

# The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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## Program Spotlight: Boise State University

**College of Health Sciences**

**By Lonny J. Ashworth, MEd, RRT, FAARC  
Professor, Department of Respiratory Care**



### **Overview**

The Department of Respiratory Care provides respiratory care students with an education that emphasizes evidence-based care, promotes critical thinking and research, develops health advocacy and ethical behavior, and promotes interdisciplinary collaboration in the clinical setting. Faculty and students enhance the resources available to the community, region, state and nation by providing education, professional service expertise and research related to respiratory care.

### **History**

The Respiratory Care Program was transferred to Boise State in 1970, as a two-year, Associate of Science Degree Program. In 1977, it was changed to a three-year, Associate of Science Degree Program. In 1982, an optional Bachelor of Science Degree was added. In 2012,

the Associate Degree was eliminated and the curriculum was changed to a four-year, Bachelor of Science Degree Program. The program has been fully accredited by the professional accrediting agencies since its inception.

## **Bachelor of Science Degree Programs**

The Department of Respiratory Care at Boise State University offers a Bachelor of Science Degree. Students may enter the program as freshmen and earn the Bachelor of Science Degree by completing the required 120 academic credits. Students who have already earned an Associate Degree from a regionally accredited college or university may also earn their Bachelor of Science Degree from Boise State by enrolling in the Degree Completion Program.

### **4-Year Program**

The 4-Year Program consists of a year of electives including two semesters in English, two semesters in anatomy and physiology, one semester of each of the following: chemistry, mathematics, medical terminology, social science electives and liberal arts electives. The sophomore and junior years are



primarily focused on professional courses. All of the courses in the senior year are offered online, allowing students to take courses with practicing professionals throughout the world who are enrolled in the Degree Completion Program that is described below.

When the students are enrolled in the sophomore and juniors years of the 4-Year Program, they complete traditional lecture, laboratory and clinical

courses. In addition, the College of Health Sciences has a state-of-the-art Simulation Center with six patient rooms, including adult, pediatric and neonatal/maternity high-fidelity mannequins. The sophomore and junior students participate in the Simulation Center each semester.

The students receive an excellent exposure to modern, critical care ventilators. The following ventilators and other equipment are available full-time for student use in the on-campus Respiratory Care laboratories: CareFusion Avea, Covidien PB 840, Drager XL, Drager V 500, Maquet Servo-i, Phillips Respironics Trilogy, Phillips Respironics V 60. The Department also has a Hans Rudolph 1101 Electronic Breathing Simulator which students use for education and research, and faculty use as a teaching tool for students, area practitioners and physicians.

The students in the 4-Year Program are certainly diverse. Each year there are students from several different states. In addition, most classes have students from Japan, Saudi Arabia, Kuwait, Mexico, Kenya

or other countries. The students in the 4-Year Program are actively involved in research and have presented more than 50 presentations at the American Association for Respiratory Care International Congress.

The following table lists the courses required to earn the Bachelor of Science Degree in the 4-Year Program.

Bachelor of Science - Respiratory Care – Four-Year Plan					
<b>Fall Semester, Freshman Year</b>			<b>Spring Semester, Freshman Year</b>		
ENGL 101	Introduction to College Writing	3	ENGL 102	Intro to College Writing and Research	3
BIOL 227	Human A & P (DLN)	4	BIOL 228	Human A & P	4
	DLM (Mathematics, 3 - 4 credits)	3	CHEM 101	Essentials of Chemistry (DLN)	4
HLTHST 101	Medical Terminology	3		(DLS) (Social Sciences - first field)	3
UF 100	Intellectual Foundations	3		DLV (Visual & Performing Arts)	3
		<b>16</b>			<b>17</b>
<b>Fall Semester, Sophomore Year</b>			<b>Spring Semester, Sophomore Year</b>		
RESPCARE 104	Physical Assessment	1	RESPCARE 219	Introduction to Research	1
RESPCARE 105	Interdisc Patient Care Skills Lab	2	RESPCARE 221	ECG Interpretation	1
RESPCARE 200	Recitation and Application I	1	RESPCARE 223	Respiratory Care Theory II	3
RESPCARE 203	Respiratory Care Theory I	3	RESPCARE 224	Respiratory Care Lab II	2
RESPCARE 204	Respiratory Care Lab I	2	RESPCARE 228	Clinical Practicum II	4
RESPCARE 208	Clinical Practicum I	2	RESPCARE 229	Diseases and Diagnostics I	3
HLTHST 220	Cardiopulmonary Renal Phys	3	RESPCARE 250	Recitation and Application II	1
UF 200	Civic & Ethical Foundations	3	RESPCARE 255	Respiratory Rounds	1
		<b>17</b>			<b>16</b>
<b>Fall Semester, Junior Year</b>			<b>Spring Semester, Junior Year</b>		
RESPCARE 300	Recitation and Application III	1	RESPCARE 323	Respiratory Care Theory IV	3
RESPCARE 301	Principles of Pharmacology	2	RESPCARE 324	Respiratory Care Lab IV	1
RESPCARE 303	Respiratory Care Theory III	3	RESPCARE 328	Clinical Practicum IV	5
RESPCARE 304	Respiratory Care Lab III	2	RESPCARE 350	Recitation and Application IV	1
RESPCARE 308	Clinical Practicum III	5	RESPCARE 355	Professional Comm in Health Care (CID)	3
RESPCARE 329	Diseases and Diagnostics II	3	RESPCARE 302	General Pathology	2
		<b>16</b>			<b>15</b>
<b>Fall Semester, Senior Year</b>			<b>Spring Semester, Senior Year</b>		
RESPCARE 440	Senior Theory: Advanced Concepts	3	HLTHST 432	Critical Review of Health Care Research	3
	400 Level RESPCARE Elective	3	HLTHST 400	Interprofessional Capstone (FF)	1
	400 Level RESPCARE Elective	3		400 Level RESPCARE Elective	3
	DLS ( Social Sciences - second field)	3		DLL (Literature & Humanities)	3
				Elective	1
		<b>12</b>			<b>11</b>
			Total credits		<b>120</b>

## **Degree Completion Program**

The Department of Respiratory Care Degree Completion Program (DCP) allows qualified candidates to complete the senior year of their Bachelor of Science Degree in Respiratory Care online.

The admission requirements for the DCP Program include:

- an Associate Degree in Respiratory Care from a regionally accredited college or university;
- successful completion of 35 or 64 undergraduate semester credit hours from a regionally accredited college or university (35 credits for the Associate of Applied Science or the Associate of Health Science Degree plus additional course work to meet general education requirements, and 64 credits for the Associate of Science Degree);
- credentialed as a Registered Respiratory Therapist by the National Board for Respiratory Care;
- admission to Boise State University.

The DCP is a fully online program. The delivery of eleven courses (30 credits), which may be taken individually or grouped according to the student's needs and educational plan, provide Registered

Respiratory Therapists the opportunity to advance their knowledge and their professional career without relocating.



Over the past five years, graduates from over 315 colleges and universities have submitted inquiries or requests for admission. After reviewing the transcripts and verifying National Board for Respiratory Care credentials, over 436 students have been

accepted. Inquiries and applications have been received from 49 of the 50 United States, as well as Japan, Saudi Arabia, India and Canada. Currently, students from Japan, Saudi Arabia and 34 states are enrolled in courses in the Degree Completion Program or have completed the Program.

### **Degree Completion Program - Students with an Associate of Science Degree**

The following describes the requirements of the Baccalaureate Degree Curriculum for transfer students who earned an academic Associate of Science Degree in Respiratory Care from a regionally accredited college or university other than Boise State University.

To be admitted to the senior year in respiratory care each student must meet the following criteria:

- Earned an academic Associate of Science in Respiratory Care from a regionally accredited university or college or the equivalent of a Bachelor of Science in Respiratory Care from an internationally accredited university or college,
- Passed the necessary examinations to be credentialed as a Registered Respiratory Therapist (RRT) by the National Board for Respiratory Care (NBRC) and,
- Have permission of the department chair.

Respiratory Care Bachelor of Science		
Content	Notes	Credits
	Successful completion of Associate of Science, Respiratory Care	64
Communication	<i>Communication in Discipline (CID)</i> RESPCARE 355 Professional Communication in Health Care (*Indicates that course is satisfied by major requirements below)	*
Foundations	<i>UF 300 Transfer Foundations</i>	3
	<i>Finishing Foundations (capstone course in discipline)</i> HLTHST 400 Interprofessional Capstone	1
Major	Upper-division challenge credits for passing NBRC RRT Examinations	26
	HLTHST 432 Critical Review of Health Care Research	3
	RESPCARE 355 Professional Communication in Health Care ( <i>CID</i> )	3
	RESPCARE 431 Quality Improvement in Health Care	3
	RESPCARE 440 Senior Theory: Advanced Concepts	3
	RESPCARE 441 Teaching Techniques for Health Care Professionals	3
	RESPCARE 442 Sleep Medicine	3
	RESPCARE 443 Current Topics in Respiratory Disease	3
RESPCARE 444 Leadership & Management for Health Care Professionals	3	
	RESPCARE 498 Senior Seminar	2
	Total	120

### **Degree Completion Program for Students with an Associate of Applied Science Degree or Associate of Health Science Degree**

The following describes the requirements of the Baccalaureate Degree Curriculum for transfer students who earned an Associate of Applied Science Degree in Respiratory Care or an Associate of Health Science Degree in Respiratory Care from a regionally accredited college or university other than Boise State University.

To be admitted to the senior year in respiratory care each student must meet the following criteria:

- Earned an Associate of Applied Science Degree in Respiratory Care or an Associate of Health Science Degree in Respiratory Care from a regionally accredited university,
- Passed the necessary examinations to be credentialed as a Registered Respiratory Therapist (RRT) by the National Board for Respiratory Care (NBRC),
- Completed ENGL 101 and 102 prior to enrollment at Boise State University and,
- Have permission of the department chair.

Respiratory Care Bachelor of Science			
Content	Notes	Credits	
Communication**	<i>English Composition</i> ENGL 101 Introduction to College Writing ENGL 102 Introduction to College Writing and Research	3 3	
	<i>Communication in the Discipline (CID)</i> RESPCARE 355 Professional Communication in Health Care (*Indicates that course is satisfied by major requirements below)	*	
	Foundations		
Foundations	<i>UF 300 Transfer Foundations</i> <i>Finishing Foundations (capstone course in discipline)</i> HLTHST 400 Interprofessional Capstone	3 1	
	Disciplinary Lens**		
Disciplinary Lens**	<i>Mathematics (DLM)</i> <i>Natural and Physical Sciences with Lab (DLN)</i> BIOL 227 Human Anatomy and Physiology CHEM 101, 101L Essentials of Chemistry I and Lab	3-5 4 4	
	<i>Visual and Performing Arts (DLV)</i> <i>Literature and Humanities (DLL)</i>	3 3-4	
	<i>Social Sciences (DLS)</i> Social Sciences (DLS) course in one field Social Sciences (DLS) course in a second field	3 3	
	Major		
	Major	Successful completion of Associate of Applied Science or an Associate of Health Science, Respiratory Care Upper-division challenge credits for passing NBRC RRT Examinations HLTHST 432 Critical Review of Health Care Research RESPCARE 355 Professional Communication in Health Care (CID) RESPCARE 431 Quality Improvement in Health Care RESPCARE 440 Senior Theory: Advanced Concepts RESPCARE 441 Teaching Techniques for Health Care Professionals RESPCARE 442 Sleep Medicine RESPCARE 443 Current Topics in Respiratory Disease RESPCARE 444 Leadership & Management for Health Care Professionals RESPCARE 498 Senior Seminar	35 26 3 3 3 3 3 3 3 3 2
		Total	120 - 123

## Faculty and Staff

The Department of Respiratory Care has six full-time faculty members with a combined university teaching experience of more than 135 years. They are very involved professionally and each of them is involved with presentations at AARC International Congress, Education Forum, other national presentations and/or international presentations. The Department also has several adjunct faculty members who teach didactic courses, focusing on areas of their specialty.

### Full-time Faculty and Staff



**Jeff Anderson, MA, RRT**, an associate professor in the Department of Respiratory Care, has been a respiratory care practitioner since graduating in 1974 from Madison Area Technical College in Madison, Wisconsin. After graduation he worked at the University of Wisconsin Hospitals and Clinics for six years in the trauma and life support center, burn unit, cardiac surgery and medical intensive care units, hematology, oncology, pediatrics, and pediatric intensive care unit. He briefly served as clinical director of the University of Wisconsin respiratory care department, but then had the opportunity to transfer to the pulmonary function laboratory. During his tenure as clinical director of

the PFT laboratory, he developed the hospital's pulmonary exercise testing lab and polysomnography lab. He recently found out that he did the first sleep study in the State of Wisconsin in about 1978. His interest in exercise testing led him to complete a Bachelor of Science Degree in exercise physiology from the University of Wisconsin.

After completion of his Bachelor of Science Degree he joined the faculty of Gulf Coast Community College in Panama City, Florida, for three years before joining the Boise State Respiratory Care faculty as Director of Clinical Education in 1986. His primary areas of interest include adult critical care, critical care monitoring, pulmonary function testing, pulmonary and exercise physiology.

**Lonny J. Ashworth, MEd, RRT, FAARC**, a professor in the Department of Respiratory Care, began teaching at Boise State University in 1977. He earned his Associate of Science Degree in Respiratory Care and his Bachelor of Science Degree in Psychology from Boise State; he earned his Master of Education from College of Idaho. He is a Licensed Respiratory Care Practitioner with the State of Idaho.



He was the Chair of the Department of Respiratory Care at Boise State for 17 years, but his passion is teaching and he has maintained a full teaching load for more than 37 years. He loves to teach adult mechanical ventilation and critical care. In 2012, he was named a Fellow of the American Association for Respiratory Care.

He has a strong interest in getting undergraduate students involved in research, resulting in many student presentations at the American Association for Respiratory Care International Congress. His research interests include adult mechanical ventilation, mass casualty ventilators, noninvasive ventilation and transport ventilation.

In 1994, he was introduced to Dr. Toshihiko Koga. Since that time, Ashworth has been involved with the International Exchange Visit Program for Respiratory Care Professionals. He travels to Japan twice per year to present multiple workshops on mechanical ventilation and respiratory care to physicians, nurses, physical therapists, biomedical engineers and other health care professionals. This relationship has resulted in several Japanese health care professionals transferring to Boise State University to complete their Bachelor of Science in Respiratory Care. Additionally, an endowed respiratory care scholarship was created by the Koga Family in honor of Dr. Toshihiko Koga.



**Coleen Dudley, BS, RHIT**, received her Associate of Science Degree in Medical Records Science in 1991 and her Bachelor of Science Degree in Health Information Management in 1998. She is a Registered Health Information Technician (RHIT). Coleen also completed the PSP (Professional Standards Program) through the National Association of Educational Office Professionals (NAEOP) in 2007, with the distinction of CEOE (Certified Educational Office Employee). She is the Administrative Assistant for the Department of Respiratory Care and has been with Boise State University since 1993.

**Lutana Haan, MHS, RRT, RPSGT**, is an assistant professor in the Department of Respiratory Care. She earned a Bachelor of Science Degree and a Master of Health Science Degree from Boise State. She is a Registered Respiratory Therapist and a Registered Polysomnographic Technician. Before coming to Boise State she worked in sleep medicine, primarily diagnosing obstructive sleep apnea in the pediatric through geriatric population.



She started teaching at Boise State in 2003 and began incorporating more knowledge of sleep medicine into the respiratory care curriculum. Sleep continues to be one of her passions and she is interested in chronic disease management for those diagnosed with obstructive sleep apnea. Beginning in 2006, she developed and continues to teach several online courses.

Lutana is actively involved in the use of high fidelity simulations and incorporating them into courses. She is also involved with a collaborative research project with nursing looking at retention of CPR skills using simulation as one of the variables. She is also involved with multiple projects incorporating the use of mobile technology into adult learning.

Lutana's creativeness has involved her in several medical device innovation opportunities. She has collaborated with engineering students on the redesign of a crash cart used in health care settings when advanced life support is needed. In 2012, she filed her first patent application. Her family is a big part of her life; she and her husband have three children and they all enjoy much of Idaho's outdoors.

**Megan Koster, MHS, RRT**, earned her Master of Health Science Degree as well as her Bachelor of Science Degree in Respiratory Care from Boise State University. Her primary interests lie in the development of Respiratory Care as an integral part of the interprofessional healthcare team within the United States and in developing nations.



Megan is particularly interested in how health care delivery inequities shape health promotion paradigms at a cultural level. In order to examine these inequities, she is devoted to traveling to developing countries to provide Respiratory Care as a member of an international team of medical professionals performing pediatric surgeries. It is during these trips that she often finds relevant subject matter to present to students, and she increases the awareness and relevance of Respiratory Care Practitioners.

In the near future, Megan hopes to begin work on her Doctoral degree, which will focus on public health and health promotion. She hopes to use research to find ways to develop Respiratory Care-based health promotion programs to increase the accessibility and efficiency of healthcare delivery systems within the United States, as well as internationally.

In the interim, Megan calls Boise home and will continue to build her career at Boise State University for which she will always bleed blue and orange. During the summers, she can also be found volunteering among Idaho's mountains with HODIA, a summer program for Idaho's youth with Type 1 Diabetes, where she is currently the Assistant Staffing Director and Assistant Teen Camp Director.

**Jody Lester, MA, RRT**, earned her Bachelor of Science in Respiratory Therapy and a Master of Arts in Curriculum and Instruction from Boise State University. She has been teaching in respiratory care since 1983. One of her favorite quotes is “Teaching is like dropping ideas into the letter box of the human subconscious. You know when they are posted but you never know when they will be received or in what form.” She feels fortunate to sometimes see the “letters arrive” as students come to understand a difficult concept or build on previous ones.



Jody’s areas of interest are quality improvement in health care, evidence based care, adult and neonatal respiratory care, the effects of tobacco on pulmonary health and tobacco cessation. An additional area of expertise is online education; she has been teaching online courses since 2000. She is an advocate for undergraduate research and enjoys involving students in projects which answer relevant clinical questions and which teach them correct

research processes.

Jody is a reviewer for the American Respiratory Care Foundation and she has presented at the American Association for Respiratory Care (AARC) Summer Forum and International Congress on the topics of designing online courses, engaging online students, assessment of gas exchange, evaluation of health care literature, patient advocacy, and the fetal origin of adult diseases. Her research focus is mechanical ventilation. Jody lives with her husband and youngest son in Nampa where she enjoys raising cows and leading a 4H group. Hobbies include reading, boating, camping, fishing and spoiling her grandchildren.

**T. J. Wing, MHS, RRT**, earned his Bachelor of Science in Respiratory Therapy in 2002, and a Masters of Health Science with a Leadership Emphasis in 2008, both from Boise State University. He is currently a doctoral student in the Educational Technology program at Boise State with a thesis focus on assessment in online education. An associate professor in the Department of Respiratory Care since 2003, T. J.’s teaching style is very hands on; he enjoys helping to guide students toward self-discovery, often dealing with difficult concepts. T. J. was awarded the Excellence in Faculty Teaching Award in 2010 for the College of Health Sciences. Courses taught by T. J. include adult critical care, mechanical ventilation, neonatal/pediatric pulmonary development and leadership strategies for healthcare professionals. His goals are to continue working toward a doctorate degree, while completing research in the areas of mechanical ventilation, human performance and adult education.



**William Dittrich, MD**, earned his Bachelor of Science (Cell and Molecular Biology) in 1991, and his Doctorate of Medicine in 1995, from the University of Washington. He is board certified in Internal Medicine, Pulmonary Diseases, and Critical Care Medicine. He has been practicing in Boise, Idaho, since 2003, with a specialty in pulmonary disease and critical care. He has been Medical Director of Respiratory Care since 2008. During his free time, he loves spending time with his family skiing, hiking, boating and enjoying the Idaho outdoors.

**Gayathri Gopalakrishnan, BS, RRT**, received a Bachelor of Science degree in Microbiology from India in 1991, and went on to earn a second Bachelor of Science Degree in Respiratory Care from Boise State University in 2007. Prior to graduation from the Respiratory Care Program, she joined the Respiratory Therapy department at St. Luke's Meridian Medical Center, Meridian, Idaho, as a staff therapist. Since then, she has worked with different patient populations within different units in the hospital, in addition to serving as the unit-based educator for the department. Gayathri has provided clinical instruction to Boise State University students and served as adjunct faculty for seven years. Her professional areas of interest are education and research within the discipline of Respiratory Care.

**Roderick Roberts, MBA, RRT, ASQ CQA** received a Bachelor of Science Degree in Respiratory Care from Boise State University and his MBA from the University of Phoenix. Robbie has been in the field of respiratory care since 1981 and began his career at Saint Bernadine's Medical Center in San Bernardino, California, where he assisted in the development of the medical center's bronchoscopy program. In addition, Robbie was a clinical instructor for the Crafton Hills College respiratory care program before moving into the home care field where he has held the positions of Director of Patient Services and Compliance Officer, and is now the Western Vice President for Norco, a northwest home care provider. He is a Certified Quality Auditor and credentialed Lead Auditor for ISO 9000, an international quality management system. Robbie has taught courses on Management and Leadership, Quality Improvement in Health Care and Senior Seminar, a research capstone course at Boise State.

### **Boise State University Graduating Class, May 2013**



*For further information about the Department of Respiratory Care at Boise State University, visit our webpage at <http://hs.boisestate.edu/respcare/> . You can also contact Coleen Dudley at (208) 426-3383.*

## **RESC 3124 Critical Care Instrumentation**

**By Jose Rojas, PhD, RRT  
Department of Respiratory Care  
University of Texas Medical Branch**

This laboratory course accompanies one of our didactic courses, “Clinical Application of Mechanical Ventilation.” In this laboratory course experience, students practice the application of mechanical ventilation to a human patient simulator. The simulations allow all students to experience the same scenarios and experiences in a controlled setting. In an effort for students to appreciate and be empathetic to the conditions their patients in the ICU experience, we have developed this airway taping lab. Each student is randomly assigned a sterile, packaged endotracheal tube (ETT, sizes range from a 6.0 – 9.0 mm ID). Students are instructed to cut the tube as close to the cuff as possible, leaving the pilot balloon still attached. They understand that they will have to place the ETT as far back in the oral cavity as they can



tolerate and that the 21 cm mark should rest at their teeth. They are instructed to hold the tube between their teeth and that they will be breathing through this tube for the entire exercise (60 minutes). The students are in pairs and they are told that they must properly secure their partner’s ETT with tape while the partner is lying in bed. After the tube is secure the students trade places and the other partner’s tube is secured. During the process students become aware of communication complexities for a patient who has an artificial airway, as well as issues related to taping an ETT (hair, secretions, facial hair, wearing gloves, skin sensitivities, personal space).

Before the exercise students have reviewed some of the complications of oral intubation (including the incidence of ventilator associated pneumonia) and the importance of oral care for the intubated patient. After the ETT is secured students must lay in bed in the supine position at a 30 degree angle for at

least 15 minutes. Soon after placing the ETT in their mouths, students become very aware of the salivation that occurs, as well as the discomfort of the ETT moving. In standing to secure their partner's ETT they become aware of drooling and the effect of oral secretions on tape.

As a final activity students must add a heat moisture exchanger to their ETT and breathe through that for at least 15 minutes. During this time students must perform some physically exerting activity (walk a flight of stairs, do calisthenics, run in place). Some students volunteer to also perform the activity with a tight binder around the chest. As a result of this activity students become aware of and sense the effects of decreased compliance and increased resistance on work of breathing for the intubated patient.

At the end of this exercise students gather for one last glance at each other before they are allowed to "extubate" themselves. Before doing so they are reminded that in this short time they have experienced some of what having an oral ETT in place feels like. The take home lesson is that you get to remove this when you get tired of it; your patient's do not have this luxury. It is your responsibility to provide for your patient's comfort and care while they are intubated, which includes among other things, oral care, proper tube placement, adequate humidification, and assessment of work of breathing. As the famous detective Charlie Chan said (*Charlie Chan at Monte Carlo*, 1937), "one picture still worth ten thousand words".

## **CoBGRTE Task Force on Accreditation**

**By Tom Barnes, EdD, RRT, FAARC  
President, CoBGRTE**

The CoBGRTE Board of Directors has appointed 15 experienced educators to a *Task for Force on Accreditation*:

Tom Barnes, EdD, RRT, FAARC – Co-Chair  
David Shelledy, PhD, RRT, FAARC – Co-Chair\*  
Will Beachey, PhD, RRT, FAARC  
Erna Boone, Dr.PH, RRT, FAARC  
J.M. Cairo, PhD, RRT\*  
Joseph P. Coyle M.D.  
Paul Eberle, PhD, RRT  
Douglas S. Gardenhire, EdD, RRT-NPS, FAARC  
Christy J. Kane, PhD, RRT-NPS  
Gregg Marshall, PhD, RRT, RPSGT  
Jon O. Nilsestuen, PhD, RRT, FAARC  
Timothy Op't Holt, EdD, RRT, AE-C, FAARC  
Georgianna Sergakis, PhD, RRT  
Jonathan B. Waugh, PhD, RRT, RPFT, FAARC  
John Zamjahn, PhD, RRT

Northeastern University  
Rush University  
St. Alexius Medical Center-University of Mary  
University of Arkansas for Medical Sciences  
Louisiana State University Health Sciences Center  
University of North Carolina at Charlotte  
Weber State University  
Georgia State University  
Bellarmine University  
Texas State University  
University of Texas Medical Branch at Galveston  
University of South Alabama  
The Ohio State University  
University of Alabama at Birmingham  
Louisiana State University Health Sciences Center

\* ASAHP Representative

The Task force on Accreditation has the following goal and objectives:

**Goal:**

Examine and report to the membership on the feasibility of CoBGRTE’s assumption of accreditation activities including the creation of a new agency.

**Objectives:**

1. Review the literature related to accreditation and other credentialing mechanisms, and development of white paper;
2. Educate BSRT and MSRT Program Directors and faculty members, membership, and other parties on accreditation issues;
3. Survey BSRT and MSRT programs;
4. Interview representatives of specialized accrediting agencies;
5. Hold open forums with CoBGRTE members regarding accreditation;
6. Report accreditation findings and recommendations to CoBGRTE Board of Directors on July 14, 2014.

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*“On behalf of the CoBGRTE Board of Directors, I would like to thank Jones and Bartlett Learning for continuing as a Corporate Sponsor in 2014. CoBGRTE has worked hard to advance baccalaureate and graduate education for respiratory therapists since 2000, first as a steering committee, now as a nonprofit 501(c)(6) professional association incorporated in the State of Maine on February 8, 2012. As CoBGRTE enters its third year as a nonprofit professional association with 49 institutional members, and active, student and associate members from coast to coast, corporate sponsorship becomes especially important. It will allow more educational programs for members, more scholarships for students, and greater support for committee activities, all aimed at improving respiratory care education and “raising the bar” for respiratory care practice. Please take a few minutes in 2014 to thank your Jones and Bartlett Learning representative for their support of CoBGRTE the next time you meet.”*

*Tom Barnes, EdD, RRT, FAARC, President, President, CoBGRTE*

# **University of Virginia Medical Center Becomes an Institutional Member of CoBGRTE**

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**By Patricia Doorley, MS, RRT, FAARC**

## **Therapy Services Coordinator Pulmonary Diagnostics & Respiratory Therapy Services**

The Pulmonary Diagnostic and Respiratory Therapy Service at the University of Virginia Health System are organized on a discipline-specific, patient-focused model with the goal of providing safe and effective care to our patients. Our service is responsible for providing in-patient Respiratory Therapy services to patients in our 610 bed academic Medical Center, as well as diagnostic services through our Pulmonary Function Testing Center and our 12-bed AASM accredited Sleep Disorders Center. Frank Caruso, BSRT, is the Director of the department which employs approximately 140 clinical practitioners.

UVA's Pulmonary Diagnostic and Respiratory Therapy Services department is organized around the major in-patient populations served by the Health System and our two diagnostic areas. Respiratory



Therapists are employed in the in-patient arena specifically to address the respiratory care needs of distinct patient populations that we define as service areas. Each service area is provided with direct clinical leadership by a Respiratory Therapy Manager, who reports to the Director of the department. Respiratory Therapists employed by the in-patient care areas are actively involved in all aspects of patient care -- assessment and evaluation, airway management, therapeutic plan development and implementation,

monitoring, patient education and discharge planning. Although therapists in each service area have developed skills specifically related to the patient population that they serve, practice is governed by the Respiratory Therapy Practice Committee, co-chaired by Charles G. Durbin, Jr, MD, that establishes the basic standards of care for all in-patient service areas. We also employ Respiratory Therapists and Registered Polysomnographic Technologists to provide services in both our comprehensive PFT Center and our Sleep Disorders Center. The predominantly out-patient services provided by the two diagnostic areas are governed by independent practice committees that serve to guide the practice of the MDs, therapists and technologists providing patient care services in these areas.

UVA Health System provides both new and seasoned Respiratory Therapists with the opportunity to: (1) focus their practice on acute/critical in-patient care or out-patient diagnostic care, (2) develop their professional expertise through the management of patients in distinct patient populations, (3) continue their professional education, and (4) participate actively in the advancement of our profession within the Health System, regionally, state-wide, and nationally. Additionally, because our practice is based in a large academic medical center, there are many opportunities to pursue personal areas of professional

interest through research, staff/student education, multidisciplinary quality improvement projects directed at establishing “best practice”, and continuing professional education. Respiratory therapists are required to obtain the RRT credential within 6-months of employment, and the UVA Health System reimburses for specialty credentials.

The University of Virginia is located in Charlottesville, VA, approximately 100 miles southwest of Washington, DC, and 65 miles west of Richmond. Nestled in the foothills of the Blue Ridge Mountains in Central Virginia, Charlottesville (established in 1762), is best known as the home of Thomas Jefferson, the principal author of the Declaration of Independence and founder of the University of Virginia. Acknowledged for its historical significance, Charlottesville is a very vibrant community (area population approximately 150,000) that was named one of the “Top 100 Places to Live” in 2013 by Livability.com.

### **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  
Northeastern University  
University of Texas Medical Branch - Galveston  
Wheeling Jesuit University  
Texas State University  
University of South Alabama  
Long Island University  
University of North Carolina – Charlotte  
Louisiana State University – New Orleans  
Midwestern State University  
Jefferson College of Health Sciences  
Youngstown State University

## **CoBGRTE Institutional Members – Continued**

Rutgers University  
Nova Southeastern University  
Loma Linda 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 Cincinnati  
University of Kansas Medical Center  
College of Southern Nevada  
Highline Community College  
University of Akron  
Oregon Institute of Technology  
Georgia Regents University  
St. Alexius Medical Center-University of Mary  
Valencia College  
Kettering College of Medical Arts  
Shenandoah University  
Middle Georgia State College  
York College of Pennsylvania  
University of Alabama at Birmingham  
Respiratory Care Board of California  
Texas Southern University  
St. Catherine University  
Armstrong Atlantic State University  
**Cincinnati Children’s Hospital Medical Center**  
East Tennessee State University  
University of Virginia Medical Center

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

If you haven't already decided to become a CoBGRTE member after visiting [www.cobgrte.org](http://www.cobgrte.org), the following are 10 reasons why you should join the coalition.

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 55 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. Join colleagues to collectively develop standards for baccalaureate and graduate respiratory therapist education.
8. Develop public relations programs to make potential students aware of baccalaureate and graduate respiratory therapist programs.
9. Help to publicize, among department directors/managers, the differences between respiratory therapists with associate, baccalaureate and graduate degrees.
10. Help to support maintaining a roster and web site for all baccalaureate and graduate respiratory therapist programs.

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



***"Dedicated to Improving Respiratory Therapy Education"***

**[www.cobgrte.org](http://www.cobgrte.org)**