The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

January 31, 2021 Volume 10 (1)

Spotlight Article

Bachelor of Science in Respiratory Therapy Program

By Ray Hernandez, MPH, RRT-NPS
Faculty Respiratory Care & San Mateo County
Community College Health Branch Director

Overview

Skyline Community College in San Bruno, California launched their Entry into Practice Respiratory Care Associate degree program in 1971 serving San Francisco and San Mateo Counties. In 2014, SCC was selected by the Board of Governors and Chancellor's Office of California Community Colleges to offer a bachelor of science with a major in respiratory care. This is a pilot program for 15 community colleges across the state to address workforce demands for college-educated, skilled workers in fields such as health, science and technology increasingly requiring bachelor's degrees.

The Bachelor of Science in Respiratory Care is a provisional accredited CoARC degree advancement program and provides current associate students a pathway to complete a four-year degree without having to transfer as well as providing licensed respiratory care practitioners (RCP) to return for degree completion. The program launched its first cohort in Fall 2016.

Program Outcomes

The bachelor's degree offers students a greater ability to advance to management and leadership roles within the profession, to become advanced

caregivers, to conduct health related research, and to become educators in the clinical and academic settings.

The program's outcomes:

- apply knowledge of advanced respiratory care concepts and functions in an integrated approach,
- draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused on respiratory care.

These outcomes aim to support practitioner development of responsibilities requiring a greater level of critical thinking and analytical skills in focused areas.

Bachelor of Science Requirements

Completion of 120-130 semester units including a minimum of 48 semester units of general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements and 72 major semester units (at minimum) in Respiratory Care.

Transferred Lower Division Coursework

- Completion of lower division major coursework (or equivalent to) Skyline College CoARC accredited Associate of Science (AS) Degree in Respiratory Care: **(minimum 41-43 units):**

  (Coursework completed at another CoARC accredited educational institution will meet lower division major coursework requirements)

- General Education Requirements:
  - Lower division semester unit pattern IGETC or CSU **(39 units):**
    - Area A-English Language Communication and Critical Thinking
    - Area B-Scientific Inquiry and Quantitative Reasoning
    - Area C-Arts and Humanities
    - Area D-Social Sciences
    - Area E-Lifelong Learning

Student Eligibility

- New graduates and Respiratory Care Practitioners who have completed an accredited Respiratory Care program equivalent to an Associate of Science in Respiratory Care and are California licensure eligible.

- Minimum 30 units equivalent to the California State University General Education pattern prior to program start.
- Minimum of 28 units of upper division major course work builds upon the lower division major course work.
- The degree also includes a minimum of 12 units of upper division general education courses in alignment with California State University guidelines.

Upper division Major Coursework in Respiratory Care (28 units)

- Advanced Cardiopulmonary Respiratory Care (3 units)
- Sleep Medicine and Respiratory Care (3 units)
- Advanced Respiratory Case Management (3 units)
- Principals of Health Education (3 units)
- Health Care Research Design and Methodology (3 units)
- Respiratory Care Leadership and Management I (3 units)
- Respiratory Care Leadership and Management II (3 units)
- Advanced Neonatal/Pediatric Respiratory Care (3 units)
- Respiratory Care Capstone Project (4 units)

Upper Division General Education (12 units)

- Medical Ethics (3 units)
- Public Health Policy (3 units)
- Multicultural Human Relations (3 units)
- Intersectionality and Citizenship (3 units)

The cost of in-state tuition is legislated at $130 per unit for upper division coursework and most courses utilize open educational resources that are relevant and current. Graduates complete an accessible, high quality, rigorous degree for under $7,000 (combined tuition and textbook materials).

Curriculum

Courses are paired in nine-week terms with faculty teaching synergistically amongst the two courses. Instruction is delivered fully online in synchronous and asynchronous modalities. Students log into the virtual classroom regularly during the week to complete assigned coursework. Additionally, they log onto the virtual

classroom synchronously four of the nine weeks. These dates are predetermined for each cohort.

The curriculum incorporates project-based learning by integrating health care industry situations and dynamics in the classroom. Students perform their work through a combination of intentionally identified individual and group experiences. Assignments engage students in content through applied experience while simultaneously recognizing and developing professional behaviors expected of health care professionals. Each course pair integrates at least two assignments that meld course outcomes to help students understand and apply context relevance.

1st Year – Term 1:

RPTH B10	Advanced Cardiopulmonary Care	3 units
RPTH B20	Advanced Respiratory Case Management	3 units

1st Year – Term 2:

RPTH B30	Principles of Health Education	3 units
COUN B10	Multicultural Human Relations	3 units

1st Year – Term 3:

RPTH B50	Respiratory Care Leadership and Management I Public Health Policy	3 units
SOSC B10		3 units

1st Year – Term 4:

RPTH B52	Respiratory Care Leadership and Management II	3 units
SOCI B10	Intersectionality and Citizenship	3 units

2nd Year – Term 5:

RPTH B40	Health Care Research Design and Methodology	3 units
PHIL B10	Medical Ethics	3 units

2nd Year – Term 6:

RPTH B15	Sleep Medicine and Respiratory Care	3 units
RPTH B60	Advanced Neonatal Pediatric Respiratory Care	3 units

2nd Year – Term 7:

RPTH B90	Respiratory Care Capstone Project	4 units

Heather Esparza (BSRC Graduate) and Dr. Dean R. Hess

Students build competence and effectiveness by practicing proactive communication strategies and positive attitudes to meet assignment deadlines, produce quality work reflecting critical thinking, and to effectively apply problem solving skills. These are model attributes of a healthcare professional in practicing Respiratory Care.

Students culminate the program coursework through a real workplace capstone project developed in collaboration with faculty and healthcare practitioners and are aligned with student area of interest.

Respiratory Care Faculty:

The program employees two full time and 7 adjunct faculty. Faculty bring background and practical experience which enriches the student learning. Faculty are members of the AARC and healthcare organizations, and have served in a multitude of leadership roles at the local, state, and national level.

Beatriz Qura del Rio, MSHCA, RRT, RRT-ACCS is the Faculty Coordinator for the BS Respiratory Care Program at Skyline College. She holds an A.S. in Respiratory Care from Skyline College, and an B.S. in Biological Sciences and an M.S. in Healthcare Administration from CSU East Bay. Beatriz continues to work as a practitioner at the Veteran Affairs Palo Alto Healthcare System and has implemented several quality improvement projects at her hospital and conducted new hire orientation for RCPs and RNs. Her main goal is to influence and inspire her students and support them throughout the BSRC program. In addition, Beatriz enjoys and feels very gratified when students reach their goals and succeed in the program towards their professional goals. Beatriz provides program oversight and leads instruction in Health Education, Leadership & Management II, and Capstone Experiences.

Elayne Rodriguez, MPH, BS, RRT, RRT-ACCS is the Director of Respiratory Care and Allied Health. She completed a Bachelor's of Sciences and a Master's in Public Health in Puerto Rico, a Certification in Data Analytics from Cornell University, and a Clinical Research Certification from Stanford University. Rodriguez was born and raised in Puerto Rico and moved to the San Francisco Bay Area in 1993. During her 27 year career in respiratory care, she worked in private and public hospitals as a registered respiratory therapist, supervisor and manager. She currently serves as membership chair for the California Society for Respiratory Care. Her goal is to improve patient's health through new pharmacological therapies, procedures and equipment. A mentor once told her "Knowledge is the key". She truly believes it. Elayne leads instruction for Health Care Research, Design, and Methodology.

Krystal Craddock, MSRC, RRT, RRT-NPS, RRT-ACCS, AE-C, CCM holds an A.S. in Respiratory Care from Butte Community College and a B.S. and M.S. in Respiratory Care from Boise State University. She started her career in respiratory care in 2007, working with adult and pediatric patients in critical care and trauma for the first five years. Craddock received her Certification in Case Management (CCM) and currently serves as Clinical Operations Manager and COPD Case Management Coordinator at the University of California, Davis Medical Center. She has presented Respiratory Care Case Management at respiratory state conferences, the COPD Foundation's annual conference, College of CHEST Physicians, ATS conference, and AARC congresses. She was awarded the Charles W. Serby COPD Research Fellowship in 2013 and the Mike West Patient Education Achievement Award in 2016 from the American Respiratory Care Foundation (ARCF) in 2013. Craddock leads instruction for Advanced Respiratory Case Management.

Raymond Hernandez, MS, RRT, RRT-NPS holds an A.S. in Respiratory Care from Fresno City College, a B.S in Health Services Administration from St. Mary's College, and a Master's in Public Health from San Francisco State University. He started his professional career in 1986 focusing energy and passion in the health care arena. As a licensed respiratory care practitioner, his efforts have centered on those with issues related to lung health; specifically, with populations prenatal to

18 years of age. His passion expanded to providing education in the clinical arena to health care colleagues and respiratory care students. In the academic arena, Ray has served as a faculty member, as the Director of the Respiratory Care Program, and as Dean for Science, Math, and Technology at Skyline. He continues to serve on the board for the California Society for Respiratory Care as chair for the Professional Advancement Committee and was recently appointed to the Respiratory Care Board of California as a board member. Ray co-leads instruction for Advanced Neonatal/Pediatric Care and Capstone Experiences.

Paul Roggero, MS, RRT, RPFT is a graduate of the Respiratory Therapy Program at Skyline College and holds a B.A. in Health Services Administration and an M. S. in Health Services Administration from St. Mary's College. Roggero has twice served as President of the Bay Area Chapter of the California Society for Respiratory Care and has been a member of their Program Planning Committee. He started his career in 1996 at Presbyterian Medical Center, now California Pacific Medical Center (CPMC). Paul moved into supervisory and management positions during his tenure at CPMC after working in adult critical care and air medical transport. In 1996, Paul joined Davies Medical Center as the Clinical Manager. He then joined Kaiser San Francisco as the Manager of Pulmonary Clinical Services. During his time with Kaiser, Paul also managed multiple Centers while also managing other clinical departments in addition to Respiratory Care Services. He has instructed Advanced Cardiopulmonary Care, Leadership and Management, and the Capstone Project in the Skyline BSRC Program. Paul leads instruction for Advanced Respiratory Care and co-leads instruction for Capstone Experiences.

Katie Sabato, MS, RRT, RRT-NPS, FAARC holds a B.S. from Smith College and a Master's in Health Sciences from San Francisco State University. She dedicated forty years of her professional life to many aspects of respiratory care with a significant portion to leadership and neonatal pediatrics at UCSF Benioff Children's Oakland. She is a member of the national and state professional organizations. She served as chair of AARC Neonatal Pediatric Section, as a member of the AARC international section, and is a National Sputum Bowl winner. Katie currently serves on the CSRC educational committee and is also a certified Ethics instructor. She is an author of many publications and has presented at many

international, national, and state respiratory educational events. Teaching Leadership and Management along with Advanced Neonatal Pediatrics, she encourages student development throughprofessional representation on health care organizations. Katie leads instruction for Leadership & Management I and Advanced Neonatal/Pediatric Care.

Kimberly Trotter, MA, RPSGT holds a Master's in Psychology from Sac State, with an emphasis on sleep research and is a registered polysomnographic technologist and is licensed with the State of California. She has been in the sleep medicine profession for over 30 years. Trotter founded and developed the UCSF Sleep Disorders Center and grew it from a 2-bed lab to a 12-bed lab studying both adults and children. She accredited the sleep lab with the American Academy of Sleep Medicine. Trotter also managed the UCSF Pulmonary Function Lab, and Pulmonary Rehab departments, as well as the Sleep and Pulmonary Clinics. She currently manages the Pediatric Sleep Lab at UCSF Benioff Children's Hospital, Oakland. Trotter has written many articles and chapters on sleep medicine and received a Fellow Award with the American Association of Sleep Technologists. Kimberly leads instruction for Respiratory Care Sleep Medicine.

Upper division general education is strategically incorporated, and faculty work collaboratively to integrate course content across courses to help students understand and apply encompassing world views to practice.

Nick Alvarez, MA holds a B.A. in Philosophy and Psychology and a Master's in Philosophy from San Francisco State University. He teaches in the discipline of Philosophy at various colleges and universities. Nick leads program instruction for Medical Ethics.

Chadwick Campbell, MPH holds a B.A. in Sociology and a Master's in Public Health from San Francisco State University. He has worked with many community-based organizations supporting HIV and AIDS programs as well as collaborating in research focused on gender and sexuality. He teaches in the disciplines of health sciences, social sciences, and sociology. Chadwick leads program instruction for Public Health Policy and Intersectionality & Citizenship.

Contact Information:

BSRC Degree Advancement Home Page:
http://skylinecollege.edu/respiratorycarebachelors/

For questions, please contact Beatriz Qura del Rio at quradelriob@smccd.edu

Professional Positions Posted

***University of North Carolina-Wilmington, *Augusta University, *Upstate Medical University-Syracuse, *Norton Healthcare, *University of Virginia Health System**

Master of Science in Respiratory Care for Entry-Level Practice

By Melissa J. Yanes, MS, RRT, RRT-ACCS
José D. Rojas, PhD, RRT, RPFT
Assistant Professor, Director of Clinical Education
Associate Professor, Chairman
Department of Respiratory Care, School of Health Professions
The University of Texas Medical Branch - Galveston

We are excited to announce the beginning of a new chapter in the history of The University of Texas Medical Branch (UMTB) at Galveston. Effective in the fall of 2021, we will welcome the inaugural cohort of our entry-level Master of Science in Respiratory Care (MSRC) students! While not the first entry-level MSRC program in the country, respiratory therapy faculty members are proud to be one of six!

The UTMB campus was established as the first medical school in the state of Texas in 1891. It is also home to the first nursing and allied health science schools in Texas. Despite two major hurricanes that nearly destroyed the island (the Great Storm of 1900 and Hurricane Ike in 2008), the University has grown to include four schools (Medical School, School of Nursing, Graduate School of Biomedical Sciences, and a School of Health Professions). UTMB is a major academic medical center and a member of the Texas Medical Center, a non-profit umbrella organization that constitutes the largest medical complex in the world.[1] The combined enrollment in Fall of 2020 was 3,458 students. The School of Health Professions, established in 1968, offers graduate programs in Clinical Laboratory Science, Health Professions, Nutrition and Metabolism, Occupational Therapy, Physical Therapy, and now Respiratory Care. It also offers undergraduate programs in Clinical Laboratory Science. The Respiratory Care Program at UTMB was established in August of 1993, following transfer from the University of Texas

Health Science Center in Houston. The program has six full-time faculty and seven paid clinical instructors.

The memorial statue to the right serves to represent the resiliency of Galveston and UTMB. The bronze sculpture is located on the Seawall and was dedicated on the 100th year anniversary of the "Great Storm of 1900". That storm was the greatest natural disaster to ever strike the United States and over 6,000 people were lost to the storm. The statue represents the suffering of the victims of the storm and the strength of the survivors who stayed and rebuilt the city. The storm struck in the infancy of the medical school and there were suggestions that UTMB should close after the 1900 storm. The now famous telegram from the Chairman of the Board of Regents at the time to the Galveston campus "The University of Texas stops for no storm", serves as a reminder of the resiliency of the University and the people of Galveston. When faced with similar destruction after Hurricane Ike, the University again dug in and resolved to rebuild. The photos below represent the efforts of citizens, faculty, and students to rebuild and raise the schools to even better position. UTMB lives up to its motto of "Working Together to Work Wonders". The current pandemic has made obvious the need for well-trained respiratory therapists and UTMB is rising to that challenge with the implementation of our MSRC.

Foundation Program (MSRC)

The Entry-Level Master's Degree (MSRC) or Foundation Program is designed for those just beginning their professional training with little prior knowledge of Respiratory Care and requires 94 semester hours of professional course work after entry into the program. Pre-requisites for entry into the program are a baccalaureate degree with minimum 2.75 GPA, 8 credit hours of anatomy, 4 credit hours each of chemistry, physics, and microbiology, and 3 credit hours of statistics.

Outcomes Prior to MSRC

UTMB has graduated over 200 therapists since 1993. Our graduates have gone on to enjoy successful careers in Respiratory Care throughout the State of Texas. Not only are our graduates sought out by regional employers, we also have sought graduates of our program as paid clinical instructors. Three of our most recent full-time faculty positions have been filled by UTMB alumni. UTMB has received recognition from the CoARC for Distinguished RRT Credentialing Success annually since 2012. The recognition is based on meeting four metrics

reported in the CoARC Annual Report of Current Status. Those metrics include: 1) three or more years of outcomes data; 2) continued accreditation without a progress report; 3) RRT credentialing success of 90% or greater; and 4) meet or exceed established CoARC thresholds for CRT credentialing success, retention, and on-time graduation rate. We anticipate the MSRC will enjoy equal success.

utmb Health
School of Health Professions

Master of Science in Respiratory Care

Semester 1 - Fall			**Course Description**	**Credits**
	RESC	5103	Respiratory Therapeutics Lab	1
	RESC	5301	Pharmacology	3
	RESC	5303	Introduction to Respiratory Care	3
	RESC	5401	Disease Management I	4
	RESC	5501	Cardiopulmonary & Renal Physiology	5
			TOTAL SEMESTER CREDITS	**16**
Semester 2 - Spring				
	RESC	5101	Instrumentation Lab	1
	RESC	5201	Intro to Research	2
	RESC	5402	Neonatal-Pediatric Respiratory Care	4
	RESC	5404	Mechanical Ventilation I	4
	RESC	5502	Physiologic Monitoring & Instrumentation	5
			TOTAL SEMESTER CREDITS	**16**
Semester 3 - Summer				
	RESC	5102	Graphics Interpretation Lab	1
	RESC	5302	Cardiopulmonary Diagnostics I	3
	RESC	5405	Mechanical Ventilation II	4
	RESC	5601	Clinical Practice I	6
			TOTAL SEMESTER CREDITS	**14**
Semester 4 - Fall				
	MSHP	5310	Human Resource & Leadership	3
	BBSC	6222	Intro to Biostatistical Methods	2
	RESC	6301	Evidence Based Practice	3
	RESC	6801	Clinical Practice II	8
			TOTAL SEMESTER CREDITS	**16**
Semester 5 - Spring				
	RESC	6201	Education Methods	2
	RESC	6202	Cardiopulmonary Diagnostics II	2
	RESC	6401	Disease Management II	4
	RESC	6802	Clinical Practice III	8
			TOTAL SEMESTER CREDITS	**16**
Semester 6 - Summer				
	RESC	5301	Medical Ethics	3
	RESC	6203	Capstone Experience	2
	RESC	6302	NBRC Board Review	3
	RESC	6803	Clinical Internship	8
			TOTAL SEMESTER CREDITS	**16**
			TOTAL PLAN CREDITS	**94**

Health Education Center

The 160,000 square foot Health Education and its state-of-the-art simulation center have been essential in continuing our educational mission during the pandemic. It has also provided needed resources to our hospital during surges, by loaning part of our ventilator fleet and providing essential training resources. The center includes a community home environment, acute care units, birthing suites, operating rooms, an ambulance bay, and critical care units. In addition to simulation space, the center boasts modern learning classrooms and studios that will enhance interprofessional learning. The clinical space increases in acuity as one raises to different levels of the building.

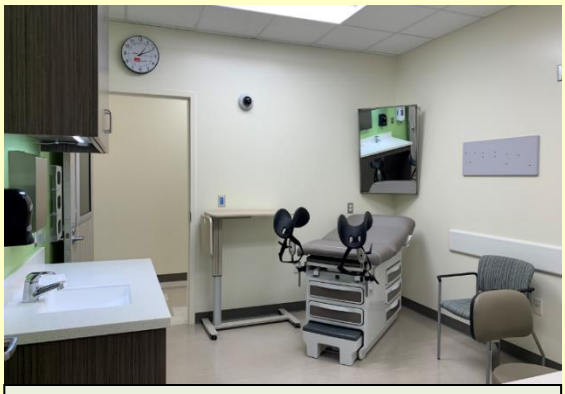
First floor student study space

The first floor has large learning spaces, group study rooms, individual student study cubicles, and a food grill. The second floor has three large classrooms, group study rooms, and large clinical skills labs. The third floor has acute care hospital beds with human patient simulators (birthing moms, SimMan, and pediatric patients), and a community home environment.

Second Floor Common Skills Lab

Second floor large learning studio

The fourth floor is dedicated to standardized patient encounters. Finally, the fifth floor has a 10-bed critical care environment and two simulated operating room suites



Fourth Floor Standardized Patient Exam Room

Fifth Floor Critical Care Room

Fifth Floor Critical Care Room

Interprofessional Education

Interprofessional Education at UTMB plays a vital role in our students learning and success as healthcare professionals. Interprofessional Education and collaboration with other programs allows our students to become familiar with roles and responsibilities, scope of practice and focuses on team communication. Some IPE activities involve nursing, physician assistant, physical therapy and respiratory care students (see photo on the right).

Graduating Class of 2020 -all graduated on time despite the pandemic and all passed TMC at high cut-score. All but two have earned the RRT credential.

Faculty and Staff

José D. Rojas, PhD, RRT, RPFT – Associate Professor (Tenured), Department Chair. Dr. Rojas has been an Associate Professor with UTMB since 2007. He became chair of the department in 2014 and received tenure in 2016. He is a non-traditional student who completed his PhD after having worked as a registered therapist for 17 years. He received his PhD in Physiology from Texas Tech University Health Sciences Center in 2000 and completed a three-year post-doctoral fellowship at Yale University School of Medicine in the Department of Cellular and Molecular Physiology. Dr. Rojas then went on to teach Respiratory and Renal Physiology at Ross University School of Medicine for three years. Since coming to UTMB his undergraduate teaching interests have been in simulation and mechanical ventilation. His teaching interests in our graduate program are in educational technology and simulation. He has basic science interests in cell physiology, intracellular pH regulation, and fluid transport. Besides his basic science publications and presentations, Dr Rojas has presented at the AARC Conferences focusing on simulation and teaching technologies. Dr Rojas' current research interest is in gathering pulmonary function data, including airway resistance and lung reactance in post-COVID survivors.

Daneen Nastars, DHSc, RRT, RRT-ACCS –Assistant Professor of Instruction and Program Director. Dr Nastars is an Assistant Professor and will be entering into her 10th year of teaching at UTMB. Daneen is a graduate of Texas State University, earning her BSRC in 1997. She completed her Master of Science in Clinical Practice Management from Texas Tech University in 2013 and completed her doctoral studies earning a DHSc from Nova Southeastern University in 2019 with an emphasis in Health Care Education. In addition to her duties as Program Director, Daneen teaches Pathophysiology and Patient Assessment, Mechanical Ventilation, Graphics Interpretation Lab and Rehabilitation and Home Care. Daneen's areas of interest are Interprofessional Education, simulation, and COPD education. Daneen has published in the Respiratory Care Journal on COPD and 30-day readmission disparities. Daneen's clinical background includes ten years' experience working in a children's hospital. After leaving the hospital, Daneen worked as a Donation Clinical Specialist for Life Gift Organ Donation.

Melissa Yanes, MS, RRT, RRT-ACCS, Assistant Professor of Instruction and Director of Clinical Education. Melissa J. Yanes has been an Assistant Professor of Instruction at UTMB since 2015 and became the Director of Clinical Education in 2020. She completed her Bachelor of Science in Respiratory Care from the University of Texas Medical Branch in 2012 and her Master of Science in Health Education from Texas A&M University in 2014. Prior to joining UTMB, Melissa worked in adult critical care areas at Houston Methodist Hospital in the Texas Medical Center. Her teaching areas of interest include Adult Critical Care, Chronic Obstruction Pulmonary Disease (COPD) Education, Respiratory Therapeutics, and Critical Care Instrumentation. Clinically, she instructs in the intensive care unit and general floors at Houston Methodist Hospital in the Texas Medical Center. She also holds instructor credentials for Advance Cardiovascular Life Support (ACLS), Basic Life Support (BLS) and teaches at the Life Support Education Lab at UTMB. Since joining UTMB, Melissa has been active in interprofessional education activities, recruitment, and community outreach programs. Melissa has facilitated interprofessional activities involving School of Medicine, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant and Respiratory Care students. She has attended several local high schools and universities to talk about the Respiratory Care profession and the Respiratory Care program at UTMB. She also serves as the Student Section co-chair for the Texas Society for Respiratory Care Program Committee where she hopes to continue taking an active role for future respiratory therapists in the state of Texas.

Bruce Adcock, M.Ed, RRT, RRT-NPS, CHSE – Assistant Professor of Instruction. Bruce Adcock has been an Assistant Professor of Instruction at UTMB since 2013. He completed his Bachelor of Science in Respiratory Care from Texas State University and his Master of Education in Instructional Technology from Texas Tech University. With 17 years of pediatric and neonatal respiratory care experience, Bruce serves as the department's specialist in neonatal and pediatric respiratory care. Along with neonatal and pediatric respiratory care, he teaches pharmacology, graphics interpretation and diagnostics. Clinically, he instructs in the PICU, NICU and pediatric floors at Children's Memorial Hermann in the Texas Medical Center in Houston. He also serves as faculty for the Master of Health Professions, where he teaches courses in course development, clinical and laboratory education and clinical simulation. Since joining UTMB, Bruce has been active in interprofessional education and human patient simulation. Bruce has been on the planning committee and a facilitator for the school wide interprofessional activity, "What's Wrong with Warren", which includes the School of Medicine, School of Health Professions, Graduate School of Biomedical Sciences and School of Nursing. His current research interests are pediatric and neonatal respiratory care, clinical simulation and interprofessional education. Bruce currently has several manuscripts on these subjects in process.

Muzna Khan, MS, RRT, RRT-ACCS -–Assistant Professor of Instruction. Muzna Khan has been an Assistant Professor of Instruction at UTMB since 2015. She completed her Bachelor of Science in Respiratory Care from UTMB in 2010 and her Master of Science in Clinical Practice Management from Texas Tech University in 2013. As a faculty of the Respiratory Care department, Muzna teaches Pulmonary Functions Testing, Physiologic Monitoring, Introduction to Research, and graduate courses in Health Information Management, Quality Assurance, and Risk Management. In addition, her clinical coursework focuses on Adult ICUs and acute care at UTMB. Prior to her joining the UTMB Respiratory Care department, Muzna primarily conducted cardiopulmonary research with the UTMB Department of Anesthesiology, and was involved with several grants funded by NIH, Department of Defense Office of Naval Research (ONR), and the US Army Medical Research and Material Command since 2010. She has presented her work as an invited speaker or abstracts at several conferences including American Association for Respiratory Care, Society of Critical Care Medicine, and Military Health Science Research

Symposium. Muzna's research focuses on developing and testing fluid resuscitation medical devices for treating shock and trauma. She is currently collaborating on development of decision support and closed-loop resuscitation systems with the use of smart monitoring technology. She also received grant funding to study pulmonary function in post-COVID survivors.

Sachin Patel, MHA, RRT, RRT-ACCS, Assistant Professor of Instruction. Sachin Patel has recently joined the department as an Assistant Professor of Instruction. He completed his Bachelor of Science in Respiratory Care from The University of Texas Medical Branch in 2012 and his Master of Science in Healthcare Administration from Texas Tech University in 2018. Prior to joining the UTMB Respiratory Care department as full-time faculty, Sachin was employed by Houston Methodist Hospital (HMH) in the Texas Medical Center. At HMH, Sachin worked as a Lead Respiratory therapist, staff and patient educator, clinical preceptor, and was part of the Code Blue Emergency Response, and Labor and Delivery team. He also served as a clinical instructor for UTMB BSRT program since 2016. His primary clinical areas of interest are managing patients with cardiovascular disease, including cardiac and pulmonary rehabilitation. He also has interest in the respiratory management and care of patients with amyotrophic lateral sclerosis. Sachin has been highly respected by his peers for his skills in the ICU and nominated by students for recognition by the AARC as a clinical preceptor in 2018.

Gina Rovello-Martinez – Coordinator II. Gina joined the department in 2015 and serves as our departmental Wonder Woman. She completed her Bachelor of General Studies from West Texas A&M University in 2009.

Aristedes P. Koutrouvelis, MD, FCCP -Professor and Co-Medical Director. Dr Koutrouvelis is a board-certified anesthesiologist and critical care intensivist. He has served as Co-Medical Director since the program moved to Galveston. Dr Koutrouvelis serves as the Associate Chief Medical Officer at the UTMB Clearlake Campus and the Division Chief for Critical Care Medicine.

Beth Teegarden, MD Associate Professor and Co-Medical Director. Dr. Teegarden joined UTMB as an Assistant Professor in the Department of Anesthesiology in 2015 and has served as the Medical Director of the Surgical Intensive Care Unit and a Co-Medical Director of the Respiratory Care Department since April 2019. Additionally, she was appointed to the National Board of Respiratory Care's Board of Trustees in 2018 and the American Society of Anesthesiologist's Committee on Respiratory Care in 2019. She is a board-certified Anesthesiologist and Critical Care physician from the American Board of Anesthesiology and holds a testamur status from the National Board of Echocardiography in Critical Care Echocardiography. She earned her medical degree from the University of Texas Health Science Center at San Antonio, completed a residency in Anesthesiology at the University of Illinois - Chicago, and a fellowship in Critical Care Medicine at the Medical University of South Carolina.

Contact Information

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ASRT to BSRT & MSRC Degree Advancement Programs

BSRT and MSRT Entry Programs

Graduate Respiratory Therapist Programs

www.CoBGRTE.org

Interview

Pat Munzer, DHSc, RRT, FAARC

Dean, School of Applied Studies
Washburn University
President, Commission on Accreditation for Respiratory Care

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 was always interested in a career in healthcare. Initially I thought about being a physical therapist. During a campus visit at Quinnipiac College (now Quinnipiac University) in Hamden CT, the advisor discussed the profession of respiratory therapy. So intrigued with what was learned, I pursued the college's respiratory therapy program.

While at a RT clinical rotation at a Connecticut hospital, I saw a posting on the bulletin board for a residency program at the Kansas University Medical Center (KUMC) in Kansas City, KS. I decided that I would move to Kansas City after graduation and complete the one-year residency. That residency provided a broad exposure and experiences in many clinical settings, and patient age groups. It also had me teach some classes. The residency solidified my career path; I knew that I wanted to work with patients who were kids/babies and that someday I would like to teach.

Upon completion of the KUMC Residency in 1977, I was offered the position of team leader in their pediatric/neonatal ICU at KUMC. As a practicing respiratory therapist, I have worked in Kansas City, Hartford, CT and Topeka, KS. A subsequent career move brought me into higher education.

2. Who were your mentors?
-What/how did they contribute to your career?

While doing my residency at KUMC, Dr. Hugh Mathewson and Homer Rodriquez became my mentors. Dr. Mathewson was the Medical Director for the

Respiratory Therapy Department and Mr. Rodriquez was Director of the Respiratory Department at KUMC.

Homer gave me the opportunity to serve as a team leader in pediatrics/neonatal ICU and later to serve as the evening shift supervisor. The experience I gained in management under his tutelage has served me well in the various leadership roles I have held since then.

Dr. Mathewson was instrumental in getting me into higher education. In 1984, I was approached by Washburn University in Topeka KS to help develop a respiratory therapy educational program. I knew little about setting up a respiratory therapy program and nothing about the process of how new respiratory therapy educational programs became accredited. The first person I contacted was my mentor Dr. Mathewson and he agreed to come up to Topeka as a consultant. At the time, I was not aware of his role in the Commission on Accreditation for Respiratory Care (CoARC).

After reviewing what was needed for curriculum and the accreditation standards, we went out to lunch. Dr Mathewson grilled me on what I wanted to do in the future. In other words- did I want to continue practicing respiratory care or did I want to teach? I told him I always wanted to be a clinical coordinator. After our discussion he said to me, “do you want to do all the work getting this program developed and accredited then have someone else take over as program director?” He then went on and said that I should at least consider being the program director. [Actually, when we got back to campus after lunch, Dr Mathewson walked into the Dean’s office and told the Dean to hire me.] Next thing I knew I had a contract and was appointed program director of the new at Washburn University’s Respiratory Therapy program.

My mentor in higher education became Dr. Willie Dunlap. When I first started at Washburn University, he was my associate dean and then two years later became dean. He helped me understand the culture of education. Also, when I started at Washburn University, I only had an associate degree. Dr Dunlap knew that in order to keep my job I would have to get a master’s plus 12 hours in 6 years in order to apply for tenure. He was instrumental in helping me select the degree path to pursue to meet this goal. After he retired, I was appointed interim dean in July 2013. I was appointed Dean of Washburn University’s School of Applied Studies in December 2013.

3. **How did furthering your education contribute to your professional career? What got you on your path with leadership positions with respiratory care?**

I believe I would have continued on for a RT bachelor's degree at some point during my clinical practice. But moving into higher education I was required to obtain a master's degree plus 12 hours within 6 years in order to keep the position of program director and later to apply for and obtain tenure. I got my bachelor degree in 1987 and my master degree in 1990.

I decided to pursue a doctorate degree even though Washburn University did not require it. I completed the course of study over 2 years and in 2006 obtained my Doctor of Health Science from Nova Southeastern University. In April, 2010 I was appointed interim associate vice president for academic affairs at Washburn University. I served in this position for 9 months. I do not believe I would have had this opportunity if I did not have my doctorate.

4. **What are some key lessons you have learned?**

I learned our profession is constantly changing! In order to stay current, one has to be open to new ideas. I love learning and being involved in my respiratory therapy profession. My involvement in the Kansas Respiratory Care Society (KRCS), AARC and CoARC helped me learn about the various aspects of our profession: the profession itself, the impact of respiratory diseases on the community, and on how to be an effective leader.

I am fortunate to have met many wonderful and supportive respiratory therapist through my volunteer and leadership roles in the KRCS, AARC, and CoARC. Many have become mentors and friends. One key in being successful is to develop and cultivate a network of colleagues. You never know where you will end up.

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

My advice to graduates is to keep learning because our profession is always changing. It is also important for graduates to be respectful, honest and kind to others. Treat your patients, colleagues and others as you would want to be treated. Remember that respiratory care is not just a job, it is a helping profession.

Lastly, be open minded to other's opinions. You may not always agree with those opinions, but there is always something that can be learned.

Valencia College Respiratory Care Program
Preceptor CEU Program

By Kimberlee Harvey, MS, RRT, RRT-NPS
Program Director for Respiratory Care

Valencia College faculty delivered approximately 60 preceptor CEU certificates to Central Florida hospitals shortly before the holiday break. Select respiratory therapists who are based in a hospital setting are being recognized by the college for their mentorship and professionalism that they portray toward students during clinical rotations. Certificates will be printed and delivered at the end of each semester to all of the local hospitals affiliated with the college. The criteria for being awarded these CEU's are:

- Assigned with a student for 12 hours (1 CEU for every 12 hours reported/max 6 CEU's in a biennium)
- Preceptors receive > or equal to 4 points on a 5 point Likert scale on the student evaluation the entire semester (Demonstrate professionalism and mentorship)
- Preceptors have completed 1 skill assessment per day (Trajecsys Skills comps related to AARC Guidelines)

This program rewards preceptors who go above and beyond to educate students in the clinical setting using their natural abilities to teach. Preceptors learn AARC Guidelines through skills checkoffs and professionalism expectations through training videos within Trajecsys.

Collaboration with the Florida State Society of Respiratory Care in the future will allow more colleges in Florida to offer this program to their preceptors. We value the commitment and continuous support the community has provided to ensure our students have an exceptional clinical experience.

Kimberlee Harvey and Tom Berlin (Advent Health)


Jana Grzskowiak and Ti-Leigh Telford (Orlando Health)

CoBGRTE Membership Committee Drawing

All Active Members Eligible

Win an Apple Mini iPad 5 by paying for 2021 dues with the *Auto-Renewal Option*

Drawing (Extended) until March 1, 2021 and includes all active members with Auto-Renewal paid by 2/28/21.

Apple Mini 7.9-inch iPad mini Wi-Fi 64GB

(Latest Model 5)

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CoBGRTE Institutional Members – Continued

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Southern Connecticut State University
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Boston Children's Hospital
Canisius College
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University of Cincinnati
University of Michigan – Flint
Liberty University
Ozarks Technical College
North Carolina Respiratory Care Board
Vidant Medical Center
Norton Healthcare
Duke University Hospital
Ohlone College
Ferris State University
University of Pennsylvania Health System
Loma Linda University
Spokane Community College
California Society for Respiratory Care

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

Reasons Why You Should Become a CoBGRTE Member

1. Award scholarships to baccalaureate and graduate respiratory therapy students.
2. Assist in the development of ASRT to BSRT Bridge Programs.
3. Collectively work towards the day when all respiratory therapists enter the profession with a baccalaureate or graduate degree in respiratory care.
4. Support a national association, representing the 70 colleges/universities awarding baccalaureate and graduate degrees in respiratory care, to move forward the recommendations of the third 2015 conference.
5. Help start new baccalaureate and graduate RT programs thus leading to a higher quality of respiratory therapist entering the workforce.
6. Work to change the image of the RT profession from technical-vocational-associate degree education to professional education at the baccalaureate and graduate degree level.
7. Mentoring program for new graduates as well as new faculty members.
8. Join colleagues to collectively develop standards for baccalaureate and graduate respiratory therapist education.
9. Develop public relations programs to make potential students aware of baccalaureate and graduate respiratory therapist programs.
10. Help to publicize, among department directors/managers, the differences between respiratory therapists with associate, baccalaureate and graduate degrees.
11. Access to over 75 Spotlight articles on BSRT and RT graduate programs, and major medical centers.
12. Round table discussion dinners and Meet & Greet member receptions held in conjunction with the AARC Summer Forum and the International Congress.
13. Help to support maintaining a roster and web site for all baccalaureate and graduate respiratory therapist programs.
14. Collaborate with CoARC and AARC to improve respiratory therapy education.

Editorial Board

CoBGRTE™

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

"Dedicated to Improving Respiratory Therapy"

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