The ACRTE Chronicle

American College of Respiratory Therapy Education

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Spotlight Article

Thomas Jefferson University and National Jewish Health

"An innovative consortium model bringing respiratory care education to the Philadelphia and Denver metro regions"

Thomas Jefferson University
College of Health Professions

Bachelor of Science in Respiratory Therapy
Entry into Practice
Degree Advancement

By Jerin George Juby, DMgt, RRT

https://www.jefferson.edu/RespiratoryTherapy

Overview: Thomas Jefferson University

Nationally ranked in both health care and higher education, Jefferson Health and Thomas Jefferson University (TJU) are principally located in the greater Philadelphia region and southern New Jersey. Their mission is to reimagine health care and higher education to create unparalleled value. Jefferson is more than 42,000 people strong, dedicated to providing the highest-quality, compassionate clinical care for patients; making our communities healthier and stronger; preparing tomorrow's professional leaders for 21st-century careers; and creating new knowledge through basic/programmatic, clinical, and applied research.

Thomas Jefferson University, founded at Jefferson Medical College in 1824, is home to Sidney Kimmel Medical College, and nine other colleges and three schools that offer 200+ undergraduate and graduate programs to 8,300+ students. Jefferson Health is the largest healthcare provider in the Philadelphia area and many of its specialties are nationally ranked by *U.S. News & World Report*. Jefferson Health Plans, also part of Jefferson, is a not-for-profit managed healthcare organization providing a broad range of health coverage options including Medicare, Medicare Advantage, Medicaid, and the Children's Health Insurance Program to 394,000+ members in Pennsylvania and New Jersey.

Jefferson Health Facts and Figures

- Philadelphia's second largest employer (ranked by number of local employees)
- Nationally ranked by U.*S. News & World Report* in ten specialties, including #2 in ophthalmology (Wills Eye); #6 in rehabilitation (MossRehab); ranked second best hospital in the Philadelphia Metro area
- Jefferson Health includes 17 hospitals, 3,867 licensed beds, 5,963 credentialed physicians and 9,600 nurses
- 50+ outpatient and urgent care locations and 5.6 million outpatient visits
- NCI-designated Sidney Kimmel Cancer Center – one of only three nationally ranked cancer centers in the greater Philadelphia region
- Nearly 200 years old, Thomas Jefferson University is ranked among the top national doctoral universities by *U.S. News & World Report*; we are ranked #48 by the *Wall Street Journal* College Pulse 2024 Best Colleges in the U.S.; our occupational therapy program is ranked #6 nationally
- TJU, with more than 8,300 undergraduate, graduate, and doctoral students, consists of 10 colleges and 3 schools with programs in architecture, business, design, engineering, fashion and textiles, health, nursing, medicine, science and social science

- As part of Global Jefferson, students and faculty are engaged in projects and collaborative research programs in scores of countries, across six continents
- $203 million in sponsored research awards with a growing portfolio in basic/programmatic, clinical, applied and population research
- Fashion-Schools.org (2022) ranked our Fashion Design and Fashion Merchandising and Management programs #9 in their Top 50 College rankings

Jefferson College of Health Professions

History

Jefferson College of Health Professions (JCHP) was established July 1, 1969 as the College of Allied Health Sciences. Hospital programs in the allied health professions and occupations, which began in 1891, were integrated into a School of Allied Health Sciences in 1967 and into the College of Allied Health Sciences in 1969. The College was renamed the College of Health Professions on December 2, 1996, and again in 2002 to the Jefferson College of Health Professions. In 2006, the College was reorganized to include three independent schools: the School of Health Professions, the School of Nursing, and the School of Pharmacy. On July 1, 2015, each of the schools within Thomas Jefferson University was re-designated as a college.

JCHP is committed to educating healthcare professionals of the highest quality and adhering to the ethical standards for contemporary practice in the global community. The College, representing interprofessional programs across the health professions, offers natural opportunities for students to develop professional behaviors within a community of learners. JCHP offers degrees ranging from a bachelor of science through clinical doctorate across several academic departments and programs:

- Counseling & Behavioral Health
- Health Science & Clinical Practice
- Health Sciences
- Institute of Emerging Health Professions
    - Cardiovascular Perfusion
    - Medical Cannabis Science and Business
    - Integrative Health
    - Health Professions Education
    - Emergency and Disaster Management
- Medical Imaging & Radiation Sciences
- Medical Laboratory Sciences & Biotechnology

- Midwifery & Women's Health
- Nutritional Sciences
- Respiratory Therapy

We seek to be responsive to the changing needs of the healthcare system.

- Curriculum is based on a set of core competencies that are essential to effective practice.
- Programs continually make innovative curricular changes to prepare students to function as outstanding health professionals in the dynamic environment of health care.
- Faculty develop learning and training experiences to ensure that students have the knowledge, skills and experience to be evidence-based practitioners.
- As an integral part of a major academic health center, students have many interprofessional opportunities focused on working together, understanding one another's contributions and effectively communicating in order to provide the best possible care for patients.

Learn more about JCHP here:
https://youtu.be/HjjBM9BHVao?si=zpoYFIfb6DGVq3bH

National Jewish Health

National Jewish Health is the leading respiratory hospital in the nation. Founded 125 years ago as a nonprofit hospital, National Jewish Health today is the only facility in the world dedicated exclusively to groundbreaking medical research and treatment of children and adults with respiratory, cardiac, immune and related disorders. Patients and families come to National Jewish Health from around the world to receive cutting-edge, comprehensive, coordinated care.

Respiratory Therapy Program

A unique consortium model to expand respiratory therapy education

The Jefferson College of Health Professions, in collaboration with National Jewish Health, the nation's leading respiratory care hospital, launched a Bachelor of Science degree program in respiratory therapy (BSRT) in fall 2023 as the program received provisional accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

This BSRT program will help address the staffing shortages of respiratory therapists within our own organizations and nationwide. Through an established

partnership with National Jewish Health, developing a respiratory therapy program was an expansion of our shared values and commitment to creating a world-class program of research and medical expertise in respiratory health. The program was developed as a unique consortium model used to govern the program to ensure that quality education was led by experts in respiratory care.

Our two-year curriculum is designed for two pathways: Entry into Practice (EIP) and Degree Advancement (DA). Students may transfer between 60-80 credits to complete their BSRT degree from Jefferson. We offer our didactic courses online, and EIP students will complete their labs and clinical experience in their respective locations either in Denver or Philadelphia. Students at both locations are required to complete the same lab experience and the number of clinical hours. Participation in virtual learning sessions between students across the country maximizes the learning experience. With this model, students will have the opportunity to share and exchange ideas, increase exposure to resources and create a culture of collaboration.

Entry into Practice Students – Philadelphia Cohort

Our classrooms are enriched by the diverse backgrounds and life experiences of our students. An example of that approach occurred for Danielle, one of our DA students. She worked as a registered therapist at Jefferson Health for 22 Years and chose to complete her degree to potentially further her career opportunities. She summarized the experience.

"This institution has allowed me to further my education while offering financial support for my studies. With its reputable name in education, it was the right place to pursue my academic goals. The prospect of being part of the new BSRT program was incredibly enticing, and I'm thrilled to be among the first to complete the program. I am optimistic that with this degree, Jefferson will consider me for future positions. I look forward to the potential career opportunities this path may open up for me.

Our students are passionate, highly motivated, and eager to learn. We continue to foster an inclusive environment, encourage creativity and support each students' academic journey to become knowledgeable, responsible, and compassionate respiratory therapists.

Program Details:

- The EIP BSRT pathway is designed for students interested in entering the profession of respiratory therapy. The curriculum consists of 120 credits, of which 60 credits are general education/prerequisite courses, and 60 credits are respiratory therapy foundational courses. Students may complete the general education and pre-requisite courses either at TJU or at another regionally accredited institution.
- The DA BSRT pathway allows licensed registered respiratory therapists (RRT) who have completed an associate degree in respiratory therapy at an accredited CoARC program to earn their BS degree in respiratory therapy. The program consists of 120 credits, of which up to 80 transfer credits (including at least 40 credits of general education courses) can be completed at a regionally accredited institution and 40 credits of respiratory therapy advanced courses and electives.

Admission Requirements

Entry into Practice

The EIP Respiratory Therapy program at Thomas Jefferson University is both competitive and selective. Thus, not every student who applies will be accepted into the program. Students wishing to enter the EIP BSRT program must meet the following criteria for admission:

- Cumulative GPA of 3.0 is strongly recommended
- Completed the pre-requisite and general education courses listed in the table below

Prerequisite Course Requirements	*Semester Credits*
Chemistry I w/ Lab	4
Anatomy & Physiology I w/ Lab	4
Anatomy & Physiology II w/ Lab	4
Microbiology w/ Lab*	4
Other Sciences w/ Lab*: Physics (strongly recommended but not required), Biology, Organic Chemistry, or upper-level biology or chemistry courses	8
Mathematics (Algebra, Pre-calculus, Calculus)	3
Statistics	3
English or Writing Intensive	6
Humanities: Philosophy, English, History, Art, Language	6
Ethics	3
Introduction to Psychology	3
Social Science: Anthropology, economics, political science, sociology	3
Medical Terminology	3
General/Free Electives**	6

Prerequisite Coursework Requirements:

- All prerequisite courses must be completed at a regionally accredited institution or at Thomas Jefferson University
- Prerequisite courses are required to be completed with a grade of "C" or above.
- Non-science prerequisite credit can be earned through standardized tests such as AP, IB, and CLEP. Credits are calculated on a semester scale; if courses are taken on a quarter scale, they may not be equivalent. Please contact your admissions counselor with any questions.
  ** The science courses must be completed within 10 years of enrollment to Thomas Jefferson University*

***Acceptable elective courses are theory-based—not performance-based—coursework. We will not accept coursework that is remedial or review in nature, or courses taken as Pass/Fail.*

Application procedure:

To be considered for the EIP BS in Respiratory Therapy program, students must submit:

- Either a MyJefferson Application or the Common Application
- An essay (750 words or less) describing the motivation for pursuing the BSRT program at Thomas Jefferson University
- Official college transcripts from any college/university attended
- Signed Respiratory Therapy technical standards and essential functions form
- Complete criminal background check, child abuse clearance, drug testing and FBI fingerprinting
- Student interview with program

Degree Advancement

Students wishing to enter the degree advancement (DA) BSRT program must meet the following criteria for admission:

- Associate degree in respiratory therapy/care from a CoARC accredited program with no grade lower than a C for any respiratory-related course and a recommended cumulative GPA of 3.0
- Completed at least 40 credits of general education and pre-requisite courses or plan to complete them prior to graduation from the program
- Current Registered Respiratory Therapist (RRT) credential (verified on the National Board for Respiratory Care (NBRC) Database)

Application procedure:

To be considered for the DA BS in Respiratory Therapy program, students must submit:

- MyJefferson Application
- Proof of earned associate degree from a CoARC-accredited respiratory therapy program
- Official college transcripts from any college/university attended

- Proof of current NBRC Registered Respiratory Therapist (RRT) credential and be in good standing
- Proof of current and valid respiratory care practitioner state license

EIP BSRT curriculum

The Entry into Practice (EIP) BS in Respiratory Therapy program consists of 120 credits:

- 60 credits of pre-requisite and general education courses are required for admission
- 60 credits of major respiratory therapy foundational courses (see below)

Year 1: Fall Semester	
	Credits
RESP 300 Orientation to Respiratory Therapy	0
RESP 301 Cardiopulmonary Anatomy & Physiology	3
RESP 303 Pulmonary Function Testing w/lab	4
RESP 305 Respiratory Care Equipment & Techniques w/lab	4
RESP 307 Respiratory Pharmacology	3
	14

Year 1: Spring Semester	
	Credits
RESP 309 Clinical Practicum I – Introduction to Respiratory Therapy	3
RESP 311 Introduction to Mechanical Ventilation w/lab	4
RESP 315 Neonatal/Pediatric Respiratory Care w/lab	4
RESP 317 Resp. Care for Special Populations (Home care, Transports, Geriatrics, etc.)	3
	14

Year 1: Summer Semester	
	Credits
RESP 319 Clinical Practicum II	3
RESP 321 Advanced Ventilator Management w/lab	4
	7

Year 2: Fall Semester	
	Credits
RESP 401 Critical Care	3
RESP 403 Clinical Practicum III	3
RESP 405 Pulmonary Disease Management	3
RESP 407 Fundamental of Respiratory Care Research	3
	12

Year 2: Spring Semester	
	Credits
RESP 409 Current Issues in Respiratory Care	3
RESP 411 Clinical Practicum IV	3
RESP 413 Exam Prep Course	1
RESP 415 Teaching and Learning in Respiratory Care	3
RESP 417 Leadership and Management in Respiratory Care	3
	13

The DA BS in Respiratory Therapy program consists of 120 credits:

- 80 credits of pre-requisite, general education, and basic respiratory therapy courses
- 40 credits of advanced respiratory therapy courses and electives (see below)

Year 1: Fall Semester	
	Credits
RESP 351 Advanced Critical Care	3
RESP 353 Advanced Pulmonary Physiology	3
Elective*	2-3
	8-9

Year 1: Spring Semester	
	Credits
RESP 355 Advanced Neonatal/Pediatric Respiratory Care	3
RESP 317 Respiratory Care for Special Populations	3
Elective*	3-4
	9-10

Year 1: Summer Semester	
	Credits
RESP 361 Advanced Cardiopulmonary Support	3
Electives*	3-4
	6-7

Year 2: Fall Semester	
	Credits
RESP 405 Pulmonary Disease Management	3
RESP 407 Fundamental of Respiratory Care Research	3
Elective*	2-3
	8-9

Year 2: Spring Semester	
	Credits
RESP 409 Current Issues in Respiratory Care	3
RESP 415 Teaching and Learning in Respiratory Care	3
RESP 417 Leadership and Management in Respiratory Care	3
	9

* *Elective courses can be 2-4 credits; minimum 10 credits of elective courses required for graduation*

Currently approved elective courses include, but are not limited to:

- LDSP 361 Leadership Theory & Practice (3cr) [Leadership Track]
- LDSP 365 Behavioral Dynamics in Organizations (3cr) [Leadership Track]
- LDSP 375 Leadership Development (3cr) [Leadership Track]
- CLC 340 Leading Diverse Organizations (3cr) [Leadership Track]
- CLC 350 Creative Leadership (3cr) [Leadership Track]
- CLC 360 Leadership in the Digital Age (3cr) [Leadership Track]
- PHIL 301 Healthcare Ethics (3cr) [Clinical Track]
- HSM 301 Health Systems and Policy (3cr) [Clinical Track]
- HSM 303 Business and Healthcare Law (3cr) [Clinical Track]
- HSM 350 Principles of Public Health & Epidemiology (3cr) [Clinical Track]

Faculty and Medical Directors

Jerin George Juby, DMgt, RRT, is the Program Director. Dr. Juby holds an Associate in Applied Science degree in Respiratory Therapy, a Bachelor of Science degree in Health Sciences, a Master of Arts in Organizational Leadership and a Doctor of Management in Strategic Leadership. During his career, spanning over 15 years, he worked as a bedside respiratory therapist, held several leadership roles in respiratory therapy and has taught at two universities. Dr. Juby also serves as the 2023-2024 vice-president of the Pennsylvania Society for Respiratory Care. His research interests are staff retention, burnout, systems thinking and complexity science. Phone: 215-503-5005 Email: Jerin.Juby@jefferson.edu

Karsten Roberts, MSc, RRT, RRT-ACCS, RRT-NPS, FAARC, is the Director of Clinical Education. Professor Roberts holds Bachelor of Science and Master of Science degrees in Respiratory Therapy. During his career, spanning over 17 years, he has worked as a bedside respiratory therapist, held several leadership roles in respiratory therapy and has taught at two universities. Prof. Karsten is a nationally known speaker and an expert in mechanical ventilation. He is currently chairing the AARC clinical practice guidelines committee on spontaneous breathing trials. His research interests are mechanical ventilation, ventilator liberation, student engagement, and employee wellness. Phone: 215-503-5245 Email: Karsten.Roberts@jefferson.edu

Jesse Roman, MD, is the Medical Director. He serves as the Ludwig Kind Professor of Medicine CEO, Jane & Leonard Korman Respiratory Institute at Thomas Jefferson University. Dr. Roman has written over 120 original papers, book chapters and review articles on lung tissue remodeling and inflammation and the role of extracellular matrices in the control of cellular functions. . His research has been continuously funded by federal (NIH, Department of Defense, Department of Veterans Affairs) and non-federal organizations, and his national reputation is evidenced by his permanent and ad hoc memberships in several VA (VA Career Scientists Program, VA Oncology

Study Section) and National Institutes of Health study sections (AIDS and Related Research; Lung Injury, Repair and Remodeling (LIRR); NIH Director's Pioneers Award). Phone: 215-955-6591 Email: Jesse.Roman@jefferson.edu

James Finigan, MD, is the Co-medical Director. Dr. Finigan serves as director of The Respiratory Centers of Excellence, medical director of the Lung Cancer Screening Program and respiratory institute director for the Office of Research Innovation at National Jewish Health. His research focuses on how cells of the lung adhere and how cell-cell junctions are altered during lung injury and repair.

Phone: 303-398-1355 Email: finiganj@njhealth.org

Adjunct Faculty

Katrina Flemming, BS, RRT, RPFT

Christopher M. Piccuito MSEd, RRT, RRT-NPS, RRT-ACCS

Lori Luppino MEd, RRT, RRT-NPS, CPFT

Saqib Baig MD, MS

Amanda Nickel MSc, RRT, RRT-NPS, RRT-ACCS

Samantha Davis MS, RRT, RRT-NPS, CHSE-A, FAARC

Melissa Ash BS, RRT, RRT-ACCS, RRT-NPS, RRT-SDS, CPFT

Mary "Becky" Kolenbrander RRT, RRT-RPFT, AE-C

Maria Madden MS, RRT, RRT-ACCS, FAARC

Contact Information

Program Director
Jerin Juby, DMgt, RRT
Jerin.Juby@Jefferson.edu

Director of Clinical Education
Karsten Roberts, MSc, RRT, RRT-ACCS, RRT-NPS, FAARC
Karsten.Roberts@Jefferson.edu

Director of Transfer Admissions
Lauren Deibler
Lauren.Deibler@jefferson.edu

INTERVIEW

Kelly L Colwell, EdD, MRC, RRT, RRT-NPS, CPFT, AE-C, FAARC, FNAP

Associate Professor of Health Professions
Program Director Respiratory Care, BSRC Entry, BSRC Degree Advancement and Polysomnography Programs
Graduate Program Director, Master of Respiratory Care, *MRC*
Past President, Ohio Society for Respiratory Care (OSRC)

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 have always had a passion for helping those less fortunate and a heartfelt need to ease the pain and suffering of others. I grew up in a rural area of Western Pennsylvania where the main industries were coal mining, agriculture, and forestry. I witnessed many accidents and work-related illnesses that developed within not only my family members, but the neighbors of our close-knit community as well.

Anthracosis, silicosis, asthma and emphysema were rampant, and as I watched my aging relatives suffer with breathing ailments, I wondered why this would happen to such hard-working individuals. Adding to the suffering, within this remote area, was the limited access to health care which typically was an hour's drive away in any direction and that was after the local volunteer ambulance company was able to get to you. This set me on a quest for helping those in need and to better understand the "price of breathing."

My experiences with the ravages of pulmonary afflictions set my career in motion as well as my need to understand "why" individuals developed pulmonary issues. These problems were seemingly due to their investment in hard work and with the encouragement and blessings of the board of the local ambulance

company, where I volunteered to help my community. I found myself enrolling in the training and then becoming one of the first three paramedics in Clarion County Pennsylvania.

I quickly began to understand that education was paramount to opportunities and sought information to find my professional niche. As I transported patients to area hospitals, I began meeting respiratory therapists. They were more than willing and eager to help me learn if my passions would be fulfilled in their profession. I spent many hours meeting with and shadowing therapists at the same time I was keeping up with my required clinical rotations and competencies to remain a paramedic.

I then began my training at Thiel College in Greenville Pennsylvania and received a diploma in respiratory care. I was immediately employed at Tod Children Hospital in Youngstown, OH where I worked for over 37 years in the NICU, PICU and transport team. During that time, I persued higher education at Youngstown State University (YSU).

My thirst for knowledge and quest for academia set me in motion to complete my bachelor's degree. I then became the first graduate of Youngstown State Universities Master of Respiratory Care (MRC) Program and the first respiratory therapist in the state of Ohio to acquire a Master of Respiratory Care degree in 2013. While completing that program, I had been serving YSU as a part time clinical and didactic instructor. After receiving my master's degree, many doors opened even wider. Shortly after graduation, I became program director for the MRC program, ironically the same program which I'd become the first graduate some years earlier.

I soon realized that graduate studies required further study and refined skills needed in research and leadership. With the encouragement of Dr Sanders and my ailing grandmother to have a "Dr" in the family, I decided to continue my quest in academia at YSU. I subsequently enrolled in the doctorate program in education leadership, and completed my dissertation and received my EdD in 2017. It was shortly after this academic milestone in 2018 that I was awarded director of all respiratory care programs at YSU, completing my humbled journey into a professional leadership role.

2. Who were your mentors?

-What/how did they contribute to your career?

Throughout my career, I have had many individuals that I highly respected and looked up to and that have influenced and encouraged my academic endeavors. My parents deserve a lot of credit. They told me I could achieve anything I put my

mind to and instilled a strong faith in God that taught me compassion and to help those less fortunate. I believe both contributed to my fulfillment in respiratory therapy as a vocation and a calling. The clinical and didactic faculty that nurtured and encouraged my professional development were also influential in steering me into the academic attributes needed to become a true health care professional.

But perhaps the two individuals that were the most influential mentors for my professional career were YSU Program Director Dr. Louis Harris and Dean of Graduate Studies Dr. Salvatore Sanders. Dr Harris and Dr Sanders were respiratory therapists who were always eager to advise, mentor, and encourage my professional and academic development. They both instilled a level of confidence and self-awareness of what could be accomplished if one set their mind to it.

Strength, integrity, compassion, and a humble willingness to see the good in others and others succeed are just a few attributes that can be bestowed upon these two amazing individuals, But I guess that's what heroes are …. their humble…

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

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

I was one of 7 children, 6 boys and 1 girl, and I can remember leaving my hometown at the age of 24 for the first time with little money and little direction. But I had a purpose to become the first child in my family to achieve a college degree. A risky move at best brought on by the passion to help someone and the hope for a better life since many of my family and local folks were ill with black lung and other pulmonary related diseases because of working hard in coal and coke mining operations and the farming industry. I had no real financial wherewithal, but as much support as my family could possibly afford. So, my journey began. I started by earning a diploma in respiratory care through Clarion County's Job Training and Placement Act, then becoming gainfully employed to afford the next quest of attaining a bachelor's degree. Once achieving that academic goal, I steadily moved on to my master of respiratory care and then completed my doctorate degree in education, leadership, and research. Utilizing tuition reimbursement funds from my places of employment to afford my passion for knowledge.

I say this not to boast or brag but to let you know that fear is a powerful entity. You gain strength, courage, and confidence by experiences in which you step up and look fear in the face. Fear of failing has affected all of us at one time

or another as life is full of challenges, obstacles, and hurdles. There are those of us that have attempted and failed at tasks in life but if you don't engage in your fears, you have already failed.

Interestingly enough, something happens to those of us who dare to fail… with the pain of failure… and failure will be painful and discouraging… over time…. you will get stronger your inner strength and resiliency will overcome your fears and you will emerge a better individual…. ready to take on and change the world.

I have always felt the need to be a member of the respiratory therapy professional organization (AARC) and the need to give back and contribute in any way to the profession that has helped me so much. Within the Ohio Society of Respiratory Care, I have had the privilege of serving on its board as the president of this magnificent organization. In addition, I've served as the Eastern District Representative, Chair of the Neonatal Pediatric Section, the by-laws committee, Program Planning, and the Judicial Committee. I feel its everyone's responsibility to polish and foster growth and to advocate for their profession to thrive.

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

As a busy clinician, I learned early on to take the time to let the patient and family know that you truly care and always put the patient first. It is paramount to convey a "patient's first" attitude while delivering care that is patient focused, respectful and culturally competent. Effective communication is essential so that any concerns are addressed and that the patient is aware of what to expect; and remember the best patient outcomes are always found within an interdisciplinary approach. I've also found that patients may not always understand the medical/technical aspects of what you are doing for them, but they always remember how you treated them; communicating compassion is the key.

As an educator and leader in the profession of respiratory care, we must understand that we all learn differently and adjust our approach accordingly. Moreover, as a leader I have always led by example, and I am a passionate advocate of being respectful of others and a good listener/communicator.

One must also be willing to allow all ideas for problem solving to be brought to the table before making those hard decisions. This leads to harmony within your coworkers and faculty if their input and voices are at least heard. But ultimately it is on you to gather the information and make those hard decisions.

And I would be remise if I didn't mention the following professionalism. Being willing to lend an ear to allow others to be heard, a calm demeanor and the way

one carries themselves. All are attributes we need to convey to our students to aid in a professional appearance and assure a positive professional attitude is being developed.

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

The profession of respiratory care is a calling to help those less fortunate. One owes it, not only to the patients who depend on you for life saving skills, but to the integrity of the respiratory care profession and yourself to show a rich zest for academia. By advancing levels of education and specialty credentials, one can attain the knowledge and skills for delivering exceptional care. This will decrease pain and suffering, improve patient outcomes, decrease costs, and ultimately solidify our profession within the interdisciplinary realm of healthcare.

Remember, education is part of a lifelong adventure with many rewards and the few risks; we should never stop learning. One must also be willing to serve within their professional organizations to help those that advocate for our future by belonging and being active and giving a political voice to promote the profession. Remember you'll make a difference!

Professional Positions Posted

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

ASRT to BSRT & MSRC Degree Advancement Programs

BSRT and MSRT Entry Programs

Graduate Respiratory Therapist Programs

www.acrte.org

Recognizing and Celebrating Students and Graduates

Gregg Marshall, PhD, Texas State University

Christy Kane, PhD, Bellarmine University

As graduation time approaches for some of us, planning student and graduate celebrations have been on our minds. We continue to seek additional ways to celebrate the hard work of our students, provide families opportunities to celebrate and learn more about the Respiratory Therapist's (RT's) role, and engage the campus community. To garner ideas, we reached out to many of our ACRTE colleagues. Below is a summary of ideas from our own experiences as well as from our colleagues.

From Dr. José Rojas, University of Texas Medical Branch – Galveston:

We do a White Coat/Pinning Ceremony when students begin clinical rotations (May). Families attend and the program includes a keynote speaker who addresses professionalism. At the end of the program, we serve light snacks and provide photo opportunities.

For graduation, we do a graduation/awards luncheon. This is for students and faculty. We ask students to share memorable experiences from their internships or over the course of the program.

UTMB – Galveston Students and Faculty Members at Graduation Luncheon (left) and White Coat Ceremony (right).

From Dr. Jamy Chulak, University of North Carolina – Wilmington:

We celebrate the graduation of our students in our campus-based program with a white coat/pinning ceremony. During the ceremony, faculty, staff, and the student president deliver presentations. To reflect on their experiences in the program at UNCW, the students produce a graduation video.

Additionally, we celebrate the success of individual students who are about to graduate from any program throughout the entire school by holding an

outstanding graduate award ceremony. Graduates from both our campus and online programs are considered for this award. Program faculty members develop their own criteria for selecting the recipient, and during a separate ceremony sponsored by the school, a faculty member presents oral remarks about the recipient. The recipients, their family, friends, and faculty are invited to attend the ceremony and hear kind words that illustrate why the student's impact has been outstanding. The selection criteria can vary and can be objectively described by academic performance or more subjectively depicted through the culture or kindness the student fostered, or a combination of both. This is a fantastic ceremony that spotlights one outstanding graduate in each program.

From Dr. Kim Clark, University of North Carolina – Charlotte:

We host a department pinning and hooding ceremony where family and friends are invited to attend and celebrate the occasion. The School of Professional Studies purchases our pins for the BSRT and MSRC programs. During the pandemic, we held virtual pinning ceremonies. Due to some scheduling challenges within the program and university, we have not relaunched the campus-based pinning and hooding event, but we hope to resume it in the near future.

We promote student and graduate achievements on our department Facebook page, and I post on my personal LinkedIn page. We also started adding student and graduate accomplishments to the scrolling banner on our state society website.

From Dr. Doug Gardenhire, Georgia State University:

Georgia State University students participate in the college-wide Honors' Day. At the ceremony, the Department of Respiratory Therapy, gives the following awards:

James Ancil Lewis Award - This award honors the late James Ancil Lewis and is given to juniors in the program who exemplify Mr. Lewis' characteristics of service to others, particularly in clinical work and direct patient care.

Academic Excellence Award - This award recognizes graduating students with the highest grade point average in the respiratory therapy program.

Faculty Recognition Award - This award is presented to a graduating student, who, in the opinion of the faculty, exhibits a positive professional attitude and a willingness to serve the needs of classmates, the community and the profession of respiratory therapy.

Clinical Excellence Award - This award is given by the faculty to graduating seniors and master's candidates who have displayed outstanding performance in clinical rotations.

Daniel J. Sansone Scholarship - This scholarship honors the late Daniel Sansone, son of Joseph Sansone, founder and CEO of Pediatric Healthcare, and is awarded to undergraduate students interested in pediatric nursing or respiratory therapy.

Deshpande Rau Award - This award recognizes students who show strong academic promise and demonstrate leadership qualities.

Lambda Beta Society

From Dr. Christy Kane, Bellarmine University:

Over the past year, I have been exploring ways to further promote the respiratory therapy profession on our campus, celebrate students, graduates, and faculty, and explore ways to engage the families of our students. Below are a few additional ideas that my colleagues in other health professions departments used to accomplish the goals above:

Bellarmine's Nursing Department does a "Celebration of Nursing Excellence" prior to graduation each year. This evening event includes two student speakers (one graduate and one undergraduate) as well as remarks from a few faculty members. During the celebration, each graduate's name is called as they walk across the stage. In addition, the faculty member who reads the names also shares where the student will be working and/or if the student is pursuing an additional degree. It is a wonderful opportunity for the graduates and families to see the exciting career opportunities ahead.

Bellarmine also hosts a university-wide "Celebration of Student Research." During this event, hundreds of students (both graduate and undergraduate), most nearing graduation, share poster presentations on their projects. Healthcare students often choose topics related to evidence-based practice, presentation of a case study, or a quality improvement project. It's a great opportunity for students to showcase what they have learned.

For the past few years, we have hosted an event during Respiratory Care Week. (Thank you to Dr. Sarah Pehlke, Lauren Jones, and Tiffany Stanley for creating the event and ensuring the event continued.) In addition to our students, we invited the RT students and faculty from our local community college to attend as well. The area employers set-up booths and students have the opportunity to talk to future employers. In addition, a short program includes a speaker from

the Kentucky Society for Respiratory Care as well as preceptor awards (Preceptor of the Year). Finally, light appetizers finish the night.

One final idea that I will share has yet to come to fruition. Entering students often struggle with explaining what exactly a respiratory therapist does. Next fall, I hope to host an open house for families of our students (including younger siblings). I will ask the second-year students to set up tables/stations with different therapeutic interventions (for example the intubation head, pig lungs, mechanical ventilation, airway clearance). Families can go from station to station, learning more about the profession and role of the RT. I hope to also have a second-year student speak as well as either a representative from the Kentucky Society for Respiratory Care, a clinical partner, or faculty member. Not only will this help families understand the RT role, but this event will also expose younger siblings to the profession.

Celebrating the accomplishments of students (and faculty) brings joy to all involved. While at times it is difficult to add "one more thing" to the long "to do" list, we encourage you to make this a priority. The reward far exceeds the time and energy needed to plan. In addition, we encourage you to share with others how you celebrate your students. Please reach out to Christy Kane (ckane@bellarmine.edu) if you would like to share your celebrations. We would love to include pictures in a future edition of this newsletter.

From Dr. Gregg Marshall, Texas State University:

We celebrate the graduation of our MSRC post-professional graduates with an on-campus Graduate Awards Ceremony at which all students are hooded prior to the university-wide commencement ceremony. Family and friends are invited to attend and a small food reception follows. This event really heightens the expectation for the Commencement Ceremony and makes the moment very real to them all.

The Respiratory Care Student Association (RCSA) is a student organization run by the students with a purpose of increasing awareness of Respiratory Care to the university and local community. Fund raises have brought upwards of $15,000 used a scholarships for seniors to pay for their NBRC board exam ($400) and for juniors the awards are applied to reduce their tuition in the following semester. Building community within the Respiratory Care department is another primary goal of the organization.

The Sam W. Marshall Scholarship recognizes scholarship and financial need awarding $400 scholarships to juniors toward tuition costs and to seniors to cover the cost of board exams. Last year 12 scholarships were awarded to seniors and 12 scholarships were awarded to juniors.

We celebrate the graduation of our BSRC Entry-Level graduates with an Awards Night. Family and friends are invited to recognize the graduates. New BSRC Cohorts are celebrated the semester they enter the program along with the 8 other Health Professions students in a Scroll Ceremony in which students pledge to ethical and excellent care for patients. This event is limited to only the new cohort of the Respiratory Care, Physical Therapy, Speech Communication Disorder, School of Nursing, School of Health Administration, Health Information Management and Informatics, Clinical Medical Sciences, and Radiation Therapy. The total student attendance if over 500 students with faculty present, as well.

MSRC Graduates – Fall 2023

BSRC Grads

International Interview

Luciano Friscione Lic. en Kinesiología y Fisiatría

Universidad Nacional de San Martin (NSAM)
Especialista en Kinesiología y Fisioterapia Cardiorespiratoria (UGR)
Kinesiólogo Instituto Cardiovascular de Rosario (ICR)
Professor of Kinesiology and Physiatry
University of Gran Rosario
Rosario, Santa Fe, Argentina

1. **Describe a typical day practicing as an RT in your country?**

Every morning I enter the Rosario Cardiovascular Institute at 7 am, there I fulfill my role as a respiratory therapist in the areas of the coronary unit and cardiovascular recovery until 2 pm. Then I go to the University of Gran Rosario where I am a professor of the degree in Kinesiology and physiatry. I teach 2 or 4 hours of classes, depending on the day. To end on Wednesdays and Thursdays, I teach a Master's degree in respiratory therapy virtually for colleagues from all over Latin America

2. **What drew you to respiratory care?**

The possibility of helping patients who are in very critical situations, being able to give them back their autonomy, contributing to their recovery and their return home in the best possible conditions. He had great teachers who instilled in me a love for the profession.

3. **What obstacles did you have to overcome to obtain your degree and practice in your country?**

In my country, there is no public career as a respiratory therapist, so I have had to work in parallel with my studies to be able to cover the costs. A family business gave me the possibility of obtaining those necessary resources and thanks to the help of my parents I was able to achieve it.

4. **What formal college education did you obtain and what programs did you attend?**

I have a degree in kinesiology and physiotherapy, a specialist in cardiorespiratory kinesiotherapy and I also completed 2 postgraduate courses that in Argentina are of great academic value, one at the Favaloro Foundation in 2013 on cardiovascular rehabilitation and the other at the Argentine Society of Intensive Care on critical respiratory therapy. Both were very important in my training.

5. **What professional associations do you belong to?**

I am associated with the Latin American Society of Respiratory Care. I was associated with the Argentine Society of Intensive Therapy until 2020. I have been a respiratory therapist since 2018.

6. **Were you a kinesiologist long before becoming an RT?**

Yes, 7 years.

7. **Is there a test to become an RT in your country?**

There are training courses, specializations, master's degrees.

8. **What exact procedures can you perform on patients in your specialty?**

Management of oxygen therapy, aerosol therapy and humidification in patients breathing spontaneously and on mechanical ventilation.

- Basic and advanced ventilatory monitoring
- Bronchial hygiene techniques
- Early mobilization in ICU
-Weaning
- Management of acute and chronic tracheostomized patients
- Management and programming of invasive and non-invasive mechanical ventilation equipment.

9. **Are there accreditation exams like a Registry or the NBRC?**

Yes, I have a certificate of all postgraduate courses and the specialist title. It is a race and with its approval the title is obtained.

10. **What is your favorite aspect of mechanical ventilation?**

Weaning is my favorite part, also the treatment of patients with acute respiratory distress syndrome.

11. **Have you participated in research and, if so, in what research?**

I am part of a team of colleagues dedicated to research, although I must admit that it is not my strong subject. I have been involved in seven published articles.

12. **Do you have weaning or mechanical ventilation protocols?**

Yes, both.

ACRTE Institutional Members

Bellarmine University

Boise State University

Boston Children's Dept of Anesthesia

CHI Health-University of Mary

California Society for Respiratory Care

East Tennessee State University

Florida Southwestern State College

Georgia State University

Indiana Respiratory Therapy Consortium

Jacksonville State University

Jacksonville University

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Massachusetts College of Pharmacy and Allied Health Sciences

Middle Georgia State University

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Newberry College

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Nova Southeastern University

Ozarks Technical CC

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Respiratory Care Board of California

Rowan College

Rush University

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ACRTE Institutional Members =Continued

Southern Connecticut State University

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SUNY Stony Brook

SUNY Upstate Medical University

Texas State University

The Ohio State University

Thomas Jefferson University

University of North Carolina - Wilmington

University of Arkansas for Medical Sciences

University of Cincinnati

University of Kansas Medical Center

University of Missouri

University of Nebraska Medical Center

University of North Carolina - Charlotte

University of Texas Medical Branch - Galveston

University of West Alabama

UT Health Science Center San Antonio

Utah Society for Respiratory Care

Valencia College

Weber State University

West Chester University/Bryn Mawr Hospital

York College of Pennsylvania

Yosemite Community College (Modesto Junior College)

Youngstown State University

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

Reasons Why You Should Become ACRTE Member

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

Editorial Board

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www.acrte.org