Spring 2025 BS Cardiopulmonary updates:

1. The school is looking to change our accreditation from SACSCOC to HLC. Governor DeSantis has made an edict that we cannot keep the same accreditation body forever. We will have a site visit from them sometime in the spring semester. More to come on this, watch your FSW email.
2. Spring assignments:

RET 4050 Heather

HSA 3430 Ray

RET 4536 Heather

RET 4933 Heather

HSC 4159 Ray

1. Lena, Director AS CVT has resigned. I have been asked to cover the position until a replacement has been found. If you know of anyone looking for a change, send them my way. She is relocating back to Georgia.
2. Halley, the clinical coordinator CVT, is also resigning, but her leaving will not happen until the end of the spring semester. She is moving to Ocala area. Halley will stay on as adjunct and help out in any way she can. Again, if you know someone….
3. **PLO** outcomes and assessments:

**PLO1:** Effectively communicate disease prevention, education and management in a variety of settings. o demonstrate competency in this Program Learning Outcome, the students will complete the final project in RET 4524 (Education in the Community and Acute Care Environments) with 85% pass rates.  This was a fall 2024 course.

Assignment: Objective: Demonstrate your ability to use your current knowledge to educate a patient, a coworker or a health professions student on how to perform a specific task or skill. This will be accomplished by creating a presentation or brochure that can be taught in a short 30-45 minute lesson. This project will be created in parts and then compiled at the end into a final presentation. The parts are as follows:

Part 1: Identifying your topic and audience(patient, staff, or student)

Part 2: Writing objectives for your lesson

Part 3: Identifying instructional methods

Part 4: Creating an assessment of learning

Part 5: Developing the lesson

Part 6: Final project presentation and reflection

Results: 12 students enrolled and successfully completed RET 4524.  The final projects were all completed with outstanding results.   All 12 received A's for their efforts.

**PLO2:** Apply effective leadership, management, and problem-solving strategies in a variety of settings. To demonstrate competency in this Program Learning Outcome, the students will participate in a case study in HSA4184 (Leadership and Management) with 85% pass rates. This was a summer 24 course.

Assignment: No matter the job or the profession, there will always be coworkers who may not get along. It does not mean they are bad employees and should be fired, but if these employees cannot get along, it affects the morale of the department and can lead to a high turnover rate. To help understand how to handle this type of situation read the case study (Why Can't They Just Get Along?) on page 305 in the textbook. After reading the case study, describe in detail how you would advise Ann (supervisor) to proceed in addressing the problem presented by the apparently incompatible employees. This paper should be 2 to 3 pages in length (not including title or reference page).

Results: 17 students were enrolled in the course.  4 did not turn in the assignment.  The other 13 received scores of 95% or higher.   76% of the enrolled students passed the assignment.

**PLO3**: Display and exemplify professional and ethical conduct. To demonstrate competency in this Program Learning Outcome, the students will complete the final project in RET 4652 (Medical Ethics) with 85% pass rates. This was in Fall 2024

Assignment:

1.  For your final assignment, there are six case studies.

2.  You need to choose **two** of those six for your last assignment.

3.  Your last assignment is a formal essay comprised of **two** parts (critical thinking research essays). Please submit one paper with two chapters, one for each case. Please each case number as the chapter title. [Example: Chapter 1 Case 3, Chapter 2 Case 6]

4.  For each of the two cases you choose, you will need to do the following:

  a) analyze the ethical situation and answer the questions for each case separately

  b) formulate & support a **minimum of two judgments** of what could to be done for each case

  c) critically evaluate each of these alternative views

5. You must support each judgment with relevant resources - use citations and have a bibliography for each essay.

6. As a conclusion, decide on which of your recommendations you agree with and why.

7. Handle each case separately.

Results: 11 students were enrolled and all successfully completed the project.   2 of the 11, did not receive a score higher than 85%.  Their scores were 82 and 84%.

**PLO4:** Demonstrate the leadership skills required to help other caregivers perform to the best of their ability and to improve patient outcomes. HSA 4184: Through a structured discussion board focused on a scenario involving two team members who are not getting along, students will analyze the impact of such dynamics on team performance and patient outcomes. They will apply conflict resolution strategies, effective communication techniques, and motivational approaches to foster collaboration and enhance team cohesion.   85% of the enrolled students will pass this assignment. This course was offered in the summer, 2024.

Assignment:  Instead of bothering to dispense praise whenever an employee does something deserving of it, why not save up all instances to convey in an outstanding performance review? Explain your answer.

Results: 17 students were enrolled in the course. 16 of the 17 students participated in the discussion. All that completed the assignment received 100%.

**PLO5:** Apply evidence-based principles and sound clinical decision-making and critical thinking in the management of patient care, monitoring/diagnostics, and disease management.

Students will assess a case study using patient data, formulate appropriate interventions, and adapt care plans based on individual patient needs and responses. This outcome ensures that graduates can effectively utilize clinical guidelines and evidence to enhance patient outcomes, make informed choices in complex situations, and advocate for the highest standards of care in cardiopulmonary practice.  Attached is a brief overview of the assignment from RET4445 (Advanced Diagnostics and Interventions).  85% students enrolled will pass this assignment.  Fall 2024

Assignment: The case study must be a Power Point file and the font must be large enough to be read easily. The case study needs to be an in depth study. Follow the rubric below and make sure you have each section covered and you will do well on the case study.

Learning Outcome 1 – Analyze and evaluate the clinical efficacy, technical aspects, results and treatment options of the invasive cardiopulmonary diagnostic procedures listed above.

Learning Outcome 2 – Analyze and evaluate the risks, benefits and options of the invasive cardiopulmonary diagnostic procedures listed above.

Learning Outcome 3 – Analyze and evaluate the clinical efficacy, technical aspects, results and treatment options of the non-invasive cardiopulmonary diagnostic procedures listed above.

Learning Outcome 4 – Analyze and evaluate the risks, benefits and options of the non-invasive cardiopulmonary diagnostic procedures listed above.

Learning Outcome 6 – Identify appropriate diagnostic studies based on a specific patient scenario.

Results: 5 students were enrolled and completed the course.   All 5 completed the case study assignment and received excellent scores.

**PLO6**: Effectively manage and develop care plans and protocols across the spectrum of care. Students will demonstrate the ability to effectively manage and develop comprehensive care plans and protocols through the analysis of case studies. By working with real-world scenarios, students will assess patient needs to create tailored care plans that address the full spectrum of cardiopulmonary conditions. 85% of the enrolled students will successfully complete the final project for RET4536 (Cardiopulmonary Rehab).  Spring 25

Assignment: After reviewing each case, interpret the clinical and exercise findings by analyzing the patient's respiratory function (Table 1), cardiac function, and exercise testing data (Table 2, Figure 1, and Table 3). Use the flowcarts provided below to assist in the interpretation of the exercise testing data. Make conclusions based on your interpretation. Then design an exercise prescription for that patient including: mode, frequency, duration, intensity, precautions, and progression.

Results: still assessing