



Respiratory Care: Advancement of the Profession Tripartite Statements of Support

Retired December 2020

The continuing evolution of the Respiratory Care Profession requires that every respiratory therapist demonstrate an advanced level of critical thinking, assessment and problem solving skills. These facilities are essential in today's health care environment not only to improve the quality of care but also to reduce inappropriate care and thereby reduce costs. Respiratory therapists are expected to participate in the development, modification and evaluation of care plans, protocol administration, disease management and patient education. Accordingly, the agencies representing the profession (American Association for Respiratory Care), program accreditation (Committee on Accreditation for Respiratory Care), and professional credentialing (National Board for Respiratory Care) together support the following as essential for the continued growth and advancement of the profession.

- The RRT credential is the standard of excellence for respiratory therapists. Evidence-based research documents the value of critical thinking, problem solving and advanced patient assessment skills. Therefore we encourage all respiratory therapists to pursue and obtain the Registered Respiratory Therapist (RRT) credential.
- We support the development of baccalaureate and graduate education in respiratory care and encourage respiratory therapists to pursue advanced levels of education.
- We have complete confidence in the professional credentialing system. The three agencies will cooperate in evaluating the results of national job analysis research to insure that the credentialing system remains current and appropriate as the profession evolves. We recognize the NBRC's obligation to administer job related, validated credentialing examinations based on the results of national job analysis research as mandated by the "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, American

Psychological Association, and the National Council on Measurement in Education. Job analysis research is also guided by Section 1607.14 of the Technical Standards for Validity Studies from the Federal Government's Uniform Guidelines on Employee Selection Procedures. These guidelines are found within Title 29—Labor within the Code of Federal Regulations (29CFR1607.14). In addition,

These facilities are essential in today's health care environment not only to improve the quality of care but also to reduce inappropriate care and thereby reduce costs.

- the NBRC must maintain its compliance with the standards for accreditation of certification programs developed by the National Commission for Certifying Agencies (NCCA).
- The three agencies recognize the importance of effective recruitment and retention strategies to recruit and retain respiratory therapists for the health care workforce, and qualified respiratory therapy students. We encourage the use of existing resources available from the three agencies.
- The three organizations will cooperate in evaluating examination pass rates for entry level and advanced practice programs and for associate and baccalaureate degree programs to assure that the educational requirements for admission both to the educational programs and to the examination system are appropriate.
- We encourage the development of appropriate career ladders and pay differentials based on the advanced practice credential (RRT) and education beyond the Associate Degree.
- We strongly support faculty development activities specific to educational methodology.

Action Plan

The three agencies are committed to securing a solid future for the profession of respiratory care and have taken the following actions relative to the above statements.

- We encourage all respiratory therapists to pursue and obtain the Registered Respiratory Therapist (RRT) credential.

Action Plan:

AARC: Develop registry examination review courses
NBRC: Publicize CRT to RRT route, publicize free process for CRT to RRT evaluation.

CoARC: Encourage programs to work with advisory Board to develop clinical ladders with differential pay rates based on credentials rather than education.

- We support the development of baccalaureate and graduate education in respiratory care and encourage respiratory therapists to pursue advanced levels of education.

Action Plan:

AARC: David Shelledy will charge CoBGRTE to develop a white paper addressing the importance of baccalaureate and graduate education, articulation agreements, and transfer models.

Publicize existing resources for degree completion
Determine which universities are willing to develop cooperative agreements with community colleges.

- We have complete confidence in the professional credentialing system. The three agencies will cooperate in evaluating the results of national job analysis research to insure that the credentialing system remains current and appropriate as the profession evolves. We recognize the NBRC's obligation to administer job-related, validated credentialing examinations based on the results of national job analysis research as mandated by the "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. Job analysis research is also guided by section 1607.14 of the Technical Standards for Validity Studies from the Federal Government's Uniform Guidelines on Employee Selection Procedures. These guidelines are found within Title 29 – Labor within the Code of Federal Regulations (29CFR1607.14). In addition, the NBRC must maintain its compliance with the standards for accreditation of certification programs developed by the National Commission for Certifying Agencies (NCCA).

Action Plan:

All: Wait for job analysis to be completed, discuss results at March Tripartite meeting.

- The three agencies recognize the importance of effective recruitment and retention strategies to recruit and retain respiratory therapists for the health care workforce, and qualified respiratory therapy students. We encourage the use of existing resources available from the three agencies.

Action Plan:

ALL: Encourage the use of existing tool kits

- The three organizations will cooperate in evaluating examination pass rates for entry level and advanced practice programs and for associate and baccalaureate degree programs to assure that the educational requirements for admission both to the educational programs and to the examination system are appropriate.

Action Plan:

NBRC: Review data for pass rates by program type at March meeting.

- We encourage the development of appropriate career ladders and pay differentials based on the advanced practice credential (RRT) and education beyond the Associate Degree.

Action Plan:

AARC: David Shelledy will charge Management Section to develop a Tool Kit to be used by managers to develop and implement clinical career ladders.

- We strongly support faculty development activities specific to educational methodology.

Action Plan:

AARC: Continue to provide pedagogical methodology at Summer Forum
CoARC: Encourage program faculty development in the area of educational methodology by inserting such requirements into the new CAAHEP mandated Standards.