

# RESP-350: RESPIRATORY CARE CAPSTONE

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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

### Discipline

Minimum Qualifications	And/Or
Respiratory Technician (Any Degree and Professional Experience)	

### Subject Code

RESP - Respiratory Care

### Course Number

350

### Department

Respiratory Therapy

### Division

Health Occupations (HEOC)

### Full Course Title

Respiratory Care Capstone

### Short Title

Respiratory Care Capstone

### 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 is the capstone course in Respiratory Care. The focus is on areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or another special area of interest. The student identifies and completes a project applying knowledge and skills learned in the program. The project is developed in collaboration with faculty and community members and are aligned with student's area of interest.

## 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-340 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 #

340

### Level of Scrutiny

Content Review

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

1. Describe the three approaches to research.
2. Describe three components involved in an approach.
3. Describe and differentiate between quantitative and qualitative design.
4. Describe mixed method designs.
5. Discuss research approaches as worldviews, designs, and methods.
6. Describe criteria for selecting a research approach.
7. Describe how to determine a research topic.
8. Describe how to perform a literature review.
9. Describe the use of style manuals.
10. Describe Quantitative and Qualitative theory in research design.
11. Demonstrate how to write a proposal.
12. Describe how to come up with writing ideas.
13. Describe the model for an introduction.
14. Describe the significance and meaning of a purpose statement.
15. Discuss the principles in designing qualitative research questions and hypothesis.
16. Discuss the essential steps in designing quantitative methods for a research project.

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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.	Draw on multiple sources of analysis, research, and critical thinking across the curriculum to develop addressing a problem and completing a project.
2.	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.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Critically think about addressing a real-world research question, issue, problem or need with knowledge and skills developed during the program.
2.	Draw on multiple sources of analysis, research, and critical thinking across curriculum to address a problem in Respiratory Care.
3.	Develop a project plan for addressing the research question, issues, problem or need.
4.	Present to community and college members on a synthesized project, addressing methods, findings, and outcomes.

**Course Content****Lecture Content**

1. 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 Approved Area
2. Choose an appropriate community expert for the development of a project.
3. Plan and implement the project.
  - a. Industry problem to be addressed
  - b. Literature analysis
  - c. Analysis of problem
  - d. Pose solutions to identified problems using discourse in the field as a guide.
  - e. Formulate project plan to address problem

- i. Project structure
- ii. Timelines, GANT charts
- iii. Project plan creation
- iv. Execution of plan
- v. Summary of results
- f. Formal presentation to industry and related communities
- g. Evidence based research paper
- h. Analysis and solution to identified project
- i. Abstract poster

**Lab Content**

1. 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
2. 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
3. Plan and implementation of project
  - a. Industry problem to be addressed
  - b. Literature analysis
    - i. Meta-analysis
    - ii. Evidence based strategies
  - c. Analysis of problem
  - d. Pose solutions to identified problems using discourse in the field as a guide
  - e. Formulate project plan to address problem
    - i. Project structure
    - ii. Timelines, GANT charts
    - iii. Project plan creation
    - iv. Execution of plan
    - v. Summary of results
  - f. Formal presentation to industry and related communities
4. Faculty and community mentor will meet with student weekly to advise and support the capstone project.

**Methods of Instruction**

**Methods of Instruction**

Types	Examples of learning activities
Individualized Instruction	Instructor will guide students on writing their dissertation.

**Online Adaptation**

Types	Examples of learning activities
Individualized Instruction	Instructor will guide students on writing their dissertation.

**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

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Essays/Papers	<p>Writing Assignments:</p> <ol style="list-style-type: none"> <li>1. Writing assignments will consist of:               <ol style="list-style-type: none"> <li>a. Articulation of capstone project proposal (1-2 pages)</li> <li>b. Integration of literature search analysis; synthesis of outcomes and findings (2-3 pages)</li> <li>c. Reflection/evaluation of capstone experience in relation to skills, abilities, and critical thinking (2-3 pages)</li> <li>d. Demonstration in a final presentation the full breadth of knowledge gained through the Respiratory Care Program with focus on one or more assigned subject area (5-7 pages)</li> </ol> </li> </ol>

## Assignments

### Reading Assignments

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

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

### Writing Assignments

Writing assignments will consist of:

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

### Outside-of-Class Assignments

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.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Gerald R. Ledlow, PhD, MHA, FACHE; Michele Bosworth, MD; Thomas Maryon, DHA, RN

### Title

Leadership for Health Professionals; Theory, Skills, and Applications

### Edition/Version

4th Edition

### Publisher

Jones & Bartlett

### Year

2024

**ISBN #**

9781284254785

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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**

CCC000652966

**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