

South College



Respiratory Therapy Program Policy Manual 2023-2025

Table of Contents

Introduction.....	5
Department of Respiratory Therapy Officials	6
Catalog Policy.....	8
Non-Discriminatory Policy.....	8
Section I.....	10
Department of Respiratory Therapy	11
Mission of the School	11
Mission.....	11
Vision Statement of the Department of Respiratory Therapy	12
Philosophy of the Department of Respiratory Therapy	12
Goals of the Department of Respiratory Therapy.....	12
Admittance Decisions - General	13
Admittance Decisions - Program	14
Transfer Credits	14
Tuition and Fees.....	15
Student Authentication.....	16
Student Privacy	16
Student Advisement.....	17
Functional Capacities (also known as Technical Standards).....	17
Academic Progression and Retention in the Department of Respiratory Therapy.....	18
General Remediation	18
Academic Support Services	18
Professional Licensure	19
Section II.....	20
American Association for Respiratory Care (AARC).....	21
AARC Statement of Ethics and Professional Conduct.....	21
CoARC Accreditation.....	22
Eligibility	22
The Value of Programmatic Accreditation.....	22
CoARC and Certification.....	22
National Board for Respiratory Care (NBRC).....	23
NBRC National Certification.....	23
Section III.....	24
Respiratory Therapy Course Sequence.....	25

Respiratory Therapy Course Descriptions	26
Section IV	30
Professionalism	31
Theft	32
Tips and Gifts	32
Weapons	32
Impaired Functioning	32
Attendance – Didactic	33
Professional Day	33
Student Employment	33
Curriculum Policy	34
Dress Code	34
Grade Scale	35
Academic Integrity	35
Artificial Intelligence (AI) Policy	36
Exit Interviews	37
Program Readmission	37
Grievance Procedures	37
CoARC Non-Compliance Policy	39
Section V	40
Laboratory Introduction	41
General Rules of Conduct	41
Access to the Laboratory	41
Laboratory Safety and Hazards	42
Section VI	43
General Overview	44
Program Faculty Descriptions	45
Student Supervision	46
Confidentiality	47
Health Requirements	47
Standard Precautions	47
Student Infectious Disease Exposure	48
Students with Infectious Diseases	48
Exemptions of Students from Clinical Assignments to Infectious Patients	49
Attendance – Clinical Education	49
Tardiness	50
Clinical Time Tracking	50

Clinical Assignments and Scheduling	50
Clinical Education Transfers.....	51
Meal/Breaks	51
Electronic Devices	52
Social Networking Guidelines	52
Clinical Competency Evaluation	53
Section VII.....	54
Clinical Education Evaluation Overview.....	55
Didactic and Clinical Competency Evaluation System	55
Clinical Education Competency Evaluation	56
Clinical Affective Evaluation	57
End of Term Evaluation.....	57
APPENDIX A.....	58
Required Respiratory Therapy Competencies	59
Acknowledgement of Respiratory Therapy Student Handbook	64

Introduction

On behalf of the faculty and staff, welcome to the Respiratory Therapy (RT) Program at South College. We are excited to have you join in this rewarding and exciting health care profession that strives to promote health by enabling individuals to perform meaningful and purposeful activities across the lifespan. We are committed to providing you with guidance and leadership through this educational experience that promotes the characteristics to succeed in your career as a respiratory therapist.

You have chosen a vibrant, growing, and rewarding profession that enables people of all ages and abilities to achieve independence and live life to its fullest! At the end of your academic expedition, you will be joining an energizing and unending world of opportunities to make changes in the lives of others you will serve.

The purpose of this resource manual is to provide the respiratory therapy student with important and essential information regarding administration, organizational, and educational information necessary for students to reach the goal of becoming an entry level respiratory therapy practitioner. It is the student's responsibility to read and abide by the information and policies contained in this manual. It is also the student's responsibility to obtain and read the college catalog and college student handbook. Both are located on the college website. Policies and information contained in the programmatic and college student handbook and school catalog pertain to all South College campuses. If at any time you have questions or concerns about any of this information, please contact the Respiratory Therapy Department Chair to discuss them.

The Respiratory Therapy program faculty reserves the right to make any additions or changes in program policies or handbook at any time throughout the program. Students will be notified of these changes accordingly.

Department of Respiratory Therapy Officials

Respiratory Therapy Program Senior Chair:

Peggy Brinton, MSc, RRT
Office: (865) 288-8390
Email: mbrinton@south.edu

South College - Knoxville

Respiratory Therapy Program Director:

Michelle Abreau, MHA, RRT
Office: (865) 251-1755
Email: mabreu@south.edu

Respiratory Therapy Director of Clinical Education:

Katheeja Daniels, MPH, RRT
Office: (865) 251-1808
Email: kdaniels@south.edu

South College – Pittsburgh

Respiratory Therapy Program Director:

Peggy Brinton, MSc, RRT
Office: (865) 288-8390
Email: mbrinton@south.edu

Respiratory Therapy Director of Clinical Education:

TBD
Office:
Email:

South College – Asheville

Respiratory Therapy Program Director:

Tim Dean, Ed.D, RRT, RRT-NPS, RRT-ACCS, RPFT
Office: (828) 771-7688
Email: tdean@south.edu

Respiratory Therapy Director of Clinical Education:

TBD
Office:
Email:

South College – Atlanta

Respiratory Therapy Program Director:

Christina Weatherby, MS, RRT
Office: (470) 322-1200
Email: cweatherby@south.edu

Respiratory Therapy Director of Clinical Education:

TBD
Office:
Email:

Respiratory Therapy Department Hours

Students requiring assistance, in person, may contact program officials by the following means:

Normal business hours	8:30 a.m. – 5:30 p.m.	In person, office phone, email
Clinical Education	6:00 a.m. – 11:00 p.m.	Office or cell phone, email
After hours		Email

South College Institutional Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, GA 30033-4097
(404) 679-4500
www.sacscoc.org

Department of Respiratory Therapy Programmatic Accreditation

ACCREDITATION OR APPROVAL

South College is currently in the process of seeking CoARC accreditation for a respiratory care program. However, South College can provide no assurance that accreditation will be granted by the CoARC.

South College campuses are seeking accreditation of an AS in Respiratory Therapy education program from the Commission on Accreditation for Respiratory Care (CoARC), 264 Precision Blvd., Telford, TN 37690, 817-283-2835, www.coarc.com. The program will submit a Provisional Accreditation Self-Study Report (PSSR). Submission of this document does not assure that the program will be granted Provisional Accreditation status. Achievement of Provisional Accreditation is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Provisional Accreditation status has been achieved. Further, through achievement of Provisional Accreditation status signifies satisfactory progress towards accreditation, it does not assure that the program will be granted accreditation.

Catalog Policy

Students enrolled at South College campuses in the Respiratory Therapy program are responsible for observing college rules and regulations as stated in the current College Catalog, Student Handbook, and appropriate Department of Respiratory Therapy Policy and Clinical Competency Manuals and is applied to all South College campuses unless stated otherwise. In addition to these, the rules and regulations of each clinical education center must be observed. These clinical education centers, while located at different venues, are considered an integral part of the college campus.

The Respiratory Therapy faculty and South College reserve the right to change, delete, supplement, or otherwise amend at any time the information, rules, and policies contained herein without prior notice. Changes shall go into effect whenever the proper authorities so determine and shall apply to both present and prospective students. It is the student's responsibility to review the South College catalog, the Student Handbook, and the Respiratory Therapy Department Policy and Clinical Competency Manuals.

Students entering the Respiratory Therapy program must complete the required curriculum as published in the South College catalog in effect at the time of program acceptance. Students must complete Associate Degree requirements within a four-year period beginning at the first quarter of acceptance into an Associate Degree program.

Non-Discriminatory Policy

South College is an equal opportunity college open to any qualified individual without regard to race, religion, sex, age, color, national or ethnic origin, sexual orientation, or disability. Pursuant to all applicable federal anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973, and regulations, South College does not discriminate against any of the protected categories of individuals in the administration of policies, programs, or activities. This nondiscrimination policy includes admission policies, loan programs, employment practices, and all other college-administered programs. The following individuals are charged with ensuring South College's compliance with these laws:

- Dean of Academic and Student Services (Main Campus & Parkside Campus) 3904 Lonas Drive, Knoxville, TN 37909, Phone: (865) 293-4576;
- Dean of Academic and Student Services (Asheville Campus), 140 Sweeten Creek Road, Asheville, NC 28803, Phone: (828) 398-2566;
- Dean of Academic and Student Services (Atlanta Campus), 2600 Century Parkway NE, Suite 110, Atlanta, GA 30345, Phone (470) 322-1200;
- Dean of Academic and Student Services (Indianapolis Campus), 301 Pennsylvania Pkwy., Indianapolis, IN 46280, Phone (317) 819-7900
- Dean of Academic and Student Services (Nashville Campus), 616 Marriott Drive, Suite 550, Nashville, TN 37214, Phone: (629) 802-3000;

- Dean of Academics Online (Online), 3904 Lonas Drive, Knoxville, TN 37909, Phone (912) 272-8256
- Dean of Academic and Student Services (Orlando Campus), 4901 Vineland Rd., Suite 140, Orlando, FL 32811, Phone (407) 447-6900
- Dean of Academic and Student Services (Pittsburgh Campus), 3000 Westinghouse Dr., Suite 200, Pittsburgh, PA 16066, Phone (724) 720-9500

Section I

Department of Respiratory Therapy Mission, Goals, Objectives



Department of Respiratory Therapy

Mission of the School

The mission of South College relates specifically to offering professional and career-focused academic programs of study in response to local, regional, and national employment needs and supports current workforce trends. Offering this program will fill a need due to economic growth opportunities and the increasing need for employees with understanding and proficiency in respiratory therapy. In meeting with South College clinical affiliates, the need for respiratory therapists is commonly identified as a needed area for additional practitioners.

The faculty of the Department of Respiratory Therapy, in conjunction with South College, provides a foundation of general education coursework that emphasizes the attainment of knowledge and skills as they relate to human relations, communication, ethics, critical and analytical thinking, and reasoning skills at the undergraduate level. The programs of study correlate didactic and clinical instruction enabling students to become competent health professionals with a humanistic approach. This approach results in graduates who competently perform tasks as identified in their scope of practice as autonomous health care providers.

Mission

The mission of the Department of Respiratory Therapy is to provide undergraduate students with academic and clinical foundations to competently perform as respiratory therapy professionals that provide quality patient care, actively participate in the profession, possess the ability to specialize in advanced degree programs and pursue life-long learning.

In support of the South College mission, the mission of the Associate of Science in Respiratory Therapy program is to prepare students to become competent respiratory care professionals through academic and clinical learning of mastery competencies, to deliver the highest quality of respiratory care to each patient by using critical thinking, evaluation and application of clinical information, and a professional approach.

Graduates completing the Associate of Science in Respiratory Therapy will accomplish the following outcomes:

1. Acquire knowledge necessary to enter the Respiratory Therapy profession.
2. Demonstrate appropriate critical thinking skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent respiratory care in multidisciplinary care settings.
3. Demonstrate the cognitive psychomotor, and affective skills necessary to assist the physician in the diagnosis, treatment, and management of patients with cardiopulmonary diseases and disorders.
4. Demonstrate knowledge and comprehension of patient safety and infection control protocols as they relate to patient care and equipment processing.

5. Demonstrate the ability to modify the respiratory care plan of patients based on information gathered from clinical and laboratory assessment and the patient's response to therapy.
6. Apply the skills necessary to assemble, maintain, troubleshoot, and perform quality control of specific respiratory therapy devices.
7. Demonstrate critical thinking and problem solving skills as consultants to physicians and other health care personnel in developing and implementing clinical respiratory care strategies.
8. Demonstrate effective written and oral communication skills.

Vision Statement of the Department of Respiratory Therapy

The Department of Respiratory Therapy strives to provide a multi-disciplinary educational experience to prepare students who qualify as contributing members of the allied health team dedicated to the conservation of life and the maintenance of health.

Philosophy of the Department of Respiratory Therapy

The philosophy of the Department of Respiratory Therapy dovetails with the mission of South College by:

1. Educating students to become responsible, enlightened, and productive citizens
2. Providing skilled clinical practitioners who strive for excellence while promoting student sensitivity of the health care environment
3. Fostering independent critical thinking, life-long learning, and the necessary skills to adapt to changing environments
4. Providing medical specialists that function and communicate effectively and who appreciate the social, mental, intellectual, physical, and spiritual factors that influence the health of diverse populations

Goals of the Department of Respiratory Therapy

The Department of Respiratory Therapy is designed to prepare students with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). All graduates of the Respiratory Therapy Program are expected to meet the following core competencies:

- Qualified to begin contemporary practice in the career of their choice
- Models the values and ethics of their chosen professional role
- Able to utilize technology and information resources appropriately
- Effective communicators with patients, their families, and team members
- Able to work collaboratively with diverse individuals and groups

All Respiratory Therapy Program graduates will have demonstrated satisfactory knowledge in the following core didactic areas:

- Basic human anatomy and physiology

- Medical terminology
- Medical law and ethics
- Health and safety regulations and standards
- General pathology.
- Basic medical electronics and medical instrumentation

In addition, students will demonstrate satisfactory knowledge in the areas of General Education, Respiratory Therapy and Allied Health Sciences including: communication skills, psychology, chemistry, and microbiology.

Admittance Decisions - General

General admission to South College does not guarantee admission to the Associate of Science in Respiratory Therapy degree program.

Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring AS Respiratory Therapy as their major must be generally admitted to South College and meet the following requirements to be considered for full admission to the program:

1. Complete the South College AS in Respiratory Therapy program application by the stated deadline.
2. Submit documentation of a minimum high school cumulative GPA of 2.5 or evidence of completion of an associate degree or above from an accredited institution with a minimum cumulative GPA of 2.0 or above.*
3. Meet minimum score requirements on the college entrance examination, OR present documentation of a score of 19 or higher on the ACT Assessment examination, OR present documentation of a 900 combined score or higher on the SAT I examination, OR meet the South College requirements for admission as a transfer student.
4. Complete Anatomy & Physiology I and II; General Chemistry I, Microbiology, College Algebra; and Medical Terminology. A minimum grade of “C” or better in a maximum of two attempts is required in each.* Withdrawal (W) grades are considered attempts.
5. Participate in an interview conducted by the faculty in the South College Department of Respiratory Therapy and School of Allied Health and achieve a minimum score of 25 out of a possible 40.*
6. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Respiratory Therapist. Drug screening is required by clinical affiliates. Failure to pass the screen may disqualify a student as a candidate for admission.
7. Be able to commit to full attendance and participation in a rigorous educational program which requires class attendance, significant out-of-class preparation time, and clinical education assignments off-campus.

*Each of these areas is used to rank applicants for full program admission. If minimum standards are met by more applying students than clinical seats, these rankings determine program admission.

Admittance Decisions - Program

Applicants to the AS in Respiratory Therapy program are ranked based on academic and interview scores. Emphasis is placed on math and science coursework at all degree levels. A minimum interview score of 25 out of a possible 40 is also required. Class sizes admitted are dependent on available clinical sites.

In addition to course work, each student must provide proof of ability to perform the skills needed to practice as a Respiratory Therapist effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience in these facilities. To meet these requirements, each student must supply proof of health insurance, a negative TB test, hepatitis B vaccine or waiver (if allowed by clinical affiliate), physical exam certifying ability to function in the required capacity, proof of immunizations (including MMR immunity/titer), and CPR training.

Some clinical sites may also require proof of flu immunization. A criminal background check and drug screen are required for admission. If the background check reveals previous convictions, it is up to each clinical site to determine the eligibility of students to attend clinical at the site. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program. Students with past convictions are encouraged to contact the credentialing agency(s) to determine eligibility prior to program admission. Contact information may be obtained from the program faculty at the associated campus. In any case where a drug screen is positive and an authorized prescription is not produced to validate the presence of the drug in the individual's system, a student may be disqualified as a candidate for admission. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.

Transfer Credits

Undergraduate - Credit for transfer work may be given if it was taken at an accredited collegiate institution, if it is equivalent to courses offered at South College, and if it carries a grade of C or better. Any coursework older than seven years, regardless of the institution at which it was taken, may be denied transfer credit due to the material being determined outdated. This also applies to courses taken at South College/Knoxville Business College/South College-Asheville. Accepted time limits for all courses/programs are available via the South College website under the Admissions tab. Transfer credit will not be given for developmental courses such as basic mathematics or English. Other skill courses completed, such as computer courses and medical lab courses, will be reviewed on an individual basis. Students should consult with the registrar staff about questions related to acceptance of transfer credits. The institution reserves the right to request additional information (e.g. course syllabus, faculty credentials) about any courses requested for transfer evaluation.

Credits earned at non-accredited or vocational institutions will not be accepted. Students transferring from such institutions may attempt to earn credit through the credit by examination process for those courses in which these examinations are available. South College does not award credit for experiential learning or for professional certification.

Acceptance of credits earned at other institutions is limited to 75% of the total hours required for the particular degree or certificate program. Credit for transfer work may not be awarded until the applicable official transcripts are received by South College. The final term of coursework must be completed at South College unless approved by the Chief Academic Officer.

Transfer credits and advanced placement will not be accepted for any respiratory therapy core courses.

The college reserves the right to reject any or all credits from other institutions regardless of their accreditation status. The college reserves the right to refuse transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below a 2.0 average.

Tuition and Fees

AS Respiratory Therapy Program – Tuition and Fees

General Education and Prerequisite Classes	Tuition Per Quarter
Quarter 1	\$6975 (10-20 Credit Hours)
Quarter 2	\$6975 (10-20 Credit Hours)
Quarter 3	\$6975 (10-20 Credit Hours)
Quarter 4	\$6975 (10-20 Credit Hours)
Cohort Classes	Tuition Per Quarter
Quarter 5	\$6975 (10-20 Credit Hours)
Quarter 6	\$6975 (10-20 Credit Hours)
Quarter 7	\$6975 (10-20 Credit Hours)
Quarter 8	\$6975 (10-20 Credit Hours)
Total Cost for AS RT Tuition*	\$55,800

*Note – The above information does not consider any Transfer Credit which may be approved for general education/prerequisite courses.

Costs of Additional Student Expenses and Fees

Application Fee (South College)	\$50
Transcript	1 st Official No Cost/\$15 per Additional Official
Technology/Service Fee	\$495 (per quarter)
Graduation Fee	\$300

The purpose of the following information is to provide the student with approximate program expenses that will be incurred, in addition to college tuition, to complete the AS Respiratory Therapy program and seek certification to practice as a Respiratory Therapist. **These costs are only an approximation and are subject to change. Every effort has been made to identify all major costs.**

Item	Cost
Health Physical (including exam, tests, immunizations)	\$85
Medical Insurance and Health care expenses Students are responsible for the cost of any medical services including emergency care while on fieldwork assignments as a student of the College.	\$120
Background Check/Drug Screen	\$60
Program Uniforms/Scrubs (AS RT program patches provided by the College)	\$75
School Supplies/Laptop with Webcam	\$500
Textbooks (average cost per quarter)	\$500
AARC Student Membership	\$25
Additional Student expenses and additional fees (approx.) (8 quarters)	\$5,675

Provided by South College

Item
Liability Insurance for Educational Fieldwork
Littmann Stethoscope
NBRC Exam Prep
CPR/BLS/ACLS Training
RT Patches
Certification Exam Fee (TMC – 1 st attempt only)

Student Authentication

The South College Student Network is built on the Cisco Systems infrastructure providing firewall protection, VLAN technology, and secure wireless connections across the campus and remotely. All Student South College resources require a secure login with the student's South College username and password managed by Microsoft Active Directory. To obtain the username and password, students must meet admission requirements and be approved by the registrar's office to move to a start status. The unique username is assigned by the institution and a unique password is chosen by the student. A password of ten characters or longer is required that includes upper/lower case and special character. The student must login and be authenticated to gain access to the Student Portal, Library Resources, Printing, Canvas Learning Management Sites, and South College student email. By logging into the Canvas online course resources, and participating in any course related activities or assignments, students are attesting that they are person who is registered for the course. As indicated in the South College Computer Code of Ethics, users are prohibited from accessing resources on the College's network using a different username and password that the one assigned. Students should never share their South College username and password with others. South College has also implemented use of Azure Multi-Factor Authentication that helps safeguard access to data and applications while maintaining simplicity for users. It provides additional security by requiring a second form of authentication and delivers strong authentication via a range of easy to use authentication methods such as a verification text to mobile or a call.

South College does not charge additional fees for the authentication of student identity in online courses. Student fees are published in the institutional catalog and via the website. Tuition and fee charges are reinforced as students are required to visit the financial aid office to clear their class schedules.

Student Privacy

Faculty and staff members of South College have the responsibility to protect the confidentiality of educational records in their possession. The Family Educational Rights and Privacy Act (FERPA) specifies that in most circumstances personally identifiable information about a student or release of his/her educational records to third parties may not be disclosed without the student's written and signed consent. The South College Catalog includes information on what is considered directory information and released without written consent of the student. South College considers all items except those in the Directory, President's and Dean's List, campus newsletters, Expressions, and Commencement and Pinning Ceremony Programs to be confidential. Students who do not want even the directory information released, may give written notice to the Registrar. The Catalog includes the policy and procedure relating to Confidentiality of Student Records. These policies apply to all students and modalities.

All South College Employees are required to complete a FERPA training session annually.

Student Advisement

Once accepted into the Respiratory Therapy program, each student will be assigned a RT faculty advisor. Advisors are available to assist students with successfully completing the program. Students are expected to schedule a meeting with their advisor at least once during each quarter during pre-registration for the upcoming quarter. These meetings will allow for students to: express any problems, needs, or concerns, review professional growth, discuss ways to be successful in the program, register for classes and provide direction to access other services and resources at the college.

Functional Capacities (also known as Technical Standards)

Applicants to the Department of Respiratory Therapy must be able to meet the following functional capacities. Students who believe they will not be able to meet one or more of these requirements without accommodation must notify the Respiratory Therapy Department Chair at the applicable campus and a determination will be made on a case-by-case basis whether reasonable accommodation may be made. In no instance will accommodation be made which will put the applicant, other students, or patients at risk.

Function	Requirement	Example Tasks
Vision	Adequate to ensure safety of self and others in didactic and clinical settings and to discriminate between black, white, and a scale of grays	Discriminate diagnostic quality of radiographs; observation and visual assessment of a patient's condition; ability to utilize a needle and syringe to obtain blood work
Hearing	Adequate and effective communication with others in close proximity (15 feet) and remote areas (30 feet); Ability to hear body sounds utilizing a stethoscope	Verbal communication with patients, clinical staff, and others; telephone communication; responding to pagers and overhead announcements; ability to discriminate different breath and heart sounds
Gross motor strength and coordination	Adequate to allow effective mobility of self, respiratory therapy equipment, and patients; Ability to lift and maneuver 50 pounds; Stand and/or walk for a minimum of 8 hours	Safe transfer of patients; mobility and strength to move patients and equipment; complete assignments that require walking, standing, or running in various areas of the clinical site for at a minimum 8 hours
Fine motor strength and coordination	Adequate to allow use of medical equipment while maintaining a safe environment to patients and others; Assist	Adjusting control panels on various equipment; obtaining blood work; assisting with catheter manipulation,

Critical thinking ability	physicians in special procedures with various tools Adequate to allow mastery of course content and demonstrate sound judgement in simulated and clinical situation; Adaptability to cope with constant environmental and patient changes	intubation, and bronchoscopy procedures Identifying diagnoses from patient assessments, radiographs, bronchoscopies, and laboratory data; identifying cause and effect relationships in patient assessments and related anatomy;
Interpersonal skills	Adequate to facilitate effective working relationships with peers, instructors, patients, and families	Interaction with severely injured, impaired, and critically ill patients; providing patient and family education; working in a stressful and continuously changing environment; providing quality patient care
Communication	Adequate to allow coursework completion and effective communication with patients, their families, peers, and clinical staff	Class and laboratory presentations; homework assignments; providing patient education and instruction; interaction with clinical staff

Academic Progression and Retention in the Department of Respiratory Therapy

Students admitted into the Respiratory Therapy program are required to earn a minimum grade of “C” in all major courses. Students earning less than a “C” in any major course will not be allowed to continue in the current rotation of courses, must reapply for admission to the program in a later rotation, and must repeat the course, earning a grade of “C” or higher. No guarantee of readmission is made.

General Remediation

A grade of less than 70% in a Respiratory Therapy course indicates a lack of understanding of the fundamental concepts of the course material necessary for progression. Remediation will consist of performing a comprehensive remedial activity that covers the exam material presented. The format of the remediation activity is at the discretion of the course instructor. An official extended Action Plan may also be called for at the discretion of the course instructor. Satisfactory mastery of the material will be decided by the course instructor. **Remediation does not include retakes of quizzes or the Final Exam.** Remediation will continue until the student improves their grade to 70% or higher. Students who score higher than 70% may elect to do the remediation work as well.

Academic Support Services

South College, through the Department of Student Services, assumes the responsibility of offering programs, enhancing student life, and adding to the educational experience.

The mission of the Department of Student Services is two-fold: (1) to afford students an opportunity to grow personally and professionally through student interaction, activities, and leadership opportunities

within the college and the community; and (2) to provide students with services and guidance that lead to effective problem-solving skills and personal satisfaction with their learning community and their learning experiences.

The following goals of the Department of Student Services are an extension of the philosophy and goals of the college. They serve to inform, educate, support, and encourage students in their endeavors. These goals are:

1. To provide an orientation which will inform students of college policies, programs, and activities.
2. To provide support and assistance to students in making realistic decisions regarding academic and non-academic concerns.
3. To provide career services and resources.
4. To provide programs and activities which encourage student involvement and participation in campus life and community service.
5. To provide academic accommodations to students with disabilities in the classroom.
6. To provide avenues for students to obtain resources that supplement academic endeavors.
7. To provide fair and sound disciplinary and grievance procedures.
8. To employ measures that promote a safe and secure environment

Academic and Student Support Services offered to all students include:

- Student advisor (assigned upon admission to the program)
- Student Assistance Plan (SAP)
 - Offered through ComPsych – 24-hour access to licensed clinicians for students and family members
- Disability services
- Financial Aid services
- Veteran services
- Career services
- Resource Center and Library services
- Writing, Math, and Technology Lab
- Tutoring services

Professional Licensure

Important Note for Prospective Students: If considering an academic program that leads to a professional license in your planned state of residence, it is highly recommended that you first seek guidance from the appropriate licensing agency in that state BEFORE beginning the academic program located outside that state.

South College provides information during the enrollment and orientation process (which you must acknowledge receipt of), but it is important to follow-up yourself by contacting the appropriate licensing board to confirm whether a South College program will meet the requirements for licensure in that state. For on ground/hybrid programs, the institution ensures that the program meets requirements for the state in which the campus is located.

Section II

American Association for Respiratory Care (AARC)

Committee on Accreditation for Respiratory Care (CoARC)

National Board for Respiratory Care (NBRC)



American Association for Respiratory Care (AARC)

Purpose

The AARC is the leading national and international professional association for respiratory care. The AARC encourages and promotes professional excellence, advances the science and practice of respiratory care, and serves as an advocate for patients and their families, the public, and the profession of the respiratory therapist.

AARC Statement of Ethics and Professional Conduct

In the conduct of professional activities, the Respiratory Therapist shall be bound by the following ethical and professional principles. Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals
- Promote and practice evidence-based medicine
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family, or required by law
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals
- Promote disease prevention and wellness
- Refuse to participate in illegal or unethical acts
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others
- Follow sound scientific procedures and ethical principles in research
- Comply with state or federal laws which govern and relate to their practice
- Avoid any form of conduct that is fraudulent or creates a conflict of interest, and shall follow the principles of ethical business behavior
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care
- Encourage and promote appropriate stewardship of resources
- Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals. It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapist or between healthcare professionals

AARC. (2015, April). *AARC Statement of Ethics and Professional Conduct*. Retrieved May 10, 2023, from <https://aarc.org>

CoARC Accreditation

CoARC's Mission

The mission of the Commission on Accreditation for Respiratory Care (CoARC) is to ensure that high quality educational programs prepare respiratory therapists who are competent in the areas of practice, education, research, and service.

Eligibility

CoARC accredits degree-granting respiratory care educational programs that have undergone a voluntary process of rigorous peer review and have met or exceeded the minimum accreditation standards set by the CoARC. The CoARC accredits only respiratory care programs offered by institutions accredited by an institutional accrediting agency recognized by the U.S. Department of Education and physically located within the United States or its territories. Students must be located within the United States or its territories during all phases of their education.

The Value of Programmatic Accreditation

Accreditation provides consumer protection, advances and enhances the profession, and protects against compromise of educational quality. Accreditation also requires the continuous improvement of these educational programs as related to resources invested, processes followed, and outcome achieved.

CoARC and Certification

Program accreditation by CoARC is necessary in order to be eligible for the National Board for Respiratory Care (NBRC) professional credentialing examinations. A graduate is required to have completed an accredited CoARC program in order to be eligible to take the exams. CoARC accredited programs are quality programs that provide professionally required knowledge and skills, and employment marketability. Graduating from a CoARC accredited program offers employers assurance that you have the expected professional knowledge and skills and have experienced a curriculum that is relevant to today's health care setting.

National Board for Respiratory Care (NBRC)

Mission

The mission of the National Board for Respiratory Care (NBRC) is to promote excellence in respiratory care by awarding credentials based on high competency standards.

NBRC National Certification

The NBRC's goal is to aide in protecting and enhancing patient lives by awarding credentials to respiratory therapist who demonstrate excellence, hard work, and dedication to quality. The NBRC credentials respiratory therapist in eight specific areas of respiratory care. These include:

- Certified Respiratory Therapist (CRT)
- Registered Respiratory Therapist (RRT)
- Certified Pulmonary Function Technologist (CPFT)
- Registered Pulmonary Function Technologist (RPFT)
- Neonatal/Pediatric Specialist (NPS)
- Adult Critical Care Specialist (ACCS)
- Sleep Disorders Specialist (SDS)
- Asthma Educator Specialist (AE-C)

Credentials from the NBRC provide graduates with the esteemed recognition they deserve for their hard work and study, along with ongoing support for continuous professional growth including career and leadership advancement opportunities. NBRC credentials are recognized nationwide in 49 states.

Section III

Department of Respiratory Therapy Course Sequence and Course Descriptions



Respiratory Therapy Course Sequence

Students enrolled in the Respiratory Therapy Program will complete the following course sequence:

Associate of Science in Respiratory Therapy			
Quarter	Course	Description	Quarter Hours
Quarter 1	SCC 1010	College Management	2.0
	ENG 1201	English Composition	4.5
	AHS 1010	Medical Terminology	4.0
	MAT 1100	College Algebra	4.5
	Total		15.0
Quarter 2	BIO 1110	Anatomy & Physiology I	4.0
	BIO 1120	Anatomy & Physiology I - LAB	2.0
	CHM 1020	Effective Speaking	4.5
	ENG 1211	English Composition with Research	4.5
	Total		15.0
Quarter 3	BIO 1130	Anatomy & Physiology II	4.0
	BIO 1140	Anatomy & Physiology II - LAB	2.0
	BIO 1160	Microbiology	4.0
	BIO 1170	Microbiology Lab	2.0
	Total		12.0
Quarter 4	HUM 2001	Critical Thinking	4.5
	PSY1811	General Psychology	4.5
	SCC 1031	Computer and Information Literacy	4.5
	Total		13.5
Quarter 5	RTP 1010	Fundamentals of Respiratory Therapy	3.0
	RTP 1020	Fundamentals of Respiratory Therapy – LAB	1.0
	RTP 1200	Cardiopulmonary Pharmacology	4.0
	RTP 1300	Cardiopulmonary Anatomy and Physiology	4.0
	RTP 1400	Clinical Practices I	4.0
	Total		16.0
Quarter 6	RTP 1500	Cardiopulmonary Pathophysiology	4.0
	RTP 1600	Mechanical Ventilation and Airway Mgt	2.0
	RTP 1700	Emergency and Critical Respiratory Care	2.0
	RTP 1800	Clinical Practices II	8.0
	Total		16.0
Quarter 7	RTP 2100	Neonatal and Pediatric Respiratory Care	4.0
	RTP 2200	Advanced Critical Care Monitoring	2.0
	RTP 2600	Cardiopulmonary Testing and Sleep Studies	2.0
	RTP 2400	Clinical Practice III	7.0
	Total		15.0
Quarter 8	RTP 2500	Respiratory Care Seminar	4.0
	RTP 2300	Pulmonary Rehabilitation and Home Care	2.0
	RTP 2700	Clinical Practice IV	8.0
	Total		14.0
	Total Program Credits	Associate of Science in Respiratory Therapy	116.5

Respiratory Therapy Course Descriptions

RTP1010 Fundamentals of Respiratory Therapy

Fundamentals of Respiratory Therapy provides students with an introduction and comprehensive survey of the respiratory care profession. This course emphasizes the application of physics and chemistry as the foundation for specific modes of respiratory care principles employed in patient care including indications, hazards, contraindications, evaluation of therapy, and patient assessment. Topics that will be discussed include the history of respiratory therapy, patient assessment, medical gas storage, equipment, and therapy, humidity and aerosol therapy, lung expansion therapy, airway clearance techniques, imaging and laboratory data interpretation, patient safety and infection control procedures, medical ethics, respiratory therapy research, e-medicine, and disaster and pandemic management.

RTP1020 Fundamentals of Respiratory Therapy – LAB

Fundamentals of Respiratory Therapy Lab provides students with the opportunity to gain hands-on experience with basic respiratory therapy equipment and simulated practice of basic respiratory care modalities. Topics and competencies include patient assessment, patient movement, medical gas therapy, personal protection equipment, humidity and aerosol therapy, hyperinflation therapy, airway clearance techniques, arterial blood gas procedure and interpretation, and x-ray interpretation. Students must acquire a 80% or better on all competencies.

RTP1200 Cardiopulmonary Pharmacology

Cardiopulmonary Pharmacology provides the students with an in-depth understanding of the physiologic and pharmacological basis of pulmonary and cardiac medications. This course focuses on the preparation and calculation of drug dosages and mixtures and general principles of pharmacology as they relate to the body systems. Topics that will be explored include drug preparation, dosage calculation, mixture compatibility, pharmacology principles, delivery systems/types, and cardiopulmonary system related drugs.

RTP1300 Cardiopulmonary Anatomy and Physiology

Cardiopulmonary Anatomy and Physiology provides students with an in-depth understanding of adult cardiac and pulmonary anatomy and physiology. This course focuses on the heart-lung relationship and clinical applications of these phenomena in the cardiopulmonary system. Topics that will be explored include development and anatomy of the respiratory system as well as the functional anatomy and control of the cardiovascular system. Additionally, respiratory function and ventilatory mechanisms, gas exchange and transport, laws of diffusion, laboratory analysis, pulmonary hemodynamics, acid-base balance, and renal physiology.

RTP1400 Clinical Practices I

Clinical Practices I introduce students to clinical practice in basic respiratory care procedures. Students will use knowledge and skills mastered in the classroom to provide supervised direct patient care at assigned clinical sites and facilities. Students will have an introduction to their assigned clinical site and complete skills in oxygen therapy, aerosol

therapy, incentive and bedside spirometry, inspiratory and expiratory PIP/PEP devices, patient assessment, medication delivery, and basic life support (BLS). Students will be required to complete competencies, and a mid-term and final skills assessment evaluation.

RTP1500 Cardiopulmonary Pathophysiology

Cardiopulmonary Pathophysiology provides students with the knowledge necessary to assess the etiology, pathophysiology, treatment and prognosis of cardiopulmonary, cardiovascular, and neurological diseases and conditions. Topics include infectious diseases and conditions, cardiovascular, pulmonary, and neurological diseases and conditions, sleep apnea, trauma, patient assessment, interpretation of laboratory data and interpretation of various diagnostic testing.

RTP1600 Mechanical Ventilation and Airway Management

Mechanical Ventilation and Airway Management provides students with an in-depth understanding of the theory, set-up, operation, and maintenance of noninvasive and invasive mechanical ventilators and equipment used to establish and maintain pediatric and adult airways and emergency airway disorders. Topics that will be discussed include airway equipment, pediatric and adult airway establishment and maintenance, tracheostomy equipment and maintenance, airway extubation and decannulation, fiberoptic and specialty bronchoscopy, thoracentesis and chest tube maintenance, signs and symptoms of respiratory distress and initiation of noninvasive positive pressure ventilation and mechanical ventilation. Students will successfully complete competencies on intubation, extubation, tracheostomy care, decannulation, and initiation, weaning, and discontinuation of noninvasive and invasive mechanical ventilation.

RTP1700 Emergency and Critical Respiratory Care

Emergency and Critical Respiratory Care provides students with an in-depth understanding of all phases of the emergency department and critical care, the intensive adult critical care, advanced cardiac life support, and continuous mechanical ventilation. Topics that will be discussed include ER/ICU service and support, ECG pathophysiology and rhythm interpretation, ACLS class with certification, continuous mechanical ventilation, mechanical ventilation monitoring, interpretation of mechanical ventilation graphics, and mechanical ventilation weaning and discontinuation. Students will successfully complete competencies on initiation of ECG, ECG interpretation, mechanical ventilation adjustments, weaning, and discontinuation, and interpretation of mechanical ventilator graphics.

RTP1800 Clinical Practices II

Clinical Practices II is a continuation of RTP1400. Students continue to use knowledge and skills mastered in the classroom to provide supervised direct patient care at assigned clinical sites and facilities. Students will complete skills in oxygen therapy, aerosol therapy, incentive and bedside spirometry, inspiratory and expiratory PIP/PEP devices, patient assessment, medication delivery, arterial blood gases, oxygen 6 minute walk test, and basic life support (BLS). Students will be required to complete competencies, a patient case study, and a mid-term and final skills assessment evaluation.

RTP2100 Neonatal and Pediatric Respiratory Care

Neonatal and Pediatric Respiratory Care provides students with an in-depth understanding of the growth and development of a fetus to adolescent stage. This course focuses on the development, physiologic function, and assessment of the cardiopulmonary system. Topics that will be explored include fetal, neonatal, and pediatric growth and development, fetal, neonatal, and pediatric assessment, neonatal and pediatric pathology, and neonatal and pediatric respiratory care. In addition, students will gain knowledge on non-invasive and invasive mechanical ventilation, palliative care for the neonate and pediatric patient and care of the parents in critical care units. Students will successfully complete competencies on resuscitation, mechanical ventilation, and various respiratory care modalities to stabilize the neonatal and pediatric patient.

RTP2200 Advanced Critical Care Monitoring

Advanced Critical Care Monitoring provides students with an in-depth understanding of advanced critical care techniques for hemodynamic monitoring, medication management, noninvasive monitoring, specialty gas delivery systems, and medical ethics and end of life decisions. Topics that will be discussed include swan ganz catheter, arterial pressure monitoring, central venous catheters, cardiac output measurements, and capnography. In addition, students will gain knowledge in nitric oxide and heliox delivery, critical care medications, monitoring of the renal and neurological systems, specialty imaging, and understanding end of life decisions. Students will successfully complete competencies on recognizing parts of the swan ganz catheter, initiation of a nitric oxide system, and capnography interpretation.

RTP2300 Pulmonary Rehabilitation and Home Care

Pulmonary Rehabilitation and Home Care provides the students with an in-depth understanding of the concepts, procedures, and equipment used in rehabilitation and in the delivery of long-term care to patients with chronic cardiopulmonary disorders. Topics include cardiopulmonary rehabilitation and home care concepts, procedures, and equipment, physical and psychosocial obstacles, structure of a cardiopulmonary rehab plan, patient and health education, health promotion and disease prevention, and chronic disease management. Students will be required to develop and present a cardiopulmonary rehabilitation patient plan in this course.

RTP2400 Clinical Practice III

Clinical Practices III is a continuation of RTP1800. Students continue to use knowledge and skills mastered in the classroom to provide supervised direct patient care at assigned clinical sites and facilities. Students will complete skills in critical care patient assessment, medication delivery, arterial blood gases, mechanical ventilation initiation, adjustments, and discontinuation, noninvasive ventilation initiation, adjustments, and discontinuation, assist with bronchoscopies, laboratory data and diagnostic testing interpretation, and delivery of specialty gases. Students will be required to complete respiratory therapy skills competencies, a patient case study, and a mid-term and final skills assessment evaluation.

RTP2500 Respiratory Care Seminar

Advanced Respiratory Care Practices provides students with an in-depth review of respiratory therapy as it pertains to the national credential examinations administered by the National Board of Respiratory Care (NBRC). This course emphasizes reviewing all theoretical material in prior coursework, decision making skills, and problem solving skills in order to assist students prepare to pass the Therapist-Multiple Choice exam (TMC) and Clinical Simulation exam (CSE). Students will complete the NBRC Self-Assessment Exam (SAE) and a CSE exam at the end of the course. In addition, students will participate in a Kettering Seminar to review respiratory therapy concepts and exam preparation to assist in successfully passing the TMC and CSE post-graduation.

RTP2600 Cardiopulmonary Testing and Sleep Studies

Cardiopulmonary Testing and Sleep Studies provides students with an in-depth understanding of pulmonary function testing, respiratory muscle and exercise testing, sleep studies, and respiratory care in alternative settings. This course emphasizes performance, interpretation, and evaluation of various pulmonary function and sleep studies. Topics that will be discussed include pulmonary function testing for direct and indirect spirometry, diffusing capacity, calibration, equipment for PFTs and sleep studies, interpretation of data, treatment options for obstructive and restrictive lung disorders, LTACHs, and skilled nursing facilities

RTP2700 Clinical Practice IV

Clinical Practices IV is a continuation of RTP2400. Students continue to use knowledge and skills mastered in the classroom to provide supervised direct patient care at assigned clinical sites and facilities. Students will complete skills in critical care patient assessment to include adults, neonates (NICU), and pediatrics (PICU), medication delivery, arterial blood gases, mechanical ventilation initiation, adjustments, and discontinuation, noninvasive ventilation initiation, adjustments, and discontinuation, assist with bronchoscopies, chest tube placement, and thoracentesis, laboratory data and diagnostic testing interpretation, and delivery of specialty gases and ECMO. Students will be required to complete respiratory therapy skills competencies, a patient case study, and a mid-term and final skills assessment evaluation.

Section IV

Department of Respiratory Therapy Policies and Procedures



Professionalism

Respiratory therapists are important members of the health care team. They work under the medical direction of doctors and collaborate with other health care providers to treat all types of patients, ranging from premature infants whose lungs are not fully developed to elderly people with lung disease.

Respiratory therapy students must exhibit high standards of behavior continuously. All individuals possess certain unique attributes, which can be a positive feature in interactions. However, if personal characteristics become distracting or viewed as undesirable by patients, clinical staff, or faculty, it is expected that such behavior be appropriately modified. The following guidelines assist the student in the development of professional relationships in the academic and clinical environments:

1. The student is to act in a manner indicative of someone eager to learn and avoid non-patient connected distractions.
2. Intelligent questioning of clinical staff and South College faculty is proper and welcomed. Questions should be constructive and geared to learning outcomes.
3. Student relationships with clinical affiliate staff and South College instructors should be appropriate at all times.
4. Students are to refrain from gossiping, needless complaining, smoking (except in designated areas), loud talking, boisterous laughing, or other distracting activities that are inappropriate in the clinical or college setting. Personal conversation should not be conducted in the laboratory, classroom, or at clinical sites.
5. Complaints and/or grievances should be discussed with the Clinical Instructor, Director of Clinical Education, didactic instructors and/or the Program Director. Hostile attitudes will not resolve conflicts and it is recommended that energy and intelligence be used to promote improvements.
6. Horseplay is always out of place in any environment. Students are expected to reflect the seriousness of their involvement by dignified and faithful performance in their duties.
7. All students should be aware of unauthorized persons loitering in or around health care facilities and South College campuses and report such to the appropriate authority immediately.
8. A student's private and professional life is expected to be of the highest moral standards.
9. Students are not to burden patients, clinical staff, and faculty with their own personal problems. Problems of a serious nature requiring assistance can be directed to the Program Director or Student Advisor.
10. All students must demonstrate honesty. Any intent of a student to misrepresent facts will be cause for immediate program dismissal. Misrepresentation of facts, verbal or written, can include but are not necessarily limited to the following situations:
 - Bribery in any form

- Deliberate withholding of information about a patient, patient care, or self to appropriate authorities
 - Falsification of information about a patient, patient care, or self to appropriate authorities
 - Document forgery or falsification of any form
 - Plagiarism, cheating, or other forms of academic dishonesty. Students guilty of academic misconduct, either directly or indirectly through participation or assistance are immediately responsible to the course instructor
11. Students must maintain a professional relationship with clinical staff and South College personnel. Students should not share their phone numbers, engage in social media, or communicate other than at a professional level.

Theft

Employee and student cooperation is imperative to minimize theft. Students should ensure that supplies and equipment are stored in approved areas and maximum-security measures are observed. Excessive amounts of money or valuables at clinical sites or college campuses are not recommended. Health care facilities and South College are not responsible for the loss or theft of personal items. Clinical site and South College property may not be removed from the premises except by written authorization from the appropriate person. Theft by students is cause for immediate dismissal from the program.

Tips and Gifts

Acceptance of money by students from a patient, South College employee, or other business associate affiliated with a health care facility is not permitted. Anyone wishing to make a donation or gift to a hospital or South College should be referred to a supervisor or to administration. Solicitation of personal gifts or donations by students is prohibited.

Weapons

Firearms, knives, or other weapons are forbidden at all health care facilities and South College campuses. Violation of this policy or engagement in violence of any type is cause for immediate program dismissal.

Impaired Functioning

South College must maintain a safe academic environment for students and staff and provide effective, safe patient care while students participate in the clinical setting. The presence or use of substances, lawful or otherwise, which interferes with student judgement or motor coordination, poses an unacceptable risk for patients, colleagues, the institution, and the health care facility. Therefore, the unlawful use, manufacture, possession, distribution, or dispensing of alcohol or illegal drugs, the misuse of legally prescribed or over-the-counter drugs or being under the influence of such substances while engaged in any educational experience poses an unacceptable risk and is strictly prohibited.

For the purpose of this policy, “being under the influence” is defined as meaning that the student’s judgment or motor coordination is impaired due to the presence or use of any of the substances

mentioned previously. A determination of “influence” can be established by a professional opinion, a scientifically valid test, and in some cases, by a layperson’s opinion. If a student appears to be under the influence of alcohol or drugs, or is functioning in any impaired manner, the faculty or agency personnel are responsible for dismissing the student from education experiences that day and may require the student to submit to blood screening tests.

Student consents to submit to such tests are required as a condition of program acceptance. Student refusal to submit to such test will result in immediate program dismissal. The student will assume all testing costs. Students may be required to provide evidence of routine or random laboratory testing.

Policy violation can result in disciplinary action including program dismissal for a first offense. A specific plan will be developed on an individual basis. Students may be required to provide evidence of routine or random laboratory testing and counseling.

Attendance – Didactic

Respiratory Therapy students receive all breaks and holidays as published in the academic calendar. Students are expected to attend and participate in all curricula requirements. Class attendance is a contract between faculty and students. Failure to attend class regularly can affect students’ grades. When absent, the student must notify the instructor by 7:30 a.m. that day. It is the responsibility of the student to get all notes from other class members. Instructors will individually state their make up test/work policies. Unless notified, examinations will be given the next class meeting in the event of an absence or inclement weather. Grade reductions for attendance are as follows:

- The maximum number of hours missed shall not exceed course credit hours.
- Absentee hours that exceed the number of credit hours per course will result in a 1% grade reduction of the final grade per hour
 - Example: 4 credit hour class, student misses 6 hours of class = results in 2% off final grade

Professional Day

One professional day is available to each student during the program to provide an opportunity for advancement within the professional field (orientation, interview, etc.). A professional day request must be submitted with appropriate documentation one (1) week prior to the designated date to the Program Director and the Director of Clinical Education. Each request will be reviewed and evaluated on an individual basis in lieu of professional merit.

Student Employment

Under no circumstances shall student employment interfere with the clinical and/or didactic educational component. Students requiring financial assistance should contact the financial aid office. Students are advised that didactic or clinical schedules are not altered to accommodate personal working schedules. Students must keep in mind the periodic changes in class schedules and clinical rotation assignments when accepting employment opportunities. Class schedules should take priority over employment schedules.

Under **NO CIRCUMSTANCES** can students receive any type of compensation (pay, etc.) during their clinical educational component.

Curriculum Policy

Didactic and clinical courses complement each other's educational objectives and are designed to afford knowledge to the student in a structured and timely fashion. Therefore, if a student in any program chooses to eliminate any part of the program's curriculum, that student will be terminated from the program immediately.

Associate degree respiratory therapy students must complete the program of study within a four-year period as published in the current catalog at the date of program enrollment. Upon approval of program faculty and college administration, the curriculum is subject to change as needs dictate.

Dress Code

All medical professions require personal grooming to be neat, professional, and conservative. South College guidelines are as follows:

- Students are expected to be well-groomed at all times.
- Students must wear their name badge at all times on college campuses and clinical sites. Some clinical sites require an additional hospital identification badge. This must be worn in addition to the program identification badge.
- Uniforms are to be kept neat, clean, and in good repair at all times. The program patch or monogram must be displayed on the uniform. Uniforms must fit and be worn appropriately (pants worn at the waist, not baggy or falling around the hips). Uniforms are to be worn at all times on college campuses and clinical affiliate sites.
- In accordance with OSHA guidelines, proper footwear is an issue of safety in the laboratory and health care facility environment. Therefore, open-toe shoes, flip-flops, heels, or sandals are not permitted in any lab. Appropriate shoes include tennis shoes or clogs but may not be made of cloth or have holes on the tops of them. UGG and/or fashion boots are not acceptable in labs or at health care facilities. Students must bring a change of shoes during winter months. When on a clinical or externship site, the student will ensure s/he follows the dress code policy of the site.
- Students are NOT permitted to take hospital scrubs, if provided, outside of the health care facility. Violation of this policy is considered theft and can be terms for immediate dismissal from the program.
- No large or cumbersome jewelry may be worn. Long earrings and hoops are not permitted (subject to institutional discretion). For professional reasons, tongue rings, nose rings, or eyebrow rings may not be worn. Any dermal anchors that are visible must be covered during clinic. Jewelry is limited to one ring (wedding, engagement, etc.) and a watch during clinics.
- Excessive amounts of perfume, cologne, or makeup are not allowed. Conservative makeup is acceptable.
- Hair must be clean, dry, and out of the face at all times. Shoulder length hair must be tied back and off the shoulders. Hair ornaments should be small and discrete. Hair color must be a natural shade. When considering hair color, it is advised the shade to be approved by the Director of

Clinical Education or Program Director to ensure it is appropriate for the clinical sector and to prevent the student from having to re-color. If the student desires the hair color to be “red”, the shade must be approved prior to the process.

- If beards are worn, these must be kept neat and clean. In some instances, a beard may interfere with N-95 masks or patient care and a student may have to remove their beard to comply with safety standards.
- Acrylic or long fingernails are not permitted.
- Hats or headgear are not permitted to be worn in the classroom or at clinical sites. This includes bandannas and scarves. An exception will be made for those with religious/cultural standards.
- Visible tattoos are not acceptable and must be covered. Any tattoos not covered by the student’s uniform must be covered in a way that has been approved by South College faculty.
- Headphones are not permitted to be worn at clinical sites or in classrooms.

Individual clinical sites may have additional stipulations (i.e., hair color, visible tattoos, smoking, etc.). All students must adhere to the college, program, and clinical affiliate dress codes.

Dress code compliance is essential. If non-compliance occurs, a reduction of 10% per infraction will occur in the appropriate section of the clinical grade.

Grade Scale

Due to the close patient contact and a respiratory therapist responsibility, mastery of academic material and technical competency is required. Students must maintain a grade of “C” or better in each course upon program admission as required by the curriculum. If a student receives a grade of “D” or “F” in any course required in the associate degree curriculum, it is the student’s responsibility to seek academic counseling from the course instructor, the Respiratory Therapy Department Chair, and/or the Dean of Academic Support and Student Services.

Academic Grade Scale

90-100	A	Excellent
80-89	B	Above Average
70-79	C	Average
Below 70		Failure

Clinical Grade Scale

90-100	A	Excellent
80-89	B	Above Average
70-79	C	Average
Below 70		Failure

**For ASRT major courses, grades will be rounded up to the next whole percentage point at .50 and rounded down to the next whole percentage point at 0.49 or below.*

Academic Integrity

All Respiratory Therapy students are expected to abide by the policies and procedures of the South College Academic Honor Code. The primary purpose of the Academic Honor Code is to promote individual student honor and integrity in the best traditions of higher education. The Academic Honor Code aims to ensure that students understand expectations and responsibilities and agree to conduct all academic activities in compliance with the principles set for in the Academic Honor Code.

The Academic Honor Code policies, violations, and appeal procedures can be found in the Universal Course Policies and Information (UCPI) document. This document is posted in Canvas as an addition to each course syllabus. The UCPI can also be accessed by clicking the following link:

<https://www.south.edu/general-universal-course-policy/>

In addition to observation skills of our faculty and staff, South College uses several electronic resources for tracking. Our Learning Management System Canvas continually logs the following:

- Every log into the Canvas site
- Every page visited
- Every time a test/quiz is taken, or an assignment submitted
- Every browser and operating system from which you visit
- Every message sent
- Times and IP addresses of each page viewed
- Performance over time in a given class

Students who are assigned research papers in a course must use “Turn-it in” to determine originality and % of plagiarism. Online quizzes and exams will be proctored utilizing tools such as ExamSoft and Respondus Lockdown Browser system.

Artificial Intelligence (AI) Policy

As an academic institution, we value academic integrity and expect all students to adhere to the highest standards of ethical behavior. Artificial Intelligence (AI) language models, such as ChatGPT, have a wealth of knowledge and information that can be useful for academic assignments to provide helpful insights and suggestions, but students should not rely solely on these generated responses for their academic work. Artificial intelligence programs are not designed to replace critical thinking and research skills essential for academic work. Professors and instructors may use plagiarism detection software to check for the use of AI programs in academic assignments.

Policy Statement: Course submission material generated by AI programs (e.g., ChatGPT) must be properly cited as a resource for any academic submission. The use of AI without proper source citation will result in a finding of plagiarism and the student will be subject to academic penalties, including failure of the assignment or course, suspension, or expulsion. Alleged violation of academic regulations shall be addressed under the Academic Honor Code published in the South College Student Handbook.

Examples of AI Misuse in an Academic Setting

AI programs may not be used:

1. as a substitute for independent research and critical thinking. While these programs may provide helpful insights and suggestions, students should not rely solely on these generated responses for their academic work.
2. for assignments that require original ideas or analysis. Students are expected to use their own creativity and analytical skills to produce unique and original work.
3. for assignments that require ethical or moral reasoning. It is important to understand that AI programs are not capable of making moral or ethical decisions.

4. for assignments that require interaction with human subjects. Artificial Intelligence is not a substitute for human interaction and cannot provide insights into human behavior or emotions.

Exit Interviews

An exit interview with the Department Chair and/or Program Director is required for all students terminating the Respiratory Therapy program without completion. This interview is conducted at the time of dismissal or withdrawal from any required course in the program.

Program Readmission

For students desiring readmission to the first quarter of the Respiratory Therapy program, they must first meet with the Department Chair and/or Program Director, reapply, and be evaluated with new program applicants. Consideration of second or any subsequent quarters requires the student to meet with the Department Chair and/or Program Director and submit a formal Letter of Intent to the Program Director one quarter prior to the desired readmission date.

Individuals applying for readmission may be required to repeat clinical competencies and individuals applying for readmission after a period of two academic years must satisfactorily challenge completed courses via department challenge examinations or repeat appropriate departmental specific related courses. Readmission applicants and program transfers applying to subsequent quarters are considered on a space available basis determined by the instructor/student ratio as recommended by the readmission committee. Students withdrawing for justifiable reasons as determined by the readmission committee and leaving on good academic standing will have priority over readmission of students who withdrew failing.

Grievance Procedures

Complaint and Grievance Processes

Several avenues exist within the framework of the college by which students, employees, or members of the public may express concerns, complaints, or grievances. South College policy prohibits any retaliatory action against any person for reporting, inquiring, testifying, or assisting with an investigation of a complaint. South College will not tolerate any form of retaliation for making a good faith report of potential college-related legal or policy violations. Any attempted or actual retaliatory action will be subject to disciplinary action up to and including termination or dismissal by South College. Any alleged retaliation should be reported immediately to South College. The following describes the appropriate procedure for resolving issues.

Informal Complaint: An Informal complaint is an informal allegation, concern, or expression of dissatisfaction regarding a service, policy, procedure, behavior, or outcome. An informal complaint is made verbally or via email to the College employee responsible for the area of concern or to their immediate supervisor. If an informal complaint cannot be resolved through these channels, a Formal Complaint may be filed.

Formal Complaint: A Formal Complaint is a written allegation submitted on the Formal Complaint Form that one has been harmed by being treated arbitrarily, unfairly, or in ways which violate established laws, rules, policies, or procedures. The Formal Complaint Form is submitted to the respective campus's Dean of Academic and Student Services or Dean of Academics (Online). Further

directions are found on the form. The Dean of Academic and Student Services or Dean of Academics (Online) will involve all necessary parties to resolve the grievance. All grievances will be addressed within 10 business days of submission. This process applies to all types of formal complaints, including those from members of the public.

Grievance: A grievance is a formal allegation of discrimination specifically involving one's disability or sex. Concerns regarding discrimination based on race, national or ethnic origin, religion, age, or any other forms of discrimination not including disability or sex should be reported using the Formal Complaint process described above.

ADA (Section 504) Grievance - A student, employee, or member of the public who believes s/he has been subjected to discrimination due to a disability should file a grievance with the respective campus's Dean of Academic and Student Services or Dean of Academics (online) or for employees, the Vice President of Talent Management & HR. This process, as well as the appeals process, is more fully outlined in the Disability Services section of the Catalog.

Title IX (sexual harassment, discrimination, or abuse) Grievance - A student, employee, or member of the public who believes s/he has been subjected to discrimination due to sex should notify the respective campus's Title IX Coordinator or Deputy Coordinator. This process, as well as the appeals process, is more fully outlined in the Sexual Misconduct (Title IX) Policy section of the Catalog.

South College will make every attempt to resolve complaints with the respective leaders of the responsible organizational units (e.g., admissions, financial aid, academics, etc.). In instances where this is not possible, an Appeals Process has been developed which can be referenced in the South College school catalog. Website:

<https://catalog.south.edu/content.php?catoid=7&navoid=219#grievance-procedures>

Tennessee/Online Students – Should there be a grievance that cannot be satisfactorily resolved at the institutional level, a student may contact the Tennessee Higher Education Commission, Suite 1900 Parkway Towers, Nashville, TN 37243- 3605, (615) 741-5293. website:

<https://www.tn.gov/content/tn/thec/bureaus/student-aid-and-compliance/postsecondarystate-authorization.html>.

North Carolina Students – Should there be a grievance that cannot be satisfactorily resolved at the institutional level, a student may file a North Carolina Post-Secondary Education Complaint to the University of North Carolina General Administration c/o Student Complaints, 910 Raleigh Road, Chapel Hill, NC 27515-2688, (919) 962-4550, email: studentcomplaint@northcarolina.edu. website:

<http://www.northcarolina.edu/complaints>.

Pennsylvania Students – Should there be a grievance that cannot be satisfactorily resolved at the institutional level, a student may file a Pennsylvania Post- Secondary Education Complaint to the Pennsylvania Department of Education Division of Higher Education, Access, and Equity, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333 Fax: (717) 772-3622, E-mail: Ra-highereducation@pa.gov (for submission or questions), Website:<https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/Students-Complaints.aspx>

CoARC Non-Compliance Policy

The South College Respiratory Therapy program is accredited by CoARC and operates within the guidelines and standards set forth by the accreditor. Any alleged violation of these standards or policies should be reported to the Respiratory Therapy Department Chair. The Department Chair will respond to the complaint within ten (10) working days. If the Department Chair's findings/resolutions are not satisfactory, the individual should follow the grievance procedures outlined in the South College Catalog. If the findings/resolutions are not satisfied at the institutional level, the individual should contact the Chief Executive Officer either electronically or by mail with the below information:

Chief Executive Officer

Commission on Accreditation for Respiratory Care
264 Precision Blvd, Telford, TN 37690
Phone: (817) 283-2835 Fax: (817) 354-8519
Email: tom@coarc.com

If the complaint describes circumstances which, if substantiated, would denote noncompliance with CoARC Standards, Policies, or Procedures, the Chief Executive Officer will contact the complainant to obtain additional documentation or corroboration, as needed. If the complainant does not comply with such a request, the file may be closed, and no further action may be taken.

Section V

Department of Respiratory Therapy Laboratory Policies and Procedures



Laboratory Introduction

The Department of Respiratory Therapy wants to provide a safe and educational environment for all students when completing skills and competencies in the laboratory setting. For this reason, there are various policies and procedures established to ensure a safe working environment. These policies and procedures are based on recommendations from the National Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA).

South College and the Department of Respiratory Therapy take the safety of their students and faculty very seriously. Safety practices in the laboratory will be enforced and any violation of the safety rules will result in disciplinary action and may result in dismissal from the program.

General Rules of Conduct

Students are considered a “team” in the laboratory setting. This means students cooperate fully with each other and contribute to creating a clean, organized, and professional laboratory to enhance a positive educational environment. Student expectations in the laboratory are as follows:

- Students must abide by all safety rules governed by South College, CDC, and OSHA
- Be on time and ready to work at the assigned start of each lab
- Handle all equipment with care
- When utilizing equipment devices on self or others, use a bio-filter provided in the laboratory
- Be mindful of fellow students and coordinate when sharing equipment
- Assist fellow students in a professional, positive, and encouraging manner
- Follow all guidelines for waste disposal (sharps, biohazard waste, regular trash)
- Strive towards efficiency and accuracy in all skills
- Oxygen is a medication and should always be used responsibly
- Students must clean up workstation after use and clean and return supplies and equipment to their appropriate areas

Access to the Laboratory

Laboratory tasks and assignments are planned such that students should be able to accomplish the requirements within the scheduled laboratory sessions. However, in order to aid in gaining adequate competencies, the laboratory may be used outside of regularly scheduled classroom times.

Students wishing to practice competencies and skills outside of regularly scheduled classes or lab hours should notify their instructor and/or Program Director. The student is responsible for the security of the laboratory during the period of use. Additional individuals are not allowed in the laboratory with the student unless authorization has been given by the appropriate instructor or Program Director.

The student agrees not to tamper with or use other equipment or laboratory materials other than what is necessary to complete their competencies. Students will report broken equipment or accidents during their laboratory use promptly to their instructor or Program Director.

Laboratory Safety and Hazards

Students need to review the fire and hazard policy for the laboratory and take the appropriate steps below:

Fire Policy and Procedure

- Call 911 immediately if a fire is present and then notify the Program Director
- Use the RACE acronym
 - REMOVE – remove anyone from danger
 - ALARM – activate the fire alarm
 - CONTAIN – contain the fire by closing doors, etc.
 - EXTINGUISH – use a fire extinguisher if possible

Electrical

- Report all tingles, shocks, frayed wires, or observed potential shock hazards to the instructor and/or Program Director
- All equipment must be grounded
- Do not attempt to repair equipment while it is still plugged in

Compressed Gases

- Cylinders of compressed gas must always be secured in a cylinder stand or chained to the wall per OSHA guidelines
- Valve safety covers should be in place until pressure regulators or needle valves are ready to be attached
- Cylinders should be moved on dollies, carts, etc. Cylinders are never to be carried, rolled, or dragged
- Empty cylinders must be marked EMPTY to distinguish between full cylinders
- Store cylinders away from heat
- Do not use oil, grease, or lubricants near valves, regulators, gauges, or cylinder fittings
- Students who have completed competencies on tank safety successfully can operate compressed gas when the instructor is not in the laboratory

Section VI

Department of Respiratory Therapy Clinical Policies and Procedures



General Overview

The purpose of clinical education is to acquire proficiency in the knowledge, insight, and skills required to become a respiratory therapist. The development of the interpersonal skills necessary to care effectively for patients and dealings with other members of the health care delivery team is of utmost importance. The classroom education you received during your respiratory care program gives you the foundation you need to practice in the profession. But the hands-on training you get during your clinical rotations provides the practical know-how necessary to actually deliver respiratory care to patients.

Clinical content and integrated clinical experiences ensure a sequential, comprehensive experience exposing students to many facets of respiratory therapy. Educational design promotes student's application, synthesis, integration, critical analysis, and evaluation of theories and concepts in performing procedures. During four sequentially structured competency-based experiences, in conjunction with rotational objectives, course objectives, and didactic courses, student professional development reflecting recognition/appreciation of the healthcare team and patient centered care is examined and evaluated. Clinical experiences focus on competent patient care and assessment utilizing total quality management in the performance of respiratory therapy procedures. Outcome assessment is based on achievement of clinical competency inclusive of the patient's well-being prior, during, and following sonographic procedures.

Clinical rotation for RT students is the application and on the job training of theory and learned in the classroom.

In accordance with CoARC Standards, students should accomplish the following competencies:

- Acquire and evaluate clinical data
- Assess the cardiopulmonary status of patients
- Perform or assist in the performance of prescribed diagnostic studies such as obtaining blood samples, blood gas analysis, pulmonary function testing, and polysomnography
- Evaluate data to assess the appropriateness of prescribed respiratory care
- Establish therapeutic goals for patients with cardiopulmonary disease
- Participate in the development and modification of respiratory care plans
- Case management of patients with cardiopulmonary and related diseases
- Initiate prescribed respiratory care treatments, evaluate and monitor patient responses to therapy, and modify prescribed therapy to achieve the desired therapeutic objectives
- Manage life support activities
- Initiate and conduct prescribed pulmonary rehabilitation
- Provide patient, family, and community education
- Promote cardiopulmonary wellness, disease prevention, and disease management

- Promote evidence-based practice by using established clinical practice guidelines and evaluating published research for its relevance to patient care

CoARC. (2022, November). *Accreditation Standards for Entry into Respiratory Care Professional Practice*. CoARC - Commission on Accreditation for Respiratory Care. <https://coarc.com>

Program Faculty Descriptions

Clinical Preceptor/Staff Respiratory Therapist

Each clinical affiliate assigns a staff respiratory therapist, also known as a clinical preceptor, who devotes time to promote student achievement as outlined in this manual. Clinical preceptors are salaried by their respective health care facility with specific job descriptions outlining qualifications and responsibilities. Clinical preceptors are trained and actively participate to promote student competency. Clinical preceptors will complete the AARC Preceptor Training Course provided by South College. Clinical Preceptor responsibilities include:

- Active participation in the learning process for all students assigned to the clinical affiliate
- Evaluate and supervise student performance
- Communicate with the DCE on student performance, including but not limited to, skills, professionalism, strengths and weaknesses, and performance
- Complete daily evaluations and communicate results to the student and DCE

Preceptors will be evaluated biannually by the DCE.

Program Director

The Program Director is a full-time employee and salaried by the sponsoring institution, South College. The Program Director is responsible for all components of the respiratory therapy program including the organization, administration, periodic review, records, continued development, and general policy effectiveness of the program. The Program Director devotes 100% of his/her time to the program and other education responsibilities, as delineated in the job description. Program director responsibilities include:

- Administer and organize the education program
- Oversee coordination of didactic and clinical education
- Instruct curriculum units
- Direct student recruitment, selection, and advising
- Participate in program's Advisory Committee
- Supervise faculty
- Develop program goals and objectives and implement the standards of achievement
- Assure a clinical competency educational system
- Participate in all program committees

Director of Clinical Education

The Director of Clinical Education is a full-time employee and salaried by the sponsoring institution, South College. The Director of Clinical Education is responsible for coordinating all clinical education with didactic education. The Director of Clinical Education responsibilities include:

- Coordinate, evaluate, and supervise the program's clinical component
- Act as a liaison between the clinical affiliates and South College; maintaining open lines of communication with the Program Director
- Evaluate and ensure the effectiveness of the clinical affiliates
- Review and revise the program's curriculum to assure adherence to accreditation requirements
- Provide student counseling and advising as required
- Maintain all student health records, following HIPAA guidelines and ensuring complete records for each clinical affiliate
- Maintain all clinical records including calculation of quarterly grades
- Maintain and encourage valid evaluation of each student by Clinical Instructors

- Maintain weekly clinical visitations for the purpose of consultation with Clinical Instructors, Department Managers, Staff Respiratory Therapists/Preceptors, and students
- Develop clinical rotational assignments, lesson plans, and schedules
- Assign and evaluate clinical written objectives
- Evaluate student performance during clinical visits
- Review and revise performance objectives to ensure valid clinical learning experiences
- Review the Clinical Competency Manual and Policies Handbook annually and make recommendations to the Program Director

Clinical Instructor

Clinical Instructors are employed by their respective healthcare agency or by South College. Clinical Instructors are responsible for the day-to-day guidance and supervision of the students assigned to that clinical agency. Clinical Instructors responsibilities include:

- Assurance that accreditation standards are followed at the clinical affiliate
- Direct or indirect supervision of students
- Assure student rotations and schedules are followed
- Active participation in the learning process for all students assigned to the clinical affiliate
- Evaluate and supervise student performance
- Provide student counseling (as needed)
- Provide open lines of communication with the Director of Clinical Education and Program Director
- Maintain student records and submit to the Director of Clinical Education each quarter
- Assure student professionalism and participation at all times during clinical education
- Attend faculty and advisory meetings
- Encourage staff respiratory therapist to be student oriented and to develop teaching skills
- Deliver curriculum in a timely and effective manner

Student Supervision

AT NO TIME SHALL A STUDENT BE USED AS A SUBSTITUTE FOR QUALIFIED RESPIRATORY THERAPISTS. All students must be directly supervised during clinical assignments. Direct Supervision is defined as the Clinical Preceptor, Clinical Instructor, or Director of Clinical Education accompanies the student during all aspects of patient care, procedures, and transport regardless of the level of student achievement. Students are not allowed to operate equipment or perform

therapies or procedures on a patient without the guidance of qualified Preceptors, Clinical Instructors, or the Director of Clinical Education. The Preceptor, Clinical Instructor, and/or Director of Clinical Education assumes overall responsibility for the supervision and evaluation of the Respiratory Therapy student at each clinical facility.

Confidentiality

All information concerning patients or the health care facility's business must be kept in strict confidence and not discussed with non-concerned parties or individuals outside of the health care facility. All students are required to abide by the provisions and regulations as contained in the 1996 Health Insurance Portability and Accountability Act (HIPAA) regarding health information.

Health Requirements

Appropriate health documentation must be submitted to the Department of Respiratory Therapy prior to admission into any departmental program. All students must provide proof of ability to perform the skills needed to practice respiratory therapy effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience in these facilities. To meet these requirements, each student must supply proof of health insurance, a negative TB test, hepatitis B vaccine, physical exam certifying ability to function in the required capacity, proof of immunizations (MMR, varicella, TDap), current COVID or waiver (if allowed by clinical affiliate), vaccinations and boosters and CPR training.

Students are not allowed to attend clinicals if a required vaccine is not up to date. Clinical hours missed due to out-of-date vaccines will be rescheduled based on clinical site availability.

A criminal background check and drug screen are required for admission. If the background check reveals previous convictions, it is up to each clinical site to determine the eligibility of students to attend clinical at the site. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program. In any case where a drug screen is positive, and an authorized prescription is not produced to validate the presence of the drug in the individual's system, a student may be disqualified as a candidate for admission. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for the costs associated with any required testing.

Standard Precautions

Body substance precautions developed by the Center for Disease Control are followed in all clinical areas and South College campus laboratories. Body substances include oral secretions, blood, urine, feces, wound, and/or other drainage. Blood and body substances are considered infectious in all cases.

Precautions are as follows:

Hand Washing Using a Biocidal Agent

- Prior to all invasive procedures
- Following contamination with blood or body fluids
- Immediately after gloves are removed

Use of Personal Protective Equipment

- Gloves (non-sterile) are required to avoid direct contact with body substances, mucous membranes, or non-intact skin
- Plastic gowns are required when clothing is likely to be soiled by a body substance
- Masks and protective eyewear (glasses) are required when body substance splashes or splattering is likely
- N-95 or Hepa masks are required in patients' rooms with airborne illnesses (TB, measles, COVID)

Student Infectious Disease Exposure

If a student has a percutaneous (needle stick or cut) or mucous membrane (splash to eye, nasal mucous, or mouth) exposure to blood/body fluids or has a cutaneous exposure to blood/body fluids where the student's skin is chapped, abraded, or otherwise non-intact, the following protocol is to be followed:

1. The student must immediately report the exposure to the Clinical Instructor or Preceptor at the health care facility and to the program faculty
2. Complete a health care facility incident report as soon as possible (within 24 hours of the occurrence)
3. Protocol
 - a. According to health care facility guidelines, the Clinical Instructor or Director of Clinical Education will notify appropriate personnel to identify the relative risk of possible HIV or HBV infection
 - b. The student will receive written notification of a patient's infectious history according to facility guidelines. This information gets presented to the treating physician
 - c. The student will have two treatment options:
 - i. The Emergency Department at the health care facility at a cost to the student
 - ii. Treatment from an independent physician and/or facility of the student's choice at a cost to the student

NOTE: Student refusal of treatment must be documented by the clinical instructor, preceptor, or Director of Clinical Education and noted in the department report.

Students with Infectious Diseases

Students should be advised that some infectious disease may cause immunosuppression and increase the student's susceptibility to infection acquired from patient-student interaction. Precautions should be taken when working with any patient who has a contagious disease.

Students who are immunocompromised should wear gloves when coming into direct contact with blood, mucosal surfaces, or exposed tissues of patients. Immunocompromised students with oxidative or weeping skin lesions will not be allowed direct patient care contact. Appropriate college and medical personnel shall make the determination of whether a student should be excluded from providing direct care on a case-by-case basis.

Exemptions of Students from Clinical Assignments to Infectious Patients

Incompetent Immunological Systems

Students diagnosed with immunological deficiencies are at an increased risk for developing opportunistic infections

Infections

Any student with an infectious process could further compromise the already incompetent immunological patient

The decision to exempt a student from clinical experience will be made on a case-by-case basis by the program faculty. Decisions about exemptions longer than one week will be made in consultation with the student's physician and appropriate hospital and college personnel.

Attendance – Clinical Education

ANY missed time occurring in Clinical Education must be compensated and prearranged with the Clinical Instructor and/or Director of Clinical Education. Students should coordinate and submit a schedule with the Clinical Instructor and/or Director of Clinical Education within one (1) week of the missed absence to schedule make up time to be completed prior to the quarter end. Failure to submit a schedule for the make-up time and follow this policy will result in a 50% grade reduction in the attendance section of the final clinical grade.

No delinquent clinical time can be carried over from one quarter to the next unless approved by the Program Director or Department Chair. A 50% grade reduction in the attendance category will result if a student leaves the clinical facility prior to the scheduled time. In the event a student must leave the clinical area prior to the scheduled time, the student must get approval from the Clinical Instructor and/or the Director of Clinical Education.

Clinical experience is limited according to scheduled hours. **No student can alter their clinical schedule unless approved by the Director of Clinical Education or the Program Director (see Clinical Education Transfers policy).**

If a student is going to be absent from a clinical area, he/she must notify the Clinical Instructor/Coordinator **and** the Director of Clinical Education at a minimum, one hour prior to the scheduled time. **NO EXCEPTIONS.** Failure to follow this procedure necessitates a 30% grade reduction in the attendance category of the clinical course.

Absence Penalties:

1st occurrence = 10% grade reduction in attendance category

2nd occurrence = 50% grade reduction in attendance category

3rd occurrence = 100% grade reduction in attendance category

Tardiness

Clinical time missed due to tardiness must be made-up on the day of the occurrence if the clinical facility scheduling permits as determined by the Preceptor, Clinical Instructor or Director of Clinical Education.

Students are expected to be on time for all clinical assignments. In the event a student determines he/she will be tardy, he/she must notify the site first followed by the Clinical Instructor or Director of Clinical Education—**NO EXCEPTIONS**. The expectation is that the student must clock-in and be in the assigned area at the designated time. Therefore, students should arrive in a timely manner that permits them to put away personal items, clock - in and be in their assigned area by the designated start time. Tardiness is defined as clocking in one minute or more past the designated start time. Tardiness results in a grade reduction.

Beginning with the second occurrence, each tardy will result in a grade reduction. The grade reduction will be as follows:

1st Occurrence – no grade reduction

2nd Occurrence – 30% grade reduction in the attendance category

3rd Occurrence – 60% grade reduction in the attendance category

4th Occurrence – 100% grade reduction in the attendance category

Clinical Time Tracking

The South College Respiratory Therapy students are required to utilize the *Trajecsys* online tracking system. Students receive initial training on the *Trajecsys* system prior to entry into the clinical setting. **Students are required to clock in and out at the clinical affiliate site utilizing the *Trajecsys* system. If a circumstance prevents a student from accessing the *Trajecsys* system as required, students must log a time exception with an explanation when the system becomes available.** Clocking in and/or out of the *Trajecsys* system using any device (i.e. cell phone, personal computer, etc.) other than the designated clinical site computers is considered falsification and misrepresentation of facts and is terms for immediate program dismissal.

Clinical Assignments and Scheduling

Respiratory Therapy students are assigned to a clinical affiliate by the Director of Clinical Education based on the following:

- Accreditation criteria
- Health care facility resources
- Geographical proximity
- Conflict of Interest

The Department of Respiratory Therapy creates comprehensive and equitable clinical experiences for every student. Students are not guaranteed any specific clinical site or hours. The Director of Clinical Education reserves the right to schedule and alter clinical assignments as needs dictate. Under no circumstances is a student to find their own site, set their own clinical hours, or switch sites with a classmate. To ensure equal opportunities for all respiratory therapy students during their clinical rotations, the department has implemented a structured and meticulously monitored approach per the

following:

- The Director of Clinical Education will work closely with partnered clinical sites to create a rotation schedule that ensures each student receives an equal and substantial amount of time in the area required per the scheduled clinical rotation
- The Director of Clinical Education will schedule students utilizing TCPS, an online scheduling program, (for those hospitals enrolled), or speak directly with department directors, educators, or managers to schedule students on a quarterly basis
- The Director of Clinical Education and clinical sites will agree upon the number of respiratory therapy students to be placed at each site ensuring there is no conflict with additional schools
- The Director of Clinical Education and the clinical site will ensure students are placed in specialty areas (ICU, NICU/PICU, PFT, Sleep Lab) to obtain required skills per their scheduled clinical rotation. The clinical site will make all efforts to place the student accordingly, however if a student cannot be placed in their scheduled area due to restrictions (staffing, low census, etc.), the clinical site and/or student will notify the Director of Clinical Education. The Director of Clinical Education will communicate with the clinical site to ensure the student is placed in their scheduled area or work to move the student to a different clinical site to secure specialty clinical hours.
- The Director of Clinical Education and the designated representative from the clinical site will meet regularly to discuss ongoing placements and potential issues to ensure a smooth communication flow
- In the event of a dispute or potential conflict between multiple educational institutions seeking placement at the clinical site, the Director of Clinical Education and the clinical site will engage in open communication to find a fair and equitable resolution.

Respiratory Therapy students will rotate to different clinical sites depending on which clinical education course they are scheduled. The school will attempt to assign sites that are within a 100-mile radius or 2 hours of the school, **however, this may not always be possible. Students are responsible for their own transportation to and from the clinical education site.** All students are required to respect and follow all dress codes and clinical standards and procedures while at the clinical education site, including wearing a visible student nametag at all times while at the clinical education site.

The clinical site has the right to remove any student who demonstrates disregard for program and/or the site's policies and procedures. The school reserves the right to terminate any student who is removed from a site for any reason.

Clinical Education Transfers

A student desiring to change their assigned clinical facility must submit a written request that includes the rationale and justification to the Director of Clinical Education and/or Program Director. In closed discussion, the faculty will recommend approval/non-approval. The student will receive written notification of the decision regarding the transfer request.

Meal/Breaks

Meal and break times are included in the scheduled clinical education practice and are in addition to the required hours per program of daily clinical experience.

Electronic Devices

Students should not receive or make personal phone calls or text while in the clinical area. This should be done during breaks only except in the event of an emergency where the student will excuse themselves to a private area to handle appropriately. Departmental telephones may not be used for personal calls.

Social Networking Guidelines

Health care professionals need to follow social networking guidelines to help ensure compliance with HIPAA standards.

This policy establishes general guidelines regarding internal and external communication using social networking, emailing, texting, and other forms of electronic recording and communication. The absence or lack of explicit reference to a specific situation does not limit the application of this policy.

****Please consult with faculty or supervisor for clarification if you have questions.**

1. Internet posting or other forms of communication should not contain any confidential or personal information related to students, faculty, clinical staff, or patients. This includes any information protected by Health Insurance Portability and Accountability Act of 1996 (HIPAA). Business related information and policy of any clinical education center should not be disclosed publicly through internet postings or other forms of communication.
2. No form of electronic digital photography, videotaping, or recording (including PowerPoint presentations) of a faculty course lecture or lab activity is permitted to be posted on any social networking or electronic media sites without prior written authorization of the instructor.
3. When speaking with your peers during school or while on clinical, you must also recognize you cannot share any specific patient information on Facebook, Twitter, Instagram, etc.
4. It is a HIPAA violation to mention a client/patient with enough information that the person might be identified, even if you avoid using Protected Health Information (PHI). The consequences for violations are severe.
5. Posting names of instructors, clinical supervisors/preceptors, comments, and/or criticism about sites or information about what is happening at sites is not appropriate on public social network sites.
6. Students should not put posts or photos on social networks about clinical experiences (including location, clients, diagnosis, treatment, clinical educators and staff, etc.).
7. Do not ask your supervisor/preceptor to “friend” you while on clinical. This puts your supervisor/preceptor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the clinical experience, this is your personal choice.

8. Consider carefully what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider searching your name on google to discover what is in cyberspace that others can see.

Clinical Competency Evaluation

The clinical preceptor and/or Director of Clinical Education evaluate clinical competencies each quarter. These examinations are practical in nature and a permanent part of the student's clinical record and grade.

A passing grade must be achieved on each competency (85% or greater). A student who does not successfully complete or pass the skill will be required to continue supervised practice and will be provided a second attempt. If the student fails a second time, they will be required to remediate in the classroom/lab. A student may be required to repeat competencies at the Program Director and/or Director of Clinical Education's discretion if deficiencies are witnessed or reported by the clinical preceptor and/or clinical site.

Section VII

Department of Respiratory Therapy Student Competency Evaluation



Clinical Education Evaluation Overview

The responsibility of the Respiratory Therapist has grown in complexity with the development of more sophisticated procedures and equipment. It is essential that South College and the clinical education sites work together to provide the best educational opportunities and experiences to all students. During their clinical experience, students should have the opportunity to perform all types of routine procedures. **Each student is responsible for his/her performance in this competency-based curriculum.** Efforts have been made to develop a clinical evaluation system whereby students may progress through clinical education with their strengths and deficiencies identified. The clinical evaluation will help each student address the deficiencies to optimize their completion of the program.

Competency based evaluation is a means of monitoring the progression rate of students during their education by determining whether they are able to meet specified objectives thus demonstrating proficiency. Students' knowledge and skills are directly evaluated in the classroom and indirectly evaluated throughout their educational experience. The student's application of skills is evaluated in the energized laboratory at South College and during their clinical experience at each of the clinical education sites. To properly evaluate the student's application skills, it is essential to determine the level of performance ability. Only through the use of a competency-based evaluation system can we objectively determine the proficiency level a student has achieved.

It is very important that knowledge and skills be reinforced and evaluated in the clinical education setting to maximize the students' clinical effectiveness. It is the role of the clinical education sites to provide clinical experiences designed to bridge the gap between theory and application. This can only be accomplished through quality supervision of clinical experiences in each medical facility.

The clinical portion of the RT program at South College is an integral part of the total curriculum. To be effective, all persons involved with the program must thoroughly understand the structure and function of the clinical evaluation system for the total education experience of a student.

The competency-based evaluations for respiratory therapy students follow the guidelines as recommended by the National Board of Respiratory Care (NBRC). This program also encourages additional expectations during classroom/lab studies.

Didactic and Clinical Competency Evaluation System

Students are required to complete lab competencies along with their didactic coursework. Lab competencies are utilized to ensure the student understands the interaction and skills required for patient care, respiratory therapy treatment modalities, mechanical ventilation, and specialized testing. Students are allowed two attempts per competency and are evaluated by peers and faculty of the respiratory therapy department. Only faculty members will submit final graded competencies. Upon successful completion, the student and faculty member sign the evaluation form and it becomes a permanent part of the student's file. If the competency is not successfully passed, the student will be remediated and allowed one reattempt. If the student does not pass after remediation, the student must repeat the course in its entirety, which will affect the level of Clinical Education the student can attend.

All competencies completed within the classroom will be repeated in the clinical setting. This process reinforces skills attained in the classroom to real life patients and scenarios.

Methods of Evaluation

- Didactic Classroom Competencies
 - RT Competency Evaluation Form

- Clinical Education Competencies
 - Preceptor Daily Clinical Evaluation Form
 - Daily Patient Log
 - Student Competencies (loaded to Trajecsys)
 - Patient Case Study
 - Weekly Quizzes
 - Mid-Term and Final Evaluation

(**See Appendix A – Required Competencies**)

Clinical Education Competency Evaluation

Each term the student is graded on a minimum number of clinical competencies performed. The student must then perform a minimum of two (2) practices in the clinical setting prior to being evaluated.

In the clinical education setting students who have observed, assisted, and have satisfactorily performed a particular competency may notify the clinical preceptor or Director of Clinical Education their readiness to perform the examination unassisted but under direct supervision for a grade (competency exam). The evaluator must review the procedure with the student present and must appropriately complete the Competency Evaluation Form **at the time the competency is being performed**. The clinical preceptor or DCE can complete the Evaluation Form by means of paper or computer. All completed forms must be saved in Trajecsys at the time of the graded competency. The clinical preceptor or DCE intervenes with the evaluation only if patient safety is compromised. Successful completion and passing score (85% or greater) of the skill demonstrates student competency. A student who does not successfully complete or pass the skill will be required to continue supervised practice and will be provided a second attempt. If the student fails a second time, they will be required to remediate in the classroom/lab.

All required mandatory competencies, as stated in the course syllabus for each course, must be successfully completed. If a student does not complete the required competencies as stated in the course syllabus, the student will not receive a passing grade for the class and will be required to repeat the course.

Students will not be required to perform any procedures that exceed their educational or clinical experience. A student may be asked to transport patients, or to perform other tasks that are pertinent to respiratory therapist examinations of patients or for the operation of the department and will do so willingly and without hesitation.

- The Competency Evaluation Form is very important and when used properly can give a measure of a student's ability to adequately perform each skill. Utilizing the form, one can quickly

identify a student's problem area(s). At the end of any given period of time, there will be documentation of the student's ability to perform various procedures.

When any procedure requires a repeat, it should be documented on both the student's daily clinical report sheet/log. This practice will allow for total evaluation of the student and will indicate any particular areas of difficulty.

Clinical Affective Evaluation

A Clinical Affective Evaluation will be completed by the clinical preceptor and DCE on each student during their mid-term and final evaluation. The Clinical Affective Evaluation identifies successful demonstration of essential areas of professional behavior and interpersonal skills. These include attendance, appearance, reliability, communication, ethical and professional behavior, and quality of work. The goal of the Clinical Affective Evaluation is to reinforce and encourage appropriate student behavior as well as means to document unsafe or inappropriate behavior. The clinical preceptor and DCE will review the results with the student.

Students will complete a mid-term and final evaluation with the DCE. Evaluations are graded only by the DCE or Clinical Instructor and will be reviewed with the student upon completion. Evaluations will focus on the student's affective, psychomotor, and cognitive domains. Student evaluations are included in the course grade.

End of Term Evaluation

Students, clinical preceptors, and site supervisor/directors will complete an evaluation at the end of each clinical education term. Students will evaluate the sites and preceptors and the clinical preceptors/supervisors/directors will evaluate the student. The results of all evaluations will be shared with both parties. The purpose of the evaluation is to demonstrate student/site strengths and weaknesses and provide feedback on ways to improve or add to the clinical education experience. Results of the will be shared with program faculty and the program advisory committee.

The practice of appropriate documentation offers an overview of the student's progress and ability at various stages of the student's progress in the program.

APPENDIX A

REQUIRED COMPETENCIES

Required Respiratory Therapy Competencies

Didactic and Clinical

Patient Management

- Introduction
- Charting
- Assessment
 - Breath sounds
 - Heart Rate and Blood Pressure
 - Breathing Patterns
- Transporting and Moving
 - Proper lifting
 - Moving the patient in the bed
 - Moving the patient to a wheelchair or bedside chair
 - Transporting patient within the hospital
- Infection Control
 - Donning PPE
 - Handwashing
 - Sterile Glove Technique
 - Cleaning Equipment
 - Identify Isolation Precautions
- Pulse Oximeter Monitoring
 - Set up Continuous Pulse Oximeter
 - Recognize and Adjust Pleth
 - Set Appropriate Alarms
 - Identify and Adjust Locations

Respiratory Equipment

- Oxygen Supply Systems
 - Identification and Set up Medical Gas Tanks
 - Proper Transportation of Medical Gas
 - Shut off Valves
- Oxygen Administration
 - Identification of Oxygen Devices
 - Proper Set up of Oxygen Devices
- Respiratory Therapy Medication Administration
 - Identification and Set up Nebulizer Devices
 - MDI Administration
 - DPI Administration
 - Education of Medication Administration
 - Peak Flow Meter
- Lung Expansion Therapy
 - Incentive Spirometry
 - IPPB
 - EZ Pap
- Humidity and Aerosol Therapy
 - Bland Aerosol
 - Humidifiers and LVNs
 - HME
- Bronchial Hygiene Techniques
 - PEP
 - Flutter/Acapella
 - CPT
 - Chest Percussion
 - Postural Drainage
 - Vest Airway Clearance
 - Cough Assist
 - Metaneb

Airway Management

- Tracheostomy
 - Stoma Care
 - Changing Trach Devices
 - Weaning
 - Passive Muir Valve and Button Placement
 - Aerosol Trach Mask Oxygen Administration
 - Proper Set up and Identification of Trach Supplies
- Nasotracheal Suction & Nasopharyngeal Airways
 - Identify Proper Trumpet Size
 - Identify Proper Catheter Size
 - Set up Equipment and Pressures
 - Coach Patient
 - Nasotracheal Insertion
- Intubation (Endotracheal)
 - Identify all Intubation Equipment
 - Identify Proper ET Sizes per Patient
 - Explain and Set up Capnography
 - Identify and Secure Proper ET Placement (tape & device)
 - Identify Proper Cuff Pressures
 - Inserting Oropharyngeal Airway
- Suction
 - Proper Set up of Suction Equipment
 - Identification Proper Catheter Size
 - Identification Proper Suction Pressures
 - In Line Suction Procedure
 - Sterile Open Suction Procedure
 - Sputum Sample Collection
- Endotracheal Suction
 - Choose and Set up Proper Catheter Size
 - Set up Equipment and Pressures
 - Ensure no Leaks in Ventilator System
- Extubation
 - Procedure and monitoring

Pulmonary Function and Specialty Testing

- Spirometry
 - Perform Simple Spirometry
 - Perform MVV
 - Perform DLCO
 - Explain Procedure for Nitrogen Washout
 - Explain Procedure for Helium Dilution
 - Interpret Spirometry Results
 - Perform Bedside Spirometry
- Calibration
 - Perform Calibration of Body Box
 - Interpret Calibration Results
- Polysomnography
 - Explain Patient Set up
 - Interpret Results
 - Set up Proper Device
- Bronchoscopy
 - Identify Parts of Bronchoscope
 - Identify Proper Equipment for Bronchoscopy Procedure
 - Explain Side Effects and Proper Treatment

Critical Care Monitoring

- Cardiac Monitoring
 - Calculating Shunt Studies
 - Insertion and Identification Swan-Ganz Catheter
 - Arterial Line Monitoring
 - CVP & RAP Monitoring
 - EKG
- Critical Care Bloodwork
 - Arterial Line Sampling
 - Arterial Puncture
- Wave Forms
 - Identify CVP Waveforms
 - Hemodynamic Monitoring Set up
 - Troubleshooting Waveforms

Pulmonary Rehabilitation and Home Care

- Pulmonary Rehabilitation Testing
 - Six Minute Walk Test
 - Pulmonary Rehab Plan
- Home Care
 - Home Oxygen Set up
 - Oxygen Concentrators
 - CPAP Set up

Miscellaneous

- Chest X-ray Interpretation
 - ETT Placement
 - Recognition of Lung Disorders
 - Recognition of Pleural Disorders
 - Patient Positioning
- Resuscitation
 - CPR Procedure
 - ACLS/PALS

Neonatal and Pediatrics

- Resuscitation
 - Identification of Flow-inflating & Self-Inflating Bag
 - Proper Mask Sizing
 - Tests Equipment
- Airway
 - Intubation Set up
 - Proper ET Sizing
 - Surfactant Delivery
- Mechanical Ventilation
 - Interpretation & Initiation of Proper Modes
 - Non-Invasive Ventilation Set up
- Labor and Delivery
 - Resuscitation at Birth
 - Apgar Scores
 - CPAP vs Intubation
- Bloodwork
 - Capillary Sampling
 - Arterial Gas Interpretation
- Oxygen Therapy
 - FIO2 Levels and Sat Limits
 - Oxygen Devices

Mechanical Ventilation

- Calculations
 - Lung Compliance
 - Airway Resistance
 - Oxygen Content
 - Venous Content
 - Capillary Content
 - Oxygen Delivery
 - Alveolar Air Equation
 - Oxygen Consumption
- Initiation
 - SST/EST
 - Initiation Mechanical Ventilation
 - Initiation BiPAP/CPAP
 - Ventilator Check
- Wave Form Analysis
 - Interpretation Compliance
 - Interpretation Resistance
 - Interpretation Auto PEEP
- Modes
 - Implementation of Modes
 - Adjusting Modes
 - Weaning Modes
- Weaning
 - Implementing Breathing Trial
 - Terminal Weaning
- Lung Recruitment
 - Alveoli Recruitment Maneuver
- Troubleshooting
 - Leaks
 - Patient Synchrony
 - Circuit Change

Acknowledgement of Respiratory Therapy Student Handbook

South College Department of Respiratory Therapy

By signing below, I acknowledge I have received and thoroughly read the South College Respiratory Therapy Program Handbook. I understand the policies and regulations contained therein and the responsibilities to be undertaken. While I am a student in the program, the policies and procedures set forth herein may be changed from time to time as program officials determine appropriate. Addenda will be provided as changes are approved, and each student should add addenda to the handbook. I understand that failure to comply with the established policies may result in suspension or dismissal from the Respiratory Therapy Program.

Student Signature

Date

Print Name

Program Official Signature

Date

Print Name