

The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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Spotlight Article

Washington Adventist University

Registered Respiratory Therapist to Bachelor of Science in Respiratory Care Program (RRT-BSRC)

**By Vicki Rosette MS, RRT, RPFT
Chair and Program Director**

The University

Washington Adventist University (WAU), which operates under the auspices of the Seventh-day Adventist Church, was established in 1904 and earned accreditation as a four-year, degree-granting institution by the Middle States Association of Colleges and Secondary Schools in 1942. In 2009, it attained university status and became WAU. Our graduates declare that a WAU education prepares students for a career in the real world and helps develop the skills, experiences, and perspectives that lead to success.



WAU Motto: “Gateway to Service”

“Service” is not just a word at WAU; it is a way of life - built into the curriculum and lying at the core of the dreams that shape the institution. WAU faculty introduce opportunities to discuss and apply the “Gateway to Service” ethos and help students to shape their own future through service to others. At the heart of this service is the integration of faith and learning, which sees spirituality, not just as an individual devotional experience (as important as that is), but also through an interface with the world of ideas and a desire to make a difference in the world through service and a ministry of hope. Ultimately, the graduates of WAU verify the reality of our commitment by the ways in which service becomes part of their adult lives long after they have left the University.

THE SCHOOL

In addition to the two traditional schools offering daytime programs, the School of Graduate and Professional Studies (SGPS) provides career building undergraduate professional studies programs, like the RRT-BSRC, for working professionals. WAU also has graduate programs,

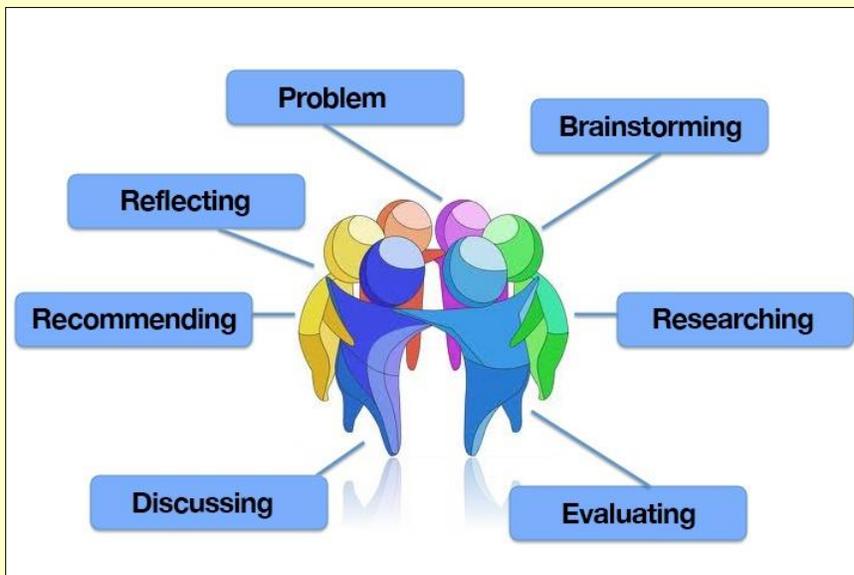
such as the MBA, Master’s in Healthcare Administration, and Master’s in Public Administration, that provide undergraduate students, including the BSRC graduates, the opportunity to continue their education. The BSRC program is housed in the SGPS: the BSRC Program Director reports to the SGPS Dean, who reports to the Provost.

THE PROGRAM

The Maryland Higher Education Commission approved the RRT-BSRC fully online program in August of 2016. As a member of the [National Council for State Authorization Reciprocity Agreements](#) (the “SARA” agreement), WAU can accept students from all U.S. [states](#) except California and Massachusetts. There are six start dates each year, two 8-week sessions each in the fall, spring, and summer semesters, and students may elect to take one, two, or three courses each session. Depending on how many degree applicable credits a student brings to the program, and how they choose to fulfill the discipline electives, the program may be completed in as little as 10 months (July ‘18– April ‘19 with 2-3 courses per session), 22 months (July ‘18 – April’20 with 2 courses per session), or as much as five years (with one course per session).

Mission Statement: Committed to excellence, the mission of the Respiratory Care Department is to provide a Christ-centered and evidence based collaborative learning experience dedicated to supporting students as they transform into competent moral leaders who demonstrate critical thinking skills and traits in service to the respiratory care patient and profession and to their various communities.

The unique characteristics of this program include the provision of “Competency Credit” as an option for fulfilling 18 credit hours of “Discipline Electives.” Competency credit may be



granted for non-traditional learning via exam (RESP 346), such as NBRC credentials or AHA certificates, or via a portfolio of work samples, reflections, and confirmations (RESP 347). Through the Discipline Electives feature, students may mix-and-match competencies through exams and/or portfolios with classes from WAU or elsewhere to create a

customized pathway to their stated career goal. \The options include the completion of pre-

requisites for a graduate program, such as “RC Leadership,” “APRT,” “PA,” etc. or completion of a minor, such as Healthcare Administration, Business Administration, or Counseling Psychology. By not requiring any clinical component this program focuses on helping students advance their career to management, education, research, and leadership specific to the respiratory care profession.

The teaching philosophy of the BSRC program is student-directed, problem and evidence based, collaborative learning at the intersection of four learning theories: [community of Inquiry](#), [heutagogy](#), [problem based learning \(PBL\)](#), and [evidence based practice \(EBP\)](#). Students work together to solve ill-structured problems, contextualized to RC management, education, research, and leadership, through the 7-step process of EBP: 1) clarifying and analyzing the problem, 2) brainstorming what they already know and what they need to learn, 3) researching, 4) evaluating the evidence identified, 5) discussing potential solutions, and 6) recommending an evidence-based solution. The final step 7) involves reflecting on the process as well as the A-competencies (knowledge, skills and attributes) gained or strengthened and their B-capacity (confidence as a learner).

CURRICULUM

Respiratory Care Core Curriculum		73 Hours
RESP 270	Fundamental Skills for the BSRC Program at WAU	1
RESP 299	Registered Respiratory Therapist (RRT) Credential Credit	39
RESP 433	RC Management (Pre-Req: ACCT 211)	3
RESP 443	RC Research (Pre-Req: MATH 110)	3
RESP 453	RC Education (Pre-Req: PSYC 210/355)	3
RESP 463	RC Leadership (Pre-Req: PHIL 150/250)	3
Discipline Electives: Student-selected - Program Director approved		18
Competencies by exam (RESP 346 A-T) or portfolio (RESP 347)		
Competencies by Courses		
RESP 499	RC Capstone: Project & Portfolio	3
Required Cognates		22 Hours
ACCT 211	Principles of Accounting I	3
INTD 315	Ethics in Modern Society GenEd: Religion Elective	3
INTD 327	Issues in Religion and Culture GenEd: Religion Elective	3
MATH 110	Probability and Statistics GenEd: Math Elective	4
PHIL 150/250	Introduction to Logic GenEd: Humanities Elective	3
PSYC 105	Introduction to Psychology GenEd: PSYC 105/SOCI 105	3
PSYC 210/ -or- 355	Developmental Psychology/ Motivation & Learning GenEd: Social Science Elective	3

General Education		25 Hours
ENGL 101	First Year Composition (Core)	3
ENGL 102	Research and Literature (Core)	3
COMM 105	Introduction to Human Communication (Core)	3
INSY 110	Computer Concepts I (Core) [Accept: Waiver, CPTR 105] - within the last five years	3
	Literature Elective	3
	Science Elective	4
	History Elective	3
	Physical Education Activity Elective	1
	Health Elective	2
Total		120 Hours

FACULTY



Vicki Rosette MS, RRT, RPFT: Chair and (Founding) Program Director, Mrs. Rosette began her respiratory care career at Washington Adventist University as a freshman in 1980. She began working as a staff therapist at the primary clinical facility, Washington Adventist Hospital, while still a student (pre-licensure requirement). After graduating with the associate degree in 1983, she began teaching clinicals while working as a staff therapist and completing the bachelor's degree in 1986. She accepted the Director of Clinical Education position in 1990 and the Program Director position in 2005. In 2015 she set about the creation of the fully online degree advancement program. The first cohort began in March of 2017 and is preparing to graduate in 2018 & 2019. Mrs. Rosette is proud to work with a team of excellent adjunct faculty.

CONTACT INFORMATION

To apply for the online BSRC program, go to the free [application](#). For more information about the WAU School of Graduate and Professional Studies, go to the [website](#) or call 301-891-4092.

“Develop a 10-year plan for career development and RT professional service”

An Interview with Thomas A. Barnes, EdD, RRT, FAARC



**Professor Emeritus of Cardiopulmonary Sciences
Lead Faculty MSRC Program
Northeastern University, Boston**

**Interviewed by Karsten Roberts, MS, RRT, RRT-ACCS
CoBGRTE Social Media Committee Chair**

Q. Tell us about your early days as a respiratory therapist. What brought you to the field?

A. My interest in medicine started as a biology major at the University of Hartford, and I looked for a job at Hartford Hospital to see if this was a field worth pursuing. A few months as a pharmacy technician and then as an orderly, led to a position as a respiratory therapist (called inhalation therapist at that time). Being an RT in an under-staffed department in an 800-bed hospital resulted in being called from one ICU to another to deal with emergent situations and code calls. This was the beginning of my interest in resuscitation, and ventilation and airway devices used during the codes, and a career as a respiratory therapist.

Q. Who were your mentors?

A. While an undergraduate student, I conducted a senior-year research project at the Hartford Hospital Cardiopulmonary Research Laboratory to determine maximum oxygen intake (MOI) using a treadmill to increase the oxygen demand. The focus was to try to find a “second wind” effect, where the MOI rises from a plateau to a higher level. The test to reach MOI was so strenuous most subjects needed to spend the rest of the day in bed. My project advisor, was Arthur DeGraff, MD, a pulmonologist and medical director of the pulmonary division. My first year after earning a BS degree in biology, I became technical director of the pulmonary section of the laboratory and assisted Dr. DeGraff with research on single-breath determination of diffusion capacity during exercise. Besides mentoring me on research protocols, Dr. DeGraff taught me how to use a gas chromatograph to analyze gas samples used to determine CO diffusion capacity.

Jacob Israel, MD, an anesthesiologist, was my one of four oral examiners for my RRT exam taken shortly after earning my BS degree. The oral exams went well, and I was invited by Dr. Israel to be the first RT program director at the State University of New York Upstate Medical University in Syracuse, New York. He helped me develop as a university educator, and co-authored my first respiratory care textbook. Dr. Israel also provided advice on how to achieve a tenured faculty position.

Q What did your mentors contribute to your career?

A. They provided encouragement to do research and publish the findings. They served as my medical directors who strongly supported the RT programs where I held positions as RT program or RT department director. Joseph Civetta MD, provided an example of clinical excellence (board certified in medicine, surgery, pathology and anesthesiology). He was director of the surgical ICU at the 1100 bed Jackson Memorial Hospital in Miami, and demonstrated what it took to lead clinical teams. It quickly became evident during ICU rounds that he was the best-read member, and he would always support his recommendations with research evidence. He welcomed me and other RRTs to ICU rounds and valued our input on mechanical ventilation and other respiratory care issues.

Q. What prompted you to move into a leadership/education position?

A. I quickly learned that there was a need to secure the future of respiratory care by developing more RTs with higher education degrees. I tried unsuccessfully to do that in 1977, as AARC President, by appointing a large AARC education committee with five sub-committees. However, more success was achieved as the RT program director at Northeastern University, where a BSRT program was approved in 1978. The Harvard University and other Boston teaching hospitals were great supporters of this effort at Northeastern. Jimmy A Young, MEd, RRT started the first RT associate degree program at Northeastern in 1967 and went on to become President of the AARC and director of respiratory care at Massachusetts General Hospital before dying at a RT department Christmas party in 1973 and becoming immortalized by the AARC (Jimmy A. Young Medical is the highest award given annually by the AARC).

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

A. Earning a master's degree in education at Nova University (now Nova Southeastern University) allowed me to qualify as program director at Northeastern University. The degree was earned in the evening while serving as ASRT program director of at Broward College, located across the street from NSU. I continued to earn a doctor of education degree from NSU that allowed me to be awarded tenure and promoted to associate professor in 1982, and to full-professor in 2000.

Q. What are some key leadership lessons you have learned?

A. Finding like-minded educators to join an effort to move the RT field to a highly respected profession was key. This was brought to fruition when the CoBGRTE Steering Committee was formed in 2000. This group in conjunction with AARC published a land mark [white](#)

[paper](#) that was jointly published by the CoBGRTE Steering Committee and the AARC in 2003, and republished in 2017. The CoBGRTE Steering Committee went forward to become an incorporated professional association in 2012. The leadership and work of the Coalition, with help from AARC, CoARC and NBRC, is improving higher RT education.

- Q.** What would you recommend to new graduate therapists just beginning their career?
- A.** Develop a 10-year plan for career development and RT professional service at the regional, state and national levels. Revisit the plan each year, chart your accomplishments and update as needed.

Georgia State University-NICA RT 2018

**By Douglas S. Gardenhire EdD, RRT, RRT-NPS, FAARC
Chair, Respiratory Therapy Department**

On March 2, 2018 ten Georgia State University Respiratory Therapy (GSURT) students set out to discover the impact they could provide to rural Nicaraguans in the coffee region of northwest Nicaragua. They were housed at Finca El Peten, a coffee farm in the area that had spectacular beauty.



What they discovered were people with a rich culture, open to sharing and giving even as they survive with substandard housing and work that may only allow a family to earn a couple of dollars a day. The small rural farming village of San Esteban outside of Jinotega is filled with coffee plants and villagers that call the area home. Most live in simple wooden shacks with dirt floors and a stove or oven, burning wood inside the home with no chimney.





The smoke can be very intense! The open burning apparatuses were the focus for GSURT. One of the major problems in this rural area is respiratory issues. GSURT provided education on COPD, asthma and CO poisoning. Additionally, students completed technology advancements by building stoves and ovens with chimneys and laid a concrete floor in a home.



Building a stove with a chimney. GSURT completed 6 stoves during NICA RT 2018.



GSURT providing education on asthma, COPD and CO poisoning.



Working on installing a concrete floor in a home.

Completing an oven. GSURT built four ovens during the trip.



Students took in the culture and were served traditional Nicaraguan meals during they stay on the farm. Most meals consisted of rice with an occasional vegetable.

After serving in the community for four days, students set out to learn more about the area. GSURT toured the colonial city of Granada. Granada is considered the first European mainland city. It is a colonial city founded after the Spanish conquest.



GSURT students with Our Lady of the Assumption Cathedral in Granada's Central Square and inside the Cathedral





Students learn to make pottery in Masaya



GSURT visiting an active volcano in Masaya.

NICA RT 2018 was an amazing trip to learn, give, and educate. The trip could not be possible without the assistance of family, friends, and alumni of GSURT.

Specifically, GSURT would like to thank all CoBGRTE members that donated to assist in defraying costs associated with the trip. Currently, we are planning NICA RT 2019.

Our next trip is even more ambitious as we are planning to take up to 24 students to learn, give and educate even more than before!

University of South Alabama Cardiopulmonary Sciences

Class of 2018 and Faculty



Senior Awards Luncheon



Left to right, David Friedel, Chairman's Award for Clinical Excellence; Lindsey Merritt, Dean's Award for Academic Excellence; Hannan Alsheikh, Chairman's Award for Academic Excellence; Dean Gregory Frazer PhD.

Call to Action!

José D. Rojas, PhD, RRT
Chair CoBGRTE Scholarship Committee

Greetings to the brethren of the profession of respiratory care education, I come to you to confess my egregious failing. I also promise to correct that flaw with this short and hopefully inspiring communication. Well José, you may ask, what could be so terrible? I will use a trait that is familiar to many of my students and answer that question with a couple of questions. Do you know how many CoARC accredited baccalaureate and masters level programs there are in the United States? Do you know how many of those programs are institutional members of CoBGRTE? Of those institutional members of CoBGRTE, what is the total number of student membership? Our program in Galveston is one of the institutional members of CoBGRTE and we have been members since the inception. I can also state that all of our students are members of CoBGRTE, and therein lies the beginning of my failing. As members of CoBGRTE, our students are eligible to apply for one of eight annually awarded \$500 Merit Scholarships and one \$1000 Research Scholarship. Sadly, I cannot tell you how many have actually applied with any degree of certainty. I do know that I make students aware of the Scholarship each year at orientation, but I have not reinforced that opportunity. The purpose in sharing all of the above is my belief in the proverb: “People who live in glass houses should not throw stones”. However, I also believe that by admitting one’s shortcomings, proposing a plan to remedy those flaws, and then following through with those plans we can be role models.

Let me share answers to the above questions to put the problem in proper perspective. There are 65 CoARC accredited baccalaureate and masters level programs. Of these, 57 are CoBGRTE institutional members. To date, there are 391 CoBGRTE student members. In 2016, there were **only 11** applicants for the merit scholarship and no applicants for the research scholarship. In 2017, there were 14 applicants for merit scholarship and 1 applicant for the research scholarship. Since 2012, there have been 49 scholarships awarded for a total of \$23,900. These recipients came from 16 different educational programs. As a professional organization, we can be proud of a decent effort to support and finance students’ educational efforts. However, I do believe we can do more to stimulate student interest in “free money”. I cannot imagine there not being at least two students in each of the 57 institutional member programs who would be worthy of a merit scholarship. Although application takes time, the \$500 would pay for the TMC and CSE exams!

The Scholarship Committee has streamlined the application process and is increasing the application period from June 1 through October 15. We will again post the information on our website and on social media. In addition, we will send the information to Program Directors of all CoBGRTE member programs. We will also send reminder emails asking Program Directors to remind students of the opportunity. From my confession above, I know that many of my own students would have been competitive for these awards, but for whatever reason failed to apply. I

now have a new mantra for my students as I forward scholarship opportunities, “I can’t guarantee that you will receive an award if you apply, **but I can with 100% certainty guarantee that you will not receive the award if you do not apply**”. Do I think this is important? Absolutely! How can we begin to believe that our students will advocate for others if they do not advocate for themselves? I solicit your help in encouraging our students to apply for the merit and research scholarships. Although it means more work for the scholarship committee, I would love to see at least 114 applications for this year’s merit scholarship!

CoBGRTE Scholarship Opportunities

The Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) was formed to help students, faculty, and the general public learn about baccalaureate and graduate respiratory therapy education in the United States of America. To that end, the CoBGRTE Board of Directors voted to make scholarship money available to help support student members of CoBGRTE enrolled in BSRT and MSRT programs.

Applications are accepted from **June** 1 through October 15 with notification of awards by December 1, 2018. If awarded, recipients of the scholarship will be required to submit a head/shoulder photo taken in a large file format for publication in *The Coalition Chronicle*.

CoBGRTE Merit Scholarship

Scholarship awards will be based on Academic Achievement, Service, Research Activities, and Awards and Honors. The committee expects to award eight \$500 merit scholarships to CoBGRTE student members of BSRT and MSRT programs.

Submission guidelines: Application materials are due to the Chair of the Scholarship Committee by October 15. Only complete applications will be considered. Applicants are required to submit the following:

1. [Typed Application Form](#)
2. Official transcript verifying GPA and current enrollment in a RT program
3. One page typed personal statement/essay describing your professional goals and interests related to the profession of Respiratory Care.

CoBGRTE Research Scholarship

One research scholarship will be awarded to support a quality student research project. The committee expects to award one \$1000 research scholarship to a CoBGRTE member enrolled in a graduate program.

Submission guidelines: Application materials are due to the Chair of the Scholarship Committee by October 15. Only complete applications will be considered. Applicants are required to submit the following:

1. Official transcript verifying GPA and current enrollment in a graduate program
2. Current professional resume
3. One page typed personal statement/essay describing your professional goals and interests related to the profession of Respiratory Care.
4. Research proposal including introduction/literature review, methods and literature citations
5. Letter from faculty advisor supporting the feasibility of the research proposal

Contact Information

For additional information regarding CoBGRTE Scholarships, please contact the Scholarship Chair:

José D. Rojas, PhD, RRT

University of Texas Medical Branch
Department of Respiratory Care
301 University Blvd.
Galveston, TX 77555

409-772-9405
409-772-3014 (fax)
jdrojas@utmb.edu

Professional Positions Posted at <http://www.cobgrte.org/professionalpositions.html>

*Liberty University, *University of Texas Health Sciences Center – San Antonio,
*University of Hartford, *University of North Carolina – Charlotte, *East Tennessee State
University, *University of Virginia Health System, *Texas State University, *The
University of Toledo, *Salisbury University, *Skyline College, *Boise State University,
*Canisius College, *Boston Children’s Hospital, *Nova Southeastern University, *Northern
Kentucky University, *Iman Abdulrahman Bin Faisal University.



CoBGRTE at the Summer Forum

Save the Dates!!!

The Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) is organized to help students, faculty members, and the public learn about baccalaureate and graduate respiratory therapy education in the United States.

CoBGRTE Summer Seminar

Monday July 16th

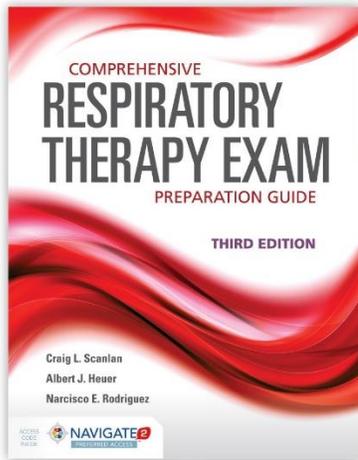
5:00-7:00pm

CoBGRTE Round Table Dinner

Wednesday July 18th

6:30-9:00pm





Craig L. Scanlan, EdD, RRT, FAARC
Al Heuer, PhD, MBA, RRT, RPFT
Narcisco Rodriguez

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Eastern Tennessee State University
University of Cincinnati
University of Michigan – Flint
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Ozarks Technical College
North Carolina Respiratory Care Board
Skyline College
Vidant Medical Center

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 63 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 45 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.

Become a CoBGRTE member by completing the application on the Membership Page: <http://www.cobgrte.org/membership.html>

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