UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: RESP 1603

Academic Year: 2022-2023

Due to Chair/Program Director and Faculty Assessment Chair by September 1

1. Name of course: *Critical Care*

2. Name of individual(s) compiling report: *Kelly Charleville*

3. Date of submission: *10/27/2023*

4. Academic year: *2022*

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.*

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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 VD/VT 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 the academic year?

All the CLOs were addressed and met this year.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Numbers 1 and 2 will be addressed in the assessment plan for this year.

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: https://uaptc.edu/college-academics/resources/student-learning-outcomes
PLO list will vary depending on your Program.)

The CLOs listed most directly correlate to the ILO providing instructional methods that promote developing student critical thinking skills.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring and then a total for the academic year.

Assessment Methods- How did you assess student learning (define	*Students completed a comprehensive final exam. Questions were linked to specific course learning*

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direct assessment methods used) in relation to the course level outcome being reported?	*outcomes. Item analysis was performed to determine proficiency.*	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	***Yes*** *Overall course grade.*	***No***
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student scores 76% or better on the questions linked to the CLO*	
How do you define success for the course-level outcome? What is the benchmark for the course-level outcome?	*85% of students in the course achieve success on the CLO assessment assignment or measure*	
How many students completed the assessment, and how many were successful?	***Fall*** *17 students assessed* *17 students were successful*	***Spring*** *Class is only offered in the fall.*
Academic Year Total (add the numbers from Fall and Spring)	*17 students assessed* *17 students were successful* *100% passed*	
Was the benchmark/goal for this academic year met?	***Yes***	
Were standardized rubrics, tests, or checklists used?	***Yes***	

4. What is your analysis of the findings?

For CLO 1 Describe how to perform endotracheal and nasotracheal suctioning safely, the semester had a pass rate of 100% for all methods of course delivery. Our goals were met for this learning objective. The assessment is largely memorization and return demonstration.

33. *For CLO 2 Describe how to obtain sputum samples properly, the semester had a pass rate of 100% for all methods of course delivery. Our goals were met for this learning objective. The assessment is largely memorization and students tend to do well with those types of assessments.*

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6. What is the action plan for the upcoming academic year? Explain.

The program has been redesigned so that students will have RES 1503 Anatomy and Physiology in the summer at the start of the program. Students need to have a good understanding of human respiratory anatomy before starting Critical Care. Redesigning the program will make it easier for students to succeed throughout the respiratory program.