

# Course Proposals

List of all proposals

Course Name: Evidence-based Practice

Course Prefix: MSRT

Course Number: 6130

Submitted by (Name & E-Mail): Paul Eberle, peberle@weber.edu

Current Date: 10/31/2012

College: Health Professions

Department: Respiratory Therapy

From Term: Spring 2014

Substantive

new                      Current Course Subject N/A  
Current Course Number

New/Revised Course Information:

Check all that apply:

Subject:

*This is for courses already approved for gen ed.*

*Use a different form for proposing a new gen ed designation.*

Course Number: 6130

DV    CA    HU    LS    PS    SS

EN    AI    QL    TA    TB    TC    TD    TE

Course Title: Evidence-based Practice

Abbreviated Course Title: Evidence-based Practice

Course Type: LEC

Credit Hours: 3 or if variable hours: to

Contact Hours: Lecture 45 Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be:

- a required course in a major program  
 a required course in a minor program  
 a required course in a 1- or 2- year program  
 elective

Prerequisites/Co-requisites:

Acceptance into MSRT program.

Course description (exactly as it will appear in the catalog, including prerequisites):

This course explores research-based evidence of best practices for advanced respiratory care practitioners (RCP's) by identifying important questions, i.e., medications, ventilation strategies, protocols, etc. in the evaluation, diagnosis, or treatment of patients suffering abnormalities of the cardiopulmonary system. A methodological approach to evaluate practice is explored through a systematic literature search whereby the evidence manifest through particular treatments of a population can be expected.

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Evidence-based research in medical practice is becoming infinitely more important as "affordable care" dictates treatment of particular respiratory care practices. Respiratory therapists must become knowledgeable of evidence in the research literature that drives positive outcomes to improve quality and decrease costs in the future health care environment.

**INFORMATION PAGE**  
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No, this course is an advanced course specific to respiratory therapists above the entry-level practitioner offered at the baccalaureate level.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No similar offerings at the institutional level and no perceived overlap.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

**Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.**

**COURSE SYLLABUS: EVIDENCE-BASED PRACTICE**  
**MSRT 6130**  
**Fall 2014**

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***Instructor:*** Paul G. Eberle, Ph.D., RRT

***e-mail:*** peberle@weber.edu

***Office:*** MH 309

***Phone:*** (801) 626-6840

***Schedule:*** TBA

***Location:*** TBA

**REQUIRED TEXTS:** Hall, H.R. & Roussell, L.A. (2014). **Evidence-based practice: An integrative approach to research, administration, and practice.** Burlington, MA: Jones & Bartlett Learning, LLC.

**PURPOSE:** This course explores research-based evidence of best practices for advanced respiratory care practitioners (RCP's) by identifying important questions, i.e., medications, ventilation strategies, protocols, etc. in the evaluation, diagnosis, or treatment of patients suffering abnormalities of the cardiopulmonary system. A methodological approach to evaluate practice is explored through a systematic literature search whereby the evidence manifest through particular treatments of a population can be expected.

**RATIONALE:** Evidence-based research in medical practice is becoming infinitely more important as "affordable care" dictates treatment of particular respiratory care practices. Respiratory therapists must become knowledgeable of evidence in the research literature that drives positive outcomes to improve quality and decrease costs in the future health care environment.

**OBJECTIVES:** Each student will be able to demonstrate the following:

- 1) Perform and evaluate a database search of the relevant literature surrounding a particular medical diagnosis, treatment, or disease pathology.
- 2) Search and identify at least 5 research abstracts concerning cost effective treatment in the evaluation and implementation of a treatment for a specific cardiopulmonary disease.
- 3) Differentiate research of qualitative and quantitative design and give specific examples relative of the strengths and weaknesses in research methods.
- 4) Design and evaluate a current medical practice for effective treatment and/or positive outcome based on research literature.

**ASSIGNMENTS:** There will be a quiz following each of the main sections for a total of four quizzes. Each one of them will be worth 25 points. Ten (10) study questions will be posted to chitester that center on the learning objectives throughout the course. You will be required to prepare a research question/topic and evaluate the literature concerning the expected patient care outcome. This will be worth 50 points. Throughout the course a discussion will take place with regard to the subject matter being covered. Participation in the discussion is required either directly or in on-line forums or discussion boards to integrate the major topics of the course into a working body of knowledge. Therefore, you will participate in a minimum of 10 weekly discussions. Each discussion will be worth 25 points. At the conclusion of the course, the final exam will integrate 5 of the ten study questions (essay in nature) presented throughout the course given at the instructor's discretion. This will account for 30% of your grade.

**GRADING:** Your grade will be determined by the percentage of possible points accrued during the semester as follows:

Quizzes:	100 pts
Literature search:	50 pts
Discussions:	250 pts
Final:	<u>120 pts</u>
	520 pts

$$\text{Your grade} = \frac{\text{Your Points}}{\text{Total Possible Points}} = \% \text{ Grade}$$

93.0 - 100 = A	81.0 - 83.9 = B-
90.0 - 92.9 = A-	78.0 - 80.9 = C+
87.0 - 89.9 = B+	75.0 - 77.9 = C
84.0 - 86.9 = B	< 75 = C-

All late assignments will be subject to a 5% penalty per day and will not be accepted after one week from the due date. A late exam will be subject to a reduction of one letter grade per day.

A "C" grade or better is required on each Respiratory Therapy didactic examination. Failure to achieve this grade on an examination will require remediation and a repeat of the examination within two weeks. A "C" grade is the highest attainable grade on any retake.

**STUDENTS WITH DISABILITIES:** Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**EXTRA CREDIT:** Extra credit may be arranged through the instructor to improve by one letter grade and not to prevent failing the class. This may be presented in class, coordinated with the "writing center" on campus, and turned in at the conclusion of the semester.