



RESPIRATORY THERAPY PROGRAM

Sellersburg campus

Application Process for Fall 2018 cohort

We appreciate your interest in applying to the program, beginning in the 2018-2019 academic year. This packet includes all information and forms required for application. Make sure your application packet includes each of the following documents:

- **Student Handbook**
- **Program Application Procedures:** *This document describes important, significant changes in the application process effective this year, designed to make it easier for you to apply to the program.*
- **Fall 2018 cohort RESP Informed Consent Form**
- **Fall 2018 RESP Program Application Form**

To apply for the program, return ONLY the Fall 2018 RESP Program Application Form. Applications may be returned to the following locations:

- **Program Offices (R23)**
- **Electronically to program faculty**
- **Admissions Office**
- **Shared Support Services Office**
- **(After hours, applications may be returned to the receptionist desk, Pfau Hall. Students are encouraged to follow-up with program faculty to ensure receipt.)**

The other materials are for you to retain for future reference.

As outlined in the Student Handbook, you will need to attend a program information session (either before or after submitting your application) as a part of the application process. Dates are scheduled throughout the semester.

If you any additional questions, feel free to contact us, either by phone, e-mail, or scheduling an appointment using *Ivy Advising*. Your advisor and faculty mentor can also assist you in the application process.

Mark Kinkle, MHA, RRT/CPFT
Program Chair, Director
mkinkle@ivytech.edu
812-248-4295 (voice and secure fax)

Dena Shofner, RRT
Director of Clinical Education
dshofner@ivytech.edu
812-248-4289 (voice and secure fax)

**Ivy Tech Community College
Respiratory Therapy (RESP) Program**

Application Process (effective with application for Fall 2018 admission)

Students wishing to apply to the Ivy Tech Community College Respiratory Therapy Program must meet the following criteria:

- 1. Cumulative GPA of 2.0**
- 2. Have the following (4) Pre-requisites completed:**

**APYY 101
APHY 102
ENGL 111
MATH 123 (MATH 118 is still acceptable)**

Application Score is calculated by adding together the following two components:

- 1. Ivy Tech Community College student's cumulative GPA to the hundredth place**
- 2. Points for program prerequisite courses (maximum 80)**

A = 20 points; B = 15 points; C = 10 points; D = 5 points.

All points will be awarded based on averaging the students' grades for courses they have completed on initial or on multiple attempts (if this applies).

Example: You obtained a "C" grade in APHY 101 on your first attempt, but when you repeated APHY 101 course you received an A. Using the points above, a "C" grade is worth 10 points, an A grade is worth 20 points. Averaging the two course grades would be $10 + 20 = 30$ points/ $2 = 15$ point average. In the selection process the average of 15 would be used for total points just for APHY 101 course.

* Points awarded for CLEP or DANTES test-out credit = 10 points.

If two students have the same point value, then the following work experience or current certifications will add 1 point to their application score:

- Current EMT or Paramedic
- Current LPN or RN
- Current Military Medic

Deadline to apply to the Respiratory Therapy Programs

Application Deadline

Notification Deadline

May 15

June 15



RESPIRATORY THERAPY PROGRAM
SELLERSBURG
PROGRAM APPLICATION **Fall 2018**

DUE May 15, 2018 (Applications received after the due date will be considered based on available clinical placements.)

Name:		
Student ID Number: C		
Address:		
City:	State:	Zip Code:
Home Phone Number:		
Secondary Phone Number:		
Email Address:		

I hereby acknowledge and confirm that I have received and reviewed the following:

_____ (student initial) **Student Handbook for the Respiratory Therapy Program**

_____ (student initial) **Informed Consent for the Sellersburg Respiratory Therapy Program**

and I am making application to the program to begin **Fall Semester 2018**.

I also understand and acknowledge the following:

_____ (student initial) Students are accepted into the program based on the criteria outlined in the handbook.

_____ (student initial) Students must attend a program information session to be considered for admission.

Signature

Date



**Ivy Tech Community College of Indiana-Sellersburg
Respiratory Therapy Program
Fall 2018 cohort INFORMED CONSENT**

Students accepted into the Respiratory Therapy program must acknowledge and accept the following:

1. **Students are required to participate in rotations at clinical affiliate sites that may be a considerable distance (sometimes exceeding a one-hour drive) from the Sellersburg campus.
 - Schedules and assigned placements are determined by program faculty.
 - Students are responsible for providing their own transportation to these sites.
 - Attendance and professional behavior are mandatory.
 - Students must purchase the clinical uniform and equipment (white tennis shoes, name tag, Hunter Green Scrubs, White Lab Jacket, and stethoscope) at their expense to participate in clinicals. (Many items are available for purchase in the campus bookstore, and any Financial Aid award funds may be applied to the purchase.)
 - Students must complete criminal background checks and drug screenings as outlined in the handbook at their expense. While a conviction of a felony does not affect a student's ability to be accepted into the program, it may prohibit them from the following: being accepted for placement at rotations at clinical affiliate sites (hospitals and other healthcare facilities), meeting requirements for degree completion and graduation, and meeting application requirements for professional licensure.
 - Students must have access to their personal health history in order to complete the required health forms prior to beginning clinical rotations. Students may be required to have additional immunizations or blood titers at their expense.

2. **Students must comply with requirements outlined in the college-wide *Code of Student Rights and Responsibilities* (<https://www.ivytech.edu/studentcode/>), *Academic Support and Operations Manual –ASOM* (<https://www.ivytech.edu/policies/>) and any specific Respiratory Therapy (RESP) program requirements including the following:

- completing a health provider CPR course/maintain certification at their expense while enrolled in the program
- abiding with HIPAA requirements
- regularly attending all classroom, laboratory, and clinical sessions
- completing service learning activities
- successfully completing specific testing requirements (TMC and CSE SAEs, CAAP)
- meeting Essential Function Requirements (with or without reasonable accommodation)
- (Recommended but not required) maintaining student membership in the AARC (at their expense)

3 **Professional licensure is required following graduation in many states, including Indiana and Kentucky.

- Certain felony convictions may impact licensure eligibility. Students should contact the Indiana Professional Licensing Agency (IPLA), 1-800-457-8283, or the Kentucky Board for Respiratory Care (KBRC), (859) 246 – 2747 with specific questions.

4 ** The College and the Program cannot guarantee students will successfully complete program requirements or NBRC credentialing examinations, following graduation, to be provided a license to practice or obtain employment.

RESPIRATORY THERAPY
Program Overview & Application Process
2017 - 2018



Sellersburg

Program Director/Chair

Mark Kinkle, MHA, RRT/CPFT
812-248-4295 (voice and secure fax)
mkinkle@ivytech.edu

Director of Clinical Education

Dena Shofner, RRT
812-248-4289 (voice and secure fax)
dshofner@ivytech.edu

NON-DISCRIMINATION AND EQUAL OPPORTUNITY POLICY

Ivy Tech Community College of Indiana provides open admission, degree credit programs, courses and community service offerings, and student support services for all persons regardless of race, color, creed, national origin, religion, gender, sexual orientation, physical or mental disability, age or veteran status. The College also provides opportunities to students on the same non-discriminatory basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or the Vice Chancellor of Student Affairs. Ivy Tech Community College of Indiana is an accredited, equal opportunity/affirmative action institution.

BOOKLET DISCLAIMER

This booklet is intended to supply accurate information to the reader. The College reserves the right to change the Program and course requirements; however, every effort will be made to inform students of any program changes. This handout and its provisions are not in any way a contract between an applicant and the College.

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I. RESPIRATORY THERAPY PROGRAM

A. PROFESSION OVERVIEW

According to the Bureau of Labor and Statistics the need for respiratory therapists is growing faster than the average for all job growths. It is considered to grow much faster than average with a projected growth of 12% by the year 2024. The salary of a respiratory therapist is \$58,670. (<https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>)

The reason for the increase is due to advancement in technology, growing health care access, aging population (baby boomers), and an aging respiratory therapy work force. There are also new treatment advances for heart attack patients, accident victims, premature babies, and AIDS patients which increase the demand for respiratory therapists. According to the Bureau of Labor and Statistics, growth in demand will also result from the expanding role of respiratory therapists in case management, disease prevention, emergency care and early detection of pulmonary disorders.

The career opportunities for the entry level and advanced level program graduates include staff technician or therapist, shift supervisors and clinical instructors in the hospital health care setting. Other career opportunities exist in extended care facilities, home care companies, physician's office, rehabilitation centers, equipment sales, land/air transports, emergency rooms, adult intensive care units, pediatric intensive care units and intensive units for premature babies. Respiratory therapists will find employment in Chronic Disease management, conscious sedation etc...

While working in some of these areas, respiratory care practitioners provide treatment, management and care of patients with breathing deficiencies and abnormalities. Duties include oxygen therapy, aerosol therapy, chest physical therapy, diagnostic testing and application of mechanical ventilation. In addition, depending on campus accepted practices, therapists perform patient assessments and may implement basic respiratory care protocols in caring for these patients. Therapists are also active in assisting the physician by utilizing weaning protocols when caring for a patient on mechanical ventilation in the critical care and subacute areas.

An important quality of a respiratory therapy practitioner is compassion in order to provide emotional support to patients. They also need to be detail oriented to ensure patients are receiving proper care. Respiratory practitioners also need to have interpersonal skills to interact with patients and other members of the health care team. They also need to have patience, problem-solving skills and be strong in the areas of mathematics and science.

Graduates of the program must complete the Therapist Multiple Choice exam (TMC). Graduates who take the TMC exam and score between the lower passing cut score and the higher cut score will be awarded the Certified Respiratory Therapist (CRT) credential. Graduates who successfully complete the TMC exam at or above the higher cut score will be eligible to take the clinical simulation exam, and upon successful completion of the simulation exam will be awarded the Registered Respiratory Therapist (RRT) credential.

B. INTRODUCTION and ACCREDITATION

Welcome to Ivy Tech Community College of Indiana. Ivy Tech is a statewide college system, with multiple instruction sites and the largest state-supported college in Indiana. Ivy Tech Community College maintains accreditation by the Higher Learning Commission. The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), visit the CoARC website at www.coarc.com for more information about accreditation. Please see information below which includes how to contact the appropriate accrediting agency:

The Respiratory Therapy Program, of Ivy Tech Community College is accredited by the:

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, TX 76021-4244
(817) 283-2835
(817) 354-8519 (fax)
www.coarc.com

Ivy Tech Community College is accredited by:

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, Illinois 60604-1411
<http://www.hlcommission.org>
Phone: 800-621-7440 / 312-263-0456
Fax: 312-263-7462

The purpose of this application booklet is to describe the Respiratory Therapy Program (RESP) at Ivy Tech, and the procedures for applying to the program. We encourage you to read this booklet thoroughly, and to contact the School of Health Sciences office at your local campus if you need additional information.

It is important to note that acceptance to the program is separate from admission to the College as a degree-seeking student. Students may be accepted to the College, and take Academic Skills Advancement courses, General Education courses, or other courses which do not require clinical sequence acceptance. However, students must apply to the Respiratory Therapy Program to be considered for clinical sequencing. Please see the application procedure found within this handbook.

C. FACULTY RESPONSIBILITY

An effective faculty-student partnership is an essential component to achieving student academic success. As is true in any partnership, both parties are expected to contribute. Faculty bring knowledge and expertise to the partnership. Their responsibilities are to create an environment conducive to learning and to promote opportunities for student learning, while respecting the diversity of the student body. Faculty have a professional responsibility to plan and deliver quality instruction as defined by course objectives and to clearly outline expectations. The program must ensure that course content, learning experiences (didactic, laboratory, and clinical), and access to learning materials are equivalent for each student regardless of where that experience was acquired, (CoARC 4.09). This includes, but is not limited to:

- Ensuring all activities associated with the program must be non-discriminatory and in accord with federal and state statutes, rules and regulations, (CoARC 5.04);
- Ensuring the health, privacy, and safety of patients, students, and faculty associated with the educational activities and learning environment of the students must be adequately safeguarded, (CoARC 5.08);
- Evaluating student work in a fair, objective, timely manner;
- Respecting opinions without demeaning the student;
- Giving help and clarification when needed;
- Being accessible and approachable to students (i.e. maintain posted office hours and arranged appointments);
- Having a positive, caring attitude toward teaching and learning;
- Presenting facts and skills in an organized manner that respects various learning styles;
- Assures appropriate supervision for students in all locations where instruction occurs;
- Ensure learning experiences and access to learning materials are substantially equivalent for each student regardless of location;
- Ensure guidance is available to assist students in understanding and abiding by program policies and practices;
- Ensure that students have timely access to faculty for assistance and counseling regarding their academic concerns and problems.

D. PROGRAM HISTORY

The program was developed at various Ivy Tech campuses in response to the rising need for trained respiratory care professionals. Since as early as 1970, Ivy Tech Community College Respiratory Therapy Program has provided thousands of qualified respiratory care practitioners throughout the United States with the majority of them residing right here in Indiana.

Ivy Tech Community College's Respiratory Therapy Program has undergone significant changes during the subsequent years in order to remain current with new advances and technologies that are needed to provide high quality health care to the communities of interest. In 1994, all campuses which were offering Respiratory Care at that time mandated the students would have to achieve an Associate's degree in Respiratory Care in order to meet graduation requirements. In 2000, the College no longer offered the Respiratory Care

Technical Certificate program and continued only with the Associate's degree program. In 2016, the program's name was changed to Respiratory Therapy.

Resources provided by the College and cooperating community hospitals are utilized in the Respiratory Therapy Program. The qualified student is provided with educational opportunities in a College environment, and shares the intellectual and social responsibilities, privileges, and experiences with college students in other disciplines. The cooperating community hospitals offer clinical experiences for our students and several of the hospitals may also provide equipment.

Within this framework, the program faculty assumes responsibility for planning, supervising, and evaluating selected learning experiences both in the classroom and clinical setting. These experiences are developed to meet established objectives set forth by Ivy Tech Community College, The Commission on Accreditation for Respiratory Care and the National Board for Respiratory Care in order for graduates to meet the eligibility requirements to take their national board exams.

The program faculty believes respiratory therapy is a health service, shared with other health disciplines, which has a basic responsibility for promoting health and conserving life. As a member of the multidisciplinary, patient-oriented team, the respiratory care practitioner will utilize basic knowledge and skills to contribute to patient care as indicated by his needs.

If a student is applying to more than one Ivy Tech Respiratory Therapy Program, he/she must attend that campus' information session. Contact information for each program is listed below.

Campus & Program Chair	Contact Information	CoARC Number
Bloomington Campus Jennifer Purdue; MA, RRT-NPS-ACCS, RN, AE-C, CCT, CLNC	1-812-330-6334 jpurdue3@ivytech.edu	200534
Lake County Campus Susan Layhew; MA, RRT	1-219-981-1111, ext 2407 slayhew@ivytech.edu	200464
Ivy Tech Eastern Indiana Respiratory Care Educational Consortium. Darlisha Averitte; MBA, RRT, RCP	1-765-599-2613, ext 4015 daverittel@ivytech.edu	200569
Elkhart (South Bend) County Campus Susan Pearson; MPA, RRT-NPS	1-574-830-0375, ext 6375 spearson12@ivytech.edu	200540
Fort Wayne Campus Jennifer Brink; BS, RRT, RPFT	1-260-480-4270 jbrink@ivytech.edu	200314
Indianapolis Campus Charity Bowling; MA, RRT	317-921-4211 cbowling17@ivytech.edu	200352
Lafayette Campus Peggy James; MBA, RRT-CPFT	1-765-269-5207 pjames@ivytech.edu	200418
Sellersburg Campus Mark Kinkle; MHA, RRT-CPFT	1-812-246-3301, ext 4295 mkinkle@ivytech.edu	200501
Terre Haute Campus Brooke Truxal; BS, RRT	1-812-298-2370 btruxal@ivytech.edu	200502

E. DESCRIPTION OF THE PROFESSION

Respiratory therapists, as members of the health care team, work to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders in a wide variety of clinical settings.

Respiratory therapists must behave in a manner consistent with the standards and ethics of all health care professionals. In addition to performing respiratory care procedures, respiratory therapists are involved in clinical decision-making (such as patient evaluation, treatment selection, and assessment of treatment efficacy) and patient education. The scope of practice for respiratory therapy includes, but is not limited to:

- obtaining and evaluating clinical data
- assessing the cardiopulmonary status of patients and making recommendations to physicians in caring for these patients
- performing and assisting in the performance of prescribed diagnostic studies, such as drawing blood samples, performing blood gas analysis, electrocardiograms, exhaled gas analysis and pulmonary function testing
- utilizing data to assess the appropriateness of prescribed respiratory care
- establishing therapeutic goals for patients with cardiopulmonary disease
- develop, administer and re-evaluate the care plan for chronic disease management
- initiating ordered respiratory care, evaluating and monitoring patients' responses to such care, modifying the prescribed respiratory therapy and cardiopulmonary procedures, and life support endeavors to achieve desired therapeutic objectives initiating and conducting prescribed pulmonary rehabilitation providing patient, family, and community education-
- promoting cardiopulmonary wellness, disease prevention, and disease management by explaining the etiology, anatomy, pathophysiology, diagnosis and treatment of cardiopulmonary diseases
- Emergency and Critical Care areas need to perform BLS, ACLS and be a member on a rapid response team. Additionally participates in mass casualty staffing. Applies invasive and noninvasive mechanical ventilation while utilizing all current ventilation modes available. Able to interpret ventilator and hemodynamic data.
- promoting evidence-based machine; research/ and clinical practice guidelines and manage respiratory care plans in the acute care setting using evidence based medicine, protocols and clinical practice guidelines

F. PROGRAM GOALS AND PURPOSES

The goal of the Respiratory Therapy Program is “To prepare graduates 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).” Ivy Tech Community College is able to meet these goals by offering the Respiratory Therapy Program as a first-professional degree program and providing the knowledge and clinical skills necessary to function as a registry-eligible respiratory therapist.

Graduates of the Respiratory Therapy Program can fulfill the following:

1. Recognize, adapt to and assist in fulfilling the changing health requirements of the community.
2. Develop capabilities and potentials to function as a contributing member of the health care team and society.
3. Appreciate the inherent worth of human life and the role that the respiratory care practitioner plays.
4. Establish effective relationships with respiratory care colleagues, patients and their families along with other health care disciplines.
5. "Aid the supervising physician or osteopath in the treatment, management, diagnostic testing, control and care of patients with deficiencies and abnormalities associated with the cardiopulmonary system," as defined in the state of Indiana licensure laws.

G. TECHNICAL and CLINICAL FACILITIES

The facilities and resources of Ivy Tech Community College are available to all respiratory therapy students. Students may use any Ivy Tech Community College library, open computer lab, Learning Resource Center, Student Services and other academic services. All courses are taught by faculty with advanced degrees in the appropriate fields of study.

Clinical experience is an integral part of the educational experience for all respiratory therapy students. In clinical, you are there for the educational experience, and will not be considered as part of the hospital staff. When attending clinicals, students will be dressed in appropriate uniform and wear a clinical ID badge. The RT programs have affiliation agreements with their local hospitals, clinics etc., to provide student-learning experiences. Please see your local Respiratory Therapy Program for more specific details on what clinical sites are used at that specific campus.

While at the various clinical sites, students must be appropriately supervised at all times during their clinical education coursework and experiences. Students must not be used to substitute for clinical, instructional, or administrative staff. Students shall not receive any form of remuneration in exchange for work they perform during programmatic clinical coursework.

Professional liability insurance coverage is provided to all students enrolled in clinical/externship courses with the Respiratory Therapy Program as part of their paid tuition. This insurance only extends to clinical/externships while the student is onsite for a specific clinical training experience. Each student may obtain additional individual liability insurance.

H. WORKING AS A STUDENT

Students currently enrolled in the Respiratory Therapy Program find it difficult to work full-

time while going to school, even though they may be a part-time student. Frequently Respiratory Therapy students will state that they are spending approximately 12 – 16 hours a week studying in order to be successful in the program.

After the student completes RESP 104 (Concepts in Adult Critical Care) and RESP 108 (Clinical Applications in Advanced Assessment and Care of a Cardiopulmonary Patient) they may apply to work in the Respiratory Care field as a student. Faculty will review your application along with your academic standing within the program and faculty reserve the right to either accept or decline your application for a student permit.

In order to apply to work in the Respiratory Therapy field, the following must be completed:

- “C” Grades in RESP 104, and RESP 108 if you intend to apply to work in the following semester.
- Go to <http://www.in.gov/pla/2625.htm> and print off student permit application
- Part I needs to be completed by the student and mailed to the Indiana Professional Licensing Agency.
- In Part I the student will be expected to answer questions regarding being convicted of or pled guilty to a violation of any Federal, State or local laws relating to the use, manufacturing, distributing or dispensing of controlled substances or drug addiction. Student will also report any offense, misdemeanor or felony in any state (except for minor traffic laws resulting in fines).
- Part II needs to be taken to the hospital, completed by the Respiratory Care Department Director and he or she will mail it to the Indiana Professional Licensing Agency.
- Part III needs to be completed by the Program Chair and Director of Clinical Education. Faculty will mail the completed form to the Indiana Professional Licensing Agency
- Any student who holds a student permit may only perform respiratory care procedures that have been documented as part of a course.
- All “employee work” hours must be done outside of your scheduled lab, lecture and clinical hours. You will not be allowed to have “work hours” in the Emergency Room, any Critical Care Units nor the infant or Pediatric Care areas. As a hospital employee, you cannot do any invasive procedure.
- Students shall not complete any clinical coursework while in “employee work” hours.
- Student permits expire when a permit holder ceases to be in good standing within a respiratory therapy program and/or 60 days after graduating from a respiratory therapy program. It will also expire if the student fails the Therapist Multiple Choice exam.
- Graduates will need to apply for a temporary permit and then notify the IPLA of their board exam results so a permanent license can be given.

II. APPLICATION PROCEDURES

A. APPLICATION TO THE COLLEGE

- STEP 1: Complete the Admissions Application and return it to the Office of Admissions.
- STEP 2: If a student has previously attended an accredited college(s), obtain additional transcript request forms from the Office of Admissions. The student will need to complete and mail the forms, with any applicable fees, to the college(s) that was previously attended.
- STEP 3: The student will complete the College's admission process which may include Accuplacer testing, a required student orientation and an initial advising session for course placement.
- STEP 4: Make an appointment with your local campus' Respiratory Therapy Program Chair and/or attend a program information session. If you are currently eligible interested in the Respiratory Therapy Program, you will be coded as HLCR, which will enable you to pursue appropriate courses as a degree-seeking student.

Apply on-line at www.ivytech.edu/apply-now/ and complete all the required steps to become an Ivy Tech Student. Call your local campus for further information.

B. APPLICATION TO THE RESPIRATORY THERAPY PROGRAM

STEP 1: Admission to Ivy Tech Community College

- Contact the Admissions Department for College admission requirements.
- Make an appointment with an academic advisor to schedule the required courses.

STEP 2: Admission to the Respiratory Therapy Program

- Attend a required program information session and/or meet with a program advisor; *contact an academic/program advisor or the School of Health Sciences office for campus-specific advising requirements.*
- **The following prerequisites must be completed prior to enrollment into the technical/professional component of the Respiratory Therapy program.**
Program course prerequisites:
 - APHY 101
 - APHY 102
 - MATH 123 or Higher (will also accept MATH 118)
 - ENGL 111
- **Program Application:** Submit a program application on or before the established deadline.
 - Contact an academic/program advisor for campus-specific information about application requirements. This may include an applicant information sheet, unofficial transcripts from all colleges
 - Deadline for submitting application materials:
 - Fall admission: May 15th
 - Preference is given to program applications submitted by the stated deadline; but if necessary, the deadline may be extended to fill class seats.

- **Selection Policy:** When the program receives more qualified applicants than the number of seats available, a point system is utilized to determine admission to the program.
 - Total points determine the rank of applicants. Subsequently, seats are offered to the highest rank on down until all seats are filled, the number of which are based on clinical site availability.
 - Students meeting the stated application deadline are ranked utilizing this point system at the end of spring semester.
 - Acceptance letters are mailed no later than June 15th

Points for program prerequisite courses (maximum 80)

A = 20 points; B = 15 points; C = 10 points; D = 5 points.

All points will be awarded based on averaging the students' grades for courses they have completed on initial or on multiple attempts (if this applies).

Example: You obtained a "C" grade in APHY 101 on your first attempt, but when you repeated APHY 101 course you received an A. Using the points above, a "C" grade is worth 10 points, an A grade is worth 20 points. Averaging the two course grades would be $10 + 20 = 30$ points/ $2 = 15$ point average. In the selection process the average of 15 would be used for total points just for APHY 101 course.

* Points awarded for CLEP or DANTES test-out credit = 10 points.

APHY 101

APHY 102

MATH 123 or Higher (will also accept MATH 118)

ENGL 111

- For fall admission, courses must be completed by the end of the previous spring semester to count in the point system
- **Cumulative GPA from Ivy Tech will be added to your points achieved in the required prerequisite courses.** Cumulative GPA will be taken to two decimals. No GPA's will be added in for students transferring all credits from another institution
- **Tie Breaker-1 point for each work experience certification with current license:** LPN / RN; Military Medics; EMT / Paramedic
- Other required general education courses that may be taken before or after acceptance to the program are as follows:
 - CHEM 101 or 111
 - BIOL 211 or 201
 - COMM 101 or COMM 102
 - PSYC 101 or SOCI 111

C. RE-APPLICATION PROCESS

Application materials such as Accuplacer scores are valid for two years.

If the applicant is interested in being considered for admission the following year, the applicant must attend another information session or meet with program faculty (depending on campus) to familiarize themselves with any changes that have occurred in the admission process. The applicant must meet all current admission requirements and application deadlines. After a non-Respiratory student is inactive for two years, all inactive files in the School of Health Sciences Office are destroyed. Students must also reapply to the college if they have not attended courses in the previous two years.

D. TRANSFER STUDENTS

Students transferring from another campus or school must meet with the Advising Office and provide official, notarized transcripts. The Advising Office will process transcript evaluation requests for all general education courses the student is asking to have transferred on a course by course basis, provided the student has earned a grade which can transfer in those particular courses. The Advising Office will send the transcript evaluation requests to the Respiratory Therapy Program Director. Transfer students can only be admitted on a space available basis as per the Commission on Accreditation for Respiratory Care's policy and procedures.

Once a Respiratory Therapy student is enrolled in a program, they must remain at that campus. Due to accreditation requirements, you may not be able to transfer from one campus to another. Exceptions may be made to extenuating circumstances, however this would be rare.

If documentation has been received supporting the extenuating circumstances, the student will be expected to allow faculty from both campuses to communicate with one another about the student. The purpose of this communication will ensure the receiving campus can meet the transfer student's needs in an effort to achieve student success and provide a seamless process.

If the Respiratory Therapy student is not in good academic standing (failed a RESP course) or they have sat out a semester, and wish to transfer to a new campus, they must follow the College's progression ASOM policy (**ASOM 4.19**; access online at www.ivytech.edu/policies).

E. ADVANCED STANDING

Requests for advanced standing must be made by the applicant to the Respiratory Therapy Program Chair. Applicants must provide documentation showing that they possess the skills required within the advanced standing.

For example: if a student has been granted the CRT credential from the NBRC in the past 2 years, they are eligible to register for advanced level classes. If an applicant has not taken

and passed the CRT exam within the previous two years, they can retake and pass the CRT SAE exam. However, advanced standing in the clinical area requires documentation of skills. This documentation may include a letter from their hospital director describing the applicant's clinical experience.

F. CREDIT FOR PRIOR LEARNING OR WORK EXPERIENCE

Ivy Tech Community College has a process for evaluating prior learning or work experience. Please contact your Respiratory Therapy academic advisors at your local campus for more information on this process.

G. PROGRESSION

Program faculty need to ensure the student can demonstrate retained competency and knowledge of previously completed course work to maintain the safety of patients/clients of clinical affiliate organizations, and to promote student retention and completion by using the following:

1. A student not successfully completing a required programmatic course (dropping or receiving a final grade of "W", "FW", "F", or "D" where required by program accreditation), must attempt to re-enroll in the non-completed course(s) the next academic term in which it is offered if there is an available opening, provided the student satisfies the standards of progress as outlined in **ASOM 4.19**.
2. Students not successfully completing a required programmatic course may remain in the program with a two-step admission process, and may enroll in additional required programmatic courses in successive academic terms for which they have satisfactorily completed the pre-requisite, provided they satisfy the standards of progress as outlined in **ASOM4.19**.
3. Should there be any term of non-enrollment in the required course due to course availability the student will be required to demonstrate retained competency in the course objectives of any required pre-requisite programmatic course(s) as described below before re-enrolling in the course.
 - Demonstrated retained competency is typically satisfied by obtaining a repeat passing score on final exams, comprehensive laboratory exams, and clinical check-offs. Students unable to demonstrate retained competency of any required pre-requisite courses will be required to satisfy the requirements of an individually developed remediation plan as a condition of re-enrollment in the non-completed course.
 - Prior to the term the student desires to re-enroll in the course, the student must contact the program chair/designee in writing requesting re-enrollment for the following term. Requests will be considered based on available cohort space.
 - Sufficient time must exist between the receipt of the request and the start of the following term for the student to complete required retained competency demonstration as described above.

Stop-outs

In any term the student is not enrolled in any required programmatic courses, the student is considered a “stop-out”, and should they wish to re-enroll in programmatic courses will be required to later request re-enrollment (within any maximum timeframe for completion guidelines as required by accrediting agencies) in the program with a two-step admission process as outlined above.

H. HEALTH FORM, DRUG TESTING AND CRIMINAL BACKGROUND CHECKS (ASOM 4.14)

All respiratory therapy applicants must have a health exam completed prior to entering clinicals. During the exam, students will be expected to have all of their immunizations (including flu shots) updated in addition to being tested for tuberculosis and Hepatitis C (campus determined). If students have a positive tuberculosis skin test, they will be expected to follow the advice of their physician. Any student who does not complete the health forms or refuses to follow the advice of the physician will be withdrawn from the clinical rotations, jeopardizing graduation from the program. Tuberculosis testing and flu shots must also be completed annually.

In addition to the completed health exam, all respiratory therapy students must participate in drug testing on a yearly basis in order to participate in clinicals. **You will be required to be tested for the following drugs: Amphetamines, Barbiturates, Cocaine (as Cocaine Metabolites) Benzodiazepines, Cannabinoids, Methadone, Methaqualone (Quaalude), Opiates, Phencyclidine (PCP), Propoxyphene (Darvon).** Results of this testing could impact your ability to participate in clinical activities and obtaining a state license.

Furthermore, all respiratory therapy students are required to have annual criminal background checks. Any conviction or criminal charges filed against you prior to or during your enrollment in the respiratory therapy program may result in a failure to be approved for required clinical placement assignments and may result in your inability to progress through your respiratory therapy program. Convictions and criminal charges are reported to the clinical sites which may or may not allow you to attend clinicals in their facility depending on the issue in question. The required clinical placements are necessary in order to complete the respiratory therapy program. A positive criminal background check may negatively affect your ability to obtain a state license to practice Respiratory Therapy.

Finally our clinical affiliate institutions may require that students also meet additional requirements before participating in patient care or observation of patient care. Program faculty will keep you advised should there be additional clinical requirements.

I. ESSENTIAL FUNCTIONS FORM

The following statements are provided to give the potential RCP applicant a description of the type of physical/technical abilities necessary to complete the program or work in the typical hospital or clinical setting. These abilities are not measured as a requirement for program admission. However, the applicant is encouraged to consider the physical requirements of the program, and to make an appointment with the program chair to discuss concerns or requests for accommodation for his/her disability. Students with documented needs for accommodations are to meet with the campus Disabilities Support Service

Representative. The Respiratory Therapy Program requires agility and strength sufficient to move from room to room, lift and position patients, maneuver in small places, and perform clinical services. Students must possess gross and fine motor abilities as well as auditory, visual, and tactile acuity, which are required to assess health status and perform effective patient care. See the chart on the next page for specific physical requirements by the Respiratory Therapy program.

ESSENTIAL FUNCTIONS FORM

Function	Skill(s) Tied to
<p>1. Gross Motor Ability:</p> <ul style="list-style-type: none"> • Move within confined spaces • Sit and stand to maintain balance • Reach above shoulders and below waist 	<p>Reach for equipment in overhead cabinets or shelves. Function in a patient care environment (which could include a patient's room, ambulance or other patient care areas) to perform procedures on the patient. Adjust equipment settings, and/or equipment displays. Sit to record findings. Plug in and change equipment settings above head and below waist.</p>
<p>2. Fine Motor Ability:</p> <ul style="list-style-type: none"> • Pick up large and small objects with hands • Grasp/pinch/squeeze small objects with hands or fingers • Write clearly and neatly with pen or pencil • Use a computer • Twist or turn knobs with hands • Must have adequate manual dexterity as to be capable of maintaining sterility • Use both hands simultaneously 	<p>Lift medication vials, to read. Squeeze medication vials to empty. Squeeze closed suction catheter button. Grasp, and hold small instruments such as volume measuring devices, syringes. Write or type in patient chart. Record patient data in record. Change settings on equipment by turning knob. Simultaneously use hands, one hand to palpate the pulse, the second hand to hold syringe while drawing an arterial blood gas or performing CPR.</p>
<p>3. Physical Endurance:</p> <ul style="list-style-type: none"> • Stand for prolonged periods of time • Sustain repetitive movements (example: chest compressions in CPR) • Maintain physical tolerance (continue tasks throughout a shift) • Maintain work pace appropriate for the given assignment. • Walk for extended periods of time • Walk quickly 	<p>Stand and perform repetitive procedure(s) on patients such as Chest Physical Therapy and CPR. Repeat procedures throughout a shift, which could be 12-hours. Walk quickly to respond to emergencies or assist in critically ill patient transports.</p>
<p>4. Physical Strength:</p> <ul style="list-style-type: none"> • <i>Lift</i> - up to 65 lbs • Push or pull large wheeled equipment • Carry equipment/supplies • Squeeze equipment with hands • Use upper body strength 	<p>Assist in moving patients using proper body mechanics or mechanical lift devices. Re-position patient in bed. Carry equipment such as monitors, transport ventilators or other equipment. Push ventilator or other heavy equipment from respiratory care department to patient room. Lift equipment from bed height above chest level. Able to squeeze manual resuscitation bag, fire extinguisher etc.</p>
<p>5. Body Mobility:</p> <ul style="list-style-type: none"> • Twist, bend, stoop, kneel and squat • Move or walk quickly • Climb ladders/stools/stairs 	<p>Turn to change settings on equipment while standing at patient bedside. Bend to change equipment settings on floor, at knee level, waist level, chest level, eye level, above head. Gather equipment and walk quickly. Make rapid adjustments if needed to ensure patient safety.</p>

Function	Skill(s) Tied to
	Make way to patient room using stairs if an emergency is called.
<p>6. Hearing:</p> <ul style="list-style-type: none"> • Hear normal speaking level sounds • Hear faint voices • Hear faint body sounds • Hear auditory alarms • Hear telephones • Hear sounds with stethoscope 	Listen to patient breath sounds to determine if patient is breathing. Listen to heart sounds to determine if heart is beating. Determine the intensity and quality of patient breath sounds in order to help determine a diagnosis. Hear audible alarms such as a ventilator alarm. Hear overhead pages to call for emergency assistance.
<p>7. Visual</p> <ul style="list-style-type: none"> • See clear details and features on patients and medical devices. • Visual correction aids (such as glasses or contacts) must allow caregiver freedom to use of both hands simultaneously. • Has ability to discern patient and medical devices within the patient care setting • Use peripheral vision • Distinguish color and color intensity • See visual alarms and emergency lights 	Visually assess patient's color to determine oxygenation status or facial expressions to determine mood. Visually assesses patient's work of breathing. Decipher EKG strips and medication vials that have clear labeling on a clear container. Read patient identification bands. Ability to visualize settings, alarms and results on a variety of patient care equipment. Be able to read small increment markings on equipment control dials. While drawing blood, visualize the tip of the needle and flash of blood into the syringe without the use of a hand held magnifying device.
<p>8. Tactile:</p> <ul style="list-style-type: none"> • Feel vibrations • Detect patient temperature and environmental temperature • Feel the difference in surface characteristics • Feel the differences in sizes, shapes 	Assess patient by feeling for pulse, temperature, tactile fremitus, edema, subcutaneous emphysema, sizes and shapes of arteries and veins.
<p>9. Smell:</p> <ul style="list-style-type: none"> • Detect odors from patient • Detect smoke, gas or noxious smells 	Assess for noxious odors originating from the patient due to infection or environmental problems (example gas leak or smoke).
<p>10. Reading:</p> <ul style="list-style-type: none"> • Read and interpret physicians' orders • Read and understand written documents in English • Read very fine or small print 	Read and interpret physician orders, as well as physician, therapist and nursing notes. Read from a computer monitor screen. Accurately gather data in a reasonable amount of time, to ensure safe and effective patient care relative to other care givers.
<p>11. Math Skills:</p> <ul style="list-style-type: none"> • Read and understand columns of writing, digital displays and graphic printouts • Convert numbers between units of measure • Tell time and measure time • Count rates • Able to perform basic math functions: add, subtract, multiply, divide, solving for unknown using with and without a calculator • Compute fractions 	Read and interpret patient graphics charts, flow sheets and graphic displays. Perform basic math functions in order to calculate minute ventilation, convert temperature, correctly place graduated tubing, as well as other functions. Ability to convert 12 hour clock to 24 hour clock (military time). Be able to calculate heart rate and respiratory rate from 15 seconds to one minute.
<p>12. Emotional Stability:</p> <ul style="list-style-type: none"> • Maintain appropriate professional boundaries • Provide patient with appropriate emotional support • Adapt to changing environmental/stress 	Provide for safe patient care despite a rapidly changing and intensely emotional environment. Perform multiple tasks concurrently, such as the delivery of medication or oxygen in one room while performing an arterial blood gas in another as may occur in an emergency room environment. Maintain

Function	Skill(s) Tied to
<ul style="list-style-type: none"> • Deal and cope with the unexpected • Focus attention on task despite distractions • Function safely, effectively and calmly in a stressful, fast-paced, dynamic work environment • Maintain composure and concentration while managing multiple tasks simultaneously 	<p>enough composure to provide for safe and effective patient care despite situations such as crisis or grief.</p>
<p>13. Critical Thinking Skills:</p> <ul style="list-style-type: none"> • Transfer/extrapolate knowledge from one situation to another • Process information • Evaluate outcomes • Rapidly process, synthesize, problem solve and prioritize tasks • Use long and short term memory • Identify cause-effect relationships • Plan/control (delegate) activities for others • Synthesize knowledge and skills • Sequence information • Prioritize and perform multiple responsibilities concurrently 	<p>Interpretation: Quickly and accurately interpret problems, as well as objective and subjective data, from common information as it relates to the care of the patient.</p> <p>Analysis: Quickly examine ideas/arguments in problems, process objective and subjective data, and develop action plans in the care of patients.</p> <p>Evaluate: Quickly determine causes of equipment malfunction or alarms and rectify the situation. Additionally, evaluate different sources of diagnostic information to help arrive at a patient diagnosis and prioritize care.</p> <p>Problem solving skills: to calibrate, operate, and troubleshoot complex technology such as mechanical ventilators and other life-support equipment</p> <p>Patient management decisions: use RT protocols such as evidence-based ventilator weaning. Emergency Response: Fast and automatic (example immediately provides manual ventilation to a patient who inadvertently is extubated).</p>
<p>14. Interpersonal Skills:</p> <ul style="list-style-type: none"> • Negotiate interpersonal conflict appropriately • Respect differences in patients and co-workers • Establish rapport with patients and co-workers • Practice social behaviors that are appropriate to interpersonal situations • Work effectively with physicians, staff, patients and patients' families • Practice personal hygiene consistent with close contact during direct patient care • Show appropriate compassion through communications. 	<p>Communicate effectively with disagreeable patients, family, doctors, nurses and other staff in order to attempt to meet therapeutic goals for the patient.</p> <p>Recognizes and respects cultural, socioeconomic, learning and behavioral differences in patients, as well as differences due to patient age.</p> <p>Presents oneself in a professional manner in order to provide direct patient care.</p>
<p>15. Use of Technology</p> <ul style="list-style-type: none"> • Use technology, including electronic medical records, mechanical ventilators and online resources 	<p>Operates highly technical equipment such as ventilators. Use computers for word processing and computer charting.</p>
<p>16. Safety in Work Place</p> <ul style="list-style-type: none"> • Follow CDC and institutional policies to prevent transmission of infection • Accurately identifies patients. • Administer medications safely and accurately. • Recognize and minimize hazards that could increase healthcare associated infections. 	<p>Maintains safe practice while drawing blood and handling blood and body fluids. Wears appropriate personal protective equipment when caring for patients with contagious diseases. Washes hands appropriately between patients. Ensures patient safety. Uses proper body mechanics when lifting and moving. Can follows emergency safety plans</p>

Function	Skill(s) Tied to
<ul style="list-style-type: none"> • Recognize and minimize accident hazards in the clinical setting. • Practice respiratory therapy according to established professional, ethical and institutional standards • Follow institutional safety and disaster policies 	(e.g Tornado, fire, electrical, disaster plans). Can identify frayed electrical cords.
<p>17. Communication Skills</p> <ul style="list-style-type: none"> • Teaches within the health care setting • Speak clearly and distinctly in English • Interact with others • Convey information through legible writing and in English 	Effectively and appropriately-communicate with doctors, nurses, patients, family, and other staff in order to provide effective and efficient patient care (e.g patient rounds, shift reports, progress notes, patient / family education, telephone orders). Written communication is clear, concise and legible.

J. INDIANA LICENSURE INFORMATION

As a graduate of Ivy Tech Community College Respiratory Therapy Program you are eligible to apply and become a licensed Respiratory Care Practitioner in the state of Indiana after successfully completing the NBRC Therapist Multiple Choice examination.

Applicants to the program need to be aware that when completing the licensing application form, prospective practitioners will be asked the following question: **“Have you, in the last three years, been convicted of or pled guilty to a violation of a federal or state law?”**

III. CURRICULUM (ASSOCIATE IN SCIENCE DEGREE)

A. Course Outline

Course Number	Course Name	Credit Hours
FALL 1 semester		
RESP 101	Assessment and Caring for a Respiratory Patient	6
RESP 102	Advanced Assessment and Care of a Cardiopulmonary Patient	3
RESP 103	Cardiopulmonary Anatomy and Physiology	3
<i>Any remaining additional general education requirement(s)</i>		3-6
SPRING 1 semester		
RESP 104	Concepts in Adult Critical Care	3
RESP 105	Cardiopulmonary Pathophysiology	3
RESP 106	Cardiopulmonary Pharmacology	3
RESP 107	Clinical Applications of Assessment and Caring for a Respiratory Patient	2
RESP 108	Clinical Applications in Advanced Assessment and Care of a Cardiopulmonary Patient	2
<i>Any remaining additional general education requirement(s)</i>		3-5
SUMMER 1 term (8-weeks)		
RESP 207	Clinical Applications and Concepts in Critical Care I	2
RESP 201	Advanced Concepts in Cardiopulmonary Diagnostic Procedures	4
RESP 202	Pediatric and Neonatal Advanced Critical Care	3
FALL 2 semester		
RESP 208	Clinical Applications and Concepts in Critical Care II	3
RESP 205	Advanced Respiratory Care and Comprehensive Review	3
Capstone		
RESP 204	Extended Care for the Cardiopulmonary Patient	2
RESP 203	Advanced Emergency Management	1
RESP 209	Advanced Clinical Applications in Critical Care and Specialty Rotations	3
<i>Any remaining additional general education requirement(s)</i>		3-6

NOTE: All additional general education requirements **MUST** be completed by Fall 2 semester to ensure on-time graduation.

Additional general education requirements:

CHEM 101 or 111
BIOL 211 or 201
COMM 101 or COMM 102
PSYC 101 or SOCI 111
IVYT 112

<p>Required pre-requisite general education courses (12 credit hours): APHY 101 APHY 102 ENGL 111 MATH 123 (118 is acceptable) or higher</p>

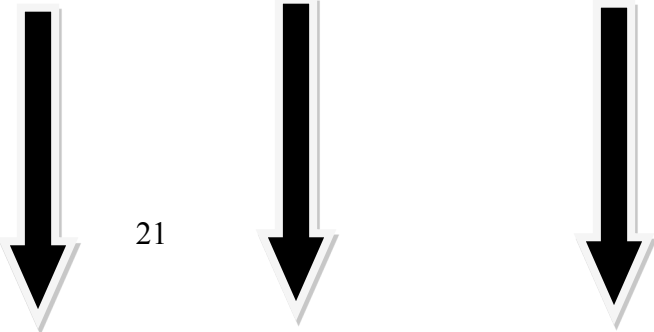
Upon successful completion of the above courses (71 credits), the graduate is awarded an Associate in

Science degree.

B. REQUIRED RESPIRATORY COMPETENCIES AND SCHEDULES

Class schedules and offerings will vary from one campus to another. Please contact your local Respiratory Therapy faculty to determine Respiratory class schedules in your area.

Course Competencies:

<i>RESP 101</i>	<i>RESP 102</i>	<i>RESP 104</i>	<i>RESP 202</i>
Handwashing	Hyperinflation (IPPB, EzPAP, CPAP)	Arterial Line ABGs	Neonatal Assessment/Resuscitation (Basic Airway Care-Bulb Suctioning)
Patient Interview and History	Bronchial Hygiene (CPT, Vibratory Pep)	Assisting with Intubation	Pediatric Assessment
Medical Records (Review of and Charting)	Spirometry	Adult Mechanical Ventilation Initiation	Oxyhood Setup
Physical Assessment of the Chest (Inspection, Palpation, Percussion, Auscultation)	Weaning Parameters	Adult Mechanical Ventilation Rounds	CPAP
Vital Signs Including Pulse Oximetry	12 Lead EKG	Adult Mechanical Ventilation Circuit Change	Pediatric and Neonatal Mechanical Ventilation Initiation
Cylinders, Regulators, Flowmeters	Radial Artery Blood Gas Puncture	Adult Inline Suctioning	Pediatric and Neonatal Mechanical Ventilation Rounds
Oxygen Therapy Devices (NC, SM, Partial and NRB, VM, Membrane Cartilage)	Tracheostomy Tube Change	Adult Endotracheal Tube Care (Securing Airway, Cuff Management)	Pediatric and Neonatal Mechanical Ventilation Circuit Change
Standard Precautions/Isolation Techniques	CPAP, NPPV	Adult Extubation	Neonatal Inline suctioning
Humidification		CXR for Tubes and Lines	
Environmental Therapy		Basic Waveform Graphic Interpretation	
Oxygen Analysis		Capnography	
Large Volume Nebulizer (Bland)			
Medicated Aerosols (SVN, MDI, DPI, Slow Mist)			
Peak Flow			
Incentive Spirometry			

Directed Cough Technique
Airways (Oropharyngeal and Nasopharyngeal)
Manual Ventilation
Tracheostomy Care
Adult Suctioning



Clinical Competencies:

<i>RESP 107</i>	<i>RESP 108</i>	<i>RESP 206, 207</i>	<i>RESP 209</i>
Handwashing	12 Lead EKG	Arterial Line Draws	Neonatal Assessment/Resuscitation (Basic Airway Care-Bulb Suctioning)
Patient Interview and History/Communication	Radial Artery Blood Gas Puncture	Assisting with Intubation	Pediatric Assessment
Medical Records (Review of and Charting)	Hyperinflation (IPPB, EzPAP, CPAP)	Mechanical Ventilation Initiation	Pediatric and Neonatal Mechanical Ventilation Rounds
Physical Assessment of the Chest (Inspection, Palpation, Percussion, Auscultation)	Bronchial Hygiene (CPT, Vibratory Pep)	Mechanical Ventilation Rounds	Spirometry
Vital Signs Including Pulse Oximetry	Directed Cough Technique	Mechanical Ventilation Circuit Change	Cleaning and Disinfection
Cylinders, Regulators, Flowmeters	Capnography	NPPV	Others as Determined by your campus
Oxygen Therapy Devices (NC, SM, Partial and NRB, VM, Membrane Cartridge)	Manual Ventilation	Adult Inline Suctioning	
Standard Precautions/Isolation Techniques	Large Volume Nebulizer (Bland)	Adult Endotracheal Tube Care (Securing Airway, Cuff Management)	
Humidification		Adult Extubation	
Environmental Therapy		CXR for Tubes and Lines	
Oxygen Analysis		Basic Waveform Graphic Interpretation	
Large Volume Nebulizer (Bland)		Weaning Parameters	
Medicated Aerosols (SVN, MDI, DPI, Slow Mist)			
Directed Cough Technique			
Incentive Spirometry			
Airways (Oropharyngeal			

and Nasopharyngeal)
Tracheostomy Care
Adult Suctioning

E. CONTINUING YOUR EDUCATION

Respiratory therapists are required to be life-long learners. For example, in order to maintain your professional state license, you must document 15 continuing education units per a two year period.

Keeping life-long learning in mind, as a graduate of an accredited Associate Degree program you have the opportunity to transfer to related baccalaureate degrees after graduation and should talk with their RESP program chairs and individual institutions for additional requirements.

IV. EVALUATION OF STUDENT LEARNING

A. GRADING SCALE

As per College policy, the Respiratory Therapy program will award the following grades: A, B, C, D and F. Should a student earn a grade of “F” in a Respiratory Therapy course, they need to make an appointment with faculty to determine if they are eligible to enroll for subsequent courses before repeating the course which was failed. The professional portion of the curriculum is sequenced ensuring prerequisite course requirements are followed, therefore failing a professional course may result in the student not being able to progress. Students need to review Progression and Stop out policy located in this booklet.

B. ASSESSMENT / REMEDIATION / TUTORING:

Tests/quizzes are placed within each course at strategic times to assess learning objectives that have occurred to that point; tests/quizzes may be cumulative. It is the expectation that students will review their individual tests/quizzes and set an appointment with faculty to address their concerns. However it should be noted there are no repeat tests.

Laboratory skills will be assessed through competency check-offs scheduled throughout the semester for courses with a laboratory component (see syllabus). Competency check-offs are allowed 3 attempts for successful completion; review of deficiencies is required, along with proven practice (remediation) prior to subsequent attempts. Subsequent attempts are expected within 2 weeks of unsuccessful attempt. If the student cannot pass competency on the next attempt, they will fail the course and maybe limited in enrollment based on pre-requisites.

If the student demonstrates difficulty in the clinical setting with either skills or knowledge, the faculty will require the student return to campus and remediate and then demonstrate that they have rectified their deficiencies.

Non-Academic technical standards (Essential Functions) for the program are assessed at the beginning of the program utilizing the Physical Examination Form, specifically the portion Review of Essential Functions. Additionally all health immunizations, CPR must be current.

Summative academic technical standards for the program are assessed near the end of the program through the use of NBRC Self-Assessment Examinations; each student will be required to pass the Therapist Multiple Choice examination and attempt the Clinical Simulation Examination prior to graduation.

C. GENERAL EDUCATION OUTCOMES ASSESSMENT

Graduates' skills in several general education areas are assessed to determine whether they meet the learning outcomes defined for general education and whether their performance with respect to these outcomes has improved during their period of enrollment at the College.

The College uses the Collegiate Assessment of Academic Proficiency (CAAP) exam to identify skills in Math, English, Scientific Inquiry and Critical Thinking. CAAP is used at many colleges around the country. Each associate degree graduate will take two of the four modules possible. Tests will be given in the capstone course. Capstone courses represent the culminating experiences in the student's program.

The College places a strong emphasis on student learning outcomes as a focus for planning and institutional improvement. Students will receive a copy of their CAAP scores; in addition, students who score at or above the national mean will receive a "certificate of achievement" for each module. Certificates of achievement may be useful to a student in building their resume or portfolio.

D. TECHNICAL OUTCOMES ASSESSMENT

The primary purpose of technical outcomes assessment is to determine the Ivy Tech graduates' mastery of the professional knowledge, comprehension, and skills required for the field the students are preparing to enter. Technical outcomes assessment also provides statewide curriculum committees with necessary information regarding the currency of the curriculum and effectiveness of student learning.

Ivy Tech Community College Respiratory Therapy Program utilizes the two Self-Assessment Examinations designed by the National Board for Respiratory Care. All students will complete and pass the Therapist Multiple Choice Examination, towards the end of their Respiratory Therapy program. Additionally, students will be required to complete the Clinical Simulation Examination while enrolled in Advanced Respiratory Therapy and Comprehensive Review course.

These self-assessment exams were designed to assess students' strengths and weaknesses before they take their national board examinations. Used as a comprehensive program, the tools can help students prepare more efficiently, as well as increase confidence and familiarity with content.

V. STUDENT RESPONSIBILITIES

A. STUDENT RESPONSIBILITY STATEMENTS

Students contribute effort and potential to the partnership. Students are responsible for participating in the learning process in a conscientious manner while taking full advantage of

educational opportunities available. Students are also expected to conduct themselves in such a manner as not to interfere with the learning of others. The following list, not meant to be inclusive, further defines the student role:

- Come to all class sessions prepared and on time;
- Display interest in the subject matter through participation, questions, etc.;
- Bring forth concerns to appropriate individuals;
- Seek help and clarification when necessary (i.e. tutoring, study groups, questions);
- Engage in accurate, objective self-assessment of own work and continually be aware of class standing/performance;
- Understand the instructor's expectations and methods of assessment;
- Initiate all paperwork necessary to enroll in and exit from the course, including financial aid documents.

1. Sellersburg program Professionalism Standard

The reputation of the RESP Program and the College among the community depends, in large part, upon the professionalism of our students. Students enrolled in our program are expected to conduct themselves in a mature, dignified, honorable, and professional manner, at **ALL** times, whether engaged in classroom, laboratory, clinical, or community settings.

Students are also entitled to a learning atmosphere free from discrimination, harassment, sexual harassment, or intimidation. This applies to all conduct among faculty, staff, clinical personnel, and students.

To enforce the professional behavior expected of all RESP students, **Professionalism Points** have been implemented in all courses. Each student is awarded these professionalism points, equivalent to 5% of the total course grade at the beginning of the course, as reflected in the course syllabus. Students retain these points should no reason for them to be revoked occur.

Guidelines for loss/removal/revocation of professionalism points are listed below; however this is not an inclusive list. **Loss of Professionalism Points is ultimately at the discretion of the course instructor, DCE, and/or Program Chair (and in the clinical setting will be made at the discretion of the Clinical Preceptor, DCE, and/or Program Chair based on the infraction and relevant consultation/communication between the site and faculty):**

- 25% of professionalism points will be lost for each unexcused absence, tardiness, or early departure from class, lab, or clinical session. This reduction is in addition to any loss of points for daily participation, or completion of in-class exercises and "on-time" completion of assessments (exams and laboratory exams).
- 25% of professionalism points will be lost for each unprofessional communication within the classroom, lab, or clinical setting.

- 100% of professionalism points will be lost under the following circumstances:
 - any issue involving academic dishonesty or misconduct (in addition to penalties outlined elsewhere)
 - discriminatory, harassing, argumentative, or intimidating behavior toward an instructor, peer, staff member, clinical personnel, or any other person
 - disrespectful and/or defamatory behavior toward an instructor, peer, staff member, clinical personnel, or any other person
 - inappropriate and/or unprofessional communication with an instructor, peer, staff member, clinical personnel, or any other person via verbal communication, nonverbal communication, text message, email, or social media

In addition to the loss of Professionalism Points at the RESP Program level, students are subject to college jurisdiction while enrolled at the College. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of College representatives is not in the best interests of the student, other students, and/or the College. Students who are disciplined should expect to find their sanctions enforced at other Ivy Tech campuses. Please see Code of Students Rights and Responsibilities found on Campus Connect for more details. (<https://www.ivytech.edu/studentcode/>), see specifically Section II of Student Responsibilities)

B. STUDENT ACKNOWLEDGMENT OF HEALTH INSURANCE REQUIREMENT

As a student enrolled in a health or nursing program which may require clinical assignments at outside facilities, I acknowledge that I have read and understand the following statement: Students shall maintain their own personal health insurance coverage, whether through their employment, their relationship to other covered individuals or by means of a personal policy of health insurance. In the event that a student is unable to acquire health insurance coverage, such student, consistent with provisions contained in the clinical affiliation agreements between the health care facility and Ivy Tech, shall be personally responsible for any costs incurred as a result of treatment provided by the clinical affiliate due to illness, fainting, or other injury incurred while at the clinical site.

Ivy Tech provides liability insurance for students which cover some costs when the student has a bloodborne or airborne pathogen exposure and some injuries at the clinical site related to the clinical assignment. There is required documentation for such exposures or injuries, and you must contact your program chair within 24 hours after such an exposure or injury has occurred to begin the documentation procedures.

C. NEEDLE STICKS / AIRBORNE AND BLOODBORNE PATHOGEN EXPOSURES

1. What to Do When a Bloodborne Pathogen Exposure Occurs:

If you experience a contaminated needle stick or sharps cut, or are exposed to the blood or other body fluid of a patient during the course of your work, immediately follow these steps:

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water

- Irrigate eyes with clean water, saline, or sterile solution
- Report the incident to your Ivy Tech instructor and clinical supervisor. The College will need you to go to my Ivy and completed a student accident reporting form.
 - **To find the Student Accident Reporting form go to My Ivy → Student Dashboard → Student Resources → Policies and Procedures → Student Accident Reporting Form. Then click on the Student or Guest Accident Report and complete the form.**
- Immediately seek medical evaluation and treatment by a medical professional. Do not wait.
- Source testing of blood to determine infectious disease status is preferred whenever possible where consent has been obtained. When an exposure occurs at a clinical facility, you should follow that facility's policy as they will handle notice and consent with the source. When an exposure occurs at an Ivy Tech facility, the instructor should advise the source following an incident and ask if the source will consent to testing at a medical provider of his or her choosing.
 - Review these suggested resources:
 - *Exposure to Blood: What Healthcare Personnel Need to Know* (CDC):
http://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf
 - *Emergency Needle Stick Information* (CDC):
<http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>
 - Post-Exposure Prophylaxis (PEP) Resources:
<http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/>

For clean needle/sharp sticks, wash the affected area with soap and water. You do not need to seek medical care unless there is a visible injury which requires attention. Report the incident to your Ivy Tech instructor and clinical supervisor.

2. What to do when an Airborne Pathogen Exposure Occurs:

- Students will be trained in the program on methods of compliance and proper use of personal protective equipment. Students must strictly adhere to instructions on isolation signs and warning labels.
- Immediately report the details of the incident to your Ivy Tech instructor and clinical supervisor. The College will need you to go to my Ivy and completed a student accident reporting form.
 - **To find the Student Accident Reporting form go to My Ivy → Student Dashboard → Student Resources → Policies and Procedures → Student Accident Reporting Form. Then click on the Student or Guest Accident Report and complete the form.**
 - Immediately seek medical evaluation and treatment by a medical professional. Do not wait.
 - Review these suggested resources:
 - *TB Elimination – Infection Control in Health-Care Settings:*

- <http://www.cdc.gov/tb/publications/factsheets/prevention/ichcs.pdf>
- o *CDC Division of TB:*
<http://www.cdc.gov/tb>
 - o *Indiana TB Control Office:*
Indiana Department of Health
2 North Meridian Street, 6th Floor
Indianapolis, IN 46204
TEL: 317-233-7545
FAX: 317-233-7747
 - o *National Institute for Occupational Safety and Health:*
<http://www.cdc.gov/niosh/topics/tb>
 - o *Respiratory Protection in Health Care Settings (CDC) Fact Sheet:*
<http://www.cdc.gov/tb/publications/factsheets/prevention/rphcs.htm>
 - o *OSHA:*
<http://www.osha.gov/SLTC/tuberculosis/index.html>

3. Where to Seek Treatment:

Time of day and facility capability may impact where you seek treatment. The key is to know your options before an accident, and then, obtain an evaluation and treatment as soon as possible from a health care provider of your choosing.

You may seek treatment at the clinical site (if equipped and willing), an urgent care facility, emergency room, or physician office for assessment, diagnosis, and treatment. It remains your responsibility to obtain the initial appointment and any follow-ups ordered with a health care provider of your choice. If an incident occurs in an Ivy Tech classroom, lab or facility, an instructor cannot provide evaluation, diagnostic test or treatment beyond first aid and emergency assistance.

Report the incident to your Ivy Tech instructor and submit a *Student Accident Report* promptly, but no later than 24 hours.

4. What Happens Next?

A health care provider will provide an evaluation, diagnostic testing (if necessary), and treatment (if necessary). Diagnostic testing may include testing the source of the exposure, with his or her consent, and baseline testing of the exposed person. Testing for HIV, HBV, and HCV is typically included, along with other blood tests or diagnostic examinations the health care provider recommends. If post-exposure prophylaxis (PEP) is indicated, efficacy is time sensitive. The first dose should be given as soon as possible. Optimal time to start PEP is within hours of exposure, rather than days.

5. Will I need follow-up testing?

This direction will come from the health care provider. Follow-up will depend upon

the testing outcome of the source person. It is important for your health that you understand and comply with the provider's follow-up testing and recommendations.

6. How is this financially covered?

If a student is injured while participating in a College course or College-sponsored activity, the following steps **MUST** be followed:

- a. NOTIFY THE INSTRUCTOR OR IVY TECH STAFF IMMEDIATELY. Request the Student Accident Claim Reporting Paperwork. This includes: a) Student Instructions; b) Student Accident Report; c) Claim Form; and d) Provider Notice.

The Claim Form should be submitted only if medical treatment is received AND the student wishes to file the claim with the College's student accident insurer.

- b. Complete the Student Accident Report and Claim Form and submit it to the instructor or the person in charge of handling the student accident claims at that campus. **All forms must be complete and signed for claims to be considered for payment. Deliver the Insurance ID Card / Provider Notice to the clinic/hospital where you are directed to seek treatment.**

To find the Student Accident Reporting form go to My Ivy → Student Dashboard → Student Resources → Policies and Procedures → Student Accident Reporting Form. Then click on the Student or Guest Accident report link.

- c. You should request that the medical provider submit *itemized* bills to the insurer as instructed on the Insurance ID Card / Provider Notice.

The College's insurance carrier requires and only considers eligible expenses from an itemized bill (HCFA 1500 or UB-92). An itemized bill **MUST** include the following: Patient's name, date of service, type of service rendered (procedure), nature of condition being treated (diagnosis), provider's name, provider's address and provider's tax identification number. **STATEMENTS OR PAST DUE BILLS WILL NOT BE ACCEPTED. IT IS THE STUDENT'S RESPONSIBILITY TO OBTAIN AN ITEMIZED BILL.**

- d. Not all claims are eligible under this plan. Filing a claim does not guarantee acceptance and payment of claim. Be prepared to pay for services rendered if the claim is denied by the College's insurance carrier OR if the maximum of \$3,000 has been paid through the plan. The student accident plan does not consider sickness as payable under this plan. An example of a claim considered sickness is fainting during a clinical.

D. ACADEMIC MISCONDUCT, INTEGRITY AND PROFESSIONAL BEHAVIOR

Please see Code of Students Rights and Responsibilities found on Campus Connect for more details. (<https://www.ivytech.edu/studentcode/>), see specifically Section II of Student Responsibilities)

E. STATEWIDE CONDUCT POLICIES

Please see Code of Student Rights and Responsibilities found on campus connect for further details. (<https://www.ivytech.edu/studentcode/>)

F. USE OF CELL PHONES AND SOCIAL MEDIA

Social media is a powerful communication tools that can have a significant impact on the reputations of those who use them. This includes not only individuals but the organizations they represent. Social media includes but is not limited to Facebook, LinkedIn, MySpace, Twitter and other sites. You must be mindful that anything you post on a social media site may be seen by people other than your personal contacts. Therefore, inappropriate postings about other students, faculty, college policies, action or decisions could be the basis for disciplinary action at Ivy Tech. Furthermore, the discussion of patient information through any of these venues is a violation of patient confidentiality and HIPAA. You have rights afforded by state and federal law, but please be aware that not everything you say or post on-line is protected. False, defamatory, harassing or intimidating postings are not protected by free speech.

Students may not use the Hospital’s hardware, software, network, blog, posting board or any other Social Media to create, send or receive download, transmit, store, display or otherwise access or control personal Social Media/Social Networking communications. Students may not use any property, logos, and trademarks of any clinical affiliate on Social Media/Networking.

Do not “friend” a patient or patient’s family on Facebook. Never post pictures of staff/faculty or clinical affiliates with permission on any Social Media. Never post pictures of patients or families.

Cell phones are allowed in class but only for use as approved by the faculty members. Cell phones cannot be used in class during tests, even for math calculations. Cell phones are NEVER appropriate in the clinical setting and should be left secured in your vehicle. If you are observed using your cell other than the approved times listed above, disciplinary actions may be taken.

G. ATTENDANCE POLICIES

Attendance at scheduled class meetings or other required activities is essential. Satisfactory attendance is necessary to achieve educational objectives and maintain financial aid and veteran’s benefits.

Within the RESP program, students are expected to attend all classes, laboratory sessions and clinicals.

H. DISCIPLINARY ACTION

Please refer to the Code of Student Rights and Responsibilities found on campus connect for further details. (<https://www.ivytech.edu/studentcode/>)

I. STUDENT GRIEVANCE PROCESS

Please refer to the Code for Students Rights and Responsibilities found on campus connect for further details. (<https://www.ivytech.edu/studentcode/>)

J. SUSPENSION / DISMISSAL FROM THE COLLEGE

Please see Code of Student Rights and Responsibilities found on campus connect for further information. (<https://www.ivytech.edu/studentcode/>)

DISMISSED FOR FAILURE TO MEET AND MAINTAIN ACADEMIC STANDARDS:

A student who fails to maintain satisfactory academic progress will be subject to a series of intervention activities and related restrictions until such times as he/she restores satisfactory progress or is dismissed as a degree/certificate seeking student due to repeated unsatisfactory progress.

1. A student who is dismissed from the RESP program for unsatisfactory academic progress faces one term of non-enrollment as a certificate or degree declared student prior to resuming progress toward that certificate or degree.
2. A student who is dismissed twice for unsatisfactory academic progress will be terminated for up to five years as a degree or certificate declared student unless he/she chooses to participate in an extensive Academic Skills Advancement program to correct academic deficiencies.
3. A student who was dismissed/withdrawn from the program must re-apply and follow the guidelines listed below: (ASOM 4.19.1)
 - a. All returning students must abide by the current program curriculum and policies in effect at the time of readmission
 - b. There must be space available or the returning student cannot enroll
 - c. Returning students must document knowledge in the current semester's coursework before allowed to re-enter the following semester. For example, a student successfully completed the fall semester, but left during the spring semester. This particular student must demonstrate both current knowledge in theory and skill at the beginning of the fall semester course before being allowed to re-enroll into the spring semester. If the student does not have current knowledge (documented by an oral/written exam), they will be instructed to retake the fall semester course. Likewise, if the student cannot demonstrate current patient care skills to the instructor, the student will be instructed to retake the fall semester course. This process will be repeated for each semester until the student has been streamlined back into the RESP courses.
4. Denial of Clinical Placement
 - a. Clinical sites have the right to refuse any student for clinical placement. If the student's performance or behavior results in being denied placement, the student will receive zero points and a grade of "F" for that assigned rotation. A

professional conduct hearing will be scheduled. The severity of the offense will determine if further sanctions will be issued, such as probation, dismissal, grade of “F” for the course.

- b. If denial of clinical placement affects the student’s ability to meet the program competency requirements, the student will be dismissed from the program.

K. STUDENT SUPPORT SERVICES

Career Services	job placement, and career research
Computer Resource Center	open lab for computer work
Library	http://ivytech.edu/library
Registrar Office	processes registration, provides transcripts
Student Counselors	can assist students with financial aid, help resolve personal issues, study habits, and test taking skills.
Student Senate	student issues may vary from campus to campus
Tutoring	tutors are available at no cost to the student.

L. DISABILITY SERVICES INFORMATION

If you need an accommodation because of a documented disability, you are required to register with the Office of Disability Services at the campus where the Respiratory Therapy program is located. You must register at least 30 days prior to the beginning of each semester. You must inform the faculty member of your disability and the accommodations needed to help you be successful. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

VI. FINANCIAL INFORMATION

A. FINANCIAL AID

For information on Financial Aid, visit the Ivy Tech Website at www.ivytech.edu/financial-aid/ or make an appointment at your local campus to speak to a financial aid officer.

B. ESTIMATED PROGRAM COSTS

The following is an estimate of the cost for the Respiratory courses once accepted into the program. The total cost will be the same, however due to the variation of course sequencing, the cost by semester will vary from one campus to another. Credit hour fee: In-state and out of state fees will vary and are subjective to change without notice. Please contact your local campus for current pricing.

For example fall semester, RESP 101 and RESP 106:

Respiratory Nine credit hours X \$137.85	=	\$ 1,240.65
Lab Kit (depending on Campus)	=	125.00
Respiratory Books	=	400.00

Uniforms (October)	=	120.00
Technology Fee	=	<u>60.00</u>
Total Estimate		\$ 1,945.65

All students must have a physical examination, CPR certification, drug screening and criminal background checks after being accepted into the program. Please see the program health form for all health requirements and attend a mandatory program orientation to determine if there are any other campus requirements.

For example spring semester, RESP 102, 103 and 107:

Respiratory Eight credit hours X \$137.85	=	\$ 1,102.80
Respiratory Books	=	300.00
Technology Fee	=	<u>60.00</u>
Total Estimate		\$ 1,462.80

For example summer semester, RESP 104, 105 and 108:

Respiratory Eight credit hours X \$137.85	=	\$ 1,102.80
Respiratory Books	=	200.00
Technology Fee	=	<u>60.00</u>
Total Estimate		\$ 1,362.8

For example second fall semester, RESP 208, 201 and 202:

Respiratory 12 credit hours X \$137.85	=	\$ 1,654.20
Respiratory Books	=	200.00
Technology Fee	=	<u>60.00</u>
Total Estimate		\$ 1,914.20

For example second spring semester, RESP 204, 205, 203, 209:

Respiratory nine credit hours X \$137.85	=	\$ 1,240.65
Respiratory Books	=	150.00
Therapist Multiple Choice Self-Assessment Exam	=	50.00
Clinical Simulation Self-Assessment Exam	=	70.00
Technology Fee	=	<u>60.00</u>
Total Estimate		\$1570.65

Grand Total RESP Estimate \$8,256.10

C. WITHDRAWAL AND REFUNDS

You may withdraw from most courses online through your Campus Connect account. Course withdrawal may also be done in person at the School Office, Advising Center, or Registrar's Office. Your student ID is required for in-person withdrawals. Withdrawing by phone requires verification of your student identification number ("C" number). Email withdrawals are acceptable for Internet courses as long as the email is

sent from your Ivy Tech email and the body of the email includes your student identification number (C#); semester enrolled in this course; and course title, course number, and CRN number located on your schedule or at the top of the course syllabus (Sample: English Composition, ENGL 111 01D, CRN 12345).

Withdrawing from a course may delay progression toward program completion and may impact your financial aid. If you must withdraw, consult with your academic advisor and with a financial aid advisor, if applicable. There is no refund for withdrawn courses.

VII. GRADUATION

A. TERMINAL PROGRAM OBJECTIVES (GRADUATE COMPETENCY STATEMENTS)

Working under the direct supervision of a credentialed respiratory therapy practitioner and a physician medical director, and with other members of the health professional, the graduate of the Respiratory Therapy Program will:

1. Perform tasks ordered by a physician in the treatment of patients with cardiopulmonary disease, disability or impaired conditions.
2. Participate as a member of the health care team to ensure appropriate and efficient treatment of patients.
3. Protect the health of the patient and the graduate by following the necessary procedures for asepsis, such as universal precautions and blood borne pathogens procedures.
4. Maintain confidentiality of all patient information.
5. Perform routine therapy including medicated aerosol therapy (nebulizer and inhaler, chest physiotherapy, hyperinflation therapy, airway care, oxygen and mixed gas therapy, humidity and aerosol therapy, and provide patient education.
6. Maintain equipment and asepsis of equipment related to routine therapy.
7. Perform basic adult, pediatric and infant mechanical ventilation, perform associated patient care and assessment, use and maintain equipment.
8. Perform patient assessment procedure including visual inspection, vital sign assessment, breath sound assessment, arterial blood gas sampling and analysis, bedside ventilatory parameters, and pulse oximetry.
9. Communicate with patients, health care staff and professionals, and physicians in a professional and clear manner.
10. Perform cardiopulmonary resuscitation with or without accessory equipment.
11. Abide by the AARC Ethics and Professional Conduct and the Cultural Diversity position Statements and consider becoming a member of the AARC.

B. GRADUATION REQUIREMENTS

1. Successful completion of all General Education Courses
2. Successful completion of all Respiratory Therapy Courses
3. Minimum cumulative GPA of 2.0
4. Completion of at least 15 credit hours of the final 30 credit hours at Ivy Tech Community College as a regular student and not awarded through transfer, test-out, or other means of advanced placement (see **ASOM 4.25** for more information).
5. Complete General Outcomes Assessment

6. Complete graduation paperwork and fulfill financial obligations to the College
7. Turn in clinical documentation and hospital property to Director of Clinical Education (Documentation will be maintained at the College for 5 years)

C. JOB PLACEMENT

Program graduates across the state have excellent job placement rates; please see your local Respiratory Therapy campus for more specific information. According to the Bureau of Labor Statistics, the Median hourly wage is \$27.78 and the median annual wage is \$58,670. Career Services is available to assist students with placement. More information can be found on <http://www.coarc.com/47.html> and clicking on outcomes data.

D. NATIONAL BOARD EXAM RESULTS

Ivy Tech cannot guarantee that any student will pass a certification or licensing exam. Your success will be determined by several factors beyond the instruction you are given in the classroom including your test-taking skills, your willingness to study outside of class, and your satisfactory completion of appropriate practice exams. The Therapist Multiple Choice exam questions are drawn from databases of hundreds of possible questions; therefore, a thorough understanding of the subject matter is required.

Each campus is responsible for their board results. Please go to <http://www.coarc.com/47.html> and click on outcomes data for more specific information for each campus.

E. ASSESSMENT

Ivy Tech Community College is committed to graduating students who have the appropriate technical and general education skills. Each approved technical program in the College annually assesses its program graduates for technical competence. As all graduates are to be assessed for technical competence, students are expected to participate in assessment activities as required by their program. General Education skills are assessed through an authentic assessment project that uses work submitted by students as a part of their regular course requirements.

APPENDIX A
VERIFICATION FOR RECEIPT OF PROGRAM APPLICATION OVERVIEW HANDBOOK

I have received a copy of the Respiratory Therapy Application handbook and have had an opportunity to read and ask questions related to the content. I understand the rules and policies, and I agree to abide by them while a student in the Respiratory Therapy Program. I understand that I must contact my local campus for dates, times, and location of the mandatory information session. At that time I will receive the program application forms.

Student Signature _____ Date _____

C# _____

APPENDIX B
NEEDLESTICK / BLOOD or AIRBORN EXPOSURE

Dear Respiratory Therapy Student:

The purpose of this letter is to inform you of the BLOOD, BODY FLUID and AIRBORNE PATHOGEN EXPOSURE FOLLOW-UP PROCEDURE at Ivy Tech Community College. It is your responsibility to follow this procedure carefully if you experience a bloodborne, body fluid, or airborne pathogen exposure as a result of your clinical experience as an Ivy Tech student.

First, it is your responsibility to seek medical attention immediately and report the details of the incident to your instructor and program chair. If you are being supervised by an employee at the clinical site other than an Ivy Tech instructor, please also immediately notify this person. There may be site-specific paperwork that will also need to be completed.

You may seek medical treatment at the clinical site (if available), go to your own personal physician, an occupational medicine specialist, or the health care provider of your choice for assessment, diagnosis, and treatment. Diagnostic testing may include testing you and/or the source of the exposure with his or her consent. Testing may include HIV testing, Hepatitis B antigen testing, and any other blood test the health care provider recommends. Please be advised that follow-up within two (2) hours may be necessary for post-exposure prophylactic treatment.

The clinical facility in which this exposure occurred may provide assessment, diagnostic testing, and treatment; however, it remains your responsibility to follow-up with a health care provider of your choice. The clinical site will bill you for any services that they provide. Ivy Tech liability insurance may pay for the assessment, diagnostic testing, and treatment including post-exposure testing, up to a certain amount. You must complete the required paperwork as soon as possible when the exposure occurs in order for the charges to be covered by Ivy Tech liability insurance.

I will assist you in completing the necessary Student Accident forms. If I am not available, please contact the Health Sciences division office.

Respiratory Therapy Program Chair
Ivy Tech Community College

APPENDIX C
STUDENT ACKNOWLEDGEMENT OF HEALTH INSURANCE FORM

Ivy Tech Community College
School of Health Sciences and School of Nursing
Student Acknowledgment of Health Insurance Requirement

As a student enrolled in a health or nursing program which may require clinical assignments at outside facilities, I acknowledge that I have read and understand the following statement:

Students shall maintain their own personal health insurance coverage, whether through their employment, their relationship to other covered individuals or by means of a personal policy of health insurance. In the event that a student is unable to acquire health insurance coverage, such student, consistent with provisions contained in the clinical affiliation agreements between the health care facility and Ivy Tech, shall be personally responsible for any costs incurred as a result of treatment provided by the clinical affiliate due to illness, fainting, or other injury incurred while at the clinical site.

Ivy Tech provides liability insurance for students which cover some costs when the student has a bloodborne or airborne pathogen exposure and some injuries at the clinical site related to the clinical assignment. There is required documentation for such exposures or injuries, and you must contact your program chair within 24 hours after such an exposure or injury has occurred to begin the documentation procedures.

Signature

Date

Printed Name

Student C#

Respiratory Therapy
Program

**APPENDIX D
AUTHORIZATION TO RELEASE INFORMATION**

In accordance with the Federal Education Provisions Act of 1975, program faculty may release the following information concerning a student or graduate:

- dates of attendance
- degree or certificate awarded
- content of course work completed

To provide additional information concerning a student or graduate to a potential employer or educational institution, a signed release is required. Please read the agreement below and sign if you desire.

I _____ (print name) authorize the Respiratory Therapy Program faculty at Ivy Tech Community College of Indiana to release information concerning my academic and clinical performance, demeanor, and attendance. I understand that if I sign above, the faculty may make this information available to potential employers, professional organizations (such as the AARC) or to other educational institutions in writing and/or orally. This information may include release of the social security number to professional organizations such as the NBRC for outcome testing assessment. Furthermore, I understand that if I choose to change this authorization I must do so in writing. This authorization is valid indefinitely.

Signature

Date

C-number