

# The Coalition Chronicle

Coalition for Baccalaureate and Graduate Respiratory Therapy Education

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## The Ohio State University Columbus, Ohio



### *Spotlight Article*

#### *Advanced Practice Respiratory Therapy*

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College of Medicine  
School of Health and Rehabilitation Sciences  
Division of Respiratory Therapy

#### **History**

In 1971, the Respiratory Technology Division was established in the School of Health and Rehabilitation Sciences within the College of Medicine at The Ohio State University. For over 47 years, the division has offered an undergraduate major for a Bachelor of Science degree in

Health and Rehabilitation Sciences. The original mission of the program was to prepare inhalation therapists as hospital department managers, community college faculty, clinical specialists, and future professional leaders for the developing field called "inhalation



therapy." The program was initially accredited by the Joint Review Committee for Inhalation Therapy Education (JRCITE) as an advanced-level inhalation therapist program in 1976 and has been fully accredited ever since

The Division evolved with the profession, and the name changed to Respiratory Therapy in 1978. As clinical practice expanded, the undergraduate curriculum adapted. The curriculum became entirely upper division built upon two years of undergraduate preparation in liberal arts and natural sciences. Academic

courses were created to address the full scope of practice and became prerequisite to clinical courses in basic therapeutics, intensive care, diagnostics, neonatal, pediatrics, long-term care, and rehabilitation. Clinical affiliates and experiences expanded throughout Ohio to include many community hospitals, several children's hospitals, long term acute care, sub-acute care, home care, and major medical centers.

Undergraduate research became a significant component of the curriculum. With more credit hours devoted to the science and clinical practice of respiratory therapy, the preparation of managers and educators shifted to the master's degree level. In 2007, F. Herbert Douce (Program Director from 1974 – 2009) and Marc K. Mays (Director of The Ohio State Wexner Medical Center Respiratory Therapy Department) began the development of a proposal for an advanced practice program for respiratory therapists. Over the course of the next ten years, in parallel with national development of the CoARC standards development and tripartite APRT committee work in the area, the proposal developed further and was submitted to the appropriate channels at the university. On November 17, 2017, the Ohio Chancellor's Council on Graduate Studies approved the Master of Respiratory Therapy, an advanced practice clinical graduate degree in respiratory therapy.

Today the mission of Ohio State's Division of Respiratory Therapy is to impact the advancement of the profession through leadership in teaching, research, and service. Specifically:

- Provide model undergraduate and graduate respiratory care educational programs.
- Engage all faculty and students in research and scholarly activity.
- Provide state and national leadership for the respiratory care profession and professionally-related community outreach activities.

## Faculty



Dr. Georgianna Sergakis

Dr. Sarah Varekojis

Since 1971, twenty-one individuals, including eighteen registered therapists (ARIT, ARRT, and RRT) have been regular faculty. Three have earned tenure and promotion to associate professor. The number of full-time regular faculty began with one in 1971 and reached four in 2009.

There have been four volunteer medical directors, and countless therapists have been non-salaried clinical instructors and preceptors. The School of

Health and Rehabilitation Sciences (HRS) is led by the school Director and Associate Dean of the College of Medicine, Deborah Larsen, PhD, FAPTA, FASAHP. Georgianna Sergakis, PhD, RRT, FAARC is the fifth program director, and Sarah Varekojis PhD, RRT, FAARC is the eighth director of clinical education. Additional faculty currently include lecturer Rebecca Oppermann, MS, RRT; lecturer Chris Mead, RRT, clinical professor Crystal Dunlevy, EdD, RRT and Medical Director, Jeffrey Weiland, MD. An additional 1.5 FTE will round out the faculty to support the MRT program. A dozen therapists at The Ohio State University Wexner Medical Center and 18 physicians currently are involved in contributing to the program.

Having graduated over 700 alumni, the Respiratory Therapy Division has impacted Ohio and the nation by providing exceptional educators, managers, advanced clinicians, and leaders for the respiratory care profession. Alumni include leaders of the American Association for Respiratory Care, multiple presidents of the Ohio Society for Respiratory Care, members of the state licensing board, community college and university faculty, and administrative leaders of community hospitals and major medical centers throughout Ohio.

### **Master of Respiratory Therapy – An Advanced Clinical Practice Respiratory Therapist**

The Respiratory Therapy Division of the School of Health and Rehabilitation Sciences at The Ohio State University will implement a new degree program leading to the Master of Respiratory Therapy (MRT) degree in fall of 2019. 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 degree and will provide an attractive career option for respiratory therapists.

The rationale for this program 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.” Similar to nurse practitioners and physician’s assistants, graduates of the program will be uniquely qualified as “limited practitioners” under Ohio law.

“The credentialed Respiratory Therapist Practitioner will be a perfect position to help improve the efficiency of respiratory care, cost effectiveness, quality and safety,” said Georgianna Sergakis, PhD, RRT, RCP, FAARC, associate clinical professor and Program Director of the Respiratory Therapy program. “We have many graduates who are superb practitioners and want to advance their practice. Until now, they might go to a physician assistant or nurse practitioner programs. This new degree builds upon their clinical experiences and advances their career.”

Respiratory therapist practitioners will learn leadership skills and evidence-based practice techniques to create treatment plans, not just execute them. These graduates will have the skills and education necessary to ensure the application of evidence-based practice (EBP) clinical guidelines and protocols as an integral part of the interprofessional team.

“The MRT program will allow for a stronger influence on patient care decisions, allow RTs to play a larger role in development of disease management plans and directing care of cardiopulmonary patients,” Sergakis said.

The disciplinary purpose of the program is to provide career opportunities for graduates of the proposed program, which include employment in a community or academic medical center, physician’s office, clinic, sleep lab, and other areas as a respiratory care practitioner. Graduates of the MRT program will be eligible for licensure in all 50 states, and it is anticipated that graduates of the MRT will have additional licensure and credentialing options in the near future.

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 Ohio

State would be the first graduate degree of its kind in the United States addressing the need for advanced Respiratory Therapist Practitioners. We expect the MRT degree program to be the model graduate program for advanced practice in RT.

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 Evidence-Based Practice 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.

Respiratory therapy and physician leaders at adult and pediatric medical centers in Ohio have expressed a need for an advanced respiratory care practitioner to manage and facilitate patient care using clinical protocols and to direct and coordinate respiratory care, including such functions as:

- o Provide consultation in decision making/planning for clinical respiratory care services;
- o Assess, manage, and treat patients pursuant to prescribed clinical protocols for medical gas therapy, hyperinflation therapy, bronchopulmonary hygiene therapy, airway medication therapy, and ventilation therapy;
- o Order diagnostic tests and respiratory care services under prescribed clinical protocols,



including discharge instructions/orders;

- o Initiate consults/referrals to other health care providers;
- o Authorize and supervise licensed respiratory care professionals (RCP) to provide respiratory care under clinical protocols;
- o Assume a leadership role in airway management and cardiopulmonary resuscitations;
- o Assume a leadership role in applying evidence-based practice and identifying evidence-based opportunities for improvement in patient care.

## **The Significance and Benefits of the MRT Program**

**Students:** Graduates of the MRT will have increased professional responsibility and autonomy. The availability of an advanced practice clinical Master's degree will also reduce professional attrition. Highly motivated and bright students will have the option to pursue advanced clinical graduate education, allowing the clinician to stay in their chosen profession. In the past five years, it is estimated that approximately 30% of students, graduating from the undergraduate RT program, pursued advanced clinical practice in another profession such as medicine, physical therapy, nurse practitioner, occupational therapy and physician assistant.

**Region or state:** There are several premier respiratory therapy departments located in institutions recognized for excellence in the region/state that would be prime environments to advance respiratory therapy practice in Ohio (for example: The Ohio State University Wexner Medical Center, The Cleveland Clinic, Nationwide Children's Hospital, and Cincinnati Children's Hospital).

**Professional and Societal:** The benefit is to those that choose to hire advanced practice therapists.

**Benefits to the institution and the patients** receiving care from MRTs may include the following:

- Facilitate implementation of clinical respiratory medication and treatment protocols
- Facilitate weaning patients from mechanical ventilation
- Increase efficiency of providing respiratory patient care
- Improve communication between respiratory care prescriber and therapists
- Decrease misallocation of respiratory care
- Reduce the occurrence of medical errors

- Enhance the professionalism of respiratory therapists
- Better assure evidence-based/best practice of respiratory care
- Improve timeliness of providing respiratory patient care
- Increase time respiratory expert coverage is available
- Reduce length of stay
- Improve patient clinical outcomes
- Improve disease management
- Improved recruitment and retention of staff therapists

The RT division will submit the Letter of Intent (LOI) for accreditation for the MRT program with the CoARC in January 2018. The CoARC released accreditation standards for advance practice programs in respiratory care in 2015, with revisions published in 2016, requires submission of a letter of intent, an approval of this letter of intent, completion and submission of a self-study, and a site visit.

### **Needs Assessment**

The Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) 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.

The faculty 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 six 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 needs assessment manuscript was published in the [Respiratory Care Education Annual](#).

## **Curriculum**

The MRT program will emphasize advanced problem solving, critical thinking, clinical reasoning and management, and differential diagnosis to support the level of advanced practice expected of advanced respiratory therapists in the coming decades. In addition, it is expected that the graduate will be prepared to be a critical consumer of the scientific literature and to support clinical research in the health care arena.

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. Several courses were strategically included in the initial curriculum of the program so that students will be training alongside other student healthcare practitioners. 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.

The proposed MRT program includes three clinical courses. It is expected that at least two of these experiences is at the specialty area care site consistent with their specialty track and that the composite of experiences provides a breadth of exposure to the respiratory therapy practice arena. The Director of Clinical Education (DCE) will arrange and oversee the student clinical experiences. During each clinical experience, each student is supervised directly by a Clinical Instructor (Physician) at the clinic site. Each site has an affiliation agreement contract with the University that establishes the relationship between the site and the program.

Each clinical experience will require a satisfactory level of performance across clinical competency and professional behavior with the criteria for a satisfactory completion increasing between the first two clinical practica (8189 and 8289) and the subsequent clinical practica (8389). Also, during Respiratory Therapy 8389, each student will complete the data collection for their Master’s examination. During the last experience, 8389, the students will establish individual goals, approved by the clinical site and the program, with a focus on refining their skills for MRT practice.

## OSU MRT CURRICULUM

AUTUMN YR 1	SPRING YR 1	SUMMER YR 1
<b>HTHRHSC 7900:</b> Evidence Based Practice I: Critical Analysis of Measurement and Diagnostic Tests (1)  <b>NURSING 7450:</b> Pathophysiology of Altered Health States (5)  <b>RESPTHR 7700:</b> Ethical Issues in Advanced Practice (2)  <b>RESPTHR 7895:</b> Seminar: Evidence for Respiratory Care I (1)	<b>HTHRHSC 7910:</b> Evidence Based Practice II: Critical Analysis of Intervention Research & Systematic Review (1)  <b>NURSING 7410:</b> Advanced Health Assessment (3)  <b>NURSING 7470:</b> Advanced Pharmacology in Nursing Practice (4)  <b>RESPTHR 7895:</b> Seminar: Evidence for Respiratory Care II (1)	<b>RESPTHR 7800:</b> Advanced Practice in Respiratory Care (3)  <b>RESPTHR 8189:</b> Advanced Clinical Practice I (4)  <b>RESPTHR 7895:</b> Seminar: Updates and Current Developments I (2)
<b>9 credits</b>	<b>9 credits</b>	<b>9 credits</b>
AUTUMN YR 2	SPRING YR 2	
<b>RESPTHR 7800:</b> Advanced Practice in Respiratory Care (3)  <b>RESPTHR 7895:</b> Seminar: Updates and Current Developments II (1)  <b>RESPTHR 8289:</b> Advanced Clinical Practice II (7)	<b>RESPTHR 7895:</b> Seminar: Professional Practice Issues (2)  <b>RESPTHR 8389:</b> Advanced Clinical Practice III (7)	
<b>11 credits</b>	<b>9 credits</b>	<b>TOTAL CREDITS: 47</b>

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.

## Excellent Clinical Training

Students have the opportunity to select an area of specialization listed below in consultation with their program advisor. Specialization occurs through the selection and completion of various clinical rotations in the Respiratory Therapy 8189, 8289 and 8389 courses.

In addition, the services, equipment and facilities of the Clinical Skills Assessment Center of the The College of Medicine (the School of Health and Rehabilitation Sciences is a part of the College of Medicine) will be reserved for the MRT students to engage in simulation and



laboratory skills practice and competency assessment. MRT students will have several opportunities for interprofessional simulation with other health sciences educational programs and physician trainees on our campus. Competencies will be assessed during these simulations, and participation in the simulations allows the students additional opportunities for team leadership, evaluation and critical thinking.

The Clinical Skills Education and Assessment Center is a procedural and high-fidelity simulation area that serves as a learning space for students, residents and other medical trainees from all fields of study to have the opportunity to practice a wide variety of procedures, with the ultimate intent of advancing patient care.

The Simulation and Procedures space includes:

- 18,000 square feet of space
- High technology simulators and equipment
- 3,000 square foot procedures training lab
- Wireless environment allowing ready access for PDA's and laptops
- Digital recording systems
- Four virtual critical care and surgery bays with observation and control station
- An ultrasound room
- A 70-seat seminar room
- Staff offices and conference room

The Standardized Patient space includes:

- 8,000 square feet of space
- 14 exam rooms
- Wireless environment allowing ready access for PDA's and laptops
- Digital recording systems
- A 40-seat classroom
- Staff offices

Faculty run several established practice sessions in the lab for different rotations, but students are encouraged to initiate the opportunity to practice procedures. In addition to the millions of dollars worth of simulators and supplies, the center also has video teleconferencing capabilities,



where procedures happening anywhere in the world can be shown live on plasma screen TVs. Trainees can watch from a bird's eye view of the surgery on one screen and from inside the patient on another, all while speaking the physicians performing the procedure.

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 will meet the needs of the student's clinical education. The Ohio State University is the perfect environment for the MRT program. As stated previously, there are numerous professional programs in the School and at the University to provide a supportive and collaborative environment. In addition, the program is situated in the midst of one of the largest comprehensive academic medical centers in the nation, providing not only clinical support but an environment rich in scholarship and technology. Thus, the students have unlimited opportunities to be immersed in cutting-edge research and clinical practice. Finally, the program is well supported by an extended clinical community with contracts in place for over 300 clinical sites for student clinical experiences.

## ADMISSION QUALIFICATIONS

Admission to the Master of Respiratory Therapy (MRT) program is competitive. Applicants whose credentials are the most complete and who present the highest qualifications are accepted for admission. Completion of the stated selection criteria does not assure admission to the MRT program.

**1. CoARC ACCREDITED DEGREE:** Graduate of a Bachelor of Science or MS degree from a CoARC accredited Entry Level Respiratory Therapy program, or a CoARC accredited Degree Advancement Program in Respiratory Care; to determine if an applicant's program is CoARC accredited, please visit <https://coarc.com>.

**2. RT IN GOOD STANDING:** Applicants must be a registered respiratory therapist in good standing as evidenced by NBRC official credential verification letter (see Application Materials).

**3. GPA:** A minimum cumulative GPA of 3.0 on a 4.0 scale. The GPA will be computed using ALL grades earned from ALL institutions attended, and only applicants with a cumulative GPA of a 3.0 or higher (on a 4.0 scale) at the time of application will be evaluated for possible admission.

**4. GRE:** Competitive GRE (Graduate Record Exam) scores of 33<sup>rd</sup> percentile in the verbal and quantitative sections, and at least at 4.0 in the analytical writing section. MCAT scores are also accepted if a 33<sup>rd</sup> percentile score in each section was earned.

## APPLICATION MATERIALS

The following materials must be submitted to be considered for admission to the MRT Program.

**1. TRANSCRIPTS:** All transcripts from all coursework an applicant has completed must be submitted.

**2. OFFICIAL GRE SCORES:** Applicants must submit official GRE scores. Scores are only valid for 5 years from the date of the examination. Scores must be sent to OSU's Graduate and Professional Admissions Office using the OSU's code: #1592. The deadline to take the GRE is **January 15<sup>th</sup>, 2019**. Information on the GRE is available online at [www.gre.org](http://www.gre.org). Official MCAT scores will also be accepted.

**3. RESUME:** Applicants must submit a resume that includes evidence of at least 1 year of experience in their desired clinical specialty: *adult critical/emergent care, pediatric critical care, neonatal critical care, pediatrics, primary respiratory care, neuromuscular respiratory care, or sleep disorders.*

**4. PERSONAL STATEMENT:** All applicants are required to submit a personal statement that shows that they have an established and direct career pathway and have chosen a desired clinical specialty. The statement should explain why they have decided to pursue a career as an MRT, as well as how an MRT degree relates to the applicant's immediate and long-term professional goals, and describe how their personal, educational, and professional background will help them to achieve their career goals.

**5. REFERENCE EVALUATIONS:** All applicants are required to submit contact information for three references who can provide personal and/or professional evaluations. The applicant must include:

- One (1) licensed and practicing physician with whom the applicant has spent time clinically in the applicant's desired clinical specialty
- One (1) professor or instructor in the applicant's undergraduate course of study; if the applicant cannot obtain a reference in this category, a 2<sup>nd</sup> licensed and practicing physician that meets the criteria above can serve as their 2<sup>nd</sup> reference
- One (1) current or former employer

Your references will be asked to complete an evaluation on you and attach a letter of recommendation. Applicants are not permitted to use family members for evaluations.

**6. NBRC VERIFICATION LETTER:** All applicants must submit an official NBRC Verification Letter attesting that the applicant is a registered respiratory therapist. Applicants can visit the NBRC website, <https://practitionerportal.nbrc.org/directory/all>, to download a letter template, save the letter as a PDF, and upload it to their application. If an applicant does not have an Ohio license, they will receive assistance from the program in obtaining an Ohio license before they can begin clinicals.

## **APPLICATION PROCESS**

- 1. APPLICATION** – Applicants must first apply through OSU's Graduate and Professional Admissions website at the following link:  
<https://gpadmissions.osu.edu/programs/program.aspx?prog=0269#&&tab=apply>
- 2. REVIEW** – The RT Division will review applications from November to March
- 3. INTERVIEW** – Interviews will be held for competitive applicants from mid-February to mid-March
- 4. ADMISSION DECISIONS** – End of March – beginning of April

## IMPORTANT DATES

- **Monday, December 31<sup>st</sup>** – Priority deadline if applying for a fellowship
- **Friday, February 1<sup>st</sup>, 2019** – Application submission deadline
- **Tuesday, August 13<sup>th</sup>, 2019** – Tuition is due for Autumn semester
- **Tuesday, August 20<sup>th</sup>, 2019** – Classes begin for Autumn semester

## National and State Updates

The AARC is currently working in conjunction with the NBRC and the CoARC to define advanced practice for the respiratory therapist, has conducted a needs assessment related to adequacy of education and personnel available to provide advanced care to patients with cardiopulmonary disease, to explore additional state licensing to reflect potential advanced practice scope and responsibilities, and to explore additional credentialing examinations for advanced practice respiratory therapists. The Ohio Society for Respiratory Care (OSRC) has been supportive of the development of the MRT, mostly through their legislative agenda that includes pursuing expanded licensure for the graduates of the program. Currently, the OSRC has secured several legislative sponsors for robust, model protocol language to be incorporated in to the current licensure law that will set the stage for future development of differential practice acts. Through the process of securing support for this initiative, the OSRC has been in discussions with all relevant Boards, Commissions, and Associations in the state, including the Ohio Hospital Association, the Ohio State Medical Association, the Ohio Nurses Association, the State Medical Board of Ohio, the State of Ohio Board of Pharmacy, and the State of Ohio Board of Nursing regarding future directions. These conversations have been positive and have allowed the OSRC to further develop strategies to be successful accomplishing the legislative agenda associated with development of the MRT.

## CONTACT US

Should you have any questions regarding the application requirements or process of applying, please contact us at [HRSGraduateStudentServices@osumc.edu](mailto:HRSGraduateStudentServices@osumc.edu). For additional information regarding the MRT Program, please visit us at: [go.osu.edu/MRT](http://go.osu.edu/MRT)

## Publication:

Douce H, Sergakis G, Dunlevy C, Varekojis S. The need for and interest in the advanced respiratory therapist practitioner. *Respiratory Care Education Annual*. 2014;23:3-7.  
<http://www.aarc.org/wp-content/uploads/2015/05/rcea14.pdf>