Midwestern State University
Respiratory Care Program

PRECEPTOR TRAINING WORKSHOP
Class of 2022
The Purpose of this Presentation

- Commission on Accreditation For Respiratory Care
- Standard 2.13
  - In addition to the Key Personnel, there must be sufficient personnel resources to provide effective instruction and evaluation in all settings – didactic, laboratory, and clinical. In clinical rotations, the student to faculty ration cannot exceed 6:1 for clinical instructors and 2:1 for clinical preceptors.

- https://coarc.com/
My Objectives

- Clarify clinical site expectations for each rotation
- Define the role of the Preceptor during clinical rotations
- Develop skills to nurture critical thinking in the Respiratory Care Student
- Strengthen feedback process
- Define and review inter-rater reliability in the competency process
- Reintroduce our clinical documentation system, Trajecsys
Clinic Site Role and Responsibilities

- Select preceptor to be with students
  - Provides consistent instruction
- Match schedules to provide continuity of instruction
- Instruct students in policies and procedures of facility
  - Orientation to facility, ID badges, parking, food service
- Provide opportunities for students to complete selected competencies for clinical session
Role of the Preceptor

- **To teach**
  - Assist students in the application of skills and knowledge from classroom to real life situations

- **To mentor and coach**
  - Guide through steps of procedures
  - Provide immediate feedback to student on performance (what went right, how to do better)
  - Allow students to work independently with preceptor observation
Role of the Preceptor

- To evaluate
  - Provide daily evaluation of progress (Daily Evaluation)
  - Provide a summative evaluation to program on overall performance of student (Affective Evaluation)
Critical Thinking

- The realization that we often act without careful consideration of the implications and consequences of our actions can be the first step in our journey to become critical thinkers.
Critical thinking is "a process which stresses an attitude of suspended judgment, incorporates logical inquiry and problem solving, and leads to an evaluative decision or action."

NCTE Committee on Critical Thinking and the Language Arts.
Attributes Of A Critical Thinker:

- asks pertinent questions
- is able to admit a lack of understanding of information
- has a sense of curiosity
- is interested in finding new solutions
- listens carefully to others and is able to give feedback
- looks for evidence to support assumption and beliefs
- is able to adjust opinions when new facts are found
- examines problems closely
Nurturing Critical Thinking

- Take time while performing procedures or treatments:
  - Ask: What if.....
    - What would happen next...
    - How would you proceed....
  - It’s OK if student is not sure or not able to answer
    - Engages student
    - Promotes critical thinking skills
Take Time With the Students
Help them to learn the answers to make the right decision
Critical Thinking Situations

Technology
- Equipment malfunction
- Alarms activated
- Equipment not set-up or not available in an emergency
Critical Thinking Situations

Patients
- Rare diseases
- Cardiac/Respiratory arrest
- Unexpected response to therapy

Fortunately for Sparky, Zeke knew the famous “Rex maneuver.”
Critical Thinking Situations

- Other clinicians
  - Problem with orders
  - Questions from other staff
  - Asking questions
  - Making suggestions
  - Prioritizing tasks
Adult Learners

- Diverse
  - Age, culture, life experiences
- Learning Styles
  - Visual
  - Auditory
  - Kinesthetic
- Improved retention of knowledge
  - See it, Hear it, Do it
Classroom → Lab → Clinic
What Students Want From Preceptors

- Preceptor to stay with them
- Let them do the work
- Ask critical thinking questions
- To be challenged
Student Pet Peeves About Their Preceptors

- Don’t provide feedback
- Give feedback, but no follow-up
- All negative and no positive
- Evaluation doesn’t match student performance
- No review of evaluation
- Student thinks they are doing good, but evaluation is poor
Providing Immediate Feedback

• After an observed performance with a patient interaction:
  o Give a “sandwich”
  o Positive, negative, positive
  o + What did they do right
  o - What was not right, how can it be better
  o + Their overall performance
Proctor Evaluations

- To evaluate
  - To identify strengths and weakness in our clinical preceptors
  - To provide opportunities to improve clinical experience for proctors as well as students
  - To provide feedback for clinical affiliates

MSU Texas

Gunn College of Health Sciences and Human Services
Respiratory Care Program
Clinical Proctor Rating Scale

Name of Proctor: ____________________________
Facility: __________________________________
Date: _____________________________________

Students: Please be honest in reacting to the following statements. Check the appropriate response.

<table>
<thead>
<tr>
<th>Teaching Abilities</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>a. Knowledgeable</td>
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<tr>
<td>b. Organized</td>
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<td>c. Clear</td>
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<td>d. Challenging</td>
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<tr>
<td>e. Interesting</td>
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<td>f. Appropriate Expectations</td>
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<td>g. Sensitivity</td>
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<td>h. Availability</td>
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<tr>
<td>i. Enthusiastic</td>
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<td>j. Fair</td>
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</tbody>
</table>

COMMENTS:__________________________________________
__________________________________________

STUDENT SIGNATURE (OPTIONAL): ________________________
What is Inter-Rater Reliability (IRR)

• The extent to which 2 or more raters agree.
• Dependent upon the raters to be consistent in their evaluation of behaviors or skills.
• Unbiased measurement of student competency.
• Addresses the consistency of the implementation of evaluation systems being utilized
• Imposes some level of objectivity
• Increases “confidence” that preceptors are following the guidelines in a like matter.

Kathy Rye, EdD, CoARC Commissioner, Webinar
Reality of Using Multiple Evaluators

- Differences in education, experience, and values
- Varied levels of knowledge and experience with student evaluation;
- No leverage to force adherence to guidelines

- Inter-Rater Reliability assesses the consistency of how rating system is used if all students are not being evaluated by the same instructor

Kathy Rye, EdD CoARC Commissioner, Webinar
Did the student perform the procedure well enough to not need direct supervision?

- Yes = Satisfactory
- No ➔ Why?
  - Minor Unsatisfactory (little details)
  - Major Unsatisfactory (BIG details)

We all have to agree on “Good Enough” and agree on the occurrence/nonoccurrence of key behaviors—this agreement ensures that evaluation of desirable behaviors remain consistent.

Kathy Rye, EdD, CoARC Commissioner, Webinar
Syllabus

- Course description
- Instructor information
- Attendance/tardiness, missed clinic days, weather
  - Clinic Policies and Procedures
  - Student Handbook
Syllabus

- Competencies to be completed
- Task analysis
- Care plans
- Case studies
- Evaluation
- Grades
Competencies

- Ensuring inter-rater reliability:
  - Tools
  - Documentation
  - Identifying discrepancies

- Examples:
  - Hand washing
  - Pediatric MDI
Competencies – Clinic Practicum I

- Hand washing
- Isolation Procedures
- Vital Signs
- Oxygen Therapy (Use of at least one oxygen delivery device)
- Aerosol and Humidity Therapy (Use of at least one device)
- Aerosol Drug Administration (metered dose inhalers, dry powder inhalers and small volume nebulizer)
- Incentive Spirometry
- Intermittent Positive Pressure Breathing (or EZ-Pap)*
- Chest Physiotherapy
- Mucous Clearance Adjuncts
- CPR (completed during Summer II, copy of card uploaded to Castlebranch)
Competencies – Clinical Practicum II

- Endotracheal/In-line Suctioning
- Intubation
- Extubation
- Nasotracheal Suctioning
- In-line SVN/MDI
- Tracheostomy Care
- Securing Endotracheal Tube/Cuff Management
- Set-up Mechanical Ventilation

- Routine Ventilator Check
- Weaning
- Noninvasive ventilator setup
- Noninvasive ventilator check
- Spontaneous Breathing Trial
- Manual ventilation during transport
- ABG sampling
- Arterial Line Sampling
Skills/Observations – Clinical Practicum III

- Nasal Cannula
- Pulse Oximetry
- Small Volume Nebulizers
- MDI
- CPT
- ET Tube
- Bulb Suction
- T-Piece Ventilation
- Bag/Mask Ventilation
- Infant CPR
- Nasal CPAP Set-up
- Ventilator Setup
- Routine Ventilator Check
- Ventilator Parameter Change
- Capillary Blood Gas
Skills/Observations - Clinical Practicum IV and V

A minimum of 12 listed competencies should be completed as part of Clinical Practicum IV and V:

- Observe/perform Pulmonary Function Testing (spirometry-clinic and/or bedside, peak flow, diffusion, plethysmography)
- Perform Hemodynamic Monitoring
- Perform Arterial Line Sampling
- Perform Pulmonary Artery Pressure Measurement
- Perform Thermodilution Cardiac Output Measurement
- Perform Bronchoscopy Assisting *
- Perform Electrocardiography
- Observe Metabolic Assessment *
- Observe Stress Testing *
- Observe Lung Scan *
- Observe CAT Scan
- Observe MRI
- Observe Cardiac Catheterization
- Observe Echocardiography
- Observe and/or perform Hyperbaric Oxygen Therapy
Care Plans

- Students rotating through the ICU, CVICU, CCU and NICU settings will be required to complete a minimum of one care plan per day.
- Care plans provide for an individualized assessment of the patient as well as development of critical thinking skills.
Care Plan Example

Date: 2/12/09
Location: SJMC

Patient data:
Subjective: (Hx) Pt is a 34 y/o post MVA w/head injury (2/2/09) status 9 days on vent, ARDS, CT right side, sepsis.

Currently sedated on ventilator.

Objective:
Initial Impression: No apparent distress, resting quietly on ventilator

Vital Signs:
HR: 112
RR: 26
BP: 107/38
Temp: 99
Sat: 99%

HEENT
Head: ICP line
Eyes: PERRLA
Ears: clear
Nose: not done
Throat: not done

Neck: no masses, trachea midline

Thorax: Chest tube on right no drainage
Heart (palp): regular
Lungs: diminished, scattered crackles
Abdomen: soft and flat

Extremities: no edema, multiple abrasions healing
CXR: pneumothorax resolved, CT in place, bilateral infiltrates, heart normal size

Medications: Xopenex 1.25 and Atrovent Q6

Assessment:
Currently stable on vent. Pneumo resolved

Plan:
Wean O2 cautiously keep sats >92%. Remove CT if critical care team agrees

Expected length of Plan:
24 hours, re-evaluate tomorrow

Problems and planned interventions:

**Mechanical ventilation:**
- Barotrauma
- Accidental Disconnect
- Vent. Associated Pneumonia
- Airway trauma
- Weaning O2
- Chest tube (removal)
- Repeat pneumo
- Site infection

Keep peak pressures low, PIPs <30
Set alarms appropriately
Sterile technique all procedures, oral care, HOB 30 degrees
Careful suction technique
Check sats and vitals
CXR daily, check breath sounds Q1, low ventilating pressures
Dressing change Q shift

**Bronchodilators:**
Reaction (increased BP, HR)
Check vital pre/pept Tx

Outcomes:
- Oxygen weaned to safe level over the next 48 hours (<60%)
- Chest tube removed and breath sounds normal, ventilating pressures low
- Patient continues to improve
Task Analysis and Case Study

• **Task Analysis:**
  - Each student must complete a task analysis on 3 procedures commonly performed as part of Clinical Practicum I. Includes:
    - Indications/contraindications
    - Hazards
    - Outcomes
    - Monitoring
    - Steps to performance

• **Case Study:**
  - Each student will turn in a case study as part of Clinical Practicum I, II (as a team) and IV
  - Allow time to work on case study during clinical
  - It may be necessary for student to take additional time to complete
  - Students present Case Studies to our Medical Director at the conclusion of the practicum
Case Study Format

- **Patient data**
  - A. Name, initials only
  - B. Age  
  - C. Sex

- **Admitting data**
  - Admitting chief complaint
  - Pertinent hx-medical, social, occupational
  - Current working diagnosis

- **Present chest examination**
  - Observations of setting and general appearance
  - Inspection, auscultation, percussion and palpitation
  - Radiologic

- **Vital Signs**
  - HR/Rhythm
  - Ventilatory status
  - BP and Temperature

- **Present lines and tubes**

- **Clinical lab data**
  - RBC, Hgb, Hematocrit, WBC, ABG
  - Platelets, clotting studies
  - Electrolytes, sputum culture & sensitivity
  - BUN, Creatinine, Glucose, Urinalysis

- **Pertinent medications**
  - Respiratory
  - Cardiovascular
  - Antibiotic
  - Other - Analgesics, Antacids, Anticoagulants, Antihistamines, Decongestants, Anti-inflammatory, Antipyretics, Diuretics, Narcotics
Case Study Format (con’t)

- Evaluation of major organ systems other than drugs
  - Heart, neurological, liver, kidneys, GI
- Major diagnostic procedures and results
- Rationale for initial treatment
- Major complications since admission
- Rationale for current treatment
- Rationale for current respiratory care
- Reasonable short term plan for the patient
- Narrative summary of the important aspects of the patient’s illness
Trajecsys


- Each student has access

- Required:
  - Clock In/Out
  - Daily logs
  - Competencies (optional)
  - We will expand this next year, fingers crossed 😊

- We plan for a re-introduction and education as staffing stabilizes. Hopefully this year!
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