



Education

November / December 2002

Bulletin

Notes from the Editor

by Fred Hill, MA, RRT

There are more pleasant things to do than beat up people.

– Muhammad Ali

What I look forward to is continued immaturity followed by death.

– Dave Barry

This is the final issue of the Education Bulletin for the year 2002. After two years tenure, I am turning over the duties of newsletter editor to Dennis Wissing, PhD, RRT. Dennis is a professor in the department of cardiopulmonary science, school of allied health professions, at LSU Health Services Center in Shreveport, La. Welcome, Dennis!

The conclusion of 2002 marks some changes for the newsletter. Beginning next year, the Bulletin will be published quarterly rather than bimonthly and will be delivered to members electronically via email and/or the section web site.

I want to thank the many people who have assisted me over the last two years. First and foremost is our Education Section chair, Sue Pilbeam, who has always been available to help provide content and review submissions. I started my position without a committee, but at the 2001 Summer Forum I made a plea for help.

Continued on page 3

Notes from the Chair

by Susan P. Pilbeam, MS, RRT, FAARC

What a pleasure it was to have had the opportunity to attend the AARC International Congress in Tampa this past October. Thanks for this excellent meeting go to the AARC staff and all the officers, agencies and committees involved with its planning and execution. Thanks also to the vendors for their support of our profession and a special thanks to the members who attended.

For the second year in a row, the AARC, NBRC and CoARC jointly hosted a "Student Survival Hour." The session was well attended by students and faculty from schools in Georgia, Florida, Nebraska, Tennessee and several other states. This meeting gave students a chance to learn about our professional agencies and also a chance to meet each other and share common interests over pizza.

In response to requests from the membership, the Education Section Bulletin will be published electronically beginning in 2003. The Management and Education Sections both decided to adopt the electronic format in order to deliver news and information to members on a more timely basis, to provide links to web sites pertaining to our areas of specialization and to take advantage of the many other opportunities available via this new form of publication.

Also beginning in 2003, the Bulletin will be published quarterly rather than bi-monthly. This change, adopted for all the AARC Section Bulletins, has been made to streamline operations in the AARC office. However, since our section has opted for electronic publication, we should still be able to deliver as much information to our members as we did previously under the printed format, since we will no longer be limited in the amount of copy we can include in each issue.

At the section business meeting held in Tampa each of the committees presented an update on activities. Items related to the committees will be addressed in upcoming issues. A questionnaire was also distributed to those in attendance, asking, "Do you think that respiratory therapy program faculty should be required to take and pass the NBRC credentialing examination appropriate to the level of the program in which they teach once every 3-4 years?" (Answers included: yes, no, or maybe and please comment.) You may have received this questionnaire electronically as well.

The questionnaire came about as a result of a discussion that occurred at the section business meeting held in Keystone, Colo. during the 2002 Summer Forum. There was a lot of activity and discussion about recredentialing and verifying competencies at the Forum and how these issues are currently impacting health care. As an example, the NBRC now puts expiration dates on each credential, such as the CRT or RRT. This became effective July 1, 2002. Individuals who pass credentialing exams after that date must complete some activity to maintain their credential, such as earning continuing education credits or retaking an exam or taking a new exam, thus providing some verification of competency.

In Keystone, I raised the question of whether or not educators credentialed before July 1 should have some competency testing/recredentialing process as well. Thus, the questionnaire was developed. As responses are returned, the results will be tallied and reported to the membership. On a humorous note, I just reviewed one of the completed questionnaires filled out by an attendee in Tampa so I could quote the actual question above. The responder on that questionnaire had answered "No" - educators should not have to take the test. However, this individual also commented, "I do believe that department managers should." I thought you might enjoy that comment.

Another item of importance to educators was discussed following the business meeting at a public hearing regarding new CoARC standards. You are probably aware that there is now

Continued on page 4

Section Connection

E BULLETIN

If you're one of the 100 or so section members who has yet to supply the AARC with your email address, please do so ASAP to ensure you continue to receive the Bulletin next year as we transition to the electronic format. Send your address to: mendoza@aarc.org.

SECTION LISTSERVE:

Start networking with your colleagues via the section listserv. Go to the section homepage on www.aarc.org and follow the directions to sign up.

BULLETIN SUBMISSION GUIDELINES:

If you'd like to receive a set of guidelines for the submission of articles to the Bulletin, email your request to: DebBunch@aol.com.

2003 SUMMER FORUM AND INTERNATIONAL CONGRESS:

Email your ideas for topics/speakers to the section chair.

Ethics and Professional Behavior

Trudy Watson would like to thank all respiratory care program faculty who responded to the fall survey sent out by the Ethics and Professional Behavior Committee. They had a 27% return and really appreciate the efforts of those who participated. ♦

Want to receive this newsletter electronically?

E-mail: mendoza@aacrc.org for more information.

Education Bulletin

published by the
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Notes from the 2003 Editor

by *Dennis R. Wissing, PhD, RRT*

I am honored and privileged to be taking over as editor of the AARC Education Section Bulletin for 2003. As a 29-year veteran of respiratory care who has served as an educator for 19 of those years, I am confident I can carry on with the quality Fred Hill has achieved during his tenure as editor.

2003 will be a year of challenges, the first of which will be to publish an electronic edition of the newsletter in early spring. This change from a paper format will greatly enhance our ability to bring you timely information. As we will no longer be limited by financial constraints such as printing and mailing costs, a wider variety of contributions, photos and expanded editorials will be possible. We'll also be able to expand the scope of our offerings via web links and other electronic capabilities.

I plan to kick off the new format with two new columns. The first, titled, "An Educator has a Question," will allow section members to submit, anonymously, questions dealing with the science of respiratory care. At times, all educators are confronted with questions from students they are unable to answer, and this column will enable us to share information on our more difficult topics. The second column, titled, "Innovation in Teaching," will provide members with innovative teaching strategies, discussion on the use of educational technology in the classroom, and links to related web sites to assist educators in improving their instruction. I encourage all of you to contribute.

While we will be developing many new features, the electronic Bulletin will continue to serve as a clearinghouse for information related to professional respiratory care education. This includes updates from the Education Section chair, AARC, NBRC and other related organizations. Original contributions, research articles and news items from outside the AARC or section are encouraged as well. The electronic Bulletins will also be archived for future use by section members.

If you'd like to submit a contribution or discuss an idea for the Bulletin, my contact information appears on page two. I look forward to hearing from you. ♦

2002 Educator of the Year: Vijay Deshpande, MS, RRT

The section was proud to honor Vijay Deshpande, MS, RRT, assistant professor in the department of cardiopulmonary care sciences at Georgia State University in Atlanta, GA, with its 2002 Educator of the Year Award. Vijay received the award at the AARC International Respiratory Congress in Tampa, Fla.

A member of the AARC since 1973, Vijay has been a major force in promoting respiratory care in this country as well as internationally. He has given over 200 presentations on various topics in respiratory care since 1973 and visited just about every state in the Union. Moreover, he has spoken at conferences in India, Sweden, Costa Rica, Guatemala, the Philippines, Mexico, Colombia, Italy, Turkey and Argentina.

Vijay has been a strong proponent of the AARC his entire career and has participated in various activities related to the Association. He was recognized by the Georgia Society for Respiratory Care (GSRC) with their "President's Award" in 1993 and 1999, and he served as a delegate from the GSRC to the AARC House of Delegates from 1995-1998. He was also instrumental in developing and implementing the Association's International Fellowship Program, which was instituted in 1990. He currently serves as vice chair of the AARC's International Respiratory Care Committee. In 1998, Vijay represented the AARC at the consensus conference on "Clinical Criteria for NPPV in the Home" conducted by the National Association for Medical Directors of Respiratory Care.

Vijay's contributions to respiratory care education span the past 25 years. We know his colleagues at Georgia State University are proud of his accomplishments. Congratulations to Vijay Deshpande! ♦

Outcomes, Assessment, and Developing a Primary Trait Tool

by Anna Parkman, PhD, RRT, University of Charleston, Charleston, SC

In the fall of 1998, the University of Charleston took the first step towards becoming an outcomes based institution. Those of us working in respiratory care were not too concerned about the movement, as we had been operating (or so we thought) as an outcomes based program since the late 1980s. As the rest of the campus struggled to define a mission for their programs, developing outcomes and identifying where each outcome was met in the curriculum, we were able to act as peer resources. This was a nice place to be in those turbulent years on campus.

Things became more "real" for us when we had to develop additional outcomes for our program. As it turned out, the two we defined for CoARC did not meet the full measure of the university's mission statement. Further investigation revealed that our course "connections" also needed more depth.

As the University moved forward in the year 2000 we realized that simply listing where the outcomes were addressed in the course would not be enough. In a true outcomes based environment, each faculty member must be able to link course outcomes to program and general education outcomes. Statements of outcomes then need to be linked to specific course assignments and assessment tools.

In the fall of 2002 all syllabi had to be submitted to the department chairs for review. As was required across the campus, all of the respiratory care syllabi had to reflect course outcomes and be linked to assignments, assessment criteria and the minimal standard at which a student must perform for each criteria to be considered "at standard" for the outcome. Failure to meet standard mean the student would not pass the course.

Linking outcomes to assignments was actually fun and intellectually stimulating, leading my colleague, Jay Wildt, and I to reconsider every activity in our classes. We shifted our focus from what we were going to teach to what, exactly, we wanted to be able to document the student had learned. This was a good exercise. However, writing detailed assessment criteria and standards was another matter. Although we had attended several faculty workshops on the subjects, it was much more challenging than we had thought.

Ginny Anderson, a consultant to the university, suggested we develop a primary trait tool. This tool is given to the student at the outset of class and lists all the essential "traits" of the activity or assignment and describes in detail what the student will need to do to receive a certain score. For example, my tool for the class journal includes four traits, each scored on a 0-4 scale. The minimal standard for all four traits is a 3. The primary traits include format, connection of content to work/clinical experience, reaction and reflection. A score of 0 means the student did not turn in the assignment. Scores of 1-4 for each trait are described in detail so the student knows exactly what constitutes each scale. For Jay and I, it was easier to start with the minimal standard (3) and to describe it very clearly. Then we moved on to describe what had to be missing to lose points and what had to be present to gain points.

While this task has been daunting at times, we are getting better at connecting assignments to outcomes and writing more in-depth assessment descriptions. No longer can our students say they don't know what an "A" research paper should look like. They get that information up front. We do not hear complaints about how the journals are scored or how the teamwork grade is arrived at - the primary trait tool provides the key. Even more importantly, because each syllabus ties course outcomes to program outcomes and links assignments to both, we rarely hear, "Why do we have to do this?" It's all there for them on the printed page. ♦

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Contact Sherry Milligan
at milligan@aacrc.org

Continued from page 1
NOTES FROM THE EDITOR

I want to recognize the individuals who came forth as volunteers at that meeting to form my committee and thank them for the contributions they have made. The committee members are Al Moss, Anna W. Parkman, Bethanne Tinkler, Bill Croft, Bill Wojciechowski, Ellen A. Becker, Gudrun Pryor, Janice R. Close, Nancy E. Colletti, Pat Munzer, Patrick Johnson and Tom Johnson. This diverse group of educators provided a variety of interesting articles for the newsletter over these two years.

I also want to thank Jeff Ward for his contributions, which challenged us to extend our vocabularies and knowledge of history. I also want to thank the many other individuals who submitted articles to the Bulletin. I hope you, as a reader and educator, have enjoyed the newsletter over the past two years and were able to use some of the information in these pages to help you better prepare your students for a future in respiratory care.

By the way, the above quotations were ones I could never fit to any subject I wrote about during my tenure as editor, but they are pretty good quotes, don't you think? ♦

Abstracts & Poster Presentations: Call for 2003 Summer Forum

The 2003 Summer Forum, scheduled for July 25-27 in Orlando, FL., will offer two opportunities for participants to share their scholarly activities with their colleagues:

1. Research abstract presentations dealing with respiratory care education. (Presentations during the Summer Forum will be limited to 15 minutes, including 5 minutes for discussion.)

2. Poster presentations dealing with education models, methods or materials that can be shared for noncommercial use. (Topics and presenters will be briefly introduced at the Summer Forum and the meeting agenda will include time for individual review of the posters or display materials and interaction with the presenters.)

Research abstracts and poster presentations must be submitted by April 1, 2003 for review by the Education Section Review Committee. All abstracts will be peer-reviewed and the authors will be notified of the decisions by May 10, 2003. Details for submitting the proposals may be found in AARC Times or by contacting Bill Pruitt, chair of the Abstracts & Posters Review Committee. Call, fax or email for more details:

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Get the Latest 4-1-1 From the AARC

Did you know the AARC sends weekly news updates to AARC members through its News Now@AARC e-mail newsletter? Or that the executive office staff conducts surveys, issues AARC Store sales announcements, and sends other general messages via e-mail? If you aren't receiving these important updates, it's probably because your e-mail address is not in your membership record. To update your membership information and receive all the AARC 4-1-1, contact Catalina at mendoza@aacrc.org. ♦

E BULLETIN

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Continued from page 1
NOTES FROM THE CHAIR

an optional polysomnography educational tract in the CoARC standards. Respiratory care programs that wish to do so can now establish a specialty tract in polysomnography. This tract was expanded in part because CAAHEP noted that several specialty areas in addition to respiratory care mention sleep studies as an area of training in their curricula.

By expanding this section in our standards, CoARC not only better defines how sleep studies fit into respiratory care education but also benefits working therapists. Many CRTs and RRTs take positions in sleep labs. Some even become credentialed in this specialty. Having this potential tract gives respiratory care programs a way to train therapists in this growing area of care. It also prevents other disciplines that also perform sleep studies and train specialists in polysomnography from excluding respiratory therapists from this area of clinical competency.

Individuals with questions about the polysomnography standards are advised to check the CoARC web site (www.coarc.com) for the new standards. Other questions can be directed to the CoARC office through the web site. ♦

SUMMER FORUM 2003

July 25-27

Orlando, Florida

Abstracts & Poster Presentations
Due April 1, 2003