

## SPECIFIC GUIDELINES For ADVANCED PULMONARY ASSESSMENT PROJECT

The baccalaureate-prepared registry-eligible respiratory therapist should have consummate assessment skills. The Advanced Pulmonary Assessment project (must be a project, directed reading will not satisfy the objectives) shall be physician-intensive. The emphasis of this project shall be to develop enhanced skills and understanding of the diagnostic processes involved in assessing, evaluating, and treating pulmonary diseases.

There are several pathways which the student may utilize to meet this broad objective. Examples might include:

- 1) Interviewing several different physician specialists with respect to the methods used to evaluate patients and assess the effectiveness of the therapeutic plan. These specialists include:

Pulmonologist	Intensivist	Radiologist	Neonatologist	Cardiologist
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A project configured around this process would include actual physician observation and/or observation of various diagnostic procedures.

- 2) Observe/assist physician (s) with patient assessments, with particular emphasis on the evaluation of the pulmonary system and the development of a patient-care plan. This could be accomplished with ER physicians, family practitioners, pediatricians, internal medicine/pulmonologists etc..
- 3) Identifying a number of advanced assessment procedures and making arrangements to observe:

Ventilation Perfusion Scan	Thoracentesis	Thoracic Translumination
Angiogram/Angioplasty	EPS (Electrophysiologic Study)	Pacemaker Insertion
Cardiac Biopsy	AICD ( Automated Indwelling Cardiac Defibrillator)	

If a student proposes a contract with this diagnostic emphasis, direct physician interaction must be documented and some hours/patient observations may still be required to satisfy the goals and objectives of the advanced patient assessment project.

These are representative of a limited number of project options. The list is not exhaustive and the student should use it only as a guideline to begin developing his or her own personal learning experience. Students are encouraged to design this project to best meet their individual learning goals; many projects combine aspects of all three suggestions above.

The Advanced Pulmonary Assessment project must be at least one credit hour; therefore, the proposed activities should satisfy at least 35 clock-hours, the project **MUST BE PHYSICIAN-INTENSIVE** (you must actually spend time with physicians and patients!!), and a paper will be required. This project could be described in terms of hours or patient assessments, such as "35 hours spent with physicians [10 family practice, 10 pediatrician, and 15 pulmonologist] or 35 patient assessments."