

School of Health Sciences

Respiratory Therapy Program

Associate of Science Degree

Ivy Tech Community College of Indiana

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Bloomington, IN 47404

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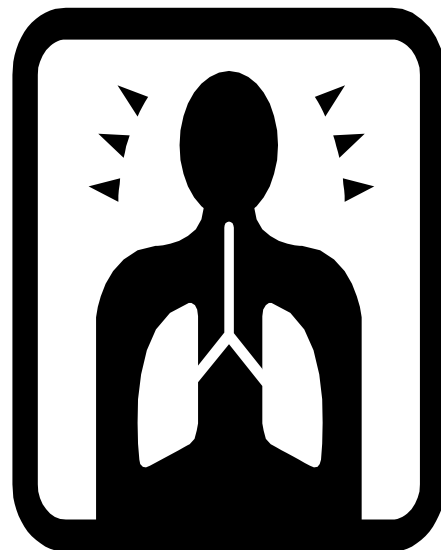
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Information and Application Packet



Ivy Tech is an accredited, equal opportunity, affirmative action institution of higher education.

Table of Contents

Disclaimer	3
A Career in Respiratory Therapy	4-5
Respiratory Therapy Curriculum	6
Application Process & Acceptance Process	7-9
Regional Program Chair's Contact Information	10
General Hospital Affiliate Information	11-12
Essential Functions	13-16
Clinical Affiliates	17
Hospital Job Shadow Sites	18-19
Application Form	20
Application Check List	21
Estimated Expenses	22
Frequently Asked Questions	23-24



NON-DISCRIMINATION AND EQUAL OPPORTUNITY POLICY

Ivy Tech Community College 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, sex, physical or mental disability, age or veteran status. Persons who believe they may have been discriminated against should contact the campus affirmative action officer or the Office of Student Affairs.

DISCLAIMER

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

ACCREDITATION

Ivy Tech is accredited by The Higher Learning Commission of North Central Association of Colleges and Schools to award Associate degrees, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, info@hlcommission.org, 800-621-7440. The Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care, CoARC, 1248 Harwood Road; Bedford, Texas 76021-4244; 817-283-2835; www.coarc.com. For program outcomes, go to www.coarc.com/47.html.

A Career in Respiratory Therapy

Do you enjoy helping people? Do you enjoy working with technology? Do you want a career with variety? Do you want a career with job advancement? If you answered yes, then Respiratory Care may be the career for you.

Respiratory Therapists are health care specialists who provide care for patients with breathing disorders. Care includes assessment, evaluation, and treatment of patients ranging in age from premature infants to the elderly. Therapists also work with adults who have chronic lung problems, such as asthma or emphysema.

Respiratory therapists possess good communication skills. Respiratory therapists work side by side with physicians, nurses and other health care providers in caring for patients with lung disorders. As part of the health care team, respiratory therapists help with interviewing patients, making recommendations to physicians to change therapy based on their assessments, and providing patient & family education about lung disease. Respiratory therapists are critical thinkers. As part of a high-paced health care team, they must be able to react quickly to changes in a patient's condition.

Respiratory therapists are good at working with technology. They manage life support equipment and artificial airways for patients who can't breathe on their own.

Respiratory therapists are present during high-risk deliveries, where a premature infant may be at risk for breathing complications. When accident victims lose the ability to breathe on their own, respiratory therapists help administer lifesaving oxygen.

Career Outlook:

According to the Bureau of Labor Statistics, the need for Respiratory Therapists is increasing faster than the average for all job growths. It is considered one of the hottest jobs, with a projected growth of 19% from 2012 - 2022.

There are several reasons for the increasing need for Respiratory Therapists:

- advances in equipment and technology
- new treatment advances for patients with heart and lung disease, accident victims, premature infants, and AIDS patients, thereby increasing the demand for respiratory therapy interventions
- increased health care access
- an aging population (baby boomers)
- an aging respiratory therapy work force.

The career opportunities for program graduates, entry-level (CRT credential) and advanced-level (RRT credential), include staff therapists, supervisors and managers, and clinical instructors, in a variety of healthcare settings. In hospitals, therapists work in medical/surgical units, emergency departments, intensive care units (adult, pediatric, and neonatal), and specialty units (labor and delivery, and oncology). Other career opportunities exist in extended care facilities, home care companies, physicians' offices, rehabilitation centers, sleep centers, equipment and pharmaceutical sales, and land and air patient transports.

Respiratory therapists, in consultation with the physician, provide patient assessment, treatment, management, education, and care of patients with breathing deficiencies and abnormalities. Treatment modalities include oxygen therapy, non-medicated and medicated aerosol therapy, chest physical therapy, diagnostic testing, and set-up, management, and weaning of mechanical ventilation. Additional treatment modalities, depending on the specific healthcare settings' accepted practices, include specialty medical gasses (nitrogen, carb-air/carbogen, heliox, and nitric oxide), blood gas sampling and analysis, surfactant replacement, Extracorporeal Membrane Oxygenation (ECMO), and patient-directed treatment protocols.

Respiratory therapists, as members of the multidisciplinary 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 healthcare 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:

- 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 care
- establishing therapeutic goals for patients with cardiopulmonary disease
- participating in the development and modification of respiratory care plans
- case management of patients with cardiopulmonary and related disease
- 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
- participating in life support activities as required
- promoting evidence-based learning; research/ and clinical practice guidelines

Life and Breath Video

"This video shows the roles and responsibilities of respiratory care practitioners and interviews with real-life therapists, students, and physicians, and shows the various work settings and types of patients, as well as educational requirements." (www.aarc.org)

To view this video, go to www.aarc.org. On the left hand side of the home page, click on the "Careers" link. Scroll down to the bottom of the page and click on "**Life and Breath Video.**"

Respiratory Therapy Program Curriculum

 (updated April 2017)

Prerequisites		Credits
APHY 101	Anatomy & Physiology 1	3
APHY 102	Anatomy & Physiology 2	3
MATH 123	Quantitative Reasoning	3
ENGL 111	English Composition	3
BIOL 201 or 211	Microbiology	3-4
CHEM 1XX	Chemistry	3-4
PSYC 101**	Psychology	3
COMM 101***	Fundamentals of Public Speaking	3
IVYT 1XX	Recommend 112	1

(Total General Education Credits: 25-27)

** SOCI 111 may be substituted for PSYC 101

*** COMM 102 may be substituted for COMM 101

Semester 1 (Fall)		Credits
RESP 101	Assessment & Caring for a Respiratory Patient	6
RESP 103	Cardiopulmonary ANP	3
RESP 106	Cardiopulmonary Pharmacology	3 (12 credits)

Semester 2 (Spring)		Credits
RESP 102	Advanced Assessment & Care of Cardiopulmonary Patient	3
RESP 107	Clinical Applications for Assessment & Caring for Cardiopulmonary Patient	2
RESP 105	Cardiopulmonary Pathophysiology	3
RESP 104	Concepts in Adult Critical Care	3
RESP 203	Advanced Emergency Management	1 (12 credits)

Semester 3 (Summer)		Credits
RESP 202	Pediatric & Neonatal Advanced Critical Care	3
RESP 108	Clinical Applications in Advanced Assessment & Care of Cardiopulmonary Patient	2 (5 credits)

Semester 4 (Fall)		Credits
RESP 208	Clinical Applications & Concepts in Critical Care	5
RESP 201	Advanced Concepts in Cardiopulmonary Diagnostic Procedures	4 (9 credits)

Semester 5 (Spring)		Credits
RESP 205	Advanced Respiratory Care & Comprehensive Review	3
RESP 204	Extended Care for Cardiopulmonary Patient	2
RESP 209	Advanced Clinical Applications in Critical Care & Specialty Rotations	3 (8 credits)

(Total credits for AS degree: 71-73)

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

PROGRAM: Respiratory Therapy

Application to the Respiratory Therapy Program

Each student must attend an information session at the region in which they are going to apply. They can also meet with a faculty member but the best option is to attend an information session. The information about the sessions are located on the TV screens around campus as well as posted on the bulletin board on the second floor, in the C hallway faculty office area.

The student must have an accumulative GPA of 2.00

Complete the following pre-reqs:

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

Grades earned in the above pre-reqs will earn points based on the following:

- A = 20 points**
- B = 15 points**
- C = 10 points**
- D = 5 points**

All points will be awarded based the students' grades for courses they have completed on their first attempt or if the student has repeated the course, the grades from the first 2 attempts will be averaged.

Cumulative GPA from Ivy Tech will be added to your points achieved in the required prerequisite courses. Cumulative GPA will be taken to two decimals. No GPA's will be added in for students transferring all credits from another institution

Tie Breaker

1 point for each work experience certification with current license: LPN / RN; Military Medics; EMT / Paramedic

- The deadline to apply to the program is May 15, by 5:00 p.m.

Program Application: Submit a program application on or before the established deadline.

- Contact an academic/program advisor for campus-specific information about application requirements. This will include the completed application form, a copy of your unofficial transcripts from all colleges and signed shadowing form
- Deadline for submitting application materials:
 - **Fall admission: May 15th, by 5:00 p.m.**
 - Preference is given to program applications submitted by the stated deadline; but if necessary, the application deadline may be extended to fill class seats.
- **Selection Policy:** When the program receives more qualified applicants than the number of seats available, a point system is utilized to determine admission to the program.
 - Total points determine the rank of applicants. Subsequently, seats are offered to the highest 12 ranked students. If a student from the top ranked 12 declines their position or does not return the required acceptance documentation, a seat will be offered to the next student until all seats are filled, the number of which is based on clinical site availability.
 - Students meeting the stated application deadline are ranked utilizing this point system at the end of spring semester.
 - *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; for example, if a student is taking APHY 102 in the spring semester of 2018, it must be completed by the end of spring 2018 for the fall 2018 start date
 - **Tie Breaker** – Cumulative GPA (to 2 decimal points)
- Other courses that will be required **in order to graduate** are:
 - COMM 101 or COMM 102
 - PSYC 101 or SOCI 111
 - BIOL 201 or 211
 - CHEM 101 or 111
 - IVYT 1XX

Acceptance Process

1. The students with the 12 highest rank scores will receive a **Letter of Acceptance**. The number of students receiving letters of acceptance is dependent on the number of clinical slots available and is subject to change. Letters are typically sent out the middle of May.
2. Students must return a **Letter of Intent** indicating whether they accept or decline admission. The **Letter of Intent must** be returned by the date stated in the letter. The student must also return the signed **Informed Consent** by the date stated in the letter. Because the program is competitive, students who do not return their **Letter of Intent and/or Informed Consent** by the deadline will forfeit their position and the next person on the list will be accepted in their place.
3. A **Mandatory Orientation Session** will be held for students who are accepted into the program. Students must reply indicating intent to attend the Mandatory Orientation Session by the date stated in the letter. Students who do not attend the orientation session will forfeit their position and the next person on the waiting list will be accepted in their place.

If you plan to apply to more than one Ivy Tech Respiratory Therapy Program, you must contact that campus' program chair and attend an information session for that specific program. (See page 10 for a list of program chairs and their contact information).

4. Students who are not admitted to the program or who decline admission must reapply and meet the current application requirements at that time. They are not given preferential consideration.

Students Who Were Not Accepted

1. Students who were not offered a position due to their rank score will receive a letter stating weak areas that the student may choose to work on and reapply to the program at the next opportunity.
2. No further letters will be sent **except** if a position becomes available.
3. In the event a position opens, the program faculty will call the first person on the list immediately and offer them a position followed by a written letter of acceptance.
4. Students on the list could be called throughout the summer if openings become available.
5. If a position does not become available, the student will need to reapply and follow the admission standards for the year in which they are re-applying.

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

Application to the Respiratory Therapy Program

- Attend a required program information session and/or meet with a program advisor; contact an academic/program advisor for campus-specific advising requirements.
- If a student is applying to more than 1 Ivy Tech Respiratory Program, he/she must attend that region's information session. Contact information for each program is listed below.

Bloomington – Christina Barnes, BS, RRT

812-330-6334

cbarnes120@ivytech.edu

Fort Wayne – Jennifer Brink, BS, RRT, RPFT

260-480-4270

jbrink@ivytech.edu

Indianapolis – Charity Bowling, MA, RRT

317-921-4211

cbowling17@ivytech.edu

Lafayette – Elizabeth (Liza) Hayden, BA, RRT

765-269-5720

ehayden3@ivytech.edu

Sellersburg – Mark Kinkle, RRT

812-246-3301 ext. 4289

mkinkle@ivytech.edu

South Bend – Susan Pearson, MPA, RRT-NPS

574-289-7001 ext. 6375

spearson12@ivytech.edu

Northwest – Andrea Watson, BGS, RRT

219-980-7799 ext. 2407

awatson136@ivytech.edu

Terre Haute – Brooke Truxal, BS, RRT

812-298-2370

btruxal@ivytech.edu

General Clinical Affiliate Information

The required clinical courses for the respiratory care program are conducted at a variety of clinical affiliates. The list of clinical affiliates may change to meet the needs of the program. Students must provide their own transportation and gas to their clinical experience. Transportation is not provided by the college. All students will be required to drive to far clinical sites which are up to two hours from the Ivy Tech Bloomington campus (not their home address) to a clinic site. Also, the student is responsible for any parking fees or tickets incurred at the site.

Students in the program will receive a Clinical Handbook which details all the policies and procedures relating to the hospital clinical component. The information below is intended to give students a brief overview of clinical requirements and does not replace the Clinical Handbook.

In choosing a career in Respiratory Therapy students will be required to follow professional dress code requirements and professional and academic code of conduct and behavior. Specific uniform requirements and health forms will be given to students when they are admitted in the program.

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 of Indiana or any other state once that student has graduated. The college can also not guarantee that all hospitals will take a student with a positive hit on the background check. If a hospital refuses to take a student for any clinical rotation, that student will be dismissed from the program.

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

For patient safety, prior to the start of the student's clinical experience, hospitals require all students to have the following:

- Essential Functions – completion of the form (see pages 13-16)
- Blood titers to prove immunity and any required boosters & repeat titers
- Annual two-step TB test
- Flu vaccine
- Hepatitis B vaccine (recommended but not required)
- Criminal background check and Drug Screening through Castlebranch

Please note that health forms and due dates for submitting documentation of the above will be distributed at the mandatory summer orientation meeting for students who have been accepted into the program. Any costs will be the responsibility of the student.

Further, hospitals have very strict rules regarding the following items:

- Tattoos must not be visible
- Only one earring per ear lobe is allowed no larger than the size of a nickel
- All other visible body jewelry including tongue piercing must be removed
- Acrylic nails and bonding agents are prohibited

Other Requirements

- Annual health care provider's BLS certification through the American Heart Association (this can be obtained during the first semester in the program by taking HLHS 104 course through Ivy Tech)

Essential Functions for Respiratory Therapy

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

Function	Skill(s) Tied to
<ul style="list-style-type: none"> • Lift - up to 65 lbs • Push or pull large wheeled equipment • Carry equipment/supplies • Squeeze equipment with hands • Use upper body strength 	<p>mechanics or mechanical lift devices. Re-position patient in bed. Carry equipment such as monitors, transport ventilators or other equipment. Push ventilator or other heavy equipment from respiratory care department to patient room. Lift equipment from bed height above chest level. Able to squeeze manual resuscitation bag, fire extinguisher etc.</p>
<p>5. Body Mobility:</p> <ul style="list-style-type: none"> • Twist, bend, stoop, kneel and squat • Move or walk quickly • Climb ladders/stools/stairs 	<p>Turn to change settings on equipment while standing at patient bedside. Bend to change equipment settings on floor, at knee level, waist level, chest level, eye level, above head. Gather equipment and walk quickly. Make rapid adjustments if needed to ensure patient safety. Make way to patient room using stairs if an emergency is called.</p>
<p>6. Hearing:</p> <ul style="list-style-type: none"> • Hear normal speaking level sounds • Hear faint voices • Hear faint body sounds • Hear auditory alarms • Hear telephones • Hear sounds with stethoscope 	<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. Visual</p> <ul style="list-style-type: none"> • See clear details and features on patients and medical devices. • Visual correction aids (such as glasses or contacts) must allow caregiver freedom to use of both hands simultaneously. • Has ability to discern patient and medical devices within the patient care setting • Use peripheral vision • Distinguish color and color intensity • See visual alarms and emergency lights 	<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. Tactile:</p> <ul style="list-style-type: none"> • Feel vibrations • Detect patient temperature and environmental temperature • Feel the difference in surface characteristics • Feel the differences in sizes, shapes 	<p>Assess patient by feeling for pulse, temperature, tactile fremitus, edema, subcutaneous emphysema, sizes and shapes of arteries and veins.</p>
<p>9. Smell:</p> <ul style="list-style-type: none"> • Detect odors from patient • Detect smoke, gas or noxious smells 	<p>Assess for noxious odors originating from the patient due to infection or environmental problems (example gas leak or smoke).</p>
<p>10. Reading:</p> <ul style="list-style-type: none"> • Read and interpret physicians' orders • Read and understand written documents in English • Read very fine or small print 	<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. Math Skills:</p> <ul style="list-style-type: none"> • Read and understand columns of writing, digital displays and graphic printouts • Convert numbers between units of measure • Tell time and measure time 	<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</p>

Function	Skill(s) Tied to
<ul style="list-style-type: none"> • Count rates • Able to perform basic math functions: add, subtract, multiply, divide, solving for unknown using with and without a calculator • Compute fractions 	<p>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. Emotional Stability:</p> <ul style="list-style-type: none"> • Maintain appropriate professional boundaries • Provide patient with appropriate emotional support • Adapt to changing environmental/stress • Deal and cope with the unexpected • Focus attention on task despite distractions • Function safely, effectively and calmly in a stressful, fast-paced, dynamic work environment • Maintain composure and concentration while managing multiple tasks simultaneously 	<p>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 effective patient care despite situations such as crisis or grief.</p>
<p>13. Critical Thinking Skills:</p> <ul style="list-style-type: none"> • Transfer/extrapolate knowledge from one situation to another • Process information • Evaluate outcomes • Rapidly process, synthesize, problem solve and prioritize tasks • Use long and short term memory • Identify cause-effect relationships • Synthesize knowledge and skills • Sequence information • Prioritize and perform multiple responsibilities concurrently 	<p>Interpretation: Quickly and accurately interpret problems, as well as objective and subjective data, from common information as it relates to the care of the patient.</p> <p>Analysis: Quickly examine ideas/arguments in problems, process objective and subjective data, and develop action plans in the care of patients.</p> <p>Evaluate: Quickly determine causes of equipment malfunction or alarms and rectify the situation. Additionally, evaluate different sources of diagnostic information to help arrive at a patient diagnosis and prioritize care.</p> <p>Problem solving skills: to calibrate, operate, and troubleshoot complex technology such as mechanical ventilators and other life-support equipment</p> <p>Patient management decisions: use RT protocols such as evidence-based ventilator weaning.</p> <p>Emergency Response: Fast and automatic (example immediately provides manual ventilation to a patient who inadvertently is extubated).</p>
<p>14. Interpersonal Skills:</p> <ul style="list-style-type: none"> • Negotiate interpersonal conflict appropriately • Respect differences in patients and co-workers • Establish rapport with patients and co-workers • Practice social behaviors that are appropriate to interpersonal situations • Work effectively with physicians, staff, patients and patients' families • Practice personal hygiene consistent with close contact during direct patient care • Show appropriate compassion through communications. 	<p>Communicate effectively with disagreeable patients, family, doctors, nurses and other staff in order to attempt to meet therapeutic goals for the patient.</p> <p>Recognizes and respects cultural, socioeconomic, learning and behavioral differences in patients, as well as differences due to patient age.</p> <p>Presents oneself in a professional manner in order to provide direct patient care.</p>
<p>15. Use of Technology</p> <ul style="list-style-type: none"> • Use technology, including electronic medical records, mechanical ventilators and online resources 	<p>Operates highly technical equipment such as ventilators. Use computers for word processing and computer charting.</p>
<p>16. Safety in Work Place</p>	<p>Maintains safe practice while drawing blood and</p>

Function	Skill(s) Tied to
<ul style="list-style-type: none"> • Follow CDC and institutional policies to prevent transmission of infection • Accurately identifies patients. • Administer medications safely and accurately. • Recognize and minimize hazards that could increase healthcare associated infections. • Recognize and minimize accident hazards in the clinical setting. • Practice respiratory therapy according to established professional, ethical and institutional standards • Follow institutional safety and disaster policies 	<p>handling blood and body fluids. Wears appropriate personal protective equipment when caring for patients with contagious diseases. Washes hands appropriately between patients. Ensures patient safety. Uses proper body mechanics when lifting and moving. Can follows emergency safety plans (e.g Tornado, fire, electrical, disaster plans). Can identify frayed electrical cords.</p>
<p>17. Communication Skills</p> <ul style="list-style-type: none"> • Teaches within the health care setting • Speak clearly and distinctly in English • Interact with others • Convey information through legible writing and in English 	<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, patient / family education, telephone orders). Written communication is clear, concise and legible.</p>

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

CLINICAL FACILITIES

Clinical experience is an integral part of the educational experience for all respiratory care students. The Respiratory Therapy program has affiliation agreements with a wide range of healthcare facilities, to provide student-learning experiences. Affiliated facilities include, but are not limited to:

1. COLUMBUS REGIONAL HOSPITAL
2400 East 17th Street
Columbus, IN 47201
44 miles from Ivy Tech
2. DAVIESS COMMUNITY HOSPITAL
1314 East Walnut Street
Washington, IN 47501
69 miles from Ivy Tech
3. ESKENAZI HEALTH SERVICES
1001 W. 10th St.
Indianapolis, IN 46202
53 miles from Ivy Tech
4. IU HEALTH BEDFORD
2900 W. 16th Street
Bedford, IN 47421
26 miles from Ivy Tech
5. IU HEALTH BLOOMINGTON
601 W. Second Street
Bloomington, IN 47403
3 miles from Ivy Tech
6. IU HEALTH GREENWOOD
1411 West County Line Road, Suite C
Greenwood, IN 46142
45 miles from Ivy Tech
7. JOHNSON MEMORIAL HOSPITAL
1125 W Jefferson Street
Franklin, IN 46131
43 miles from Ivy Tech
8. Memorial Hospital
800 West 9th Street
Jasper, IN 47546
70 miles from Ivy Tech
9. MONROE HOSPITAL
4011 S. Monroe Medical Park Boulevard
Bloomington, IN 47403
4.5miles from Ivy Tech
10. SCHNECK MEDICAL CENTER
411 West Tipton Street
Seymour, IN 47274
61 miles from Ivy Tech
11. ST. FRANCIS HOSPITAL
8111 S. Emerson Ave
Indianapolis, IN 46237
54 miles from Ivy Tech
12. TERRE HAUTE REGIONAL
3901 S. 7th Street
Terre Haute, IN 47802
61 miles from Ivy Tech
13. UNION HOSPITAL
1530 N. 7th St.
Terre Haute, In 47807
61 miles from Ivy Tech



Ivy Tech Community College - Bloomington Respiratory Therapy Program

Hospital Job Shadow Sites

It is strongly recommended that prospective students complete a Job Shadow at a hospital of their choice. Job shadowing is the best way to see first hand what the profession entails and also provides an opportunity for the student to ask questions.

You can contact any hospital to make arrangements to visit. It is recommended that you spend 3-4 hours for this experience; although there is no mandated time frame. Most hospitals require a current TB skin test within 6 months of the visit. If needed, TB skin tests can be obtained through your personal physician or the health department for a nominal fee.

Please wear professional attire for your visit such as casual dress slacks or skirt, shirt or blouse with sleeves, and closed-toe low-heeled shoes. Examples of **clothing that is unacceptable**: sandals, flip-flops, spiked-heeled shoes, sleeveless shirts or blouses, tank tops, t-shirts with iron-on decals, shorts, and/or jeans. Please complete the form below during the site visit and return it with your application packet.

- To shadow at St. Francis Hospital you need to contact Joe Bossey, (317) 528-1911 in the Respiratory Department. She has an application packet for you to complete. Don't plan on shadowing that day. The shadowing day will need to be scheduled at another time.
- To shadow at IU Health Bloomington you need to contact student placement coordinator Cathy Ensman-812-353-5426 before they can shadow with the respiratory department. Once you have completed the required paperwork, you can contact Angela Weaver, 812-353-9491 in the respiratory department to schedule a date and time.



***Ivy Tech Community College – Respiratory Therapy
Program***

Applicant Hospital Shadow Form

Applicant Name _____

Healthcare Facility _____

Date	Arrival Time	Departure Time
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Verifying Respiratory Therapist Signature and Credentials

TIPS FOR SUCCESS:

1. Professional dress and standards of behavior are required.
2. Arrive 15 minutes prior to the set time for your appointment.
3. Refrain from wearing perfume/cologne/hair spray/body sprays...

Return this completed and signed form with your application packet to:

Christina Barnes, BS, RRT
Respiratory Therapy Program
Program Chair
Ivy Tech Community College
200 Daniels Way
Bloomington, Indiana 47404

OR

Christina Stone, BS, RRT
Respiratory Therapy Program
Director of Clinical Education
Ivy Tech Community College
200 Daniels Way
Bloomington, Indiana 47404



200 Daniels Way
Bloomington, IN 47404
Application for Respiratory Therapy Program

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

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

Applicant's Signature

Date



Respiratory Therapy Program Application Checklist

- _____ Attend a mandatory information session or contact program faculty to set up an appointment for general education advising. Date: _____
- _____ Complete the required four prerequisite courses by the end of the spring semester for which you are applying.
 - APHY 101 _____
 - APHY 102 _____
 - ENGL 111 _____
 - MATH 123 _____ (will accept 118)
- _____ Arrange a hospital visit to job shadow a respiratory therapist (strongly recommended).
- _____ Submit **Respiratory Application Form, Unofficial Transcripts** to the Respiratory Care Program Chair by the due date. Ensure all transfer credit is on your Ivy Tech transcript.

Please staple the required paperwork together in the following order:

- Application page**
- Copy of your transcripts**
- Hospital Shadowing form**

Do not place the paperwork in a folder or 3-ring binder. Thank you!



Estimated Expenses for the Respiratory Therapy Program

Tuition:	71 Credits at \$137.85 (in-state) per credit hour	**\$9787.35
Physical Exam:	Cost varies	*Variable
Hepatitis B Vaccine:	Cost varies	*\$150 – 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
Classmate	Clinical Simulation Software	\$100
Laboratory Kits:	Costs may vary each year	\$275
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) Add \$60 for each additional semester	**\$420
Transportation & Gas:	Cost varies	Variable
		***\$13,600.00

*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.

***Total estimated cost does not include all the variable items listed

Respiratory Therapy Program

Frequently Asked Questions (FAQ)

1. *How many students do you accept every year?*

Presently it is 12 per year for a fall start date

2. *How many applications do you receive?*

It varies from year to year but average is around 20-22.

3. *Is there a waiting list?*

No, we do not use a waiting list. If an applicant is not selected, then he or she must reapply the following year and meet the current application requirements.

4. *What is your deadline for the application?*

The deadline is May 15th by 5:00 p.m.

5. *When are students selected? How will I know if I am accepted?*

The selection process will begin after final grades are posted for the spring semester. Students will receive a letter from the Program regarding acceptance, non-acceptance, or alternate status. These letters will be sent no later than June 1st.

6. *How are students selected?*

The selection process is decided by a point system. See point distribution document in this packet.

7. *What do I need to do if I am accepted?*

If you are accepted into the Respiratory Therapy Program, you must attend the mandatory orientation session that occurs during the summer prior to the August start date. You will be given specific instructions at that time on how to prepare for the program.

8. *What happens if I am not accepted?*

If the student is not accepted the student may...

- Reapply the following year.
 - Students must meet all of the current application requirements if they chose to reapply the following year
- Consult with advisor for other programs that you may be eligible to pursue.
- Discuss with faculty areas that need to be improved.
- Discuss with faculty an alternate plan.

9. *What is the cost of the program?*

See page 22 for information regarding cost of the program.

10. *Can I work and be in the program?*

You can but we do not recommend it. The regular hours of attending class and going to clinical are about 32-34 hours a week and you still need study time on top of that.

11. *What do I do if I've already completed a college degree?*

Have your official college transcripts sent to Bloomington Ivy Tech to be evaluated. The evaluation will determine what classes will transfer and what additional courses need to be completed.

12. *Do I have to drive to Bloomington for the respiratory classes?*

Yes, the program is Bloomington based and students are required to attend classes at this campus.

13. *What if my criminal background check or drug screen comes back positive?*

The student may or may not be able to complete the program's clinical portion. The clinical portion is a requirement for graduation. We strongly encourage you to inform us of any possible issues that may show up on your background check so we can help direct you to the correct resources.

14. *Where can I complete the suggested professional observation?*

Contact any hospital and ask to speak to the Respiratory department and tell them you are a student interested in respiratory and would like to shadow. They will set up a date and time that works with your schedule. See pages 18-19 for more information.