

Newsletter

The National Honor Society for the Profession of Respiratory Care



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I write this several days after a winter storm rolled through the mid-South dumping freezing rain and enough sleet in my yard to make drifts. (Yes, you read that correctly, sleet drifts!) Because temperatures remain below freezing and because most southern cities simply don't have enough equipment to handle this amount of ice, many roads including interstates remain impassable days after the storm.

I realize that this storm is not unique to me and where I live. Throughout our country this has been one of the coldest and most paralyzing winters in decades. We've experienced loss of electrical power in our homes, multiple days of college/university closings, and more than one terrifying drive on a snowy/icy road. And when the storms hit, the police and media tell us to "stay home unless it is an emergency". Yet as respiratory therapists, the majority of us work in hospitals and facilities that require us to come in early, stay late, or even stay overnight so that patient care isn't compromised. Unfortunately this winter has been vicious enough that many of us have had not one but multiple times that the inclement weather policy has been implemented in our workplace.

So why am I discussing winter weather in the Lambda Beta Newsletter? Because it is during this difficult winter that I have watched fellow therapists work together, committed to providing care to patients and families, in spite of the challenges and inconveniences they have faced in getting to and from work. I am certain that many of you have witnessed the same among your colleagues. They have continued "in the worst of times" to demonstrate a level of professionalism that makes us proud to work alongside them. I wish each and every one of them could be recognized for their passion and dedication that brings pride to our profession. Thinking

Notes From the President

Sherry L. Barnhart, RRT, RRT-NPS, FAARC



of this reminds me of why the Lambda Beta Society was formed.

"...to promote, recognize and honor scholarship, scholarly achievement, service, and character of students, graduates, and faculty members of the profession."

As I think of the purpose of Lambda Beta, I am reminded that it is not only an honor society that **recognizes** personal effort and achievement of students in the field of respiratory care, individual chapters and the faculty and educators that support them also **promote** professional growth and **contribute** to the scholarship and leadership of the students. It is through the hard work, academic achievement, and commitment of today's students that the respiratory care profession will grow in our ever changing world of healthcare.

2013 was an outstanding year for the Lambda Beta Society. The society continued to grow as we gained over 500 new members last year. Several institutions applied for membership which resulted in the establishment of 13 new chapters. During the AARC International Congress that was held in Anaheim, CA in December, the society hosted a Student Survivor Hour which was so well attended that we were near standing-room only. The Student

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Remembering Steve Mikles, A Great Educator and Leader

By Henry Oh, PhD, RRT-NPS, MT, CBiol, FAAPM

It was a rewarding experience to have known and be a fellow colleague of Steve Mikles. Although Steve is no longer with us, he left an imprint of his great dedication and service to the profession of respiratory care. Steve will always be remembered as a leader and educator who dedicated almost 20 years of his services to respiratory care education, credentialing and accreditation. He served our profession for more than 35 years.

The sharing of such compassion had been evident through many qualifying and quantifying elements. Steve provided inspiration to his students, the academia, and the health profession by his tireless efforts for setting a higher standard of excellence. This approach was further qualified through his accomplishments, service to the profession and to the community. *"Although he served on many state and national committees, he considered his work in the classroom as his greatest contribution to the profession"* (CoARC).

I want to share the understanding and presence I had experienced from Steve as well as that which others have shared with me. Upon meeting him for the first time many years ago, he set a relaxing tone coupled with optimism and a bit of humor. This approach set a calm tone that allowed for discussion without fear

of being judged. He had always been clear, yet kind. He made time to discuss ideas on how we might achieve maximal success. On numerous occasions I had been told by colleagues how much they covet his involvement and direction.

In 2008, Steve was bestowed by AARC one of the highest honors which was the "Fellow of the American Association for Respiratory Care" (FAARC) for his outstanding character, dedication and service. On July 15, 2013, Steve was posthumously recognized with a Special Proclamation for his meritorious service by the AARC, NBRC and CoARC.

Inclusive of all the afore-mentioned statements and the recommendations and comments of my colleagues in the profession, I nominated Steve to the Lambda Beta Society for the national honorary membership in 2013. That nomination was tremendously supported and welcomed by numerous colleagues in the profession. Steve was unanimously selected for the award which was presented posthumously at the Lambda Beta Society Reception during the AARC International Respiratory Congress in Anaheim, CA in November 2013. I sincerely thank every one who supported the nomination, and most especially to my colleagues at the Lambda Beta Society.

Notes From the President

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Survivor Hour was followed by the Lambda Beta Society Reception where several students were awarded scholarships.

In the coming year we have several activities on the horizon. Along with again providing scholarships, we will be venturing into social media with development of a Facebook page and a Twitter account. Our goal is to provide other venues for sharing information and keeping in touch with chapters as well as members. While these settings are not up and running at this time, we will through our website provide you with links to them as soon as they are available.

Thank you for your support and dedication to the Lambda Beta Society. I look forward to working with you and welcome all suggestions and ideas on how we can better serve you. I also look forward to spring flowers and warm, sunny days.

Sincerely,

Sherry L. Barnhart

Sherry L. Barnhart, RRT, RRT-NPS, FAARC
President, Lambda Beta Society



Lambda Beta Scholarships

This year's scholarship entries are due **October 1, 2014** and should be sent to the Lambda Beta Executive Office. Applications will be sent to all active chapters approximately May 15. You will also find applications and instructions on our website (www.lambdabeta.org). Individuals with questions about the Lambda Beta scholarships should contact the Executive Office at (913) 895-4610.



Class Assignments = Scholarship Worthy Papers/Presentation

(Turn those class assignments into CASH!)

By Nancy Colletti, PhD, RRT, RCVT and Ellen A. Becker, PhD, RRT-NPS, RPFT, AE-C, FAARC
Executive Board Members

The Lambda Beta Society has several scholarship opportunities for students enrolled in CoARC approved respiratory care programs. There are four (Lambda Beta, AMP, CoARC and Hill) scholarships available which require the applicant to submit an original literature review paper that demonstrates clear implications for the profession of respiratory care. In addition, there is also the CoARC Media Presentation award which requires the applicant to submit an original presentation created in Microsoft PowerPoint®.

Many respiratory care course instructors include written assignments and/or media presentations as part of the grading criteria in their course syllabus. These assignments consist of various areas of respiratory care practice including cardiopulmonary diagnostics, continuing care/rehabilitation, management, education, adult acute care, perinatal/pediatric care, subacute care, transport or home respiratory care and research. Topics for an original literature review paper can range from acute lung injury or asthma to the use of Zafirlukast or Zileuton. Media presentation topics fit very well into many courses especially those courses which require psychomotor skills such as drawing from an arterial line or endotracheal suctioning. Students can submit these assignments for consideration for the Lambda Beta Scholarships.

Preparing a research paper or presentation for a scholarship submission can be part of the respiratory care curriculum. It is recommended the original literature review paper submitted for scholarship consideration consist of approximately 12 double-spaced pages (not to exceed 3,000 words), including references, tables and figures. While the amount of information in the media presentation will be determined by the topic, it is recommended that the number of slides not exceed 35.

One way to help students write papers is to break the tasks into separate steps. In the beginning, students need to identify which articles are peer-reviewed and how to retrieve them, either online or by pulling them from library shelves. A review of how to cite references and avoid plagiarism also helps at this stage. Students will see the value of identifying all elements for their references at this stage and developing methods to assure that they paraphrase appropriately. Next it helps to digest the articles by putting key information into an article analysis table. Column headings such as article citation, population, study design, measurement tools, key findings, and limitations will help students identify

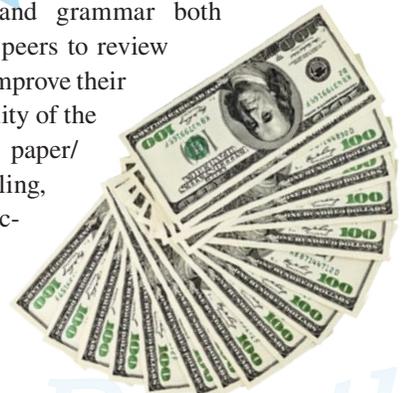
relevant information from each article and make comparisons between articles much easier. Students should be encouraged to write the body of the paper next. It is too difficult to write an introduction when the paper has not been written. Conclusions and an introduction are much easier to write after completing the body of the paper.

Assisting students in preparing presentations takes a slightly different approach than writing papers. As in pre-draft stages of writing a paper, preparing the presentation begins with identifying and retrieving peer-reviewed references related to topic. The presentation should begin with clear objectives or learning outcomes that are expected followed by an introduction to the subject and any relevant background information supported by current literature findings. The presentation should conclude with a summary or impact on patient care.

Both the written literature review paper as well as the presentation must present evidence of the student's critical thinking. The writer/presenter must demonstrate their analysis or interpretation of the evidence or examples provided in the references. If the writer/presenter uses a quote, then he/she must follow the quote with an analysis, demonstrating how this quote helps support or refute the thesis.

In addition to demonstrating critical thinking, the written paper as well as the presentation must demonstrate the ability to transition between paragraphs, topics, and slides. The writer/presenter must create links to something else in the paper, for example a previous paragraph, main idea, or previous slide such that the reader understands the logic and organization of the paper or presentation.

Lastly, reviewing spelling and grammar both through software and asking peers to review their work will help students improve their final draft. It is the responsibility of the author to ensure their final paper/presentation is free of spelling, sequencing, grammar, structure, and format errors before submitting it for consideration by the Lambda Beta scholarship committee.





Examination Changes 2015

By Kerry E. George, MEd, RRT, FAARC

NBRC Past President and Lambda Beta Executive Board Member

As you are assisting students to prepare for the examinations they will complete to obtain National Board for Respiratory Care (NBRC) credentials and state licenses, it is helpful to explain some very significant changes that will be implemented beginning January 1, 2015. Graduates who apply and complete examinations by December 31, 2014 will complete the process as it has existed for many years. Any student applying for examinations after October 31, 2014 will automatically be entered into the new process. If you have students who desire to complete examinations between October 31 and December 31 of this year, they can request to do so. If they do not contact the NBRC and indicate the desire to complete by December 31, they will not be given that option.

There will be a two week period from January 1 through January 14 of 2015 that the new Therapist Multiple Choice (TMC) and Clinical Simulation (CSE) examinations will not be administered. This two week period is to thoroughly test the system to assure all parts work correctly together. There will be new score reports, test delivery mechanisms and many parts that need to be tested so candidates will not experience any difficulties. It is important that any students graduating in December of this year be fully aware of these changes and the short period of time they will not be able to attempt the examinations. Testing using the new TMS and new CSE will begin on January 15, 2015.

The new TMC will replace the current Certified Respiratory Therapist (CRT) and Written Registered Respiratory Therapist (WRRT) examinations. Graduates will have the opportunity to obtain their RRT credential with one fewer examination. The TMC examination will be something new for the credential testing process for respiratory therapy. The test will contain 140 scored and 20 pretest items. In length, it will be the same as the current CRT examination. The length is the only thing about the exam that will remain the same. The Detailed Content Outline for the examination can be found on the NBRC website at: <http://nbrc.org/NBRCDocuments/Therapist%20Multiple%20Choice%20DCO%20effective%202011-2015.pdf>.

There are many changes to the content outline. One is that section III. B. of the current content outline has been incorporated into Section I. B of the new content outline. A second significant change is that there is no longer a section on basic and advanced

cardiac life support. It was decided that respiratory therapists are currently tested in those when obtaining BCLS, ACLS, NRP and PALS certifications and it was not necessary to test them again.

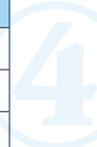
The distribution and cognitive levels of the 140 items on the new TMC examination also have changed. The chart below summarizes the changes:

Examination	CRT	WRRT	TMC
I. Data	26	28	55
II. Equipment	29	12	20
III. Procedures	85	60	65
Total	140	100	140
Recall	35	6	31
Application	74	15	61
Analysis	31	79	48
Total	140	100	140

The TMC will have two passing points. A candidate whose score on the examination meets or exceeds the lower passing point will be awarded the CRT credential. A candidate whose score on the examination meets or exceeds the higher passing point will be awarded the CRT credential and become eligible to apply for the CSE. Candidates whose scores on the examination fall between the two passing points will be awarded the CRT credential. Those candidates who wish to earn the RRT credential must retake the TMC to achieve the higher cut score to proceed to attempt the CSE.

A candidate can continue to earn the RRT credential with two testing days, but the order of attempting the tests will change. Currently a person may choose to take the CRT examination on one day and then attempt both the WRRT and CSE examinations on the same day. In 2015, the candidate will take the TMC one day and the CSE on a second day. A candidate is not able to apply for the CSE until they have achieved the higher cut score on the TMC.

The Jimmy A. Young lectures at the 2012 and 2013 Summer Forums focused on these changes. The PowerPoint presentations from those presentations can be found at NBRC.org in the Document Library under the home tab.



Would You Like The Opportunity To “Honor A Colleague”?

Each year, the Lambda Beta Society honors an outstanding individual with National Honorary Membership. This prestigious honor is reserved for an individual who has made substantial contributions to the progress and/or development of the art, science, literature or public understanding of respiratory care on a national level. Individuals can be nominated by any Lambda Beta member or chapter by submission of a nomination letter to the Executive Board.

Do you know of a deserving individual that you would like to nominate? What a wonderful way to recognize your colleague on a national level. Please take a few moments to consider a nomination this year.

If you are interested in nominating an individual deserving this honorary title, simply submit a letter of nomination to the Executive Board in care of the Executive Office by October 1, 2014.

The 2014 National Honorary Member will be named during the Lambda Beta Reception/Student Survivor Hour on Tuesday, December 9, 2014 during the AARC International Respiratory Congress in Las Vegas, NV.

Please contact the Executive Office if you have any questions regarding National Honorary Membership at 913.895.4610 or ghocker@goAMP.com.

The following individuals have been honored as Lambda Beta National Honorary:

- 1987 H. Frederic Helmholtz, Jr., MD
- 1988 James F. Whitacre, RRT
- 1989 Hugh S. Mathewson, MD
- 1990 Donald F. Egan, MD
- 1991 Steven K. Bryant, MBA
- 1992 Joyce E. Wanta, RRT
- 1993 David J. Pierson, MD
- 1994 Robert M. Kacmarek, PhD, RRT
- 1995 Philip A. von der Heydt, MEd, RRT
- 1996 George G. Burton, MD
- 1997 Dean Hess, PhD, RRT
- 1998 Gary A. Smith
- 1999 Neil MacIntyre, MD, FAARC
- 2000 Joseph L. Rau Jr., PhD, RRT, FAARC
- 2001 Thomas A. Barnes, EdD, RRT, FAARC
- 2002 David A. Shelledy, PhD, RRT
- 2003 Vijay M. Deshpande, MS, RRT, FAARC
- 2004 Robert L. Wilkins, PhD, RRT, FAARC
- 2005 Theron Van Hooser, MEd, RRT
- 2006 Charles B. Spearman MEd, RRT, RCP, FAARC
- 2007 Lynda Thomas Goodfellow, EdD, RRT, AC-E, FAARC
- 2008 William F. Galvin, MEd, RRT, CPFT, AE-C, FAARC
- 2009 John R. Goodman, BS, RRT
- 2010 Susan P. Pilbeam, MS, RRT, FAARC
- 2011 JM Cairo, PhD, RRT, FAARC
- 2012 Paul L. Goldiner, MD
- 2012 Jeffrey J. Ward, MEd, RRT
- 2013 Stephen P. Mikles, EdS, RRT, FAARC (Posthumously)



Glenda Hocker

Profiling our Board Members

By Trudy J. Watson, RRT

Are you familiar with the saying, “If you want something done, ask a busy person to do it?” Glenda Hocker definitely is

a busy person who can always be relied upon to accomplish everything asked of her – and then volunteer to do more. In her role as Executive Secretary for the Lambda Beta Society, she touches every aspect of the organization from recruiting new Chapters, processing annual invoices, welcoming new members, coordinating the newsletter, processing orders for Lambda Beta pins and cords, coordinating and staffing the booth at AARC’s International Congress, processing scholarship applications, scheduling conference calls and meetings for the Executive Board, and planning the annual Awards Reception. These are just a few of the tasks she completes in addition to her many other responsibilities at the NBRC.

We are fortunate to have the very busy Glenda Hocker doing all that she does on behalf of the Lambda Beta Society!



Stop by our booth at the 2014 Summer Forum and pick-up information packets about Lambda Beta and visit with our Executive Secretary, Glenda Hocker, about forming a chapter at your college. We will have information about scholarships, also. See the article about our 2013 Summer Forum appearance on page 6.

Summer Forum 2013 Participation a Success

By Kim V. Hill, MS, RRT, RRT-NPS, RPFT
PR Chairman

As part of our continuing efforts to increase membership in Lambda Beta, Glenda Hocker, our Executive Secretary, and I had an opportunity to Exhibit at the 2013 AARC Summer Forum in Orlando, FL.

Lambda Beta is interested in forming new chapters and thought that the Summer Forum would be a great platform to reach the Educators and Managers who may not be able to attend the annual AARC International Congress where we exhibit annually. We are proud to report that the exhibit was a wonderful success!

Our Exhibit table was very well received and we had a prime location right outside the Management and Education Section Meeting rooms. We had the opportunity to talk to people from both prospective as well as current chapters. There was a lot of excitement among prospective chapters about promoting and celebrating membership in The Lambda Beta Society, as well as lots of questions. We also had several people who had just started chapters who wanted to discuss nomination procedures. Lambda Beta also developed promotional posters to distribute especially for this exhibit that can be posted in college student lounges as well as hospital break rooms for everyone to view and were very well received.

We distributed approximately 25 information packets on how to form a Lambda Beta chapter. We were able to meet and talk directly to the Program Directors, Directors of Clinical Education as well as faculty members of colleges and universities. In addition, we also had the opportunity to discuss these same options with Department Managers for hospitals and health care facilities that are associated with these colleges and universities. Specifically we were able to discuss the benefits of forming a Lambda Beta chapter for the programs and their students.

Most importantly students at each active Lambda Beta chapter have the opportunity to apply for our annual scholarships. In the past we have distributed two \$1500 and one \$2000 scholarship to deserving applicants. The nice thing about these scholarship is that students do not need to be a member of Lambda Beta, they simply need to be enrolled in a CoARC approved Respiratory Care program with an active Lambda Beta chapter and have completed at least 50% of their coursework. This allows every student an opportunity for a scholarship.

Lambda Beta is an excellent avenue for students to build relationships, share success stories, encourage leadership and promote

and honor the profession. These same opportunities are also available to faculty and alumni as well. It is our hope that the rewards for starting and continuing a Lambda Beta chapter at your facility will come back two-fold to your programs.

Traditionally Lambda Beta has exhibited at the AARC International Congress and certainly will continue to do so. While we feel the Congress is also a great opportunity for Lambda Beta, we felt a need to try and actively reach as many educators and managers as possible to promote the Honor Society. We are delighted about the new chapters that have been formed as a result of this experience.

Overall we had an overwhelming positive response to our Exhibit. Hopefully each person that received our information packets will form a new Lambda Beta chapter and perhaps spread the good word about the society.

Thank you to all of you who took the time to stop by our booth and meet our staff and board members. We strongly feel that the Summer Forum is an excellent setting for Lambda Beta. We have the opportunity to exhibit at the 2014 Summer Forum in Marco Island, FL to meet more potential chapters and current members. Of course our overall goal is to have every CoARC approved program form and foster an active Lambda Beta chapter. What a wonderful way to acknowledge and recognize your students and faculty.



Dates to Remember:

April 15

Scholarship Information Posted

July 15-17

Summer Forum Booth

October 1

Scholarship Submissions Due

October 1

National Honorary Member Submissions Due

December 9 – 11

AARC 60th International Congress, Las Vegas NV

December 9

Student Survivor Hour and Lambda Beta Reception



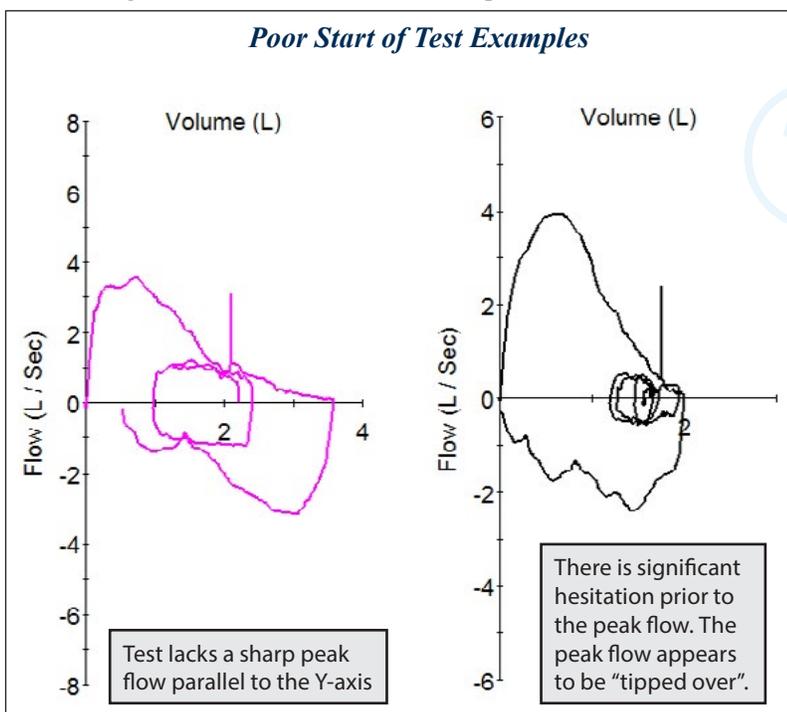
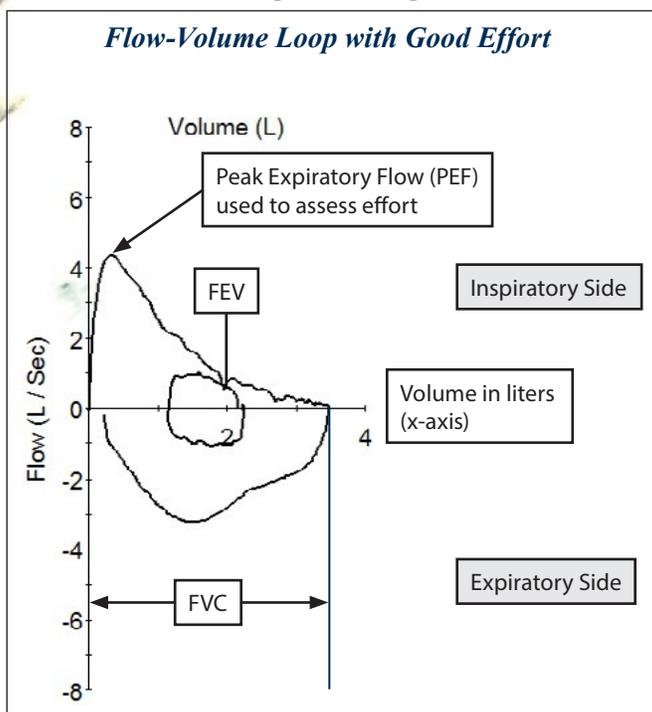
Find the Artist in Your Students

By Susan Blonshine RRT, RPFT, AE-C, FAARC
Executive Board Member

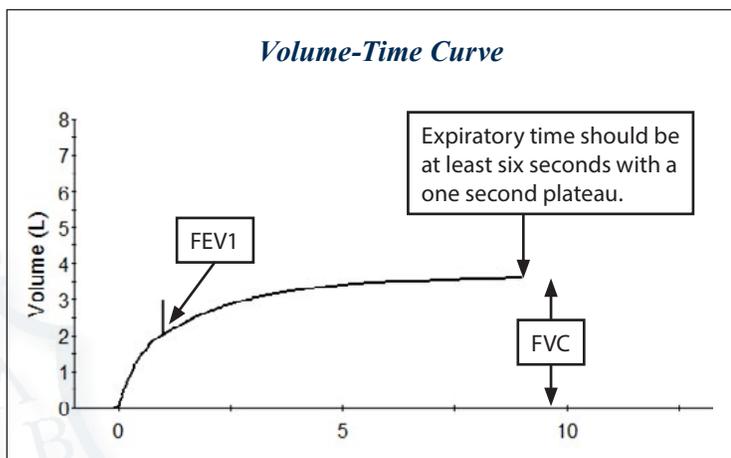
Teaching and understanding pulmonary function testing is often a challenge for both the student and instructor. One approach that may improve the learning process is to start with the “pictures”. The majority of test performance, test quality assessment, and interpretation start with understanding the picture or graphs that result from the various maneuvers. Once the student appreciates the “art” in

the pulmonary function test, discussing the numeric results is a natural extension. The old adage that a picture is worth a thousand words is absolutely true when learning the basics of pulmonary function testing. It helps students to create the “art” in real time and evaluate the picture prior to the numeric results.

Spirometry is a good example to start the process. The graphs below represent an evaluation of test performance and the test quality assessment that occurs prior to interpretation. As one can observe, meeting the start of test criteria is in the picture.



Assessing the end of test criteria also lies in the picture. Because the test performance and quality assessment is embedded in the pictures, all systems should have real time displays while performing a test to make these critical assessments. When teaching the basics of spirometry, these are critical elements for a student to understand.



The interpretation standards recommend starting all interpretations with a comment about test quality. One test quality is established, the pictures can be used again to illustrate different patterns consistent with obstructive or restrictive disease. The patterns also reveal fixed lesions, upper airway obstructions and extrathoracic limitations. When a student understands the value in the “art” of spirometry, adding a few important numeric results will become much easier.

The same concept applies to diffusing capacity, lung volume, and airway resistance. Try approaching pulmonary function from the viewpoint of an artist and have fun with the concepts. Students may find that they can relate the pictures to something familiar for them or create their own pictures that are memorable. Sparking interest in pulmonary function and understanding the results is important to our students in all aspects of respiratory care far beyond the walls of the pulmonary function laboratory.





What Are People Saying About Lambda Beta?

The Jefferson College Lambda Beta Chapter was formed with the intent to further recognize the superior achievement of our finest students. I felt it was important to recognize the hard work it took to achieve the status in the Lambda Beta Society. We have a highly selective admission process and an extremely rigorous program. To be able to achieve this status with all the exceptional students in the program is truly an accomplishment and I wanted to recognize and encourage these students. I feel continuing personal education in the field of respiratory therapy is critical to the profession and self-improvement.

Membership in the Lambda Beta society is an important step in this process.



*Norma Cooper, RRT
Program Director
Respiratory Therapy Program
Jefferson College
Hillsboro MO*

Our program came to life in October 1987 ... therefore, we have just celebrated our 25th anniversary and it seems the perfect time to establish our long overdue chapter of Lambda Beta. It's not evident why it has taken so long for us to offer this just recognition but perhaps the important thing is ... now, we have! We are excited to induct the first members to our new chapter and proud to introduce ourselves to our Lambda Beta sisters and brothers. We ARE ... Somerset Community College based on the Laurel Campus in London, Kentucky and are ready to support the professional and scholastic nature of the Lambda Beta Society!

*Angie Mills, BS, RRT
Advanced Level Respiratory Therapist Program
Somerset Community College/Laurel Campus
London KY*

I pursued the Lambda Beta scholarship because I have high ambitions. My goal is to become a physician, and the thought of winning this scholarship made it all seem more achievable. Additionally, when I thought about the prestige of being picked from a nationwide pool of applicants, it spurred me onwards. I am thankful that the society offers these scholarships to new respiratory care professionals.

Thank you again!



*Paul Shores
2013 Scholarship Winner*

I am honored to be a recipient of a scholarship from the Lambda Beta Society and I greatly appreciate this organization's efforts to support respiratory therapy students. This scholarship award will allow me to meet my career goals by helping further my education. My future goals include contributing to the field of Respiratory Care through research and community outreach. Currently, I am working on research regarding the delivery of prostacyclin for patients with ARDS or pulmonary arterial hypertension. I would love to not only care for patients at the bedside, but also by contributing knowledge to the field of Respiratory Care. Additionally, during my time as a respiratory therapy student, I have participated in a number of education-based community outreach events. I discovered a great enthusiasm for teaching people of all ages about their pulmonary health, especially the children at our biannual Asthma Camp. I look forward to continuing to give back to my community through educational events like health fairs and Asthma Camp in the future as a respiratory therapist. I am excited to begin my journey as a respiratory therapist and I know this scholarship award will help as I continue with my current education goals and my future goals of giving back through research and community outreach.



*Kelly Bianchi
2013 Scholarship Winner*

How Students Can Help Their Program Meet Quality Standards

By Thomas Smalling, PhD, RRT, RPFT, RPSGT, FAARC
CoARC Executive Director and Lambda Beta Board Member

The Commission on Accreditation for Respiratory Care (CoARC) is the sole nationally recognized authority for the accreditation of degree programs in respiratory care. CoARC's mission is to serve the public by promoting high quality respiratory care education through accreditation services. Accreditation fosters continuing improvement and self-review in respiratory care programs and provides assurance that a respiratory care program meets the quality standards established by the profession. The CoARC conducts a comprehensive review of the program relative to the accreditation Standards. Programs that have successfully undergone the review process are granted accreditation status by CoARC, which provides public recognition of achievement. Student involvement is essential to ensuring that programs have resources, goals, and outcomes that are appropriate to prepare students to fulfill their expected roles. Two components of this involvement include participation on the program's advisory committee and providing feedback by completing annual program resource surveys.

CoARC Standard 3.04 requires that an advisory committee, with representation from each of the communities of interest and key personnel must meet at least annually to assist the program and sponsoring institutional personnel in reviewing and evaluating any changes to educational goals, program outcomes, instructional effectiveness, and program response to change. The communities of interest that are served by the program must include, but are not limited to, students, graduates, faculty, college administration, employers, physicians, and the public. The purpose of an advisory committee is to provide a mutual exchange of information for improving the program, recruiting qualified students

and meeting employment needs of the community. Programs must have representation from their student body serving on their advisory committee to remain compliant with this Standard.

CoARC Standard 3.07 states that the program must, at least annually, assess the appropriateness and effectiveness of the resources. The results of resource assessment must be the basis for ongoing planning and appropriate change. Any deficiency identified in program resources requires development of an action plan, documentation of its implementation, and evaluation of its effectiveness as measured by subsequent ongoing resource assessment. Resource assessment must be performed annually using CoARC's Student and Program Personnel Resource Assessment surveys (SPRS and PPRS) (www.coarc.com). The Student-Program Resource Survey is designed to collect feedback from students relative to the adequacy of the following: (1) faculty numbers and teaching effectiveness, (2) classroom and laboratory facilities, (3) laboratory equipment, (4) learning resources, (3) instructional support resources, (4) clinical resources, and (5) medical director/physician interaction. The Student-Program Resource Survey should be administered annually to all currently enrolled students at the end of each academic year of the program.

Accreditation provides consumer protection, advances and enhances the profession, and protects against compromise of educational quality. Student involvement is an integral part of the accreditation process. For more information on how students can become more involved in ensuring programmatic quality, please contact Tom Smalling, PhD, RRT, RPFT, RPSGT, FAARC, CoARC Executive Director at tom@coarc.com.

Honor Your Grads

Looking for a unique way to honor your graduates? Have you considered buying a virtual brick to commemorate the Class of 2014?

The American Respiratory Care Foundation (ARCF) is offering "virtual bricks" to support the virtual museum project of the American Association for Respiratory Care (AARC). The museum will chronicle the history of the respiratory care profession.

Two of our Lambda Beta Society Executive Board members, Tom Smalling and Trudy Watson, are serving on the committee responsible for developing the initial exhibits for the online museum.

Visit the ARCF website (arcfoundation.org/news/museum) to purchase virtual bricks to honor your graduates, faculty, family and friends.





Executive Board:

The following is a list of the members of the Executive Board. The Executive Board of the Lambda Beta Society is a group of dedicated people who have donated their time and support to the Society. If you would like to become a board member, please contact our Executive Secretary Glenda Hocker at: ghocker@goamp.org

THE LAMBDA BETA SOCIETY

Executive Board Members March 1, 2014

President/ NBRC Representative
Sherry L. Barnhart, RRT, RRT-NPS, FAARC
North Little Rock, AR

Secretary/Treasurer
Trudy J. Watson, BS, RRT, FAARC
Moline, IL

Past-President
Nancy Colletti, PhD, RRT, RCVT
Kettering, OH

PR Committee Chairman
Kim V. Hill, MS, RRT, RRT-NPS, RPFT
Athens, GA

American Association for Respiratory Care
Jackie L. Long Goding, PhD, RRT, RRT-NPS, FAARC
Beverly, MA

American Respiratory Care Foundation
Kerry E. George, MEd, RRT, FAARC
Des Moines, IA

CoARC Representative
Thomas Smalling, PhD, RRT, RPFT, RPSGT, FAARC
Bedford, TX

Two Year Associate Program
Henry Oh, PhD, RRT, RRT-NPS, MT
Farmington, NM

Four Year Baccalaureate Program
Ellen A. Becker, PhD, RRT-NPS, RPFT, AE-C, FAARC
Chicago, IL

Member-at-Large
Susan B. Blonshine, BS, RRT, RPFT, AE-C, FAARC
Mason, MI

Member At Large
Gregory P. Paulauskis, PhD, RRT
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Lambda Beta's Fortune 500

Kudos to Lambda Beta! It has been a long time goal of Lambda Beta to reach 500 new members in one year. 2013 was that year. We are proud to announce that we added 541 new members in 2013. We also added 12 new chapters in 2013 which is a record breaking year for new chapters. Congratulations to all of our new members and chapters.

Closeout Sale!

We have found that we have approximately 50 of the Golf Shirts that we sold a couple of years ago. If you are interested in purchasing one of these shirts, please complete the form below and mail to us with your check, money or credit card information. Once our supply is depleted, we will no longer have these shirts available.



Shirt Order Form

X Large Large Small
 # of shirts ordered @ \$20.00 _____
 Plus Shipping and handling \$5.00
 Total Due _____

Check #: _____
 Credit Card #: _____
 Expiration Date: _____
 Name on Card: _____
 Signature: _____

Mail to: Lambda Beta Society
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