

Respiratory Care Program
Florida SouthWestern State College
Advisory Board Meeting
Kenneth P. Walker Health Science Hall Room #A-207
May 25, 2018 -2:00 p.m.
Agenda

1. Welcome and Introductions
2. Overview of 2017 Graduate Outcomes
 - a. Number (2017 = 19)
 - b. Placement statistics (100%)
 - c. Certification and Registry statistics (2017 CRT 100%, RRT 100%)
3. Classes of 2018 and 2019
 - a. 2018 – 19 scheduled to graduate, pinning June 15th, 2018 (Kettering review June 18-20, 2018)
2019 – 16 (14 traditional & 2 returning students)
2020 – Accepting applications, interviews in June, selections early July, selection criteria
 - b. Retention statistics
 - c. Recruitment
4. Human Resources
 - a. Dean / Associate Dean positions
 - b. Program administration
 - c. Instructional staff
5. Physical Resources
 - a. Simulation Centers-interdisciplinary simulations
 - b. Mechanical Ventilators - donations
 - c. New additional equipment – PB 980, aerogen, vapotherm
6. Clinical Resources and Clinical Associate Report
7. Program Goals/Curriculum/Program Review
8. Medical Directors Perspective
9. Graduate and Students Perspective
10. CoARC Accreditation Status
 - a. Continuing to meet or exceed all thresholds
 - b. Report of Current Status Due September, 2018—Program Resource Survey
 - c. Distinguished RRT Credentialing Success Award (4 years in a row)
11. Continuing Education
 - a. Suncoast Pulmonary Symposium, September 6 and 7, 2018
 - b. Intubation Programs
12. Baccalaureate Degree in Cardiopulmonary Sciences Update
13. Open Discussion
14. Adjournment

Respiratory Care Advisory Meeting

May 25, 2018

Attendees:

Ronald Daugherty
Mishanda Seawright
Jeff Campbell
Sindee Karpel
Jean Newberry
Heather O'Connell
Rendy Petrin
J. B. Elsberry
Jeff Davis
Luideibys Lopez
Liulyn Gonzalez
Lunden Burnett
Kurt Goerke
Tamra Pacheco (scribe)

The meeting was called to order at 2:02 by Ron Daugherty.

Sindee Karpel made the 1st motion and Jean Newberry made the 2nd motion to approve the previous meeting minutes.

Following the introductions, Jean read the information and 2017 statistics provided in the artifacts:

- 19 out of 19 graduates passed the boards with highest scores and were employed locally
- Schedule for pinning – June 15th and Kettering – June 18 - 20
- Class of 2018 statistics
- Interviews for Class of 2020 are scheduled for June 5 - 12
- We changed the admission process policies to exclude awarding points for corequisite courses completed towards the degree and increased the point value for overall and math/science GPAs.
- The applicants have higher GPAs this year.

On-Campus Labs

- We utilize the sim hospital more often than before, but scheduling is difficult on the Lee campus.
- We have received equipment and supply donations from the hospitals and the spouse of a patient donated a bipap machine.
- We received new equipment through Perkins funds and Dr. Elsberry won a Dragger Ventilator at the conference last year.
- Jeff Campbell said that they can donate 2 bronchoscopes from the hospital.

- We are trying to incorporate our equipment with the equipment in the sim hospital, but some incompatibility issues arise.
- Dr. Elsberry states that we cannot substitute clinical hours with simulation per CoArc, therefore we add simulation time to the clinical hours.
- We have over 900 hours of clinical time in the Respiratory Care program, whereas Nursing only has 600 and a portion of those hours are in simulation.
- Ron inquired on interdisciplinary education with different programs and we do have simulations with EMT and Nursing. We would like to do so with PTA, but their program does not allow it due to the learning environment of PTA as a satellite program with the parent program at Broward College.

Clinical Rotations

- Rendy requested comments on areas that need improvement at the clinical site.
- Jean requested a list of skills that we need to add to our labs and courses.
- Heather provided the positive feedback that she received from the students regarding the RTs at the clinical sites:
 - Faucet has wonderful staff that is helpful
 - Lee – Natasha is compassionate and helpful. Valerie shows the students new things
 - Cape – student had a good time in the ICU
 - Gulf Coast – Shawn was great and helpful
 - Healthpark – Debbie explained things and built confidence. Nicole was great.
 - Naples – student states that it was the best experience and good in ICU
 - Landmark – students had a good experience but it was too short since it is a short rotation and they have other sites to complete their clinical
 - Physicians Regional – great staff and experience
 - The experience would not be possible without our wonderful CAs.
 - Lunden described her clinical experiences as a second year student:
 - Golisano was great. She enjoyed working with the babies.
 - The best experience was at Lee with a gunshot patient since it was a big test for her personally.
 - She loves Bayfront. She recently saw a 4-hour operation at Bayfront with Dr. Debose and excavated the patient at the end of the procedure.
 - Luideibys provided her feedback as a graduate:
 - When starting the job, they were ready and knew where everything is and was able to move to ICU in a few months.
 - She is pursuing the BS in Cardiopulmonary Science and recommends to take every tool available to learn.
 - The program works well as it is. The professors are always there to help.
 - The program is well planned out.
 - She questioned why there is only one class in the first semester and Sindee explained that it gives the students the opportunity to complete their corequisites.
 - She told a story about a patient encounter and the importance of using respiratory flow calculations to improve breathing and save a life.

- Liulyn provided her feedback as a first year student:
 - She told her story of how she was raised in Cuba and came to the US.
 - She agreed that the faculty and staff are helpful
 - She has learned a lot in her first year of the program

Respiratory Care Program

- Dr. Elsberry will be retiring at the end of July
- Jeff Davis is no longer assigned a course to instruct, but he will be a guest speaker when needed until he retires in 2019.
- The program requested another faculty member, but was denied and will try again next year.
- The Dean position will be vacant after June 30th since we have not found a suitable replacement for Dr. Collins.
- The college and program enrollment has increased in the last two years, which is a surprise when considering the current state of the economy.
- We have more parents introducing their sons or daughters to our program since they or another family member is a Respiratory Therapist.
- Many others do not know what Respiratory Care is and we are utilizing social media and creating videos to promote and provide more information about the profession.
- We have participated in career fairs and science camps to introduce the program to children of all ages.
- Liulyn suggested that we attend the career day at the elementary schools to explain the profession.
- Dr. Elsberry stated that the programs are solid and we share information amongst the staff and faculty.
- Ron stated that the nursing students sit in groups whereas the respiratory students are always training and it is realistic.
- Ron also stated that our students have learned the tasks all over the hospital and they are able to keep up.
- According to CoArc, we meet and exceed all of our thresholds and are at 98%.
- The measurement of retention is a problem and we are not sure how to keep the retention up, instead of going from 30 to 19 students as we did this cohort.
- We are hoping that the orientation that will take place just before class starts in August will help to increase the retention rate.
- This will be the 4th year for academic success with CoArc.
- We have site visits every 10 years and we had our last visit 2 years ago.
- Kurt recommended that we use our statistics as a marketing tool for the program
- Kurt also recommended that we participate in the Asthma Camp.
- Ron suggested that we invite the news to view the program activities.
- There are 20 other Respiratory Care programs in Florida.

The next symposium is scheduled for September 6 & 7 and the dates are incorrect on the brochure.

Intubation program

- 12 new certifications from Healthpark
- 60 people from Lee are signed up.

BAS in Cardiopulmonary Sciences:

- There are 4 cardiopulmonary programs in Florida.
- 90% of the program is offered online.
- Valencia College copied our program.
- There were 32 applicants for spring, 19 enrolled
- Students progress through the program much quicker than they used to.
- The program should only take 3 or 4 semesters to complete.
- The majority of the employers provide tuition reimbursement
- 28 – 30% of the students will continue on to med school
- The program cost \$140 per credit hour, which is 1/4th less than other programs
- Sinee requested that the hospital staff post the program information in the employee areas of the hospitals.

Employment

- Rendy stated that hiring freeze at Lee Health is only for departments that are over budget. Their goal is to remain within their budget and will be more critical with hiring.
- Faucet has opening for RTs.

Jean requested that all of the attendees complete the CoArc survey. Meeting was adjourned at 3:20.

RESPIRATORY CARE ADVISORY BOARD MEETING

Meeting Date: 5-25-2018

Place/Room: A-207

Name	Title	Company
Juiderup Lopez	RRT	Health Park Med Center (Lee Health)
Livlyn Gonzalez	1st year student	
Lunden Burnett	2nd year student	FSW
Ron Daugherty	Director RT P7 PC	BayFront PC
Christy Perle	Director of Health Promotions	American Lung Association
JEFF DAVIS	RRT CRT P.D	FSW
Heather O'Connell	Director Clinical Education Resp. Care Program RRT, CPFT, RCP	FSW
Sindee Karpel	FACULTY RC Prog	FSW
Tamra Pacheco	Staff	FSW
Michanda Saunders	Resp.	Lee Health.
Jeff Campbell	Resp	Lee Health
RENDY PETRIN	Sup Dir R+R	Lee Health

Annual School Summary

Report as of 5/03/2018

FLORIDA SOUTHWESTERN STATE COLLEGE - 200317

Exam: TMC - Low Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	23	23	100%	22	95.7%	1	4.3%
2016	24	23	95.8%	23	95.8%	0	0%
2017	19	19	100%	19	100%	0	0%

Exam: TMC - High Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	23	23	100%	20	87%	3	13%
2016	24	23	95.8%	22	91.7%	1	4.2%
2017	19	19	100%	19	100%	0	0%

Exam: CSE

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	23	22	95.7%	17	73.9%	5	21.7%
2016	23	23	100%	19	82.6%	4	17.4%
2017	19	19	100%	19	100%	0	0%

GRADUATION YEAR	CRT	RRT
2017	19	19
2016	23	23
2015	23	22

CoARC Outcomes Thresholds Grid

PROGRAM OUTCOME	CUT SCORE/DEFINITION AS OF JANUARY 1, 2017	THRESHOLD AS OF JANUARY 1, 2017
<p>CRT Credentialing Success</p>	<p>NBRC passing score (set by NBRC)</p> <p>On the RCS this calculation excludes graduates who have previously earned the CRT credential prior to matriculation into the program (i.e., advanced placement). This calculation includes baccalaureate and graduate students earning the CRT credential in CoARC-accredited programs approved to grant special certificates of completion for CRT/RRT eligibility under previous CoARC policy 13.0.</p>	<p>80% of total number of graduates obtaining NBRC CRT credential (3-year average)</p>
<p>RRT Credentialing Success</p>	<p>N/A</p> <p>(programs are still be required to provide RRT outcomes data on annual reports, however, no accreditation actions will be taken based on RRT credentialing success).</p>	<p>N/A</p>
<p>Retention (Attrition)</p>	<p>Programmatic retention: defined as the number of students formally enrolled* in a respiratory care program during a three-year reporting period who graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class.</p> <p>The total number of students enrolled includes those who successfully completed the program as well as students who left the program for academic reasons (failure to achieve minimum grade requirements, ethical, professional or behavioral violations or violations of academic policies) that resulted in their expulsion from the program prior to graduation.</p> <p>Students are not included in the retention definition who:</p> <ul style="list-style-type: none"> • leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework** and/or receive grades of W or WP; • are in good academic standing who leave the program due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons; • are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class. <p>*Programmatic enrollment begins when a student enrolls in the first core respiratory care course (non-survey, non-prereq) available only to students matriculated in the respiratory care</p>	<p>70% retention of the total number of students in the enrollment cohort (3-year average)</p>

Edison State College (as of July 1,
2014-Florida SouthWestern State
College)

Program #: 200317

8099 College Pkwy SW

Ft Myers, Florida 33906

Inst Type: Four-year College or University

Inst Control: Public/Not-for-Profit

Total Grads 2016 (National Avg =7): 24

Total Grads 2015 (National Avg =7): 23

Total Grads 2014 (National Avg =8): 19

Max Annual Enroll 2016 (National Avg=31): 30

Total Enroll 2016 (National Avg =19): 27

Total Enroll 2015 (National Avg =20): 30

Total Enroll 2014 (National Avg =21): 29

Retention (Threshold=70%; National Avg =91%):

95.3%

Job Placement (National Avg =86%): 95.5%

**CRT Success (Threshold=80%; National Avg
=93.1%):** 98.5%

RRT Success (National Avg =75.1%): 95.5%

Employer Satisfaction (Threshold=80%;

National Avg =99.1%): 100.0%

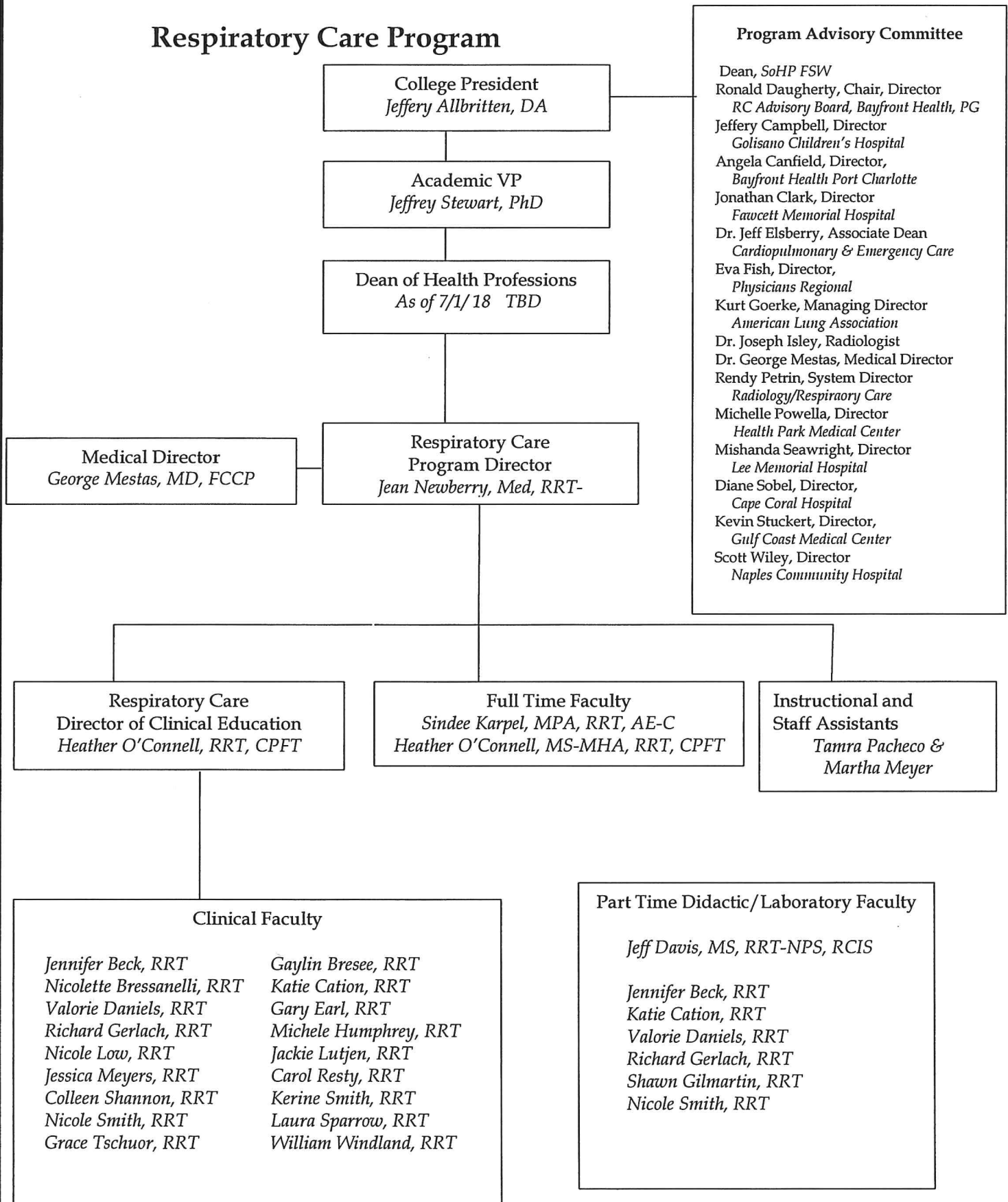
Graduate Satisfaction (Threshold=80%;

National Avg =99.4%): 100.0%

On-Time Grad Rate (Threshold=70%; National

Avg =90.8%): 92.3%

Respiratory Care Program



**FLORIDA SOUTHWESTERN STATE
COLLEGE CARDIOPULMONARY
TECHNOLOGIES CRITERIA FOR
ADMISSION**

Admission into the Respiratory Care or Cardiovascular Technology Program is a simple process. **Phase I** evaluates applicants according to the number of points earned through: cumulative grade point average, math/science grade point average, and number of credit hours earned by or before the application deadline of **May 31st**. Courses not completed by the deadline are not considered. Following application submittal, the candidate will be informed of the dates available and complete the online scheduling process for the Watson-Glaser Critical Thinking Exam.

Phase I: Academic + Critical Thinking Exam

GPA points are based on college credits, with a minimum of eleven credits of college course work for the overall GPA and a minimum of seven credits in the co-requisite math/science courses, for the Math/Science GPA

Criteria		Points	Maximum Points Obtainable
Overall GPA x 10			40
Math/Science GPA x 10			40
Watson Glaser Score			40
Educational Experience			13
Credits	Points		
100+	13		
92 -99	12		
84 – 91	11		
76 – 83	10		
68 – 75	9		
60 – 67	8		
52 – 59	7		
44 – 51	6		
36 – 43	5		
28 – 35	4		
20 – 27	3		
12 – 19	2		
4 – 11	1		
< 4	0		
Phase I Total Score			133

Phase II: Interview (pass/fail)

Phase II evaluates the affective and communication skills of applicants using an Admissions Panel interview. Only applicants who have met a minimum number of Phase I points will be scheduled for an interview. Successfully passing the interview is required for continuing in the admissions process. Those candidates with the highest total points from **Phases I and II** are offered admission in rank order. Applicants will be notified of admission status starting the first week of July.

*****Interviews to be scheduled beginning in late May continuing through early June for the applicants with the most Phase I points.***



PROGRAM PERSONNEL RESOURCE SURVEY

Sponsoring Institution/Consortium Name: Florida SouthWestern State College

CoARC Entry Base Program ID#: 200317

CoARC Satellite Option Program ID# (if applicable): N/A

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement. Please complete all resources areas unless directed otherwise.

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

YOUR OVERALL RESOURCE RATING: 5 [] 4 [] 3 [] 2 [] 1 []

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.
5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable
NOTE: Please provide detailed comments for any item rated below 3. (Relevant Standard is in parentheses)

1. PERSONNEL RESOURCES

PROGRAM FACULTY (Completed by Medical Directors & Advisory Committee Members only)

A. FACULTY TEACH EFFECTIVELY IN THE:

- 1. classroom (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. laboratory (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. clinical area (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

B. FACULTY NUMBERS ARE SUFFICIENT IN THE:

- 1. classroom (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. laboratory (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. clinical area (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

C. PROGRAM KEY PERSONNEL:

- 1. Program Director is accessible (2.06) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. Director of Clinical Education is accessible (2.10) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

MEDICAL DIRECTOR(S) (Completed by Program Faculty and Advisory Committee only)

- 1. Medical Director(s) ensures that didactic instruction and clinical experiences meet current practice guidelines (2.11) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

Comments:

2. FACILITIES

A. CLASSROOMS HAVE ADEQUATE:

- 1. lighting (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. ventilation (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. seating (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
4. audiovisual equipment/materials/ technology to support effective instruction (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

B. LABORATORIES HAVE ADEQUATE:

- 1. lighting (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. ventilation (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. seating (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

Comments:

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable

3. LABORATORY RESOURCES

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. The amount of equipment is sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. The variety of equipment is sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| C. The duration and quality of laboratory experiences is sufficient for students to acquire the competencies (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| D. Supplies are sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| E. Technology is sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| F. Laboratory resources are available/accessible to students when needed (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments:

4. ACADEMIC SUPPORT RESOURCES

- | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. Learning resources (ex., textbooks, journals, reference materials, and computers) are sufficient to support the curriculum (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. Learning resources are available/accessible to students when needed (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| C. Administrative and clerical support staff enable Program to meet its goals and objectives (2.15) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments:

5. CLINICAL RESOURCES

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. Each clinical experience is of sufficient quality and duration for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. Clinical sites offer sufficient supervision for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| C. Clinical sites offer a sufficient variety of patient experiences for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| D. Clinical sites offer a sufficient variety of patient populations for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| E. Clinical sites provide sufficient practice time for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| F. Clinical instructor to student ratio is adequate (2.13) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| G. Clinical instructors provide feedback and mentoring during student's clinical rotations (3.12) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments: _____

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable

6. FINANCIAL RESOURCES

A. PROGRAM BUDGET PROVIDES FOR:

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| 1. Sufficient access to functioning and up-to-date equipment to achieve program goals and objectives (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. Supply purchases necessary to achieve program goals and objectives (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 3. A sufficient number of faculty for didactic (classroom) and laboratory instruction (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 4. A sufficient number of faculty for clinical instruction (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 5. Adequate continuing professional development of program faculty (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments:

7. For the Program's Satellite Campus(es) Only

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. The satellite coordinator (faculty member) ensures uniform implementation of the program on that site (2.14) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. The satellite coordinator (faculty member) was accessible to PD and DCE (2.14) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments: _____

8. ADDITIONAL COMMENTS

Please provide any additional comments or recommendations for improvement: _____

What position do you hold with this program? _____

How long have you been associated with the program? _____ Years _____ Months

Date: / /

Thank You!



Cardiopulmonary Sciences Program

The Bachelor of Science (BS) in Cardiopulmonary Sciences is a degree completion program designed for cardiovascular technologists and respiratory care professionals who want to advance their education. A degree completion program is typically designed for a nontraditional undergraduate population such as working adults who have completed some college-level coursework but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from previously taken courses.

All applicants need to have one of the following credentials to be accepted into the Cardiopulmonary BS Program:

- Registered Respiratory Therapist (RRT) from the National Board for Respiratory Care
- Registered Cardiovascular Invasive Specialist (RCIS) or other registry level credentials from Cardiovascular Credentialing International
- Registered Diagnostic Cardiac Sonographer (RDCS) from the American Registry of Diagnostic Medical Sonographers.

The BS-Cardiopulmonary Program (BS-CPS) provides a career and educational pathway to advancement for entry-level cardiovascular technologists and registered respiratory therapists with an Associate of Science degree. The BS-CPS provides cardiopulmonary professionals with a well-rounded general education in the arts and sciences as well as an advanced understanding of the Cardiopulmonary Sciences. Students develop management and leadership skills and gain a broader-based knowledge of healthcare delivery skills. The BS-CPS Program offers a diverse population of students innovative educational experiences and opportunities to meet the healthcare needs of the community they serve.

Admission Requirements for BS-CPS

1. Applicants must:

- A. Submit an application to the BS Program
- B. Be accepted to Florida SouthWestern State College.
- C. Send official transcripts from all previously attended colleges or universities directly to the registrar's Office.
- D. Have a minimum cumulative grade point average of 2.0 on a 4.0 scale.
- E. Possess licensure, certification, or registration from the profession in which the applicant is practicing.
- F. Hold one of the following credentials:
 - (1) Registered Respiratory Therapist (RRT) from the National Board for Respiratory Care
 - (2) Registered Cardiovascular Invasive Specialist (RCIS) or other registry level credentials from Cardiovascular Credentialing International
 - (3) Registered Diagnostic Cardiac Sonographer (RDCS) from the American Registry of Diagnostic Medical Sonographers

2. Applicants must have earned either:

An Associate in Science (AS) degree in either Cardiovascular Technology or Respiratory Care from any college or university accredited by a regional accrediting association as defined by State Board of Education rule, with a minimum of 60 credit hours earned. Current AS students are encouraged to apply for admission during the term in which they will complete their AS degree program/receive their required licensure.

OR

A minimum of 60 credit hours, with all General Education and Electives met, may apply for admission. Students must possess licensure, certification, or registration from the profession in which the applicant is practicing as noted above.

BS Cardiopulmonary Sciences

Core Requirements: 33 Credits Required

Course #	Course Name	Type	# Credits	When Offered*
HSC 4159	Advanced Medical Pharmacology	Core	3	Spring
HSC 4555	Pathophysiologic Mechanisms	Core	3	Summer
HSC 4652	Health Care Ethics	Core	3	Fall
RET 4445	Cardiopulmonary Diagnostics	Core	3	Fall
RET 4505	Chest Medicine	Core	3	Summer
RET 4536	Cardiopulmonary Rehabilitation	Core	3	Spring
RET 4715	Advanced Neonatal Medicine	Core	3	Fall
RET 4050	Research Methods	Core	3	Fall & Spring
RET 4933	Selected Topics (CAPSTONE COURSE)	Core	3	Fall & Spring
RET 4524	Education in Community/Acute Care Environments	Core	3	Fall
RET 4034	Problems in Patient Management (ACCS exam prep)	Focus Core†	3	Spring
HSA 3113	Contemporary Issues in Health Care	Focus Core†	3	Spring*, Summer & Fall
HSA 3430	Health Care Economics	Focus Core†	3	Spring & Summer*
HSA 4184	Leadership and Management	Focus Core†	3	Fall & Summer*
MAN 3301	Human Resources Management (blended or online)	Focus Core†	3	Mini A, Mini B Fall & Spring

* Subject to change based on need and instructor availability.

† Select only one focus core course

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Respiratory Care Advisory Meeting

May 16, 2017

Attendees:

Jonathan Clark
Ronald Daugherty
Christina Dady
Matthew Royer
Kirby Lamb
Keith Staples
Diane Sobel
Mishanda Seawright
Jeff Campbell
Sindee Karpel
Jean Newberry
Alan Cunningham
Kevin Stuckert
Eva Fish
Rendy Petrin
J. B. Elsberry
George Mestas
Hemi Hatem Gonzalez

The meeting was called to order at 2:02 by Alan Cunningham

Sindee Karpel made the 1st motion and Jean Newberry made the 2nd motion to approve the previous meeting minutes.

Following the introductions, Jean read the information and statistics provided in the artifacts:

- 22 out of 23 graduates will be employed locally
- Schedule for pinning and Kettering
- Class of 2018 statistics
- CoArc tracks retention rates for all programs. Open labs have improved retention
- Position changes within the Respiratory Care Program

Alan stated that he would like to resign from the Advisory Chair position and elect a new chair person. Many of the attendees motioned to nominate Ron Daugherty and he accepted the position.

On-Campus Labs

- The program needs supplies and we will be diligently shopping around for them.
- We also use the sim center more often and cross-course simulation using simulators and live patients.
- In the advanced ventilation course, we split the lab and the scores went up this year. Sindee stated that we also had more tutors.