

The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

March 27, 2018 Volume 7 (3)



Spotlight Article

Youngstown State University

Master of Respiratory Care Program

Bitonte College of Health and Human Services

Department of Health Professions

By Kelly L. Colwell EdD, MRC, RRT, NPS, CPFT, AE-C

Program Director/Assistant Professor

The University

Youngstown State University (YSU) is a comprehensive urban research university that offers nearly 13,000 students more than 105 undergraduate programs, and 50 graduate programs including doctorate programs in engineering, education, and physical therapy. YSU is backed by a strong tradition of

teaching, scholarship and public service. The average class size at YSU is 21 and we have a student to faculty ratio of 14:1. YSU is also a major educational and economic development resource in the region, YSU is known for its focus on academic research and creative programs that transform its students into successful professionals, scholars and leaders.

Tracing its humble origins back to 1908, Youngstown State University is in the heart of the *Tech Belt* between Cleveland and Pittsburgh. YSU provides opportunities for students to actively



participate with accomplished faculty, often in one-on-one settings, on advanced research and creative collaborations. The beautiful 145-acre campus includes high-tech classrooms, state-of-the-art labs and performance facilities, medical simulation labs and a variety of on-campus housing options and recreational facilities among the best in the nation. YSU today consists of seven colleges that

offer undergraduate and/or graduate degrees and certificates.

- The College of Liberal Arts and Social Sciences (CLASS)
- The College of Science, Technology, Engineering, and Mathematics (STEM)
- The Williamson College of Business Administration
- The Beeghly College of Education
- The Bitonte College of Health & Human Services
- The College of Creative Arts & Communication
- The College of Graduate Studies

The Bitonte College of Health and Human Services is the largest academic college at the university. The university also boasts 18 athletics teams, including a four-time national champion football team, that compete on the Division I NCAA level. Youngstown State University is also positioned in the top three of the most cost-effective state universities in Ohio.

The Program

Youngstown State University's Master of Respiratory Care Program (MRC) has been designed specifically for busy respiratory therapy professionals, who have graduated from a CoARC accredited respiratory care program, that desire to enhance their career options in research, education, clinical and leadership roles within the respiratory care profession while attaining their professional terminal degree.

The many resources available to respiratory care practitioners, through key professional organizations, are also integrated throughout the program. The core of the MRC curriculum builds on skills related to clinical research, grant writing, leadership development, and technology applications related to both



educational and administrative settings. If you're seeking ways to enhance your skills and education, along with the flexibility that fits your busy schedule, the MRC program is delivered fully online to meet your needs.

The 30-credit hour MRC program at YSU requires no need to visit YSU's campus to attend conventional classes. Courses are offered, spring summer and fall semesters allowing busy professionals to start and work towards degree completion at their own pace. YSU also has one of the most affordable tuition rates in Ohio.

“Advancement within your respiratory career starts with the proper level of education, experience and perseverance. If you're seeking to aspire to the professional role of leadership, educator or research investigator, this program prepares you academically to achieve those goals.”

*Kelly L. Colwell EdD, MRC, RRT
Program Director*

Curriculum

Youngstown State University

Master of Respiratory Care – 2017-2018

Hours Required: 30 semester hours (SH)

Banner ID:			Admitted: Semester _____ Year _____		
Name:					
Address:					
City, State, Zip					
Phone:					
Email:			Degree: MRC Major: Master of Respiratory Care		
ADMISSION REQUIREMENTS			REQUIRED CORE COURSES (27 SH)		
SH			SH		
GR			GR		
3.0 minimum GPA			RESC 6900 The Respiratory Care Profession		
Current state license as a respiratory care practitioner.			RESC 6950 Respiratory Care Research		
National Board for Respiratory Care (NBRC) professional RRT (advanced practitioner) credential.			HHS 6981 Grant Writing		
Membership in the American Association for Respiratory Care (AARC) in order to access data/projects that will be needed in academic coursework.			RESC 6906 Respiratory Care Seminar		
An (optional) personal interview and/or additional information as requested by the program's admission committee.			RESC 6908 Leadership Development in Respiratory Care		
Applicants must submit the following items to the School of Graduate Studies and Research.			RESC 6920 Technology Applications in HHS		
Official transcripts from each college or institution of higher learning attended (other than YSU).			RESC 6910 Competency Assessment in Respiratory Care		
An official report of Graduate Record Examination (General Test) scores completed within the past five years if applicant's unrecalculated cumulative undergraduate GPA is less than 2.7.			RESC 6915 Education and Accreditation in Respiratory Care		
A letter of intent stating one's professional goals and how graduate education in respiratory therapy will help fulfill said goals.			CJFS 6942 Research and Statistics		
Three (3) letters of recommendation from individuals familiar with the applicant's academic or professional background.			RECOMMENDED ELECTIVES (3 SH required)		
			RESC 6930 Managing Respiratory Services		
			RESC 6922 Special Topics in Respiratory Care		
			HHS 6922 Planning and Fiscal Management		
			HHS 6950 Professional Codes in Health Care		
			HHS 6958 Health Service Issues		
			AHLT 5816 Environmental Regulations for Health Care		
			AHLT 5840 Comparative Health Care Systems		
			AHLT 5807 Epidemiology		

Complete Information about the Online Master of Respiratory Care Program:

<http://web.yzu.edu/online/respiratorycare>

Department of Health Professions
Joseph J. Mistovich, Chairperson, Professor
Phone: 330.941.3326
Email: jmistovich@ysu.edu
Department of Health Professions Website:
<http://web.yzu.edu/koehs/hp>

Master of Respiratory Care
Kelly L Colwell, Program Director, Assistant Professor
Phone: 330.941.2631 Fax: 330.941.2921
Email: kcolwell@ysu.edu
Graduate Bulletin (Catalog):
http://www.yzu.edu/academics#L_graduate-degrees
School of Graduate Studies information available at:
<http://www.yzu.edu/academics/college-graduate-studies>

The Faculty



Kelly L. Colwell EdD, MRC, RRT, NPS, CPFT, AE-C is an Assistant Professor in the Department of Health Professions at Youngstown State University for the Bachelors of Respiratory Care program, the BSRC completion program and serves as the Director of the Master of Respiratory Care Program. Dr. Colwell received his diploma in respiratory care from Thiel College in Greenville Pennsylvania, his Bachelor of Science in Applied Science (BSAS) from Youngstown State University and was the first graduate of Youngstown State University's Master of Respiratory Care Program in 2013. Kelly also completed his dissertation in 2017, fulfilling the requirements for his EdD in leadership from Youngstown State University as well. Kelly began teaching clinically for Youngstown State in 1990 and became an adjunct instructor in 1993. He became full time faculty in 2016, then graduate program director after completing his doctorate in 2017. Kelly has spent 32 years within the neonatal pediatric arena of patient care working at Tod Children's Hospital in Youngstown and then Akron Children's Hospital. Kelly is a member and active within the AARC, CoBGRTE, NBRC, Phi Kappa Phi and the Ohio Society for Respiratory Care (OSRC), where he serves as the OSRC Neonatal-Pediatrics Chair and eastern district representative. He is also involved with and has published research in exercise testing for children, improvement of access for pediatric asthma follow up care, improvement of access to health care for the homeless and those underinsured that are afflicted with pulmonary diseases and research involving speech recognition for electronic medical records (EMR) documentation. Dr. Colwell is also on the editorial board for *The Annals of Reviews and Research, Journal of Pulmonary and Respiratory Science* and *The Journal of Public Health Issues* and is a peer reviewer for *Respiratory Care*. Kelly also has multiple abstract publications and presentations relating to children with asthma. He has been recognized for and received the Ohio, Neonatal Pediatric Practitioner of the year award and has received distinguished teaching awards, for his clinical contributions, from both Youngstown State University and Tod Children's Hospital pediatric residency staff.



Salvatore Sanders, PhD, RRT, CPFT is a Professor in the Department of Health Professions and serves as Dean of the College of Graduate Studies at Youngstown State University (YSU) in Youngstown, Ohio. Sal credits Youngstown State University with providing him a great respiratory care education and the opportunity to earn his B.S.A.S. degree in Allied Health. Sal earned his Master of Science (M.S.) in Technical Education and Doctor of Philosophy (Ph.D.) degrees at The University of Akron in Akron, Ohio. Sal also enjoys the opportunity to teach technology related courses in both of YSU's Master of Respiratory Care (MRC) and Bachelor of Science in Respiratory Care Programs.

Sal brings clinical, technology, and management skills to the online learning environment. He encourages students enrolled in his technology applications courses, to apply technology in ways that enhance education and management. He has held several respiratory care and educational positions that allowed him to learn and enhance his professional knowledge and skills, including: Respiratory Therapist, Clinical Instructor, Director of Clinical Education, and Professor of Health Professions.

Dr. Sanders has been recognized as a distinguished professor for excellence in teaching at Youngstown State University. His research interests include health behaviors, student feedback expectations, voice recognition and instructional technology. He is presently working with colleagues on research involving the application of speech recognition to medical records. Sal has also co-authored multiple publications related to health care and respiratory therapy.



Mary L. Yacovone M. Ed, RRT is an Associate Professor in the Department of Health Professions and serves as Director of the Bachelor of Science in Respiratory Care Program, The on-line Bachelor of Science in Respiratory Care Completion program and the Polysomnography Certificate Program at Youngstown State University. Mary is a graduate of Youngstown State University with an associate and bachelor of science degrees in applied science. She holds a master of education degree from Kent State University.

Mary has worked in variety of respiratory care settings (neonatal, pediatric, critical care, skilled nursing facilities, home care, rehabilitation and education). Mary is an active member of the OSRC, AARC, CoBGRTE, and serves as a site visitor for CoARC.

Mary has been recognized as a distinguished professor for excellence in teaching at Youngstown State University. Her teaching and research interests include adult critical care, cardiopulmonary disease management, and collaborative initiatives with other health disciplines. Currently Mary is working with the Bitonte College of Health and Human Services and the Midlothian Free Health Clinic in Youngstown Ohio to incorporate a student based clinical for respiratory services to the uninsured in the area.

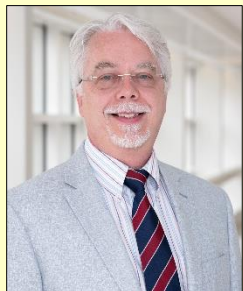


Amanda Roby MHHS, RRT, RPSGT, RST is an Assistant Professor in the Department of Health Professions for the Masters and Bachelors Respiratory Care programs and the Polysomnography Program at Youngstown State University in Youngstown, Ohio. She currently serves as the Director of Clinical Education. Her previous work experience includes critical care, trauma, NICU, and polysomnography. Areas of research interest include healthcare management; respiratory care fundamentals, polysomnography and higher education of healthcare professionals. Her most recent research

focused on disruptive behavior in the respiratory workforce. She currently serves as the President of the Ohio Sleep Society Board of Directors, OSRC Program Planning Committee, AAST

Standards and Guidelines Committee, and is an active member of the AARC, CoBGRTE and OSRC. Her experience as a registered polysomnography technologist and registered respiratory therapist leaves her with global understanding of the purpose of the respiratory and polysomnography professions.

Adjunct Faculty



Robert Chatburn, MHHS, RRT, NPS, FAARC is a part time faculty member in the Department of Health Professions at Youngstown State University within the Bachelor and Master of Respiratory Care Programs. Mr. Chatburn received his Associates of Science in Respiratory Therapy at Cuyahoga Community College, his Bachelor of Science (BSAS) from Youngstown State University and his Masters in Health and Human Services (HHS) from YSU as well. Rob is presently The Clinical Research Manager and Director of Simulation of Advanced Skills at The Cleveland Clinic, Cleveland, Ohio. He is also an adjunct professor for the Lerner College of Medicine of Case Western Reserve University. Rob is active within and a member of the AARC, NBRC, OSRC, Phi Kappa Phi, Lambda Beta Sigma Xi, and the Society for Simulation in Health Care. Rob also is the author of 125 peer-reviewed articles, 11 non-peer reviewed articles, has authored 52 textbook chapters, 225 abstract publications and is on the editorial board of many professional publications. He has received many honors, awards and recognition within his career including the Monahan/Trudell fellowship award, Dr. Forrest Bird Award, Allen and Hansburys Literary Award and the Jimmy A. Young Award among others. Mr. Chatburn's extensive research with mechanical ventilation has been internationally recognized and republished with permission.



Esther Kester, MBA, RRT, FAARC is a part-time faculty member in the Department of Health Professions at Youngstown State University within the Bachelor and Master of Respiratory Care programs. Lucy (as she prefers to be called) was born in Kittanning, Pennsylvania and now resides in Ravenna, Ohio. Lucy received her associates of science degree at Cuyahoga Community College, her Bachelor of General Studies at Kent State University and a Masters of Business Administration from Cleveland State University, Cleveland, Ohio. Ms. Kester presently work as a clinical instructor and education coordinator at the Cleveland Clinic, Cleveland, Ohio. Lucy is also very active within and a member of the AARC, where she served on the Board of Directors. She is also active with OSRC, serving previously as the Neo-Pediatric Chair, Awards Committee Chair and Critical Care Committee and has served on the editorial board for *Respiratory Care*. Lucy has published 22 abstracts, is the author or co-author of 24 original reports published in *Respiratory Care*, *Respiratory Critical Care Medicine*, *Clinical Pulmonary Medicine* and *Chest*. Ms. Kester has also written nine book chapters and delivered 41 lectures at conventions and state meetings,

including Taiwan University, Taiwan. Lucy has also received the “Cool Feature Award” and “Course of the Year Award” through YSU as well for her work and preparation within distance education courses.



John J. Komara, MBA, HCM, RRT is a part-time faculty member in the Department of Health Professions at Youngstown State University, within the Bachelor and Master of Respiratory Care Programs. John was born and raised in Ohio spending the better part of his professional career within the healthcare field. He received his Associates of Science in Respiratory Care from the Cuyahoga Community College, Respiratory Therapy Program, His Bachelor of the Arts in Health Services Management from Ursuline College, in Ohio and his Master’s in Business Administration (MBA) and his Masters in Healthcare Management (HCM) from The University of Phoenix.

John has previously worked as the IRB program administrator for the Cleveland Clinic Health System and manager of critical care research programs at The Cleveland Clinic. John has published many articles including two scientific abstracts, 10 scientific publications, two collaborative international critical care research projects, 14 corporate sponsored critical care research projects, nine NIH sponsored clinical research projects and developed 12 research related educational workshop certification programs. John’s focus has been on research pertaining to ARDS/Acute lung injury (ALI), partial liquid ventilation and mechanical ventilation. John also has extensive experience developing distance education research courses for graduate level curriculum.

Admission Requirements

All respiratory care applicants must meet the following requirements:

- Regular admission requires a cumulative undergraduate grade-point average of at least 3.0 (on a 4.0 scale).
Applicants with a cumulative undergraduate grade point average of 2.7 to 2.99 may be admitted provisionally.
Applicants with a cumulative undergraduate grade point average of less than 2.7 will be required to submit an official report of the Graduate Record Examination (General Test) scores completed within the last five years for admission consideration.
- Current state license as a respiratory care practitioner.
- National Board for Respiratory Care (NBRC) professional RRT (advanced practitioner) credential.
- Membership in the American Association for Respiratory Care (AARC) to access data/projects that will be needed in academic coursework.

- An (optional) personal interview and/or additional information as requested by the program's admission committee.
- Student's not meeting regular admission requirements may be provisionally admitted. See the *Graduate Catalog* under Provisional Admission.

Applicants must submit the following items to Graduate Admissions:

- Official transcripts from each college or institution of higher learning attended (other than YSU)
- Three (3) letters of recommendation from individuals familiar with the applicant's academic or professional background
- A letter of intent stating one's professional goals and how graduate education in respiratory therapy will help fulfill said goals
- An official report of the Graduate Record Examination (General Test) scores completed within the past five years if the applicant's cumulative grade point average is less than 2.7

First time graduate admissions link

<http://www.yсу.edu/academics/college-graduate-studies/admission/first-time-admission>

Contact information:

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<http://www.yсу.edu/academics/bitonte-college-health-and-human-services/online-respiratory-care-mrc>

330-941-2631

Professional Positions Posted at <http://www.cobgrte.org/professionalpositions.html>

*University of Texas Health Sciences Center – San Antonio, *University of Hartford, *Georgia State University, *University of North Carolina – Charlotte, *East Tennessee State University, *University of Virginia Health System, *Texas State University, *The University of Toledo, *Salisbury University, *Skyline College, *Boise State University, *Canisius College, *Boston Children's Hospital, *Nova Southeastern University, *Northern Kentucky University, *Iman Abdulrahman Bin Faisal University.

“Find a mentor, and get involved.”

**An Interview with Karen S. Schell, DHSc, RRT, RRT-NPS,
RRT-SDS, RPFT, RPSGT, AE-C, CTTS**



**Clinical Assistant Professor
University of Kansas Medical Center
AARC President-Elect**

**Interviewed by Karsten Roberts, MS, RRT, RRT-ACCS
CoBGRTE Social Media Committee Chair**

Q. Tell us about your early days as a respiratory therapist. What brought you to the field?

A. Well, becoming a therapist was quite by accident or "good" luck. My hometown hospital called me up and wanted to know if I wanted a job as an inhalation therapist -- back in the OJT days. I had no idea what an inhalation therapist was and I needed a job so I went in for the interview and got it. We had two small children and needed extra income. It was a small town and the director knew my family name, so I guess that is how they picked me.

Q. Who were your mentors?

A. My first boss, Jerry Coleman saw my potential and trained me. I knew more education was needed and sought out a program that would meet my needs. My professor, Pat Munzer encouraged me to get involved and I became a student member of the AARC my first year, and have been a member ever since. There have been many others who have encouraged me to grow and still do. I respect them all and hope I can continue to encourage others to reach their potential by their example of mentorship.

Q. What did your mentors contribute to your career?

A. They gave me the foundation to begin to discover my potential and passion. They made me feel something bigger than myself.

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

A. I have always been involved and felt the need to contribute to make a difference. Once I began to grow, just could not get enough, and wanted to learn more, be more, and give more. Always feeling there is much to gain, I continue to be eager to reach for it.

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

A. There is always more to learn. I enjoy discovering and being involved. It is exciting to step out of my comfort zone and take on a new challenge where ever it leads me. My advanced degrees have opened doors in academics and in management.

Q. What are some key leadership lessons you have learned?

A. Be a good listener, know your weaknesses, you don't have to be perfect, and accept others for who they are and where they are at.

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

A. Put your patient first, trust what you have learned, find a mentor, and get involved.

Help Us Get the Word Out on Social Media!

**By Karsten Roberts, MS, RRT, RRT-ACCS
CoBGRTE Social Media Committee Chair**

CoBGRTE's Social Media Committee has been hard at work. Each month you can find *The Coalition Chronicle* and interviews from leaders within the respiratory therapy profession. Our membership growth has been tremendous over the last six years. To reach more members, the social media asks for your help. First, go to [CoBGRTE Facebook](#) page and hit Like. Each time you see a CoBGRTE post in your news feed, please like the post and share it. Imagine the number of folks reached if we all like and share the posts. Second, join the [CoBGRTE LinkedIn](#). Help us no longer be the "best kept secret" on social media!

Members of the Social Media Committee

Karsten Roberts, MS, RRT, RRT-ACCS, Chair

Jamy Chulak, MS, RRT

Paul Eberle, PhD, RRT, FAARC

Samantha Davis, MS, RRT, RRT-NPS, AE-C

CoBGRTE Student Members UTMB Classes of 2018 and 2019

By Daneen Nastars, MS, RRT, RRT-ACCS
Director of Clinical Education
Respiratory Care Program
University of Texas Medical Branch – Galveston

FunD Run

CoBGRTE student members from the University of Texas Medical Branch (UTMB) School of Health Professions Respiratory Care Program's classes of 2018 and 2019 participated in and volunteered for the Annual FunD Run to raise money for student scholarships. The student



volunteers helped with set up, tear down and provided drinks to the runners. The students also organized a team they called *The Sputum Collectors* for the run/walk 5K event. Cherilynn McNease, a junior student, made bandannas with the name of the team. The bandannas received mixed reviews from those who do not have the stomach for that portion of our profession. The event was an opportunity for the students who received a scholarship to give back and everyone had a great time! The event was a welcome break from the grind of the spring semester.

"I thought that the entire event was well planned out and a great time to help out and have fun raising some money for the university!" – James Griffin, UTMB junior RC student and CoBGRTE member.

Interprofessional Education Activity

Each year the UTMB SHP, School of Nursing and School of Medicine participates in an Interprofessional Education (IPE) activity entitled What's Wrong with Warren? The UTMB SHP has six programs; respiratory care, physician assistant, physical therapy, occupational therapy, clinical laboratory sciences, and rehabilitation sciences. "What's wrong with Warren" also involves a pharmacy program from a nearby university. The IPE activity is split into four different stages; a small group review of the case, a consultation phase, a small group debrief, and then a final all-school debrief.

The small group involves reviewing the case of Warren in discipline-specific groups to try and solve the case and come up with a treatment plan for Warren. Each room has a facilitator that reviews the case with the students and helps them create questions for the consultation



phase. During the consultation phase, the students consult with other disciplines as necessary for the treatment of Warren. The small group debrief stage is where the students discuss the consultation phase in their discipline-specific groups and review the questions asked of your profession. The all-school debrief phase explains Warren's full care and helps

students understand the number and types of occupations needed in his care through the three stages (acute, community, convalescent). Our students, as well as all the students in the other programs, learn so much about the roles that all health professions play in the care of one patient. It is remarkable to see the hundreds of students gather together to participate in this IPE event. Some comments from our junior students about the IPE activity are below.

"During the process of patient treatment, there are so many factors that have to be assessed by each of the different departments. Together we are going to try and make sure that Warren has as fulfilling a life as possible when he leaves," said Adrian Johnson, Junior RC student and CoBGRTE member.

"I enjoyed how every program interacted with Warren's diagnosis and treatment. Bringing together all aspects of the healthcare team to form a customized effective treatment plan and definitive diagnosis," said Mayra Velasquez Junior RC Student and CoBGRTE member.

Thank You Jones & Bartlett Learning!

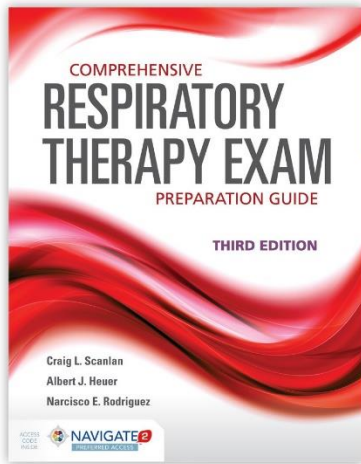
CoBGRTE Board of Directors and members want to thank Jones & Bartlett Learning for SIX years of corporate sponsorship! Right from the first year (2012), the professionals at JB&L have worked hard to support CoBGRTE seminars at AARC Summer Forums and the International Congress. This support has allowed members to learn more about how to publish and use high quality textbooks, e-learning support and the standards of the industry.

Jones & Bartlett Learning offer a wide array of respiratory care texts. In addition to traditional equipment, principles & practices, pharmacology, and clinical assessment textbooks, Jones & Bartlett also publishes books on topics of leadership, research, legal issues, aging, and informatics. A listing of their respiratory therapy related texts can be found below or at <http://www.jblearning.com/catalog/disciplineProducts.aspx?disID=2014>. In addition, Jones & Bartlett Learning uses Navigate 2 as an e-learning to complement for their texts and to provide additional content on topics such as cardiopulmonary pathophysiology and neonatal & pediatric respiratory care.

Sample of Jones & Bartlett Learning Respiratory Care Textbooks (visit the link above for a full listing)

Title	Author	Publication Date
Comprehensive Respiratory Therapy Exam Preparation Guide	Scanlan, Heuer, and Rodriguez	2019
The Interprofessional Health Care Team	Weiss, Tilin, and Morgan	2018
Aging Wisely...Wisdom of Our Elders	Silverman and Siegel	2018
Informatics for Health Professionals	Mastrian and McGonigle	2017
Respiratory Care: Principles and Practice	Hess, MacIntyre, Galvin, and Mishoe	2016
Equipment for Respiratory Care	Volsko, Chatburn, and El-Khatib	2016
Respiratory Care: Patient Assessment and Care Plan Development	Shelledy and Peters	2016
Cardiopulmonary Pharmacology for Respiratory Care	Moini	2012
Pulmonary Function Testing	Wanger	2012
Health Professional as Educator: Principles of Teaching and Learning	Bastable, Gramet, Jacobs, and Sopczyk	2012

Jones & Bartlett Learning continues to be a leader in respiratory care publications. If you would like to speak to a Jones & Bartlett representative about using one of their texts or about the development of a new text, please email Andrea DeFronzo, adefronzo@jblearning.com. Please stop by the Jones & Bartlett Learning booth at the AARC Summer Forum and AARC International Congress to personally thank them for their SIX years of corporate sponsorship! Thank you, Jones & Bartlett Learning, for your continued support of CoBGRTE!



Craig L. Scanlan, EdD, RRT, FAARC
Al Heuer, PhD, MBA, RRT, RPFT
Narcisco Rodriguez

Paperback with Navigate 2 Preferred Access
ISBN: 978-1-284-12692-1 • 550 pages • © 2019

The Ultimate Study Guide for the NBRC TMC & CSE Exams

Comprehensive Respiratory Therapy Exam Preparation Guide

THIRD EDITION

INCLUDES NAVIGATE 2 PREFERRED ACCESS

Completely updated to reflect the 2015 NBRC TMC and CSE exams, **Comprehensive Respiratory Therapy Exam Preparation Guide, Third Edition** is an extensive study guide for respiratory therapy students and who are preparing to take the exam. This up-to-date, comprehensive resource provides a thorough overview of all content covered on the exam, while also providing students with test taking strategies and tips.

Each new print copy of the text includes Navigate 2 Preferred Access. This provides users with access to the full eBook, Navigate Test Prep, and CSE Simulations. The Test Prep allows students to build their own practice exams by selecting questions for specific topic areas such as Patient Data Evaluation and Recommendations; Troubleshooting and Quality Control of Equipment; and Infection Control, and Initiation and Modification of Interventions. Detailed feedback and question rationales are provided to guide students in their exam preparation. Students can flag questions answered incorrectly to focus on subject areas they are weak in. Numerous CSE Simulations allow students to practice and prepare for the CSE portion of the exam.

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Valencia College

CoBGRTE Institutional Members – Continued

Kettering College of Medical Arts
Shenandoah University
Middle Georgia
State University
York College of Pennsylvania
Respiratory Care Board of California
Texas Southern University
St. Catherine University
Armstrong State University
University of Virginia Medical Center
Iman Abdulrahman Bin Faisal University
Seattle Central College
Florida Southwestern State College
Utah Society for Respiratory Care
Intermountain Healthcare
Southern Connecticut State University
Washington Adventist University
Northern Kentucky University
Boston Children’s Hospital
California Society for Respiratory Care
Respiratory Care Society of Washington
Samford University
Canisius College
Carlow University
University of Washington Medical Center
Jacksonville State University
Modesto College
Newberry College
Eastern Tennessee State University
University of Cincinnati
University of Michigan – Flint
Liberty University
Ozarks Technical College
North Carolina Respiratory Care Board
Skyline College

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 63 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 45 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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