



**MONROE COUNTY COMMUNITY COLLEGE  
DIVISION OF HEALTH SCIENCES  
RESPIRATORY THERAPY PROGRAM**

**STUDENT HANDBOOK**

**2021-2022**

Revised: 07/18, 4/19, 7/19, 7/20, 12/20, 7/21

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The purpose of this handbook is to articulate the MCCC Respiratory Therapy Program policies and information needed to be a respiratory therapy student specifically and those which apply to all MCCC students in the instructional setting. This information is meant to be stable, but there may arise a condition imposed by the college, clinic agency, or accreditation agency that change one or more of the sections of this document. Students will be informed of any changes if this happens.

## **RESPIRATORY THERAPY PROGRAM**

### **Philosophy**

The intent of this philosophy is to express the values that underpin all aspects of the program. Regardless of the overall goal, the program is responsible to serve three distinct interest groups: the student, the community, and the profession of Respiratory Care. The faculty are responsible to provide a reasonable exposure to the theory, skills, and behaviors expected of a respiratory therapist in the workplace enabling a graduate to pursue the necessary license and credentials to practice. As a result, faculty wish to establish a learning environment that instills a feeling of self-worth and self-confidence to explore various avenues of development. The faculty also wish to encourage students to develop an excitement about learning that will convert to a passion for continued professional development and engagement in the future workplace and field of Respiratory Care.

These aims are met after much hard work on the part of faculty and students alike.

Responsibilities borne by the faculty in establishing a learning environment that facilitates program goals include that the faculty will:

- demonstrate personal conduct directed toward the overall goal of learning
- prepare classroom materials that reflect the most current thought and research on a topic
- establish academic policies and standards that apply equally to all students and faculty regardless of location (classroom, lab, clinic sites) and that are handled in a fair and consistent manner
- establish clinical performance standards that can be measured, attained, and correlate to the work performed after graduation
- perform assessments of student clinical skills that are honest, objective and are directed toward improving cognitive, psychomotor, and behavioral performance
- listen to suggestions, ideas, and criticisms initiated by students as they concern improvement of the Respiratory Therapy Program

Responsibilities borne by the student in maintaining an optimal learning environment include that the student will:

- maintain honesty and personal integrity in all dealings with faculty, patients, hospital staff and fellow students
- engage actively in the learning process, especially in the clinical setting, where one would seek out opportunities to learn
- assume responsibility for one's own actions
- accept constructive criticism in a mature and responsible manner
- treat other students, instructors, respiratory therapists, and fellow healthcare workers with respect
- maintain a patient's dignity and right to privacy as outlined in the Health Insurance Portability and Accountability Act (HIPAA) and clinical agencies
- bring program related problems to the attention of the appropriate faculty member
- follow the MCCC Respiratory Therapy Program policies and procedures

Here are some responsibilities of Respiratory Therapy instructor and students' roles.

<b>Task/Responsibilities</b>					
<i>Teacher</i>	<i>Learner</i>				
<ol style="list-style-type: none"> <li>1. Take 100% responsibility and accountability for creating a learning centered environment.</li> <li>2. Provide learning experiences which require active student participation</li> <li>3. Listen carefully and provide positive and constructive feedback</li> <li>4. Provide formal instruction</li> <li>5. Serve as a role model                             <ol style="list-style-type: none"> <li>a. Professional attitudes and values</li> <li>b. Interaction with colleagues</li> </ol> </li> <li>6. Act as a resource person</li> <li>7. Serve as advisor</li> <li>8. Support group effort</li> <li>9. Evaluate students' performance</li> <li>10. Maintain appropriate records</li> </ol>	<ol style="list-style-type: none"> <li>1. Take 100% responsibility and accountability for their own learning.</li> <li>2. Actively pursue new knowledge and skills</li> <li>3. Communicate your needs and what you need/expect from faculty.</li> <li>4. Be present, on-time and well prepared for class and clinical</li> <li>5. Model appropriate professional behavior                             <ol style="list-style-type: none"> <li>a. Ethical and legal conduct at all times</li> <li>b. Demonstrate work ethic</li> <li>c. Interact effectively with patients, peers and staff</li> </ol> </li> <li>6. Utilize faculty as a resource</li> <li>7. Seek advising as needed and appropriate</li> <li>8. Be supportive of the group and its efforts</li> <li>9. Evaluate own performance                             <ol style="list-style-type: none"> <li>a. Examine and alter behavior as appropriate</li> <li>b. Evaluate faculty teaching</li> </ol> </li> <li>10. Complete and provide records</li> </ol>				
<b>Affect</b>					
<i>Teacher</i>	<i>Learner</i>				
<ol style="list-style-type: none"> <li>1. Establish helping relationship with student                             <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>a. Positive regard</li> <li>b. Honesty</li> <li>c. Empathy</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>d. Understanding</li> <li>e. Unconditional acceptance</li> </ol> </td> </tr> </table> </li> </ol>	<ol style="list-style-type: none"> <li>a. Positive regard</li> <li>b. Honesty</li> <li>c. Empathy</li> </ol>	<ol style="list-style-type: none"> <li>d. Understanding</li> <li>e. Unconditional acceptance</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow helping relationship to exist and grow                             <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>a. Trust</li> <li>b. Honesty</li> <li>c. Empathy</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>d. Understanding</li> <li>e. Do not speak in a negative, derogatory manner openly about other students, faculty, or the Respiratory Therapy program.</li> </ol> </td> </tr> </table> </li> </ol>	<ol style="list-style-type: none"> <li>a. Trust</li> <li>b. Honesty</li> <li>c. Empathy</li> </ol>	<ol style="list-style-type: none"> <li>d. Understanding</li> <li>e. Do not speak in a negative, derogatory manner openly about other students, faculty, or the Respiratory Therapy program.</li> </ol>
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<b>Deference</b>					
<i>Teacher</i>	<i>Learner</i>				
<ol style="list-style-type: none"> <li>1. Maintain confidentiality of student information</li> <li>2. Respect students' rights</li> </ol>	<ol style="list-style-type: none"> <li>1. Respect other students' right to confidentiality</li> <li>2. Respect faculty rights</li> </ol>				
<b>Authority</b>					
<i>Teacher</i>	<i>Learner</i>				
<ol style="list-style-type: none"> <li>1. Assist student to move from dependence toward independence in such areas as:                             <ol style="list-style-type: none"> <li>a. Identifying learning needs</li> <li>b. Developing effective communication patterns</li> </ol> </li> <li>2. Retain right to determine students' progression in program</li> </ol>	<ol style="list-style-type: none"> <li>1. Move from dependence to independence through initiating such actions as:                             <ol style="list-style-type: none"> <li>a. Identifying own learning needs</li> <li>b. Developing effective communication patterns</li> </ol> </li> <li>2. Recognize faculty's ultimate responsibility in determining student progression</li> </ol>				

In responding to the needs of our second interest group, the community, the faculty must first and foremost graduate individuals who have demonstrated the knowledge, skills, and behaviors that are consistent with safe and appropriate practice in the workplace. The second responsibility to the community is to provide an opportunity for qualified local citizens to have access to a high quality education in Respiratory Care.

In responding to the needs of our third interest group, the profession, the program faculty believe that by satisfying the requirements of the community it will also satisfy the requirement of the profession. A knowledgeable, skilled, and appropriately engaged therapist is one who can become a valuable addition to the health care team and an asset to the Respiratory Care profession.

In closing, it must be noted that the program will assume a position of dynamic change with the goal of a high-quality program that exceeds industry standards. This commitment to excellence may be difficult for many students to appreciate during the program because it results in considerable personal dedication and sacrifice. Graduate surveys indicate that, although the program is very difficult, the graduate is ultimately glad the program prepared him/her to be an excellent therapist, able to pass the boards and to assume a staff therapist position in any area department. As a result, the faculty believe the efforts are worthwhile for the individual, the community, and the profession.

### **MCCC Mission Statement**

Monroe County Community College enriches lives in our community by providing opportunity through student-focused, affordable, quality higher education and other learning experiences.

### **MCCC Vision Statement**

Monroe County Community college will be recognized for our student-focused service, academic excellence, affordability, innovation, community responsiveness and student success.

### **MCCC Core Values**

These core values form our attitudes and guide our behavior:

- Student-focus
- Excellence
- Accessibility
- Affordability
- Diversity and inclusion
- Respect
- Stewardship
- Outreach and engagement
- Relevance

### **Program Mission Statement**

The Respiratory Therapy Program's Mission is to create student-centered learning opportunities for the development of critical thinking, competent, and diverse Respiratory Care Professionals through a curriculum focused on course and clinical excellence with the ultimate purpose of enriching lives.

### **Program Vision Statement**

The MCCC Respiratory Therapy Program will be recognized as an industry leader in the provision of educational excellence, student-focused services, and for the opportunities afforded to our students' personal and professional growth.

### **Program Core Values**

The AAS Respiratory curriculum is founded on the following core values:

- Diversity
- Patient-centered care
- Culture of Safety
- Quality of Care
- Evidence-Based Practice
- Respiratory Care Judgment
- Clinical Reasoning
- Professional identity
- Collaboration
- Communication
- Time Management
- Delegation
- Quality Improvement
- Community outreach
- Integrity

Monroe County Community College does not discriminate against individuals because of race, color, religion, national origin or ancestry, age, gender, marital status, disability, genetic information, sexual orientation, height, weight, or veteran's status.

### **Accreditation--Institutional**

Monroe County Community College is accredited by the Higher Learning Commission (HLC). The next accreditation is planned in early 2020.

### **Accreditation--Respiratory Therapy Program**

The Registered Respiratory Therapist Program at Monroe County Community College is accredited by the Commission on Accreditation for Respiratory Care (CoARC) located on the web at:

<http://www.coarc.com/>

They may also be contacted at:

264 Precision Blvd  
Telford, TN 37690

The accreditation number for the Monroe County Community College program is 200295. The public can access the board exam pass rate, program attrition, job placement and other important outcomes of interest through the CoARC website ([www.coarc.com](http://www.coarc.com)). This would also show the MCCC Respiratory Therapy Program outcomes in comparison to all programs in the United States arranged by state.

The MCCC RT program is required to maintain accreditation from CoARC for graduates to be eligible to take board exams for the registered respiratory therapist (RRT) administered by the National Board for Respiratory Care (NBRC). As part of the accreditation process, the MCCC program does a yearly formal evaluation of the program and its resources by the students, graduates, employers, advisory committee members, and program personnel. Students will be provided access to the survey with the hope that there will be serious, and thoughtful answers, responses, and comments to help improve the program.

The program undergoes a self-study and site visit process on a ten-year cycle or less. The next cycle is the 2021-2022 academic year.

**Goal and Standards: Respiratory Therapy Program #200295**

**Program Goal:** 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).

**Standard A:** Upon completion of the program, the student will have demonstrated the ability to gather, comprehend, evaluate, apply, and problem solve using clinical information relevant to his/her role as a registered respiratory therapist (Cognitive Domain).

**Standard B:** Upon completion of the program, the student will have demonstrated the ability to perform the clinical technical skills relevant to his/her role as a registered respiratory therapist (Psychomotor Domain).

**Standard C:** Upon completion of the program, the student will have exhibited the personal behaviors consistent with professional standards and employer expectations of a registered respiratory therapist (Behavioral Domain).

**RESPIRATORY THERAPY SEQUENCE OF COURSES**

<b><u>(Pre-Admission Courses)</u></b>			<b>Billable Contact Hours</b>
4 credit hours	MATH 151	Intermediate Algebra (C2)	4
4 credit hours	BIOL 151	Biological Sciences I (C1)	6
4 credit hours	BIOL 257	Anatomy & Physiology I	6
<b><u>Fall Semester (1<sup>st</sup>)</u></b>			
6.5 credit hours	RTH 100	Respiratory Care Techniques I	9
2 credit hours	RTH 102A	Pharmacology for Respiratory Therapists I	2
3 credit hours	RTH 104	Cardiopulmonary Assessment	3
4 credit hours	BIOL 258**	Anatomy & Physiology II	6
<b><u>Winter Semester (2<sup>nd</sup>)</u></b>			
1 credit hour	RTH 102B	Pharmacology for Respiratory Therapists II	1
5 credit hours	RTH 110	Respiratory Care Techniques II	7
4.5 credit hours	RTH 111	Respiratory Care Clinical Practice I	14
4 credit hours	RTH 116	Cardiopulmonary Pathophysiology	4
<b><u>Summer Semester (3<sup>rd</sup>)</u></b>			
4 credit hours	RTH 120	Respiratory Care Techniques III	6
2 credit hours	RTH 121	Respiratory Care Clinical Practice II	6
		<sup>1</sup> Computer Literacy Competency*(suggested semester) (C4)	
		Writing Competency* (suggested Semester) (C3)	
<b><u>Fall Semester (4<sup>th</sup>)</u></b>			
4.5 credit hours	RTH 211	Respiratory Care Clinical Practice III	14
4 credit hours	RTH 212	Advanced Cardiopulmonary Physiology	4
3 credit hours	RTH 214	Adult Critical Care	4
2 credit hours	RTH 216	Neonatal/Pediatric Management	2
<b><u>Winter Semester (5<sup>th</sup>)</u></b>			
4 credit hours	RTH 221	Respiratory Care Clinical Practice IV	13
2 credit hours	RTH 222	Seminar	2
2 credit hours	RTH 226	Respiratory Care Techniques IV	3
		Human Experience Competency (suggested semester) (C5)	
		Social Systems Competency (suggested semester) (C6)	

\* General Education requirement. Suggested as a pre-admission course; however, not required to be completed prior to application.

\*\* Required non-respiratory course: must be completed in the order presented above or prior to the semester indicated.

<sup>1</sup>Can be satisfied through a competency test (Computer Literacy Competency)

See the General Education Requirements on the college website ([www.monroecc.edu](http://www.monroecc.edu)) for a list of courses that satisfy the General Education Learning Competencies.

**Additional courses to satisfy General Education Graduation Requirements:** These courses are not program requirements; however, must be completed to be eligible to graduate from the college. Students may choose a satisfier course from the College Catalog and take the course during a semester of their preference. Suggested semesters to take the courses are listed below.

Computer Literacy Competency (Suggested: 3rd semester) (C4)

Human Experience Competency (Suggested: 5th semester) (C5)

Social Systems Competency (Suggested: 5th semester) (C6)

**Total Degree Requirements**

**71.5 -84.5 Credits**

**Total Degree Cost**

**119 -128 Minimum billable contact hours**

MCCC charges student tuition by the billable contact hour. A student can calculate the costs associated with tuition by multiplying the applicable rate (in-district, out-district\*) by the number of contact hours. Additional costs of approximately \$2,500 for the entire program are associated with registration fees each semester, lab fees, books, and supplies. Consulting the financial aid office to apply for financial aid on-line through the Academic Works program is suggested to help offset costs to attend the program.

\*At this time, Respiratory Therapy students are eligible for reciprocity agreement between Michigan and Ohio to allow Ohio residents to be charged out-of-district rather than out-of-state for tuition.

### Program Competencies

The following competencies are the areas for which every student is evaluated each clinical semester and represent a pass/fail component for the course and program. These represent important competencies for any respiratory therapist in the workplace.

Reviewing the list and descriptions of excellent to poor performance should give the student a good idea of expectations in the clinical environment. The symbols (e.g. F-3) represent the statement number as found on the program's formative evaluation, a clinical document that instructors use to evaluate a student's clinical performance. A more thorough review and explanation will be provided to students prior to entering the first clinic rotation in January.

Note: H.D. = Highly Desirable (targeted behavior)

M.A. = Minimally Acceptable (barely acceptable)

N.I. = Needs Improvement (not quite acceptable)

#### **CATEGORY 1: COGNITIVE TRAITS**

1. KNOWLEDGE AND COMPREHENSION (F-3)

H.D. = Demonstrates comprehension well beyond that required at this point in the program.

M.A.= Displays adequate knowledge of essential concepts (is safe).

N.I. = Has limited understanding of basic concepts; is unsure of essentials.

2. LEARNING RATE AND ADAPTABILITY (F-10)

H.D. = Learns and applies new experiences exceptionally quickly; rapidly adjusts to new or altered conditions.

M.A. = Grasps new experiences and adjust to changes in a satisfactory time period.

- N.I. = Is rather slow in learning new tasks and has some difficulty accommodating to changing conditions.
3. INTEGRATION AND TRANSFER OF THEORY (F-15)
- H.D. = Readily transfers theoretical knowledge to all clinical situations.
- M.A. = Can usually demonstrate how essential aspects of theory relate to specific clinical activities.
- N.I. = Exhibits a superficial understanding of the application of theory in most clinical activities.
4. MATHEMATICAL CALCULATIONS (F-23)
- H.D. = Pursues use of applied math in clinical situations. Recalls relevant clinical formulas without fail. Rarely, if ever, makes a mistake in calculations.
- M.A. = Can perform math operations essential for basic clinical competency.
- N.I. = Tends to avoid use of math. Has difficulty recalling basic clinical formulas. Shows frequent inaccuracies in required calculations.

### **CATEGORY 2: CLINICAL PERFORMANCE**

5. CARE/USE OF EQUIPMENT OR SUPPLIES (F-11)
- H.D. = Demonstrates exemplary competence and resourcefulness in the utilization and care of equipment and supplies.
- M.A. = Exhibits satisfactory care and use of equipment in most situations; is never negligent, wasteful or abusive.
- N.I. = Is often inefficient in the use or maintenance of equipment and occasionally provides less than adequate care.
6. USE OF INSTRUCTIONS AND DIRECTIONS (F-19)
- H.D. = Grasps directions quickly and applies instructions accurately.
- M.A. = Seldom requires repetition of explanations or referral to previous instructions.
- N.I. = Requires needless re-explanation; does not accurately recall instructions.
7. ORGANIZATION AND GOAL ACHIEVEMENT (F-2)
- H.D. = Always plans and sets goals; organizes activities to achieve optimum and efficient patient care.
- M.A. = Usually establishes priorities and plans activities efficiently; most goals achieved as intended.
- N.I. = Makes some attempt to set goals and organize activities but many priorities are not achieved.
8. JUDGEMENT (F-20)
- H.D. = Clinically insightful; displays outstanding use of clinical judgement.
- M.A. = Demonstrates good judgement in most clinical situations.
- N.I. = Has difficulty in making rational, logical judgements.
9. ASSESSMENT & REPORT OF PATIENT STATUS (F-6)
- H.D. = Consistently astute and conscientious in the observation, assessment and reporting of patient's status or needs to appropriate personnel.
- M.A. = Provides satisfactory observation and assessment of patient's status and needs; generally assures that appropriate personnel are notified.
- N.I. = Is often careless in observing and assessing patient's condition or needs; often fails to communicate changes to appropriate personnel.
10. RECORD KEEPING (F-8)
- H.D. = Always maintains exceptionally complete, accurate and concise records in full accord with hospital and departmental policy and procedure.
- M.A. = Usually maintains records which are satisfactory; occasionally makes minor errors or fails to provide complete description of actions/ assessments.
- N.I. = Is frequently careless in completing proper records; commits many errors or is often inaccurate and incomplete.
11. QUALITY OF PERFORMANCE (F-5)
- H.D. = Consistently demonstrates thoroughness, accuracy, attention to detail; performance is essentially error free.
- M.A. = Demonstrates an acceptable level of performance with occasional (though not critical) errors; safety considerations are rarely overlooked.
- N.I. = Is frequently careless or negligent, lacking in attention to detail; errors occur frequently and safety considerations are often overlooked; requires close supervision.
12. QUANTITY OF WORK PERFORMED (F-16)
- H.D. = Works consistently and with excellent output; utilizes time efficiently.
- M.A. = Maintains satisfactory output; is usually able to complete delegated tasks in appropriate time interval.
- N.I. = Frequently is unable to complete assigned functions within a satisfactory time limit.

### **CATEGORY 3: INTERPERSONAL SKILLS**

13. RESPONSE TOWARDS SUPERVISION AND GUIDANCE (F-13)

H.D. = Consistently collaborates with supervisors and instructors to maximize learning and implement optimum patient care.

M.A. = Willingly accepts supervision and guidance; generally applies recommendations and is receptive to constructive criticism.

N.I. = Sometimes reacts negatively towards supervision; often rejects guidance or fails to apply recommendations; has difficulty accepting constructive criticism.

#### 14. PATIENT RAPPORT AND CONSIDERATION (F-18)

H.D. = Communicates readily with patient; always attentive to their emotions, needs, rights and comfort; is consistently considerate, patient, and accommodating.

M.A. = Generally sensitive to patients' needs and rights in planning care; communicates adequately to gain patients' confidence and is usually considerate and respectful.

N.I. = Often ignores or is inattentive to patients' rights and comfort; has difficulty communicating sincerity or consideration; generally fails to achieve rapport with patients.

#### 15. VERBAL THERAPEUTIC COMMUNICATIONS WITH PATIENTS (F-1)

H.D. = Routinely and assertively elicits relevant data from patients. Actively pursues patient coaching; is very effective in teaching therapy purpose and technique due to clearness of instruction.

M.A. = Communicates well enough to deliver minimally acceptable safe and effective therapy.

N.I. = Seldom requests therapeutically relevant data from patient. Patients frequently perform sub-optimal therapy due to inadequate verbal instructions.

#### 16. VERBAL COMMUNICATIONS WITH ALLIED HEALTH PEERS (F-22)

H.D. = Actively but tactfully pursues relevant communications; always uses proper medical terminology; communications are always direct, concise, and unambiguous.

M.A. = Conveys to or elicits from respiratory therapists, nurses, and others minimal information necessary for the delivery of adequate patient care.

N.I. = Displays difficulty in communicating with other allied health professionals. Improperly uses medical terminology. Communications are seldom concise or unambiguous.

#### 17. COMMUNICATIONS WITH PHYSICIANS (F-14)

H.D. = Unhesitatingly communicates professionally using correct medical language in a direct, concise, and unambiguous manner. Asks appropriate questions during lectures, rounds, and medical procedures.

M.A. = Conveys to or elicits from medical staff minimal information necessary for the delivery of adequate patient care.

N.I. = Displays difficulty in communicating with physicians. Improperly uses medical terminology. Communications are seldom concise or unambiguous.

### CATEGORY 4: PERSONAL ATTRIBUTES

#### 18. GENERAL ATTITUDE/INTERACTION (F-4)

H.D. = Always pleasant, courteous, friendly and tactful; fosters positive response in others.

M.A. = Usually courteous and pleasant; exhibits tactlessness or abruptness only in extenuating circumstances.

N.I. = Abrupt and anxious at times, often detached or unresponsive; must be reminded occasionally to be tactful and courteous.

19. PUNCTUALITY (F-21) NOTE: A student is tardy if they are not totally prepared to begin clinic by the official start time for the shift. Even 1 minute past is tardy!

H.D. = Is never tardy.

M.A. = Has been tardy only 2 times/15 clinical days due to extenuating circumstances and has given proper notification when possible.

N.I. = Has been tardy more than 2 times/15 clinical days or has had an incidence where proper notification was not given when possible.

#### 20. ATTENDANCE (F-24)

H.D. = Is never absent and arrives as scheduled or early for all clinical events.

M.A. = Is absent only 2 times/30 clinical days due to extenuating circumstances, gives proper notification. Promptly schedules 1 make-up day at the instructor's convenience.

N.I. = Is absent more than 2 times/30 clinical days or has failed to give proper notification. Fails to promptly schedule make-up days.

#### 21. INITIATIVE (F-17)

H.D. = Exhibits enthusiasm and initiative in performing assigned tasks and completing published course requirements; continually seeks out learning experiences beyond those scheduled.

M.A. = Keeps pace with regular work assignments and course requirements; occasionally seeks out new activities.

N.I. = Requires occasional prodding to keep up with delegated tasks, has difficulty in using time

constructively.

22. ABILITY TO WORK INDEPENDENTLY (F-7)

H.D. = Assumes full responsibility for actions and exhibits self-direction in all activities; can independently initiate positive action and rarely requires direct supervision.

M.A. = Is dependable and self-directed in assuming most responsibilities; is aware of limitations and seeks supervision and assistance when necessary.

N.I. = Reluctant to assume self-direction or independently initiate actions; requires close observation and supervision in most activities.

23. PERSONAL APPEARANCE (F-9)

H.D. = Always presents a clean and well-groomed appearance which exceeds the basic dress code requirements.

M.A. = Usually presents clean and satisfactory appearance, rarely untidy or inappropriate.

N.I. = Often forgetful of standards of appearance or grooming, at times untidy or inappropriately dressed.

24. ETHICS AND INTEGRITY (F-12)

H.D. = Consistently shows concern for the dignity and welfare of patients and others; maintains confidentiality; prevents hostile/aggressive confrontations; is always forthright and honest.

M.A. = Seldom fails to recognize the importance of the dignity and welfare of patient's and others; rarely involves self or others in conflict; usually is forthright and honest.

N.I.= Often disregards the dignity or welfare of patient's or others; is sometimes negligent in maintaining confidentiality; is frequently involved in situations of conflict; s failed to be forthright or honest at times.

# Technical Standards for Health Occupational Programs at Monroe County Community College

The purpose of the technical standards is to inform students choosing to enter into a health occupation program of the basic minimal technical standard requirements which must be met in order to complete all course work objectives and student outcomes. The listed standards encompass what is minimally required to perform the tasks necessary, with a few associated examples provided. This list is not exhaustive, and can be modified as the College deems necessary at any time. Students enrolled in a health occupation program at MCCC must provide care that is safe and effective. These technical standards apply to any student enrolling in any one of the health occupations programs. The student must be able to demonstrate sufficient cognitive, professional, motor (physical), sensory, and other abilities, with or without accommodation, to meet program technical standards.

Students with documented disabilities, or who believe that they may have a protected disability, can request accommodations which may assist with meeting the technical standards for Health Professional Programs at MCCC. Please contact the MCCC Disability Services Office at 734-384-4167 to schedule an appointment with a Disability Services Counselor.

**DISCLAIMER: EXAMPLES PROVIDED ARE NOT AN EXHAUSTIVE LIST OF ASSOCIATED TASKS TO MEET PROGRAM TECHNICAL STANDARDS.**

Requirements	Standard	Examples
Critical Thinking and Cognitive Competencies	Sufficient critical thinking and cognitive abilities in classroom and clinical settings	Make safe, immediate, well reasoned clinical judgments. Identify cause/effect relationships in all clinical situations and respond appropriately. Utilize the scientific method and current standards of evidence based medicine/practice (EBM) to plan, prioritize, and implement patient care. Evaluate effectiveness of health related interventions. Accurately follow course syllabi, assignments, directions, academic and facility patient protocols, and any action plan(s) developed by the dean, faculty, administration, or healthcare institution. Measure, calculate, reason, analyze and/or synthesize data as it applies to patient care and medication administration.
Professionalism	Interpersonal skills sufficient for professional interaction with a diverse population of individuals, families and groups	Establish effective, professional, relationships with clients, families, staff and colleagues with varied socioeconomic, emotional, cultural, and intellectual backgrounds. Capacity to engage in successful conflict resolution. Capacity to comply with all ethical and legal standards, including those of the healthcare profession and the corresponding policies of the College and Clinical Placements Facilities. Ability to relate to clients, families, staff and colleagues with honesty, integrity, and non-discrimination. Ability to self regulate behavior and maintain composure during stressful or sensitive care of clients in all areas of the healthcare environment. Respond appropriately to constructive criticism. Effectively work independently and cooperatively in team situations. Displays attributes of professionalism such as: integrity, honesty, responsibility, accountability, altruism, compassion, empathy, trust, tolerance, and unbiased attitudes.
Communication	Communication sufficient for professional interactions	Explanation of treatment, procedure, initiation of health teaching (e.g. teach-back or show-me method). Accurately obtain information from clients, family members/significant others, health team members, and/or faculty. Documentation and interpretation of health related interventions and client responses. Read, write, interpret, comprehend, and legibly document in multiple formats using standard English. To relay accurate and thorough information in oral, written, and electronic forms for continuity of care with all health care team members appropriately. Communicate in a courteous, non-aggressive, non-defensive manner with instructors, peers, staff, patients and health care team members.
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Functional movement about patient's room, workspaces, and treatment areas. Administer rescue procedures such as cardiopulmonary resuscitation. The physical ability to transition quickly to accommodate patient needs and to maneuver easily in urgent situations for client safety.
Motor Skills	Gross and fine motor abilities which are sufficiently effective and safe for providing allied health care	Ability to effectively calibrate and use equipment. Strength to carry out patient care procedures, such as assisting in the turning and lifting/transferring of patients. Perform and/or assist with expected procedures, treatments, and medication administration using appropriate sterile or clean technique (for example, medication administration, CPR, insertion of catheters). Physical endurance sufficient to complete all required tasks during the assigned period of clinical practice, including the physical and mental demands of a 12-hour clinical shift. To physically be able to control falls by slowly lowering patient to floor. Lift or move (turn, position) clients or objects, pull or push objects weighing up to 35 pounds to accommodate client care needs.
Sensory	Auditory and visual ability sufficient for observing, monitoring and assessing health needs	Ability to detect monitoring device alarm and other emergency signals. Ability to discern sounds and cries for help. Ability to observe client's condition and responses to treatments. Ability to collect information through listening, seeing, smelling, and observation and respond appropriately. Ability to detect foul odors, smoke, changes in skin temperature, skin texture, edema, and other anatomical abnormalities.
Observation	Ability to sufficiently make observations in a health care environment, consistent with program competencies	Accurate interpretation of information obtained from digital, analog, and waveform diagnostic tools such as temperatures, blood pressures, and cardiac rhythms as well as diagnostic tools that monitor or obtain physiological phenomena with client care. Observation and interpretation of the following: client heart and body sounds, body language; color of wounds, drainage, urine, feces, expectoration; sensitivity to heat, cold, pain and pressure; and signs and symptoms of disease, pain, and infection.
Tactile Sense	Tactile ability sufficient for physical assessment	Ability to palpate in physical examinations and various therapeutic interventions. To detect temperature changes, and feel vibrations (pulses) and palpate veins for cannulation.

### **Program Personnel**

The Respiratory Therapy Program is part of the Health Sciences Division. Registered Respiratory, Practical Respiratory, Nurse Aide, and Phlebotomy are other programs in the division. The division dean is Dr. Kimberly Lindquist (734-384-4101; [klindquist@monroeccc.edu](mailto:klindquist@monroeccc.edu)) who is also the director of the Respiratory Program. Rachel Lehr is the Administrative Assistant and can be reached at (734) 384-4102. The fax number for the division is (734) 384-4187; [rlehr@monroeccc.edu](mailto:rlehr@monroeccc.edu)). There are several identified positions that will impact your education in the Respiratory Therapy Program. The positions and those who occupy them are as follows:

- **Program Director** — Ijaz Ahmed, MBBS/ MD, MS, RRT, directs the day-to-day operations of the program, may assist with coordination of clinics, and teaches classroom courses. Office hours are flexible and by appointment or drop-in basis Monday through Friday in H-155. The office phone number is (734) 384-4103 or he can be reached at [iahmed@monroeccc.edu](mailto:iahmed@monroeccc.edu).
- **Director of Clinical Education** — Angela Prush, BAS, RRT is in charge of directing clinical education and teaches many of the classroom and laboratory courses. Office hours vary each semester and are posted outside of her office door, Rm H-154. The office phone number is (734) 384-4268 or she can be reached at [aprush@monroeccc.edu](mailto:aprush@monroeccc.edu).
- **Classroom faculty** —Helen M. Stripling, BA, RRT-ACCS is teaching a full-classroom load as full time faculty. Office hours vary each semester and are posted outside of her office door, RmH-150. Her office phone number is (734) 384 6055 or she can be reached at [hstripling@monroeccc.edu](mailto:hstripling@monroeccc.edu).
- **Medical Director**—Raheel Jamal, MD, is a practicing pulmonologist at St. Vincent Mercy Hospital in Toledo, OH. He is board certified in internal medicine and pulmonary medicine. Students will have an opportunity to do rounds with Dr. Jamal in the second year of the program. Students who are assigned clinic at St. Vincent Mercy Medical Center will also have opportunities to interact with him, generally in the intensive care units (ICU).
- **Part-time Classroom Instructors**--Students will have a few classes taught by part-time instructors. There are no required office hours, but many of them are generally available before or after the class. These individuals are hired for their expertise in their specialty area and should be able to give students the most recent information available for their topic.
- **Clinical Instructors**--Whenever a student is assigned to a hospital for clinical experience, an instructor from the hospital will be responsible for the student. Within guidelines from MCCC's RT program, these individuals plan and supervise student activities, evaluate performance, and report student progress to the clinical coordinator or program director. The grade for clinic is assigned through one of the program's full time faculty who are coordinating the clinical classes.

### **Clinical Agencies**

Students are assigned to several hospitals throughout the program. A student will not go to all the hospitals listed below but can expect to go to several of them in his/her geographic area if it is appropriate for the educational experience. The following are the Respiratory Care department or general hospital phone numbers at the clinical agencies used by the college. You will be given more specific numbers before the rotations.

<b>LISTING OF CLINICAL AGENCIES – RT Program</b>			
<b>Facility</b>	<b>Address</b>	<b>Phone</b>	<b>Website</b>
Children's Hospital of Detroit	3901 Beaubien Blvd Detroit, MI 48201	313-745-5437	<a href="http://www.childrensdmc.org">http://www.childrensdmc.org</a>
ProMedica Monroe Regional Hospital	718 N. Macomb St. Monroe, MI 48162	734-240-8400	<a href="https://www.promedica.org/monroe-regional-hospital">https://www.promedica.org/monroe-regional-hospital</a>
Beaumont Hospital-Trenton	5450 Fort St. Trenton, MI 48183	734-671-3800	<a href="http://www.oakwood.org/beaumont-hospital-trenton">http://www.oakwood.org/beaumont-hospital-trenton</a>
Beaumont Hospital-Taylor	10000 Telegraph Rd. Taylor, MI 48180	313-295-5000	<a href="http://www.oakwood.org/beaumont-hospital-taylor">http://www.oakwood.org/beaumont-hospital-taylor</a>
Beaumont Hospital-Wayne	33155 Annapolis St. Wayne, MI 48184	734-467-4000	<a href="http://www.oakwood.org/beaumont-hospital-wayne">http://www.oakwood.org/beaumont-hospital-wayne</a>
Beaumont Hospital-Dearborn	18101 Oakwood Blvd, Dearborn, MI 48124	313-593-7000	<a href="#">Beaumont Hospital, Dearborn   Beaumont Health</a>
Beaumont Hospital-Royal Oak	3601 W 13 Mile Rd, Royal Oak, MI 4807	248-898-5000	<a href="https://www.beaumont.org/locations/beaumont-hospital-royal-oak">https://www.beaumont.org/locations/beaumont-hospital-royal-oak</a>
ProMedica Flower Hospital	5200 Harroun Rd. Sylvania, OH 43560	419-824-1444	<a href="https://www.promedica.org/flower-hospital">https://www.promedica.org/flower-hospital</a>
ProMedica Toledo Hospital	2142 N. Cove Blvd. Toledo, OH 43606	419-291-4000	<a href="http://www.promedica.org/toledo-hospital/">http://www.promedica.org/toledo-hospital/</a>
C.S. Mott Children's Hospital (U of M)	1540 E Hospital Dr, Ann Arbor, MI 48109	734-763-2420	<a href="https://www.mottchildren.org/">https://www.mottchildren.org/</a>
Henry Ford Hospital Wyandotte	2333 Biddle Ave, Wyandotte, MI 48192	734- 284-2400	<a href="https://www.henryford.com/locations/wyandotte">https://www.henryford.com/locations/wyandotte</a>
Henry Ford Hospital Detroit	2799 W Grand Blvd, Detroit, MI 48202	313-916-0627	<a href="https://www.henryford.com/locations/henry-ford-hospital">https://www.henryford.com/locations/henry-ford-hospital</a>
St. Joseph Mercy Hospital	5301 McAuley Dr, Ypsilanti, MI 48197	734 712-3089	<a href="http://www.stjoesannarbor.org/annarbor">http://www.stjoesannarbor.org/annarbor</a>
St. Vincent Mercy Medical Center	2213 Cherry St, Toledo, OH 43608	419- 251-4222	<a href="https://www.mercy.com/locations/hospitals/toledo/mercy-health-st-vincent-medical-center">https://www.mercy.com/locations/hospitals/toledo/mercy-health-st-vincent-medical-center</a>
University of Michigan Hospital	1500 E Medical Center Dr, Ann Arbor, MI 48109	734-936-5240	<a href="https://www.uofmhealth.org/">https://www.uofmhealth.org/</a>
Vibra Hospital of Southeastern Michigan	261 Mack Ave 7th Floor Detroit, 48201	313- 594-6000	<a href="https://www.vibrahealthcare.com/se-michigan-dmc/">https://www.vibrahealthcare.com/se-michigan-dmc/</a>
Special Tree	3900 Chase Rd, Romulus, MI	734- 941-3932	<a href="https://www.specialtree.com/heavlin-residence">https://www.specialtree.com/heavlin-residence</a>
Mercy Health - St. Charles Hospital	2600 Navarre Ave, Oregon, OH 43616	419-696-7291	<a href="https://www.mercy.com">https://www.mercy.com</a>

**Clinical Rotation Expectation:**

Students will be appropriately supervised at all times during their clinical education coursework and experiences. Students must not be used to substitute for clinical, instructional, or administrative staff. Students shall not receive any form of remuneration in exchange for work they perform during programmatic clinical coursework.

Students must not complete clinical coursework while in an employee status at a clinical affiliate.

**Advisors**

Either the program director, director of clinical education, or classroom instructor will be assigned to you as an advisor. We are interested and concerned about you and would like to know if you need help in any way to stay in the program. Appointments or drop-in visits can be made during posted office hours and as we are available.

**Acceptance in the program**

The acceptance in the program is contingent upon the student meeting the admission criteria. Student must complete health requirements, criminal background check, drug screen and earned active AHA BLS CPR card within specified time frame for clinical placement.

**Criminal Background Checks**

Students admitted to health science programs must consent to background/security checks including a criminal background check and drug screening. The student is responsible for any cost associated with the background/ security checks. Certain criminal convictions may render a student ineligible to train at clinical sites which are necessary to successfully complete the program. Additionally, certain criminal convictions may render an individual ineligible to take the licensing/ certification exam or to be licensed/certified in the State of Michigan. The college will review the results of the background/security checks. It will determine, on a case-by-case basis, whether to deny admission to any individual based on the results of the background check, criminal background check and drug screening. All costs incurred are the student's responsibility.

**Background Checks are Mandatory.**

MCCC requires that all students admitted to the respiratory programs purchase a background check (approximately \$50) through an agency designated by the College. Students can review their results online. Allow 5-7 days for processing after order is placed. Background results, once finalized, will be shared with our clinical partners, as necessary. Additional information regarding background checks will be provided during new student orientation.

**Drug Testing and Dilute Urines**

Prior to beginning program coursework, all students must consent, at the student's expense, to a drug screen for the presence of mind-altering substances. Students will be provided with a letter during orientation detailing the dates, process, and location(s) for drug screening. Students who fail to provide a negative result within the initial specified time frame may be dismissed from their scheduled coursework and/or from the program.

Furthermore, students must also consent to the potential for random drug screening throughout their time in the program. This testing will again be at the student's expense, and must be performed as per the dates, process, and location(s) specified by the program. Students must obtain a negative result for any illicit substance.

There are instances in which a student may need to take prescribed medications, which could be in a drug classification that would typically be restricted from a clinical setting. When a student is taking medications that could be an issue in the clinical setting, we require that the student participate in a medical review of prescribed medications and therapies in order to receive clearance to practice in the clinical setting. The medical review is an additional cost and may be at the student's expense. The physician must be specifically trained in drug screening protocols (required to be completed at an agency designated by the College). The student must not be mentally impaired by drugs or other intoxicants and be able to function optimally in the clinical setting in any case.

If the result of the drug test comes back indicating that the urine sample is positive, too dilute to measure, or if the time deadline is not met, the student will need to submit a hair sample for testing at the student's expense. Once the medical review is completed, the findings of the physician will be considered a final determination and the student will either be cleared for clinical or not.

If the student is not cleared for clinical following the medical review, the student will be dismissed from the course and the program. There is no appeal in the case of a student who is not cleared by the medical review.

### **Drugs, Intoxicants, and Mind-Altering Substances**

Success in respiratory therapy, both as a student and as a practitioner, requires sound judgment and positive professional relationships with the community, the clinical personnel, and the client. Behavior which threatens these relationships or alters judgment will endanger this effectiveness. For this reason, students are expected to abstain from the use of any illegal or mind-altering substance before or during any contact with faculty, staff, or clients. Despite the passage of the Michigan Regulation and Taxation of Marijuana Act in November 2018, the possession of marijuana remains prohibited under United States Federal Law and MCCC policy (6.21). The College and Health Sciences Division prohibits employees, students, and members of the public from possessing or using marijuana (legal or medicinal) on College property or during any College activity. Health occupation students must consent to random drug screening with negative results for marijuana or any illicit substance. Students should also abstain from any prescribed drugs prior to clinical experiences that could impair judgment or function. Students who have been prescribed medication that could impair judgment or function should consult with his or her instructor prior to clinical experiences to discuss the matter. Students who the instructor reasonably suspects might be impaired must give permission for immediate laboratory screening for any substances at a facility of the program's choosing and at the student's expense. Reasonable suspicion may include but is not limited to changes in behavior, slurred speech, and pattern absence. Students suspected to be under the influence of any illegal or mind-altering drug will be required to seek transportation to the testing facility from the clinical site. Declining to do so will result in dismissal from the program. There is a zero tolerance for breaches of this policy.

Documented use of mind-altering and/or illegal drugs or substances in the clinic will result in immediate dismissal from the program and failure in the course that the student is enrolled. Students will be ineligible for readmission to the program under these circumstances.

**All information will be held in the strictest confidence!**

### **CPR Proficiency**

All students enrolled in respiratory courses with a clinical component must maintain current CPR. CPR is valid for a two-year renewal cycle as indicated on the card. Students falling outside of these

dates are advised to contact the program director for additional information. Students are always required to maintain current CPR certification throughout the program. Students failing to meet this requirement by the time specified during new student orientation will be dismissed from their current coursework and may be withdrawn from the program for failure to meet minimal requirements. At no time may a student attend a clinical rotation with a lapsed CPR card.

Students must show evidence of completion of a CPR course with a hands-on skill proficiency component. CPR certification is required through the American Heart Association (BLS for Healthcare Providers) NOTE: Courses through the AHA for laypersons (i.e. workplace, schools, individuals, or community) such as HeartSaver® CPR, or that are strictly web-based are NOT acceptable. Students should direct questions regarding an acceptable CPR course to the program director.

### **Health Requirements**

An exam completed by a health care provider to ensure that the student can meet the technical standards of the program is mandatory for all students and is the financial responsibility of the student. The exam must indicate that the student is free from infectious disease, immune to certain diseases for which one can be vaccinated and can meet all technical standards of the program.

Students will be required to complete an annual exam one year from the date of the previous exam documenting that the student can continue to meet the technical standards of the program. These results must be uploaded prior to the date of the previous initial exam.

- A. A general head-to-toe physical that assesses the student's ability to meet the technical standards
- B. Student must provide a proof of immunization status according to current center of disease control recommendations for health professionals.
- C. TB testing: A students must provide proof of negative TB status by submitting one of the options below:
  1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
  2. Approved TB screening blood test.
  3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past they must submit an annual risk assessment and documentation. A repeat CXR is only required if symptoms develop.

For additional information, please see the Health Sciences Division History and Physical form.

#### D. Immunizations:

1. **Tetanus or Tdap:** Proof of tetanus and pertussis vaccinations are required. Students should consult with their healthcare provider regarding the use of Tdap versus separate tetanus and pertussis boosters. Td booster is required every 10 years.
2. **Hepatitis B:**  
**Scenario #1:**
  - **Students having previously completed the 3 part Hepatitis B vaccination series** must be tested via a titer (blood test) verifying they are **positive** for Hepatitis B surface antibody (anti-HBs), thus immune to the disease.
  - Those whose results are either “non-immune” or “equivocal” must repeat the Hep B 3-part vaccination series at 1, 2 and 6 months
  - A repeat titer is then required 1-2 months post-vaccination series completion

- Students whose titers continue to read “non-immune” or “equivocal” are considered, “non-responders”, should be considered susceptible to HBV, and should be counseled regarding precautions and treatment via their health care provider.
- Students are responsible for tracking these results and vaccine due dates along with re-titer dates as needed

**Scenario #2:**

- Students who have not previously completed the 3-part Hepatitis B vaccination series must first obtain the 3-part vaccination series initially at 1, 2 and 6 months
  - A titer (blood test) to verify they are **positive** for Hepatitis B surface antibody (anti-HBs), thus immune to the disease, is required 1-2 months following the vaccination series completion.
  - Students whose titer results are either “non-immune” or “equivocal” must **repeat** the Hep B 3- part vaccination series at 1, 2 and 6 months
  - An additional Hep B titer is required, again 1-2 months post immunization
  - Students whose titers continue to read “non-immune” or “equivocal” are considered, “non-responders”, should be considered susceptible to HBV, and should be counseled regarding precautions and treatment via their health care provider
3. ***Hepatitis B New vaccine:***
- A new **HEPLISAV-B vaccine** approved by FDA is available. It requires two (2) doses 4 weeks apart and is more effective than the older type vaccine (ENGIREX-B). Please check with your doctor’s office for prescription options. 4-6 weeks after the 2<sup>nd</sup> injection you will need a titer to check for Hep B surface antibodies to ensure immunity.
4. ***A seasonal flu shot*** is required as soon as the shots are available each year. Failure to receive this vaccination will prevent the student from participating in clinical.
- E. Specific student health information will be released to our clinical partners only as required by that site. our clinical partners are contractually obligated to keep this information confidential.
- F. Healthcare costs for students are the responsibility of the student.

**Health Alterations**

Students are responsible to disclose any change in their health conditions that impacts their ability to participate in the program or meet the program’s technical standards. In such circumstances, documentation from a healthcare provider may be required.

Students should not attend clinical when experiencing symptoms of a contagious health alteration (such as bacterial or viral infections) if symptoms include vomiting and/or diarrhea, fever (especially a temperature over 100.4°F), excessive nasal drainage, productive cough, shortness of breath and/or the inability to taste. A student deemed too ill to be at clinical will be sent home by the instructor and it will be counted as a clinical absence.

**Textbooks**

The faculty realizes respiratory therapy textbooks are expensive. However, it is important you purchase the books listed for respiratory therapy courses. Books purchased for any respiratory therapy course will serve as a reference for future respiratory therapy courses and be a solid foundation for your personal library and studying for the board exams.

**Grading Scale for All Respiratory Therapy Courses**

A = 92.5 - 100  
B = 83.5 - 92.49  
C = 75.5 - 83.49  
E = Below 75.49

**Examination Policy**

All examinations must be attended at the designated time and place. If illness or circumstance prevents a student from meeting the exam, it is expected the appropriate instructor will be notified before the exam. The instructor will determine alternate exam arrangements. There are penalty points for taking late exams. Instructor contact information is listed in the course syllabi.

Respiratory Therapy courses utilize Internet services and resources to supplement instruction. Students must have reliable internet access. Students enrolled in the RT program are required to take assessments (ie: exams, quizzes, etc) electronically using an online assessment program called ExamSoft Examplify. Students enrolled in these courses will be required to provide their own computer with webcam and microphone that will support the assessment software. The software can be used on most modern Microsoft Windows-based computers, and Mac OS X devices. Information related to minimum system requirements can be located by visiting the following links:

Windows: <https://examsoft.force.com/emcommunity/s/article/Examplify-Minimum-System-Requirements-for-Windows>

Mac OS X: <https://examsoft.force.com/emcommunity/s/article/Examplify-Minimum-System-Requirements-for-Mac-OS-X>

**Appeal Procedures for Course Grade**

Students who wish to appeal the assignment of a course grade should start by talking to the course faculty (theory, lab, and/or clinical if applicable). The second stage of the appeal is to the Health Sciences Division Dean, and the final appeal is to a student-faculty committee appointed by the Vice President of Instruction. The decision of the committee is final. Please see the current College Catalog for information about the MCCC procedure for grade appeal.

Students who are dismissed from clinical courses due to a disciplinary action during the course of the semester do not need to wait until the end of the semester to receive a failing grade. This student may appeal the action immediately using the grade appeal model. If the dismissal from the clinical course is upheld by the student-faculty committee, continuation in the classroom courses for that semester is not affected. Proceeding to the next semester's clinic and classroom, however, is affected. If the dismissal is denied, the student will be allowed to re-enter the clinical course pending appropriate placement. Appropriate clinical placement is defined as a clinical site that is equivalent to the rotation from which the student was dismissed if the original site does not accept the student back for clinic. Any clinic time missed will be made up through mutual arrangements between the student and at the convenience of the clinical site.

**Academic Dishonesty-** Procedure 3.10(a)**STATEMENT ON ACADEMIC DISHONESTY**

The College expects students to be honest in all academic work and maintain integrity as well as the academic integrity and reputation of their institution. Consistent with the mission of the college, the goal of the disciplinary procedure is to maintain the academic excellence of the college while providing an opportunity for a life learning experience.

Academic dishonesty is any act, intentional or unintentional, to achieve academic credit, or in submission of work for any college activity, through means of: cheating, plagiarism, fabrication and/or falsification of records or documents, and/or aiding or abetting of any form of academic dishonesty.

Major categories of academic dishonesty include Cheating, Plagiarism, fabrication/Falsification, and/or Aiding or Abetting. These categories are outlined below but are examples only and should not be construed to express all forms of unacceptable behavior that may exist under these categories. It is the student's responsibility to be aware of specific academic dishonesty policies followed in their programs and individual classes. These statements serve as a general guideline but are not all-inclusive.

Examples of Academic Dishonesty are as follows:

#### A. Cheating

Cheating can be defined as, but not limited to, the following examples:

1. Submitting academic work of another, without prior instructor authorization or written official formatted sourcing.
2. The use of any sources NOT authorized by faculty such as, but not limited to, items such as test bank items, previous student work (i.e. reusing a paper written for another course), classroom material, or the use of any previously done work that might be considered as cheating.
3. The use or possession of devices such as, but not limited to, a smart phone, smart watch, smart tablet, or any electronic form of internet-based information not authorized during any course activity or any assessments of academic experiences.
4. Communicating or sharing any information or materials found on exams, quizzes, assessments or any materials assigned within the course that are to be completed independently.

#### B. Plagiarism

Plagiarism can be defined as, but not limited to, the following:

1. The use of other sources created by an individual, group, institution, or any other source without proper attribution. Credit must be given to the creator using any formal writing format that outlines sourcing.

#### C. Fabrication and or Falsification

Fabrication or falsification can be defined as, but not limited to, the following examples:

1. Falsifying or inventing any information on any documentation that was true to evidence of an act.
2. The change or manipulation of any record or document so that no evidence of act exists.
3. Communicating false or misleading information to any faculty member, employee, or affiliate for personal gain.
4. Forging signatures.

#### D. Aiding /Abetting of any form of academic dishonesty

Aiding in or knowledge of any form of academic dishonesty can be defined as, but not limited to, the following examples:

1. Sharing or allowing another student to copy any materials for course work.
2. Knowledge of others' academic dishonesty and withholding information.

#### DISCIPLINARY PROCEDURE

If an act(s) of academic dishonesty is/are determined by faculty, the academic dishonesty form will be initiated by the faculty and the following steps will be initiated:

1. Faculty will email the Vice President of Enrollment Management and Student Success to determine if prior instances of academic dishonesty are on record for student in question. The Vice President of Enrollment Management and Student Success shall maintain a record of all acts of academic dishonesty.
2. Faculty will notify the dean to place a “HOLD” on the student’s record. The hold will prevent the student from withdrawing during the review. (If the charge of academic dishonesty is set aside, the student may withdraw from the course, following the withdrawal procedures for the time period of the initial incident).
3. Faculty will provide level of severity of the action on the Academic Dishonesty Report Form and send to the Dean and Vice President of Enrollment Management and Student Success. (All evidence and correspondences between faculty and student should be included with form that goes to the Department of Enrollment Management and Student Success.) Student will have (7) days to complete Academic Dishonesty Form and provide supporting documentation (agreeing/disagreeing with Faculty recommendations) and return to Vice President of Enrollment Management and Student Success to initiate arbitration process.
4. Meeting is set up between student and Vice President of Enrollment Management and Student Success to discuss incident. Arbitration process begins with faculty and student input. As a result of arbitration, the Vice President will inform the student and faculty of the discussed outcome. If either disagrees, the process will move to trial.

### APPEALS PROCEDURE

*(Procedural timelines may be waived by the Vice President in the interest of facilitating due process and fairness).*

If the student or faculty are dissatisfied with the arbitrated outcome,

1. The Vice President shall appoint an appeals committee composed of two (2) students, two (2) faculty members, and an administrator to hear the appeals. The appointed administrator shall chair the committee. The Vice President and the faculty member making the charge shall not serve on the committee.
2. The committee will be charged with upholding the instructor’s original recommendation or agree upon a new disciplinary outcome. The committee’s determination shall be final and binding.
3. Debriefing can be requested by either party with the Vice President of Enrollment Management and Student Success, which can serve as a learning opportunity.

### Attendance

Attendance will be taken in each Respiratory Therapy Program class. Attendance in class may be a requirement for some classes and attendance points may be assigned. Due to the critical nature of a respiratory therapist’s job, his/her knowledge, skills, and behaviors are held to a high standard. To miss class and the knowledge from the class may result in lower and even failing grades even if an attendance clause is not included in the grade. As a result, it is assumed that a student will attend classes, labs, and clinical courses as well as to be on time for the start. All clinic courses will have attendance/tardiness standards of conduct that if not followed will result in dismissal from the program. In general, all clinic absences are to be made up.

An emergency alert system is available to notify students by phone and email regarding closure of MCCC due to weather or other emergencies. It is required that students enroll in this free service to avoid communication issues with weather and other problems common in Michigan. To enroll, go to the link at the MCCC website and follow the prompts.

**Cell phones and pagers**

Personal cell phones and pagers cannot be used on the clinical unit. If brought with students to clinic, they must be kept in the locker except on break or lunch. If brought to class or laboratory, they should be turned off. They may be on in class or lab, in a silent or vibrate mode, in emergency situations **only**. Do not use text messaging or tweeting services while in class, clinical, or lab. You may be asked to leave class if this is violated.

Photographs taken with any camera (any type of stand-alone camera or camera component of a cell phone, computer or any other device) are prohibited in class, lab, or in the clinical setting unless permission is granted by the faculty member or a member of the hospital staff.

**Student RT Club**

Each class will have its own Respiratory Therapy Student Club with officers, advisor, and budget. All students in the program are considered members. Activities include social functions and fundraisers to accumulate resources that can be applied to reduce the out-of-pocket costs associated with attending professional seminars, workshops and in some cases, fees for credentialing exams. In addition, community service activities are encouraged to inform the public about respiratory health and other topics related to the profession. Clubs will elect their officers, hold at least 8 meetings per year with minutes and a list of attendees, and complete MCCC report documents for an audit of the account. Election of officers is typically in October of the fall semester for first year students and at the beginning of fall for second year students.

**Service Learning**

The respiratory therapy program has a service learning component in the curriculum. The student club will sponsor an American Heart Association BLS Instructor Class. The subsequent BLS classes are used as both a service learning opportunity as well as a fundraiser for the club.

**Respiratory Therapist Program Progression, Remediation and Completion**

In order to progress in the Registered Respiratory Therapist Program a student must receive a “C” or better grade for all courses in the curriculum. In order to achieve a “C” grade in RTH 110 and RTH 120 the student must achieve a numerical average greater than or equal to 75.49% (as in all RTH classes) and, **additionally**, must pass a minimum number of exams as set forth in the class syllabus.

Remediation for classroom is available in the form of faculty suggestions to improve grades with study strategies, test-taking strategies, tutoring and referral to the Learning Assistance Lab. The program does not routinely offer extra credit papers, quizzes, or retake exams to raise a failing grade to passing grade for a class. Clinic probation is a condition where a student has been deemed either deficient and must remediate before passing the class or has violated one of the conditions stated in the disciplinary actions.

If the student achieves a “C” or better in the professional courses (RTH prefix) but receives below a “C” grade for BIOL 258 or any of the required general education courses, he/she will need to repeat the BIO 258 achieving a minimum “C” grade prior to being granted advancement in the Respiratory Therapy Program.

**Transfer, Advanced Standing and/or Prior Work Experience**

Applicants who have completed coursework in another accredited respiratory therapy program may apply for transfer to the MCCC program. The student must provide the College with a letter of

recommendation from the program director of the transferring institution indicating that the student has not been dismissed from the program for academic or disciplinary reasons.

The program director will evaluate the student's transcript and any course materials related to the request in order to determine correct placement. A review of the pre-requisite courses will also be made in order to determine graduation requirements and parity to native students in the program. The intent of this evaluation is to identify the proper semester or course placement and ultimate success of the in-coming student.

There is no classroom recognition of prior work experience for an applicant who does not possess a credential or license in Respiratory Care. These students must enter the program as a regular applicant but may apply for early completion of the first semester of clinic (see clinic policy 1.10.1). In some cases, a CRT individual who has completed a program in the past may apply for completion of the RRT program or a returning-to-the-field RRT may wish to have classroom and clinic courses to refresh his/her knowledge and employability. This will be handled on an individual basis following the same tenets as the transfer student. An evaluation of cognitive placement using NBRC SAE exam and observation of clinical skills may be part of the process for this type of applicant.

### **Re-Admission to the Program**

Re-admission to the Respiratory Therapist Program is on an individual basis and based upon the reason for termination. Persons who leave the program due to academic performance in the classroom in the second or subsequent semesters, or due to health, financial, or other personal reasons are generally re-admitted for the semester when the problem or situation arose. Due to the program start date, this means students may be away from respiratory education for a year. For this reason, students are advised to re-enter the semester prior to the problem semester with an individualized independent study course to refresh skills and improve success. Re-entry is not automatically guaranteed for these students and is dependent upon a student success plan discussion with the program director, as well as meeting all required elements for admission into the program (background checks, vaccinations, etc).

Persons who have been away from the program for more two years or more, or who have not met the required academic standards twice, shall only be re-admitted upon the discretion and consensus of the Program Director, Director of Clinical Education, and faculty. This will be considered on a case-by-case basis and will be reserved for special circumstances. An independent study will be required in those cases where re-entry is approved.

Persons having been dismissed for clinical performance reasons may or may not be re-admitted based upon the nature of the problem (example excessive tardiness compared to unsafe clinic practice). Upon re-entry, the student will be placed on clinical probation which results in more frequent evaluations and supervision for a minimum of one semester. In the case of pregnancy, illness, or military service, every effort will be made to work with the student to continue the program, if possible, but at the discretion of the program director.

A student wishing to re-enter should provide a written request to the program director in sufficient time to evaluate and locate an appropriate clinic placement.

### **Insurance**

Respiratory Therapy students are required to have current professional liability and hospitalization insurance. The College provides professional liability insurance when a student enrolls in clinical classes. The liability insurance premium is assessed once a year in the form of a lab fee attached to a clinic class (RTH 111 and RTH 211). The student provides hospitalization insurance at the student's expense. Proof of insurance will be kept in the student's RT program file.

**LEARNING ASSISTANCE LABORATORY (Disability & Accommodations):** The Americans with Disabilities Act with Amendments (2008) affords students an equal opportunity to participate in educational courses /programs/services. Students with a disability for which accommodations may be appropriate should contact Disability Services at 734-382-4167 located in the Learning Assistance Lab, C-218. See the MCCC Catalog for a list of services or visit <http://www.monroeccc.edu/lal/lal.htm>.

Students enrolled at MCCC may be eligible for additional academic support services to help them be successful at MCCC. For more information, contact the Learning Assistance lab at 734-384-4167.

### ***Pregnancy***

Students who are or become pregnant while participating in the program should notify her instructor and Health Science Division Office if the condition impacts her ability to participate in the program or meet technical standards.

### ***Latex Allergy***

The students must notify the RT program Director or Dean of Health Sciences or designee if a latex allergy is present, prior to the start of the program. The College and clinical facilities cannot provide a latex-free environment. In the case of a latex allergy, a physician note will be required stating specific restrictions. The LAL will be consulted should reasonable accommodations be requested.

### **Privileged Information and Confidentiality**

Students are asked to remember that they are guests within the hospital institution and as such have access to privileged information. Students will have questions regarding patients/clients, staff, policies, and/or procedures. It is expected that professional and legal standards will be always maintained. Confidential client information must not be discussed outside the educational setting. Confidential records of the client must remain in the hospital setting. Care must be taken for proper disposal of any personal notes or care plans about clients. ***Student photographing, photocopying, and/or faxing client information from any source is inappropriate and will not be tolerated.*** Students may collect information about **their assigned client** only. Any other information gathering would be considered a breach of confidentiality. A breach or misuse of confidential information may result in program dismissal and may result in court action. Extreme care should be taken in dealing with client information. Do not use names or specific client identifiers on program documents. Students should also expect to sign a pledge to ensure client confidentiality in clinical settings that is part of the clinical site orientation.

### **Health Insurance Portability and Accountability Act (HIPAA)**

#### ***Privacy Standards: Protected Health Information (PHI):***

Health and Human Services issued a final rule to protect the confidentiality of medical records and other personal health information. The rule limits the use and release of individually identifiable health information; gives clients the right to access their medical records; restricts most disclosure of health information to the minimum needed for the intended purpose; and establishes safeguards and restrictions regarding disclosure of records for certain public responsibilities, such as public health, research, and law enforcement. Improper uses or disclosures under the rule are subject to criminal and civil sanctions prescribed in HIPAA.

It is the linkage of the client's name or demographics to information about their treatment or condition that makes information "protected health information" (PHI). Any information that can be

used to identify an individual will be considered protected health information (PHI). (This includes address, SS# or Driver's License Numbers.)

**Disclosure vs. Use:**

Protected health information (PHI) may be used without restrictions when providing direct care to your client and/or consulting with other healthcare professionals regarding the direct care of your client. Restrictions/Disclosure come into play when someone who is not directly involved in the treatment and care of the client requests and is given PHI. A "Patient Authorization" is a special kind of consent defined by HIPAA. It allows disclosure of PHI to individuals with a client's permission. As a member of the healthcare provider team, you are required to protect the PHI.

Be aware of your surroundings. Do not repeat protected health information you see or overhear. Avoid discussion about clients in public areas in and outside of the hospital. You may be liable for breaches of confidentiality.

**Security Standards:**

Health and Human Services adopted final regulations for security standards to protect electronic health information systems from improper access or alteration. Under the security standards, covered entities must establish procedures and mechanisms to protect the confidentiality, integrity, and availability of electronic protected health information. The rule requires covered entities to implement administrative, physical, and technical safeguards to protect electronic protected health information in their care. The standards use many of the same terms and definitions as the privacy rule to make it easier for covered entities to comply. Be careful and know to whom you are faxing, e-mailing, or phoning protected health information. Include warnings about confidentiality.

Other standards covered under the law include:

**Electronic Transaction Standards:**

These standards streamline the processing of health care claims, reduce the volume of paperwork and provide better service for providers, insurers and clients. It establishes standard data content, codes, and formats for submitting electronic claims and for other administrative health care transactions.

**Employer Identifier:**

These rules standardize the identifying numbers assigned to employers in the health care industry.

**National Provider Identifier:** These standards require hospitals, doctors, respiratory homes, and other health care providers to obtain a unique identifier when filing claims.

**National Health Plan Identifier:**

These standards create a unique identifier for health plans, making it easier for health care providers to conduct transactions with different health plans. (An identifier may be your social security number or your student ID number.)

In addition, HIPAA requires that clients be given a notice of the health care provider's privacy practices and their rights.

It is expected that students always follow HIPAA rules and regulations. Breaches in confidentiality may result in program dismissal without recourse and potential legal action.

Excerpts taken from (2003.03.03 -Fact Sheet- Administrative Simplification under HIPAA: National Standards ... p. 1 of 4. US Department of Health & Human Services and from area Hospitals information/ guidelines on HIPAA)

### **Serious Infectious Disease Policy:**

Respiratory care students, with support and guidance of their clinical instructor or preceptor, may have an opportunity to care for patients with an infectious disease. Students are expected to help manage care of these patients. When considering the care of clients diagnosed with serious infectious disease, we recognize that students have varying degrees of skills, both psychomotor and cognitive. We also recognize that faulty technique when caring for these clients could prove harmful or even fatal to the student. Students are not required to care for patients in isolation requiring an N-95 mask, PAPR, or any other fit-tested equipment unless specially arranged by program administration.

Graduate health care workers are expected to have the skills and knowledge necessary to provide safe and compassionate care for all clients, regardless of diagnosis. Consideration will be given to the client's complexity of care, agency policy, and the student's knowledge and dexterity level. A student who refuses to care for infected clients will be counseled to determine the reason for refusal and regarding the failure to meet the requirements of the profession of respiratory care. Students who have serious reservations about caring for clients with infectious diseases should reconsider their career choice.

### **Standard Precaution:**

(www.cdc.gov, May 2014)

Standard Precautions are based on the principle that all blood, body fluids, secretions, excretions except sweat, nonintact skin, and mucous membranes may contain transmissible infectious agents. Standard Precautions include a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These include hand hygiene, use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure, and safe injection practices. Check specific agency policies and procedures.

#### **A. Hand Hygiene**

Hand hygiene procedures include the use of alcohol-based hand rubs (containing 60-95% alcohol) and handwashing with soap and water. Alcohol-based hand rub is the preferred method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), or after caring for patients with known or suspected infectious diarrhea (e.g., *Clostridium difficile*, norovirus), in which case soap and water should be used.

#### **1. Performing Hand Hygiene**

##### **Using Alcohol-based Hand Rub (follow manufacturer's directions):**

- Dispense the recommended volume of product
- Apply product to the palm of one hand
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required)

##### **Handwashing with Soap and Water:**

- Wet hands first with water (avoid using hot water)
- Apply soap to hands
- Rub hands vigorously for at least 15 seconds, covering all surfaces of hands and fingers
- Rinse hands with water and dry thoroughly with paper towel
- Use paper towel to turn off water faucet

## 2. Indications for Hand Hygiene

Always perform hand hygiene in the following situations:

- Before touching a patient, even if gloves will be worn
- Before exiting the patient's care area after touching the patient or the patient's immediate environment
- After contact with blood, body fluids or excretions, or wound dressings
- Prior to performing an aseptic task (e.g., accessing a port, preparing an injection)
- If hands will be moving from a contaminated-body site to a clean-body site during patient care
- After glove removal

### **B. Personal Protective Equipment**

Personal Protective Equipment (PPE) use involves specialized clothing or equipment worn by facility staff for protection against infectious materials. The selection of PPE is based on the nature of the patient interaction and potential for exposure to blood, body fluids or infectious agents.

#### 1. Use of PPE

##### **Gloves**

Wear gloves when there is potential contact with blood (e.g., during phlebotomy), body fluids, mucous membranes, nonintact skin or contaminated equipment.

- Wear gloves that fit appropriately (select gloves according to hand size)
- Do not wear the same pair of gloves for the care of more than one patient
- Do not wash gloves for the purpose of reuse
- Perform hand hygiene before and immediately after removing gloves

##### **Gowns**

Wear a gown to protect skin and clothing during procedures or activities where contact with blood or body fluids is anticipated.

- Do not wear the same gown for the care of more than one patient
- Remove gown and perform hand hygiene before leaving the patient's environment (e.g., exam room)

##### **Facemasks (Procedure or Surgical Masks)**

Wear a facemask:

- When there is potential contact with respiratory secretions and sprays of blood or body fluids
- May be used in combination with goggles or face shield to protect the mouth, nose and eyes

##### **Goggles, Face Shields**

Wear eye protection for potential splash or spray of blood, respiratory secretions, or other body fluids.

- Personal eyeglasses and contact lenses are *not* considered adequate eye protection
- May use goggles with facemasks, or face shield alone, to protect the mouth, nose and eyes

## 2. Respiratory Hygiene and Cough Etiquette

All persons with signs and symptoms of a respiratory infection (including facility staff and students) are instructed to:

- Cover the mouth and nose with a tissue when coughing or sneezing;
- Dispose of the used tissue in the nearest waste receptacle
- Perform hand hygiene after contact with respiratory secretions and contaminated objects/materials

### **C. Emergency Needle Stick Information**

If exposed to a needle stick or sharps injury or were exposed to the blood or other body fluid of a patient during clinical work, **immediately follow these steps:**

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Report the incident to the clinical instructor and agency supervisor immediately
- Immediately seek medical treatment

#### **D. Transmission-based Precautions**

([www.nlm.nih.gov](http://www.nlm.nih.gov), May 2014)

Transmission-based precautions are extra steps to follow for illnesses that are caused by certain germs. Standard precautions and these extra precautions will both need to be followed. Some infections require more than one type of transmission-based precaution. Check specific agency policies and procedures.

Start following transmission-based precautions when the illness is first suspected. Stop them only when the illness has been treated or ruled-out and the room has been cleaned.

Patients should stay in their rooms as much as possible while these precautions are in place. They may need to wear a mask when they leave their room.

**Airborne precautions** may be needed for germs that are so small they can float in the air and travel long distances. Airborne precautions help keep staff, visitors, and other patients from breathing in these germs and getting sick.

- These germs include chicken pox, measles, and active tuberculosis (TB).
- Patients who have these germs should be in a special room where the air is gently sucked out. This is called a negative pressure room.
- Students should NOT be assigned to patients requiring airborne isolation (use of a N95 or PAPR hood) due to OSHA training requirements that students do not partake in.

**Contact precautions** may be needed for germs that are spread by touching.

- Everyone who enters the room who may touch the patient or objects in the room should wear a gown and gloves.
- These precautions help keep staff and visitors from spreading the germs after touching a patient or an object the patient has touched.
- Some of the germs that contact precautions protect us from are *C. difficile* and norovirus, and respiratory syncytial virus (RSV). These germs can cause serious infection in the intestines.

**Droplet precautions** are used to prevent contact with mucus and other secretions from the nose and sinuses, throat, airways, and lungs.

- When a patient talks, sneezes, or coughs, droplets that contain germs can travel about 3 feet.
- Illnesses that require droplet precautions include influenza (flu), pertussis (whooping cough), and mumps.
- Everyone who goes into the room should wear a surgical mask.

**SOCIAL NETWORKING STATEMENT: Health Sciences Division**

The Health Sciences faculty and administration recognize that social networking websites and their applications are an important and timely method for communication. However, students, staff and faculty who use these websites and other applications must be aware of the critical importance of privatizing their websites so that only trustworthy “friends” have access to the website/applications. Students, faculty, and staff should take advantage of privacy settings available on many social networking sites in their personal online activities and see to separate their personal and professional sites and information online. They must also be aware that posting certain information is illegal (see below). Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders may be subject to adverse academic actions that range from a letter of reprimand to dismissal from the occupational program and/or school. The following actions are strictly forbidden:

1. With respect to information that you have in your role as a caregiver, you may not reveal the personal health information of other individuals except as specifically proscribed by law and regulation. Removal of an individual’s name does NOT constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photography may still allow the reader to recognize the identity of a specific individual. This is a HIPAA violation and may violate other laws and clinical agency regulations as well.
2. You may not report private (protected) academic information of another student or graduate. Such information might include but is not limited to: course or clinical grades, narrative evaluations, examination scores, or adverse academic or clinical actions. This may be a violation of state and/or federal privacy laws or regulations.
3. Do not represent yourself as someone else or as a representative of Monroe County Community College.

**Health Science Division: Professional Boundaries**

The purpose of this policy is to provide guidelines for students and faculty regarding the use of social networking technology. Maintaining professional boundaries can be a challenge for students and faculty in the information technology age. Social networking technology can obscure the client-caregiver and faculty-student relationships, creating a friend relationship versus a friendly professional one. Professional boundaries exist in order to maintain: 1. a therapeutic relationship between clients and caregivers and, 2. an objective relationship between faculty and students.

To assure professionalism it is imperative to set clear boundaries for both therapist-client and faculty-student communications and relationships. This policy establishes guidelines for these relationships and for professional behaviors related to communications that utilize information technology, including e-mail and social networking sites, such as Facebook, Snapchat, and Twitter. Violations of these guidelines may be considered unprofessional behavior and may be the basis for disciplinary action.

**Faculty-Student Communications**

- The appropriate use of information technology between faculty and students is the utilization of the college email, not personal email.
- Social networking sites (For example, Facebook, Snapchat, and Twitter, LinkedIn, Four-square or mobile devices, etc.) are not appropriate for communications between faculty and students.

**Therapist-Client Communications**

- Do not become a friend on a client's social networking site or allow clients to become a friend on your site.
- Do not reveal the personal health information of individuals that you access in your professional role. This is considered a HIPAA violation.
- Do not use your MCCC or clinical facilities computers for personal business. These resources are provided for academic or clinically related business.

**Professional Behaviors Related to Social Networking**

- Do not report private academic information of other students on these sites.
- When using social networking sites, always present self in a mature and professional manner. Be aware that future employers review these network sites when considering potential candidates for employment.
- Refrain from the following actions on social networking sites:
  - Display of vulgar language.
  - Display of language or photographs that are disrespectful of any individual or group secondary to age, race, gender, ethnicity, or sexual orientation.
  - Posting of personal photographs or photographs of others that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
  - Posting of potentially inflammatory or unflattering material on another's website, e.g. on the "wall"; of that person's Facebook site.
- Maintain professional conduct between colleagues on social media networks.

**Community Service Assignment**

Community service is integral part of our Respiratory Care profession. A student must complete 8 hours of community service each year. These hours can be completed in fall and/or in winter semester. No points will be awarded, but the hours must be completed to receive a final grade in assigned class. These activities cannot be used for any other course extra credit. Community service must be pre-approved by Program Director/ Director Clinical education.

To qualify for community service, the activity must meet the following requirements:

1. Take place outside of class time.
2. Be related to Respiratory Care.
3. If not related to Respiratory Care, then must be pre-approved by the Program Director or Director Clinical Education or Program faculty.
4. Benefits others.

At the end of semester student submit details and what is gained from this experience (attach 1 page type or written sheet along with detailed hours count):

1. Provides detail of total number of hours spent for the community service(s)
2. Describe details of the activity including the organization and person(s) affected.
3. Reflect and summarize how your participation and contribution positively impacted those affected.
4. How this activity contributed to your professional growth?

**Professional Portfolio**

In the second year of the program, you will be required to complete a professional portfolio which will be graded and part of RTH 222 Seminar. It will contain your resume, CPR card, professional membership cards, transcripts, good examples of clinic paperwork and other important documents of your skills and activities during the program. This will be impressive for a job interview and make it easier for the employer to hire you if all the required documents are easily copied for you employee file. If you received a scholarship, thank you letter or other correspondence to show your activities, please start gathering this during the first year and make a habit of keeping these in a central location. Students should “keep” items for their portfolios throughout the program, but they complete the portfolio during the 2<sup>nd</sup> year. As a result, you will begin collecting documents that can be placed in your portfolio in the first semester. Faculty will help you identify suitable items to include.

**Professional Licensure Disclosure Respiratory Therapy**

Monroe County Community College is regionally accredited by Higher Learning Commission. The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (COARC).

This program is designed to meet the educational requirements for respiratory therapists in Michigan and Ohio. Upon completion, students are eligible for CRT and RRT examinations. MCCC has not determined if the Respiratory Therapy program meets the state education requirements in any other state or U.S. Territory. Students are encouraged to contact the state regulatory agency for respiratory care in any other state for which this information is needed. The National Board of Respiratory Care (NBRC) has resources that may be helpful in providing contact information for various state regulatory agencies (please visit the link provided below). For more information, please contact Ijaz Ahmed, [iahmed@monroeccc.edu](mailto:iahmed@monroeccc.edu).

State Licensure information: <https://practitionerportal.nbrc.org/licensure/list>

Additional information regarding student complain processes can be found here: <https://www.monroeccc.edu/student-consumer-information>

Career Opportunities by state: <https://www.bls.gov/>