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 booklet and its provisions are not in any way a contract between an applicant and the College.

PROGRAM DISCLAIMER

All activities associated with the program, including personnel and student policies, student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations.

POLICY DISCLAIMER

Ivy Tech Community College policies, as well as program academic and clinical policies apply to all students and faculty, regardless of site of instruction.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Directory</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Contacts</td>
<td>6-7</td>
</tr>
<tr>
<td>Accrediting Agencies</td>
<td>7</td>
</tr>
<tr>
<td><strong>Program and Professional Overview</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>Profession Overview</td>
<td>9-10</td>
</tr>
<tr>
<td>Description of the Profession</td>
<td>10</td>
</tr>
<tr>
<td>Technical and Clinical Facilities</td>
<td>10-11</td>
</tr>
<tr>
<td>Program Goals and Purposes</td>
<td>11</td>
</tr>
<tr>
<td>Program Methodology</td>
<td>11</td>
</tr>
<tr>
<td>Estimated Program Costs</td>
<td>12</td>
</tr>
<tr>
<td>Program Sequencing</td>
<td>13</td>
</tr>
<tr>
<td><strong>College Policies</strong></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>15</td>
</tr>
<tr>
<td>Disability Services</td>
<td>15</td>
</tr>
<tr>
<td>Disciplinary Actions</td>
<td>15</td>
</tr>
<tr>
<td>Student Grievance</td>
<td>15</td>
</tr>
<tr>
<td>Course Drop and Withdrawal</td>
<td>15</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>15</td>
</tr>
<tr>
<td>Academic Suspension</td>
<td>15</td>
</tr>
<tr>
<td>Suspension/Dismissal from the College</td>
<td>15</td>
</tr>
<tr>
<td>Statewide Conduct Policy</td>
<td>16</td>
</tr>
<tr>
<td>Assessment</td>
<td>16</td>
</tr>
<tr>
<td>Emergency Response</td>
<td>16</td>
</tr>
<tr>
<td>Safety and Violence Protection</td>
<td>16</td>
</tr>
<tr>
<td>Child Care</td>
<td>16</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>16</td>
</tr>
<tr>
<td>Personal Misconduct</td>
<td>16</td>
</tr>
<tr>
<td><strong>Program Policies</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty and Student Responsibility Statements</td>
<td>18</td>
</tr>
<tr>
<td>Student Attributes</td>
<td>19</td>
</tr>
<tr>
<td>Professional Conduct Policy</td>
<td>19</td>
</tr>
<tr>
<td>Addressing Faculty and Patients</td>
<td>20</td>
</tr>
<tr>
<td>AARC Statement of Cultural Diversity</td>
<td>20</td>
</tr>
<tr>
<td>AARC Statement of Ethics and Professional Conduct</td>
<td>21</td>
</tr>
<tr>
<td>Academic Integrity and Honesty</td>
<td>21-22</td>
</tr>
<tr>
<td>Communication and Correspondence</td>
<td>22</td>
</tr>
<tr>
<td>Integrity and Respect</td>
<td>22</td>
</tr>
<tr>
<td>Didactic Course Work</td>
<td>22</td>
</tr>
<tr>
<td>Classroom Expectations</td>
<td>22-23</td>
</tr>
<tr>
<td>Classroom Attendance/Tardiness/Leaving early</td>
<td>23</td>
</tr>
<tr>
<td>Use of the Laboratory</td>
<td>23-24</td>
</tr>
<tr>
<td>Weather</td>
<td>24</td>
</tr>
<tr>
<td>Academic Grading Scale</td>
<td>24</td>
</tr>
<tr>
<td>Assessment and Remediation</td>
<td>25</td>
</tr>
<tr>
<td>Exam Policy</td>
<td>25</td>
</tr>
<tr>
<td>Exam and Assessment Compliance Rules</td>
<td>25-26</td>
</tr>
</tbody>
</table>
Progression through the Program ..................................................26-27
Dismissal for Failure to Meet & Maintain Academic Standards ..........27
Counseling ..................................................................................27-28
Terminal Program Objectives ..........................................................28
Graduation ..................................................................................28-29
Community Service .....................................................................29
Students Who Work as Respiratory Therapy Students .........................29
Student Licensure ........................................................................29
Professional Organizations and Meetings ..........................................30
Student Class Representatives ......................................................30-31
National Credentialing ..................................................................31
State Licensure .............................................................................31

Clinical Policies
Clinical Policy and Procedure Overview ...........................................33
Clinical Overview ..........................................................................33
Mandatory Clinical Prerequisites ......................................................34
Random Drug Testing .....................................................................35
Drug and Alcohol Use .....................................................................35
Conviction of a Felony .....................................................................35
Liability & Health Insurance ............................................................35
Accidents .....................................................................................36
Clinical & Lab Procedures ................................................................36
Bloodborne Pathogen & Body Fluid Exposure Policy .........................36-38
Airborne Pathogen Exposure Policy ...............................................38
Dress Code ..................................................................................39-40
Smoking .......................................................................................40
Clinical Attendance .........................................................................40-41
Infectious Diseases .........................................................................41-42
Bereavement Policy .........................................................................42
Inclement Weather ..........................................................................42
Pregnancy ......................................................................................43
Clinical Program Stop-Out for Medical Reasons .................................43
Breaks & Lunch Periods ...................................................................43
Transportation ................................................................................43-44
Clinical Assignments .......................................................................44
Student Rights, Participation & Responsibilities in Clinical ..................44-45
Clinical Professional Standards ......................................................45-48
Disciplinary Actions & Counseling ..................................................48
Chain-of-Command & Disciplinary Forms .......................................48-49
Denial of Clinical Placement ............................................................49
Misconduct Resulting in Clinical Placement Denial ...............................49
Maintaining Clinical Skills Proficiency .............................................49
Clinical Skills Remediation ..............................................................49
Clinical Progression ........................................................................49-50
Clinical Competency Check Off .......................................................50-51
Clinical Grading ............................................................................51-53
Clinical Paperwork & Forms & Records ...........................................54-56
Evaluation Forms ..........................................................................55
Clinical Check Lists .........................................................................55
Writing Assignments .......................................................................55-56
Social Media ..................................................................................56

Signature Forms .............................................................................57-65
## CAMPUS DIRECTORY

### General Information

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
<th>Email/Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Enrichment Center (tutoring)</td>
<td>(574) 830-0375 ext. 4483</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>(574) 830-0375 ext. 4491</td>
<td></td>
</tr>
<tr>
<td>Business Office</td>
<td>(574) 830-0375 ext. 4422</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(574) 830-0375; <a href="mailto:elkhart-finaid@ivytech.edu">elkhart-finaid@ivytech.edu</a></td>
<td></td>
</tr>
<tr>
<td>Library Resource Center (LRC)</td>
<td>(574) 830-0375 ext. 4490</td>
<td></td>
</tr>
<tr>
<td>Records and Registration</td>
<td>(574) 289-7001; <a href="mailto:sberegistrar@ivytech.edu">sberegistrar@ivytech.edu</a></td>
<td></td>
</tr>
<tr>
<td>Testing Center</td>
<td>(574) 830-0375 ext. 4414</td>
<td></td>
</tr>
</tbody>
</table>

### Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email/Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Thomas Coley</td>
<td>Chancellor</td>
<td>(574) 289-7001 ex 5706 (secretary)</td>
<td></td>
</tr>
<tr>
<td>South Bend/Elkhart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Katherine Kent</td>
<td>Vice Chancellor of Academic Affairs</td>
<td>(574) 289-7001 ex 5706 (secretary)</td>
<td></td>
</tr>
<tr>
<td>South Bend/Elkhart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kyle Hannon</td>
<td>Executive Director of the Elkhart Campus</td>
<td>(574) 830-0375 ex 4415 (secretary)</td>
<td></td>
</tr>
</tbody>
</table>

### School of Health Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email/Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara MacMillan</td>
<td>Dean</td>
<td><a href="mailto:bmacmillan2@ivytech.edu">bmacmillan2@ivytech.edu</a></td>
<td>(574) 289-7001, ex 6379</td>
</tr>
<tr>
<td>South Bend/Elkhart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily Timmins, BS</td>
<td>Administrative Assistant</td>
<td>(574) 830-0375 ex 4503</td>
<td>Room 317</td>
</tr>
<tr>
<td>Elkhart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Respiratory Therapy Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email/Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Pearson, MPA, RRT</td>
<td>Program Chair</td>
<td><a href="mailto:spearson12@ivytech.edu">spearson12@ivytech.edu</a></td>
<td>(574) 830-0375, ex 6375</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deb Nicholson, BS, RRT</td>
<td>Director of Clinical Education</td>
<td><a href="mailto:dnicholson46@ivytech.edu">dnicholson46@ivytech.edu</a></td>
<td>574-830-0375, ex 5724</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Director</td>
<td>Dr. Maskiny</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CLINICAL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>HOSPITAL</th>
<th>CONTACT PERSON</th>
<th>CALL OFF #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director of Clinical Education</strong></td>
<td>Professor Debra Nicholson, BS, RRT</td>
<td>574-830-0375 ex 5724</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Dnicholson46@ivytech.edu">Dnicholson46@ivytech.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Elkhart General Hospital</strong></td>
<td>Brandi Lopez</td>
<td>(574) 294-2621 Ext. 4938</td>
</tr>
<tr>
<td>600 East Blvd</td>
<td>Clinical Coordinator</td>
<td>Shift Coordinator</td>
</tr>
<tr>
<td>Elkhart, IN 46514</td>
<td>Phone:(574) 523-3249</td>
<td></td>
</tr>
<tr>
<td>Start time 0600</td>
<td><a href="mailto:blopez@beaconhealthsystem.org">blopez@beaconhealthsystem.org</a></td>
<td></td>
</tr>
<tr>
<td>Location 3rd floor</td>
<td>Andrew Woltmann</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director of Respiratory Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elkhart General Hospital</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(574) 523-3249</td>
<td></td>
</tr>
<tr>
<td><strong>Goshen Hospital</strong></td>
<td>Cassandra Rodriguez, Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>200 High Park Avenue</td>
<td><a href="mailto:crodrigue@goshenhealth.com">crodrigue@goshenhealth.com</a></td>
<td></td>
</tr>
<tr>
<td>Goshen, IN 46526</td>
<td>Tim Near, Manager</td>
<td></td>
</tr>
<tr>
<td>Location 1st floor</td>
<td>(574) 364-2640</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:tnear@goshenhealth.com">tnear@goshenhealth.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Memorial Hospital</strong></td>
<td>Gerri Ratliff, Clinical Instructor</td>
<td>(574) 647-2340</td>
</tr>
<tr>
<td>615 N. Michigan</td>
<td>Office (574) 647-2340</td>
<td></td>
</tr>
<tr>
<td>South Bend, IN 46601</td>
<td>Mobile (574) 647-3849</td>
<td></td>
</tr>
<tr>
<td>Start time Days 0630/Eves 1430</td>
<td><a href="mailto:gratliff@beaconhealthsystem.org">gratliff@beaconhealthsystem.org</a></td>
<td></td>
</tr>
<tr>
<td>Location 1st floor</td>
<td>Jan Cosby, Manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(574) 647-7178</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jcosby@beaconhealthsystem.org">jcosby@beaconhealthsystem.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>La Porte Hospital</strong></td>
<td>Patti Solano, Manager</td>
<td></td>
</tr>
<tr>
<td>1007 Lincoln way</td>
<td>(219) 326-2676</td>
<td></td>
</tr>
<tr>
<td>La Porte, IN 46350</td>
<td><a href="mailto:p.solano@lph.org">p.solano@lph.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>St. Joseph Regional Medical Center</strong></td>
<td>Charles Williams, Clinical Instructor</td>
<td>(574) 472-2591 Digital pager</td>
</tr>
<tr>
<td>5215 Holy Cross Parkway</td>
<td>(574) 335-2519</td>
<td></td>
</tr>
<tr>
<td>Mishawaka, IN 46545</td>
<td><a href="mailto:williamsc@sjrmc.com">williamsc@sjrmc.com</a></td>
<td></td>
</tr>
<tr>
<td>Start time Days 0600/Eves 1400</td>
<td>Viv Wiley, Director</td>
<td></td>
</tr>
<tr>
<td>Location 3rd Floor</td>
<td>(574) 335-2477</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:wileyv@sjrmc.com">wileyv@sjrmc.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Kindred Hospital of Northern Indiana</strong></td>
<td>Kristy Hawkins, Manager</td>
<td>(574) 257-2839</td>
</tr>
<tr>
<td>215 W 4th St.</td>
<td><a href="mailto:Kristi.Hawkins@kindred.com">Kristi.Hawkins@kindred.com</a></td>
<td></td>
</tr>
<tr>
<td>Mishawaka, IN 46544</td>
<td>(574) 252-2081</td>
<td></td>
</tr>
</tbody>
</table>
ACCREDITING AGENCIES FOR THE RESPIRATORY THERAPY PROGRAM AT IVY TECH COMMUNITY COLLEGE

Ivy Tech Community College has maintained accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools. 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

The Respiratory Care Accreditation Programmatic Outcome Data can be found:
https://coarc.com/Students/Programmatic-Outcome-Data.aspx

Ivy Tech Community College is accredited by:

The Higher Learning Commission of the North Central Association of Colleges and Schools
230 South LaSalle St., Suite 7-500
Chicago, Illinois 60604-1413
http://www.ncahlc.org
Phone: 800-621-7440 / 312-263-7462
Fax: 312-263-0456
PROGRAM AND PROFESSIONAL OVERVIEW
INTRODUCTION

Welcome to the Ivy Tech South Bend/Elkhart Campus Respiratory Therapy Program located on the Elkhart County Campus. Ivy Tech is a statewide college system divided into locally-accessible regions and the largest state-supported college in Indiana. Ivy Tech Community College has maintained accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. 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.

The Respiratory Therapy faculty and staff of Ivy Tech Community College of Indiana, South Bend/Elkhart Campus are pleased to have you in our respiratory therapy program. Since you will be new to the program and perhaps to the clinical and hospital environments, it is our desire to provide you with answers to many of the questions frequently asked. This policy manual is designed to provide a framework within which the faculty and students can function to meet your educational goals. All policies herein are in effect for the duration of your student respiratory career. However, if changes are made you will be notified in writing and be required to sign a form signifying that you received the new information.

The faculty is here to assist you in achieving your educational goals. They will provide academic guidance and support to you for successful completion of the program. A positive attitude toward study, classmates, patients and yourself, will be necessary to successfully complete the educational process.

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.

The reason for the increase is due to an increase 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 clinical opportunities for program graduates include staff technician or therapist, shift supervisors and clinical supervisors in the hospital healthcare setting. Other career opportunities exist in extended care facilities, home care facilities, physician’s offices, rehabilitation centers, equipment sales, land/air transports, emergency rooms, adult intensive care units, pediatric intensive care units, and intensive care units for premature babies. Respiratory therapists may also find employment in Chronic Disease management, conscious sedation, etc…

While working in some of these areas, respiratory therapists 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 regionally accepted practices, therapists perform patient assessments and make recommendations to physicians regarding the care, which the patient will require. Therapists are also active in assisting the physician by utilizing weaning protocols when caring for a patient on mechanical ventilation.

Graduates of the program must complete the Therapist Multiple Choice exam (TMC). Graduates who take the TMC exam and score between the entry 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.

**DESCRIPTION OF THE PROFESSION**

Respiratory therapists, as members of the health care team, work in collaboration to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders in a wide variety of clinical settings. This is a fast paced career that requires therapists to critically think, make rapid decisions and communicate effectively.

Respiratory therapists must behave in a manner consistent with the standards and ethics of all health care professionals. In addition to performing respiratory therapy 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:

- acquiring and evaluating clinical data
- assessing the cardiopulmonary status of patients
- performing and assisting in the performance of prescribed diagnostic studies
- such as drawing blood samples, performing blood gas analysis, and pulmonary function testing
- utilizing data to assess the appropriateness of prescribed respiratory therapy
- establishing therapeutic goals for patients with cardiopulmonary disease
- participating in the development and modification of respiratory therapy plans
- case management of patients with cardiopulmonary and related disease
- initiating ordered respiratory therapy, 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
- providing lifesaving interventions such as CPR
- providing care from birth to end of life
- promoting evidence-based machine; research/ and clinical practice guidelines
- providing care following CDC guidelines for patients who have infectious diseases

**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 Respiratory Therapy program has affiliation agreements with their local hospitals, clinics etc, to provide student-learning experiences. See clinical policies in this policy manual for a complete listing of clinical affiliates and clinical dress code.

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.
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.

**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 therapy 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 therapist plays.
4. Establish effective relationships with respiratory therapy 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.

**PROGRAM METHODOLOGY**

The Respiratory Therapy Program is a two year associate of science degree program.

The philosophical base of the educational program for respiratory therapy is that education is ongoing and continuous; that education creates change in the affective, cognitive, and psychomotor domains of the learner; and that education, as learning proceeds within a simple to complex framework. The Program is competency-based and follows the current National Board for Respiratory Care’s (NBRC) detailed content outlines.

The curriculum is designed to provide opportunities to develop skills in communication, professionalism, analytical thinking, inquiry and information gathering, practical application of respiratory treatment modalities, and psychomotor skills.

The Respiratory Therapy Program involves motivation, curiosity, professional fulfillment and personal satisfaction. The program is both challenging and rewarding.

Communication with faculty, fellow therapists, physicians, nurses and members of the health care team is an essential element of the program. Students engage in seminars, intensive classes, laboratories, and clinical training in hospitals. The result is an outstanding education in respiratory therapy.

The faculty is committed to excellence in teaching and community service by promoting lifelong learning, scholarship, and service.
Estimated Expenses for the Respiratory Therapy Program

Tuition: 71 Credits at $140.61 (in-state) per credit hour  **$9,983.31
(Out-of-state tuition $275.08 x 71 credits = $19,530.68)

Physical Exam: Cost varies  *Variable

Hepatitis B Vaccine: Cost varies  *~$ 200

Titers/Boosters: Costs vary depending on need  *Variable

BLS: Certification for Health Care Providers  $68

Exams: Mock TMC Exam and Clinical Simulation  $120

DataArc Competency Documentation Software  $85

Simulation Software  $100

Laboratory Kits: Costs may vary each year  $200

Uniforms: Scrubs, shoes (variable)  $160
(2 sets)

Supplies: Stethoscope, calculator, pen light, bandage scissors, watch with second hand (variable)  $120

Castlebranch: Annual Background Check & Drug Screen  $131

Books: Prices vary from semester to semester  *$2,000

Technology Fee: 7 semesters at $60 (full-time status)  **$420
Add $60 for each additional semester

Transportation & Gas: Cost varies  *Variable

Total Estimated Expense for in-state tuition  ***$13,587.31

*Medical expenses vary depending on facility and type of insurance plan coverage.
**Tuition, books and technology fees are estimated based on current scale for in-state residents. Cost does not reflect remedial courses, if required.
Fees are subjective to change without notice.
# Respiratory Therapy Curriculum
## South Bend/Elkhart Campus

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite Courses – 12 Credits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 111</td>
<td>English Comp</td>
<td>3</td>
</tr>
<tr>
<td>MATH 123</td>
<td>Quantitative Reasoning (MATH 123 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>APHY 101</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>APHY 102</td>
<td>Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
</tbody>
</table>

| **General Education Requirements – 13- 14 Credits** |                                                                      |              |
| CHEM 101 or 111 | Chemistry Elective                                                  | 3            |
| BIOL 201 or 211 | Microbiology Elective                                               | 3-4          |
| PSYC 101 or    | Introduction to Psychology or                                       | 3            |
| SOCI 111       | Introduction to Sociology                                           |              |
| COMM 101 or    | Fundamentals of Public Speaking or                                  | 3            |
| COMM 102       | Interpersonal Communications                                        |              |
| IVY 112        | Ivy Tech Student Success in Health Care                             | 1            |

| **Professional Courses – 46 Credits** |                                                                      |              |
| **Fall:**                             |                                                                      |              |
| RESP 101     | Assessment & Caring for a Respiratory Patient                       | 6            |
| RESP 103     | Cardiopulmonary Anatomy & Physiology                               | 3            |
| RESP 106     | Cardiopulmonary Pharmacology                                       | 3            |
|              |                                                                      | **12 Credits**|
| **Spring:**                            |                                                                      |              |
| RESP 107     | Clinical Applications of Assess & Care for Respiratory Patient      | 2            |
| RESP 102     | Advanced Assessment and care of Cardiopulmonary Patient             | 3            |
| RESP 104     | Concepts in Adult Critical Care                                     | 3            |
| RESP 105     | Cardiopulmonary Pathophysiology                                    | 3            |
| RESP 203     | Advanced Emergency Management                                       | 1            |
|              |                                                                      | **12 Credits**|
| **Summer:**                            |                                                                      |              |
| RESP 108     | Clinical Applications in Advanced Assess and Care                   | 2            |
|              |                                                                      | **2 Credits** |
| **Fall:**                             |                                                                      |              |
| RESP 201     | Advanced Concepts Cardiopulmonary Diagnostic Procedures             | 4            |
| RESP 208     | Clinical Applications and Concepts in Critical Care                 | 5            |
| RESP 202     | Pediatric and Neonatal Advanced Critical Care                      | 3            |
|              |                                                                      | **12 Credits**|
| **Spring:**                            |                                                                      |              |
| RESP 204     | Extended Care for the Cardiopulmonary Patient                       | 2            |
| RESP 205*    | Advanced Respiratory Care and Comprehensive Review                  | 3            |
| RESP 209     | Advanced Clinical Applications in Critical & Specialty Rotations    | 3            |
|              |                                                                      | **8 Credits** |

*Capstone Course
COLLEGE POLICIES

For a complete list of college admission policies, including registration, financial aid, student records, etc., please see the Course Catalog: http://www.ivytech.edu
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.

DISABILITY SERVICES INFORMATION
If you need an accommodation because of a documented disability, you are required to register with the Office of Disability Services for the South Bend/Elkhart Campus. You must register at least 30 days prior to the beginning of each semester. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services. Phone: (574) 289-7001 ex 1002. Email: R2-DSS@ivytech.edu. The receptionist at the Elkhart front desk can assist in scheduling appointments with a disability support representative.

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

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/

COURSE DROP AND WITHDRAWALS
The last day to drop a course for a 100% refund is listed in the course syllabus. The voluntary deadline to withdraw from a course without a (no refund) is listed in the syllabus. Students who are receiving financial aid should contact the financial aid office before dropping or withdrawing from courses. Withdrawing from a course does not affect student’s GPA, but counts in completion ratio and may affect student’s academic standing. The professional portion of the curriculum is sequenced ensuring prerequisite course requirements are followed, therefore withdrawing from 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 policy manual. Tuition charges may apply. See College Student Handbook for complete course drop and course withdrawal policies.

ACADEMIC PROBATION
A student who does not achieve a minimum of a 2.00 GPA at the end of each term will be placed on academic probation for the following term. The student will be allowed to enroll for the next term while on academic probation with the understanding that he/she must raise the minimum GPA by the end of that term.

ACADEMIC SUSPENSION
Failure to maintain the defined standards of progress of the Respiratory Therapy Program and does not improve by the end of the first term on academic probation or upon well-documented violations of the Program Guide or Institutional Handbooks will lead to student suspension from the program.

A student does have the right and privilege to pursue the Student Grievance Procedure outlined in the Ivy Tech Community College Student Handbook: https://www.ivytech.edu/studenthandbook/

Any student dismissed for just cause will not be entitled to refunds.

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/
STATEWIDE CONDUCT POLICIES
The reputation of the College among the community depends, in large part, upon the behavior of its
students. Students enrolled at the College are expected to conduct themselves in a mature, dignified, and
honorable manner. Students are entitled to a learning atmosphere free from discrimination, harassment,
sexual harassment, and intimidation. This applies to all conduct among faculty, staff, and students.

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 the College representatives
is not in the best interests of the student, other students, and/or College. Students who are disciplined at
one campus should expect to find their sanctions enforced at other Ivy Tech campuses. (Please see
College Student Handbook for further details: https://www.ivytech.edu/studenthandbook/)

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.

EMERGENCY RESPONSE
Refer to the Emergency Response Guide posted in the classroom and all clinical areas at your assigned
facility. The Emergency Response Guide covers responses to fire, medical emergencies and ambulance,
utility failure, earthquake, chemical spills, tornado and severe thunderstorms, disruptive
behavior/workplace violence, and bomb threats/suspicious mail/biological agent threats.

SAFETY AND VIOLENCE PREVENTION NOTICE
It is imperative that if you see or hear a threat that you report it immediately. Comments such as a
statement to “get even,” a threat to kill or injure someone or to blow up the building are examples of
threatening or intimidating language. The comment does not need to be made directly to the potential
victim. Security should be notified first to address individuals who express violent words or behaviors.
To notify security at the Elkhart County Campus: dial “4498” from school phone or call (574) 876-2946.

CHILD CARE
Children are not permitted in labs/classrooms or at a clinical site while in a student role. Children
cannot be left unattended on Ivy Tech property or on clinical site property while in a student role.
Dependable childcare arrangements should be made prior to beginning the program. A back-up caregiver
should also be considered.

SEXUAL HARASSMENT
Students are encouraged to report harassment before it becomes severe or pervasive. A student who thinks
that he/she has been a victim of harassment and who desires to file a complaint to that effect should report
a complaints following the steps listed in the Code of Student Rights and Responsibilities.
(https://www.ivytech.edu/studentcode/). Issues of sexual harassment at the Clinical site must be reported to
the appropriate clinical site officials and be brought to the attention of the program and college officials
immediately.

PERSONAL MISCONDUCT
The college may sanction a student for the following: possession, consumption or distribution of drugs or
alcohol; and possession of firearms. See complete list of acts of personal misconduct in the Code of Student
The information below is intended to give students an overview of program policies and does not replace the individual course syllabi.
FACULTY RESPONSIBILITY STATEMENT

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 brings 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 has 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.

STUDENT RESPONSIBILITY STATEMENT

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 matter 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 ;( see course syllabus, Ivy Learns).
- Initiate all paperwork necessary to enroll in and exit from the course, including financial aid documents.
**STUDENT ATTRIBUTES**

Each student through classroom, laboratory and clinical environments, should strive to gain the following objectives:

1. Maintain an unparalleled standard of professional demeanor throughout the Respiratory Therapy Program.
2. Apply knowledge of the basic sciences to the clinical setting.
3. Demonstrate technical skills and knowledge for operation of therapeutic and life support systems.
4. Present an awareness of the psychosocial needs of the patient.
5. Exhibit excellence in communication when interacting with other health care specialists, patients and families through patience, understanding and cooperation.
6. Display critical thinking and problem solving ability when presented with complex medical situations.
7. Promote optimal health in others and serve as a role model of good health as a respiratory therapist.
8. Demonstrate leadership qualities appropriate to a professional in the health provider system.
9. Promote patient rights and meet the legal, moral and ethical responsibilities of a health care provider.
10. Support sound, ethical research practices which promote health and disease prevention.
11. Participate and promote life-long learning values to maintain competency for respiratory therapy.
12. Display culturally competent skills when dealing with diverse populations.

**PROFESSIONAL CONDUCT POLICY**

Students must maintain an unparalleled professional demeanor on campus, at the clinical affiliates, at seminars and at special rotations, and at any off-campus related activity.

Professional conduct includes, but is not limited to:

1. Maintain strict patient confidentiality (HIPAA)
2. Exhibit cooperation with hospital staff
4. Abide by the rules of conduct as stated in the policy manual of the affiliating hospitals
5. Uphold the Ivy Tech Community College’s Student Code of Ethics
6. Abide by the AARC statement of Ethics and Professional Conduct
7. Demonstrate Cultural Sensitivity as defined by the Program and the AARC
9. Treat faculty, patients, families, healthcare professionals, fellow students respectfully, avoiding disruptive displays of anger or verbal assaults.

Violation of professional conduct will result in the student being counseled and written documentation placed in the student’s file. The student may be placed on probation or dismissed as specified in that section of this policy manual.
ADDRESSING FACULTY & PATIENTS

Patients, hospital personnel, and faculty are to be addressed as: Dr., Mr., Mrs., Ms., Professor, etc. Anything less than maintaining unparalleled professional demeanor, can result in the loss of confidence or respect for the student by the faculty, patients or hospital personnel.

AARC STATEMENT OF CULTURAL DIVERSITY

Effective 12/94; Revised 4/13

The AARC professional community embraces diversity and multi-culturalism in all of its forms and promotes respect and cultural competence in every facet of its mission. The AARC is enriched by the unique differences found among its diverse members, their patients/clients, and other stakeholders. The AARC values and incorporates equal opportunity, and promotes the use of personal and cultural backgrounds to enhance our profession.

The AARC accomplishes this by:

- Demonstrating sensitivity to all forms of diversity and multiculturalism including, but not limited to: age, gender and gender identity, race, color and ethnicity, nationality and national origin, ancestry, religious affiliation and creed, sexual orientation, socioeconomic status, political affiliation, physical and mental abilities, veteran and active armed service status, job responsibilities and experience, education and training.

- Acknowledging the varied beliefs, attitudes, behaviors and customs of the people that constitute its communities of interest, thereby creating a diverse and multicultural professional environment.

- Promoting an appreciation for communication between, and understanding among, people with different beliefs and backgrounds.

- Accommodating the needs of the physically disabled at events and activities.

- Using multicultural content and gender-neutral references in documents and publications.

- Promoting diversity education and cultural competence in its professional education programs.

- Recruiting candidates from under-represented groups for leadership and mentoring programs.
**AARC STATEMENT OF ETHICS AND PROFESSIONAL CONDUCT**

*Effective 12/94: Revised 04/15*

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

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

Respiratory Therapy Students will be held to the AARC statements as stated above. These statements provide a working guideline for how each and every respiratory therapist should conduct themselves throughout their career. If any of these AARC statements are broken, the student will be counseled and written documentation placed in their file and may result in further disciplinary actions.

**ACADEMIC INTEGRITY AND HONESTY**

At Ivy Tech Community College, learning is valued and honored. Our learning community cannot thrive if its students copy the work of others, known as plagiarism, and seek an unfair advantage over their fellow students by cheating. The academic standards of Ivy Tech Community College are based on a genuine pursuit of knowledge and demand a high level of integrity from every one of its students.

Honesty is an integral characteristic for all health care professionals. With your decision to enroll in the Respiratory Therapy Program, you have committed yourself to uphold this standard. Furthermore, it is your responsibility to maintain peer group control of dishonesty by reporting any alleged acts of misconduct to the instructor.
When this trust is violated the learning process suffers injury and steps must be taken to ensure that learning standards remain meaningful. Any student caught cheating will forfeit his/her grade and will receive zero (0) for that test or assignment. Cases of student misconduct and/or lack of academic integrity will be referred to the Chief Academic Officer. The student may be subject to disciplinary actions and are grounds for dismissal as deemed by the College.

All students are encouraged to avoid dishonest behavior and seek available tutorial and counseling services to help them succeed. (Please see this policy manual and the College Student Rights and Responsibilities for further details.)

COMMUNICATION & CORRESPONDENCE

All communication whether verbal, voicemail or email, is expected to be respectful and professional. With regards to email, students should avoid slang and abbreviations. All email messages must be signed with the students first and last name. Instructors will not respond to emails that are not signed. Any communication that is deemed unprofessional, the student will be counseled.

INTEGRITY & RESPECT

Students are expected to respect their fellow students by listening to lectures and discussions quietly, by participating without anger or sarcasm, and respecting others’ thoughts, ideas, heritage, and culture.

Good class citizens contribute actively to the learning of their classmates by initiating interesting discussions in class or helping students understand material outside of class. Poor citizenship behavior includes “hogging air time” with comments that are too long-winded, repetitive or irrelevant.

DIDACTIC COURSE WORK POLICIES

Students must abide by the criteria stated in the syllabus for each course.

The uses of calculators or any other electronic device are prohibited during exams. Leaving the room during exams (example to use the phone or restroom) is prohibited.

Students will be required to purchase program handout materials, examination and laboratory equipment, in addition to the required course textbooks.

CLASSROOM EXPECTATIONS

This is a professional program and unparalleled professional behavior is expected during all classroom, laboratory sessions, and all interactions with students, faculty, and staff. As future health care providers, it is imperative that students embrace different cultures, ideas, opinions openly and without ridicule.

Any behavior that is disruptive to the teaching-learning process is prohibited. This includes, but is not limited to conducting personal business during class time, the use of pagers, cell phones, electronic devices, sleeping during class, coming to class late, or talking and disrupting your classmates while the instructor is lecturing. Restroom breaks are to be taken during the scheduled break time. Cellular phones and pagers must be turned off during class. So as not to disrupt the class, students who arrive late can enter the classroom at the break period. See course syllabi.

- It is highly recommended that you have a calculator for in-class activities, cell phone calculators will not be used during class times.
- Students using personal electronic devices for non-academic purposes will be counseled.
Students training for the respiratory therapy profession are bound by the AARC Statement of Ethics and Professional Conduct. The student must conduct himself/herself in a manner consistent with this code during classroom, laboratory, at hospital affiliates, as well as any off campus program related activity. Students who fail to maintain professional behavior at all times will be counseled and may result in dismissal from the program. See individual course syllabi for further policies.

Repeat offenses will be taken into consideration when student requests faculty completion of a student license.

Following college safety precautions, the classroom door must remain locked at all times.

**CLASSROOM ATTENDANCE/TARDINESS/LEAVING EARLY**

Since one of the goals for the program is to graduate reliable respiratory therapists, attendance and punctuality are mandatory. Discipline and responsibility are fundamental to the practice of respiratory therapy.

Regular attendance at scheduled class and laboratory time is expected. If personal circumstances arise making it impossible to attend class, it is student’s responsibility to find out what was covered, including any announcements. **The student must notify the instructor of their absence prior to the start of class via phone or email.** The instructor will not copy their lecture notes for students. Students will need to obtain notes from a classmate. It is the policy of the college to have all instructors report to the administration if excessive absenteeism is a problem.

- Routine appointments should be kept outside of class time and clinical hours.
- Random in-class, pop quizzes and participation points will be used throughout the semester to keep attendance a student priority.

Class/clinical attendance will be taken into account for student licensure permission.

**USE OF THE LABORATORY**

The information below is intended to give students an overview of laboratory requirements and does not replace the course syllabus. The Respiratory Care Laboratory will be used to develop student’s skills on communication, equipment and procedural modalities, prior to clinical performance. Students must successfully pass all competencies in the laboratory and earn a minimum of 75% overall score to pass the course(s) and the program. Students will receive a course grade of “F” and will not be able to progress in the program if they do not successfully demonstrate competency in all competency check-off procedures in the laboratory. See course syllabi.

Specifically the weekly laboratory will:
1. Provide instructor guided practice for new procedures
2. Assess competency in assigned procedures (check-offs)
3. Prepare students to safely perform clinical skills.

Lab supplies and equipment are to be cleaned up and put away after each use. If equipment is broken, leave a note attached to the equipment describing the malfunction and notify the instructor.

**Competency Check Offs** will be assigned each week (see individual lab schedule). Students will have one week to practice and be prepared to demonstrate competency. Students are expected to be prepared, move through the procedure smoothly without stumbling, without cues from the instructor, without fumbling with equipment, no gaps of time between steps, perform the procedure safely including using universal precautions and AIDET, be able to answer questions without cues or guessing, and does not take too long to answer questions.
Failure to demonstrate competency on the first check-off attempt will result in the student having to remediate and redo the procedure. A grade penalty will apply. The student is expected to pass the competency after the second attempt or they will be counselled and written documentation will be placed in their file. Students who require frequent re-do’s and remediation will be counselled and may result in failing the course. Failing the third attempt of the same procedure will result in failing the course.

Failing lab is a result of any of the following:
- Not successfully passing all the assigned check-offs
- Not passing a check-off after the third attempt
- Requiring frequent re-do’s
- Earning a final lab grade of less than 75%.

Failing lab will result in failing the course and the student will not be allowed to continue onto the next semester depending on the pre-requisites.

Open lab is designated for additional time to practice your laboratory skills. Attending at least one open lab a week is essential to your success. Some weeks you will find it necessary to attend both days.

Laboratory time is at a premium and must be utilized properly. See lab syllabi for laboratory rules and standards.

WEATHER

MEDIA SOURCES FOR BAD WEATHER ANNOUNCEMENTS
Campus closings during inclement weather will be reported to the following:
WNDU-AM 1490
WNDU-FM 93.9
WSBT- AM 960
WNSN-FM 101.5
WRSW-AM 1480
WRSW-FM 107.3
ITCC –My Ivy- South Bend/Elkhart Campus
ITCC Alert www.ivytech.edu/alert

ACADEMIC GRADING SCALE

The grading scale for each course has been determined and is as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
</tr>
<tr>
<td>B</td>
<td>83-90%</td>
</tr>
<tr>
<td>C</td>
<td>77-82%</td>
</tr>
<tr>
<td>D</td>
<td>75-76%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;75%</td>
</tr>
</tbody>
</table>

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. 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 policy manual.

Student grades will be taken into account for student licensure permissions.
ASSESSMENT AND REMEDIATION

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. Faculty will review commonly missed questions within one week of test/quiz with the class. It is the expectation that students will review their individual tests/quizzes and set an appointment with faculty to address their concerns.

Laboratory skills will be assessed through competency check-offs will be scheduled throughout the semester for courses with laboratory component (see syllabi). Competency check-offs are allowed 3 attempts for successful completion; review of deficiencies is required, along with proven practice 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.

Non-Academic technical standards for the program are assessed at the beginning of the program utilizing the Student Vaccination and Physical Examination Form, specifically the portion Review of Essential Functions. Academic technical standards for the program are assessed near the end of the program through the use of NBRC Self-Assessment Examinations; each students will be required to pass the Therapist Multiple Choice examination and attempt the Clinical Simulation Examination.

EXAM POLICY

The uses of calculators or any other electronic device are prohibited during exams. Leaving the room during exams (example to use the phone or restroom) is prohibited. All cell phones and electronic devices must be powered off during exams.

All exams will have a scheduled time allotted to complete the exam. If you arrive late to class on scheduled exam days, you will not be given additional time to complete the exam.

When an exam involves a test booklet and a Scantron Score Form, the Scantron Score Form is the official answer sheet. If there is a discrepancy between the answers on the Scantron Score Form and the test booklet, the answer on Scantron Score Form is used as the official answer. Therefore it is the student’s responsibility to ensure they mark their answers on the Scantron Score Form properly.

If you are unable to take an examination at the scheduled class time due to an emergency or illness, you will be allowed to make-up one exam ONLY IF YOU HAVE A NOTE FROM YOUR PHYSICIAN AND YOU HAVE CONTACTED THE INSTRUCTOR PRIOR TO THE SCHEDULED EXAM TIME !!!! The make-up exam must be completed within one week and will cover the same material as the original test, but may not necessarily be the same exam. Students who do not provide proper documentation for the missed exam, do not take the make-up exam within one week, or miss more than one scheduled exam, a grade of zero will be recorded.

One of the goals of the program is for students to demonstrate knowledge through testing; therefore, highly missed content will be re-tested.

All exams are destroyed 30 days after the end of the semester. Please see student handbook on Campus Connect if you are appealing a grade.

EXAM AND ASSESSMENT COMPLIANCE RULES

The following Exam/Assessment rules apply to all Respiratory Therapy Program exams, quizzes and assessments and must be followed for the entire time you are in the Respiratory Therapy Program.
Violations of any of the rules listed here may be viewed as a direct violation of the Academic Honesty Policy of Ivy Tech Community College. Violations may result in failing the Exam/assessment and/or failing the entire course. Each case of student misconduct will be referred to the Chief Academic Officer and the student may be subject to further disciplinary actions as deemed by the College.

- No books, materials or outside assistance can be used
- No discussing this exam/assessment with other students who have not completed the exam/assessment.
- No assisting other students or receiving assistance from other students regarding this exam/assessment.
- No printing, copying, or downloading this exam/assessment (questions or answers)
- No use of any copied, printed, or downloaded exam/assessments in preparation for this exam/assessment.
- No testing beyond the time limit set for this exam/assessment
- No use of calculators.
- No leaving the room during the testing period (i.e. to make calls or use restroom).
- All cellphone and electronic devices must be powered off during assessments and exams

**PROGRESSION THROUGH THE PROGRAM**

Program faculty need to ensure demonstrated retained competency of the student, 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 APPM 4.3.

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 APPM 4.3.

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.

**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)
   - All returning students must abide by the current program curriculum and policies in effect at the time of readmission
   - There must be space available or the returning student cannot enroll
   - 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.

**COUNSELING**

**Chain of Command**

Students having difficulty with a particular course, clinical or laboratory should contact the respective instructor for a counseling appointment. Students should speak with the course instructor before speaking with the Program Chair or Director of Clinical. Students must follow the proper chain of command.

**Chain of Command:**

- For didactic courses: **Instructor → Program Chair → Dean, etc.**
- For clinical courses: see Clinical Policies in this policy manual.
For concerns beyond the scope of any one course, the student should see the Program Chair for a counseling appointment. Note: posted faculty office hours should be utilized and respected.

**Counseling Forms**

Faculty and clinical instructors/preceptors will document disciplinary offenses or deficiencies in the behavior, psychomotor or cognitive domains using the Respiratory Therapy Counseling Forms. When appropriate, a written remediation plan/action plan will be developed. After discussing the issues with the student, the counseling form will be kept in the student’s department file.

**Professional Conduct Conference**

A professional conduct conference will be convened when a student is not meeting professional conduct standards. The student will be asked to explain their conduct to the committee and provide written documentation to help explain their situation. After hearing the case, the committee will make recommendations for a corrective action plan, sanctions or dismissal. Please refer to the Code of Students Rights and Responsibilities:
https://www.ivytech.edu/studentcode/

**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

**GRADUATION**

To earn an Associate of Science degree in Respiratory Therapy, the student must:

1. Complete the approved curriculum.
2. Have a minimum cumulative GPA of 2.00.
3. Complete an application for graduation.
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)

COMMUNITY SERVICE
Community service is an important part of becoming a well-rounded health care provider. Therefore, before graduation, each student must complete four (4) community based service projects. Each project must be at least 4 – 6 hours in length. You can combine projects (2 hour project plus a 3 hour project will count as one community service project.) Examples of community service include, but are not limited to: health fairs, job fairs, providing smoking education to schools, assisting American Lung Association, volunteering at any of the following: walks, camps, soup kitchen, Reins of Life, Special Olympics, and Hannah &Friends. Two of the four required community service projects must be related to respiratory therapy.

Community service projects must be pre-approved by the Program Chair or Director of Clinical Education.

STUDENTS WHO WORK AS RESPIRATORY THERAPY STUDENTS
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.

Many students are required to work to support themselves while enrolled in the Respiratory Therapy Program. However, it is presumed that successful completion of the Respiratory Therapy Program and successful passing of the NBRC examination process is the ultimate desire of each student. Therefore, if a student's progress in the program begins to show undesirable negative effects which appear to be related to work, the faculty reserve the right to notify the clinical affiliate. **It is the consensus of faculty and clinical affiliates that student's work no more than sixteen hours per week.**

STUDENT LICENSURE
After the student completes their RESP 108 they may apply to work in the Respiratory Therapy field as a student. In order to apply to work as a Respiratory Therapy Student (RTS), 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 www.in.gov/pla 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 Therapy Department Head and they will mail it to the Indiana PLA.
- Part III needs to be completed by the Program Chair and Director of Clinical Education. Faculty will mail the completed form to the Indiana PLA.
- Any student who holds a student permit may only perform respiratory therapy procedures that have been documented as part of a course.
• All “employee work” hours must be done outside of student scheduled lab, lecture and clinical hours. Students will not be allowed to have “work hours” in the Emergency Room, Critical Care Unit nor the Pediatric Care areas. As a hospital employee, students 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 their TCM exam.
• Graduates will need to apply for a temporary permit and then notify the IPLA of their board exam results before a permanent license can be given.
• A student who fails to remain in good standing while in the program will be reported to the Indiana PLA which may result in license restrictions or loss of license per their policy.

The program faculty reserves the right to not sign a student’s licensure application if they feel the student is not ready to function in that role. **Student grades, class/clinical attendance, timeliness of assignments, and professional behavior will be assessed prior to licensure permission.** Appropriate documentation will be provided to the student so that the student may work on deficient areas if the student’s permit is not signed by program faculty at the current time of inquiry.

**PROFESSIONAL ORGANIZATIONS AND MEETINGS**

All students are encouraged to become members of the American Association for Respiratory Care (AARC).

When attending professional meetings, the student is required to dress in professional casual attire. This means no jeans, t-shirts, sweatshirts, or tennis shoes. Examples of acceptable attire include khaki pants, button down shirts, dress slacks, sweater, polo shirts, suits, dresses that are knee length. The attire should not be provocative in nature. Examples of provocative clothes could include shirts that are low cut, backless shirts, form fitting pants, or legging/tights.

Noncompliance with the required dress code at professional meetings will require that the student be sent home from the meeting. If the meeting is taking the place of clinical hours the student would be counted as absent following the clinical attendance policy and be required to schedule a make-up day(s) with their current clinical site.

If there is an associated cost with attending any meeting, it will be the responsibility of the student to pay for it, out-of-pocket. If the student is not an ARRC member, they will still be required to pay for the meeting, even if there is a higher cost.

**STUDENT CLASS REPRESENTATIVES**

The respiratory therapy student/class representatives are current students in the Respiratory Therapy Program nominated and elected by class members and approved by the program faculty. Class representatives must be students in good standing and possess the ability to positively represent the program and their class. The student/class representatives, one President and one Vice President will have the following responsibilities:

1. Serve as a student representative at meetings.
2. One student will function as the student representative to the program advisory board committee.
3. When indicated, functions as the program representative to the Indiana Society for Respiratory Care (ISRC) student committee. This involves periodic communications (generally telephone or letter) with the chair, and attending the committee meetings (generally held during statewide meetings).
4. Oversee the open house for respiratory care week or other similar activities.
5. Leads class meetings and solicits class input on activities or events.
6. After graduation, will function as the graduate representative to the program advisory board committee.

7. Respiratory Club is optional, but requires a president, vice president, secretary, treasurer, public relations and a faculty advisor.

**NATIONAL CREDENTIALING**

The National Board for Respiratory Care (NBRC) is a credentialing agency who evaluates professional competency through national board exams. After you graduate you can apply to take the NBRC board exams on-line: www.nbrc.org or call for more information at (888) 341-4811.

Graduates of Ivy Tech North Central Respiratory Therapy Program are eligible to take the NBRC Therapist Multiple Choice Exam (TMC). Passing the TMC exam at the low cut score will earn the graduate a CRT Credential. Passing the TMC exam at the high cut score will earn the graduate a CRT credential and eligibility to take the NBRC Clinical Simulation Exam (CSE). Passing the CSE will earn the graduate a RRT credential.

Ivy Tech cannot guarantee that any graduate will pass the national certification exam.

**STATE LICENSURE**

Graduates of Ivy Tech South Bend/Elkhart Respiratory Therapy Program are eligible to become licensed in the state of Indiana or Michigan by successfully passing the NBRC TMC exam at the low cut score and earning the credential of CRT. Each state has its own rules and standards for applying for a state license to practice respiratory therapy. Please contact the state licensing agency to obtain an application.

**When you pass your NBRC TMC board exam, you are NOT automatically granted a state license to practice. You MUST APPLY** to the state licensing agency and complete their requirements.

Please note that temporary student permits to work in Indiana expires 60 days after graduation, so you should plan to take your NBRC TMC exam promptly after graduation and apply for a license. If you are going to delay taking your NBRC TMC Exam and your student license is going to expire, you MUST apply for a temporary license to bridge you until you take the exam and can apply for a real license. Temporary licenses expire 6 months after graduation. If you should have a criminal matter in your past after you have reached age 18, whether it is recent or not, you must contact the following credentialing body for eligibility that pertains to you:

For information on obtaining an Indiana License, contact the Indiana Professional Licensing Agency:  
Web site: http://www.in.gov/pla/  Phone: 317-234-2054

For information on obtaining a Michigan License, contact the Michigan Bureau of Health Professions:  
Web site: http://www.michigan.gov/lara/0,4601,7-154-72600---,00.html  Phone: 517-373-8068

As of July 1, 2011, the state of IN now requires healthcare professionals applying for an initial license to submit to a national criminal history background check (CBC) at the cost of the individual. Please note, you must apply FIRST for an IN license. If the CBC is done before you apply for your license, the CBC will be considered invalid and you will have to repeat it at your expense. Follow licensing the instructions carefully.
CLINICAL POLICY AND PROCEDURE OVERVIEW

Each student must comply with the policies, procedures and regulations outlined in the following:

- Ivy Tech Community College Course Catalog
- Respiratory Therapy Program Overview and Application Process
- Respiratory-Student Program and Clinical Policy Manual
- Affiliate Hospital Policy and Procedure Manuals
- Ivy Tech Student Handbook
- Ivy Tech Code of Student Rights and Responsibility

Specifically, the Clinical Policies outlined in this policy manual are designed to provide the student in the Respiratory Therapy Program’s clinical policies, procedures and regulations. Conditions may require the program to change, modify or eliminate policies, rules and regulations contained within this policy manual. Any changes in this policy manual will be communicated to the students via posting, published and/or general announcement.

The information contained in this policy manual is not all inclusive. Therefore, the policy manual may not be considered the complete official statement of policy of Ivy Tech Community College.

CLINICAL OVERVIEW

The goal of the Respiratory Therapy Program is to graduate the highest quality Respiratory Therapists that have demonstrated competence in order to meet the needs of our community in which we serve. The clinical education reflects the current competencies and duties required of registered respiratory therapist’s scope of practice.

The clinical education coursework has been designed to integrate the didactic (cognitive) aspect with the psychomotor and affective skills required. The student begins their experience first in the laboratory. The laboratory is designed to provide the students with the opportunity to become proficient with the use of respiratory therapy equipment and respiratory therapy procedures prior to attempting to administer care to patients. The first priority is safe patient care.

The clinical experience is designed to concentrate on the assigned objectives. Each student will be given a set of objectives that progressively advance the learning experience to more complex, critical areas of patient care delivery. As the student gains experience, she/he gradually moves to an independent level of performance under the supervision of the Clinical Instructor/Preceptor. Proficiency in all laboratory and clinical experiences are documented on designated forms.

The clinical based education component of the program is achieved at various community hospitals. These hospitals provide concentrated clinical exposure to patients and procedures as available. The program’s goal is to try to provide a wide variety of clinical experience; however, exposure to all possible situations cannot be guaranteed. Changes to the clinical rotation will be made as the situation warrants. Clinical instructors/Preceptors, clinical affiliates, and shifts (including 12 hour shifts) may change as necessary.
MANDATORY CLINICAL PREREQUISITES
Student will not be allowed to participate in clinical education until all of the following requirements are met and current status maintained.

CPR
Students are required to obtain American Heart Association Healthcare Provider CPR Certification prior to entering the clinical experience and provide documentation to the DCE. It is the student’s responsibility to provide the Director of Clinical Education with current and updated CPR Certification. If the student’s CPR expires, the student will be prohibited from participating in their clinical experience until appropriate documentation is provided to the DCE. Each missed clinical day will be counted as an absence and the clinical attendance policy will apply.

PHYSICAL EXAMS
Before clinical experience, it is necessary for all students in the Respiratory Therapy Program to provide documentation of a recent physical examination by a physician or physician assistant. The student must also provide information pertaining to their immunization history. This information is vital because of the patient contact during the clinical portion of the curriculum.

IMMUNIZATIONS
All respiratory therapy students are required to be vaccinated at their own expense or show immunization from a titer prior to starting clinicals at the hospital. This is according to the Center for Disease Control (CDC). All immunizations must be documented by (laboratory reports, physician’s records or school records). Measles, Mumps, Rubella, Varicella, and a current Tdap vaccination/immunization are mandatory. Also a three step Hepatitis B Vaccination (HBV) must be in process or completed before entering the clinical experience. The Hepatitis B vaccination series must be completed within six months. All respiratory therapy program students are required to have a two-step TB test before entering clinical experience and then repeated annually. It is the student’s responsibility to provide the Director of Clinical Education with current and updated documentation of this test. In addition to the annual TB test an annual Influenza vaccination is required at the student’s expense. Students must provide the Director of Clinical Education documentation of receiving an annual flu vaccination to be permitted to participate in the clinical experience. If the student's Influenza Vaccine and TB test documentation is not updated annually, the student will be prohibited from participating in their clinical experience until this documentation is provided to the Director of Clinical Education. Each missed clinical day will be counted as an absence and the clinical attendance policy will apply.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN
As a requirement by the clinical affiliates, all respiratory therapy students are mandated to obtain a criminal background check and drug screen before entering the clinical experience and an annual update while in the program. The student will be responsible for all cost involved in obtaining the check. Completion of a criminal background check and drug screening for a Health Sciences program does not ensure eligibility for licensure, credentialing, or future employment. The results must be satisfactory to the clinical sites to complete this portion of the coursework. Although personal information will be kept confidential, names and results of background checks, whether positive or negative, may be shared with any affiliating clinical site for the Respiratory Therapy program in order to determine clinical eligibility. Some clinical sites may require you to show your criminal background check results to them. As per College policy, if clinical site placement of the student is not successful, “…the student will be notified that s/he may not enroll in clinical courses and any co-requisite courses. In most cases, this will mean that the student will not be able to progress in the program, and will therefore not be able to complete the courses required for graduation.” Any existing clinical affiliate appeal processes will be shared with the student. The student is then responsible for managing their appeal directly with the clinical affiliate.

Students are required to report any new arrests or charges after the initial background check.
RANDOM DRUG TESTING
Clinical affiliates can conduct additional background checks and drug screenings (including random drug screenings during clinical) at their discretion. These tests may be at the expense of the student.

Additional criminal background checks and/or drug screenings will be required in programs for students enrolled in clinical courses more than 12 months.

Students who are not continuously enrolled in a program until completion may be required to complete additional checks upon re-entry to a program or admission to a different program in the School of Health Sciences or School of Nursing. Clinical sites or the College may request additional background checks or drug screenings at their discretion.

DRUG AND ALCOHOL
Any student suspected of drug and/or alcohol use; or suspected of being under the influence of drugs/alcohol, at school, lab, or in the clinical facility will be asked to complete a drug screen that same date, and be sent home for the remainder of the day. The student will be dismissed from the program for positive results, unless a reasonable medical explanation can be presented by a physician.

If you have been placed on any medication, by a physician, that could impair your judgment, you may not attend clinical. This will count as an absence. Documentation from the student’s physician will be required before the student can return to clinical. Missed clinical time must be made up prior to the start of the next semester. Failure to do so may result in an incomplete for the course and failure to progress through the program. Proof of the prescription(s) must be provided to the program faculty.

CONVICTION OF A FELONY
The College and Program will train any eligible student regardless of a felony history. The College and the Program cannot guarantee that the student will receive a license from the state once that student has graduated. The college can also not guarantee that all hospitals will take a student with item(s) on the background report. If the student has an item on their background report, clinical affiliates will be contacted with only the information necessary for a decision about the student’s clinical rotation potential. If denial of clinical placement affects the student’s ability to meet the program’s clinical requirements, the student will be not be able to progress in the program.

It is the responsibility of the student to investigate this with the Indiana Health Professional Licensing Agency, (317) 234-2054.

LIABILITY AND HEALTH INSURANCE
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.
ACCIDENTS

Students are to report any injury sustained as a result of an accident while on campus to Campus Security of the Office of Student Affairs. If the student has an accident while in clinical, the student should follow the hospital policy and in addition notify the Director of Clinical Education at the earliest opportunity. If paramedic services or hospitalization is required, the student is financially responsible. If the accident involves a bloodborne pathogen or body fluids exposure, see the Bloodborne Pathogen Exposure policy in this policy manual.

CLINICAL AND LABORATORY PROCEDURES

Students realize that instruction in giving injections/drawing blood and handling samples is a part of their educational program. Since students will be expected to perform the indicated procedures safely and accurately during the clinical/laboratory component of the program, they need to recognize the importance of practice under faculty supervision in the learning laboratory as well as in the clinical environment. Likewise, the students should be aware of the dangers inherent with giving and receiving injections, venipuncture, phlebotomy, and handling body fluids. All students need to acknowledge the need for 100% use of Standard Precautions and sterile technique when performing these procedures.

Therefore, the students accept responsibility for the following:

- Application of Standard Precautions
- Application of sterile techniques
- Handling urine, stool and blood samples only as instructed and under faculty supervision
- Handling syringes and other sharp equipment only as instructed
- Practicing injections, venipuncture, and phlebotomy in the laboratory setting only under faculty supervision
- Administering injections, venipuncture, arterial punctures and phlebotomy in the clinical setting only under the supervision of faculty or faculty designee.

BLOODBORNE PATHOGEN AND BODY FLUID EXPOSURE POLICY

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:
  - 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. 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.

3. 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.

4. 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.

5. 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.

**AIRBORNE PATHOGEN EXPOSURE POLICY**

To protect against exposure, students will be trained in the program on methods of compliance with standard precautions, transmission-based precautions, proper use of personal protective equipment (PPE), environmental controls, and appropriate housekeeping and disposal precautions. Students must strictly adhere to instructions on isolation signs and warning labels.

If an accidental airborne exposure occurs, immediately report the details of the incident to your clinical instructor and the program chair. An Ivy Tech Accident form needs to be completed. Additionally, there may be site-specific paperwork that will also need to be completed. 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. **For filing a liability claim, follow instructions in step 5, “How is this Financially Covered” in the Bloodborne Pathogen Policy listed above.**
DRESS CODE

As providers of respiratory therapy, students are highly visible and must project a sense of professionalism through their attire. Clothing creates a powerful form of nonverbal communication.

In the clinical setting, professional attire must be as follows:

- Designated Forest Green scrubs, which are cleaned and pressed.
- Designated Forest Green (cleaned and pressed) scrub jacket (optional).
- Ivy Tech Community College Respiratory Therapy Student ID Pin is required to be worn at all times. (The student is responsible for buying a name badge and replacing it if it gets lost or stolen).
- Ivy Tech Community College Picture ID badge is required to be worn at all times.
- White enclosed shoes (no clogs) which are non-porous and liquid repellant (no canvas).
- A wristwatch with a second hand is required. Oversized, ornate, or brightly covered watches are not appropriate.
- One small post earring per lobe may be worn. Any earring larger than the earlobe or earrings that dangle are not acceptable and should not be worn. Gauge earrings are strictly prohibited.
- Other body piercing jewelry must not be visible.
- No other jewelry should be worn unless for medical identification.
- For infection control reasons, hand/arm jewelry limited to simple wedding band and wrist watch with a second hand. There will be no jewelry allowed in the NICU.
- Fragrant cosmetics: none for patient comfort.
- Naturally occurring hair color and professional style. Hair must be kept unobtrusive and worn above uniform collar.
- Beards and mustaches, or any facial hair, must be short, close shaven and must be clean and neatly trimmed.
- Tattoos must not be visible.
- Fingernails should be short and neatly groomed. Fingernail polish limited to ONE neutral color and length that does not interfere with clinical responsibilities. Artificial nails and bonding agents are prohibited.
- Undergarments must be worn and should not be visible.
- Gum or tobacco chewing is not permitted.
- Offensive smell (smoke, perfume, body odor, strong cooking odor) is prohibited.
- Undershirts may be worn, but not visible.

Required Accessories
- Dual-head stethoscope
- Calculator
- Black ink pen
- Bandage scissors (optional)
- Watch with second hand
- Plastic safety goggles or guards for glasses (optional)
- Pocket size notebook
- Pen light (optional)
- CPR one-way valve mask (optional)

In the Special Rotation, professional attire must be as follows:
Students are to wear their Clinical Uniforms and bring all required supplies (e.g.)
Stethoscope, watch with second hand)

In the NICU setting, professional attire is as follows:
Students are to wear their Clinical Uniforms and bring all required supplies. With minimal jewelry.

This dress code is required and not an option. Students who do not follow the dress code policy will be counseled. If the dress code violation warrants the student being sent home, it will count as an absent clinical day. See clinical absentee policy in this policy manual. Examples of violations warranting being sent home include but not limited to the following: not having stethoscope, dirty or wrinkled uniform, wearing sandals or clogs, any attire that the clinical faculty deems inappropriate or unprofessional

**SMOKING**

Students are not allowed to have any type of tobacco products on their person while in the clinical setting. *If the student smells of tobacco, they may be required by the clinical affiliate to leave.* If program faculty visits the clinical site and the student smells of tobacco, the student WILL be required to leave. This will count as an occurrence and the entire day will be made-up.

Guidelines of the affiliating agencies must be followed.

No smoking is allowed on Ivy Tech Community College property except in personal vehicles.

**CLINICAL ATTENDANCE**

**Tardiness:** The student must arrive and be ready to begin the day’s activities no later than the clinical site’s scheduled start time. It is strongly recommended that students arrive 10 minutes prior to the scheduled start time. Students must enter their “Time-In” at the beginning of the shift and then “Time-Out” at the end of the shift in the Time Clock in DataArc. Clocking in early does not allow a student to leave early. **No student will be given a final clinical grade until all completed Time Records including make-up days are completed. Students can only document their own time and MUST NEVER clock-in or out for another student. Students who falsify time records will be subject to strict disciplinary actions.** (See Code of Student Rights and Responsibilities).

Arrival after the scheduled start time or leaving the site early constitutes a tardy occurrence. Students should notify the clinical site and DCE for any tardiness or leaving early. All tardy occurrences will be documented on a Disciplinary Counseling Form. Two (2) tardy occurrences in a semester will be considered one absence. Arriving more than 30 minutes late or leaving more than 30 minutes early is considered an absence. Students who have a pattern of tardy behavior throughout the program will be counseled. And may be recommended for dismissal.

**General Absence Policy:**

**Absences:** Clinical experience is an essential portion to correlate didactic information to patient application. You are required to attend all clinical application as scheduled and you will be required to record your clinical attendance in Data Arc. All absences will be documented on Disciplinary Counseling Form.

**Notification:** Students must call the clinical affiliate or “special rotation” affiliate at least one hour prior to the start of the shift. When calling the clinical affiliate to report an absence, the student should obtain and document the name and title of the individual taking the report of absence call. In addition, the student must call the Director of Clinical Education immediately after notifying the clinical affiliate and leave a message stating the student’s name and date of the absence. This is considered a proper call-in. Furthermore, if the student must leave their clinical day early, they must call the Director of Clinical Education and leave a message stating the student’s name and date of the absence. **If a student does not**
notify BOTH the Clinical Affiliate and the Director of Clinical Education this is considered a no call/no show and the student’s final clinical grade will be dropped one complete letter grade. If only one is completed or the phone calls are not more than 1 hour prior to the start time, then the call-in will be counted as a no call/no show.

Two incidents of this behavior while in the program will result in dismissal from the clinical course and a grade of F will be issued.

Attendance will affect grades as follows:

RESP 107, RESP 108
1 absence No grade penalty
2 absences Final clinical course grade will be dropped by a 5% grade increment. Example, a final grade of 85% will be dropped to 80%.
3 absences Student will receive a failing grade of “F” for the clinical course and will not be able to progress in the program.

RESP 208, RESP 209
2 absences No grade penalty
3 absences Final clinical course grade will be dropped by a 5% grade increment. Example, a final grade of 85% will be dropped to 80%.
4 absences Student will receive a failing grade of “F” for the clinical course and will not be able to progress in the program.

Make-up days: All clinical missed hours must be made up at the clinical affiliate in which the student’s missed time occurred. These makeup hours will be at the convenience of the clinical affiliate and the agreed date and time must be signed by the clinical affiliate on a Clinical Makeup Day form. Make-up days are to be approved by the DCE prior to making up the day, using the Clinical Makeup Day form. These arrangements must be completed and signed within 10 days of the absence.

All clinical makeup days must be completed by week 15 in a sixteen week course. Absences that may occur during the last week of clinicals will be dealt with on an individual basis. All make-up hours must be completed by the end of the clinical application course or the student will receive an incomplete grade (I) and a written Counseling Record for Unacceptable Behavior will be issued. Students will not be able to progress to the next clinical application course.

All clinical attendance policies apply for scheduled events on clinical days (example case studies and respiratory conferences, etc.). Students are required to contact the DCE and all interested parties to announce their absence. The student is required to make up the clinical day.

**INFECTIONOUS DISEASES**

Any student who is diagnosed with a disease that is infectious despite the use of Standard Precautions should immediately notify the program faculty so that an assessment can be made and any necessary precautions implemented to protect the health of the student, patients, other students, and employees. The goal in all such cases is to protect the health, welfare, and safety of patients, students, and employees to the greatest extent possible.

Reasonable efforts will be made to permit students diagnosed with diseases that is infectious despite the use of Standard Precautions, to continue their education as long as they are able to do so without a significant risk of harm to the health, welfare, or safety of themselves, patients, other students, or employees. In
assessment of the risk involved, the nature and duration of the risk, the severity of the potential harm, and the likelihood of transmission will be considered.

Each decision will be made on a case-by-case basis with collaboration of the clinical site and will require individualized assessment.

BEREAVEMENT POLICY

If a student has the unfortunate experience of losing a member of his/her immediate family, he/she will be granted up to a maximum of two (2) clinical days off for the day of the actual funeral service only.

Immediate family is defined as parents, grandparents, children, spouse, and siblings
Documentation of the funeral/obituary must be given to the Director of Clinical Education. If proper documentation is not provided, all absent days will follow the Clinical Attendance Policy.

All missed clinical days must be made-up.

All missed clinical days for funerals other than immediate family will follow the Clinical Attendance Policy

INCLEMENT WEATHER

Due to the geographic locations of the clinical affiliates, weather may vary dramatically from one site to another. In efforts to take into account the weather variances, the following inclement weather policy will apply:

If the Elkhart College Campus closes, **all** clinical practicums are canceled and the student is not required to make up the day nor does it count as a missed day.

If the college located near the clinical affiliate closes due to bad weather (see list below), the students assigned to the corresponding hospital are permitted to miss that day. **The student MUST contact the clinical site and the DCE notifying both that they will not be attending clinical due to bad weather.** If the student does not notify both the clinical site and DCE, it is considered a no call/no show. The clinical day is required to be made up before the end of the semester, but will not be counted as an absent day following the absentee policy as long as the student makes up the time.

**Colleges:**
- Ivy Tech South Bend
- Ivy Tech Elkhart County
- Ivy Tech Michigan City

**Hospital:**
- Memorial, SJRMC Mishawaka, Kindred, Trailpoint
- Elkhart General Hospital, Goshen
- Laporte

MEDIA SOURCES FOR BAD WEATHER ANNOUNCEMENTS

Campus closings during inclement weather will be reported to the following:
- WNDU-AM 1490
- WNDU-FM 93.9
- WSBT- AM 960
- WNSN-FM 101.5
- WRSW-AM 1480
- WRSW-FM 107.3
- ITCC –website for South Bend/Elkhart Campus
- ITCC Alert www.ivytech.edu/alert
**PREGNANCY**

Any student who becomes pregnant while in the program can remain a student in good standing and progress through the program. How the pregnancy is handled is decided between the student and her physician. The student can continue with course work as long as allowed by her physician.

The student who is pregnant has two (2) choices in regards to her clinical time:

1. The student may continue with clinicals without any restrictions OR
2. The student may withdraw from clinical (refer to the progression through the program section of this book).

If the student continues with clinicals without any restrictions, that student will be required to enter isolation rooms with the proper PPE. The only exceptions to this policy are tuberculosis without PPE testing or the student has a note from their physician restricting them from entering an isolation room.

If the student refuses to enter isolation rooms, excluding those listed above, that student will be sent home from clinical and receive an incomplete for the course.

If the student withdraws from clinical for pregnancy related medical reasons, only with proper documentation from her physician will she be allowed to complete the mandatory clinical requirements before continuing in the program. She may not progress until that particular clinical is complete; if the clinical time is not complete before the start date of the next semester this may prevent her from progressing into the next semester. This will be determined on a case by case basis, as clinical site availability must be assessed, and will include advisement from the student’s physician. This is necessary so that the students rotate through all required rotations and have adequate exposure to all required competencies. There are no exceptions to this rule. Students may be placed at any one of these sites to complete clinical requirements for the program.

Clinical rotations will be created by the DCE. No student input will be accepted, unless there is a legal issue that the program must be made aware of between the student and a particular site.

**CLINICAL PROGRAM STOP-OUT FOR MEDICAL REASONS**

A student who stop’s out of the program for medical reasons, and is returning, will be required to present a doctor's release before returning. See stop-out policy of this policy manual.

If the doctor's release indicates restrictions that would prohibit the student from performing the normal functions of his/her clinical, the student can return to clinical only with the agreement of the clinical site.

**BREAKS AND LUNCH PERIODS**

Students will observe the departmental policies at the assigned facility regarding breaks and lunch periods. Occasionally, due to high acuity times, these breaks/lunches will be missed. The student cannot leave the hospital setting during any break or period for any reason.

A 30 minute lunch period will not be counted in the total clinical hours for the day. For example if you are scheduled for an 8-hour shift, you will really be at the facility for 8.5 hours.

**TRANSPORTATION**

The student is required to provide his or her own transportation to and from the class/clinical sites. If students decide to carpool, it is at their discretion. The program will not require that of any student. Each student must provide their own transportation to and from the clinical sites. Each student is required to rotate to clinical sites that are considered “far” sites, meaning over an hour from the Elkhart Campus, regardless of how far the site is from your home or what gas prices may be. This is necessary so that the students rotate through all required rotations and competency completion. There are no exceptions to this rule.
Clinical rotations will be created by the DCE. No student input will be accepted, unless there is a legal issue that the program must be made aware of between the student and a particular site.

**CLINICAL ASSIGNMENTS**

Students must provide their own transportation to and from the college, classroom/laboratory, clinical affiliates, and special rotation affiliates. The clinical schedule lists the dates each student is to attend the different hospital affiliates and special rotation sites. Further, the clinical schedule will list scheduled objectives, exam dates, case study and journal report due dates. It is at the discretion of the Director of Clinical Education to arrange the clinical assignments. Student requests for specific clinical assignments will not be granted.

To enhance the student’s clinical experience with certain procedures that are not performed on the day shift, or to accommodate a hospital affiliate’s availability to provide a Clinical Instructor/Preceptor, evening or night shift clinical rotations may be scheduled and are considered a mandatory requirement.

Students must adhere to the assigned objectives and procedures for each rotation as listed on the clinical schedule. Any student who performs therapy that is not assigned for that rotation will be counseled and the incident documented on Disciplinary Counseling Form. Any student who performs procedures outside their scope of care or performs competency procedures that have not been previously validated by the laboratory instructor will result in the student receiving a Disciplinary Counseling Form. A disciplinary conference may result.

**STUDENT PARTICIPATION AND RESPONSIBILITIES**

The student will provide the Clinical Instructor/preceptor at the beginning of each rotation, a written list of necessary learning experiences and competency check-off forms that she/he needs experience with. On a weekly basis, it is the student’s responsibly to check Data Arc to make sure it is updated. It is the student’s responsibly to follow up with the CI/preceptor for competency completions and validations that do not appear in Data Arc. Additionally, review of Daily Evaluation and Affective Evaluation is required. At the end of each clinical rotation, students are required to evaluate the CI/preceptor and site.

The student will submit all required clinical paperwork to the Clinical Instructor/Preceptor and to the Director of Clinical Education on the designated days and times.

Question the clinical Instructor/Preceptor on rationale for therapy and procedures in effort to gain knowledge. Questioning must always be accomplished out of sight and hearing of patient.

Adhere to all policies and procedures, attendance policies and administrative policies in program policy manuals, Ivy Tech Community College’s policies & handbooks, and affiliate hospital policy and procedure manuals and all HIPAA Guidelines.

Adhere to the scheduled objectives. This includes clarifying with the Clinical Instructor/Preceptor and notifying the director of Clinical Education when clinical assignments are not corresponding to assigned objectives.

Come to clinical prepared to discuss and/or demonstrate any assigned objective (see clinical schedule).

Demonstrate weekly progress in clinical practices and competency check-offs to the Clinical Instructor/Preceptor. All required competencies must be completed to graduate from the program.
Maintain competency in performing procedures at all times once the student has been formally checked-off by a Clinical Instructor/Preceptor.

Provide their own transportation to the different clinical sites, special rotations, and special procedure sites.

Strive to be a self-directed individual (i.e.: does not require reminders to complete assignments or paperwork). Student is required to write down daily assignments at the beginning of each shift and update changes during the day. Also reviewing patient’s chart for physician’s orders, history and progress.

Professional courtesy to all healthcare members is a characteristic that each student must possess. Always uphold the standards of professionalism.

The student must not complete clinical coursework while in an employee status at that clinical site. Also the student may not be used as a substitute paid staff.

Students are required to remember all hospitals’ computer logins, passwords and department access codes.

The student will accept responsibility for all assigned tasks. If the student feels that he/she cannot safely perform the task assigned, it is the student’s responsibility to report this to the clinical preceptor without delay.

Students are expected to communicate with their clinical preceptor about questions regarding specific policies and procedures unique to that clinical affiliate.

The student is responsible for performing evaluations on their preceptors and the clinical sites after each rotation using Data Arc. Only by completing honest evaluations can improvements be made in the clinical sites and preceptors. Failure to complete the required amount of evaluations will result in zero (0) points being given for any missing evaluations.

**STUDENT RIGHTS and RESPONSIBILITIES in the CLINICAL SETTING**

You have the RIGHT to and RESPONSIBILITY to:
- Ask for help or time
- Ask questions
- Refuse requests for personal information
- Express your feelings – positive or negative, including disappointments, frustrations, etc.
- Ask for fair evaluations and feedback
- Be treated with respect, to be listened to and taken seriously
- Negotiate differences or conflicts
- Make mistakes – and be responsible for them

**CLINICAL PROFESSIONAL STANDARDS**

Students must maintain professional standards at clinical affiliates, seminars, special rotations, or during any assignment in which the student represents the College. Violation of professional standards will result in documentation of the incident. This documented incident will be part of the student’s file. Serious violations will result in a professional conduct hearing. (See Code of Student Rights and Responsibilities)
**Golden Rules of Clinical:**

Maintain a professional appearance whenever you come into contact with patients or their families. Scrubs should be clean and reasonably neat. Good personal hygiene must be maintained. No offensive smell. Student must wear Ivy Tech Student ID and Respiratory Therapy Student Pin.

**Identify yourself-not only by name but also by role.**
Always wear a name tag when dealing with patients and explain why you are there. A communication framework that promotes consistency is the acronym AIDET.
- **Acknowledge:** Knock before entering. Smile and make eye contact, address patient by name.
- **Introduction:** State your name and role at the hospital
- **Duration:** Give the patient an estimated time of completion
- **Explanation:** Explain procedure and task
- **Thanks:** Thank patient for their time and ask if there is anything else they may need.

**Do not call adult patients by their first names.**
What may be intended as a means of “breaking the ice” and establishing rapport is perceived by many patients as condescending and insulting. In general, patients older than high school age should be called “Ms,” “Miss,” “Mrs.,” or “Mr.” Use of a patient’s first name requires that person’s permission, and would generally be considered only after numerous contacts, not appropriate for the first encounter.

**Respect and preserve the patient’s modesty.**
Draw the curtains. Do not uncover the patient in view of visitors or other patients. Remember that boys and men are often as modest as girls and women.

**Do not rest your foot on the bed frame or sit on the patient’s bed.**
Hospitalization renders patients vulnerable in many ways, and such uninvited invasions of their “territory” may cause unnecessary distress.

**Do not talk about patients in the elevator (or in the hallways, in the cafeteria, or in other public places).**
Being a health professional allows one access to privileged, personal information. This information should not be shared, intentionally or unintentionally, with anyone not directly caring for the patient. Offhand remarks heard by family members in the elevator can cause great distress and interfere with clinician-patient relationships. Inappropriate use of such information is not only unethical but also against the law.

**Do not discuss prognosis or other sensitive issues with others in front of the patient.**
Patients may misinterpret snatches of conversation, or think remarks about another patient apply to them. Such terms as “death”, “terminal,” and “cancer” are especially upsetting and should be avoided around patients.

**Do not argue in front of the patient.**
Differences of opinion and disciplinary actions should take place well out of patient’s earshot. Displays of anger have no place in patient care areas.

**Do not criticize the actions of other members of the health care team to or within earshot of the patient.**
You may not agree with Dr. so-and-so’s diagnosis or treatment plan, but to voice this disagreement in front of the patient or family members is harmful to clinician-patient relationships and, indirectly, to the team’s effectiveness.
Keep disagreements and criticism out of the patient’s chart.
Such things should be dealt with one-on-one, in person, and not in the permanent (legal) record.

Sharing information with patients regarding their diagnosis. Do not share the computer chart with patients. (Lab values, chest x-ray…etc.).
Patients sometimes ask questions regarding their prognosis, diagnosis, or reason for therapies. Students are to refer the patient’s question back to the physician.

Respiratory Department
Seating in the respiratory department is reserved for staff therapists. Students should relinquish a seat when necessary.

Gifts and Gratuities
Under no circumstances should a student accept gifts or gratuities for services.

Food
Students are not to partake in food that is brought into a department or area. Unless invited. The food is reserved for staff. There will be no eating or drinking in the patient care area or hallways. Food and beverage may be consumed in the break area or cafeteria only.

Always maintain HIPAA

Abide by AARC’s Code of Ethics, Statement of Ethics and Professional Conduct, and AARC Role Model for Respiratory Therapists (See Program Overview and Application Process).

Telephone and Computer Use
Use of hospital phones must be limited directly to clinical business. Conversations should be concise and to the point so as not to tie up the lines any longer than necessary. Personal calls or text messaging are to be made from the pay phone or personal cell phone (if allowed) during breaks or lunch only. Students are not permitted to bring cell phones into patient care areas.

Personal computer internet access for non-clinical related business during clinical time is strictly prohibited.
Students should use down time for clinically related activities such as helping their fellow students or other staff members. Examples of allowable computer use are Data Arc, AARC, national guidelines patient or departmental charting.

Gum chewing
Chewing gum looks unprofessional and is not permitted.

Leaving Patient Care Area.
Students must communicate to the CI/Preceptor if they are leaving the patient care area or department. Students are prohibited from leaving the building.

Valid in CPR
It is the student’s responsibility to be current in CPR

Negativism
Student’s display of negativism toward fellow students, CIs, hospitals, professors, The Respiratory Therapy Program, or IVY Tech Community College will result in disciplinary action.
Hospital Computers Charting and log-ins
Students are responsible for remembering log-ins and passwords from each clinical site. Students must adhere to each hospital policy and procedure concerning “paperless charting.” Students may be required to attend an information session explaining the hospital’s network.

Annual Testing and Immunizations
It is the student’s responsibility to have an annual criminal background check/drug screen testing, annual TB test and annual Influenza Vaccination.

DISCIPLINARY ACTIONS & COUNSELING

The student must abide by the affiliates rules of conduct while in the clinical situation. These rules of conduct include such things as start/end times, lunch/coffee breaks, equipment care, handling of patients, hospital’s policies and procedures and ITCC polices. The Clinical Coordinator and/or the on-site instructor in the affiliated hospital have the authority to verbally reprimand, reprimand in written form, or dismiss a student from their assigned clinical temporarily or permanently for unethical behavior, unprofessional behavior or for not complying with hospital or college policies. A form will be filled out by one or more of the above listed personnel and a copy will be given to the student and the Program Chair and DCE of the college. If the student has been told by the clinical affiliate that they cannot return for clinicals, that student may receive an incomplete for the course and may not progress to the next semester.

It is a requirement that the clinical education phase of the program be completed. Any course with a clinical component must be successfully completed prior to progressing in the program. Incomplete courses will prevent the student from progressing into the next semester courses, the student will need to see the progression through the program section of this manual.

Grounds for immediate dismissal from a clinical site include felonies, theft, alcohol consumption (or reporting to clinical under the influence of alcohol), improper uses and abuses of legal and illegal drugs, gambling, fighting, and any other situation deemed injurious to the well-being of the clinical affiliate and patient safety.

Days missed due to a disciplinary action must be made up by the student. If the students fails to progress, they may be able to complete the course the next time it is offered if there is a clinical site available.

CHAIN-OF-COMMAND

If a student is having difficulty at a clinical affiliate, or is contesting a clinical grade that was awarded, he/she should contact the respective Clinical Instructor/preceptor for a counseling appointment. The student must speak with the preceptor, Clinical Instructor and Respiratory Department Head before speaking with the Director of Clinical Education (DCE).

Further, if a student has any compliments, suggestions for improvement, concerns or complaints, they must be documented in writing to the Director of Clinical Education. The chain of commands:

Preceptor/ Clinical Instructor →Respiratory Department Head →Director of Clinical Education →Program Chair.

For concerns beyond the scope of clinical, the student should see the Program Chair for a Counseling appointment. Note: posted faculty office hours should be utilized and respected.
DISCIPLINARY ACTIONS

Please see Code of Student Rights and Responsibilities found on Campus Connect and Respiratory Therapy Program Overview and Application Process Handbook.

DISCIPLINARY FORMS

- Counseling Record for Deficiencies in the Cognitive or Psychomotor Domains. (Golden Rod)
- Counseling Record for Unacceptable Behavior (Golden Rod)
- Incident Report

DENIAL OF CLINICAL PLACEMENT

See Respiratory Therapy Program Overview and Application Process

MISCONDUCT RESULTING IN CLINICAL PLACEMENT DENIAL

If a student is requested not to return to a clinical site for any valid reason (i.e. behavioral misconduct towards staff and/or patients, theft, sexual harassment, etc.), that student will receive a written warning. The student will also be required to write a formal letter of apology to the Program and the Clinical Facility where the occurrence transpired in order to receive a completed grade. The DCE will attempt to find another clinical site for placement within the same semester. If this is not possible, the student will receive an “I” (incomplete) for clinical and will not move into the next clinical rotation until the prior clinical hours are completed in full. This may result in a stop in progression until the course is offered again. If the request to not return to a clinical site occurs a second time, that student may be dismissed from the program.

MAINTAINING CLINICAL SKILLS PROFICIENCY

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. A student must demonstrate progression by maintaining proficiency in all clinical skills after they have been checked-off. Students who do not maintain proficiency in clinical skills will be issued a Counseling report and a remediation plan with an action plan will be put into place.

CLINICAL SKILLS REMEDIATION

Remediation may be needed when students cannot perform as expected during their clinical experience. Identification of learning/behavioral deficiencies through daily evaluations will provide students with timely feedback and reasonable time frame to correct the deficiency. Documentation of deficiencies will be a part of the student’s file. Remediation plans and Action Plan may be developed in collaboration with the Clinical Instructor/Preceptor, DCE and student. This plan will be documented and placed in the student’s file. See Respiratory Therapy Program Overview and Application Process Handbook.

CLINICAL PROGRESSION

Students that do not complete the requirements for each clinical course will receive an incomplete for the course (see course syllabus for details). See college student handbook for details of an incomplete grade that is available online.
The student must demonstrate proficiency in performing current clinical skills and completing the required competency check-offs as assigned on the clinical schedule (see clinical schedule).

All Clinical Application courses are sequential. Each clinical course builds on the skills and knowledge gained from the previous courses. If an incomplete (I) grade is recorded for any Clinical Application course, the student must meet with the DCE and make arrangements to complete course requirements in a specified period not to exceed 30 days beyond the start of the following term. After 30 days beyond the start of the following term, any incomplete status codes that have not been graded will change to an F (failing) grade. If a student receives a grade of “F” for any Clinical Application Course, the student will not be able to progress. (See Program Overview and Application Process)

If a clinical site refuses to take a student for any reason, this may result in an incomplete for the course. If the student refuses to go to any assigned clinical site, that student will receive an incomplete for the course and will have to re-enroll in the course the following year, if a clinical spot is available. If the student has a positive drug screen for any substance, unless a physician will verify in writing that the substance was legally prescribed, that student will be dismissed from the Respiratory Therapy program.

**CLINICAL COMPETENCY CHECK-OFFS**

During each clinical semester, the student is responsible for completing the assigned competency based check-offs. All competencies include the following:

For each contact procedure the skill will include.
- Review chart and check order
- Identify age specific perspectives
- Select, assemble and test appropriate equipment
- Identify X2 (ID bracelet and DOB) and inform patient using AIDET
- Washes hands and put on gloves before patient contact
- Vitals/assessment
- Clinical Instructor initials
- Charting
- Wash hands post treatment

It is the student’s responsibility to keep track of the competencies they have completed and notify their Clinical Instructor/preceptor which competencies they are lacking. Updated through DataArc the competency check off list must be provided at the start of each new rotation with the list of competencies needed to be checked off.

Prior to being checked-off on a clinical skill, the student must have been checked-off by a peer and a Laboratory Instructor. No clinical procedure can be performed in clinical without the Laboratory Instructor’s signature. If a student performs a procedure in clinical without first being checked-off by the Laboratory Instructor, the student will receive a Counseling Record for Deficiencies in the Cognitive or Psychomotor Domains.

Prior to completing a formal check-off in the clinical setting, the student may practice the clinical skill up to four times using Data Arc standards, unless otherwise specified. Students are expected to be prepared, move through the procedure smoothly without stumbling, without cues from the instructor, without fumbling with equipment, no gaps of time between steps, perform the procedure safely including using universal precautions and AIDET, be able to answer questions without cues or guessing, and does not take too long to answer questions.

After four practices, the student must be check-off on that skill by the Clinical Instructor/Preceptor. **It is the student’s responsibility to notify the CI/Preceptor that they want to be observed for a competency check-off.**
If a student is not prepared and/or is not able to be successfully checked-off on a procedure after four practices, the student will receive a Counseling Record for Deficiencies in the Cognitive or Psychomotor Domains and must meet with the Director of Clinical Education to develop a specific remediation plan.

Any scheduled competencies that are incomplete because they were not available during a clinical rotation, must be re-evaluated for check-off during the next rotation, but no later than the end of that semester. If the incomplete scheduled competencies occur during the last rotation of the semester, they can be re-evaluated for check-off during the first rotation of the following semester. All required competencies must be completed to graduate from the respiratory program.

If the hospital policy is significantly different from Ivy Tech Community College’s/NBRC, and if the hospital requests that students follow that procedure according to their policy, the students will do the procedure according to hospital policy. Once students have been instructed on the differences, they will be responsible for remembering how to perform the procedure on subsequent rotations.

All competency check-offs/completions must appear on-line using Data Arc. Competency completion not appearing in Data Arc are considered incomplete. Students are required to update the competency check list verifying with Data Arc on a weekly basis.

The student is not permitted to perform procedures that are not in their clinical scope of care for the clinical course. (Example not permitted to do ventilator management while in a floor care rotation.)

**CLINICAL GRADING**

**Grade of “I” incomplete:**
Students that do not complete the requirements for each clinical course will receive an incomplete for the course (see course syllabus for details). See Clinical Progression in this handbook and see the College Student Handbook for details of an incomplete grade that is available online.

All summative final grades are the responsibility of the Director of Clinical Education (DCE). The DCE will be actively involved in all remediation plans and professional conduct hearings. The summative grades are comprised of the following:

A. Clinical Weighted Grades:
Are comprised but not limited to a combination of SOAPS, Objectives, Exams, and required paperwork. Additionally, Journal Reports, Case Studies and C&S Solution Completion may be assigned. See individual course syllabus for detailed grade breakdown and requirements.

**All Clinical Documentation is the Responsibility of the student!**

**Weekly Subjective, Objective, Analysis and Plan (SOAP) forms**
SOAP forms are to be completed as scheduled on the Clinical Schedule. Students are to choose a patient to complete a SOAP form on their first scheduled clinical day. The Clinical Instructor/Preceptor may evaluate the SOAP form. Finally, the SOAP form must be submitted to the Director of Clinical Education on the day and time specified in the syllabus. The Director of Clinical Education will grade the SOAP form and assign qualifying points (see syllabus for SOAP point values). Student will receive a 5 point deduction from the Director of Clinical Education if the student submits the SOAP form late or incomplete. Completion of all SOAPS is a requirement of all courses. SOAP forms must be completed following the detailed instructions. The student will choose a patient which corresponds to the assigned objectives. (See Clinical Schedule)

Soap’s for RESP 107 & 108: Primary focus on floor care therapy
Soap’s for RESP 208 & 209: Primary focus on Critical Care Hemodynamics, EKG and ventilator management.

Objectives
The objectives are used to ensure that students are prepared for the focused learning of each week. These objectives are designed to promote critical thinking and help students correlate material to patient care.

The Clinical Instructor/Preceptor will grade the student on the demonstrated knowledge applicable to the assigned objective. When available, the clinical Instructor/Preceptor will arrange the clinical experience that aligns with the current objectives.

Scheduled objectives will be assigned on the clinical rotation schedule. The objectives correlate with the required competency check offs.

All clinical objectives must be typed and presented to the clinical instructor/preceptor at the first scheduled clinical day each week. Any copying of other student’s work, plagiarism or misconduct involved with the objectives will result in a zero for the assignment and subject to disciplinary action (see Respiratory Therapy Program Overview and Application Process).

The objectives have two components, questions and application. During the week the CI/Preceptor will critically question the student to determine their understanding and demonstrated knowledge of the objective questions. The CI/Preceptor will grade the student on their application of knowledge using the objective scoring sheet located on the last page. The objective scoring sheet must be attached to the back of the completed objective when submitting paperwork to the CI/Preceptor and the DCE. If the CI/preceptor are unable to critically question the student, the objective scoring sheet will be zero points, but the written portion will receive a grade. If the student fails to submit the objective score sheet with the objective questions, they will receive zero out of four points for the application portion of the assignment. If the objective questions are submitted to the CI/Preceptor or the DCE late or incomplete, the student will receive a 5 point deduction from their total score. If the student is late submitting the objectives to both the CI and the DCE or incomplete, they will receive zero (0) points for the assignment. Please see clinical schedule for objective due dates.

Exams: Students clinical knowledge will be assessed in each clinical course through written exams. See clinical course syllabus and clinical schedule.

Clinical Case Studies, Journal reports & Clinical Simulation Practice Exams – see clinical course syllabi and clinical schedule.

Paperwork:
Required paperwork includes but not limited to clinical site orientation forms that are completed and initialed by the CI/preceptor. Makeup Day form signed and returned to the DCE within 10 days. All competencies completion are entered in the Official competency completion form. All immunization requirements, criminal background and drugs testing must be completed by the deadline. All hospital online orientation must be completed by deadline. See course syllabus for grading and detailed list.

Students must complete all of the above in order to receive a grade for clinical paperwork. No partial credit will be issued. Furthermore, students who do not complete this requirements will receive zero points for the paperwork.
B. Pass or Fail Course Components:

1. **Daily Evaluations:** Receiving a satisfactory score of 3 or greater on daily clinical evaluation forms
2. **Affective Evaluations:** Receiving a satisfactory score of 3 or greater on affective behavior evaluation forms
3. **Required competencies:** Satisfactory completing required competencies for the course

**Daily Evaluations:** Preceptors and or clinical instructors will fill out a “Daily Evaluation Form” in Data Arc. The grading categories include, dependability, professionalism, knowledge, psychomotor/hands-on-ability, and organization. This form should be filled out daily when applicable to provide students timely feedback. Students who receive a rating less than 3 will be subject to:

1) Remediation for deficiencies in the knowledge and psychomotor skill categories that includes an Action Plan.

2) Written reprimand and or professional conduct hearing for deficiencies in any of the other categories.
   - Remediation includes an action plan for remediation. If the student is unable to remediate by the designated time frame, then the student will receive a failing course grade.
   - Professional Conduct hearing may result in probation or recommendations for failure of the course or dismissal from the program.

**Affective Evaluation:** will be issued at the end of each clinical rotation by the clinical instructor. Any student with a rating below 3 in any category will be subject to a written reprimand, remediation, professional conduct conference or failure of the course. If the student is unable to remediate or rectify their behavior by the designated time frame, the student will receive a failing course grade.

**Competencies:** Specified competency check-offs will be required for each clinical course. Failure to satisfactorily complete these will result in failing grade for the course (see Competency Check off List Form). In situations where no opportunities are available to complete the required competency check-offs, an “Incomplete Clinical Competency Verification Form” will be filled out by the CI/preceptor. This form will not be completed for situations when the procedure was available but the student didn’t take the initiative or was unsuccessful in checking-off. The DCE will evaluate the situation on a case-by-case basis.

Furthermore, if the student cannot demonstrate certain proficiencies of a previously completed check-off at a later date (maintain competency), this competency will be revoked. Remediation plan will be put in place by the DCE (see Respiratory Therapy Program Administrative Student Handbook). If the student is unable to remediate by the designated time frame, then the student will receive a failing course grade.
CLINICAL PAPER WORK, FORMS, RECORDS

DataArc
Each student is required to complete on a daily basis all clinical activities in DataArc. DataArc is the OFFICIAL RECORD of the student clinical accomplishments for daily logs, physician interactions, competency completion, time clock and evaluations. The student is required to verify that daily logs, physician interactions and competency completion are validated by the CI/preceptor. Daily Evaluations and Affective Evaluations are required to be validated by the student. At the end of each clinical rotation, the student is responsible for submitting evaluations of CI/preceptors and clinical site evaluation. See course syllabus for grading details.

Daily Clinical Log
Students must complete Clinical Log Forms daily in DataArc. The Clinical Instructor/Preceptor must validate all Clinical Log Forms.

Time Records
Students must enter their “Time-In” at the beginning of the shift and then “Time-Out” at the end of the shift in the Time Clock in DataArc. No student will be given a final clinical grade until all completed Time Records including make-up days are completed. Students can only document their own time and MUST NEVER clock-in or out for another student. Students who falsify time records will be issued an Incident Report and disciplinary action will be taken. (See Code of Student Rights and Responsibilities).

Physician Interactions
Students should seek out physician interaction whenever it is possible in order to develop appropriate physician-student communication skills. Additionally student knowledge of Cardiopulmonary Medicine should be enhanced. Physician Interactions must be documented using DataArc’s on-line form. A point system has been created to encourage this behavior. Failure to complete the required number of Physician Interaction points will result in a grade of incomplete (I).

Students must earn the following number of points:
RESP 108 10 points
RESP 109 10 points
RESP 208 30 points
RESP 209 20 points
The scoring system is listed below:

TYPE A: Patient Focused
Individual, personal interaction with a physician relating to the management of a particular patient as it pertains to respiratory therapy. Included are actual procedures with a patient (for example, code blue, bronchoscopy, etc.) Also included are such activities as evaluations, diagnosis, treatment plan, and prognosis of a singular patient. The interaction may also include discussion of indications, contraindications, and hazards associated with prescribed therapeutic procedures and medication for a singular patient.

TYPE B: Tutorial
Individual one-on-one instruction related to clinical medicine or other areas pertinent to respiratory therapy. Included are activities such as formal or informal discussions, review of research or recent advances in respiratory therapy, and practical demonstration of procedures or equipment without patient interaction.

TYPE C: Small Group
Formal or informal presentations such as in-service, seminars, continuing education meetings, case presentations, physician’s rounds, etc. It is necessary for the presentation to be small enough for the physician conducting the session to be aware of who is in attendance.

**TYPE D: Large Group**

Formal educational experiences such as lectures or papers presented at professional meetings, conference, seminars, etc. The size of the meeting would preclude significant audience participation.

**SCORING IS AS FOLLOWS:**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>1 HOUR = POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE A</td>
<td></td>
</tr>
<tr>
<td>TYPE B</td>
<td></td>
</tr>
<tr>
<td>TYPE C</td>
<td></td>
</tr>
<tr>
<td>TYPE D</td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION FORMS**

The student is responsible for completing after each rotation an evaluation of clinical sites, CIs, and preceptors. Students are to complete these evaluations on-line in DataArc by the end of each rotation.

**CLINICAL CHECK LIST**

Students are responsible for updating on a weekly basis the Clinical and Competency Check Off List. This form must be kept in the classroom at all times.

Students must complete all of the above in order to receive a grade for clinical paperwork. No partial credit will be issued. Furthermore, students who do not complete this requirements will receive zero points for the paperwork. A student who is consistent in not completing the paperwork, forms and records may be subjected to disciplinary action.

**WRITING ASSIGNMENTS GUIDELINES**

All writing assignments must follow the writing guidelines listed below:

MLA format

**Note:** Go to Campus Connect and find the library link for information on MLA format.

Writing assignments will not be accepted if they are not typed and properly formatted including grammar, punctuation and spelling. Students are encouraged to utilize the writing laboratory and tools available on the World Wide Web. If the final paper is submitted with gross format, grammatical, punctuation and/or spelling errors, the student will receive 50% deduction in the total point value for the assignment.

**Late Assignments**

Students who submit a late assignment will have their assignment grade lowered by 10 points for each day it is late. Assignments must be turned in on the designated date and TIME or it will be considered late. Students who submit writing assignments more than two days late will receive zero (0) points for the writing assignment.

**Fabrication**

All sources must be properly referenced. Plagiarism and fabrication are strictly prohibited. Fabrication and plagiarism are considered to be academic misconduct and are defined as follows:
A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

**Plagiarism**

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgement. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

1. Quotes another person’s actual words, either oral or written;
2. Paraphrases another person’s words, either oral or written;
3. Uses another person’s idea, opinion, or theory; or
4. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

**SOCIAL MEDIA**

Social Media or Social Networking would include but not limited to personal email/websites, Facebook, Twitter, You Tube, My Space, any blogs, message boards, and chat rooms.

If you identify yourself as a student at Ivy Tech in the Respiratory Therapy Program, you should act responsible at all times and uphold the standards of the college and Respiratory Therapy Program.

Always maintain professional standards as described by the AARC.

Remember that everything you post online is public. Be aware of your conduct online. Unprofessional behavior, language or subject matter could jeopardize your ability to remain in the program or endanger any future employment.

Social Media or Social Networking should not be used to carry out clinical-related duties or share clinical-related documents or experiences with anyone. **You must uphold HIPAA standards in all situations. Do not discuss clinical related issues online.** This includes but not limited to conversations about patients, or patient’s family, discussion about a particular facility and employees or fellow students and instructors. Do not “friend” a patient or patient’s family on Facebook. Never post pictures of patients or staff/faculty on any social media.

Students may not use the Hospital’s hardware, software, network, blog, posting board or any other Social Media to create, send 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.

To maintain a professional work and learning environment students should not use Social Media/Networking to harass, threaten, slander, smear, disrespect, embarrass or offend fellow students, employees or faculty of ITCC and or employees of any clinical affiliate. This also includes the college and any hospital.

Violation of these guidelines will result in disciplinary action up to and including dismissal from the respiratory therapy program. Hospital affiliates may pursue legal action when applicable.
Ivy Tech Community College – South Bend/Elkhart Campus
Respiratory Therapy Program

STUDENT PROGRAM AND CLINICAL POLICY MANUAL AGREEMENT

I have read and understand the Student Program and Clinical Policy Manual, for the Respiratory Therapy Program at Ivy Tech Community College, South Bend/Elkhart Campus the contents have been fully explained and all pertinent questions have been answered and I accept responsibility for the contents therein.

I fully understand that if I do not comply with this policy manual that it may be grounds for disciplinary action(s) per the Ivy Tech Student Handbook. In addition, I will abide by the policies and procedures of the clinical affiliates to which I am assigned.

________________________________________  ____________________________
Printed Name                              Student C#

________________________________________
Legal Signature                           Date
PROFESSIONAL CONDUCT STATEMENT

I, _____________________________________, will abide by the policies of the Clinical Affiliate during my rotation to that affiliate.

- I am responsible for my own conduct at all times.
- I will accept responsibility for my own conduct.
- I will think before I speak.
- With any matters which I feel need to be discussed, I will follow the chain-of-command.
- I will hold in confidence all personal matters committed to my keeping.
- I will practice the ethics of my profession.
- I understand the importance that daily attendance is critical in achieving academic excellence. Therefore, I agree to abide by the attendance policies. I understand that failure to meet the attendance policy requirement will result in dismissal from the program.
- The release of any confidential information during my rotation through any facility will constitute grounds for immediate withdrawal from the Respiratory Therapy Program.

Printed Name

Student C#

Legal Signature

Date
AGREEMENT TO MAINTAIN CLIENT/PATIENT CONFIDENTIALITY

I, ________________________________, understand all information I may be privy to concerning (Please Print Name)

patient/client names, health status, medical and other treatments, and any knowledge gained through conversation, records, or by other means is confidential. I agree to maintain patient confidentiality and will not speak, write about, or divulge by any other means any patient (client) by name. Further, I will not discuss any patient cases outside the clinical classroom setting or with anyone other than my instructors. When patient’s request medical information, I understand that I must follow hospital policy.

Patient/client records are only to be accessed for use with program business. I understand that I may only access certain information in the patient record that is pertinent to the cardiopulmonary care. Records may not be reviewed for personal use or to review information that is not necessary to provide respiratory therapy. I realize duplicating patient records and then removing patient’s names fails to safeguard confidentiality fully and is not authorized by the institution providing the clinical classroom setting or by Ivy Tech Community College of Indiana.

I understand any violation of patient (client) confidentiality can result in my dismissal from the Respiratory Therapy program and may result in legal reprisal.

_________________________________________  __________________________
Printed Name  Student C#

_________________________________________  __________________________
Legal Signature  Date
ACADEMIC GRADING, EXAM & ASSESSMENT POLICY REQUIREMENTS

I acknowledge that I have read and understand the academic grading policy and procedures regarding for the Respiratory Therapy program as outlined in this Student Policy Manual.

I acknowledge that I have read the Exam and Assessment Compliance Policy and will obey the stated rules for all Respiratory Therapy Program exams, quizzes or assessments for the entire time I am in the Respiratory Therapy Program. Violations of any of the rules listed may be viewed as a direct violation of the Academic Honesty Policy of Ivy Tech Community College. Violations may result in failing the exam/assessment and/or failing the entire course. I understand that each case of student misconduct will be referred to the Chief Academic Officer and the student may be subject to further disciplinary actions as deemed by the College.

Printed Name

Student C#

Legal Signature

Date
I am aware that Ivy Tech Community College–South Bend/Elkhart Campus has multiple clinical sites and that clinical rotations will be created by the Respiratory Therapy Director of Clinical Education. No student input will be accepted. I may be placed at any one of these sites to complete my clinical competency requirements for the program, regardless of how far the site is from my home or what gas prices may be:

- Elkhart General Hospital, Elkhart, IN
- Goshen Hospital, Goshen, IN
- Kindred, Mishawaka, IN
- LaPorte Hospital, LaPorte, IN
- Memorial Hospital, South Bend, IN
- St. Joseph Regional Medical Center, Mishawaka, IN
- TrailPoint Village, South Bend, IN

I understand the above information and agree:

Printed Name

Student C#

Legal Signature

Date
I realize that instruction in giving injections/drawing blood and handling samples is a part of my educational program. Since I will be expected to perform the indicated procedures safely and accurately during the clinical/laboratory component of my program, I recognize the importance of practice under faculty supervision in the learning laboratory as well as in the clinical environment. Likewise, I am aware of the dangers inherent with giving and receiving injections, venipuncture, phlebotomy, and handling body fluids. I acknowledge the need for 100% use of Standard Precautions and sterile technique when performing these procedures.

Therefore, I accept responsibility for the following:

1. Application of Standard Precautions
2. Application of sterile techniques
3. Handling urine, stool and blood samples only as instructed and under faculty supervision
4. Handling syringes and other sharp equipment only as instructed
5. Practicing injections, venipuncture, and phlebotomy in the laboratory setting only under faculty supervision
6. Administering injections, venipuncture, arterial punctures and phlebotomy in the clinical setting only under the supervision of faculty or faculty designee.

Furthermore, I agree to hold harmless Ivy Tech Community College or its faculty from any injury that might occur to me due to any student practical training and participation while at the college or affiliate facilities as part of supervised clinical/lab training within my student role. It is understood that the College agrees to exercise reasonable care in performing the above-mentioned procedures as part of its student training program.

I understand that I will be required to provide specimens as well as collect and evaluate them. This waiver is given in consideration of this valuable service given by the College.

Printed Name

Student C#

Legal Signature

Date
Ivy Tech Community College – South Bend/Elkhart Campus
Respiratory Therapy Program

PERMISSION TO DISCLOSE PERSONAL/CONFIDENTIAL INFORMATION/
HEALTH RECORDS

I, ________________________________, do hereby grant permission to Respiratory Therapy
(Print full name)
Program Faculty at Ivy Tech Community College of Indiana to comply with requests for information for
clinical placement, hospital computer access, National Board Exam data base, admission to another
school, and/or securing financial aid, scholarships, honors, or awards. This information may include
release of the social security number, name, date-of-birth, health records, criminal background and drug
screening results and student progress.

I understand that this data will be used by the school for curriculum purposes only and will be kept
confidential. This permission extends indefinitely and until such time as I withdraw it with a written
statement to the Program Chair for the Respiratory Therapy Program.

Printed Name

Student C#

Legal Signature

Date
STUDENT ACKNOWLEDGEMENT OF HEALTH INSURANCE FORM

Ivy Tech Community College
School of Health Sciences and School of Nursing
Respiratory Therapy Program
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#