

# UT SOUTHWESTERN DEPARTMENT OF SURGERY

## TECHNICAL SKILLS COURSE OUTLINE

**Course Title:** Introduction to Mechanical Ventilation

**Course Director:** Name: Heidi Frankel, MD  
Specialty: Surgery

**Additional Course Faculty:** Name: Dean Holland  
Jackie Boynton  
SICU Fellows  
Specialty: Parkland Hospital Respiratory Care

**Participants:** Specialty: Surgery  
Level: PGY 1  
Number of participants for the entire course: 39

**Expected Attendance:** 39 participants divided in 1 of 3 sessions

# of Wednesday Morning Sessions Assigned to Each Trainee: 1  
Duration of Each Session (max 2 hrs): 2 hrs  
# of Trainees per session: 13

# of Other Assigned Sessions: will repeat in July, August, October  
Duration of Each Session: 2 hrs  
# of Trainees per session: 13  
When will these other sessions be held? \_\_\_\_\_

**Course Completion Verification** – Student must attend session and obtain a score of 70% on a multiple choice exam

**Self-study or Self-practice** (Is self-study or self-practice an expectation of this course?)

       No

  X   Yes (*specify*)

Pre-course slide presentation and article review located on computers in Skills Lab

**Training Location(s):** Respiratory Care Lab (or meet in SICU A for transport)

Equipment/Simulator(s): Drager Evita 4 Ventilator, Bear T-Bird AVS Ventilator, Michigan Lung Simulator

Other Resources (Textbooks, CD-ROMS, Videos, etc): CD ROM, Power Point Lecture

Educational Scope:

Skills – Ventilator manipulation

Cognitive - Critical thinking/Problem solving with patient-simulated ventilatory scenarios.

Judgment – Recognition of essential ventilatory management and intervention.

Recognition of surgical problems resulting in respiratory failure

Learning Objectives: Participants should learn essential components of ventilatory management and demonstrate the ability to make appropriate changes/interventions. In addition, residents should learn evidence-based guidelines for ventilator management.

Summary of Curriculum, Teaching Methods, and Resource Utilization Didactic and hands-on experience managing common ventilatory patient scenarios. Ventilator models provide immediate feedback regarding ventilatory interventions.

Methods for giving feedback to learners (Formative and Summative): Immediate response by ventilator and instructor.

Methods for Assessment of Learners: Immediate response by ventilator and instructor.

Methods for Course Evaluation: by Learners: Written Form  
By Faculty: Written Form