

# The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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## *Spotlight Article*

### Valencia College



**Kimberlee Harvey, MSc, RRT, RRT-NPS**

**Professor and Chair, Associate of Science Respiratory Care Program  
Valencia College, Orlando, Florida**

### **Overview**

**T**he curricular and co-curricular experiences, along with the teamwork our students demonstrate within our classroom culture, have contributed to high first-time pass rates and high job placement rates. The curriculum consists of five semesters of rigorous instruction incorporating didactic, lab and clinical education. Active learning opportunities are made available in many didactic courses and the clinical experience consists of a one to one ratio between student and preceptor throughout fifteen local healthcare facilities. Adjunct faculty members provide support towards student learning within lab and clinical rotations. The program accepts a cohort of 30 students annually. All courses are

web-enhanced to extend learning centered teaching strategies beyond the classroom.

During the associate of science (AS) program the students experience simulation, obtain their advanced cardiac life support (ACLS) certification, become student members of the Florida Society for Respiratory Care (FSRC) and American Association of Respiratory Care (AARC). They also can have the opportunity to become student leaders on the FSRC Board of Directors and participate at the AARC House of Delegates meetings. Students develop interview skills, create a professional portfolio, participate in community volunteer opportunities, manage the student club organization, and complete self-examinations (SAE) testing. Our program separated the didactic courses from the lab courses not long ago. We now have more time to address students' requests to have more hands-on opportunities. [Day in the Life of a Valencia College Respiratory Care Student](#)

## **Mission**

The Valencia Respiratory Care Program is committed to the development of competent, entry-level respiratory therapists specializing in the diagnosis and treatment of patients with acute and chronic cardiopulmonary disease. The program strives to graduate therapists to meet the growing needs of the healthcare community. Valencia's program provides a strong educational base in therapeutic techniques using online courses, a state-of-the-art simulation lab, and hands-on experience at some of the community's major medical centers and physician offices. Students gain diverse clinical experiences through interaction with physicians, adult, pediatric and neonatal patients. The program emphasizes critical thinking, effective communication, professionalism, collaboration within the healthcare team and the pursuit of lifelong learning.

## **History**

The Respiratory Care Program started out as a hospital-based program at Orange Memorial Hospital in Orlando in 1968. All students took their academic course work at Valencia Junior College on Oak Ridge Road. Clinical practicum was implemented and carried out at Orange Memorial Hospital (now a division of the Orlando Regional Healthcare System).

The Respiratory Care Program at Valencia College has been fully accredited since 1972. Lynn Capraun MS, RRT developed the program and held the program director position until his retirement in 2009. His legacy lives on through the endowed Lynn Capraun Respiratory Care Alumni Scholarship, which awards financial assistance to students enrolled in the AS degree respiratory care

program. Today the respiratory care program is considered one of the longest running programs in the country with some of the most excellent facilities available for clinical practice.

### **BS in Cardiopulmonary Sciences**

Valencia College AS graduates have the opportunity to continue their education by applying to the BS of Cardiopulmonary Sciences program. A total of 128 credits are required for the BS in Cardiopulmonary Sciences degree, which includes 37 credits of upper-division cardiopulmonary sciences and health sciences courses, credits from the AS degree and general education credits (students who also have an AA degree meet the general education requirements). Rolling admissions and an online format allow for a great deal of flexibility for the working professional. Students may choose from one of three concentrations: Community Health (which includes a service-learning component), Non-Invasive Cardiology (which includes laboratory and clinical components), and Leadership (100% online).

Valencia College AS students can begin obtaining their BS degree before completing their AS program. We have incorporated an internal articulation agreement and students can take two courses during their last semester of the program. They may also continue in the program the following semester before obtaining their RRT credential. Students do have to hold an RRT to continue within the BS degree in the spring semester. The following courses run concurrently during the student's last semester in the AS program:

#### **HAS 4184. LEADERSHIP IN HEALTHCARE**

This course involves the study of theories, principles and skills needed to function in a leadership position. Emphasis is placed on the development of competencies applicable to not only your professional practice, but also your role as a member of the community. Minimum grade of C required if used to satisfy Radiologic and Imaging Sciences or Cardiopulmonary Sciences BS degree requirements.

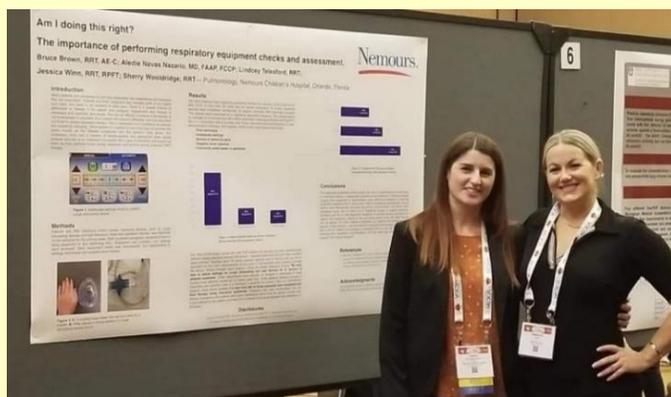
#### **HSC-4652 ETHICS AND HEALTH CARE IN A PLURALISTIC SOCIETY**

The course is designed to provide students with an ethical framework for decision-making in the context of a pluralistic society. Models and principles of ethical justification among diversity of cultures and belief systems will be analyzed. Specific applications are made to concerns in clinical and health care management. Topics include the right to health care, community health ethics, end-of-life issues, and organizational ethics. Minimum grade of C required if used to satisfy Radiologic and Imaging Sciences BS degree requirement.

## Associate of Science Program Curriculum

Prerequisite for Admission		Credit Hours
<u>BSC 2093C</u>	HUMAN ANATOMY AND PHYSIOLOGY I	4
<u>PHY 1007C</u>	PHYSICS WITH MEDICAL APPLICATIONS	4
<b>Mathematics</b>	<u>See Gen. Ed. Core Requirement</u>	3
	<b>Credit Hours</b>	<b>11</b>
<b>Year I</b>		
<b>Spring Term</b>		
<u>MCB 2010C</u>	MICROBIOLOGY	4
<u>ENC 1101</u>	FRESHMAN COMPOSITION I	3
<u>RET 1025</u>	PRINCIPLES OF RESPIRATORY CARE	3
<u>RET 1485</u>	CARDIOPULMONARY PHYSIOLOGY	3
<u>RET 2350</u>	RESPIRATORY PHARMACOLOGY	3
	<b>Credit Hours</b>	<b>16</b>
<b>Summer Term</b>		
<u>BSC 2094C</u>	HUMAN ANATOMY AND PHYSIOLOGY II	4
<u>RET 1295</u>	RESPIRATORY DISEASE MANAGEMENT	3
<u>RET 1450</u>	BASIC PHYSIOLOGY MONITORING	3
<u>RET 1274L</u>	RESPIRATORY CARE LAB I	2
	<b>Credit Hours</b>	<b>12</b>
<b>Year II</b>		
<b>Fall Term</b>		
<u>RET 1874L</u>	CLINICAL PRACTICE I	4
<u>RET 1264</u>	PRINCIPLES OF MECHANICAL VENTILATION	3
<u>RET 2447</u>	HEMODYNAMIC MONITORING	3
<u>RET 2283L</u>	RESPIRATORY CARE LAB II	2
	<b>Credit Hours</b>	<b>12</b>
<b>Spring Term</b>		
<u>RET 2244</u>	ADVANCED LIFE SUPPORT	3
<u>RET 2714</u>	NEONATAL/PEDIATRIC RESPIRATORY CARE	3
<u>RET 1875L</u>	CLINICAL PRACTICE II	4
<u>RET 2284L</u>	RESPIRATORY CARE LAB III	2
	<b>Credit Hours</b>	<b>12</b>
<b>Summer Term</b>		
<u>RET 2876L</u>	CLINICAL PRACTICE III	4
<b>Humanities</b>	<u>See Gen. Ed. Core or Institutional Requirement</u>	3
<u>PSY 2012</u>	General Psychology	3
<u>RET 2920</u>	RESPIRATORY CARE PRACTICUM	3
	<b>Credit Hours</b>	<b>13</b>
	<b>Total Credit Hours</b>	<b>76</b>

## Supporting the Profession



Jessica Winn, RRT, 2015 AS Valencia College graduate presenting at the 2019

Some of our BS graduates have continued their education onto MS programs. Many of our graduates have accepted management, education and leadership roles within the community. Some AS graduates have had the opportunity to present abstracts at the AARC Congress. Basic research is built into our lab courses. We

introduce, support and encourage our students to develop research projects.

## Student Opportunities

The campus is located near a Level One Trauma Center, four intensive care pediatric facilities, two intensive care neonatal facilities and two critical care air transport teams. The students benefit from having ten adjunct faculty members



Valencia College Students with Adjunct Todd Collette (2003 Valencia College Graduate and Advent Health Transport RRT)

from these facilities as their mentors. Adjunct faculty members hold positions such as air care RT's, neuro ICU specialists, bronch specialists, hospital educators, critical care specialists and ICU pediatric/neonatal lead therapists. We have also created professional development courses for our adjuncts to address inter-rater

reliability compliance. Adjuncts were engaged and grateful for this opportunity to learn about course outcomes, pedagogy, curriculum alignment and outcomes-based program goals.



2019 Valencia College Respiratory Care Students Volunteer as HOSA Judges

The AS and BS degree seeking students also benefit from an array of volunteer opportunities throughout the Central Florida area. Organizations such as the American Lung Association and the Cystic Fibrosis Foundation depend on our students for their success. On many occasions the Valencia College students have been invited to represent the AARC at the national Health Occupations Students of America (HOSA) - Future Health Professionals conferences. This opportunity brings awareness to high school students who are interested in a future in healthcare the roles, responsibilities, skills and practice of respiratory therapy.



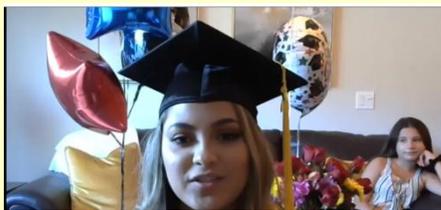
One of our most proudest traditions is the commitment our students give to volunteer their time to compete at the Student State and National Sputum Bowl Competitions. Valencia College students have won five of the last six state competitions and have placed in the top seven during national competitions over the last six years. Kimberlee Harvey and Jana

Grzskowiak serve as the FSRC Student Sputum Bowl Coordinators. Valencia students placed 4<sup>th</sup> at the National AARC Student Sputum Bowl in Las Vegas 2019.

Another unique opportunity that our students participate in is attending the Florida State Sunshine Seminars and AARC Congress Conventions. Valencia College provides student funding for travel, lodging and registration. In an average year, we are able to take all students the state conferences and half of the class to the national conferences with the help of Valencia funding and grants.



## Graduation



This past year, Covid-19 affected many things as well as the student's opportunity to participate in the annual graduation ceremony. But that didn't stop us. We conducted a Zoom graduation for the Class of 2020. It was an emotional and successful event. Many students

had the opportunity to thank their families, faculty, and friends during the virtual one-hour ceremony.

## Leadership Team



**Marie Vasquez-Brooks, PhD** is the Dean for the School of Allied Health at Valencia College, with a background in wellness and education, and focus on innovative learning systems, it is truly an honor to collaborate with a diverse team of exceptional clinical health care educators. Valencia College's learning environments prepare students in the foundational skills for patient-centric care with diversity, belonging, and ethics as essential pillars. These are only the beginning of how instructors inspire students to take their roles as the next generation of health care professionals. Work in healthcare requires developing a keen sense of individual true-north beliefs alongside technical skills. For faculty to inspire students to bring these characteristics to life, they also need to have access to opportunities for collaboration and inspiration. As Dean, the most exciting part of the work is two-fold. It includes seeing confidence blossom as students achieve their professional goals and watching exceptional faculty share stories of success. Seeing one generation influence the next is the closest to inspiration that we can achieve as educators. The world can certainly use as much inspiration as we can squeeze in.



**Kimberlee Harvey MSc, RRT, RRT-NPS** is a tenured professor and program chair for the Associate of Science in Respiratory Care Program for Valencia College. She obtained an A.S. degree in respiratory care and an A.A. degree at Valencia College in 1995. While working full-time, she graduated with a B.A. degree in education from the University of Central Florida in 2000. She continued her education and graduated with a M.S. in respiratory care leadership from Northeastern University in 2015. She is a registered respiratory therapist (RRT), a neonatal/pediatric specialist (RRT-NPS), a member of the National Board for Respiratory Care (NBRC), Florida Society for Respiratory Care (FSRC), and American Association for Respiratory Care (AARC). Kimberlee is also a board member for the American Lung Association, New Program Committee for the Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) and Florida Committee for the Advanced Practice Respiratory Therapist (APRT). In 1995, she began working at Orlando Health and Arnold Palmer Children and Woman Hospitals as a respiratory therapist to help patients with breathing problems, such as asthma, cystic fibrosis, COPD and in 2007 also became a life support educator for Orlando Health medical staff and students enrolled in the paramedic and nursing programs at local community colleges. In 2008, she joined the team at Valencia

College as an adjunct professor for the Respiratory Care Program and became the clinical coordinator shortly after. In 2020, Kimberlee accepted the position as the program chair.



**Jana Grzeskowiak MHS, RRT, RRT-NPS** is the clinical coordinator for the Respiratory Care Program. She obtained an A.S. in respiratory therapy from Broward College in 2012. While working full time as a registered respiratory therapist she pursued a B.S. degree in respiratory therapy, a master's in health science with leadership and is currently pursuing a doctorate in health science with health care education at Nova Southeastern

University. Jana continues to work as a registered respiratory therapist (RRT) and neonatal/pediatric specialist (NPS) in Advent Health's Neonatal unit. She is a member of the Florida Board for Respiratory Care (FSRC), American Association for Respiratory Care (AARC), and the National Board of Respiratory Care (NBRC). She is also a certified instructor in the Neonatal Resuscitation Program (NRP) and writes questions for the NBRC NPS credentialing exam. She has participated in different clinical trials and studies, such as the use of nitric oxide for the neonatal population, surfactant administration utilizing a specially designed pacifier, and recently published an article titled: Innovation to Increase Access and Quality of Homeless Health Care. Jana is also in the process of writing other articles about the respiratory care profession, our role as clinicians and integral part of the health care team. She began as an adjunct at Valencia College a little over two years ago and accepted the clinical coordinator position this past August.



**Sharon Shenton, MA, RRT, RRT-ACCS, RRT-NPS** is a tenured Professor and Program Chair for the BS Cardiopulmonary Sciences program at Valencia College in Orlando, Florida. She has more than 35 years of experience in the Respiratory Care profession, as a clinical respiratory therapist, manager and educator. She received her BS degree in Respiratory Therapy, and MA degree in Education from the University of Central Florida. Sharon was responsible for the initial development and

implementation of the BS in Cardiopulmonary Sciences at Valencia College. Her management experiences include serving as a Respiratory Care Department Director at Advent Health Altamonte Springs, Florida. Prior to that, Sharon served as Director for two AS degree Respiratory Care Programs, at Fairleigh Dickinson University in Madison, NJ, and at the Rutgers University School of Health- Related Professions in Newark, NJ. She has been an active member of

the AARC for the span of her career, is a past-president of the New Jersey Society for Respiratory Care and a former member of the AARC House of Delegates. Sharon's professional goals include promoting baccalaureate-level education for respiratory therapists, providing professional education to optimize the respiratory care provided to patients, and to help encourage and facilitate the recognition that respiratory care professionals have earned in our health care system.

## Contact Information

If you would like to learn more about Valencia College's associate degree in Respiratory Care Program please contact Program Chair Kimberlee Harvey at [kharvey9@valenciacollege.edu](mailto:kharvey9@valenciacollege.edu) or Clinical Coordinator Jana Grzskowiak at [jgrzskowiak@valenciacollege.edu](mailto:jgrzskowiak@valenciacollege.edu).

[Future Valencia College AS Students](#)

For questions regarding Valencia College's new bachelor degree in Cardiopulmonary Science please contact Sharon Shenton at [sshenton@valenciacollege.edu](mailto:sshenton@valenciacollege.edu).

[Future Valencia College BS Students](#)

## Professional Positions Posted

<http://www.cobqrte.org/professionalpositions.html>

**\*Augusta University, \*Upstate Medical University-Syracuse,  
\*University of North Carolina-Charlotte, \*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](http://www.CoBGRTE.org)

# Interview

**Katherine L. Fedor, MBA, RRT, RRT-NPS, CPFT**  
**Manager, Pediatric Respiratory Care**  
**Cleveland Clinic Children's Hospital**  
**President, National Board for Respiratory Care**

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**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 knew as a young child growing up that I wanted a career in health care; at that time I thought I would become a nurse because that's what young girls seeking health careers became. When I was in my high school, I was fortunate to take an independent study program that allowed exposure to all the different hospital departments. That allowed exposure to all the different professional disciplines. During the senior year, I had the option to work in a department of my choice and I selected the cardio-pulmonary department. It was then that I decided that respiratory therapy (or inhalation therapy, as it was known at the time) was the profession for me. It offered widespread diversity in patient care, from acute ICU and emergency care to the more intimate setting of patient and family education. I appreciated the variety and personal satisfaction in knowing that you made a difference in the lives of patients. There have been so many moments throughout my career when a patient or a family member have thanked me for the care or expertise that I have provided; those moments never get old and are always humbling. In the early days of my career I remember feeling terrified, energized, and even intimidated by every critical situation that I encountered. As I gained knowledge and experience that fear and intimidation turned into determination and a challenge to defeat the odds. That challenge is what drove me to specialize in pediatrics. I learned early in my career that pediatrics was my passion and the area of respiratory care that was right for me.

## **2. Who were your mentors?**

### **- What/how did they contribute to your career?**

I was fortunate to have many mentors in my career evolved. Some probably didn't even know they were mentors. I simply emulated them as I admired them and their accomplishments or performances. My first mentor was my college's respiratory program director, Janet Bohem. When I became pregnant with my first child late in my program, she helped me to complete my clinical requirements in advance of the birth of my daughter. That allowed me to graduate on time, which was extremely important for me. When I began my early hospital work, I was fortunate to have a talented clinical therapist mentor named Nancy. She not only taught me how to critically think but also how to prioritize my work so that I could maximize the care I provided to patients. Nancy also taught me about being a professional. When I began to specialize in pediatrics it was like I entered a whole new world of which I had no experience. There were many mentors in the pediatric staff that took me under their wings and taught me many things during those early years. As I became more of a veteran pediatric therapist, I have been guided by the wisdom and knowledge of therapists driven by research. I have had the privilege to work with Terry Volsko and Rob Chatburn who have also become both friends and colleagues.

## **3. How did furthering your education contribute to your professional career?**

### **- What got you on your path as in an executive position with respiratory care accreditation?**

When I entered the profession of respiratory care my original aspirations in terms of professional development were probably to one day become a supervisor. My passion was in delivering clinical care. Becoming a supervisor would signify my attaining clinical expertise yet still allow me to perform clinically. I spent the first 5 years of my career in general care within a very progressive community hospital RT department that had a broad scope of clinical practice. The department was truly an example of RT's practicing at the top of their license before that became a popular phrase.

I eventually became more interested in pediatrics and sought employment with our regional tertiary children's hospital. I found clinical practice challenging every day; I was always learning. As soon as the perinatal pediatric specialty exam (now the neonatal pediatric specialty NPS) was introduced in 1991 I was all in and took the first offering. Always up for a challenge I accepted a position at a different children's Hospital which had decided to expand their services. I continue to work there today after later moving into a management position. That role is what brought me into a management position. That new role led me

to consider further formal education in healthcare management. I then pursued my undergraduate and Master of Business Administration with a focus in healthcare management. That merged my knowledge of medical care with the evolving healthcare business. My RT background has given me a unique perspective to better understand both financial and clinical management of my department.

In 2004 was both honored and flattered when I first learned I was being considered for a position on the NBRC Board of Directors. As it turns out, it was my very first mentor that nominated me for the role. Once appointed, my new challenge was to do a great job for the organization. I have been very proud to serve on the Board of Trustees for the NBRC, and for the last 3 years as President of the NBRC. I have a great deal of respect for the credentialing process, and the rigor and work by which it is achieved by the NBRC.

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

As a clinician, the biggest lesson I have learned is that you can never be satisfied with the approach “that’s the way we’ve always done it”. I have learned after almost 40 years of practice, that if you are not open to change you will be left behind, and your patients will suffer. Science in respiratory care practice is always changing and we must change and go where the evidence takes us.

In my role as an educator I have learned a lot in 2020 as the pandemic has prompted more virtual learning. This has included taking advantage of 3D printers, and how to maximize medical simulation. I have grown to better appreciate different learning styles of students and potential tactics to accommodate them to maximize the educational experience. I continue to be aware of the power of effective communication.

As part of my role in the accrediting I have learned the obligation to provide a process that is fair, free of bias. This means that the composition of those who are responsible for creating the credentialing examinations are as diverse as the candidates and that the review process ensures that this is evaluated.

As I reflect on my career, I have learned how important mentors are to bring future leader of the profession. It is important for each of us to mentor future leaders of the profession. Respiratory Therapists are an important part of the healthcare team, our expertise in ventilator management, acute and chronic pulmonary treatment, patient education and diagnostics plays a vital role in patient care. Cultivating new leaders will help to ensure that the profession continues to grow and expand.

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

My best advice to a new graduate is to care for patient as if each one is a member of your own family. Provide the best care means not looking for short cuts, being open to other ways to accomplish a task, yet being professional in offering evidence to support alternative approaches.

### **Time to Renew your Membership with a New System, Join It**

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

As we mentioned in The Coalition Chronicle's October issue, CoBGRTE has a new membership management system, Join It. We will be going live at the beginning of December in time for the 2021 renewal period. You will receive an email with instructions and a link to renew. If you are already a member, there is a minor extra step you will need to set up your account, but once in the system, you can:

- Update your information
- Access receipts
- Change payment method
- Access membership card

If you have already renewed for next year, you will be sent an email with instructions to set up your account to access your profile, set up your auto-pay for next year, and receive a new digital membership card. The CoBGRTE digital membership card can be added to your Apple wallet or the Passport application for Android phones. We are very excited to bring this new system to our members, and we hope to add many more in 2021!

**\*\*We will have a drawing on January 31st for an Apple iPad for all new members and renewals that set up their memberships for auto-renewal! \*\***

## CoBGRTE 2020 Scholarship Awards

By Jose Rojas, PhD, RRT, RPFT, Chair Scholarship Committee

### Dr. Craig Smallwood Research Award

The Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) established on May 1, 2020 a \$2000 research award to be given annually to support outstanding research by a respiratory therapist. The award



honors the memory of our colleague and dear friend Craig Smallwood, PhD, RRT, RRT-NPS who passed away unexpectedly on April 10, 2020 in the middle of an outstanding career as a distinguished researcher, neonatal/pediatric respiratory care provider and educator to respiratory therapists, physicians and nurses. He held the rank of assistant professor at Harvard Medical School and was a clinical practitioner and researcher at Boston's Children's Hospital, Harvard Medical School and Northeastern University. His goal (as stated on his

LinkedIn page) was "to provide clinicians with novel respiratory products (predictive analytics and decision support) and conduct cutting edge clinical, device and pulmonary mechanics research in order to advance our understanding of pediatric respiratory disorders." Craig was an avid supporter of CoBGRTE, the AARC, the respiratory profession and research. His untimely passing left a tremendous void for his friends, family, and the profession. Although scholarship support for research cannot fill the void created by his passing, our hope is that the support provided in his name will motivate bright and inquisitive minds in our profession to continue the work that he found to be so important. (see April 2020 issue p. 6 of the Coalition Chronicle for more information on Dr. Smallwood's career).

This year marks the inauguration of the Dr. Craig Smallwood Research Scholarship. The CoBGRTE Scholarship Committee, after reviewing and scoring all proposals, voted to award the \$2000 Smallwood scholarship to Craig R.



Wheeler, DHS(c), MSc, RRT, RRT-NPS based on the merits of his research proposal entitled "Respiratory decompensation in preterm infants following surgical ligation or device closure of the patent ductus arteriosus."

Wheeler is a doctoral candidate at the University of Bridgeport and currently serves as the supervisor Respiratory Care and ECMO Departments at Boston Children's Hospital. Craig is an active member of

CoBGRTE, the AARC, and the Massachusetts Society for Respiratory Care. He has received numerous awards and published several articles in RESPIRATORY CARE. We hope that this award and recognition will allow him to continue Dr. Smallwood's inquisitive nature and help to propel the profession forward.

Wheeler was previously selected for a research scholarship in 2018 with Dr. Smallwood serving as his faculty advisor. There is no better honor to Dr. Smallwood's legacy than to encourage research that advances respiratory care. We were impressed with the number of applications this year and look forward to supporting that continued interest in research.

### CoBGRTE Merit Scholarship Recipients

Given the COVID-19 pandemic, the Board of Directors voted to increase the amount of merit scholarship support. We have increased the dollar amount for these scholarships to \$1000 and offered eight scholarships to worthy members of CoBGRTE who were enrolled in baccalaureate or graduate programs related to respiratory care. Interested candidates were required to submit application materials that included a one-page essay on how CoBGRTE could meet its goal to increase the number of graduates from baccalaureate and graduate respiratory care educational programs. This year we had 22 applicants from a variety of educational programs which represent the many paths currently available to advance in respiratory care. The accompanying table provides a breakdown of applicant demographics.

Number	Degree Type
9	BS Entry Level
3	BS-Degree Advancement
1	MSRC -Entry Level
1	MSRC -Integrated
7	MSRC -Post Professional
1	DHSc
22	Total

The Scholarship Committee evaluated each applicant's materials and were very appreciative of the time and effort that applicants put into their essays. We wish that we could provide support for all that are interested in continuing their education, but unfortunately our resources are limited. Below are short bios abstracted from provided resumes. The Scholarship Committee appreciates the contributions these applicants have made to the profession and encourage them to remain engaged with CoBGRTE. There are many opportunities to advance

the profession by serving on CoBGRTE committees, we could use your help. As a way of paying forward your reward, consider reaching out to committee chairs to offer your help if interested. The Scholarship Committee is sharing the essays

submitted with our marketing and social media committees in hopes of increasing awareness of the respiratory care profession. Please join us in congratulating this year's scholarship recipients (listed in alphabetical order) and we look forward to next year's applicants.



**Nela Carney, RRT**, Northeastern University, MS Respiratory Care Leadership. Carney obtained a BA degree in 2007 from California State University. She earned her AS degree in Respiratory Care from Skyline Community College in 2018. Nela is currently enrolled in Northeastern University's Master of Science in Respiratory Care Leadership Program and is scheduled to graduate in spring of 2021. She works full time at Bay Area Healthcare Center in Oakland, CA. Ms. Carney is an active member of AARC, CSRC and student member of CoBGRTE.



**Ivanka Dias**, University of Texas Medical Branch (UTMB), BS Respiratory Care. Diaz is a senior student in the program and is scheduled to graduate in the summer of 2021. She is active in student life at UTMB and currently serves as president of the UTMB Respiratory Care Student Association. She is a member of Phi Theta Kappa, a UTMB Student Ambassador, and the respiratory care representative to the UTMB St. Vincent's student run clinic. Dias is also a student member of CoBGRTE, the AARC, and TSRC.



**Jailen Escamilla**, UTMB, BS Respiratory Care. Escamilla is a senior student and is scheduled to graduate in the Summer 2021. In addition to her studies she is employed part-time at PetSmart. She is active in extra-curricular activities and has had numerous academic honors, including being named to the Dean's List, receiving the John and Mary Stobo Award in Oslerian Medicine, and the School of Health Professions Dean's Academic Scholarship. She is a student member of CoBGRTE, AARC, Texas Society for Respiratory Care and Texas Society of Allied Health Professions.



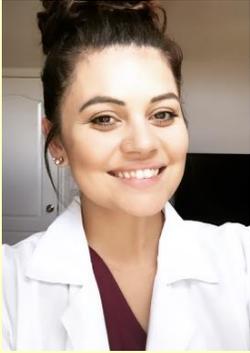
**Daniel Gochenour, MSc, RRT, RRT-ACCS, RRT-NPS, AE-C, CPPS.** Radford University, Doctor of Health Sciences. Mr. Gochenour is in the DHSc Program and scheduled to graduate in 2021. He received a BS in Sports Medicine from Radford University in 2010, his AS in Respiratory Therapy from Jefferson College of Health Science in 2012, and an MSc in Respiratory Care Leadership from Northeastern University in 2015. Mr. Gochenour has been active in multiple clinical positions and currently works as a Pulmonary Diagnostics and Respiratory Therapy Shift leader at the University of Virginia Health System.



**Alex Golchereh, BSRC, RRT-NPS,** Loma Linda University, MS Respiratory Care. Golchereh is the Respiratory Care PICU and Rehab Clinical Manager at UCSF Benioff Children's Hospital in Oakland, CA where he has been employed since 2104. He received his BS in Respiratory Care from Loma Linda University in 2014. Golchereh has had abstracts published in the RESPIRATORY CARE and CHEST. He is an active member of CoBGRTE and AARC.



**Megan Keith, RRT,** Northeastern University, MS Respiratory Care Leadership. Keith received her AAS in Respiratory Therapy from Reynolds Community College in 2014, graduating Cum Laude. She received her BS in Respiratory Care from Boise State University in 2016 and is scheduled to complete her MS in Respiratory Care Leadership from Northeastern University in 2021. She is currently a practicing therapist at the University of Virginia Health Systems and has been employed there since 2014. In addition to her duties with the University of Virginia Health Systems she also serves as a clinical instructor for Reynolds Community College. Despite a busy work schedule, she is also active in the Virginia Society for Respiratory Care where she has held multiple leadership positions. She also had an abstract selected as Editor's Choice for the 2020 Open Forum. Keith is an active member of CoBGRTE, AARC and Virginia Society for Respiratory Care.



**Taneka Ramirez**, Texas State University BS Respiratory Care. Ms. Ramirez is a student in the Texas State University Respiratory Care program. Ramirez earned a BS in Elementary Education from Texas State in 2011 and began her journey in respiratory care in 2019. Since beginning the program, she has been recognized on the Dean's List for academic achievement and is an active member of the Respiratory Care Student Association. She is also a student member of CoBGRTE.



**Jared Rice, DHSc, MSN, RRT, RRT-ACCS, RRT-NPS, AE-C** University of Cincinnati, MS Respiratory Care. Dr. Rice is currently enrolled in the MS Program in Respiratory Care at the University of Cincinnati and employed as a research coordinator at the University of Cincinnati. He earned his AS in Respiratory Care in 2007 from Clarion University, a BS in Respiratory Care from Boise State University in 2012, and MBA from Tiffin University in 2014, and a DHSc in Organization Culture and Leadership from AT Still University in 2018, and MSN in nursing education from Wilmington University in 2020. Dr. Rice has published research in RESPIRATORY CARE and is a member of CoBGRTE and AARC.

## CoBGRTE Members Earn Awards from Lambda Beta

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James Liu, CoBGRTE student member and Georgia State University Respiratory Therapy second year master's student received the 2020 H. Frederick Helmholtz, MD Scholarship from Lambda Beta, the national honor society for respiratory therapy. He submitted a narrative review on the comparison of early tracheotomy versus prolonged intubation. Liu found that tracheotomies are performed when prolonged mechanical ventilation (MV) beyond ten days was required. Studies have suggested different recommendations on the timing of tracheotomies based on intensive care unit (ICU) and hospital length of stay (LOS), MV duration, ventilator free days (VFD), incidence of ventilator-associated pneumonia (VAP), mortality, sedation data, and cost. This review of literature included five randomized control trials (RCTs) and a single cost-analysis of 8 RCTs that compared the outcomes of early

tracheotomies to either delayed tracheotomies or prolonged intubation. The studies comparing early tracheotomies to either delayed tracheotomies or prolonged intubation found no differences in outcomes for ICU and hospital LOS, MV duration, VFD, VAP, and mortality. Early tracheotomies found to be as effective and have the same rate of adverse events as the comparison group. ICU costs and days on sedation and analgesics were lower for the early group. Early tracheotomies performed within 48 hours were associated with lower mortality and decrease in ICU LOS. Early tracheotomies did not affect study outcomes compared to the comparison groups but resulted in lower ICU costs and decreased analgesic and sedation use.

Dr. Douglas S. Gardenhire, chair of the Department of Respiratory Therapy received 2020 Lambda Beta National Honorary Member award. Lambda Beta has reserved this category of membership for individuals who



have made “one-of-a-kind” contributions to the profession. Dr. Gardenhire is the author of *Rau’s Respiratory Care Pharmacology* and chapter author on Airway Pharmacology in *Egan’s Respiratory Care Fundamentals*. He is the lead author for the AARC’s *A Guide to Aerosol Delivery Devices*. Dr. Gardenhire has garnered over \$400,000 in external research and educational grants in respiratory care. He has published numerous abstract and journal articles on aerosol medicine, pharmacology and education. Dr. Gardenhire regularly presents on

these topics at conferences around the country and world.

In 1987, Lambda Beta bestowed the inaugural award to Dr. Frederick Helmholtz. Since this time every year, Lambda Beta has honored many leaders of the respiratory care profession including other CoBGRTE members, Dr. Thomas Barnes, Dr. Lynda Goodfellow, Dr. David Shelledy, Dr. Dean Hess, Charles B. Spearman, MEd, RRT, FAARC, Dr. JM Cairo, Jeffrey J. Ward, MEd, RRT, FAARC and Dr. Ellen Becker.

## Referral Bonus Plan

Refer a new CoBGRTE member and receive a 20% discount on your 2021 dues payment. The new member also receives a 20% discount. Take advantage of the Referral Bonus Plan at:

<http://cobgrte.org/membership.html>

## Gardenhire Receives Award for Global Engagement

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Dr. Douglas S. Gardenhire, chair of the Department of Respiratory Therapy, received the Georgia State University 2020 Faculty Award for Global Engagement – Teaching, Service & Outreach. The award is one of seven International Education Awards, recognizing outstanding faculty, staff, and students for their international education commitment. The awards were given by the Office of International Initiatives at the annual International Honorary Reception during International Education Week on November 9, 2020.

Gardenhire is co-chair of the Byrdine F. Lewis College of Nursing and Health Professions International Services committee and the Lewis College liaison to the Office of International Initiatives. He has created and led several classes of respiratory therapy students to Nicaragua and the Dominican Republic for the first well-regarded RT program study abroad. Additionally, he has created study abroad trips for non-clinical students interested in health and wellness. During these trips, Gardenhire researched indoor air quality and cooking stoves practices. He has presented these findings of increased carbon monoxide levels from these stoves at several conferences around the world.



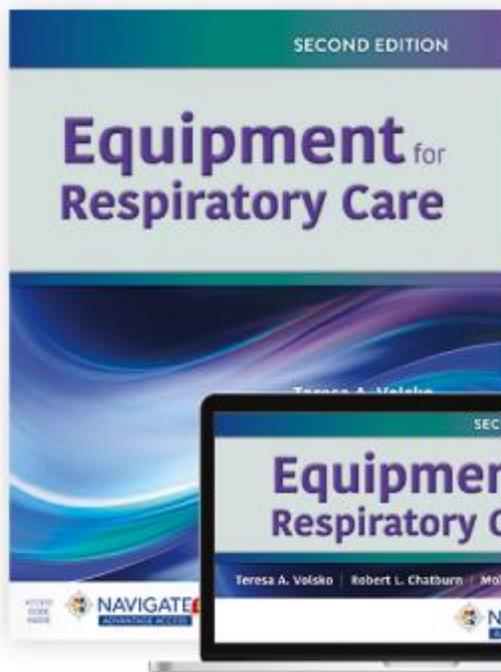
“Dr. Gardenhire engages his students in fieldwork via data collection, interviews and community assessments via local translators, health promoters, and community partners...Current students and alumni often say that studying abroad with Dr. Gardenhire is the most lasting memory of their time at GSU,” said Jon Thompson, CEO of Comunidad Connect.

Gardenhire has also developed connections with universities in mainland China, Taiwan, India and Saudi Arabia, receiving international education grants with Taipei Medical University, Manipal Academy of Higher Education and Dar Al Uloom University. These grants bring students to Georgia State to pursue graduate respiratory therapy degrees. In turn, the graduates return to their home countries to practice and teach respiratory therapy.



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## **CoBGRTE Institutional Members**

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## **CoBGRTE Institutional Members – Continued**

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University of Pennsylvania Health System  
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California Society for Respiratory Care



*If you haven't already decided to become a CoBGRTE member after visiting [www.cobgrte.org](http://www.cobgrte.org), the following are 14 reasons why you should join the coalition.*

### **Reasons Why You Should Become a CoBGRTE Member**

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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

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