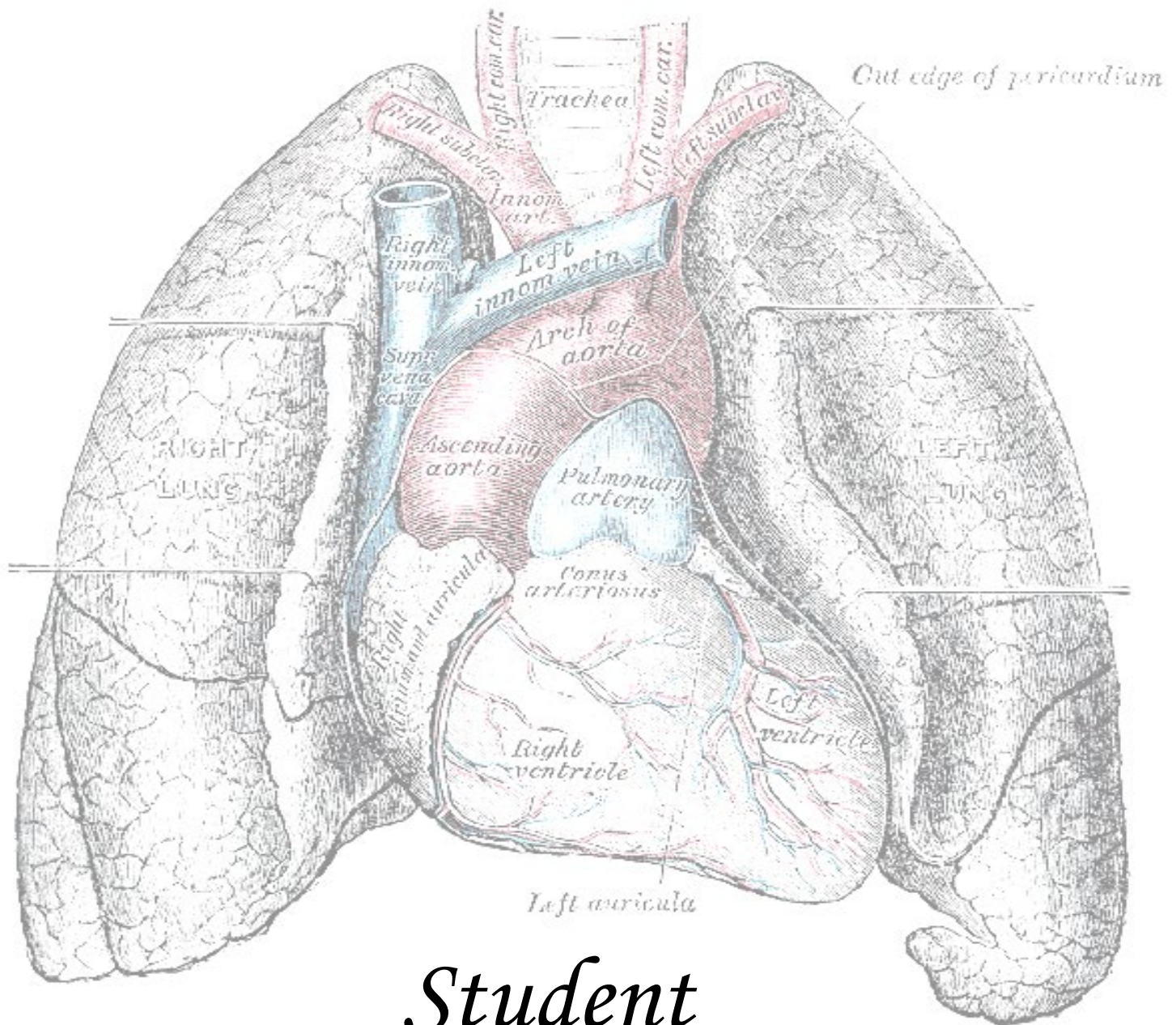


Lakeland Community College Respiratory Therapy Program



Student Handbook

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Section 1 — Program Overview

PROGRAM PERSONNEL

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DEFINITION OF RESPIRATORY CARE

Respiratory Therapy is the health care discipline specializing in the promotion of optimum cardiopulmonary function, health and wellness. Respiratory Therapists are educated, trained and licensed professionals who employ scientific principles to identify, treat and prevent acute or chronic dysfunction of the cardiopulmonary system. Knowledge and understanding of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and application of technology, enables respiratory therapists to provide direct and indirect patient care services efficiently and effectively across all care settings.

As health care professionals, respiratory therapists use critical thinking, patient and environmental assessment skills, and evidence-based clinical practice to enable them to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, patient education, and disease management programs.

A variety of venues serve as the practice site for this health care profession including, but not limited to: acute care hospitals, sleep disorder centers and diagnostic laboratories, long term acute care facilities, rehabilitation, research and skilled nursing facilities, patients' homes, patient transport systems, physician offices, convalescent and retirement centers, educational institutions, medical equipment companies and suppliers, telehealth, and wellness centers.

(AARC position statement, 2020)

THE SCOPE AND PRACTICE OF RESPIRATORY CARE

Respiratory therapists are members of a team of health care professionals working in a wide variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. As members of this team, respiratory therapists should exemplify the ethical and professional standards expected of all health care professionals.

Respiratory therapists provide patient care, which includes clinical decision-making and patient education. The respiratory care scope of practice includes, but is not limited to the following basic competencies:

1. acquiring and evaluating clinical data;
2. assessing the cardiopulmonary status of patients;
3. performing, or assisting in the performance of prescribed diagnostic studies such as: obtaining blood samples, blood gas analysis, pulmonary function testing, and polysomnography;
4. evaluating data to assess the appropriateness of prescribed respiratory care;
5. establishing therapeutic goals for patients with cardiopulmonary disease;

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6. participating in the development and modification of respiratory care plans;
7. case management of patients with cardiopulmonary and related diseases;
8. initiating prescribed respiratory care treatments, evaluating and monitoring patient responses to such therapy, and modifying the prescribed therapy to achieve the desired therapeutic objectives;
9. managing life support activities
10. initiating and conducting prescribed pulmonary rehabilitation;
11. providing patient, family, and community education;
12. promoting cardiopulmonary wellness, disease prevention, and disease management; and
13. promoting evidence-based practice by using established clinical guidelines and by evaluating published research for its relevance to patient care.

(AARC Scope of Practice)

ACCREDITATION

The Lakeland Community College Respiratory Therapy Program, CoARC ID#: 200242, Associate of Applied Science Degree, Kirtland, Ohio holds Continuing Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

Commission on Accreditation
for Respiratory Care
264 Precision Blvd
Telford, TN 37690
(817) 283-2835

<https://coarc.com/students/programmatic-outcomes-data/>

Lakeland Community College is accredited by the Higher Learning Commission (HLC).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
800.621.7440
www.hlcommission.org

Professional Boards Available:

State Medical Board of Ohio
30 E. Broad Street, 3rd Floor
Columbus, OH 43215

<http://med.ohio.gov>

The National Board of Respiratory Care
10801 Mastin Street, Suite 300
Overland Park, KS 66210
<https://www.nbrc.org/>

PROGRAM GOALS AND OBJECTIVES

The Program Goal 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).” *Accreditation Standards for Entry into Respiratory Care Professional Practice*. (2027). P. 34

The goal will be measured using the three standards recommended by the Committee on Accreditation for Respiratory Care. They are:

1. Knowledge
 - a. Students will be required to take Self Assessment Examinations prior to graduation. These exams are distributed by PSI and are similar in format and content to national board exams.
 - b. Upon graduation students will be qualified to sit for the national board Respiratory Therapy Examination (RTE). This examination has two established cut scores. If a candidate achieves the lower cut score, they will earn the Certified Respiratory Therapist (CRT) credential. If a candidate achieves the higher cut score, they will earn the Registered Respiratory Therapist (RRT) credential.
 - c. The R.R.T. designation is required to obtain a license to practice in Ohio (January 1, 2015).
2. Skills
 - a. Employer and Graduate surveys will be sent out within one year after completing the respiratory program. Both the employer and graduate will evaluate the graduate's competency level based on the National Board for Respiratory Care skill matrix using forms supplied by the Committee on Accreditation for Respiratory Care.

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3. Affect
 - a. Each clinical rotation the clinical preceptor will evaluate the student using a survey instrument developed by the clinical instructors and based on the affect summary published in Respiratory Care Journal, January, 1992.
 - b. The graduate's employer will receive an evaluation instrument from the Committee on Accreditation for Respiratory Care as a part of the employer survey within one year of graduation.

ASSOCIATE OF APPLIED SCIENCE

Upon completion of the Respiratory Therapy program, the student will receive an Associate of Applied Science in Respiratory Therapy.

Section 2 — Program Entry, Enrollment, and Completion

Students must be admitted to the Respiratory Therapy program to enroll in RESP courses. Other courses may be taken prior to admission to the program. All students enrolled in a nursing or allied health program/certificate must complete a criminal background check. In accordance with clinical site requirements, students with a criminal record may be ineligible to participate in a clinical course/rotation/practicum. Delays, for any reason, in obtaining background results may cause an interruption in the clinical rotation sequence or inability to complete program requirements. Additional background screening may be required by individual facilities.

Drug testing may be requested in accordance with clinical affiliation requirements and/or for patient/student health and safety.

A minimum GPA of 2.0 and a "C" grade or higher is required in all respiratory therapy and general education courses as listed in the curriculum guide for the AAS degree in respiratory therapy. Satisfactory/Unsatisfactory grades may not be used to fulfill health program requirements.

Admission Procedures

Students must meet specific admission requirements for this program. Listed below are requirements for admission to the Respiratory Therapy Program:

Option 1: High School Option

This option is for current high school seniors or high school graduates who apply to the program within two years of high school graduation.

- Complete college application(s).
 - Composite score of 21 or higher on the American College Test (ACT) or combined score of 940 on the Scholastic Aptitude Test (SAT).
 - Place into MATH 1330 Statistics for the Health Sciences or higher or pass MATH 0850 Beginning Algebra.
 - Complete high school algebra, chemistry, and biology with a "C" grade or higher.
 - An overall high school GPA of 2.5 on a 4.0 scale or equivalent.
 - Meet with a counselor to review program prerequisites and requirements.
- Upon successful completion of the above criteria, the applicant will be admitted into the program.

Option 2: College Option

This option is for students who do not qualify for admission under Option 1.

- Complete college application(s).
- Submit high school transcript as well as any college transcript(s).
- Passing score of 55 or above on the Pre-Admission Entrance Test (TEAS Test).
- Meet with a counselor to review program prerequisites and requirement.

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- Students must have a cumulative GPA of 2.0 or higher in program applicable courses. The following courses, or equivalent courses from other regionally accredited colleges, must be completed with a combined minimum cumulative GPA of 2.5 or higher and a “C” grade or higher.

- MATH 1330 Statistics for the Health Sciences or MATH 1331 Statistics Hlth Sciences (B) or MATH 1550 Statistics (A) or MATH 1551 Statistics (B)

- BIOL 2210 Anatomy and Physiology I

NOTE: The Pre-Admission Entrance Test (TEAS Test), MATH 1330 Statistics for the Health Sciences or equivalent, and BIOL 2210 Anatomy and Physiology I may be taken a total of two times each.

NOTE: Students must meet one of these requirements to take BIOL 2210 Anatomy and Physiology I with a "C" or higher:

1. High school biology within last five years and high school chemistry.
2. High school biology within last five years and CHEM 1100 Elementary Chemistry I: Intro to Inorganic Chemistry.
3. BIOL 1200 Fundamentals of Biology for the Health Technologies

Option 3: Advanced Education Option

Students pursuing this option must have an Associate of Applied Science degree in Nursing or Allied Health, an Associate of Science degree, or a bachelor's degree to be waived from the Pre-Admission Entrance Test (TEAS Test). All other Option 2 requirements apply.

Note: Students planning to transfer to a four-year college are encouraged to take ENGL 1120 English Composition II and COMM 1100 Effective Interpersonal Communications in addition to the following requirements.

Non-Discrimination Statement

Lakeland Community College and the Respiratory Therapy Program are committed to providing educational and employment opportunities free from harassment and discrimination. The Respiratory Therapy Program does not discriminate in student recruitment, admission, enrollment, instruction, clinical education, evaluation, progression, faculty employment, or any other program activity on the basis of race, ethnicity, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, military status, disability, age, ancestry, pregnancy, childbirth or related medical conditions, genetic information, or any other characteristic protected by law.

The Respiratory Therapy Program follows Lakeland Community College non-discrimination policies and all applicable federal and state statutes, rules, and regulations.

Program Technical Standards

The following list contains information regarding essential functions outlining the physical abilities and behavioral characteristics necessary for the student to successfully participate in and complete the respiratory therapy program.

The student should carefully look over these essential functions for the profession of Respiratory Therapy and ask questions if not familiar with the activities or functions listed. The student must decide if he or she has any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately the student's responsibility to meet these essential functions with or without reasonable accommodations. The student should consult with their physician and the Program Director to discuss any concerns related to meeting the requirements of these essential functions. Students who may require accommodations are encouraged to contact Lakeland's Disability Support Services early in the program to initiate support and ensure a smooth educational experience.

1. Hearing — Students must be able to hear and understand patients and staff; assess and monitor patient sounds; use a stethoscope to hear heart and breath sounds; hear percussion sounds during patient assessment and have the ability to hear sounds (alarms) from a variety of equipment.
2. Mobility — Students must have mobility and strength to support and move patients. They must be able to work while remaining in a standing position for 60-90 minutes. Additionally, students must be able to move quickly from place to place to perform patient care including support and transfer of patients safely and to respond to emergencies in a timely manner. They must be able to reach above shoulder height and below waist level to manipulate equipment and be able to lift and transport oxygen cylinders and attach regulators.
3. Motor Skills (fine and gross) — Students must be able to perform multiple motor tasks simultaneously. They also must have fine and gross motor skills sufficient to handle equipment and provide safe and effective patient care including preparing and manipulating syringes and needles, administer aerosols, suction patients, adjust pressure gauges, perform airway management and CPR. Students must have steady arm and hand movements while manipulating objects or assisting patients. They must have the ability to lift a minimum of 40 pounds.
4. Visual — Students must have visual ability sufficient to monitor and assess patient and equipment function and to provide safe and effective respiratory care. This includes reading written instructions/orders, reading fine print on monitors and gauges, differentiating clinically relevant color and characteristics of sputum for signs of infection or disease, charting procedures and observations legibly, seeing and discriminating between a variety of equipment visual alarms, observing demonstrations, and observing patients close up and at a distance to learn skills and gather patient data, such as gait, appearance, and posture.
5. Tactile — Students must be able to assess patient's response to therapy tactilely including distinguishing textures, degrees of firmness, temperature differences, pulse rate, vibrations and strength.
6. Communication - Students must be able to effectively communicate in the English language verbally and in writing with patients and members of the healthcare team. Students also must be able to accurately read and comprehend written material in English.

7. Intellectual and Cognitive Abilities - Students must be able to measure, calculate, reason, analyze, synthesize, integrate and apply information. Problem solving and clinical skills required of therapists, involve all the aforementioned intellectual abilities.

8. Behavioral and Social Attributes - Students must possess the emotional health required to use their intellectual abilities fully, such as exercising good judgment, promptly completing all responsibilities attendant to the diagnosis and care of patients, and developing mature, sensitive and effective relationships with patients and other healthcare workers.

Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are personal qualities that will be assessed during the educational process.

9. Ethical Standards - Students must demonstrate professional demeanor and behavior and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients.

Curriculum

Course	Title	Credit Hours
First Semester		
BIOL 2210	Anatomy and Physiology I	4
ENGL 1110 or ENGL 1111	English Composition I (A) ¹ or English Composition I (B)	3
FYEX 1000	First Year Experience	1
RESP 1100	Fundamentals of Respiratory Therapy	4
RESP 1200	Cardiopulmonary Anatomy and Physiology	3
Credit Hours		15
Second Semester		
BIOL 2220	Anatomy and Physiology II	4
Select any Mathematics course from MATH 1330 or higher ²		3
RESP 1300	Cardiopulmonary Therapeutics 🎓	5
RESP 1400	Pharmacology	2
RESP 1500	Cardiopulmonary Pathology 🎓	3
Credit Hours		17
Summer		
RESP 1600	Advanced Diagnostics 🎓	5
RESP 1800	Introduction to Pediatric Respiratory Therapy 🎓	2
Credit Hours		7
Third Semester		
PSYC 1500	Introduction to Psychology	3
RESP 2100	Mechanical Ventilation 🎓	7
RESP 2200	Hemodynamics and Electrocardiography 🎓	3
Credit Hours		13
Fourth Semester		
BIOL 2700	Microbiology	4
RESP 2300	Long Term Care and Rehabilitation 🎓	6
RESP 2400	Advanced Therapeutics 🎓	3
Credit Hours		13
Total Credit Hours		65

¹ English course selection is based on placement test results (ENGL 1111 English Composition I (B) is 4 credits, only 3 credits apply to the degree).

² Students planning to transfer to a four-year college should take a sequence of math as advised by their counselor.

Course Descriptions

RESP 1100 Fundamentals of Respiratory Therapy - 4 Credits

Prerequisite: Admission to the Respiratory Therapy program.

This course introduces students to the field of respiratory care, including the role of the respiratory therapist within the healthcare system. Students will learn to perform physical assessments and use equipment that monitors the cardiopulmonary system. The course also addresses the use of oxygen administration, humidification of the airway, medical terminology, and basic principles of fluid physics. (6 contact hours: 3 lecture, 3 lab)

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RESP 1200 Cardiopulmonary Anatomy and Physiology - 3 Credits

Prerequisite: Admission to the Respiratory Therapy program.

This course provides a detailed analysis of cardiopulmonary anatomy and physiology, arterial blood gas interpretation, gas laws, and basic principles of fluid physics related to respiratory mechanics. The course also covers the central nervous and renal systems, ventilation/perfusion relationships, an introduction to hemodynamic monitoring, and basic interpretation of electrocardiograms. (3 contact hours)

RESP 1300 Cardiopulmonary Therapeutics - 5 Credits

Prerequisite: RESP 1100, RESP 1200.

This course discusses fundamental respiratory therapy procedures and competencies. Students will apply them to simulated case studies and practice them in the laboratory and clinical facilities under the supervision of a Registered Respiratory Therapist. (12 contact hours: 3 lecture, 3 lab, 6 clinical)

RESP 1400 Pharmacology - 2 Credits

Prerequisite: RESP 1100, RESP 1200.

This introductory course covers the pharmacology of respiratory care, which includes a review of the autonomic nervous system, dosage calculations, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Students study the clinical indications, mode of action, doses, hazards, and side effects related to drugs used in respiratory care. (2 contact hours)

RESP 1500 Cardiopulmonary Pathology - 3 Credits

Prerequisite: RESP 1100, RESP 1200.

This course serves as an introduction to respiratory diseases including etiology, pathophysiology, clinical manifestations, treatment, and possible complications. (3 contact hours)

RESP 1600 Advanced Diagnostics - 5 Credits

Prerequisite: RESP 1300, RESP 1400.

This advanced course covers diagnostics related to the cardiopulmonary system, including pulmonary function studies and chest x-ray interpretation. Students will apply diagnostics to clinical problem-solving.

(17 contact hours: 2 lecture, 3 lab, 12 clinical)

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RESP 1800 Introduction to Pediatric Respiratory Therapy - 2 Credits

Prerequisite: RESP 1300, RESP 1400.

This course introduces the study of embryology, neonatology, and pediatric respiratory care. It also includes a discussion of neonatal and pediatric disease. (2 contact hours)

RESP 2100 Mechanical Ventilation - 7 Credits

Prerequisite: RESP 1500, RESP 1600, RESP 1800.

This course serves as an introduction to mechanical ventilation and the acute care setting. Students will discuss and apply the competencies associated with this form of therapy to patient cases. (23 contact hours: 4 lecture, 3 lab, 16 clinical)

RESP 2200 Hemodynamics and Electrocardiography - 3 Credits

Prerequisite: RESP 1500, RESP 1600, RESP 1800.

This specialized course provides a study of the cardiovascular system, including invasive and non-invasive evaluation, pharmacology related to this system, and its application to patient care. (3 contact hours)

RESP 2300 Long Term Care and Rehabilitation - 6 Credits

Prerequisite: RESP 2100, RESP 2200.

This specialized course applies respiratory care to long-term care and rehabilitation. The course discusses the role of the therapist outside the acute care setting. Students will apply current standards of practice to patient care. (22 contact hours: 3 lecture, 3 lab, 16 clinical)

RESP 2400 Advanced Therapeutics - 3 Credits

Prerequisite: RESP 2100, RESP 2200.

This advanced course evaluates the application of research to respiratory care and the therapist's role. The course also includes classroom discussion of the economic and legal aspects of healthcare that affect the practice of respiratory care. (3 contact hours)

RESP 2900 Special Topics in Respiratory Therapy - 1-3 Credits

These specialized courses provide current or soon-to-be practitioners with in-depth examinations of respiratory care topics not covered in detail elsewhere in the curriculum. The courses provide students with opportunities to study and acquire skills beyond entry level. (1-3 contact hours)

PROGRAM LENGTH

The Respiratory Therapy program is designed to be completed in two years. Once the student has been formally admitted into the program and started Respiratory classes, he/she will have three (3) years to complete ALL COURSEWORK. If the coursework is not completed in three years, the student must reapply for admission and start at the beginning. This policy applies to the beginning of the initial respiratory coursework regardless of the institution of origin.

TRANSFER AND ADVANCED PLACEMENT POLICY

Applies to: All applicants and students whose transfer credit evaluation, request for transfer admission, or request to apply prior coursework to the Respiratory Therapy curriculum occurs on or after the effective date of this policy.

1) Purpose

The purpose of this policy is to clearly explain how transfer credit may apply to the Respiratory Therapy curriculum at Lakeland Community College and to state the program's policy regarding advanced placement and respiratory therapy major coursework.

Lakeland Community College may accept transfer credit for eligible non-RESP general education and support courses in accordance with College transfer credit policies and applicable Ohio transfer policies. However, the Respiratory Therapy Program does not accept transfer credit for respiratory therapy major/professional coursework and does not offer advanced placement into the RESP course sequence.

2) Definitions

RESP courses / Respiratory Therapy major coursework:

Courses in the Respiratory Therapy curriculum that include the RESP prefix or otherwise represent respiratory care/respiratory therapy major, professional, laboratory, simulation, or clinical coursework.

Non-RESP courses / General education and support courses:

Required curriculum courses that are not respiratory therapy major/professional coursework. These may include English, psychology, mathematics, biology, anatomy and physiology, or other required support courses listed in the current Respiratory Therapy curriculum.

Transfer credit:

Credit earned at another institution that may be evaluated and posted to a student's Lakeland Community College transcript according to College transfer credit policies.

Advanced placement:

Placement into a later point in the Respiratory Therapy curriculum, or waiver/replacement of required RESP coursework, based on prior

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respiratory care education, work experience, military training, employer training, certifications, credentials, exams, competency demonstrations, or other prior learning.

3) Non-RESP Transfer Credit

Lakeland Community College will evaluate transfer credit for non-respiratory therapy general education and support courses according to institutional transfer credit policies and applicable Ohio transfer frameworks, including Ohio Transfer 36 and Transfer Assurance Guides when relevant.

Transfer credit for non-RESP courses may be accepted and applied to the Respiratory Therapy degree when the course meets Lakeland Community College transfer credit requirements, program curriculum requirements, course equivalency standards, minimum grade requirements, and any applicable recency requirements.

Acceptance or posting of transfer credit to a Lakeland Community College transcript does not guarantee that the credit will apply to the Respiratory Therapy degree requirements. The application of transfer credit to the Respiratory Therapy curriculum is determined according to College policy, program requirements, and the current catalog.

Students are responsible for submitting official transcripts and any required course descriptions, syllabi, or supporting documentation needed for transfer credit evaluation. Students are also responsible for working with Counseling and/or the appropriate College office to have transfer credit reviewed.

4) RESP Courses and Respiratory Therapy Major Coursework

Lakeland Community College does not accept transfer credit for RESP courses or respiratory therapy major/professional coursework.

No respiratory care or respiratory therapy course from another institution will be accepted as equivalent to Lakeland's required RESP coursework, regardless of the course prefix, course title, number of credits, course description, or prior grade earned.

Students admitted to the Respiratory Therapy Program must complete the required RESP course sequence at Lakeland Community College in the prescribed order. Prior respiratory care education and/or work experience may not be used in place of required RESP coursework.

This includes, but is not limited to:

Prior respiratory therapy program coursework from another institution

Clinical experience

Employer training

Military training

Health care certifications or credentials

Prior work experience in health care or respiratory care

Competency demonstrations

Credit by examination or other prior learning assessment used to replace RESP coursework

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5) Advanced Placement

The Respiratory Therapy Program does not offer advanced placement into the RESP curriculum.

Students may not enter the program at an advanced point in the RESP sequence based on prior respiratory therapy coursework, respiratory care work experience, credentials, certifications, military training, employer training, or competency testing.

All students accepted into the Respiratory Therapy Program must begin the RESP sequence at the required program entry point and complete the required RESP courses at Lakeland Community College.

6) Transfer Student Admission Requirements

Transfer students must meet the same admission requirements as all other applicants to the Respiratory Therapy Program.

Transfer students must complete the Lakeland Community College application, the Respiratory Therapy Program application, and all other published program admission requirements. Official transcripts from all previously attended colleges or universities must be submitted according to College and program deadlines.

Admission to Lakeland Community College does not guarantee admission to the Respiratory Therapy Program. Acceptance into the Respiratory Therapy Program is contingent upon meeting all program admission requirements and available space in the program.

Transfer students must meet the minimum academic requirements listed in the current Respiratory Therapy curriculum and College catalog. This includes meeting minimum GPA requirements and earning a grade of “C” or higher in required courses where applicable.

7) Program Progression and Completion Requirements

Transfer students accepted into the Respiratory Therapy Program must follow the same academic, laboratory, clinical, behavioral, progression, readmission, and graduation requirements as all other Respiratory Therapy students.

Students must complete all required RESP coursework at Lakeland Community College.

Students must complete all required RESP coursework within three academic years from the semester in which the first Lakeland RESP course is taken, unless otherwise addressed through approved program progression, readmission, or College procedures.

Students are required to follow the current Respiratory Therapy Program policies, clinical policies, College policies, and graduation requirements in effect during their enrollment.

8) Graduation Requirements

To be awarded the Associate of Applied Science degree in Respiratory Therapy from Lakeland Community College, students must meet all College and program graduation requirements.

These requirements include, but are not limited to:

Completion of all required courses in the Respiratory Therapy curriculum

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A minimum cumulative GPA required by Lakeland Community College for graduation

A grade of “C” or higher in applicable technical and required program courses

Completion of the minimum total credit hours required for the degree

Completion of at least 20 credit hours at Lakeland Community College

Completion of at least 20 technical credits for the major at Lakeland Community College

Because the Respiratory Therapy Program requires all RESP coursework to be completed at Lakeland Community College, students must complete the respiratory therapy technical coursework at Lakeland.

9) Appeals and Grievances

Questions or disputes about the evaluation of non-RESP transfer credit follow Lakeland Community College’s institutional transfer credit review and appeal process, when applicable.

Requests to apply prior respiratory care or respiratory therapy coursework, respiratory care work experience, certifications, credentials, military training, employer training, competency demonstrations, credit by examination, or other prior learning to satisfy RESP course requirements will be denied under this policy.

Students may submit academic or non-academic grievances through the College’s published grievance and appeal procedures.

10) Publication and Student Notice

This policy will be made readily available to prospective and enrolled students through appropriate program materials, which includes the Respiratory Therapy Program student handbook and program webpage. The Respiratory Therapy Program clearly states that it does not accept prior respiratory care education or work experience in lieu of required RESP coursework and does not offer advanced placement into the RESP curriculum.

11) Compliance Statement

This policy is designed to be consistent with Lakeland Community College transfer credit and graduation requirements, applicable Ohio transfer policies, and accreditation expectations for respiratory care programs.

The College maintains a process for evaluating transfer credit for required general education and support courses from eligible institutions. The Respiratory Therapy Program publishes its admission, transfer, and advanced placement policies and clearly states that respiratory therapy major/professional coursework must be completed at Lakeland Community College.

RE-ADMISSION POLICY

Readmission is not guaranteed. It is contingent upon space availability. When a student petitions in writing for readmission, the Program Director will consult with the Director of Clinical Education. In the case of program failure, the Program Director will consult with the Respiratory Advisory Board at the following scheduled Advisory Board meeting.

Re-admission to the Respiratory program will be made on a space available basis. Priority will be given in the following order:

1. Those who voluntarily leave the program for personal or other reasons.
2. Those students receiving a “D” and reapplying for the following year.
3. Those students who fail (received a “F”) and are re-admitted by the Program Director after successfully completing the placement exam described under the Grading, Course, and Progression Policies #6 b.

If there are more re-applicants than space available, admission will be given in the preceding order. If a tie occurs the following additional guidelines will be used for re-admission:

1. Students without Needs Improvement (N.I.) or Unsatisfactory (U.) marks on clinical assessments as submitted by clinical preceptors.
2. Students who do not have any behavioral issues necessitating conferences or consultations with faculty.
3. Students with the highest grade point average in the respiratory program.

NOTE: Students wishing to reapply for admission following a “D” or “W” or voluntary withdrawal resulting in program dismissal must first complete all degree-required coursework with a “C” grade or better and continue to have a cumulative GPA greater than or equal to 2.0. Students return to the program on a space-available basis only. If space is unavailable, the student cannot return to complete the degree.

The College reserves the right to revise the respiratory curriculum and program entry standards. Courses may be added or revised to meet accreditation requirements, the requirements of the state of Ohio, and to keep pace with current trends in the respiratory profession.

A student re-entering the Respiratory Program will be subject to those new program policies and procedures in effect at the time of re-entry. A copy of these will be made available to the student at the time of re-entry.

Section 3 — Academic Policies

Application of Program Academic Policies

All Respiratory Therapy Program academic policies apply equally to students and faculty at all program locations and instructional settings, including classroom, laboratory, simulation, online or distance education, and clinical education experiences. Program policies are applied consistently regardless of the location or format of instruction. Clinical site policies may also apply during clinical education experiences; however, students and faculty remain responsible for following Respiratory Therapy Program academic requirements, progression standards, evaluation processes, professional behavior expectations, and applicable Lakeland Community College policies.

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GRADING, COURSE, AND PROGRESSION POLICIES

1. All coursework within the curriculum must be completed with a “C” grade or better. The student must maintain a minimum grade point average of 2.0 at all times throughout the Respiratory program. A grade point average less than 2.0 will result in dismissal from the program.
2. Grades are based on coursework. Requirements for various courses are detailed in each course syllabus. The grading scale in all Respiratory Therapy classes is as follows:

A	92-100%
B	83-91%
C	75-82%
D	68-74%
F	less than 68%
3. The student must earn a “C” in all RESP specific courses in the curriculum and satisfactorily pass all clinical components to progress to the next semester of coursework.
4. Students must successfully complete ENGL 1110, BIOL 2210, BIOL 2220, and MATH 1330 or a higher-level approved mathematics course with a grade of “C” or higher by the end of the summer semester immediately following the first year of Respiratory Therapy Program coursework. Students who do not complete these required courses by that deadline will not be permitted to continue into the

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second fall semester of the Respiratory Therapy Program. The student must step out of the program, complete the outstanding required course or courses with a grade of “C” or higher, and then request readmission to the Respiratory Therapy Program under the program’s Readmission Policy.

5. A “D” in any of the following courses will result in dismissal from the program and necessitate the course be repeated prior to graduation. Re-admission will require permission from the program director.
 - a. ALL RESP COURSES*
 - b. BIOL 2210
 - c. BIOL 2220
 - d. BIOL 2700
 - e. MATH 1330 or equivalent or higher-level MATH course.

*Some respiratory courses include a clinical component. Clinical experience is integral to the practice of respiratory therapy and must be completed satisfactorily to progress within the program. Specific student evaluation is discussed in the Respiratory Therapy Clinical Policies. A grade of Unsatisfactory in the clinical component will result in failure of the entire course. The grade for that course will be an “F” regardless of the standing in theory.

*A “D” in any course not listed above required for graduation needs to be repeated for a grade of “C” or higher prior to graduation. (i.e. PSYC 1500)

6. An “F” grade is unacceptable in any part the program.
 - a. If the student earns an “F” in any of the classes leading to the associate of applied science degree in respiratory therapy the student will be dismissed from the program and must petition in writing to the Program Director for re-admission.
 - b. If the student is allowed re-admission, an exam covering material up to the time of dismissal will be given. The student must earn 75% or better on this exam to continue in the program.
7. Pass/Fail, Satisfactory/Unsatisfactory grades are not permitted in courses that meet degree requirements in Respiratory Therapy.
8. Incomplete grades may be requested by a student who is progressing satisfactorily in a course but for reasons beyond his/her control, has not completed requirements for the course when final grades are submitted by the instructor. An Incomplete grade may not be used if the student is failing and/or to allow a student extra time to avoid failing a course.

Incomplete forms may be obtained from the Admissions Office. It is the student’s responsibility to initiate a request for an incomplete grade. Further information about incomplete grades may be found in the college catalog.

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9. Withdrawing from a class constitutes withdrawing from the program. Program coursework is set up sequentially with each course building upon the previous courses. Students who withdraw for academic or personal reasons, including incompletes, will not be permitted to advance in respiratory coursework until the course withdrawn from is completed with a “C” grade or higher.
10. The student may repeat only one required Respiratory course. The course must be completed at Lakeland Community College. A student who earns a second grade of “D” or “F”, withdraws twice, takes a second incomplete grade, or any combination of “D”, “F”, “W” or “Incomplete” will be dismissed from the Respiratory Program and will be ineligible to return.
11. Students must be in good standing in the college to be in the Respiratory program. Good standing is defined as a student that is not on probation for academics, skill competence or behavioral conduct issues. Students dismissed from the college for one of the above issues are also ineligible for participation in the Respiratory program.

COURSE GRADING AND ASSESSMENTS

Each course in the Respiratory Therapy Program may include a variety of instructional methods such as lectures, labs, case studies, assignments, and quizzes. Because each course has a different focus and structure, the specific grading breakdown may vary slightly from one course to another. However, all courses follow a consistent grading philosophy designed to ensure academic fairness, skill development, and preparation for licensure exams.

RESP courses use weighted grades, meaning that different types of assignments or assessments are worth different percentages of your final grade. For example, exams may count more than homework or lab activities. The final course grade is calculated by combining your scores according to the weight assigned to each category

In general:

1. Exams and major tests make up the largest portion of the final grade, which includes 50% – 75% of the course grade. This reflects the importance of developing the knowledge and critical thinking skills required to pass the national board exams.
2. Assignments, homework, case studies, or special assignments may contribute 15 – 30% of the final grade, depending on the course. These activities reinforce learning and develop problem-solving skills.

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3. Laboratory activities, when included, make up 10 – 15 % of the final grade. In courses with fewer than 10 skill competencies, the weight is capped at 10%. Lab activities are designed to support hands-on learning.
4. Quizzes, if used, generally contribute no more than 10% to the final grade and are used to encourage consistent engagement.
5. Extra credit is not offered to raise a failing grade to passing.

Course-Specific Passing Requirements

Some courses may include specific minimum performance requirements that must be met in order to pass the course. These requirements may include, but are not limited to, earning a minimum score or minimum average on designated exams, quizzes, medication tests, skill assessments, or other required course components.

When a course includes a specific minimum performance requirement, the requirement will be stated in the course syllabus. Students must meet both the overall course grading requirements and any specific minimum performance requirements listed in the syllabus in order to successfully pass the course.

Academic Honesty and Professional Behavior

1. Academic Honesty: The Lakeland Community College Student Handbook and the Lakeland Community College Student Conduct Code define academic dishonesty and related procedures. The Respiratory Therapy Program follows those standards.
2. Student Professional Conduct: The Respiratory Therapy Program Student Professional Conduct Policy is included later in this handbook. Students must also follow Lakeland Community College's Student Conduct Code.
3. Program Consequences for Violations: Violations will result in program action as stated in the Student Professional Conduct Policy. In summary, academic dishonesty may result in disciplinary action up to and including course failure and dismissal from the Respiratory Therapy Program. Academic dishonesty or unprofessional behavior deemed significant by the Program Director will result in failure of the associated course and dismissal from the Respiratory Therapy Program. Repeated misconduct of any kind will result in automatic course failure and permanent dismissal from the Respiratory Therapy Program.

Exam Review and Academic Integrity Policy

To maintain the integrity of all assessments and reduce the risk of unauthorized distribution of exam content, the following policy applies to all didactic course examinations:

Exam Review Process:

Students will not receive individual exam copies or be allowed to view their completed exams independently after grades are posted.

Students may review their exams during scheduled class sessions with direct faculty supervision, or by scheduling a one-on-one session during office hours or by appointment. In all cases, exam content may not be copied, recorded, or removed.

During this session, the faculty member will review the student's performance, clarify missed concepts, and offer guidance for improvement.

Policy Rationale:

This policy is designed to reduce the risk of exam content being shared on unauthorized online platforms (e.g., Course Hero, Quizlet), which compromises academic integrity and program accreditation standards.

Violations:

Any student found to have reproduced, copied, or shared exam questions or content, whether verbally, written, or digitally, will be subject to disciplinary action per the college's Academic Integrity Policy and the Respiratory Therapy Program's Professional Conduct standards. This may include course failure or dismissal from the program.

ARTIFICIAL INTELLIGENCE USE

Students must disclose any use of generative AI tools (e.g., ChatGPT, Grammarly, Course Hero, etc...) to course faculty and receive prior approval before incorporating them into any coursework. Unauthorized or undisclosed use will be treated as academic dishonesty and is subject to disciplinary action under Lakeland Community College's Academic Honesty Policy and this Student Handbook.

REMEDIATION

The Respiratory Therapy Program is committed to supporting student growth and accountability. This policy provides a formal, structured process to address the following, but not limited to, underperformance in academic, laboratory, or professional behavior settings.

This policy applies when a student demonstrates any of the following in classroom, lab, or campus-based environments:

- * Repeated failure or borderline performance on exams, quizzes, or assignments
- * Difficulty performing required skills in lab or simulation activities
- * Unprofessional conduct, poor engagement, or behavioral concerns
- * Patterns of “just getting by” that indicate risk for future failure
- * Chronically late to class, lab, or clinical rotations.

Remediation Process:

1. Faculty Review & Initiation:

A faculty member, lab instructor, or the Program Director will meet with the student to identify specific concerns and initiate a remediation plan.

2. Written Remediation Plan:

A formal remediation contract will be issued and placed in the student’s academic record. It will include:

- * The performance or behavioral issues observed
- * Specific and measurable objectives for improvement
- * A defined timeline for completion
- * Required actions (e.g., written assignments, skill lab practice, professionalism reflection)

3. Mandatory Tutoring or Support Services:

If academic underperformance is identified, the student may be required to attend scheduled tutoring, skill sessions, or academic coaching. Attendance is mandatory and will be monitored.

4. Ongoing Evaluation:

The student’s progress will be evaluated throughout the remediation period. Failure to meet deadlines or expectations may result in further action without additional warnings.

Consequences for Failure to Comply or Improve:

Failure to comply with the remediation plan, including missing tutoring sessions or required assignments, will result in one or more of the following:

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- * Written warning and placement on academic or professional probation
- * Ineligibility to progress to future courses or clinicals until remediation is resolved
- * Course failure in the current academic or lab-based course
- * Dismissal from the Respiratory Therapy Program

These outcomes are at the discretion of the Program Director in consultation with faculty. There is no automatic right to re-enroll after dismissal.

Appeals:

Students may appeal remediation outcomes through the respiratory therapy formal grievance process first, then the college's formal grievance process, as outlined in the college's student handbook.

Principles:

This policy is intended to uphold the professional standards of the Respiratory Therapy Program while providing fair, structured opportunities for students to succeed.

Student Employment While Enrolled in the Program

Students who are employed in respiratory care while enrolled in the program may not use paid employment hours, work assignments, internship/apprenticeship hours, or employee responsibilities to satisfy the program's required clinical coursework, clinical hours, clinical competencies, or clinical evaluations. Students must not complete clinical coursework while employed at any healthcare facility and must not receive payment for patient care provided as part of required program clinical coursework. Students also must not be used as substitutes for paid clinical, instructional, or administrative staff during clinical rotations.

FERPA

Lakeland Community College complies with the Family Educational Rights and Privacy Act (FERPA). Student records, including academic and clinical performance, are protected and disclosed only in accordance with FERPA regulations.

RELEASE FOR RECOMMENDATION

Faculty may provide verbal or written employment recommendations to prospective employers only with the student's written authorization, including authorization provided through the Student Acknowledgment and Acceptance Form.

LAKELAND POLICIES

In addition to the policies outlined in this handbook, students are responsible for adhering to all Lakeland Community College policies found in the college-wide Student Handbook and Code of Conduct.

APPEALS PROCESS

Students have the right to appeal clinical or academic decisions such as dismissals, unsatisfactory ratings, or grade disputes after it is first brought to the attention of the faculty member and Program Director. Students may also submit academic or non-academic grievances through the College's published grievance and appeal procedures.

If students do not agree with the decision, appeals must be submitted in writing to the Dean of Health Professions within five (5) business days of the decision. Once the Dean of Health Professions reviews the appeal, the student will be notified of the decision. The grievance and appeal process is intended to provide a mechanism for review, due process, and fair disposition. Students should consult the Lakeland Student Handbook for complete grievance procedures.

Section 4 — Professional Conduct, Communication, and Behavior

Student Professional Conduct Policy

1) Purpose

This policy explains how Respiratory Therapy students must act in class, lab, simulation, skills checkoffs, testing, and clinical. We must work as a team, communicate clearly, and be honest.

2) Relationship to other rules

Students must follow:

1. All Respiratory Therapy Program policies and procedures.
2. Lakeland Community College Student Conduct Code and related College procedures.
3. All clinical-site policies, requirements, and directions.
4. Ohio respiratory care legal and ethical standards, including:
 - **Ohio Revised Code (ORC) Chapter 4761**, including **ORC 4761.09**, **ORC 4761.10**, and **ORC 4761.14**.
 - **Ohio Administrative Code (OAC) 4761-10**, including **OAC 4761-10-01**, **OAC 4761-10-02**, and **OAC 4761-10-03**.

If rules are different, you must follow the **stricter** rule.

3) Where this policy applies

This policy applies in these settings:

- Classroom, Lab, Clinical, Simulation, Skills checkoffs, Testing
- Program events or activities where you represent the Program
- **Online/electronic communication involving the Program or Program people**, including texts, private group chats, DMs, email, LMS posts, and social media, when it involves classmates, faculty, clinical staff, patients, or clinical sites; Program activities; or creates a problem for the learning or clinical environment.
 - This includes online behavior that targets or disrespects classmates, faculty, clinical staff, or the Program (for example: trash talk, mocking, rumors, threats, harassment, or organizing others against someone).

4) Key words

- **Professional behavior:** acting like you are at work in healthcare—respectful, calm, honest, and safe.
- **Bullying/harassment:** targeting someone (in person or online) in a way that creates a hostile environment or interferes with learning.
- **Retaliation:** getting back at someone because they reported a concern or helped with an investigation (examples: threats, exclusion, online attacks, pressure to stay quiet).
- **Confidential information:** any patient information, and any clinical-site information you are not allowed to share.
- **Impaired:** not safe to perform because of alcohol, drugs, being high, misuse of prescription meds, or any condition/medication that makes you unsafe (too sleepy, confused, slowed, etc.).
- **Authorized:** clearly allowed by faculty/preceptor/clinical site (not “I assumed it was okay”).
- **Falsify:** making something untrue in a record or log (examples: marking a skill done when it wasn’t, changing times, signing for someone else).
- **Threat:** any statement or action that makes someone fear harm (even if you later say you were joking).
- **Coercion:** pressuring someone to do something by threats, guilt, intimidation, or group pressure.
- **Discrimination:** treating someone differently or disrespectfully because of who they are (race, sex, religion, nationality, sexual orientation, etc.).
- **Clinical time:** the full scheduled clinical shift; you are there until the time is over and the preceptor/faculty releases you.

5) Required standards of professional conduct

A) Respect, civility, nondiscrimination, and demeanor

1. You must treat classmates, faculty, staff, clinical personnel, patients, and families with dignity and respect.
2. You must not discriminate in any Program-related setting.
3. You must communicate professionally in your words, tone, and body language.

4. When you disagree, focus on behaviors and facts, not insults or personal attacks.
5. You must maintain a professional demeanor and must not use profanity directed at others or use offensive gestures or body language.

Examples (not a complete list):

- Not allowed: swearing at someone, name-calling, mocking, eye-rolling, rude gestures, yelling, or talking over someone to shut them down.
- Expected: calm tone, normal volume, respectful words, and listening even when you are frustrated.

B) Teamwork and peer-to-peer professionalism

1. You must work cooperatively and do your fair share in group work.
2. You must not undermine the team through hostility, exclusion, sabotage, or refusing to participate.
3. You must give feedback in a way that helps learning and safe performance.

Examples:

- Not allowed: refusing to work with someone, leaving a teammate out of required group messages, hiding needed supplies, intentionally not sharing required information, or trying to get others to turn against a classmate.
- Expected: sharing tasks, communicating clearly, and helping the team meet the standard.

C) Bullying, harassment, intimidation, threats, and retaliation are prohibited

1. You must not bully, harass, intimidate, coerce, threaten, retaliate, or use violence.
2. One serious event can be a violation. A repeated pattern of smaller events can also be a violation.
3. You must not engage in lateral violence (peer-to-peer hostility), including public humiliation, ganging up, persistent targeting, or using group power to isolate someone.
4. You must not use electronic communication to target, mock, harass, intimidate, or organize hostility.

Examples:

- Not allowed: “pile-on” group chats, threats, spreading rumors, posting about a classmate to embarrass them, or “freezing out” someone from required learning activities.
- Not allowed: joking that is “just a joke” if it humiliates or targets someone.

D) Integrity, honesty, documentation, and property

1. You must be truthful with faculty, clinical staff, classmates, and College officials.
2. You must not make false or misleading statements (spoken, written, or online) about patient outcomes, your role, your skills, the Program, or your clinical experience.
3. You must not falsify, forge, alter, or fabricate any academic or clinical documentation.
4. You must not sign/initial documentation for work you did not do, and you must not let anyone use your name/identifier or use theirs.
5. You must follow academic integrity rules. Do not cheat, plagiarize, or help others cheat.
6. You must not steal, attempt theft, or misappropriate property.

Examples:

- Not allowed: “fixing” a clinical log after the fact, writing a competency as completed when it was not, using another student’s login/identifier, or letting someone sign for you.
- Not allowed: taking supplies or equipment from lab/clinical without permission.

E) Professional responsibility, accountability, and fitness for duty

1. You must arrive on time, prepared, and ready to participate.
2. You must take responsibility for your actions and correct problems when identified.
3. You must follow faculty and preceptor instructions about safety, supervision, and assigned roles.
4. You must not participate in lab, simulation, clinical, or patient-care activities when you are impaired or otherwise not safe to perform, and you must follow Program directions for removal/reporting when impairment is suspected.

Examples:

- Not allowed: showing up under the influence, being too impaired to safely follow instructions, or refusing to step out when told you are not safe to participate.

F) Scope, competence, and role/credential representation

1. You must only perform skills allowed for your training level and required supervision.
2. You must accurately represent your training level and role as a student.
3. You must not present yourself as a licensed respiratory care professional/respiratory therapist (or similar title) unless you are legally authorized.
4. You must not perform procedures beyond authorization or competence.

G) Safety, patient protection, and stop-and-escalate duty

1. You must prioritize safety and must not act in unsafe ways.
2. You must not abandon assigned clinical duties without proper handoff and release by faculty/preceptor.
3. You must not carry out any order/direction/procedure you believe (or should reasonably believe) is inaccurate, unauthorized, harmful/potentially harmful, or contraindicated. You must stop and report immediately to the preceptor and Program faculty using the chain of command.
4. You must not engage in behavior toward any patient that causes or could reasonably be interpreted as physical, verbal, mental, or emotional abuse.
5. You must not interfere with learning activities, clinical operations, or safe care.

Examples:

- Expected: “I’m not comfortable doing that without supervision,” or “I think this is unsafe—can we verify the order?” then report up the chain.

H) Confidentiality, privacy, and authorized technology use

1. You must protect confidential information and access patient information only when required for your assigned duties.
2. You must never photograph, record, transmit, or post patient information or clinical documents.
3. You must not record classmates, faculty, or clinical staff when privacy is expected or permission is required.

4. You may use clinical-site computers/internet/electronic systems only as authorized and only for approved educational or patient-care purposes, not personal use while on duty.
5. You must not post, share, or discuss clinical site operations, staff, incidents, or clinical experiences online in a way that could reasonably be linked to the site, patients, or personnel, unless the Program specifically authorizes it.

Examples:

- Not allowed: “Nothing identifying” posts that still describe a unique event, unit, staff member, or incident enough for others to figure it out.

I) Conflicts of interest, gifts, and improper influence

1. You must avoid conflicts of interest. You must not request or accept favors or special treatment in exchange for academic/clinical/peer decisions.
2. You must not offer, solicit, give, or accept gifts or benefits that could influence care, evaluations, assignments, or preferential treatment.
3. You must not receive or give commissions, rebates, or benefits for referrals or recommendations related to respiratory care services/equipment/supplies.
4. You must not use personal relationships, coercion, or quid pro quo to influence grades, evaluations, assignments, or peer participation.
5. You must disclose outside employment or commercial interests that could create a conflict.

J) Professional boundaries and sexual misconduct

1. You must not engage in sexual harassment, unwelcome sexual comments, sexual advances, or sexually inappropriate behavior in any Program-related setting.
2. You must maintain professional boundaries and must not initiate or engage in romantic or sexual relationships with patients, patient family members encountered through clinical education, clinical preceptors/instructors, or program faculty.

K) Clinical-site professionalism requirements

1. In clinical education settings, you must follow Program clinical requirements and all clinical-site rules and hospital policies, including but not limited to: reporting alert and prepared, wearing required uniform/appearance, bringing only permitted items, staying on site/on unit for the full scheduled time unless released, following food/drink rules, and not sleeping while on duty.

2. You must follow all clinical-site tobacco/vaping/smoking rules while on clinical-site property.
3. You cannot work night shift and then go immediately to your day shift clinical rotation.
4. Students are responsible for complying with all professionalism expectations communicated by the Respiratory Therapy program at any time and through any method of communication (i.e., lectures, handouts, etc.)

6) Conflict resolution and reporting expectations

1. If the issue is routine and safe, you should try direct, respectful communication first.
2. **Do not** try to “handle it yourself” if there are threats, harassment, discrimination, stalking, violence, suspected impairment, patient safety concerns, or falsification. Report immediately.
3. You must not conceal illegal, unethical, or unsafe conduct. You must report it using Program/College reporting channels.
4. You must cooperate fully and truthfully with Program, College, or clinical-site investigations and respond by stated deadlines.
5. Retaliation is prohibited.

Simple reporting rule: If you feel unsafe, if patient safety is at risk, or if it involves dishonesty/harassment/threats, report immediately.

7) Violations and program responses

Violations will lead to Program action(s):

1. Verbal or written warning and required remediation.
2. Required coaching meeting with written expectations.
3. Professional conduct contract with monitoring and deadlines.
4. Removal from lab/simulation/clinical activities and/or restrictions pending review.
5. Failure of a lab day, clinical day, competency, or course component when conduct prevents meeting requirements.
6. Referral to the College Student Conduct process and/or clinical-site action as required.

7. Dismissal from the Program and failure from the associated course (grade F) for academic dishonesty or unprofessional behavior deemed significant by the program director.
8. Repeated misconduct of any kind results in automatic course failure and permanent dismissal from the program.
9. Unprofessional conduct may result in loss of clinical placement eligibility and may affect references and future employment.

8) No “workarounds” clause

These rules are enforced based on the effect of the behavior on safety, learning, and professional functioning, not on technicalities. If a behavior is basically the same as a prohibited behavior, it is a violation even if it is not listed word-for-word.

Examples (Not a Complete List)

These examples help explain the policy. They are **not** the only behaviors covered. If a behavior has the same effect as a prohibited behavior, it is still a violation.

A) Respect, civility, nondiscrimination, and demeanor

Not allowed:

- Swearing at someone, insulting nicknames, mocking someone’s ability, accent, body, or identity
- Eye-rolling, laughing at someone, smirking to embarrass someone, or “mean” facial expressions during checkoffs
- Talking over others repeatedly to shut them down
- **Expected:** Calm voice, normal volume, respectful words, and listening even when frustrated

B) Teamwork and peer-to-peer professionalism

Not allowed:

- “Freezing out” a classmate from required communication
- Refusing to do assigned tasks, or intentionally doing low-quality work so others must redo it
- Hiding supplies or keeping materials so others cannot complete tasks
- **Expected:** Sharing tasks, sharing required information, and helping the group meet the standard

C) Bullying, harassment, intimidation, threats, retaliation

Not allowed:

- Group chat pile-ons, rumor spreading, “jokes” that target one person, public call-outs meant to embarrass
- “If you report me, you’ll regret it,” or pressuring someone to stay quiet
- Organizing others to exclude someone from lab partners or learning activities
- **Expected:** Address problems through respectful conversation or reporting channels

D) Integrity, honesty, documentation, and property

Not allowed:

- Writing a skill as completed when it wasn’t
- Changing times/dates on logs, forging initials, using another student’s login, letting someone sign for you
- Taking equipment/supplies from lab/clinical without permission
- **Expected:** Accurate logs, honest reporting, and respecting property

E) Professional responsibility, accountability, fitness for duty

Not allowed:

- Arriving late without notifying per Program expectations
- Showing up under the influence or too sedated to safely participate
- Arguing with direction that is safety-based (“I’m doing it my way”)
- **Expected:** Prepared, on time, ready to participate, and following safety supervision instructions

F) Scope, competence, and role/credential representation

Not allowed:

- Telling patients or staff “I’m your respiratory therapist” instead of “I’m a student”
- Performing a skill without required supervision because “I’ve done it before”
- Doing procedures you have not been checked off on or are not authorized to perform
- **Expected:** Clearly identify as a student and ask for supervision when required

G) Safety, patient protection, stop-and-escalate

Not allowed:

- Carrying out a procedure you believe is unsafe “because you were told to”
- Leaving a clinical assignment without handoff/release
- Any behavior toward a patient that is insulting, rough, humiliating, or abusive
- **Expected:** Stop, clarify, and escalate concerns immediately using the chain of command

H) Confidentiality, privacy, and authorized technology use

Not allowed:

- Photos of monitors, charts, wristbands, vents, rooms, or anything that could identify a patient
- Discussing patient cases in elevators, cafeterias, or public spaces
- Using clinical computers for personal browsing/social media while on duty
- Posting about a “wild case today” with enough detail that others could identify the site/event
- **Expected:** Only access patient info needed for your assignment; no posting; tech use only as authorized

I) Conflicts of interest, gifts, and improper influence

Not allowed:

- Accepting cash, gift cards, tips, or “thank you” gifts from patients/families
- Offering favors for better evaluations, better assignments, or special treatment
- Recommending a product/service for personal benefit
- **Expected:** Politely decline gifts; keep decisions free of personal benefit

J) Professional boundaries and sexual misconduct

Not allowed:

- Sexual comments, “jokes,” flirting that is unwelcome, sexual advances
- Asking patients out, exchanging personal contact info with patients for dating, or romantic/sexual contact with patients/family members encountered through clinical
- **Expected:** Keep interactions professional and work-focused

K) Clinical-site professionalism requirements

Not allowed:

- Arriving out of uniform when uniform is required
- Bringing prohibited items into clinical areas (per site rules)
- Leaving the unit or site without being released by the preceptor/faculty
- Sleeping while on duty
- Eating/drinking in prohibited areas
- Violating tobacco/vaping rules on site property
- **Expected:** Follow the full shift schedule and site rules exactly

Section 6) Reporting expectations (when to report)

Report immediately (do not “handle it yourself”):

- Threats, harassment, discrimination, stalking, violence, suspected impairment, patient safety concerns, falsification

Try direct respectful communication first (if safe):

- Minor misunderstandings, routine team conflict, tone issues that do not involve threats or safety

SOCIAL NETWORKING SITES

1. Students shall not post or communicate patient-related information, including pictures. Such acts may constitute a violation of HIPAA rules and will result in immediate dismissal from the program and a grade of “F” for the corresponding course.
2. Students may not post or communicate private academic information of another student including but not limited to grades, evaluations, or adverse academic actions.
3. Students must use personal email addresses rather than Lakeland students address when using social networking websites.
4. Students are not allowed using social networking sites while at the clinical site.

CULTURAL COMPETENCY

All students are expected to treat patients, peers, faculty, and staff with respect and cultural sensitivity regardless of age, race, ethnicity, gender identity, religion, sexual orientation, or disability.

Section 5 — Clinical Readiness, Health Requirements, and Licensure

HEALTH POLICY

1. Prior to attending clinical rotation, the student will receive notification from Lakeland Community College's health services regarding vaccinations. It is up to the student to comply with vaccination requirements to attend clinical rotations. The student is responsible for reporting his/her own health status to the college health services. Failure to comply with this policy or to maintain updated vaccines or titers will result in dismissal from clinical rotations. The student will not be permitted to return to clinical experience until cleared through the college health services. Absences at the clinical site will be accrued and applied toward the final grade.
2. The student must not have a physical or mental condition that, even with reasonable accommodation, could pose a risk to patient safety or interfere with safe, effective patient care.
3. The student must comply with ALL OSHA mandates prior to entering the hospital for clinical rotations.

CPR TRAINING

Students must be certified in Cardiopulmonary Resuscitation prior to beginning hospital clinical rotations. This certification must be American Heart Association Basic Life Support Healthcare Provider level. The student must bring proof of current certification prior to entering any clinical rotation.

HEALTH PROGRAM STUDENT DISCLOSURE STATEMENT

Students who are pursuing degrees or certificates leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their program, should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening processes at the school's designated vendor. Although the College will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to participate in clinical experience before or during a clinical rotation. Host facilities may consider expunged convictions in placement decisions. Students shall further be aware that a criminal record may jeopardize licensure by the State certification body. Students should consult the licensing or certification body corresponding to their intended occupation for more details. Successful completion of a program of

Lakeland Community College
Respiratory Therapy Program

study at the College does not guarantee licensure, NBRC credentialing, certification, or employment in the relevant occupation. In addition, standards may change during a student's program of study.

STATE LICENSURE

Definitions:

1. Limited permit

This permit allows eligible students to be employed in the field of respiratory care while enrolled in the Respiratory Therapy Program. The Respiratory Therapy Program will verify eligibility for a limited permit only after the student has successfully completed the first year of the program, including the fall, spring, and summer semesters. **Students must be in good standing, as determined by the Respiratory Therapy Program, for the program to verify or continue supporting limited permit eligibility.** The program will communicate with the student's employer or clinical site regarding clinical competencies completed by the student. If a student is no longer in good standing, withdraws, is dismissed, or becomes ineligible for clinical participation, the program will notify the State Medical Board of Ohio and the student's employer.

Criminal Records Checks for Limited Permit or Licensing

Section 4761.05 of the Ohio Revised Code requires those applying for a license or a limited permit issued by the Medical Board of Ohio to comply with sections 4761.04 and 4776.02 of the Revised Code and submit fingerprints for a criminal records check completed by the Ohio Bureau of Criminal Identification and Investigation (BCI&I) and the Federal Bureau of Investigation (FBI). The board makes the decision pursuant to section 4761.05 of the Revised Code as to whether an applicant is ineligible for a license. <https://med.ohio.gov/Apply/Respiratory-Care-RC> Updated 08-20-2020.

2. Licensed Respiratory Care Practitioner

Upon successful completion of the Respiratory Therapy Examination (RTE) given by the National Board for Respiratory Care, and recognition by that agency as a Registered Respiratory Therapist, the graduate may apply for an Ohio license.

FELONY NOTIFICATION

For licensing or limited permit regulations regarding a felony see the Ohio Revised Code (ORC) Section 4761.09 of the Respiratory Care Licensure Law. <http://codes.ohio.gov/orc/4761.09> (08-20-2020).

TRANSPORTATION

Students are responsible for their own transportation and parking expenses to and from the college and the various health agencies.

Section 6 — Clinical Education Policies

Students must complete all required College, program, and clinical-site privacy, confidentiality, HIPAA, OSHA, infection control, and safety requirements before participating in clinical education.

Time Management

1. Students will be at the clinical site for a total of 8.5 hours. (During the spring semester of the first year, the actual length of each clinic day will be from 4.5 – 8.5 hours one day a week for a total of 7 weeks.) The beginning and ending times are set by the individual clinical sites in accordance with their policies and shift schedules. Students must plan to be present at the site throughout the assigned time period set at the beginning of the semester. The clinical schedule cannot change once established.
2. The clinical preceptors at each clinical affiliate shall prepare, in advance as much as possible, the day's planned activities and assignments. This schedule shall incorporate specific clinical objectives and other appropriate learning experiences. The schedule should include as much direct patient contact as possible. However, the schedule should also be flexible enough to allow for conference time and *ad hoc* learning experiences.

II. Preparation

1. Before each semester, the program faculty shall supply clinical objectives and class syllabi showing what subjects and procedures will be taught week-by-week. These syllabi will also be discussed in designated meetings, whenever possible.
2. Each clinical preceptor shall use the clinical objectives to plan appropriate learning experiences. The preceptor shall correlate daily activities with the syllabus and clinical objectives, as much as possible given the limitations of the clinical site.
3. At the beginning of each new rotation, the clinical preceptor shall orient the students to the site. This orientation should include instruction on the site's infection control policies, HIPAA, and OSHA standards. The preceptor should also discuss with each student the student's personal objectives for that particular rotation. These should be incorporated into the daily planning whenever possible. Students must be appropriately supervised at all times during clinical education coursework and experiences.

III. Attendance

1. Student attendance at each assigned clinic site is **mandatory**. There are **no clinical make up days for days missed at clinical sites**.
2. If the student is unable to attend on any given clinic day, he/she must **notify the clinical preceptor or site AND Director of Clinical Education at Lakeland** no later than **thirty** minutes prior to the start of that clinic day. If the student is unable to notify the preceptor directly, he/she is responsible for documenting the time and name of the person notified at the site.
3. Experience gained at the clinic site is crucial to the student's overall success – it has no real substitute. Therefore, the student is allowed only **one** absence during any given semester. **For this FIRST absence the student may choose**; to take a 2% reduction in the final course grade **OR** meet with the Director of Clinical Education finals week for a simulation/skill review session.

A second absence will result in a 2% reduction in the final course grade of the associated RESP course. (Example: This would be a total of a 2% grade deduction if the student attends the final week simulation and skill review session for the first absence.) A third absence will result in a deduction of one full letter grade in the associated RESP course (e.g., from B to C). A fourth absence will result in a failing grade ('F') for the clinical experience and the related RESP course, and the student will be dismissed from the program. (Since clinical days cannot be made up, calling off for 4 clinical days means 2 weeks of clinical time was missed.)

4. The student shall arrive at the scheduled time provided to the students by the Director of Clinical Education. **Tardiness is not permitted. Any tardiness should be noted by the preceptor on the daily assessment form, and a NI (needs improvement) should be marked.** This can be recorded by the clinical preceptor or clinical director. **Tardiness in excess of thirty minutes on any clinic day will be considered an absence. (see #2)**
5. **The student is required to notify the clinic site prior to the start of the clinic day if tardiness in excess of 10 minutes is anticipated.** Exceptions due to extenuating circumstances (e.g. unusual traffic delays, etc.) will be judged on an individual basis by the clinical preceptor. Note: ***Failure to notify the clinical preceptor of anticipated tardiness will result in the day being counted as an absence; failure to notify the preceptor of absence prior to the start of the clinic day (see #2 above) will result in the student receiving a U on the Daily Anecdotal and he or she will be dismissed from the program.*** (Again, exceptions may be judged by the clinical preceptor or Director of Clinical Education on a case-by-case basis.)
6. Tardiness will be noted on the Daily Anecdotal Sheet with consequences noted as above.

7. The student will remain at the clinic site until dismissed by the clinical preceptor at the end of the shift. **The student may not request to leave early except in the case of a documentable emergency.** If the student does leave the clinic site *for any reason other than a documentable emergency* he/she will be counted absent for the day.
8. If the clinical preceptor anticipates being absent from the clinical site prior to the start of the clinic day, he/she must:
 - a. notify the clinical director by email.
 - b. attempt to arrange for a suitable substitute
 - c. notify the students if no substitute can be found
9. The student must be registered for a specific clinical period in the corresponding RESP course in the official Lakeland schedule.
10. The student must comply with the health requirements mandated by the individual clinical sites. The program faculty will inform the students of these requirements well in advance of attendance (examples include updated TB tests and Hepatitis B vaccine, and drug testing). Failure to comply with these health requirements will result in *dismissal from that clinical site and subsequent failure from the program.*
11. Students must not complete clinical coursework while in an employee status at a clinical affiliate. Students shall not receive any form of remuneration in exchange for work they perform, incident to their clinical education coursework and experiences.

IV. **Grading**

1. The student's performance in the clinical setting will be evaluated in a variety of ways. The final clinic grade will be either satisfactory or unsatisfactory.
2. If the student receives an unsatisfactory as an overall clinic grade for the semester, he/she will be dismissed from the program according to policy (see academic policies).
3. The student's performance will be evaluated in the following ways:
 - a. Laboratory Competencies (see lab policy)
 - b. Daily Anecdotal Sheets: These will document student activity and seven areas of professional behaviors observed during the day. Students will be

assessed after each clinical day by the clinical preceptor and/or program faculty. Documentation will become part of the student's electronic record.

- c. Final Affective Summary: This form will be used to evaluate the seven professional behaviors. The details of the scoring procedure for this and the Daily Anecdotal forms appear in 'e' below. Students will be assessed after each clinical day by the clinical preceptor and/or program faculty. Documentation will become part of the student's electronic record.
- d. Knowledge evaluation: assigned at the discretion of the preceptor in accordance with the academic and clinic objectives for that semester.
- e. The explanation for NI and U grades is as follows:

Needs Improvement: A check in the NI column in either the Daily Anecdotal or Affective Summary form will require **written contract remediation** by the student. He/she/they will receive a written list of steps needed to improve his/her/their performance in the clinical setting. This list will travel with the student to the next clinical facility. This list will also become part of the student records on campus. Failure to improve in performance will result in a U grade.

Unsatisfactory: ***A check in the U column of the Daily Anecdotal Form or Final Affective Summary will result in Dismissal from the Respiratory Therapy Program, the clinic grade will become an unsatisfactory, and the corresponding course grade will become an F.*** The student will then need to refer to the program policies in order to gain readmission to the program. If the U occurs during the last rotation of the spring semester of the second year (i.e. the student's last rotation of the program), for any reason other than attendance, the program director and clinical director will examine the situation on a case by case basis and determine an appropriate course of action.

V. Clinical Evaluation

- 1. The student shall demonstrate competency on every skill marked mandatory on the electronic clinical tracking system. Some of these competencies must be completed by the end of the student's first year (summer semester). The student will not be permitted to enter the second year without being checked off on all the required skill competencies noted on the mandatory skill checklist at the end of the summer semester. The skill must be checked off at the clinical site and documented on the online clinical tracking system. The student will not be permitted to complete the program without being checked off at the clinical site on all mandatory skills required for graduation through the online clinical tracking system. **Students are responsible for making sure all their competencies are**

completed and are encouraged to frequently discuss needed competencies with their clinical preceptor weekly. A list of required competencies is located in document folder in the online electronic tracking system.

NOTE: Program Faculty understand that not all skills are practiced in affiliate sites. For these skills, laboratory check offs will be considered sufficient. (Example: Intubation)

2. Specific skills will be taught each semester in lab. The student will then be required to demonstrate competency on each skill under simulated conditions (e.g. student lab). Once the student has demonstrated such competency, he/she will practice and master the skill in the hospital under real conditions, whenever possible.
3. To pass a skill competency at the clinical site, the student asks the clinical preceptor to select a patient (if appropriate) and to evaluate the student's ability to perform the skill using the appropriate checklist on Trajecsyst. Should the student fail, he/she will be made aware of the specific deficiencies and given the appropriate number of practice attempts to correct them.
4. A student has three attempts to pass a skill once he/she has had appropriate practice. Following a second failure, the student must seek remediation from the program faculty before attempting another competency. Following a third failure, the student will earn an unsatisfactory on the Final Affective Summary form and the corresponding course grade will be an F. ***Under no circumstances will a student be permitted to graduate without passing every skill required by the program. (Any exceptions are stated in #1.)***
5. Evaluations will be performed only by Lakeland program faculty or persons specifically trained or approved by the faculty in the use of the clinical evaluation system.
6. Professional (affective) behaviors will be assessed using the Daily Anecdotal and the Affective Summary.
7. Knowledge will be tested every rotation in a manner determined by the individual clinical preceptor. In certain cases, the department medical director may participate in this evaluation.

VI. Electronic Clinical Tracking System

1. Students are required to purchase the college-designated electronic tracking system for 2 years. Students should not purchase the subscription until the Director of Clinical Education provides a purchase date.
2. Students are required to clock in and out of the clinical site in real time on the electronic system. Students must enter a time exception if they don't clock in in real time. Ninety percent of all clock-ins during each clinical semester must be in real time. Failure to meet this threshold will result in a Needs Improvement (NI) on the student's evaluation record. Students are required to use the computer at the clinical site, but can use their mobile electronic device if a computer is not available. Students have 48 hours to ensure that their attendance records are accurately entered into the system. If this is not completed the student will earn a NI on their daily evaluation record for the corresponding date. If a student repeatedly doesn't clock in in real time, then he or she will earn an NI on the daily evaluation record for the corresponding date(s).
3. Students are required to enter their daily logs within 48 hours of the corresponding clinical date. If this is not completed the student will earn a NI on their daily evaluation record for the corresponding date.

VII. Clinical Skills Challenge

1. A clinical preceptor or faculty member may, ***at any time***, challenge the student to perform a skill previously passed. The challenge must meet the following conditions:
 - a. the preceptor or faculty member must initially observe the student perform the skill in the hospital or laboratory setting.
 - b. the preceptor or faculty member must discuss with the student specific errors made during the performance
 - c. the preceptor must inform the program faculty
2. Once the challenge has been issued, the student must complete a remediation plan prior to reattempting the skill. The student will then have one opportunity to achieve a satisfactory evaluation. Evaluations will be performed by the clinical preceptor and/or the program faculty in the hospital or laboratory setting (as deemed appropriate by program faculty).
3. Clinical preceptors shall allot a certain portion of each clinical rotation to reviewing previously learned skills.
4. If the student fails a clinical skills challenge, he/she will receive an "F" and the corresponding course grade will be an F.

VIII. Remediation

A remediation process will be initiated when a student receives a “Needs Improvement (NI)” rating on either the Daily Anecdotal Form or the Final Affective Summary. It can also be initiated by contacting a faculty member or director, a preceptor, a respiratory staff member at the clinical site, a supervisor, or a manager/director from any department at a hospital, or a patient or a patient’s family member. The following steps will be taken:

1. The student will receive a written remediation contract outlining the specific areas requiring improvement.
2. The contract will include clear, actionable steps the student must take to remediate their performance.
3. The clinical site and preceptor must receive the signed remediation contract before the student returns. Students cannot return without the site receiving the signed remediation contract.
4. This remediation contract will be shared with the next clinical site and will become a permanent part of the student’s academic file.
5. If the student fails to demonstrate improvement, a “U” (Unsatisfactory) will be issued by the clinical staff or program faculty.
6. Per program grading policies, an unsatisfactory rating in clinical performance will result in a failing grade for the clinical course and dismissal from the program.

IX. Discharge for Improper Conduct

1. A clinical site may, at any time, discharge a student from the facility. Reasons for discharge may include any violation of hospital policies related to respiratory care employees including but not limited to: documented instances of gross negligence, gross incompetence, safety violations, patient abuse, violating patient confidentiality, or gross insubordination. If a student is discharged from a site, an Unsatisfactory grade will be recorded on the Affective Evaluation. (see Grading Policy in Program Policies)
2. Patient safety is extremely important. **Students are not allowed to work a night shift (in their regular job) prior to attending clinical rotations in the morning.** It is unsafe for patients, and clinical sites will send you home. The student will earn an F for the corresponding course and student will fail out of the program. If program faculty are aware someone worked the night prior to their clinical and a site is unaware, they will still receive an F for the corresponding course and student will be dismissed from the program.

X. **Physician Input**

Planned, structured, and appropriate physician input is a crucial component of respiratory therapy education. Students experiencing controlled contact with physicians develop better critical thinking skills and gain confidence in their ability to maintain professional communication.

To facilitate physician input, the clinical preceptors shall:

1. Communicate with the department medical director prior to the start of each semester. At the center of this communication will be the level of the student and the goals and expectations of the college.
2. Establish a schedule of arranged physician contacts; ideally, this contact should consist of no less than 1 hour a week of structured time, but no less than 2 hours per clinical rotation. Such physician contact can take the following forms (in order of descending desirability):
 - a. patient centered discussion (e.g. rounds, case reviews, etc.)
 - b. direct observation (e.g. surgery bronchoscopy, autopsy, etc.)
 - c. lecture
 - d. *ad hoc* physician contact (i.e. incidental contact related to a patient situation)
3. Document physician input in the electronic tracking system.

XI. **Student Appearance Requirements**

Premise

Appearance requirements are part of the clinical affiliation agreements between the college and the clinical site. This is a legal contract and students are bound to present themselves based on the guidelines listed below. Students not presenting themselves based on these guidelines will receive a needs improvement on their daily evaluation. Students causing a second infraction will be dismissed from the program. Respiratory Therapy students should maintain a professional appearance and demeanor at all times while functioning as students in any area or facility set aside for clinical education. The following guidelines must be followed when the student is representing Lakeland Community College at a clinical site.

Specifics

1. The student must come to the clinic site neat, clean, and well groomed.
 - a. Hair must be clean and worn off the collar; hair that is shoulder length or longer must be tied back.
 - b. No unnatural hair color is permitted including but not limited to; pink, orange, purple, green, blue

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- c. Facial hair must be short and neatly trimmed (including nose and/or ear hair)
 - d. Makeup application must be minimal with natural colors.
2. The student must adhere to high standards of personal hygiene.
 - a. The student must be clean and free of offensive body odor at all times.
3. The student must not wear strong scents of any kind.
4. Fingernails must be kept short, manicured and clean.
 - a. Natural polish may be used. No color polish.
 - b. Artificial nails are not permitted.
5. Tattoos must be covered by clothing.
 - a. Tattoos that cannot be covered with clothing (i.e. facial, hands or fingers) may require use of makeup to cover them prior to attendance at clinical site.
6. Jewelry:
 - a. Wedding bands or sets are permitted. No other rings may be worn.
 - b. One set of studded earrings is permitted. No dangling earrings or hoops. Only one earring is permitted in each earlobe.
 - c. No other visible piercings are permitted including but not limited to; nose, tongue, eyebrow, lip.
7. The student uniform consists of the following items:
 - a. navy blue scrub pants (no rib cuffs)
 - b. navy blue scrub top, v-neck preferable
 - c. three-quarter length white lab coat with full sleeves or navy blue “scrub jacket”
 - d. white leather shoes (athletic style walking shoes are acceptable as long as they are white and leather).
 - e. Lakeland student patch on the left shoulder and a Lakeland-issued nametag
8. In addition to the above, the student must bring with her/him the following:
 - a. Stethoscope
 - b. Pen with black ink and pencil
 - c. Clinical Binder
 - d. Respiratory Therapy Pocket Guide

9. Cell phones or personal electronic devices may be used only for required tasks related to the electronic tracking system (e.g., clocking in/out, logging entries). Once these tasks are completed, the device must be turned off and stored away until the end of the clinical day. Use for personal purposes during the clinical day in patient care areas or the nursing station, etc. is strictly prohibited.
If the cell phone does not allow for GPS tracking, a computer must be used at the clinical site to clock in or out in real time.

[Note: In addition to the above appearance specifics, each clinic site has the right to impose its own particular standards and/or policies as long as they are applied fairly and across the board. The clinic site reserves the right to dismiss any student for not adhering to those standards and/or policies, as long as they are stated clearly and in advance.]

XII. Disclaimer

The Lakeland Community College's Respiratory Therapy Program reserves the right to amend or develop additional policies or procedures at any time. Students enrolled in the Respiratory Therapy Program will be notified of any changes in writing.

XIII. Blood Borne and Other Pathogen Exposures

The following procedure must be followed in the event of a contaminated needle stick, sharps injury, splash, skin exposure, mucous membrane exposure, or other exposure to blood or potentially infectious body fluids.

1. Immediately wash the exposed skin area thoroughly with soap and water. If exposure occurs to the eyes, nose, mouth, or other mucous membrane, flush the area with water, saline, or an appropriate irrigating solution.
2. Immediately notify the Clinical Instructor/Preceptor and follow the clinical facility's exposure policy and reporting procedure.
3. Seek prompt medical evaluation according to clinical facility policy and current CDC guidance. Exposure evaluation may include assessment for bloodborne pathogens, baseline testing, follow-up testing, and post-exposure treatment when indicated.
4. Notify the Director of Clinical Education and/or Program Director as soon as possible, and no later than 24 hours after the exposure, for program documentation and follow-up.

Any cost incurred because of an emergency department visit, medical evaluation, follow-up testing, post-exposure treatment, or other required medical care is the responsibility of the student. Follow-up testing and medical care based on current CDC guidelines and/or the evaluating healthcare provider's recommendations are

also the student's responsibility, including associated costs and arrangements with the student's own physician or healthcare provider.

Healthcare students may be at risk for physical injury and exposure to airborne or bloodborne pathogens during laboratory and clinical education. Students are responsible for using appropriate personal protective equipment, following standard precautions, reporting high-risk incidents immediately, and following through with recommended medical evaluation and care.

A student may be restricted from laboratory or clinical participation until cleared according to clinical facility, College, program, or healthcare provider requirements.

XIV Clinical Student Identification

Students must be clearly identified as Respiratory Therapy students in all clinical education settings. Students are required to wear the Lakeland Community College student identification badge and any additional identification required by the clinical site. Identification must be visible and worn according to program and clinical site requirements.

Students must verbally identify themselves as students when interacting with patients, families, clinical staff, and other members of the healthcare team. When introducing themselves to a patient, students should state that they are a Respiratory Therapy student. For example, a student may say, "Hello, my name is _____. I am a Respiratory Therapy student from Lakeland Community College, and I am working with my clinical instructor/preceptor today."

Students may not represent themselves as licensed respiratory therapists, registered respiratory therapists, employees of the clinical facility, interns, apprentices, or independent practitioners while completing program clinical coursework. Students must perform clinical activities only within the role, supervision requirements, and scope authorized by the Respiratory Therapy Program and the clinical site.

Violation of this policy may result in disciplinary action up to and including removal from the clinical site, course failure, and dismissal from the Respiratory Therapy Program.

XV Inclement Weather (Snow Day) Policy

1. Clinicals

Clinicals are canceled whenever Lakeland Community College closes **AND** **cancels classes due to SNOW only**. **Clinical rotations are NOT automatically canceled for other weather-related conditions**, such as low temperatures, **or for campus-specific closures or disruptions**, such as a water-main break, campus

fire, utility issue, or similar event. **Students are expected to report to clinical unless they receive official instructions that clinical has been canceled.**

Lakeland Community College closes and cancels classes by 6 am, so students may already be at a clinical site. If students are already at the site or on their way, they can choose to stay or leave and go home. If students decide to stay, they can take another *clinical day off. *They must plan this day off in advance with the clinical site AND the Director of Clinical Education (DCE). **Both the clinical site and DCE must APPROVE this action before it is taken. The day off CANNOT be a specialty rotation** (i.e., LTAC, Homecare, Sleep lab, IPE day, etc.). Rainbow Babies and Children's is considered a specialty rotation, too.

2. Lecture Classes and Labs

If Lakeland Community College is officially closed for any reason, all respiratory therapy lecture classes and labs are cancelled for that day. Students should check their email for instructions on what work to do.

XVI Clinical Learning Opportunities

Students are expected to **demonstrate a willingness** to learn by participating in educational experiences including observing, assisting with, or performing clinical activities, procedures, cases, and other learning opportunities offered by the clinical preceptor, instructor, program faculty, or other clinical staff.

XVII Laboratory Assignments and Competencies

You will receive points for work completed in each laboratory. Successful completion of skill competencies will be included in this grade. If you miss a lab day, you are responsible for the material and any assignments from that session, including skill competencies. (see skill competencies below) Make-up laboratory assignments will be on your own, separate from and due by the next scheduled lab. If the laboratory exercise is not made up before the next laboratory meeting time, it will be graded as zero. Students must get permission from the instructor before attending the lab they didn't register for. If permission is not given, then the student cannot attend.

Lab Skill Competencies

Students are required to pass each skill competency to pass the course. For the first scheduled skill competency, students must attend their assigned laboratory meeting time (or before it). (i.e. If you are scheduled for the first lab, you must go to the first lab. If you don't and attend the next day, then points will be deducted from the skill competency grade, and that student will go last for the unassigned lab meeting time.) Students must get permission from the instructor in advance before attending the unassigned lab. Competencies are graded as satisfactory or unsatisfactory. Passing a skill competency on the first attempt means the student earned a satisfactory. If a student earns an unsatisfactory grade, then points will

be deducted. In addition, the student must retake the skill competency by the end of next week's lab. **Students are responsible for scheduling this with the instructor. If a student doesn't contact the instructor and schedule the make-up right after class for the next week, it is considered an automatic failure.** If the student passes on the second attempt, then the grade is posted with whatever deductions were earned for that skill for the first and second attempts combined. If the student earns a second unsatisfactory, then additional points will be deducted from the grade, and another attempt must be made at the end of the next week's lab. If a student does not reattempt the skill competency at the end of next week's lab, points will be deducted for each missed make-up day. In addition, it counts as another failure. Again, students are responsible for coming to the instructor and scheduling these make-up skill competencies.

If the student fails the third attempt, then the student earns a third unsatisfactory and subsequently fails the laboratory component of the course. Laboratory grade will be 0%. If the student cannot pass a fourth attempt, they will earn an F for the final course grade. Students who fail the laboratory component, but not the course, are required to complete all exercises and all other skill checks with a C or better after the unsatisfactory skill check. If this requirement is unmet, the student will fail the course, and the associated RESP course grade will be F.

Section 7 — Forms, Schedules, and Appendices

Clinical Daily Assessment Form

Instructor / Preceptor Daily Assessment Form

Items marked Needs Improvement and Unsatisfactory will require a comment by clicking in the comment bubble to the right.

Punctuality

(Includes, but not limited to: on time to clinical site, entering Trajecs data in a timely manner (within 48 hrs), coming back from lunch or breaks)

☐ Unsatisfactory ☐ Needs Improvement ☒ Satisfactory ☐ N/A

Professional Conduct

(Includes, but not limited to: dress code, being prepared, respect for patients and staff, working with others, maintains confidentiality, cell phone usage)

☐ Unsatisfactory ☐ Needs Improvement ☒ Satisfactory ☐ N/A

Communication Ability

(Includes, but not limited to: effective and appropriate communication with patients, staff, physicians, and other students)

☐ Unsatisfactory ☐ Needs Improvement ☒ Satisfactory ☐ N/A

Self Confidence

(Includes, but not limited to: asks for instructor/preceptor assistance in a timely manner and when appropriate)

☐ Unsatisfactory ☐ Needs Improvement ☒ Satisfactory ☐ N/A

Assimilates Information

(Includes, but not limited to: student performs with sound clinical judgment with respect to level of program completion)

☐ Unsatisfactory ☐ Needs Improvement ☒ Satisfactory ☐ N/A

Ability to Prioritize

(Includes, but not limited to: work loads, assigned responsibilities, time management, utilizes clinical time well and effectively)

☐ Unsatisfactory ☐ Needs Improvement ☒ Satisfactory ☐ N/A

Theory Application

(Includes, but not limited to: ability to take knowledge learned in the classroom and apply it to the clinical setting, evaluates the effectiveness of treatments, makes appropriate recommendations, knows the indications / contraindications and complications for therapy specific to patient situations)

☐ Unsatisfactory ☐ Needs Improvement ☒ Satisfactory ☐ N/A

Student Signature: Student may add signature by attaching a post-submission comment.

☒ Instructions

Final Comprehensive Affective Evaluation Form

Student Affective Summary

Items marked Needs Improvement and Unsatisfactory will require a comment by clicking the comment bubble at right of the item.

Attendance and Punctuality

Always prepared for clinical

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

On time

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Absences within clinical standards

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Professional Conduct

Adheres to school and facility dress code

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Maintains patient confidentiality

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Demonstrates empathy and respect for patients

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Cooperates with peers and other medical professionals

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Handles anxiety by applying learned knowledge under stress and modifies behavior accordingly

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Serves as a role model, supports peers and others

Communication Ability

Uses appropriate terminology with patients and other professionals

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Listens to others and responds accordingly

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Conveys respect in interactions with preceptor, staff, and peers

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Self Confidence

Able to manage appropriate work assignment with minimal assistance

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Asks for preceptor's assistance in a timely manner and when appropriate

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Asks appropriate questions

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Assimilates Information

Performs with sound clinical judgment, to appropriate level in school

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

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Ability to Prioritize

Gathers appropriate information prior to implementing assigned therapy or task

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Selects order / action based on assigned responsibilities

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Theory Application

Can state indications, contraindications, and hazards for therapy specific to patient situation

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Evaluates effects of treatment or therapy; offers appropriate recommendations

☐ Unsatisfactory ☐ Needs Improvement ☐ Satisfactory

Suggestions for Clinical Growth

Student Signature: Student may add signature by attaching a post-submission comment.

☒ Instructions

CoARC Student Consent

**CONSENT AND AUTHORIZATION TO RELEASE STUDENT EMPLOYER SURVEY
INFORMATION**

I consent to and hereby authorize my employer and any of its representatives to release the CoARC Employer Survey information about my performance requested on the CoARC Employer Survey to CoARC, the accrediting agency for the outcomes of data.

I understand that by signing this consent and authorization form, I am authorizing the designated department supervisor to release information which is otherwise private and may not be accessible to the institution and the accrediting agency named above.

☐ I consent

Respiratory Course and Clinical Schedule (RESP courses only)

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1					
Fall		Class 8-2		Class 8-2	
Spring		Class 9-3		Class 8-4	Clinical 6-3:30 (only 7 days)
Summer	Clinical 6-3:30	Clinical 6-3:30	Class 9-1:30	Class 9-1:30	Class-Hybrid 8-12:00 (Meets 3 days on campus)
Year 2					
Fall	Class 8-3		Class 8-2	Clinical 6-3:30	Clinical 6-3:30
Spring	Class 9-3		Class 9-3	Clinical 6-3:30	Clinical 6-3:30

Fall & Spring Classes: You will get out one day 3 hours sooner, it depends on which day you sign up for lab.

Clinical days: You will need to be at your clinical site for 8.5 hours. Day shift begins at different times for our clinical sites. 6:00 – 3:30 is only the possible times you could be at our clinical sites. You will find out where your clinical site is no later than 1 month prior to starting your clinical rotation. (Examples: If clinical starts at 6:00 am, it will end at 2:30 pm. If it starts at 7:00 am, it will end at 3:30 pm.)

Communication with Clinical Affiliates Regarding Student Performance

The Respiratory Therapy Program works with clinical affiliates, clinical instructors, preceptors, and authorized clinical site representatives to support student learning, clinical supervision, patient safety, and evaluation of student progress.

Students are notified that program faculty and staff may communicate with clinical affiliates and authorized clinical site representatives regarding a student's academic readiness, laboratory performance, clinical performance, attendance, professionalism, skill competency, remediation, safety concerns, or other performance-related matters that may affect clinical education.

This communication may include relevant information from classroom, laboratory, simulation, or clinical education when the information is necessary to coordinate clinical placement, support appropriate supervision, evaluate student progress, address performance concerns, or protect patient, student, staff, or clinical site safety.

Information shared with clinical affiliates will be limited to what is reasonably necessary for educational, clinical, supervisory, safety, or program progression purposes. Clinical affiliates and site representatives are expected to maintain confidentiality and use the information only for appropriate clinical education purposes.

By signing the Student Handbook Acknowledgment, the student acknowledges and authorizes this communication between the Respiratory Therapy Program and its clinical affiliates to the extent permitted by applicable law, Lakeland Community College policy, program policy, and clinical affiliation agreements.

Student Handbook Acknowledgment and Consent

I acknowledge that I have received access to the Lakeland Community College Respiratory Therapy Program Student Handbook. I understand that selected portions of the handbook are reviewed during program orientation, but that not every policy, procedure, requirement, example, or expectation will be reviewed individually during orientation. I understand that I am responsible for reading the entire handbook on my own and for knowing, understanding, and following all policies, procedures, requirements, and expectations contained in the handbook.

I understand that I am also responsible for following applicable Lakeland Community College policies, clinical site policies, program requirements, professional conduct standards, health and safety requirements, confidentiality requirements, and clinical education expectations.

I understand that program policies may be revised when needed to meet College requirements, accreditation standards, clinical site requirements, state or federal regulations, or changes in the respiratory therapy profession. I understand that I am responsible for following the current policies and procedures in effect during my enrollment in the program.

I acknowledge that I have received and reviewed the CoARC Student Consent form included in this handbook. By signing below, I consent to the release of CoARC Employer Survey information as described in the CoARC Student Consent form.

I acknowledge and authorize the Respiratory Therapy Program to communicate with clinical affiliates, clinical instructors, preceptors, and authorized clinical site representatives regarding my academic readiness, laboratory performance, clinical performance, attendance, professionalism, skill competency, remediation, safety concerns, and other performance-related matters when necessary for clinical education, supervision, evaluation, patient safety, or program progression.

I authorize Respiratory Therapy Program faculty and authorized program officials to provide verbal or written employment recommendations to prospective employers or their representatives when requested by student.

My signature below confirms that I have received access to the Respiratory Therapy Program Student Handbook, that I understand my responsibility to read the handbook in its entirety, that I agree to follow the handbook and applicable program policies, and that I provide the consents described above.

Student Printed Name: _____

Student Signature: _____

Date: _____

**LAKELAND COMMUNITY COLLEGE
Statement of Confidentiality**

As a Respiratory Therapy student at Lakeland Community College (“Lakeland”), I have received instruction regarding the necessity and importance of maintaining confidentiality. I understand that all clients have the right to appropriate therapeutic interaction and to privacy concerning their personal history, diagnosis, prognosis, treatment and any other information which may become known to me in the course of my clinical experience.

In recognition of the above, I agree to:

1. maintain confidentiality of all records or other information regarding the identity, diagnosis, prognosis or treatment of any client, in compliance with HIPAA guidelines;
2. notify my clinical instructor immediately if I recognize a client, or if I should be assigned to a client known to me, and refrain from establishing personal relationships with current or former clients;
3. not disclose to anyone, except instructors and other members of the client’s health care team, the identity of, or any information pertaining to any current or former client;
4. not disseminate patient information through social media, texting, emailing or any other form of communication for purposes other than patient care or for otherwise fulfilling my assigned clinical responsibilities;
5. not misuse any information for personal gain or to bring harm to employees, clients, or their families or use the information for any purpose other than which it was collected or requested;
6. be accountable for the confidentiality of my computer passwords and access codes and will not share them or allow them to be used by others;
7. keep confidential all information related to current and former clients upon completion of my clinical experience;
8. release my clinical instructor(s), Lakeland, and the clinical education center from any responsibility or liability arising from my dismissal from the Respiratory Therapy Program or any disciplinary action taken against me as a result of my failure to uphold confidentiality of patient information and/or HIPAA guidelines.

Lakeland Community College
Respiratory Therapy Program

I have read and understand the terms and conditions of this Statement of Confidentiality. I have had an opportunity to ask the Respiratory Therapy Program faculty questions regarding this statement. I also understand that any violation of confidentiality as stated above may result in my immediate dismissal from the clinical education center and dismissal from the Respiratory Therapy Program as outlined in the Program's Policies.

Name (please print) _____

Signature: _____

Date: _____