

The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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Spotlight: Augusta University



Health Science Building

Respiratory Therapy at Augusta University

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Respiratory Therapy Program History

The Respiratory Therapy Program at Augusta University (AU) was inaugurated in 1974 in what was then the Medical College of Georgia. In 1977, it celebrated its first class of BSRT graduates. An associate of science in respiratory therapy program was inaugurated in 1981; and graduated its first class in 1983, was discontinued in 1994. Currently, the RT program at AU houses a traditional 2+2 BSRT program with an enrollment cap of 25 students per class. In April

2022, there were 14 students in the junior class, and 11 students in the senior class. The AU RT program previously housed an AS-to-BS bridge, offering both online and on campus courses, but was discontinued in 2020 due to staffing issues. The program is already in the planning stages of re-opening the AS-to-BS bridge and hopes to accept its first students in the fall of 2025.

The College of Allied Health Sciences also provides an Applied Health Science Ph.D. program. This program is a great asset to our students and local practitioners as it offers a pathway to work on a doctorate without first having to obtain a master's degree. The pre-requisite for the program is to be a professional in an allied health profession. Christopher Truelove, director for the AU BSRT respiratory therapy program, is a current student in this Ph.D. program, and many local therapists have shown interest in pursuing this pathway in recent years.

The goals of all RT programs at Augusta University are to not only assure that graduates possess the clinical skills necessary to practice, but to also provide the higher level abilities necessary to meet the evolving needs of the health care system. Program faculty work hard to help students develop critical thinking skills, give presentations to a variety of audiences, understand the research process, and critically evaluate the literature, provide educational offerings, communicate with diverse populations, and appreciate the richness of different cultures. Evidence of success includes a near 100 percent graduate employment rate and the honor of receiving the CoARC Distinguished Registered Respiratory Therapist Credentialing Success Award in 2012, 2014, 2017, 2018, and 2019. In addition, since 1997, our students have received 28 national awards: 17 American Respiratory Care Foundation Education Recognition Awards and 15 Lambda Beta Society scholarships.



Class of 2022 students receiving their White Coats

Program Curriculum

Course Number	Course Name	Credit Hours
Junior Fall Semester		
CAHS 3110	Human Physiology	3
RTHP 3100	Foundations of Respiratory Care	3
RTHP 3204	Fundamentals of Respiratory Care I	3
RTHP 3208	Fundamentals of Respiratory Care I Lab	2
RTHP 4540	Research in Healthcare	3
Junior Spring Semester		
RTHP 3304	Fundamentals of Respiratory Care II	3
RTHP 3308	Fundamentals of Respiratory Care II Lab	1
RTHP 3560	Diagnostic Testing in Respiratory Care	3
RTHP 3322	Clinical Aspects of Cardiopulmonary Disease for the Respiratory Therapist I	3
RTHP 3601	Community and Public Health for Respiratory Therapy	3
RTHP 3525	Clinic I	3
Junior Summer Semester		
RTHP 4124	Neonatal and Pediatric Respiratory Care	3
RTHP 4127	Neonatal and Pediatric Respiratory Care Lab	2
RTHP 4114	Introduction to Ventilator-Patient Management	3
RTHP 4117	Introduction to Ventilator-Patient Management Lab	1
RTHP 4426	Clinic II	3
Senior Fall Semester		
RTHP 4422	Clinical Aspects of Cardiopulmonary Disease for the Respiratory Therapist II	3
RTHP 4514	Advanced Vent/Patient Management Techniques	3
RTHP 4517	Advanced Vent/Patient Management Techniques Lab	1
RTHP 4601	Professional and Ethical Issues	3
RTHP 4525	Advanced Clinic I	4
Senior Spring Semester		
RTHP 4526	Advanced Clinic II	3
RTHP 4527	Advanced Clinic III – Externship	11

Student Awards and Scholarships

Each year, the faculty and advisory board members of the program award the following scholarships to deserving RT students:

The Art Taft Scholarship: In recognition of Dr. Art Taft and his numerous contributions to this program, this award is bestowed to a respiratory therapy student who exemplifies the qualities of “a future awesome therapist” by demonstrating the core values of respiratory therapy and the university.

The Art Hardy Scholarship: In memory of Art Hardy and his legacy at Augusta University, this award is granted to a respiratory therapy student who exhibits exceptional public service during their time in the program.

The Respiratory Therapy Faculty Scholarship: Awarded to a current respiratory therapy student in recognition of personal hardships endured and overcome while a student in the program.

The Randy Baker Scholarship: In memory and recognition of Dr. Randy Baker and his numerous contributions to this program, this award is bestowed to students in recognition of academic excellence in the respiratory therapy program.

The John Powell Scholarship: Awarded to a current respiratory therapy student in recognition of excellent leadership while a student in the program.

The Bashir Chaudhary Research Scholarship: In recognition of Dr. Bashir Chaudhary and his numerous contributions to the program, this award is bestowed on a student or group of students who have exhibited excellent research techniques and ethical behavior.



Community

The respiratory therapy students at Augusta University have assisted in several community projects. All Augusta University respiratory therapy students are required to perform at least 40 hours of community service during their time in the program. In past years the following projects have been completed:

The Costa-Layman Nursery Health Fair: Held each summer, this health fair provides health screening for one of South Carolina's largest producers of plants and fruits. Students provide sleep apnea screening using the Snoring,



Junior students and faculty at the McCormick Nursery Health Fair in Dearing, GA
August 20, 2021

Tiredness, Observed apnea, blood Pressure, Body mass index, Age, Neck circumference and Gender (STOPBANG) questionnaire and perform PFT screenings to as many as 200 migrant farmers during the event.

The McCormick Nursery Health Fair: In the summer of 2021, junior and senior RT students had the opportunity to provide COPD and PFT screenings at the inaugural health fair held in Dearing, GA.



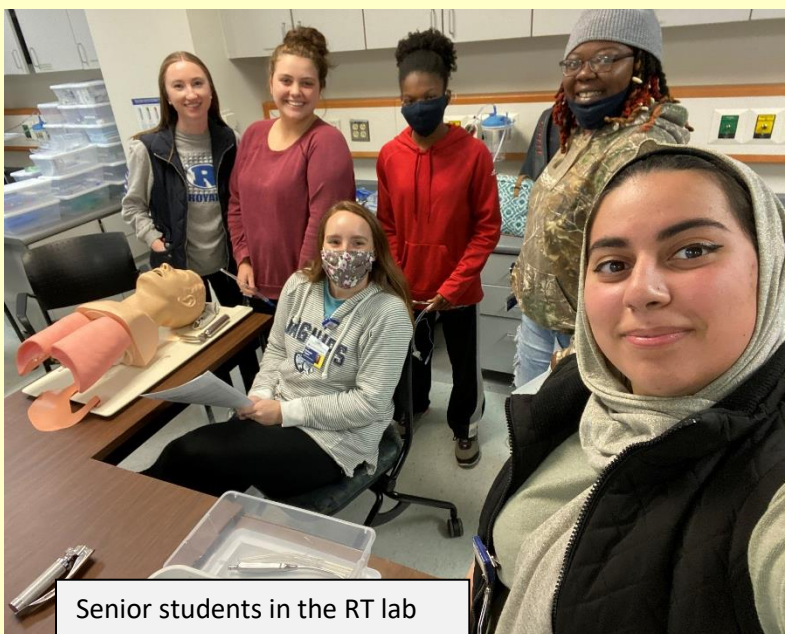
COVID-19 Vaccination Clinics: Students had numerous opportunities to work in COVID-19 vaccination clinics, help prepare vaccinations, provide translation and interpretation services for non-English speakers, and monitor vaccine recipients after vaccine administration.

(Left: Senior students and faculty at a Costa-Layman Nursery COVID-19 Vaccine Clinic}

About Augusta University

Augusta University (AU) in Augusta GA has an enrollment of over 9,000 students. Nestled along the banks of the Savannah River, Augusta is the second largest city in Georgia. It is renowned internationally for its annual Masters Golf Tournament. Known as the Garden City, Augusta features picturesque and friendly neighborhoods, low cost of living, and many cultural and recreational opportunities. It is a growing and thriving city recently ranked 22nd in 367 U.S. metropolitan areas, according to Kiplinger's Personal Finance in its list of Best Cities for the Next Decade.

In January 2013, Georgia Health Sciences University (previously the Medical College of Georgia) consolidated with Augusta State University to become Georgia Regents University (GRU), one of Georgia's four research Universities. In



2015, GRU's name was changed to Augusta University. AU consists of ten colleges on multiple campuses and is defined by the Board of Regents as Georgia's health, sciences, and medical college.

With locations throughout Augusta and at satellite campuses in Athens, Albany, Rome and Savannah, the

university's ten colleges and schools have a statewide impact in Georgia.

Home to the Medical College of Georgia, the nation's eighth largest and 13th-oldest medical school, the university's Health Sciences Campus is at the forefront of health care innovation. The campus is in downtown Augusta and houses: (1) the state's largest College of Nursing, (2) the comprehensive College of Allied Health Sciences, (3) The Graduate School and (4) the state's only dental school (The Dental College of Georgia). The Health Sciences Campus is also home to the state's only public academic medical center.

Built in and around a former United States arsenal, the historic Summerville Campus is home to the university's liberal arts curriculum. In the shade of ancient trees, professors from the Katherine Reese Pamplin College of Arts,

Humanities and Social Sciences, nationally ranked James M. Hull College of Business, the College of Education, and the College of Science and Mathematics. The faculty on Summerville campus the prepare students for a lifetime of critical thinking, creativity, and entrepreneurial success.

Nestled along the Savannah River, the Riverfront Campus is in Augusta's growing cybersecurity corridor and houses the state-owned Georgia Cyber Center. The School houses a state-of-the-art cutting-edge cyber range, a 340-seat auditorium, secure briefing space, space for innovation and entrepreneurship, and classrooms. The Cyber Center affords proximity to industry professionals and innovative start-ups.

Opened in 1991, Christenberry Fieldhouse accommodates 11 of the Augusta Jaguars' 13 competition sports. In addition to housing all administrative and support staff for the Augusta University Department of Athletics, CFH also houses the College of Education's Department of Kinesiology. The Forest Hills Campus, on which CFH is located, also houses a full-size golf course, baseball, softball and soccer fields and serves as the home of the Jaguars' nationally recognized NCAA Division I golf team.

Campus libraries include the Robert B. Greenblatt, M.D. Library on the Health Sciences Campus, and the Reese Library on the Summerville Campus, which provide comprehensive information resources and services. They support the teaching, discovery, and clinical care mission of our student-centered research university and academic medical center.

Augusta University's Mission, Vision, and Values

Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

Our vision is to be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation.

Our values include collegiality - reflected in collaboration, partnership, sense of community, and teamwork; compassion – reflected in caring, empathy, and social responsibility; excellence – reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality; Inclusivity – reflected in diversity, equality, fairness, impartiality, and respect; Integrity – reflected in accountability, ethical behavior, honesty, and reliability; and Leadership – reflected in courage, honor, professionalism, transparency, and vision.

About Augusta

The city of Augusta is *a saxophone riff* on a cool, moonlit evening—the sort of smooth, storybook town that melts into the soul and leaves you feeling so good. Georgia’s second-oldest and second-largest city, Augusta strides that fine line between big city bustle and small-town charm, mixing retro-urban regality with just a pinch of hometown pride.

A timeless locale, a visit to Augusta is a life-altering lesson in Southern hospitality. While other places have undergone cultural revolutions, Augusta underwent a cultural evolution instead, trading big city lights and loud, busy streets for cold sweet tea and a shore-side view of the Savannah River. Downtown, locally owned shops and restaurants mingle in the shade of memorable hangouts, and state-of-the-art galleries beckon artists, lovers, thinkers, and dreamers to the South's "Garden City."

Augusta's River Region is so much more than just a cozy place to live. Spearheaded by the next generation of musicians, foodies, artists and go-getters, the old city comes to life at night, offering live music, theater shows, and a wealth of hole-in-the-wall eateries built to please. In addition to serving as a haven of technology and the arts, Augusta is also home to some of the nation's most beautiful lakes and trails, offering year-round outdoor adventures.

Sporting life is synonymous with the Augusta name, and the Central Savannah River Area (CSRA) is home to a number of professional baseball, roller derby and rugby teams. Several annual sporting events take place in and around Augusta, including the Ironman 70.3 Augusta triathlon and the Augusta Futurity.

On top of world-class entertainment and outdoor sporting, Augusta is also world-renowned as the home of The Masters—an annual golf tournament sometimes dubbed the “Super Bowl” of golf. Every year during the first full week in April, Augusta becomes the golf capital of the world, welcoming local legends, and long-time favorites back to the prettiest course on Earth.

Faculty Member Profiles



Bashir Chaudhary, MD – Dr. Chaudhary was appointed medical director of the department of respiratory therapy at the Medical College of Georgia (MCG) in 1985 and is currently Professor Emeritus of respiratory therapy and medicine at Augusta University. He is a pulmonologist and internationally acclaimed sleep specialist who joined the faculty of School of

Medicine at the MCG in 1977. He retired to private practice from MCG in 2000 but continues to serve as medical director for the RT program and is also medical director of the Sleep Institute of Augusta. Dr. Chaudhary earned his medical degree from King Edward Medical College in Lahore, Pakistan, completed an internship in medicine at the Knickerbocker Hospital in New York, a residency at Coney Island Hospital in Brooklyn, NY, and a fellowship in pulmonary medicine at the University of Kentucky. He is certified by the American Boards of Internal Medicine, Pulmonary Diseases and Sleep Medicine. He is a Fellow of the American College of Chest Physicians, American College of Physicians, Pakistan Academy of Medical Sciences and American Academy of Sleep Medicine. He has served as president of the Southern Section of the American College of Chest Physicians, chair of the Southern Medical Association's Chest Section and two-time governor of the Georgia Chapter of the American College of Chest Physicians. He has received numerous awards for teaching, scholarship, research and service, including the "Excellence in Teaching Award" in 1993 by the students of Department of Respiratory Therapy. In 2000 he received a Lifetime Achievement Award from the MCG School of Medicine and in 2014, a Lifetime Achievement Award from King Edward Medical College Association. In 2008, the respiratory therapy student research laboratory was named in Dr. Chaudhary's honor, and each year the Bashir A. Chaudhary Research Award is given to the student team that presents the best research project. Dr. Chaudhary has published over 90 articles in peer-reviewed journals, 11 book chapters, 2 books, and more than 70 abstracts. He has made over 30 research presentation nationally, participated in more than 36 national continuing medical education presentations and visiting professorships, and made more than 76 invited presentations regionally, nationally, and internationally. Dr. Chaudhary is a longtime friend and advocate for the respiratory therapy program at Augusta University, for which we are eternally grateful.



Vikas Kumar, MD – is a co-medical director for the respiratory therapy program, an associate professor for anesthesiology and perioperative medicine, and the associate program director for the anesthesiology and critical care medicine fellowship. He obtained his MBBS from Bangalore University in India in 1999 and his MD from Rajasthan University in India in 2004, completing his residency and fellowship in Milwaukee and Augusta. He is board certified by the American Board of Anesthesiology, has a subspecialty certification in critical care medicine from the American Board of Anesthesiology, and is a diplomat of the National Board of Echocardiography. He is also a certified Healthcare Simulation Educator (CHSE) and is one of the leading forces behind the Fundamentals Critical Care Support (FCCS) courses here at Augusta

University. Dr. Kumar has been paramount to improving the student's education in the operating rooms at Augusta University, developing a program to allow RT students to practice intubation skills in the OR. Dr. Kumar has presented numerous abstracts and medically challenging case presentations throughout the country and has published numerous peer-reviewed publications.



Christopher A. Truelove, Jr., MSCIN, RRT-NPS – is an assistant professor and the program director for Augusta University's respiratory therapy program. He obtained his associates in respiratory therapy at Gwinnett Technical College in 2009, followed by an AS-BS bridge at the Medical College of Georgia in 2010. He obtained his master's degree in curriculum and instruction from Western Governor's University in 2018 and is currently a Ph.D. student in the Applied Health Science program at Augusta University, working on developing a mathematical model for improved gestational age assessment. Additional research interests include identifying methods of using mathematics to model and explain trends and variances noted during respiratory care procedures. He specializes in neonatal and maternal care and has 12 years of experience in the NICU. In 2017, he joined Augusta University's program as an adjunct clinical instructor, becoming the DCE in 2019 and program director in 2021. One of his objectives is on increasing interprofessional education and has co-authored peer-reviewed publications on the involvement of respiratory therapy education with other allied health professions. He continues to support his local community by moonlighting at a local hospital in the women's center and teaching NRP to various institutions. He is a member of the Georgia Society for Respiratory Care, (GSRC), the AARC, and the NBRC.



Leslie Ford, MBA, RRT, AE-C – is an assistant professor and director of clinical education in her second-year teaching at Augusta University. She is a graduate of the Medical College of Georgia Respiratory Therapy program earning her BSRT in 2000. Leslie completed her MBA—healthcare management at Saint Leo University in 2016. She has greater than 20 years of clinical experience in a variety of settings that include the critical care unit, pulmonary function lab, arterial blood gas lab, home health setting and Cardiopulmonary Rehabilitation Center. Her patient educator roles include COPD navigator, asthma educator, and lung transplant educator. In addition to coordinating the clinical program, Leslie teaches mechanical ventilation lab, community/public health, and ethics/professionalism. She routinely serves as an instructor for fundamental critical care support (FCCS) courses. She is a member

of the AARC and currently serves on the membership committee for the Georgia Society for Respiratory Care (GSRC).



Candace Negro, BS, RRT – is an assistant professor in the program. She previously served as a part-time clinical faculty for the Augusta University Respiratory Therapy program. She is a graduate of the Georgia Regents University (now Augusta University) Respiratory Therapy Program, earning her BSRT in 2014. She has over 7 years of clinical experience that include bronchoscopy, PFT's, MICU, and BICU. She teaches fundamentals of respiratory care and both the intro and advanced mechanical ventilation courses and serves as a clinical instructor for both juniors and seniors. Her interests are in management of critical care burns and ARDS ventilation strategies. She is a member of the AARC and serves on the membership committee for the GSRC.

Melissa Borders, BS, RRT – is a part-time clinical faculty member. She joined the Augusta University faculty in 2017 and provides clinical instruction to junior and senior level students at two local hospitals.

Sangley George, BS, RRT – is a part-time clinical faculty member. He joined the Augusta University faculty in 2021 and provides clinical instruction to junior and senior level students at two local hospitals.

Contact Information

If you would like to learn more about Augusta University's bachelor's degree in respiratory therapy program, please contact program director Christopher Truelove at CTruelove@augusta.edu or director of clinical education Leslie Ford at LFord@augusta.edu .

Prospective students can visit <https://www.augusta.edu/alliedhealth/uhp/respiratory-therapy/index.php> for more information on the BSRT program.



2022 Scholarship Information (Application deadline 8/1/22)

The Coalition for Baccalaureate and Graduate Respiratory Therapy Education (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 has voted to continue to make scholarship money available to help support school expenses for students enrolled in BSRT or MSRT programs.

There are three categories of scholarship, Merit (8-\$1000), the Dr. Craig Smallwood Research Scholarship (1-\$2000), and the Tom Malinowski Research/Leadership Award (1-\$2000). Dr Craig Smallwood was an avid supporter of CoBGRTE, the AARC, the respiratory profession and research. The scholarship support honoring his memory, is intended to inspire bright and inquisitive minds in our profession to continue the work that he found to be so important. Tom Malinowski was an extraordinary therapist, manager, researcher, and leader who contributed significantly to our profession through his service on the CoBGRTE Board of Directors and the AARC. The research award in his honor will give preference to proposals from managers or individuals in management positions that are advancing respiratory care related clinical research. We hope that the recipients of these research awards will continue Dr. Smallwood's and Tom Malinowski's efforts to advance the respiratory care profession.

We hope that these monetary awards will support bright, innovative, and dedicated individuals as they embark on their professional journey. The application period for these scholarships opens on May 1, 2022 and closes on August 1, 2022.

Scholarships Available: Three categories of scholarships are available.

Merit Scholarships: 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 2022.

Craig Smallwood Research Scholarship: This research scholarship will be awarded 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 2022.

Tom Malinowski Leadership/Research Scholarship: This scholarship will be awarded to an individual 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 2022.

Eligibility criteria: Applicants must be members of CoBGRTE

The successful candidate for Merit or the Smallwood Scholarship will be either a BSRT or MSRT entry-level student, enrolled in a degree advancement program, or pursuing a graduate degree relative to respiratory care. Applicants must be in good academic standing at a regionally accredited University. Scholarship awards are open to graduate students and full-time undergraduate students having completed one year of respiratory therapy major coursework.

The successful candidate for the Malinowski Award will be a CoBGRTE member who is a clinician in a management or supervisory position and whose proposal advances respiratory care practice or clinical research.

Submission guidelines: Application materials are due to the Chair of the Scholarship committee by August 1, 2022. Only complete applications will be considered. Applications require a support letter from the program director/coordinator.

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.
4. Letter of recommendation from faculty member or Program Director/Chair.

Applicants for Smallwood Research scholarships 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

Applicants for Malinowski Leadership/Research scholarships 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.

Notification of awards is expected to be made by September 1, 2022.

Submit application materials to:

José D Rojas, PhD, RRT, RPFT, FAARC
301 University Blvd
Galveston, TX 77554
jdrojas@utmb.edu

2022 Scholarship Committee:

José D Rojas, PhD, RRT, RPFT, FARRC, Chair
Bruce Adcock, MEd, RRT, RRT-NPS, CHSE
Brian Cayko, MBA, RRT, FAARC
Nancy Colletti, PhD, RRT
CDR Johanna Gilstrap, MPH, RRT, MCHES, NHDP-BC
Jennifer Gresham-Anderson, EdD, RRT, RRT-NPS
Nick Henry, MS, RRT, RRT-NPS, RRT-ACCS, AE-C
Jie Li, PhD, RRT, RRT-ACCS, RRT-NPS, FAARC
Tom Stokes, MEd, RRT
Taylor Weiss, MSc, RRT, RRT-ACCS, AE-C, FCCP



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INTERVIEW

Sachin Patel, MHA, RRT, RRT-ACCS

**Assistant Professor, Department of Respiratory Care
The University of Texas Medical Branch, Galveston, Texas**



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

What is your background, and how did you become a respiratory therapist?

I never was the type of person who knew what I wanted to be when I “grew up.” Although in grade school, I found many different subjects fascinating. I really enjoyed history and Texas history, but I was told the only thing I could do with a history degree was to become a teacher (which I learned later isn’t true). I didn’t want to be a teacher.

I changed from history to science yet, even after receiving a degree in biology at the University of Houston, I was still undecided about my specific career path. After college, I bounced between jobs, because I always found myself dissatisfied; and I desired a more productive and fulfilling career. While at the university, I worked for a home healthcare company, and I was responsible for making schedules, billing, and other monotonous office duties. However, it was there that I got to meet caregivers who worked directly with patients. Seeing their relationships with their patients and hearing their stories inspired me to explore the healthcare field. Still, with so many career options in healthcare, I didn’t know which one would be the best fit for me.

My older brother, who was an anesthesiology resident at the University of Texas Medical Branch in Galveston, Texas, told me about respiratory care. He got me in touch with one of the respiratory therapists at UTMB, John Sealy Hospital. That contact helped me learn more about the profession and saw how fast paced and exciting a career in respiratory care could be. I applied and was accepted to the respiratory care program at UTMB. Once in the program, I realized I had made the right decision. In addition to the many different clinical areas in which respiratory therapists worked, I enjoyed the technical aspects of the equipment and procedures. I graduated with a bachelor’s degree in respiratory care from UTMB, moved back to Houston, and started working at Houston Methodist Hospital in the Texas Medical Center.

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

I'm very grateful for the opportunities which were opened to me by the respiratory care department at Houston Methodist Hospital. I went from being fresh out of school to working in one of the country's busiest cardiovascular intensive care units (not hyperbole). I quickly realized that my education was not nearly finished even though I had graduated. I learned from some of the best respiratory therapists, doctors, and nurses while working in the cardiovascular ICU. Through my experience in the ICU and taking advantage of learning from those around me, I was able to advance within the respiratory care department. I was given the opportunity to be on the code blue intubation team, I filled in as a lead/charge therapist, and helped with the orientation of new employees. During this time, I also had the privilege of becoming a clinical instructor for UTMB. It wasn't long until I realized how much I enjoyed being a clinical instructor. I discovered that I was had the skills to explain difficult concepts to students while providing them with a fun and enjoyable clinical experience.

How did furthering your education contribute to your career path?

I knew that if I wanted to take my career in respiratory care further, I would need to get a graduate degree. I had always been interested in a leadership role, either in the respiratory care department or somewhere within the hospital. But I was back to square one in my career decisions and asking, "where do I fit in as a leader in healthcare?" Although I was a clinical instructor, I still couldn't see myself in the role as a teacher creating and grading assignments, giving lectures, or administering exams.

I subsequently chose administration and graduated with a master's healthcare administration from the Texas Tech University Health Science Center. The MHA program did reinforce my appreciation for the impact and the vital role of patient education and the different effects it can have on a hospital system. Patient education is key for engagement in pre-and post-care management, chronic disease management, and preventive care access. It opened my eyes, and finally understood that all respiratory therapists are educators in their own way. From interpersonal contact at the bedside, orienting new employees, and being a clinical instructor, I've been in education this whole time. So, when UTMB offered me an opportunity to become an assistant professor, I finally knew it was something I could do at a high level because I've been preparing for it throughout my career.

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

Graduating is just the beginning; it's the start, not the end. You have an obligation to yourself, your patients, and your community to further your education. Advanced credentials and the pursuit of a graduate degree will enhance opportunities. Healthcare is constantly changing. Stay up to date with new healthcare policies, advancements in technology, and research. Respiratory therapy is a career where lifelong learning is essential. Even if you eventually leave the bedside to pursue a career in advocacy, education, or another non-clinical role, you'll need to continue to stay up to date with the latest evidence-based treatments and widening scope of practice. It is important for both service and developing personal friendships to join and get involved in your professional organizations, such as your state societies, the American Association of Respiratory Care, and the Coalition for Baccalaureate and Graduate Education.

CoBGRTE Scholarships

Special Report

**José D Rojas, PhD, RRT, RPFT, FAARC
Chair, 2022 Scholarship Committee**

As this month ends, we have seen great turmoil in the world, but I am hopeful that we have better days ahead. April is designated as celebrate diversity month. I hope that with the arrival of Spring we can experience rebirth of nature around us, as well as enlightenment and acceptance. In that spirit, take time to consider the holidays recognized in the past few weeks by many of our campus communities. For our Muslim friends, April 2nd through May 2nd or 3rd marks Ramadan which ends with Eid-al-fitr. Throughout the month, the faithful fast from dawn to dusk and at the end of that month celebrate with Eid-al-fitr. Our Jewish friends will celebrate Passover from April 15 through April 23. The holiday commemorates the emancipation of the Israelites from slavery in ancient Egypt. On the first and last two days of Passover the devout observe non-working hours. This is a time for friends and families to gather and share a special meal. Among our Christian peers April 10 – 17 was a holy period that began with Palm Sunday ended and with Easter Sunday. Palm Sunday marks the day that Jesus returned to Jerusalem, Thursday the day of the Last Supper, Friday the day of Crucifixion, and Easter Sunday the day of resurrection. Our religious and customary differences allow us to celebrate our diversity. In the willingness to share our customs and beliefs we model inclusiveness. Regardless of your beliefs,

customs, or religion we wish you peace and joy. CoBGRTE wishes to continue to celebrate our diversity by supporting those among our profession in pursuit of continuing their education. To that end, we again are offering scholarships. Over the next year, we hope to highlight members among us who are actively pursuing doctoral degrees. This month we highlight Brian Cayko. Brian was an applicant for the CoBGRTE NBRC Doctoral Scholarship. Here we present his bio sketch and vision summary.



Brian D. Cayko, MBA, RRT, FAARC, is an assistant professor of respiratory care for the degree advancement program in the College of Health Sciences at Boise State University. He previously served as the director of clinical education at the Great Falls College of the Montana State University. He is currently a doctoral student in the University of Montana's Education Leadership Department seeking a doctorate in Education Leadership. He holds an MBA with a healthcare administration focus from the University of Mary in Bismarck, North Dakota; a BS in Biology from Montana State University; and an AAS in Respiratory Therapy from Great Falls College MSU.

Professor Cayko has taught for the last 15 years in respiratory care education. Cayko is an esteemed Fellow of the American Association for Respiratory Care. He has also served as a Delegate for the state of Montana to the AARC for 8 years and has been a nominee for the AARC Board of Directors and Education Section Chair. He currently sits on the BSU DAP Advisory Committee and the College of Health Sciences Policy Committee. Cayko is a past Chairman of the AARC Bylaws Committee having served that office for 2 terms and will serve a third term in 2023. He is the current Vice Chair of the Board of Deacons for Central Assembly of God Church in Great Falls, Montana and has served as a board member for 5 years. Cayko is a previous board member for the Lewis & Clark Interpretive Center in Great Falls, Montana and numerous other leadership and chair roles within the AARC and Montana Society for Respiratory Care. He has also served a multitude of committees for GFC MSU.

Cayko has several periodical publications in the AARC Times and the Allergy & Asthma Network. He has presented for the AARC at the International Congress and for the MSRC at their state annual conference on several occasions. He is a mentor for the AARC mentorship program and has completed leadership training with that organization.

As professor of respiratory care, he has taught courses related to techniques, therapies, equipment, procedures, anatomy & physiology, basic & advanced

mechanical ventilation, patient assessment, simulation, seminar, leadership training, job preparedness, advanced life support, professional writing, current research topics in RC and teaching techniques.

Vision Statement

I became a Respiratory Therapist after graduating from the Montana State University RT program in Great Falls, Montana back in 2004. I began working at our regional health system serving the northcentral rural areas of Montana. As a new graduate, like most, I started on the night shift. But unlike most at our system, I was oriented immediately into the intensive care units. This is where my time was spent working nights for the next 4 years.

Having already graduated with a bachelor's degree in biology a few years prior and having the ambition of a young man ready to save the lives of my patients and provide for my young but growing family, I quickly enrolled in an MBA program with a healthcare administration focus. Upon graduation, my RT professor and future mentor, Dr. Greg Paulauskis asked me to consider applying for his director of clinical education position in his RT program while he took over the role of health sciences division director. This was an honor and a truly amazing learning experience.

It wasn't long into my career as an educator that I was encouraged to advance my degree to the doctorate level. While already having a great career and education, it was clear that the profession was advancing and as it does, doctoral prepared leaders are necessary to follow the paths of our previous mentors and forge new paths into the future for respiratory therapists everywhere. This advancement of the RT profession continues to fuel my passion for education, leadership, our therapists, and most importantly, our patients.

After resisting and delaying a ten-year call to start on my doctorate, I was accepted into the University of Montana Doctor of Education Leadership program. I am currently only a few classes away from taking my comprehensive exams and then work will begin on my dissertation.

During my time as an educator and graduate student, I have come to realize that the future preparation and transformation of our bedside practitioners and professional leaders will be met with online education. Remote learning technology has been, like never before, able to connect learners, peers, and teachers in forming communities of inquiry (COI) to foster knowledge construction. I plan to use my degree to advance the profession by studying and applying what can improve upon the current best practices that were formed by educational researchers that have come before me.

Much is known about the importance of COI to knowledge construction. Transactional distance, social, cognitive, and teaching presence are well covered in the current body of literature. However, the current popularity and seeming efficacy of YouTube-style asynchronous learning through video has not been well investigated. It is clear that learners enjoy this type of “learning content consumption,” but it is not clear as to exactly why that is or if actual learning is indeed improved by incorporating this style of content delivery. This gap in the literature needs to be further explored. An additional gap exists in evaluating and understanding the professional support that faculty requires from administrators in fostering the improvement of asynchronous video creation and learning within our online programs.

As I’ve matured, it has been revealed to me that the greatest things we do in this life are not for ourselves, but for the love of others. I have been comfortable the last ten years teaching and giving back in that way. However, I believe that God has another calling on my life that includes this degree and research. He began orchestrating a change in teaching positions for me back in 2016 and this past July it came to fruition as I began teaching full-time for Boise State University in their degree advancement program. This incredible opportunity at a prestigious research university is already surrounding me with experienced researchers in the fields of medicine and education. I am blessed to be part of this team and to continue my studies as a doctoral student focusing on the understanding of video technology’s role for our current teaching practitioners and online learners as they advance their education.

Professional Positions Posted

***Georgia State University, *Rowan University, *University of Nebraska Medical Center, *University of North Carolina-Charlotte, *Dräger, *Stony Brook University, *University of Missouri, *Liberty University, *St. Catherine University, *University of North Carolina-Wilmington, *Augusta University, *Upstate Medical University-Syracuse, *Norton Healthcare, *University of Virginia Health System**

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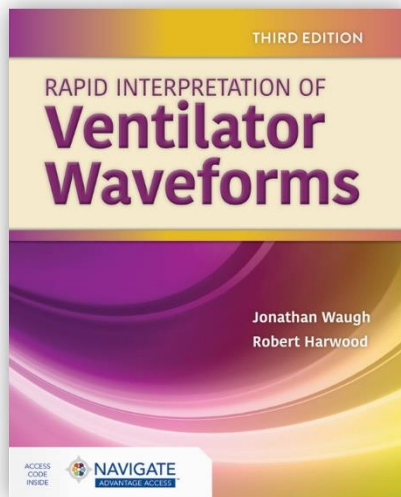
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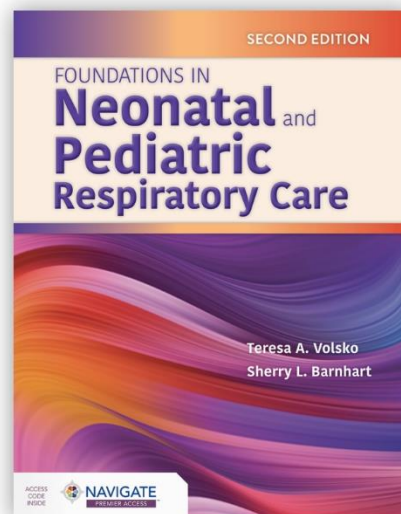


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If you have not already decided to become a CoBGRTE member after visiting www.cobgrte.org, the following are 14 reasons why you should join the coalition.

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.

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