Notes from the Editor

by Arthur Jones, EdD, RRT

Developing attitude toward learning is about a universal goal of instruction - the intent to send students away from instruction with at least a favorable attitude toward the subjects taught as they had when they first arrived.

– RM Mager, 1984

Most of us who have undergone graduate studies in education are familiar with the name, Robert Mager, as one of those who promoted behavioral objectives into prominence. His short text on writing objectives was required reading in many courses and institutions. However, his book, Developing Attitude Toward Learning, (1) is not as well known.

The above quote derives from this text. Mager describes what he calls “Subject Matter Approach Tendencies” (SMATs) versus “Subject Matter Unapproach Tendencies” (SMUTs). Importantly, he describes strategies to encourage SMATs. Most likely, this book is out of print, but if you can find it in your local college library, I think you’ll find it makes for interesting, even amusing, reading.

Mager’s book is about student motivation, a commodity whose short supply gives educators migraines. Educators expect adult learners to be intrinsically motivated; however, such is not always the case. Furthermore, one must take measures to avoid demotivating students with negative tendencies.

There are other models for student motivation, such as Keller’s (2) (1988) ARCS model. The acronym stands for Attention, Relevance, Confidence, and Satisfaction – all elements to include in instructional design and delivery to increase motivation.

Notwithstanding theoretical concerns and nomenclature, educators sometimes forget that their actions have a profound effect on whether students approach or unapproach the learning. For those educators who have not studied and practiced tenets of student motivation, I suggest some study and thought on the matter. For those who recognize the need to focus on motivation, but sometimes forget to do so (like I do), these notes serve as a reminder of the need for SMATs.

References


1999 Calendar Deadline

Respiratory Care Educational Annual: Paper deadline..............................................December 1
AARC International Respiratory Congress ..............December 13-16
The Education Section’s Practitioner of the Year (POY) Committee has finished accepting nominations for the 1999 award to be presented at the International Respiratory Congress this December. (See Terry LeGrand’s article for a list of the nominees.) As you may know, this award honors an individual who has made significant contributions to the Education Section and its members. We value your help in identifying deserving individuals for this honor.

While the work of this committee is near complete for 1999, it’s not too early to begin thinking about next year’s nominations. The committee will begin accepting nominations in the spring for our 2000 Practitioner of the Year. So mark your calendars and plan to nominate one or more deserving practitioners for this important award.

Of course, a city is not built in one day nor by one person. There are, indeed, many practitioners and educators who are working tirelessly and diligently for the benefit of the Education Section. In my opinion, all of them deserve consideration for the POY award.

But while nomination for the POY is a formal way to recognize the contributions and achievements of your colleagues, remember that there are many informal opportunities to recognize those individuals who you think deserve such honors. Words of appreciation via a personal letter, note, or phone call will supercharge and brighten someone’s day.

On behalf of the Education Section, I extend my sincere congratulations to this year’s nominees. When you look at the list of nominees in the POY committee report and think of the work they have done for the Education Section, you will concur that they are all, indeed, Practitioners of the Year.

I look forward to seeing you at the International Respiratory Congress. Once again, please call or e-mail us with your questions and comments. The phone numbers and e-mail addresses are listed on page two of this and every issue.

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**Pediatric Pulmonary Centers Offer Educational Opportunities for RTs**

*by Julie McDougal, RRT, MAE, Pediatric Pulmonary Center, Birmingham, AL*

The mission of the Pediatric Pulmonary Centers (PPCs) is to develop leaders who will improve the health of children with respiratory conditions through the provision of family-centered care. The programs and activities of the PPCs accomplish this goal by providing and promoting community-based, coordinated care, and by facilitating the development of community based systems of services for children with special health care needs and their families. This is achieved through an exemplary program of interdisciplinary leadership training, service, and research, and by working with public and private health agencies and providers to more effectively meet the needs of these children.

There are seven regional PPCs, all funded through the Maternal and Child Health Bureau (MCHB). Many PPCs provide short-term training opportunities for RTs that can be tailor-made to meet each individual’s interests and identified needs. To a large extent, these training experiences can vary in length and can occur at the RT’s convenience. Therapists interested in acquiring skills and information concerning the interdisciplinary care of pediatric pulmonary patients can contact any one of the therapists listed below. Once the RT’s needs and/or interests have been identified, these PPC therapists can work individually with the RT to work out an appropriate training schedule.

For example, the trainee might choose to visit the PPC at specific points in time to participate in, or observe, specific activities. Alternately, he might choose to visit for a longer length of time for a broader view. Some come to view a procedure; others come for a week, a month, or more. Students often rotate through as a part of their
problem solving ability to the Watson-Glaser

One PPC offers long-term training opportunities for RTs wishing to pursue a master’s degree. The University of Alabama at Birmingham (UAB) PPC, located at Children’s Hospital in Birmingham, continually accepts applications from baccalaureate level respiratory therapists wishing to improve their knowledge of pediatric pulmonary care while pursuing a master’s degree in education/allied health sciences.

The year-long training program consists of 20 hours per week participating with other graduate level health professionals in faculty and guest lectures, hospital rounds, outpatient pulmonary clinics, field trips, patient and family education, discharge coordination, and research. Other activities are planned according to the trainee’s individual needs and interests. Successful completion of the training program and five additional graduate-level UAB courses earns the trainee a master’s degree in as little as one year. The chosen applicants receive $1,500 in tuition assistance and a $500 per month stipend for the year of their training.

Graduates of this program are skilled in supervising interdisciplinary pediatric pulmonary care and educating others regarding pediatric pulmonary-related issues. They also develop research skills. Some graduates have gone on to teach at the associate or baccalaureate level, some supervise/coordinate the pediatric services within their departments, and still others provide education to various types of health care professionals, patients, and families.

We have been charged by the Maternal and Child Health Bureau to produce leaders in the field of pediatric pulmonary care who will ultimately improve the health and well being of children, especially children with special health care needs. Every graduate, whether short-term or long-term, carries with him the newly acquired skills to put us closer to that goal. We need to keep producing these graduates to continue receiving funding for this federal training grant. We do what we do not just because it’s our job, but because we believe strongly in the importance of serving as an advocate for this very special and underserved population.

Respiratory therapists are a critical part of any interdisciplinary team that cares for pulmonary patients. They also bring a unique perspective into the education arena. Many therapists lack the leadership training needed to fulfill their potential professionally. By pushing these therapists ahead on a individual basis, children with special health care needs are positively impacted and the profession as a whole is advanced.

PPCs are centers of excellence that have operated successful programs through the MCHB since 1973. If you are interested in learning more about short-term PPC training for RTs, contact any one of the following PPC representatives:

- Alabama: UAB, Julie McDougal, (205) 934-3574, e-mail: jmcddougal@peds.uab.edu
- Louisiana: Tulane University Medical Center, Joseph Sabella, (504) 585-6167, e-mail: jjs@bell south.net
- New York: Mt. Sinai School of Medicine, Ian Ochshorn, (212) 241-6296, e-mail: ochshom@ms vax.mssm.edu
- Wisconsin: University of Wisconsin, Candace Dreier, (608) 262-6558, e-mail: csdreier@facstaff.wisc.edu or Rhonda Yngsdal-Krenz, (608) 265-8851, e-mail: ryngsdal@facstaff.wisc.edu

If you are interested in learning more about long-term PPC training and pursuing a master’s degree, contact: University of Alabama at Birmingham, Julie McDougal, (205) 934-3574, e-mail: jmcddougal@peds.uab.edu. You can also visit our web site at http://salud.unm.edu/asthma/ppc.htm.

Summer Forum Abstracts

Editor’s Note: The following abstracts, which were presented at the Summer Forum in July, were received for publication prior to the June 1 deadline and thus are included in this issue. The remaining Forum abstracts will appear in the September-October issue of the Bulletin.

A comparison of academic and clinical faculty ratings of students’ critical thinking and problem solving ability to the Watson-Glaser Critical Thinking Appraisal and in-program GPA

by David C. Shelledy, PhD, RRT; Terry S. Legrande, PhD, RRT; Arthur P. Jones, EdD, RRT; Robert W. Lawson, MS, RRT; Eric D. Bakow, MS, RRT, The University of Texas Health Science Center at San Antonio.

Purpose: To compare academic (AF) and clinical faculty (CF) ratings of students’ critical thinking and problem solving ability (CTPS) to scores on the WG and in-program GPA. The CTPS is a 21-item instrument that allows faculty to systematically evaluate students. Scores range from 21 (low) to 147 (high) points. The CTPS has evidence of
Objective: To describe the preferences and uses among respiratory care educators for textbooks and instructional aids.

Methods: This study used a written questionnaire that was developed in-house. We administered the questionnaire to allied health faculty to pilot-test for readability and face validity. The questionnaire consisted of 40 items. The questionnaire was then mailed to 100 respiratory care programs selected by simple random sample. The program director and director of clinical education (N = 200) from each program were asked to complete the questionnaire. Results from returned questionnaires were recorded and analyzed by a spreadsheet.

Results: Eighty-one questionnaires were returned, representing a 40% response. Efforts to contact non-respondents for comparison yielded only three responses, prohibiting comparison of respondents and non-respondents. The most important attributes of the textbooks were readability, accuracy, comprehensiveness, and organization. The most frequently used instructional aid was the instructor’s manual, which was always or almost always used by 72% of respondents. Educators rated computer-based test items as the most useful aid and 35 mm slides least useful. Computer-based media, videos, and case studies were cited as needed.

Table 1. Correlation matrix for academic and clinical faculty ratings of student’s critical thinking ability compared to the Watson-Glaser Critical Thinking Appraisal and in-program respiratory care grade point average (GPA)

<table>
<thead>
<tr>
<th>CTPS Academic Faculty 1</th>
<th>CTPS Academic Faculty 2</th>
<th>CTPS Academic Faculty 3</th>
<th>CTPS Academic Faculty 4</th>
<th>CTPS Clinical Faculty</th>
<th>In-Program GPA</th>
<th>WG</th>
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<td>CTPS Academic Faculty 1</td>
<td></td>
<td>.47**</td>
<td>.22</td>
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<td>.49**</td>
<td>.14</td>
<td>.66**</td>
</tr>
<tr>
<td>CTPS Academic Faculty 3</td>
<td>.22</td>
<td>.51**</td>
<td></td>
<td>.56**</td>
<td>.24</td>
<td>.48**</td>
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<td>CTPS Academic Faculty 4</td>
<td>.44**</td>
<td>.49**</td>
<td>.56**</td>
<td></td>
<td>.36*</td>
<td>.51**</td>
</tr>
<tr>
<td>CTPS Average for Academic Faculty 1</td>
<td>.73**</td>
<td>.88**</td>
<td>.69**</td>
<td>.72**</td>
<td>.21</td>
<td>.63**</td>
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<tr>
<td>CTPS Clinical Faculty</td>
<td>-.02</td>
<td>.14</td>
<td>.24</td>
<td>.36*</td>
<td>-.003</td>
<td>.03</td>
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<tr>
<td>In-Program GPA</td>
<td>.24</td>
<td>.66**</td>
<td>.48**</td>
<td>.51**</td>
<td>.003</td>
<td>-.37*</td>
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</table>

*p < .05
**p < .01
CTPS — Critical Thinking and Problem Solving Scores
WG — Watson-Glaser Critical Thinking Appraisal

Respiratory Care Educators’ Preferences for Textbooks and Instructional Aids: A Survey
by Arthur Jones, EdD, RRT, and David C. Shelledy, PhD, RRT, The University of Texas, Health Science Center at San Antonio

“Web Sites” continued from page 4

content validity and has been significantly correlated with WG. Interrater reliability has been reported at r = .66-.86 with Chronbach’s alpha of .95-.99. The WG is designed to measure ability to reason analytically and logically.

Method: Currently enrolled respiratory care students (n = 31) were rated using the CTPS by academic (AF) and clinical faculty (CF). A dependent t-test was used to compare mean AF CTPS and CF CTPS ratings. Pearson product-moment correlations compared CTPS, WG, and GPA.

Results: Mean (SD) scores were WG: 56.9 (8.6); AF CTPS: 113 (18.8); CF CTPS: 133 (17.8), and GPA: 3.19 (.81). There was a significant difference between AF CTPS and CF CTPS (t = -4.2; p = .0002). Table 1 lists the correlations for CTPS, WG, and GPA. There was general agreement in CTPS scores among AF and significant correlations for AF CTPS scores and GPA (r = .63; p = .001). WG also correlated with GPA (r = .37, p = .04). There was no relationship between CF CTPS scores and most individual AF CTPS scores, GPA, or WG.

Conclusions: Academic faculty tended to agree on CTPS ratings, and AF CTPS tended to correlate with students’ academic performance. Clinical instructors CTPS ratings were significantly higher than AF, were not useful in predicting academic performance, and did not correlate well with assessment by academic faculty or with general critical thinking ability.
Education Bulletin

“Summer Forum Abstracts” continued from page 4

for most courses. Other areas of study for which instructional materials are needed include alternate site care and polysomnography. **Conclusions:** Generalization of the results of this investigation are limited by a 40% response rate. Authors and publishers should first ensure the core quality features of a text, including readability, accuracy, organization, and comprehensiveness. Furthermore, they should consider disseminating computer-based instructional media. There appears to be a paucity of instructional materials for alternate site care and polysomnography. A future study should survey students to determine their preferences for, and utilization of, instructional aids.

**Educators’ perceptions of the usefulness of instructional aids**

<table>
<thead>
<tr>
<th>Item</th>
<th>1-Very Useful</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5-Useless</th>
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</thead>
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<td>29 (34%)</td>
<td>19 (23%)</td>
<td>6 (7%)</td>
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</tr>
<tr>
<td>Computer Based Test Questions</td>
<td>39 (46%)</td>
<td>28 (33%)</td>
<td>12 (14%)</td>
<td>5 (6%)</td>
<td>–</td>
</tr>
<tr>
<td>Instructor's Manual</td>
<td>34 (40%)</td>
<td>31 (37%)</td>
<td>17 (20%)</td>
<td>1 (1%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>35 mm Slides</td>
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<td>20 (24%)</td>
<td>15 (18%)</td>
<td>9 (11%)</td>
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<tr>
<td>Videotapes</td>
<td>30 (36%)</td>
<td>31 (37%)</td>
<td>18 (21%)</td>
<td>5 (6%)</td>
<td>–</td>
</tr>
<tr>
<td>Computer Presentation</td>
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<td>21 (25%)</td>
<td>15 (18%)</td>
<td>4 (5%)</td>
<td>3 (4%)</td>
</tr>
<tr>
<td>Computer Clip-Art</td>
<td>30 (36%)</td>
<td>18 (21%)</td>
<td>19 (23%)</td>
<td>12 (14%)</td>
<td>5 (6%)</td>
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</table>

**Education Section Practitioner Of The Year Award: The Nominations Are In**

*by Terry S. LeGrand, PhD, RRT, chair, Practitioner of the Year Committee*

The nominations for the 1999 AARC Education Section Practitioner of the Year award are in, and it looks like it’s going to be an exciting competition. This recognition is given to Education Section members who have made significant contributions to the profession as respiratory care educators and/or who have served the Education Section in some capacity.

This year’s nominees are Shelley Mishoe, PhD, RRT, Medical College of Georgia, Augusta; Pat Munzer, MS, RRT, Washburn University of Topeka, Topeka, KS; Tim Op’t Holt, EdD, RRT, University of South Alabama, Mobile; Jeffrey J. Ward, MEd, RRT, Rochester Community and Technical College/Mayo Foundation, Rochester, MN; Carl Wiezalis, MS, RRT, State University of New York, Syracuse; and Dennis Wissing, PhD, RRT, Louisiana State University Medical Center, Shreveport.

Congratulations to all of you on your nomination for this important award! The recipient of the 1999 Education Section Practitioner of the Year Award will be announced at the AARC International Congress in Las Vegas, NV, in December.

**Favorite Web Sites**

*by David Chang, EdD, RRT, and Arthur Jones, EdD, RRT*

For fun –

This RealJukebox web site offers a free beta version of its full-function Realplayer Plus G2 program ($29.95). This program performs three basic functions: add music, organize music, and play music on your computer.

“Add music” allows you to put your CD collection on your PC; add exclusive, free songs for RealJukebox users; and get music from the Web, including MP3. (www.mp3.com is another nice
music site and will be featured in the next issue).

“Organize music” lets you create play lists for any occasion and sort and manage thousands of songs and hundreds of CDs (limited by the size of your hard drive, of course). It also automatically identifies CD track, artist, and album.

“Play music” plays CDs and popular Internet audio formats, and allows you to listen to music while you record from your own CD and hear the music in any order you want.

Once you have downloaded the program and agreed to all the terms for its use, it is ready to run. Click on the green arrow to play your CD and the red circle to record your CD. Online help is available by clicking Help, Content, Index. The first song I recorded onto my hard drive took exactly the time it took to play it. When I played back the recorded song, it sounded just like the CD. Pretty nice and amazing. Now I don’t have to haul my CDs from place to place. If your computer is music-capable, try out RealJukebox and maybe we can trade MP3s (legal ones of course). Final Grade A+. - David Chang


For those who are interested in distance learning, here are two web sites. The first one comes from The University of Wisconsin at Plattville. This site provides links to various instructional technology resources, including those for multimedia, distance education, and learning tutorials available over the internet.

The second site originates in Newfoundland and focuses on web-based instruction. The purpose of this site is to provide a functional comparison of web authoring systems. Anyone who is considering writing a web-based course could use this site to help select the authoring system. It lists the most common systems, along with their specific attributes, such as technical specifications, instructional design values, media capabilities, tools, ease of use, potential for collaboration, connectivity, and contact information. - Arthur Jones

Correction

The May-June issue of the Bulletin featured a “for fun” web site. However, there was a typographical error in the address. The correct address is: http://www.thefreesite.com. If you have typed in the incorrect address, you MUST quit your browser and then restart your browser to avoid system conflicts. We apologize for any inconvenience this may have caused.

Respiratory Care Education Annual: Call for Papers

The Education Section of the AARC will publish Volume 9 of the Respiratory Care Education Annual in the spring of 2000. The annual is a refereed journal committed to providing a forum for research and theory in respiratory care education and is listed in the Cumulative Index to Nursing and Allied Health Literature.

The section invites educators to submit papers for consideration. Preference will be given to papers that emphasize original research, applied research, or evaluation of an educational method. Other topics that may be considered include interpretative reviews of literature, educational case studies, and point-of-view essays. Submissions will be reviewed based on originality, significance and contribution, soundness of scholarship (design, instrumentation, data analysis), generalizability to the education community, and overall quality of the paper.

Deadline for submission is December 1. Papers should be approximately six to ten pages in length and should follow the guidelines in the Publication Manual of the American Psychological Association, 4th Edition. Abstracts should not exceed 120 words. Submissions should be mailed to AARC Education Annual, 11030 Ables Lane, Dallas, TX 75229-4593.

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 should be submitted on a 3-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

“Submission Guidelines” continued on page 7
**FYI ...**

**AARC joins Tech Ed to provide training and competence manual on CD ROM**

The AARC has joined forces with Tech Ed Cardiopulmonary Diagnostics Specialists to provide the *Diagnostic Training and Competence Assessment Manual: Pulmonary and Noninvasive Cardiology*. Specialists in the fields of pulmonary and noninvasive cardiology designed the manual to assist in the training and ongoing inservice education of professionals in the noninvasive and cardiopulmonary laboratory setting.

Many clinical settings need training and competence assessment for practitioners providing support for cardiopulmonary diagnostics, says co-author Susan Blonshine, BS, RRT, RPFT. She describes the manual as a practical tool that provides assessment criteria and “need-to-know” information for individuals performing laboratory procedures and techniques. The manual can be used as the basis for course development, training programs, orientation, and competence assessment for pulmonary diagnostics such as indirect calorimetry, venipuncture, static lung volumes, and more. The manual also includes topics for noninvasive cardiology procedures such as transtelephonic pacemaker evaluation, graded-exercise testing, electrocardiography (ECG), ambulatory ECG or Holter monitoring, and high-resolution signal-average ECG.

The *Diagnostic Training and Competence Assessment Manual: Pulmonary and Noninvasive Cardiology* manual is available on CD ROM and can be tailored to fit the needs of each institution’s professional staff. The manual (Item #PA99) is available for $267 for AARC members ($289 for nonmembers) plus $8.85 for shipping and handling. Contact the AARC’s Order Fulfillment Department at (972) 243-2272 for more information or to order.

**Martin Tobin to deliver Egan Lecture at Congress**

The AARC is proud to announce that the 26th Donald F. Egan Scientific Lecture will be delivered by renowned pulmonaryologist Martin J. Tobin, MD. The lecture, to be presented December 14, will be a highlight of the 45th International Respiratory Congress, December 13-16 in Las Vegas, NV.

Dr. Tobin is professor of medicine and anesthesiology, director, division of pulmonary and critical care medicine at Loyola University Chicago Medical Center and Edward Hines Jr. Veterans Administration Hospital. In September, Dr. Tobin will become editor-in-chief of the *American Journal of Respiratory and Critical Care Medicine*, the American Thoracic Society’s premiere scientific journal.

Dr. Tobin is one of the most noted pulmonologists and critical care experts in the world. The author of numerous scientific papers and books, he will address the topic, “Weaning from Mechanical Ventilation: What Have We Learned?”

The 26th Donald F. Egan Scientific Lecture is being sponsored by SunCare Respiratory Services.

**AARC produces PSA for profession**

The AARC recently produced a public service announcement (PSA) in cooperation with Kaleidoscope Television (KTV), a health-and-wellness focused cable-TV station.

Produced with the help of Jim Scott and his respiratory staff at the Guadeloupe Valley Hospital in Seguin, TX, the 30-second PSA touts the professionalism and quality of care provided by respiratory therapists. It also encourages respiratory patients to request RTs as part of their treatment plans.

The spot has been airing regularly on Kaleidoscope during the program *Achievers*. Each episode of this program spotlights individuals who have overcome the effects of allergies and asthma, showing how they achieved healthy lifestyles despite their illnesses. The series serves as an encouragement to others struggling with similar conditions.

*Achievers* is currently syndicated to more than 50,000,000 households nationwide, and the PSA will air several times a week through April of next year. If you’d like to see the public service announcement, KTV has information on when and where to watch the show.

**Health Professions Education Directory, 1999 - 2000**

The American Medical Association (AMA) has announced availability of the new Health Professions Education Directory. This 525-page resource provides information on nearly 6,000 educational programs in 52 different professions. New in this year’s edition are listings for 290 community counselor, marriage and family counselor/therapists, mental health counselors, student affairs practitioners, and school...
counselor educational programs. It also features statistics and data on trends in health professions education, including program enrollments, graduates, and attrition by gender. Contact the AMA to order; request item number OP417599. Cost is $44.95 for AMA members, $54.95 for non-AMA members.

The Health Professions Education Directory is also available on CD-ROM. It contains everything included in the hard-copy format as well as the text of the Health Professions Education Standards book. Data are searchable by geographic area, profession, program size, and program length. Contact the AMA to order; refer to item number OP417599 and request the CD-ROM version. Cost is $29.95 for AMA members and $39.95 for non-AMA members.

AARC Joins Tech Ed to Provide Training and Competence Manual on CD ROM

The American Association for Respiratory Care and Tech Ed Cardiopulmonary Diagnostics Specialists have joined forces to provide the Diagnostic Training and Competence Assessment Manual: Pulmonary and Noninvasive Cardiology. Specialists in the fields of pulmonary and noninvasive cardiology designed the manual to assist in the training and ongoing inservice education of professionals in the noninvasive and cardiopulmonary laboratory setting.

Many clinical settings need training and competence assessment for practitioners providing support for cardiopulmonary diagnostics, says co-author Susan Blonshine, BS, RRT, RPFT. She describes the manual as a practical tool that provides assessment criteria and “need-to-know” information for individuals performing laboratory procedures and techniques.

Blonshine explains that the current health care market, fraught with downsizing and tightening budgets, makes it difficult for administrators to develop assessment and training tools. “Managers and educators must often rely on ‘on-the-job’ experience to help current and new employees learn the ropes of diagnostic testing,” she says.

Blonshine and co-author Jeff Johnson thus created for cardiopulmonary laboratory professionals the Diagnostic Training and Competence Assessment Manual: Pulmonary and Noninvasive Cardiology. The manual can be used as the basis for course development, training programs, orientation, and competence assessment for pulmonary diagnostics such as indirect calorimetry, venipuncture, static lung volumes, and more. The manual also includes topics for noninvasive cardiology procedures such as transtelephonic pacemaker evaluation, graded-exercise testing, electrocardiography (ECG), ambulatory ECG or Holter monitoring, and high-resolution signal-average ECG.

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“Disease Management of Asthma”
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The course you have been asking for!

Developed Using National Institutes of Health Asthma Guidelines for the Diagnosis and Management of Asthma

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Marketing an Asthma Management Program • Outcomes Management • Age Specific Issues

Earn 11 hours of CRCE credit!

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