



Mentoring Excellence: AACRC & Lifelong Learning





Dear Educator,

Welcome to a new resource!

This was truly a “family project” – many of you who are AARC members contributed your tips for engaging students to make the most of their AARC benefits. All of your answers have been compiled here. Thank you for sharing your tips and we hope you find new ideas to try in the coming year!




This book is not a typical book. It is a collection of experiences, so each idea has been tested and is educator-approved. Scroll through the table of contents, find a tool/resource you'd like to share with your students and see what ideas will work for you. You'll also find a page of links to get you to the referenced resources and more!

We are also sharing this with other educators. If you are not an AARC member, or are not familiar with the AARC resources, we hope this book will give you information that piques your interest. The AARC and its members are committed to providing respiratory therapy students the tools they need to become successful respiratory therapists and professionals in their communities.

Special thanks to AARC Membership Committee members Gary Wickman RRT, FAARC, Karen Schell DHSc, RRT-NPS, RRT-SDS, RPFT, RPSGT, AE-C, CTTS and Sarah Varekojis PhD, RRT, FAARC for organizing all of your great ideas.

As always, we welcome your feedback. If you have tips to share, feedback to offer or questions to ask, please email Asha Desai at asha.desai@aacrc.org.



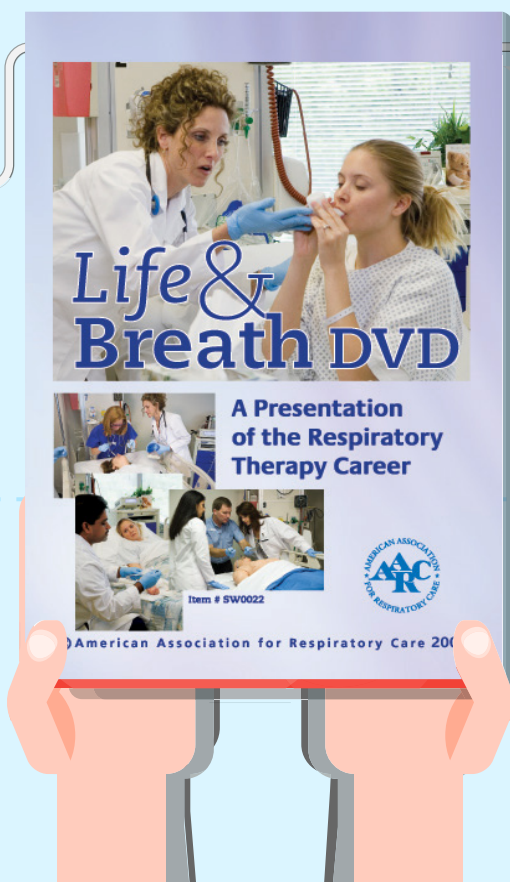
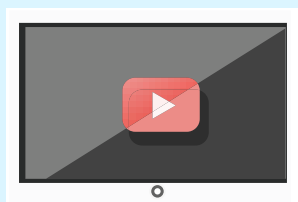
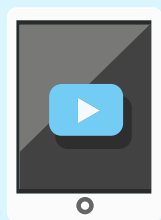
	Use the AARC Website	2
	Use <i>AARConnect</i>	7
	Access AARC Webcasts and Guides.....	10
	Use <i>Articles</i> from <i>AARC Times</i> and/or <i>RESPIRATORY CARE</i>	12
	Use Capitol Connection	21
	Clinical Practice Guidelines.....	24
	Meetings – There is Nothing Quite Like Them!	27
	Contributors.....	30
	Quick Links.....	32

Use the AARC Website



AARC has a global membership and there are AARC members working every hour of every day. People are accessing information 24/7, so having the information online is critical. All roads lead to AARC.org. Look for articles, classes, information, resources, and other people in the field, all at AARC.org.

- Get familiar with what's online
- Use the tools and resources
- Continue learning at AARC.org



“In my Introduction to Respiratory Care course students have assignments that utilize the AARC website. On the first day of class, history of the respiratory care profession and competencies of the future respiratory therapist are discussed. Outside of class students are directed to the AARC website to view the **“Life and Breath”** video along with the short clips on the specialty areas. The question students must address is, “Which area do you find most interesting at this time and why?” This assignment connects them to the website of their professional organization and allows me to get a glimpse of their future **dreams**.”

Use the AARC Website

"I have our students visit the AARC [website] or use resources from the AARC.org."

"Our students are given a tutorial of **AARC.org** in a first semester course along with a free student membership."

"From the very first lab assignment until the students graduate, there is not a month that goes by in our program where the students are not actively required to utilize some aspect of the AARC website. For their very first lab assignment students have to explain the purpose of the AARC and AARConnect."



"They are required to visit the AARC and WSRC sites for an exam."

"In an online course, the AARC website is embedded and used for multiple topics. The AARC website is shown during a mandatory information session to all prospective students."

"We are creating a class assignment that the students will have to visit the AARC website to complete."

Use the AARC Website

“We reference AARC.org everywhere. It starts when our students become AARC members and we require them to visit the site at least once.”

“We do use the AARC website in our education for respiratory care students. Students have liked the support they have received from the AARC website in their search for jobs now that graduation is close.”

“We require our interns to be AARC members. We assign coursework that requires students to access the AARC website. For recruitment we utilize the “Life and Breath” video and list AARC.org as one of the good websites to visit to learn more about respiratory care as a career opportunity.”

“In my Introduction to Respiratory course, my students are required to navigate the AARC website and print the AARC clinical practice guidelines, and review the Statement of Ethics and Professional Conduct, and Cultural Diversity position statements.”

“All of our faculty utilize the AARC and the journal *RESPIRATORY CARE* websites to various extents. In my own courses I frequently have reading assignments or discussion boards pertaining to topics related to course material that appear. As a member of the AARC Education Section and Adult Acute Care Section, I share interesting topics as they present themselves.”

Use the AARC Website

“Students are given an assignment in their first respiratory care class that is similar to an online “scavenger hunt.” Students need to find certain information such as the **“mission statement** of the AARC” or “how to become an AARC student member.” We also have them search the NBRC and CoARC websites for information regarding the national board exams and accreditation, respectively. The students then must present their findings to the class. In the end the **“scavenger hunt”** should help the students navigate “in depth” through the websites to find certain pieces of information that educate the students on what each organization does.”

I give them a link to view the presentation on **“Maximizing Your AARC Membership”**. Once they are finished, they are instructed to go to the AARC’s website to find the answers to an assignment that I prepared.

“I have students research the information on AARC.org about liability insurance.”

“In my communications course, I have them do an internet “scavenger hunt.” They have to go through all of the professional websites (AARC, CSRC, NBRC, CoARC) to find their answers.”

“Students are given homework in the 1st and 4th semesters that requires them to visit the AARC website and review what the site has to offer.”

“One of their very first assignments is to go to AARC.org and spend some time to not only understand the organization but what it can provide for them now as students and later as RCPs.”



Use the AARC Website



Other ideas: Ask your students to update their AARC membership profile (address & email) and send you a screenshot.



“Use the AARC website as well as the NBRC website for homework, self-assessment, and journal review.”



“In the health care administration and leadership courses students are referred to the Web to conduct a vision/mission/goals analysis of a professional association. I include the AARC as one of the websites to investigate.”



“One of the assignments is to read the leadership presentation on the AARC website and answer the questions posed by the AARC about that presentation.”



“When students get closer to graduation, we direct them to the AARC website or share emails with them from the AARC for information related to employment of new graduates.”

“In my Introduction to Respiratory course, my students are required to navigate the AARC website and print the AARC clinical practice guidelines, and review the Statement of Ethics and Professional Conduct, and Cultural Diversity position statements.”

“Our program uses assignments pertaining to using the AARC’s procedures and protocols. This requires our students to go to the AARC website and derive information from the site.”

“For our RESP-3101 course on Professional Roles and Dimensions of Respiratory Therapy, we provide links to AARC.org to review AARC material on professionalism. The students use this material for references in discussion forums and essays on the topic of professionalism in respiratory care.”

Use AARConnect



Many of your students are familiar with social websites, but AARConnect combines social and professional into a networking site they can utilize, enjoy, and benefit from throughout their careers. Search libraries, the all-members Help Line and other discussion communities for information and potential connections.

- Network
- Share Information
- Research Potential Employers



“First, I have them set up an AARConnect profile and add me to their contacts. I then request that they join groups that they are interested in (I have one student who found “RTs on motorcycles” - who knew??) I also include a discussion thread regarding the AARC that they must participate in.”

Note: “RTs on motorcycles” has been closed. What group would you create?

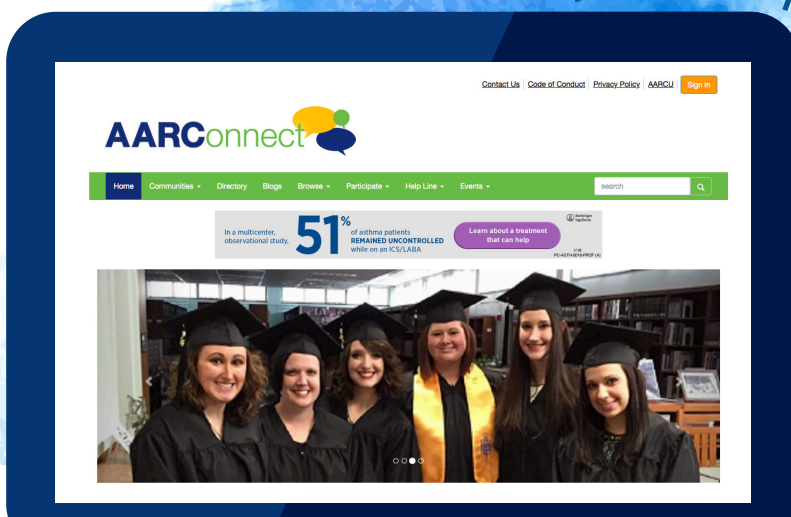
Use AARConnect

"I engage them with the AARC by having them ask questions using the Help Line."



"For our "RT as a Profession" course I have the students go to the discussion boards and read through some threads. I then ask them to share what they learned."

I send our students articles, announcements, etc., that I receive from AARC through AARConnect. This really helps to show them how active and valuable the organization is, particularly in representing their interests nationally and always coming up with ways to educate them and prepare them for practice. It helps them realize the many benefits of AARC membership.



Use AARConnect

“We encourage the students to use AARConnect when collecting research for their capstone project.”

“I think next year I will have them connect with me on AARConnect. I know other instructors do that.”

More ideas:

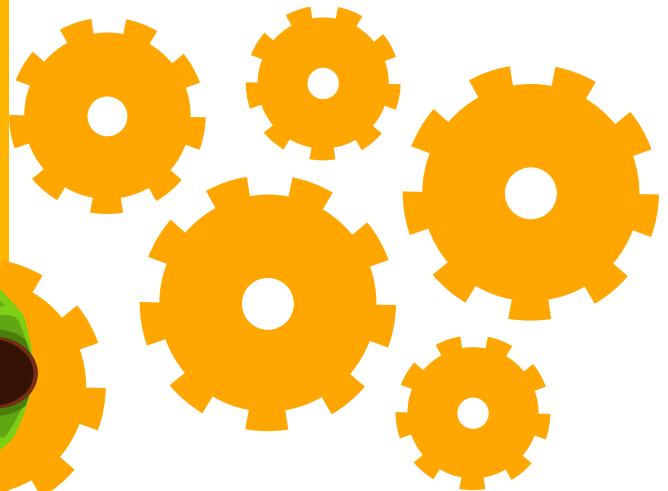


Help them to connect with members who are active in their state society on *AARConnect*. Help them get involved online and then in person.

Suggest they connect with someone who works where they want to work and ask that person what the work environment is like.

Encourage them to network with other students from around the country.

Join a roundtable that interests them.



Access AARC Webcasts and Guides (O2, Aerosol, Smoking Cessation)



Online education is a convenience that is essential in today's global community. Webcasts allow members to have a shared learning experience and real-time interaction with presenters. Guides enable readers to digest complex or detailed information and ideas at their own pace and as often as they need to. Both of these tools keep education affordable and convenient which is critical for almost everyone.

- Use guides to enhance learning
- Get familiar with online traditional education
- Build a reference library

“ I implemented tasking students to complete 6 CRCE's through the AARC webcast archives to be completed over the break. I called the assignment **Professional Development** and it was graded as Pass/Fail. I provided a list of webcasts from the archives from which they could choose. They were given the option of completing a brief three-question synopsis of the material from each webcast or paying to take the quiz that accompanied the webcast and then submitting their AARC [CRCE] transcript.”



Access AARC Webcasts and Guides (O2, Aerosol, Smoking Cessation)

"A colleague is having her students go to AARC.org and go into the aerosol therapy online course "A Guide to Aerosol Delivery Devices for Respiratory Therapists – 3rd Edition," and answer all of the objectives and complete the course. It is the first time either one of us is doing it, but if it is successful we are going to utilize it a lot more!"

NOTE: It will be! 😊

"The students must complete the AARC's "A Guide to Portable Oxygen Concentrators" and "A Guide to Aerosol Delivery Devices for Respiratory Therapists – 3rd Edition" for in class assignments."

"Many times I have **supplemented course instruction through the archived AARC webcasts.** Also, depending on the topic, I will pull resources and use them as a reference for the course instruction."

"For research papers and assignments, students have to use AARC resources, including the smoking cessation guide, "Tobacco and Smoking Cessation Training," and the aerosol/humidity guide, "A Guide to Aerosol Delivery Devices for Respiratory Therapists – 3rd Edition."



"I require students watch old AARC webinars and write a paper on what they learned."

"Our students are required to download various tools such as the Aerosol Delivery Guides."

"We are going to have our student's start doing some CRCE assignments on the AARC website during their final semester in school."

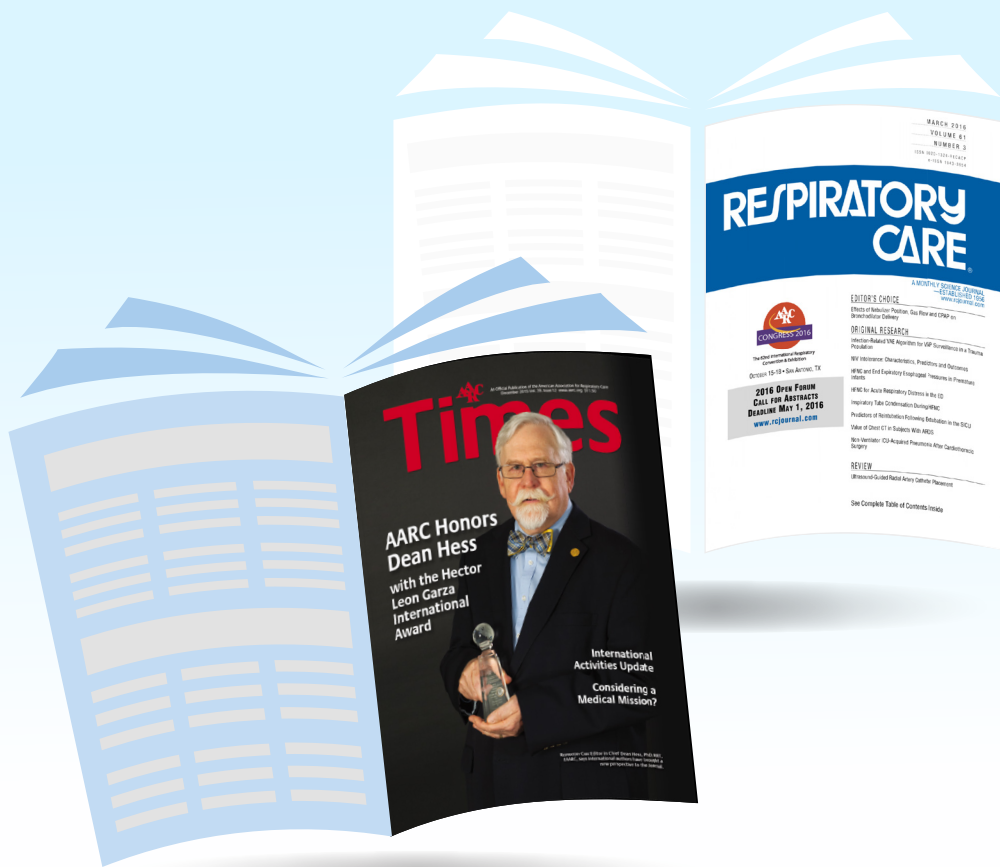


Use Articles from *AARC Times* and/or *RESPIRATORY CARE*



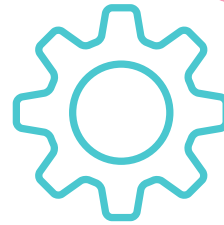
AARC Times and *RESPIRATORY CARE* together provide a 360 degree view of the state of respiratory care. The Journal covers the science and *AARC Times* covers everything else – advocacy, trends, and of course, the people.

- Read current scientific research
- Understand the issues facing the profession today
- Learn about emerging trends



“Students are assigned articles and must go to either *AARC Times* or *RESPIRATORY CARE* to obtain the articles. (I used to just copy them, but I now have the students go themselves so that they see **the benefit of being an AARC member.**) The students throughout the program have to go to the AARC website to find the evidence-based clinical practice guidelines. In the second year of the program students must perform abstract reviews. Again, they must use the RCJournal.com website. During the last semester of the program, they must complete a **capstone research project** and they utilize the resources the AARC provides. During **RESPIRATORY CARE Week** the students utilize information from the AARC for their information table.”

Use Articles from *AARC Times* and/or *RESPIRATORY CARE*



“The other day I tried to help a student to search *RESPIRATORY CARE* online. I was having trouble signing in even though I subscribe to *RESPIRATORY CARE*. I told her to go to the librarian for help because our college also subscribes to the Journal.”

NOTE: If you run into this situation, please call or email the customer service team. They are there to help and it will show your students how to problem solve as well.



“We do have them read articles periodically in the *AARC Times* and the journal *RESPIRATORY CARE*, where they type up and **submit abstracts or present their selected topic in class**. I also send them articles, announcements, etc., that I receive from the AARC through AARConnect. This really helps to show them how active and valuable the organization is, particularly in representing their interests nationally and always coming up with ways to educate them, prepare them for practice, and to realize the many benefits of AARC membership.”



“I have them find an article in *RESPIRATORY CARE* that interests them and I have them describe what type of research it is. I think understanding the different types of research is important to understand all the levels of research. Then they also write out some interesting facts in the article that are not in the abstract.”

Use Articles from *AARC Times* and/or *RESPIRATORY CARE*

“The journal *RESPIRATORY CARE* is used for the case study presentations and to support critical care reports for the student from clinical.”

“I actually have my students read *AARC Times* stories that have been published on therapists who responded to disasters.”

“We assign our students **research projects** throughout the program and direct them to *Respiratory Care* for their resource.”

“We keep copies of *RESPIRATORY CARE* and the *AARC Times* in our lab. We recommend using the Journal as a resource for the required capstone project.”

“I offer **bonus points/continuing education points** for students that read and summarize a journal article from *Respiratory Care* or *AARC Times* magazine.”



Use Articles from *AARC Times* and/or *RESPIRATORY CARE*

“They are also required to write papers for each class and one of the suggested sources for their research is *RESPIRATORY CARE*”

“I assign a scientific-based article from *RESPIRATORY CARE* for review and presentation every year.”

“We have multiple research-based projects where we use *RESPIRATORY CARE* journal articles.”

“Weekly, my second year students must read an article from the *Journal* or *AARC Times* and write a 1-2 page article summary discussing the primary ideas in the article and how it will impact their practice as an RT.”

“Students complete journal article reviews/presentations and *RESPIRATORY CARE* is one of the journals they have to choose from when selecting an article to review.”

“The students utilize *RESPIRATORY CARE* for numerous research projects throughout the program.”



Use Articles from *AARC Times* and/or **RESPIRATORY CARE**



“I will pull resources and use as a reference for the course instruction, (i.e., **RESPIRATORY CARE** journal) for evidence-based medicine.”

“We have students do an article review every Monday from either **RESPIRATORY CARE** or *AARC Times* from the AARC.”



“We require journal club participation using **RESPIRATORY CARE** articles. I also use articles from the Journal as required readings for many of my lectures.”

“We also use articles from **RESPIRATORY CARE** in our courses.”

“We use journal assignments and integrate **RESPIRATORY CARE** into lectures”

“I assign analytical written assignments where they pick an article from the journal **RESPIRATORY CARE** website and analyze/challenge or find supporting research for the presented results.”

Use Articles from *AARC Times* and/or **RESPIRATORY CARE**

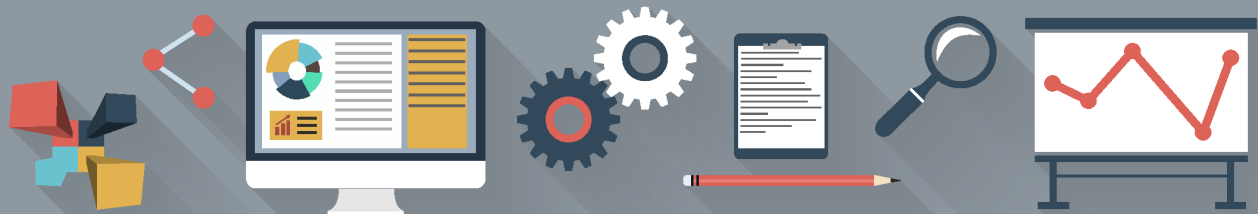
“My students are required to submit four literature reviews on articles pertaining to respiratory care issues during the fall and spring semester of their sophomore year. The students are encouraged to utilize AARC.org, RCJournal.org, and *AARC Times* magazine as article resources. These resources are not required for use but strongly suggested. Reviews are submitted electronically and in the APA 6th edition format.

I also use special editions of **RESPIRATORY CARE** in my teaching on at least two occasions (Non-invasive Ventilation [Jan. and Feb. 2009 issues] for second semester freshmen and Patient-Ventilator Interaction [Jan. and Feb. 2011 issues] for first semester sophomores). For the NIV assignment, the students are each assigned one article to summarize orally for the class. Everyone is to read the abstracts for each article and come prepared with questions for the classmate presenting the full article. The objectives of this assignment are: 1. Practice navigating the AARC website. 2. Gain experience reading and understanding a scientific journal article written in the AARC Manuscript Style and differentiate between the detail of the information presented in an abstract vs. a full body paper. 3. Obtain information on NIV supported by the AARC that elaborates beyond

what I discuss in class/lab. 4. Present pertinent information on an assigned article and join in a discussion about other current topics in NIV. Students are graded up to 5 points each on topic knowledge organization of their presentation and participation in all presentations by myself and an adjunct instructor. The Patient-Ventilator Interaction assignment is given in the summer semester when I am teaching mechanical ventilation. I created on-line quizzes in our LMS system (Angel) which the students complete after having read each of the two journals in their entirety. This assignment expands on the subject of dyssynchrony and I refer to various key points as I lecture throughout the semester.

I emphasize the value of reading the discussions among the participants in the conference that follow each article in order that students will learn the value of collegial debate as modeled by leaders of our profession.

I also encourage students to re-read these articles once they begin critical care rotations in the fall semester when comprehension of patient-ventilator interaction is more readily gained with the concomitant real-world, hands-on experience.



Use Articles from *AARC Times* and/or *RESPIRATORY CARE*

“We require each research project to include at least one article from the journal *RESPIRATORY CARE*. Additionally we require it in CSE format so they can become accustomed to reading and analyzing research.”

“We assign readings from *RESPIRATORY CARE* as well as *AARC Times*. They also have to use the Journal in research papers or assignments.”

“Students utilize the Journal for research papers as well as article reviews that are required for various homework assignments. They are required to read the Journal for reports on **new modalities and therapies/equipment.**”

“Over our two year program we may discuss a journal article together or I have assigned articles and a written report as make-up work for an absence. The students have a capstone project for the end of winter term, second year and I know that most use *RESPIRATORY CARE* as some of their references.”



“Throughout the 24 months I will refer to articles in *RESPIRATORY CARE* and/or *AARC Times*. I also require article critiques from the students.”

“We require journal articles in cardiopulmonary physiology and pathophysiology so many students use the *AARC* for research.”



Use Articles from *AARC Times* and/or *RESPIRATORY CARE*

“Throughout the curriculum there are assigned readings through *RESPIRATORY CARE*, clinical practice guidelines, white papers, and so on. During class, when appropriate, I will project the website and content onto the screen for discussion.”

“Students review journal articles in several classes.”

“I offer bonus points to students in two academic courses who present a journal article to the class. They also do a paper on an original study published in a major peer-reviewed journal as a clinical assignment”

“I require my students to write papers and provide presentations throughout the year. I use many respiratory therapy publications as examples. I use *RESPIRATORY CARE* most often because I always have it readily available. This publication shows them how a paper/abstract should be formatted and they find this very useful.”

“We have the students perform a writing assignment per semester, and in this they are using the *RESPIRATORY CARE* journals, and they have been very helpful and informative.”

“All of our faculty utilize the *AARC* website and *RESPIRATORY CARE* to various extents. In my own courses, I frequently have reading assignments or discussion boards pertaining to topics related to course material that appear.”

“We use the current *RESPIRATORY CARE* issues throughout the year, for current topics, research, and as reading within our curriculum.”

Use Articles from *AARC Times* and/or *RESPIRATORY CARE*

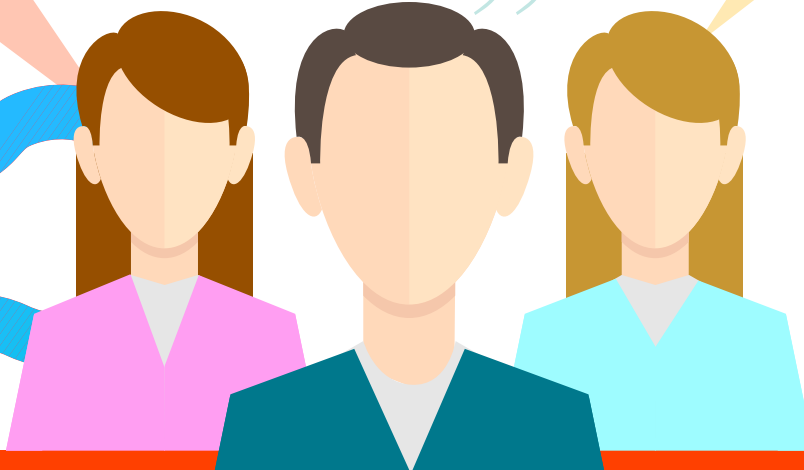
“Since I saved all the hard copies of *RESPIRATORY CARE*, for research class I gave students a *RESPIRATORY CARE* journal to take home over the weekend I asked them to pick any article, read it and complete a rubric evaluating the different components of the published article: date, volume, author, page numbers, abstract, key words, interesting title, statistical method used, results, evidence to support their conclusion, references up to date, Institutional Review Board (IRB) approval (if needed), application to the student’s experience, what new information they learned, and how they could use this information in the future. Their assessment had to be typed and a minimum of 1.5 pages (electronic submission acceptable) and they had to return the journal! It was a way to get them reading *RESPIRATORY CARE* but also help them learn the necessary components of a published research article.”

“Students are required to use *RESPIRATORY CARE* to analyze a scientific study. This is a written assignment. Additionally, students are given another written assignment to discuss an article in the *AARC Times* as it relates to their practice or future practice.”

“For years, in my AAS research class (RSPT 2243), I have asked the students to access *RESPIRATORY CARE* archives for reading assignments in this class. They have to obtain 10 articles (one each week) about writing research to answer homework questions. **They also have a journal club which is exclusively from *RESPIRATORY CARE*.** They read another 6-7 articles (one each week) for their journal questionnaire. This summer, because the new matrix now includes ARDS network, I will make an open book exam for the research class in which they will read the landmark original article from *RESPIRATORY CARE*. When I read their background, and I don’t find articles from *RESPIRATORY CARE* (and I know they exist), the student’s rough draft is penalized and they are strongly suggested to beef up their references. When I teach pharmacology this summer, I will have about 12 articles that will be used as references for my lectures and I will most likely ask them to access these articles for homework questions. I stay within the archives because I have had trouble getting them to join AARC, and I want them to get into the habit of reading the Journal. Hopefully when they are making money they will join to get the most recent articles.”

“Students in the junior year have course papers in topics such as Mechanical Ventilation and Home Care/ Rehab that they are required to have the journal *RESPIRATORY CARE* as at least one of their sources. Students in the senior year have a Management course that requires them to do an assignment using the AARC website and the *AARC Times*. Their senior project requires a literature review paper that includes *RESPIRATORY CARE* as a possible source. The criteria for the paper matches the criteria for one of the ARCF scholarship requirements, so they can choose to apply for this too.”

“Yes, we enroll all of our students in the student membership with the AARC, so they have access to your website as members, and we assign them both case studies and article reviews. We also keep current hard copies in the program office. Some of the students like to use the hard copies when looking for article review ideas.”



Use Capitol Connection—

Make Your Voice Count *Especially* during Virtual Lobby Week



Students may understand how our government works, but they may not know the power they have as a constituent. Capitol Connection allows them to look at the bigger issues from a personal perspective and let their voice be heard. The laws of today will impact their future careers and their future patients. Once they see the power their voices carry, they'll be more interested in getting involved.

- Participate in government
- Advocate for patients
- Speak for the profession



“ I have the students utilize the Capital Connections link for Virtual Lobby Week. Every student is strongly encouraged to write the members of Congress from their state. The students also receive some bonus credit for each friend or family member who also writes a letter. I verify this by having the students complete the “Tell a Friend” element of the link.”

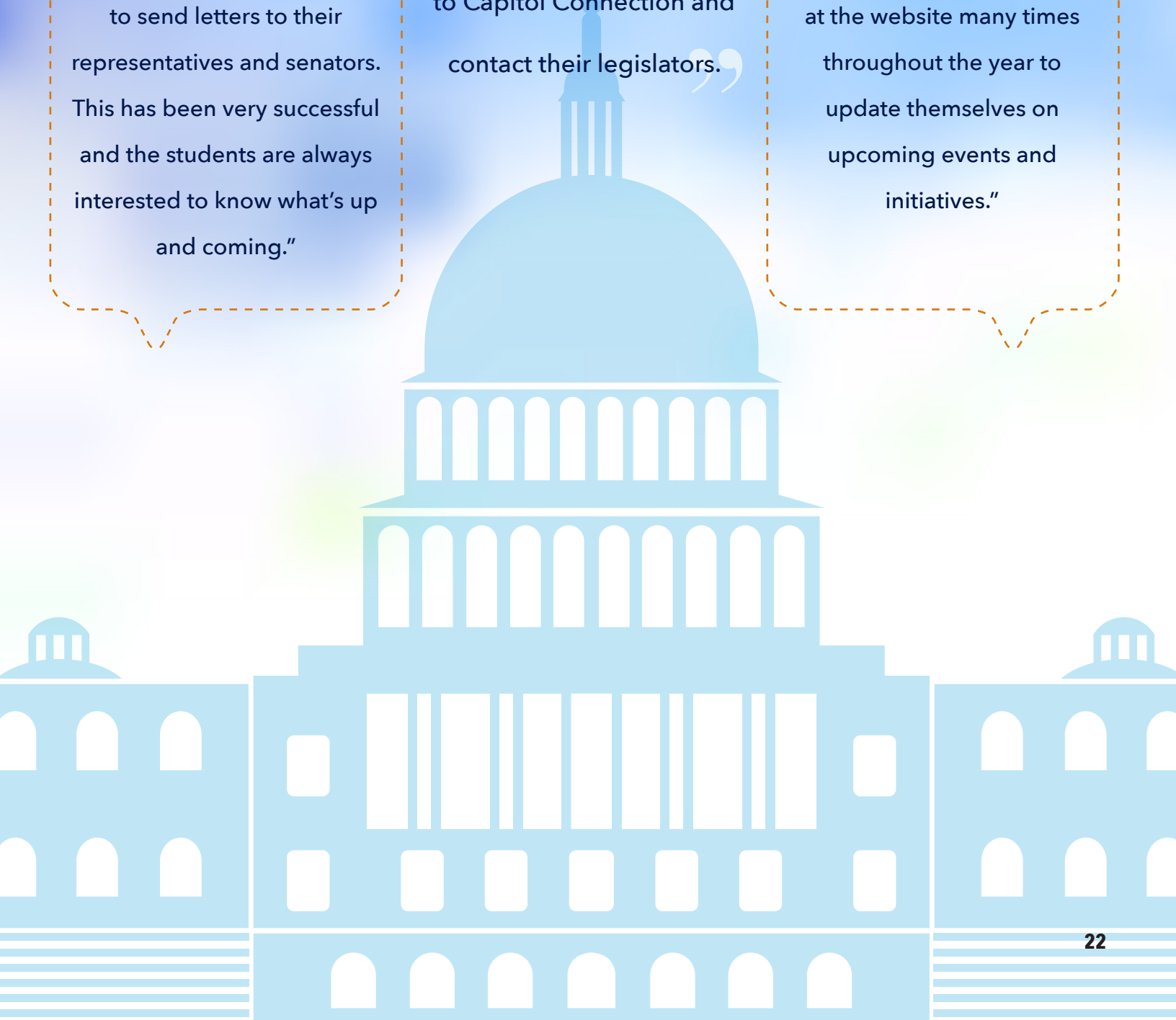
Use Capitol Connection—

Make Your Voice Count *Especially* during Virtual Lobby Week

“We highly encourage them to use Capitol Connection during Virtual Lobby Week to send letters to their representatives and senators. This has been very successful and the students are always interested to know what’s up and coming.”

“Extra-credit points are given to students who go to Capitol Connection and contact their legislators.”

“As an AARC PACT member for the last 5 years, I have asked the students to look at the website many times throughout the year to update themselves on upcoming events and initiatives.”



Use Capitol Connection—

Make Your Voice Count *Especially* during Virtual Lobby Week



"For example: I asked my students to do an extra credit assignment: Look up H.R.2619 and study it. They were then asked to write to their congressmen (we have students from 3 states and 6-8 congressional districts) and ask them to support H.R.2619. The class really enjoyed learning about the bill and participating in such

a groundbreaking project. They then went a step further and spoke to our congressmen here in Rhode Island and got both of them to support H.R.2619 as a co-sponsor. The students got to speak at our annual conference here in Rhode Island about the experience."

Clinical Practice Guidelines



Clinical Practice Guidelines (CPGs) are at the core of modern respiratory care. Wherever they end up working, respiratory care graduates can be sure that CPGs will be a critical part of the care they provide.

- Connect theory to practice
- See science build evidence-based medicine
- Make protocols second nature

“One assignment occurs when students are introduced to evidence-based practice. Students are directed to the AARC website to view the clinical practice guidelines (CPGs). They must select and read a guideline (in the Evidence-Based Clinical Practice Guidelines or Expert Panel Reference-Based Guidelines categories) pertaining to a subject that will be covered in their Basic Respiratory Care Procedures course and accompanying laboratory. Next, they must locate that same guideline in their textbook (Egan’s) and laboratory text (White’s). They must record the title of the clinical practice guideline, the page number of the guideline in Egan’s, and the page number of the guideline in their laboratory text. This assignment **helps students recognize that what is taught in the classroom, practiced in the laboratory, and performed in the clinical setting is based upon evidence.**”



Clinical Practice Guidelines



“We refer to the clinical practice guidelines extensively in the first two terms when we study therapeutic modalities.”

“We regularly reference and use clinical practice guidelines.”

“Our students have to look at the AARC website for CPGs.”

“We often have them look up things in the AARC CPGs as part of their coursework.”

“I assign homework of Therapist Driven Protocols (TDPs) and have them use the CPGs from the AARC website.”

“Our students are very familiar with AARC clinical practice guidelines as they are referenced and used for the entire two year program.”

“We require the students to compare treatment of their patients with AARC clinical practice guidelines **whenever they do a case study.**”



Clinical Practice Guidelines

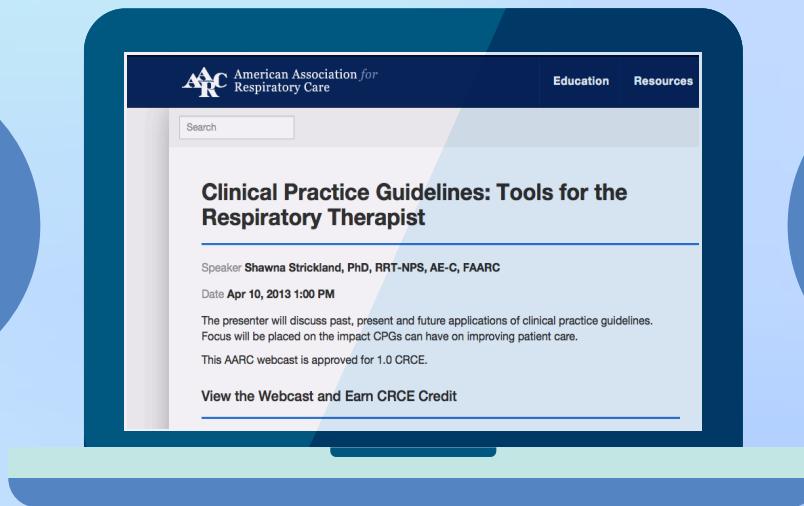
“Depending on the topic, I will pull resources and use them as a reference for the course instruction. For example: CPG articles.”

“The students throughout the program have to go to the AARC website to find the evidence-based clinical practice guidelines.”

“The students are exposed to the CPGs from the AARC via their text book, more specifically, Egan’s Fundamentals of Respiratory Care, 5th edition.”

“I utilize the CPGs as essentially a blueprint in lab courses.”

“Students are required to site CPGs in all clinical care plans.”



“Students must use resources such as the clinical practice guidelines when completing research papers or assignments.”

“In my Introduction to Respiratory course, my students are required to navigate the AARC website and print the AARC clinical practice guidelines and review the Statement of Ethics, Professional Conduct, and Diversity position statements.”

“Students are required to reference the AARC clinical practice guidelines when completing their clinical assessments and case studies.”

“I require them to check AARC CPGs and include at least one question in reference to those guidelines in one test per term.”

“Throughout the curriculum there are assigned readings through the journal Respiratory Care, clinical practice guidelines, white papers, and so on.”

Meetings— There is Nothing Quite Like Them!



Meetings are great for many reasons:

- Connecting with fellow students and RTs
- Emphasizing lifelong learning
- Experiencing the variety and caliber of AARC education available

- See learning beyond the classroom
- Discuss current issues
- Network with motivated students and professionals

“ I talk a lot about my involvement at the local level and the national level. I talk about the textbook authors that I personally know. I talk about the “coolest things” I saw or heard at the national meetings. I discuss what we do in the HOD. I let the students know that the RC community is very small and there may be “5 degrees of separation” between most RTs in the profession. ”



Meetings— There is Nothing Quite Like Them!

“We take them to the GSRC student meeting each year.”

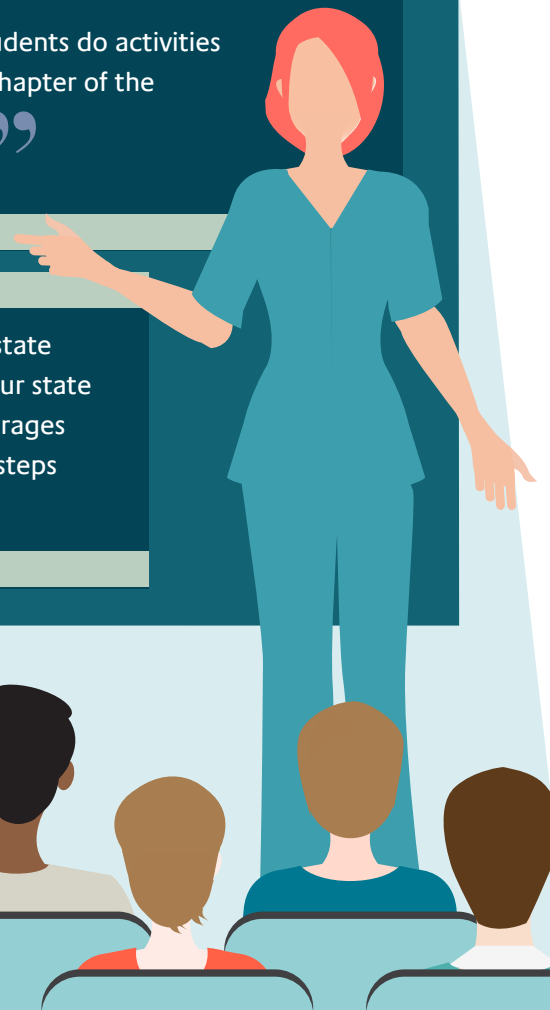
“Student Membership is required to attend the AARC sponsored conferences our students attend. Students are required to attend one WSRC board meeting. It is the night before a major conference that we attend.”

“Our students are strongly encouraged to attend the State Society meeting while they are a senior in the program. In addition we have students participate in the Sputum Bowl.”

“We encourage them to attend the national meetings. *We have only had a few students go due to cost.”

“We have our students do activities with the state chapter of the AARC (AzSRC).”

“We require our students to attend our MSRC District III and MSRC annual state meetings. This helps the students to get to know the people involved in our state society. Since the students usually enjoy these conferences, I feel it encourages them to continue attending after graduation. I also feel this is one of the steps toward becoming **a lifelong learner.**”



*Note: Student registration is always under \$100, but we know that the travel and hotel costs can add up quickly. Here are some ideas to try: Some student groups fundraise for the trips. Some state societies sponsor students. Students can also apply to attend the House of Delegates' meeting, and if they are selected for the Winter meeting, a free registration to Congress is included.

Meetings— There is Nothing Quite Like Them!

“Each cohort has a club and they are required to do community service and raise money; The money is to be spent on going to the AARC Congress. If our students have been active in raising money and community service projects, our community college gives that cohort \$2,000.00 to help them attend Congress. Last year we took 10 students to Las Vegas and four of the students were allowed to attend one day in the House of Delegates. Having the students attend the meeting of the HOD seemed to make the most impact. The students commented that they actually felt like the AARC was interested in their thoughts and concerns.”

“Students are strongly encouraged to attend our State meeting and local meetings as well which they enjoy. Most of all they enjoy the presentations, vendors explaining their equipment, and of course the social/networking aspects!”

“With student service support, the second year students have the opportunity to attend the AARC Congress. This past Congress in Las Vegas, the students had the wonderful experience of meeting and having an hour-long discussion about the future of respiratory care with AARC President Frank Salvatore and then HOD Speaker John Wilgis. Our students are very fortunate...”

“They attend the NYDART conference and participate in the Respiratory Care Challenge Bowl (Sputum Bowl) at the NYDART conference. During this conference they compete against other programs from the New York metropolitan area. They have won for the last 6 years.”

“We participate in the OSRC Sputum Bowl annually and the team is required to join the AARC and at that time we remind the students of all the benefits the AARC has to offer.”

“I encourage my students to attend NSRC meetings and they consistently do. I also had a student attend the last HOD meeting in Las Vegas. Our Pima students also were asked/invited to volunteer as workers for the last AARC Congress held in Las Vegas. We supplied well over 20+ students to work the convention. I received rave reviews of their performance.”





CONTRIBUTORS

BY FIRST NAME

Amy Setchell BS, RRT
Andrea Borns MPH, RRT-NPS
Anthony Everidge BA, RRT-NPS
Brian Cayko MBA, RRT
Cathy Bitsche EdS, RRT-NPS
Chris Russian PhD, RRT-NPS, RPSGT
Christine Hamilton DHSc, RRT
David Wootten BS, RRT
David Zobeck MM, RRT, CPFT
Debbie Booton MEd
Dee Arkell BS, RRT-ACCS, CPFT
Donald Raymond BS, RRT
EK Buzbee RRT-NPS
Francis Alsis EdD, RRT, CPFT
Gary White MEd, RRT, FAARC
Geri Twomey MEd, RRT, CPFT
Gregory Morrison BS, RRT
Heidi Elmore RRT, CPFT, AE-C
Helen Grim MS, RRT
Helen Sorenson MA, RRT, FAARC
Herbert Jackson MS, RRT
Idichandi Idicula MS, RRT, CPFT
James Hulse PhD, MPH, RRT-NPS, RPFT
Jeanne Ugarte BS, RRT
Jeff Anderson MA, RRT
Jennifer Brink BS, RRT-NPS, RPFT
Joe Sorbello MEd, RRT
Joel Livesay MS, RRT
John Basile BA, RRT
John Bast BHS, RRT, CRT
John Rinck MBA, RRT-NPS
Jose Antonio Lammoglia MA, RRT
Jose D. Rojas PhD, RRT
Joseph Buhain EdD, RRT, FAARC
Kathy Baker BA, RRT, CPFT
Kathy Grilliot MEd, RRT-NPS, CPFT
Kathy S. Myers Moss MEd, RRT-ACCS
Kathy Yeardon BSRT, RRT
Kellee Rickerl BA, RRT
Kelly Rose MS, RRT
Kerry McNiven MS, RRT
Kim Welborn BS, RRT
Laurie Niemer MEd, RRT
Linda Cochran MS, RRT-NPS, CPFT
Linda Lair MS, RRT, RPFT
Marby McKinney MEd, RRT-NPS, CPFT
Mary Reinesch BS, RRT
Mavis Williams MS, RRT
Meg Trumpp MEd, RRT, FAARC
Melody Cusson MA, MEd, RRT
Michael Haines MPH, RRT-NPS, AE-C
Michael Mullarkey BS, RRT
Michelle Herrera MEd, RRT
Mike Chaney MEd, RRT
Mike Troxell PhD, RRT
Nancy Latimer PhD, RRT
Paul Mangino EdD, RRT
Peggy Wells MEd, RRT
Rachel Hill MEd, RRT, AE-C
Rhonda Bevis EdD, RRT
Robyn Urlacher MEd, RRT
Sherry Whiteman MEd, RRT
Stephen Smith MPA, RRT
Sue Davis MEd, RRT-NPS
Tammy Robertson BS, RRT
Ted Porter BSRT, RRT, RPFT
Terry Forrette MHS, RRT, FAARC
Theresa Meinen MS, RRT
Tommy Rust MEd, RRT, FAARC
Virginia Durant MEd, RRT
Wendy Dunlop BS, RRT
Willie Lockett MHS, RRT, CTTS



CONTRIBUTORS

BY SCHOOL

Alvin Community College
Armstrong University
Boise State University
Callas County Community College District
Carrington College-Westside
Catawba Valley Community College
Chippewa Valley Technical College
Cincinnati State
Cisco College
Coahoma Community College
Community College of Philadelphia
Concorde Career College - Dallas
Dakota State University
Dona Ana Community College
East Los Angeles College
Eastern New Mexico University - Roswell
Florida National University
Franklin Technology Center/Missouri Southern State University
Georgia Northwestern Technical College
Great Falls College Montana State University
Grossmont College
Houston Community College
Ivy Tech Community College of Indiana-Fort Wayne
Jackson College
Jefferson College of Health Sciences
Lane Community College
Lone Star College
Los Angeles Valley College
Louisiana State University Health Sciences Center New Orleans
Madison Area Technical College
Manchester Community College
Modesto Junior College
New England Institute of Technology
Newman University
North Dakota State University/Sanford RC Program
North Shore Community College
Northern Virginia Community College
Oakland Community College - Southfield
Oregon Institute of Technology
Our Lady of the Lake College
Palm Beach State College
Pennsylvania College of Health Sciences
Pima Medical Institute - Tucson
Pima Medical Institute - Denver
Pima Medical Institute - Las Vegas
Pulaski Technical College
Reading Area Community College
Rock Valley College
Saint Paul College
Spartanburg Community College
Spokane Community College
Spring Arbor University
State University New York Upstate Medical University
Stevens Henager College
Stony Brook University
SWIC RC Program, HSHS-St. Elizabeth's Hospital
Tennessee State University
Texas State University
University of Arkansas for Medical Sciences Little Rock
University of Cincinnati
University of Missouri
University of North Carolina at Charlotte
University of Texas Health Science Center at San Antonio
University of Texas Medical Branch (UTMB Health)
University of the District of Columbia Community College
Wallace College
Washington State Community College



QUICK LINKS

A Guide to the Nutritional Assessment and Treatment of the Critically Ill Patient: (FREE for AARC members)

<https://www.aarc.org/education/online-courses/guide-nutritional-assessment-treatment-critically-ill-patient/>
(AARC.org > Education > Online Courses)

AARC Respiratory Therapist Human Resource Study 2014:

<https://www.aarc.org/resources/tools-software/aarc-respiratory-therapist-human-resource-study-2014/>
(AARC.org > Resources > Tools & Software)

AARC Times: <http://www.aarc.org/resources/publications/aarc-times/> (AARC.org > Resources > Publications)

AARConnect: <http://connect.aarc.org/home>
(there is a green “AC” icon at the bottom of almost of every page of AARC.org)

Aerosol Delivery Guides:
<http://www.aarc.org/resources/clinical-resources/aerosol-resources/> (AARC.org > Resources > Clinical Resources)

Campus to Career: Crucial Steps for Moving from Student to RRT: <http://www.aarc.org/webcasts/campus-to-career-crucial-steps-for-moving-from-student-to-rrt/>
(AARC.org > Education > Live Events > Webcasts > Past Programs)

Clinician’s Guide to Treating Tobacco Dependence:
(FREE for AARC members)
<https://www.aarc.org/education/online-courses/clinicians-guide-treating-tobacco-dependence/>
(AARC.org > Education > Online Courses)

Clinical Practice Guidelines:
<http://www.rcjournal.com/cpgs/>
(AARC.org > Resources > Clinical Resources)

Clinician’s Guide to PAP Adherence:
<http://www.aarc.org/resources/clinical-resources/sleep-medicine/>
(AARC.org > Resources > Clinical Resources > Sleep Resources)

Exam Prep Course: <http://learning.aarc.org/store/seminar/seminar.php?seminar=35173>
(AARC.org > Education > Online Courses)

Health Fair Resources: <http://appserver.aarc.org/WEB/Online/Online/Store/PatientEducationAndHealthFairs.aspx>
(AARC.org > AARC Store > Patient Education & Health Fairs)

NBRC Discount: <http://www.aarc.org/nbrc-discount/>
(AARC.org > Students > Membership Benefits)

Oxygen Therapy Resources: <http://www.aarc.org/resources/clinical-resources/oxygen-resources/>
(AARC.org > Resources > Clinical Resources)

Recruitment Resources: <http://appserver.aarc.org/WEB/Online/Online/Store/RecruitingAndCareer.aspx>
(AARC.org > AARC Store > Recruiting & Career)

Respiratory Care: www.rcjournal.com
(AARC.org > Resources > Publications)

Respiratory Humidity: <http://www.aarc.org/students/learning-modules-respiratory-care-students/>
(AARC.org > Students > Learning Modules)

The Best of RESPIRATORY CARE eBooks:
<https://appserver.aarc.org/WEB/Online/Online/Store/eBooks.aspx> (AARC.org > AARC Store > eBooks)

Tobacco Resources: <http://www.aarc.org/resources/clinical-resources/tobacco-resources/>
(AARC.org > Resources > Clinical Resources > Tobacco Resources > scroll down to Education Curricula)

Toolkit for Respiratory Therapists: Marketing Yourself to the Physician Practice: (FREE) <https://www.aarc.org/resources/programs-projects/toolkit-for-respiratory-therapists/> (AARC.org > Resources > Programs & Projects)

Transitioning from Student to Professional:
<http://www.aarc.org/students/learning-modules-respiratory-care-students/>
(AARC.org > Students > Learning Modules)

Webcasts: <http://www.aarc.org/upcoming-programs/>
(AARC.org > Education > Live Events)

All AARC online courses for CRCE credit can be found on AARC U: <http://learning.aarc.org/store/provider/provider09.php> (AARC.org > Education > Online Courses)



Mentoring Excellence:

The American Association for Respiratory Care represents respiratory therapists across the country and around the world, inspiring them to be better professionals for their careers, their patients, and their professional and personal lives.



A service of the
American Association
for Respiratory Care

9425 N. MacArthur Blvd. Suite 100
Irving, TX 75063

Info@aacrc.org • 972-243-2272