

The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

June 30, 2021 Volume 10 (6)

Spotlight Article



Long Island University, Brooklyn Campus
School of Health Professions
Respiratory Therapy Program

Marina Umanova, PsyD, RRT
Director of Clinical Education and Assistant Professor, Respiratory Care

LIU Brooklyn Respiratory Care Program

Founded in 1926, Long Island University (LIU) is a private institution with two main campuses – LIU Post and LIU Brooklyn. LIU offers more than 275 undergraduate, graduate, and doctoral degree programs, educating nearly 15,000 students each year across multiple campuses. LIU is accredited by the Middle States Commission on Higher Education, with a university-wide mission to provide excellence and access in private higher education to those who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

Brooklyn Campus

LIU's Brooklyn campus is located in Fort Greene, Brooklyn – a unique historical district. The nearby Brooklyn Promenade, located nearby, overlooks the Brooklyn Botanic Gardens, Prospect Park, and the world-famous Brooklyn



Bridge. The excitement of Manhattan, with its Times Square, Central Park and world-famous museums and galleries, is just a short subway ride from campus.

The Brooklyn campus offers numerous award-winning programs through the School of Health Professions.

These include pharmacy, business, and education. The School of Health Professions also offers degrees in respiratory care, health science, physical therapy, exercise science, social work, and other occupations. In fact, the campus has more professional programs in health care than any other campus in the New York metropolitan area, including the Arnold and Marie Schwartz College of Pharmacy & Health Science and The Harriet Rothkopf Heilbrunn School of Nursing. LIU Brooklyn is home to the Kumble Theater for the Performing Arts, a dynamic performance venue designed to nourish students' artistic exploration, and Division I sports teams.

The respiratory care program at LIU began over 25 years ago and remains a vital part of the School of Health Professions on the Brooklyn campus. The entry into practice Respiratory Care Baccalaureate Degree program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) and registered with

New York State Department of Education (NYSED). The program has maintained its accreditation status for two decades and has received recognition for distinguished registered respiratory therapist credentialing success from the

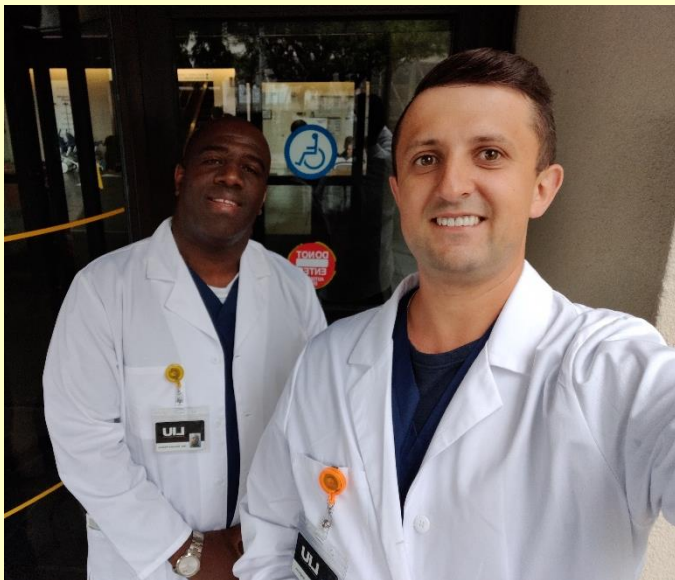
CoARC each year since 2012.



The Respiratory care program is designed for students who have completed the necessary pre-requisite courses and aspire to become respiratory therapists. The B.S. in Respiratory Care at LIU prepares graduates to take the national board examinations given by

the National Board for Respiratory Care (NBRC). The program accepts a maximum of 50 students who have met our admission requirements, demonstrated strong math and science proficiency as well as an overall strong academic record with at least a 2.5 GPA.

Professional Development & Clinical Experience



The respiratory therapist assists in the diagnosis, treatment and, if necessary, the life support of patients with cardiopulmonary dysfunction. Therefore, the respiratory therapist must be both knowledgeable and highly skilled. These professionals must be able to work independently and ethically while demonstrating compassion and self-discipline.

Student professional development training involves interprofessional education (IPE) activities, which include a campus-wide event that encompasses the Schools of Health Professions, Pharmacy and Nursing, totaling more than 500 students, working

together on a single patient project. Other IPE experiences include spirometry testing with students enrolled athletic training and additional interactions with public health students. As a result, students are given an opportunity to review their specific roles and responsibilities, as well as familiarize themselves with other team members.

Through classroom, laboratory and diverse clinical site practicums, our students develop the necessary health care knowledge, bedside skills and problem-solving abilities to serve the health needs of patients from newborns to the elderly. Respiratory therapists are qualified to manage a variety of conditions – acute and chronic diseases that affect the cardiopulmonary system as well as trauma, sub-acute disease, and public health issues from asthma to tuberculosis. Every RRT is guaranteed to find employment within three months after

graduation and earning the RRT credential.

We are affiliated with 30 hospitals and rehabilitation facilities where our students receive their clinical experience. Students may select among a variety of clinical specialties, including a 6-month neonatal rotation, pulmonary function testing rotation, cardiothoracic surgery rotation and others. Right from the beginning, students start their clinical rotations in affiliated hospitals where highly qualified LIU instructors work closely with them and help them build their extensive knowledge



base. Students spend their entire senior year in critical care areas, including a six month rotation in neonatal care

Clinical field experience occurs in some of the best medical centers in the region is the norm. Students are challenged by rigorous laboratory training and simulation, supplemented by computer-based clinical simulation of actual medical events. Laboratory for the Junior year student builds the fundamentals of clinical practice while the advanced laboratory of the Senior year prepares the student for post-graduate career building. The laboratory spaces are designed to facilitate independent study in advanced cardiopulmonary diagnostic and therapeutic equipment.

Post-Graduation

To become a registered respiratory therapist (RRT), graduates must take the NBRC's Therapist Multiple-Choice (TMC) Examination. The TMC Examination evaluates the abilities required of respiratory therapists at entry into practice and



determines eligibility for the Clinical Simulation Examination (CSE). The CRT and/or RRT credentials are used as the basis for the licensure in all 49 states that regulate the practice of respiratory care.

There are several specialized areas of interest and practice from which RRTs can choose. These areas of expertise, as recognized by the NBRC, include the Perinatal and Pediatric Respiratory Care Specialist, the Certified Pulmonary Function Technologist, Hyperbaric Oxygen Specialists and others.

Respiratory Therapy is an incredibly rewarding profession which touches the lives of patients in need on a daily basis. More so than ever before, the COVID-19 pandemic has highlighted the need for qualified respiratory therapists and has demonstrated the difference that these health professionals make in patients care. Pursuing a career in respiratory care is a commitment to a profession that is highly in demand and allows students to develop intellectually while engaged in the service of others.

Curriculum

UNIVERSITY CORE (27-28 Credits)	CREDITS
Humanities	
English Composition (ENG 16 or ENG 16X) *	3
English Literature (ENG 61, 62, 63 or 64) *	3
Philosophy (PHI 61 or 62) *	3
Foreign Language *	3
World History (HIS 1 or 2) *	3
Mathematics	
College Algebra or higher (MTH 15 or 16) ±	3-4
Communication, Visual and Performing Arts	
Oral Communication (SPE 3) *	3
Art, Dance, Music, or Media *	3
Anthropology, Psychology, Sociology, Economics, or Political Science *	3
Anthropology, Psychology, Sociology, Economics, or Political Science *	3
Science (24 Credits)	
General Chemistry (CHM 1 or 3x) ±	4
General Biology (BIO 1 or 2)	4
General Biology (BIO 3 or 4)	4
Anatomy & Physiology I (BIO 137) ±	4
Anatomy & Physiology II (BIO 138) ±	4
Microbiology (BIO 101) ±	4
Physics (PHY 20 or 27, or 31) or Chemistry (CHM 2 or 4) ±	4
UNIVERSITY CORE (27-28 Credits)	
Humanities	
English Composition (ENG 16 or ENG 16X) *	3
English Literature (ENG 61, 62, 63 or 64) *	3
Philosophy (PHI 61 or 62) *	3
Foreign Language *	3
World History (HIS 1 or 2) *	3
Mathematics	
College Algebra or higher (MTH 15 or 16) ±	3-4
Communication, Visual and Performing Arts	
Oral Communication (SPE 3) *	3
Art, Dance, Music, or Media *	3
Anthropology, Psychology, Sociology, Economics, or Political Science *	3
Anthropology, Psychology, Sociology, Economics, or Political Science *	3

Science (24 Credits)	
General Chemistry (CHM 1 or 3x) ±	4
General Biology (BIO 1 or 2)	4
General Biology (BIO 3 or 4)	4
Anatomy & Physiology I (BIO 137) ±	4
Anatomy & Physiology II (BIO 138) ±	4
Microbiology (BIO 101) ±	4
Physics (PHY 20 or 27, or 31) or Chemistry (CHM 2 or 4) ±	4

- ❖ 2.5 Cumulative GPA
 - ❖ 2.5 MTH & SCI GPA
 - ❖ Fall Entry only
 - ❖ Bio and Chem Courses expire after 5 years
- ± - C+ or higher required

All applicants:

1. Must see the undergraduate bulletin for course descriptions.
2. Must complete a minimum of 60 transferable credits to satisfy pre-requisite requirements.
3. Cannot use Computer Science, Education, and Physical Education courses to satisfy the Liberal Arts requirement.
4. All coursework must be a grade of 'C' or higher to be considered transferable.

Applicants who hold an Associate's or Bachelor's Degree from a *regionally accredited* college or university:

1. (*) Course may not be required. Marked as EXEMPT.
2. Are required to complete 20-23 required credits plus 37-40 additional liberal arts credits.

Applicants without an Associate's or Bachelor's Degree:

1. Are required to complete the course requirements as listed above.



Faculty



Lisa Shultis, MAEd, RRT is a veteran therapist with experience in clinical practice, pulmonary function, management and education. She is currently the Program Director for Long Island University's Division of Respiratory Care and Health Science Baccalaureate degree programs in Brooklyn, New York. Ms. Shultis earned her Bachelor of Science degree in Advanced Cardio-Respiratory Sciences from SUNY Health Science Center at Syracuse and holds a master's degree in Higher Education from Ashford University and is a candidate for the Doctoral Degree in Higher Education through Northcentral University. She is a member of the Medical Reserves Corps. During the pandemic crisis, Ms. Shultis helped front-line workers by assembling ventilators, performing drive-thru testing, and providing on-line instruction to therapists to improve management of COVID-19 patients receiving critical care. Ms. Shultis has been featured on Radio 99.9, CNN, the Post Standard, and LIU Highlights for her work during the initial pandemic outbreak.



Marina Umanova PsyD, RRT is the Director of Clinical Education at the Respiratory Care Program of Long Island University (Brooklyn, New York) and a recent PsyD graduate from Touro University. In 2008, Marina graduated *summa cum laude* from Touro College with a Bachelor of Science degree. In 2010, Marina graduated *summa cum laude* from Long Island University with a Bachelor of Science in Respiratory Care (B.S.R.C.) degree. As an undergraduate student, she was the recipient of the School's Dean's Scholar Award for Academic Excellence in Respiratory Care and the 2010 National Honor Society for the Respiratory Care Profession's Lambda Beta Society Award. She is also a member of the American Association for Respiratory Care. She was the Undergraduate Symbolic Recipient of the School of Health Professions award. Since 2010, Marina has worked as a Respiratory Therapist at the Mount Sinai Hospital in New York. Also, she has spent five years (2011-2016) working as an adjunct professor at the Respiratory Care program of the Long Island University School of Health. In 2016, she was promoted to the Director of Clinical Education of the Respiratory Care Program at the LIU School of Health in Brooklyn, New York. In 2015, Marina graduated *with distinction* from Long Island University with a Master of Public Administration degree. The same year, she received the LIU Master of Health Administration Faculty award as well as the Excellence in Master of Health

Administration award, which recognize her outstanding accomplishments as a student. In May of 2019, Marina graduated *summa cum laude* from Touro University with a PsyD (Doctor of Psychology) degree in Human and Organizational Psychology. Since the time of her graduation in 2008, Marina has remained connected to the Long Island University through her academic and clinical activities. Today, she is thankful to be an RT and a part of LIU because it has given her the knowledge, expertise, and integrity that allows her to make a difference in the lives of students and patients. She is able to leverage her experience as Director of Clinical Education to advise students on real world scenarios and situations. Her extensive teaching experience pairs wells with a proven track record of consistently enhancing the GPAs of her students. In addition, to her clinical skills, she is an excellent team-player with strong creative abilities, analytical and problem-solving skills. One of her strengths is being prepared to face new challenges and learning opportunities.

Contact Information

Lisa Shultis, MAEd, RRT
Director, Health Science and Respiratory Care
Long Island University
[Respiratory Care Program](#)
Lisa.Shultis@liu.edu

[Professional Positions Posted](#)

***University of Texas Medical Branch, *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.CoBGRTE.org

Interview

Carl Hinkson, MS, RRT-ACCS, NPS, FAARC
Director, Pulmonary Service Line
Providence Regional Medical Center
Everett, Washington

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 brought you into the profession?

I did not have a clear direction after high school and in my early college career. Very few college classes seemed to be able to hold my attention and because of that, I didn't find any real academic focus. Because I was unable to decide on a field of study, I decided to quit college for a short time and took a job as a night clerk in a grocery. Although it paid for my apartment's rent, I soon realized this was not a long-term plan. I would look at the older clerks and worried that would be me in 20 years. A co-worker and I visited the local community college with the goal of getting out of the grocery business. That's when I heard about their respiratory therapy program. A subsequent meeting with the program's clinical director informed me about the roles of a respiratory therapists. My interest peaked so I applied for the program and was accepted. The more I learned the more enthusiastic I became about the program. I found I really enjoyed the courses and started making friends in the program.

My first job in a hospital was while I was still a student; it involved equipment care and billing at Overlake Hospital in Bellevue, WA. It offered a great initial experience; the therapists were very welcoming and provided me some great opportunities. Following graduation, I accepted a position at Harborview Medical Center in downtown Seattle. That offered both medical benefits and greater potential for experiences in trauma and adult critical care

2. Who were your mentors?

-What/how did they contribute to your career?

Mentors have been key to my successes, and I would not have gotten anywhere in my career without them. There are several people I would like to

credit. The first is Ronald Campbell who was the lead night shift therapist at Harborview Medical Center in Seattle. Ron had a heart of gold surrounded by a gruff exterior. He truly was someone who never assigned anyone a workload he was not willing to do himself. From Ron I was able to learn the ins and outs of high-quality bedside care; no matter how short the staffing was, we never dropped our quality of care.

Two other very influential mentors were Michael “Benny” Benson and Dave Pierson, MD. Benny was the clinical specialist when I started at Harborview and has one of the greatest clinical minds of anyone I’ve ever worked with; he was also quite a character, in a positive sense of the word. Both Benny and Dr. Pierson led me to develop more of a questioning perspective. Their mentoring continued as they facilitated opportunities in research, writing, and teaching. I recall asking Dr. Pierson for help on how to give a presentation. He graciously met with me in his office and provided both his philosophy on how to present as well as technical aspects of working in PowerPoint. I recall thinking that there would be people who would’ve paid real money for that experience.

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

In early 2000’s I had to pass up an opportunity to take a role as an educator in a RT program because the position required a bachelor’s degree. That really bothered me; I realized that I would never be able to take advantage of any future opportunity without at least a baccalaureate degree. I began to investigate several options and eventually enrolled in the online distance learning program from the University of Kansas. There was a lot of pressure to just get a general business four-year degree, but I decided that my college degrees should be in RT. Not many people in the Seattle area had a bachelors in RT, and I recall telling people that I was working on a BSRT and they would be surprised that such a thing existed.

Since getting my BSRT and later my MSRC from Northeastern University, I’ve been able to apply for any opportunity that has come my way. For jobs in leadership, research or teaching, it seems to be the “price of admission.” That has certainly been true for me in my current role as a hospital director. It has allowed me to expand my scope of practice and leadership beyond just respiratory therapy. I currently am director of cardiac ECHO as well as PT, OT, and speech.

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

The biggest lesson in any role I’ve had, be it as a clinician, manager, or during professional volunteerism, is to maintain a mind-set of a lifelong learner. As

humans we tend to make a lot of mistakes for a lot of different reasons; some are big, others are small. In management I have been struck by how a plan may seem like good idea until after you have implemented it and then see the fallout. When we make these mistakes, we need to be able to recognize them as learning experiences, make adjustments and then move forward. In watching other RT's and their careers, I've often seen their inability to learn from their mistakes as their chief limiting factor.

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

For new graduates I think it is important to recognize the value of spending the first few years of their career honing clinical skills to be *really good* respiratory therapists. The RT school can prepare graduates with a foundation and prepare them to be safe. Following graduation, it's up to them to become *really good*. They have to become lifelong learners as health care changes; it's changing all the time and that's part of the fun; I didn't see my first BiPAP machine until I began working in a hospital. I would also recommend that new graduates learn to get involved in their professional societies so that the profession can continue to grow. This is especially important in a post-COVID-19 period as we are looking at staffing shortages with both baby boomers retiring and Covid fatigue. We need more RT's.

How to Be More Than a Member and Help Your Profession

**Daneen Nastars, DHSc, RRT, RRT-ACCS
Chair, CoBGRTE Membership Committee**



A couple of years ago, I wrote an article for the *Coalition Chronicle* about my decision and journey to obtain my doctorate. In March 2020, I am proud to say that I completed my Doctor of Health Science. The support of colleagues and the school was terrific. As the congratulatory messages started to fade, the question became: "Now what are you going to do with your time?". As you know, something else happened in March 2020, COVID-19, and everyone had to focus on converting courses to online, reassuring students, or taking care of patients. Now that things are beginning to settle, I will start the promotion process to advance my career after completing my doctorate. When applying for promotion, three pillars are assessed: scholarship, teaching, and service. I have the teaching, some scholarship, but what constitutes as service and how can I provide more of it to our field? Service can be volunteering and helping in the community, but it also

consists of becoming involved and bringing awareness to our profession. This pandemic has given our profession an opportunity to highlight how instrumental and valuable respiratory therapists are to a healthcare team. However, it will take more than just a global pandemic to bring awareness to the profession. It will take all of us to become involved and get the word out.

One way to become involved is through membership in state and national respiratory therapy organizations such as AARC and CoBGRTE. Another way is through service and becoming involved in the organizations. How do you become involved? The first way is to become a member of your state organization, AARC, and CoBGRTE. If you are a student, you need to renew after graduation and encourage your classmates to do the same. The AARC has an early professional membership rate, and CoBGRTE will convert your student membership to active membership for the remainder of your graduation year. Supporting all the organizations is a good start, but I encourage you to become involved. Whether you are a student or currently working at a hospital, it is never too early or late to become involved. State societies have yearly conferences, and the planning process requires dedicated individuals to help build a solid agenda with interactive activities. You could offer your assistance by introducing speakers or work at the registration desk.

The AARC has specialty sections you can join. You can use the discussion boards on AARC to connect and collaborate with your peers. This past year involved many challenges in healthcare ranging from patient care, education, to home health and the discussion boards were a great resource for many to share ideas and ask questions about best practices. CoBGRTE is also an excellent resource for you to become involved in the mission of furthering respiratory therapy education. CoBGRTE has many different committees such as membership, social media, and website, just to name a few. CoBGRTE can also be a resource to you or someone you know if you plan to pursue a bachelor's, master's, or doctorate degree. If you already have an advanced degree, you could mentor and encourage others to join CoBGRTE and assist them in getting started researching higher education options. The spotlight article is a great way to learn about the different programs and see if they have a graduate program that works best for you.

An additional incentive to be an active member within these organizations is that many employers see this as an important characteristic for new hires. I spoke to a couple of the hospitals in the Texas Medical Center. They stated that they look at people who are members of state and national respiratory care organizations during the interview process. Employers view membership as an indication that an individual is invested in the profession and may tend to be a long-term employee. Another incentive for higher education, membership, and

being active in the promotion process. I am applying for a promotion at an academic institution, and professional membership and service are seen as important activities, but this can also apply to hospitals, outpatient clinics, or anywhere respiratory therapists work. Many hospitals have career ladder programs that lead to higher pay based on meeting criteria at different levels and opportunities within the hospital. If your hospital does not have a career ladder program, this could be something to advocate for in the future. Either way, being a member and being active will open doors by being involved, talking to peers, and networking. Membership and involvement strengthen the profession and your career. I was a respiratory therapist for a few years before joining the AARC, then the TSRC, and finally CoBGRTE. I did not realize at the time how important all these organizations are to the respiratory care profession and the focus each organization highlights. It is important for CoBGRTE members to recruit and encourage others to join and support higher education for respiratory therapists. CoBGRTE is here to support programs, therapists pursuing advanced degrees through scholarships, respiratory therapy students in school, and students who are graduating and beginning their careers. I learned about CoBGRTE when I started teaching and have been a member ever since. I became involved with the membership committee after a colleague encouraged me to take the leap into service in the organization. It has been a wonderful experience, and I have so much respect for all the hard work that is done behind the scenes. If you are thinking of doing more in any of these organizations, I encourage you to take that leap. Dr. Jane Goodall said, "*the greatest danger to our future is apathy.*" Our profession is in an exciting place with a bright future, but we need people to join in the fight. If you are a student, recent graduate, educator, or clinician and want to become involved, please email me at membership@cobgrte.org.

Tour Challenge to All Educators: CoBGRTE Scholarship Opportunities



Greetings to all! I know this has been a challenging year and it seems as if things are starting to improve. I have routinely seen graduates post their accomplishments of graduation and credentialing success on LinkedIn. It gives me great hope for our profession. As educators we should continue to encourage and motivate students to strive for success. Mentoring students in the process of applying for scholarships is something we should all do. CoBGRTE was formed to help students, faculty, and the public learn about baccalaureate and graduate respiratory therapy education in the United States of America. The CoBGRTE Board of Directors

voted to make scholarship money available to help support student members of CoBGRTE enrolled in BSRT or MSRT programs.

This year CoBGRTE hopes to award \$12,000 in scholarships. That is a laudable goal, but we may not meet that target from lack of interest.

In the spirit of the upcoming Tour de France, I challenge educators to encourage their students to strive to receive one of these scholarships. Mentor them in the process of applying for awards. I know that there are bright and worthy students out there. We want to support them and recognize their efforts!

Applications are being accepted from CoBGRTE members May 7 through August 1, 2021 with notification of awards by September 1. 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*. Below is information on the three categories of scholarship. They are Merit (8-\$1000), Craig Smallwood Research Scholarship (1-\$2000), and the Tom Malinowski Research/Leadership Award (1-\$2000).

CoBGRTE Merit Scholarships for Members

Scholarship awards will be based on Academic Achievement, Service, Research Activities, and Awards and Honors. The committee expects to award eight \$1000 merit scholarships to either BSRT or MSRT students in 2021.

Submission guidelines: Application materials are due to the Chair of the Scholarship committee by August 1, 2021. Only complete applications will be considered. Applicants for Merit scholarships are required to submit the following:

1. Official transcript verifying GPA and current enrollment in a RT program
2. Current professional resume
3. One-page essay that addresses the question of how CoBGRTE can accomplish its goal to increase the number of graduates from baccalaureate and graduate respiratory care educational programs.

Craig Smallwood Research Scholarship

This research scholarship will be awarded to a CoBGRTE member based on the quality of an approved research proposal and budget designed to study any aspect of respiratory care. The committee expects to award a \$2000 research scholarship to a BSRT or MSRT student in 2021.

Submission guidelines: Applicants are required to submit the following:

1. Research proposal and budget
2. The Research Scholarship proposal should include an introduction/literature review, methods and literature citations.
3. A letter from faculty adviser supporting the feasibility of the research proposal.
4. Current professional resume

Tom Malinowski Leadership/Research Scholarship

This scholarship will be awarded to a CoBGRTE member in a manager or supervisory position whose proposal is advancing respiratory care clinical practice or research. The committee expects to award a \$2000 research scholarship to a clinician who is pursuing a baccalaureate or graduate degree in 2021.

Submission guidelines: Applicants are required to submit the following:

1. Research proposal or Continuous Quality Improvement project and budget.
2. The proposal or project should include an introduction/literature review, methods and literature citations.
3. Current professional resume
4. Letter of support from departmental or hospital administration.

Contact Information

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

José D Rojas, PhD, RRT
Associate Professor and Chairman
Department of Respiratory Care
School of Health Professions
301 University Blvd
Galveston, Texas 77555-1146
Ph: (409) 772-9405
E-mail: jdrojas@utmb.edu

See [CoBGRTE website](#) for scholarship application

ZOOM

JULY 22, 2021

CoBGRTE Summer Seminar

And "Round Table" Discussion
Register [Here](#)

AARC CRCE Pending



Collaborative Marketing
The AARC, NBRC, and CoARC align resources.



Marketing "My" Skills
A broader scope of practice



Market Forces with Advanced Degrees
Advancing the profession

Where Respiratory Care Faculty Gather

The Summer Seminar series has been a successful way to learn, network and collaborate on hot topics within respiratory therapy education. Join the Summer Seminar and "Round Table" Discussion by registering [HERE](#). The Summer Seminar will provide program faculty with updates, resources and tools that will help market your program. We will finish this session with a social hour of facilitated discussion designed to support and promote the CoBGRTE. **July 22, 2021 from 1:00-4:00 (EST)** See you soon!

1

MARKETING PARTNERSHIP

Lori Tinkler

2

PROGRAM MARKETING SKILLS

Areceli Solis and Kelly Reynolds

3

A MARKET FOR ADVANCED DEGREES

Tom Barnes, Paul Eberle, and Abdullah Alismail

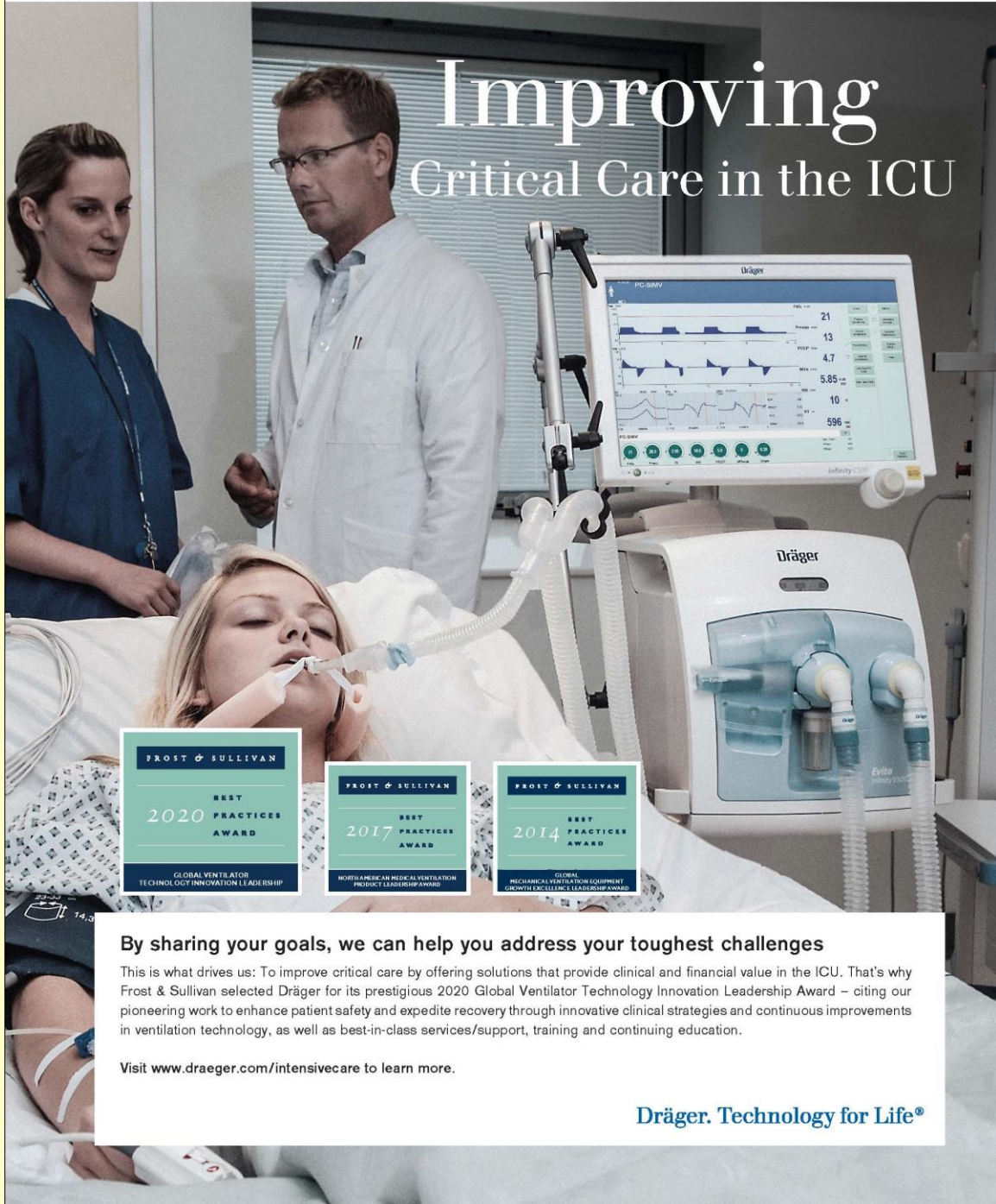
Blending the Latest Content with Technology



Learn More and Get Access
go.JBLearning.com/RespiratoryCare



Improving Critical Care in the ICU



By sharing your goals, we can help you address your toughest challenges

This is what drives us: To improve critical care by offering solutions that provide clinical and financial value in the ICU. That's why Frost & Sullivan selected Dräger for its prestigious 2020 Global Ventilator Technology Innovation Leadership Award – citing our pioneering work to enhance patient safety and expedite recovery through innovative clinical strategies and continuous improvements in ventilation technology, as well as best-in-class services/support, training and continuing education.

Visit www.draeger.com/intensivecare to learn more.

Dräger. Technology for Life®

CoBGRTE Institutional Members

Indiana Respiratory Therapy Consortium
Georgia State University
Weber State University
Boise State University
Bellarmine 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
Midwestern State University
Radford University
Youngstown State University
Nova Southeastern University
University of Arkansas for Medical Sciences
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
York College of Pennsylvania
University of North Carolina - Wilmington
Respiratory Care Board of California
St. Catherine University

CoBGRTE Institutional Members – Continued

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.

Editorial Board

Thomas A. Barnes, EdD, RRT, FAARC - Editor in Chief

Northeastern University
Boston, Massachusetts

Will Beachey, PhD, RRT, FAARC

CHI St. Alexius Health/University of Mary
Bismarck, North Dakota

Randy Case, PhD, RRT, RRT-NPS

Midwestern State University
Wichita Falls, Texas

Paul Eberle, PhD, RRT, FAARC

Weber State University
Ogden, Utah

Christy Kane, PhD, RRT, RRT-ACCS, RRT-NPS, AE-C, FAARC

Bellarmino University
Louisville, Kentucky

Gregg Marshall, PhD, RRT, RPSGT, RST, FAARC

Texas State University – Round Rock Campus
Round Rock, Texas

Jon Nilsestuen, PhD, RRT, FAARC

University of Texas Medical Branch
Galveston, Texas

Timothy Op't Holt, EdD, RRT, AE-C, FAARC

University of South Alabama
Mobile, Alabama

José D. Rojas, PhD, RRT, RPFT

University of Texas Medical Branch at Galveston
Galveston, Texas

Jeffrey J. Ward, MEd, RRT, FAARC

Mayo Clinic Multidisciplinary Medical Simulation Center
Rochester, Minnesota



Coalition for Baccalaureate and Graduate
Respiratory Therapy Education

“Dedicated to Improving Respiratory Therapy”

www.cobgrte.org



©Copyright 2021