Respiratory Therapy Program is an Associate in Applied Science degree program that has been in existence since 1972. Throughout the years, this program has established a strong reputation for producing top quality respiratory therapists. Program graduates are highly respected in the surrounding community by physicians, patients and employers.

Respiratory therapists assist physicians in diagnosing breathing disorders, assessing patients and recommending changes in the therapeutic approach to patient care. In addition to delivering treatment and bedside care, respiratory therapists draw and analyze arterial blood, manage artificial airways and life-support devices such as mechanical ventilators. They also provide patient and family education at the bedside and in home care, smoking cessation, asthma education and pulmonary rehabilitation. Respiratory therapists may specialize in Neonatal-Pediatric Respiratory Care, Pulmonary Function Testing, Sleep Technology, and Asthma Education and earn credentials in these areas.

Students seeking a career in healthcare that combines technology with patient interaction should consider respiratory therapy. Bedside monitoring, therapeutic devices, diagnostic instruments and mechanical ventilators are a few examples of the technologically advanced equipment utilized and maintained by respiratory therapists for patient care.

Graduates are prepared for employment as Registered Respiratory Therapists in a variety of healthcare settings. In the acute care setting, opportunities include adult, pediatric and neonatal intensive care as well as open-heart, neurological and burn units and the emergency department. Respiratory therapists are also vital members of the code team, rapid response team and land and air transport team. Additionally, our graduates fulfill the need for respiratory therapists in home care, long-term care units, pulmonary rehabilitation, research and marketing.

continued on next page.
Students wishing to pursue a career in Respiratory Therapy should apply to County College of Morris and declare Respiratory Therapy as their requested major. They are then placed into the pre-professional phase pending admittance into the professional phase.

Pre-Professional Phase

The first year, or pre-professional phase, consists of general education and science pre-requisites. The course work required for the pre-professional phase can be taken on a full-time or part-time basis in the day or evening. During this time an intent form should be filled out and returned to the Program Director. Intent forms can be picked up in the Respiratory Therapy program offices in Emeriti Hall, Rooms 128 and 129, and must be received by March 1 of the year in which the student plans to enter into the professional phase.

Acceptance into the professional phase is based on the student meeting admission requirements. These requirements include attendance at a general orientation for respiratory therapy and completion of a statement on “Why I Believe Respiratory Therapy is a Career for Me.” Students are also required to have a minimum cumulative GPA of 2.50.

Professional Phase

The second year, or professional phase, consists of Respiratory Therapy core course work. The course work for the professional phase is structured into a full-time schedule, in which classroom and laboratory instruction is linked with clinical practice. Clinical affiliations include: Saint Clare's Health System, Morristown Medical Center, Newton Medical Center, Hackensack University Medical Center, Saint Barnabas Medical Center, Overlook Medical Center, Chilton Medical Center, Wanaque Center, and Pulmonary And Allergy Associates. Admission into the professional phase of the program is limited to 30 students and is competitive.

A statewide criminal record search through the New Jersey State Police and a National Criminal History Database Search are performed on all students upon initial acceptance into the professional phase of the program and annually thereafter. If a record is found as a result of the criminal record searches, admission into the professional phase of the program may be denied. If there is no record upon admission but subsequent searches result in a record found, the student may be immediately dismissed from the program.

When a graduate applies for licensure as a respiratory care practitioner in New Jersey, the New Jersey Board of Respiratory Care requires a Criminal History Background Check. If the Criminal History Background Check reveals a criminal conviction, a review of the application by the Board of Respiratory Care is required.

A urine drug screening is performed on all students upon initial acceptance into the professional phase of the program. If the test is positive for illegal substances, admission into the professional phase of the program is denied. In addition, illegal use of prescribed substances will result in denial of admission into the professional phase of the program.

Clinical requirements also include an annual flu vaccine, malpractice insurance, a complete health and physical examination, personal health insurance that provides coverage for accidents and illness, and completion of Basic Life Support for Health Care Providers from the American Heart Association.

Program Accreditation

The Respiratory Therapy Program at County College of Morris is accredited by the Committee on Accreditation for Respiratory Care (CoARC). This accreditation qualifies graduates of the Respiratory Therapy Program to take the National Board for Respiratory Care Credentialing Exams. Graduates that pass these examinations will earn the credentials Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT). Graduates earning a CRT credential may go on to earn a specialty credential through the NBRC such as a Neonatal/Pediatric Respiratory Care Specialist (NPS), the Certified Pulmonary Function Technologist (CPFT) credential, or a Registered Pulmonary Function Technologist (RPFT) credential. Graduates who have earned the RRT credential can earn a specialty credential in adult critical care (ACCS). Graduates who are credentialed by the NBRC with supervised experience, or additional education can earn the Sleep Disorders Specialty (SDS) credential.

The Respiratory Therapy Program at County College of Morris has maintained pass rates for the CRT and RRT exam participants that are consistently higher than the national average.

In order to practice in New Jersey, graduates are required to apply for a license with the New Jersey State Board of Respiratory Care, Division of Consumer Affairs, which they are eligible to receive after graduation. A permanent license will be issued upon successful completion of the NBRC Entry Level Examination.

Scholarship Opportunities

There are multiple scholarships available for respiratory therapy students. Information can be obtained in the Financial Aid Office at CCM. Most scholarships require a minimal GPA; however, most students qualify because they have met the admission requirement with a 2.50 GPA or greater. Scholarships are also available through the NJ Society for Respiratory Care. Information is available through program faculty.

Faculty

Faculty in the Respiratory Therapy Program, whether full-time or adjunct, have a diverse educational and professional background.
John Rutkowski is the Director of the Respiratory Therapy Program at CCM. His career in respiratory care includes over 45 years of clinical, managerial, and community outreach experience. He received his formal respiratory therapy training and certificate from St. Joseph Hospital School of Respiratory Therapy in Lancaster, PA, along with an associate of science degree from York College of Pennsylvania. He has also earned an undergraduate degree in chemistry from Jersey City State College, a Master of Business Administration from Fairleigh Dickinson University, and a Master of Public Administration from Seton Hall University. In addition to his work as a respiratory therapist, he remains active in the American Association for Respiratory Care and has served the NJ affiliate as president, board member and chaired numerous committees. He has also served as the New Jersey Delegate to the American Association for Respiratory Care - House of Delegates. He has also earned the Fellow of the American Association for Respiratory Care (FAARC) credential.

He is a member of the American College of Health Care Executives and its New Jersey Affiliate, the Association of Healthcare Executives of NJ, and has earned the designation Fellow of the American College of Healthcare Executives (FACHE) credential. Throughout his career, he has been and remains active in the American Lung Association. He has served on the ALA’s Nationwide Assembly, as a board member and chairman of the American Lung Association in the Mid-Atlantic, Advisory Board member and past-chair of the American Lung Association in New Jersey. He is also actively involved in the Pediatric/Adult Asthma Coalition of NJ. He has provided testimony on behalf of the ALA to the US EPA and affiliated with the Asthma Coalition of New Jersey. He is a contributing author for several books and has authored a number of articles for professional journals and newsletters.

Gracielle Fong is the Director of Clinical Education and is responsible for the administration and evaluation of the clinical portion of the Respiratory Therapy Program.

Fong holds a Bachelor of Science in Allied Health Management from Montclair State University and an Associate in Applied Science in Respiratory Care from Bergen Community College. She is currently pursuing her Masters in Science in Health Education. She is also an active member of the American Association for Respiratory Care (AARC) and the New Jersey Society for Respiratory Care (NJSRC).

Fong became a NJ State Licensed Respiratory Therapist in 2003, a Registered Respiratory Therapist in 2006 and a Neonatal Pediatric Specialist in 2017. She holds resuscitation certifications in Basic Life Support, Advanced Life Support and Pediatric Life Support. Fong has worked at several facilities across New Jersey, ranging from the Pediatric to Adult population as well as two trauma medical centers. Fong became a Respiratory Therapy Clinical Instructor in 2007 and has been helping to shape the future of Respiratory Therapists ever since.

Facilities

Students in the Respiratory Therapy Program at County College of Morris are provided with a variety of technologically advanced education. In the classroom technology is utilized to present lecture material. Lecture presentations are made available to the student through Blackboard as well as printed material which is used to enhance the learning experience. In addition to the technologically advanced equipment in the classroom, technology is used in the laboratory to facilitate learning with mechanical lung simulators that are linked to computer software, mannequins for breath and heart sound recorders and computer software programs designed to help the student develop information gathering and decision making skills that are required for the clinical setting.

Job Outlook

According to the latest report by the U.S. Department of Labor, Bureau of Labor Statistics (BLS) respiratory therapists are in demand locally and nationally. The BLS states that “employment of respiratory therapists is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Growth in the middle-aged and elderly population will lead to an increased incidence of respiratory conditions such as pneumonia, chronic obstructive pulmonary disease (COPD), and other disorders that can permanently damage the lungs or restrict lung function. The aging population will in turn lead to an increased demand for respiratory therapy services and treatments, mostly in hospitals.

In addition, a growing emphasis on reducing readmissions in hospitals may result in more demand for respiratory
therapists in nursing homes and in doctors’ offices. Furthermore, the number of individuals who have access to health insurance is expected to continue to increase because of federal health insurance reform.

Advances in preventing and detecting disease, improved medications, and more sophisticated treatments will also increase the demand for respiratory therapists. Other conditions affecting the general population, such as respiratory problems due to smoking and air pollution, along with respiratory emergencies, will continue to create demand for respiratory therapists.” Graduates of this program are typically recruited and hired in the field of respiratory therapy prior to graduation. Post-graduate surveys have shown 100% job placement for graduates from this Respiratory Therapy Program.

https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm#tab-

Accreditation

The program is accredited through the Committee on Accreditation for Respiratory Care (CoARC). CoARC standards and information about the programs accreditation status can be found at www.coarc.com or 1248 Harwood Road, Bedford, TX 76021-4244. Graduates are eligible to apply for New Jersey State licensure and advanced credentialing as a Registered Respiratory Therapist (National Board for Respiratory Care).

Title IX, Section 504 and Americans with Disabilities Act Compliance

In accordance with the policies underlying Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act (ADA) of 1990, the ADA Amended Acts (ADAA) of 2010 and County College of Morris policy, no qualified individual with a disability shall, solely on the basis of that disability, be excluded from participation to County College of Morris programs or activities. Upon admission, a candidate who discloses a disability may be asked to provide documentation of that disability. The Respiratory Therapy Program at the County College of Morris will provide reasonable accommodations to a qualified individual with a disability through support of Accessibility Services. County College of Morris is not required to provide academic adjustments that would lower academic standards, fundamentally alter the nature of the program or impose an undue burden on the college. Students can provide appropriate documentation to Accessibility Services directly to qualify for reasonable accommodations. Student should contact Accessibility Services at 973-328-5284 or acs@ccm.edu. Students should not submit documentation to any other program administrator for review. Reasonable accommodations for the academic environment and the clinical environment are administered through two separate and distinct processes in collaboration with Accessibility Services, the Allied Health Department and the individual student.

Curriculum

General Education Foundation (20 CR)

| Communication (6 CR)                       |  
| English Composition I                      | 3  
| English Composition II                     | 3  

Math-Science-Technology (3 CR)

| College Algebra                            | 3  

Social Science Or Humanities (3 CR)

| General Psychology                         | 3  

General Education Electives (8 CR)

| Anatomy and Physiology I                   | 4  
| Anatomy and Physiology II                  | 4  

Total General Education Credits 20

Respiratory Therapy Core (15 CR)

| Introduction to Chemistry Lecture         | 3  
| Introduction to Chemistry Lab             | 1  
| Microbiology                              | 4  
| Concept of Physics                        | 4  
| Humanities Elective                       | 3  

Professional Phase (By Acceptance)

Respiratory Therapy Core (32 CR)

| Respiratory Therapeutics                   | 5  
| Cardiopulmonary Pharmacology               | 2  
| Cardiopulmonary Physiology                 | 2  
| Cardiopulmonary Evaluation                | 3  
| Cardiopulmonary Pathophysiology            | 2  
| Mechanical Ventilation                     | 4  
| Neonatal & Pediatric Respiratory Care      | 2  
| Clinical Practice I                        | 3  
| Clinical Practice II                       | 3  
| Clinical Practice III                      | 4  
| Advanced Respiratory Care                  | 2  

Total Core Credits 47

Total Program Credits 67

Note: You must see a faculty advisor to plan your sequence of courses. For the most up-to-date listing of courses, see the Curriculum Checklist for this program on the CCM website at https://www.ccm.edu/student-life/campus-services/academic-advisement/curriculum-checksheets/.