



Letter of Intent

Respiratory Therapist Program

AAS Degree in Respiratory Therapy

Office of the Provost

and

Department of Nursing

community colleges where the technical content fit well into an associate degree curriculum. The technical demands of the profession continued to develop over the next decades and pressure on the curricula continued to grow as new technologies emerged in neonatal care, diagnostics and polysomnography.

The accreditation model changed in the mid-1980s to an outcomes-based model which allowed for non-traditional modes of instruction such as correspondence programs. Approximately 25% of technicians were graduates of such non-traditional programs. In the mid-1990s the profession eliminated non-degree granting institutions as providers of basic training and required the minimum of an associate degree. Consequently, technician programs were reduced drastically. There is significant interest within the profession to make the baccalaureate the entry point but little interest from baccalaureate institutions to develop them. This and the reduction in non-degree technicians have made the demand for associate-degree respiratory therapists very high.

Salaries in the Brooklyn area appear to average in the top 10% of the salary range and many therapists are reported to work multiple jobs and or significant overtime hours to earn on average over \$60,000 per year.

D. Community Interest in the Program

At this early stage of development, we have already received positive responses from four Brooklyn hospitals indicating support for the program and offering to serve as

Kingsborough is large enough to expect a strong positive reaction to educational opportunities at his level for this rewarding profession. Applicant pools for the extant programs are excellent at present. Brooklyn has a population of over 2.2 million.

Enrollment at Kingsborough Community College (excluding College Now) reached 11,790 students in the spring 2005 semester. In spite of the interest of significant numbers of these students in allied health career education, many do not have access due to the limited number of programs and program seats available. Therefore, there is a need to introduce additional, equally viable career programs.

Meetings with representatives from the 1199SEIU League Training and Upgrading Fund indicate significant interest in a Respiratory Therapy program for its members who are currently employed in health care. The proposed program will address specific scheduling issues presented by these students and non-traditional course scheduling such as evening and weekend courses can be incorporated into the design of the program. Each course in the major can be modularized and tied into technology supported instructional resources such as simulation and computer-assisted instruction and testing. These resources can be utilized for any technical instruction regardless of the course schedule. Clinical experiences can be scheduled throughout the week and during day, evening and night shifts as well as on weekends to accommodate student scheduling needs.

The Department of Student Development has enthusiastically endorsed this proposed program and has agreed to schedule the shadowing of practicing professionals prior to implementation to strengthen their understanding of the work environment and scope of practice for respiratory therapists. This will better equip them to help potential students select the right profession and may increase retention in the program.

4. Curriculum

This curriculum is designed to prepare students who will succeed in earning State licenses and National Board for Respiratory Care credentialing and are ready to work anywhere in the United States as highly qualified respiratory therapists. The curriculum includes the science of human anatomy all health technicians must know and is prerequisite to clinical courses, and the humanities, social science and other general education courses which are essential for all associate degree graduates, provide a foundation for further higher education and help create a well-rounded individual and citizen. To meet both NYSED and the National Board for Respiratory Care accreditation, the proposed AAS in Respiratory Therapy will need a waiver of the 60-credit limit for associate degree programs.

A.

153 Clinical 3

Credit

6

Advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Students begin to interact with patients in an intensive care setting. Offered during the twelve-week semester. However some of the clinics are completed during the six-week module immediately following.

Pre-requisite: Clinical 2

210 Critical Care 1

Credit

4

The basic modalities in the treatment of acute patient needs found in the intensive care environment. Topics include the study of mechanical ventilation, underlying pathophysiology and the introduction of critical care monitoring.

211 Advanced Testing and Monitoring

Credit

1

This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures.

236 Critical Care 2

Credit

4

The continuation of acute patient care and its underlying pathophysiology. Topics include the further study of mechanical ventilation, related pathophysiology and the interpretation of critical care monitoring systems.

Pre-requisite: Critical Care 1

247 Clinical 4

Credit

6

Experience in advanced diagnostic and critical skills for adult patients. Offered during the twelve-week semester. However, some of the clinics are completed during the six-week module immediately following.

Pre-requisite: Clinical 3

214 Neonatal and Pediatric Respiratory Care

Credit

2

This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children.

253 Clinical 5

Credit

4

This clinical focuses on pediatric and neonatal patients and the specialized equipment used in their general and intensive care management. Offered during the twelve-week semester. However, some of the clinics are completed during the six-week module immediately following.

Pre-requisite: Clinical 4

The entire curriculum outline follows on the next page.

Kingsborough Community College
A.A.S. in Respiratory Care Curriculum

Course number		Lecture	Lab	Clinic	Credit
110	Intro to Respiratory Care	4	6		5
111	Therapeutics and Diagnostics	2	6		4
112	Patient Management	1	3		2
114	Cardiopulmonary Pathophysiology	2	3		3
132	Clinic 1			96	2
145	Clinic 2			144	4
153	Clinic 3			288	6
210	Critical Care 1	3	3		4
211	Advanced Testing and Monitoring		3		1
214	Neonatal and Pediatric Respiratory Care	1	3		2
236	Critical Care 2	3	3		4
247	Clinic 4			288	6
253	Clinic 5			144	4
				960	47
12	English 12				4
24	English 24				3
15	Anatomy and Physiology for Allied Health				6
25	Applied Physical Science for Allied Health				3
11	General Psychology				3
31	Intro to Sociology				3
					22

Respiratory Care Program Full-Time (4 semester) Plan of Study
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Fall /
Winter

15	Anatomy and Physiology for Allied Health*	6
25	Applied Physical Science for Allied Health	3
110	Intro to Respiratory Care	5
132	Clinic 1*	2
		16

Spring /
Summer

111	Therapeutics and Diagnostics	4
112	Patient Management	2
114	Cardiopulmonary Pathophysiology	3
145	Clinic 2*	4
12	English 12	4
		17

Fall /
Winter

11	General Psychology	3
210	Critical Care 1	4
153	Clinic 3*	6
211	Advanced Testing and Monitoring	1
24	English 24	3
		17

Spring /
Summer

bachelor's degree and the RRT credential from

years should have been spent in clinical respiratory care and at least two (2) years in a teaching position in an accredited respiratory care program. Formal teacher training/experience is recommended.

Medical Director

(1) Responsibilities

The Medical Director of the program must provide the input necessary to ensure that the medical components of the curriculum, both didactic and supervised clinical practice, meet current standards of medical practice. He/she must also assure physician instructional involvement in the training of Respiratory Therapists.

(2) Qualifications

The Medical Director must be a Board Certified/eligible, licensed physician, with recognized qualifications, by training and/or experience, in the management of respiratory disease and in respiratory care practices.

Faculty and/or Instructional Staff

(a) Responsibilities

In classrooms, laboratories, and all clinical facilities where a student is assigned, there must be (a) qualified individual(s) clearly designated as liaison(s) to the program to provide instruction, supervision, and timely assessments of the student's progress in meeting program requirements.

(b) Qualifications

Instructors must be appropriately credentialed for the content area being taught, knowledgeable in subject matter through training and experience, effective in teaching their assigned subjects and who exhibit professional behavior in the workplace.

6. Facilities, Laboratory Equipment, Supplies and Library Materials