

The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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Spotlight Article



University of Arkansas for Medical Sciences

College of Health Professions

Department of Respiratory Care

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Assistant Professor and Chair of the Department of Respiratory Care

The [University of Arkansas for Medical Sciences](#) (UAMS), a metropolitan academic medical center located in Little Rock is the state's only comprehensive health sciences university. UAMS and its clinical affiliates, Arkansas Children's Hospital and the VA Medical Center serve the state by offering a full range of education, research, and clinical programs to lead health care improvement and wellness in the state. UAMS consists of a statewide network of regional health education centers, advanced telehealth and telemedicine programs, and a host of specialty clinical research institutes. UAMS offers 73 baccalaureate, master's, doctoral, professional and specialist degree programs and certificates. These are awarded through our Colleges of Medicine, Nursing, Pharmacy, Health Professions, Public Health, and UAMS Graduate School. Students attend classes at the UAMS main campus in Little Rock and a regional campus in Fayetteville, Arkansas.

About the Program

The Department of Respiratory Care offers a traditional, baccalaureate entry-to-practice program and an online A.S. to B.S. degree advancement program.

Program Mission & Values: The UAMS Cardio-Respiratory Care programs are dedicated to developing practitioners of influence who demonstrate the value of our profession, and lead it forward to meet the needs of a diverse healthcare community. The respiratory care faculty members value and steward our legacy of student excellence and national prominence. Our collective vision embraces change to promote the future of respiratory care. A supportive environment is created that promotes a culture of professional achievement, diversity, and mutual respect.

Brief History: The RC program dates to 1975 when the program was offered as a certificate program through the Veteran's Administration hospital. In the late 1970's the program partnered with the University of Arkansas for Medical Sciences to meet accreditation standards. Under the direction of Erna Boone, DrPH, RRT, FAARC, the program enjoyed 40 years of outstanding success, with multiple revisions to the curriculum, structure, and degree plans ultimately leading the program to offer a baccalaureate degree. Since Dr. Boone's retirement in 2019, the program has continued its long history of excellence and leadership to respiratory care education in Arkansas and its commitment to support the advancement of our profession nationally.



Traditional B.S. Program: Students enrolled in the traditional program complete 120 hours for a bachelor's degree in cardio-respiratory care. The program is offered in a full time (5 semester covering the last two years) or part time (8 semester) degree plan. The program requires 58 hours of general science, liberal arts, humanities, and elective coursework as prerequisites for admission. Students complete sixty-two hours of professional credit in the discipline of respiratory care.

**Traditional Entry to Practice Curriculum
Entry-to-Practice B.S. Degree Program
Full Time Curriculum**

| FALL 1 – 15 SC | |
|--|------|
| RESP-3411: Cardiopulmonary Anatomy & Physiology | 4 SC |
| RESP-3412: Equipment and Techniques I | 4 SC |
| RESP-3113: Equipment and Techniques I Laboratory | 1 SC |
| RESP-3314: Basic Assessment and Diagnosis | 3 SC |
| RESP-3115: Basic Assessment and Diagnosis Laboratory | 1 SC |
| RESP-3116: Pharmacology I | 1 SC |
| RESP-3117: Clinical Practicum I | 1 SC |
| SPRING 1 – 15 SC | |
| RESP-3421: Cardio-Respiratory Disorders | 4 SC |
| RESP-3322: Equipment and Techniques II | 3 SC |
| RESP-3223: Equipment and Techniques II Laboratory | 2 SC |
| RESP-3324: Neonatal Cardiopulmonary Care | 3 SC |
| RESP-3125: Pulmonary Function Testing | 1 SC |
| RESP-3226: Clinical Practicum II | 2 SC |

| | |
|---|------|
| SUMMER – 6 SC | |
| RESP-4330: Research & Evaluation | 3 SC |
| RESP-3131: Pharmacology II | 1 SC |
| RESP-3233: Clinical Internship I | 2 SC |
| FALL 2 – 13 SC | |
| RESP-4140: Legal & Ethical Issues in Respiratory Care | 1 SC |
| RESP-4241: Advanced Assessment & Diagnosis | 2 SC |
| RESP-4342: Critical Care Practices | 3 SC |
| RESP-4243: Pediatric Cardiopulmonary Care | 2 SC |
| RESP-4257: Literature Review | 1 SC |
| RESP-4445: Clinical Practicum III | 4 SC |
| SPRING 2 – 13 SC | |
| RESP-4151: Respiratory Care Education | 1 SC |
| RESP-4452: Disease Management | 3 SC |
| RESP-4144: Scholarship Project | 1 SC |
| RESP-4353: Leadership and Management | 3 SC |
| RESP-4254: Respiratory Care Seminar | 2 SC |
| RESP-4355: Clinical Internship II | 3 SC |
| TOTAL = 62 SC | |

Professional Positions Posted

***St. Catherine University, *University of Texas Medical Branch,
*University of North Carolina-Wilmington, *Augusta University,
*Upstate Medical University-Syracuse, *Norton Healthcare,
*University of Virginia Health System**

Entry-to-Practice B.S. Degree Program Part-Time Curriculum

| | |
|--|------|
| FALL 1 – 8 SC | |
| RESP-3411: Cardiopulmonary Anatomy & Physiology | 4 SC |
| RESP-3314: Basic Assessment and Diagnosis | 3 SC |
| RESP-3116: Pharmacology I | 1 SC |
| SPRING 1 – 5 SC | |
| RESP-3421: Cardio-Respiratory Disorders | 4 SC |
| RESP-3125: Pulmonary Function Testing | 1 SC |
| SUMMER 1 – 1 SC | |
| RESP-3131: Pharmacology II | 1 SC |
| FALL 2 – 7 SC | |
| RESP-3412: Equipment and Techniques I | 4 SC |
| RESP-3113: Equipment and Techniques I Laboratory | 1 SC |
| RESP-3115: Basic Assessment and Diagnosis Laboratory | 1 SC |
| RESP-3117: Clinical Practicum I | 1 SC |

| | |
|---|------|
| SPRING 2 – 10 SC | |
| RESP-3322: Equipment and Techniques II | 3 SC |
| RESP-3223: Equipment and Techniques II Laboratory | 2 SC |
| RESP-3324: Neonatal Cardiopulmonary Care | 3 SC |
| RESP-3226: Clinical Practicum II | 2 SC |
| SUMMER 2 – 5 SC | |
| RESP-4330: Research & Evaluation | 3 SC |
| RESP-3233: Clinical Internship I | 2 SC |
| FALL 3 – 13 SC | |
| RESP-4140: Legal & Ethical Issues in Respiratory Care | 1 SC |
| RESP-4241: Advanced Assessment & Diagnosis | 2 SC |
| RESP-4342: Critical Care Practices | 3 SC |
| RESP-4243: Pediatric Cardiopulmonary Care | 2 SC |
| RESP-4257: Literature Review | 1 SC |
| RESP-4445: Clinical Practicum III | 4 SC |
| SPRING 3 – 13 SC | |
| RESP-4151: Respiratory Care Education | 1 SC |
| RESP-4452: Disease Management | 3 SC |
| RESP-4144: Scholarship Project | 1 SC |
| RESP-4353: Leadership and Management | 3 SC |
| RESP-4254: Respiratory Care Seminar | 2 SC |
| RESP-4355: Clinical Internship II | 3 SC |
| TOTAL = 62 SC | |

Unique Opportunities

UAMS offers a wide range of student experiences to support their academic and clinical education. Students complete more than 600 hours of bedside instruction with clinical faculty and preceptors. In addition, cohorts consistently document more than 400 hours of physician interaction during the clinical phases of the program. In addition to regular clinical rotations, two concentrated clinical internships provide students the opportunity to develop professionally in the areas of clinical practice, communication, interprofessional practice, critical thinking, and professional behaviors.

The program faculty actively engage students in the state-of-the art clinical simulation center, complete with academic, technical, and video support, multiple times each semester. Students often remark about the benefit they receive from simulation activities prior to clinical practice. Simulation experiences include communication, medication delivery, basic patient assessment, evaluation of oxygenation, basic therapeutics, mechanical ventilation initiation and assessment, rapid sequence intubation, NRP, PALS, and ALCS training.

The interprofessional education (IPE) program at UAMS integrates students from all five colleges (health professions, medicine, nursing, pharmacy, and public health) in learning opportunities across campus that include workshops, research projects, clinical practice, and education milestones designed to foster interprofessional relationships and promote interprofessional practice post-graduation. The IPE program is underscored by interprofessional practice in the student led UAMS 12th Street Health & Wellness Center; a free clinical for underserved residents in the greater Little Rock area.

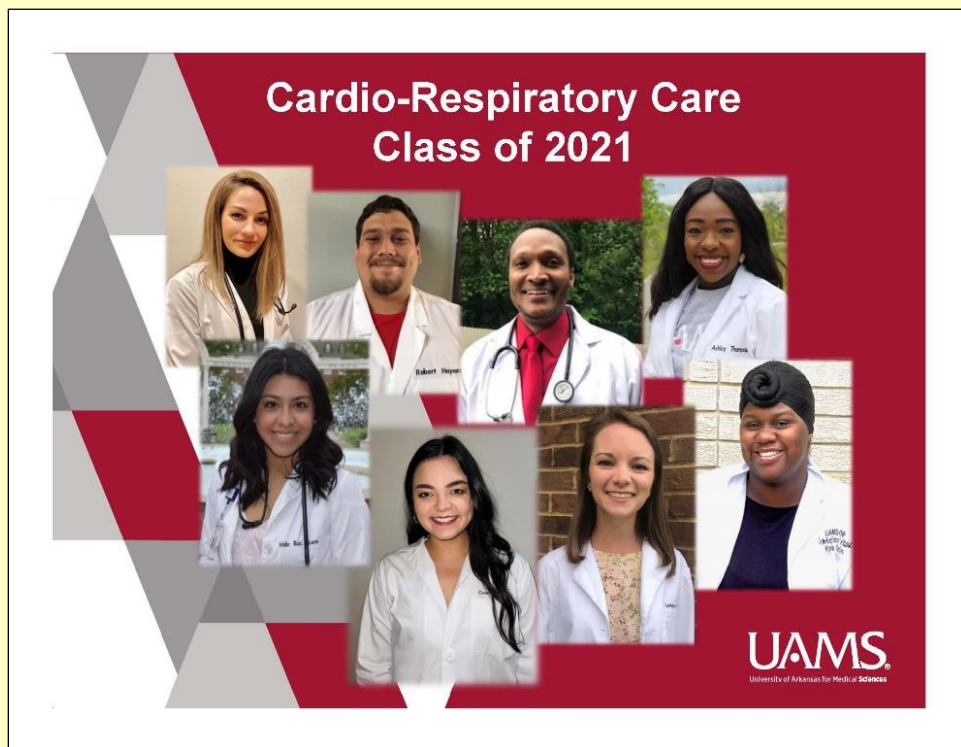
UAMS offers students comprehensive, hands-on exposure to neonatal and pediatric cardio-respiratory care through its affiliation with Arkansas Children's Hospital. Clinical rotations and academic presentations are provided for all aspects, including emergency care, NICU, PICU, discharge planning, as well as outpatient care in cystic fibrosis, asthma, and allergy clinics.

One of the most unique aspects of the program involves an active partnership between the program and the Student Success Center designed to identify a means for addressing students' deficits in academic skills, through pre-matriculation academic skills assessment, student workshops, remediation referrals, peer tutoring, and implementation of academic improvement plans. A formal mentoring program assists students in academic assessment and in the development of competence in communication, critical thinking, interprofessional practice and ethical behavior. Each student is paired with a faculty mentor who guides the student in assessing and evaluating their progress

in development of these essential professional competencies. Throughout the program, students build an electronic portfolio of evidence which is periodically evaluated using a standardized rubric.

The program also acknowledges the role our profession has in palliative and end-of-life care. The program provides an annual Palliative Care and End of Life Seminar each year to highlight the role of the respiratory therapist, provide resources and practical guidance in the development of ethical practice, and strengthen practitioner's skills in coping with these important issues. The seminar is open to the public, and the program invites area community college respiratory programs to participate.

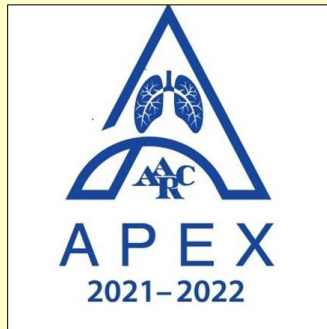
The program's medical director provides dynamic and integral support to both the academic and clinical aspects of the program. In addition to facilitating clinical rotations with students in the ICU, the medical director facilitates a monthly academic session with students entitled MD Perspectives. The medical director has an active role in curriculum review and guidance.



Activities and Achievements

As part of its scholarship agenda, the program is partnering with the College of Medicine in the second disbursement of an NIH grant focused on STEM and technology in medicine. The grant funds a portion of a faculty salary and gives the program a platform to recruit high-performing junior and senior high school students to the profession and program.

In 2020, the program was recognized with the AARC Apex award. The award was presented to eight accredited respiratory care programs in the country and recognizes excellence in curriculum content.



The program has a long history of successful accreditation outcomes and credentialing success. In 2021, CoARC recognized the program with its new *President's Award for Excellence in Credentialing Success*. The award recognizes an overall credentialing success rate of 100% over a three-year average. Only twenty-six programs in the nation received this inaugural award. The program is one of only three programs nation-

wide to receive the CoARC *Distinguished RRT Credentialing Success Award* every year since its inception in 2010.

A.S. to B.S. Degree Advancement Program

The A.S. to B.S. Degree Advancement program is designed to allow practicing RRT's who graduated from an accredited associate degree program the opportunity to meet their educational and professional goals as practicing professionals. The thirty-semester credit professional program is offered in a 100% online format, which is perfect for working therapists who need flexibility to complete their bachelor's degree while meeting family, professional and personal obligations. The curriculum allows students to pursue study in specific areas of interest or professional specialty through various projects, papers and/or directed study. Upon completion of all program requirements, the graduate will be awarded the Bachelor of Science degree in Cardio-Respiratory Care.

Learning Outcomes: Students in the degree advancement program are expected to demonstrate competence in the following areas:

1. *Communication:* Students deliver a consultative presentation that reflects the knowledge gained through courses in this program.
2. *Problem Solving and Critical Thinking:* Students demonstrate the ability to formulate a clinical question, search the medical literature, and assess the collected literature for quality, relevance, and limitations.
3. *Inter-professional and Patient-Centered Practice:* Students complete the required UAMS Interprofessional Education milestone for degree completion students and demonstrate the ability to educate patients, their families, and healthcare professionals.
4. *Ethical Decision Making and Leadership:* Students demonstrate the ability to lead a group of professionals in an ethical manner.



The program is recognized as one of the most affordable degree advancement programs in the country. There is no out-of-state tuition and most fees have been eliminated from the cost of attendance.

The degree advancement program requires a total of 120 semester credits for successful completion. Upon completion of all pre-requisite coursework (55 semester credits) and the UAMS professional curriculum (30 semester credits), a balance of ungraded course credit is awarded in recognition of the courses completed in the entry-level associate's degree program and successful completion the RRT credential.

The program has established several articulation agreements with associate degree programs. We welcome the opportunity to explore additional agreements with community colleges to open the door for more students to achieve the baccalaureate degree and advance the profession.

The degree advancement program is offered as a full-time (three semester) or part-time (five semester) degree plan. Full-time students begin each May. Part-time students begin each August. The program offers flexibility in creating an option that suits either a newly credentialed graduate or experienced practitioner.

**Degree Advancement B.S. Degree Program
Full-Time (3 semester)**

| Course # | Title | Credits |
|----------------------|---|----------------|
| <i>Summer</i> | | |
| RESP 4330 | Research and Evaluation | 3 |
| CHPI 4310 | Multicultural Health | 3 |
| | | 6 |
| <i>Fall</i> | | |
| RESP 4241 | Advanced Assessment and Diagnosis | 2 |
| RESP 4342 | Critical Care Practices | 3 |
| RESP 4140 | Legal and Ethical Issues in Health Care | 1 |
| RESP 4257 | Literature Review | 3 |
| CHPI 4301 | Healthcare Systems in America | 3 |
| | | 12 |

| | | |
|----------------------|---|-----------|
| <i>Spring</i> | | |
| RESP 4146 | Foundations of Respiratory Care Education | 1 |
| RESP 4244 | Scholarship Project | 1 |
| RESP 4355 | Leadership and Management | 3 |
| RESP 4452 | Disease Management | 3 |
| CHPI 4700 | Directed Study in Professional Practice | 4 |
| | | 12 |
| TOTAL | | 30 |

Degree Advancement B.S. Degree Program
Part-Time (5 Semester)

| Course # | Title | Credits |
|------------------------|---|----------|
| <i>Fall 1</i> | | |
| RESP 4241 | Advanced Assessment and Diagnosis | 2 |
| RESP 4342 | Critical Care Practices | 3 |
| RESP 4140 | Legal and Ethical Issues in Health Care | 1 |
| | | 6 |
| <i>Spring 1</i> | | |
| RESP 4355 | Leadership and Management | 3 |
| RESP 4452 | Disease Management | 3 |
| | | 6 |
| <i>Summer</i> | | |
| RESP 4330 | Research and Evaluation | 3 |
| CHPI 4310 | Multicultural Health | 3 |
| | | 6 |

| | | |
|------------------------|---|-----------|
| <i>Fall 2</i> | | |
| RESP 4257 | Literature Review | 3 |
| CHPI 4301 | Healthcare Systems in America | 3 |
| | | 6 |
| <i>Spring 2</i> | | |
| RESP 4146 | Foundations of Respiratory Care Education | 1 |
| RESP 4244 | Scholarship Project | 1 |
| CHPI 4700 | Directed Study in Professional Practice | 4 |
| | | 6 |
| TOTAL | | 30 |

Faculty

The UAMS faculty make up a diverse collection of expertise and experience. Ranging in tenure from two to thirty years, the faculty is an embodiment of the UAMS and Program's values of integrity, respect, diversity, teamwork, creativity, and excellence.



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Tanya Cook, M.Ed., RRT, Director of Clinical Education, Assistant Professor, TRCook@uams.edu



Ava Caradine, M.P.H., RRT, RRT-NPS, AE-C, Assistant Professor, ALCaradine@uams.edu



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Erna L Boone, DrPH, RRT, CTTS, FAARC, Emerita Associate Professor, BooneErnaL@uams.edu

[ASRT to BSRT & MSRC Degree Advancement Programs](#)

[BSRT and MSRT Entry Programs](#)

[Graduate Respiratory Therapist Programs](#)

www.CoBGRTE.org

Advanced Practice Respiratory Therapist Program Brief Guide

The CoBGRTE Advanced Practice Graduate Committee published [competencies and a model curriculum for APRT](#) programs in the August 29, 2018 issue of *The Coalition Chronicle*. Several initiatives have happened since the publication. Based on these initiatives, the CoBGRTE Advanced Practice Graduate Committee established a goal to create a brief document that outlines suggested considerations and resources for starting an APRT program.

Key Starting Point Considerations

1. Needs Assessment: Assessing interest in the advanced practice respiratory therapist among key stakeholder groups that may include, but not limited to, potential students, respiratory therapy department directors and managers, respiratory therapy department medical directors, and physician practices treating cardiopulmonary patients.
2. Respiratory Therapist Licensure Laws and Rules: Consideration should be given to legislative aspects and the provision of statutory authority granted to respiratory care licensure boards and their capacity to introduce new legislation for the advanced practice respiratory therapist. Prescriptive rights will also be a key state legislative and medical board consideration.
3. Collaboration Among Practice Provider Programs: Consideration should be given to the ability of partnering with other advanced practice provider programs. Prospective APRT programs that can partner with a medical school, nurse practitioner, or physician assistant program is desirable.

Existing Advanced Practice Respiratory Therapy Resources

The Ohio State University Master of Respiratory Therapy Program

Dr. Georgianna Sergakis, Program Director

Dr. Sarah Varekojis, Director of Clinical Education

AARC

1. [APRT Scope of Practice](#)
2. [APRT Introduction and FAQ](#)
3. [APRT Panel Discussion](#)
4. [Webcast Q&A](#)

APRT State Legislative and Practice Act Initiatives

1. [Ohio Announcement of APRT Legislative Introduction](#)
 - a. [Ohio General Assembly HB 803](#)
2. [North Carolina APRT Declaratory Ruling](#) (this is an endorsement only and not a license):
3. North Carolina Respiratory Care Modernization Act (HB 610 and SB 520):
 - a. [North Carolina General Assembly HB 610](#)

- b. [North Carolina General Assembly SB 520](#)

[CoARC APRT Accreditations Standards](#)

[CoBGRTE APRT Competencies and Model Curriculum](#)

Publications

1. CHEST Journal Article: [Adequacy of the Provider Workforce for Persons With Cardiopulmonary Disease](#)
2. RESPIRATORY CARE Journal Article: [Physician Support for Non-Physician Advanced Practice Providers for Persons With Cardiopulmonary Disease](#) (published ahead of print)

Advanced Practice Graduate Committee:

Dr. Russ Acevedo, Dr. Abdullah Alismail, Dr. Tom Barnes, Ms. Kim Bennion
Dr. David Burnett, Dr. Kim Clark, Dr. Paul Eberle, Dr. Douglas Gardenhire
Dr. Jose Rojas, Dr. David Shelledy, Dr. Art Taft, Dr. Jonathan Waugh

July CoBGRTE Board Meeting

**by Christy Kane, PhD, RRT, RRT-NPS, RRT-ACCS, AE-C, FAARC
CoBGRTE President**

The CoBGRTE Board of Directors (BOD) met on Thursday, July 29th from noon to 5:00 pm (Eastern) via Zoom. Eighteen board members and committee chairs attended the meeting. Historically, the BOD has met once per year (in person) at Summer Forum. Due to the pandemic, BOD meetings have shifted online, which has allowed us to meet three times per year (April, July, and September or October). We will likely continue this practice by holding two meetings virtually every year and one in person (with a virtual option for those who cannot attend in person).

Lori Tinkler (National Board for Respiratory Care, or NBRC, Chief Executive Officer) and David Vines (NBRC President) provided CoBGRTE's BOD with the first agency update. Ms. Tinkler shared information about the upcoming contest for RTs. Please visit <https://www.moreerts.com/> to view the video. In case you missed it, here is the recent email sent by Ms. Tinkler to all credentialed RTs.



EXCELLENCE defines us

We are launching a MoreRTs contest encouraging you to submit a video story of your lifesaving work in respiratory care. It has never been more evident that the world needs more RTs. Through your stories, we hope to inspire others to join the invaluable field of respiratory care.

The American Association for Respiratory Care (AARC), Commission on Accreditation for Respiratory Care (CoARC) and The National Board for Respiratory Care (NBRC) have come together to build a national campaign supporting you and your colleagues, both present and future. Together we aim to **enhance the value** of the respiratory care profession, **stop the growing shortage** of respiratory therapists and help **shape future leaders** in the field.

MoreRTs Contest Details:

1. Submit your video story to MoreRTs.com between July 28 and August 31, 2021.
2. The executive leaders of AARC, CoARC, and the NBRC will select the top 10 inspirational video stories as winners and inclusion on the MoreRTs.com website.
3. Video stories should speak to the growing shortage and inspire others to join you in the profession.
4. Winners will receive the following:
 - **FREE 5-year credential renewal, plus a gift package of NBRC specialty items**
 - **Free AARC membership for 2022**

Watch this [video](#) to learn more about our commitment to raising national awareness of your critical role in patient care. On behalf of everyone at the AARC, CoARC, and the NBRC, thank you for your selfless, unwavering dedication to excellence in respiratory care.

Lori Tinkler, MBA
Chief Executive Officer
The National Board for Respiratory Care



Jennifer Anderson (Education Section Chair of the American Association for Respiratory Care, or AARC and CoBGRTE Liaison to the AARC BOD) provided the BOD with the AARC report. Sheri Tooley (AARC President) was not able to join us due to a scheduling conflict. Jennifer shared several new AARC membership initiatives and stressed the importance of educators joining the AARC Education Section, which is vitally important for retaining our seat on the AARC BOD. If you are not a member, please join the AARC and Education Section today! I also ask that you encourage/require your students to join both CoBGRTE and the AARC. The early professional membership for students allows for tiered pricing for new graduates.

Jennifer also shared information about the upcoming joint marketing campaign. In addition, she shared the Public Service Announcement “Thank a Respiratory Therapist” produced by the AARC (in conjunction with Medtronic). Jennifer reported that she and Christy are collaborating to host a student journal club event. This event will be held virtually and allow students throughout the United States to join a physician author to discuss a clinical topic and/or research. Jennifer also reminded the BOD about the upcoming 2021 AARC International Congress to be held in Phoenix, November 6-9, 2021 (scheduled to be in person).

Tom Smalling (Commission on Accreditation for Respiratory Care, or CoARC, Chief Executive Officer), Pat Munzer (CoARC President), and Kevin O’Neil (CoARC President-Elect) provided the CoARC update. Thank the leaders of the NBRC, AARC, and CoARC for their ongoing leadership to the profession and their work on the upcoming marketing campaign. Their regular updates to the CoBGRTE BOD and Executive Committee (EC) continue to strengthen our relationships with these important agencies.

After the agency updates, the BOD moved into the scheduled CoBGRTE business. After approval of the April BOD minutes (thank you to José Rojas, CoBGRTE

Secretary, for his excellent minutes), Janelle Gardiner (CoBGRTE Vice-President for Internal Affairs) and I provided an EC update to the BOD. Christy discussed the development of an electronic program directory. The EC recommends the development of a CoBGRTE President's Council (which passed). We think this group will not only provide a historical perspective but can also be engaged to discuss strategic initiatives as well as white paper development. Finally, I asked the current and former Presidents-Elect and Past Presidents to work on role descriptions. There is much work to be done. We want to be efficient in doing the work.

Jonathan Waugh (CoBGRTE Treasurer) provided a report on the financial health of CoBGRTE. As in years past, scholarships make up most of our expenditures. Membership (active, student, institutional, and corporate) fees continue to be our main revenue source. As we move back to face-to-face events, Jonathan reminded BOD members of the CoBGRTE Travel Policies. The EC recommends the travel reimbursement amount be raised to \$1000 (from its current \$800) since air fares and trip-related expenses have increased significantly due to the travel industry struggling to meet high demand as travel restrictions are lifted. The motion passed.

Tom Barnes (CoBGRTE Executive Director) provided reports on both the Coalition Chronicle Editorial Board and the Web Site Committee. Janelle Gardiner reported on behalf of Doug Gardenhire (CoBGRTE Vice-President for External Affairs). For the past year and a half, Doug has led a group of individuals who are developing a white paper on graduate RT education. Due to the length and breadth of the work, the EC decided to divide the document into two parts. The first part, entitled "New Models for Strengthening Graduate Respiratory Care Education," is slated for publication in the *Respiratory Care Education Annual* in Fall 2021. The second document is meant to be a resource to academic decision-makers about the importance of graduate RT educational program development. The EC will review the recent draft and then determine the next steps on distribution.

Additional Committee Reports were as follows:

Strategic Initiatives Committee – Chris Russian (Chair and CoBGRTE Vice-President for Research)

The Strategic Initiatives Committee is charged with providing recommendations to the CoBGRTE BOD on the direction and priorities of the organization. The specific committee goals are to conduct an environmental scan of the organization to look for future opportunities, identify 3, 5, and 10-year goals, evaluate CoBGRTE goals against the organization's mission and vision and

explore the need and feasibility of a faculty development program. An Environmental Scan was conducted in 2020 and the committee will be reviewing the data and developing recommendations. CoBGRTE Committee goals appear to be consistent with COBGRTE mission and vision. No changes are recommended at this time. The Strategic Initiatives committee is looking forward to working together in 2021-2022 to advance the organization. CoBGRTE's Fall BOD meeting will focus on strategic planning discussions.

Advanced Practice Committee - Kim Clark (Chair and CoBGRTE Director)

The APRT Committee drafted a one-page APRT brief guide to provide information on how to start the process to establish an APRT program. The committee requested that the APRT guide be considered for publication in *The Coalition Chronicle* (see pages 16-17) and develop an interactive infographic that can be placed on the CoBGRTE website. The next steps will be to work with the Legislative Committee to develop a brief guide on APRT legislative language.

Scholarship Committee –José Rojas (Chair and CoBGRTE Secretary)

The CoBGRTE Board of Directors had previously voted to move the scholarship application period to an earlier open and close date in hopes that recipients could use the award for Fall 2021. We had hoped to award \$12,000 in scholarships to worthy applicants.

In previous years, the committee has received as many as 28 applicants for Merit Scholarship and at least three applications for research scholarships. This year we added the Malinowski Leadership award in hopes of providing funds for a therapist in a supervisory or leadership role who was also working on an advanced degree. The application period is scheduled to close on August 1.

Not enough applications have been received for all awards, despite articles in the Chronicle and reaching out to program directors. Despite the good intention of making scholarship funds available earlier, the current pandemic may require more time to prepare materials. After spirited discussion, the Board voted to extend the deadline to September 1.

The stimulation for applications received after the original August 1 deadline is, that in addition to the original required materials, applicants must also include a letter of nomination for the scholarship from their Program Director or Coordinator. All materials will be emailed to the Chair of the Scholarship Committee (José Rojas; jdrojas@utmb.edu).

New Program Committee – Ray Hernandez (Chair)

New Program Committee has been working this past year to develop a new program development resource webpage. The webpage, soon to be published, houses various resources, including position papers, experts, document toolbox, and frequently asked questions (FAQ) to help get started, advocate, implement, and share best practices. The committee requested feedback from the Board on where best to focus their continued work.

International Outreach Committee – Wendy Castro (Chair)

The committee has proposed the International Sister Institution Program, which would provide the opportunity to connect RC programs here in the US with programs in other countries and has been postponed until September. The committee will continue to explore supporting international programs.

Program Committee – Jamy Chulak (Chair and CoBGRTE Director)

Please see the Program Committee's article in the August issue of *The Coalition Chronicle* for more information about the recent CoBGRTE CEU Program.

Membership Committee – Daneen Nastars (Chair and CoBGRTE Director)

The membership committee is working to increase active memberships and student memberships. The committee would like to get students involved by appointing graduate students to CoBGRTE committees. In addition, the committee invites active members to become involved on committees and would be happy to help pair you with a committee that fits your interests.

Social Media Committee– Megan Koster (Chair and CoBGRTE Director)

The committee provided information regarding recent social media efforts, including page views, shares, etc. The Social Media Committee will work with the Marketing Committee to further develop content for the CoBGRTE social media sites.

Election Committee – Gregg Marshall (Chair and CoBGRTE President-Elect)

The election of leaders in any organization is key to realizing the mission and goals that represent the organization. The bylaws of CoBGRTE sets forth staggered terms for both the Board of Directors and the Officers that make up the Executive Committee. Staggered terms allow new Directors and Officers the opportunity to learn and lead the many aspects of CoBGRTE alongside current

experienced elected members. The charges given to the Elections Committee include:

- 1) Prepare a ballot for an election to fill open positions on the BOD
- 2) Prepare questions for Director Nominees to answer, prepare candidate bio information and collect photos for an article to be published in the August edition of *The Coalition Chronicle*
- 3) Conduct the Active Member Director Election using Survey Money
- 4) Conduct the Board Officer Election for vacant and expiring positions
- 5) Prepare two or more articles during the year for *The Coalition Chronicle*.

Committee Members of the Elections Committee are made up of members of the Executive Committee and are appointed by the CoBGRTE President to serve. Traditionally, the President-Elect serves as the Elections Committee Chair.

Terms for the Board and for Officers are clearly stated in the bylaws. Officers elected by the Board serve a two-year term while Director Board positions are a five-year term. With 18 Director positions plus the Medical Director position, the Board represents tremendous professional dedication, expertise, talent, experience, and a working knowledge of the role of education and service within the respiratory care profession.

The Elections Committee for 2021 is making ready fall elections to fill four Officer positions: the VP for External. Affairs, the VP for International Affairs, the VP for Research, and the President-Elect. Currently, all Director positions are filled and within their term limits, so no new BOD members will be needed at this time. In September, elections will take place as the BOD members votes to elect Board members to the 2021-2022 expiring office positions.

Marketing Committee – Randy Case (Co-chair and CoBGRTE Director) and Sarah Pehlke (Co-chair)

The CoBGRTE Marketing Committee developed four goals for 2021 to target recruitment of current and future respiratory therapists into baccalaureate and graduate degree programs. The committee's initial focus this year has been on the development of a variety of recruitment videos, spanning topics such as the respiratory profession, benefits of higher degrees in RT, and CoBGRTE membership. These videos will be available for use on the CoBGRTE website, CoBGRTE Institutional Members' websites, and the development of a Facebook Marketing Campaign.

Exhibit Committee – Michele Pedicone (Chair and Director)

The Exhibit Booth Committee is ramping up for a successful Exhibit Booth for the AARC International Congress to be held in Phoenix, AZ, November 6-9, 2021.

As a reminder, in 2019, with support from JBL (corporate sponsor), 16 textbooks were raffled, 30 new CoBGRTE members were signed up, and 300 pop sockets were given away.

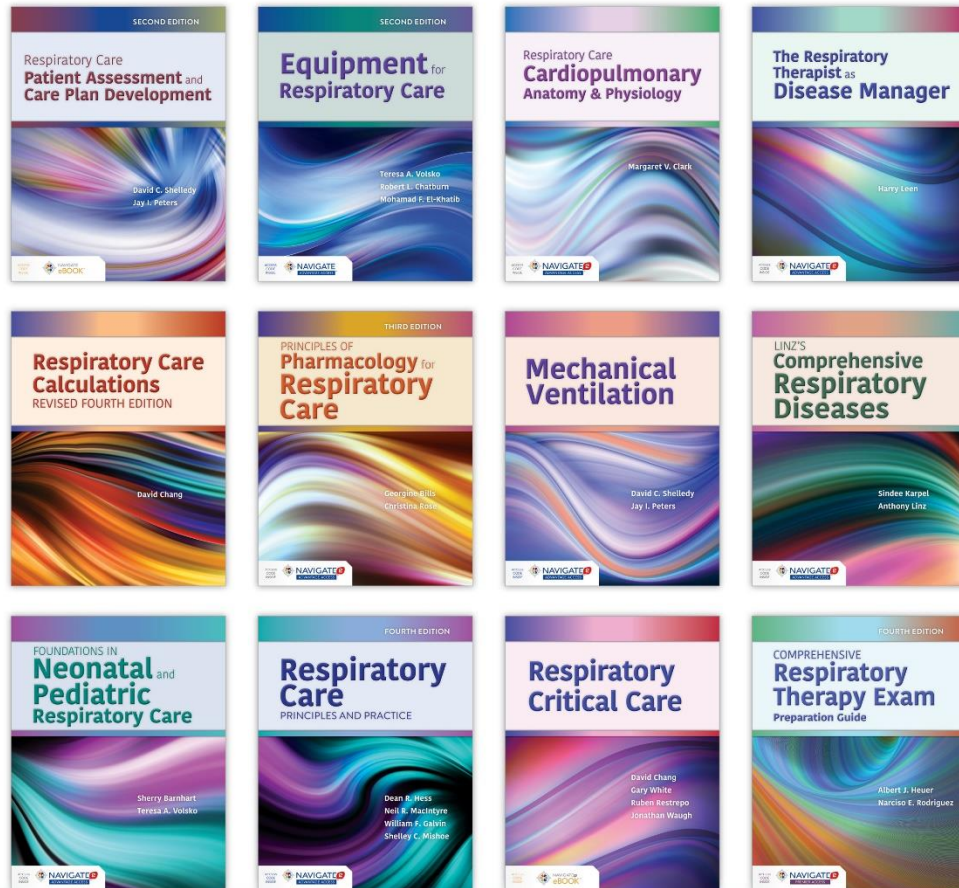
This year, our booth will be located across from Draeger, who is one of our corporate sponsors which should increase booth traffic. Using the *Program Directory Creation*, we hope to provide information from our institutional members regarding their educational programs through a QR code. We will also reach out to non-education institutional members to support disseminating information for them (hospital employment opportunities, state societies).

We plan to have giveaways at our booth and will be able to register/renew membership. Working with the membership committee, we will highlight and support the membership giveaway item. We will also highlight our corporate sponsors and scholarship recipients. You can check out the post-booth highlights/report in the November Coalition Chronicle.

As you can see, the CoBGRTE committees have been hard at work! CoBGRTE's Directors and Committee Chairs are extraordinary leaders in our profession, and I am truly blessed to work with these amazing people. A huge thank you to them for the work they do every day! If you would like to become more involved or have ideas for future initiatives, please contact me at ckane@bellarmine.edu or 502-272-8424. And please come by the CoBGRTE booth at the AARC International Congress in Phoenix to say hello!



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CoBGRTE Institutional Members

Indiana Respiratory Therapy Consortium
Georgia State University
Weber State University
Boise State University
Bellarmino University
Rush University
Salisbury University
University of Toledo
The Ohio State University
State University of New York Upstate Medical University - Syracuse
Northeastern University
University of Texas Medical Branch - Galveston
Texas State University
University of North Carolina – Charlotte
Louisiana State University Health Science Center – New Orleans
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Radford University
Youngstown State University
Nova Southeastern University
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State University of New York at Stony Brook
University of Texas Health Science Center – San Antonio
University of Hartford
University of Kansas Medical Center
College of Southern Nevada
Highline College
University of Akron
Augusta University
CHI St. Alexius Health-University of Mary
Valencia College
Kettering College of Medical Arts
Middle Georgia State University

CoBGRTE Institutional Members - Continued

York College of Pennsylvania
University of North Carolina - Wilmington
Respiratory Care Board of California
St. Catherine University
Georgia Southern University
University of Virginia Medical Center
Florida Southwestern State College
Utah Society for Respiratory Care
Southern Connecticut State University
Northern Kentucky University
Boston Children's Hospital
Canisius College
Carlow University
Jacksonville State University
Modesto College
Newberry College
Eastern Tennessee State University
University of Cincinnati
University of Michigan – Flint
Liberty University
Ozarks Technical College
North Carolina Respiratory Care Board
Vidant Medical Center
Norton Healthcare
Duke University Hospital
Ohlone College
Ferris State University
University of Pennsylvania Health System
Loma Linda University
Spokane Community College
California Society for Respiratory Care
Southern Illinois University Carbondale



If you haven't already decided to become a CoBGRTE member after visiting www.cobgrte.org, the following are 14 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.

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