

Genesee Community College Respiratory Care Program

Student Handbook 2025



Respiratory Care Program Goal

To prepare the graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapist (RRTs).

Genesee Community College Respiratory Care Program Faculty:

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Director of Clinical Education: Amy Provenzo, BSRT, RRT

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This student handbook has been compiled with by the faculty to provide information pertinent to the Genesee Community College Associate of Applied Science Degree (AAS) Respiratory Care Program. Information in this handbook is subject to change.

Students enrolled in the GCC Respiratory Care Program are accountable to rights and responsibilities published in:

The Genesee Community College Associate of Applied Science (AAS) Degree Respiratory Care Program has full status approval by the New York State Education Department Office of the Professions and is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

For information on this respiratory program contact:

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GENESEE COMMUNITY COLLEGE MISSION STATEMENT

Dedicated to meeting the changing needs of individuals and the community, Genesee Community College, a public, open-admission, student-centered college, commits to providing educational experiences which promote intellectual and social growth, workforce and economic development, and global citizenship.

COLLEGE GOALS

- Expand access to educational services.
- Continuously improve the quality of degree programs and services through assessment, innovation, and planning.
- Expand and improve experiences that prepare people to thrive in a diverse society.
- Increase students' success in achieving their educational goals.
- Expand and renovate facilities to meet present and future needs.
- Increase initiatives to support regional economic development.
- All college personnel will engage in continuous learning for professional growth and leadership.
- Expand resources through external funding and effective stewardship of college assets.
- Increase the use of innovative technology to improve educational outcomes.

INSTITUTIONAL-LEVEL STUDENT LEARNING OUTCOMES

Upon graduation from a degree program at Genesee Community college, the graduate will have acquired skills and knowledge to be able to:

- Communicate effectively utilizing appropriate written, verbal/non-verbal, and active listening skills.
- Demonstrate knowledge of the consequences of life-style choices in the areas of health, wellness, or fitness.
- Utilize appropriate technologies and information management skills effectively for academic, personal, and professional needs.
- Demonstrate knowledge of basic qualitative and quantitative procedures.
- Demonstrate sufficient preparation for transfer to a baccalaureate institution and/or for career development.
- Apply scientific inquiry.
- Employ problem-solving and decision-making skills through the use of inductive reasoning, deductive reasoning, creative reasoning, and analytical processes.
- Employ knowledge of historical inquiry and its implications for global, national, and regional affairs.
- Use multiple modes of inquiry to experience creativity and self-expression across all disciplines.
- Discuss the varied perspective of other cultures.

Revised June 2025

RESPIRATORY CARE PROGRAM POLICIES

Policy # 1.04A Assurance of Standards

The Genesee Community College Respiratory Care Program (hereafter referred to as “The Program”) will meet the provisions set forth by the Commission on Accreditation for Respiratory Care (hereafter referred to as “CoARC”).

Policy # 1.04C Appointment of Qualified Personnel

The Program will ensure that all faculty/instructors are currently credentialed and licensed Registered Respiratory Therapists. Other medical professionals (such as MD, RN, etc.) may contribute to the education of the students by offering their areas of expertise. However, only RRTs can be the sole primary instructor for Program courses.

Policy # 1.04E Maintaining Records

Student transcripts are maintained permanently through the SUNY GCC electronic database. Hardcopy files from the most recent 5 years are kept onsite. The GCC policy for access to student records is outlined in GCC procedure #409.

Policy # 1.04G Assuring Appropriate Supervision

The Program will ensure that students are adequately supervised in all areas where instruction occurs. The DCE is responsible for confirming sufficient supervision in clinical rotations of all students by Registered Respiratory Therapists. In the event that a scheduled preceptor is not able to work with a student on the assigned day/time, clinical affiliates are encouraged to contact the DCE and arrange for an acceptable substitute. All classroom and laboratory activities are supervised by Program faculty and staff.

Policy # 1.06 Consistency of Policies

The Program will ensure that program policies are consistent for all students and faculty regardless of the location of instruction. This includes all venues of instruction (didactic, laboratory, and clinical).

Policy # 4.11 Consistency of Instruction

The Program will ensure that course content, learning experiences, and access to learning materials are substantially equivalent for each student regardless of location. This includes all venues of instruction (didactic, laboratory, and clinical).

Policy # 5.02M/5.13 Clinical Work Experience

Preference is given to applicants that have direct-patient contact clinical experience. Students are allowed to continue to work in clinical settings outside of formal educational activities outlined in the program. However, students must not complete clinical coursework while in an employee status at a clinical affiliate. Students shall not receive any form of remuneration in exchange for work they perform in relation to their clinical education coursework and experiences.

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Policy # 5.07 Legal Policy

All Program policies, procedures, and activities shall be consistent with all state and federal statutes, rules, and regulations.

Policy # 5.11 Health & Safety

It is a priority of the Program to safeguard the health and safety of patients, students, and faculty. As such, all students are required to complete all Program required safety trainings and provide complete health and immunization records prior to beginning clinical rotations. The current requirements are detailed specifically in the Clinical Portion of the Handbook.

Policy # 5.12 Student Instructors

Students must not be used to substitute for clinical, instructional, or administrative staff. Students with prior experiences and skills may assist faculty but are not to be the primary or exclusive instructor for any significant component of the curriculum.

Policy # 5.14 Student Counseling

The Program faculty become the students' advisors upon admission into the program. In addition to course planning and academic advisement, Program faculty also counsel students in personal/social concerns and career awareness. Faculty is encouraged to refer students to the college's Student Services, Counseling, and Tutoring resources when appropriate.

Policy # 5.18 Security of Records

Access to electronic records is protected by password encryption. Program faculty and staff are responsible for maintaining secure passwords. Hardcopy records of personal academic, health, and identity information are maintained in locked filing cabinets; only program staff and faculty have access to these files.

Policy # 5.21 Program Records

The Program will keep on file for 5 years the following: annual report of current status, course syllabi, resource assessment surveys, affiliation agreements, and advisory meeting minutes.

CODE OF CONDUCT AND ETHICS

Each student is expected to conduct himself/herself at all times in a dignified manner; a manner which conforms to the ethics of the College and the profession as a health care practitioner. Irresponsible, unprofessional, or unethical behavior as determined by the instructor or failure to abide by instruction from a clinical preceptor/instructor may result in dismissal from the program. All hospital regulations are to be followed by students during assignments at clinical facilities. The Respiratory Care Program will not condone cheating in any form. Any instance of cheating will be dealt with in a strict manner, including being dismissed from the program.

REPORTING REQUIREMENT FOR LICENSURE OR CERTIFICATION IN RESPIRATORY CARE

New York State prides itself on the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate have requirements that individuals must meet in order to be licensed or certified in New York State. GCC's academic programs leading to licensure or certification are carefully designed to meet and exceed these New York State requirements. This is a role SUNY plays in protecting the public. However, other states frequently have their own requirements.

Genesee Community College **cannot determine** whether its educational program curriculum for Respiratory Care, A.A.S., if successfully completed, is sufficient to meet the licensure and certification requirements for practicing in Respiratory Therapy in States and U.S. territories other than New York. Enrolled students and prospective students are strongly encouraged to contact their state's licensure entity (if not practicing in New York) to review all licensure and certification requirements imposed by their state(s) of choice.

We encourage you to talk to your program director if you plan to practice in a State other than New York after graduation.

AARC Statement of Ethics and Professional Conduct

In conducting professional activities, the Respiratory Therapist shall be bound by the following ethical and professional principles. Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Seek educational opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent, and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty authorized by the patient and/or family, or as required by law.
- Provide care without discrimination on any basis, with respect for the rights & dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.

ACADEMIC CONDUCT

Academic misconduct, such as giving and receiving unauthorized aid in examinations or other work; plagiarism (passing off ideas, writings of another as your own, in assignments and papers) and falsification of a patient medical record shall result in the assignment of a failing grade (F) in the course in which such misconduct occurs.

ESTIMATED COST OF ATTENDANCE

Textbooks	\$1,100.00 (Approx. for entire program)
Trajecsys (Clinical Reporting System)	\$150.00
Physical/Immunizations	Copay specific to health insurance
Stethoscope	\$100.00
Scrubs	\$50.00
Program Exit exam.....	\$110.00
Lindsey Jones Simulations	\$155.00
CPR Training	\$50.00
Kettering Seminar (optional	\$355.00
ClassmateLR Simulations.....	\$99.00
HIV & HIPAA Training	\$30.00
Clinical rotations: parking fees	\$200.00 (approximate)

Scholastic Requirements

In order to maintain their placement and forward movement in the program, the student will be required to maintain a grade of "C" or higher in all RCP courses, prerequisite courses and co requisite courses. RCP lab grades will match the grade achieved in the course connected to the lab.

Academic Progress Review

Academic progress review is to promote, assist, and maintain student performance. The main purpose is to provide feedback and support to students regarding their performance and to identify areas of strength and/or weakness in performance or behavior. Emphasis is also placed on the student's progress towards meeting the goals of the program. The steps are as follows:

A. An informal review of each student's academic performance, progress, and professional development is conducted throughout each semester.

1. Areas of review include resources for counseling, tutoring for academic support, and financial hardship.
2. Students are made aware of faculty office hours posted outside of the RC offices as well as within the course syllabus. RCP faculty also maintain an open door policy.

B. The Program Director or a faculty member may initiate a review to address deficiencies in performance. The faculty will make recommendations to correct deficiencies or noncompliance with rules outlined in this manual. Recommendations must include:

1. Actions to be undertaken to identify and correct deficiencies.
2. Time limits on all activities.
3. Consequences of not accomplishing the activities within agreed upon time limits.

When an agreement is reached on the activities, deadlines, and consequences, a memorandum of agreement will be written. The student and the Program Director will sign the memorandum of agreement, the student will receive a copy and a copy will be placed in the student's file.

C. Conditions for the memorandum agreement:

1. If all the conditions are met, the memorandum of agreement will be complete.
2. If all the conditions are not satisfied and the deficiencies still exist, then the student will withdraw from the program.

Grievances

The faculty committee will meet to review credit status, changes in clinical assignments, waivers of clinic, grievances and academic progress review. Such student requests must be presented in writing to the program director or the DCE.

In consideration of the subject, the Dean of Students may be present at the meeting in order to provide in site to both the faculty member and the student.

Services may be present during student / faculty meetings. In addition, if the student is not satisfied with the determination of the program faculty, an appeal may be made in accordance with Genesee Community College ***Procedure No. 401: Students Rights & Responsibilities***. Students must follow the appropriate sequence of appeal; e.g. appropriate program faculty, then program director.

COURSE SEQUENCING

The RCP coursework begins exclusively in the Fall semester. Many of the courses are prerequisites to other courses, thus, students may not take courses out of sequence without permission from the course instructor and the program director.

CLASS WITHDRAWAL

Students may not withdraw from any RCP course without the approval of the program director. Students considering withdrawal are advised to discuss the reason(s) with the course instructor and the program director.

COMPREHENSIVE PROFESSIONAL EXAMINATION

The Comprehensive Therapist Multiple Choice (TMC) exit exam is given in April of the student's final semester. The expectation is that the student will obtain a minimum of 84 correctly answered questions out of 140.

The Comprehensive Therapist Multiple-Choice Examination is a parallel form of the examination administered by the National Board for Respiratory Care (NBRC). The scoring will be reported along with the results of the examinations.

COURSE EXAMINATIONS

In each course, human proctored examinations are given in written, oral, or practical format. The instructor for that course will announce the frequency, scoring, weighing of questions and passing score of each examination. Certain aspects of the program are essential requirements and are skill based and time sensitive. The student will demonstrate assessment skills, critical thinking, and problem-solving skills, which are time sensitive, requiring execution in a certain time frame for patient safety and sustaining life. These essential skills include intubation, suctioning for airway obstruction, initiating, and maintaining mechanical ventilation with appropriate settings/alarms, delivery of an aerosolized bronchodilator to resolve bronchospasm and interpretation of ABG's with appropriate response for patient care. Other essential skills include managing modes of mechanical ventilation for a critically ill patient with appropriate settings/alarms, interpretation of ABG's with appropriate response for that patient and demonstrating the ability to make appropriate decisions regarding weaning and extubation. The ability to demonstrate these skills verifies ability to perform life saving techniques in a timely manner. Should a student be unable to demonstrate proficiency during a practical format and not receive a passing grade, they cannot move forward in the program.

All exam/quiz/practical dates will be listed in the course syllabus, will be proctored by live human beings, and, when applicable, will be video taped. In the event a student is absent without valid reason or communication, the exam/quiz grade will be 0%.

GRADES

In each respiratory care course, the instructor will announce the grading criteria and publish it in the course syllabus. The policy relating to the “I” (incomplete) grade or deferred credit is in accordance with the policy of Genesee Community College. Students must maintain an overall 2.0 (C) grade point average (A=4) or above in all courses to remain in the program.

SUNY GCC Respiratory Care Program Grading Schema

A 95 -100	A- 92-94	B+ 89-91	B 85-88	B- 82-84	C+ 79-81
C 75-78	C- 72-84	D+ 70-71	D 67-69	D- 65-66	F 64 & below

CLASS AND LABORATORY ATTENDANCE

Class and lab attendance are graded per the course syllabi. For example, attendance could account for 10% of the total grade.

In the event of an absence, the student is expected to email the instructor in advance. Students are responsible for all classroom, laboratory, clinical assignments, and course content missed during any absence. Zooming/remote access to class is not an option. Students may request permission in advance to have a peer record lectures in the event of an absence.

Two or more unexcused absences from class may place the student at risk for failure in the course. Communication with the course instructor is necessary in the event of absences to ensure integrity and successful outcomes. In the event of inclement weather, students will be notified in advance of any changes in start times or cancellations by the instructor via email or by the GCC campus weather alert system.

Late arrival to class or lab will also be considered. In order to avoid classroom and lab disruption, students may be required to enter the instruction area through an alternate location and be seated in the rear of the room.

CLINICAL EDUCATION

Clinical respiratory care courses provide the student with an opportunity to apply knowledge and skills of various procedures and techniques gained in the classroom and laboratory in the patient care setting. To ensure safe and effective patient health care delivery, students are required to demonstrate pre-clinical proficiency through didactic and simulated instruction for entry into clinical practice. In the event a student is employed at a clinical site, the employed hours cannot be substituted as clinical hours. The GCC Respiratory Care Program Clinical Handbook contains additional detailed clinical rotation information and guidelines.

PHYSICAL EXAMINATION

Each student must be cleared by health screening for assignment to a clinical rotation by May 1st of the spring semester. Failure to have such clearance by the student's medical provider will result in the student being suspended from clinical rotation until the deficiency has been corrected. Time lost shall be considered as absent days and must be made up. Changes in health status should be reported to the coordinator of clinical education. GCC Respiratory Care Program adheres to the New York State Department of Health guidelines.

TUBERCULOSIS TESTING

The tuberculin skin test (TST) or the interferon-gamma release assay (IGRA) demonstrate TB infection. In the event of a positive result, the student will need to provide documentation of a clear x-ray no older than 10 years ago.

MEASLES, MUMPS, RUBELLA VACCINATIONS (MMR)

Each student must show proof of last MMR vaccine before going to clinical. If the date of administration is in question, the student must show a positive titer.

INFLUENZA VACCINATIONS

Each student must get an annual flu shot in accordance with the Health Department of New York State. Any student that does not get a flu shot must always wear a mask during their clinical rotation. A flu declination must be completed in the event a student does not receive a flu shot.

COVID VACCINATIONS

It is up to the discretion of each clinical site to determine proof of vaccination.

HEPATITIS B VACCINATION

All students must have proof of prior vaccination, immunity, or be vaccinated at their own expense prior to the time of enrollment against the Hepatitis B infection. While the student has the right to refuse vaccination, waiving this requirement absolves the College of any responsibility should the student get sick. Furthermore, students should be aware that hospital affiliates reserve the right to refuse clinical rotations to students who waive vaccination.

HIV INSTRUCTION

It is required that all students complete an approved AIDS/HIV awareness course prior to beginning the clinical education portion of their coursework. A printed certificate is required before placement into your first clinical rotation.

HIPAA POLICY

Health Insurance Portability and Accountability Act of 1996 (HIPAA) is federal legislation for the protection and confidentiality of health information. All respiratory students are required to complete HIPAA training and abide by the policy. Respiratory students are to go to the websites below to complete the required training and must do so before going into first clinical rotation.

In addition, clinical facilities may require site-specific HIPAA training in addition to the training you do. A printed certificate is required before placement into your first clinical rotation. Here is the site at which you can do this training.

STUDENT TRANSPORTATION

The student is responsible for providing their own transportation to and from clinical assignments. Proof of a valid and current driver's license will be documented prior to entry into the clinical phase of the program. Should a student not have a driver's license, a plan for reliable transportation will be documented in the student's file. Lack of a vehicle and the necessity to use public transportation does not constitute valid excuse for being late to a clinical assignment. Commute times can vary and are dependent upon the origin of travel. Up to and including a 90-minute commute time can be realistic. Individual commute times are considered with respect to fostering diverse clinical experiences.

EXPOSURE TO BLOOD BORNE PATHOGENS OR VIRUSES PROCEDURE

In the event a student is exposed to blood borne pathogens or potentially infectious materials (e.g., through needle stick injury, mucous membrane contact, or broken skin exposure), the student must immediately wash the affected area with soap and water or flush mucous membranes with water. The incident must be reported without delay to the director of clinical education and the site supervisor. The student will then be referred to the employee health representative and receive the appropriate care in accordance with the facility's exposure control plan & CDC guidelines. All follow up testing, counseling, and treatment will be handled confidentially with OSHA & institutional policies.

A CODE OF CLINICAL CONDUCT FOR RESPIRATORY STUDENTS

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.

3. Actively promote the highest level of moral and ethical principles and accept
4. responsibility for our actions.
5. Promote excellence in respiratory care by encouraging lifelong learning and professional development.
6. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
7. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
8. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of respiratory students.
9. Encourage faculty, clinical staff, and peers to mentor respiratory students. Refrain from performing any technique or procedure for which students have not been adequately trained or supervised.
10. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client or self.
11. Assist the staff or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from clients regarding any form of treatment or research.
12. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
13. Strive to achieve and maintain an optimal level of personal health.
14. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
15. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school policies.

ASSIGNMENT TO CLINICAL SITES

The program affiliates with various hospital organizations and outpatient facilities to provide quality clinical experiences. Student assignment to clinical affiliations is based on size of department, type of experiences available, availability of preceptors and learning needs of the students. It is at the discretion of the clinical site to determine which of the assigned clinical days and times will best promote high quality clinical experiences.

CLINICAL ATTENDANCE POLICIES

I. Hours of Attendance: students should be at their Clinical Site 5 to 10 minutes prior to the start time. Clinical hours are from 7:00 am to 3:00 pm, 3:00 pm to 11:00 pm, or 7:00 am to 5:00 pm for 10-hour schedules as arranged with clinical sites. These times may vary by up to 1.5 hours dependent upon the RT department and how they configure their hours. Starting and ending times for clinical days at specialty rotations may vary per normal operating hours of that clinical site.

II. Absence from Clinical

Students must notify the contact person at their clinical site, leave a message on the main respiratory department number, insert a time exception into Trajecsys and email the DCE if it is necessary to be absent from clinical for illness or other valid reasons.

III. Missed Clinical Time

Students are expected to make up missed clinical time prior to the end of the specific block during which the missed time occurred. Clinical hours, if not made up, may result in a grade of “incomplete”, or failure of the course if excessive.

In the event a student is absent from clinical without communication, the absence will be marked as inexcusable. In this event, the student will be notified by email of a date on which a meeting will take place between the student, DCE and Program Director. The meeting will provide feedback from the clinical site, opportunity for the student to discuss the reasoning for the absence and lack of communication as well as remediation and/or repercussions. When applicable, the Dean of Students may also be present at this meeting. A Clinical Action Plan will be implemented to uphold the integrity of the program and to prevent future occurrences. When a student, without substantiated reason, does not communicate an absence from clinical, they will be risk for dismissal from the program.

IV. Attendance Logging

At the beginning and end of each clinical shift, the student will access and clock into and out of the clinical data management system at the site. In the event of early departures, a clock out is also necessary. Attendance is monitored at GCC - student safety is also ensured by representation of time records. Attendance is part of the overall clinical grade.

V. Tardiness

It is expected that students will arrive at clinical on time since scheduled work is assigned at the beginning of each shift. If a student must be late for any reason, the clinical contact person must be notified by phone as well as the clinical coordinator. Excessive tardiness will affect the clinical grade and result in a conference with the clinical coordinator for arrangement of makeup time.

Each student, unless excused, must attend clinic each term. Students may not leave the hospital before the end of their assigned shift except for extenuating circumstances. Incidents of lateness greater than 10 minutes without notification within the assigned time will negatively impact the clinical grade and be just reason for a dismissal from that particular day.

Any clinical time missed can only be made up at approved clinical sites and must be completed prior to the end of the clinical block in which the absence occurred. Clinical make up time needs to be confirmed by both the manager of the clinical site and director of clinical education.

PROCEDURE OF NOTIFICATION OF ILLNESS OR LATENESS

1. Call the hospital/clinic before assignments are made if possible.
2. Speak with shift supervisor and identify the person with whom you will be leaving the message and note the time of your call.
3. Identify yourself and tell them that you are a GCC student and that you will be late or absent.
4. Inform the DCE via her email address.
5. In addition, if you are ill call 1-585-343-0055 ext. 6860. You will get the voice mail of the respiratory office. Leave a message that includes the items 1-3 above.

DRESS CODE

The student is required to adhere to the dress code for the respiratory care program. Faculty members will enforce the dress code during clinical experiences. The only exception is students assigned to a clinical area when another form of dress is specified or approved.

1. The respiratory uniform shall consist of ceil blue unisex scrub top and unisex pants cleaned and pressed, and solid colored t-shirts or turtlenecks underneath the uniform.
2. The GCC Respiratory Care Student patch must be displayed at all times on right hand sleeve of the scrub top.
3. A white lab coat (short) can also be worn when the student is in the clinical area.
4. A GCC ID card placed in a plastic card holder must be worn at all times during the clinical rotation.
5. Shoes should be clean. Tennis shoes or clogs may be worn to the clinical sites.
6. Gum chewing is not allowed in the clinical setting.
7. Avoid use of fragrances.
8. Hair should be clean and worn above the collar when in uniform. Any student with shoulder length or longer hair must pull it back into a ponytail. The only jewelry that should be worn is wedding rings. Fingernails should be of active length and well-manicured. Artificial or gel nails are discouraged.
9. No offensive clothing should be worn into the clinical setting prior to changing into clinical attire.
10. Students will need to adhere to, in addition to the above, all additional dress codes set forth by the hosting clinical site.

VOLATION OF DRESS CODE

Students reporting to the clinical area wearing improper uniforms will be sent home to change into the proper uniform. Time lost in this manner shall be considered as an absent day and must be made up.

CLINICAL PRACTICUMS

To ensure the success of the clinical phases of the program, it is important that everyone have an in-depth understanding of the clinical environment. The objective of a controlled clinical practicum is characterized by the gradually expanding role of the student as a practitioner, capable of assuming responsibility in a community hospital, medical center, cardiac and/or pulmonary diagnostic clinic, HMO, pulmonary rehabilitation, and home care setting. The clinical practicum is created and formatted to ensure that the student can demonstrate critical thinking skills, ensure patient safety, and demonstrate time management through guided hands-on learning. Throughout the clinical practicum, the student will be assigned to a preceptor who will guide them through the shift.

The sequence of clinical practice is divided into three stages; each designed as a clinical practicum within the curriculum. The first clinical rotation, for example, reflects didactic and laboratory instruction in the first semester, as well as new knowledge gained in the second respiratory course and laboratory practice. The GCC respiratory care clinical practicums are as follows: RCP118 (summer) ; RCP210 (Fall semester - 2nd year) ; and RCP216 (Spring semester of 2nd year).

HEALTH CARE PROGRAM DISCLOSURE OF CRIMINAL BACKGROUND

Upon entering the respiratory care program, the student will complete a health care program disclosure of criminal background.

During your studies at GCC, some clinical sites may require and/or conduct background checks on students prior to allowing participation in clinical experiences. You are required by GCC policy to disclose any criminal background information for admission into this health related career program. Undisclosed criminal history that is later revealed through a clinical background check will result in immediate dismissal from the program. If you disclose a criminal history, you will be asked to provide additional information and meet with an appointed committee in accordance with GCC Procedure 405.2 This committee will determine if admission into this program will be allowed.

SOCIAL NETWORKING CODE OF ETHICS

Any statement made within any social networking site which can cause actual or potential harm or injury to another person, the GCC respiratory program or to Genesee Community College itself, may be grounds for dismissal from the program. A social networking infraction will be reviewed by full faculty.

Using social networking to contact preceptors or faculty is not an appropriate means of professional communication. As a reminder, it is a violation of HIPPA policies to discuss **ANY** aspect of GCC clinical on social networking sites. In addition to dismissal from the program, violation of HIPPA policy is subject to federal prosecution.

E-mail policy: as per GCC policy, any communication between instructors and students must be done via the student's GCC e-mail account. The Remind App is utilized as a communication tool to allow secure texts for emergency situations. Each student must maintain and check their GCC account at least once a week for any important messages sent by the department, instructors, or affiliate sites. Failure to keep up with this can lead to disciplinary action.

TRAJESYS RESPIRATORY DATABASE

Trajecsys is an online computer management system that allows the student to record attendance, clinical competencies, daily logs, and do affiliate evaluations. This tool will belong to the students for a specific time frame. The student will pay a fee for this database as explained in the estimated expenses section. Also, the student will need to access the database using a smart phone and computer.

WEEKLY JOURNALS AND CASE STUDIES

The student will submit electronically weekly journals recording what they are doing in clinical and what they are learning in clinical. Often, the student will be asked to respond to a specific topic while journaling. The journals will be required for every semester the student is in a clinical rotation. Journals are subjective and not a place where behavior issues or serious student concerns are addressed. Journals are meant to be a positive space for the student to reflect on their past week's activities.

Case studies will also be required of each student each semester they are in a clinical rotation. There will be a total of 3 case studies to be turned in over the course of the respiratory care program. The case study serves as a tool through which the student broadens their viewpoint and knowledge given a specific patient condition.

The case study must be typed and consistent with an approved format and objectives for the case presentations. References/citations are required using APA format. The student will use correct spelling, grammar, and appropriate medical terminology.

PARTICIPATING IN STAFF REPORT

The student will remain in assigned clinical area at all times unless the DCE, clinical instructor, or program faculty approves a change. Before taking breaks or lunch, the student will:

- a. Notify in person, the clinical instructor. Thirty minutes is allotted for lunch; maximum of two 15-minute breaks will be allotted per daily rotation
- b. Make sure to use the computer to sign in and out of your clinical rotation.

Students are not to leave their assignments for the day until they have given report to their clinical instructor, the day shift supervisor, or the designated staff person who is responsible for the patient(s). Should this happen, the clinical site manager will notify the DCE and corrective actions will be discussed with the student.

CLINICAL PROFICIENCY EVALUATIONS

Clinical practicums are structured so that students have an opportunity to observe, assist, and perform advanced assessment, diagnostic, and therapeutic skills in a clinical setting. Once laboratory mastery is demonstrated, the student is assigned patients to practice and refine required skills under the supervision of clinical faculty.

The integration of the didactic, laboratory and clinical aspects of the program is evident when considering the sequence that the student must learn, practice, and perform identified clinical proficiencies prior to achieving the ability to perform minimally supervised clinical practice. Within this integration, the student learns competencies in the classroom and practices them in the laboratory. Students must then pass a laboratory proficiency check-off prior to moving on to practice this skill in the clinical setting under supervision of the college faculty or clinical instructor. Students must then gain proficiency prior to notifying the instructor of their readiness to perform the skill set as a competency.

It is assumed that the student will work diligently in both the laboratory and clinical setting to gain practice and proficiency in the required skills. Students are encouraged to utilize available laboratory time, textbooks, and resources to support clinical proficiency.

Daily Logs:

At the end of each clinical shift, the student, through the clinical management system (Trajecsys), will document a log of the skill sets for which they took part during their day. The student will provide detail of the interaction and include the name of their preceptor under whom the skill set was demonstrated.

Clinical Competencies:

Once a skill set has been logged a predetermined number of times, the student can then perform the skill set as a competency within the clinical management system. Competencies reflect the ability of the student to independently manage and perform respiratory skill sets under direct observation of their preceptor. Competencies are encouraged to be repeated throughout the clinical practicum to improve both confidence levels and technique. The preceptor must follow the AARC clinical guidelines when confirming a competency has been met.

Affective Evaluations:

At the end of each clinical block, a preceptor or the department manager will complete an affective evaluation on the student. The affective evaluation provides feedback to the DCE on the student's ability to function on emotional, social and attitudinal levels deemed necessary to interact as part of a health care team.

Genesee Community College Plagiarism & Academic Dishonesty

“Plagiarism and Cheating: *Cheating* is obtaining or intentionally giving unauthorized information to create an unfair advantage in an examination, assignment, or classroom situation. *Plagiarism* is the act of presenting and claiming words, ideas, data, programming code or creations of others as one’s own. Plagiarism may be intentional – as in a false claim of authorship – or unintentional – as in a failure to document information sources using MLA (Modern Language Association), APA (American Psychological Association), Chicago or other style sheets or manuals adopted by Faculty at the College. Presenting ideas in the exact or near exact wording as found in source material constitutes plagiarism, as does patching together paraphrased statements without in-text citation. The purchasing or sharing of papers or projects between students or the re-use of papers or projects submitted for more than one assignment or class also constitutes plagiarism.”

Examples of academic dishonesty include but are not limited to the following:

- Taking an exam for another student.
- Having another student take an exam for you.
- Paying someone to write a paper to submit as your own work.
- Writing a paper for another student.
- Submitting the same paper for grading in two different courses without permission.
- Arranging with other students to give or receive answers by the use of signals.
- Arranging to sit next to someone who will let you copy from his or her exam.
- Copying from someone’s exam.
- Allowing another student to copy from you during an exam.
- Obtaining answers, information, translations or material from a source (ex. the Internet) without appropriate citation.
- Getting questions or answers from someone who has already taken the exam.
- Working on homework with other students when the instructor does not allow it.
- “Padding” – adding items on a works cited page that were not used.
- Unauthorized use of information stored in the memory of an electronic device (ex. programmable calculators and cell phones) on a test or assignment. No information stored in any electronic devices may be used without explicit permission.
- Altering or forging an official document.

Responsibilities of faculty members:

- Faculty should include GCC's plagiarism and cheating statement on the syllabus.
 - Faculty should maintain clearly defined course policies, including how plagiarism and cheating will be handled, and these specifics should also be added to the syllabus. If there is evidence that a student is guilty of cheating or plagiarism, faculty members should initiate the appropriate disciplinary action. No penalty should be imposed until after the student has been informed of the charge of academic dishonesty and of the evidence upon which it is based. The student will have been given the opportunity to present whatever statement or evidence the student desired in his/her defense. Thereafter if the student is found guilty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning which makes it a teachable lesson, reduction in grade for the course, or a grade of "F" for the course.
 - At the discretion of the faculty member, cheating and plagiarism should be reported to the Dean of Students Office, using the Academic Dishonesty form found on the GCC student website. The short form includes name of student, faculty member name and a short summary of what happened. This report is helpful if a student has repeated incidents of academic dishonesty.

Responsibilities of Dean of Students Office:

- In the case of repeated infractions, further disciplinary actions will be taken by the Dean of Students Office and may result in disciplinary probation, suspension or expulsion from GCC.
- The Dean of Students Office may help advise faculty members when called upon for assistance.

Responsibilities of the Academic Integrity Review Committee:

- Once a charge of academic dishonesty has been made to the Dean of Students, every means will be taken to guarantee "due process" to both the student (defendant) and those bringing the charge. Should the student dispute the facts constituting evidence of their alleged infraction(s), or object to the severity of the penalty, they may submit an appeal in writing to the Dean of Students Office within five (5) days of the department decision, requesting a hearing before the Academic Integrity Review Committee (AIRC). This committee is made up of 3-4 faculty members assigned by the Faculty Senate Chairperson each year, with one lead member convening a hearing within the following ten (10) business days after receipt of the appeal. An extension of this date may be permitted in extreme circumstances; however, no hearing shall be held later than thirty (30) business days after the close of the semester which the case arose.

For further information, see www.genesee.edu/content/academics/student_code_of_conduct.pdf.

COGNITIVE ACTIVITIES

Cognitive activities are a part of the clinical experience and evaluation. Students are asked questions to which their responses act as an indicator to the breadth and depth of knowledge; they are also an acknowledged part of proficiency check-offs. Cognitive activities include formal questions about daily activities, patient pathology, or any aspect of respiratory care. Questions may be administered orally and/or in written form at the discretion of the clinical instructor.

CLINICAL INCIDENTS

An occurrence, which affects patient or staff well-being or patient prescribed care, will be reported to the clinical instructor immediately. A hospital incident report will be completed according to the policy of the institution. A duplicate of the hospital incident report as well as a memorandum of explanation from the clinical instructor will be placed in the student's file and the clinical coordinator and program director will be notified immediately. A Clinical Action Plan will then be implemented through a meeting between the student, DCE, PD and Dean of Students. Incidents involving gross errors in judgment and/or practice will constitute grounds for dismissal from the program.

The student will immediately report all incidents which might affect the well-being of the patients the student is assigned. Failure to do so will result in dismissal from the clinical session.

If a student is asked to leave a clinical rotation and not return, the student will need to write a memorandum of explanation, meet with the clinical coordinator and will be at risk for program dismissal.

STUDENT EVALUATION

Student's level of competence in the course will be determined by their performance in meeting the course requirements. The student will conduct his/her behavior according to the AARC Code of Ethics and the Respiratory Care Student Handbook. Deviation from these policies and procedures will affect the student's evaluation.

AARC MEMBERSHIP

Joining the professional organization is one of many ways to participate in the professional organization, keep in tune with developments, and be advised of upcoming meetings. Student membership in the American Association of Respiratory Care (AARC) is expected of all students entering their first semester. Cost \$25.00 Student membership AARC.org Graduation date is determined by the Registrar in May of the graduating year.

GCC OFFICE OF ACCESS & ACCOMMODATIONS

Students with disabilities who are seeking adjustments should seek out services from the office of Access & Accommodations. The student will receive guidance to determine reasonable accommodations in the learning environment.

TECHNICAL STANDARDS FOR THE GCC RESPIRATORY CARE PROGRAM

Critical Thinking: Respiratory Therapy students should possess critical thinking ability sufficient for clinical judgment.

Interpersonal Skills: Respiratory Therapy students shall possess interpersonal abilities sufficient for interaction with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds. A student must be able to establish rapport with patients, families and other health care members.

Communication Skills: Respiratory Therapy students shall possess communication skills sufficient for interaction with others in verbal and written form.

Mobility: Respiratory Therapy students shall possess physical abilities sufficient to move room to room and maneuver in small spaces, stand and walk extensive periods of time.

Motor Skills: Respiratory Therapy students shall possess gross and fine motor abilities sufficient to provide safe and effective respiratory care procedures.

Hearing: Respiratory Therapy students must possess auditory ability sufficient to monitor and assess health needs.

Visual: Respiratory Therapy students shall possess visual ability sufficient for observation and assessment necessary for patient care.

Tactile: Respiratory Therapy students shall possess tactile ability sufficient for physical assessment. For example: auscultation, percussion, palpation and the therapeutic modalities related to therapeutic interventions.

Weight-Bearing: Respiratory Therapy students shall possess the ability to lift and/or manipulate 45-50 lbs.

Cognitive Abilities: Respiratory Therapy students shall possess ability to be oriented to time, person and place, organize responsibilities, and make decisions.

Occupational Exposures: Respiratory Therapy students may be exposed to communicable diseases and/or body fluids, toxic substances, medicinal preparations and latex. Students shall use appropriate precautions at all times.

NONDISCRIMINATION POLICY

Genesee Community College is committed to fostering a diverse community of faculty, staff and students that ensures equal educational and employment opportunities and access to service, programs, and activities without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

Employees, students, applicants, or other members of the college community (including vendors, visitors, and guests) may not be subject to discrimination or harassment that is prohibited by law or treated adversely or retaliated against based upon any characteristics protected by law. Furthermore, Genesee Community College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. The College will provide a notice of nondiscrimination to all students, employees, and applicants for admission and employment.

Inquiries about Title IX may be referred to Genesee Community College's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Genesee Community College's Title IX Coordinator is the Executive Director of Human Resources, One College Road, Batavia, NY 14020; hr@genesee.edu; 585-345-6808. Genesee Community College's nondiscrimination policy and grievance procedures can be located at <https://www.genesee.edu/title-ix/> . To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://www.genesee.edu/title-ix/>

This college prohibits retaliation for reporting, objecting to, or cooperating with a discrimination/sexual harassment investigation. Genesee Community College complies with all applicable federal and state laws and regulations prohibiting discrimination and harassment. It is also the college's policy to provide reasonable accommodations in accordance with the Americans with Disabilities Act. When appropriate, further accommodations may be provided to individuals with caregiver status, disabilities, religious practices, who have pregnancy or childbirth related conditions, or who are victims of domestic violence/ stalking/sex offenses.

DIVERSITY

Genesee Community College is an open-access institution. In accordance with the college's policy of nondiscrimination outlined above, the student body here is widely diverse. You will be required to effectively interact with diverse population groups in all aspects of this program. We will discuss multicultural and socioeconomic concerns during our laboratory simulations and as part of the RCP 101 curriculum. Students should anticipate working with a greatly diverse patient population and healthcare team during their clinical rotations. Please seek counsel from either the Director of Clinical Education or the Program Director should any diversity issues arise.

ADMISSIONS PROCEDURE

Genesee Community College guarantees acceptance into the College to any applicant who can benefit from an educational program. However, admission into the Respiratory Care Program is selective. Meeting all the minimum requirements assures that an applicant will be reviewed for admission into the Respiratory Care Program. However, meeting the minimum requirements does not guarantee admission into the Respiratory Care Program.

Initial Application Procedures – New, Readmit, and Transfer Students

To be considered for fall acceptance the following processes must be completed by March 1st:

1. Submit a Genesee Community College Admissions Application. The Admissions Application can be completed online, as noted on the Genesee Community College homepage: www.genesee.edu.
2. Submit official high school transcripts or GED information.
3. Submit all official college transcripts.
4. Submit a Respiratory Care Program Application, as noted on the program's website

A review of completed applications will commence on the application submission deadline of March 1st. (If the class is not filled, additional applications will continue to be accepted and reviewed until the class is filled.) Preference may be given to those applicants with higher academic prerequisite scores. Notification of acceptance will be made by April 1st.

Accepted applicants are required to accept or decline the offer of admission by returning the seat acknowledgment form to the Program Director. Failure to submit this form by the stated deadline will result in forfeiture of a position in the Respiratory Care Program.

Accepted applicants must attend an orientation session with the Director of the Respiratory Care program. Accepted applicants will be notified of dates and times of these sessions. Failure to attend an orientation session may result in forfeiture of the position in the Respiratory Care Program.

If not accepted into the Respiratory Care Program, applicants must reapply by March 1st of the following year for reconsideration. Wait lists do not carry over year to year and under no circumstances is admission to the program guaranteed.

Program Admission

The prerequisites to be met prior to admissions to the Respiratory Care Program are:

1. Possession of a high school diploma or equivalent.
2. Overall GPA must be at least 2.0. Students who have just graduated from high school will be considered individually.
3. Completion of BIO 104 (Fundamentals of Cell Biology) and CHE 100 (Environmental Chemistry) with a grade of “C” or higher OR the New York State Regents Biology and Chemistry exams, with a grade of 75 or higher. Out-of- state or international students with non-Regents chemistry or biology will be reviewed on an individual basis.
4. If previously taken, Anatomy and Physiology courses must be completed within five years of entrance into the Respiratory Care Program.
5. Students must complete the GCC placement tests for Reading, Writing and Mathematics. The GCC Proficiency for Reading and Math must be met and the student must place in ENG 101 prior to being accepted into the program. Please refer to www.genesee.edu for testing and scheduling information.

Dismissals:

Students will be dismissed from the Respiratory Care Program for the following reasons:

1. Academic. A student who receives a final grade of less than a “C” (below 75%) in any respiratory care course will fail that course and be dismissed from the Respiratory Care Program. A student who is not able to pass a lab practical with a minimum score of 70% will be unable to continue the program and will receive an “F” in the class to which the lab portion was assigned.
2. Withdrawal
3. Not maintaining a “C” or higher in a course outside of the Respiratory Care Program (for example, Anatomy and Physiology I.)
4. Stepping out of the required sequence.
5. Violation of Respiratory Care Program policies as noted in the Respiratory Care Program Student Handbook.

Students dismissed from the program who wish to reenter the program must reapply. Contingent upon the reason for dismissal, the student may be asked to repeat & pass a specific lab practical and repeat curriculum to reenter the program. Re entry opportunities are a case by case consideration as deemed by the PD.

Once admitted to the college, all students should familiarize themselves with Genesee Community College’s Student Code of Conduct located at:

http://www.genesee.edu/assets/file/policies/GCC_Student_Code_of_Conduct.pdf.

In addition to explaining the behavioral and academic expectations of GCC students, this document outlines the student’s right to an appeal for disciplinary and academic decisions.

Time Limits for Completion

The sequence of respiratory care courses must be completed within a five–year period from the beginning of the first respiratory care course.

General Curriculum Information

Proficiency Requirements: As outlined in Procedure 321- Placement and Proficiency Requirements (see GCC Placement and Proficiency Guide for details), all students are required to demonstrate proficiency in reading, math, and writing skills prior to earning a college degree or certificate from Genesee Community College.

645: Respiratory Care–A.A.S. Degree Requirements Table

FALL 2024 to CURRENT

ITEM	REQUIREMENT	CREDITS	SEMESTER
1 – KNOWLEDGE & SKILL AREA	MET BY	16	As Listed
1.01 - COMMUNICATION W1	ENG 101 College Composition	3	3
1.02 - COMMUNICATION ORAL	SPE 108 Public Speaking or HUS 102 Interpersonal Skills	3	4
1.03 - MATHEMATICS	MAT 102, 108, 121, or 129	3	1
1.04 - NATURAL SCIENCE	BIO 152 Anatomy & Physiology 1	4	1
1.05 - SOCIAL SCIENCE	PSY 104 Intro to Psychology	3	4
1.06 - HISTORY, ENGAGEMENT, AWARENESS	General Education Waiver Approved	0	N/A
1.07 - HUMANITIES, ARTS, LANG	General Education Waiver Approved	0	N/A
1.08 – DIVERSITY (DEISJ)	Met by Social Science requirement	0	N/A
1.09 - HEALTH/PE/ATH	General Education Waiver Approved	0	N/A
2 - PROGRAM REQUIREMENT	MET BY	48	As Listed
2.01 - Program Requirement	RCP 101 Respiratory Care I	2	1
2.02 - Program Requirement	RCP LB1 Respiratory Care I Lab	1	1
2.03 - Program Requirement	RCP 103 Cardiopulmonary Anatomy/Physiology	3	1
2.04 - Program Requirement	RCP 108 Medical Terminology for Health Studies	1	1
2.05 - Program Requirement	BIO 153 Anatomy & Physiology 2	4	2
2.06 - Program Requirement	BIO 201 Microbiology and Human Disease	4	2

ITEM	REQUIREMENT	CREDITS	SEMESTER
2.07 - Program Requirement	RCP 114 Respiratory Care II	2	2
2.08 - Program Requirement	RCP LB2 Respiratory Care II Lab	1	2
2.09 - Program Requirement	RCP 115 Mechanical Ventilation I	2	2
2.10 - Program Requirement	RCP LB3 Mechanical Ventilation I Lab	1	2
2.11 - Program Requirement	RCP 116 Mechanical Ventilation II	1	2.5
2.12 - Program Requirement	RCP LB4 Mechanical Ventilation II Lab	1	2.5
2.13 - Program Requirement	RCP 117 Respiratory Pharmacology	1	2.5
2.14 - Program Requirement	RCP 118 Clinical Practice I	2	2.5
2.15 - Program Requirement	RCP 202 Cardiopulmonary Pharmacology	2	3
2.16 - Program Requirement	RCP 203 Neonatal and Pediatric Respiratory Care	3	3
2.17 - Program Requirement	RCP 204 Cardiopulmonary Disease	2	3
2.18 - Program Requirement	RCP 209 Cardiopulmonary Diagnostics	3	3
2.19 - Program Requirement	RCP 210 Clinical Practice II	5	3
2.20 - Program Requirement	RCP 216 Clinical Practice III	5	4
2.21 - Program Requirement	RCP 218 Respiratory Care III	2	4
3 - SEMESTER	TOTAL CREDITS REQUIRED FOR DEGREE	64	Upon Completion
3.01 - Semester 1	Semester 1 Total Credits	14	1
3.02 - Semester 2	Semester 2 Total Credits	14	2
3.03 - Summer Semester	Summer Total Credits	5	2.5
3.04 - Semester 3	Semester 3 Total Credits	18	3
3.05 - Semester 4	Semester 4 Total Credits	13	4
4 - INFORMATIONAL NOTES	GENERAL CURRICULUM INFORMATION	0	As Appropriate
4.01 - Infused Competencies	Information Literacy: ENG 101 Critical Thinking: PSY 104 Technological Competency: RCP 116 Values & Ethics: RCP 101, PSY 104	0	Upon Completion

ITEM	REQUIREMENT	CREDITS	SEMESTER
4.02 - Proficiency Requirements	<i>As outlined in Procedure 321- Placement and Proficiency Requirements (click to see GCC Placement and Proficiency Guide for details), all students are required to demonstrate proficiency in reading, math, and writing skills prior to earning a college degree or certificate from Genesee Community College.</i>	0	Prior to Completion
4.03 - Note 1	All math, science, and RCP courses must be completed with a grade of "C" or better (C minus is not acceptable), CR, TR in order to satisfy the requirements for this program. A grade of CP is required for clinical.	0	As Applicable
4.04- GPA Requirement	GPA of 2.0 Required for graduation	0	Upon Completion

PROGRAM COMPETENCIES

The competencies listed below are expected to be completed during clinical rotations prior to graduation. Students may view detailed competencies with their program required Trajecsys database licenses.

General

Basic Life Support
Hand Washing
Isolation Procedures
Charges
Patient Data
Vital Signs
Chest Assessment
Patient Assessment
X-Ray Interpretation

Bronchial Hygiene
Chest Physiotherapy
Coughing
Breathing Exercises
Mucous Clearance Adjuncts
MetaNeb
Hyperinflation Therapy
Incentive Spirometry

Ventilatory Care

Ventilator Setup
Transport Ventilation Setup
Routine Ventilator Check
Ventilator Parameter Change
Ventilator Circuit Change
Weaning Parameters
Weaning

Oxygen Therapy

Nasal Cannula
Partial Rebreather
Non-Rebreather
Air Entrainment Mask
Pulse Oximetry
Transport with Oxygen
Aerosol and Humidity
Therapy
Face Mask/Tent
Trach Collar
High Flow Nasal Cannula

Resuscitation

Setup and Ventilation via
ETT
Setup and Ventilation via
Mask
Adult CPR Airway and
Ventilation
Adult CPR Compressions

Noninvasive Ventilation

Noninvasive Ventilator Setup
Noninvasive Ventilator
Check

ET Tube / Tracheostomy

Care
Securing Artificial Airway
Tracheostomy Care
Cuff Management
Heat / Moisture Exchanger
Extubation

Aerosol Drug

Administration

Metered Dose Inhaler
Dry Powder Inhaler
Small Volume
Nebulizer
In-Line Metered Dose
Inhaler In-Line Small
Volume Nebulizer
Vibrating Mesh Nebulizer

Suction Procedures

Endotracheal
Suctioning
Nasotracheal
Suctioning Tracheal
Suctioning
In-Line Suctioning

Pulmonary

Function Testing

Peak Flow
Arterial Blood Gasses
ABG Sampling

Neonatal/Pediatrics

Oxygen Hood
Infant Setup & Ventilation
via Mask
Pediatric Airway and
Ventilation
Transcutaneous
Monitoring Suction
Procedures Ventilator
Setup
Routine Ventilator Check
Ventilator Parameter
Change

Respiratory Care Student Handbook Acknowledgement Form

I, _____ (Print) affirm that I have received a copy of the Respiratory care Program Student Handbook, and that I have read, understand, and will abide by the policies, contained therein, while I am enrolled in the Genesee Community College Respiratory Care Program.

Signature _____ Date _____