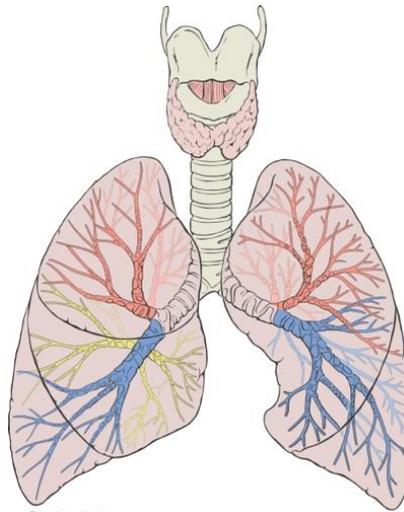




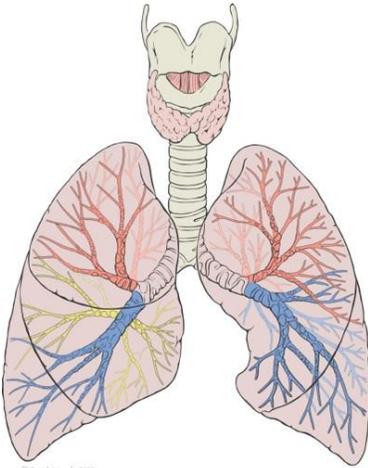
**2018 – 2019**  
**School of Health Sciences**  
**Respiratory Therapy Program**  
**Fort Wayne**  
**Application Packet**



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Dear Prospective Student,

Thank you for your interest in the Respiratory Therapy Program at Ivy Tech Community College. I have enclosed some general program information. After you look over this information please contact me at (260) 480-4270 or by email at [jbrink@ivytech.edu](mailto:jbrink@ivytech.edu) if you have any questions. If you decide to enroll, you will need official transcripts for any college courses you have taken to be evaluated for credit. Send these to the Registrar.

The general education courses required for the respiratory care program can be taken on a part-time basis, however the technical curriculum, (anything that starts with RESP), must be taken in sequence. We accept a maximum of 28 students for clinical seats each Fall. Number of students admitted is based on clinical site availability and regional respiratory care advisory board recommendations. Once you start with RESP 101 – Assessment and Caring for a Respiratory Patient, the program will take five semesters to complete. Once you have decided to pursue a career in Respiratory Care, I will be your academic advisor. I will be happy to assist anyone considering the profession as well.

Your attendance at a Program Information Session is **MANDATORY**, you must attend just one session. All sessions will be held on the Coliseum Campus in 1603D. The sessions are scheduled on Wednesdays and begin at 6pm and end by 7:30pm. The session scheduled is: September 26, 2018, October 24, 2018, November 14, 2018, January 23, 2019, February 20, 2019, March 20, 2019 and April 17, 2017. I encourage you to research the profession and gather as much information as you can about the profession. I have provided a list of web sites with information about the profession.

Whether or not you decide that this is a career you would like to pursue, I appreciate the opportunity to speak with you. Good luck in making your decisions!

Sincerely,

A handwritten signature in black ink that reads "Jennifer Brink". The signature is written in a cursive style with a large initial "J" and "B".

Jennifer K. Brink, BS, RRT-NPS, RPFT, RCP  
Respiratory Care Program Chair

GENERAL INFORMATION  
RESPIRATORY THERAPY PROGRAM  
IVY TECH COMMUNITY COLLEGE—FORT WAYNE

A Respiratory Therapist is an allied health professional who works under the direction of physicians in the diagnosis, evaluation, treatment, education, and care of patients with cardiopulmonary diseases or abnormalities. Graduates in this field find employment opportunities across the country in the hospital setting, as well as in home care, special labs and sales.

A graduate of the Associate of Science program will be eligible to sit for the Therapist Multiple Choice Exam given by the National Board for Respiratory Care (NBRC). Successful examination candidates will be awarded the Registered Respiratory Therapist (RRT) credential. The program pass rates on the national exams are consistently above the national averages.

The Associate degree program may be undertaken on a full-time basis only. The 46 credits required for the program will be completed in five semesters or about 21 months. Invitations are sent in June for Fall semester entrance. Specifics about the curriculum will be provided in the packet and the program information sessions.

Facilities that have collaborated with the College for a successful program include: Cameron Hospital, Dekalb Hospital, Lutheran Hospital, Parkview Randialla Hospital, St. Joseph's Hospital, Parkview-Noble Hospital, Adams Memorial Hospital, Lutheran Medical Group, Parkview-Whitley, Parkview-Huntington, Dupont Hospital, Parkview Regional Medical Center, Bluffton Regional Hospital.

Points will be earned for the successful completion of the general education requirements for the program. The number of points earned will determine invitation into the Respiratory Therapy program. Students desiring to transfer from another college should contact the Respiratory Therapy Chairperson for program admission information.

- It is required that APHY 101, Anatomy & Physiology I; APHY 102, Anatomy & Physiology II; MATH 1XX (MATH 123 is the lowest math course required.); and ENGL 111, English Composition are completed prior to being accepted to the program. Completion of COMM 101, Public Speaking or COMM 102, Intro to Interpersonal Communication; PSYC 101, Psychology or SOCI 111, Sociology; CHEM 1XX Chemistry; BIOL 2XX Microbiology and IVYT 1XX, must be completed in order to earn the Associate of Science degree.
- The required general education courses may be completed during the Fall, Spring or Summer.
- All prospective respiratory care students **MUST** attend a Program Information Session or meet with the Program Director, Jennifer Brink. Students only need to attend one information session.
- Respiratory Program Information Sessions are scheduled in Room CC1603D on the Coliseum Campus on the following dates: Wednesday, September 26, 2018; Wednesday, October 24, 2018; Wednesday, November 14, 2018; Wednesday, January 23, 2019; Wednesday, February 20, 2019, Wednesday, March 20, 2019, Wednesday April 17, 2019. All information sessions will begin at 6:00pm

# RESPIRATORY CARE PRACTITIONER PROFILE & SUMMARY

## Description of Duties

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

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

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

The goal of the Respiratory Therapy Program is “To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).” Ivy Tech Community College is able to meet these goals by offering the Respiratory Therapy Program as a first-professional degree program and providing the knowledge and clinical skills necessary to function as a registry-eligible respiratory therapist.

Graduates of the Respiratory Therapy Program can fulfill the following:

1. Recognize, adapt to and assist in fulfilling the changing health requirements of the community.
2. Develop capabilities and potentials to function as a contributing member of the health care team and society.

3. Appreciate the inherent worth of human life and the role that the respiratory care practitioner plays.
4. Establish effective relationships with respiratory care colleagues, patients and their families along with other health care disciplines.
5. Aid the supervising physician or osteopath in the treatment, management, diagnostic testing, control and care of patients with deficiencies and abnormalities associated with the cardiopulmonary system," as defined in the state of Indiana licensure laws.

## WEB SITES WITH ADDITIONAL INFORMATION

- American Association for Respiratory Care
  - National professional organization. Site will provide information on job availability, salary, job requirements, etc.
    - [www.aarc.org](http://www.aarc.org)
  
- Commission on Accreditation for Respiratory Care
  - The mission of the Commission on Accreditation for Respiratory Care (CoARC) is to ensure that high quality educational programs prepare competent respiratory therapists for practice, education, research, and service.
    - [www.coarc.com](http://www.coarc.com)
  
- Indiana Society for Respiratory Care
  - State professional organization.
    - [www.IN-ISRC.org](http://www.IN-ISRC.org)
  
- State of Indiana Professional Licensing Agency
  - State of Indiana Professional Licensing Agency, Respiratory Care Committee – Licensing board for Respiratory Care – site provides information about state licensure requirements for Respiratory Care Practitioners
    - [www.IN.gov/pla/rcp.htm](http://www.IN.gov/pla/rcp.htm)
  
- Ivy Tech
  - [www.ivytech.edu](http://www.ivytech.edu)
  - Respiratory Therapy Program

**IVY TECH COMMUNITY COLLEGE  
SCHOOL OF HEALTH SCIENCE PROGRAMS  
ADMISSION SELECTION PROCEDURES**

**APPLICATION TO THE RESPIRATORY THERAPY PROGRAM**

**STEP 1: Admission to Ivy Tech Community College**

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

**STEP 2: Application to the Respiratory Therapy Program**

- Attend a Respiratory Therapy program information session at every campus in which you are going to apply. These mandatory information sessions are valid for one year and must be completed within 12 months prior to applying to the program. If you are currently eligible and interested in the Respiratory Therapy Program, you will be coded as HLCR, which will enable you to pursue appropriate courses as a degree-seeking student.
- **Read the Statewide Respiratory Therapy Program Overview & Application Process** booklet which can be found on-line at: <https://www.ivytech.edu/files/Respiratory-Therapy-Statewide-Handbook.pdf>. Print and sign all the signature pages located towards the end of the booklet and submit with your application.
- All transfer credit must be on the ITCC transcript to receive points and count in the ranking system
- Must have a 2.0 cumulative GPA
- **The following prerequisites must be completed prior to enrollment into the technical/professional component of the Respiratory Therapy program.**

**Program course prerequisites:**

- APHY 101
  - APHY 102
  - MATH 123 or Higher (will also accept MATH 118)
  - ENGL 111
- Submit a program application on or before the established deadline.
    - Deadline for submitting application materials:
      - Fall admission: May 15<sup>th</sup>
      - Spring admission (East Central Campus Only): September 1
      - Preference is given to program applications submitted by the stated deadline; but if necessary, the deadline may be extended to fill class seats.

### STEP 3: Selection Process for the Respiratory Therapy Program

- **Selection Policy:** When the program receives more qualified applicants than the number of seats available, a point system is utilized to determine admission to the program.
  - **Total points determine the rank of applicants.** Subsequently, seats are offered to the highest rank on down until all seats are filled, the number of which are based on clinical site availability.
  - **Points for program prerequisite courses (maximum 80)**  
A = 20 points; B = 15 points; C = 10 points; D = 5 points; W, F and FW all = 0 points. (The College considers W, F and FW as attempts and includes them in the maximum time frames.)

All points will be awarded based the students' grades for courses they have attempted and/or completed. For example, if the student has taken APHY 101 three times and has been awarded a "W" on their first attempt, a "F" grade on their second attempt and a "B" on the third attempt, the points will be as follows: W = 0, F = 0, and B = 15 all three will be totaled and then averaged. In this example your total would be 15 points, however when you divide by the number of attempts you will actually be awarded a total of 5 points for APHY 101 in the selection process.

    - APHY 101
    - APHY 102
    - MATH 123 or Higher (will also accept MATH 118)
    - ENGL 111

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

    - For fall admission, courses must be completed by the end of the previous spring semester to count in the point system
    - Cumulative GPA from Ivy Tech will be added to your points achieved in the required prerequisite courses. Cumulative GPA will be taken to two decimals. No GPA's will be added in for students transferring all credits from another institution
  - **Bonus Points**
    - Maximum 5 bonus points for a grade of C or higher when completing the required BIOL (201 or 211) course no later than the end of the previous spring semester.
    - Maximum 5 bonus points for a grade of C or higher when completing the required CHEM (101 or 111) course no later than the end of the previous spring semester.
  - **Tie Breaker**
    - 1 point for each work experience certification with current license: LPN / RN; Military Medics; EMT / Paramedic
  - Students meeting the stated application deadline are ranked utilizing this point system at the end of spring semester.
  - Acceptance letters are mailed no later than June 15<sup>th</sup>

- Other required general education courses that may be taken before or after acceptance to the program are as follows:

CHEM 101 or 111

BIOL 211 or 201

COMM 101 or COMM 102

PSYC 101 or SOCI 111

IVYT 112

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

**Program Chair Contact Information for each Program**

Bloomington – Currently Vacant

Fort Wayne – Jennifer Brink, BS, RRT, RPFT  
260-480-4270

[jbrink@ivytech.edu](mailto:jbrink@ivytech.edu)

Indianapolis – Charity Bowling, MA, RRT  
317-921-4211

[cbowling17@ivytech.edu](mailto:cbowling17@ivytech.edu)

Lafayette – Liza Hayden, BS, RRT  
765-269-5207

[ehayden3@ivytech.edu](mailto:ehayden3@ivytech.edu)

Sellersburg – Mark Kinkle, MHA, RRT-CPFT  
812-246-3301 ext 4295

[mkinkle@ivytech.edu](mailto:mkinkle@ivytech.edu)

South Bend – Susan Pearson, MPA, RRT-NPS  
574-289-7001 ext. 6375

[spearson12@ivytech.edu](mailto:spearson12@ivytech.edu)

Eastern Indiana Respiratory Care Educational Consortium – Darlisha Averitte, MBA, RRT, RCP  
765-599-2613 ext. 4015

[daverette1@ivytech.edu](mailto:daverette1@ivytech.edu)

Lake County Campus – Crown Point – Andrea Watson, BGS, RRT  
219-981-1111 ext. 2407

[awatson136@ivytech.edu](mailto:awatson136@ivytech.edu)

Terre Haute – Brooke Truxal, BS, RRT  
812-298-2370

[btruxal@ivytech.edu](mailto:btruxal@ivytech.edu)

**Ivy Tech Community College  
Fort Wayne  
Respiratory Therapy Program -- Estimated Costs**

<b>Total Tuition</b>		<b>Totals</b>
Credit hours for AS in Respiratory Care	71-73 credit hours (AS degree in Respiratory Care) \$140.61 credit hour	\$10,264.53
Technology Fee	6 semesters x \$60.00	\$360.00
<b>1<sup>st</sup> Semester</b>		
Healthcare Provider CPR	\$30.00 for course	\$30.00
1 pair white or black leather shoes must have back	\$75.00	\$75.00
1 watch with second hand	\$15.00	\$15.00
1 pair bandage scissors	\$7.00	\$7.00
1 stethoscope	\$50.00-\$100.00	\$75.00
1 basic calculator	\$10.00	\$8.00
Health Screen	\$100.00 (depends on where you go & what needs to be completed)	\$100.00
Background check & Drug Screen	\$120.00	\$120.00
<b>Staggered throughout the program</b>		
Equipment Fees	\$50.00-\$100.00	\$75.00
Text Books (Respiratory Only)		
1 <sup>st</sup> /2 <sup>nd</sup> Semester	\$700.00	\$700.00
3 <sup>rd</sup>	\$200.00	\$200.00
4 <sup>th</sup>	\$150.00	\$150.00
5 <sup>th</sup>	\$250.00	\$250.00
<b>Approximate Total of Cost of Program (Includes Prerequisites &amp; Core Respiratory Courses)</b>		<b>\$12, 429.53</b>

*This sheet is for informational purposes only and is subject to change based on increased costs by the college and/or companies that supply books, and other required equipment and hospital tools used in the clinical setting. This does **NOT** reflect background checks, health screens, transportation, and fit testing required for the program.*

### Books That May Be Used Throughout the Program

*The college always uses the latest edition. Faculty may use books that are considered “optional” for student purchase, however the students may benefit from the optional material. Students who prefer may purchase some texts via E-Books/Texts; however, students typically can only use that book for that particular semester and may not be able to access it for future courses and/or reference.*

*Please do not purchase books until accepted into the program. Books should not be ordered until confirmed by the faculty. Please do not purchase books from previous students without checking with faculty if they are current.*

Course	Book	ISBN#
<b>RESP 101</b> Assessment & Caring for a Respiratory Patient	Cairo-Mosby’s Respiratory Care Equipment	9780323416368
<b>RESP 101</b> Assessment & Caring for a Respiratory Patient	Egan’s Fundamentals of Respiratory Care	978032334163
<b>RESP 101</b> Assessment & Caring for a Respiratory Patient	DataArc – used throughout program. Purchased in Bookstore	Access Code
<b>RESP 103</b> Cardiopulmonary A & P	Des Jardins -Cardiopulmonary A&P	9780840022585
<b>RESP 104</b> Concepts in Adult Critical Care	Chang – Clinical App of Mechanical Ventilation	9781111539580
<b>RESP 105</b> Cardiopulmonary Pathophysiology	Des Jardins –Clinical Manifestations & Assessments of Respiratory Disease	9780323244794
<b>RESP 106</b> Cardiopulmonary Pharmacology	Colbert – Integrated Cardiopulmonary Pharmacology	9781517805067
<b>RESP 201</b> Advanced Concepts in Cardiopulmonary Diagnostic Procedures	Wilkins –Clinical Assessment in Respiratory Care	9780323100298
<b>RESP 202</b> Pediatric and Neonatal Advanced Critical Care	Walsh – Perinatal and Pediatric Respiratory Care	9781455753192
<b>RESP 102</b> Advanced Assessment and Care of a Cardiopulmonary Patient	Colbert – Integrated Cardiopulmonary Pharmacology	9781517805067
<b>RESP 203</b> – Advanced Emergency Management	AHA – Handbook of Emergency Cardiovascular Care	9781616693978

Ivy Tech Community College – Fort Wayne  
Respiratory Therapy  
Course Sequence

Semester	Course	Credits	Hours per Week	Schedule
<b>1 – Fall</b>	RESP 101 – Assessment and Caring for a Respiratory Patient	6	8	WR 8-12
	RESP 103 – Cardiopulmonary Anatomy & Physiology	3	3	WR 1-2:15
	<b>Total</b>	9	11	
<b>2 – Spring</b>	RESP 102 – Advanced Assessment and Care of a Cardiopulmonary Patient	3	4	WR 10-12
	RESP 104 – Concepts in Adult Critical Care	3	4	WR 8-10 or 12-2
	RESP 107 – Clinical I (8 weeks)	2	16	MT 7-3:30
	RESP 108 – Clinical II (8 weeks)	2	16	MT 7 -3:30
	<b>Total</b>	10	40	
	<b>3 – Summer</b>	RESP 106 – Cardiopulmonary Pharmacology	3	4
	RESP 105 – Cardiopulmonary Pathophysiology	3	4	WR 9 – 12
	RESP 206– Clinical III	2	16	MT 7-3:30
	<b>Total</b>	8	24	
<b>4 – Fall</b>	RESP 202– Pediatric Neonatal Advanced Critical Care	3	4	WR 8-10
	RESP 201 – Advanced Concepts in Cardiopulmonary Diagnostics	4	4	WR 10-12
	RESP 207 – Clinical IV	3	16	MT 7-3:30
	<b>Total</b>	10	24	
<b>5 – Spring</b>	RESP 205 – Advanced Respiratory Care and Comprehensive Review	3	3	M 9-12
	RESP 203 – Advanced Emergency Management	1	1	M 1-5 (4 week course)
	RESP 204 – Extended Care	2	2	Internet last 8 weeks
	RESP 209 – Clinical V	3	16	WR 7-3:30
	<b>Total</b>	9	22	
<b>PROGRAM TOTAL</b>		46	121	

**Ivy Tech Community College – Fort Wayne**  
**RESPIRATORY THERAPY PROGRAM**  
**Acknowledgement of School of Health Sciences and Program Requirements**

**Dear Prospective Respiratory Care Student,**

**In order for you to make an informed and educated decision about the Respiratory Care Program, there are some things you should consider:**

1. A criminal background check, driving record, and a drug screen must be completed and turned in by the required date, or you may be administratively withdrawn from your courses. You are responsible to pay for these on your own.
2. You are entering a program that may require certification, registration or licensure and certain types of felony and misdemeanor convictions may prevent you from completing this process. For more information, please contact the specific agency that is responsible for overseeing the process for your area of study.
3. You must be aware of the licensure requirements in the state of Indiana. A conviction of a felony does not affect your ability to be accepted into the program but some clinical sites may not allow you to do a rotation there. If you cannot complete the required clinical portion of your education because of this, you will not graduate from the program. Also, the College and the Program cannot guarantee that the state of Indiana will grant you a license to practice. You should contact the Indiana Professional Licensing Agency, 800-457-8283 with specific questions.
4. Participation in some courses activities, course projects, and fieldtrips may not be possible for some types of convictions and this may preclude earning a passing grade for the course.
5. Course Enrollment, externship or clinical placement may not be available for some types of convictions, and this may preclude graduation.
6. You must have access to your health history in order to complete the required form before certain courses begin. You may be required to have blood titers preformed to document immunity. And you may be required to obtain vaccinations that are missing or that you do not have a positive titer for.
7. All background checks, drug screening, physical exam, immunization, testing, and titers are at your cost. It is your responsibility to investigate the expense and plan ahead for these as an investment in your future. The background check and drug screen are approximately \$125. Contact your physician for pricing on specific health related expenses.
8. You will be required to take a health provider CPR class that will cost extra, outside of the per credit cost.
9. ALL deadlines for turning in documentation of health forms, CPR, consent forms, etc. must be met, or you may be administratively withdrawn from the course for which it was required.
10. You will be required to abide by HIPAA laws and regulations.
11. You will be required to follow Universal Precautions at all times.
12. Each student may be required to drive to clinical sites that are considered far sites during the time in the program. A far site is defined as at least 1 hour away from Fort Wayne. Example: Angola and Bluffton.
13. You must have your own transportation to class and clinical.
14. You will be required to buy all white tennis shoes, name tag, a uniform, watch with second hand, stethoscope and abide by a professional code of conduct provided to you in your program handbook.
15. You will be required to do community service throughout the program.
16. You will be expected to attend and participate in classroom discussions, group projects, fieldtrips, and lab practice with classmates.
17. You will be expected to use the lab time to practice and come in during open lab times.

18. You may be required to meet additional site requirements at clinical in order to participate in experiential learning opportunities within your scope of practice. This may include additional orientation, online testing, and compliance with organizational policies especially as they relate to HIPAA.
19. It is mandatory to attend clinicals. Your education will not be adequate without them. Grade deductions will be taken for clinical absences.
20. You will be required to take and pass the NBRC SAEs for the CRT, WRRT, and CSE. The above exams and the CAAP exam are required for graduation.
21. Any student that stops out of a clinical or competency based course sequence will be required to have a skills evaluation prior to being enrolled into subsequent courses. Remediation may be required prior to progression.
22. Any student that stops out for more than two semesters will be required to meet with the program chair and develop an academic plan based on the curriculum in place upon return.
23. You are responsible for obtaining a program handbook and becoming familiar with its contents.
24. It is highly recommended, although not required, that you become a Student Member of the American Association for Respiratory Care.

I, \_\_\_\_\_ have read and understand the above items and take full responsibility for this information. I agree to and will abide by these terms.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name



Ivy Tech Community College of Indiana
School of Health Sciences
Vaccination and Physical Examination Form

Instructions:

- This completed and signed form, including any additional documentation must be submitted at least four (4) weeks prior to starting any clinical course.
Required documentation includes immunity status, tuberculosis screening, physical examination and validation of student's ability to perform the Essential Functions of Respiratory Therapy Students.
The health care provider must complete and sign all sections as indicated.
It is the student's responsibility to ensure that the form is complete and signed in all required areas prior to submission to the nursing program.

THIS SECTION TO BE COMPLETED BY THE STUDENT

Student Name: Student ID: C Date of Birth

Address:

Phone: Home Work Cell

Email:

- I understand that the information on this form or the form itself may be given to clinical affiliate sites as required for institutional accreditation.
Qualified applicants to the School of Health Sciences are expected to meet all admission criteria as well as the Essential Functions of Respiratory Care Students. Students with documented need for accommodations are to meet with the campus Disabilities Support Services Representative.
By signing this agreement, I affirm that I meet all requirements listed below and I do not have any physical or mental limitations which would prevent me from performing the essential functions described below.

Name of Student (PRINT)

Student Signature

Date

**THIS SECTION TO BE COMPLETED BY A PHYSICIAN, LICENSED PHYSICIAN ASSISTANT, OR ADVANCED REGISTERED NURSE PRACTITIONER**

**SECTION I: IMMUNITY STATUS**

- Documentation of immunity requires proof of immunization or serologic evidence of immunity.
- If the initial titer is negative, vaccination according to CDC guidelines is required.
- **If the student declines one or more the following vaccinations, a *Student Vaccination Declination Form* must be completed and signed by the student and health care provider. Forms are available from the Nursing or Health Science Office.**

	Date of Vaccination(s)	Date of Titer(s) Showing Immunity if No Vaccination	If Titer Negative for Immunity, Date of Vaccination(s)
Hepatitis B #1			
Hepatitis B #2 (1 mo. following #1)			
Hepatitis B #3 (5 mo. following #2)			
Influenza (1 dose annually)		N/A	
Measles (2 doses, 4 weeks apart)	MMR		MMR
Mumps (1 dose)	1:		1:
Rubella (1 dose)	2:		2:
Varicella (2 doses, 4 weeks apart)	1:		1:
	2:		2:
Tetanus, Diptheria, & Pertussis (Tdap) – (1 dose)		Date of Titer(s) Below	
Tetanus (Td) Booster (every 10 years after Tdap)		Date of Titer(s) Below	
Tetanus	Date of Vaccination above		
Diphtheria	Date of Vaccination above		
Pertussis	Date of Vaccination above		

## SECTION II: TUBERCULOSIS SCREENING

- Tuberculin skin testing (TST) or other TB testing by Quantiferon TB Gold blood, T-Spot, or Xpert MTB/RIF Assay is **required**.
- A chest x-ray is required if any test results are positive, or if the student has written documentation of a prior positive Tuberculin Skin Test or treatment for TB disease.

### TUBERCULIN SKIN (MANTOUX) TEST:

- For students **with** a documented negative tuberculin skin test within the preceding 12 months, the last annual results may be recorded for first test and the current test must be recorded for second test. Students will be required to show proof of the original Mantoux.
- For students **without** a documented negative tuberculin skin test in the preceding 12 months, baseline tuberculin skin testing must employ a two-step method, with the second test repeated in 1-3 weeks.
- The tuberculin skin testing should be completed no earlier than 90 days prior to the first day of clinical.\*

### **FIRST TEST:**

Date given: \_\_\_/\_\_\_/\_\_\_ time: \_\_\_ Date Read: \_\_\_/\_\_\_/\_\_\_ time: \_\_\_ Results: \_\_\_ mm  
 Negative  Positive (chest x-ray required)

**PROVIDER PRINTED NAME:** \_\_\_\_\_

**PROVIDER SIGNATURE:** \_\_\_\_\_

### **SECOND TEST:**

Date given: \_\_\_/\_\_\_/\_\_\_ time: \_\_\_ Date Read: \_\_\_/\_\_\_/\_\_\_ time: \_\_\_ Results: \_\_\_ mm  
 Negative  Positive (chest x-ray required)

**PROVIDER PRINTED NAME:** \_\_\_\_\_

**PROVIDER SIGNATURE:** \_\_\_\_\_

### **QUANTIFERON TB GOLD (QFT-GIT), T-Spot, or Xpert MTB/RIF Assay TEST:**

Results: Date of test: \_\_\_/\_\_\_/\_\_\_  
 Negative  Positive (chest x-ray required)

**PROVIDER PRINTED NAME:** \_\_\_\_\_

**PROVIDER SIGNATURE:** \_\_\_\_\_

### **CHEST X-RAY: (Required if Tuberculin skin test (Mantoux), Quantiferon TB Gold (QFT-GIT), T-Spot, or Xpert MTB/RIF Assay test is **POSITIVE**)**

Date of chest x-ray: \_\_\_/\_\_\_/\_\_\_  Normal  Abnormal

**PROVIDER PRINTED NAME:** \_\_\_\_\_

**PROVIDER SIGNATURE:** \_\_\_\_\_

(References: [http://www.cdc.gov/tb/publications/factsheets/pdf/xpertmtb-rifassayfactsheet\\_final.pdf](http://www.cdc.gov/tb/publications/factsheets/pdf/xpertmtb-rifassayfactsheet_final.pdf);  
<http://www.cdc.gov/tb/topic/testing/default.htm>)

### SECTION III: PHYSICAL EXAMINATION & ESSENTIAL FUNCTIONS OF RESPIRATORY CARE STUDENTS

Qualified applicants to the Respiratory Therapy are expected to meet all admission criteria as well as the Essential Functions for Respiratory Therapy Students.

*Note: Students with disabilities requiring accommodations must meet with the College Disabilities Support staff.*

#### Essential Functions for Respiratory Care

The following statements are provided to give the potential RESP applicant a description of the type of physical/technical abilities necessary to complete the program and work in the typical hospital or clinical setting. These abilities are not measured as a requirement for program admission. However, the applicant is encouraged to consider all of the essential functions of the program, and to make an appointment with disability office to discuss concerns or requests for accommodation. Students who cannot meet the essential functions (found in the table below) must meet with the campus Disabilities Support Service Representative to determine if accommodations can be made.

The Respiratory Care Program requires agility and strength sufficient to move from room to room, lift and position patients, maneuver in small places, maneuver and manipulate equipment and perform clinical services. Students must possess gross and fine motor abilities as well as auditory, visual, and tactile acuity, which are required to assess health status and perform effective patient care.

Please note: “**Skill(s) tied to**” is/are not intended to be a complete listing of skills, but rather as examples of skills for which may be required.

#### Instructions:

Please carefully review the seventeen items and sign in the space provided below:

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

Function	Skill(s) Tied to
<ul style="list-style-type: none"> <li>• Carry equipment/supplies</li> <li>• Squeeze equipment with hands</li> <li>• Use upper body strength</li> </ul>	<p>other heavy equipment from respiratory care department to patient room. Lift equipment from bed height above chest level. Able to squeeze manual resuscitation bag, fire extinguisher etc.</p>
<p>5. <b>Body Mobility:</b></p> <ul style="list-style-type: none"> <li>• Twist, bend, stoop, kneel and squat</li> <li>• Move or walk quickly</li> <li>• Climb ladders/stools/stairs</li> </ul>	<p>Turn to change settings on equipment while standing at patient bedside. Bend to change equipment settings on floor, at knee level, waist level, chest level, eye level, above head. Gather equipment and walk quickly. Make rapid adjustments if needed to ensure patient safety. Make way to patient room using stairs if an emergency is called.</p>
<p>6. <b>Hearing:</b></p> <ul style="list-style-type: none"> <li>• Hear normal speaking level sounds</li> <li>• Hear faint voices</li> <li>• Hear faint body sounds</li> <li>• Hear auditory alarms</li> <li>• Hear telephones</li> <li>• Hear sounds with stethoscope</li> </ul>	<p>Listen to patient breath sounds to determine if patient is breathing. Listen to heart sounds to determine if heart is beating. Determine the intensity and quality of patient breath sounds in order to help determine a diagnosis. Hear audible alarms such as a ventilator alarm. Hear overhead pages to call for emergency assistance.</p>
<p>7. <b>Visual</b></p> <ul style="list-style-type: none"> <li>• See clear details and features on patients and medical devices.</li> <li>• Visual correction aids (such as glasses or contacts) must allow caregiver freedom to use of both hands simultaneously.</li> <li>• Has ability to discern patient and medical devices within the patient care setting</li> <li>• Use peripheral vision</li> <li>• Distinguish color and color intensity</li> <li>• See visual alarms and emergency lights</li> </ul>	<p>Visually assess patient's color to determine oxygenation status or facial expressions to determine mood. Visually assesses patient's work of breathing. Decipher EKG strips and medication vials that have clear labeling on a clear container. Read patient identification bands. Ability to visualize settings, alarms and results on a variety of patient care equipment. Be able to read small increment markings on equipment control dials. While drawing blood, visualize the tip of the needle and flash of blood into the syringe without the use of a hand held magnifying device.</p>
<p>8. <b>Tactile:</b></p> <ul style="list-style-type: none"> <li>• Feel vibrations</li> <li>• Detect patient temperature and environmental temperature</li> <li>• Feel the difference in surface characteristics</li> <li>• Feel the differences in sizes, shapes</li> </ul>	<p>Assess patient by feeling for pulse, temperature, tactile fremitus, edema, subcutaneous emphysema, sizes and shapes of arteries and veins.</p>
<p>9. <b>Smell:</b></p> <ul style="list-style-type: none"> <li>• Detect odors from patient</li> <li>• Detect smoke, gas or noxious smells</li> </ul>	<p>Assess for noxious odors originating from the patient due to infection or environmental problems (example gas leak or smoke).</p>
<p>10. <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read and interpret physicians' orders</li> <li>• Read and understand written documents in English</li> <li>• Read very fine or small print</li> </ul>	<p>Read and interpret physician orders, as well as physician, therapist and nursing notes. Read from a computer monitor screen. Accurately gather data in a reasonable amount of time, to ensure safe and effective patient care relative to other care givers.</p>
<p>11. <b>Math Skills:</b></p> <ul style="list-style-type: none"> <li>• Read and understand columns of writing, digital displays and graphic printouts</li> <li>• Convert numbers between units of measure</li> <li>• Tell time and measure time</li> <li>• Count rates</li> <li>• Able to perform basic math functions: add, subtract, multiply, divide, solving for unknown using with and without a calculator</li> <li>• Compute fractions</li> </ul>	<p>Read and interpret patient graphics charts, flow sheets and graphic displays. Perform basic math functions in order to calculate minute ventilation, convert temperature, correctly place graduated tubing, as well as other functions. Ability to convert 12 hour clock to 24 hour clock (military time). Be able to calculate heart rate and respiratory rate from 15 seconds to one minute.</p>
<p>12. <b>Emotional Stability:</b></p> <ul style="list-style-type: none"> <li>• Maintain appropriate professional boundaries</li> <li>• Provide patient with appropriate emotional support</li> <li>• Adapt to changing environmental/stress</li> </ul>	<p>Provide for safe patient care despite a rapidly changing and intensely emotional environment. Perform multiple tasks concurrently, such as the delivery of medication or oxygen in one room while performing an arterial blood gas in another as may occur in an emergency room environment. Maintain enough composure to provide for safe and</p>

Function	Skill(s) Tied to
<ul style="list-style-type: none"> <li>• Deal and cope with the unexpected</li> <li>• Focus attention on task despite distractions</li> <li>• Function safely, effectively and calmly in a stressful, fast-paced, dynamic work environment</li> <li>• Maintain composure and concentration while managing multiple tasks simultaneously</li> </ul>	<p>effective patient care despite situations such as crisis or grief.</p>
<p><b>13. Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Transfer/extrapolate knowledge from one situation to another</li> <li>• Process information</li> <li>• Evaluate outcomes</li> <li>• Rapidly process, synthesize, problem solve and prioritize tasks</li> <li>• Use long and short term memory</li> <li>• Identify cause-effect relationships</li> <li>• Synthesize knowledge and skills</li> <li>• Sequence information</li> <li>• Prioritize and perform multiple responsibilities concurrently</li> </ul>	<p><b>Interpretation:</b> Quickly and accurately interpret problems, as well as objective and subjective data, from common information as it relates to the care of the patient.</p> <p><b>Analysis:</b> Quickly examine ideas/arguments in problems, process objective and subjective data, and develop action plans in the care of patients.</p> <p><b>Evaluate:</b> Quickly determine causes of equipment malfunction or alarms and rectify the situation. Additionally, evaluate different sources of diagnostic information to help arrive at a patient diagnosis and prioritize care.</p> <p><b>Problem solving skills:</b> to calibrate, operate, and troubleshoot complex technology such as mechanical ventilators and other life-support equipment</p> <p><b>Patient management decisions:</b> use RT protocols such as evidence-based ventilator weaning.</p> <p>Emergency Response: Fast and automatic (example immediately provides manual ventilation to a patient who inadvertently is extubated).</p>
<p><b>14. Interpersonal Skills:</b></p> <ul style="list-style-type: none"> <li>• Negotiate interpersonal conflict appropriately</li> <li>• Respect differences in patients and co-workers</li> <li>• Establish rapport with patients and co-workers</li> <li>• Practice social behaviors that are appropriate to interpersonal situations</li> <li>• Work effectively with physicians, staff, patients and patients' families</li> <li>• Practice personal hygiene consistent with close contact during direct patient care</li> <li>• Show appropriate compassion through communications.</li> </ul>	<p>Communicate effectively with disagreeable patients, family, doctors, nurses and other staff in order to attempt to meet therapeutic goals for the patient.</p> <p>Recognizes and respects cultural, socioeconomic, learning and behavioral differences in patients, as well as differences due to patient age.</p> <p>Presents oneself in a professional manner in order to provide direct patient care.</p>
<p><b>15. Use of Technology</b></p> <ul style="list-style-type: none"> <li>• Use technology, including electronic medical records, mechanical ventilators and online resources</li> </ul>	<p>Operates highly technical equipment such as ventilators. Use computers for word processing and computer charting.</p>
<p><b>16. Safety in Work Place</b></p> <ul style="list-style-type: none"> <li>• Follow CDC and institutional policies to prevent transmission of infection</li> <li>• Accurately identifies patients.</li> <li>• Administer medications safely and accurately.</li> <li>• Recognize and minimize hazards that could increase healthcare associated infections.</li> <li>• Recognize and minimize accident hazards in the clinical setting.</li> <li>• Practice respiratory therapy according to established professional, ethical and institutional standards</li> <li>• Follow institutional safety and disaster policies</li> </ul>	<p>Maintains safe practice while drawing blood and handling blood and body fluids. Wears appropriate personal protective equipment when caring for patients with contagious diseases. Washes hands appropriately between patients. Ensures patient safety. Uses proper body mechanics when lifting and moving. Can follow emergency safety plans (e.g Tornado, fire, electrical, disaster plans). Can identify frayed electrical cords.</p>
<p><b>17. Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Teaches within the health care setting</li> <li>• Speak clearly and distinctly in English</li> </ul>	<p>Effectively and appropriately-communicate with doctors, nurses, patients, family, and other staff in order to provide effective and efficient patient care (e.g patient rounds, shift reports, progress notes,</p>

Function	Skill(s) Tied to
<ul style="list-style-type: none"> <li>Interact with others</li> <li>Convey information through legible writing and in English</li> </ul>	patient / family education, telephone orders). Written communication is clear, concise and legible.

I have read and understand that I will be required to perform all of the functions listed above during the course of the Respiratory Care Program.

Note: Students who cannot perform all of the essential functions listed in the above table should meet with the College Disabilities Support staff to determine if accommodations can be made.

Printed Name: \_\_\_\_\_ C# \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**THIS SECTION TO BE COMPLETED BY A PHYSICIAN, LICENSED PHYSICIAN ASSISTANT, OR LICENSED REGISTERED NURSE PRACTITIONER**

I have reviewed the student's immunity status documentation and verified this information to be accurate, including initiation of immunization series.

Yes  No

I have reviewed results of TB screening and verify that the student is free of active tuberculosis.

Yes  No

I have reviewed the Essential Functions for Nursing/Health Sciences requirements with the student, and based on my assessment and the medical history and information provided by the patient, I have not identified any physical or mental limitations which would prevent the student from performing the essential functions described above.

Yes  No

**PROVIDER PRINTED NAME/CREDENTIALS:** \_\_\_\_\_  
(MD, DO, NP, PA)

**PROVIDER SIGNATURE:** \_\_\_\_\_

**PROVIDER PHONE:** \_\_\_\_ - \_\_\_\_ - \_\_\_\_

**Respiratory Therapy  
Program Entrance  
Checklist**

- Complete Application to Ivy Tech Community College – Fort Wayne
  
- Meet with an advisor and enroll in general education courses required for the Respiratory Therapy Program
  - APHY 101, APHY 102, MATH 123 or higher, ENGL 111
  - Additional general education courses (not required for admission into program)
  - CHEM 1XX, BIOL 2XX, COMM 101 or COMM 102, PSYC 101 or SOCI 111, IVYT 1XX
  
- Request official transcripts from previously attended colleges to be sent to Ivy Tech Community College  
Attention: Jennifer Brink
  
- Attend ***ONE*** of the Respiratory Therapy Program Information Sessions – All sessions will be held in Room CC1603D on the Coliseum Campus. All sessions begin at 6:00pm
  - Wednesday, September 26, 2018
  - Wednesday, October 24, 2018
  - Wednesday, November 14, 2018
  - Wednesday, January 23, 2019
  - Wednesday, February 20, 2019
  - Wednesday, March 20, 2019
  - Wednesday, April 17, 2019
  
- Research profession of Respiratory Care
  
- Contact Jennifer Brink, Program Director if you have additional questions
  - 260-480-4270
  - 800-859-4882 Ext. 4270
  - [jbrink@ivytech.edu](mailto:jbrink@ivytech.edu)

IVY TECH COMMUNITY COLLEGE – FORT WAYNE  
**Respiratory Therapy Program**

**Application Form**

Due May 15<sup>th</sup>

Name: \_\_\_\_\_

Student complete "C" Number: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Secondary Phone Number: \_\_\_\_\_

Ivy Tech Email Address: \_\_\_\_\_

I am applying for admission into the Respiratory Care Program. I understand that the program is competitive and I must first be accepted. I am in the process of completing the required four (4) prerequisite courses or have completed them at this time.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

**DATE ATTENDED INFORMATION SESSION** \_\_\_\_\_

**FACULTY SIGNATURE** \_\_\_\_\_

How did you become interested in a career in respiratory care?

Recommended by a friend/family member \_\_\_

Recommended by a respiratory therapist \_\_\_

High school counselor/teacher \_\_\_

College website \_\_\_

College counselor/teacher \_\_\_

Friend or family with lung disease \_\_\_

Other: \_\_\_\_\_