



## ON-SITE REVIEW INTERVIEW GUIDE

### Instructions to On-Site Reviewers:

This guide is designed to help on-site reviewers gather information from a program's various communities of interest, based on the *2015 CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice*. **It is important to note that this document is truly a guide.** It does not include all questions that on-site reviewers could ask regarding a particular program, and, just as importantly, site visitors should ask only those questions they believe are pertinent to their evaluation of the program being visited.

All information made available to on-site reviewers before and during the interview process is to be considered confidential, and shared only with the CoARC and the program/sponsor(s). Team members will be privy to opinions expressed by individuals during the interviews; the sources of such opinions are also confidential, to be shared only with the CoARC, as necessary. Prior to each interview, the interviewees must be informed about the accreditation process, the specific role of the on-site reviewers, and the importance that the CoARC places on confidentiality.

***Parenthetical Reference: 2015 CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice***

### President/CEO/Consortium Chair

1. How does your institution **support the continued professional growth of program faculty and staff?** ***(Standard 1.04)***
2. In what ways does your institution ensure that appropriate **security and personal safety measures are in place at all locations** where instruction of program students occurs? ***(Standard 5.08)***
3. [If applicable] Describe how your institution ensures that program students and faculty at geographically distant locations (i.e. satellite campuses) have **access to academic support services and resources equivalent to those on the main campus.** ***(Standard 1.06)***
4. Describe how your **institution ensures that funding sufficient** for the program to meet its goals/objectives. ***(Standard 2.01)***
5. Describe how your **institution ensures that academic resources** (e.g., library, computer and technology resources, advising, counseling, and placement services) **are sufficient** for the program to meet its goals/objectives. ***(Standard 2.01)***
6. Describe how your institution ensures that the **program's physical (e.g., classroom/laboratory space) resources are sufficient** for the program to meet its goals/objectives. ***(Standard 2.01)***



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### Dean/Division Chair

1. How does your institution **ensure that academic policies apply to all students and faculty**, regardless of the location of instruction? *(Standard 1.06)*
2. How does your institution **ensure** that the number of **qualified faculty members and clinical preceptors, as well as the designated administrative and technical support staff**, are sufficient to meet the goals/objectives of the program. *(Standard 2.13)*
3. How does your **institution support the Program Director's ability to carry out his or her administrative responsibilities**: (management, administration, planning and development, as well as continuous review, analysis and revision of the respiratory care program)? *(Standard 2.03)*
4. In what ways does your **institution support the Director of Clinical Education's ability to carry out his or her administrative responsibilities**: (planning and development, organization, administration, and ongoing evaluation of the general effectiveness of clinical experiences for students enrolled in the respiratory care program)? *(Standard 2.07)*
5. Describe how the **program's goals are compatible with your institution's mission**. *(Standard 3.02)*
6. Describe how the institution ensures that respiratory students have **access to all the academic support services** (e.g., library, computer and technology resources, advising, counseling, and placement services) provided to other students in the institution? *(Standard 5.11)*
7. Describe the **institution's policies and procedures for maintaining student records** related to admission, advisement, counseling, and evaluation. **Where are these records kept?** Are there any provisions that allow **students to have access to their academic records?** What are your institution's **policies regarding access to records by work-study students** [if applicable]? *(Standard 5.12)*

### Program Director

1. Describe the **support you receive from administration with regard to continued professional growth of faculty and staff?** *(Standard 1.04)*
2. How do you ensure that **appropriate supervision of students is provided at all locations** where instruction occurs? *(Standard 5.09)*
3. How do you determine that **security and personal safety measures are sufficient at all locations** where instruction occurs? *(Standard 5.08)*



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4. Is there a formal **affiliation agreement or memorandum of understanding** between your institution and **all other entities that participate in the education of respiratory students**? Do these agreements accurately describe the relationships, roles, and responsibilities of both the program's sponsor and these entities? How do you ensure that all these agreements are up-to-date? *(Standard 4.10)*
5. Is the **office space** allocated to the program sufficient? *(Standard 2.01)*
6. Are the **financial resources** of the program adequate to enable achievement of the program goal(s) and outcomes? *(Standard 2.01)*
7. How do you maintain regular and consistent **contact with your students and program faculty**? *(Standard 2.06)*
8. Do you feel there is **sufficient faculty** to provide effective instruction in the **didactic, laboratory, and clinical** settings? *(Standard 2.13)*
9. What **mechanisms** do you use to ensure that **instructors are**:
  - a) **appropriately credentialed** for the content areas they teach,
  - b) **sufficiently knowledgeable** in subject matter through training and experience,
  - c) **effective in teaching** their assigned subjects? *(Standard 2.13)*
10. Do you feel there is **sufficient administrative and clerical support staff** to help the program meet its goals and objectives? *(Standard 2.15)*
11. Describe how **program goals are reviewed annually** by program faculty to ensure **compatibility with the mission** of the sponsoring educational institution. *(Standard 3.02)*
12. Do you complete the **CoARC Personnel-Program Resource Survey** at least annually? *(Standard 2.16)*
13. Does the program **evaluate all mandated program competencies** for each student? Are the program competencies and evaluation methods **written and communicated** to all enrolled students? *(Standard 3.06)*
14. How does the program ensure that **course content, learning experiences** (didactic, laboratory, and clinical), **and access to learning materials are equivalent for each student regardless of location**? *(Standard 4.01)*



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15. Describe the methods used to ensure that the program's collection of clinical sites provides sufficient breadth and depth of clinical exposure to **ensure achievement of all clinical competencies by all students** in a given class. If exposure to particular competencies is limited to specific sites, describe the methods by which the program ensures that exposure at these sites is sufficient for all students. *(Standard 4.09)*
16. Describe the **methods used** to ensure that students at **all program locations** have **access to equivalent course materials, laboratory equipment/supplies, and academic support** services. *(Standard 4.09)*
17. How is accurate and complete **information about the program disseminated** to prospective students **prior to admission and enrollment**? *(Standard 5.02)*
18. Are **admission procedures non-discriminatory and followed as published**? Where are they published? *(Standard 5.04)*
19. Describe the methods used to ensure that **students are acquainted with Respiratory Therapy as a profession/career**, and that guidance (for both academic and personal concerns) is available to assist students in understanding and abiding by **program policies and practices**. *(Standard 5.11)*
20. Describe the methods used to ensure that program **students have access to the academic support services** (e.g., library, computer and technology resources, advising, counseling, and placement services) that are available to other students in the institution. *(Standard 5.11)*
21. Describe the methods used to ensure that program **students have timely access to faculty for academic assistance and counseling**. *(Standard 5.11)*
22. Where does the **institution keep student records** documenting their learning progress, deficiencies and achievement of competencies? How long are these records maintained? Describe the institution's **policies and procedures for maintaining student records related to admission, advisement, counseling, and disciplinary actions**. Where are these records kept? Are there any provisions that would allow **students to have access to their academic records**? What are your institution's policies regarding **access to records by work-study students** [if applicable]? *(Standard 5.12)*

### Director of Clinical Education

1. How do you maintain regular and consistent **contact with your students, program faculty, and clinical affiliates**? *(Standard 2.10)*



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2. How do you ensure that there is sufficient faculty to provide effective instruction at each clinical site; i.e. so that student to faculty ratio is no greater than 6:1? *(Standard 2.13)*
3. Do you complete the CoARC Personnel-Program Resource Survey at least annually? *(Standard 2.16)*
4. Describe the processes used to facilitate the development of inter-rater reliability among those individuals who perform student clinical evaluations. Does the program assess inter-rater reliability on a regular basis? When shortcomings are noted what is the action plan to address them? *(Standard 3.07)*
5. How do you evaluate the clinical sites and the preceptors at each site? Does the program apply comparable evaluation processes to all clinical sites regardless of geographic location? *(Standard 3.16)*
6. How do you ensure (a) that preceptors are providing adequate observation and supervision of student performance and (b) that they are providing adequate feedback and mentoring to students? *(Standard 3.12)*
7. How does the program ensure that the clinical component of the curriculum is sequentially integrated with didactic and laboratory instruction and consistent with the overall instructional plan of the program? *(Standard 4.01)*
8. How does the program ensure that each student is evaluated regarding the achievement of all defined program competencies? Are both the competencies and the evaluation methods documented and communicated to all enrolled students? *(Standard 4.04)*
9. Describe the methods used to ensure that clinical education experiences at each clinical site are of sufficient quality and duration to enable students to meet program goals and acquire the competencies needed for clinical practice. Describe the mechanisms in place to document the progressive independence of the student in the clinical setting. *(Standard 4.08)*
10. Describe the methods used to ensure that students at various program locations have access to similar course materials, laboratory equipment and materials, and academic support services. *(Standard 4.09)*
11. Describe the methods used to ensure that, during a given clinical rotation, the clinical experiences for each student are of sufficient quality and duration to meet the clinical objectives/competencies specified in the clinical syllabus. *(Standard 4.11)*
12. How do you determine that sufficient practice time and learning experience is available during clinical rotations to ensure that all students attain full clinical competence? *(Standard 4.11)*



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13. Are there formal, written, duly executed **agreements with all the program's clinical sites**? How do you ensure that there are **sufficient preceptors** for students at each site? Are there any circumstances in which **students** might be **required to secure their own clinical education sites or preceptors** for required clinical rotations? How/when are **students informed** about who will be **their preceptor** and how to contact this individual? *(Standard 4.10)*
14. How does the program inform students and clinical supervisors that respiratory care **students must not be substituted for paid staff**? *(Standard 5.09)*
15. Are students allowed to **complete clinical coursework while in an employee status** at any clinical facility? Can students receive any form of **remuneration in exchange for work** they perform incident to their clinical education coursework and experiences? *(Standard 5.10)*

### Medical Director

1. What are your **responsibilities as the Medical Director**? *(Standard 2.11)*
2. How do you and the Director of Clinical Education try to ensure **adequate physician input at all clinical sites**? *(Standard 2.11)*
3. What is your **involvement with the program's Advisory Committee**? *(Standard 3.04)*
4. Do you complete the **CoARC Personnel-Program Resource Survey** at least annually?  
*(Standard 2.16)*

### Program Faculty

**For questions 1-8, they should be asked to provide the basis for their answers.**

1. Is adequate and **appropriate space** allocated for the program? How is this determined?  
*(Standard 2.01)*
2. Are **instructional materials and supplies** sufficient to enable achievement of program goal(s) and outcomes? *(Standard 2.01)*
3. Are **libraries/learning resources** sufficient to enable achievement of program goal(s) and outcomes?  
*(Standard 2.01)*



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4. Is the **laboratory equipment** readily available to students and sufficient to enable achievement of program goal(s) and outcomes? *(Standard 2.01)*
5. Are the **financial resources of the program** sufficient to enable achievement of the program goal(s) and outcomes? *(Standard 2.01)*
6. Do you feel the **PD provides regular and consistent contact** with both you and students? *(Standard 2.06)*
7. Do you feel there is **sufficient faculty to provide effective instruction** for students in all three settings (**didactic, laboratory, and clinical** setting)? *(Standard 2.13)*
8. Do you feel there is **sufficient administrative and clerical support** staff to meet the program's goals and objectives? *(Standard 2.15)*
9. Do you **interact with the Medical Director to secure physician involvement** in student education? If you have, how have you attempted to achieve this? *(Standard 2.11)*
10. **Are you involved in reviewing program goals?** *(Standard 3.02)*
11. Do you complete the **CoARC Personnel-Program Resource Survey at least annually?** *(Standard 2.16)*
12. How do you **ensure that student evaluations related to your teaching activities** are conducted with sufficient frequency to keep the students apprised of their progress toward **achieving the curriculum competencies**, and to allow identification of learning deficiencies and the development of a means for their **remediation** in a reasonable time frame? *(Standard 3.06)*
13. Are **written criteria for passing, failing, and progression** in the program provided to students? *(Standard 3.06)*
14. How are the results of performance **evaluations communicated to each student?** *(Standard 3.06)*
15. Describe the processes used to **facilitate the development of inter-rater reliability** among those individuals who perform student clinical evaluations. Does the program assess on a regular basis: Inter-rater reliability? Its clinical evaluation methods? When significant shortcomings in either of these areas are noted, how does the program address them? *(Standard 3.07)*
16. Does the program **evaluate all defined program competencies for each student?** Are the program's required competencies and evaluation methods documented and communicated to all enrolled students? *(Standard 3.06)*



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17. What **information** is **provided to students prior to each respiratory care course**? *(Answer should include such things as written course descriptions, content outlines (including topics to be presented), specific instructional objectives, learning outcomes, and evaluation procedures* **(Standard 4.03)**
18. How often/why is **curricular content reviewed** and revised? **(Standard 4.03)**
19. How does the program ensure that **course content, learning experiences** (didactic, laboratory, and clinical), **and access to learning materials are equivalent** for each student regardless of location? **(Standard 4.09)**
20. How was the **faculty grievance procedure** been made known to you? **(Standard 5.06)**
21. Describe the methods used to ensure that **students are acquainted with Respiratory Therapy as a career** and that **guidance** (for both academic and personal concerns) **is available** to assist students in understanding and abiding by program policies and practices. **(Standard 5.11)**
22. Describe the methods used to ensure that **program students have access to the academic support services** (e.g., library, computer and technology resources, advising, counseling, and placement services) available to other students in the institution. **(Standard 5.11)**
23. Describe the methods used to ensure that **program students have timely access to faculty** for academic assistance and counseling. **(Standard 5.11)**

### Clinical Faculty

1. How does the **DCE provide regular and consistent contact** with both you and the students at your facility? **(Standard 2.10)**
2. How is **physician interaction and involvement** with respiratory students during clinicals achieved at your facility? How is this documented? **(Standard 2.11)**
3. Is there **sufficient faculty to provide effective instruction** at your facility? (i.e. is the respiratory student to clinical faculty ratio always **no greater than 6:1**?) **(Standard 2.13)**
4. Do you complete the **CoARC Personnel-Program Resource Survey** at least annually? **(Standard 2.16)**
5. Do you think that **students are aware of how well they are doing** in the program? How is this achieved? Does this system seem effective? **(Standard 3.06)**





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6. Are **written criteria for passing, failing, and progression** in the program provided to students?  
*(Standard 3.06)*
7. What are the processes by which your **evaluation of individual student performance is communicated** to that student? *(Standard 3.06)*
8. **What is 'inter-rater reliability'?** Do you know whether the program has a system to assess 'inter-rater reliability'? Have you participated? If 'yes', describe what you encountered. When significant differences in outcomes between evaluators occurred, what did the PD/DCE do to address these differences? *(Standard 3.07)*
9. **How do you determine that** (a) you are **providing adequate observation and supervision** of student performance and (b) that you are providing **adequate feedback and mentoring** to the students? *(Standard 3.12)*
10. How are specific **instructional objectives, learning outcomes, and evaluation procedures provided** to students **at the start** of each clinical respiratory care course? *(Standard 4.03)*
11. How well is the **clinical component of the curriculum integrated with didactic and laboratory instruction**. Is it consistent with the overall instructional plan of the program? How is this assured?  
*(Standard 4.08)*
12. Are the **clinical education experiences** at your facility of **sufficient quality and duration** to enable students to acquire the competencies designated to that clinical rotation? Describe the mechanisms in place to **document the progressive independence** of the student in the clinical setting at your facility. *(Standard 4.08)*
13. How do you determine that **sufficient practice time and learning experiences** is provided at your facility to ensure that students attain the specified competency? *(Standard 4.08)*
14. Are you aware of a **formal, written, duly executed agreement** between the program and your facility? Are there **designated preceptors for students at your facility?** *(Standard 4.10)* Are you aware of any circumstances in which **students were required to secure their own clinical education sites** or preceptors for required clinical rotations? How/when are students at your facility made aware as to **which therapist will be their preceptor** and how to contact this individual? *(Standard 4.11)*
15. Have you ever seen **respiratory care students substituted for paid staff** at your facility?  
*(Standard 5.09)*
16. Can respiratory **students complete clinical coursework while in an employee status** at your facility? Can **students receive any form of remuneration** in exchange for what they do related to



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their clinical education coursework and experiences at your facility? *(Standard 5.10)*

### Advisory Committee

1. Does the Advisory Committee (AC) **review and approve proposed substantive changes**? *(Standard 1.07)*
2. Does the AC **review the program's goals on at least an annual basis**? Are the program's goal(s) and learning domains representative of the needs of the communities of interest served by the program (students, graduates, faculty, college administration, employers, physicians, and the public)? *(Standard 3.04)*
3. How much information does the AC receive regarding **program outcomes and evaluations of instructional effectiveness**? *(Standard 3.04)*
4. Do AC members complete pertinent portions of the annual **CoARC Personnel-Program Resource Survey**? *(Standard 2.16)*
5. Do AC members who represent employers try to ensure that the **CoARC Employer Survey** is completed when their employer has hired (a) program graduate(s)? *(Standard 3.08)*
6. On what basis has the AC determined that the **length of the respiratory care program** is sufficient for students to acquire the expected knowledge and competencies? *(Standard 4.08)*

### Students

1. **What do you think about?**
  - a) The space allocated for the program? *(Standard 2.01)*
  - b) The amount of instructional materials and supplies? *(Standard 2.01)*
  - c) Adequacy of libraries/learning resources? *(Standard 2.01)*
  - d) Access to and amount of laboratory equipment? *(Standard 2.01)*
  - e) Your access to and contact with the PD? *(Standard 2.06)*
  - f) Your access to and contact with the DCE? *(Standard 2.10)*



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- g) Your Medical Director? **(Standard 2.11)**
  - h) The number of faculty in all the teaching venues: didactic, laboratory, and clinical setting? **(Standard 2.13)**
  - i) The adequacy of administrative and clerical support staff? **(Standard 2.15)**
2. What is the **CoARC Student-Program Resource Survey**? Have you taken it each year? **(Standard 2.16)**
3. **Do you know:** the required program competencies and evaluation methods? How well you are doing in the program? The grading criteria for each course? The criteria for passing, failing and progression in the program? **(Standard 3.06)**
4. **What do you think about:**
- a) Written information about each course **(Standard 4.03)**
  - b) Course sequencing **(Standard 4.08)**
  - c) The length of the respiratory care program? **(Standard 4.08)**
  - d) The clinical education experiences? **(Standard 4.08)**
  - e) The amount of supervision, feedback and mentoring you get while on supervised clinical practice experiences? **(Standard 3.12)**
  - f) Supervision, feedback and mentoring in clinicals? **(Standard 3.12)**
  - g) The quantity and quality of the information about the program provided to you prior to admission and enrollment? **(Standard 5.02)**
5. **Have the following been made known to you?**
- a) The accreditation status of both the college and the program;
  - b) Admission-and transfer policies;
  - d) Policies regarding advanced placement;
  - e) Academic and technical standards required for admission to the program;



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- f) Requirements for completion of each segment of the program;
  - g) All graduation requirements;
  - h) Academic calendar;
  - i) Academic credit required for program completion;
  - j) Estimates of tuition, fees and other costs related to the program;
  - k) Policies and procedures for student withdrawal, probation, suspension, and dismissal;
  - l) Policies and procedures for refunds of tuition and fees;
  - m) Policies that may allow student employment in clinical settings outside of formal educational activities outlined in the curriculum;
  - n) Policies and procedures for processing student grievances. *(Standard 5.02)*
6. How were you treated during the **admissions process**? Are admission procedures non-discriminatory and followed as published? Where are they published? *(Standards 5.02/5.04/5.05)*
7. What is the procedure for filing **student grievances**? *(Standard 5.05)*
8. Who makes the arrangements for **clinical sites** and **preceptors** for your required clinical rotations? How do you find out **who will be your preceptor/instructor** and how to contact this person? *(Standard 4.11)*
9. How do you feel about your **safety in all instructional areas** (i.e., classroom, laboratory, and clinical)? Are you informed, in advance, of clinical site health, safety or security policies? What is **HIPAA**? Have you had any HIPAA training? Who provided the training? *(Standard 5.08)*
10. Do you think you have ever been **substituted for paid staff** when you are on **clinical rotations**? *(Standard 5.09)*
11. Does the program allow you to complete **clinical coursework while working as an employee** at a clinical site? Have you ever received any form of payment for procedures you performed during your clinical education coursework and experiences? *(Standard 5.10)*
12. **What do you think about:**
- a) The **information** you have received about **Respiratory Therapy as a career**? **Guidance** you



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have received **for both academic and personal/social concerns** and to assist you in understanding and abiding by program policies and practices?

- b) Your **access to academic support services** (e.g., library, computer and technology resources, advising, counseling, and placement services)?
- c) Your **access to faculty for assistance** and counseling regarding your academic concerns and problems? Does the program faculty have **office hours**? *(Standard 5.11)*

### Graduates

#### 1. **What do you think about:**

- a) Space allocated for the program? *(Standard 2.01)*
- b) The adequacy of: Instructional materials and supplies? Libraries/learning resources?
- c) Access to and amount of laboratory equipment? *(Standard 2.01)*
- d) Access to and contact with the PD? *(Standard 2.06)*
- e) Access to and contact with the DCE? *(Standard 2.10)*
- f) The Medical Director? How much interaction did you have with her/him? *(Standard 2.11)*
- g) The number of faculty in all teaching venues? *(Standard 2.13)*
- h) The adequacy of administrative and clerical support staff? *(Standard 2.15)*

2. Did you complete the **CoARC Student-Program Resource Survey** while you were in the program? *(Standard 2.16)*

3. Did you complete the **CoARC Graduate Survey** following graduation? *(Standard 3.08)*

#### 4. **Did you know:**

- a) How well you were doing in the program? *(Standard 3.06)*
- b) Written criteria for passing, failing, and progression in the program? *(Standard 3.06)*



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### 5. What did you think about:

- a) Supervision, feedback and mentoring in clinical practice experiences? *(Standard 3.12)*
- b) Communication of program competencies and evaluation methods? *(Standard 3.06)*
- c) Written course information available prior to each respiratory care course? *(Standard 4.03)*
- d) Course sequencing? *(Standard 4.08)*

### 6. What did you think about your preparation for:

- a) National credentialing examinations? *(Standard 4.03)*
- b) Interactions with diverse population groups? *(Standard 4.05)*
- c) Problem solving in the patient care setting? *(Standard 4.06)*
- d) Your competence regarding ethical decision-making and professional responsibilities? *(Standard 4.07)*

### 7. What do you think about:

- a) The overall quality and duration of your clinical education? *(Standard 4.08)*
- b) Length of study? *(Standard 4.08)*
- c) Achievement of the clinical competencies required for each rotation? Overall clinical educations? *(Standard 4.08)*
- d) Information provided prior to admission and enrollment?
- e) Information provided regarding the accreditation status of both the college and the program;
- f) Admissions and transfer policies;
- g) Policies regarding advanced placement;
- h) Academic and technical standards for admission;



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- i) Requirements for completion of each segment of the program;
  - j) Graduation requirements;
  - k) Academic calendar;
  - l) Academic credit required for program completion;
  - m) Estimates of tuition, fees and other costs related to the program;
  - n) Policies and procedures for student withdrawal, probation, suspension, and dismissal;
  - o) Policies and procedures for refunds of tuition and fees;
  - p) Policies that allowed students employment in clinical settings outside of formal educational activities outlined in the curriculum;
  - q) Policies and procedures for processing student grievances. *(Standard 5.02)*
  - r) Treatment during the admissions process? *(Standards 5.02/5.04/5.05)*
8. What was the **procedure for filing student grievances**? *(Standard 5.05)*
9. **Who made the arrangements for clinical education sites** and preceptors for your required clinical rotations? How did you learn **who your preceptor was** and how to contact this person? *(Standard 4.11)*
10. How did you feel about your **safety** in all instructional areas (i.e., classroom, laboratory, and clinical)? When were you informed, about clinical site health, safety or security policies? What is HIPAA? Have you had any HIPAA training? If so, who (i.e., program, school, or clinical site) provided the training? *(Standard 5.08)*
11. Do you think you were ever **substituted for paid staff** when you were on **clinical rotations**? *(Standard 5.09)*
12. Did the program allow you **to complete clinical coursework while ~~in~~ working as an employee** at any clinical sites? Did you ever receive any form of payment for procedures you performed during your clinical education coursework and experiences? *(Standard 5.10)*
13. **What did you think about:**
- a) The information you received about Respiratory Therapy as a career? *(Standard 5.11)*



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- b) Guidance for academic and personal/social concerns? *(Standard 5.11)*
- c) Program policies and practices? Placement services? *(Standard 5.11)*
- b) Access to academic support services (e.g., library, computer and technology resources)? *(Standard 5.11)*
- c) Access to faculty? *(Standard 5.11)*

### **General (Can be asked to all interview groups)**

1. What are the strengths of this program? *(Form C of OSRR)*
2. What areas of this program can be improved? *(Form D of OSRR)*
3. If you could change the curriculum, what would you do? *(Form D of OSRR)*
4. Do you have any additional comments? *(Form E of OSRR)*