

The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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Spotlight Article

CSRC Advocates for the Profession and Their Patients

California Society for Respiratory Care



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The California Society for Respiratory Care (CSRC) continues to work for members by advocating and elevating the RT profession. In 2021, the CSRC Professional Advancement Committee updated its position statement on Education Requirements for Respiratory Care Practitioners licensed in the state of California. In this statement, the committee “endorses and supports bachelor’s degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030. A bachelor’s degree will meet the demands for practitioners to critically think, assess, and practice within a more independent scope.”¹

The Professional Advancement Committee is comprised of several CSRC members with myriad RT roles including academic and hospital leadership. They comprise, acute care, transitional and ambulatory care, clinical education specialists, and industry professionals. It was important to assure there were voices from differing roles that RT’s hold in creating the position statement. Professional Advancement Committee members believe a BSRC minimum requirement will “meet the demands for practitioners to critically think, assess, and practice within a more independent scope”.¹ Increased education will facilitate greater opportunities for practitioners to engage in specialized care that is outcomes-focused, providing value to the healthcare delivery system.¹

The position statement comes after improved access to online BSRC programs, increased affordable, accessible programs were offered in California. In September of 2014, California Governor Jerry Brown, signed SB 850 (Block), authorizing the Board of Governors of California's Community Colleges to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges.² This authorization made possible the BSRC journey for the community colleges in California, Skyline and Modesto Colleges, which accepted their first cohorts in 2016. Today, there are seven approved and recently approved BSRC programs in community colleges across the state.³ This increased educational requirement is crucial to improved access to quality healthcare, as California has the greatest number of licensed respiratory care practitioners in the country, at over 24,000. Following the publication of the Education Requirements for Respiratory Care Practitioners, the committee met again and published the Position Paper for Minimum Requirements of Respiratory Leadership in 2022.⁴

California RT's treat millions of patients in urban and rural communities, in and out of hospitals, with a range of acute and chronic conditions. Today, the CSRC Professional Advancement Committee is working with the Government Affairs (GA) Committee to advocate for legislation for licensed Advanced Practice



L-R: Jesse Ebadi (staff member of Salud Carbaja), Theresa Cantu, Krystal Craddock, Jackie Crum

Respiratory Therapist (APRT) to practice in the state of California. The GA Committee is committed to advocating for legislation that will improve access to healthcare for Californians and believes APRT would do just that. The committee

members have met and communicated with key leaders in respiratory care who are pushing legislation for the APRT forward in their states, including Dr. Bill Croft of North Carolina and Dr. Sarah Varekojis of Ohio.

Theresa Cantu, Chair of the GA Committee states, “RT’s play an integral role in healthcare. Recognizing the need to expand the scope of practice to better serve patients, the CSRC Board of Directors has embarked on a legislative advocacy journey to introduce APRTs to the California legislature during our annual Legislative Day event this year. Participants recognized that achieving this goal will require active engagement with influential legislators, including those from the Business and Professions and Health Committees, to discuss the development of APRTs in California. By seeking input from the legislature and emphasizing the potential benefits of APRTs, we are anticipating paving the way for improved respiratory care services throughout the state. This collaborative effort underscores the importance of professionals and legislators working together to enhance healthcare and ensure a brighter future for pulmonary patients in California.”

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INTERVIEW



Megan Schneider, EdD, RRT
RRT to BSRT Program Director
Bioethics Program Chair
University of Mary

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

I entered my undergraduate education as a pre-med major. My future career plans were centered around a life as a cardiothoracic surgeon. Soon after beginning my studies, I realized I was being called to something else, but honestly, I wasn't quite sure what that was. I wanted to be at the bedside of my patients, I wanted to get to know them, and I ultimately wanted to do everything that I could to care for them in the way that they deserved. After much reflection, I concluded that a life consisting of surgical consultations, time spent in the OR, and clinic work, while incredible, would not allow me to provide the kind of patient care I'd envisioned. I grew up watching the TV series "ER" with my mother. I loved the intensity, but most of all, I yearned for the idea of saving lives. After sharing these ideas with my academic advisor, she suggested I shadow a respiratory therapist. That did it; I was hooked! After applying to one of the best (I may be a tad biased) Bachelor of Science in Respiratory Therapy programs in the nation, the rest is history.

After graduating from the University of Mary's (UMary's) BSRT program in Bismarck, North Dakota, I was ready and eager to work and with license in hand, accepted my first position as a RT. My career began in a local short-term acute care hospital in the capital city of North Dakota; it was there that I worked for a short period, during which I dabbled in all areas: neonatal, pediatric, and adult critical and acute care. Soon after, I shifted to a long-term acute care hospital (LTACH). My evolving passion for patient care took flight in this facility as I saw patients with a variety of acute illnesses. From the outset, I couldn't help noticing gaps in care from all angles – clinical, business, policy, education, and ethics. I grew hungry to know more about all the different facets of healthcare, taking a special interest in the standardization and how this is related to the overall business model of the U.S. healthcare system. That led me to begin my graduate

studies in business with a concentration in healthcare. As I pursued my first graduate degree, I continued to explore other aspects of respiratory care. I worked for some time as a clinical liaison for the LTACH, at which I was employed. The career exploration that I'd experienced during the earliest phase of my career helped me continue to see how every area of healthcare was connected. How well the system's interwoven network worked to establish the quality of patient care mattered the most to me.

Through my continued journey of advocacy, both for quality patient outcomes and for the advancement of the respiratory care profession, I soon found myself applying to a Doctorate in Educational Leadership program through the University of Mary. One thing led to another as I then became director of the University of Mary's RRT to BSRT Online program. More recently, I earned a Certificate in Health Care Ethics from the National Catholic Bioethics Center (NCBC) and was named the Coordinator and Chair of UMary's M.S. in Bioethics Program. Overseeing both programs has allowed me to use my abilities in ways I had never imagined.

In the Spring of 2022, I successfully defended my dissertation entitled, *Baccalaureate Education in Respiratory Therapy: A Survey Development and Content Validity Study*. I walked across the stage as a three-time Alumna of the University of Mary as I was granted a Doctorate in Education (EdD). All my days of study and clinical work led to this one moment. To me, earning this degree signified that I'd become a lifelong learner. My duty was to ask the "bigger questions" and aim to find the answer. I did become a doctor, just a different kind. Instead of a cardiothoracic surgeon, I now serve students by developing thought-provoking coursework. My job is to challenge them as RTs to ask questions, look for ways to contribute more broadly, and identify how every dimension of healthcare is woven together to serve the most important end – quality patient care.

2. Who were your mentors?

-What/how did they contribute to your career?

I love this question because I am certainly not "self-made." Behind every leader is at least one mentor who has pushed, motivated, and inspired them to reach for more. Therefore, first and foremost, I would be remiss not to acknowledge my mother – a single mom, small business owner, and a woman of unfailing faith. She taught me to push through times of adversity and fear with grit and resilience. My mother would often tell me that in the end, the only chances we would regret are the ones we didn't take. She would say, "Life is about choices." She is always right!

Professionally, though, I would not be where I am today without Dr. Christine Sperle. We joke that she is my “work mom,” as she has mentored me since the beginning. Dr. Sperle was the Director of Clinical Education when I was an undergraduate RT student but is now the Chair of the Respiratory Therapy Department at UMary. She saw things in me that I had yet to realize. Christine pays close attention to the personal characteristics of each of her students, and nurtures them so that her students’ passions come to life! I now know that Dr. Sperle saw an educator in me and helped me to realize it even after I graduated from the program. As a mentor, Dr. Sperle is level-headed, open-minded, and gracious with her time. She is a keen listener – I think this is how she picks up on her students’ strengths; she listens, and instead of providing a simple answer, she leads her students to self-reflection so they can come by the answer themselves. Dr. Sperle is an educator at heart, and I am incredibly grateful for her and her mentorship.

In truth, I have never been short of mentors. At UMary’s and within the RT profession, many have been willing to mentor me. From the UMary’s Vice President of Academic Affairs, Dr. Diane Fladeland, to my current and past deans, Drs. Jodi Roller and Mary Dockter, to FAARC member, Dr. Ellen Becker. All these individuals exhibited one key characteristic – they were gracious with their time. As the mentee, I needed to be willing to take their advice and work hard, but most importantly, I could not be afraid to reach out for help. After getting past the fear of reaching out to such accomplished individuals as the ones I listed above, I was relieved to find so many who have come before me willing to sacrifice their time for the future of education and the respiratory care profession. These encounters with my mentors made me into the leader that I am today because if I was going to ask for their time, I needed to be willing to put in the time as well – a vital lesson in accountability is necessary for any aspiring leader/educator.

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?

As a first-generation college graduate with limited means, the RT program changed my life. Doors flew open to me. The more education I received, the more opportunities there were. People with similar passions (my mentors) approached me with new challenges, and I said yes. It is that simple – I said yes to each new journey with the understanding that each one would present moments of struggle, but I was up for the climb.

As I began writing my dissertation, a wise professor said, “This is a very long race, but get it done.” And I am sure many of us have heard the statement, “Your dissertation will not change the world,” or something along those lines. However, for me, it did change the world. It opened my mind to new perspectives, reminded me of my role in advancing the RT profession, and left me asking even more questions. It began my life’s work, and I am forever changed because of this educational experience. Even though it left me with more questions (which, in my opinion, is the purpose of higher education), earning a doctorate made me a better educator as I was equipped with new skills to improve the quality of education my students would receive – so that they, too, could set goals in their professional lives and embrace new opportunities. It was through furthering my education that I, as the student, became the teacher.

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

As a clinician, the biggest lesson I learned was to be a strong advocate for your patients, you must understand the bigger picture of healthcare. This requires sacrifice because for one to understand healthcare in its entirety, one must extend their education to, at the very least, the baccalaureate level. Aren’t our patients worth it? Isn’t the betterment of healthcare worth it? I think so.

This idea of furthering one’s education feeds directly into one of the most important lessons I’ve learned as an educator and aspiring leader – don’t shed light on an issue unless you are willing to put a solution in its place. It’s not enough to state a problem; one must aim to fix it. We all can contribute to the common good, but we must be brave enough to become lifelong learners. We must ask the “bigger” questions and attempt to find the answers through research and education. And yes, there is not always a monetary incentive for these endeavors, but that is what makes it a sacrifice. I think it is worth it!

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

I would recommend two things to new graduate therapists.

First, don’t wait too long to earn an advanced degree. I urge each respiratory therapist to place value on higher education – how fortunate we are to have it available to us! Here is one of my favorite quotes taken from St. John Henry Newman's *Idea of the University*.

“If then a practical end must be assigned to a university course, I say it is that of training good members of society. It is the education which gives a man a

clear, conscious view of their own opinions and judgements, a truth in developing them, an eloquence in expressing them, and a force in urging them.”

If we are going to be any good to our patients, we must be able to see the world from a grander view. We must ask ourselves what our profession needs from us and then aim to meet this need by using our gifts for the good of healthcare. I can assure you that this will require education and sacrifice.

Secondly, blaze new trails. On a bookshelf in my office sits a small plaque given to me by my mentor, Dr. Sperle. On it is a quote from Ralph Waldo Emerson, “Do not go where the path may lead. Go instead where there is not path and leave a trail.” This, of course, was her subtle way of pushing me towards greatness. She placed her trust in me, and I revisit this quote daily. Listen to your mentors; they will give you the recipe for success, and then be brave enough to go where no one else has.

Professional Positions Posted

***STIMIT-Dräger, *Georgia State University, *University of North Carolina-Charlotte, *University of Nebraska Medical Center, *Massachusetts College of Pharmacy and Health Sciences, *Thomas Jefferson University, *Stony Brook University, *University of Missouri, *Liberty University, *St. Catherine University, *University of North Carolina-Wilmington, *Augusta University, *Upstate Medical University-Syracuse, *Norton Healthcare, *University of Virginia Health System**

CoBGRTE Scholarship Committee Announces the Class of 2023 Scholars

**José D Rojas, PhD, RRT, RPFT, FAARC
Scholarship Committee Chair**

The Scholarship Committee is pleased to announce the winners of the 2023 Malinowski, Merit, NBRC-supported, and Smallwood scholarships. This year, again through the generous support of the NBRC, corporate sponsors, institutional members, and active members we are providing a total of \$32,000 support to the Class of 2023 Scholars. The NBRC supports scholarships to CoBGRTE members who are faculty or pursuing faculty positions and also pursuing a doctoral degree. Our members (institutional and active) and corporate sponsors provide the resources for eight Merit scholarships and two research scholarships. The research scholarships are named in honor of CoBGRTE members who championed research and leadership, and sadly were taken from us far too soon, Dr. Craig Smallwood and Mr. Tom Malinowski. The Smallwood Scholarship is awarded to a baccalaureate or graduate student who submits a research proposal to study any aspect of respiratory care. The Malinowski Scholarship is awarded to an individual in a manager, supervisory, or lead therapist position that is also pursuing a baccalaureate or graduate degree, and submits a proposal that aims to advance respiratory care clinical practice or address a clinical research question. The Merit Scholarships are awarded to entry-level (4) and degree advancement (4) applicants whose past educational efforts and submitted essay demonstrate promise and potential in advancing the respiratory therapy profession. The scholarship committee was charged with the difficult task of ranking the applications and naming the CoBGRTE Scholars of 2023. The committee believes all applicants were worthy of support and wishes them all success as they continue in the profession. This year we had 29 applicants for Merit Scholarships from 9 different educational programs, 3 applications for research scholarships, and 4 applications for the NBRC supported scholarships. Below are the award recipients and short biographical sketches in their own words. Please join us in congratulating these scholars!

I am deeply indebted to the Scholarship Committee for their tireless efforts and dedication.

Bruce Adcock, MEd, RRT, RRT-NPS, CHSE -Associate Professor of Instruction, UTMB

Brian Cayko, MBA, RRT, FAARC, -Clinical Assistant Professor, Boise State University

Nancy Coletti, PhD, RRT, CPFT, FNAP – Professor, University of Cincinnati

Johanna Gilstrap, MPH, RRT, MCHES, AE-C, NHDP-BC -Cmdr US Public Health Service

Nick Henry, PhD, RRT, RRT-ACCS, RRT-NPS, AE-C -Associate Professor, Texas State University

Jie Li, PhD, RRT, RRT-ACCS, RRT-NPS, FAARC – Associate Professor, Rush University

David Lopez, EdD, RCP, RRT -Associate Professor and Chair, Loma Linda University

Maxie Battey-Muse, MS, RRT, RRT-NPS, AE-C -Clinical Instructor, Georgia State University

Molly Quinn, MBA, RRT, RRT-ACCS, RRT-NPS -Assistant Professor Louisiana State University-HSC

Thomas Stokes, MEd, RRT -Assistant Professor, University of Texas Health Science Center-San Antonio

Tyler Weiss, MSc, RRT, RRT-ACCS, AE-C, FCCP -Assistant Professor, Rush University

CoBGRTE Merit Scholarships- Entry-Level Scholars



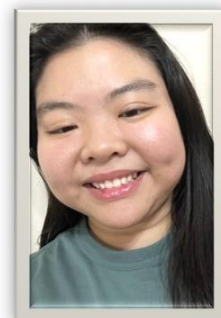
Valeria Tamayo Barron
UTMB



Grace Sommers
Ohio State University



Olivia Dreyer
University of Missouri



Megan Tran
UTMB

CoBGRTE Merit Scholarships- Degree Advancement Scholars



Mehak Syeda, RRT
University of Cincinnati



Felicia Strauch, RRT
University of Missouri



Tristan Goldhammer, BS, RRT
University of Missouri



Ali Al Khiry
Georgia State University

Valeria Tamayo Barron (UTMB-Galveston) – “Almost everyone calls me Val. I am a current graduate school student at the University of Texas Medical Branch (UTMB). I am currently in my second year of the Master of Respiratory Care (MSRC) program, and I am eager to graduate and begin my career as a respiratory therapist. I was born in Mexico City, Mexico, but moved to Houston Texas, in 2004 where I have lived since then. I graduated with my undergraduate degree in Health Science from Brigham Young University- Idaho in 2017. I loved living in Idaho because I love to do just about anything outdoors. I loved living so close to the mountains, the rivers, the lakes, the caves, and everything else. Despite my adoration for the outdoors, I have always known I wanted to work in healthcare. I found my love for physiology early in my undergraduate days and I set a goal for myself to one day practice as an advanced practitioner. Learning my specific interest in healthcare took a little longer. I now know that I am deeply interested in working as a respiratory therapist in the neonatal intensive care unit.”

Grace Sommers (Ohio State University) – “I grew up in Cincinnati, OH and I now go to The Ohio State University. I went into college majoring in health sciences and planned to go on the pre-med track. I wasn’t exactly sure what I wanted to go into, but I always knew that I wanted to pursue a profession in healthcare. My freshman year I heard about the respiratory therapy program during a required survey class and afterwards I applied to the program immediately. I was intrigued by the specificity of the profession and the clinical hours involved in the program. I’m now in my senior year, my second year in the program, and I am loving it. I’ve had the amazing opportunity to work at The Ohio State Medical Center with my limited permit. Although I’m not yet sure if I

want to pursue adult care or pediatric/neonatal care after graduation, I would love to work in the critical care setting!”

Olivia Dreyer (University of Missouri) – “I am from Saint Louis, Missouri. I knew since I was a little kid that I wanted to go into the medical field. However, it wasn't until I got to college that I fell in love with respiratory therapy. I hope to become a NICU RT in the future. I am very passionate about this career, and I hope that it will continue to grow and earn recognition for how incredible it is. I hope that other students learn to love it as much as I have!”

Megan Tran (UTMB -Galveston) – “My interest in respiratory care stemmed from a passion for healthcare and a profound fascination with the intricate workings of the human respiratory system. I am currently pursuing my master’s degree in respiratory therapy, a journey that has been characterized by academic rigor and unwavering commitment. I have learned the significance of compassionate patient care, collaboration with healthcare teams, and the constant pursuit of excellence both in the classroom and clinical settings. My aspiration is to provide high-quality respiratory care to patients in need, making a positive impact on their lives. I am excited to be a part of CoBGRTE's mission to raise the standards of respiratory care education and am genuinely grateful for the support this scholarship provides in achieving my academic and professional aspirations. I extend my sincere gratitude for this esteemed award and the opportunity to contribute to CoBGRTE's mission. I am eagerly anticipate continuing my contributions to both the profession and the coalition.”

Mehak Syeda, RRT (University of Cincinnati) – “I am currently working as a respiratory therapist at Bridgeport Hospital in Connecticut. I hold a bachelor’s degree in human biology and psychology, which I earned from the University of Toronto. After completing my undergraduate studies, I discovered my passion for respiratory therapy, which ultimately led me to pursue an Advanced Diploma in Respiratory Therapy from the Michener Institute in Toronto. I dedicated several years to working in the field, gaining valuable hands-on experience and insights. As I continued to work in the field, I realized that my passion for respiratory therapy extended beyond the bedside. It was at this juncture that I made the decision to further my education and expertise by enrolling in a Master’s in Respiratory Care program at the University of Cincinnati. Looking ahead, my goals are clear – I aspire to be a leader in the realm of respiratory care. I am determined to drive innovation and progress within the profession, with a special focus on continued education, professional development, and the crucial aspect of patient safety. Through my combination of education and practical experience, I aim to make a lasting impact on the quality of care provided to patients and the broader healthcare community. My journey in healthcare is not just about personal success, but also about making a

meaningful contribution to the advancement of the respiratory therapy profession. I believe ----that a commitment to lifelong learning and a dedication to excellence are the cornerstones of healthcare, and I am honored to be a part of this dynamic and ever-evolving field.“

Felicia Strauch, RRT (University of Missouri) – “I have been a practicing respiratory therapist for six years. In those six years, I have successfully filled the charge role within my department. Furthermore, I have served my fellow colleagues as department educator. This role is where I found my love for teaching and mentoring not only my fellow RT colleagues but also RN’s and NT’s across the hospital organization. Moving forward, upon completion of my baccalaureate degree it is my hope to guide a small department through leadership. Alternatively, I would enjoy an instructor position educating future respiratory therapists at a community college, preferably a clinical instructor role. I have seen education go to the waste side during the pandemic which has placed large educational gaps at the bedside. I believe education should be our top priority in order to provide and maintain safety and competence to our patients and our communities. In the future, my lifelong achievement will be to obtain my graduate degree and fulfill the role as program director for future allied health profession students. The world needs more RT’s! Thank you CoBGRTE for this selfless gift and helping me achieve my lifelong academic goals. God Bless! “

Tristan Goldhammer, BS, RRT (University of Missouri) – “I am a registered respiratory therapist and presently hold the position of Site Coordinator for the Respiratory Therapy program at Ozarks Technical Community College (OTC), my alma mater. I earned my Associate of Applied Science in Respiratory Therapy from OTC and a Bachelor of Science in Respiratory Therapy from Missouri State University in May of 2018. After graduation, I worked as a staff Respiratory Therapist at the University of Missouri Hospital. In this role, I specialized in adult critical care and served as a relief supervisor. In August 2022, I accepted my current position at OTC, which marked a shift from full-time bedside care to pursue a career in educating future respiratory therapists. I proudly serve as the Site Coordinator and an instructor for the inaugural baccalaureate respiratory therapy program to be offered at a community college in the state of Missouri. To further enhance my expertise and knowledge in the field, I am currently enrolled in the graduate school at the University of Missouri where working towards a Master of Health Science in Clinical and Diagnostic Sciences with an emphasis in respiratory therapy. I am honored to have been awarded the CoBGRTE Merit Scholarship and am deeply grateful for the support CoBGRTE provides to students and their advocacy for the respiratory profession.

Ali Al Khiry, BScRC (Georgia State University) – I am a current MS student in Respiratory Therapy at Georgia State University. Prior to moving to higher education, I was a practitioner for 5 years with experience in critical care units for neonatal, pediatric, and adult patients in the Middle East. I am also a certified pulmonary disease educator by the American Association for Respiratory Care (AARC). My ultimate goals are to further my education toward a PhD, being a cardiopulmonary disease researcher and a professor of respiratory therapy. My current thesis centered around the intellectual leap of oxygen therapy after the COVID-19 pandemic.

CoBGRTE Research/Leadership Scholarships



Yooky Kim BA
UTHSCSA
Smallwood Scholar



David Kemper, BHS, RRT, RRT-NPS, C-NPT
University of Missouri
Malinowski Scholar

Smallwood Scholar - Yooky Kim, BA (UTHSCSA) – “I am a dedicated second-year MSRC student at the University of Texas Health Science Center in San Antonio. I am currently in my clinical internship at Dell Children's Medical Center in Austin. My diverse life experiences, spanning from Seoul to Mexico City, California, and Colorado, have instilled in me a profound appreciation for the vital role of healthcare in building thriving communities. I firmly advocate for evidence-based practice and believe patient-centered care is the linchpin to achieving the best possible patient outcomes. My keen interest in research drives my passion to contribute to advancing respiratory care practice, ultimately aiming to make a meaningful impact on patients' well-being.” Ms Kim’s research proposal was “*Yoga as an Alternative to Pulmonary Rehabilitation for COPD Patients: A 20-Week Intervention Study.*”

Malinowski Scholar -David Kemper, BHS, RRT, RRT-NPS, C-NPT (University of Missouri) – “For my 2023 Tom Malinowski Research Scholarship application I proposed: *Surfactant Replacement Therapy: A Retrospective Review from a Large Neonatal Critical Care Transport Team*. This study is currently in the planning phase but will focus on surfactant replacement therapy in near-term/term neonates that present with respiratory distress and focus on their journey pre and post interfacility transport (all of which lacks in current literature). My plan is to have this study approved by the institutional review board (IRB) before summer 2024. I will give an update on how this next study is progressing in the next year.

I want to thank the CoBGRTE for their continued support. The number of resources and scholarships this organization puts out are invaluable. Without your continued support I am unsure if I could accomplish all my education and research goals. I am once again honored to be receiving an award under Tom Malinowski’s name, as he was a true visionary in respiratory care and clinical research. With that, I am forever grateful for the CoBGRTE and am honored to be receiving the 2023 Tom Malinowski Research Scholarship!”

CoBGRTE-NBRC Pre-doctoral Scholarship- Faculty Scholars



Khamron Micheals
PhD(c), MHA, RRT
UTMB

*Proposal -The Effect of
Pulmonary Rehabilitation on
Long-COVID*



Shi Huh Samuel Shan
MS, RRT, RRT-NPS, RRT-ACCS
Georgia State University

*Proposal - Experiences of college
students’ use of smartphones in
undergraduate university
classrooms.*



Shana Kent-Smith
MHA/MEd, BS, RRT
Florida State University

*Proposal - An exploratory
qualitative case study to
investigate the experiences of
racially and ethnically
minoritized faculty in allied
healthcare majors in colleges
serving rural areas in Florida.*

Khamron Micheals, PhD(c), MHA, RRT (UTMB) – Mr. Micheals earned a Bachelor of Science degree in Respiratory Care from UTMB in 2016 and subsequently completed a Master of Healthcare Administration (MHA) program at Texas Southern University. Currently, he is a dedicated fourth-year Ph.D.

candidate at UTMB's School of Public and Population Health. Prior to commencing his doctoral studies in 2020, Mr. Micheals gained valuable clinical experience at Houston Methodist Hospital within the Texas Medical Center. His clinical expertise spans various specialties, including the surgical and COVID-19 Intensive Care Units. Mr. Micheals' overarching career goals center around conducting groundbreaking research to address healthcare disparities and advocating for evidence-based changes in healthcare policy. His ultimate aspiration is to become a distinguished faculty member at an esteemed academic medical center.

Philosophy Statement

As a healthcare professional and scientific researcher, I possess the unique opportunity to engage with science from an intrinsic perspective. My educational journey commenced with a Bachelor of Science in Respiratory Care from The University of Texas Medical Branch at Galveston (UTMB), which set the foundation for my career. It was followed by acquiring a Master of Science in Healthcare Administration from Texas Southern University (TSU) in 2020, providing me with a broader perspective on healthcare systems and policies. With several years of experience as a registered respiratory therapist, I have been fortunate to serve and support my community, developing a deep sense of purpose in my work.

Looking forward, I am enthusiastic about making meaningful contributions to the betterment of our community through my scientific research endeavors. In pursuit of my doctoral degree in Rehabilitation Sciences within the School of Public and Population Health at UTMB, I have honed my skills, acquired valuable knowledge, and received extensive scientific training. This experience has enabled me to access and analyze large datasets critical for shaping healthcare policies. I aim to leverage these skills by simultaneously utilizing extensive datasets, such as Medicare, National COVID Cohort Collaborative (N3C), TriNetX, and electronic health records (EHRs), to continue exploring respiratory-related outcomes and uncovering any disparities in healthcare access and utilization.

My research primarily focuses on the acute care and rehabilitation needs of patients affected by COVID-19. My experiences as a surgical and COVID-19 ICU therapist initially ignited my interest in acute care research, where I witnessed the critical importance of effective interventions. Moreover, my graduate studies in healthcare administration at TSU brought to my attention the significance of social determinants of health and the barriers that affect less fortunate

populations. This education also instilled in me the belief that evidence-based research possesses the power to influence and amend policies, further motivating my research journey.

My training in rehabilitation sciences has deepened my understanding of the post-acute care of patients with lung disease and the disparities they face, making me determined to address these challenges. There is compelling evidence indicating that pulmonary rehabilitation (PR) should be considered to reduce prolonged disability in COVID-19 survivors. (Wang, 2020) PR has been demonstrated to be a safe, feasible, and effective intervention for these individuals, (Hermann, 2020; Santus, 2013; Zampogna, 2021) improving their quality of life (Postolache, 2013; Santus, 2013) and reducing healthcare utilization. (Nici, 2011; Raskin, 2006) However, PR remains underutilized compared to other rehabilitation interventions, (Holland, 2013; Sundh, 2017) highlighting a crucial gap in care.

In my ongoing research, which involves analyzing electronic health record (EHR) data at UTMB, we have identified over 900 patients who visited our post-COVID facilities between March 2020 and December 2022. Many of these patients complained of dyspnea and fatigue and were referred for pulmonary function testing and PR. Our retrospective study revealed that those who completed eight weeks of PR significantly improved dyspnea and functional ability. However, a substantial majority of the patients referred to PR did not attend.

My current research aims to uncover the factors associated with participating in and completing pulmonary rehabilitation among COVID-19 subjects with persistent symptoms. I am utilizing the TriNetX COVID-19 Research Network, a consortium comprising 87 healthcare organizations from 11 countries, including UTMB. This study will offer valuable insights into the factors linked to participation and completion of PR nationally, potentially addressing the underutilization of this vital intervention.

Despite my primary focus on COVID-19 and Long COVID disparities, I plan to continue to apply the skills I have developed during my doctoral studies to investigate how socioeconomic status contributes to lung disease and, subsequently, to health disparities. My commitment to advancing healthcare and reducing disparities remains unwavering, driving me to contribute to the greater good of our community and beyond.

Shi Huh Samuel Shan, MS, RRT, RRT-NPS, RRT-ACCS (Georgia State University) – Mr Shah is an assistant professor in the department of Respiratory Therapy, Byrdine F. Lewis College of Nursing and Health Professions

at Georgia State University (GSU). He earned both his bachelor's and master's degree in respiratory therapy at GSU, and he has been a respiratory therapist for more than 10 years. He is currently pursuing an educational doctoral degree at the University of Georgia, and he recently achieved candidacy (ABD). He teaches in both the undergraduate and graduate respiratory therapy program curriculums. His expertise in adult and pediatric critical care and foundational respiratory therapy is demonstrated in many of the courses he teaches. He serves his department, college, and profession by participating in various committees, and he is currently the Vice President of the Georgia Society for Respiratory Care (GSRC). His research interests include adult critical care medicine and clinical education. He has contributed to peer-reviewed publications published in journals such as Respiratory Care Journal, Respirations, and Heart Lung. He has presented and moderated at several local, regional, and national conferences. He has been a recipient of numerous clinical and academic awards and honors since becoming a respiratory therapist.

Philosophy Statement

My vision is to prepare competent respiratory therapists and future leaders in the profession of respiratory care. I envision future respiratory therapists to be critical thinkers and analyzers who are effective and efficient when problem solving situations arise. I hope to educate and motivate future clinicians to seek autonomy and be confident and vocal in all aspects of care for patients who require medical assistance. I hope to instill knowledge of the importance of research to students and bedside clinicians. I believe best practice guidelines are discovered through research. Respiratory therapists are heavily involved with medical equipment usage where technological advancements impact the method in which we practice; therefore, research is at the forefront of staying ahead of new advancements (whether if it's technological advancements or procedural).

I view the program I teach in to be a top nationally regarded university-based program for respiratory therapy education in the United States; therefore, I strive towards maintaining and elevating this standard. I view academics and research to be fully integrated with clinical practice. I utilize this pragmatic approach by providing an educational experience built around a teacher-practitioner concept to educate the next generation of respiratory therapists. I also view there is a need to elevate the education standard or requirement for entry into practice for the profession of respiratory therapy. I believe there is a lack of respect for respiratory therapists in the medical field, and this could stem from clinicians who practice with low levels of education. In my experience, I've seen more respiratory therapists as "doers" and not "thinkers". I believe we could elevate our profession as a whole if we raise the minimum education requirements

(similar to what other health professions have achieved, for example: physical therapy and occupational therapy). I believe the more knowledgeable we are as respiratory therapists, the more we will be viewed as specialists (thinkers) who belong at the round table when critical decisions are made for patients. We should also examine the need for more graduate programs and provide higher levels of education for current respiratory therapists. We need more doctoral programs (and doctoral RTs) and advanced degrees such as the advanced practice respiratory therapist (APRT). In summary, I envision both elevation of minimum education requirements (higher floor) and more advanced degrees (higher ceiling) for respiratory therapists in the future.

My service vision for the profession of respiratory therapy is to promote and grow the profession. I envision myself to be an ambassador for respiratory therapy. I believe every respiratory therapist should take some time aside and serve our profession. I've learned so much from serving on various committees on the local and regional level. I strive to serve our profession on a national level in the future.

My research vision is to increase my research productivity and conduct research which could positively impact both academia and clinical practice within and outside our community. My research area of interest revolves around conducting studies which could yield best practice guideline results. I also have a passion to conduct research in higher education which examines the students' perspective in hopes to discover new ways to facilitate learning. I am currently working on a study where the students' voice will be examined in hopes to discover how and why they view and use smartphones in college classrooms. The results from this study could yield results which could provide novel ways to incorporate or limit use of smartphones during classroom lectures. This concept could also be transitioned to the clinical environment in future studies. I envision searching for and discovering gaps in literature to fill in future research.

Shana Kent-Smith, MHA, MEd, BS, RRT (Florida State University) -

Shana Kent-Smith is a dedicated and accomplished professional with a rich and diverse background in healthcare, education, and community involvement. Her multifaceted career and extensive community service have made her a valued member of multiple committees and an advocate for positive change in various sectors. Shana's educational journey began with a Bachelor of Science in Respiratory Therapy (Cardiopulmonary Science) from Florida A&M University. She continued her academic pursuits by earning a master's degree in health administration and adult education from the University of Phoenix. Currently, she is a third-year doctoral student in Educational Leadership and Policy Studies at Florida State University, where she is engaged in research activities, including

an exploratory case study. With over 15 years of experience as a critical care registered respiratory therapist and 14 years as a respiratory care educator in higher education, Shana possesses a deep understanding of the healthcare industry and educational institutions. As a Program Director she has honed her skills in various aspects of healthcare and education. Shana passionately subscribes to Nelson Mandela's belief that "Education is the most powerful weapon which you can use to change the world." She views each opportunity as a corridor for continuous learning and innovative collaboration. Her life experiences have consistently led to process improvements in educational institutions, local communities, and at the state level. With her extensive experience, unwavering dedication, and a heart committed to community well-being, Shana Kent-Smith continues to be an advocate for positive change in the healthcare, education, and community sectors. Her unique combination of expertise, experience, and commitment makes her a force for positive transformation in various committees, as well as a valuable member of her local community and a doctoral student passionate about research and education.

Philosophy Statement

My life has been dedicated to making a positive impact in healthcare, education, and my local community. I've traversed a path of continuous learning and service, driven by the belief that education is a powerful catalyst for change. As a Registered Respiratory Therapist with over 15 years of experience, I've witnessed firsthand the transformative potential of education and healthcare. My journey includes a strong educational foundation, and I am currently pursuing a doctoral degree in Educational Leadership and Policy Studies. Through my academic and professional experiences, I've developed a deep understanding of the intricacies of program assessment, institutional accreditation, and quality enhancement planning. Beyond my career, my heart lies in community service. I've been a committed member of various committees and initiatives, striving to make a positive impact at every turn. Whether it's in the church, local community services, or youth programs, I am dedicated to improving people's lives and fostering a sense of togetherness. My vision for the future is one of continued dedication to making a positive impact. I'm a firm believer in the power of education to change the world, and I see every opportunity as a chance for innovation and collaboration. I am committed to using my skills and experiences to enhance healthcare, education, and our local communities. In summary, my life's journey has been marked by a commitment to bettering the world around me. I aim to be an agent of positive change, leveraging my experiences and education to bring about a brighter, more educated, and closely-knit world.

**CoBGRTE Round Table Dinner & Discussion
at Bavarian Bierhaus Restaurant
AARC 2023 Congress
Nashville, Tennessee**

Kimberly Clark, EdD, RRT, RRT-NPS, FAARC; Gregg Marshall, PhD, RRT, RPSGT, RST, FAARC; Christopher Russian, PhD, RRT, RRT-NPS, RPSGT, RST, FAARC, Jonathan Waugh, RRT, RPFT, FAARC

CoBGRTE continued at the AARC Congress the tradition of holding a dinner for members and guests to meet, eat, and discuss some of the issues impacting baccalaureate and graduate respiratory therapy education. The Round Table dinner discussion has opportunities to network, recruit new members and discuss topics critical to the advancement of respiratory therapy education. Visiting our academic, clinical and industry leaders from across the country supports a collective effort to expand our professional expertise. We learn from each other, solve problems together, and try to advance our profession. Table captains are asked to summarize their discussions. Sharing gives attendees and non-attendees a chance to reflect on the ideas that were exchanged at the dinner. The authors of this article served as table captains at the dinner, attended by 60, held on November 7, 2023. Their summary of issues follows below:

Table Captain: Dr. Kimberly Clark



L to R: Nancy Guyse, Robin Ross, Rain Rueda, Vickie Bell, Kim Clark, Stehannnie Miles, Nancy Colletti, Steve Colletti.

- Discussion was given to CoBGRTE's name change and new branding to the American College of Respiratory Therapy Education (ACRTE) to be inclusive of all respiratory therapy faculty and education program levels. The inclusion of more education programs may help generate more

individual and institutional membership to expand the visibility of the ACRTE brand. In addition, the need to grow sponsorship was mentioned with the consideration of targeting staffing companies.

- Several individuals discussed the need for more faculty development. ACRTE can support more faculty development through providing resources and mentorship to new program directors and faculty needing assistance with program development, navigating day-to-to program operations, and preparation for accreditation. ACRTE can also be an avenue for faculty to engage with a national organization to facilitate service and leadership opportunities, which supports faculty professional development and growth. ACRTE has several members with the rank of tenure and department chair status who can provide external review letters for the reappointment, promotion, and tenure process.
- The need for educators to “hard sell” AARC membership was discussed. The group felt that program faculty were in the best position to encourage AARC membership and role model the benefits of being a part of their profession. Also, educators are being tasked with mitigating the negative impact of burnout among RTs on students.
- A need exists for ACRTE to have a strong sense of social media presence to engage educators in the promotion of the profession. We need to look at our students as potential faculty and help them develop that as a career path. Having master’s and bachelor’s degree students serving as mentors to associate degree students was discussed as a potential way to encourage collaboration across different degree programs.
- Other discussion topics included having a research network for faculty and looking at a mechanism to share faculty as a way to expand experience and expertise among programs.

Table Captain Dr. Chris Russian



- How important is participating and presenting research for entry-level students? Most in the group believed it was critical to the advancement of the student and the profession. We had BSRC and MSRC students sitting nearby. All agreed the Open Forum was a reachable and desirable goal for the future. Obviously, anxiety exists to present in public but after watching several Open Forum presentations it was less daunting.
- What is more important for your future goals, APRT or Academic Position? Many at the table saw an academic position as the preferred career path. However, achieving that goal was more confusing. We discussed the importance of the MSRC (post-professional) as being the recognized degree to prepare future educators.
- Recruiting efforts into BSRC/MSRC programs? Social media seems to be the primary means to recruit MSRC programs. That is a steep hill to climb because of reach. Individual social media accounts do not have a huge number of followers. CoBGRTE/AARC/NBRC social media posts could/should help with recruiting. There is a desire to secure advertising dollars for promoting programs so “free” support from an organization may not be in their best interest financially. Recruiting to entry-level programs needs to occur nationally and locally. We started a recruiting effort on our main campus to spread the word (tables in high traffic area,

giveaways). We will see if it generates more applications. Current students are happy to participate in those efforts and should be used in recruiting efforts.

- The mission/vision of CoBGRTE is not really known. Is it to prepare future faculty or offer CEUs to therapist. Some at the table didn't really know where CoBGRTE fit or what role they served. Continued advertisement of who we are, what we do, and how we can help is important.

Table Captain: Dr. Jonathan Waugh



- Several people were very impressed by Michael Davies, PhD, RRT, who presented at the Congress about his lab group obtaining/receiving live cell samples and using those for sophisticated testing for treatment recommendation. It was agreed that students need to be made aware of RTs in these exciting roles beyond traditional bedside care. Maybe an interview with Michael Davies could be in a future issue of the Chronicle?
- More than one person shared frustration with getting support from their academic administration for recruiting AND getting the administration to understand that recruiting for RT is different from recruiting for nursing, PT, PA, etc.
- Shrinking dollars for professional development was a common topic. One way to help ensure approval to attend the Congress or Summer Forum is an invitation to present research or some professional topic (could even be CoBGRTE inviting individuals to present at Board of Director meetings). CoBGRTE members conducting research can invite colleagues from different institutions to participate in research projects. This not only gives an opportunity to justify travel for presenting research but also raises how the research is viewed by making it multi-site.

Table Captain: Dr. Gregory Marshall



All groups were asked to consider how CoBGRTE could better serve RC educators across the curriculum and programmatic construct. These were topics we discussed:

- Faculty Positions: CoBGRTE could serve as a center for academic postings. When I reminded everyone that the Chronicle already posts positions, some didn't know that and didn't register it as such from their reading of the Chronicle.
- Mentoring: What this looked like and how it could be executed was discussed. Although all agreed it is best face-2-face, it can be done remotely. Ideas from grouping expertise interests to random conversations were discussed
- Support for new faculty who have never taught and how to traverse academia from the clinical bedside. How does one get started in this transition?
- Website resources – recommended articles/books/
- New Instructor Workshop – developing a workshop just for new instructors.

- How does one step into the program director or director of clinical education position from the clinical bedside? CoARC gives specifics for the role but not the impact of the job.
- A white paper on transitioning from AS to BS that could be used with Chairs, Deans, Provosts to consider advancing degrees.
- Developing affiliations/connections/partnerships for transition from community colleges to the university.
- CoBGRTE sponsor a workshop for new faculty that could be offered during the AARC Summer Forum.
- In the future, a CoBGRTE conference would be a great way to bring together the educators (new and seasoned) to share interact, build relationships, and network.

Nashville CoBGRTE Exhibit Hall Booth a Great Success

By Michele Pedicone, DHSc, RRT, RRT-NPS Booth Committee Chair

Attendees visiting the CoBGRTE Exhibit Hall Booth were given the opportunity to learn about the benefits of being a CoBGRTE member, enter a raffle for a textbook, and pick up some well-designed CoBGRTE stickers. Attendees scanned a QR code that took them to a well-designed link tree on the CoBGRTE website. Here, they were able to find Master and Baccalaureate program in the US, information on scholarships, and a direct link to membership.

Volunteers staffing the booth took the opportunity to share the mission and vision of CoBGRTE, as well as the benefits of membership.



A record number of attendees entered the raffle for one of ten textbooks donated by Jones & Bartlett Learning, a CoBGRTE Corporate Sponsor. List of 2023 textbook winners: Rachel Gentzler, Yolanda Wells, Alysia Osorio, Toni Jackson, Alexandria Klewen, Keiran Andrews, Melissa Holder, Grace Sommers, Ali Al Khiry, and Grace Freeman.



Thank you to those who volunteered for booth duty encouraging fellow respiratory therapists in their careers and educating about CoBGRTE. We look forward to seeing you next year in Orlando at the CoBGRTE Exhibit Hall Booth 2024! An abundance of gratitude is extended to the CoBGRTE Exhibit Booth Committee; Christy Kane, Jonathan Waugh, Tom Barnes, Wendy Castro, Kamhron Michaels, Kystal Byers, Janelle Gardiner, and Michele Pedicone.

BSRT Students Attend AARC House of Delegates Meeting

By Patricia Peterson



The photo above shows all the 22 students that attended the HOD, from their respective states. Each state sponsored two or more students (either 1st year or 2nd year in the BSRC program), some states hosted no students because they had zero students apply to attend.

It is important for students to apply. Some students don't apply because they believe they can't afford the expense of travel. However, if your state sponsors you, the travel and hotel are complimentary courtesy of your state affiliate/society. In Kyla Tate's case, it was the Texas State Society that sponsored

her (Kyla is about to graduate with a master's in respiratory care), Claire Peterson is a 1st year student from Midwestern State University and was also sponsored by the Texas Society for Respiratory Care. This was Claire and Jeremy's first



L-R: Kyla Tate, Claire Peterson

experience with the House of Delegates and the American Association for Respiratory Care, AARC Board of Directors.

As for Jeremy, his introduction to respiratory care happened during his time in EMS. Naturally, a lot of his job focused on the respiratory system, and he quickly learned what a respiratory therapist is. Jeremy found the cardiopulmonary system to be fascinating, and his search for specialized education led him to where he is now, in a respiratory care bachelor program. He found professional involvement to be highly enriching and applied for the House of Delegates Mentorship Program as soon as he learned about it. Attending the HOD allowed him to see that respiratory care is a living, breathing profession that allows for the highest degree of involvement and enrichment. The experience has motivated him to seek the position of a Specialty Section Student Ambassador and made his decision to remain an AARC member non-negotiable. What Jeremy experienced has allowed him to say, with full confidence, that respiratory care is the profession he wants to stay in and be active to the highest degree. The AARC Congress was a phenomenal experience as well. Learning about current ever-changing topics and research has allowed Jeremy to begin to think outside of the box despite still being a student, and it's something that he's very thankful for. None of this life-changing experience would have been possible without the South Carolina Society of Respiratory Care and his instructors at Midlands Technical College. SCSRC sponsored him and gave Jeremy the ability to attend the HOD meeting, and his instructors facilitated his ability to focus on what he was learning and experiencing.

Claire Peterson is an Army combat veteran and is using her GI Bill toward the BSRC program at Midwestern State University. She believes that her choice to become a full-time RRT will allow her to continue service to her community. While at the House of Delegates she learned how valuable it is to enroll as a member and maintain membership in organizations like CoBGRTE, AARC and Texas Society of Respiratory Care. It is due to the volunteerism of the members that conferences such as the House of Delegates and Congress are possible. Of great benefit to any student is meeting and connecting with other students and

being matched with a senior delegate mentor. Through CoBGRTE you can connect with other students and find out what their school student officers are doing to promote the study of respiratory care. Programs, like Health Occupations Students of America, (HOSA) have been of interest to Midwestern State University BSRC students who are looking for ways to reach out to their community. Sharing ideas with other schools has been a great benefit, and I've made friends that I plan to stay in touch with and hope to see again at future RC events.

Claire found that it was refreshing to know that AARC had visited the Congress and advocated for respiratory care in a meeting with Congressman Mike Thompson of California, as well as protected the profession's scope of practice. Changes to licensure, in the form of compact licensure, will surely benefit military spouses who are RRTs and often relocate due to the nature of the military every three years. For students who wish to advance their learning beyond the BSRC, more is being done to shape the APRT curriculum and make the APRT a viable option. Some of the lectures were more than I could follow being a first-year student, but it gave me insight in that I could see how passionate the speakers were about their research and love of teaching. It was a contagious, positive vibe that rang throughout the halls of the venue to include the vendors and sponsors who were also doing their best to explain pieces of equipment and new technology to include a nebulizer that can deliver a dose of medication in just three minutes. I would recommend membership in CoBGRTE and AARC and your state society and involvement in some shape or form, perhaps a conference, you won't regret it; and if you are in school; most likely your professors will allow you to make up missed work like mine did. I'm very grateful I got the experience of Congress.

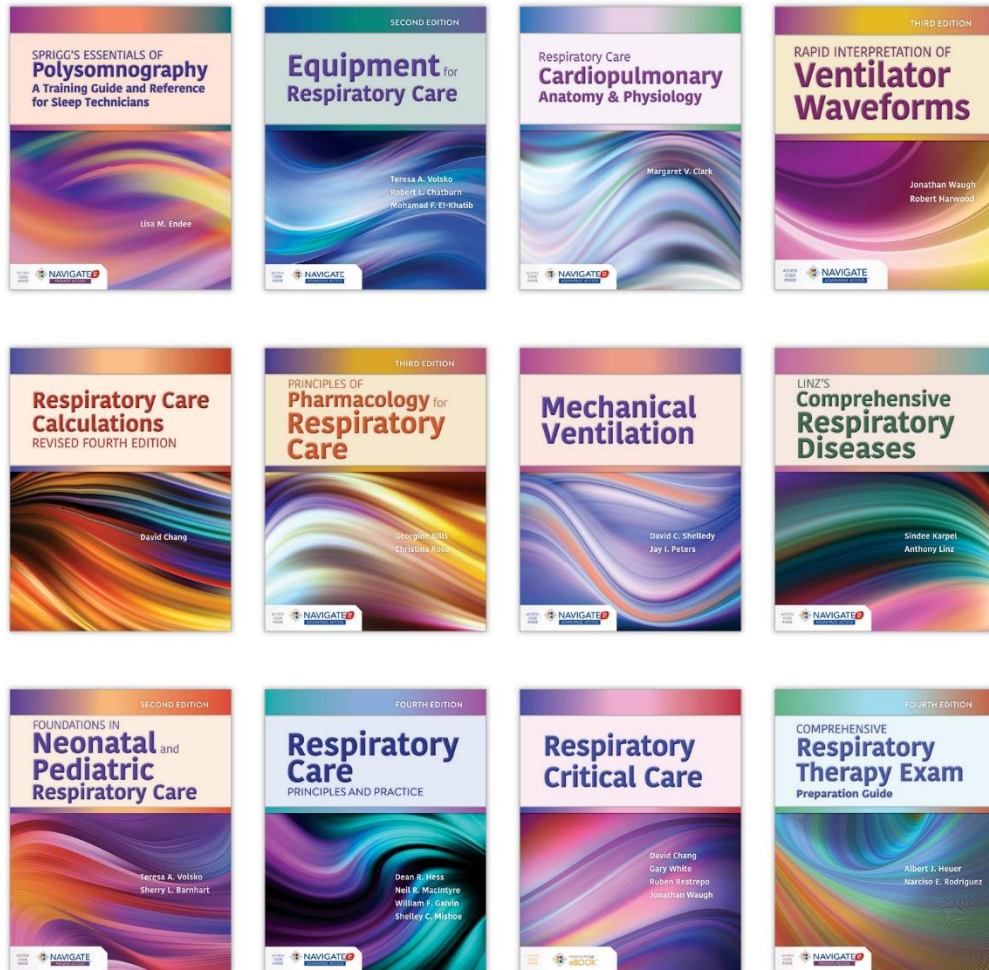
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If you have not already decided to become a CoBGRTE member after visiting www.cobgrte.org, the following are 15 reasons why you should join the coalition.

Reasons Why You Should Become a CoBGRTE 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 the 70 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 over 75 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 CoARC and AARC to improve respiratory therapy education.
15. Faculty development through financial support and publishing/presenting opportunities.

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