Spring 2-1-2024

AHRC 250.01: Respiratory Care Lab II

Paul J. Crockford
University of Montana, Missoula, paul.crockford@umontana.edu

Follow this and additional works at: https://scholarworks.umt.edu/syllabi2021-2025
Let us know how access to this document benefits you.

Recommended Citation
Crockford, Paul J., "AHRC 250.01: Respiratory Care Lab II" (2024). University of Montana Course Syllabi, 2021-2025. 2421.
https://scholarworks.umt.edu/syllabi2021-2025/2421

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
COURSE NUMBER AND TITLE: **AHRC 250 Respiratory Care Lab II**

DATE REVISED: Spring 2024  
SEMESTER CREDITS: 2

CONTACT HOURS: The lab will be conducted in 1 section Wednesday & Thursday, 1330 – 1620 hrs.

PREREQUISITE: AHRC 101, 129, 130, 131, 235, 150

FACULTY: Paul J. Crockford, MEd, RRT  
paul.crockford@umontana.edu  
243-7918 (office)  
Office: 316  
Office Hours: By Appointment

RELATIONSHIP TO PROGRAM:  
This course provides opportunities to apply cognitive skills gained in AHRC 231 to psychomotor skills through various laboratory activities and simulated hospital experiences.

COURSE DESCRIPTION: Application of AHRC 231, Respiratory Critical Care, to cognitive and psychomotor skills in preparation for critical care clinical rotations.

METHODS OF INSTRUCTION: Demonstrations & short lecture, cd tutorials, videos, and participation in structured laboratory activities.

STUDENT ASSESSMENT METHODS AND GRADING PROCEDURES:

**APPROXIMATE BREAKDOWN**  
Completed Lab Checkoffs- 30%  
Mid-term exam/practicum -35%  
Final lab exam/practicum -35%

**GRADING SCALE**  
Credit  
No Credit

Students must have a performed in a manner which results in receiving “Credit” in order to progress within the Respiratory Care program. Test questions will be based on unit objectives. Unit objectives are to be used as study guides.

PROFICIENCY EVALUATIONS: Evaluation is based upon the following:

1. Completion of several peer and laboratory instructor competency checks.  
2. Laboratory quizzes, presentations, and assigned homework.  
3. Midterm exam/practicum  
4. A final exam/practicum.

METHODS TO IMPROVE COURSE: Student evaluations and faculty assessment of course content.

ATTENDANCE: Class attendance is an integral part of this course. As the course is delivered in a 5-week block format, the missing of more than 5 days of class unexcused will result in an automatic reduction in grade by one letter grade. Therefore, it is crucial that you attend class or discuss your situation with the instructor. Exam dates will be announced. Only legitimate reasons for missing an announced exam will be accepted. Failure to appear for scheduled exams will result in 50% point deduction. Expect periodic unannounced quizzes. There is no make-up for missed quizzes.
SEE: TEST/QUIZ MAKEUP. It is the student’s responsibility to notify the instructor of illness/events that will prevent in-person attendance, so that other arrangements (i.e. ZOOM link) can be made. While in-person attendance is related to potentially better outcomes, the student should NOT attend class in-person if they are ill. This will reduce the possibility of further community spread of potentially infectious diseases.

OTHER POLICIES:

ACADEMIC INTEGRITY:
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by The University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/student-affairs/community-standards/Student%20Conduct%20Code%20-%208-24-18.pdf.

DISABILITY ACCOMMODATION:
Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. For more information, visit the Office for Disability Equity website at http://www.umt.edu/disability/ or call 406-243-2243 (voice/text)

Note: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.

Cell Phones: Due to an increasing number of students, who own and use cell phones, it has become necessary to institute a policy during class times. As you are aware, these tools are distracting to an entire class. However, some students require them for business, which allows them to further their education. Please follow these guidelines:
- If the cell phone is not business or emergency related, please turn it off.
- Do not listen to the messages in class. Please leave class quietly.

CELL PHONES MUST BE TURNED OFF DURING EXAM AND CLASS PRESENTATIONS.

SEATING: Many classrooms have chairs to accommodate persons with disabilities. These chairs will display the international disability symbol and are assigned to a particular student. Please refrain from using these chairs or making adjustments to them unless the chair is assigned to you. If you think you may have the need for a specific chair, please contact Disability Student Services. Thank you for your cooperation.

TEST/QUIZ MAKEUP: Make-up exams and lab experiences will only be given under extreme circumstances and then only if: a) permission is granted in advance by the course instructor, or b) a written excuse is provided by a medical doctor. The burden of proof is on the student, so you must document and prove a justifiable absence. Not following this procedure prior to the exam will automatically result in a 50% point reduction of the subsequently taken exam. Missed tests need to be made up within one week of the original date given. You are responsible for contacting the Academic Support Center, 243-7826, to schedule the make-up. Failure to do so will result in a ZERO grade for the missed test.

The faculty senate guidelines concerning the issuance of incomplete grades will be followed. Attention to critical dates such as P/NP, drop, etc. is the responsibility of the student. Students wishing to drop the class after the drop deadline will need a documented justifiable reason for doing so. Dropping the class for fear of bad grade or to protect a GPA are not justifiable reasons. The principles embodied in the Student Handbook Code will be adhered to in this course.

*Quizzes: Failure to be present for quizzes will result in a zero being recorded and used in computing your average. There will be no make-up opportunities for missed quizzes.

Homework: It is the expectation that homework will be turned in when due. If you are not present, it is your responsibility to see that it is in my mailbox by 4:00 p.m. on the due date or a zero will be recorded and used in computing your average.

INSTRUCTOR EXPECTATIONS:
Because the course has a great deal of new material, it is very important to study consistently. Some suggestions for better study are:

1. Read the unit objectives at the beginning of each chapter-find out what you are expected to learn.
2. Reading the material before class will help you understand the lecture.
3. Look up definitions to words you do you understand.
4. Attend every class and take notes but do not try to write down everything. Concentrate on concepts.
5. Review your notes as soon after class as possible make sure you can read them!
6. Study notes/material and compare with objectives.
7. Study no more than one hour before taking a short break.
8. Relate information to prior learning/examples to develop a “picture” in your mind.
9. Ask instructor for clarification as needed during or after lecture.
10. Study regularly in a quiet place; set study hours and keep them.
12. See your instructor when you think you need help. Your instructor wants you to succeed and will have some ideas which should help.
13. Review for units exams and finals can be made easier by frequent review of chapter content reviews.
14. Be in class and don’t miss pop quizzes.

**Student Decorum:** All students are expected to conduct themselves in a professional manner at all times in both the classroom and alternative settings. Discussions of an academic nature are encouraged and can enhance student learning. However, social conversation is not appropriate during lectures as it creates a distraction to students and faculty. Respect and courtesy will be shown at all times to peers, faculty, and the general public. It is acceptable for tablet or laptop devices to be used for taking notes during class time. Any other use of these devices, unless otherwise stated by the instructor, is to be avoided. **There are no exceptions to this policy at any time or under any circumstances.**

**DEI Statement:**
Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the Office of Inclusive Excellence for Student Success, which provides student support for BIPOC and LGBTQ+

**LABORATORY ETIQUETTE:**
Students will work in groups. Prepare and read materials/exercises before class begins. It is important to actively participate with the equipment. Get direct hands-on experience. Be courteous, the lab will be crowded and cooperation and sharing of equipment is essential. Be attentive to mini-lecture/demonstrations by your instructor. Ask questions. Complete the laboratory exercises in the time allotted and hand it in. Enjoy the lab setting. All conditions are controlled and each performance step is outlined on the checklist. Concentrate on the technical skills and equipment-related aspects.

**A. REQUIRED TEXTS:**

**TITLE:** Mechanical Ventilation  
**AUTHOR:** Shelledy, D. C. & Peters, J. I.  
**PUBLISHER:** Jones & Bartlett

**B. OPTIONAL TEXTS**

**TITLE:** Clinical Assessment in Respiratory Care, 8th Edition  
**AUTHOR:** Heuer, A.J. & Scalan, C.L.  
**PUBLISHER:** Elsevier

**TITLE:** Basic Laboratory Competencies for Respiratory Care, 5th Edition  
**AUTHOR:** White  
**PUBLISHER:** Delmar

**LAB VIDEOS (in-class):** V60 BiPAP, Drager’s Airway Pressure Release Ventilation, Viasys Avea Ventilator

**PB 840, 980, Draeger V500 & Viasys Avea Ventilator Tutorials**

   *Focus on Videos 1 – 5. The In Service videos may also be viewed at the students’ leisure.*

2. **PB 840 & Draeger V500 set up:** [https://www.youtube.com/watch?v=4aQO-Knfmq0](https://www.youtube.com/watch?v=4aQO-Knfmq0)
COURSE OUTLINE:

I. A scrubs dress up day to ensure everyone has the appropriate attire and equipment, including eye protection. Review of basic therapy modalities and hands on any equipment students may feel uneasy about, esp. Nebulizers (SVN & LVN), IPPB or IPV, etc. Ensure students are prepared for Basic Floor Therapy clinicals

II. Airway Management - identification, selection, and insertion/placement techniques, oral and nasal airways & troubleshooting, Combitube, LMA insertion techniques and troubleshooting, but not heavy emphasis, Endotracheal and tracheostomy tubes, placement, monitoring, general care, troubleshooting and associated competencies. Initiation of Emergency/Transport Ventilation. Chest drainage system monitoring & competency

III. Noninvasive Ventilation- Introduce Respironics V60 for non invasive BiPAP ventilation.

IV. Introduce LTV 1000 Transport ventilator, & Viasys Avea ventilatory modes & waveform monitoring, activities and begin competencies: Initiate Continuous MV, Monitor Continuous MV, Change a Ventilator Circuit, Ventilator Waveform, CI & Raw interpretation, Monitor Spontaneous Ventilation Parameters.

V. Puritan Bennett 840 lab. Any ventilator related competencies not already completed can be completed now.

Use PB 840 and Viaysis Avea ventilators during multiple scenarios. More trauma/transport scenarios.

COURSE OBJECTIVES:

1. Identify a variety of airway management techniques as taught in BLS, and utilize tools such as naso and oral pharyngeal airways, combitubes, LMAs, endotracheal and tracheotomy tubes.
2. Perform a variety of airway management techniques as taught in BLS, and utilize tools such as naso and oral pharyngeal airways, combitubes, LMAs, endotracheal and tracheotomy tubes.
3. Demonstrate ability to monitor and troubleshoot problems associated with all airway management techniques and tools.
4. Demonstrate competencies for intubation, extubation, nasopharyngeal and endotracheal suctioning.
5. Demonstrate endotracheal tube cuff monitoring and troubleshooting.
6. Identify equipment required for tracheostomy care.
7. Demonstrate competency in tracheostomy care on the manikin.
9. List indications, hazards, and complications of invasive airway tools.
10. Assemble a bag-valve-mask unit, identify it’s various components, and describe complications and hazards of it’s use along with troubleshooting the unit.
11. Describe methods and equipment to assess ventilatory failure in the critical patient.
12. Describe problem-solving for all advanced airway management tools as outline above.
13. Describe chest drainage system management, monitoring, and troubleshooting competencies.
15. Assemble equipment required and considerations for safe patient transport within or out of the facility and transport a manikin during a simulation exercise.
16. Demonstrate competency for assembly and calibration of capnographic monitoring equipment.
17. Identify capnographic waveforms and troubleshoot abnormalities.
18. List indications for arterial line placement and management concerns.
19. Prepare for and draw fake blood from the manikin arm’s arterial line.
20. Identify proper functioning of the arterial line system post-blood draw.
22. Complete the Puritan Bennett 840 cd tutorial and turn in the post-test by the designated date.
23. Demonstrate basic lab competency with the Puritan Bennett 7200 mechanical ventilator, including mode changes and waveform interpretations using laboratory test lungs in various compliance and resistance settings.
24. Discuss the effect of changing compliance and resistance on ventilator graphics and displayed data.
25. Demonstrate competency with the Puritan Bennett 840 ventilator during “vent lab week” as outlined in the lab competency form.
26. Demonstrate competencies at obtaining spontaneous ventilation parameters on mechanically ventilated patients.
27. Demonstrate competency in assembly of the Respironics BiPAP Vision for use in both CPAP and BiLevel ventilation.
28. Demonstrate competencies at identifying normal and abnormal ventilator waveforms, problem solving, and troubleshooting techniques for all ventilators used during lab.
29. Demonstrate team building and team player sensibilities through participation in all scenarios with lab manikins or SimMan throughout the course.
30. Demonstrate competencies for Initiating & Monitoring mechanical ventilation; change a ventilator circuit.
31. Demonstrate competency with the Viasys Avea ventilator.
### Check Off Log Sheet (completed by Final Lab Meeting)

**Student Name:**

<table>
<thead>
<tr>
<th>Check off</th>
<th>Page</th>
<th>Signature (PEER)</th>
<th>Date</th>
<th>Signature (Instructor)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intubation</td>
<td>441</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extubation</td>
<td>443</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasotracheal suctioning</td>
<td>469</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endotracheal suctioning</td>
<td>471</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring cuff pressure</td>
<td>473</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracheotomy and stoma care Oral Care</td>
<td>475</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor Chest Tubes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arterial Puncture (if not already done)</td>
<td>153</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arterial line sampling (Clinical Only)</td>
<td>155</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Tidal monitoring</td>
<td>197</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EKG. (If not already done)</td>
<td>113</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Clinical & Lab Proficiency Evaluations not in White’s Lab Text:

1. Oral Care
2. Monitor Chest Tube
3. Change a Ventilator Circuit
4. Ventilator Waveform, CI & Raw Interpretations
5. Respironics BiPAP Vision
6. Puritan Bennet 840 (3 pages)
7. Viasys Avea (3 pages)
**Oral Care** – Clinical Performance Evaluation

<table>
<thead>
<tr>
<th>PEER</th>
<th>LAB</th>
<th>CLINICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student name: _____________________  
Name of Clinical Affiliate: _____________________

Lab Date: __________  
Clinical Date: __________, Pass ____, Fail _____

Lab Peer: ________________________  
Clinical Preceptor: __________________________

Lab Instructor: _________________________

Oberves Universal Precautions, esp. eye protection  ______  _____  _____

Verifies ETT position at last best position  ______  _____  _____

Checks ETT or trach cuff pressure  ______  _____  _____

Informs patient of procedure  ______  _____  _____

Positions patient (semi-Fowlers)  ______  _____  _____

Auscultate lung fields  ______  _____  _____

Obtain oral care kit or materials needed  ______  _____  _____

Suctions trachea as needed  ______  _____  _____

Suctions Oropharyngeal secretions  ______  _____  _____

What oral care solutions are being used? __________________________
Brush teeth 1 – 2 min. (gentle circular motions)  

Gently brush surface of tongue  

Use swab if brush causes discomfort, bleeding  

Apply mouth moisturizer; lip balm if needed  

Suction oropharynx and trachea as needed  

Move ETT and secure as indicated  

Reassess: Auscultate lungs; document ETT position  

Student’s significant learning: _______________________________________________ …

---

**MONITOR CHEST TUBES** - Clinical Performance Evaluation

<table>
<thead>
<tr>
<th>Identify:</th>
<th>PEER</th>
<th>LAB</th>
<th>CLINICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collection chamber</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. Water seal chamber</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>3. Suction control chamber</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>4. Name two primary purposes of CTs?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>5. Where are pneumothorax CTs generally placed?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>6. Where are fluid drainage CTs generally placed?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>7. What pressure is the vacuum regulator set at?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>8. What’s the level in the suction control chamber?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>9. Does the vacuum setting or the water level determine the applied suction?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>10. Name three sources of possible system leaks:</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>11. Periodic bubbles (water seal chamber) imply?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>12. Continuous bubbles (water seal) imply?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
14. Why are system leaks potentially dangerous? _____  _____  _____  _____

15. Precautions: transporting patients with CTs? _____  _____  _____  _____

**Additional Clinical Evaluations:**

16. What’s the purpose of CT(s) on this patient? _______________________________________

17. How much fluid is in the collection chamber and what color is it? ________________________

18. Any leaks present? If so, what do you attribute them to? _______________________________

19. Can you estimate any ventilator volume loss due to leaks? ______________________________

20. What tools are used to trouble shoot system leaks? _________________________________

21. If “tidaling” is present, what chamber will show it? _________________________________

22. Student significant learning: ______________________________________________________ . . .

---

**Change a Ventilator Circuit - Clinical Performance Evaluation**

Student name: ________________________  Name of Clinical Affiliate: ______________________

Lab Date: ________________  Clinical Date: ________________, Pass ____, Fail _____

Lab Peer: ________________________  Clinical Preceptor: _____________________________

Lab instructor: _______________________

**Refer to AARC Clinical Practice Guidelines – Ventilator Circuit Changes**

1. List three bio-hazard precautions you will take to protect yourself:
   a. ____________________, b. ____________________, c. ____________________

2. Assembles equipment: Resuscitation bag available and ready, __________
   Aseptically prepares new circuit, __________
   Prepares HME or humidifier, __________

3. Informs the patient and nurse of the procedure. __________

4. Auscultate patient. Suction as needed (100% FIO2) before proceeding. __________

5. Drains liquid in old circuit into the circuit’s fluid collection jar. __________

6. Pauses ventilator alarms. __________

7. Disconnects and ventilates the patient. __________


10. Makes an efficient and aseptic circuit change-out, within 2 minutes.

11. Auscultate patient.

12. Recheck ventilator settings and proper function.

List two indications (objectives) for changing a ventilator circuit:
1. ____________________, 2. ____________________

List two contraindications for not changing a ventilator circuit:
1. ______________________________, 2. ______________________________

VENTILATOR WAVEFORMS, CI & Raw INTERPRETATIONS – Clinical Performance Evaluation

Student name: _____________________ Name of Clinical Affiliate: ____________________________

Lab Date: ___________________ Clinical Date: _____________, Pass _____, Fail _____

Lab Peer: ___________________ Clinical Preceptor: _____________________________

Lab Instructor: _________________________

DEFINITIONS: Student accurately describes: Lung Compliance, Cl
Student is able to describe conditions of variable lung compliance
Student accurately describes Airway Resistance, Raw
Student is able to describe conditions of variable Airway Resistance
Obtains Compliance, (C_{STAT}), value on ventilator
Obtains Resistance, (R_{AW}), value on ventilator

WAVEFORM SELECTION & BASIC INTERPRETATIONS:

Student selects waveform options and adjusts scalars for best view
Assess: PATIENT EFFORT on Pressure-Time & Pressure-Volume graphics
Assess: AIR TRAPPING (auto PEEP) on Flow-Time graph
Assess: INSPIRATORY FLOW on Mandatory Breaths by Pressure-Time Graph, Identify pressure overshoot.
Assess: COMPLIANCE CHANGES by slope of Pressure-Volume graph

Assess: RESISTANCE CHANGES by Pressure-Volume hysteresis

CLINICAL INTERVENTIONS: Describe ventilator adjustments or therapies made based on above findings:

CLINICAL CONCEPTS: What ventilator mode and settings are in place on the patient?

Why this mode and settings are appropriate for the patient at this time?

Student’s most significant learning:

**NPPV Lab Exercise/Performance Evaluation**

*Checkoff will be from White p. 529*

Exercise can be completed using either the Vision BiPAP or the V60 (newest generation of the Respironics BiPAP line). While both operate in a similar fashion, the interface and controls are significantly different and scenarios and exercises should be completed on both machines.

Initial set up and adjustment of the two BiPAP machines is different in terms of method but involves setting and adjusting essentially the same parameters.

First: Turn on the machine and familiarize yourself with the user interface. Locate the alarm silence and reset as these will be needed during setup. Which machine uses a “soft key” interface? Which machine uses a touch screen interface?

All NIV’s must have provision for purging of exhaled CO₂. This is assured by the presence of a __________ in the patient circuit. Both machines must determine how much leak is present in the patient circuit. How is this accomplished with the:

A) Vision?

B) V60?

Select S/T mode and enter the appropriate parameters OR perform the appropriate test to “teach” the machine about circuit leak. (We will be using a test lung for the exercises)

Once this has been accomplished, enter the following ventilator parameters:

IPAP=12   EPAP=4   F\textsubscript{O₂}=21%   Backup RR=10   T\textsubscript{I}=1.25sec

Now look at the alarm screen. Identify the alarms available and determine what would be appropriate initial settings for each. (For now set Low V\textsubscript{T} = 300ml and Low V\textsubscript{E} = 3L. Other alarms are at your discretion)
Place the machine on **standby** until you are ready to connect to the test lung (“patient”).

When ready, connect to the test lung and evaluate what the results of your initial settings are in terms of:  
RR ______________ V_T ________________ V_E ________________ PIP ________________

Look at and analyze the waveforms associated with this setup. Adjust the scale of the waveforms to optimize the graphics. Now try decreasing the compliance characteristics of the test lung. Is there any change in Peak pressure on each breath? ________ Any change in delivered V_T? ________ Any Alarms sounding? ________________

Watch the pressure waveform and note that pressure never falls below the set EPAP. EPAP prevents collapse of airways, as well as collapse of consolidated/atelectatic lung units, at end exhalation (thereby improving shunt situations and increasing FRC). Therefore, EPAP has essentially the same physiological effect as _________________. Given this knowledge, the primary tools available to improve *PaO₂* during NIV are increasing ___________ and/or increasing _________________.

Increase the EPAP to 6. Any effect on V_T? ________________ If you now increase the IPAP to 14 does the V_T return to close to its initial value? ________________. So an increase in EPAP **without** a corresponding (equal) increase in IPAP will have what effect on *PaCO₂*? ________________ and what likely effect on *pH*? ________________

Try triggering/initiating a spontaneous breath. What are the resulting IPAP and EPAP values that you see graphically? ________________ Is the spontaneous V_T similar to those seen with mandatory breaths? ________________ If not, what would account for the variability?

Return to your initial settings and allow the machine/patient to settle in. (IPAP=12 EPAP=4 F½O₂=21% Backup RR=10) **Now increase the IPAP to 16 and evaluate** any changes in V_T ________________ and V_E _________________. The change you have just made caused an increase in the amount of Pressure support being provided to each breath. Pressure support = IPAP - EPAP. Given the results of the changes made, what is the likely effect of an increase in pressure support in terms of the *PaCO₂* of your patient?

Take a look at **Rise Time**. The primary purpose of this setting is to improve patient comfort and synchrony with the machine. Make adjustments (First select the maximum value available and observe, then select the minimum available and observe). Watch the waveforms and listen to the test lung to get a sense of the resulting changes in breath delivery.

Now take a look at **I-Time**. This setting is applied to all mandatory machine breaths and determines the duration of the inspiratory phase. Make adjustments (First select the maximum value available and observe, then select the minimum available and observe). Watch the waveforms and listen to the test lung to get a sense of the resulting changes in breath delivery. **Are there any significant changes in V_T as a result of changes in I-Time?** ________________ Why?

**At these settings, and with this patient, what is the optimal I-time to achieve maximum V_T while providing the longest E-time possible?** ________________

**What is the I:E ratio resulting from the optimal I-time setting determined above?** ________________

**What effect will a longer I-Time have on Expiratory time?** ________________. **What type of patient could be negatively impacted by a reduction in expiratory time?** _________________. Could you imagine any benefits to a prolonged I-Time?
The V60 has a mode called AVAPS (Average Volume Assured Pressure Support). AVAPS compensates for changing pulmonary mechanics (compliance/Raw) by adjusting pressure support to achieve a target VT. Select the AVAPS mode and enter the following initial settings:

\[ V_T = 550 \text{ml} \quad IPAP_{\text{MAX}} = 20 \quad IPAP_{\text{MIN}} = 12 \quad EPAP = 4 \]

Observe the resulting process using analysis of the waveforms and of the data displayed as the ventilator works to achieve the desired VT. **Try increasing the target VT to 650ml** and observe how long it takes to achieve the new VT. **Can you see any benefits to this mode of NIV verses standard BiPAP(S/T)?**

---

**Laboratory Performance Evaluation**

**PURITAN BENNETT 840 VENTILATOR**

Student Name: ________________________________

Peer: ______________________  Date: _____________  Lab Instructor: ________________ Date: __________

Peer: Pass _____  Needs review _____     Lab Instructor: Pass _____  Needs review _____

NOTE: This is a lab exercise and does not preclude White’s Clinical Lab Competencies check-offs for: Initiation of Continuous Mechanical Ventilation or Monitoring Continuous Mechanical Ventilation.

**INITIAL TASKS**

Attach inspiratory and expiratory filters.
Connect circuit.
Turn on the PB 840, ensuring the circuit is open (no patient attachment cap).
Perform SST then select new patient

**WORK THROUGH THE FOLLOWING SCENARIOS FOR LAB PRACTICE WITH A PARTNER**

**INITIAL SETTING:** New Patient = Adult female @ IBW 65 kg,

- Mode = A/C
- Breath Delivery = Volume
- Rate = 12
- PEEP = 6
- FIO2 = 25%
- Flow = 45 lpm
- Flow Pattern = Square

The 840 gives you a chance to set the Ppeak alarm/limit from the initial setup screen. Find the touch key and set appropriately.

Did you set other appropriate Alarm and Apnea Parameters?

Record the set I:E ratio = _____:_____  1 time = _______ E time = _______
Ventilator should be “Waiting for Patient Attachment.”

Attach test lung. No springs, Raw = 5

Record the: MAP = _______ PIP = _______ VE = _______

Do Static Maneuver (Insp. Pause): C_{stat} = _____, R_{raw} = _____, P_{plat} = _______

Display waveforms and adjust scalars for: Flow/Time, V_{T}/Time, P/Time,

Try creating Patient triggered breaths: Notice waveform characteristics when you mimic Pt.triggered breaths. Try varying the trigger sensitivity from high to low. **How would you evaluate (using which graphics) the effort required to trigger those breaths as you vary the sensitivity?**

Connect an in-line nebulizer (dry) and set flow meter to 8-10 lpm. **What happens and why?**

What solution is there on this machine?

---

Results of ABG’s for the patient above, on the current settings are:
pH; 7.43  PaCO2; 38  PaO2; 95  HCO3; 26.  
**Would you like to make any changes to your vent settings?**

---

NEW PROPOSAL (same Pt.):
Mode: SIMV, PC, Rate = 10, PEEP = 5, FIO2 = 21%. I-time (T_i) = 0.8sec. Rise = 50%. PS = 0

Adjust to achieve Mandatory V_T of approx. 725ml

P_I = ____________ Minute Ventilation = ____________ V_T = ____________

Reduce I-time to 0.45sec,

Any changes in V_T ________ Peak pressure ____________ V_E ____________

If changes are noted, what do you think is responsible? (What is occurring? Can you see this graphically?)

---

Decrease the mandatory rate to 4 and adjust I-time (T_i) to 1.0sec.
Now try mimicking patient triggered breaths and observe approximate V_T from those breaths

Add PS of 5cmH2O. What happens to Spontaneous Vt and VE? ________________

Now increase PS to 10cmH2O. What happens to Spontaneous Vt and VE? ________________

Results of ABG’s for the patient above, **on the original settings for this proposal:** (SIMV, PC, Rate = 10, PEEP = 5, FIO2 = 21%. I-time (T_i) = 0.8sec. Target V_T 725ml.) are as follows: pH; 7.51  PaCO2; 31  PaO2; 65  HCO3; 22. Pt. is only triggering 1 or 2 spontaneous breaths/min at 50 ml. each

**Would you like to make any changes to your vent settings and why?**
If the Pt. starts to trigger an increased number of spontaneous breaths /min (6 – 8/min) with PS =5 , spontaneous Vt of 4-5 ml/kg IBW, and seems comfortable with their WOB, what changes might you consider to your settings?

**NEW PROPOSAL:**
Mode: Spontaneous, PS = 5, CPAP = 5  
FIO2 = 25%

Rise% = 40, Esens = 20%, Adj Vsens up one.

Use your filter to experience this mode. Note the I:E ratio depends on ________________________________?

These would be very typical settings for a spontaneous breathing trial on the vent or to assess readiness for discontinuation of Mechanical ventilation.

Use your mouthpiece to experience this mode and to begin gathering data about yourself:

- VT(SPONT) = ____________
- RR(SPONT) = ____________
- VE(SPONT) = ____________
- VC = ________________

Did you get a RSBI? Where did you find it?

**NEW PROPOSAL:**
Mode: BiLEVEL, High PEEP = 12  Low PEEP = 4  PS = 5

%Rise = 40  Esens=25%  Adj. Vsens down one

Adj. T_H (high time) to 4 sec. and T_L (low time) to 2 sec.  Rate= ____________

I:E ratio = ______:_______. What’s different about this I:E? ________________________________

**Bi-level** is a similar mode to IMV-PC except that the patient can also trigger pressure supported spontaneous breaths “on top” of mandatory breaths. Mandatory breaths are pressure controlled at what is referred to as PEEP_High, Base end expiratory pressure is now referred to as PEEP_Low. By adjusting the amount of time spent at each level of PEEP we can manipulate the mandatory I: E ratio.

**How might we manipulate mandatory V_t in this mode?** Hint: remember that this is a form of pressure control. How about manipulating spontaneous V_t ?

If our patient was in need of increased **Mean Airway Pressures (MAP)** in order to improve PaO₂ values, one technique we discussed was the use of **Inverse Ratio Ventilation** (2:1, 1.5:1, etc). This type
of breathing pattern is not typically well tolerated by patients in typical pressure control modes. **Why might this type of Ventilatory strategy be better tolerated in Bi-Level?**

Try triggering additional breaths above PEEP<sub>High</sub> and observe the pressure supported breaths that result. These breaths will alter the ultimate “actual” I:E ratio. If time allows and if you wish too, try this mode for yourself using your filter. “Better tolerated” is a relative term and patients will need sedation in order to synchronize with the vent when inverse ratios are used. Paralytics will not be used if pt. effort is required to meet any portion of V<sub>E</sub> needs.

---

**Laboratory Performance Evaluation**

Lab Performance Evaluation – VIASYS AVEA

Student Name: ________________________________

Peer: ______________________  Date: _____________  Lab Instructor: ________________ Date: __________

Peer:  Pass _____  Needs review  _____     Lab Instructor: Pass _____  Needs review _____

**NOTE:** This is a lab exercise and does not preclude White’s Clinical Lab Competencies check-offs for: Initiation of Continuous Mechanical Ventilation or Monitoring Continuous Mechanical Ventilation.

**INITIAL TASKS**

- Attach inspiratory and expiratory filters.
- Connect circuit.
- Turn on the Avea, ensuring the circuit is open (no patient attachment cap).
- Once the EST has been completed, select new patient.

**WORK THROUGH THE FOLLOWING SCENARIOS FOR LAB PRACTICE WITH A PARTNER**

**INITIAL SETTING:** New Patient = Adult Male @ IBW 60 kg, HME in use, Auto Airway Compensation: 8.0 ETT, 28 cm

Mode = SIMV  
Flow Delivery = Volume  
Flow = 70 lpm  
Rate = 16  
V<sub>T</sub> = 850 ml  
PEEP = 10

Record the I:E ratio = _____:_____  1 time = _______  E time = _______

Attach test lung. No springs, Raw = 20

Did you set other appropriate Alarm and Apnea Parameters?

Decrease the peak Flow to 30 L/min.
Record the I:E ratio = __________:________   I time = _________   E time = ________

MAP = _________   PIP = _________

What changes do you notice in the Flow/time curve? Any clinical significance?

Make appropriate adjustments to eliminate Auto PEEP (PEEPi).

What Flow pattern is being delivered?

Return Peak Flow to 70 Lpm.

Peak Pressure = _______________   Mean Pressure = _______________

The Peak pressure being delivered is a bit high. Perform an inspiratory pause to evaluate if alveolar pressures are acceptable. $P_{\text{plat}} = _______________   $ Acceptable? _______________

By pressing the ADV Settings soft key and then touching the Peak Flow touch key you can select a different flow pattern. Switch to square Wave. Any changes to I:E ratio or Peak pressure as compared to a decelerating waveform?  I:E _______________   Peak Pressure _______________

Connect an in-line nebulizer (dry) and start treatment. What happens and why?

Results of ABG’s for the patient above, on the current settings are:


Would you like to make any changes to your vent settings?

____________________________________________________________________________________

NEW PROPOSAL (New Patient – IBW 65kg.)

Mode: AC, PC, Rate = 12, PEEP = 5, FIO₂ = 30%. I-time $(T_i) = 0.9\text{sec}$

Test lung: No springs, Raw = 5

Target $V_T = 800\text{ml}$

Record: MAP = _________  PIP = _________  $V_T = ___________

Add one small springs to the test lung. This will simulate a decrease in compliance.

Any notable changes to breath delivery?

What Inspiratory Pressure is required to restore the previous $V_T$? _______________

What is the resulting Peak Pressure of this adjustment? _______________ (keep this value in mind for the following question)
Results of ABG’s for the patient above, (who is not triggering any additional breaths), on the curent settings are: pH: 7.25  PaCO2: 30  PaO2: 61  HCO3: 21.
Would you like to make any changes to your vent settings? Why or Why not?

NEW PROPOSAL
Mode AC, VC. Rate = 10, VT = 600 ml, PEEP = 5, Peak Flow = 50 L/min
Test lung: No springs, Raw = 5
Record the  I:E ratio = _____:_____  I time = _______  E time = _______
MAP =_________  PIP =________
Increase Raw on test lung to = 50
Record the:  MAP =_________  PIP =________
Note the relative changes in recorded pressures. How would you examine the change in RAW using the ventilator graphics? Perform the necessary Pt. manouver for each of the RAW values and view the appropriate graphic.(pressure, volume, or flow)

See if you can answer the following question using only the Ventilator graphics and the “Freeze” key. In the above two situations PIP has changed quite a bit, has P_plat changed significantly? What are the approximate P_plat values for the two RAW conditions? (RAW = 5, RAW = 50)

NEW PROPOSAL
Mode CPAP / PSV. PEEP = 5, PSV = 0
Test lung: You
Grab your Bio filter and give it a try.
If you vary your inspiratory effort does baseline pressure on the pressure waveform change significantly(other than momentarally at beginning inspiration and beginning exhalation)?
If not, how does the ventilator accomplish such a remarkable feat?
Now add PS = 10
What is baseline pressure doing now? (during breaths and between breaths)
INSPIRATORY flow doesn’t seem to return to base line during these PS breaths. Is that normal?
By pressing the ADV Settings soft key and then touching the PSV touch key you can modify the Expiratory flow cycling criteria. Adjust PSV Cycle to optimize the comfort of your partner. Adjust additional PSV advanced settings as needed.