



Program Mission

The mission of the Bachelor of Science in Respiratory Therapy Program is to provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, or advanced clinical practice both to meet their current professional goals and to prepare them for practice as advanced degree respiratory therapists.

Expected Student Learning Outcomes

The expected student learning outcomes (ESLO's) describe what the student is able to do, achieve, demonstrate, or know upon completion of the program. *“Upon completion of the Bachelor of Science in Respiratory Therapy Degree Advancement program from the University of Michigan – Flint, students will...*

ESLO #1

Demonstrate knowledge in advanced respiratory critical care.

Introduce and Develop: RSP 400, RSP 405, RSP 410
Master: RSP 420

The direct measure for this student learning outcome is

- Completion of coursework in RSP 400, RSP 405, & RSP 410 with 80% of students achieving a grade of B- (80%) or higher
- Successful completion of RSP 420

ESLO #2

Demonstrate effective oral and written communication skills

Introduce: RSP 400, RSP 405, and RSP 410
Develop: RSP 315, RSP 330, RSP 340
Master: RSP 435 Capstone

The direct measure for this student learning outcome is

- creation of a capstone projection
- Successful defense of the capstone project.

ESLO #3

Have developed the knowledge and skills needed to support the respiratory therapist's expanded scope of practice expected of a baccalaureate-level respiratory therapist such as leadership, management, education, homecare, outpatient clinics, disease management, etc.

Introduce: RSP 400, RSP 405, RSP 410
Develop: RSP 315, RSP 320, RSP 330, RSP 340, HCR 376, HCR 379
Master: RSP 430

The direct measure for this student learning outcome is

- Completion of coursework in RSP 315, 320, 330, 340 with 80% of students achieving a grade of B- (80%) or higher
- Successful completion of RSP 430



ESLO #4

Demonstrate the ability to retrieve, interpret, and critically appraise literature as relevant, authoritative, and applicable to clinical and professional practice.

Introduce: RSP 400, RSP 405, RSP 410
Develop: PHS 347, RSP 315, RSP 330, RSP 340
Master: RSP 335

The direct measure for this student learning outcome is

- Completion of coursework in PHS 347 with a passing score
- Completion of RSP 330, RSP 340, RSP 315
- Successful completion of RSP 335 with 80% of students achieving a grade of B- (80%) or higher

ESLO #5

Have developed an original project or research proposal related to clinical practice, administration, education, and/or research associated with the respiratory therapy profession.

Introduce: HCR 300, RSP 400, RSP 405, RSP 410, HCR 376, HCR 379
Develop: PHS 347, RSP 335, RSP 330, RSP 340
Master: RSP 435

The direct measure for this student learning outcome is

- Completion of coursework in PHS 347 with a passing score
- Completion of RSP 330, RSP 340, and RSP 315 with 80% of students achieving a grade of B- (80%) or higher
- Successful completion of RSP 435 capstone project and defense.

ESLO #6

Demonstrate the ability to think critically and solve complex problems.

Introduce: HCR 300, RSP 400, RSP 405, RSP 410,
Develop: HCR 304, PHS 347, RSP 335, RSP 315
Master: RSP 435

The direct measure for this student learning outcome is

- Completion of coursework in HCR 304 and PHS 347 with a passing score
- Completion of RSP 315 and RSP 335 with 80% of students achieving a grade of B- (80%) or higher
- Successful completion of RSP 435 capstone project and defense.



ESLO #7

Recognize the changing face of healthcare and situate the respiratory therapist within the evolving healthcare economy.

Introduce: HCR 300, HCR 376, HCR 379

Develop: RSP 320, RSP 330, RSP 340

Master: RSP 435

The direct measure for this student learning outcome is

- Completion of coursework in HCR 304 and PHS 347 with a passing score
- Completion of RSP 320, RSP 330, and RSP 340 with 80% of students achieving a grade of B- (80%) or higher
- Successful completion of RSP 435 capstone project and defense.

ESLO #8

Model empathic behavior and possess an understanding and appreciation of social and cultural diversity.

Introduce: RSP 400, RSP 405

Develop: AGE 350, HCR 304, HCR 379, RSP 315, RSP 330

Master: RSP 420, RSP 430, and RSP 435

The direct measure for this student learning outcome is

- Completion of coursework in AGE 350, HCR 304 and HCR 379 with a passing score
- Completion of RSP 315 and RSP 330 with 80% of students achieving a grade of B- (80%) or higher
- Successful completion of RSP 420, RSP 430, and RSP 435 capstone project and defense.

ESLO #9

Recognize the role for quality assessment and demonstrate ability to perform and analyze results of quality data.

Introduce: RSP 400, RSP 405, RSP 410, HCR 300

Develop and Master: RSP 340

The direct measure for this student learning outcome is

- Completion of coursework in RSP 400, 405, 410, and HCR 300 with a passing score
- Completion of RSP 340 with 80% of students achieving a grade of B- (80%) or higher



Program Goals

- Provide students with additional knowledge, skills, and attributes in:
 - Leadership
 - Management
 - Education
 - Research
 - Advanced Clinical Practice (Adult, Neonatal/Pediatric, Diagnostics)
 - Professional Development
- Enhance ability to gain additional credentials:
 - Adult Critical Care Specialist (ACCS)
 - Neonatal/Pediatric Specialist (NPS)
 - Sleep Disorders Specialist (SDS)
 - Entry-Level Pulmonary Function Technologist (CPFT)
 - Advanced Pulmonary Function Technologist (RPFT)
 - Asthma Education Certification (AE-C)
- Promote participation in professional organizations:
 - American Association for Respiratory Care (AARC)
 - Student's State Society (ex. Michigan Society for Respiratory Care)
 - American Lung Association (ALA)
 - American Heart Association (AHA)
- Promote the importance of lifelong learning, continued professional development, and service.
- Promote the importance of attending professional meetings at the local, state, and national level.
- Promote an understanding and appreciation of social and cultural diversity.
- Develop effective written and oral communication skills.
- Develop critical thinking and problem-solving skills.



Accreditation Information

The University of Michigan-Flint's Respiratory Therapy Program is seeking accreditation through the Commission on Accreditation for Respiratory Care (CoARC). The CoARC has authorized approval of our letter of intent on March, 21, 2018. The program is working on the Provisional Self Study Report (PSSR). For more information on the accreditation agency please go to www.coarc.com.

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas 76021-4244
(817) 283-2835

Program Completion

This will be measured by dividing the number of students who complete the program by the number of students who start the program. Since the program is starting this year, this data is unavailable for another couple of years. The enrollment for Fall 2017 had 9 students, Winter 2018 had 12 students (4 new), and Spring 2018 had 11 students (2 new). Projected Fall 2018 is 22 students (8 new).

Credentialing Examinations

The National Board for Respiratory Care (NBRC) reports the statistics for credentialing examinations. The goal is to update the University of Michigan-Flint's Respiratory Therapy Program success and the national statistics for each credential. All information listed is obtained from the NBRC Horizons found at <https://www.nbrc.org/Pages/documentlibrary.aspx>.

ACCS

In 2016, 795 RRTs attempted the Adult Critical Care Specialty (ACCS) Examination. Of those, 560 practitioners, or 70.4%, earned the RRT-ACCS credential.

NPS

In 2016, 1,137 CRTs and RRTs attempted the Neonatal/ Pediatric Specialty (NPS) Examination. Of those candidates, 808 practitioners, or 71.1%, earned the CRT-NPS or RRT-NPS credential.

SDS

Of the 107 CRTs and RRTs who attempted the Sleep Disorders Specialty (SDS) Examination in 2016, 84, or 78.5%, earned the CRT-SDS or RRT-SDS credential.

CPFT/ RPFT

During 2016, 465 candidates attempted the Pulmonary Function Technology (PFT) Examination, with 233 individuals, or 50.1%, earning the Certified Pulmonary Function Technologist (CPFT) credential and 124 individuals, or 26.7%, achieving the Registered Pulmonary Function Technologist (RPFT) credential.



Job Market

(Bureau of Labor Statistics 2016)

Employment of respiratory therapists is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Growth in the middle-aged and elderly population will lead to an increased incidence of respiratory conditions such as pneumonia, chronic obstructive pulmonary disease (COPD), and other disorders that can permanently damage the lungs or restrict lung function. The aging population will in turn lead to an increased demand for respiratory therapy services and treatments, mostly in hospitals. In addition, a growing emphasis on reducing readmissions in hospitals may result in more demand for respiratory therapists in nursing homes and in doctors' offices. Furthermore, the number of individuals who have access to health insurance is expected to continue to increase because of federal health insurance reform. Advances in preventing and detecting disease, improved medications, and more sophisticated treatments will also increase the demand for respiratory therapists. Other conditions affecting the general population, such as respiratory problems due to smoking and air pollution, along with respiratory emergencies, will continue to create demand for respiratory therapists.