a study, critically assess and perform analysis of quality measurement.
 - C. Evaluate and present a research design and applicable protocol.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 - A. Discover the importance of evidence-based practice in health care.
 - B. Discuss the history, ethical and legal aspects of research.
 - C. Assess the strength and validity of research through the hierarchy of evidence.
 - D. Discover a systematic approach in the evaluation and analysis of research results.
 - E. Explain the development of a research proposal.
 - F. Develop research questions and testable hypotheses.
 - G. Determine how to identify the appropriate design and data analysis methodology.
 - H. Discuss and practice how to effectively communicate research results.

6. **COURSE CONTENT:**
Lecture Content:
 - A. The Scientific Method
 - a. Elements of the research process
 - b. Research terminology

- c. Statistical terminology
- d. Research design
- e. Hypothesis testing
- f. Use and misuse of statistics
- g. Difference between good and poor research design
- h. Understanding the ethical issues in research
 - a. Investigational Review Boards
 - b. Informed consent, risk, and privacy
 - c. Investigational drugs and devices
- i. Clinical research and evidence based practice
- B. Conducting a literature review
 - a. Developing and researching clinical questions
 - b. Drawing clinical implications from results of prior research
 - c. Conceptualizing the research problem
 - d. Translating the problem into specific measurable statements
 - e. Recognizing and controlling threats to validity and reliability
- C. Review basic statistical concepts
 - a. Dependent and independent variables
 - b. Sum, average mean, mode, and median
 - c. P - value, T- test, Odd ratio
- D. Steps in the research process
 - a. Define the problem
 - b. Review the literature
 - c. Identify the specific questions
 - d. Define variables and hypothesis
 - e. Design the protocol
 - f. Collect and analyze the data
 - g. Draw conclusions, discuss limitations, and communicate the results
- E. Device testing, evaluation, and comparison
 - a. Lung testing devices and the application of patient models in research design
 - b. Different respiratory care diseases and modalities
 - c. The research literature review paper (selected topics)
 - d. Currently adopted clinical practice guidelines by the American Association of Respiratory Care as a standard of practice

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers
- E. Other (Specify): 1. Students will present research to the fellow students, health care providers, health care researchers in clinical settings such as hospitals and Respiratory Care departments. Feedback from the audience will be collected by instructor.

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in health care research design.

- Case studies focusing on an assigned topic given weekly by instructor (2-3 pages).
- Summary reflection/evaluation essays focusing on weekly reading assignments (2-3 pages).
- One comprehensive case study writing assignments will be required over the duration of the course (5-7 pages)
- A written research project proposal (3-5 pages)
- Peer evaluation and feedback on research project proposal (1 page/once per semester)

Reading Assignments: Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles, textbooks, and publications. Readings will be focused on research methodology and quantitative principles in health care.

Number of pages will vary but at minimum will require 750 - 900 pages of reading and analysis. **Other Outside**

Assignments: Students will work in groups to create a final oral presentation (15 minutes in length) of their research project proposal for their fellow students, health care providers, and health care researchers in clinical settings such as hospitals and Respiratory Care departments.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Homework
- B. Oral Presentation
- C. Research Projects
- D. Written examination
- E. Peer evaluation and feedback

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Leslie G. Portney, Mary P. Watkins. *Foundations of Clinical Research: Applications to Practice*, 4th ed. F.A. Davis, 2020
- B. Paul D. Leedy, Jeanne Ellis Ormrod. *Practical Research: Planning and Design*, 12th ed. Pearson, 2019

Possible periodicals include:

- A. . *Respiratory Care*, Volume 2023

Origination Date: February 2023

Curriculum Committee Approval Date: April 2023

Effective Term: Fall 2023

Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B50 **TITLE:** Respiratory Care Leadership and Management I
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and RPTH 485 or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Leadership and management theories in effective practices in the healthcare setting. Focuses on introducing roles and responsibilities of a leader and manager. Emphasis is placed on development of skills in leadership, communication, and critical thinking that facilitates positive change, and growth within the Respiratory Care profession. Specific attention is focused on the role of the transformational leader in assuring value, efficiency, and continuous quality improvement.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Articulate a working foundation of leadership practices and theories for leading people and health organizations.
- B. Integrate behaviors and actions of successful leaders, and develop an individual current or future leadership style.
- C. Apply management strategies to various operational procedures and functions of the Respiratory Care department and other related departments.
- D. Critically reflect on evidence-based practices and competencies in teamwork and leadership.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Compare and contrast leadership and management and justify rationale why health organizations need both.
- B. Establish and optimize one's own current and future leadership styles and goals.
- C. Characterize the complexity of healthcare systems and workers and be able to apply different leadership models focusing on transformational leadership in good communication and conflict management to various situations.
- D. Develop and implement continuous quality improvement programs that focus on evidence-based practice and highlight the important role the RCP plays in successful healthcare delivery.
- E. Apply concepts of budgets and budgeting, significant functions and elements of budget, and enumerate the principles and rules of budgeting as they apply.
- F. Apply the role of ethics in Health care practices.
- G. Demonstrate the effect culture can have on leading healthcare organizations .
- H. Locate and utilize our professional organization - AARC productivity standards to measure efficiency, effectiveness and value of the RCP in healthcare.
- I. Develop a working knowledge of how multigenerational teams can best thrive within the Respiratory Care department as well as within the multidisciplinary healthcare team.

J. Develop a relationship with a healthcare provider who is in or has had experience with leadership.

6. COURSE CONTENT:

Lecture Content:

- A. Principles of leadership and management
 - a. Understanding theories/models of leadership
 - a. Omnibus Leadership
 - b. Dynamic Culture
 - c. Bolman and Deal's Reframing Leadership
 - d. Yukl's Multiple Linkage
 - e. Hargrove's and Glidewell's Impossible Leadership
 - b. Habits and practices of successful Leaders
 - a. Leadership and personality assessment
 - b. Personality archetype and leadership
 - c. Utilization of critical thinking using evidence-based practice.
 - d. Determining your own leadership style
 - c. Leadership in Health Organizations
 - a. Mission, vision, values, strategies, goals
 - b. Internal and external environment
 - c. Culture
 - d. Continuous quality improvement
 - d. Ethics in Health Leadership
 - a. Policy making and treatment
 - b. Codes in health industry as well as Respiratory Care State and National Law and Professional Ethics Standards
 - c. State regulatory compliance
 - d. Examining and directing solutions for ethical dilemmas in the workplace
 - e. Listening, emotional intelligence, empathy, cultural diversity
 - f. Professionalism
 - g. Conflict
- B. Structure of healthcare organizations
 - a. Profit versus not-for-profit organizations
 - a. Structure
 - b. Financial conditions
 - c. Operational differences
 - b. Accountable care /affordable care
 - a. Metric thresholds
 - b. Cost structures
 - c. Challenges to balance conditions
 - c. Highly reliable organizations
 - a. Leadership
 - b. Culture
 - c. Models
 - d. Transitions to business models such as Lean management systems
- C. Organizational structure within healthcare systems
 - a. Organizational charts, decentralization versus central

- b. Respiratory Care Department
 - a. Structure
 - b. Scope of practice
 - c. Labor Productivity
 - d. Policy and procedure making
 - e. Education – competencies
 - f. Decision making process
 - g. Communication
- D. Introduction to budgets, cost centers, ledgers and reports, revenue versus non-revenue departments, operations and capital budgets, reimbursement structure, Current Procedural Terminology (CPT) coding
 - a. Metrics and using data to measure hospital and department performances including customer services
 - b. Data collection systems, outcomes, benchmarking
 - c. Forecasting and strategic thinking
 - d. Quality assurance – Continuous Quality Improvement (CQI) programs
 - e. Contracts and purchasing
- E. Working with Human Resources
 - a. Disciplinary Processes
 - a. Problematic behavior
 - b. Counseling vs. disciplining
 - c. Progressive discipline
 - d. Union vs. non-union

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers
- E. Other (Specify): Interactive group projects to analyze various aspects of working Respiratory Care Departments (and other related departments). Case scenarios. Discussions and reflections. Use of instructor's comments and feedback on assignments and discussions. Evaluation of evidence-based practice

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in leadership and management.

- Weekly assignments require discussion and reflection on reading and video presentations (1-3 pages).
- One comprehensive writing assignment (5-10 pages) will focus on critical analysis and evaluation of management strategies to Respiratory Care department operational procedures and/or function.
- Major development and implementation of a quality improvement process within one's own environment utilizing the Plan, Do, Study, Act (PDSA) or Plan, Do, Check, Act (PDCA) cycle- scope involves both B50 and B52.

Reading Assignments: Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles and case studies relating to respiratory leadership and management. Students will also read from identified textbooks and relevant publications. Readings will be focused on experience in health care as applicable to leadership and

management. Number of pages will vary but at minimum will require 750 -900 pages of reading and analysis. **Other Outside Assignments:**

- Evaluate productivity and staffing-using AARC standards and evaluating each student's own clinical daily work assignments versus national standards through a written reflection paper.
- Leadership Video- develop a 5 minute creative video on successful leadership in respiratory care.
- Begin the group research project by identifying, selecting, and researching a quality improvement issue at a hospital through a written analysis.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Group Projects
- C. Homework
- D. Oral Presentation
- E. Papers
- F. Research Projects
- G. Written examination
- H. Standard BSRT asynchronous discussion rubric, Standard synchronous discussion BSRRT rubric, Instructor's standards- creativity and originality, Group project, Oral presentation- video rubric

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Dye, C., F. *Leadership in Healthcare: Essential Values and Skills***, 3rd ed. Chicago, IL: Health Administration Press, 2017

Possible periodicals include:

- A. *Respiratory Care*, Volume Current 2023

Other:

- A. Instructor authored-OER- Respiratory Care Leadership and Management 1 Resource Packet: Lecture Notes, Canvas References for RPTH B50

- B. ** This title is available through Skyline College Library's e-Book collection, and students can access it for free by using their SMCCCD Credentials.

Leadership in Healthcare: Essential Values and Skills

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/s0te9o/alma991000751573805308

Origination Date: February 2023

Curriculum Committee Approval Date: April 2023

Effective Term: Fall 2023

Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B52 **TITLE:** Respiratory Care Leadership and Management II
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and RPTH 485 or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Application of skills in Respiratory Care leadership and management through a case-based model approach, addressing various aspects of providing respiratory health care management. Students will identify and apply strategic models to analyze problems, formulate solutions, and make sound decisions.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Make inferences and draw conclusions relative to leadership and management skills within the healthcare organization or industry.
- B. Integrate the tenets of various evidence-based theoretical constructs and strategic models to make decisions, solve problems, and develop plans.
- C. Distinguish the difference between leadership and management and use that knowledge to make strategic decisions and enhance organizational efficiencies and effectiveness through the development and implementation of plans.
- D. Critically reflect on the application of theoretical constructs and strategic methodologies that support peak performance in teams.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Integrate perspectives from theory and practice to effect change by developing strategic skills and implementing strategic foresight.
- B. Analyze and evaluate strategic leadership and management evidence- based literature to inform decisions, draw conclusions, solve problems, and develop strategic models.
- C. Analyze and critique organizational cases to judge the impact of leadership and management on a department or organization.
- D. Evaluate how to lead teams to levels of peak performance through the application of evidence-based theoretical constructs and strategic methodologies.
- E. Analyze and evaluate data using various analysis models to draw conclusions, inform decisions, and make recommendations.
- F. Examine the decision-making process to determine why making mistakes is an important and beneficial aspect of the strategic management process.

- G. Differentiate between simple and complex decisions and explain the process involved in making complex decisions.
- H. Examine effective oral and written professional communication strategies that inspires engagement and interprofessional collaboration.

6. COURSE CONTENT:

Lecture Content:

- A. Evidence-based Leadership and management strategies
 - a. Applying models of leadership
 - b. Developing systems of decision making
 - a. Situational assessment and environmental scanning
 - b. Decision making and decision alignment
 - c. Logical and intuitive processes
 - d. Group problem solving
 - e. Decision assessment and evaluation through analysis models
 - a. Pareto
 - b. Value
 - c. Cause and effect
 - d. Check sheet
 - e. SWOT
 - f. PEST
 - g. Cost benefit analysis
- B. Leadership and management and effects for change
 - a. Goals for change
 - b. Psychology of resistance to change
 - c. Identification and implementation of change model
 - d. Change management plan
 - e. Implementation and communication
 - f. Evaluation and assessment
 - g. Effective communication strategies
- C. Hiring and retention
 - a. Orientation programs
 - b. Performance evaluations
 - c. Disciplinary processes
- D. Coaching and mentoring staff
 - a. Motivational strategies
 - b. Teamwork approaches
 - c. Delegation and empowerment
 - d. Career development programs
 - a. Clinical ladders
 - b. Advancement
- E. Managing departmental resources for effective productivity and outcomes
 - a. Data collection systems
 - b. Outcomes, forecasting, and strategic thinking
 - c. Budgets
 - d. Reimbursement structures
 - e. Efficiency

- f. Benchmarking
- F. Case study
 - a. Strategic planning
 - b. Resource allocation
 - c. Budget planning and execution
 - d. Performance evaluation
 - e. Staff development
 - f. Disciplinary process

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers
- E. Other (Specify): Interactive group projects to analyze various aspects of working Respiratory Care Departments (and other related departments), case scenarios

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in leadership and management. These assignments will use the Plan, Do, Study, Act (PDSA) or Plan, Do, Check, Act (PDCA) cycle introduced in B50.

- o Written summaries (7-10 pages) based on 2-5 journal articles assigned weekly.
- o One comprehensive case study (5-7 pages) writing assignment will be focused on critical analysis and evaluation of management strategies to Respiratory Care department operational procedures and/or function.
- o One reflective writing assignment (1-3 pages) articulating a working foundational philosophy of leadership practice and theory for leading people and health organizations.

Reading Assignments: Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles and case studies relating to respiratory leadership and management. Students will also read from identified textbooks and relevant publications. Readings will be focused on experience in health care as applicable to leadership and management. Number of pages will vary but at minimum will require 750 -900 pages of reading and analysis per semester.

Other Outside Assignments:

- o Field interviews, analysis of departments and various management reports, critical review and analysis of Respiratory Care policies and procedures. Visit and critique a health care organization strategies and/or interview a health care leader/manager.
- o Finish the group research project by orally presenting a quality improvement issue at a hospital and action plan that mitigates the issue through leadership and management choices.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Group Projects

- C. Homework
- D. Oral Presentation
- E. Papers
- F. Research Projects
- G. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. McConnell, C. *The Effective Healthcare Supervisor***, 9th ed. ed. Burlington, MA: Jones and Bartlett Learning, 2019
- B. Ludlow, G. and Coppola, N. *Leadership for Health Professionals, Theory, Skills, and Application***, 3rd ed. Burlington, MA: Jones and Bartlett Learning, 2018

Possible periodicals include:

- A. *Respiratory Care*, Volume Current 2023

Other:

- A. ** This title is available through Skyline College Library's e-Book collection, and students can access it for free by using their SMCCCD credentials.

Leadership for health professionals: theory, skills, and applications

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/s0te9o/alma991000787659705308

- B. ** This title is available through Skyline College Library's e-Book collection, and students can access it for free by using their SMCCCD credentials.

The effective health care supervisor

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/s0te9o/alma991000639540505308

Origination Date: November 2023

Curriculum Committee Approval Date: November 2023

Effective Term: Fall 2024

Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B60 **TITLE:** Advanced Neonatal and Pediatric Respiratory Care
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and RPTH 490 or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Advanced concepts of neonatal and pediatric respiratory care. Emphasis placed on neonatal and pediatric: Anatomy, cardiopulmonary disease, pathophysiology, high risk procedures, transport, inter-professional collaboration and communication, professionalism, evidence-based medicine, quality assurance and the advanced therapeutic needs of children. Students will demonstrate competence in assessment skills, formulation of patient care plans and application of specific respiratory care modalities for neonatal and pediatric patients.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Critically appraise approaches and applications of appropriate advanced medical treatments and modalities which can be utilized to effectively care for neonatal and pediatric patients.
 - B. Demonstrate advanced airway management, mechanical ventilation, aerosol drug delivery and resuscitation techniques of the neonatal and pediatric patient.
 - C. Create and evaluate appropriate and effective patient care plans reflecting consideration of evidence-based research and quality assurance in the care of neonatal and pediatric patients.
 - D. Evaluate, assess and implement strategies to enhance inter-professional collaboration, communication and multidisciplinary team dynamics.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 - A. Discuss approaches in advanced neonatal and pediatric respiratory care.
 - B. Identify and provide appropriate gestational physical and neurological developmental care.
 - C. Recognize levels of respiratory and cardiovascular hemodynamic compromise in the neonatal and pediatric patient populations.
 - D. Evaluate neonatal and pediatric evidence-based literature and research.
 - E. Illustrate approaches that optimize medication delivery in neonatal and pediatric patient populations.
 - F. Categorize and practice initiating appropriate advanced mechanical ventilation strategies and waveforms within the neonatal and pediatric populations.
 - G. Demonstrate team dynamics through interprofessional collaboration and develop collaborative strategies to enhance patient care.

- H. Differentiate and apply modalities that optimize lung function in neonatal and pediatric populations.
- I. Discuss, identify, and recommend treatment plans for cardiovascular and respiratory compromise in the neonatal/pediatric patient.
- J. Distinguish common legal ethical issues that occur in neonatal and pediatric practice.

6. COURSE CONTENT:

Lecture Content:

1. Evidence-based medicine and research in neonatal and pediatric respiratory care

A. Evidence-based practice

B. Hierarchy of evidence

C. PICO

D. Internet medical search engines

E. Research validity and bias

2. Quality assurance initiatives and implementation in neonatal and pediatric respiratory care

A. Nine steps in a quality assurance plan

B. Hospital committees

C. PDSA cycle

E. Measurable outcomes

3. Pediatric/neonatal anatomy and physiology:

a. Normal child growth and development

a. Skeletal and pulmonary maturity

b. Neurologic development

c. Pulmonary function

b. Fetal and transitional circulation

4. Advanced neonatal/pediatric pathophysiology

a. Pulmonary disorders

b. Congenital heart defects

5. Invasive/non-invasive ventilation and artificial airway for neonatal pediatric patients:

a. Artificial airways

a. Endotracheal, tracheostomy, and laryngeal mask

a. Type and size

b. Proper selection

c. indications and hazards

d. securing and routine care

b. Oxygen delivery

a. Low flow

b. High flow

c. Ventilators

a. Conventional

a. Invasive

b. Noninvasive

a. Proper interfaces

b. Interface challenges

- b. High frequency oscillation
 - c. High frequency jet
 - d. Extracorporeal membrane oxygenation
- 6. Invasive and non-invasive monitoring
 - a. Arterial and capillary blood gases
 - b. Pulse oximetry
 - c. Transcutaneous monitoring
 - d. End tidal carbon dioxide monitoring
 - e. Hemodynamic monitoring
 - f. Pulmonary function testing
 - g. Bronchoscopy
 - h. Skin integrity and staging
 - i. Waveforms
- 7. Transporting of critically ill patients
 - a. Unit to unit
 - b. Ambulance
 - c. Air
- 8. Advanced medication and gas delivery
 - a. Medications
 - a. Surfactant
 - b. Nitric Oxide
 - c. Heliox/Isoflurane
 - d. Nitrogen-sub ambient
 - e. Prostaglandin
 - b. Administration techniques and dosing
- 9. Discharge planning
 - a. Patient and family education
 - b. Equipment management
- 10. Interprofessional Collaboration
 - A. Team dynamics
 - B. Communication
 - C. Professionalism
 - D. Multidisciplinary team
 - E. Care team, rounds and huddles
- 11. Ethics/legal issues for neonatal and pediatric patients
 - a. Mandatory reporting
 - b. Age of decision making
 - c. Equipment modifications
 - d. Withdrawal/grief
 - e. Family centered care
 - f. Ancillary services & interdisciplinary care team
 - g. Lung transplants / transplant donor network
 - h. Discharge planning

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Activity
- D. Discussion
- E. Observation and Demonstration

F. Other (Specify): Case study analysis

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in advanced neonatal and pediatric respiratory care.

- Case studies in neonatal care and pediatric care on an assigned topic given weekly by the instructor (2-4 pages).
- Summary reflection/evaluation essays (2-3 per week) focusing on weekly reading assignments (1-2 pages).
- Two comprehensive case study writing assignments will be required over the duration of the course, one focused on neonatal care and one focused on pediatric care (5-7 pages).

Reading Assignments:

Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles and case studies relating to neonatal and pediatric respiratory care. Students will also read from identified textbooks and publications. Readings will be focused on experience in health care as applicable to neonatal and pediatric respiratory care. Number of pages will vary but at minimum will require 750 - 900 pages of reading and analysis.

Other Outside Assignments:

- A. Evaluation of patient case scenarios
- B. Computer assisted learning exercises
- C. Discussion board participation

Students participate in a collaborative team project preparing and presenting a care plan. The care plan is presented through a video to peer colleagues and students receive feedback.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Final Class Performance
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Research Projects
- J. Simulation
- K. Written examination
- L. Case studies

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Walsh, B, K. *Neonatal and Pediatric Respiratory Care*, 6th ed. Elsevier, 2022

Possible periodicals include:

- A. *Respiratory Care*, Volume Current 2023

Origination Date: January 2023
Curriculum Committee Approval Date: February 2023

Effective Term: Fall 2023
Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** RPTH B90 **TITLE:** Respiratory Care Capstone Project
Units: 4.0 units **Hours/Semester:** 24.0-27.0 Lecture hours; 120.0-135.0 Field Experience hours; 48.0-54.0 Homework hours; 192.0-216.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: RPTH B10, RPTH B15 RPTH B20 RPTH B30 RPTH B40 RPTH B50 RPTH B52 RPTH B60 COMM B10, and SOSC B10

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Capstone course in Respiratory Care focuses in areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or other special areas of interest. Students will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty, Respiratory Care and healthcare, clinical, and academic community members. The projects are aligned with student areas of interest.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Draw on multiple evidence-based practice sources of analysis, research, and critical thinking across the curriculum to develop addressing a problem and completing a project.
 - B. Develop a project plan for addressing the research question, issues, problem or need.
 - C. Evaluate project methods, findings, and outcomes.
 - D. Formulate and prepare oral and written presentations of 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:
 - A. Critically evaluate and identify real world Respiratory Care industry research questions, issues, problems or needs with knowledge and skills developed during the program.
 - B. Discover how to draw on multiple evidence-based practice sources of analysis, research, and critical thinking across curriculum to address a problem in Respiratory Care.
 - C. Critique various ways to address a research question, issue, problem or need.
 - D. Develop and evaluate methods of communication to present evidence-based literature that addresses a healthcare question or problem.
 - E. Discover how to apply interventions that have the potential to address healthcare issues or concerns.
 - F. Evaluate different strategies to address ongoing healthcare issues and to enhance value efficacy through continuous quality improvement initiatives.
 - G. Analyze leadership principles that are required to address the healthcare question, problem or need.

H. Discover how to incorporate quality assurance and patient safety concepts to address a healthcare question or problem.

6. **COURSE CONTENT:**

Lecture Content:

- A. Identify 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
- B. Choose an appropriate community expert for development of project.
- C. Plan 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
- D. Formal presentation to industry and related communities
- E. Evidence- based research paper
- F. Analysis and solution to identified project
- G. Abstract poster

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

- A. 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
- B. 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

- C. 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
- D. Faculty and community mentor will meet with student weekly to advise and support the capstone project.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Directed Study
- C. Critique
- D. Activity
- E. Discussion
- F. Field Experience
- G. Individualized Instruction
- H. 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:

- o Articulation of capstone project proposal (1-2 pages).
- o Integration of literature search analysis; synthesis of outcomes and findings (2-3 pages).
- o Reflection/evaluation of capstone experience in relation to skills, abilities, and critical thinking (2-3 pages).
- o A final capstone paper that demonstrates the full breadth of knowledge gained through the Respiratory Care Program with focus on one or more assigned subject areas (5-7 pages).

Reading Assignments: Reading assignments will vary depending on capstone project. They will consist of the following:

- o Reading and synthesizing at minimum 15 peer reviewed articles.
- o Textbooks and publications used in prerequisite curriculum.
- o Readings will be focused on experience in health care as applicable to capstone project.
- o Number of pages will vary but at minimum will require 750 -900 pages of reading and analysis.

Other Outside Assignments:

- o Demonstration in a final presentation (25 minutes) the full breadth of knowledge gained through the Respiratory Care Program with focus on one or more assigned subject areas.
- o 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. 120 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. Dye, C. F. *Leadership in Healthcare: Essential Values and Skills***, 3rd ed. Chicago, IL: Health Administration Press, 2017
- B. Bastable, S. et. al. *Health Professional as Educator: Principles of Teaching and Learning***, 2nd ed. Sudbury, MA: Jones and Bartlett Learning, 2020
- C. Leedy, P & Ormrod, J. *Practical Research: Planning and Design*, 12th ed. Pearson, 2019

Possible periodicals include:

- A. *Respiratory Care*, Volume Current 2023

Other:

- A. ** This title is available through Skyline College Library's e-Book collection, and students can access it for free by using their SMCCCD credentials.

Leadership in Healthcare: Essential Values and Skills

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/s0te9o/alma991000751573805308

- B. This title is available through Skyline College Library's e-Book collection, and students can access it for free by using their SMCCCD credentials.

Health Professional as Educator: Principles of Teaching and Learning

https://caccl-smccd.primo.exlibrisgroup.com/permalink/01CACCL_SMCCD/s0te9o/alma991000785559305308

Origination Date: November 2023

Curriculum Committee Approval Date: December 2023

Effective Term: Fall 2024

Course Originator: Heather Esparza

Skyline College
Official Course Outline

1. **COURSE ID:** COMM B10 **TITLE:** Health Communication
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and COMM C1000 or equivalent.
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Critical exploration of health communication concepts, theories, research methods, cases, and other practices applied in addressing real-world health issues, administration, and decision-making. Addresses health communication approaches in the planning, implementation, and evaluation of health promotion and behavior change campaigns.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Analyze and discuss the theories, models, and organizational issues and strategies in healthcare.
 2. Examine and assess health promotion materials and behavior change campaigns.
 3. Research, design and cohesively present a team health promotion.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. Describe the history of the Health Communication field.
 2. Discuss the social construction of health and illness.
 3. Explore the various contexts of Health Communication.
 4. Identify and predict the factors that impact healthcare decisions.
 5. Compare and contrast the various theories and models of health communication.
 6. Analyze current issues in healthcare.
 7. Engage in interpersonal, small group, mass media and organizational communication strategies.
 8. Summarize and employ communication competency interventions.
 9. Produce and present a health promotion program.
 10. Apply the theories, models and principles of health communication and behavioral change to evaluate health promotion materials.
 11. Interpret organizational complexities in healthcare contexts.
6. **COURSE CONTENT:**
Lecture Content:
 1. Social Construction of Health
 - A. History of Health Communication
 - a. Development of the Field
 - i. Psychological Foundation
 - ii. Sociological Foundation
 - iii. Persuasion & Social Influence
 - iv. Communication Foundation
 - b. Competing Perspectives
 - i. Healthcare Delivery
 - ii. Health Promotion
 - c. Conceptualization of Health in the U.S.
 - d. Institutionalization of the Field
 - B. Models, Theories and Fields
 - a. Biomedical Model
 - b. Biopsychosocial Model

- c. Cultural Model
- d. Narrative Theory
- e. Health Information Seeking Theory
- f. Interpersonal Communication
- g. Mass Media Communication
- h. Organizational Communication
- C. Social Construction of Health and Illness
 - a. Cultural
 - b. Gender
 - c. Ethnic
 - d. Religious
 - e. Geographical
 - f. Political
 - g. Health Literacy
 - h. Socioeconomic Status
 - i. Disability
- D. Current Issues in Healthcare Communication
 - a. Public Advocacy
 - i. Disease
 - ii. Vaccinations
 - iii. Death/Dying
 - iv. Religion
 - b. Consumerism
 - i. Identifying sources
 - ii. Identifying channels
 - iii. Gathering data
 - iv. Analyzing data
 - c. Empowerment
 - i. Advocating/Negotiating
 - ii. Disseminating Information
- 2. The Clinical Context of Health Communication
 - A. Action Areas
 - a. Management
 - b. Human Resources
 - c. Education
 - d. Policy
 - e. Public Relations
 - f. Community Mobilization
 - B. Leadership and Teamwork
 - C. Organizational Complexities
 - D. Communication Competency Interventions
- 3. Planning, Implementing and Assessing Health Communication Programs
 - A. Planning Process
 - B. Situation Analysis
 - a. Audience
 - b. Context
 - c. Message
 - d. Behavior Change
 - e. Medium
 - C. Objectives and Strategies
 - D. Evaluation Plans

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Activity
- D. Discussion
- E. Guest Speakers
- F. Observation and Demonstration

G. Other (Specify): Small group work

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing Assignments:

- Health narrative essay (4-6 pages/once per semester)
- Health issue research paper (6-8 pages/once per semester)
- Case Study analysis paper (3-5 pages/1-2 per semester)
- Reading or Personal reflection papers (1-2 pages/3-4 per semester)
- Full-sentence outlines (2-5 pages/2-3 times per semester)
- Works cited/reference pages (up to 1 page/2-3 times per semester)
- Weekly posts in individual and group discussion forums 10-20 pages of total writing over the course of a semester (when appropriate for course modality).

Oral Presentation Assignments:

All of the following oral presentations will be faculty-supervised, and faculty-evaluated oral presentations in the presence of others (physically or virtually).

- Health Promotion Group Project Presentation (30 minute persuasive presentation)
- Health issue podcast (5-7 minute informative presentation)
- Healthcare Debates (10-20 minutes)

The specific speech times and number of cited research sources, per speech, will be determined by the individual instructors.

Reading Assignments:

Reading assignments will consist of peer reviewed articles, textbooks, case studies, publications and health promotion materials. The number of pages will vary, but students can expect to read 1-2 chapters per week as well as outside articles and studies. Reading materials will be focused on the theories, principles, models and concepts related to the organization, issues and decision making within the field of Health Communication.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Final Class Performance
- F. Final Performance
- G. Group Projects
- H. Homework
- I. Oral Presentation
- J. Papers
- K. Portfolios
- L. Projects
- M. Quizzes
- N. Research Projects

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Schiavo, R. *Health Communication: From Theory to Practice*, 2nd ed. Hoboken, NJ: Jossey-Bass, 2014
- B. du Pre, A. & E. Berlin Ray. *Real-Life Scenarios: A Case Study Perspective on Health Communication*, 1st ed. Oxford University Press, 2017
- C. du Pre, A & B. Cook Overton. *Communicating About Health: Current Issues and Perspectives*, 7th ed. Oxford: Oxford University Press, 2023

Origination Date: March 2025

Curriculum Committee Approval Date: April 2025

Effective Term: Fall 2025

Course Originator: Lindsey Ayotte

Skyline College
Official Course Outline

1. COURSE ID: COUN B10 **TITLE:** Multicultural Human Relations

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours

Method of Grading: Letter Grade Only

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and PSYC C1000 or equivalent.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: none

3. COURSE DESCRIPTIONS:

Catalog Description:

Engages students in an evolving process of developing greater self and cultural awareness that will help inform how they work with communities specific to various professional settings. Utilizes a psychosocial perspective to explore various counseling theoretical frameworks that strive for greater cultural competency as a practitioner. Examination of intersectionalities such as ethnicity, gender, class, sexual orientation, and generational identity.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Implement counseling practices and theoretical frameworks to become a more culturally competent practitioner (e.g. self-awareness, attending skills, unconditional positive regard/outward valuing of others, ethical vulnerability, communication – active listening, being present, reflection, reframing, cultural humility, therapeutic alliance, empathy, and praxis).
2. Analyze multiple identities through the lens of intersectionality such as ethnicity, gender, class, sexual orientation, and generational identity.
3. Transform theories to practice when addressing systems of oppression that are underlying in their professional settings.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Understand multiple theoretical frameworks that inform intersectionalities such as ethnicity, gender, class, sexual orientation, and generational identity
2. Engage in specific communities utilizing multicultural competencies and practices
3. Advocate through various domains maximizing critical thinking skills and self-efficacy
4. Manifest their complex identities into a unifying a purpose that integrates into their personal life, professional field, and communities
5. Develop a collective action plan utilizing applied counseling theoretical frameworks to address systems of oppression in their professional settings
6. Acknowledge and understand personal resistance in multicultural counseling
7. Be cognizant of how worldviews may influence the ability to understand, empathize, and work effectively with diverse clients
8. Realize that becoming an effective multicultural practitioner is a lifelong journey

6. COURSE CONTENT:

Lecture Content:

1. Theories & Pedagogies
 - A. Critical Pedagogy (Freire)
 - B. Reality Pedagogy (Emdin)
 - C. Engagement Pedagogy (hooks)
 - D. Advocacy Competency Domains (Lewis, Arnold, House, & Toporek)
 - E. Transnational Feminism Theory
 - F. Racial Identity Development Theory (Tatum)
 - G. Cultural Competence Model (Sue)
 - H. Community Cultural Wealth (Yosso)

2. Awareness of Intersectionalities
 - A. Cultural Influences on Identity
 - B. Knowledge of Self
 - a. Necessity to understand who we are in the room
 - b. Biases, personal beliefs, and assumptions
 - c. Transference/Counter Transference
 - C. Microaggressions in Counseling
 - D. Complexity of identity for clients and patients
 - a. Cultural Beliefs
 - b. Knowledge
 - c. Skills
3. Cultural Competency
 - A. The Politics of Counseling
 - a. Social Justice in Counseling
 - B. Systemic Oppression: Trust, Mistrust, Credibility, and Worldviews
 - C. Counseling Ethics
 - a. Exploring ethics in relation to cultural values, norms, and practices
 - b. How does culture inform us in the ways we address contemporary moral and political issues
 - D. Personal is Political
 - a. Multicultural practice: Individual vs Micro/Meso/Exo/Macrosystems
 - E. Counseling and Poverty
4. Radical (Non-traditional) approaches to advocacy and human relations
 - A. Advocacy Competency Domains model
 - a. Client
 - b. Student
 - c. Community
 - B. Non-Western and Indigenous Methods of Healing
 - a. Strategies and Interventions
 - b. Implications for Counseling
5. Counseling Across Cultures
 - A. African Americans
 - B. American Indians and Alaskan Natives
 - C. Asian Americans, Filipinos, and Pacific Islanders
 - D. Latinos
 - E. Individuals of Multiracial Descent
 - F. Arabs and Muslim Americans
 - G. Immigrants and Refugees
 - H. LGBTQ Community
 - I. Older Adult Clients
 - J. Women
 - K. Persons with Disabilities
6. Culturally Appropriate Intervention Strategies
 - A. Communication
 - B. Conflict Resolution
 - C. Cultural Contexts
 - D. Effective Working Relationships
 - E. Empathy versus Compassion
 - a. Differentiating empathy from compassion
 - b. Comparing the different modes of communication and understanding of others
7. Immersion versus Engagement
 - A. Approaches and Activities for Active Participation
 - B. Stages of engagement into a community
 - C. Community Demographics and Needs

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

1. (One required) Narrative Identity Presentations (Cultural Sharing addressing Intersectionalities)(4-6 pages)
2. (One required) Research Paper (8-10 pages)
3. Discussions (6-8 required)

Reading Assignments:

Students will be reading from required texts, recommended texts, and selected articles. Students are expected to read between 30-50 pages per week.

Other Outside Assignments:

Actively engage in cultural events:

Examples include but not limited to: informational interviews, volunteerism, poster presentations, video documentary, summarization through artistic mediums of expression

Group Final Project:

Students will apply what they learn from the course lecture content in identifying a particular system of oppression utilizing Freire's Cycle of Critical Praxis.

1. Identify a problem/issue.
2. Research the problem.
3. Develop a collective plan of action to address the problem.
4. Implement the collective plan of action.
5. Evaluate the action.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Final Class Performance
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Projects
- I. Research Projects

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Lee, Courtland. *Multicultural Issues in Counseling*, 5th ed. American Counseling Association, 2018
- B. Sue, D.W. & Sue, D. *Counseling the Culturally Diverse: Theory and Practice*, 8th ed. Hoboken, NJ: John Wiley & Sons, Inc, 2019

Other:

A. Recommended Texts:

1. Emdin, Christopher (2016). *For White Folks Who Teach in the Hood...And the Rest of Y'all Too – Reality Pedagogy and Urban Education*: Beacon Press
2. Friere, P. (1970). *Pedagogy of the Oppressed*: Penguin Group
3. Hays, P. (2013). *Connecting Across Cultures: The Helper's Toolkit*. Los Angeles: Sage Publications
4. hooks, bell (2003). *Teaching Community: A Pedagogy of Hope*: Routledge
5. Martin & Nakayama (2022). *Experiencing Intercultural Communication: An Introduction*, 7th ed. New York, NY: McGraw Hill

Origination Date: October 2022

Curriculum Committee Approval Date: November 2022

Effective Term: Fall 2023

Course Originator: Lorraine DeMello

Skyline College
Official Course Outline

1. COURSE ID: SOCI B10 **TITLE:** Intersectionality and Citizenship

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours

Method of Grading: Grade Option (Letter Grade or Pass/No Pass)

Prerequisite: Admission to the Bachelor of Science in Respiratory Care program; and ENGL C1000, or ENGL C1000E or equivalent; and SOCI 100, or PSYC C1000 or equivalent.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: none

3. COURSE DESCRIPTIONS:

Catalog Description:

Exploration of the intersection of identities: race, ethnicity, socioeconomic class, gender, and citizenship status. Students will explore and analyze how race and ethnicity are socially constructed and intersect with identities such as class and gender. Provides students theoretical frameworks for assessing these constructs and their consequences.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Recognize and demonstrate a knowledge of sociological perspectives and theories relating to the social constructs of race and ethnicity in the United States.
2. Assess and articulate theories, concepts and the constructs of race and ethnicity in the context of intersectionality (the intersection of identities, including but not limited to that of race, ethnicity, socioeconomic class, gender, citizenship status).

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Increase understanding on the complexities of social construction and intersectionality as applied to race, ethnicity, class and gender.
2. Provide analysis of systemic inequalities.
3. Evaluate policies, laws and practices as they apply to race, ethnicity, gender, class and citizenship status in current and historical context.
4. Recognize the connections between individual behaviors and the structure of social relationships and opportunity structures.
5. Increase tolerance and cultural understanding of social classes, gender issues, diversity and race and ethnic issues.
6. Analyze current social issues concerning race, ethnicity and citizenship using sociological concepts and theories.
7. Provide skillful, critical explanations of current social issues and policy regarding race, ethnicity, gender as they related and intersect with citizenship.
8. Critically analyze and understand complex social dynamics including but not limited to, economic, locational, historical policies and practices, access or lack of to adequate and vital resources (health, educational, housing) in the the society.

6. COURSE CONTENT:

Lecture Content:

1. Theory
 1. Critical Race Theory
 2. Conflict Theory
 - a. Dialectical Materialism
 3. Structural Functionalism
 - a. Davis and Moore Model
 4. Symbolic Interactionism
 - a. Sapir-Whorf Hypothesis (linguistic relativity)
 5. Gender

- a. Gender Schema Theory
- b. Queer Theory
- 2. Citizenship and Race
 - 1. (Marshall) Citizenship and class
 - 2. Multi-tiered citizenship
 - 3. Legality/ Policy re: citizenship access and rights
- 3. Social Construction
 - 1. Social construction theories (applied to race, gender, class)
 - 2. White Privilege
 - 3. Male Privilege
 - 4. Symbolic (optional) ethnicity
- 4. Intersectionality (Intersection of Identities)
 - 1. Complexity of identity and identity formation
 - 2. Intersecting oppressions
 - 3. Internalized psychology of racism
 - 4. Intersectionality as applied to social movements and collective action
- 5. Assimilation and Pluralism
 - 1. Immigration Trends (current and historical)
 - 2. Diasporas
 - 3. Anti-Immigration/Nativist Narratives (current and historical)
 - 4. Assimilation and acculturation
 - 5. Immigration, documentation and multi-tiered rights
- 6. Race and Residence
 - 1. Perpetuating Residential racial segregation
 - 2. Concentration of Poverty
 - 3. Environmental Racism
 - 4. Crime and sentencing
- 7. Activism and Collective Action

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Directed Study
- D. Activity
- E. Discussion
- F. Field Experience
- G. Guest Speakers
- H. Service Learning
- I. Other (Specify): Discussions: potential weekly or bi-weekly basis Short papers: twice per late start semester, potentially quarterly per regular semester Short papers may be 4-6 pages in length Concept Application 1-2 times per semester, potentially as a final paper. Final Concept/Term paper will be 8-16 pages in length depending upon topic and if it is a group paper or individual paper

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

- * Reflection papers: Students may be expected to write short reflection papers on their reading assignments (3-6 pages/twice a semester)
- * Concept Application: Students may be expected to write a short application paper linking course concepts and theory to current social issues and affairs in the immediate and/or larger community (3-5 pages/twice a semester)
- * Research Paper: Students may be expected to conduct field or library research on a topic of their choice related to course content. Papers will be approx. (8-15 pages/once a semester).

Reading Assignments:

Students will be expected to read textbooks and/or journal articles on a weekly basis, 30-75 pages each week.

Other Outside Assignments:

Students may be assigned a field project once during the semester with a service learning component engaging with the course concepts in the community of their choice. Papers may be approximately 6-12 pages in length.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Quizzes
- L. Research Projects
- M. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Hill Collins, Patricia; Bilge, Sirma. *Intersectionality (Key Concepts)*, 2nd ed. New York: Polity, 2020
- B. Patrick Grzanka. *Intersectionality: Foundations and Frontiers*, 2nd ed. Routledge, 2019
- C. Ford, Chandra L.; Griffith, Derek M.. *Racism: Science & Tools for the Public Health Professional*, 1st ed. American Public Health Association, 2019
- D. Ore, T. *The Social Construction of Difference and Inequality: Race, Class, Gender and Sexuality*, ed. McGraw-Hill Education, 2013
- E. Rothenberg, P. *White Privilege: Essential Readings on the other Side of Racism*, ed. Worth Publishers, 2011

Origination Date: January 2025

Curriculum Committee Approval Date: January 2025

Effective Term: Fall 2025

Course Originator: Marianne Beck

Skyline College
Official Course Outline

1. COURSE ID: SOSC B10 **TITLE:** Public Health Policy

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours

Method of Grading: Letter Grade Only

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program; and SOCI 100, or HSCI 135, or PHIL 100, or PHIL 240 or POLS 210, or POLS C1000 or equivalent.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: none

3. COURSE DESCRIPTIONS:

Catalog Description:

Exploration of public health policy, examining core topics in the study of health and health care delivery. Diverse perspectives on health care policy will be examined from an interdisciplinary approach. Students will develop an understanding of fundamental ideas and problems in the areas of health and medical care.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Appraise healthcare policy and programs from sociological, political, economic, legal, and ethical perspectives.
2. Summarize and discuss contemporary health policy problems and issues.
3. Develop and evaluate possible solutions to important healthcare problems.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Discuss how socio-economic and cultural factors can affect health and healthcare policy outcomes.
2. Describe decisions, plans, strategies, and actions undertaken to achieve specific health care goals
3. Weigh the pros and cons of U.S. health policy approaches as compared to international approaches.
4. Discuss the political and policy-making process of US healthcare.
5. Describe the process through which health policy is made in the United States, including the role of legislators, judges, government agencies, non-government organizations and for-profit actors.
6. Understand the unique nature of the American system of health care delivery, and the historical forces that shaped it.
7. Formulate actionable strategies for improving the equitable delivery of health care in the United States.
8. Analyze policy tradeoffs and clearly communicate a case for or against specific policy options.
9. Identify the interplay between social determinants of health, including racism and other forms of systemic oppression, and health policy.
10. Anticipate the effects of policy on health equity, including consequences of health policies and practices that harm under-served groups.

6. COURSE CONTENT:

Lecture Content:

1. Determinants of health
 - A. biological and hereditary factors
 - B. socioeconomic factors
 - C. cultural factors
 - D. environmental factors
 - E. case studies: smoking, asthma, obesity
2. Public Health as an approach
 - A. concept and appropriateness of public health approaches to issues such as
 - a. gun violence
 - b. teen pregnancy
 - c. depression
 - d. drug and alcohol abuse
 - e. obesity

- f. tobacco use
 - g. environmental pollutants
 - h. bullying
- B. history of public health and public health policy responses to crisis such as cholera, polio, HIV/AIDS, COVID-19, famine, and malaria
- 3. Healthcare policy and health
 - A. US healthcare laws and institutions
 - a. organizing healthcare delivery
 - b. organizing healthcare insurance
 - B. issues of need, access, and cost
 - a. setting priorities, allocating resources
 - b. market-based mechanisms versus non-market based mechanisms
 - C. future and emerging issues
 - a. aging populations
 - b. globalized and mobile populations
 - c. newly emerging pathogens or illnesses
- 4. Politics and the policy-making process in healthcare
 - A. key players and interest groups
 - a. who are they?
 - b. how do their interests dovetail or conflict?
 - B. the legislative process
 - a. Students will explore at least one major health care policy initiative by considering legislative responses to health care crisis.
 - C. implementation and oversight
 - a. how to ensure quality healthcare delivery
 - i. role of government
 - ii. role of NGOs
 - iii. role of patients
- 5. Policy Alternatives
 - A. varying policies and approaches within the US
 - a. Healthy SF
 - b. Medicaid and CHIP in differing states
 - B. varying policies by other developed countries. For example:
 - a. Healthcare in Britain
 - b. Healthcare in France
 - c. Healthcare in Japan
 - C. other public health approaches
 - a. what will patients want from their providers?

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Directed Study
- D. Discussion
- E. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments will consist of synthesis and evaluation of outcomes and findings in case study analysis, and reflection/evaluation in relation to skills, abilities, and critical thinking in public health policy.

- Case studies focusing on an assigned topic given weekly by instructor.
- Summary reflection/evaluation essays (2-3 per week) focusing on weekly reading assignments. 250 - 300 words each.
- One to two comprehensive case study writing assignments will be required over the duration of the course. 1000-1500 words each.

Reading Assignments:

Reading assignments will consist of reading and synthesizing at minimum 10 peer reviewed articles and

case studies relating to public health policy. Students will also read from identified textbooks and relevant publications. Readings will be focused on various aspects related to public health policy. Number of pages will vary but at minimum will require 750 -900 pages of reading and analysis.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Group Projects
- F. Homework
- G. Papers
- H. Projects
- I. Quizzes
- J. Research Projects
- K. Written examination
- L. Analysis of Case Studies

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Birkhead, G., Morrow C., and Pirani S. *Essentials of Public Health*, 4th ed. Jones & Bartlett Learning, 2020
- B. McLaughlin, C. and McLaughlin, C. *Health Policy Analysis: An Interdisciplinary Approach*, ed. Jones & Bartlett Learning, 2023
- C. McKenzie, J., Pinger, R., and Seabert, D. *An Introduction to Community & Public Health*, ed. Jones & Bartlett Learning, 2021

Origination Date: February 2023

Curriculum Committee Approval Date: April 2023

Effective Term: Fall 2023

Course Originator: Jesse Raskin

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