UNIVERSITY OF THE DISTRICT OF COLUMBIA
COMMUNITY COLLEGE

RESPIRATORY THERAPY PROGRAM POLICY AND PROCEDURE MANUAL 2022-2023

Designed for Undergraduate Students Majoring in Associate of Applied Science in Respiratory Therapy

DIVISION OF NURSING, ALLIED HEALTH, LIFE AND PHYSICAL SCIENCES

Accreditation:
Commission on Accreditation for Respiratory Care
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GENERAL PROGRAM/COLLEGE INFORMATION:

1.0 Purpose of the Respiratory Therapy Program

Overview

The Respiratory Therapy manual provides direction and guidance to collegiate Respiratory Therapy majors regarding the regulations, procedures, activities, and services unique to the undergraduate Respiratory Therapy Program at the University of the District of Columbia Community College (UDCCC). The Respiratory Therapy Program reserves the right to add, revise, or repeal policies and requirements at any time. Respiratory Therapy policies are specific to undergraduate respiratory therapy students and may differ from community college policies on the same subject. The UDC **Course Catalog**; Division of Student Affairs' **Student Handbook**. Students are responsible for using these public documents to enhance their academic experiences and are held accountable for policy adherence.

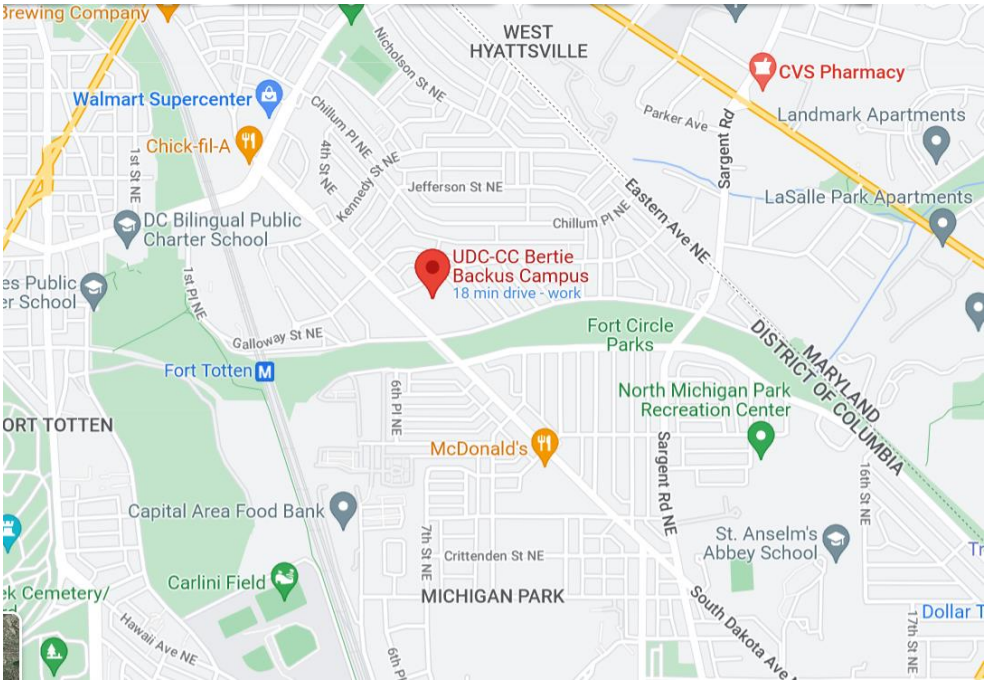
Every effort has been made to ensure that the information in this policy manual is accurate and current. The undergraduate Respiratory Therapy policies are subject to modification as program and/or curriculum revisions occur. The Respiratory Therapy faculty reserves the right to make curriculum revisions and policy changes provided these changes will not impact negatively on accepted respiratory therapy majors by lengthening the projected period of time required to obtain an Associate of Applied Sciences Degree in Respiratory Therapy. New or revised policies and/or procedures will be established by the Program Director in conjunction with the Director of Clinical Education when appropriate in response to local concerns or changing technology. The revisions will be approved by the Respiratory Therapy Program Advisory Committee. The policy manual is reviewed by the university to assure that the policies herein are in compliance with and in conformance with the University's accepted policies.

Students are responsible for posted changes that become effective prior to the publication of the next Respiratory Therapy Student Handbook and Policy & Procedure Manual. Therefore, students are advised to read the Respiratory Therapy notices posted at the Backus campus on the 3rd floor near the Respiratory Therapy classrooms or on the 1st floor directly outside faculty offices (Room 116).

2.0 Distribution/Receipt of Policy Manual and RT Student Handbook

The policy manual is distributed to all new respiratory therapy students at the beginning of the first semester of the clinical phase of the program. The student handbook is given to the student as a hard copy; however, the program has the option of placing the student handbook and this policy and procedure manual on the Blackboard, the university learning management system.

3.0 Bertie Backus Campus Map



4.0 University of the District of Columbia Community College Academic Calendar

The academic calendar for the community college can be found at:

https://www.udc.edu/registrar/academic-calendars/

5.0 Departmental Directory

 Lori Taylor, Ph.D., RRT Program Director/Associate Professor Office: 116 Phone: 202.274-5864 E-Mail: lataylor@udc.edu	Director of Clinical Education Assistant Professor Office: 116 Phone: 202.274-6543 E-Mail:
Vacant Assistant Professor Office: 202.274-5922 E-mail:	 LaVerne Goodings-Jones Administrative Secretary Office: 311 Phone: 202.274-6067 E-Mail: lgooding@udc.edu

6.0 Respiratory Therapy Program Historical Perspectives

The University of the District of Columbia (UDC) is the only public post-secondary institution in Washington, D.C. and the nation's only urban land-grant university. As such, the university is directing the century old rural land-grant traditions of equal educational opportunity, applied research, and public service to the vastly more complex conditions of modern urban life in the District of Columbia.

The University of the District of Columbia Community College (UDCCC) provides city residents of all ages and backgrounds with equal access to low-cost, high quality education through an open admissions policy for all beginning college applicants. UDC's research is directed toward the social and technical problems of the city, producing practical knowledge and information that is readily applicable to urban regeneration. The wide array of community services offered responds to the basic human needs of District residents. UDC is a working partner in the efforts of business, industry, and government to improve the economic, social, and cultural life of the nation's capital.

In 1974, the U.S. Congress authorized the creation of the University of the District of Columbia (UDC) with the passage of Public Law 93-741. As provided in the congressional legislation, the District of Columbia Council amended P.L. 93-741 in 1975 with the approval of D.C. Law I-36 and authorized the merger and consolidation of the three former post-secondary institutions: the Washington Technical Institute (WTI), the District of Columbia Teachers Colleges (DCTC), and Federal City College (FCC). Between 1976 and 1978, the administrators and faculties of the three institutions achieved the consolidation of the administrative services and academic programs of the predecessor institutions.

The Respiratory Therapy Program at the former Washington Technical Institute was an outgrowth of the 18 month hospital based program at Washington Hospital Center, which had its inception in 1967 when the need for formally prepared technicians in this metropolis was acute. At that time, the need had increased significantly as was evidenced by the number of vacancies in this profession in area hospitals. The move to associate degree education in Respiratory Therapy in 1969 necessitated the transplantation of the program into the academic environment at the Washington Technical Institute. Thus was created the twenty-one month associate degree program.

In 1994, with the mandated elimination of the summer offering, the program again evolved, this time into a six semester format. This format was comprised of a two semester pre-clinical division followed by a four semester clinical division. Further changes occurred in 2001 with the reduction in credits to 68. A strengthening of the program has seen a return to the summer offering with an introduction to mechanical ventilation course in preparation for second year critical care clinical experience and an increase in required credits to the current 72.

In 2008, the University Board of Trustees approved the 2 + 2 Bachelor of Science Degree in Respiratory Therapy, which is administratively located in the Department of Nursing and Allied Health at the Flagship University. This Program has since been discontinued.

The Respiratory Therapy Program at the UDCCC is completing its 49th year of existence and will be graduating its 48th class of therapists in the spring of 2020.

The Community College has become branch campus and a member of the University of the District of Columbia System in 2009-2010.

Washington, D.C. and its metropolitan suburbs have savored the expectation of having this program provide their hospitals and other health agencies with the area's much needed qualified practitioners. Graduates of the program continue to perform well on the job and on the National Board for Respiratory Care credentialing examination.

The program has three full-time faculty as well as two Medical Co-Directors. The use of part-time adjunct faculty, many of whom have long histories of dedicated service to the program, complement the full-time staff to fulfill the instructional demands of the program. Contracts are active with six of the area's major teaching hospitals to serve as primary or secondary clinical affiliates. On-campus skills laboratories are equipped with the latest ventilators and computerized clinical simulation manikins.

The primary responsibility of the program is to serve the needs of the residents of the District of Columbia. This involves the staffing of several hospitals in the city with graduates. Additionally, a secondary role is played in staffing additional hospitals and health centers in the Washington Metropolitan Area.

The Respiratory Therapy Program has a student body representative not only of American students, but also from numerous backgrounds from variety of international cultures. This cosmopolitan mixture brings a rich diverse perspective to the student body.

ORGANIZATIONAL STRUCTURE

Respiratory Therapy is administered by the Program Director for Respiratory Therapy within UDC-CC's Department of Nursing, Allied Health, Life and Physical Sciences. The Department includes the Associate Degree programs in Nursing, Mortuary Science and Respiratory Therapy, as well as professional training in biology and chemistry. The Program Director for Respiratory Therapy Program reports to the Director of the Division of Nursing, Allied Health, Life and Physical Sciences who reports to the Dean of Academic Affairs.

7.0 Program Accreditation

The Associate Degree Respiratory Therapy Program is within the University of the District of Columbia Community College, which is accredited under the university system, by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) www.coarc.com .

The Commission on Accreditation for Respiratory Care (CoARC) is located at 264 Precision Blvd. Telford, TN 37690, 817-283-2835. For complete information about CoARC and program accreditation status and statistics you can visit the accreditation organization website at: CoARC Website.

8.0 Program Goal, Vision, Mission, and Philosophy Statements

The Mission of the University of the District of Columbia

The University of the District of Columbia is an urban land-grant institution of higher education. It is a comprehensive public institution offering quality, affordable postsecondary education to District of Columbia residents. It's mission states:

"Embracing its essence as a public historically black urban-focused land- grant university in the nation's capital, UDC is dedicated to serving the needs of the community of the District of Columbia, and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond."

MISSION OF THE RESPIRATORY THERAPY PROGRAM

The Respiratory Therapy Program is in alignment with the mission of the university. The mission of the Respiratory Therapy Program is also in alignment with the Commission on Accreditation of Respiratory Care (CoARC) which is to ensure high quality educational programs prepare competent respiratory therapists for practice, education, research, and service.

VISION OF THE RESPIRATORY THERAPY PROGRAM

The vision of the Respiratory Therapy Program is to prepare competent practitioners to meet the Respiratory Therapy health-related needs of the diverse citizenry of the District of Columbia and for society at large,

PROGRAM GOALS

The goal of the program is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skill) and affective (behavior) competencies of Registered Respiratory Therapists. The program does this by creating a learning environment that fosters critical thinking through experiential learning, problem-based learning and hands-on clinical practice. Graduates are able to practice in a variety of settings and attend to respiratory health needs of all age groups across the health care continuum from wellness to critical care. Upon completion of the respiratory therapy program students will:

Goal 1: Evaluate clinical data as it pertains to cardiopulmonary disorders and diseases. [National Board for Respiratory Care Content Matrix (NBRC #1)]

Goal 2: Demonstrate appropriate use of therapeutic devices in respiratory care and infection control. (NBRC#2)

Goal 3: Perform evidenced-based respiratory care interventions in the treatment of patients suffering from

a wide range of respiratory pathologies. (NBRC#3)

Goal 4: Demonstrate compassionate, ethical, and professional behaviors with patients, peers, supervisors, and members of the community.

PHILOSOPHY OF THE RESPIRATORY THERAPY PROGRAM

The faculty of the Respiratory Therapy Program embraces the mission of the University and supports its goals. As a major component of this land-grant institution of higher education, the faculty has the responsibility for providing respiratory therapy education opportunities, which will lead to licensed graduates who will provide quality respiratory care for residents of the District of Columbia.

Complementing the nature of health care practice, the Respiratory Therapy program has three overarching commitments: **the development of a strong cognitive knowledge base with critical thinking skills, technical competence, and professional and ethical sense of responsibility.**

II. PROGRAM- ADMISSION AND GRADUATION INFORMATION

1.0 Admission, Progression and Graduation

The Respiratory Therapy Program of the University of the District of Columbia Community College (UDCCC) currently offers the Associate of Applied Sciences Degree in Respiratory Therapy.

The Associate of Applied Science in Respiratory Therapy prepares graduates to take the National Board of Respiratory Care (NBRC) Entry Level, Certified Respiratory Therapist (CRT), examination which States utilize in granting licensure to practice Respiratory Therapy. Further, it prepares students to take the advanced practice, Registered Respiratory Therapist (RRT), examination, which is identified nation-wide as the optimal professional credential in the discipline.

A. ADMISSION TO THE UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE

The UDC Office of Admissions processes applications to the Community College. Admission to UDC-CC **does not** guarantee admission into the Respiratory Therapy Program. Admission to the Program is limited by available resources and student eligibility.

Upon admission to the Community College, new students identifying Respiratory Therapy as their intended major are assigned to a Student Success Center Advisor who will assist them in completing the prerequisites to enhance their likelihood of being accepted into the Respiratory Therapy program.

Admission to the Respiratory Therapy Program is competitive. To be considered for admission to the Respiratory Therapy Program, eligible students must first be enrolled at the University, complete prerequisites of 17 semester hours earning a minimum grade of “C” in each identified course, and have

a cumulative grade point average (CGPA) of 2.5 or higher.

Prerequisite Courses:

Course No.	Course Title	Credit Hrs.
FSEM-101C	**First Year Seminar**	**1**
IGED -120C	**Foundation Quantitative Reasoning**	**3**
IGED-11C	**Foundation Writing in the Arts & Humanities**	**3**
RSPT-170C	**Introduction to Health Science**	**2**
BIOL-111C	**Anatomy and Physiology I Lecture**	**3**
BIOL -113C	**Anatomy and Physiology I Lab**	**1**
BIOL-112C	**Anatomy and Physiology II Lecture**	**3**
BIOL-114C	**Anatomy and Physiology II Lab**	**1**
	Total	**17 Credit Hours**

B. Admission to the Respiratory Therapy Program

Admission to the program is competitive, and space is limited. Interested students will submit a separate application to the Respiratory Therapy Program. This application may be obtained from program faculty in early December from room 116. Applications must be received by the department no later than Friday, the first week of March for placement consideration in the fall class. Students are responsible for meeting all program deadlines. Students submitting applications after the deadline will not be considered for admission to the fall program.

In addition to the GPA and prerequisite requirements, applications are required to submit essays, two letters of recommendation, a current official transcript, a valid CPR from the American Heart Association (BLS Provider) certification valid for two years, and a criminal background check and 10 panel drug screen. Applicants must also complete the Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS®) admission exam or the HESI admission exam and complete an in-house writing sample and faculty interview.

Science courses can be no older than **five years** at the time of enrollment into the program

Accepted students must verify completion of the following requirements prior to clinical site assignments (a component of clinical Respiratory Therapy courses):

(1) Proof of purchase of professional liability insurance provided by the University.

(2) Annual health clearance by UDCCC University Health Services prior to the 1st day of class.

(3) Annual background and drug screening are required by clinical affiliates.

C. TRANSFER STUDENTS

The Respiratory Therapy Program reserves the right to assess undergraduate transfer credits that count toward the AAS degree. The Respiratory Therapy faculty will review and evaluate all transfer credits applicable to a Respiratory Therapy major and will indicate which respiratory therapy courses the student must complete in order to fulfill degree requirements. The university confers degrees to those students who complete all degree requirements according to the Respiratory Therapy program of study. Acceptance of transfer students from other Respiratory Therapy programs depends on space availability.

Transfer students must be officially admitted to the community college of the university prior to their application to the Respiratory Therapy Program, have their previous course work submitted to the admissions office for transfer credit evaluation, and document completion of the prerequisite courses.

Transfer students must be in good academic standing at their previous colleges(s). Students transferring from another Respiratory Therapy program must submit a letter from their previous program director detailing the reason they are leaving the program and their eligibility to return to that program.

Refer to the section on General Information for specific details on course requirements.

CREDIT BY EXAMINATION FOR COMMUNITY COLLEGE/UNIVERSITY COURSES

The faculty is committed to validating prior education through the credit by examination process to facilitate advanced placement of students. Students may receive credit by examination for specific courses with approval of the department offering the course in keeping with university policies. The UDCCC Undergraduate Catalog states the following:

> Students may receive credit for course work upon successful completion of an examination and approval of the department chairperson and school dean. Students seeking credit by examination must receive prior permission from the chairperson of the department offering the course. Once the appropriate forms are completed and signed, full-time students must pay the per credit hour fee. Part-time students must pay any additional tuition and pay the per credit hour fee.

CREDIT BY EXAMINATION FOR RESPIRATORY THERAPY COURSES

The University policy for the Credit by Examination must be followed. The additional guidelines for challenging Respiratory Therapy courses through the Credit by Examination process have been developed to facilitate smooth progression for Respiratory Therapy students:

1. Students follow the procedure for credit by examination according to University guidelines as well as follow the program of study for Respiratory Therapy to avoid problems with faulty sequencing of courses, omissions or duplications in completing the program of study.
2. Students will meet with the instructor of the course to discuss the requirements and receive detailed instructions with information sheets to assist in completion of the Credit by Examination process.
3. If a student decides to do credit by examination, an examination fee is charged. This fee is charged to any student seeking examinations in lieu of enrollment in specific courses. Once permission has been granted from the faculty and chairperson, a fee of $5 per course credit hour, plus the tuition, is charged. The examination cannot be administered prior to payment of the fee and tuition.
4. Clinical courses may not be taken by examination.

D. ADVISEMENT AND REGISTRATION

New students (Freshman Level or Transfer) admitted to the university who indicate an interest in Respiratory Therapy should report to the Respiratory Therapy Program for advising.

Continuing students who are Respiratory Therapy majors are to see their faculty advisors prior to the early registration period each semester for academic counseling. Students should make appointments with their faculty advisor for academic counseling at least once per semester to facilitate optimal progression through the program. This counseling should be completed prior to the regular registration periods.

UDC Students planning to change their majors to Respiratory Therapy will adhere to the following procedure:

1. Receive academic counseling from a Respiratory Faculty, room 904 and 905

2. Be in good academic standing with a cumulative GPA of 2.5 prior to the change

3. Complete the change of major form

4. Submit an application for admission to the Respiratory Therapy program according to the above procedures

5. Take an admission exam, provide a writing sample, and be interviewed by the faculty.

Respiratory Therapy Faculty Advisors

Respiratory Therapy Faculty Name	**Office and Telephone**
Ms. Tanya Claggett, MS, RRT	Backus, 116 – 274-5922
Dr. Lori Taylor, RRT	Backus, 116 – 274-5864

E. PROGRESSION, DISMISSAL AND READMISSION

1. Progression

- Achievement of a grade of "C" or better in all required courses listed on the Program of Study.
- Incomplete grade(s) in Respiratory Therapy courses must be removed before progressing to another Respiratory Therapy course.
- Pre and/or co-requisites must be completed for each Respiratory Therapy course prior to progression.
- A student may **repeat** a Respiratory Therapy course only once.
- A course from which a student withdraws is considered an attempt and may be repeated only one time.
- **Only one Respiratory Therapy course may be repeated during a student's progression through the Respiratory Therapy program of study.**
- **A grade of D or F on any two respiratory therapy courses will result in automatic permanent dismissal from the program.**

2. Grading System

The following grades are used in Respiratory Therapy courses to indicate level of achievement:

A	(93-100)	Excellent
B	(84-92)	Good
C	(75-83)	Satisfactory
D	(66-74)	Unsatisfactory (not passing)
F	(65 or lower)	Unsatisfactory (not passing)

3. Consortium of Universities.

If non-Respiratory Therapy course requirements cannot be met at UDCCC and students find it necessary to take courses at another academic institution, they must first obtain written permission from the Program Director, the Division Director, and Dean of Academic Affair, and initiate the appropriate concurrent enrollment form. (See University Catalogue on Consortium of Universities).

4. Denial of Progression

- A grade less than "C" in any Respiratory Therapy, or prerequisite/ co-requisite science course, will result in a denial of progression of students in the Respiratory Therapy Program course sequence, until such time as the course is passed with a grade of "C" of better.

5. Permanent Dismissal

- A grade less then "C" on the second attempt of a Respiratory Therapy

course will result in automatic permanent dismissal from the program. **No more than one (1)** respiratory therapy course may be repeated in the above fashion. Thus, any subsequent grade below a "C" in a second respiratory course will automatically result in permanent dismissal from the program.

- Professional conduct that does not adhere to the AARC Statement of Ethics and Professional Conduct, or the Student Code of Conduct for UDCCC Respiratory Therapy students is grounds for immediate dismissal from the program.
- Any verified instance of cheating or academic dishonesty.
- Any incident where continuing in the program would be detrimental to the health of the student or to others.
- Any circumstance where a clinical site dismisses a student whose behavior is deemed to be detrimental to the hospital or proper rendering of quality patient care.
- Failure to comply with hospital or program policies regarding required immunizations.
- Falsely accusing students and/or faculty of unprofessional conduct.

Clinical site placement is contingent on the agreement of the participating clinical facility. Thus, the clinical site reserves the right to exclude any student whose behavior, in the sole opinion of the site, is deemed to be incompetent, unprofessional or detrimental to the hospital or proper rendering of quality patient care.

Special notation:

When a student is dismissed from the Respiratory Therapy program, she/he is not dismissed from the Community College and is assisted to identify another major.

6. Returning Students

Students, who have not been enrolled for one or more semesters in the Respiratory Therapy Program course sequence, must submit a complete admission application and a letter of request for consideration for readmission to the program. Consistent with the admission policy, students must have a grade point average of 2.50 to be eligible for readmission. Students who withdraw from the Respiratory Therapy Program sequence, and plan to return at a later date, even though the student has earned a "C" grade in Respiratory Therapy courses during a previous enrollment, will be required to validate previous coursework according to the policy described below. **Students who withdraw from the Respiratory Therapy Program sequence, and plan to return more than a year later, even though the student has earned a "C" grade in Respiratory Therapy courses during a previous enrollment, will be required to reenroll as a new student in the program**. Readmission of Respiratory Therapy students is contingent upon review by the faculty Admission and Progression Committee and space availability. If a student is readmitted, he/she will be readmitted under the current curriculum plan and handbook policies in place at the time of readmission.

7. Policy for Validating Previous Coursework Following a Break in Enrollment

Any student who, upon successful completion of the first-year clinical course work, has a

lapse of one or more semesters before enrolling in subsequent clinical courses must, prior to being assigned to a subsequent clinical course, demonstrate continued current competency in the cognitive and psychomotor skills presented in the first-year clinical course work.

Therefore, demonstration of competency shall require direct patient contact and thus, shall require repeating Principles and Practice of Respiratory Therapy II (RSPT-172) in its entirety for credit.

Successful repetition of RSPT-172 will be followed by enrollment in Introduction to Mechanical Ventilation (RSPT-250) during the subsequent summer semester, regardless of whether the student previously passed this course.

Second year students who fail to progress to the 2nd year fall semester for any reason (academic or non-academic) must return during the subsequent summer semester (pending no prior failures of any respiratory therapy classes) enroll and repeat Introduction to Mechanical Ventilation regardless of whether the student previously passed this course.

Second year student who fails the final semester for any reason (academic or non-academic) must return during the subsequent Fall semester and repeat Critical Care and Ventilation Management the and Seminar II in order to maintain their clinical competencies in the cognitive and psychomotor skills before progressing to the final semester regardless of whether the student previously passed these courses.

Note*** Any continuing or transfer student who, upon successful completion of any **clinical course work** in any given semester, has a lapse of one or more semesters shall be required to repeat the subsequent clinical rotations to maintain their **clinical course work** and competencies regardless of whether the student previously passes these courses.

H. REQUIREMENTS FOR GRADUATION

1. Degree Requirements

a. The Associate Degree requires 72 semester hours, the final 15 of which must be in residence at the University of the District of Columbia Community College.

b. Completion of appropriate University/ Community College-Wide requirements.

c. Completion of all courses identified on the program of study, **within four years of initial enrollment**, with a minimum grade of "C" in each.

2. Community College-Wide Requirements

Respiratory Therapy majors must meet the University/Community College-wide requirements. (Refer to University Catalog)

3. Major (Respiratory Therapy) Requirements: Performance on Comprehensive Exit Examinations

As part of their Respiratory Therapy Seminar I and II course requirements, students must achieve a passing score on the Exit Examinations in order to graduate from the Program.

4. Comprehensive Secure Exam I

The Certified Respiratory Therapy Credentialed (CRT), which is awarded by the National Board of Respiratory Care (NBRC), is an outcome measurement standard required by the program's accreditation agency, the Commission on Accreditation for Respiratory Care (CoARC). The program is required to report graduate success on the CRT exam as an outcome measure. As such, the program has established that students in the third semester of the program in the Respiratory Seminar I class must pass the secure exit examination in order to advance to the last semester and be eligible for graduation from the program. The secure exam given to all third semester students provides the program with an assessment measure compatible to the actual Therapist Multiple Choice (TMC) Board Exam content that students take upon graduation from the program.

5. Comprehensive Secure Exam II

The Registered Respiratory Therapy Credential (RRT), which is awarded by the National Board of Respiratory Care (NBRC), is an outcome measurement standard reported to the program's accreditation agency, the Commission on Accreditation for Respiratory Care (CoARC). The program is required to report graduate success on the RRT exam as an outcome measure. The program requires that students in the Respiratory Therapy Seminar II course must pass the secure written examination to be eligible for graduation from the program. The RRT secure exam given to all fourth semester students provides the program with an assessment measure compatible to the actual RRT exam content that students take upon graduation from the program.

5. Clinical Practicum Exams

The program uses a variety of assessment techniques to evaluate students' cognitive domain levels as it relates to theory of respiratory care practice. Exams, quizzes, required journal writings and research papers are examples of course evaluation instruments. In addition, the program has implemented a clinical practicum evaluation exam at the end of each clinical semester with the implementation of DataARC. These exams are face to face hands on exams that involve evaluation and demonstration of clinical skills and knowledge/theory of practice. The program utilizes a skill matrix as part of a master competency record and students are required to demonstrate competency in certain skill areas each semester. The program has established a competency benchmark of 75 for a cumulative score in skill area testing-these tests must achieve 75% on all skills, failure of any one skill is a failure of the course. Students who fail to demonstrate

the required skill knowledge in the targeted competency skill areas will be ineligible to advance to the next clinical semester. In the event of documented circumstances where students request to be tested again by a different evaluator(s), the program director or his/her designee may re-test the student in the targeted competency areas.

I. ACADEMIC INTEGRITY

1. Honesty

Students at UDCCC assume the obligation to maintain standards of academic integrity. Violation of academic obligations includes unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts. Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. Students are subject to permanent dismissal from a degree program for unethical practices and acts of academic dishonesty. A plea of ignorance of the policy will not be accepted. The actions prescribed whenever a violation of academic integrity is noted begin with the instructor's written report documenting the academic offense. If it is determined that a student has violated the Academic Integrity Policy, the student may suspended from the Community College/University (See 2019-2022 University Catalog).

Academic honesty is expected and required for retention in the Respiratory Therapy program.

Any student found to be dishonest on exams, course work, or clinical work, based on concrete evidence, will be permanently dismissed from the Respiratory Therapy program. Reasons for permanent dismissal will be a part of the student's Respiratory Therapy record. Any student who is found cheating will not receive credit for the course and may be permanently dismissed from the program.

2. Code of Conduct Classroom/Clinical

All students majoring in Respiratory Therapy at UDCCC will be expected to follow a code of conduct and ethics consistent with the high standards established and practiced within the medical and health science professions. Certain types of behavior have been identified as causes for permanent dismissal from the Respiratory Therapy Program if practiced by Respiratory Therapy students. These include:

- Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the community college.
- Forgery, alteration, or misuse of clinical, university documents, records or identification.
- Violation of any law of the land.
- Disruption of class by use of abusive or obscene language.
- Insubordination and anger management issues
- Fighting at a clinic site or on university premises.
- Being intoxicated or under the influence of illegal drugs while on clinical assignment or on college/university premises.

- Vandalism or stealing.
- Sleeping while on duty at a clinical assignment.
- Leaving a clinical assignment or room/area without the instructor's permission.
- Falsifying clinical records.
- Failure to notify the designated clinical personnel of absence or lateness.
- Violation of any duly established rule and/or regulation of the agency used for clinical courses.

3. Code of Ethics

Students are expected to follow the Code of Ethics as adopted by the American Association for Respiratory Care (AARC). The following AARC Code of Ethics is accepted by the program as serving as the professional conduct standard expected of Respiratory Therapy students and practitioners. In the conduct of professional activities, the Respiratory Therapist shall be bound by the following ethical and professional principles (Revised 04/15)

https://www.aarc.org/resources/professional-documents/whitepapers/professionalism/

Respiratory Therapists shall:

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

GENERAL INFORMATION

Program- Clinical Admission Requirements

Clinical Requirements/Criteria for Admission into Clinical Phase of the Program:

All students who have been accepted into the clinical component of the program and have met the academic requirements are also subject to meeting the following clinical requirements for full program admission. Failure to successfully meet the following clinical requirements can result in termination or suspension from the clinical phase until all requirements have been met.

A. Criminal Background Checks

Respiratory students entering the clinical component of the program must have a completed criminal background check on file by the college provider who performs such checks. If a student's criminal background check returns evidence of a felony criminal conviction or other serious charges that could result in a clinical affiliate denying clinical rotation access to that student, a review of the situation will be conducted by the program director and clinical director. Students must submit criminal background checks as a part of the application process. All clinical affiliates require evidence/validation of a criminal background checks as per clinical affiliate/college contract agreements. If a student upon admission to the respiratory therapy program has a subsequent criminal history, the clinical affiliate has the right to deny that student access to its facility and the program must disclose such information to the affiliate and allow the affiliate the right to deny or approve access to said clinical affiliate. If a student is denied access to a clinical affiliate due to a criminal history, the program will not reassign a student to another clinical affiliate and will permanently dismiss the student from the program. **The criminal background check is repeated each year in the fall semester.** If the clinical affiliate requires a more recent background check, the student is required to comply.

B. Drug Screening/Testing

Respiratory students entering the clinical/professional phase of the program must have a completed (negative) drug screen (minimal 10 panel) on file by the college provider who performs such medical screens. Students are advised in the respiratory therapy introduction class (RSPT 170) that our clinical affiliates require evidence/validation of negative drug screen as per clinical affiliate/college contract

agreements. If a student has a positive drug screen, the clinical affiliate has the right to deny that student access to its facility and the program must disclose such information to the affiliate and allow the affiliate the right to deny or approve access to said clinical affiliate. If a student is denied access to a clinical affiliate due to a positive drug screen, the student will be permanently dropped from the program. The drug screen cannot be completed more than **3 months** prior to the beginning of each fall semester. If the clinical affiliate requires a more recent drug screening, the student is required to comply.

C. Student Health Record

Respiratory students entering the clinical/professional phase of the program must have a completed Health Record Form on file with the program that was completed no more than 3 months prior to the beginning of the Fall semester of each clinical. All allied health programs have a standard health records form that must be completed by an approved medical provider. The following information, but not limited to, must be completed as part of this process:

- Evidence of negative TB screen)
- Evidence of Immunization history
- Required Titer levels
- Hepatitis B vaccine or waiver form
-Flu Vaccine every fall
-TDAP (within the last 10 years)
- T-Spot/IGRA

D. CPR Verification

Respiratory students entering the clinical/professional phase of the program must have evidence of CPR for Health Care Provider certification by the **American Heart Association**. CPR certification must be kept up to date throughout the entire phase of the program. Failure to maintain CPR certification can result in suspension from clinical rotations.

E. Pre-Hospital Education Validation

Respiratory students entering the clinical/professional phase of the program must have evidence of successful completion of the required pre-hospital in-service training. The majority of clinical affiliates require that students in the clinical phase of the program who are treating patients must complete required pre-hospital training/in-service in areas related to the care, safety and confidentially of patient records. HIPPA education is a required module of all clinical affiliates. The majority of our clinical affiliates required this training to occur during the first week of the clinical rotation. This pre-training activity is coordinated by the assigned clinical instructor for that facility. The training may also be given by the UDCCC Respiratory Director of Clinical Education when allowed by the clinical affiliate. This type of training is required of all employees by the Joint Commission on Accreditation of

Hospitals (JCAHO) and as such students are subject to the same validation procedures. **Student must repeat the training on a yearly basis.**

F. <u>Remediation Policy</u>

The remediation policy for all courses in the Respiratory Therapy program is as follows:

1. Qualifications
   Lecture/Didactic

   Students will be formally evaluated at midterm in every course throughout the program. Students found to be performing at less than minimal standard (75%) in **classroom settings**, whether cognitive, psychomotor or affective domains will meet with the appropriate instructor(s) to evaluate the problem and devise an action plan for remediation. In addition, each instructor will meet with a student **at any time** that their individual assignment and/or cumulative grade fall below acceptable passing level (75%). Again, an analysis of the problem and development of an action plan will be identified.

Lab/Clinical

– Students' competencies (according to DataArc) have either
   a. Below 75% with minor unsatisfactory only
   b. Any competency with a major unsatisfactory

2. Process - Students are encouraged to meet with their professors at any time throughout the semester with any questions or concerns before competency assessment to ensure that they show satisfactory skills. If professors identify students that require remediation:
   a. Professors will notify all students after all lecture, lab, or clinical assessments that qualify for remediation
   b. The professor and each individual student will come up with a plan of action that may include:
      i. Use of videos and other visual technology that demonstrate satisfactory competency
      ii. Practice time in the lab with any/all skills with supplemental instruction
      iii. Review of knowledge material applied to the skills
      iv. Any other means necessary for students to gain proper skills
3. Assessment and Attempts – When ready, the professor will reassess all students that qualify for reassessment and have proceeded through the process of remediation. Students have a total of 3 attempts on any **lab or clinical** assessment (lecture remediation requires better performance on future assessments within a course)

4. Results of meetings are documented in writing and signed by both faculty and student involved. This documentation becomes a part of the student's permanent record.

G. Student Remuneration

The student shall practice respiratory therapy only under the direct supervision of a licensed respiratory care practitioner who collaborates with a licensed physician.

A student shall not receive payment or compensation of any nature, directly or indirectly, for the practice of respiratory therapy.

III. STUDENT POLICIES & PROCEDURES

A. Permanent Termination

1. A student will be terminated from the RT curriculum, if, at any time, inappropriate conduct displays potential harm to patients.

2. A student will be terminated from the RT curriculum, if at any time they knowingly and with intent breeches patient confidentiality (HIPPA).

3. A student will be terminated from the program for repeated unprofessional conduct in the classroom, laboratory, or clinical setting which adversely affects the therapeutic milieu or reflects unfavorably on the clinical institution or the College. Issues such as anger management, disruptive outburst or insubordination will not be tolerated at any time.

4. A student will be ineligible for re-entry into the RT curriculum if they receive an unsatisfactory grade (D, or F) in any individual RT course on two occasions.

5. A student will be dismissed from the RT curriculum is he/she receives an unsatisfactory grade (D, or F) in more than one RT courses.

6. A student must repeat any clinical course in which if he/she receives an unsatisfactory grade (D, or F) in any clinical RT course.

7. A student will be dropped from the program if emotional or physical health appears such that he/she cannot competently function at the level of his/her student peers. Students must advise faculty of any change in their health status.

B. Readmission Policy

1. At the time a student voluntarily leaves the program he/she may request an exit interview. The student's advisor will conduct this interview. At that time, the

student's record will be updated to include his/her reason for leaving the program.

2. At least two months prior to the anticipated date of return, the student must submit a letter to the RT program director requesting readmission to the RT curriculum. This letter must state the last semester and RT course in which the student was enrolled, the grade obtained, any reason(s) other then academic for the student's withdraw, and those steps the student has taken to improve his/her potential for success if readmitted to the program. This letter will be reviewed by the Program Director and a decision concerning readmission will be made by him/her. The student is advised that they may also need to petition the Community College for readmission depending on his/her academic status with the College. The following documents will be considered regarding readmission:

   - Student Exit Interview,
   - College Transcript(s).
   - Length of Time absent from Program,
   - Course Outlines. (The content of courses successfully completed by the student compared to the current content of those courses),
   - Clinical Evaluations, and
   - Current Health Record, if Pertinent.
   - Conduct and Professional Behavior

3. Readmission will be based on evaluation of circumstances and cannot be guaranteed. Acceptance may be delayed depending on the availability of clinical facilities and instructors.

4. All students will be governed by the edition of the "Policy Manual for Respiratory Therapy Students" under which they were most recently admitted to the RT program.

5. All preadmission requirements must be met by readmitted students; this includes the physical examination etc…
6. Students who are accepted for readmission and elect not to return will be considered again only for the most cogent reasons.

C. Attendance Policy

1. As a general rule, students missing 30% of scheduled lectures or classroom activities will be advised to withdrawal for the course. Policies for individual courses are developed and enforced by the particular profession. Students are expected to attend every class session except in the case of an emergency. It is the responsibility of the student to notify the instructor why he/she was absent from the class session. In determining whether or not an absence was justified, the instructor may require such evidence as he/she sees fit. A significant portion of the course content may be available from the lecture only; the student should not assume that sufficient knowledge to obtain a passing grade or to meet minimal course objective can be obtained merely by reading the text.

The University expects all students to attend all scheduled sessions on a regular basis. If a student finds it necessary to be absent from class because of illness or other personal reasons, the reason for the absence should be reported to the instructor. This is for the instructor's information only and in no way excuses the absence, nor does it relieve the student of the responsibility for assignments covered during the period of absence. Extenuating circumstances that may force a student to have an extended absence should be documented and reported to the instructor and chair of the department. The instructor will determine the amount of assistance a student will need to complete the course requirements.

2. When the number of a student's absences or tardiness is such that the instructor feels the student cannot successfully complete the course in the time remaining in the semester/session, the instructor may recommend that the student drop the course. **A maximum number of 3 absences for class or laboratory will be allowed**.

3. If the classroom/ laboratory absence is unavoidable, students must complete the Following requirements:'

   a. Contact the faculty:

   Dr. Lori Taylor 202-274-5864/email: lataylor@udc.edu

   Voicemail on 24 hours per day

   b. Explain the reason for the absence to that instructor.

4. It is the student's responsibility to make up all the material missed. All work missed must be completed by next class session, as set forth by the instructor. Additional work/assignments may be required.

5. Students may be excused from examinations or quizzes only by prior arrangement with, and at the discretion of the instructor. Such absences will be permitted only for extreme circumstances. The instructor will notify the student of the time/place for make-up examination.

6. Each student is held responsible for attendance in clinical areas. Because of our limited clinical sites, our responsibilities to patients/clients, our contracts with agencies, and loss of educational opportunities – student absences prove to be most embarrassing, disruptive, and are highly discouraged and are unacceptable. A maximum number of three clinicals may be missed per semester. If additional unexcused absences occur during the semester, the student's final grade will be reduced by 5% for each unexcused absence, or the student may be advised to withdraw from the course and will not be allowed to return to the clinical for the remainder of the semester.

If a student is absent more than three days, they can be withdrawn from the program. Clinical time will only be done at the clinical affiliate where the student was absent.

An excused absence includes illness and/or death in the immediate family. Documentation is required. Absences due to extenuating circumstances will be dealt with on an individual basis at the discretion of the instructor.

7. If absence from a clinical session is unavoidable, students must complete the following requirements:

   a. Call the clinical instructor and inform he/she that you will not be attending clinical.

   b. Call the clinical faculty and state reason of absence or tardiness.

   c. Personal tragedies (such as death in the immediate family or hospitalization) resulting in absence will be dealt with individually. The student is responsible for contacting the appropriate instructor upon returning to school

   d. A student will receive a grade of "F" as his/her final clinical grade for failure to comply with the above attendance policy.

   e. Clinical absences and/or tardiness will be recorded in the student's permanent clinical evaluation records.

   f. Excessive absence and/or tardiness (more than 3) may jeopardize your grade, prevent your advancement to the next sequential clinical course, and/or delay graduation. Tardiness is extremely disruptive to the clinical experience, affecting not only other students and the learning environment, but staff and patient care as well. Habitual tardiness (more than 3) will result in a reduction in the final grade for the course in which the student is enrolled of 3% for each tardiness beyond three (Respiratory Therapy Student Handbook)

   g. **Respiratory therapy classes and clinical rotations take precedence over any outside job. Arrangements for working must be made so that they do not interfere with meeting the requirements of the respiratory courses.**

   h. The clinical affiliate of the clinical instructor reserves the right to send a student home for tardiness. If a student is sent home for tardiness, it will be counted as an unexcused absence.

D. Pregnancy Policy

The program has established the following pregnancy policy guidelines in order to protect the safety of pregnant mothers and their fetus and to adhere to clinical affiliate guidelines relative to radiation exposure and other inherent risks that pregnant mothers may be subject to while performing care in the clinical environment.

1. Students are required to notify the program director as soon as a pregnancy is suspected or confirmed so that the student and the program director can discuss how to take reasonable precautions when performing care to patients so that it reduces any risk to the fetus. For example, pregnant mothers need to take extra precaution with exposure to radiation.

2. In the event the student is unable to complete the program due to complications of the pregnancy, the program will follow the guidelines below for re-admission:

3. Students who withdraw under the pregnancy policy will be given first priority for readmission.

4. The student has completed all minimum requirements of the program up to the point of withdrawal.

5. It is the responsibility of the student to initiate the readmission procedure by contacting the program director in writing of her intent to seek re-admission.

E. Medical/Liability Insurance

All students enrolled in the University of the District of Columbia Community College must carry medical insurance while in the program. Students are subject to occupational health risks while providing care to patients and during clinical rotations.

Students must verify that university liability insurance is active each fall semester. Currently this insurance is provided by the University. The university covers students under its liability insurance while students are enrolled in the program and functioning under program guidelines and supervision.

F. Class/Clinical Cancellation: Inclement Weather Policy

1. In the event of inclement weather that may result in delay or cancellation of college classes, students should utilize the following available sources to determine if weather conditions have resulted in closure of the college campus or delay in the class scheduling.

   A. E-Alert college notification system. Students can sign up for this service via the college website and they will receive instant text notifications whenever the college is closed or delayed due to weather conditions. The E-Alert system also notifies students of any impending emergencies or “lock down” conditions.

   B. The college website, local radio stations and the college phone answering services (202-274-5000) all provide information regarding weather or emergency conditions.

G. Clinical Training

Clinical Affiliates

Students are scheduled and required to complete designated clinical experiences. The program has established clinical contracts/agreements with a diversified spectrum of hospitals and allied health providers across the tri-state area. The majority of the clinical training will be provided via our regional affiliates including:

Children's National Medical Center
BridgePoint Capitol Hill
Howard University Hospital
Inova Fairfax Hospital
Medstar Washington Hospital Center
Suburban Hospital

H. Professionalism

Students are expected to maintain a professional bearing throughout their clinical training. Students will be evaluated on their affective performance as well as cognitive abilities. All students shall adhere to the AARC's statement of ethics and professional conduct, as well as the role model statement for respiratory care practitioners. The following clinical affective objectives apply to all clinical experiences in the program.

A. Student-Patient Interaction:

The student will consistently display a professional and positive attitude in all dealings with patients.

- The student will always identify himself/herself to patients. The student must have **University Photo ID** at all times while in the clinical environment and when working with patients.
- The student will display courteous behavior towards the patient.
- The student will display respect for the patient regardless of race, religion, creed, color, or sex.
- The student will adhere to the above objectives regardless of the patient's condition.

The student will maintain confidentiality of all patient records and information.

- The student will record all information accurately in the patient's chart.
- The patient's chart belongs to the health care institution and will not be taken from the nursing unit or medical records department unless otherwise authorized by hospital/college personnel.
- The student will discuss the patient information only with other medical personnel involved in the care of the patient.

- The student will discuss with the patient only information already known to the patient.
- The student will discuss the patient's condition with the appropriate health care providers only when out of audible range of the patient and/or family and only on a need-to-know basis.

The student will display respect for the patient's right to privacy.

- The student will arrange clothing and bedding to maintain the patient's modesty.
- The student will knock on the patient's door before entering the room.
- The student will perform a physical examination of the patient only when indicated, and with the assistance of a staff member of the same sex as the patient.

The student will demonstrate concern for the protection of the patient from injury during procedures.

- The student will perform only those procedures in which he/she has been deemed competent by the instructor.
- The student will adhere to skill sheet when performing any procedure.
- The student will, in accordance with the skill sheets (DataArc), assess the patient's condition in response to therapy.

B. <u>Student-Clinic Personnel Interaction:</u>

The student will consistently display a professional and positive attitude in all dealings with clinic personnel.

- The student will identify himself/herself by wearing proper uniform, name pin, and other identification as may be required.
- The student will display respect for all hospital personnel regardless of race, religion, color, creed, or sex.
- The student will read and practice all rules, regulations, and procedures that are established for the department to which he/she is assigned.

The student will first discuss with the UDCCC instructor any established clinic procedure or any technique observed in the clinic with which he/she does not agree.

- The student will not discuss or debate any clinic procedure in the presence of a patient.

The student will demonstrate respect for the clinic by careful and responsible use of the clinic's facilities and equipment.

- The student will use only equipment with which he/she is familiar.
- The student will notify the instructor of any malfunctioning equipment.

B. <u>Student-Instructor Interactions:</u>

The student will consistently display a professional and positive attitude in all dealings with his/her instructor.

- The student will work to the best of his/her ability to complete all assignments.
- The student will use established procedures in mediating any differences between himself or herself and the instructor.
- The student will demonstrate respect for the instructor at all times.
- During clinical time, the student shall not leave the clinical facility without notification of, and permission from the instructor. Failure to adhere to this policy may result in dismissal from the RT program.
- Rotations and daily assignments are left to the discretion of the instructor. Any student argument or refusal to accept an assignment will be cause for dismissal from clinic and possible expulsion from the program. However, a student may decline an assignment if the student feels the procedure presents undue risk to the patient or if the student feels a particular patient's care to be beyond his/her level of competency.
- Affective objectives require that all students shall maintain a professional attitude at all times in the clinic, in the laboratory, and in the classroom.
- A "professional attitude" implies that students will be non-offensive in speech, dress, and dealings with hospital personnel, patients, physicians, college personnel, and with other students.
- Students must realize that dishonesty, abusive language or conduct, swearing, or threats in the classroom, laboratory or clinical setting will be just cause for immediate permanent dismissal from the program once such action is deemed justified by the Program Director in consultation with the appropriate College representatives. Such dismissal may or may not be proceeded by a verbal or written warning depending on the circumstances, but in all cases will require a conference with the Program Director and involved persons to hear both sides of the case before any such severe action is taken.
- It must be emphasized that in the clinical areas, the students are *<u>guests</u>* of the hospital. Any problems between students and hospital personnel should be referred *directly and immediately* to the instructor and/or Clinical Director who will mediate the situation. Students are <u>not</u> to involve themselves in arguments with or between any hospital personnel, physicians, patients, or visitors *<u>at any time, for any reason.</u>* Any event in which the hospital administration or department administration would

recommend that the student be dismissed from the clinical area will involve permanent dismissal from the program if the Clinical Director, in consultation with the Program Director, sees the conflict as an insolvable situation.

D. Professional Dress Code

An individual's appearance communicates an aspect of professional integrity. All students shall adhere to the following dress code:

1. Clinical

- Uniforms must be clean, neat, wrinkle-free, and in good condition. Students are not permitted to wear any part of the uniform with other street clothes. Uniforms must be odor free, including free of tobacco and alcohol odor.
- Students must wear clean shoes, socks and the required uniform pants and shirt. Shoes must be clean and polished. Shoes must be closed toe and closed heel.
- Students may wear a **plain white** turtleneck/crewneck underneath the uniform.
- Uniform pants shall be no longer than one inch above the sole of the shoe.
- Uniforms are to be worn when obtaining medical information for patient care reports. During clinical experience uniforms are required.
- Special instructions for clinical areas where uniforms are not required will be given by instructors.
- Head gear is not allowed except for religious purposes with documented prior approval from the Program Director and the clinical site 21 days before the start of the clinical rotation.

- Uniform Equipment
- Watch with second hand
- Black pen/pencil
- Bandage scissors
- Student ID
- Stethoscope

A. Jewelry

- Jewelry shall be kept to a minimum and should not affect any aspect of providing care.
- No jewelry, including body jewelry, is to be worn with the uniform, except a plain metal wedding band and/or pierced earring studs, limited to one in each ear lobe. Rings may not be worn in isolation or in the nursery.
- **No other visible body piercing**, including tongue piercing may be worn in the clinical setting.

B. Hair

- Hair, including facial hair, must be styled neat and clean. If the length is longer than the collar line, it must be raised above the collar line. Fancy barrettes, combs, or other ornaments may not be worn. Hair must be of an appropriate color – e.g. no pink, blue, or striped hair

C. Cosmetics .

- Nails must be no longer than the fingertips. Artificial nails are not permitted.
- Heavy perfumes and after-shave lotions are not permitted. Scented body lotions are not permitted.
- Make-up must be in moderation.
- Gum chewing is not permitted.
- Students are expected to be well-groomed and clean, including free of odors caused by tobacco and alcohol use.
- No form of tobacco usage, including snuff, is permitted in the clinical.
- No visible tattoos are permitted in the clinical area. All tattoos must be
- covered.

2. Class and campus laboratory

- Appropriate clothing is expected in class and in the campus laboratory in an effort to promote professionalism and refrain from distracting from the learning environment.

- Clothing must be clean, neat (pressed), and odor free, including free of tobacco and alcohol odor.

- Clothing and appearance guidelines are as follows:

Students are permitted to wear

- Jeans, dress slacks, Capri pants, or sweatpants as long as there are no holes, frays, or tears
- Shorts may be worn as long as they are mid-thigh in length and contain no holes, frays, or tears.
- Skirts may be worn as long as they are no shorter than 2 inches above the knee
- Sweatshirts/sweatpants and T-shirts can be worn as long as they do not contain crude messages including alcohol and/or drugs or sexual innuendo.
- Polo or collared shirts are acceptable.
- Fleece jackets are acceptable

- Tennis shoes, leather shoes and dress sandals that are clean are acceptable.

Students are **not** permitted to wear:

- No spaghetti straps, halter tops, tube tops, or other articles of clothing that may show the mid-drift. Low cut tops that reveal cleavage are not permitted.
- See through clothing is unacceptable
- Hats and head scarves are not permitted unless for religious reasons.

Additional appearance guidelines

- No excessive jewelry
- No visible body piercing other than on the ear lobes
- Hair and facial hair must be properly groomed.

Any violation of the professional dress code in the clinical setting will result in the student being dismissed from the clinical site immediately with an unsatisfactory for the day and a notation of violation of professional behavior made in the student's file. Two infractions of the professional dress code over the course of the respiratory therapy program may result in the student's failure of the respiratory therapy program.

A violation of the professional dress code in the class or campus laboratory setting will result in the student being dismissed from the class or campus laboratory activity. Student will be able to return when dress code requirements have been met. Repeated (more than one) failure to adhere to class/laboratory dress code will not be tolerated and a student may be dismissed from the program.

E. Confidentiality (HIPPA)

Students will not discuss clients outside of appropriate learning situations (classroom, conference room, or reports.) Students found guilty of breach of confidentiality will be subject to disciplinary action and/or dismissal. Students are cautioned that breeches of confidentiality may result in civil litigation.

F. Standard and Expanded Precautions

All students are to review the following guidelines listed under the center for disease website at http://www.cdc.gov/ncidod/dhqp/bp_universal_precautions.html to reduce the risk of the transmission of infection in the clinical setting.

G. Attendance/Responsibilities

Students are expected to adhere to acceptable ethical and legal practices. Students should be prepared in theory and practice to complete clinical assignments appropriate to their training to date within the prescribed time limit at the designated agency at the designated time. Students should adhere to the dress code and be responsible for the

therapy assigned (assignment, planning, implementation, evaluation, documentation, and end-of shift report.) RT students may be sent from the clinical area to the campus laboratory, the library, or other facility for advisement at the discretion of the instructor for the following reasons (list is not all-inclusive.):

- Inadequate preparation for clinical assignments.
- Inability to apply knowledge and skills from previous completed courses.
- Inappropriate verbal or non-verbal communication with patients, staff, instructors, or other students.
- Unprofessional conduct or behavior

H. Classroom Work & Responsibilities

Written work must be submitted on or before the date due. Late work may be considered unsatisfactory and/or the grade lowered. Copying without proper documentation (plagiarism) may result in the rejection of work and loss of credit. Refer to University of the District of Columbia Student Handbook.

Carelessness and tardiness may result in rejection of work and loss of credit. i.e. crumpled paper, gross misspelling, improper sentence structure, and poor punctuation. If handwriting is unreadable, work must be printed or typed. Patients/clients/physicians are to be identified by **initials** only. All research papers ware to adhere to current A.P.A. guidelines (See the Writing Center for help)

I. Communication of Assignments/Course Requirements

The program faculty will provide each student with a digital copy of each course syllabus in the program. Faculty have established a variety of electronic means to communicate with students to inform them of required course work or changes in class schedules. The program uses Blackboard as a communication medium to inform students of class requirements or to post assignments or changes to the class. Faculty also contact students by phone, email and text messaging where applicable.

J. Advanced Placement

Students possessing RT related clinical experience or knowledge may apply for advanced standing through a challenging process. Application must be made **no later than six weeks** prior to the start of the course being challenged and the process **must be completed no later than two weeks prior to the start of the course**. Students wishing to challenge will be provided with a course syllabus and course objectives.

1. Didactic Courses

   Didactic courses are those with no clinical component.

- The student must complete the following sequence:
  - Meet with the course instructor

    - Complete an “Application for Credit by Examination”
    - (Registrar’s Office.)
    - Pay any university/college fees
  - Complete a written examination with a score of 75 percent or better
  - Demonstrate psycho-motor competency in any manual skills included in course content.

2. Clinical Courses

  - Clinical courses are those which include hospital based clinical instruction and experience.
  - The student must complete the following sequences:
    - Meet with the course instructor.
    - Complete an “Application for Advanced Standing” (RT office)
    - Submit documentation of clinical experience equivalent to the faculty of the course being challenged.
    - The Program Director and Clinical Director will evaluate the above. Subject to their approval, the student will be permitted to challenge the course.
    - Complete an “Application for Credit by Examination”
    - (Registrar’s Office)
    - Pay any college fees.
  - Complete a written examination with a score of 75 percent or better.
  - Demonstrate psycho-motor competency in all manual skills included in the course content.
  - Should the student fail to achieve a score of 75 percent or better or fail to demonstrate competency in <u>all</u> psycho-motor skills, the instructor may elect to award advanced standing for portions of the course. However, the student must enroll in, and successfully complete the course to receive credit on their transcript.

K. <u>Estimated Program Costs</u>

Scrub uniforms, arm patch, stethoscope,	$200-$400
Travel, Gas/Accommodations	$300/semester
Assessment Test of Essential Academic Skills (ATI TEAS®)	$85
CPR	$100
SAE TMC Exams	$170
3rd Semester	$50
4th Semester	$75
Kettering Seminars	$350

Graduation RT Pin $120

IV. Academic Support and Student Services

A. Advising: Academic and Transfer

We know how important good advice is to a student; when deciding on a major, when choosing courses, or when planning transfer to a four-year school. There are important decisions to be made. Faculty and staff at UDCCC take their responsibilities as advisors very seriously. Our low student-to-faculty ratio and our reputation for personalized attention make the difference here. Every student enrolled in credit courses is assigned an academic advisor who guides him or her through the important decisions of academic planning and course selection.

All faculty members establish office hours when student-advisees can make appointments to talk about their academic present and future. Transfer advising, given the large number of students who go on to earn bachelor's degrees at four-year colleges, is an important function here.

Students who plan to transfer should coordinate their plans with their academic advisor in consultation with the Student Success Center, where UDCCC-campus transfer advising is centralized.

B. Counseling and Assistance

Students lead demanding lives. Many are balancing their educational requirements with family and/or work responsibilities. Sometimes, it can seem a little overwhelming. From time to time, students might want to discuss a problem or situation with a training professional counselor, rather than family or friends. Left unresolved, issues can affect a student's personal life and academic performance. Because the emotional well-being of students is so important, the college supports a counseling and assistance program that permits students to talk with professional counselors in complete confidence and at no cost. Appointments are anonymous and sessions are confidential. For more information contact the Office of Counseling and Disabilities.

C. Library

The community college library at the Backus campus is an electronic library and an important campus resource for students. The main campus (Van Ness) library has about 150 periodical subscriptions and 58,000 volumes on its shelves. The library staff takes the time to guide students to the materials they need. Aladdin, the library's on-line catalog, allows for fast and thorough searches of materials available in the library. There also are computers to access the Internet and to do word processing. The UDCCC library is also a member of the Washington Metropolitan Consortium of University Libraries, as students have access to these university libraries as well.

Library computerization extends to CD-ROM databases that provide access to magazine indexes and full-text articles for further assistance to students in their research. Students may borrow books and get copies of magazine articles without cost from many other libraries by using the interlibrary loan system available at the college library.

D. <u>Student Success Center</u>

This important area provides numerous and valuable services to help Community College of the District of Columbia students at various phases of their education be successful in their academic careers and achieve their goals.

These features include:

- *Placement assessments*, which assure that students begin at the appropriate level
- *Career exploration*, which helps students choose a major that matches their interests and objectives
- *Services for students with disabilities*, which help students with special needs achieve their academic goals
- *Tutoring services*, both personalized and small-group, in a wide variety of subjects help students meet the challenges of their course work
- *Transfer advising*, helps students make a smooth transition to the four-year college or university and academic program of their choice
- *Classroom assistance*, where student-assistants aid instructors in class and fellow students out of class
- *Classroom testing*
- *Academic alert* is offered to students who are experiencing concerns with grades, test anxiety, time management and stress-related issues
- *Evening advising* (by appointment only).

The Center also is an advocate and resource for students with special needs, including hearing or visual impairments or physical disabilities. Such students can be accommodated through a variety of special services and technologies to help them achieve their academic goals.

Student Success contact numbers:

University of the District of Columbia Community College

5171 South Dakota Ave. NE
202.274.5800

Office Hours
Monday to Thursday 8:30am – 8:00pm
Friday 8:30am - 5:00pm
Saturday 9:00am - 3:00pm

E. Computer Labs:

The number of computers on campus is impressive; however the Respiratory therapy s and nursing students share a dedicated computer lab on the 8th floor (room 804). Computers, many with the latest technology, are an integral part of students' lives whatever their major. Computer labs are located second floor of the campus building.

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F. Veterans Affairs

Information about educational benefits for veterans, veteran's widows and war orphans is available in the Registration Office. The veterans affairs coordinator there can help students determine what veterans and related benefits apply to them, as well as assist in resolving problems or situations unique to veterans.

G. Career and Job Placement Services

UDCCC students can count on help to make informed career choices, guidance toward appropriate training and education programs and assistance as they prepare for and conduct the job search.

Features there include valuable information related to careers and jobs, such as:

- Career Net – This computer-based service includes career information and job openings from throughout the nation, plus Internet access.
- Workshops – On such subjects as career exploration, resume writing and interviewing skills. A Successful Living series also is offered.
- Internet resume services – Posted electronically on the college's World Wide Web site. Our Internet address: http://www.ccdc.us.edu
- On-campus job interviewing – Employers with jobs to fill schedule interviews with interested students.
- Career Fair – *This expanding annual event draws dozens of employers in a wide variety of fields. And they are hiring.*