Bellarmine Mission Statement: Bellarmine University serves Kentucky and the region by providing an educational environment of academic excellence in the Catholic liberal arts tradition, where talented and diverse persons of all faiths and ages develop intellectual, moral, and professional competencies to lead, to serve, and to make a living and a life worth living. Bellarmine University 2005-2007 Catalog.

Course Description
Board review and selected clinical topics are considered in this course using review of the literature and clinical case presentation format. 3.0 semester hours.

Faculty
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Office Hours Tuesdays 10-12 or call ahead any time to make sure I’m available

What is seminar anyway?
A fundamental human skill is being able to communicate meaningfully with others about things that matter. At its best, a seminar provides a safe environment in which to practice this skill. Individual students are designated to lead discussion each session—but all are expected to participate. Participation is difficult when someone is not familiar with the material at hand. People are remarkably attuned to knowing if what someone says means anything—a lack of substance is commonly referred to as BS. Thus, the guidelines for seminar as follows: Each person is responsible for completing each day’s assignment before seminar and contributing to the day’s topic. Do not to rely entirely on the person leading the discussion. Have something to say and participate in the give and take of the topic at hand.

Looking at the schedule, board reviews, review articles, and case studies are the format for the course. You are responsible for keeping track of your days to present. You will be given examination coding sheets for each week’s board review. Each day’s assigned written examination and clinical simulation responses will be collected at the beginning of class. For clinical simulations, provide only responses to the Decision Making portions of the problem. I will show you how to code these on the answer sheets. Students will be scored on each week’s assignment and their results will be available the next session. Regarding the case studies, guidelines for presenting these are found under Course Information on the web site.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>Jan 10</td>
<td>Introduction to the course</td>
<td>Walker</td>
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</table>
| Jan 17   | **CRT** Form VIII, 1-25  
CSE Form C Adult female with progressive dyspnea (Sim 1)  
Duration of spontaneous breathing trials under *Course Documents* | Wacker             |
| Jan 24   | **CRT** Form VIII, 26-50  
CSE Form C Adult female with history of upper airway obstruction (Sim 2)  
Effects of inspiratory flow on respiratory rate under *Course Documents* | Nevins             |
| Jan 31   | **CRT** Form VIII, 51-75  
CSE Form C Adult male with shortness of breath, chest pain, and nausea (Sim 3)  
Mechanical ventilation and pulse pressure under *Course Documents* | Neal               |
| Feb 7    | **CRT** Form VIII, 76-100  
CSE Form C Adult male involved in MVA (Sim 4)  
Ventilator Discontinuance (read all papers under *Course Documents*) | Hickok             |
| Feb 14   | **CRT** Form VIII, 101-125  
CSE Form C Adult male with CF (Sim 5)  
End of life issues (read all papers under *Course Documents*) | Crenshaw           |
| Feb 21   | **CRT** Form VIII, 126-140  
CSE Form C Male with ARF (Sim 6)  
CSE Form C Adult female with GBS (Sim 7) | Bertha             |
| Feb 28   | *Case studies*                                                             | Hickok             |
| Mar 7    | Spring Break                                                               | Crenshaw           |
| Mar 14   | **RRT** Form D, 1-20  
CSE Form D Male with COPD and needing mechanical ventilation (Sim 1)  
Your choice topic | Bertha             |
| Mar 21   | **RRT** Form D, 21-40  
CSE Form D Male with severe COPD (Sim 2)  
Your choice topic | Wacker             |
| Mar 28   | **RRT** Form D, 41-60  
CSE Form D 8-year-old with Muscular Dystrophy (Sim 3)  
Your choice topic | Neal               |
| Apr 4    | **RRT** Form D, 61-80  
CSE Form D Male with severe burns (Sim 4)  
Your choice topic | Hickok             |
| Apr 11   | **RRT** Form D, 81-100  
CSE Form D Male with suspected tetanus (Sim 5)  
Your choice topic | Bertha             |
| Apr 18   | **CSE** Form D Male with meconium stain at birth (Sim 6)  
**CSE** Form D Female with suspected CVA (Sim 7)  
Your choice topic | Wacker             |
| Apr 25   | *Case Studies*                                                             | Nevins             |
| May 2    | Final Examination, 12-3 pm                                                  | Everyone           |
Grading
A student’s course grade will be determined by

| Performance on Entry-Level Examination Form VIII | 15% |
| Performance on Clinical Simulation Examination Form C | 15% |
| Performance on Written Registry Examination Form D | 15% |
| Performance on Clinical Simulation Examination Form D | 15% |
| Leading Class discussions as assigned | 10% |
| Case Presentations | 20% |
| Final Examination | 10% |

Seminar attendance is mandatory. Punctuality is important. If you arrive after seminar has begun, you will be counted tardy. Two late appearances will result in a one letter drop in course grade; five late appearances drops course grade two letters.

Academic Honesty
I will strictly adhere to the academic honesty policy published in the Bellarmine Catalog 2005-2007 (pp. 55-56) and in the 2005-2006 Student Handbook (pp. 16-19). Students must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the 2005-2006 Student Handbook. All detected instances of academic dishonesty will be reported to the Provost, and sanctions will be imposed as dictated by the policy. Penalties range from failing an assignment or test to dismissal from the University, depending, in part, on the student’s previous record of academic dishonesty.

Disability services/reasonable accommodations
Students with disabilities who require accommodations (academic adjustments or auxiliary aids and services) for this course must contact the Disability Services Coordinator, Room 225, Horrigan Hall, 452-815. Please do not request accommodations directly from the professor.

Textbook
For this course you need to buy one online Advanced Written Registry Examination and two online Clinical Simulation Examinations from the National Board of Respiratory Care.

Be careful to order the right ones!
1. NBRC Written RRT SAE Form D $40
2. NBRC CSE SAE Form C $60
3. NBRC CSE SAE Form D $60

They are available at http://www.nbrc.org/WEBSAE.htm Go to the order online link and purchase from there. You may wait until spring break to order the Written RRT SAE Form D and the CSE SAE Form D.