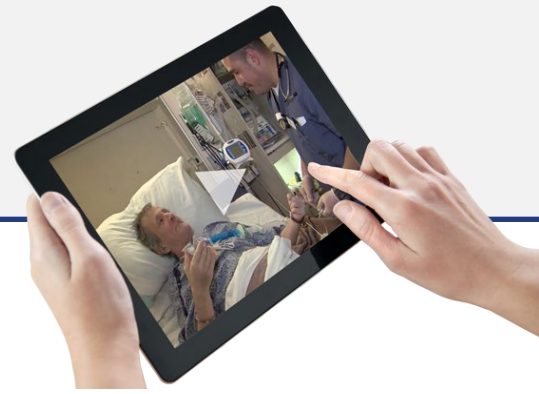


ICE *Lesson Plan*

RESPIRATORY ISSUES IN ACUTE CARE



This lesson plan is designed to supplement your lecture on treating the client with respiratory issues and/or collaborating with the respiratory therapist in acute care.



Learning Objectives

By the end of this activity, the successful student will be able to:

1. Verbalize the role of the respiratory therapist in acute care.
2. Distinguish between superficial and deep suctioning, including how it affects participation in therapy sessions.
3. Collaborate with the respiratory therapist in an acute care environment to improve the quality of care.
4. Plan a functional treatment for a client with a tracheostomy tube.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy (ACOTE) standards B.3.5, B.4.4, and B.4.24
- The Commission on Education for Physical Therapy Education (CAPTE) standards 7D7, 7D19, and 7D23

LEARNING ACTIVITIES



Watch

Assign this video for students to watch before, during, or after class: **“Ventilator Part 1: Breathing and Suctioning with Respiratory Therapy, Part 1.”** In this 3.5 minute video, the respiratory therapist performs a breathing treatment and suction through the ventilator. This 67-year-old patient is a resident of this skilled nursing facility and has a long standing history of COPD requiring the use of a ventilator.



Discuss

Stimulate small or large group discussions with questions, such as:

1. What do you like about this respiratory therapist’s demeanor and interactions with the client? Notice how he asks for permission and shares all of his findings.
2. What is the difference in superficial suctioning using a Yankauer suction catheter versus deep suctioning as shown here?
3. How does the client feel before, during, and after deep suctioning?
4. Who is allowed to perform deep suctioning with the client in addition to the respiratory therapist? What kinds of things can the clinician (OT or PT) to assist with clearing the airway?
5. Why should the clinician (OT or PT) consider stopping treatment to request deep suctioning from the respiratory therapist or nurse?

6. In what ways can the clinician (OT or PT) collaborate with the respiratory therapist to improve the quality of patient care? What questions could the clinician ask of the respiratory therapist prior to working with the client? What kind of information could the clinician provide to the respiratory therapist after working with the client?
7. How can the clinician communicate with the client who has a tracheostomy tube?
8. What is the difference in a tracheostomy tube and an endotracheal tube?
9. How has this client's COPD exacerbation affected his physical and mental health and occupational performance? How does he appear to be coping?
10. How can the clinician work with this client to improve functional independence? Can the client get out of bed when connected to a ventilator? What precautions should be taken?



Create an assignment

REFLECTION:

Have students complete a reflection paper or worksheet using the discussion questions provided. Consider including all three videos in this series related to working with the client on a ventilator (listed below). This would be great to use in a flipped classroom!

SIMULATION AND PRACTICE LABS:

Practice interacting with clients who are connected to a ventilator in a simulated setting. For example:

- Practice transfers and functional treatment activities that include complex environmental conditions, such as fake hospital lines and tubes.
- Practice managing interruptions in treatment sessions due to medical complications, such as the need to suction or take a break.
- Practice communicating with a client who cannot verbalize needs. Students can take turns being the simulated patient so as to experience what it feels like to have a communication impairment.

Video-record students and encourage self-reflection!



Watch more!

Search the ICE Video Library for additional videos on this topic.

Here are three examples:

- Medical Management: Introduction to ICU Equipment, Part 2
- Ventilator Part 2: Self Care at Edge of Bed
- Ventilator Part 3: Sit to Stand at Edge of Bed
- Assessment of Swallowing in Acute Care, Part 1

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