

Course Syllabus

COURSE: RSPT 2267.200 Practicum (or Field Experience) – Respiratory Care Therapy/Therapist
SEMESTER: Spring 2016
CLASS TIMES: Per clinical schedule
INSTRUCTOR: Krista Young, BS, RRT-NPS
OFFICE: 520
OFFICE HOURS: Monday & Wednesday: 1:45 PM – 3:00 PM
Tuesday: 11:00 AM-12:00 PM
Thursday: 10:00 AM – 12:00 PM
Friday: 9:00 AM- 11:45 AM
Other Times by Appointment
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FACEBOOK: <https://www.facebook.com/SouthPlainsCollegeRespiratoryCare>

“South Plains College improves each student's life.”

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

This is an intermediate respiratory care course for practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

STUDENT LEARNING OUTCOMES

Students will:
1. Apply the theory, concepts, and skills involving specialized materials, equipment, and procedures within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry.
2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.
3. Adhere to regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry.

COURSE OBJECTIVES

1. Exhibit dependability and responsibility by being punctual, attending clinical rotations according to program policies, and completing assigned work. (F-13)
2. Exhibit ability to get along with people in the clinical setting, by demonstrating understanding, friendliness, adaptability, empathy and politeness. (F-15)
3. Respond positively to supervision and guidance by attending to, interpreting and responding to verbal messages and other cues. (F-5)
4. Exhibit respect for others. (C-14)
5. Recognize boundaries and limitations of role and seek assistance when necessary. (F-16)
6. Participate by asking questions. (F-6)
7. Work to satisfy customer's expectations, whether they are patients, physicians, or other healthcare team members. (C-11)
8. React to stressful situations in an appropriate manner.
9. Work confidently, maintaining a positive view of self. (F-14)
10. Choose ethical courses of action in clinical decision-making. (F-17)

11. Monitor his/her progress towards clinical proficiency by assessing self accurately, setting personal goals, and exhibiting self-control. (F-16)
12. Participate as a member of the healthcare team. (C-9)
13. Exhibit an ability to work well with men and women from diverse backgrounds. (C-14)
14. Exhibit courtesy and willingness to share workload. (F-15)
15. Exhibit the ability to interpret information and communicate patient status. (F-1, F-2, F-6, C-7, C-8, C-9, C-15)
16. Organize time well to complete all tasks assigned by prioritizing activities, allocating time and preparing and following a treatment schedule. (C-1)
17. Locate, understand, interpret and evaluate written information found in the patient's medical record, equipment manuals, policy/procedure manuals, and departmental schedules. (F-1)
18. Organize information found in symbol, picture and graph format. (F-10, C-5, C-6)
19. Organize and maintain information, communicating information in written form via entries into the patient's medical record. (F-1, F-2, F-6, C-6, C-7, C-8, C-9, C-15)
20. Perform basic computations, including calculating drug dosages, static and dynamic compliance, lung volumes, and other pulmonary measurements. (F-3)
21. Acquire and evaluate information through patient history and physical assessment. (F-1, F-5, F-6, F-9, F-12, C-5, C-7)
22. Evaluate the appropriateness of patient therapy by specifying therapeutic goals, generating alternatives, considering risks, and choosing the best treatment alternatives. (F-8)
23. Recognize problems with patient care and devise and implement a plan of action. (F-9)
24. Use reasoning to discover a principle underlying the relationship between diverse data and apply it to problem-solving. (F-12)
25. Use computers to process patient information and maintain clinical records. (C-8)
26. Understand how the hospital organizational system works and function effectively within it. (C-15)
27. Monitor performance in his/her assigned hospital area, assessing trends, and predicting and solving problems. (C-16)
28. Suggest modifications to the respiratory care departmental system to improve therapist performance. (C-17)
29. Choose procedures and equipment, as needed, to perform patient care. (C-18)
30. Understand the overall purpose and proper procedures for set-up and operation of various respiratory equipment. (C-19)
31. Prevent, identify or solve problems with respiratory equipment. (C-20)
32. Allocate and use materials efficiently. (C-3)
33. Work towards agreements with other healthcare team members involving the use of resources, and resolve divergent interests. (C-13)
34. Perform patient assessments recording normal and abnormal findings. (F-2, F-5, F-6, F-9, F-10, F-12, F-15, C-5, C-6, C-7, C-14)
35. Establish good patient rapport and develop the ability to communicate procedures effectively to gain cooperation. (F-5, F-6, F-15, C-14)
36. Exercise leadership by communicating ideas to justify his/her position and persuading and convincing others. (C-12)
37. Demonstrate a consistent habit of reviewing the patient's chart for information gathering prior to participating in or performing procedures. (F-1, F-13, C-1, C-5, C-6, C-8)
38. Perform 12-lead Electrocardiograms with minimal supervision, and recognize dysrhythmias. (F-9, F-10, C-5, C-7, C-18, C-19, C-20)
40. Perform correctly the following procedures as ordered by a physician (F-2, F-3, F-8, F-9, F-12, F-15, F-16, C-1, C-3, C-5, C-7, C-9, C-11, C-14, C-18, C-19, C-20):

Mandatory competencies for RSPT 2267

Adult Critical Care

1. Non-invasive ventilator set up
2. Non-invasive ventilator check
3. Manual ventilation during transport

Pediatric Floor Competencies

1. Nasal cannula
2. Chest physiotherapy

Pediatric Critical Care Competencies

1. Routine ventilator check

Neonatal Critical Care Competencies

1. Vital signs
2. Oxyhood setup
3. Nasal CPAP set up
4. Routine ventilator check
5. Capillary blood gas analysis

Pediatric/Neonatal Critical Care Competencies

1. Ventilator parameter change
2. Ventilator set-up
3. In-line suctioning
4. Securing artificial airway
5. Manual ventilation via endotracheal tube

Other competencies if achieved with opportunity

1. Aerosol T-piece-adult
2. Pediatric and/or neonatal extubation
3. Pediatric and/or neonatal intubation (during OR rotation)
4. Adult intubation (during OR rotation)
5. Bedside spirometry
6. Pediatric and/or neonatal setup and ventilation via mask
7. Capillary sampling

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books,

encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. SCANS and Foundation Skills attached

VERIFICATION OF WORKPLACE COMPETENCIES –Health Occupations Division.

External Learning Experience. This course allows students the opportunity to utilize skills learned in lecture and laboratory instruction at appropriate work sites.

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

Students are required to obtain the following:

1. Data Arc Student License

Recommended textbooks:

1. Persing, Gary. Respiratory Care Review, 4th Edition. (2015).
2. Oakes, Dana. Pocket Guide to Respiratory Care, (2013). Orono, Maine: Health Educator Publications, Inc.
3. Oakes, Dana. Pocket Guide to Ventilator Management, 4th edition. (2016) Orono, Maine: Health Educator Publications

SUPPLIES

1. Appropriate clinical attire
2. Name badge with photo
3. Stethoscope
4. Glasses/goggles

EVALUATION METHODS

1. Clinical performance
2. Affective behavior
3. Clinical Assignments
4. Oral Case study
5. Final examination

CLINICAL PERFORMANCE

1. **Competencies: All mandatory competencies must be completed by end of semester** (see list of mandatory competencies required under course objectives). A student may not attempt a competency check-off until he/she has been checked off in lab first. All competencies MUST be documented in DataArc by the clinical instructor/preceptor evaluating the student. It is the student's responsibility to keep track of the mandatory competencies and completed competencies. Each student should make every effort to complete each mandatory competency. If the student is unable to attempt a mandatory competency, he/she must notify the DCE before the end of the semester. If the student does not notify the DCE prior to the end of the semester regarding the mandatory competency, he/she will receive a zero (0) for that competency. If a student has a preceptor/clinical instructor enter or sign off a competency that the student did not perform, this will be considered academic dishonesty and treated as such in the disciplinary process. The grades received on competencies will be averaged together and represent 10% of your clinical performance grade. The student will be evaluated as:

-Satisfactory (100%)- ready for clinical application with minimal supervision. Performed procedure accurately, or was able to correct performance without injury to the patient or decreasing effect of therapy being given.

-Unsatisfactory performance - not ready for clinical application. Requires remediation under one of the following categories:

- **Minor – Unsatisfactory (75%):** Needs to review fundamental concepts or requires re-evaluation of minor deficiency(s) (ex. forgets to wash hands during the **Follow-up** stage. Must be re-evaluated on this step not the whole procedure).
- **Major – Unsatisfactory (50%):** Requires additional supervised clinical practice and complete re-evaluation of the procedure
- If the student receives an unsatisfactory rating (either minor or major), the student may attempt the competency on another clinical day when he/she has reviewed the procedure and feels prepared. If the student does not successfully complete the competency after the 3rd try, he/she must schedule a conference with the DCE before attempting the competency again.
- Each competency attempt will be scored (as indicated above). Ex: If a student scores a 75% on the first attempt and then a 100% on second attempt, the score entered into the grade book is 87.5 for that particular competency.
- The student is not considered proficient in a competency until a satisfactory rating has been achieved.

2. Daily evaluations: Clinical evaluations are designed to advance or confirm the student’s development of clinical skills, knowledge and behaviors. Students will be evaluated by the clinical instructor/preceptor at the end of **each** clinical day using the daily evaluation form in DataArc. **Students will receive a zero for any missing daily evaluations.** These scores will be averaged from beginning of semester to end of semester. The student will also be evaluated by the DCE (or the DCE will appoint a clinical instructor) twice during the semester. The student will receive 3 grades for daily evaluations which will be averaged together and represent 10% of your clinical performance average. The grades are determined by:

Average of 4.6-5.0 in all categories= 100%
Average of 4.0-4.5 in all categories= 90%
Average of 3.5-3.9 in all categories= 83%
Average of 3.0-3.4 in all categories= 75%
Average of < 3.0 in all categories= 50%

If the student receives a score of less than a 3 on any portion of a daily evaluation, he/she must schedule a conference with the DCE.

3. Clinical site evaluations/Preceptor Evaluations: If student submits all clinical site evaluations and preceptor evaluations required, the student will receive a 100. This category represents 5% of your clinical performance average. Please see below for details.

4. Physician Interaction:

Students should obtain 30 points during this semester. The grade guidelines are listed below. This grade represents 5% of your clinical performance average.

30 or more points=100%
20-29=88%
10-19=75%
< 10 = 50%

Affective behavior evaluation:

Each student will be evaluated by the DCE at mid-semester and end of the semester using the DataArc Affective behavior evaluation form. Conferences will be scheduled with the DCE at mid-semester and end of the semester to review the student's progress and standing. The student will receive 2 grades for affection behavior evaluations. The grades are determined by:

- Average of 4.7-5.0 in all categories= 100%
- Average of 4.0-4.6 in all categories=90%
- Average of 3.5-3.9 in all categories=83%
- Average of 3.0-3.4 in all categories=75%
- Average of <3.0 in all categories=50%

Clinical Assignments:

1. A total of four patient assessments will be due this semester. One will be completed during PICU rotation, adult ICU rotation, and two for NICU rotations (one for UMC and one for CWC). **The student may not complete more than one patient assessment per week per rotation.** Each patient assessment form is due the Tuesday following completion of that particular rotation. Forms will be posted on Blackboard.

No credit will be given for late assignments.

Case Study:

A case study is to be completed on a patient in the NICU or PICU. The patient selected must be approved by the DCE. A PowerPoint presentation of the case study will be presented to peers and instructors. It should be between 15-20 minutes. No make-up will be allowed. If student is absent on the day of presentation, he/she may email me their presentation on the day it is due. Points will be taken off for missing the oral presentation. If I do not receive the presentation on the due date, the student will receive a zero. Case study presentations will be the week of March 28th.

A detailed handout of the case study requirements will be posted on Blackboard.

Final Examination:

The student's didactic knowledge of clinical competencies and procedures will be measured through a comprehensive final exam.

DATA ARC

DataArc will be used for attendance, daily logs, physician interaction, competencies, clinical instructor/preceptor evaluations, clinical site evaluations, daily evaluations, and affective behavior evaluations. The student should always have copies of the daily evaluation forms and daily logs with them at clinic. Clinical paperwork is due the Tuesday after completing the rotation. If I am not in my office on Tuesday, the paperwork must be slid under my office door.

DAILY LOG

Daily log is used to document procedures performed, procedures observed, significant learning experiences, and physician interaction. Students must complete the applicable daily logs in Data Arc every clinical day and must be validated by the clinical instructor/preceptor. If the student has difficulty with a preceptor completing the necessary requirements, please contact me for assistance. If the preceptor does not have access to Data Arc, he/she can print and sign their name at the bottom of the completed daily log form printed from Data Arc. Students will still enter the daily log into Data Arc and turn in the signed daily log form to DCE for verification of procedures performed and physician interaction obtained.

COMPETENCIES

Students may not submit competencies into DataArc. Please refer to competencies above for grading policy

CLINICAL INSTRUCTOR/PRECEPTOR EVALUATIONS

At the end of each rotation, the student must evaluate the clinical instructor/preceptor that he/she spent the most time with using the clinical instructor/preceptor evaluation form in DataArc. The evaluation should be submitted the Tuesday after completing the rotation. It is the student's responsibility to check if preceptor is listed in Data Arc. If so, the student must select that preceptor when completing the evaluation. **A clinical instructor/preceptor evaluation is not required for Texas Tech Pediatric Clinic, Covenant Pulmonary Associates, and Advanced Neuro and Sleep Diagnostics.**

DAILY EVALUATIONS

Students will be evaluated by the clinical instructor/preceptor at the end of each clinical day using the daily evaluation form in DataArc. If the student has difficulty with a preceptor completing the necessary requirements, please contact me for assistance. If the student has difficulty with a preceptor completing the necessary requirements, please contact me for assistance. If a preceptor does not have access to Data Arc, he/she can complete the evaluation (paper copy of Data Arc daily evaluation form) on the student and print and sign their name. **A daily evaluation is NOT required for Texas Tech Pediatric Clinic, Covenant Pulmonary Associates, and Advanced Neuro and Sleep Diagnostics.**

CLINICAL SITE EVALUATIONS

The student will be required to complete one clinical site evaluation on each of the following clinical sites:

1. **Covenant Medical Center**
2. **University Medical Center**
3. **Covenant Children's Hospital**
4. **Texas Tech Pediatric Clinic**
5. **Covenant Pulmonary Associates**
6. **Advanced Neuro and Sleep Diagnostics**

The student must evaluate the above clinical sites using the clinical site evaluation form in DataArc. This evaluation should be completed in DataArc no later than 4/27/16.

AFFECTIVE BEHAVIOR EVALUATIONS

See above for details.

ATTENDANCE POLICY

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student

never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

CLINICAL ATTENDANCE POLICY

Data Arc is used for tracking attendance. Each student is responsible for clocking themselves in/out. Students may clock in/out of Data Arc using their cell phone once at the assigned clinical facility. No other student is to sign another student in/out. Falsifying Data Arc information will be considered academic dishonesty and treated as such in the disciplinary process. Students are allowed 3 missed clock in/out occurrences for the semester. Students must notify the DCE as soon as possible if he/she failed to clock in/out. After 3 occurrences, **1 point will be deducted per occurrence from the student's final grade for RSPT 2267.**

Students may miss a total of twenty four (24) hours of clinic without affecting their final grade. The student must document the sick day in DataArc. **Any other absence(s) (ex. Sick day, leaving clinic early) over the allotted twenty four (24) hours will result in a 5 point deduction per occurrence from the student's final grade for RSPT 2267.** If a student will be absent for a clinic, he/she must contact the shift supervisor at their assigned clinical facility 30 minutes prior to their scheduled clinical report time. Please refer to the Phone List handout for appropriate contact numbers for each clinical facility. He/she must also leave a message on the DCE's office telephone (806-716-4624) at least 25 minutes prior to their scheduled clinical report time. **Failure to contact the DCE and shift supervisor as indicated above will result in a no call/no show. There will be a 10 point deduction for each no call/no show occurrence from the student's final grade for RSPT 2267.** Clinical absences cannot be made up.

It is important for students to arrive at clinical facilities on time. A student will be considered tardy if they arrive 10 minutes after the assigned clinical report time. The student should call the shift supervisor at their assigned clinical facility if he/she will be tardy. **Three tardies will equal an absence.**

Students may not leave the clinical facility during clinical hours without first obtaining permission from the DCE. When permission is granted, the DCE will then notify the shift supervisor at the clinical facility. If a student leaves their assigned clinical facility greater than 15 minutes early without consent of the DCE, **2 points will be deducted from their final grade for RSPT 2267.**

Cases of excessive absences and/or tardies will be handled on an individual basis and will require a counseling session. Following this session, a departmental counseling form will be placed in the student's file. The purpose of this form is to document that the student has been made aware that excessive absences are jeopardizing successful completion of the clinical course.

GRADING POLICY

Grades in this course will be determined using the following criteria:

Clinical Performance	30%
Clinical Assignments	10%
Case Study	20%
Affective Behavior Evaluations	15%
Final Examination	25%

A = 90 - 100

B = 80 - 89

C = 75 - 79

D = 65-74

F = <65

Successful completion of this course requires:

1. A final grade of 'C' (75%) or better.
2. Successfully completing all required competencies

COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. Instructor will not initiate communication using private email accounts. Students should regularly check blackboard for specific clinical assignments/announcements.

The Respiratory Care Program has a Facebook page at <https://www.facebook.com/SouthPlainsCollegeRespiratoryCare> . In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the Respiratory Care Program Facebook page is not mandatory, nor is personal Facebook accounts, in order to access this page.

If necessary, students may contact me on my personal cell phone between the hours 8:00 am-7:30 pm M-F. On the weekends/holidays, please do not contact me before 10:00 am and after 6:00 pm. If you need to reach me after the hours listed, please send an email to my SPC email. If you will be absent from clinic, do not contact me on my personal cell phone.

STUDENT CONDUCT

Students are expected to exhibit professional behavior while in the clinical setting. Unprofessional behavior will lead to disciplinary action. Refer to the student handbook for more details.

SPECIAL REQUIREMENTS

Cell Phones – Students may carry their cell phone with them during clinic. The cell phone must be on vibrate. At times, the preceptor/clinical instructor/DCE may need to reach a student on his/her cell phone. Also, the student may need to reach the clinical instructor/preceptor/DCE via cell phone. The student may clock in/out of Data Arc using his/her cell phone. Please refer to the attendance section for more detail regarding clocking in/out of Data Arc with cell phone. If the clinical instructor/preceptor feels the student is not using his/her cell phone as indicated above, the DCE will be notified.

CHANGES and AMENDMENTS TO SYLLABUS

The program director or clinical coordinator reserves the right to make reasonable changes to the syllabus at any time during the semester. If this occurs, the students will be notified and furnished a copy of all applicable changes or amendments.

COURSE OUTLINE

Course Calendar

RSPT 2267 clinical calendar

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC)

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
- F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

- C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

- C-9 Participates as member of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers—works to satisfy customer’s expectations.
- C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.



RESPIRATORY CARE

Course Agreement

RSPT 2267.200

SPRING 2016

I have received a copy of the course syllabus for RSPT 2267-200. I have reviewed the syllabus thoroughly, and understand the course format, course competencies, attendance policy, and examination system. I further understand my responsibilities and rights, as explained by the instructor and listed in the syllabus, and agree to all course requirements as stated in the course syllabus.

Printed Name

Signature

Date