



Education

July/Aug. '01

Bulletin

2

Profile of an Educator:
Bill Croft, RRT

3

Trivia Corner: Let's Get
Personal — First Names
of Famous Scientists &
Clinicians

Get it on the Web

4

Submission Guidelines
for Bulletin Articles

Specialty Practitioner
of the Year

American Association
for Respiratory Care

Notes from the Editor

by Fred Hill, MA, RRT

*There are moments when everything
goes well, but don't be frightened
— it won't last.*
— Jules Renard

Despite repeated requests for contributions from the membership, Sue Pilbeam and I continue to be the major contributors to this *Bulletin*. The value of anything that goes into the *Bulletin* is based on its interest to the readers. So, with that in mind, please feel free to send me your opinions regarding what we are publishing. Also, please search within yourself for topics that we might cover within this publication.

In this issue, Sue continues the column she began last issue called "Profile of an Educator." Jeff Ward offers a fun

column called "Trivia Corner" that he believes will create an interesting diversion, not only for educators, but perhaps for students as well. If you'd like to profile a respiratory care educator or write some other article that would be of interest to section members, please contact either myself or Sue at the addresses/numbers listed on page 2.

Although I completed the final segment in my series on academic dishonesty, I decided not to publish it. Writing these accounts was therapeutic for me, but their personal nature has left me unsure if they should be published. However, if you'd like a copy of the final segment, please contact me and I'll send you a copy. ■

Notes from the Chair

by Susan P. Pilbeam, MS, RRT

I received the following letter from a reader, who wishes to remain anonymous, and thought I'd share it with you:

Dear Chair,

Does anyone but me notice how many people complain about their jobs when they are actually on the job? Point in fact: I'm in line at the grocery store when the checkout person says the perfunctory, "How are you today, sir?"

"Fine," I reply. "And how are you doing?" I ask in return.

"I'll be great in an hour when I'm out of here," the clerk responds.

Great answer. Makes me glad I came here.

Recently, I was in a retail discount store listening to the checkout person complain about her back. And then there's my favorite: the person who "waits" on you while talking on the phone.

People, what is happening here today? Hospitals are not immune. We put patients on bedpans or do a dressing change with the doors open? Please,

close the door! I hate it when you are turning or cleaning up a patient and the people in the room helping are making small talk as if the patient were not even present. Or those same people are complaining about their jobs or their workload.

How about the respiratory therapist who hooks up the patient for a breathing treatment, then hits the nearest phone and returns 20 minutes later?

Let's return pride to the workplace. Remember the title of Vince Lombardi's biography, "When Pride Still Mattered." Smile once in a while. Reintroduce "please" and "thank you" to our culture.

And, yes, thank you for reading this letter.

This is obviously someone who is as frustrated as I am about how courtesy, thoughtfulness of others, pride in our work, and a positive attitude have been progressively eroded away in the

"Notes from the Chair" continued on page 2

Education Bulletin

"Notes from the Chair" continued from page 1

American culture. If you're in the business of education, you know that part of the ruler by which we measure our students' performance is the "affective" domain. But can we really teach them some of these character traits and ways of behaving that seem to be disappearing? I would say that you can teach a person

what an appropriate behavior is in a certain situation, but you cannot teach him attitude. You cannot change how people behave. You can only behave well yourself.

I once had a colleague come up to me after losing his temper in front of a visitor to our department the previous day. I'm not sure how it came up in conversation, but I remember telling him quite

frankly, "I don't want to be around you. You have no control over your temper, and you were rude in front of a guest, as well as in front of me." After that I simply avoided him. Did he eventually change? Who knows?

PLEASE try to make the world a nicer place to be. It may be a worn out phrase, but, "Be Positive." ■

Profile of an Educator: *Bill Croft, RRT*

by Susan P. Pilbeam, MS, RRT

Editor's Note: This column, begun in our last issue, is devoted to those educators who may not be well known, but still offer significant contributions to our profession. Many of these folks also have interesting aspects to their lives outside of respiratory care. If you know of a hardworking professional who deserves recognition in this column, please contact Sue Pilbeam at the addresses/numbers listed on this page.

William "Bill" Croft is the program director and associate professor of respiratory care at North Carolina's Sandhills Community College and has been teach-

ing since 1992. He received his AAS degree in respiratory care from Sandhills, his BS in applied science and technology from Thomas Edison State College, and a post-graduate certificate in nutrition from the American Health Science University.

As the son of a farmer and retired Navy man, Bill learned the meaning of hard work at the ripe old age of eight. "I learned from him the work ethic I now have. It also became very clear to me that I did not want to ever be a farmer." Not that Bill doesn't admire the profession, but it just wasn't for him. Early in his adult life Bill worked as an assistant area manager for a large fitness chain, with six clubs and 100 employees to supervise. But he didn't find any real satisfaction in that career and decided to go into a health care field.

To investigate which health career was best for him, Bill volunteered at Rex Hospital in Raleigh, NC, where he researched several professions. He finally decided respiratory care best met the criteria he was looking for in a "dream job." Now, some years later, Bill feels that respiratory care has given him a good career, a good life, and a lot of satisfaction in helping others.

Bill Croft is currently president of the North Carolina Society for Respiratory Care (NCSRC). After a 20 year struggle, Bill remarks that North Carolina recently received state licensure for respiratory care, thanks to the help of a lot of people along the way. His goal as president this year is to try and improve communication throughout the state and to ensure that continuing education for respiratory care is being made available to meet the needs of the practitioners. "I feel that serving my profession through my work and the NCSRC, and volunteering with the local American Lung Association, is where I am most effective."

Bill hopes his activities show his students that there is much more to our pro-

fession than doing treatments. "As educators we can really make a difference in our profession, but we must recruit solid students with the desire to learn, teach them what we know, and inspire them to teach others."

While on the surface this educator may seem like dozens of others, he has another passion in his life that definitely sets him apart from the crowd. Bill is a championship power lifter. He sets very high goals for himself in this very competitive sport, as he does in almost every aspect of his life. "My theory is that GOAL is an acronym for Getting On with Active Living." He tries to share this philosophy with his students.

Bill started weight training when he was 17. From 1979 to the present he has participated in over 45 state and regional events. He won first place and best lifter awards at the AAU State Championship competition (1999-2000). He also won first place for his weight class and Best Lifter in the AAU National Championship (1999-2000). He won the AAU World Deadlifting Championship (1999-2000) and placed fourth overall in that competition. These achievements serve only to highlight a few of his many awards. Bill's world and American record for the deadlift is 578 lbs., and for the squat, 535 lbs. That's equivalent to lifting three average-sized adult males. This year he is training for the world competition in Puerto Rico.

What is one of the things Bill relishes most in life? "Enjoying good food over good conversation is one of the most pleasurable experiences I can think of." But speaking of food, try doing all that muscle building on a vegetarian diet. Bill Croft has been a vegetarian since he was 24 years old. For those of you who are familiar with the rigors of weight training,

"Profile of an Educator" continued on page 3

Education Bulletin

is published by the
American Association
for Respiratory Care
11030 Ables Lane
Dallas, TX 75229-4593
(972) 243-2272
FAX (972) 484-2720
e-mail: info@aacrc.org

Kelli Hagen
AACRC communications coordinator

Debbie Bunch
Bulletin managing editor

Edwards Printing
Bulletin typesetting

Chair
Susan P. Pilbeam, MS, RRT
9 Althea St.
St. Augustine, FL 32084
pilbeamsue@aol.com

Bulletin Editor
Fred Hill, MA, RRT
Department of Cardiorespiratory Care
College of Allied Health Professions
University of South Alabama
1504 Springhill Avenue, Room 2545
Mobile, AL 36604
(334) 434-3405
fhill@jaguar1.usouthal.edu

Medical Advisor
Richard Sheldon, MD (ATS)
(909) 792-7563
FAX (909) 792-1641
rsheldon@iopener.net

“Profile of an Educator” continued from page 2

it is amazing that he has done so well on a diet that most weight lifters shun in favor of red meat. Why does he do it? For one reason Bill believes it is a healthier lifestyle. “My philosophy is simple. Eat foods as close to their whole natural state as possible.” Why? “Because I want to be the oldest living (respiratory) therapist. I want to live to be 138 years old.” Actually, Bill just wants plenty of time to see the world. To help maintain this unusual diet he actually does the cooking

in his family, and made a point of telling me that his family, which includes wife Sara, son Josh, and the family dog, BJ, always tries to eat meals together.

Since he is so passionate about diet and exercise, Bill teaches his students the value of staying healthy. The strict requirements of training influence other aspects of learning and teaching as well. Bill says, “I generally take a workout-style approach to studying, so I try to teach my students that quality is better than quantity. Many students tell me that they study for four hours the night before

a test. If I exercised for four hours the night before a contest, I would fail.” Bill tells students to study in short, intense sessions and not save all the “training” for the night before.

With the hours needed for his family, job, professional activities, and training, Bill is a good example for all of us who like to rationalize why we don’t practice good, healthy lifestyles. “I try to help students gain a sense that they can do whatever they desire as long as they desire it with passion and commitment.” ■

Trivia Corner: Let’s Get Personal — First Names of Famous Scientists & Clinicians

by Jeff Ward, RRT

Students of medicine and allied health spend hours trying to master the laws and principles set down by famous physicists, chemists, biologists, and physicians. Teachers and textbooks seem to be satisfied with a last-name-only-basis when it comes to these great individuals. That approach may be based on tradition, the limits of students’ memories, or the feeling that using only the last name somehow implies greatness. However, some students may not be satisfied, instead preferring to develop their left-brain’s cultural connections. After all, these great men and women were real people too. If you and/or your students want to develop a more personal connection to these great leaders in medicine, try taking the following quiz: ■

Match the last name of the scientist or clinician with their first name. Note: the latter may be used for more than one individual. (Answers on page X.)

	Last Name	First/middle
1	Avagadro’s Law	a Anders
2	Poiseuille’s Law	b George or Georg
3	Bohr (pulmonary physiologist)	c Evangelista
4	Celsius	d Leland
5	Hertz	e Jacques-Alexander
6	Watt	f Joseph Louis
7	Ohm	g Jean Louis
8	Ampère	h Daniel
9	Torricelli	i Amadeo
10	Pascal Principle	j Giovanni
11	Charles (Gas Law)	k John
12	Gay-Lussac’s Gas Law	l James
13	Bernoulli Principle	m André
14	Venturi effect	n Christian
15	Dalton’s Law	o Robert
16	Boyle’s Law	p Adolf
17	Hooke’s (Law of springs)	q Heinrich
18	Fahrenheit	r Blaise
19	Fick equation (cardiac output)	s Walter
20	Clark (Clark O ₂ blood gas electrode)	t Forrest
21	Boothby — of Boothby, Lovelace & Bulbulian (BLB-O ₂ mask)	u Virginia
22	Bird (Bird ventilators)	v Henning
23	APGAR Score (perinatal assessment)	w William
24	Ruben (inventor of AMBU bag)	x Wilhelm
25	Roentgen (discoverer of “X-rays”)	y Otto
26	Wolff’s Law (bone development)	z Julius
27	Angström	aa Anders Jonas
28	Trendelenburg’s position	bb Friedrich
29	Babinski’s reflex	cc Joseph François Felix
30	Valsalva maneuver	dd Antonio Maria
31	Murphy’s Law	ee Igor
32	Murphy Eye (endotracheal tube)	ff Edward
33	Beer’s Law	gg Ludwig
34	de Coulomb’s Law	hh Charles
35	Starling’s Law	ii Ernst
36		jj Frank

Answers to Quiz are on Page 4

Get it on the Web

Want the latest news from the section in the quickest manner possible? Then access the *Bulletin* on the Internet! If you are a section member and an Internet user, you can get your section newsletter a week and a half to two weeks earlier than you would get it in the mail by going to your section homepage at: <http://www.aarc.org/sec->

[tions/section_index.html](http://www.aarc.org/sections/section_index.html). You can either read the *Bulletin* online or print out a copy for later.

The AARC is encouraging all section members who use the Internet to opt for the electronic version of the *Bulletin* over the mailed version. Not only will you get the newsletter faster, you will be helping to

save the AARC money through reduced printing and mailing costs. These funds can then be applied to other important programs and projects, such as ensuring effective representation for RTs on Capitol Hill.

To change your option to the electronic section *Bulletin*, send an email to: mendoza@aarc.org. ■

Education Bulletin

Submission Guidelines For Bulletin Articles

All section members are encouraged to share information about their programs through articles in the *Bulletin*. Here are our guidelines for submission:

Article length: *Bulletin* articles may be between 500 and 1,000 words.

Format: In addition to a paper copy, all articles must be submitted on a 3 1/2 inch floppy disk saved in Microsoft Word or TEXT ONLY (ASCII) formats, or e-mailed to the editor in one of those formats.

Deadlines: All articles must be submitted to the editor according to the following

schedule of deadlines —

- Jan.-Feb.: December 1
- Mar.-April: February 1
- May-June: April 1
- July-Aug.: June 1
- Sept.-Oct.: August 1
- Nov.-Dec.: October 1

Article Review: All authors may review a copy of their article before it goes to press. If you would like to review a copy of your article, please include a FAX number when you submit it to the editor. It is the responsibility of the author to: 1) request the opportunity to

review the article before it goes to press, and 2) contact the editor by the stated deadline if any changes need to be made before the article goes to press.

Send Submissions To: Fred Hill, MA, RRT, Department of Cardiorespiratory Care, College of Allied Health Professions, University of South Alabama, 1504 Springhill Avenue, Room 2545, Mobile, AL 36604, (334) 434-3405, email: fhill@jaguar1.usouthal.edu. ■

Specialty Practitioner of the Year

Don't forget to make your nominations for the 2001 Education Specialty Practitioner of the Year. This honor is given to an outstanding practitioner from this section each year at the AARC's Annual Convention. ■

Answers to the Trivia Corner quiz:

i	1. Avagadro's Law	a	Anders Celsius
g	2. Poiseuille's Law	b	Georg Ohm & George Beer
n	3. Bohr (pulmonary physiologist)	c	Evangelista Torricelli
a	4. Celsius	d	Leland Clark
q	5. Hertz	e	Jacques-Alexander Charles
l	6. Watt	f	Joseph Louis Gay-Lussac
b	7. Ohm	g	Jean Louis Poiseuille
m	8. Ampère	h	Daniel Bernoulli & Daniel Fahrenheit
c	9. Torricelli	i	Amadeo Avagadro
r	10. Pascal Principle	j	Giovanni Venturi
e	11. Charles (Gas Law)	k	John Dalton
f	12. Gay-Lussac's Gas Law	l	James Watt
h	13. Bernoulli Principle	m	André Ampère
j	14. Venturi effect	n	Christian Bohr
k	15. Dalton's Law	o	Robert Boyle & Robert Hooke
o	16. Boyle's Law	p	Adolf Fick
o	17. Hooke (Law of springs)	q	Heinrich Hertz
h	18. Fahrenheit	r	Blaise Pascal
p	19. Fick equation (cardiac output)	s	Walter Boothby
d	20. Clark (Clark O ₂ blood gas electrode)	t	Forrest Bird (a great avian combination)
s	21. Boothby — of Boothby, Lovelace & Bulbulian (BLB-O ₂ mask)	u	Virginia Apgar
t	22. Bird (Bird ventilators)	v	Henning Ruben
u	23. APGAR Score (perinatal assessment)	w	William
v	24. Ruben (inventor of AMBU bag)	x	Wilhelm Conrad Roentgen
x	25. Roentgen (discoverer of "X-rays")	y	Otto
z	26. Wolff's Law (bone development)	z	Julius Wolff
aa	27. Angström	aa	Anders Jonas Angström
bb	28. Trendelenberg's position	bb	Friedrich Trendelenberg
cc	29. Babinski's reflex	cc	Joseph François Felix Babinski
dd	30. Valsalva maneuver	dd	Antonio Maria Valsalva
ff	31. Murphy's Law	ee	Igor
jj	32. Murphy eye (endotracheal tube)	ff	Edward Murphy
b	33. Beer's Law	gg	Ludwig
hh	34. de Coulomb's Law	hh	Charles de Coulomb
ii	35. Starling's Law	ii	Ernst Starling
		jj	Frank Murphy