



The ACRTE Chronicle

American College of Respiratory Therapy Education

April 29, 2024, Volume 1 (4)

Spotlight Article

Carlow University, Pittsburgh Pennsylvania



CARLOW
UNIVERSITY

Devoted to the Future of You.

College of Health and Wellness

Respiratory Therapy Program

By April Butchki, M.Ed., RRT, CPFT

Program Director, Respiratory Therapy

Devoted to the Future of You

For those looking to reach their full potential, Carlow University isn't just a place to learn. It is a personal, transformative learning experience supported by an inclusive community designed to create a new generation of leaders who are equipped to change the world. Carlow University is grounded in mercy and empathy powered by the Catholic Sisters of Mercy, devoted to walking boldly into the chaos of others to change lives and impact communities.

History of Carlow University

In 1843, seven gutsy women sailed from Carlow, Ireland, and made their way to the then-frontier town of Pittsburgh, Pennsylvania. Driven to find solutions to some of the city's toughest social problems, the Sisters of Mercy started a school founded on the principles of social justice: respect, dignity, ethical leadership, and shared humanity. They were fierce advocates for the voiceless and the powerless and built a university community welcoming all, regardless of religion, race, economic status, or ethnicity.

The Sisters of Mercy were at the forefront of the civil rights movement and remain on the front lines today in protecting our environment, welcoming immigrants, and fighting racism. They built Carlow University to be a source of positive change in the world. The students and alumni of Carlow are proud to follow in their footsteps.



The Waterfall (located next to the University Commons). On the wall above the waterfall is a quote from Catherine McAuley, founder of the Sisters of Mercy: "We must try to be like those rivers which enter the sea without losing any of the sweetness of the water." This quote speaks of our call to embody the values of the university, wherever we are, in all that we do.

Mission: Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Vision: Carlow University will be a preeminent, innovative, Catholic university, renowned for providing transformational learning experiences in which students realize their full potential and become career-ready ethical leaders committed to a just and merciful world.

Values: Mercy, Hospitality, Service, Discovery, Sacredness of Creation

When Ethics & Mercy Combine with Healing & Innovation

Carlow University offers undergraduate healthcare BS degrees within the College of Health & Wellness in Respiratory Therapy, Nursing, Public Health, Healthcare Management, Healthcare Data Analytics, and Health Sciences (pre-OT, PT, PA, SLP). Graduate programs in Physical Therapy, Occupational Therapy, Speech-Language Pathology, Physician Assistant, and Doctor of Nursing Practice are also offered to meet the challenges of the healthcare industry and provide high-quality care to patients.

In the Respiratory Therapy programs at Carlow University, we impart more than just technical knowledge. We develop proficiencies in communication, bedside manners, teamwork, empathy & compassion, and social justice and ethics. We understand that students think from their heads, perform with their



Respiratory Therapy Class of 2023

hands, and lead from their hearts. We firmly believe that it's the training in the habits of the heart that will allow healthcare leaders to act above and beyond their technical responsibilities, advocate for their patients, and actively contribute to creating a just and merciful world.

We expect that graduates will advocate for healthcare equity for all and serve their communities with empathy and compassion – this is why they are out there making a difference in people's lives every day.

Devoted to the Future of Healing

Students have three different tracks to earn their respiratory therapy degree at Carlow University:

- Two-year Associate of Science Degree (6 semesters, 69 credits)
- Three-year, accelerated Bachelor of Science Degree (9 semesters, 120 credits)
- Online Bachelor of Science degree completion program

In the fall of 2015, Carlow University enrolled its first cohort of students in the Bachelor of Science program. Shortly after in the fall of 2016, the online BS degree completion program was created to enhance the knowledge and skills of credentialed respiratory practitioners. With a steady decline in enrollment in the traditional four-year Bachelor of Science degree program and the need for respiratory therapists escalating, we searched for an innovative solution. Beginning in the fall of 2024, we will launch (1) an additional Associate of Science degree track, and (2) the conversion of the four-year Bachelor of Science curriculum to a three-year accelerated program. Our goal is that those students who choose to start with the AS degree continue their education with the online BS degree completion program.

In the fall of 2023, Carlow University offered its first two Associate of Science degrees in Surgical Technology and Neurodiagnostic Technology, as well as a Licensed Practical Nursing program. For traditional students and adult learners



PENN HOSA State Conference
March 2024

alike, this can be an ideal choice to advance more quickly into a specialized, well-paying career position, or it can be an excellent steppingstone on the path to further education. This directly aligns with the mission of Carlow University and the College of Health and Wellness, offering transformational educational opportunities for a diverse community of learners prepared to function as career-ready and valued members of a healthcare team. The learner-centered curriculums are practice-focused, evidence-based, and consistent with the heritage and values of the Sisters of Mercy.

The Respiratory Therapy programs take advantage of the relatively short timeframe needed to fulfill educational requirements to enter a healthcare profession in high demand. This attractive option is two-fold and would appeal to students who not only desire to enter the healthcare workforce as a credentialed healthcare professional; but could offer the benefit of continued education to receive a Bachelor of Science degree or master's degree in one of the 50 graduate programs at Carlow University, if they so desire. Providing career pathways into the healthcare professions through degree option programs creates a robust career in healthcare that supports the high demand in local and regional communities. A new collaborative educational agreement between Carlow and the University of Pittsburgh Medical Center will also provide tuition assistance for employees pursuing their degrees.

Students in the Respiratory Therapy programs at Carlow complete clinical rotations over four semesters in area hospitals in the Pittsburgh region and across southwestern Pennsylvania, including specialty rotations in neonatal/pediatrics, hyperbaric oxygen, sleep medicine, cardiopulmonary rehabilitation, and pulmonary function testing. The strong partnerships with leading healthcare organizations provide the students with access to diverse patient populations, quality and experienced mentors, research and innovative practices, and community outreach. The Respiratory Care Club within student government is busy promoting the profession with local high school Anatomy & Physiology students and school health fairs as well as advocating for important causes such as the Cystic Fibrosis Foundation. Students are members of the American Association for Respiratory Care and graduate with certifications in BLS, ACLS, and PALS.

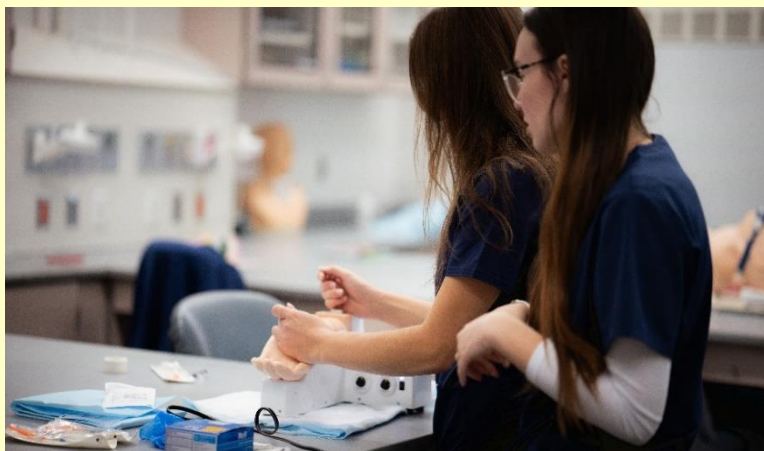
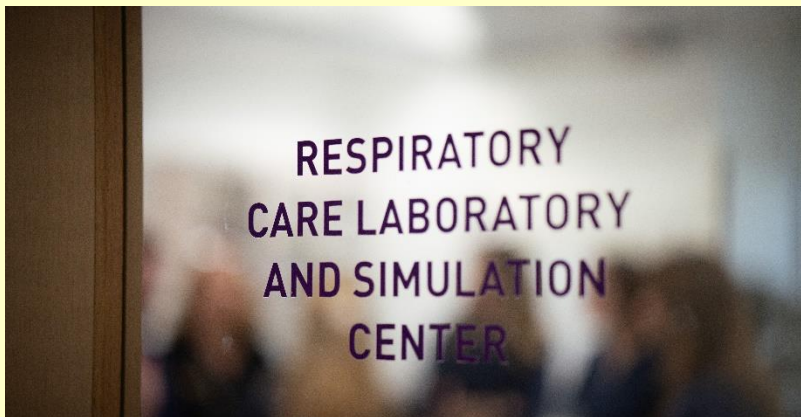


*Senior Carlow students
hosting local high school
Anatomy & Physiology*



*Carlow students at
Pittsburgh's University Prep
healthcare career fair.*

The Respiratory Therapy programs at Carlow University invested in numerous resources and built a state-of-the-art respiratory laboratory and simulation center. Packed with the latest technology in the profession, the lab contains simulation manikins and 16 workstations each with piped vacuum, oxygen, and air. Interprofessional education activities within the College of Health and Wellness allow for access to additional equipment across the other departmental simulation centers.



Junior students are preparing to practice arterial blood gas procedures in the Respiratory Care Simulation Center.

Programs of Study

For entry to practice, the Bachelor of Science in Respiratory Therapy requires 120 credit hours for graduation. Students begin their studies with the general education/liberal arts courses that are part of the “Carlow Compass” curriculum. courses in the core curriculum begin in the second year of study. Summer semesters consist of clinical practicum courses with two online courses.

Course Number	First Year: Fall Courses	Credits
CTC-101	Connecting to Carlow	1
148	Compass Core - Critical Exploration	3
BIO-207	Anatomy & Physiology I	4
CHM-105	Principles of Chemistry	4
PY-122	Lifespan Development	3

Course Number	First Year: Spring Courses	Credits
149	Compass Core - Contemplation & Action	3
BIO-208	Anatomy & Physiology II	4
BIO-157	Contemporary Biology	4
	Compass Elective	3
	Compass Elective	3

Course Number	First Year: Summer Courses	Credits
SKC-101	Communication	3
	Compass Elective	3
	Compass Elective	3

Course Number	Second Year: Fall Courses	Credits
RC-100	Intro to Resp. Care Principles	1
SKQ-101	Quantitative Reasoning	3
SKW-101	Foundations of Writing	3
	Compass Elective	3
	Compass Elective	3
	Compass Elective	3

Course Number	Second Year: Spring Courses	Credits
RC-200	Respiratory Care Equipment I	3
RC-250	Respiratory Care Equipment I Lab	1
RC-221	Comprehensive Pt. Management	3
RC-280	Respiratory Pharmacology	2
SKW-102	Foundations of Writing II	3
RC-317	Leadership & Mgt. Issues in RC	3

Course Number	Second Year: Summer Courses	Credits
RC-3100	RC Clinical Education Practicum I	3
RC-240	Cardiopulmonary Anatomy & Physiology	3
RC-440	Microbiology in Respiratory Care	3

Course Number	Third Year: Fall Courses	Credits
RC-201	Respiratory Care Equipment II	3
RC-251	Respiratory Care Equipment II Lab	1
RC-355	Mechanical Ventilation Concepts I	3
RC-356	Mechanical Ventilation Concepts I Lab	1
RC-305	Cardiopulmonary Pathophysiology	3
RC-3200	RC Clinical Education Practicum II	3
	Compass Elective	1

Course Number	Third Year: Spring Courses	Credits
RC-455	Mechanical Ventilation Concepts II & Critical Care Concepts	3
RC-380	Neonatal & Pediatric RC w/Lab	2
RC-4100	RC Clinical Education Practicum III	4
RC-277	Medical Ethics & Legal Principles in Respiratory Care	3
RC-127	Research in Respiratory Care	3

Course Number	Third Year: Summer Courses	Credits
RC-4200	RC Clinical Education Practicum IV	4
RC-490	Comprehensive Credential Preparation	2
RC-327	Respiratory Care Education	3

For entry to practice, the Associate of Science in Respiratory Therapy requires 69 credit hours for graduation. Students begin their studies with the general education/liberal arts courses that are part of the “Carlow Compass” curriculum. Courses in the core curriculum begin in the second semester of study, followed by the first clinical rotation in the summer.

Course Number	First Year: Fall Courses	Credits
CTC-101	Connecting to Carlow	1
SKQ-101	Quantitative Reasoning	3
BIO-207	Anatomy & Physiology I	4
SKC-101	Communication	3
RC-100	Intro to Resp. Care Principles	1
	Credit Total	12

Course Number	First Year: Spring Courses	Credits
SKW-101	Foundations of Writing	3
BIO-208	Anatomy & Physiology II	4
RC-200	Respiratory Care Equipment I	3
RC-250	Respiratory Care Equipment I Lab	1
RC-221	Comprehensive Pt. Management	3
RC-280	Respiratory Pharmacology	2
	Credit Total	16

Course Number	First Year: Summer Courses	Credits
RC-1100	RC Clinical Education Practicum I	3
	Compass Elective	3
	Credit Total	6

Second Year

Course Number	Second Year: Fall Courses	Credits
RC-201	Respiratory Care Equipment II	3
RC-251	Respiratory Care Equipment II Lab	1
RC-205	Cardiopulmonary Pathophysiology	3
RC-255	Mechanical Ventilation Concepts I	3
RC-256	Mechanical Ventilation Concepts I Lab	1
RC-1200	RC Clinical Education Practicum II	3
	Credit Total	14

Course Number	Second Year: Spring Courses	Credits
RC-265	Mechanical Ventilation Concepts II & Critical Care Concepts	3
RC-275	Neonatal & Pediatric RC w/Lab	2
RC-2100	RC Clinical Education Practicum III	4
149	Compass Core - Contemplation & Action	3
	Compass Elective	3
	Credit Total	15

Course Number	Second Year: Summer Courses	Credits
RC-2200	RC Clinical Education Practicum IV	4
RC-285	Comprehensive Credential Prep	2
	Credit Total	6

Total Credits	69
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The coursework in the online Bachelor of Science degree completion program explores advanced respiratory therapy techniques and compassionate patient care consistent with the Sisters of Mercy traditions. Our 10 respiratory therapy courses provide advanced knowledge in areas such as new mechanical ventilation

strategies, interventional and pulmonology techniques, communicability of diseases, new pathologies, research, and ethical considerations. This knowledge, coupled with a leadership and management emphasis, will help students emerge as leaders in the field.

A generous transfer credit policy and flexible online format in which students can complete work at their own pace, allows students to graduate with their bachelor's degree in respiratory therapy in as few as 18 months. Flexible coursework allows enrollment in Carlow's accelerated MBA program, in which students can take up to nine credits of MBA coursework while in the bachelor's program.

CORE COURSES (30 CREDITS)

RC 277	Medical Ethics and Legal Principles in Respiratory Care
RC 117	Enhanced Theories in Respiratory Care
RC 127	Research and Evidence-Based Practice in Respiratory Care
RC 207	Respiratory Care Practice in Acute and Alternative Settings
RC 217	Patient Safety and Quality Improvement in Respiratory Care
RC 227	Advanced Respiratory Care Pathophysiology
RC 307	Advanced Respiratory Care Pharmacology
RC 317	Leadership and Management Issues in Respiratory Care
RC 327	Respiratory Care Education
RC 407	Capstone – Respiratory Care Project/Portfolio

Respiratory Therapy Faculty



April Butchki, MEd, RRT, CPFT is the program director for respiratory therapy at Carlow. She obtained her Bachelor of Science and Master of Education degrees from Indiana University of Pennsylvania. She has been a Registered Respiratory Therapist and Certified Pulmonary Function Technologist for over 30 years, nineteen years as an educator, and sixteen years as a program director. Her interests, areas of teaching, and experience include pharmacology, mechanical ventilation, adult critical care, pulmonary diagnostics, and home care. April is an active member of the American Association for Respiratory Care, the National Board for Respiratory Care, and the Pennsylvania Society for Respiratory Care, where she sits on the Education Committee. April provides a supportive academic environment to prepare students to enter the profession with clinical excellence and become future leaders in respiratory care.



Kimberly Haley MEd, BSRT, RRT is the director of clinical education for the Respiratory Therapy program. She is a graduate of the Indiana University of Pennsylvania with a Bachelor of Science in Respiratory Care Degree. Additionally, Kimberly earned her Master of Education with a focus on career and technical education from Concordia University, Portland. Mrs. Haley has been an educator in respiratory care for 19 years and in addition to her focus on clinical education, she teaches a variety of courses including comprehensive patient management, respiratory care equipment, pharmacology, mechanical ventilation, and microbiology for healthcare providers. Kimberly is passionate about helping students develop and enhance their skills to help prepare them to become advanced-level respiratory therapists who not only excel in this field but also strive to promote the advancement of this wonderful profession.

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<https://www.carlow.edu/academic-programs/healthcare-degrees/respiratory-therapy/>

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Respiratory
Therapy

INTERVIEW



Natalie Napolitano, MPH, RRT-NPS, FAARC
Research Clinical Specialist
Children's Hospital of Philadelphia

By Jeff Ward, MEd, RRT, FAARC
Mayo Clinic Multidisciplinary
Medical Simulation Center
Rochester, Minnesota

1. Tell us about your early days as a respiratory therapist.

- What events/circumstances brought you into the profession?

The event that drew me to respiratory therapy as a profession was an opportunity to volunteer as a counselor for Multiple Dystrophy Association (MDA) camp when I was 16 years old. That first year, there were 7 girls and their counselors in my cabin; three of which used noninvasive ventilation (NIV) at night and 1 slept in an iron lung. Yes, the parents brought the iron lung to camp, set it up, and taught staff the counselor staff how to use it so their daughter could continue to have the full camp experience each year. As I spoke with the parents and their kids, I learned about the girl's health and illnesses they'd had over the past year, they all talked about their respiratory therapists and how wonderful they were and how they had saved their lives and helped them get on the other side of their illness. Previously, I had been a hospital candy striper for many years and was thinking of going to nursing school; I had never heard of a respiratory therapist before. After hearing about these respiratory *superheroes* from the MDA campers, I wanted to know more. I began looking into respiratory therapy schools and shadowed a therapist in the hospital.

2. Who were your mentors?

-What/how did they contribute to your career?

My first director, Tom Malinowski, was my first, longest running, and closest mentor. Tom encouraged my questions and challenges to the status quo and empowered me to be part of the changes I wanted to see occur. He introduced me to the state society and instilled in me the importance of professional

volunteerism at both the state and national level to ensure our profession we continued to develop and grow. His encouragement and support continued as I changed jobs and cities and I believe it would continue today if he were still with us. The work I have been involved in and the personal connections I have made through my state and national volunteerism have been priceless and greatly contributed to the trajectory of my career. Hopefully I have given as much as I have received through these efforts.

3. How did furthering your education contribute to your career path?

-What got you on your path towards leadership roles in the AARC and/or related organizations?

I will preface my response with the statement that I am not one who enjoys traditional education. This seems strange coming from someone with a master's degree and who is in the home stretch of a PhD. However, it is important for readers to know this if they too don't enjoy traditional education. I am not a strong student as I am not a great test taker. I was accepted to all my programs (BSRT, MPH, PhD) on academic probation as my grades and standardized test scores did not meet the necessary threshold. Just because one does not test well does not mean they do not learn well, and that the educational outcome is not beneficial.

The advanced degrees that I've achieved have helped me understand healthcare as a whole and I believe this perception has made me more effective in my roles. I moved to each level of higher education out of frustration and in my search for methods to move beyond or fix ineffective systems.

My BS degree provided the additional education beyond the core RT classes with psychology, sociology, etc. That experience provided a greater understanding of people and how to meet them where they are and in order to progress to resolution of a situation. I entered the BSRT program after high school, but when I found that I could likely do the same thing with an associate degree I almost changed my degree. My father refused to let me, and I am glad I listened as I received much more intangible benefits from completing the entire program. With this BSRT I also received a certificate in leadership and those courses were very helpful in interprofessional work from the bedside to the project meetings.

My master's in public health and health policy helped me understand the laws upon which the whole health system is built and how changes are made. I also received training in basics for statistics, project development, and grant writing that helped me within the quality improvement (QI) and research work I have

done and continue to do. The enhanced writing skills and ability to put together and justify a proposal for a program, pathway, protocol, etc. have given me a step-up in preparing for and being successful in getting support for such projects.

My PhD is in biomedical sciences and is a pure scientific degree with an emphasis on data science and statistical methods. I'm pursuing this degree so I can become a more independent clinical researcher. These are the skills I found I was the weakest in when performing research.

Early on in my career, Tom Malinowski led me towards volunteerism within the state society, then the Virginia Society for Respiratory Care (VSRC,) and the AARC. I really have been involved in previous and current state societies or the AARC Board of Directors for most of my career. I am currently one of the delegates for the Pennsylvania Society.

4. What are some key lessons you have learned as: clinician, educator, and leader in the profession?

As a clinician, I have learned how much the little things matter, especially with children. Paying attention to details and raising a red flag, even if it may be orange and not red, is always appreciated. Being able to question and ask why to help push the teams to new evidence and different ways of doing things is important for the patients. More so, I learned that how you say something is just as important, if not more, than what you said. Often the approach differs from person to person and discipline to discipline and being able to read people and know when to change tactics is important.

A similar approach holds true for an educator. I have never been in a formal educator role. I have only performed clinical education or been a guest lecturer for all disciplines. An approach that has worked well for me is to not assume people know what I am saying and carefully break things down, so we are all on the same page.

As a leader, as well as a clinician, I have found that listening to people and asking clarifying questions to ensure my understanding of concerns BEFORE I respond and try to act is really a key strategy. Listening and learning as well as ensuring you are heard are essential for successful communication and inclusion. If I do not agree with a decision that others agree with, I will still try to understand. That allows me to make tweaks and change a plan to accommodate concerns while still achieving the same end goal. More importantly, my communication should convey the "why" behind the decision. As someone that always asks why, I feel it is important to provide the why.

5. What would you recommend to new graduate therapists just beginning their career?

Any career in medicine is a commitment to lifelong learning. What you know now will expand and change over time. Accept the change and be part of it; it's happening regardless of whether you want it to or not. It is the nature of both medical science and the RT profession.

Become a member of the AARC and get involved in your state society. Find out what committees they have and just join a committee for a year. Start slow and find what you are interested in. They are fighting for the profession. Be part of the change, don't just ride on other coattails.

Attend rounds every day, especially in the ICU. You have some leeway in arranging your work schedule to facilitate being at rounds. It is important to be part of the team discussions, so you are seen as part of the team. It is also important to understand the plan for the day and why that plan was made. You may also be able to provide information or clarification to assist in the plan development. I learned so much just by attending rounds, asking questions, and looking things up after to find answers.

If you are unhappy with a system, policy, or process, talk to your leadership and don't just complain. Be part of the solution your leaders can only do so many things. But if people help do the work more can be done quicker. And you will learn, and gain respect by doing it. Be part of the change you want to be.

Professional Positions Posted

***Texas State University, *Liberty University, *University of Nebraska Medical Center, *Georgia State University, *University of North Carolina-Wilmington, *University of North Carolina-Charlotte, *Thomas Jefferson University, *Stony Brook University, *St. Catherine University, *Augusta University, *Upstate Medical University-Syracuse**

Unlocking Opportunities: Strategies to Market Bachelor's and Master's Degrees in Respiratory Care

Randy Case, Ph.D., RRT, RRT-NPS
Associate Professor and Director of Interdisciplinary Education
for Health Sciences and Human Services
Respiratory Therapy
Midwestern State University

Respiratory therapy is a vibrant and growing profession, playing a critical role within the healthcare environment. As the demand for skilled respiratory therapists continues to grow, higher education institutions offering bachelor's and/or master's degrees in respiratory care are presented with an increasing need to attract and engage prospective students. However, developing an effective strategy to accomplish this task is often difficult. So, what can you do? Below are strategic ideas and concepts to assist in your recruitment efforts.

1. Highlight Career Advancement Opportunities:

Letting potential students know upfront what they can do and what they can accomplish with an advanced degree is paramount. Emphasize the diverse career paths available to graduates with bachelor's and master's degrees in respiratory care. Whether pursuing roles in clinical practice, research, education, or leadership, these degrees open doors to a variety of rewarding career opportunities. One excellent strategy to accomplish this is by showcasing success stories of alumni who have excelled in their careers after completing the program.¹ With that in mind, tap into your program's alumni to serve as ambassadors for your respiratory therapy program. Alumni can share their experiences, career paths, and success stories with prospective students. This can provide valuable insights into your program's strengths and opportunities.

2. Showcase Your Curriculum:

Highlight the industry-relevant curriculum offered in your degree programs. Emphasize courses that cover cutting-edge topics such as advanced respiratory care modalities, healthcare informatics, research methodologies, and leadership/management services. Spotlighting these components of your

curriculum may be a key factor in enticing students to consider a degree in respiratory care. One way to do this is by developing a strong online presence through a variety of social media accounts and a well-established program website that is easy to navigate. Use these platforms to highlight your program's curriculum along with all the other notable features of your program.

3. Implement Targeted Marketing Campaigns:

Speaking of social media, a great way to advertise your respiratory care program is to develop targeted marketing campaigns tailored to specific demographic groups. These groups could include recent high school graduates, current healthcare professionals seeking career advancement, and even adult learners looking to transition into a new field. Methods to effectively reach prospective students include using a mix of digital marketing channels, social media platforms, email, newsletters, and informational webinars. Face-to-face marketing campaigns can be enhanced by creating visually appealing and informative marketing materials, such as brochures, flyers, videos, and testimonials, to highlight the features and benefits of your respiratory care program. Just remember that most of the current generation of learners prefer digital marketing versus printed marketing.²

4. Leverage Faculty Expertise and Research:

If you have exceptional faculty, shine a light on them! Showcase the expertise of your faculty members and highlight their contributions to the field of respiratory therapy through their research, publications, and clinical practice. If you have faculty who have participated in faculty-led research projects, taken part in collaborations with healthcare institutions, or are highly active in professional organizations, put a spotlight on them. Displaying the talents of your faculty members can enhance the program's credibility and attract prospective students.³

5. Showcase Student Services and Beyond:

Now it's time to show off what your university has to offer. Highlight the student support services offered by your institution, including academic advising, career counseling, tutoring, and professional development workshops.⁴ Showcase the resources available to students to help them succeed throughout their educational journey. But do not stop there. If your school has a feature that is unique, appealing, and desired by prospective students, use it to your advantage.³

Beyond student services, let students know some of the fun perks about your university. It is easy to see how students could be drawn to your institution if its rec center boasts a 645-foot lazy river like Texas Tech University does. “If you build it (lazy river), they will come.”

6. Collaborate with High Schools and Community Colleges:

Partner with local high schools and community colleges to promote your respiratory therapy program. Many high schools offer specialty tracks for students interested in healthcare careers. Community colleges often house students who may be looking to further their educational careers with a bachelor’s or master’s degree. An excellent strategy to initiate a connection with these prospective students is to offer informational sessions, workshops, and campus tours to introduce students to your program, the faculty, and what your institution has to offer.¹

7. Attend College Fairs and Career Events:

When students are actively looking, you need to go find them. You can reach potential students by participating in events where they are actively seeking information about healthcare careers. Several great opportunities to interact with students could include taking part in college fairs, career expos, and healthcare conferences.³ This will allow you to reach a broader audience of prospective students. You can set up booths, hand out informational brochures, and engage in one-on-one conversations to discuss the benefits of pursuing a degree in respiratory therapy. Making these types of connections can not only provide you with the opportunity to network with potential students, it also puts your program in the spotlight to become more recognizable and familiar with a broader audience.

8. Offer Scholarships and Financial Aid:

Provide information about scholarships, grants, and financial aid packages to attract interested and motivated students to your respiratory care program. To decrease repetitive questions concerning scholarships and financial aid, designate a specific area on your program’s website that focuses on available funding opportunities. This not only decreases the number of times you are answering the same questions, but it also provides students with a consistent

place to find the information. In addition, it may alleviate financial barriers for prospective students.⁵

9. Host Information Sessions and Webinars:

Getting students through your doors is one of the key elements to creating a connection. Coordinate informational sessions, webinars, and open houses to introduce prospective students to your respiratory therapy program. Invite the program faculty, current students, and alumni to share their perspectives and answer questions about the curriculum, clinical experiences, and career advancement opportunities.³ Take it to the next level by incorporating a virtual open house or tour on your website and social media platforms. Students unable to attend a face-to-face session can visualize the classroom spaces, and laboratories, along with other areas of your campus you would like to highlight.⁶

10. Engage with Guidance Counselors and Advisors:

Develop relationships with those who already know prospective students. High school guidance counselors, college advisors, and career coaches are just a few of the many individuals who have already acquired a rapport with students you may be seeking to recruit.⁴ Utilizing those existing connections is an excellent strategy to raise awareness of your respiratory therapy program. To enhance the knowledge of your program and the respiratory therapy career, you can provide educational resources, professional development opportunities, and networking events for counselors and advisors.

In conclusion, marketing bachelor's and master's degrees in respiratory therapy requires a strategic approach that showcases a variety of features, including career advancement opportunities, industry relevance, targeted marketing campaigns, faculty expertise, and supportive student services. Educational institutions can attract and engage prospective students and inspire them to pursue rewarding careers in respiratory therapy by effectively communicating the value and benefits of these programs. By implementing a series of these strategies, respiratory therapy programs can effectively recruit students and cultivate a diverse and talented cohort of future healthcare professionals.

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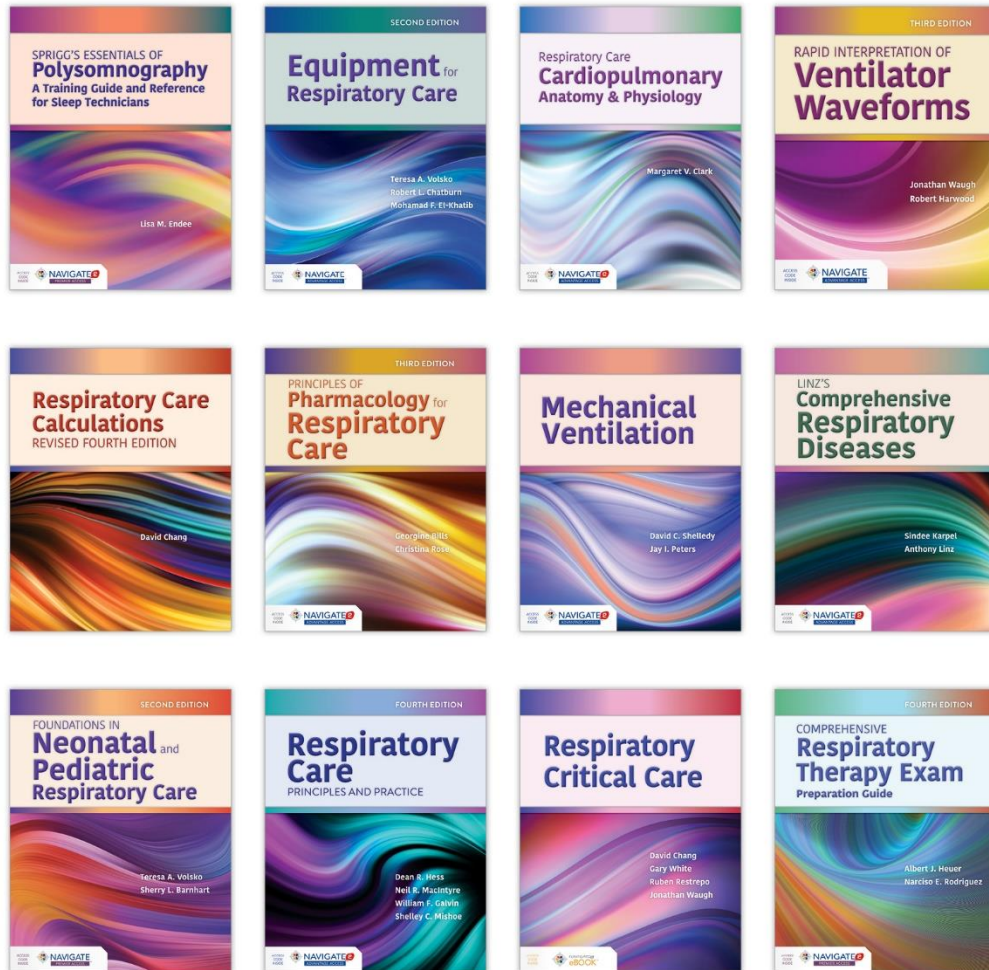
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ACRTE Institutional Members =Continued

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University of Toledo
University of West Alabama
UT Health Science Center San Antonio
Utah Society for Respiratory Care
Valencia College
Weber State University
West Chester University/Bryn Mawr Hospital
Yosemite Community College
Youngstown State University



If you have not already decided to become a ACRTE member after visiting www.acrte.org, the following are 15 reasons why you should join ACRTE.

Reasons Why You Should Become ACRTE Member

1. Award scholarships to baccalaureate and graduate respiratory therapy students.
2. Assist in the development of ASRT to BSRT Bridge Programs.
3. Collectively work towards the day when all respiratory therapists enter the profession with a baccalaureate or graduate degree in respiratory care.
4. Support a national association, representing colleges/universities awarding baccalaureate and graduate degrees in respiratory care, to move forward the recommendations of the third 2015 conference.
5. Help start new baccalaureate and graduate RT programs thus leading to a higher quality of respiratory therapist entering the workforce.
6. Work to change the image of the RT profession from technical-vocational-associate degree education to professional education at the baccalaureate and graduate degree level.
7. Mentoring program for new graduates as well as new faculty members.
8. Join colleagues to collectively develop standards for baccalaureate and graduate respiratory therapist education.
9. Develop public relations programs to make potential students aware of baccalaureate and graduate respiratory therapist programs.
10. Help to publicize, among department directors/managers, the differences between respiratory therapists with associate, baccalaureate, and graduate degrees.
11. Access to Spotlight articles on BSRT and RT graduate programs, and major medical centers.
12. Round table discussion dinners and Meet & Greet member receptions held in conjunction with the AARC Summer Forum and the International Congress.
13. Help to support maintaining a roster and web site for all baccalaureate and graduate respiratory therapist programs.
14. Collaborate with NBRC, CoARC, and AARC to improve respiratory therapy education.
15. Faculty development through financial support and publishing/presenting opportunities.

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