

Course Expectations for: **Respiratory Therapy II**

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COURSE DESCRIPTION:

This one-year, two-period course provides students with the principles of respiratory. Areas of emphasis include medical terminology, medical math, industry requirements, basic techniques, and procedures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills two of the elective credits required for high school graduation.

COURSE GOALS:

1. To apply medical terminology relevant to respiratory therapy. [NS: HS 1.1, 2.2]
2. To evaluate the cardiopulmonary system relative to respiratory therapy patient care. [NS: HS 1.1, 1.2]
3. To demonstrate appropriate emergency care techniques in the NICU and intensive care unit. [NS: HS 1.4, 4.1, 5.1, 5.2, 6.1-6.3, 7.1-7.5, 8.1, 8.2, 10.1]
4. To assess the pulmonary functioning testing and bedside spirometry in patient disease assessment. [NS: HS 1.2, 1.4, 4.1-4.3, 5.1, 5.2, 10.1, 11.1]
5. To analyze ventilator support necessity to optimize mechanical ventilation and minimize complications in patients. [NS: HS 1.2, 1.4, 4.1-4.3, 5.1, 5.2, 10.1, 11.1]
6. To operate basic respiratory equipment using safe work practices. [NS: HS 1.3, 1.4, 3.2, 4.4, 5.1, 5.2, 7.1-7.4, 10.1, 11.1, 11.2]
7. To research cardiopulmonary diseases for the purpose of patient education, health promotion, and disease prevention. [NS: HS 1.1, 1.2, 1.4, 5.1, 7.1, 7.3, 7.4, 9.1, 10.1]
8. To debate infection control and quality of life issues for health care patients. [NS: HS 2.1, 4.3, 5.1, 5.2, 6.2, 6.3, 7.1-7.3, 9.1, 10.1]
9. To participate in a medical internship and/or job shadowing experience within the respiratory therapy field. [NS: HS 4.1-4.3]
10. To develop employability skills for workplace readiness, career development, and job retention within the respiratory therapy field. [NS: HS 2.0, 4.0, 6.0, 8.0]

It is recommended that nontraditional careers be encouraged and that gender-neutral teaching materials be utilized. The emphasis on hands-on activities allows for a wide range of ability levels. Equipment, tools and machinery should be adapted for use by students with physical handicaps and the methods of their use should be adjusted to accommodate these special needs. Additionally, instructors are encouraged to use supplemental textbooks and audiovisuals illustrating special populations.

Textbooks: *Egan's Fundamentals of Respiratory Care 9th Edition*, by Robert I. Wilkins, James K. Stoller and Robert M. Kacmarek

Clinical Manifestations and Assessment of Respiratory Disease 5th Edition, Terry Des Jardins and George G. Burton

CardioPulmonary Anatomy and Physiology 4th Edition by Terry Des Jardins

Mechanical Ventilation 4th Edition by Susan P. Pilbeam and J.M. Cairo

COURSE REQUIREMENTS AND GRADING PROCEDURES:

GRADING POLICY

The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student's progress towards mastery of the established standards for a particular course or subject. As such, other factors such as attendance, effort and behavior will not be considered when calculating a student's grade. However, **excessive absences** (Seven unexcused absences during a semester) may result in a loss of credit in accordance with CCSD Regulation 5113. Extra credit will **not** be permitted unless the work is specifically designed to provide more evidence of a student's progress towards mastery of the established standards.

Teachers will provide students with unit overviews that outline the performance expectations for that unit. These outlines will be accompanied by rubrics that define the levels of proficiency students are expected to demonstrate. The goal is for students to become more involved in monitoring their level of proficiency and participating in Assessment for Learning in order to improve their performance.

Students will be graded on a 0-100 point scale, with the following grade equivalents:

90-100	=	A	Consistently exceeds standards
80-89	=	B	Consistently meets standards
70-79	=	C	Approaching standards
60-69	=	D	Emergent
0-59	=	F	Does not meet standards/ Evidence not provided

In order to demonstrate sufficient evidence of proficiency, a student will be required to make arrangements with the teacher to make-up any assessments missed due to an absence. Failure to complete required assessments may result in a lower grade or a failing grade due to a lack of evidence.

Throughout the semester, students will be expected to complete formative and summative assessments. The Southwest Career and Technical Academy will be incorporating Project-Based Learning across the curriculum. The project-driven assessments will be implemented and assessed according to a standard rubric for all students, based on our beliefs in the attributes of Academic Knowledge, Character, Skills, Work Ethic, and Preparation. Further assessments include, but are not limited to, homework, class activities, participation, lab activities, class projects, quizzes, and exams. For this subject, assessments will be weighted as follows:

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Project-Based Learning and the Six Tenets

The Southwest Career and Technical Academy is dedicated to assessing student learning and achievement through Project-Based Learning (PBL). The Southwest CTA uses six tenets, or beliefs, to assess student performance during each PBL assessment. These tenets will be the basis of grading during each PBL project. The six tenets are as follows:

- Content Knowledge
- Work Ethic
- Use of Resources
- Teamwork and Collaboration
- Professional Presentations
- Writing Skills

These tenets may also be used in the classroom setting at the teacher's discretion.

Assessment Criteria and Grade Percentages

Content Knowledge	35
Writing Skills	20
Professional Presentations	15
Resources	10
Teamwork and Collaboration	10
Work Ethic	10

Grade Determination:

Quarter grade: $\frac{\text{Actual earned points}}{\text{Total points possible}}$

Semester grades: $\frac{\text{Actual earned points from quarters 1\&2 or 3\&4}}{\text{Total points possible from quarters 1\&2 or 3\&4}}$

Rounding up is only done for the end of the year final grade.
Extra Credit is at the discretion of the instructor.

Professional Dress points will be given each week. Failure to proper color scrubs, improper accessories, hair, or shoes will result in loss of points for that day. If a student is absent, they have the opportunity to wear their dress on the Friday to class to reinstate the dress points for their absence that week. It is the student's responsibility to check-in with the instructor to note making up their dress points. Scrubs will be worn each day Monday-Thursday and Friday will be either a free dress day or makeup points day. Students will earn 5 pts per day for a total of 25 per week. Professional dress for industry is required and students are developing and displaying professionalism by dressing appropriate.

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According to CCSD regulation 5121, "Semester exams shall be comprehensive of the material covered during the semester and may be worth up to, but not exceed, 10% of the student's final semester grade. Final semester grades shall reflect assignments and assessments completed throughout the semester and the final exam grade". Semester grades will be calculated as follows:

Quarter 1 Grade	=	45%
Quarter 2 Grade	=	45%
Semester Exam	=	10%
Semester Grade	=	100%

REQUIRED MATERIALS: \$100 Respiratory Therapy Program Fee

1. (3) inch white view binder

Students will need pens, #2 pencils, colored pencils, and erasers for daily work.

All work must be done in either blue or black ink. No red, purple, pink, or green ink.

The following are **suggested additional supplies** that are used in the classroom and are not provided by the district. It is appreciated if students could provide these for our classroom.

1. 1 large box of Kleenex or two small boxes
2. Large bottle of hand sanitizer

MAKEUP WORK POLICY

The following language is from CCSD Regulation 5113:

Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work **within** three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

If only one day is missed and it was a test day, students will be given the test, when they return to the next scheduled class where the test was missed.

Homework must be turned in prior to the absence for any school approved activities and field trips. Any tests scheduled must be taken before the absence. Arrangements for tests and quizzes can be taken either during lunch or after school prior to the absence.

LATE WORK POLICY:

No late assignments will be accepted after the due date except for extenuating circumstances at the discretion of the teacher. All assignments are due at the beginning of class before class begins. Names must be on all work to receive credit. Late work will earn a "0" for work ethic grade.

ENRICHMENT:

Students are encouraged to participate in one of the Explorer programs offered at local hospitals. These programs are open to students from 14-16 years of age depending on the particular program requirements. Students may receive up to 1 community service credit for participation in these programs. See your counselor for specific requirements. **Approval from the counseling department must be initiated prior to volunteering to be valid.** No credit may be earned during the summer. This program is only available during the school year for credit. The Explorer program offers health care experiences and activities that compliment the program and is a wonderful addition to a college resume.

HOSA: Health Occupations Students of America is a professional organization that offers various opportunities for students to explore health care. Speakers, service projects, and many fun activities are offered. Competitions in various health events offer students skills and build knowledge in health care areas. Students are able to compete in events at the state and national levels in HOSA. All Health Science students are encouraged to join and participate. Each year, HOSA has a banquet to celebrate the successful year. The cost for the 2011-2012 is \$30 which includes a HOSA shirt.

DISCIPLINE PROCEDURES AND CITIZENSHIP GRADING:

A. Classroom Discipline Plan

Students are expected to conduct themselves in a polite and respectful manner to all other students, guests, faculty and staff. These traits are to be carried over into the medical profession. Penalties for inappropriate behavior, unprepared to learn, excessive talking in class, disruption in class, inappropriate language, and failure to follow school rules and disturbing others will follow the below plan.

The following steps in the Southwest Career and Technical Academy Progressive Discipline Plan will be followed when students do not follow established rules and behave inappropriately:

- | | |
|--------------------|--|
| STEP ONE: | Teacher-Student Conference (Warning) |
| STEP TWO: | Parent Contact by Teacher (Phone or Letter) |
| STEP THREE: | Counselor Referral |
| STEP FOUR: | Dean's Referral |

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Some offenses are serious enough to warrant a referral to the Dean for the initial infraction (e.g.: physical violence, gross insubordination, truancy, etc.)

Any fighting, cheating, destruction of materials or property, stealing of other students material or stealing of school district material will earn a student a “U” in citizenship for that quarter and an immediate referral to the Dean’s office.

- All students are expected to be in their seats and ready to learn.
- All backpacks shall be located in a designated area to provide safe egress for all students and adults.
- Cell phones should be in the off and iPods should be located in the bins on the tables. Students must adhere to the iPod Touch rules within the classroom. No emailing or ear plugs are allowed nor should be showing hanging from clothes and any use of the iPod during class that does not follow the rules of the school or classroom for approved use will be allowed. A discipline referral to the Dean’s office will result if policy is not followed.
- Drinks are allowed provided they are in screw top containers to prevent spillage.
- Students will remain in their seats until excused by the instructor at all times
- Students are expected to show pride and professionalism as they handle various situations in the classroom. As future health care providers, students are expected to act ethically and professional in dealing with all situations.

B. Tardy Policy

Tardies to a class room environment are a serious disruption to the educational program. Every student is required to be in his/her seat when the tardy bell rings. With that in mind, the Southwest Career and Technical Academy Tardy Policy will be strictly enforced. Tardies accumulate for the entire **semester**.

STEP ONE:	Warning/Copy of Policy
STEP TWO:	Counselor Referral/RPC-B (parent contact)
STEP THREE:	RPC-T/Parent Conference (behavior contract)
STEP FOUR:	1 Day Suspension
STEP FIVE:	3 Day Suspension
STEP SIX:	5 Day Suspension
STEP SEVEN:	7 Day Suspension

C. Cell Phone/Nuisance Item Policy

The Southwest Career and Technical Academy cell phone/nuisance item policy is in accordance with CCSD Regulation 5136 and the specific needs of the Southwest Career and Technical Academy.

FIRST OFFENSE:	Warning/Copy of policy/Confiscation
SECOND OFFENSE:	RPC-B/Parent Pick-Up/Confiscation
THIRD OFFENSE:	RPC-T/Behavior Contract/Parent Pickup/Confiscation
FOURTH OFFENSE:	1 Day Suspension/Parent Pick-Up/Confiscation
FIFTH OFFENSE:	3 Day Suspension/Parent Pick-Up/Confiscation
SIXTH OFFENSE:	5 Day Suspension/Parent Pick-Up/Confiscation

D. Citizenship Policy

CATEGORY	Outstanding (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Engagement	Consistently involved in class activities; contributes to overall learning process; collaborates with others and/or the teacher.	Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration.	Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class.	Consistently uninvolved in class activities. Adamant refusal to work.
Preparation	Consistently prepared with materials; work is on time and may go beyond expectations.	Student has materials and submits work in a timely fashion and as expected.	Student may have had multiple instances of being unprepared, late work, or not completed as requested.	Consistently unprepared for class. Does not submit work on time or at all.
Behavior	Consistently respectful of both classmates and adults; Takes responsibility for individual actions; Consistently complies with school and classroom rules.	Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and classroom rules.	Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules.	Consistent disrespect to classmates or adults. Regularly disruptive to learning process and violation of school or class rules.

Student citizenship grades are reported as follows:

- O** = **Outstanding**
- S** = **Satisfactory citizenship**
- N** = **Needs Improvement**
- U** = **Unsatisfactory citizenship**

CODE OF HONOR

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- ➡ Taking or copying answers on an examination or any other assignment from another student or other source
- ➡ Giving answers on an examination or any other assignment to another student
- ➡ Copying assignments that are turned in as original work*
- ➡ Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- ➡ Allowing others to do the research or writing for an assigned paper
- ➡ Using unauthorized electronic devices
- ➡ Falsifying data or lab results, including changing grades electronically

**This includes submitting the same assignment to two separate teachers without prior permission.*

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- ➡ Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- ➡ Turning in purchased papers or papers from the Internet written by someone else
- ➡ Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- ➡ Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

**This includes submitting the same assignment to two separate teachers without prior permission.*

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

Additional Safety Concerns: Due to the nature of our profession and classroom, the district installed a medical soft resilient and anti-skid floor. NO High heels with narrow pointed heels will be allowed so not to puncture the floor surface. Monday through Thursday, students are required to wear closed toe white tennis shoes without black soles for safety.

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Dear Families,

Please sign and have your student return it to the teacher listed below. Course expectations for Respiratory Therapy II will be on the website if you wish to refer to this document throughout the year. Please contact Mrs. Silvernail-Smith at 799-5766, if you have any questions regarding the information included in this document. I look forward to meeting you and becoming a partner in your students' educational experience at Southwest Career and Technical Academy.

Teacher Signature: Mrs. Vicki Silvernail-Smith

Date: 9-1-11

I HAVE READ THESE COURSE EXPECTATIONS OF RESPIRATORY THERAPY II AND UNDERSTAND THE EXPECTATIONS FOR MY STUDENT THIS YEAR.

Parent/Guardian Signature: _____

Date: _____

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR ME DURING THIS SCHOOL YEAR.

Student Signature: _____

Date: _____

Throughout the year, various medical related videos and YouTube demonstrations will be shown. Due to the nature of our class topics and materials, many times body parts and topics that relate to our area of study will be viewed. Many of these videos are rated "PG, non-rated or PG-13 due to content." We ask that all families are aware of these ratings and approve them to be shown in class during the units. I will be glad to discuss any materials used with you and all videos or YouTube demonstrations to be used will be posted on Google Calendars lesson plans in advance.

Please indicate your preference, sign and date this form below.

I give my student permission to view "PG, non-rated or PG-13 films and YouTube demonstrations" that are related to topics and course curriculum materials. .

I do not give my student permission to view "PG, non-rated or PG-13 films and or YouTube demonstrations" with the understanding that an alternative assignment will be given.

Parent/Guardian Signature: _____

Date: _____

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Dear Parents/Guardian:

During the 2011-2012 school year, students will participate in discussions and or viewings related to the human reproductive system as various units and case studies are reviewed and discussed. This may be intertwined with other units to explain how the body works together. It is part of the curriculum of the health science program and respiratory therapy program. If you have any concerns or wish to discuss this further, please feel free to contact me at school, 799-5766 or by email.

Thank you.

Vicki Silvernail-Smith
Respiratory Therapy II

_____ My student may participate in any discussions or viewings that are related to the reproductive body system.

_____ I do NOT wish my student to participate in any discussions or viewings that are related to the reproductive body system.

Students Signature: _____

Parent/Guardian Signature: _____

Date: _____ Phone; _____