



## **RRT TO BSRT PROGRAM GOALS and STUDENT LEARNING OUTCOMES**

### **Program Goals**

The RRT to BSRT Program Goal is as follows: “To prepare registered respiratory therapists to advance their professional practice through leadership, ethical decision-making, evidence-based care, and interprofessional collaboration. Grounded in the values of the Saint Gianna School of Health Sciences, the program fosters critical thinking, research literacy, and a commitment to patient-centered care,empowering graduates to serve as competent, compassionate, and innovative healthcare professionals.”

**Goal 1.** Demonstrate problem-solving and critical thinking skills while consulting with physicians and other health care personnel involved in the development of cardiopulmonary care strategies.

**Goal 2.** Establish an evidence-base for best practice through research and the critique and interpretation of professional scientific literature.

**Goal 3.** Demonstrate knowledge of the ethical obligations and responsibilities of health care professionals and institutions.

**Goal 4.** Educate patients and the general public in matters of cardiopulmonary health and chronic disease management.

**Goal 5.** Demonstrate leadership abilities as a member of the health care team.

### **Student Learning Outcomes**

In the spirit of the University of Mary, Saint Gianna School of Health Sciences, and the RRT to BSRT Program mission, the RRT to BSRT Program seeks to prepare undergraduate students to:

#### **Student Learning Outcome 1: *Professional Identity and Leadership:***

Articulate professional and clinical roles related to the respiratory therapy profession, such as leadership, education, and research.

#### **Student Learning Outcome 2: *Collaborative Clinical Problem-Solving:***

Use critical thinking skills and work collaboratively to develop protocols to address challenges in clinical care.

#### **Student Learning Outcome 3: *Evidence-Based Practice and Research Literacy:***

Develop an evidenced-based research paper that will demonstrate their ability to formulate a clinical question, search the literature, appraise, and apply it to clinical practice.

**Student Learning Outcome 4: *Ethical Leadership in Clinical Decision-Making:***

Apply ethical reasoning and critical thinking to solve clinical problems to develop leadership principles.

**Student Learning Outcome 5: *Health Promotion and Interprofessional Communication:***

Develop a health promotion project and work collaboratively to communicate effectively as a member of an interprofessional team

## Traditional BSRT Program Goals and Outcomes

The GOALS of the traditional undergraduate and graduate major in Respiratory Therapy are:

1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs) and as professional members of the health care team as defined by the "Essential Functions and Professional Expectations":
  - a. Demonstrate knowledge of the physiological bases for all therapeutic interventions and diagnostic procedures in all areas of respiratory therapy practice
  - b. Demonstrate proficiency in implementing all respiratory therapy treatment and diagnostic procedures
  - c. Demonstrate proficiency in interpreting physical exam findings, cardiopulmonary monitoring data, laboratory data, and diagnostic imaging information
  - d. Demonstrate problem solving and critical thinking skills as consultants to physicians and other healthcare personnel in developing cardiopulmonary care strategies
  - e. Demonstrate proficiency in establishing an evidence base for best practice through research and the critique and interpretation of the professional scientific literature
  - f. Demonstrate knowledge of the ethical obligations and responsibilities of healthcare professionals and institutions
  - g. Demonstrate knowledge of the legal, social and economic environments in which the healthcare institutions function
  - h. Demonstrate effective cross-cultural and interdisciplinary human interaction skills in the healthcare setting and the broader community
  - i. Demonstrate knowledge of current issues and trends in healthcare, including public policy, access and reimbursement issues
  - j. Demonstrate proficiency in oral and written communication
  - k. Educate patients and the general public in matters of cardiopulmonary health and chronic disease management
  - l. Demonstrate leadership abilities in healthcare through the development of honest, competent and forward-looking practice techniques.
2. To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in the areas of management, education, research, and advanced clinical practice such as:
  - a. Becoming a valued member of the health care team by sharing expertise in the field of respiratory therapy through the use of and promotion of evidence-based practices, research, and the utilization of clinical practice guidelines.
  - b. Exploring areas of advanced clinical practice by creating and completing a specialty rotation tailored to individual student interests in areas of advanced practice to prepare for future leadership opportunities in research, management and education within the respiratory therapy profession.

## Traditional MSRT Program Goals and Outcomes:

1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in the areas of management, education, research, and advanced clinical practice such as:
  - a. **Evidence-Based Inquiry:** Apply research methods to develop and answer relevant research questions.
  - b. **Advanced Knowledge:** Demonstrate critical thinking and reasoning to explain advanced concepts related to cardiovascular critical care, disease management, clinical management, and care coordination, or an approved area of focus.
  - c. **Professional Communication:** Use effective oral and written communication skills consistent with professional practice.
  - d. **Education:** Apply educational and health literacy theories to develop educational projects directed at colleagues, patients, or peers.
  - c. **Leadership:** Apply leadership theories to demonstrate leadership within interprofessional teams.