The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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Nova Southeastern University
Spotlight Article

Department of Cardiopulmonary Sciences

BSRC-Entry, BSRC-Online Completion

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Department Chair, Assistant Professor

Program Directorn, Respiratory Therapy

About the University

Nova Southeastern University (NSU) was originally known as Nova University of Advanced Technology founded in 1964 in Fort Lauderdale, FL, with a focus on graduate degrees in physical and social sciences. By 1972 the university had added programs in Law, Education, Business, Engineering and Computing, and Oceanography. In 1994 Nova University merged with Southeastern University of the Health Sciences, and officially became known as Nova Southeastern University. With the addition of the colleges from Southeastern University, by

1997 NSU offered programs in Osteopathic Medicine, Pharmacy, Optometry, Allied Health, Medical Sciences, and Dental Medicine. As of 2019, NSU has grown to include a total of 16 colleges with over 150 programs of study, making it the second largest private nonprofit university in the Southeast. During the 2017-2018 academic year, NSU had 20,793 students enrolled, and more than 185,000 alumni. Currently the university has campuses located throughout Florida in Fort Lauderdale, Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, and Tampa. There is also a campus located in San Juan, Puerto Rico. The Carnegie Foundation for the Advancement of Teaching has classified NSU as a research university, as well as acknowledged their community engagement. NSU is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

NSU Health Professions Division

NSU's Health Professions Division is composed of eight colleges that include Pharmacy, Dental Medicine, Optometry, Medical Sciences, Nursing, Health Care Sciences, and two medical schools in both Osteopathic and Allopathic Medicine. The mission of the Health Professions Division is to create a training environment where health care practitioners work as a team with other disciplines to provide the best care possible. There is a strong focus on training in underserved and rural areas throughout Florida for indigent and multicultural populations. For this reason, the university provides paid housing during clinical semesters in various locations where students from different programs can share housing.

Dr. Pallavi Patel College of Health Care Sciences

The Dr. Pallavi Patel College of Health Care Sciences is one of the colleges within NSU's Health Professions Division. This college houses nine departments including Anesthesia, Audiology, Cardiopulmonary Sciences, Health Sciences, Health and Human Performance, Occupational Therapy, Physician Assistant, Physical Therapy, and Speech-Language Pathology. These departments offer several entry-level professional and post professional programs in a multitude of formats including face-to-face traditional classroom instruction, as well online teaching utilizing multi-media. In total, there are over twenty bachelor's, master's, and doctoral degrees to choose from.

Department of Cardiopulmonary Sciences

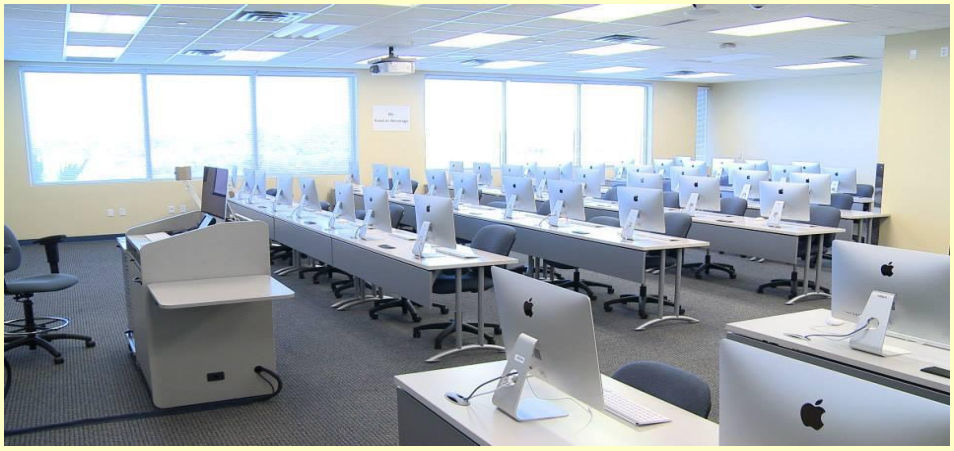
The Department of Cardiopulmonary Sciences is located at the NSU Palm Beach Campus. Within this department two programs are offered in respiratory therapy, including the entry-level First Professional Bachelor of Science in Respiratory Therapy (BSRT) program and the Post Professional BSRT program. The department first opened in December of 2012, with the layout and design of the entire third floor specifically created for the entry-level First Professional

BSRT program. From their very first semester, students are exposed to a multitude of advanced hands-on experiences housed within this facility (see below). The faculty and staff of this

department are committed to providing a student-centered environment, including being academic advisors for both on campus and online students. Having faculty as academic advisors allows the students to have a constant support system throughout their program. The onsite students are provided with one-on-one tutoring sessions with their professors, as well as group lunch and learns as well as open lab sessions. The faculty are also available both before and after class for review in didactic and lab to maximize student success. Advanced technology is utilized throughout the department to enhance the learning experience.

To practice critical care skills, students spend lab time in a simulated intensive care unit with piped in oxygen and air, as well as a suction system. This ICU includes 10-beds, with a variety of mechanical ventilators at each station to expose students to every possible ventilator they may utilize in their clinical rotations. Various equipment and supplies are provided to allow for practice with adult, pediatric,

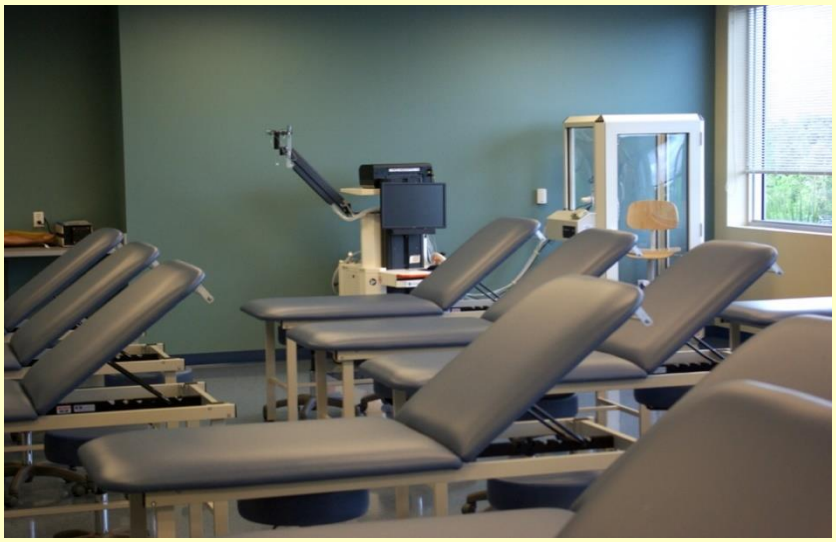
and neonatal patients. Patient simulations are conducted throughout the program in one of the four state-of-the-art simulation suites to ensure students obtain the most realistic hands on experience in a controlled environment.



All didactic testing is conducted in the 65-seat iMac computer lab, where the students can also go to work on their written assignments.

The Respiratory Labs

A 15-bed physical diagnosis lab allows for students to practice thorough head-to-toe assessments on each other. In this lab there is also a plethysmograph (body box) where they learn to conduct complete pulmonary function testing.



First Professional BSRT Program

The entry-level first professional BSRT program is full-time on campus for two years with a lock-step sequence. It is one of only two entry-level bachelor's degree respiratory programs in the state of Florida. Upon completion of this program, students will have earned a total of 120 credit hours, with 40 credits coming from their prerequisite coursework. During the two years in the program, students will obtain over 1200 clinical hours in the seventeen clinical sites available throughout five counties in South Florida. The program prides itself on being diverse and inclusive of all ethnic backgrounds. The student body consists of international and local students. This diversity lends itself to a rich education environment for students from varying cultures.

The first cohort in the entry-level BSRT program began in August of 2015. It included nine enthusiastic students who originated from all over the world including Saudi Arabia, Bahamas, Haiti, Holland, Jamaica, and multiple locations within the United States. In the true diverse culture that NSU has been recognized for, each student brought a different background and perspective into the respiratory therapy program. This diversity allowed for constant learning both inside and outside the classroom.

In August 2019, the program will graduate its third cohort consisting of 19 students. The success of the program can only be measured by the success of its students. For this reason, the Department is extremely excited to accept CoARC's Distinguished RRT Credentialing Success Award this July at the AARC Summer Forum.

Graduates from the First Professional BSRT program are employed in various locations including South Florida, New York, and the Bahamas. Several graduates work for the clinical sites they were assigned to as students, and many have positions at multiple locations. Some even have the pleasure of precepting current students, which brings the life of this program full circle after four short years.

First Professional BSRT Community Service

Throughout the two-year First Professional BSRT program, students are required to participate in a minimum of two community service events each year. One of these events is the annual Hendry Glades Community Health Fair. This community event includes health promotion, education, and screenings to members of Clewiston and rural surrounding communities. The available screenings are for respiratory assessment, diabetes, cholesterol, body mass index, temperature, waist circumference, visual acuity, eye safety, and breast and testicular self-examination education. The students are always more than eager to share what they've learned with individuals who do not have access to many of these types of medical services. The first-year BSRT students perform the respiratory assessments that include investigation of patients' past medical history, vital signs, breath sounds, and oxygen saturation. As well as evaluation of signs and symptoms that may be associated with various respiratory diseases.

Those participants that present with signs, symptoms, or a history of respiratory issues are referred to an adjacent room for spirometry testing performed by the second-year BSRT students. Not only are the BSRT students able to hone their hands-on patient care skills, they are also afforded the opportunity to connect with students from other programs and disciplines. Understanding the differences in health care support from urban to rural communities is a great learning experience that will prepare them for being an effective member of an interdisciplinary support team.

Post Professional BSRT Program

The Post Professional BSRT program began in September of 2013 with a cohort of five students. Since then, it has grown in size and included students from all over the United States, as well as countries outside the U. S. This program is designed for the practicing registered respiratory therapist who has completed the prescribed prerequisites from a regionally accredited institution. A 45-credit block grant is awarded to students for having their RRT credential and current state licensure. The BSRT degree allows respiratory therapists to further expand their expertise with advanced knowledge in a variety of areas. Delivered entirely online through a combination of synchronous (real-time) and asynchronous instruction, this program is designed for students who are working in the field. Students can graduate in approximately 18 months, and many have gone on to positions in management, COPD Educator roles, graduate school, as well as been accepted into anesthesiology assistant and physician assistant programs.

Post Professional BSRT Alumni Testimony

The following is a testimony written by a graduate of the post professional BSRT program, who was just recently accepted into NSU's extremely competitive Anesthesiology Assistant program.

By Swinita Moore BSRT, RRT, RRT-NPS

After finishing my Associates Degree in Respiratory Therapy, my desire was to move forward with a bachelor's degree as I knew that is what many fields (management, sales, or furthering medical careers) require. However, I needed to support my children.

I waited almost six years to start the BSRT Post-Professional program at NSU. I kicked myself for not starting sooner. The online classes allowed me to work at the same time. In fact, I worked two jobs. The material that I was learning strengthened my role as a respiratory therapist every day. When you take your board exams and start working, there are plenty of things you learned, but without great detail. Once you gain experience and re-learn those things, they make so much more sense!

Probably the most compelling moment for me occurred mid-program. One required reading assignment was a journal article discussing ICU-acquired weakness, and how the combination of steroids, paralytics, and the number of days on a ventilator were all catalysts. I had two situations that directly related to this article. A four-year-old at the children's hospital where I worked was intubated for an MRI, twice. (With pediatrics, paralytics are often used during MRI to keep them still.) He had an obstruction of his airway for which he was receiving steroids. The airway obstruction was resolved with the steroids, however, his mental status became a concern. Which later required him to be re-intubated for a CT scan of the brain, which came back normal. I was able to raise the possibility of an ICU-acquired weakness, and a need for more physical therapy plus time. The doctor agreed, and this little boy walked out of our ICU just fine!

As if that was not gratifying enough, I also had a 45-yr old patient who was intubated for asthma. (It is a bad day when you are intubated for asthma.) I was there on the initial intubation, and again on day five. During rounds, I questioned the combination of steroids with paralytics, and even brought my copy of the article and gave it to the Intensivist. He was willing to listen because he knows the importance of evidence-based medicine. He changed the patient’s medications, and we were able to extubate him the next day. The Intensivist took me to the patient’s bedside and told him, “This girl saved your life.” Of course, it was teamwork, but this made me feel great because burn out is very real. When you feel like you've made a difference or saved a life, however, that fulfillment makes it all worth it!

One of my co-workers started NSU’s BSRT program right after I did. She too wished she would have started sooner. Another co-worker was trying to decide between a BSRT or bachelor’s in health administration. When the discussion came up, a health administration alum advised them to follow me and get the BSRT at NSU because, “You are going to learn so much more towards your field, rather than just about management.”

I am definitely happy that I chose NSU's BSRT program, and I plan to continue my education with NSU. I am only two pre-requisite courses away from applying to the Anesthesia Assistant program. The difficulty of the online courses was the perfect level of comfort for me as a returning student. It was the right stepping stone to gradually move on to a better career and a better life. Thank you, NSU!

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Utilizing Social Media to Market Your Respiratory Therapy Program

By Randy Case, Ph. D. , RRT, RRT-NPS
Assistant Professor, Respiratory Care
Midwestern State University, Wichita Falls, Texas

As college and university respiratory therapy programs, both Entry-Level Bachelor Programs and RRT to BSRC or BSRT completion programs, invest in promoting and marketing their programs, it is essential for them to understand the distinctive customer journey for prospective respiratory therapy students. Although traditional forms of recruitment and marketing are still viable options for respiratory therapy programs, it is critical that programs begin utilizing more contemporary forms of promotion that have the ability to reach a far greater number of prospective students. These types of recruitment strategies encompass the use of technology, specifically, social media. Some question, why should respiratory therapy programs utilize social media strategies versus traditional forms of recruitment methods? There are several key aspects that answer this question.

1. Customer Service - Social media can allow prospective students the ability to interact with faculty, staff, advisors, as well as currently enrolled students through a platform that is comfortable to them. In addition, responses to questions and concerns are usually immediate, which is significantly more convenient for young adults than traditional forms of communication (mail, phone, email).
2. Timeliness - Instead of writing articles or sending outdated postcards, interact with prospective students in real time. Social media platforms such as Snapchat, Instagram, and Facebook Live allow recruiters the ability to instantly interact with students. This allows for instant gratification, which we all know, is the growing trend of expectations.
3. Transparency - Rather than going through a well-edited university website, social media posts are often considered a more transparent type of engagement with followers. This can often reach a targeted demographic in a very open format. However, be aware, this too can create problems when negativity is handled inappropriately. You must stay true to who you are and provide honest and positive dialogue. Negative feedback can be just as powerful, if not more so, than positive feedback.
4. Relatability - What do you think is one of the best strategies to recruit for colleges and universities? Word of Mouth Advertisement! Social media allows followers to hear directly from current students and alumni. Interactions with other students allow prospective students to feel more connected and engaged with your university and program.

5. Prevalence - Social media is rapidly growing as a significant part of teens' and young adults' lives. A 2015 study by Common Sense Media found that on average, teens spend about 4 hours a day using some form of social media, and this trend is only growing.

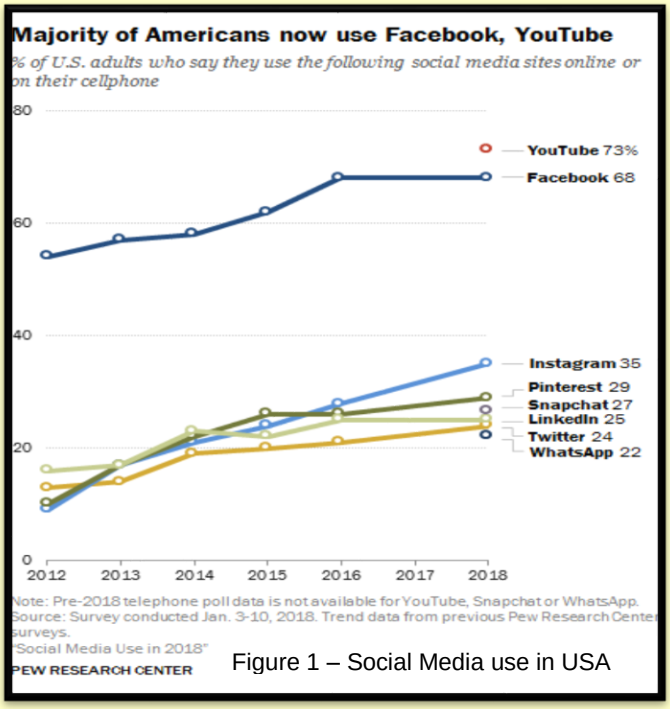

Figure 1 – Social Media use in USA

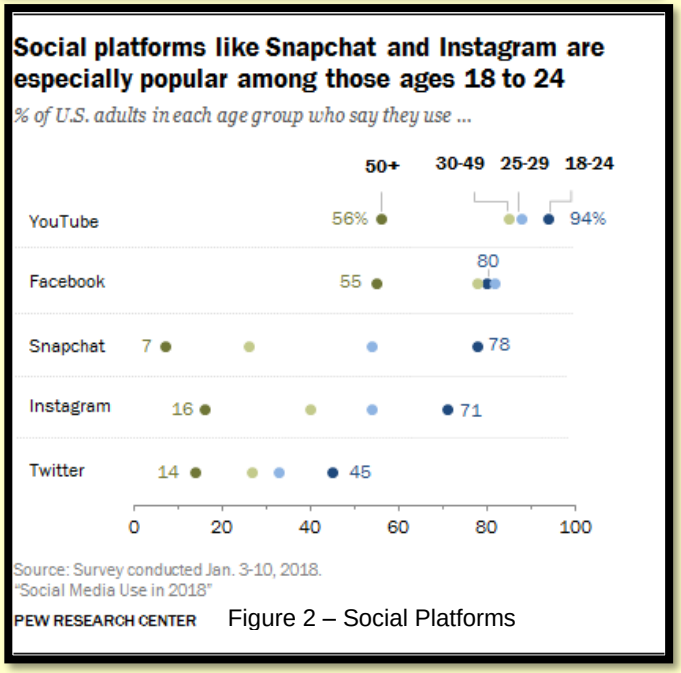

Figure 2 – Social Platforms

Additionally, the U. S. Department of Human Services survey found that 71% of teens use multiple social media platforms. Let's face it. Students are no longer looking for generic brochures or mail-outs to find their future bachelor program. If your program wants to find the greatest number of prospective students to attract, you have to go where the students are. So, where are they? Facebook, Snapchat, Instagram, Twitter, and YouTube. In a 2018 study by Smith and Anderson,[1] it was determined that 73% of Americans utilized YouTube and 68% utilized Facebook (Figure 1).

Although still popular, the average use of social media platforms such as, Instagram, Pinterest, and Twitter, did not reach the number of users as YouTube and Facebook. Smith and Anderson (2018) also researched to determine the highest concentrations of social media use among different age groups. Although the age spectrum of respiratory therapists seeking to obtain a bachelor's degree in respiratory care is widely varied, a significant percentage of entry level students comes from the 18-24 and 25-29 age groups. These two age groups had significantly higher percentages of YouTube and Facebook users than Snapchat, Instagram, or Twitter users (see Figure 2).

The use of social media for recruitment purposes often appears daunting for those unfamiliar with these forms of promotional strategies. However, with a few generic tips and guidelines to get your program started, marketing through social media can be quite beneficial. In fact, you may find the utilization of social media within your recruitment methods to even be enjoyable. Now, don't get me wrong. Implementing the use of social media is not for the faint of heart. It takes effort and it takes time. However, it can be accomplished, and it can prove to be valuable if approached in the correct manner. Below are several tips that can be used when implementing social media recruitment strategies within your respiratory care program.

One of the first tips for the use of social media in connection with recruitment strategies involves the content you are presenting to prospective students. No matter what social media platform you are using, you need to add content on a regular basis. Try to create content that is compelling, appealing, and creative. For social media recruitment to be effective you have to put time into it. One can't just create a Facebook page and expect it to recruit students. You have to be engaged and work at it. Spending hours each week talking with prospective students may be required. If you post an initial comment about your program or a recruitment video promoting the great features of what you have to offer, prospective students will have comments and questions. If you never take the time to respond to those questions and comments, you will most likely lose that potential student.

Another tip that is often very beneficial is to target your target audience. Many social media platforms allow you to specify a precise audience for those you are attempting to reach. Example: For ads created on Facebook, you can list target key words, such as: "Respiratory", "Bachelor of Science", "Health Care", or "Online Education". This will allow your Facebook ads to directly hit individuals with a history based on these key words versus individuals that have no interest at all.

My third tip is to know when enough is enough. Take the time to listen to the students' needs and advise them appropriately. If your school is not a good fit for them, point them in the right direction. A 2016 Canadian study on recruitment of students studying in the health professions by Koshkin, Rassolov, and Novikov, found that prospective students want the truth, not a sales pitch. Just remember, that your school will not always be the right school for every student.[2]

Another tip is to utilize as much technology as you can. No matter how hard we fight it, technology is where our recruiting efforts will find the most value. Video Chats, Virtual Visits, QR Codes, and Video Advertising are all possible avenues to utilizing technology within your recruitment efforts. Forget traditional campus visits. You can host live video chats for prospective students. Add virtual tours of your labs and classrooms on your website to allow prospective students to see what you have to offer. QR Codes are one of the easiest and cheapest

ways to attract prospective students to your website. Hamilton College in New York posted a simplistic QR Code and the word Hamilton on it. Within one semester, the QR Code attracted over 1,200 site visits. Promotional videos are also becoming more accessible and easier to create than ever before. Websites such as Biteable, Animoto, Nutshell, and Moovly allow users to create quick recruiting videos that can be uploaded to the university's website as well as multiple social media platforms for minimal cost.

Lastly, start by using only one social media platform, and make sure it is one you are comfortable with. I would never suggest opening a Twitter account for your respiratory therapy program and start a recruitment campaign with little to no Twitter experience. You will quickly

become overwhelmed and realize you are in over your head. Fortunately, as previously mentioned, Facebook has proven to be the most commonly used platform of social media, which means a higher percentage of those wanting to utilize social media recruitment strategies will have some basic knowledge of Facebook. One of the great aspects of Facebook, is its ability to utilize scripted content over and over again. One recruitment post can be liked, shared, and commented on numerous times. This allows your targeted audience to be continually multiplied. For example, the University of Pennsylvania set up a promotional Facebook post in an attempt to bring attention to the school's logo. The school's bookstore gave away gift certificates and coupons to students that changed their Facebook profile picture to the university logo. This sparked a huge following of students which not only provided the students with a small incentive, it also brought attention to the school itself. Similarly, Twitter has the potential to reach millions of followers through Retweets. Within our Entry-Level BSRC program at Midwestern State University, a Twitter Scavenger Hunt was utilized to attract students across the campus and bring awareness about the Respiratory Care program. Senior respiratory students were given a list of several activities to perform around the campus. While performing these

simple, yet fun activities, the students took a picture, Tweeted the picture along with several university specific hashtags. In turn, students across the campus utilizing Twitter were made aware of the Respiratory Therapy program and the student activities.

Honestly, there is no limit to the content you can develop in your social media recruiting endeavors. From the written word and persuasive imagery to video and interactive content, the sky is the limit. Take a leap of faith and try something new. You won't regret it.

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Northeastern University Class of 2019

By Thomas A. Barnes, EdD, RRT, FAARC
Professor Emeritus of Cardiopulmonary Sciences, Lead Faculty Member

Nancy Guyse, MS, RRT
Class 2019 with son Ethan

Northeastern University in Boston graduated its 10th Master of Science in Respiratory Care Leadership (MSRCL) class this year (2009-2019). The Class of 2019 (n=14) with 10 granted MS degrees on May 10 and four more in a second ceremony in August. The Class of 2019 are RRTs working in 10 states with three from Florida, three from Virginia, two from Ohio, one each from Georgia, Massachusetts, Maryland, New York, South Carolina, and Texas. Northeastern has awarded 123 Master of Science degrees since 2009. Graduates are working as program directors, directors of clinical education and as faculty members in accredited ASRT and BSRT programs in California, Colorado, Florida, Georgia, Idaho, Kansas, Maryland, Massachusetts, Michigan, Missouri, North Carolina, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Washington State, Wisconsin, Ontario, Canada and Dammam, Saudi Arabia. Also, they hold positions as managers of sleep labs, physician practice groups, and hold positions as clinical educators, directors of research, medical science liaison for international medical device and pharmaceutical companies. They hold leadership positions as managers and supervisors for respiratory care departments in acute care hospitals, work as clinical simulation specialists, and critical care therapists in major hospitals. The MSRCL program currently has 45 students enrolled with rolling admission in the fall, winter and spring quarters.

Susan Chattathil, MS, RRT
Class 2019

Professional Positions Posted at http://www. cobgrte. org/professionalpositions. html
*Boise State University, *SUNY Upstate Medical University, *Georgia State University, *University of North Carolina – Charlotte, *University of Arkansas for Medical Sciences, *Liberty University, *Norton Healthcare, *The University of Toledo, *Texas State University, *University of Texas Health Sciences Center – San Antonio, *University of Hartford, *University of Virginia Health System, *Skyline College, *Canisius College, *Boston Children's Hospital, *Nova Southeastern University, *Northern Kentucky University, *Iman Abdulrahman Bin Faisal University.

University of South Alabama Class of 2019, faculty and staff

University of South Alabama award recipients. L to R. Dean Gregory Frazer, Ahad Nasher (Dean's award), Grady Norton (Chairman's Clinical award), Ziad Alharbi (Chairman's Academic award), Chair Tim Op't Holt.

Texas State University Class of 2019

Celebrating our 50th year at GSU, the Class of 2019. Included BS and MS entry

Kansas University Medical Center
Class of 2019

Weber State University
Class of 2019

International Interprofessional Experience in Costa Rica
A Community Focused Transformation Program

By Michele Pedicone, MSc, RRT, RRT-NPS
East Tennessee State University

On March 9th, fourteen individuals from East Tennessee State University (ETSU) boarded a plane in Johnson City, TN, bound for San Jose, Costa Rica.

The group of 12 students and two faculty members representing the College of Clinical and Rehabilitative Heath Sciences at ETSU, were comprised of undergraduate and graduate students in audiology, physical therapy, respiratory therapy, and speech language pathology. The mission of the group was to collaborate with students representing those same four disciplines from the University of Santa Paula (USP) in interprofessional education. Also, we provided service to the community of Isla Venado, a small Costa Rican Island located in the Gulf of Nicoya in the Pacific Ocean.

The Internationalization Committee from ETSU was responsible for choosing the students who would represent ETSU in Costa Rica. The students were selected based on a written essay, interview, cumulative G.P.A., and the recommendation of their respective discipline program director. The Internationalization Committee, formed in 2016 defines their purpose as to *"Foster a college community that enhances and supports diversity of people, thought and culture. It encompasses teaching, research, and service*". Furthermore, the focus of the committee is to

1) Encourage international collaboration through development of study abroad opportunities and international clinical internships
2) Develop International Affiliation Agreements
3) Increase International research by
    a. Identifying grant funding mechanisms for international work
    b. Identifying international partners and projects

This focus exemplifies the vision of the university to *"develop a world class environment to enhance student success and improve the quality of life in the region and beyond."*

Once the team was selected, the objectives for the program were identified as interprofessional practice, cultural competency, and personal growth. Over the next several months, team members met to learn about each other and their respective discipline. Oh, and a few Spanish phrases. This was an integral part of the program where the foundations of friendships were formed.

Costa Rica

Costa Rica is a country of about 5 million in Central America bordered by Nicaragua to the north, the Caribbean Sea to the northeast, Panama to the southeast, and the Pacific Ocean to the southwest. Nearly 350,000 people live in the capital city of San Jose and the surrounding metropolitan area with a population of two million. Costa Rica is a unitary presidential constitutional republic with no regular military forces and spends nearly 7% of the national budget on education. The citizens of Costa Rica enjoy universal healthcare.

University of Santa Paula

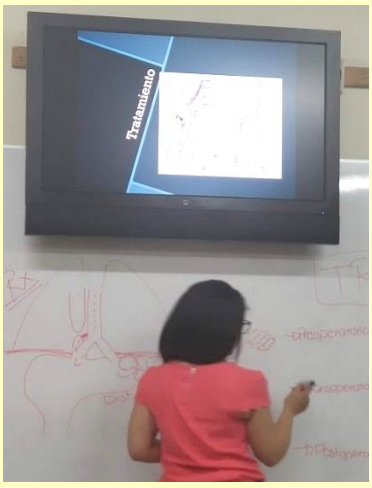
The mission of USP, located in San Jose, is to *generate innovative knowledge and develop professionals able to perform competitively in the field of health and human development.* The university offers a *bachillerato* (baccalaureate) in Physical Therapy (*Terapia Fisica*), Language Therapy (*Terapia de Lenguaje*), Occupational Therapy (*Terapia Ocupacional*), Audiology (*Audiologia*), Pre-Hospital Medical Emergencies and Rescue (*Pre-hospital de Emergencias Medicas y de Rescate*) and Respiratory Therapy (*Terapia Respiratoria*). in Central America.

The school of respiratory therapy at USP is the only *bachillerato terapia respiratoria* in Central America and is accredited by SINAES, the National System of Accreditation of Higher

Education which is the institution authorized by the state to promote the improvement of the quality of higher education in Costa Rica (USP, 2017).

An important component of the program at USP for all disciplines is *Trabajo Comunal Universitario* (TCU) or university community work and is a requirement for all students to participate in a minimum of three experiences during their academic career. The mission of TCU is comprised of the following five components; *interdisciplinary teamwork, to provide services to those in need, to educate the community through knowledge exchange, to expose future healthcare professionals to the labor market, and to realize that the world is small, everyone is family working together.* Over the past 12 years, TCU has served over 60,000 people in 38 different areas of the country with the service of 4,000 students. The international interprofessional team of ETSU and USP would come together for several days to serve the rural community of Isla Venado. The multi-day experience with the four disciplines had been 12 years in the making, a monumental event.

ETSU students attended lectures with USP students as part of the experience. This lecture was in Neonatal Respiratory Therapy and covers T-E Fistula.



ETSU on USP campus

USP Faculty, Mitzy Vado Chacon, program director, Michele Pedicone (ETSU), and Pilar Chanto, Director of Clinical Education

Isla Venado

Traveling to the Island

The population of Isla Venado is roughly one thousand individuals, the island is rural with dirt roads, tropical rainforest and the kindest people. The economy of the island is primarily fishing. The team set up clinics at the local elementary school and served more than 125 people over several days, many who went from receiving a breathing treatment to a hearing exam to a physical therapy exercise, all in the same place. In this way, over 10% of the island's people were served, a ripple effect which would touch nearly every single person who lived on the island.

Respiratory Therapy students provided assessments, pulmonary function testing, and disease management education. Asthma was very common as the roads were dust and some homes still used primitive heating practices. Many patients had been overprescribed inhaled medications and had not been taught proper medication administration techniques.

This event occurred on the last night of our experience on Isla Venado. We played bingo and helped raise money for a family on the island whose son is currently undergoing cancer treatment.

We mingled with the locals, played games, shot off fireworks, and experienced more of the welcoming, fun, and caring Costa Rican culture Lifelong memories were forged, the students from ETSU are preparing papers and posters to present at professional conferences chronicling their experiences

Pura Vida!

CoBGRTE Summer Seminar and Round Table Dinner & Discussion

Marriott Harbor Beach Resort and Spa - Fort Lauderdale, Florida

COBGRTE SUMMER SEMINAR
Sunday July 21st

5:00-6:00pm- *"Marketing and Recruitment of Students to your Program"* TBD
6:00-7:00pm- *"Panel Discussion: The Need for Graduate Education in RC"* TBD

Registration Opening Soon
CoBGRTE Member- $30
AARC Member- $55
Other $70

ROUND TABLE DINNER & DISCUSSION
Sunday, July 21st

Restaurant TBD
7:30-9:30pm

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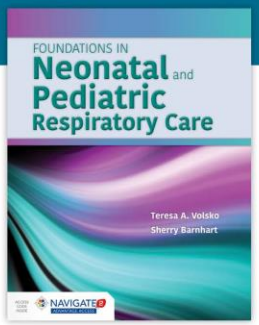

Foundations in Neonatal and Pediatric Respiratory Care

Teresa A. Volsko,
MBA, MHHS, RRT, CMT-E, FAARC
Sherry Barnhart,
RRT, RRT-NPS, AE-C, FAARC
ISBN: 978-1-4496-5270-8
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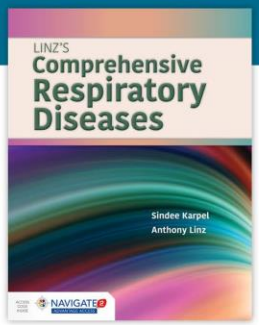

LINz's Comprehensive Respiratory Diseases

Sindee Karpel, MPA, RRT, AE-C
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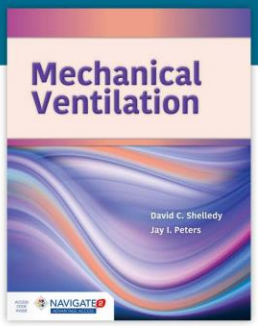

Mechanical Ventilation

David C. Shelledy,
PhD, RRT, RPFT, FAARC, FASAHP
Jay I. Peters, MD
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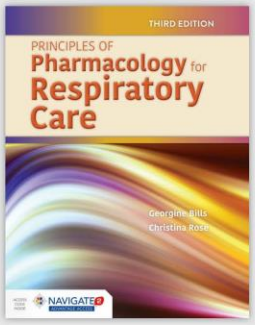
COMING THIS FALL...



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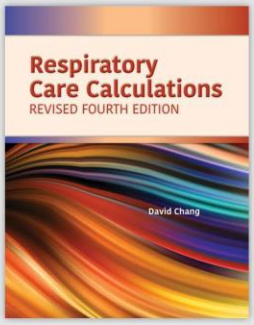
Georgine Bills, MBA, RRT
Christina Rose, Pharm.D., BCPS, BCCCP



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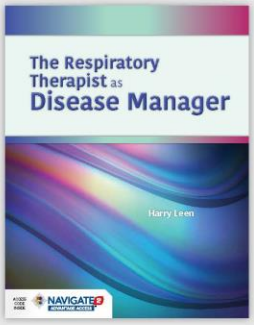

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If you haven't already decided to become a CoBGRTE member after visiting www.cobgrte.org, the following are 14 reasons why you should join the coalition.

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.

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

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