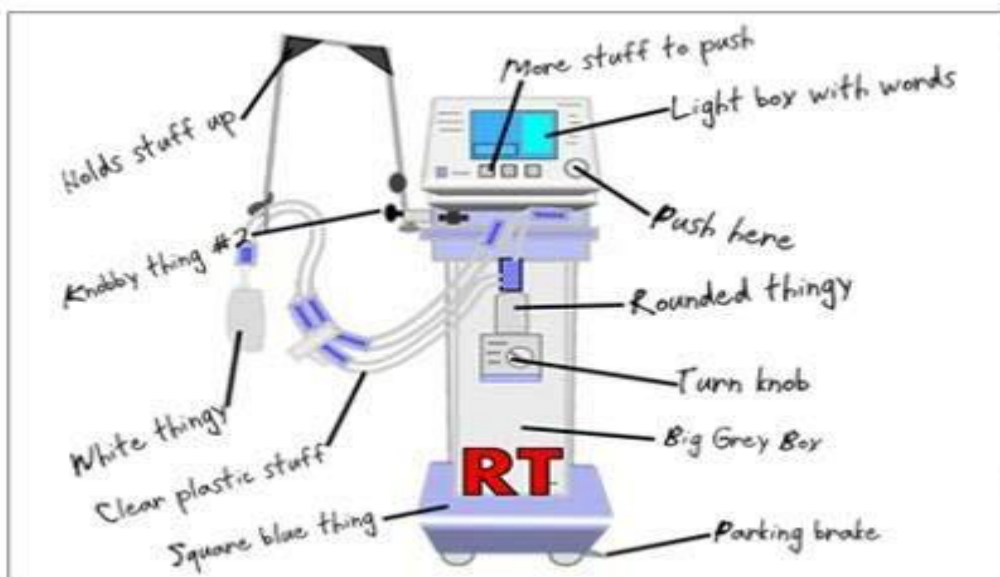


Genesee Community College Respiratory Care Program

Student Handbook



MESSAGE TO STUDENTS

Welcome to the Genesee Community College Respiratory Care Program. It is hoped that your respiratory education experience will be stimulating and fulfilling. Your experience in the Respiratory Care Program will prove challenging and rewarding. The energy that you devote to conscientious study will have a direct relationship on your success in the program. The coming years will be filled with great learning experiences and much personal and professional growth. It is hoped that you will become an integral part of our academic community here at Genesee Community College. We look forward to working with you!

YOU, THE STUDENT, ARE THE MOST IMPORTANT PART OF THE PROGRAM OF STUDY. WELCOME TO GENESEE COMMUNITY COLLEGE RESPIRATORY CARE PROGRAM.

“**Too** often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.

[Leo F Buscaglia](#)

Genesee Community College Respiratory Care Program Faculty:

Program Director: Maureen Welch, BS, NPS, RRT

Director of Clinical Education: Amy Provenzo, BS, RRT

Medical Director and Adjunct Instructor: Dr. Peter Papadakos

Adjunct Instructor: Josh Escudero, BA, BS, MBA, RRT

Shaun Murphy, RRT

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

As a student enrolled in the Respiratory Program, you are an integral part of Genesee Community College with rights and responsibilities published in:

- a. The Genesee Community College Respiratory Program student handbook (<https://www.genesee.edu/academics/programs/health/respcare/downloads/student-handbook/>).
- b. The Genesee Community College Student Rights & Responsibilities Handbook (<https://www.genesee.edu/home/about/administration/consumer-information/online-student-handbook/>).

The Genesee Community College Associate 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:

CoARC

1248 Harwood Road

Bedford, TX 78021-4244

www.coarc.com

817-283-2835

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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 Spring 2018

RESPIRATORY CARE PROGRAM MISSION STATEMENT AND GOALS

The primary mission of the Respiratory Care Program is to educate advanced respiratory care practitioners who have the knowledge, skills, and attitudes needed to provide safe and effective cardiopulmonary care. The program also seeks to develop practitioners capable of assuming leadership roles in the profession of respiratory care, health care, and provide service in the community.

Program goal: To prepare program graduates to practice as competent advanced respiratory care practitioners.

Program standards:

- 1a. Graduates of the program will demonstrate that they possess the psychomotor skills required of an advanced respiratory care practitioner.
- 2a. Graduates of the program will demonstrate that they have the cognitive skills required of an advanced respiratory care practitioner.
- 3a. Graduates of the program will exhibit behaviors that have the attitudinal skills expected of an advanced respiratory care practitioner.

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 # 1.07 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 incident to their clinical education coursework and experiences.

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 Student 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 do what is asked by 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.

AARC Statement of Ethics and Professional Conduct

In the conduct of 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 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 (that is 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 EXPENSES

Textbooks.....	\$1,100.00 (Approx. for entire program)
DataArc	\$90.00
Physical/Immunizations	Copay
Stethoscope	\$100.00
Castle Branch or FBI Background Check.....	\$25.00 to \$55.00
Scrubs & Patches	\$50.00
Niagara Falls Conference.....	\$100.00 est. out of pocket cost
Mock exam 1 set of exams.....	\$110.00
Lindsey Jones	\$104.00
CPR	\$50.00 est.
Kettering Seminar (optional).....	\$300.00 est.
AARC membership.....	\$25.00
Classmates.....	\$75.00 (12 months) or \$112.50 (18 months)
HIV & HIPAA Certificates.....	\$10.00 each
Transportations Cost & Parking Cost to clinical sites is Out of Pocket	

SCHOLASTIC REQUIREMENTS

For the purpose of academic status, the quality point average of a student admitted in good standing will be accumulated for the work done in the School of Allied Health Sciences. Since students in the school's professional programs will participate in clinical practice and the graduate must provide quality health care service, the students will be required to maintain an overall C average in all courses and earn no letter grade less than a C or passing in the courses required in the professional curriculum. Grades are assigned to respiratory therapist students according to their level of performance. The faculty reserves the right to require that a student demonstrate the minimally acceptable achievement in all portions of the program whether it be a unit of work within a course or the total course content.

A student earning one "D" in the nonprofessional course work may continue if it does not preclude them from advancing from the second part of a course (e.g. Chemistry I to Chemistry II), while a "D" in a professional course (RCP) will place the student on academic probation. A student on academic probation may not take professional course work until they achieve a "C" or better in the course, and then reenter the professional sequence.

Comprehensive examinations are administered at the end of each semester; each examination must be passed in order to continue into the next term or phase of the program.

ACADEMIC PROGRESS REVIEW

Academic progress review is to promote, assist, and maintain student performance. The main purpose is to provide feedback 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. A formal review of each student's academic performance, progress, and professional development is conducted at the end of each semester.
- 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. At the completion of the deadlines in the memorandum of agreement, one of the following two (2) things will happen at the review meeting:
 - 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 usually meets weekly. At that time, they consider student requests for deferred 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. The student may or may not be invited to attend the meeting to discuss the requests. 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 program of study is prescribed and is published elsewhere. 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 professional 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 EXAMINATIONS

There is one comprehensive professional examination given during the last semester of the program, administered by AMP (Advanced Measurement Professionals):

1. The exam which is the Comprehensive Therapist Multiple-Choice exam is given in April of the student's final semester. This exam must be passed with a 60%.
2. A simulation exam will also be given as practice for the exam the student will take after graduation and the student does not have to pass the test in order to graduate.
3. The exam must be passed in order to graduate from the program. The students will be given two (2) opportunities in which to pass the exam. The cost of the tests is the responsibility of the student.

The comprehensive examination administered by the program is designed to ensure that the student demonstrates the competencies required of an Advanced Respiratory Therapy Practitioner as stated in the program goals. The Comprehensive Therapist Multiple-Choice Examination is a parallel form of the examination administered by the National Board for Respiratory Care (NBRC). The scoring and minimal passing score of each of the examinations will be reported along with the results of the examinations.

COURSE EXAMINATIONS

In each course, examinations are given and are of a written, oral, or practical. The instructor for that course will announce the frequency, scoring, weighing of questions and passing score of each examination. Certain aspects of the program “*Essential Requirements*” and are skilled base and time sensitive. You will be asked to 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 initiating and maintaining mechanical ventilation with appropriate settings/alarms, interpretation of ABG's with appropriate response for patient care and demonstrating the ability to make appropriate decisions regarding weaning and extubation. The ability to demonstrate these skills verifies you are able to perform life saving techniques in a timely manner.

Examinations will only be given on dates as stated in course calendar during class hours.

Failure to take an exam at the assigned time and date will result in a zero (0) grade for that exam. The only exceptions will be in cases of severe and extenuating circumstances supported by appropriate physicians, officers of the law, or other pertinent individuals. A phone call to advise the instructor of such circumstances prior to the test time is courteous, appropriate, and mandatory.

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=2) grade point average (A=4) or above in all courses in order to remain in the program.

CLASS AND LABORATORY ATTENDANCE

Regular attendance in class and laboratory sessions is an obligation of every student. Promptness in attending both classes and laboratory sessions is an integral component of regular attendance. It is rude and disruptive to fellow students and the instructor to come in late to class. By being absent from class, the student misses both the content of the particular session and the continuity of the course as developed in a single period of work. When a student's failure to attend course sessions places his/her success in jeopardy, the instructor may recommend to the program director that the student be dropped from the class with a failing grade. Students are responsible for all classroom, laboratory/clinical assignments, and course content missed during any absence.

The following are the attendance regulations of the Respiratory Care Program:

1. A student may be dismissed from a course whenever the total absence from the course equals twice the number of weekly class meetings (except for the clinical portions of the program)
2. When the student's absences equal the number of weekly class meetings, a conference between the student and instructor will be held to discuss the reasons for the absences and the academic status of the student.
3. Before student is dropped from a course, a conference between the instructor, student, and program director will be held to discuss the reasons for the absences and the academic status of the student
4. A student dismissed for any course because of the above regulation may appeal to the petitions committee within five school days of such dismissal. The student may continue to class while the appeal process is instituted and continues.

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 assure the safe and effective patient health care delivery students are required to demonstrate 100% pre-clinical proficiency to be eligible for clinical practice. All students are required to demonstrate 100% clinical skill proficiency.

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 students doctor 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.

TUBERCULOSIS SKIN TEST (PPD)

Each student must get 2 PPD tests in accordance with the New York State Health Agency before going to clinical and must maintain annual skin tests in order to continue going to clinical rotations. If a student can supply serial documentation of at least 3 annual PPD's then the 2 PPD tests will not be necessary. If a student has already tested positive on a PPD, they must show documentation of a clear x-ray no older than 10 years ago.

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 wear a mask at all times during their clinical rotation.

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.

AIDS INSTRUCTION

It is required that all students must complete an approved AIDS/HIV awareness course prior to beginning the clinical education portion of their coursework. Students are required to submit a minimum of two hours continuing education credits. A printed certificate is required before placement into your first clinical rotation.

Here is the site at which you can do this training: www.quantumunitsed.com

Under the HIV, AIDS, STD CE's tab choose HIV AIDS INTRODUCTION FOR CLINICIANS \$6.00 CEU 2 hours

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.

Students are required to submit a minimum of three hours continuing education credits. A printed certificate is required before placement into your first clinical rotation. Here is the site at which you can do this training:

www.quantumunitsed.com

Under the Ethics, Confidentiality, HIPAA CE's tab choose PRIVACY & SECURITY OF ELECTRONIC HEALTH (HIPAA) \$9.00 CEU 3 hours

STUDENT TRANSPORTATION

The student is responsible for providing his/her own transportation to and from clinical assignments. Lack of a car and the necessity to use public transportation does not constitute valid excuse for being late to a clinical assignment.

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.

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

ASSIGNMENT TO CLINICAL SITES

The program contracts with various hospitals to provide clinical experiences. Student assignment to various hospitals is based on size of department, number of students who can be assigned, amount of supervision necessary and learning needs of the students. Students must be prepared for clinical assignments on all clinical shifts (days, evenings, and occasional nights and weekends). **Should clinical rotations other than days be scheduled, the amount of time that students will be assigned will be equally distributed among the students.**

CLINICAL ATTENDANCE POLICIES

I. Hours of Attendance

Students must be 10 to 15 minute at Clinical Site before Clinical Shift start. Clinical hours are from 7:00 am to 3:00 pm or 7:00 am to 7:00 pm for 12 hour schedules as arranged with clinical sites. Evening shifts are from 3:00 pm to 11:00 pm. Starting and ending times for clinical days at specialty rotations may vary per normal operating hours of that clinical site. These hours will be specified by the instructor and must total 24 hours per week.

Extra clinical hours worked at times other than specified by the DCE cannot be accumulated for future makeup use.

II. Absence from Clinical

Students must notify the contact person at their clinical site and also leave a message on the main respiratory department line if it is necessary to be absent from clinical for illness or other reasons. Notification must be made by phone prior to or at the beginning of the scheduled shift. Messages may be left on voice mail for the clinical coordinator

Failure to makeup clinical time may result in a grade of “incomplete”, or in failure of the course if excessive.

III. Attendance Log

At the beginning of each clinical shift, the student will log onto the computer at the hospital and punch in via the clinical database. At the end of each shift, the student will do the same to punch out. If you leave early or sick, you need to punch out at the time you leave. Failure to punch in or out via hospital computer can result in a failing grade for the course. Students are responsible for making sure this is done each clinical shift. Attendance is monitored at GCC - However, student safety is also ensured by knowing you are present at their respective clinical sites.

IV. 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 may be cause for dismissal on the date of occurrence. Any clinical time missed can only be made up at approved clinical sites. Any absent days must be made-up by the end of the term of occurrence. Arrangements for such must be coordinated through and approved by the coordinator of clinical education.

The student will arrive at all scheduled clinical sessions on time (five minutes before the assigned time). The student will never be absent from scheduled clinical sessions without prior notification to the clinical coordinator. Only prior verbal notification (by phone or in person) will be accepted except in emergency situations. If necessary, students will submit requests for excused absences a minimum of 48 hours in advance. One unexcused absence will result in disciplinary action; the second will result in dismissal.

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.
4. Inform them that you will be late or absent.
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 1-4 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. The student is responsible for the cost of the uniform, nametag, as well as other costs associated with their clinical education.

1. The respiratory uniform shall consist of ceil blue unisex scrub top and unisex pants cleaned and pressed, and only white t-shirts or turtlenecks underneath the uniform.
2. A white lab coat (short) can also be worn when the student is in the clinical area.
3. A GCC ID card placed in a plastic card holder must be worn at all times during the clinical rotation.
4. Shoes should be clean. Tennis shoes or clogs may be worn to the clinical sites.
5. Gum chewing is not allowed in the clinical setting.
6. Avoid use of fragrances. 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 short and well-manicured. Artificial or gel nails are not allowed.
7. All body piercing jewelry must be removed prior to entering the clinical setting. Ear piercing is the only exception to the rule. Small stud earrings may be worn with a limit of two per ear. Other than a watch no other visible bodily adornments will be allowed.
8. Tattoos must be covered in the clinical setting.
9. Hair color should be of natural color (for example: blue, pink, etc. are not allowed).

10. Head covers worn for religious/cultural practices should be white or blue in color.
11. Students must meet the requirements of the facility where they attend clinical, in addition to the GCC respiratory dress code.
12. Professional behavior is required while in role of a GCC student (for example smoking is not allowed).
13. Students will turn off phones and keep them in the respiratory department while in patient care areas. Students may use their phones while on break or at lunch.

VIOLATION 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 insure the success of the clinical practicum, it is important that everyone have an in-depth understanding of the practicum. 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 homecare setting.

The sequence of clinical practice is divided into three stages; each designed as a clinical practicum within the curriculum. The first clinical rotation reflects didactic and laboratory instruction in the first semester, as well as new knowledge gained in the second respiratory course and laboratory practice.

UPON ENTERING THE RESPIRATORY CARE PROGRAM YOU WILL BE ASKED TO FILL OUT A GENESEE COMMUNITY COLLEGE 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 in 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 the colleges Ex-Offender Review Committee. They will determine if admission into this program will be allowed.

In the past Students have had to pay for background check when required by clinical sites. Students have used Castle Branch and the FBI for BACKGROUND CHECK .

SOCIAL NETWORKING CODE OF ETHICS

Any statement made within any social networking site (such as facebook or twitter) 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 only exception to this rule is the blackboard messaging system within your courses and instructors approved APPS that 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.

DATAARC RESPIRATORY DATABASE

There is no book for clinical but instead a computer database that allows the student to record attendance, proficiency evaluations, and do affiliate evaluations. This tool will belong to the students for 5 years and let the student keep track of information for future employers.

WEEKLY JOURNALS AND CASE STUDIES

The student will submit electronically weekly journals recording what they are doing in clinical and what they are learning. It is also a place to ask questions about procedures that are new to the student. These journals will be required for every semester the student is in a clinical rotation.

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 studies will be presented at the end of each semester to the class.

The case study must be typed and consistent with an approved format and objectives for the case presentations. References are required using the RC reference style. The style to be used is the 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.
- c. Be sure to do weekly journal reposts.

Students are **never** 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).

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 that they are ready to be checked off.

It is assumed that the student will work diligently in both the laboratory and clinical setting to gain practice and proficiency in the required tasks. You should utilize the available free laboratory time, textbooks, and wealth of resources that you have for study and reference. You should work closely under the supervision of the college faculty and clinical instructors until your clinical evaluation. **You are never to perform clinical tasks without the knowledge of the college faculty or clinical instructor. As you progress in the program, you will also progress from an individual who requires a large amount of supervision to one who requires minimal supervision.**

The following should act as a guide for formal clinical evaluations:

Before the formal evaluation session, you should:

1. Review all task performance steps and elements
2. Clarify any points of confusion with the clinical evaluator

3. Practice the performance elements during clinical sessions with the clinical evaluator until you feel confident you can perform these procedures perfectly and without assistance (verbal and otherwise) and then ask to be evaluated (if the date is prior to your scheduled check-off)
4. If you do not feel ready for your evaluation, you should either (a) go back to the lab and practice during open lab time, or (b) schedule a meeting prior to the evaluation day with the clinical evaluator to discuss how you can prepare yourself. Regardless, the student is expected to be an active participant in the clinical learning experience. This does not only mean to actively seek knowledge and experience, but in advising the college faculty and/or clinical instructor of areas which require further assistance. If you do not notify the clinical instructor prior to the day of evaluation, that will be interpreted as you are prepared for the evaluation.
5. Review the didactic and laboratory information as they apply to the procedure and consolidate them with performance elements. Should any type and/or amount of assistance be provided during the evaluation, it will be noted on your evaluation.

Formal Evaluation

1. The emphasis during the proficiency evaluation is primarily on the performance aspects of the clinical procedures. A number of elements relate to the manner in which you interact with the patients and /or other health professionals. While the evaluation instrument relates more to what you do rather than what you say, this is not to say that it is not important to be able to explain what you are performing to the evaluator. In addition, the student will be expected to answer questions about the procedure, the patient, the pathophysiology, as well as correlate signs, symptoms, laboratory and other diagnostic/therapeutic tests (see cognitive activities). **Be aware that it is you who will be expected to be able to answer any questions that refer to didactic, laboratory, and clinical coursework previously passed, as well as demonstrate the ability to identify appropriate sources and answer questions that may not have been part of previous coursework.**
2. You should review all pertinent information before beginning your proficiency. You may have difficulty successfully completing a procedure due to circumstances rather than your skills (e.g. inappropriate settings, patient lack of cooperation, ect). Your evaluator's judgment regarding the surrounding circumstances will be taken into consideration in determining the appropriate ratings for your evaluation.

3. Since you are in the medical field and any mistakes you make can affect the well-being of the patient, it is expected that you perform 100% accuracy. **The evaluator will determine any minor deviations from the procedure that are delineated in the clinical proficiency check-off. Major deviations will result in the evaluator stopping the evaluation. That is why you must review the clinical materials and practice tasks prior to being evaluated.**
4. It may not be possible for the student to demonstrate mastery of all clinical procedures during your clinical rotation. For example, there may not be any patients on a particular therapy or some necessary equipment may not be readily available. Therefore, it will sometimes be necessary for the clinical check-off to be simulated, along with a thorough oral examination to ascertain the competency of the student. At the same time, the clinical evaluator should try to be flexible when unscheduled opportunities arise for learning experiences or check-offs. Every opportunity should be made to accommodate those situations as long as it does not interfere with the overall clinical learning experience.
5. The student will be responsible for ensuring that all clinical practicum activities are checked off on the computer database. All of the proficiency evaluations will be available on the respiratory database and you can have them signed off by a clinical instructor at any time.
6. It is the responsibility of the student to be rated on each of the tasks twice, according to the above criteria. The student can have the preceptor rate the procedure on the database anytime the opportunity arises. The clinical coordinator will periodically check to ensure the proficiency evaluations are being done and checked off satisfactorily. Failure to get proficiency evaluations done can result in a failing grade for the course.
7. Students will present all suggestions, unusual requests or grievances related to clinical assignments to the clinical coordinator.

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, and 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 “My GCC” (formerly Genesis). 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 EXAMINATIONS

At the end of each clinical semester, the student will participate in oral exams as administered by college faculty. Clinical preceptors or their representatives may be invited to assist in the evaluation of the student's knowledge. Failure to pass the examination will result in a failing grade in the clinical course.

All assignments must be completed and submitted to the instructor on time in order to receive credit. Assignments will not be accepted after the due dates.

CLINICAL INCIDENTS

An occurrence, which affects patients or staff well-being or patients 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. Incidents involving gross errors in judgment and/or practice will constitute grounds for dismissal from the program.

The student will immediately report any and all incidents, which might affect the well-being of the patients he/she 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 and meet with the clinical coordinator. The dismissal from a clinical rotation can lead to dismissal from the respiratory care program.

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 always May 31 the second year of the program.

STUDENT SUCCESS SERVICES

Genesee Community College provides a wealth of student support services. Our students are encouraged to utilize these resources and may be referred to them when appropriate. These services include, but are not limited to the following:

Center for Academic Progress:(CAP Center): The Center for Academic Progress (CAP) provides academic support to GCC students of all abilities and achievement levels through a variety of services:

Testing Center: The Testing Center is available for: Online course testing-Placement testing- Remote Placement Testing-Make-up testing-Accommodated testing Batavia Location: Room D217 - Phone: 585-343-0055 x6354 - Email: Testing@genesee.edu

Tutoring Center: Tutoring for all students is available free of charge by professional and peer tutors. To request tutoring for any subject not listed below, or for more information regarding tutoring services, contact tutoring@genesee.edu or call the Tutoring Center (D207) at (585) 343-0055 x6204.

Access & Accommodation Services: GCC does not discriminate on the basis of age, race, color, religion, creed, national origin, sex, marital status, sexual preference, veteran status, domestic violence status or disability in its educational programs, activities, admissions, and employment. The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of a disability and mandates that equal access and reasonable accommodations be provided to qualified individuals with disabilities. Under the ADA any person with a physical or mental impairment that substantially limits one or more of his/her major life functions is defined as disabled. Students with disabilities may not be segregated and are fully included in the institution's existing programs and activities. GCC provides assistance to students with disabilities, assists faculty and staff members who interact with the students and work closely with community agencies. It is the student's responsibility to identify his/her need for services and provide the appropriate documents. The information the student provides will be confidential. With the student's permission, only specific recommendations will be released to faculty. Please note that the college does not provide personal aids or attendants. Access & Accommodation Services Batavia Campus Room C231 Phone: 585-343-0055 x6219 Fax:585-345-6806 AccessServices@genesee.edu

Dean of Students Counseling Center:

This department offers confidential assessment, referral and counseling services for students experiencing personal or emotional difficulties while attending GCC. All services offered by the Dean of Students Counseling Center are free of charge and confidential in nature, with exceptions being danger to self or others, supervision and consultation and child abuse. Located on the Batavia Campus 2nd floor of the C-Wing room C231 Phone: (585) 343-0055 ext. 6314

STUDENT ACADEMIC ADVISEMENT

In most cases the Program Director is the primary academic advisor and the Director of Clinical Education is a secondary advisor for Respiratory Care students. The Program Director is minimally a secondary advisor in all cases. Students are encouraged to seek out these faculty members (during published office hours or by appointment) for assistance and counseling regarding any academic concerns and/or problems.

ESSENTIAL FUNCTIONS FOR RESPIRATORY THERAPY STUDENTS

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

In compliance with the letter and spirit of applicable Federal and State laws and pursuing its own goals of diversity, Genesee Community College is committed to ensuring equal employment and educational opportunity without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. This includes, but is not limited to, student admissions, counseling, housing, grading, financial aid, recruitment, application process, hiring, training, disciplinary actions, compensation, promotion, termination, and all other terms and conditions of employment, educational status, and access to college programs and activities.

Genesee Community College will provide accommodations to individuals with disabilities in accordance with the Americans with Disabilities Act. The College will further provide accommodations to ensure the full participation of individuals in college programs, when such accommodations are reasonable and necessary, due to an individual's religion, pregnancy, maternity, or breastfeeding status. Employees, students, applicants or other members of the college community (including but not limited to vendors, visitors, and guests) may not be subjected to discrimination or harassment that is prohibited by law, or treated adversely based upon a protected characteristic. In this context, sexual discrimination includes sexual harassment and sexual violence. All complaints of sexual violence, including assault, stalking, harassment, intimate partner violence, and other forms of sexually intimidating or threatening conduct will be promptly investigated.

Questions and complaints about discrimination or harassment and the College's compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975, New York State Human Rights Law, and other federal, state, and local laws should be directed to Gina M. Weaver, Associate Vice President for Human Resources, Affirmative Action Officer and Title IX Coordinator, Genesee Community College, One College Rd, Batavia, NY 14020, Email: gmweaver@genesee.edu, Phone: (585) 343-0055, ext.6514. Complaint procedures can be found at www.genesee.edu/depts/hr. Inquiries concerning nondiscrimination laws and compliance requirements may also be directed to the Assistant Secretary for Civil Rights, US Department of Education. **GCC 2014-2015 College Catalog 443**

A more complete listing of GCC regulations and policies can be found in the most current version of the Student Handbook located here:

<https://www.genesee.edu/home/about/administration/consumer-information/online-student-handbook/>

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 high school transcripts or GED information.
3. Submit all 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. (If the class is not filled, additional applications will continue to be accepted and reviewed until the class is filled.)

During the review process, a weighting system will be applied to rank those applicants who meet eligibility requirements. Preference will be given to those applicants with higher academic prerequisite scores. Written notification of acceptance will be made by March 1st.

Accepted applicants are required to accept or decline the offer of admission by returning the Enrollment Confirmation 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 will result in forfeiture of the position in the Respiratory Care Program.

If not accepted into the Respiratory Care Program, applicants must reapply by January 15th of the following year for reconsideration. Waitlists 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. There is no deadline for BIO 104 or CHE 100.
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 less than a “C” in any respiratory care course will fail that course and be dismissed from the Respiratory Care Program.
2. Withdrawal
3. Stepping out of the required sequence.
4. Violation of Respiratory Care Program policies as noted in the Respiratory Care Program Student Handbook.

Any students dismissed from the program must reapply.

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.

CREDIT FOR PRIOR LEARNING

Credit for Prior Learning can earned via three different modalities:

Standardized Examinations: Students that have taken, and receive satisfactory scores, on standardized exams that test prior learning knowledge may be able to receive college credit.

Non-College Sponsored Learning: Students may have acquired college-level learning from non-college professional development programs, training experiences offered by an employer, professional associations, community-based organizations or military experience.

Prior Learning Assessment (PLA): This assessment process examines knowledge a student may have gained outside the classroom through work and life experiences, training programs, or other non- traditional learning methods and evaluates it for college credit.

The only RCP course in which credit for prior learning will be considered is RCP 108 Medical Terminology. All other RCP courses must be completed at GCC.

Please refer to the GCC credit-for-prior-learning manual for further details:

<https://www.genesee.edu/home/offices/transfer/credit-for-prior-learning/>

Genesee Community College

645: Respiratory Care–A.A.S.

SEMESTER COURSE PLANNING WORKSHEET

FALL 2018 to CURRENT

Suggested First Semester	Credits
BIO152	4
MAT102 or MAT 108 or MAT121 or MAT129	3
RCP101	2
RCPLB1	1
RCP103	3
RCP108	1
Total	14

Suggested Second Semester	Credits
BIO153	4
BIO201	4
RCP114	2
RCPLB2	1
RCP115	2
RCPLB3	1
Total	14

Suggested Summer Semester	Credits
RCP116	1
RCPLB4	1
RCP117	1
RCP118	2
Total	5

Suggested Third Semester**Credits**

ENG101	3
RCP202	2
RCP203	3
RCP204	2
RCP209	3
RCP210	5
Total	18

Suggested Fourth Semester**Credits**

ENG102 or ENG105	3
PSY101	3
RCP216	5
RCP218	2
Total	13

645: 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 AAS Degree Requirements Table

FALL 2018 to CURRENT

ITEM	REQUIREMENT	CREDITS
1	BASIC COMMUNICATION	6
1a	ENG101 College Composition	3 of 6
1b	ENG102 Composition in the Natural and Social Sciences or ENG105 Composition in the Humanities	3 of 6
2	SOCIAL SCIENCE	3
2a	PSY101 General Psychology	3 of 3
3	MATHEMATICS and NATURAL SCIENCE (See item 8 for special grade requirement)	15
3a	MAT102 Algebra 2 or MAT108 Survey of Mathematics or MAT 121 Technical Mathematics 1 or MAT129 Statistics	3 of 15
3b	BIO152 Anatomy & Physiology 1	4 of 15
3c	BIO153 Anatomy & Physiology 2	4 of 15
3d	BIO201 Microbiology and Human Disease	4 of 15
4	RESPIRATORY CARE (See item 8 for special grade requirement)	40
4a	RCP101 Respiratory Care I	2 of 40
4b	RCPLB1 Respiratory Care I Lab	1 of 40
4c	RCP103 Cardiopulmonary Anatomy/Physiology	3 of 40
4d	RCP108 Medical Terminology for Health Studies	1 of 40
4e	RCP114 Respiratory Care II	2 of 40
4f	RCPLB2 Respiratory Care II Lab	1 of 40
4g	RCP115 Mechanical Ventilation I	2 of 40
4h	RCPLB3 Mechanical Ventilation I Lab	1 of 40
4i	RCP116 Mechanical Ventilation II	1 of 40
4j	RCPLB4 Mechanical Ventilation II Lab	1 of 40
4k	RCP117 Respiratory Pharmacology	1 of 40
4l	RCP118 Clinical Practice I	2 of 40
4m	RCP202 Cardiopulmonary Pharmacology	2 of 40
4n	RCP203 Neonatal and Pediatric Respiratory Care	3 of 40
4o	RCP 204 Cardiopulmonary Disease	2 of 40

ITEM	REQUIREMENT	CREDITS
4p	RCP209 Cardiopulmonary Diagnostics	3 of 40
4q	RCP210 Clinical Practice II	5 of 40
4r	RCP216 Clinical Practice III	5 of 40
4s	RCP218 Respiratory Care III	2 of 40
5	TOTAL	64
6	Reading and Math Proficiency Required	0
7	Minimum QPI: 2.00	0
8	Special Grade Requirement: A grade of C (C minus is not acceptable) or higher, TR, CR required for all Science and Respiratory Care Courses.	0

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 DataArc 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_____