

Program Development Plan

Master of Respiratory Therapy

School of Health and Rehabilitation Sciences

College of Medicine

The Ohio State University

March 2016

Prepared and Submitted by:

F. Herbert Douce, MS, RRT-NPS, RPFT Associate Professor Emeritus

Crystal Dunlevy, EdD, RRT Clinical Associate Professor

Georgianna Sergakis, PhD, RRT, RCP Assistant Professor Clinical

Sarah L. Varekojis, PhD, RRT Assistant Professor Clinical

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The proposed new degree program is Master of Respiratory Therapy. The Master of Respiratory Therapy degree is a professional, non-thesis graduate degree program which includes advanced-level academic courses with integrated clinical application courses in one of several respiratory therapy specialties. The program is built upon a Bachelor of Science degree in Respiratory Therapy and would provide an attractive career option for respiratory therapists.

The rationale for this designation and proposal is grounded in the evolution of respiratory therapy education and practice. This evolution has paralleled the rapid changes in the healthcare environment where the respiratory therapist is increasingly needed to provide and manage patient care through independent supervised practice. Fewer specialty physicians in community medical settings combined with a reduction in the number of medical resident hours in teaching hospitals has created a practice gap that can be filled by an advanced practice respiratory therapist.

The focus of the program is “advanced respiratory therapy practice” which emphasizes the science of respiratory care, evidence-based practice, and independent supervised clinical practice. Graduates of the program are intended to be “practitioner-level advanced respiratory therapists” or “respiratory therapist practitioners” with the ability to assess and prescribe. Similar to nurse practitioners and physician’s assistants, graduates of the program will be uniquely qualified as “limited practitioners” under Ohio law.

The demands of the profession require that advanced level respiratory therapists be capable of complex problem solving, critical inquiry, and decision making in order to practice more independently, thereby necessitating an educational process consistent with these demands and consistent with the focus of graduate education. Until recently graduate education for respiratory therapists has been primarily for preparing therapists for non-clinical roles in education and in administration of hospital departments relying primarily on the fields of allied health, business, education, and health administration. The Master of Respiratory Therapy degree offered by The Ohio State University would be the first graduate degree of its kind addressing the science of respiratory care and advanced clinical practice. Upon successful completion of the didactic, laboratory, and clinical courses students will be prepared to:

- 1) Demonstrate advanced clinical skills in a cardiopulmonary practice area.
- 2) Contribute to cardiopulmonary disease management and health promotion.
- 3) Demonstrate communication skills to effectively participate in and lead professional teams.
- 4) Translate research to respiratory therapy practice and application of EBP clinical guidelines.
- 5) Demonstrate skill in measurement, data collection and analysis of patient care outcomes.
- 6) Demonstrate an understanding of medical ethics applicable to respiratory care.

2. Description of the proposed curriculum.

The proposed Master of Respiratory Therapy degree program is a non-thesis Master's degree comprising 47 semester credit hours scheduled over two academic years consisting of four semesters, a May session, and a Summer term (Appendix A). The curriculum builds upon the foundation of a Bachelor of Science degree in Respiratory Therapy and utilizes existing graduate-level courses in the School of Health and Rehabilitation Sciences and College of Nursing.

The first year focuses on the didactic and laboratory experiences needed for advanced-level clinical practice, peer-reviewed evidence for respiratory care, and ethical issues of advanced practice. The second year introduces advanced clinical experiences including diagnostic testing, differential diagnosis, clinical reasoning and decision making. The program includes approximately 1000 clock hours of supervised clinical practice by licensed physicians in a clinical specialty such as adult critical / emergent care, pediatric critical care, neonatal critical care, primary respiratory care, neuromuscular respiratory care, or sleep disorders. Education requirements for admission to program will include a Bachelor of Science degree in Respiratory Therapy or equivalent combination of education, training, and experience.

The Master's examination is a part of Respiratory Therapy 8389 Advance Clinical Practice III. The course will consist of a culminating clinical practice experience, clinical competency evaluations, presentation of a case study and clinical simulations as well as those examinations developed by the National Board for Respiratory Care, the American Association for Respiratory Care, the National Asthma Educator Certification. Competency evaluations will be conducted during the final clinical practice experience and graded using performance evaluations developed from evidence-based Clinical Practice Guidelines and institutional policy and procedure manuals. Students will also be required to pass a written, multiple choice advanced practice or specialty examination dependent on their clinical track selected. The advanced practice or specialty examination and the advanced practice case study oral examination will be required toward the end of the semester in accordance with examination guidelines required by the Graduate School to qualify for graduation. The advanced practice or specialty examination is administered by an outside testing agency; retesting will be permitted in accordance with the testing policies of the agency administering the advanced practice or specialty examination. Proof of a passing score will be presented to the program administrator by the Graduate School examination deadline for graduation. The advanced practice case study oral examination will be administered by the program and will be a 10 - 15 minute case study presentation followed by a question and answer period. A detailed rubric for assessment of passing or non-passing grade will be utilized to standardize the evaluation process and address interrater reliability. A Graduate Exam Committee, consisting of at least two faculty members with M status (from Appendix B) will administer the oral examination. The Committee will be formed according to the specialty clinical track of the student and faculty expertise. One retest will be permitted if the student's oral examination is deemed to be non-passing by the Graduate Exam Committee.

The curriculum has been approved by the Graduate Studies Curriculum Committee of the School of Health and Rehabilitation Sciences and the Graduate Studies Committee of the College

of Medicine (Appendix C).

3. Administrative arrangements for the proposed program: department and school or college involved.

The Master of Respiratory Therapy degree will be offered by the Respiratory Therapy Division of the School of Health and Rehabilitation Sciences in the College of Medicine. The Graduate School will administrate the program. The master's graduate studies committee in the School with oversight from the graduate studies chair will assure compliance with School expectations, approve curricular or course changes, review admissions/matriculation, and approve graduate faculty; this committee is comprised of graduate faculty from programs that offer a masters degree in the School. Additionally, an interdisciplinary Graduate Studies Advisory Committee, consisting of graduate faculty participating in the program from the School of Health and Rehabilitation Sciences, Department of Internal Medicine, and Department of Pediatrics of the College of Medicine (Appendix B) will assure the program meets clinical practice expectations and accreditation standards. The school's graduate program director will coordinate specific aspects of the program that interface with the Graduate School, such a program assessment, fellowship applications, application, enrollment, and graduation issues.

The Respiratory Therapy program director will oversee/manage the program and take responsibility for maintaining national accreditation of the program. The Respiratory Therapy director of clinical education will coordinate and be responsible for the clinical aspects of the program. The Respiratory Therapy graduate faculty will make admission decisions, teach courses; advise students and manage student issues; evaluate students; evaluate, revise and update the curriculum. On admission, each student will be assigned a faculty advisor from the graduate faculty of the program.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

Professional associations for respiratory therapists promote the development of graduate education for advanced practice. The Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) of the American Association for Respiratory Care (AARC) published "Development of Baccalaureate and Graduate Degrees in Respiratory Care" which recognizes the Master's degree in respiratory therapy as desirable and appropriate for advanced practice. CoBGRTE asserts that graduate education in respiratory therapy is needed to advance the practice of respiratory care and to increase knowledge in the discipline. Subsequently, the AARC proposed goals of graduate respiratory care education to include: prepare advanced level respiratory therapists for clinical practice, develop clinical specialists in the areas of adult critical care, pediatric critical care, neonatal critical care, and other clinical areas, as needed, develop individuals who can apply research results to the practice of respiratory care, prepare clinical practitioners with advanced knowledge and skills in basic and clinical sciences. In 2013, The Commission on Accreditation of Respiratory Care (CoARC) proposed accreditation standards for advanced practice education at the graduate level. These proposed standards have informed this

proposal.

We conducted surveys in 2011 and 2012 to explore the need, anticipated roles, benefits and demand for an advanced Respiratory Therapist Practitioner and to determine student interest in completing an education program designed to prepare a Respiratory Therapist Practitioner. An electronic survey addressing the need for and the benefits of a Respiratory Therapist Practitioner was sent to 160 respiratory therapy department and medical directors of Ohio hospitals. A separate electronic survey was sent to education program directors and forwarded to students in 55 baccalaureate respiratory therapy education programs in the US. Students were asked to indicate their interest in completing graduate education that would lead to practice as a Respiratory Therapist Practitioner.

Our hospital response rate was 55%, and 62% of respondents indicated a need for 403 Respiratory Therapist Practitioners in the next 5 years. Hospital respondents represented a variety of hospital sizes, types, and locations in Ohio. Hospital respondents identified 6 roles and responsibilities and 10 benefits of having a Respiratory Therapist Practitioner at their facilities. We received 157 responses from students graduating with a bachelor's degree in respiratory therapy. The responses came from 20 colleges and universities in 16 states. One hundred fifty-two (97%) respondents indicated an interest in a clinical Master of Respiratory Therapy program. The results of our studies suggest there is a widespread need for advanced Respiratory Therapist Practitioners in Ohio, there are significant benefits to patients and employers of Respiratory Therapist Practitioners, and there is strong student interest in completing a clinical Master of Respiratory Therapy program designed to prepare a Respiratory Therapist Practitioner.

The Master of Respiratory Therapy degree offered by The Ohio State University would be the first graduate degree of its kind in the United States addressing the need for advanced Respiratory Therapist Practitioners. We expect the Master of Respiratory Therapy degree program at The Ohio State University to be the model graduate program for advanced practice in RT.

5. Prospective enrollment.

Considering employer demand, student interest, available clinical and faculty resources, program costs, and income generated, the prospective enrollment is 15 students per year.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

According to the American Association for Respiratory Care, this discipline is somewhat diverse. Underrepresented groups in this discipline are non-Caucasians and males; men comprise 38%, and non-Caucasians comprise 25% of the respiratory therapist population.

Our efforts to enroll and retain underrepresented groups begin at the undergraduate level, since the graduate program is built upon a bachelor's degree in Respiratory Therapy. The faculty has been committed to enhancing the diversity of the learning environment and participates in many recruitment events targeted toward underrepresented groups. These include Mentoring in Medicine, Columbus Collegiate Academy, Health Science Career Fair, Explorers Events, After School A-Stars, University Multicultural Breakfasts, and Exploration in Medicine. Over the past 10 years, our efforts have resulted in an undergraduate respiratory therapy student body similar to the discipline consisting of 28% males and 22% non-Caucasians. The faculty will continue these efforts, will seek additional opportunities to enroll underrepresented groups, and expects a similar distribution at the graduate level.

The student applicant pool for this Master's degree program is limited to graduates of the 55 baccalaureate respiratory therapy degree programs in the United States which do include several historically black colleges and universities. Recruitment materials will be sent to all 55 baccalaureate respiratory therapy programs and University Fellowships available to non-Caucasians will be highlighted in all recruitment materials.

Our current student selection guidelines, frequent student evaluations, remediation policies, and improvement plans for the undergraduate program have resulted in greater than 95% retention and graduation for over 25 years. These retention efforts will be applied to the graduate program, and the faculty expects similar retention and graduation success in the graduate program.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

The faculty available for the Master of Respiratory Therapy program is listed in Appendix B. The academic faculty members are renowned respiratory therapy educators experienced in undergraduate and graduate education; these faculty members would teach the academic courses and labs and serve as the student advisors. To assure adequate faculty resources, these faculty members would be partially released from their undergraduate responsibilities to serve the graduate program.

The clinical faculty members are the physicians experienced in education and the specialties proposed in the Master of Respiratory Therapy curriculum. There are more physicians available for clinical education than needed by the program. Students will also enroll in graduate Nursing courses. Letters of support from the Division of Pulmonary, Allergy, Critical Care and Sleep Medicine of the Department of Internal Medicine, from the Pulmonary Division of the Department of Pediatrics, and from the College of Nursing are in Appendix C.

The facilities available to the program include the offices, classrooms and laboratories in Atwell Hall which houses the Respiratory Therapy Division of the School of Health and Rehabilitation Sciences. The program will share some spaces dedicated to the undergraduate program, and an additional laboratory space for teaching and research (436 Atwell Hall) has also been designated for use by the Master of Respiratory Therapy program.

The clinical resources available to the program include the outpatient clinics and inpatient facilities of the Wexner Medical Center and Nationwide Children's Hospital where the medical faculty practice. These clinical resources are deemed more than adequate to meet the needs of the student's clinical education.

8. Need for additional facilities and staff and the plans to meet this need.

Additional laboratory facilities (436 Atwell Hall) have been renovated for the program. An additional 1.5 FTE regular clinical faculty will be needed to implement the program. The additional 1.5 FTE faculty was determined by considering the Respiratory Therapy credit hours in the Master of Respiratory Therapy program and the expected credit-hour assignment for regular clinical faculty in the School of Health and Rehabilitation Sciences. The program includes 34 credit hours taught by Respiratory Therapy; the expected credit-hour assignment for regular clinical faculty averages 22 annually. The distribution of these credits, courses, and faculty are specified in Appendix D.

The revenue enhancement analysis suggests that adequate funding should be available from the additional instructional fees and subsidy revenues generated by the students enrolled in the program. The College of Medicine and School of Health and Rehabilitation Sciences will provide the start-up funding needed to recruit and initially support the additional faculty.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

The projected additional costs associated with the program are the additional 1.5 FTE faculty. The additional faculty is projected to cost \$155,400 annually which includes \$80,000 per FTE in salaries and \$23,600 in benefits. The administration will allocate 45% of the revenue generated from instructional fees and subsidies to support the program. After the second year of the program, revenue from instructional fees and subsidies are projected to exceed the cost of the additional faculty.

Students will be full time graduate students, each enrolling in 3 full time terms for 27 credit hours during year 1 and enrolling in 2 full time terms for 20 credit hours during year 2. For 15 students enrolled in year 1 of the program, the instructional fees are projected to be \$248,220 with 45% or \$111,669 available to support the program. For 15 students enrolled in year 2 of the program, the instructional fees are projected to be \$165,480 with 45% or \$74,466 available to support the program.

During the second year of the program and thereafter, collectively 30 students will enroll in 5 full time terms for 47 credit hours annually. For 30 students enrolled during the second year of the program and thereafter, the instructional fees are projected to be \$413,700 and the subsidy is estimated to be \$99,288 with 45% or \$230,844 available to support the program.

* The instructional fee is the MOT rate at \$5516/semester. The subsidy is estimated at 24%.
--

APPENDIX A: MASTER OF RESPIRATORY THERAPY CURRICULUM

The courses comprising the curriculum are:

HTHRHS 7900 (G) (1) Evidence Based Practice I: Critical Analysis of Measurement and Diagnostic Tests. Prepares students for evidence-based practice, emphasizing best practices in clinical measurements and interpretation of diagnostic reliability, validity, prediction and measures of clinically meaningful change.

HTHRHS 7910 (G) (1) Evidence Based Practice II: Critical Analysis of Intervention Research and Systematic Review. Prepares students for evidence-based practice, emphasizing the processes of critical inquiry and analysis in a multidisciplinary forum. Scientific literature related to intervention research and systematic reviews will be emphasized.

NURSING 7450 (G) (5) Pathophysiology of Altered Health States. Analysis of theories and research regarding alterations of health states across the life span, with an emphasis on pathophysiological processes.

NURSING 7410 (G) (3) Advanced Health Assessment. Development of advanced health assessment skills. Emphasis on acquisition of pertinent assessment data across the life span for advanced nursing care for multiple specialties.

NURSING 7470 (G) (4) Advanced Pharmacology in Nursing. Pharmacokinetic principles and clinical application and principles of the use of drugs and therapeutic devices in the prevention of illness and maintenance of health. Meets criteria for APNs prescribing in Ohio.

RESPTHR 7700 (G) (2) Ethical Issues in Advanced Practice. Ethical issues of concern to the advanced practice respiratory therapist. (Approval pending)

RESPTHR 7800 (G) (3) Advanced Practice in Respiratory Care. Case study approach of theories, procedures and equipment in advanced respiratory care. Integrates critical diagnostic thinking and evidence-based medicine for treatment of patients with respiratory compromise. (Approval pending)

RESPTHR 7895 (G) (1) Graduate Seminar. Graduate seminars will focus on evidence for respiratory care, updates and current developments, and professional practice issues in Respiratory Therapy. (Approval pending)

RESPTHR 8189 (G) (4) Advanced Clinical Practice I. Supervised clinical education and experiences in areas of advanced professional practice. (Approval pending)

RESPTHR 8289 (G) (7) Advanced Clinical Practice II. Supervised clinical education and experiences in areas of advanced professional practice. (Approval pending)

RESPTHR 8389 (G) (7) Advanced Clinical Practice III. Supervised clinical education and experiences in areas of advanced professional practice. (Approval pending)

The following scheduling plan demonstrates how students will complete the Master of Respiratory Therapy degree program in 4 semesters plus a May session and Summer term.

<p>AU Semester Year 1</p> <p>HTHRHSC 7900 (1) Evidence Based Practice I: Critical Analysis of Measurement and Diagnostic Tests</p> <p>NURSING 7450 (5) Pathophysiology of Altered Health States</p> <p>RESPTHR 7700 (2) Ethical Issues in Advanced Practice</p> <p>RESPTHR 7895 (1) Seminar: Evidence for Respiratory Care I</p> <p style="text-align: right;">Total 9</p>	<p>SP Semester Year 1</p> <p>HTHRHSC 7910 (1) Evidence Based Practice II: Critical Analysis of Intervention Research & Systematic Review</p> <p>NURSING 7410 (3) Advanced Health Assessment</p> <p>NURSING 7470 (4) Advanced Pharmacology in Nursing Practice</p> <p>RESPTHR 7895 (1) Seminar: Evidence for Respiratory Care II</p> <p style="text-align: right;">Total 9</p>	<p>May Session</p> <p>RESPTHR 7800 (3) Advanced Practice in Respiratory Care</p> <p>Summer Term</p> <p>RESPTHR 8189 (4) Advanced Clinical Practice I</p> <p>RESPTHR 7895 (2) Seminar: Updates and Current Developments I</p> <p style="text-align: right;">Total 9</p>
<p>AU Semester Year 2</p> <p>RESPTHR 7800 (3) Advanced Practice in Respiratory Care</p> <p>RESPTHR 7895 (1) Seminar: Updates and Current Developments II</p> <p>RESPTHR 8289 (7) Advanced Clinical Practice II</p> <p style="text-align: right;">Total 11</p>	<p>SP Semester Year 2</p> <p>RESPTHR 7895 (2) Seminar: Professional Practice Issues</p> <p>RESPTHR 8389 (7) Advanced Clinical Practice III</p> <p style="text-align: right;">Total 9</p>	<p>Total Credit Hours: 47 semester hours</p>

APPENDIX B: MASTER OF RESPIRATORY THERAPY FACULTY

*Georgianna Sergakis, PhD, RRT, RCP,
CTTS, FAARC
Associate Professor-Clinical
School of Health & Rehabilitation Sciences

*Sarah L. Varekojis, PhD, RRT, RCP,
FAARC
Assistant Professor-Clinical
School of Health & Rehabilitation Sciences

*Crystal Dunlevy, EdD, RRT, RCP
Associate Professor
School of Health & Rehabilitation Sciences

*Li Alex Zuo, PhD
Assistant Professor
School of Health & Rehabilitation Sciences

* Naeem Ali, MD
Associate Professor, Internal Medicine

Jeffrey Weiland, MD
Associate Professor, Internal Medicine

Stephen Hoffmann, MD
Associate Professor, Internal Medicine

Phillip D. Diaz, MD
Professor, Internal Medicine

Maria Lucarelli, MD
Associate Professor, Internal Medicine

*Jonathon D. Parsons, MD, MSc
Associate Professor, Internal Medicine

*John G. Mastronarde, MD
Professor, Internal Medicine

Matthew Exline, MD
Associate Professor, Internal Medicine

Rami N. Khayat, MD
Associate Professor, Internal Medicine

Jennifer W. McCallister, MD
Associate Professor, Internal Medicine

Amy L. Pope-Harman, MD
Associate Professor, Internal Medicine

Jessica Kynyk, MD
Assistant Professor, Internal Medicine

*Karen McCoy, MD
Professor, Pediatrics

Elizabeth Allen, MD
Associate Professor, Pediatrics

Richard Shell, MD
Associate Professor, Pediatrics

* Faculty of the Graduate School and
members of the Graduate Studies Committee
for MRT

**APPENDIX C: LETTERS OF SUPPORT FOR THE MASTER OF RESPIRATORY
THERAPY PROGRAM**

Deborah S. Larsen, PT, PhD, FASAHP
Professor and Director
School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine

Georgianna Sergakis, PhD, RRT
Assistant Professor-Clinical
MS Graduate Studies Chair
School of Health and Rehabilitation Sciences

Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education
College of Medicine

Stephen Hoffmann, MD
Wexner Medical Center at The Ohio State University
Vice-Chair, Department of Internal Medicine
Director (Interim), Division of Pulmonary, Allergy, Critical Care and Sleep Medicine
Associate Director, Center for Critical Care

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAANP,
FAAN
Associate Vice President for Health Promotion
University Chief Wellness Officer
Dean and Professor, College of Nursing
Professor of Pediatrics & Psychiatry, College of Medicine

October 9, 2013

Committee on Academic Affairs
The Ohio State University

To Whom It May Concern:

I am pleased to forward for review the proposal to implement a Master of Respiratory Therapy degree program (MRT) that will provide advanced credentialing for practitioners with an entry-level respiratory therapy degree. As is evident from the letter of support from Dr. Stephen Hoffmann (Vice Chair, Department of Internal Medicine and Interim Director of the Division of Pulmonary, Allergy, Critical Care, and Sleep Medicine) there is a critical need for advanced practitioners with the training proposed. The program proposal has been reviewed and approved by the MS Committee and Curriculum Committee of the School of Health and Rehabilitation Sciences, so we now forward it for College and University approval. We look forward to answering any questions that arise. The courses outlined in the proposal will be submitted separately for approval.

Thank you for your consideration of this proposal.

Sincerely,



Deborah S. Larsen, PT, PhD, FASAHP
Professor and Director
School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine



- School of Health and Rehabilitation Sciences
MS Graduate Studies Committee

453 West 10th Avenue
Columbus, OH 43210-1262

July 18, 2013

Deborah S. Larsen, PhD, FASAHP
Director, School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine
The Ohio State University
453 W. 10th Avenue
106 Atwell Hall

Dr. Larsen:

The program proposal for the Master's in Respiratory Therapy was reviewed by the MS Graduate Studies Committee of the School of Health and Rehabilitation Sciences on November 27, 2013. After suggested revisions were completed, the committee approved the MRT program proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Douglas M. Bergman'.

MS Graduate Studies Chair
School of Health and Rehabilitation Sciences
College of Medicine



Curriculum Committee Meeting Minutes

January 17, 2013

Attending: Alison Lane, Deb Kegelmeyer, Kevin Evans, Jimmy Onate, Marcia Nahikian-Nelms

Not Present: Kathy Waller

Guest: Herb Douce

Proposal of Masters of Respiratory Therapy

Herb Douce presented a Masters of Respiratory Therapy overview. This information has passed the Graduate Studies Committee. It is an advanced Practice Degree. The students participating in this program will become a Practitioner Therapist and have prescribing authority. We would be the first school to offer this program. The instruction will rely heavily on MDs for instruction because of the element of prescription authority. Suggestions were made by the committee upon review the proposal:

1. It was suggested the numbering system is changed for the advanced clinical practice courses. This would distinguish the first and second year of study. There aren't any accreditation standards at this time to use as a guideline.
2. Prerequisites for the second year courses should stipulate that they need to have a passing grade in the 1st year of classes.
3. The courses for this degree program will be submitted individually to the curriculum committee for approval once the new degree is ratified.

Herb raised concern about the need of the student to attend Nursing classes. It was brought up that there is a new Dean of Nursing. There is a need for a new letter of support and that is in process. We are required to provide a lab instructor for these courses.

Marcia made a motion to approve the plan with the following conditions:

- 1) The language of the proposal should be edited to correct terms such as program and division, and

- 2) The RT program director, Division Director and School Director meet to confirm the feasibility of the program plan.

Deb Kegelmeyer seconded the motion. There were five yes votes to pass the motion.

June 10, 2014

Scott Hemess
Associate Dean, Graduate School
250 University Hall
230 North Oval Mall
Columbus, Ohio 43210-1366

Dear Scott:

The College of Medicine has reviewed and fully endorses the proposed Master of Respiratory Science Program leading to a Master of Respiratory Therapy degree. The degree was unanimously endorsed by the College Education Committee on June 6, 2014. The consensus of the committee is that the degree will facilitate respiratory health by the producing advanced level clinicians capable of managing both simple and complex disease. Undoubtedly this degree will not only function to prepare advanced level respiratory therapists for clinical practice but will also develop clinical specialists in the areas of adult critical care, pediatric critical care and neonatal critical care, all areas with increased need for advanced level respiratory therapists. This can be clearly evidenced by the expansion of our critical care patient programs with the building of the new critical care tower at the OSU Wexner Medical Center.

In summary the College of Medicine fully endorses the proposed Master of Respiratory Science Program. The proposed Master of Respiratory Therapy degree has been approved by the appropriate College of Medicine Committees and has the full support and endorsement of the Dean. We feel it will be a highly sought after program.

Sincerely,



Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education
College of Medicine



Medical Center

Department of Internal Medicine
Division of Pulmonary, Allergy, Critical
Care and Sleep Medicine

201 Davis Heart & Lung Research Institute
473 West 12th Avenue
Columbus, OH 43210-1252
Phone: (614) 247-7707 / Fax: (614) 293-4799

June 10, 2013

Deborah S. Larsen, PhD, FASAHP
Director, School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine
The Ohio State University
453 W. 10th Avenue
106 Atwell Hall
CAMPUS

Dear Dr. Larsen:

This letter is in support of the Program Degree Proposal for the Master's in Respiratory Therapy at The Ohio State University, School of Health and Rehabilitation Sciences. The Division of Pulmonary, Allergy, Critical Care and Sleep Medicine has multiple and frequent interactions with Registered Respiratory Therapists that are critical to patient care. A program that would allow additional training and expertise would be of great benefit to patient care.

Managing patient care by directing other clinical providers through the use of protocols represents the evolution of advanced practice in respiratory therapy. An advanced respiratory therapist practitioner could improve the delivery of safe, efficient and evidence-based respiratory care by acting as a liaison between medical practitioners and clinical staff.

This looks like an excellent opportunity for Registered Respiratory Therapists to pursue advanced clinical practice. We look forward to the opportunity to be a part of this exciting program. If I can be of additional assistance please contact me. Thank you.

Sincerely,

sl y-----

Stephen Hoffmann, MD
Weisler Medical Center
The Ohio State University
Vice-Chair, Department of Internal Medicine
Director (Interim), Division of Pulmonary, Allergy, Critical Care and Sleep Medicine
Associate Director, Center for Critical Care



College of Nursing

Office of the Dean
Newton Hall
1585 Neil Ave
Columbus, OH 43215

Phone (614) 292-8900
Fax (614) 292-4535
E-mail nursing@osu.edu
Web nursing.osu.edu

June 13, 2013

Deborah S. Larsen, PhD, FASAHP
Director, School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine
The Ohio State University
453 W. 10th Avenue
106 Atwell Hall
CAMPUS

Dear Dr. Larsen

I am writing in support of and to indicate our concurrence with and participation in the Master's of Respiratory Therapy Program. The following courses would be appropriate for inclusion in the curriculum:

- Nursing 7410
- Nursing 7450
- Nursing 7470

Dr. Sergakis has communicated with Karen Ahijevych, PhD, FAAN, Professor and Associate Dean for Academic Affairs, and we support the projected enrollment of 15 MRT students in these courses offered in our College.

Dr. Sergakis has agreed to provide instructional support for the advanced assessment laboratories for the enrolled MRT students. We look forward to working with the Respiratory Therapy Program in this capacity.

Sincerely,

A handwritten signature in cursive script that reads "Bernadette Melnyk".

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAANP, FAAN
Associate Vice President for Health Promotion
University Chief Wellness Officer
Dean and Professor, College of Nursing
Professor of Pediatrics & Psychiatry, College of Medicine

APPENDIX D. RESPIRATORY THERAPY FACULTY WORKLOAD ANALYSIS

Nursing 7410	Advanced Assessment Lab	1
Respiratory Therapy 7700	Ethical Issues in Advanced Practice	2
Respiratory Therapy 7800	Advanced Practice in Respiratory Care	6
Respiratory Therapy 7895	Respiratory Therapy Seminar	7
Respiratory Therapy 8189, 8289, 8389	Advanced Clinical Practice in Respiratory Care	18
	Total RT Credits	34

	Autumn	Spring	May + Summer
Full time 1.0 FTE (Regular Clinical) 22 credits	RESPTHR 7700 (2) Ethical Issues in Advanced Practice Respiratory Therapy 7895 (1) Seminar: Evidence for Respiratory Care I Respiratory Therapy 7800 (3) Advanced Practice in Respiratory Care	Nursing 7410 (1)* Advanced Health Assessment Lab Respiratory Therapy 7895 (1) Seminar: Evidence for Respiratory Care II Respiratory Therapy 7895 (2) Seminar: Professional Practice Issues Respiratory Therapy 8389 (7) Advanced Clinical Practice III	Respiratory Therapy 7800 (3) Advanced Practice in Respiratory Care Respiratory Therapy 7895 (2) Seminar: Updates and Current Developments I
Part time 0.5 FTE (Regular Clinical) 12 credits	Respiratory Therapy 8289 (7) Advanced Clinical Practice I Respiratory Therapy 7895 (1) Seminar: Updates and Current Developments II		Respiratory Therapy 8189 (4) Advanced Clinical Practice II

* RT faculty teach laboratory section