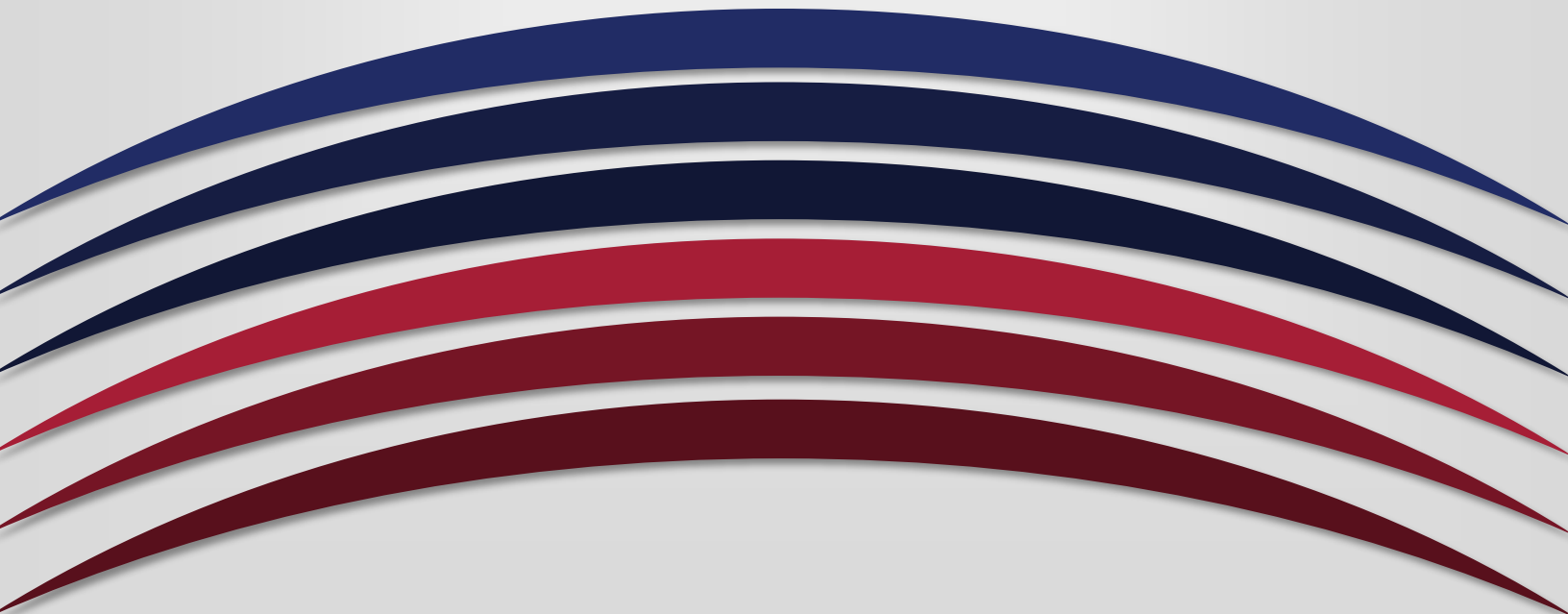




UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
RES 1603: CRITICAL CARE



1. Name of individual compiling report: Danah Beard

2. Date of submission: 09/18/2020

3. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program ☐ a revision of an old plan X ☒ unaltered from previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

1. Describe how to perform endotracheal and nasotracheal suctioning safely.
2. Describe how to obtain sputum samples properly.
3. Assess the need for and select an artificial airway.
4. Identify the complications and hazards associated with insertion of artificial airways.
5. Describe how to perform orotracheal and nasotracheal intubation of an adult.
6. Assess and confirm proper endotracheal tube placement.
7. Describe the rationale and the methods for performing a tracheotomy.
8. Identify the types of damage that artificial airways can cause.
9. Describe how to maintain and troubleshoot artificial airways properly.
10. Describe techniques for measuring and adjusting tracheal tube cuff pressures.
11. Identify when and how to extubate or decannulate a patient
12. Describe how to use alternative airway devices.
13. Describe how to assist a physician in setting up and performing bronchoscopy.
14. Describe the normal airway clearance mechanisms and the factors that impair their function.
15. Identify the pulmonary diseases associated with abnormal secretion clearance.
16. State the goals and clinical indications for airway clearance therapy.
17. Describe the proper technique and potential benefit of each of the following:
 - Chest physical therapy
 - Directed coughing and related expulsion techniques
 - Vibratory positive expiratory pressure therapy
 - High-frequency positive airway pressure devices
 - High-frequency compression/oscillation devices
 - Mobilization and exercise
18. Evaluate a patient's response to airway clearance therapy.
19. Modify airway clearance therapies on the basis of patient response.
20. Discuss the goals of ventilator support.
21. Describe how to choose an appropriate ventilator to begin ventilator support.
22. Explain how to select an appropriate mode of ventilation given a patient's specific condition and ventilator requirements.
23. Choose appropriate initial ventilator settings, based on patient assessment.
24. Describe how to assess a patient after initiation of ventilation.
25. Discuss how to adjust ventilator support based on oxygenation and ventilation status.
26. Explain how to adjust the ventilator on the basis of the patient's response.
27. Explain the method of determining V_o/V_T ratio and calculate.

28. Describe the method for determining the percent shunt.
29. List indications for CVP monitoring and reasons for relative increases and decreases in CVP.
30. Define PAP and PCWP and give normal values for each.
31. State the location of the Swan-Ganz catheter.
32. Understand critical care drug interactions: cardiovascular drugs, anti-infectives, paralyzing agents, sedatives, and diuretics.

2. Which CLOs were addressed for this academic year? (2019-2020)

All CLOs are addressed each year as they are imperative to competence of students performing patient care.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

All CLOs are addressed each year in the assessment plan. All CLOs are assessed with written exams and live student evaluations of competencies prior to performance on patients.

4. Explain the assessment cycle.

Didactic evaluations are with paper/pencil tests and all laboratory competencies are evaluated one-on-one with students in the laboratory prior to performance of competency in patient care. Students are required to perform a second competency evaluation with preceptors at the bedside prior to autonomy with patients in care delivery.

5. What are the assessment methods? Are they direct or indirect?

All assessment methods are direct and require satisfactory performance on both written assessments and clinical competencies demonstrated in all laboratory experiences.

6. What are the assessment goal(s)?

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

7. What were the findings for this academic year? (2019-2020)

100% of 2020 graduates were both clinically and didactically successful and obtained employment in local hospitals.

8. What is your analysis of the findings?

All didactic and clinical training is sufficient to meet CoARC standards for respiratory care practice.

9. What is the action plan for the next academic year? (2020-2021) Explain.

1. To continue to present didactic, laboratory, and clinical materials and rotations currently utilized for students to ensure successful completion of the program.
2. Currently added tutoring on Fridays to assure retention of students in the program.
3. Recently added 3 hospitals and 1 DME to clinical rotations for student to ensure variety of clinical experiences is obtained by respiratory students.