



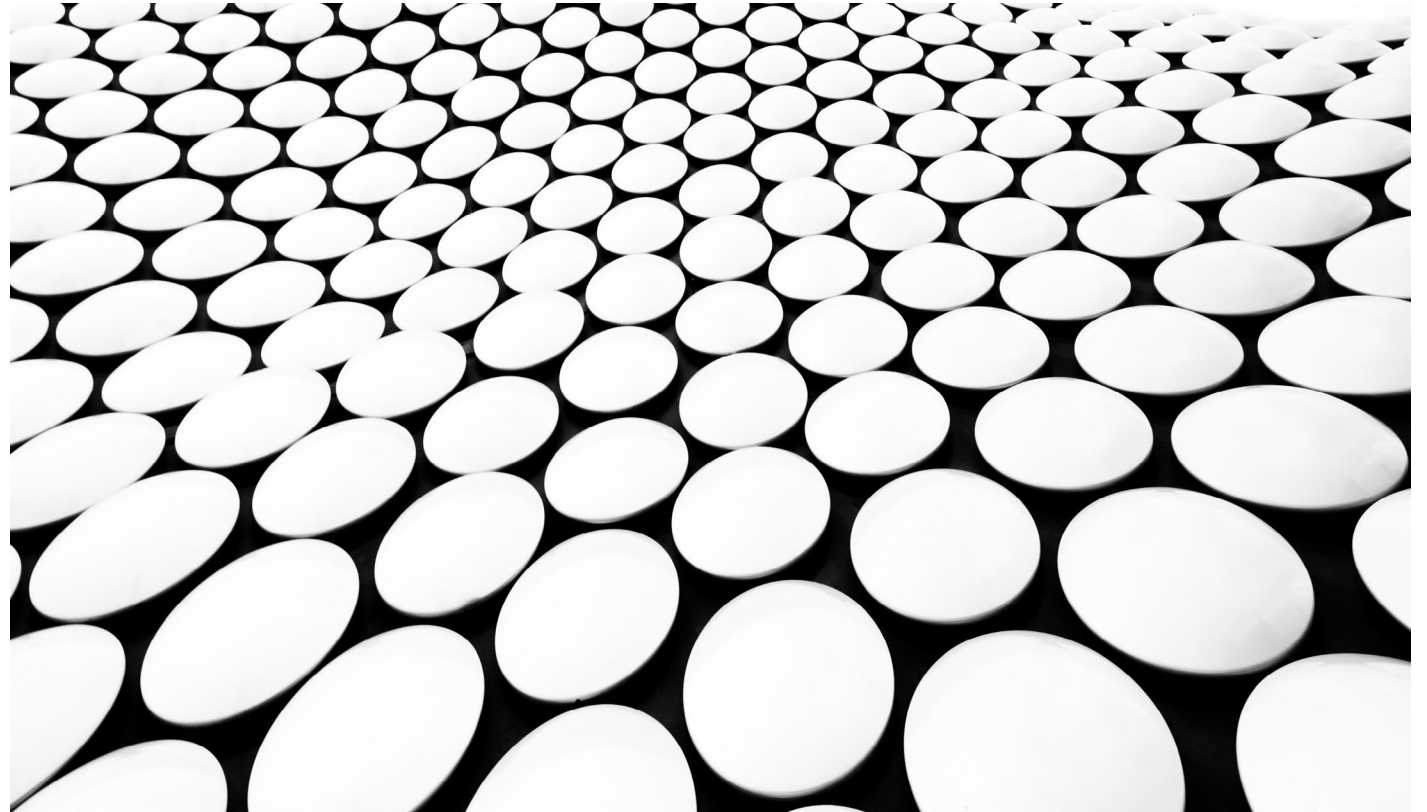
RESPIRATORY
CARE BOARD
OF CALIFORNIA

CALIFORNIA RESPIRATORY CARE EDUCATIONAL REQUIREMENTS SURVEY (SEPTEMBER 2024)

PROFESSIONAL QUALIFICATIONS COMMITTEE

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■ Methods

- Survey Developed – January 2024 – April 2024
- Call for participation via RCB website and email blast
- Survey opened for participation – April 1, 2024
- Survey closed for participation – May 30, 2024

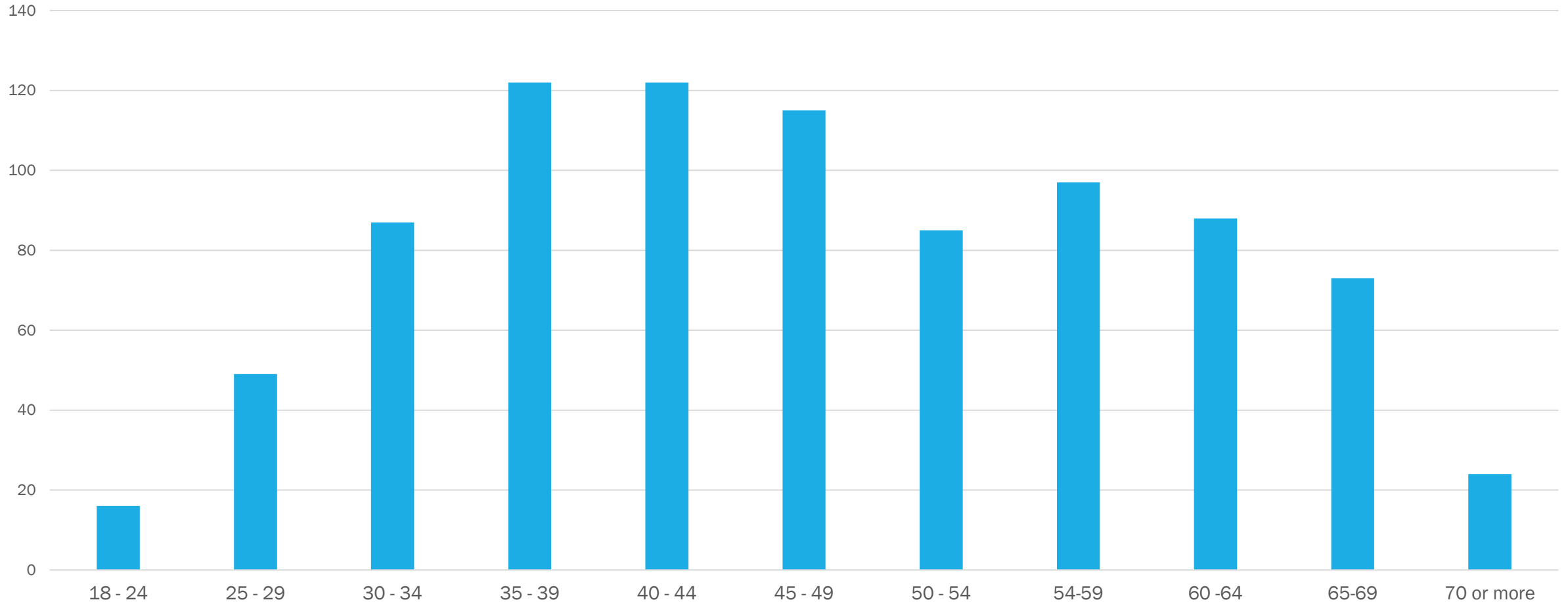
■ Participation

- 1893 participants began the survey
- 958 participants finished the survey

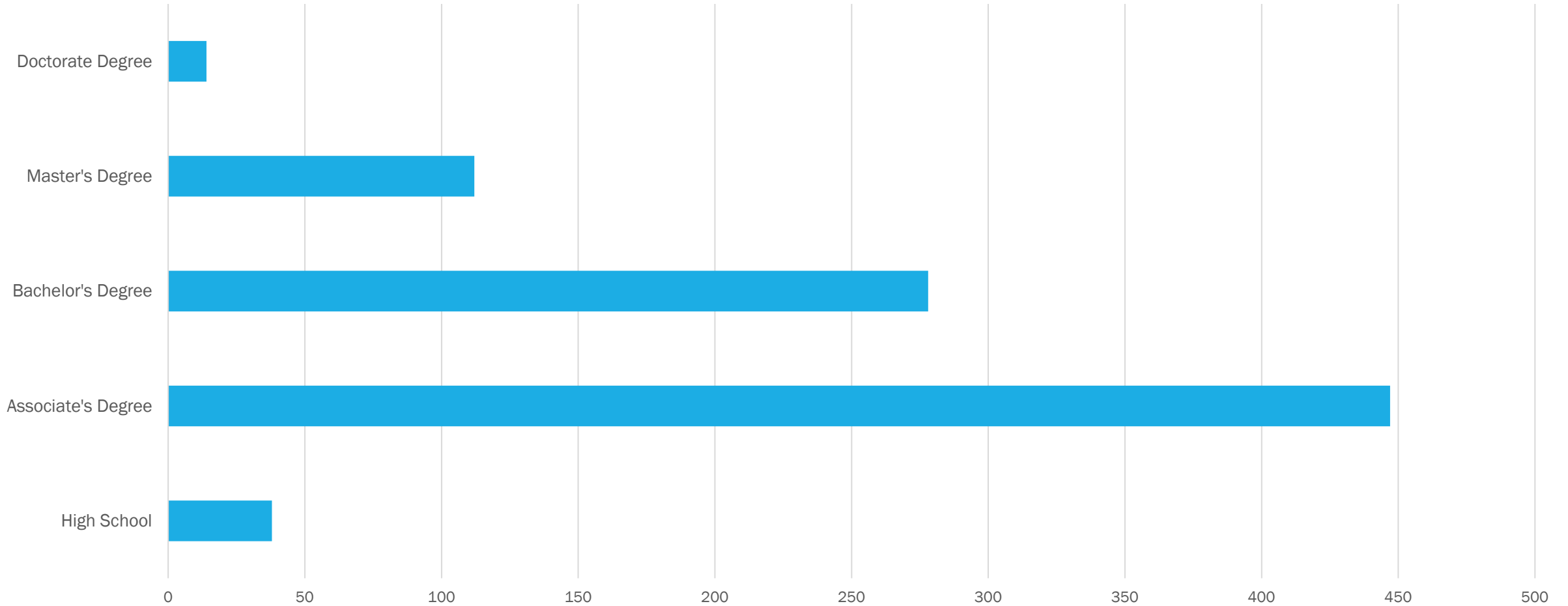
■ Analysis

- 64 duplicate surveys identified and removed from the primary analysis
- 894 surveys included in the primary analysis

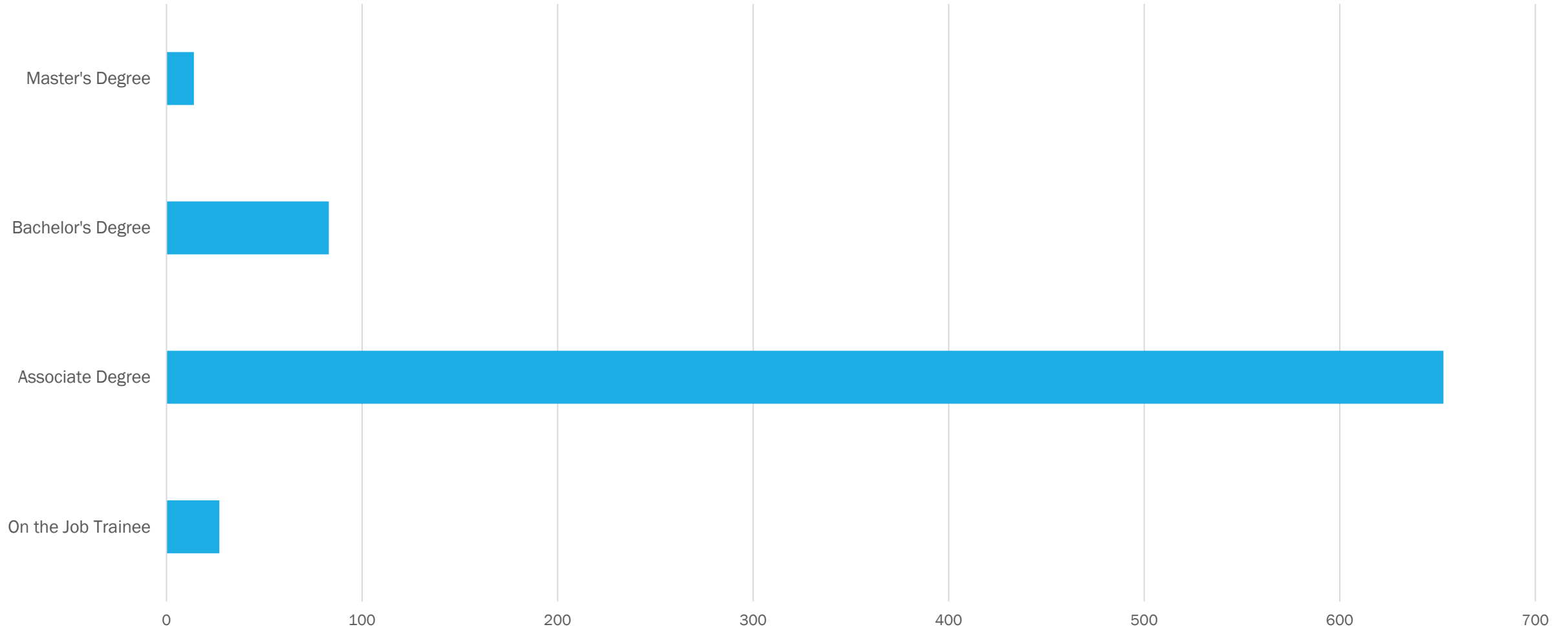
AGE RANGE DISTRIBUTION OF PARTICIPANTS



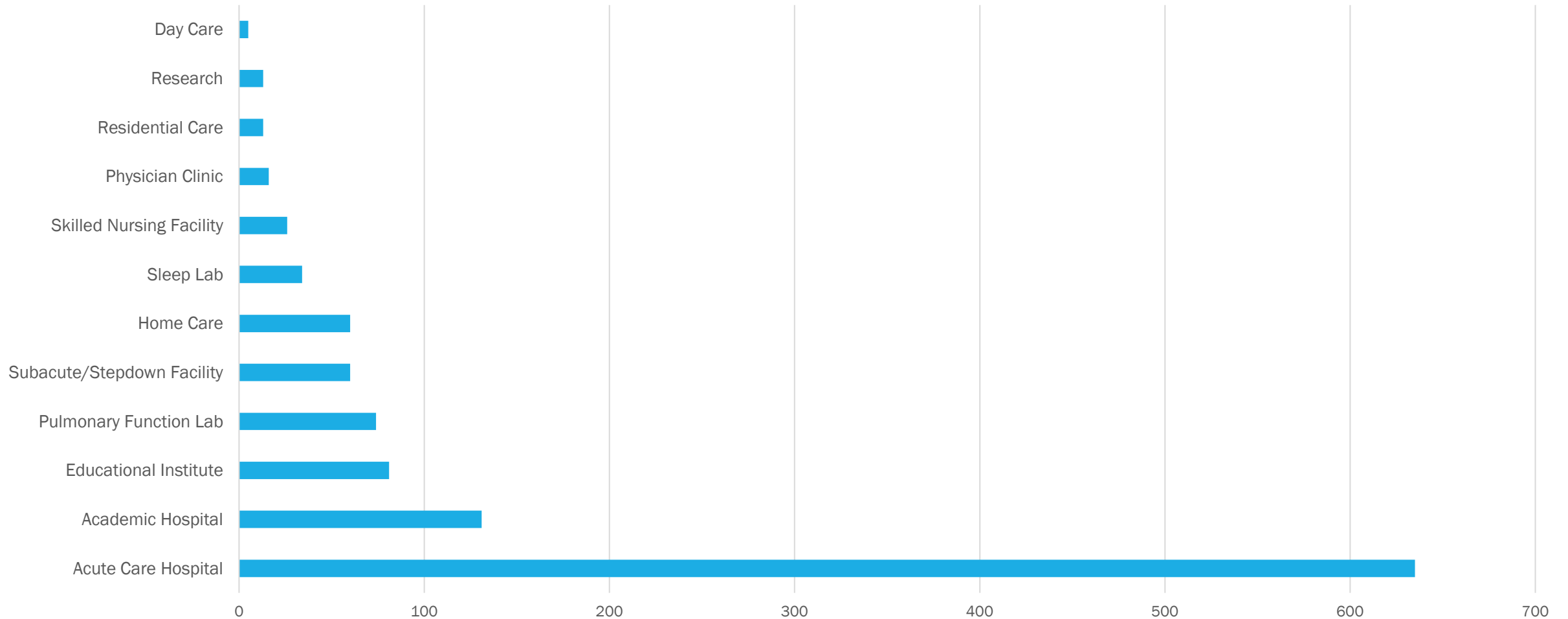
HIGHEST EDUCATIONAL LEVEL OBTAINED BY PARTICIPANTS



EDUCATIONAL LEVEL AT BEGINNING OF RCP CAREER

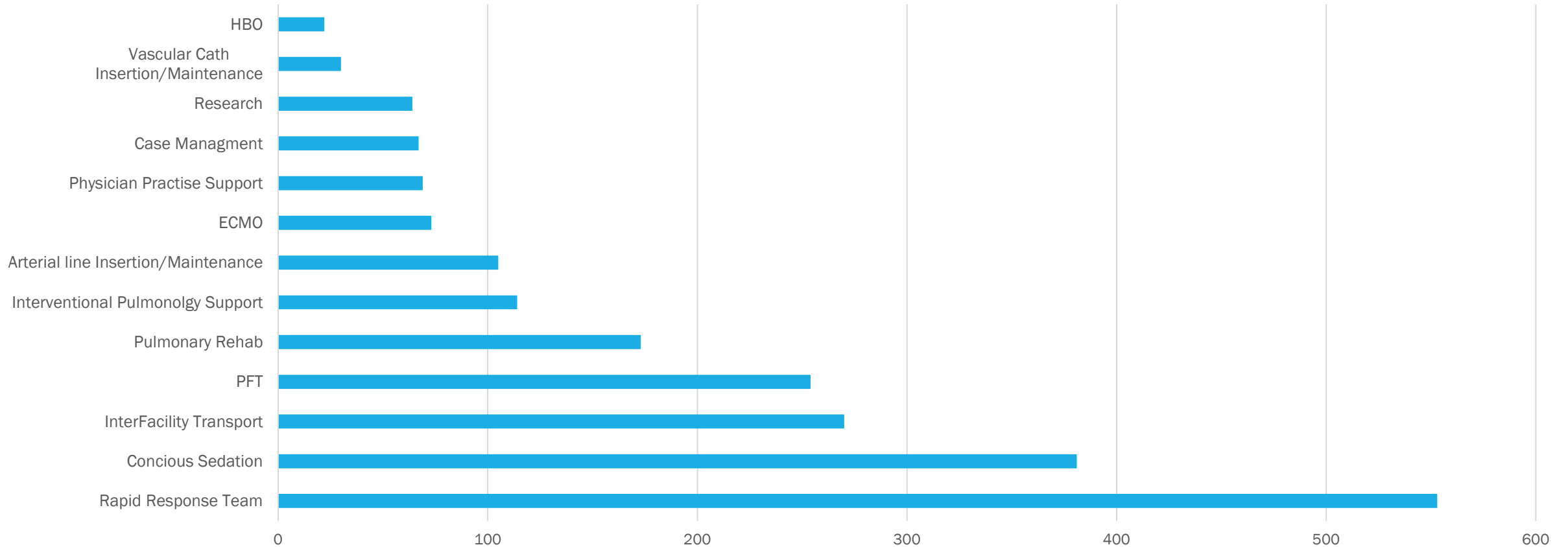


IN WHAT TYPE OF FACILITY DO YOU CURRENTLY PRACTICE (SELECT ALL THAT APPLY)



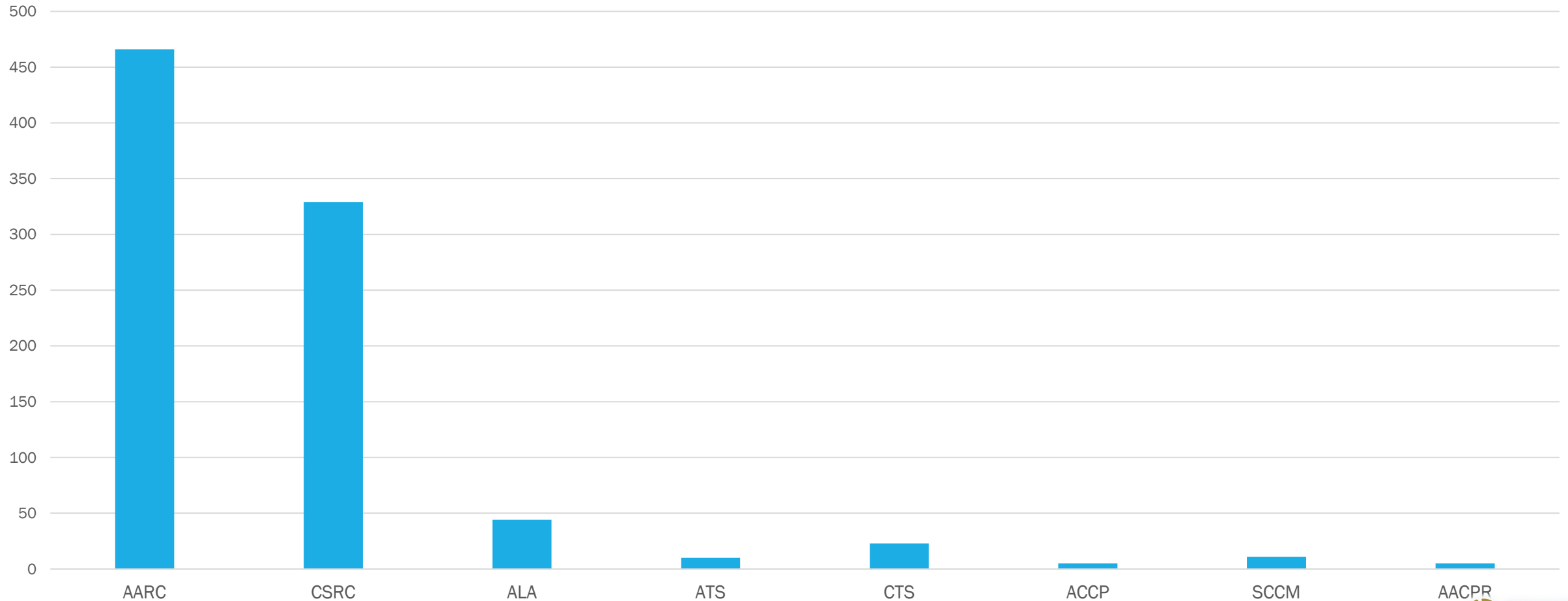
DO YOU PRACTICE ANY OF THE FOLLOWING SPECIALTY TASKS (CHECK ALL THAT APPLY):

Specialty Tasks Performed

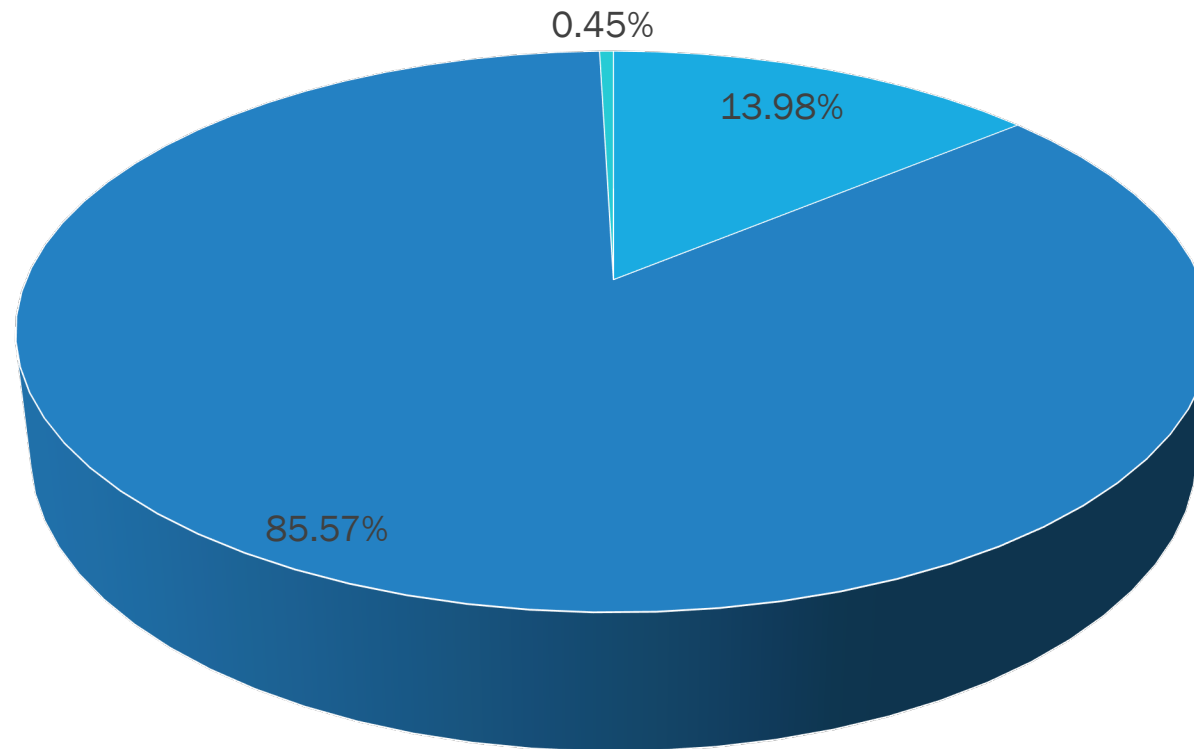


ARE YOU A MEMBER OF ANY OF THE FOLLOWING PROFESSIONAL GROUPS? (CHECK ALL THAT APPLY)

Professional Organization Membership



HAVE YOU ATTENDED A CALIFORNIA RESPIRATORY CARE BOARD MEETING IN THE LAST TWO YEARS, (EITHER IN-PERSON OR ON-LINE)?



■ Yes ■ No ■ Unanswered

RCB CALIFORNIA WORKFORCE STUDY 2015 - 2016

Tim Bates, and his colleagues at the Philip R. Lee Institute for Health Policy Studies from the University of California San Francisco released their findings in May 2017, { Document - 2017 California Respiratory Care Workforce Study }

They interviewed ten Respiratory Therapy Department Directors, ten Respiratory Therapy Educators and forty Clinical Practitioners employed throughout the State of California. One of the objectives of this study was to assess the opinions of working licensed respiratory care practitioners, (RCPs), about the preparedness of new respiratory therapist graduates Respiratory Therapists on entering the workforce. Some key findings:

Directors of Respiratory Therapy education programs identified critical thinking as the single most important competency area that should receive greater emphasis in entry-level respiratory therapy education. Many of the education directors noted that employers consistently provide feedback that students' diagnostic skills are "not where they should be."

Clinical Practitioners that participated in the focus groups reported that new graduates' diagnostic and clinical reasoning skills are underdeveloped, describing new graduates as having conceptual knowledge of tests, procedures, equipment and modes of therapy, but being unable to connect what they have learned with the patient they need to treat.

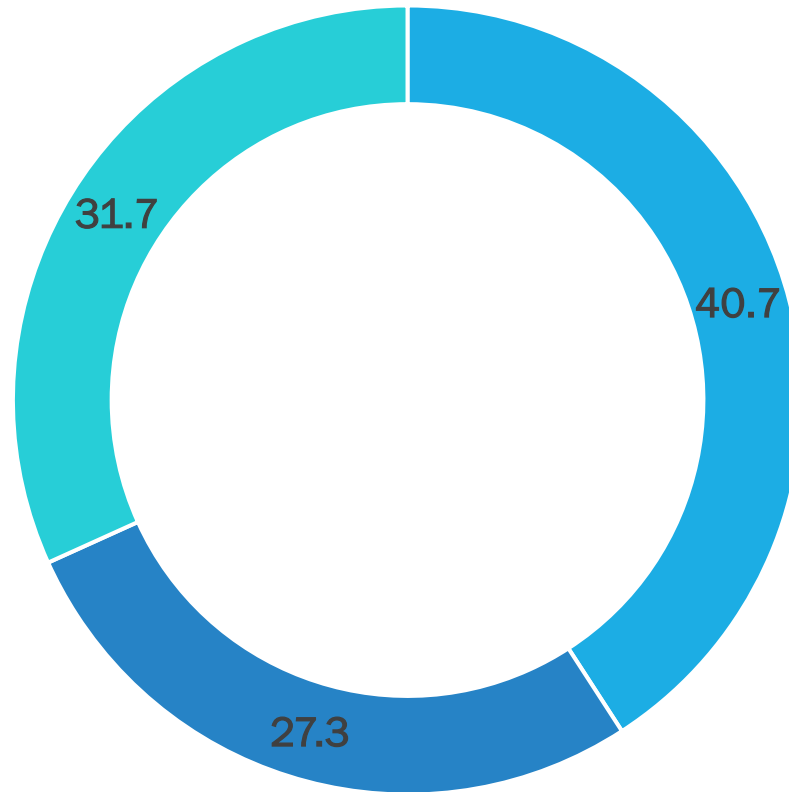
RC Department Directors felt strongly that moving respiratory therapy education to the bachelor's level would raise the field's professional standing and help create career opportunities.

Directors of Respiratory Therapy education programs expressed the belief that shifting to the bachelor's degree would allow more in-depth coverage of topics that are highly compressed in the current curriculum due to time constraints, and that it would likely increase students' exposure to clinical procedures. However, the most important factor driving support among Education Directors was the expectation that a bachelor's degree program would further encourage the development of critical thinking and clinical reasoning.

Clinical Practitioners in the focus groups saw value in the additional didactic and clinical training, believing it would produce therapists who are clinicians as opposed to technicians.

DO YOU AGREE WITH THESE FINDINGS?

% Agreement with CWS Findings



■ Yes ■ No ■ Partially

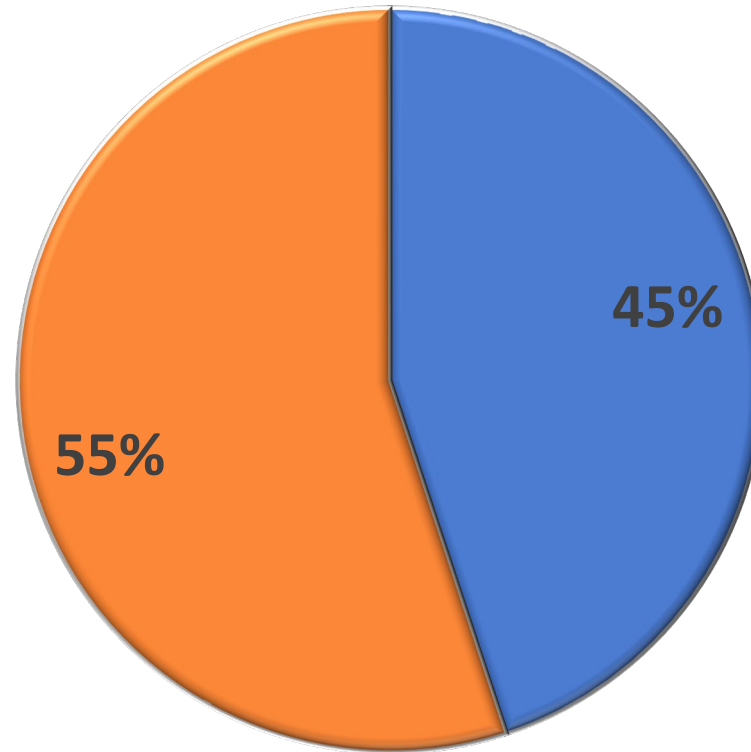
PROFESSIONAL ORGANIZATION RECOMMENDATIONS

- In 2008, the AARC began a series of conferences to envision the future of the profession of Respiratory Care. A single recommendation regarding Respiratory Therapy education was accepted and approved by a majority vote, to adopt a requirement for a minimum of a Bachelor's Degree for respiratory therapy students graduating after 2020, {Document - Transitioning the Respiratory Therapy Workforce for 2015 and Beyond }.

In 2019, the AARC released a statement endorsing the requirement of a Bachelor's Degree in Respiratory Therapy (or in Health Sciences with an emphasis in Respiratory Therapy), by 2030, for all new practitioners entering the field, {Document - AARC Entry to Respiratory Therapy Practice 2030 }.

In 2021, the CSRC released a Position Statement supporting the graduation from Bachelor's Degree program in Respiratory Care as a minimum requirement for licensure beginning in 2030, {Document - 2021 CSRC Position Statement }.

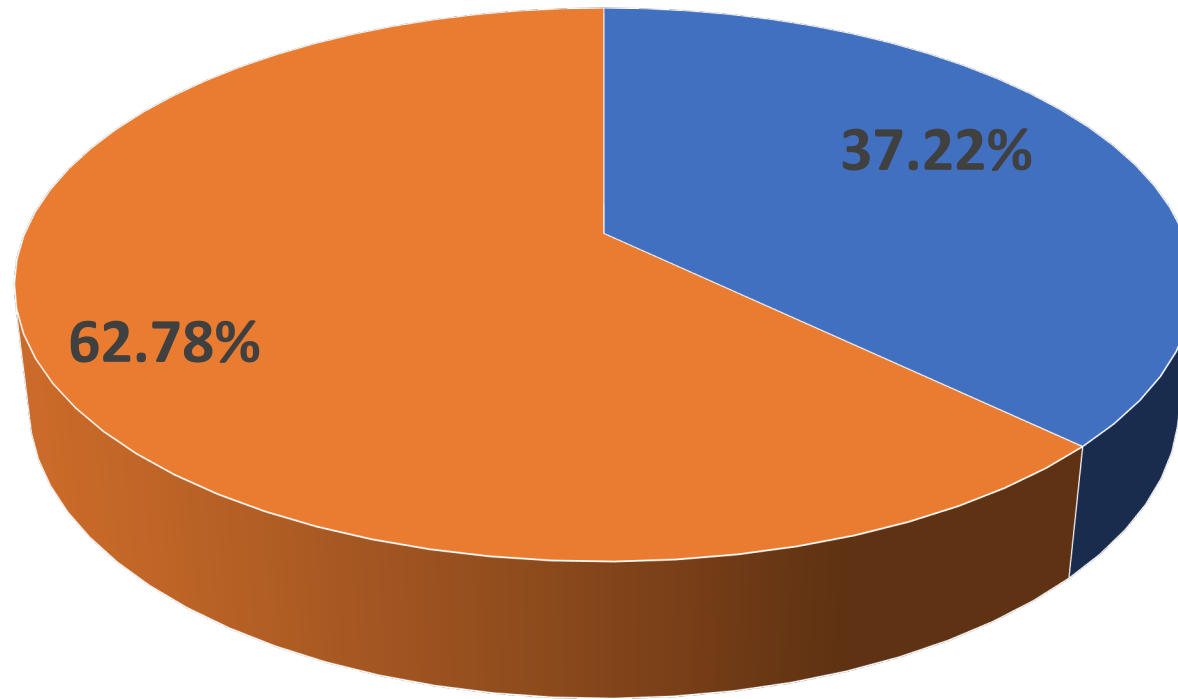
DO YOU AGREE THAT INCREASING THE REQUIREMENT FOR ENTRY TO PRACTICE INTO THE PROFESSION OF RESPIRATORY CARE IN CALIFORNIA TO A BACHELOR'S DEGREE IN RESPIRATORY CARE IS A NECESSARY STEP ?



■ Yes ■ No

IF YOU DO NOT BELIEVE THAT INCREASING THE REQUIREMENT FOR ENTRY TO PRACTICE INTO THE PROFESSION OF RESPIRATORY CARE IN CALIFORNIA TO A BACHELOR’S DEGREE IN RESPIRATORY CARE IS A NECESSARY STEP, DO YOU SEE A ROLE IN LICENSING ANY ASPECT OF RESPIRATORY CARE PRACTICE THAT WOULD REQUIRE A BACHELOR’S DEGREE?

Any Role for BS in Licensure?



■ Yes ■ No

RESPIRATORY CARE BOARD (RCB) STRATEGIC PLAN

The California Respiratory Care Board of California responded to the findings of the California Respiratory Care Workforce study by adopting the following goals and objectives within its 2017-2021 strategic plan:

To ensure the initial and continuous competency of all licensed Respiratory Care Practitioners (RCPs) (Goal 2).

Develop an action plan to incorporate a baccalaureate degree provision in the Respiratory Care Practice Act (RCPA) to ensure education requirements meet the demand of the respiratory care field, (Objective 2.2).

This goal has been extended in the current 2023 Strategic Plan to:

Evaluate current respiratory care educational requirements and revise, as necessary, to support practice standards and patient safety, (Objective 2.3).

PROFESSIONAL QUALIFICATIONS COMMITTEE (PQC) PROGRESS

The investigation of these issues has been delegated to the Professional Qualifications Committee (PQC) which has been studying them and conducting educational sessions at the California Respiratory Care Board of California meetings since March 2021.

June 2021 Presentation - {Document - June 30, 2021 Board Meeting Presentation }

October 2021 Presentation - {Document -October 20, 2021 Board Meeting Presentation }

March 2022 Presentation - {Document - March 24, 2022 Board Meeting Presentation }

June 2022 Presentation - {Document -June 9, 2022 Board Meeting Presentation }

October 2022 Update - {Document - October 28, 2022 Board Meeting: Update }

Additionally, the PQC has conducted focus groups to examine the current perceptions within the field of Respiratory Care on these topics and reported its findings at the Respiratory Care Board's June 2023 meeting, a summary of these findings can be obtained here, {Document - June 22, 2023 Board Meeting: Focus Group Findings }.

Throughout the PQC's research since 2021, the PQC has provided presentations and reported its findings, it has gathered additional information and input through lengthy discussions, and public and board member feedback. One of the topics discussed was different models of how to incorporate a Bachelor's Degree into the California Respiratory Care Act. The next section of this survey will present different scenarios and ask your opinions on the suitability and feasibility of these models. In all cases, current license holders would not be affected by any of these potential changes, only licensees approved after the law has been enacted would be affected.

SURVEY SCENARIOS

■ Scenario One

As of 2030, all new California RCP license applicants would need to earn a Bachelor's Degree in Respiratory Care, or, Health Sciences with an emphasis in Respiratory Care, to apply for state licensure. Current license holders would not be affected by this change.

■ Scenario Two

As of 2030, all new associate degree applicants would need to show they have a Bachelor's Degree in Respiratory Care, or, Health Sciences with an emphasis in Respiratory Care, within four years of attaining their California Respiratory Care License. Current license holders would not be affected by this change.

■ Scenario Three

As of 2030, new RCP applicants who complete their Associate's Degree in Respiratory Therapy would be given a provisional license limiting their practice by requiring direct supervision from a licensed RCP. They would be required to serve a two-year residency/internship at an academic teaching hospital in California where they must obtain a Bachelor's Degree in Respiratory Care. Current license holders would not be affected by this change.

SURVEY SCENARIOS (CONT.)

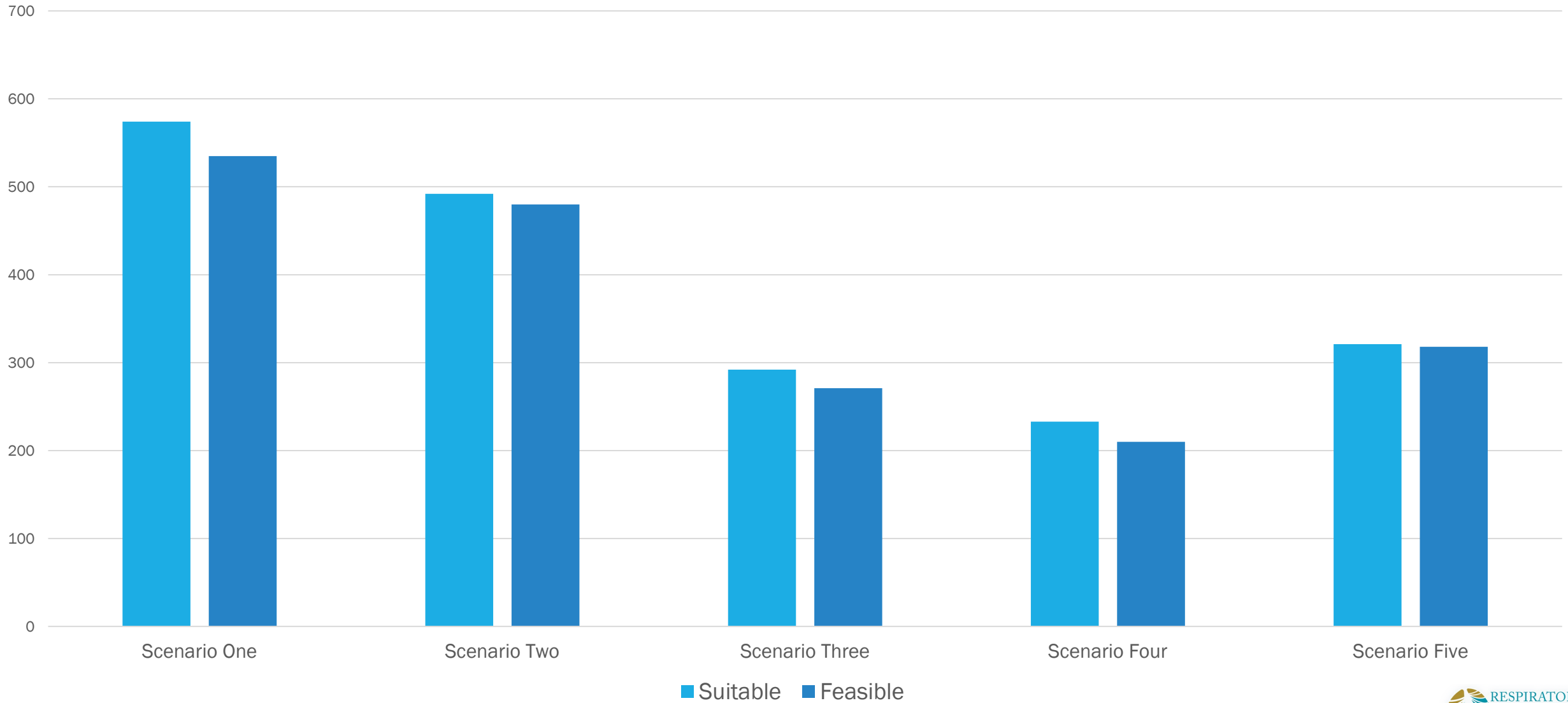
■ **Scenario Four**

As of 2030, the license structure would change to a three-tiered system. New Associate Degree RCP licensee applicants would be issued a limited license as a Respiratory Care Assistant and would work under the supervision of a licensed Respiratory Care Practitioner. A Bachelor's Degree would be required for newly licensed RCP's to practice as Respiratory Care Practitioners. Respiratory Care Assistants would be required to have direct supervision in an Intensive Care Unit in California, other highly independent or critical care settings or in a home care setting by a Respiratory Care Practitioner. Respiratory Care Practitioners can directly supervise as many as four (4) Respiratory Care Assistants at a time in these settings. Advanced Practice Respiratory Therapist licenses would require a qualifying Master's Degree. All current license holders would maintain the classification of Respiratory Care Practitioners, unless they held a qualifying Master's Degree for the Advanced Practice Respiratory Therapist license.

■ **Scenario Five**

As of 2030, new RCP applicants who complete their Associate's Degree in Respiratory Therapy would be given a license as a Respiratory Care Assistant limiting their practice to only in non-acute care settings (e.g., skilled nursing facilities, domiciliary care, sleep labs etc.). New RCP applicants with a Bachelor's Degree in Respiratory Care, or, in Health Sciences with an emphasis in Respiratory Care, would be licensed as an RCP with a full scope of practice. Current license holders would not be affected by this change.

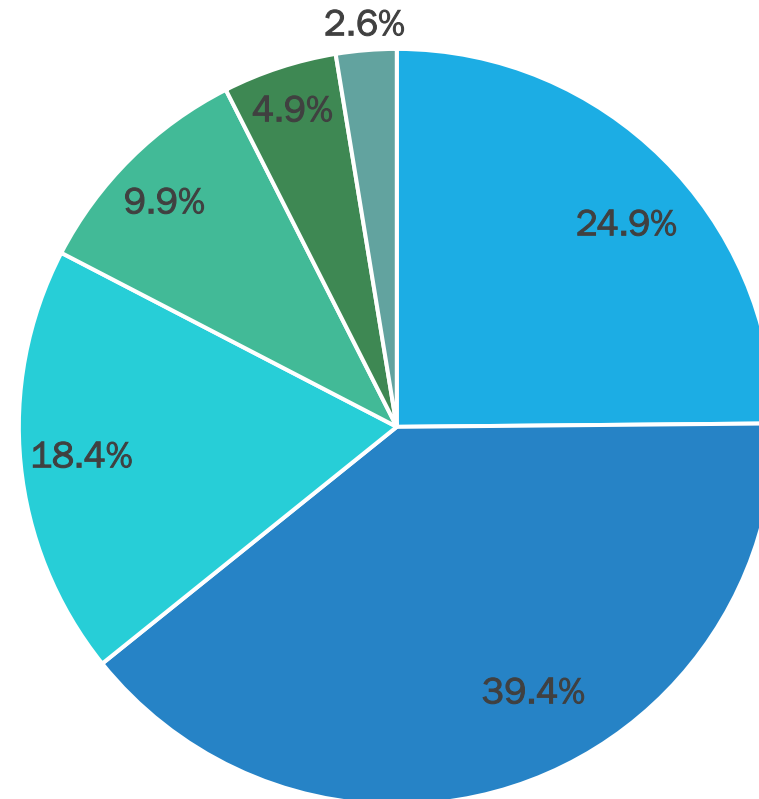
SCENARIO SUITABILITY AND FEASIBILITY RATINGS



HOW DO YOU THINK THE RESPIRATORY CARE BOARD OF CALIFORNIA CAN ENSURE NEW GRADUATES ARE PREPARED TO BEGIN PRACTICING RESPIRATORY CARE AT THE ONSET OF LICENSURE? (E.G. REQUIRED RESIDENCY PROGRAMS, INCREASED EDUCATION, ETC.)?

% Element Included in Responses

- Residency
- Better/More clinical instruction
- BS degree minimum
- Need better schools
- Need to eliminate for-profit schools
- Need better orientation



ASSOCIATE DEGREE TYPES

ASSOCIATE OF SCIENCE IN RESPIRATORY CARE (ASRC)

- Completion of the degree entails > 60 credit hours often past two years, including credits in a particular program specialization.
- Major credits in the field of study
- General education credit requirements of a four-year bachelor's degree
- Focuses on coursework in the direct sciences.

ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY CARE (AASRC)

ASSOCIATE OF OCCUPATIONAL STUDIES IN RESPIRATORY CARE (AASRC)

- Completion of the degree entails 60 credit hours which can be accomplished in two years, including credits in a particular program specialization.
- Major credits in the field of study
- Minimal general education requirements
- Focuses on coursework in the direct sciences.
- Less credits applicable for transfer



DEGREE REQUIREMENTS

A.S. VS A.A.S./A.O.S.

Requirements	A.S.	A.A.S. A.O.S.
Prerequisites: Medical Term, Anatomy, Physiology, Chemistry, Microbiology, Algebra, Physics	24-29	< 24
Core Major Coursework (aligned with CoARC standards)	40-55 ~ 48	40-55 ~48
Clinical Experience	Varies	Varies
General Education	~ > 18	< 18
TOTAL:	82 - 106	60 - 75

COARC ACCREDITED PROGRAMS (2024)

Type	CA	FL	TX
Associate of Science (A.S.)	32	24	2
Associate of Applied Science (A.A.S.)	0	1	27
Associate of Occupational Studies (A.O.S)	5	0	0
Bachelor of Science (B.S.) (Entry into Practice)	1	3	4
Bachelor of Science Degree Advancement (B.S.) (Entry after completing Associate Degree)	2 (8)	0	0
Masters of Science (M.S.)	0 (1)	1	2
Advanced Practice Respiratory Therapist (A.P.R.T) 1 CoARC Accredited Program Nationwide			

2010 - Senate Bill 1440 (Padilla)

- The primary focus of the legislation is to significantly increase the rate of transfer of community college students to the California State University (CSU) system by creating a more seamless pathway for students.
- • Graduate from the community college system with an associate degree having to *earn no more than 60 semester/90 quarter units*;
- • Have a clear transfer pathway to the California State University system by eliminating the repetition of similar courses at the upper-division level;

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2017-ADT-Report-ADA.pdf/>

California Community Colleges Vision 2030 (Sept. 2023)

- Goal 3: Equity in Support Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.
- Outcome 6: Reduce Units to Completion *Decrease* with equity the number of *units in excess of 60* units for the Associate Degree for Transfer (ADT).

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf>