

Respiratory Therapy Program

Assignment:
Total Points:

RT 30A Intubation and Extubation
100

Criteria	Weight	100%	85%	70%	50%	25%
		Exceptional	Proficient	Skilled	Developing	Beginning
Gathers and checks all necessary equipment to effectively and safely intubate the adult manikin	20%	20	17	14	10	5
		Gathers all 12 items needed: O2, Manual Resuscitator, mask, Laryngoscope and blades, Airways, syringe, ET Tubes (multiple sizes), stylet, Lubricant, tape, suction supplies.	Gathers 10-11 items	Gathers 7-9 items	Gathers 4-6 items.	Gathers 1-3 items
Successfully intubates adult manikin.	20%	20	17	14	10	5
		Pre oxygenates patients, correct use of laryngoscope, is able to intubate within 30 seconds, gives ventilation post intubation, stabilizes and auscultates for tube placement	Performs 4 out of 5 steps (Must be able to intubate within 30 seconds with no exceptions)	Performs 3 out of 5 steps (Must be able to intubate within 30 seconds with no exceptions)	Performs 2 out of 5 steps (Must be able to intubate within 30 seconds with no exceptions)	Is not able to successfully intubate manikin
Performs appropriate tasks post intubation	20%	20	17	14	10	5
		Secures tube, continues to ventilate, orders chest X Ray, can verbalize other placement verification techniques such as CO2 detector, chest rise, etc.	Performs 3 out of 4 with minor areas of improvement	Performs 3 out of 4.	Performs 2 out of 4	Performs 1 out of 4
IS able to effectively and safely extubate the adult manikin	20%	20	17	14	10	5
		Is able to verify equipment needed: syringe, O2, suction, PPE, re- intubation equipment; explains to pt and put in semi-fowlers; deflates cuff; has patient cough and withdraws tube.	Performs 3 out of 4 with minor areas of improvement	Performs 3 out of 4.	Performs 2 out of 4	Performs 1 out of 4
Performs appropriate tasks post extubation	20%	20	17	14	10	5
		Places patient on O2, assesses patient for post extubation difficulties, monitors vital signs, cleans up area and can verbalize appropriate treatments for stridor.	Performs 4 out of 5	Performs 3 out of 5	Performs 2 out of 5	Performs 1 out of 5
		Level 5	Level 4	Level 3	Level 2	Level 1
Overall	100%	100	85	70	50	0
		or more	or more	or more	or more	or more

Assignment:
Total Points:

RT 30A Midterm
100

Criteria	Weight	100%	85%	70%	50%	25%
		Exceptional	Proficient	Skilled	Developing	Beginning
Is able to hook up ventilator and perform calibration	20%	20	17	14	10	5
		Hooks up ventilator completely and is able to perform calibration for their assigned ventilator.	Hooks up ventilator completely and is able to perform calibration for their assigned ventilator with minor or couple errors.	Is able to complete tasks but needed instructor prompting to finish.	Is able to complete tasks with only the instructors assistance and guidance	Is not able to complete this task
Is able to set all settings correctly	20%	20	17	14	10	5
		Sets all settings correctly	Sets one parameter incorrectly	Sets two parameters incorrectly	Sets three parameters incorrectly	Sets four or more parameters incorrectly
Sets appropriate alarms for setting: High/low PIP: + 10 above and below High/Low V _{et} : 2.0	20%	20	17	14	10	5
		Sets all settings correctly	Sets one parameter incorrectly	Sets two parameters incorrectly	Sets three parameters incorrectly	Sets four or more parameters incorrectly
Is able to make given changes to ventilator	15%	15	12.75	10.5	7.5	3.75
		Is able to set all new settings correctly	Is able to set all but one of the new settings correctly	Is able to set all but two of the new settings correctly	Is able to set all but three of the new settings correctly	Cannot set four or more of the new settings correctly
Completes ventilator check sheet	10%	10	8.5	7	5	2.5
		Is able to complete entire vent check in allotted time	Is able to complete 85% of vent check in allotted time	Is able to complete 70% of vent check in allotted time	Is able to complete 50% of vent check in allotted time	Is able to complete 25% or less of vent check in allotted time
Makes appropriate recommendations for given scenario	15%	15	12.75	10.5	7.5	3.75
		Is able to make appropriate recommendations/changes.	Is able to make appropriate recommendations/changes with minor or couple errors.	Can only verbalize part of the correct recommendation/or needed instructor prompting	Can only verbalize a small part of the correct recommendation/or needed instructor prompting	Is not able to verbalize appropriate changes/recommendations
		Level 5	Level 4	Level 3	Level 2	Level 1
Overall	100%	100	85	70	50	0
		or more	or more	or more	or more	or more

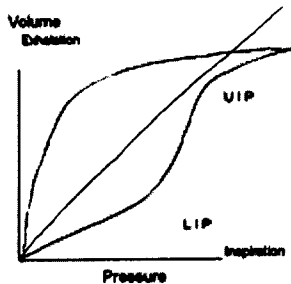
Assignment: RT 30A Final
 Total Points: 100

Criteria	Weight	100%	85%	70%	50%	25%
		Exceptional	Proficient	Skilled	Developing	Beginning
Sets appropriate settings on ventilator for given disease state	20%	20	17	14	10	5
		Sets all 5 settings appropriately	Is able to set 4 out of 5 settings appropriately	Is able to set 3 out of 5 settings appropriately	Is able to set 2 out of 5 settings appropriately	Is able to set at least 1 out of 5 settings appropriately
Sets appropriate alarms for settings: High/low PIP: +10 above/-5 to -10 below High/low Vt: 2 L	20%	20	17	14	10	5
		Sets all 7 alarm parameters appropriately	Is able to set 6 alarm parameters appropriately	Is able to set 5 alarm parameters appropriately	Is able to set 3-4 alarm parameters appropriately	Is able to set 1-2 alarm parameters appropriately
Completes ventilator check sheet	20%	20	17	14	10	5
		Is able to complete entire vent check in allotted time	Is able to complete 85% of vent check in allotted time	Is able to complete 70% of vent check in allotted time	Is able to complete 50% of vent check in allotted time	Is able to complete 25% or less of vent check in allotted time
Makes appropriate recommendations 1st scenario given	20%	20	17	14	10	5
		Is able to make appropriate recommendations/changes.	Is able to make appropriate recommendations/changes with minor or couple errors.	Can only verbalize part of the correct recommendation/or needed instructor prompting	Can only verbalize a small part of the correct recommendation/or needed instructor prompting	Is not able to verbalize appropriate changes/recommendations
Makes appropriate recommendations scenario given	20%	20	17	14	10	5
		Is able to make appropriate recommendations/changes.	Is able to make appropriate recommendations/changes with minor or couple errors.	Can only verbalize part of the correct recommendation/or needed instructor prompting	Can only verbalize a small part of the correct recommendation/or needed instructor prompting	Is not able to verbalize appropriate changes/recommendations
		Level 5	Level 4	Level 3	Level 2	Level 1
Overall	100%	100	85	70	50	0
		or more	or more	or more	or more	or more

Servo

A 16 year old, 5'2" female presents to the ER with an acute exacerbation of asthma. The patient's ABG's on 3lpm are as follows: pH 7.20, PaCO₂ 75, PaO₂ is 55. The patient's respiratory rate is 35 BPM and labored despite continuous nebulizer treatments and IV solumedrol. You are asked to intubate and recommend initial vent settings. Please set your ventilator settings, alarms and do a vent check.

You notice the following on your ventilator graphics. What is wrong, if anything? What changes needs to be made, if any?



- Pressure - Volume LOOP
- Pts lungs are over distended
- TOO MUCH VOLUME
- TX
 - ↓ Vt in VC
 - ↓ P in PC

After 20 minutes, you draw an ABG with the following results: pH- 7.35, PaCO₂-45, PaO₂- 54, HCO₃-24, SaO₂-88%. What changes, if any would you recommend.

pH 7.35 -
 PaCO₂ 45 -
 PaO₂ 54
 HCO₃ 24
 SaO₂ 88%

keep rate at 90% & ↓ FiO₂ to 20%
 ↑ PEEP

$$(62 - 60) \times 2.3 + 45 = 49.6$$












Range 198.4 - 297.6
 Vt 250

Asthma
 AC/PC
 Vt 4-6
 RR 8-10
 FiO₂ 100%
 PEEP 5

Ventilator Flow Sheet

Date				
Time				
Ventilator ID				
ETT Size				
ETT Depth				
ETT Location (Left/Mid/Right)				
ETT Cuff Pressure				
Respiratory Parameters				
Mode	Pressure control			
RR	8			
VT	cont rol			
PC	15			
PS	/			
TI	1.25			
Flow	/			
Rise time	5			
PEEP	5			
FIO2	100			
I:E	1:5.0			
Trigger Sensitivity	-5			
Measured Parameters				
PIP	37			
Pplat	36			
MAP	10			
PEEP	5			
RR	9			
Spont RR	/			
Vte	284			
Spont Vt	/			
Minute Ventilation	4.0			
Lung Compliance	9			
Raw	1			
Patient Assessment				
HR	/			
SpO2				
Breath Sounds				
HOB >= 30°				
Oral Care				
Ambu Bag/Mask				
Alarms				
Apnea	/			
RR High	18			
RR Low	6			
Vt High	/			
Vt Low	/			
MV High	5.0			
MV Low	2.0			
High Pressure	16			
Low Pressure	/			
High PEEP	7			
Low PEEP	3			

Business Administration Program

Criteria	Exceptional	Skilled	Proficient	Developing	Beginning	No Demonstration	Score and Feedback
Five management functions defined	<input checked="" type="radio"/> 5.01 points Full definition provided for all five functions	<input type="radio"/> 4.509 points Full definition provided for four functions	<input type="radio"/> 4.008 points Full definition provided for three functions	<input type="radio"/> 3.2565 points Full definition provided for two functions	<input type="radio"/> 2.004 points Full definition provided for one or fewer functions	<input type="radio"/> 0 points No student submission	5.01 points  
One example for each function provided	<input checked="" type="radio"/> 9.9 points All five examples were sound and showed understanding of the function	<input type="radio"/> 8.91 points Four examples were sound and showed understanding of the function	<input type="radio"/> 7.92 points Three examples were sound and showed understanding of the function	<input type="radio"/> 6.435 points Two examples were sound and showed understanding of the function	<input type="radio"/> 3.96 points One example was sound and showed understanding of the function	<input type="radio"/> 0 points No student submission	9.9 points  
Three roles described	<input type="radio"/> 5.01 points Thorough definitions of all three roles provided	<input checked="" type="radio"/> 4.509 points All three roles described, some details excluded	<input type="radio"/> 4.008 points Two roles described or descriptions incomplete	<input type="radio"/> 3.2565 points One role described or descriptions incomplete	<input type="radio"/> 2.004 points Descriptions not sufficient to show learning	<input type="radio"/> 0 points No student submission	4.509 points  
One example for each role provided	<input type="radio"/> 9.9 points Three examples provided, All three examples were sound and showed understanding of the role	<input checked="" type="radio"/> 8.91 points Three examples provided, Two examples were sound and showed understanding of the role	<input type="radio"/> 7.92 points Three examples provided, One example was sound and showed understanding of the role	<input type="radio"/> 6.435 points Only two examples provided, neither showed understanding of the role	<input type="radio"/> 3.96 points Only one example provided, but did not show understanding of the role	<input type="radio"/> 0 points No student submission	8.91 points  
Mechanics (spelling, grammar, punctuation, citations)	<input type="radio"/> 0.18 points Zero or a few insignificant errors in spelling, grammar, punctuation, citations	<input type="radio"/> 0.162 points Few noticeable errors in spelling, grammar, punctuation, citations	<input checked="" type="radio"/> 0.114 points Some noticeable errors in spelling, grammar, punctuation, citations	<input type="radio"/> 0.117 points Several noticeable errors in spelling, grammar, punctuation, citations	<input type="radio"/> 0.072 points Errors in spelling, grammar, punctuation, citations interfered with ability to clearly express ideas	<input type="radio"/> 0 points No student submission	0.114 points  
Overall Score	Exceptional 30 or more	Skilled 27 or more	Proficient 24 or more	Developing 19.5 or more	Beginning 12 or more	No Demonstration 0 or more	Score and Feedback
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28.443 points 

Topaz Jones

BUS131

October 8, 2018

Mr. Warman

Effective Management

1. Five Management Functions

- a. Planning – Selecting and deciding how to achieve future courses of action for the organization as a whole and for each of its subunits (pg 12)

As the Sales Division Manager I would plan and outline things to do and who the task are for to avoid confusion as well as to manage our time wisely.

- b. Organizing – Deciding the activities needed to reach objectives, dividing human resources into work groups, and assigning each group to a manager with the authority to carry out the activities. (pg 12)

I would gather everyone and group them with the right manager, example, if I have a manager who their strong suit is marketing I would gather those who are also strong in that area.

- c. Staffing – Recruiting, selecting, training, and developing, promoting, paying and rewarding, and laying off and terminating people who do the organization's work. (pg. 12)

I would only hire on those needed. Select the ones that are best suited for the positions as well as train those who already are part of the company and promote within before hiring new recruits for certain positions. I would also lay off those who are not meeting the company's standards.

- d. Leading – Directing, guiding, and supervising subordinates in the performance of their duties and responsibilities. (pg 12)

I would guide and direct the managers of each group and let them know what is expected of each group. I would supervise each group, but not micromanage, just enough to see how they work as a groups and if there needs to be any changes or improvements.

- e. Controlling – Comparing actual performance with planned performance, and taking corrective action, if needed, to ensure that objectives are achieved.

After supervising and overseeing what has gone right or wrong I would sit with the managers give them feedback and ask for improvements and for them to retrain the employees if there was anything wrong. If I saw everything go smoothly and no improvements are needed then I would ask to reward accordingly.

2. Three Leading roles

- a. Interpersonal Roles – Figurehead; representing the unit as its symbolic head. Leader; helping personnel reach organizational and personal goals. Liaison; maintaining relationships between the unit and outsiders.

I would have the leader role because as the book states I will be motivating, encouraging, supporting associates, providing feedback about performance, and building morale.

- b. Informational Roles – Monitor; seeking out useful information that is especially relevant for the unit/ organization. Disseminator; providing relevant information

to appropriate organization members. Spokesperson; representing employees to supervisors and vice versa; representing the unit to others.

In this section I would be the monitor since I will be attending professional meetings and learning about forthcoming changes.

- c. Decision-Making Roles – Entrepreneur; tackling problems; seeking changes to improve unit. Disturbance handler; responding to crises/problems that arise. Resource allocator; allocating the unit's resources. Negotiator; negotiating differences with employees, managers, and outsiders.

In this part I would be the entrepreneur and disturbance handler. I would be introducing new methods and new improvements as well as taking risks. I will also be handling any resistance to change that the employees might not like.













English 121 Example

Assess Rubrics

Choose scoring rubric: Narrative Rubric ▾

Narrative Rubric

Graded By Tamara Earnhardt

Criteria	Superior 20 points	Good 17 points	Developing 14 points	Needs additional development 12 points	Does not meet requirements 10 points	Score and Feedback
Organization	<input type="radio"/> Focuses on and highlights one event using multiple paragraphs. Develops elements of character, setting, POV, climax, and resolution to enhance significance. Story includes plot structure (expository info, rising action, climax, falling actions, and resolut	<input checked="" type="radio"/> Single event is framed within multiple paragraphs. Maintains consistent character, setting, POV, and includes relevant climax, and resolution. Story includes most plot structure elements (expository info, rising action, climax, falling actions, and resolut	<input type="radio"/> Use paragraphs that indicate a plan to showcase one event. Sets the story in on clear location and tells it from an appropriate POV. Story may be missing one or partially missing an element in the plot structure.	<input type="radio"/> Narrative may include events that may not be related to or support the theme. Needs additional development in setting, characters, POV, climax, and/or resolution. May be missing important elements of plot structure.	<input type="radio"/> Does not focus on a specific event. Many elements of story are missing (characterization, setting, POV, climax, and resolution). Theme or significance is either missing or needs elaboration.	17 points  
Descriptive Writing	<input checked="" type="radio"/> Describe relevant sensory details in such a way that insight into character and theme is revealed. Incorporate powerful language and style that adds impact to the story	<input type="radio"/> Includes relevant sensory details. Use appropriate style and language sporadically.	<input type="radio"/> Mentions minimum (but some) sensory details. Appropriate and sophisticated language is minimal.	<input type="radio"/> Needs additional sensory details to help reveal theme. Needs additional development in powerful and sophisticated word choice to add impact to the story.	<input type="radio"/> Minimal sensory details. Writer needs to work on using appropriate and sophisticated word choice.	20 points  
Theme development	<input checked="" type="radio"/> Utilize evolving tone to develop the theme. Impress the reader with the significance of the event without overly stating its significance. Create a mood for the readers.	<input type="radio"/> Maintains a tone that is appropriate to the story. States the significance in the story, but in a profound way. Mood is established	<input type="radio"/> Tone may be difficult to determine or somewhat inconsistent with the story's content. Significance/theme is bluntly revealed.	<input type="radio"/> Attempts to establish a tone or mood, but needs additional development. Significance of the event is either obvious or indeterminable.	<input type="radio"/> No attempt at establishing a tone or a mood. Narrative is missing a theme/significance.	20 points  
Grammar and mechanics	<input type="radio"/> Avoids using any unnecessary passive voice sentence constructions such as "there is/there are". Capitalize, punctuate, and spell all things correctly. Structure all sentences correctly. Edit writing to reflect proper grammar and sophisticated wo	<input type="radio"/> Uses 1-3 passive voice sentence constructions. Capitalizes, punctuates, and spells nearly all things correctly. Structures all but a sentence or two correctly. Edits writing to reflect proper grammar and word usage nearly throughout.	<input checked="" type="radio"/> Includes some variety in sentence structure. Uses more than 3 passive voice constructions. Capitalizes, punctuates, and spells most correctly. Includes a few run-ons, fragments, and comma splices, but still demonstrates knowledge of sentence structure.	<input type="radio"/> Passive voice constructions may hinder meaning. Writer attempts variety in sentence structure, but many punctuation errors distract meaning. Many capitalizing, punctuating, and spelling errors. Fragments, run-ons, and comma splices persist. Awkward word c	<input type="radio"/> Passive voice construction and other errors (capitalization, punctuation, and spelling) make the narrative difficult to comprehend. Fragments, run-ons, and comma splices need revisions.	14 points  
APA Formatting	<input checked="" type="radio"/> Follows all APA guidelines	<input type="radio"/> Follows APA formatting guidelines 85% or more of the time	<input type="radio"/> Follows APA formatting guidelines 70% of the time or more.	<input type="radio"/> Follows APA formatting guidelines 60% of the time or more.	<input type="radio"/> No effort to follow APA formatting guidelines.	19 points   
Overall Score	Level 5 24 or more	Level 4 19 or more	Level 3 14 or more	Level 2 9 or more	Level 1 0 or more	Score and Feedback
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	90 points 

Transfer rubric feedback to general feedback for the assignment.

1,729 Miles

Andrea Bovenkerk

San Joaquin Valley College

1,729 Miles.

“It’s only 1,729 miles, that’s one thousand seven hundred and twenty-nine miles. Only 100 miles a little more than 17 times. We got this.” I remember saying this over and over again in my head. I tried keeping my mind on the miles ahead so it didn’t wander and think too much about leaving my family behind. I was 22 years old, a mother of two children and a wife to an amazing husband. I tried my best to look calm on the outside because on the inside I was freaking out. All I’ve ever known was my hometown, I’ve never been away longer than a couple weeks, yet here I am getting ready to move my entire life half way across the country. “What am I doing? Is this the right thing? What if I hate Kentucky?... But what if I absolutely love it?” So many ifs and what’s going on in my head but it was too late to turn back. We had already sold everything we owned, had the car packed, the good-byes said and the kids all loaded up. We were starting completely fresh, in a place I’ve never been and it terrified me. Looking back on the day we left California, I wish I could just tell myself to quit stressing and just enjoy all the new adventures about to happen because in the end, everything happens for a reason. Never would have thought I would be back in California a year later. Specially would have never guessed I would be missing Kentucky as much as I do. I just remember shutting the car door, starting the engine, and wiping a tear away as we began our journey on the long road ahead. At first, the ride was smooth. With the kids being 2 years and the other 5 months, I thought it was going to be one hell of a ride, literally. To my surprise, they were acting like angels. (Which they never do) We had our sights set on Albuquerque, New Mexico as our stop for the first night. It was 728 miles into the trip and we felt it was a great start in the journey. But of course, with kids, not everything (or anything for that matter) goes to plan. We were right outside the Arizona, New Mexico boarder, it was my shift as driver when we heard some weird but all too familiar

sounds coming from the backseat. My daughter had just puked all over herself and her car seat. There were no freeway exist next to me so I pulled over as quick as I could. My husband jumped out quick and I followed behind. We cleaned her and her seat up as best as we could with some baby wipes to hold off until the next truck stop. I felt so bad she got sick, but was thinking it might have been the junk she had been consuming all day. When we got to the truck stop, I took her into the bathroom to finish up the cleaning job while my husband finished cleaning the inside of the car. I bought her some water and crackers to hopefully settle her little stomach, because we still had over two hours till our stop of the night. We got back on the road, not even ten minutes on the highway and yet again, that sound came from the back seat. Poor baby threw up all the crackers from the truck stop. I realized that it wasn't from what she was eating, but she was getting carsick. We had to make a stop in Gallup, New Mexico to stay for the night to bathe her and air out our car. Falling a little behind schedule, but still trucking on, we headed out first thing in the morning. We had bought some Dramamine, gave it to her right as we took off and she didn't get sick for the rest of our trip. Our next destination was Oklahoma City, Oklahoma. The second day went great, nothing crazy happened, it was all smooth sailing. Day three, and final day of this trip, we had made it all the way to Bowling Green, Kentucky. Our new place of residence. By that time, I was just excited to finally get out of the car and stay out of the car. I loved seeing so much of our beautiful, but at the same time I just wanted to be home, our new home. As soon as we pulled up, all my worries and fears went away. I loved this state, it was gorgeous and the people were so friendly. (Southern hospitality is a real thing) We lived there for a year before having to come back to California unexpectedly. I plan to move back in a couple of years when we will be able to buy a house. Its safe to say when that time happens, we will be flying out there and shipping the car instead of driving all the way back.

