

# RESP-310: CLINICAL SPECIALIST AND CASE MANAGEMENT

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**Effective Term**

Fall 2026

**CC Approval**

12/06/2024

**AS Approval**

02/13/2025

**BOT Approval**

02/20/2025

**COCI Approval**

06/02/2025

## SECTION A - Course Data Elements

**CB04 Credit Status**

Credit - Degree Applicable

**Subject Code**

RESP - Respiratory Care

**Course Number**

310

**Department**

Respiratory Therapy

**Division**

Health Occupations (HEOC)

**Full Course Title**

Clinical Specialist and Case Management

**Short Title**

Clin Spec and Case Mgmt

**CB03 TOP Code**

1210.00 - \*Respiratory Care/Therapy

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

B - Advanced Occupational

**Rationale**

New upper division course for the new baccalaureate degree in Respiratory Care.

## SECTION B - Course Description

**Catalog Course Description**

This course explores the role of Clinical Specialists and Case Management in Respiratory Care departments, focusing on training, policy development, research, and various specialized clinical functions. Students will examine key responsibilities such as chronic disease management, patient-care team collaboration, pulmonary rehabilitation, and asthma education. The course also covers credentialing opportunities in specialized areas, including Neonatal Pediatric Specialty (NPS), Asthma Educator (AE-C), and Adult Critical Care Specialty (ACCS). Additional topics include the application of clinical specialists in areas such as sleep medicine, pulmonary function, home care, and interventional pulmonology. This course is designed for students enrolled in the Respiratory Care Baccalaureate Degree Program and requires prior acceptance into the program.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade Only

### Allow Audit

No

## Requisites

### Prerequisite(s)

Completion of RESP-300 with a minimum grade of C.

### Limitation on Enrollment

Enrollment is limited to students accepted into the Respiratory Care Baccalaureate Degree program.

## Requisite Justification

### Requisite Description

Course in a Sequence

### Subject

RESP

### Course #

300

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

1. Explain advanced diagnostic and therapeutic procedures performed by respiratory care practitioners.
2. Explain short term and long-term goals of therapy.
3. Design treatment plans based on clinical and laboratory data.
4. Analyze patient response to therapy.
5. Modify treatment recommendations based on patient-reported and objective signs and symptoms.
6. Recommend continuation or change in treatment based on patient response to therapy.

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## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

3.00000

### Activity Hours

108

### Outside of Class Hours

54

### Total Contact Hours

108

**Total Student Hours**

162

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate an understanding of respiratory disease specialties, including asthma educator and chronic disease management.
2.	Compare and contrast the credentialing and certificate options for respiratory care specialties.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Explain the pathophysiology of chronic pulmonary disease.
2.	Discuss the epidemiology and trends in chronic pulmonary disease in the United States and worldwide.
3.	Identify the role of pulmonary function testing for diagnosing chronic pulmonary disease.
4.	Identify risk factors and conditions that lead to exacerbations for patients with chronic pulmonary disease.
5.	Discuss disease management, treatment, and self-management.
6.	Identify current pharmacological treatment options as well as adjunct therapies and drug delivery devices.
7.	Explain the role of nutrition and exercise for patients with chronic pulmonary disease.
8.	Discuss patient education, smoking cessation, and pulmonary rehab.
9.	Describe components of action plans for chronic pulmonary disease patients.
10.	Discuss other treatment options, including lung transplantation, lobe resection, and palliative care.
11.	Discuss quality assurance and how to measure the success of a chronic pulmonary disease management program.
12.	Discuss obstructive sleep apnea diagnosis and treatment.
13.	Discuss the role of the RT as a clinical specialist, chronic disease manager, COPD navigator, case manager, asthma educator, and others.
14.	Explore credentialing options and certificates for respiratory care practitioners in the areas of chronic disease management.

**Course Content****Pulmonary Diseases**

1. Pathophysiology of chronic pulmonary diseases
  - a. COPD
  - b. Asthma
  - c. Cystic fibrosis
  - d. Bronchiectasis
  - e. Interstitial lung disease
  - f. Lung cancer
  - g. Pulmonary hypertension
2. Epidemiology and current trends in chronic pulmonary diseases
  - a. COPD
  - b. Asthma
  - c. Cystic fibrosis
  - d. Bronchiectasis
  - e. Interstitial lung disease

- f. Lung cancer
- g. Pulmonary hypertension

**Treatment and Management**

1. Diagnostic testing
  - a. Pulmonary function testing
  - b. Interventional pulmonology
  - c. Other diagnostic exams and procedures
2. Risk factors associated with chronic pulmonary disease exacerbations and acute changes in status
3. Management of chronic pulmonary disease
  - a. Education and general care of the patient with chronic pulmonary disease
  - b. Self-management and maintenance of chronic pulmonary disease
4. Pharmacological and therapeutic options for disease-specific pulmonary diseases
  - a. Medications and medication modalities
  - b. Therapeutic therapies
  - c. Oxygen therapy
  - d. Other treatment options
5. Nutrition and exercise programs
6. Patient education, behavior modification, smoking cessation programs, and pulmonary rehabilitation
7. Action plans
  - a. COPD action plans
  - b. Asthma action plans
8. Surgical and non-surgical treatment options
  - a. Lung reduction
  - b. Lung transplantation
  - c. Palliative care
9. Quality assurance
  - a. Follow-up care
  - b. Re-admission rates
  - c. Program adherence and compliance
10. Obstructive sleep apnea
  - a. Pathophysiology
  - b. Diagnosis
  - c. Treatment
11. Role of the RT as a clinical specialist
  - a. Case manager
  - b. COPD navigator
  - c. Respiratory disease specialist
  - d. Sleep disorder specialist
  - e. CF coordinator
  - f. Asthma educator
12. Credentialing options and certificates
  - a. NBRC's Asthma Educator Specialist credential
  - b. AARC Pulmonary Disease Educator course
  - c. NBRC's Pulmonary Function Technology credentials
  - d. NBRC's Adult Critical Care Specialist credential
  - e. NBRC's Neonatal/Pediatric Specialist credential
  - f. NBRC's Sleep Disorders Specialist credential

**Methods of Instruction**

**Methods of Instruction**

Types	Examples of learning activities
Lecture	Instructor-led lecture.
Group Work	Instructor-led group work.

## Online Adaptation

Types	Examples of learning activities
Lecture	Students will watch a recorded lecture.
Group Work	Students will discuss in groups assigned topics.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Class Participation	Weekly assigned readings from provided articles, journals, and other online resources.
Essays/Papers	<p>Students will select a patient case involving chronic respiratory conditions such as COPD or asthma. They will analyze the case, develop a comprehensive care plan, and discuss the role of a Clinical Specialist in managing the condition. The essay should explore patient education strategies, interdisciplinary collaboration, and the use of evidence-based practices in chronic disease management.</p> <p>and/or</p> <p>Students will write a research paper examining the role of Clinical Specialists in pulmonary rehabilitation programs. They will explore the benefits of pulmonary rehab for patients with chronic respiratory conditions, the skills required by clinical specialists, and the integration of rehabilitation programs within multidisciplinary care teams. Students will support their paper with current research and clinical guidelines.</p>
Projects	<p>Students will research current policies and procedures in Respiratory Care departments and identify an area for improvement or innovation. They will create a proposal for a new policy or protocol that could enhance patient care, training, or departmental efficiency. The project will require students to justify their recommendations based on clinical evidence and best practices, while considering the implications for staff, patients, and the broader healthcare system.</p> <p>and/or</p> <p>Students will research and compare different credentialing options available to Respiratory Therapists, such as the Neonatal Pediatric Specialty (NPS), Asthma Educator (AE-C), and Adult Critical Care Specialty (ACCS). The project will include an analysis of the certification requirements, benefits, and challenges of each specialty, and discuss how these credentials impact career development and patient care outcomes. Students will also reflect on which credential they would pursue based on their career interests and aspirations.</p>

## Assignments

### Reading Assignments

Students will read from a variety of sources related to the subject and will have respond to discussion questions from the reading.

### 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.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Sharon B. Buchbinder, RN, PhD; Nancy H. Shanks, PhD; Dale Buchbinder, MD, FACS; Bobbie J. Kite, MHS, PhD

### Title

Cases in Health Care Management

### Edition/Version

2nd Edition

### Publisher

Jones & Bartlett

### Year

2023

### ISBN #

9781284180398

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## SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

N/A

### Course Codes (Admin Only)

#### CB00 State ID

CCC000652962

#### CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

#### CB11 Course Classification Status

Y - Credit Course

#### CB13 Special Class Status

N - The Course is Not an Approved Special Class

#### CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

#### CB24 Program Course Status

Program Applicable

#### Allow Pass/No Pass

Yes

#### Only Pass/No Pass

No