



Respiratory Therapy Program Student Handbook

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Welcome

The Faculty welcomes you to the Madison College Respiratory Therapy Program.

During your experience here, you will apply information from the classroom into the laboratory and clinical setting. You will develop and draw on many skills, from critical thinking to empathy. In the clinical setting every patient, every

situation is unique. You cannot memorize all the answers, but you will be expected to apply the Respiratory Care skills that you have learned.

Your professional behavior is also essential. Those qualities, over and beyond the knowledge you gain and the skills you learn, are essential for your success in school and in your later work as a Respiratory Therapist. In broad terms, you will be expected to demonstrate respect for others, communicate effectively, cooperate with fellow workers, and display the dependability expected of a professional. Give 100% and treat your classmates, instructors, patients, and coworkers, as you would like to be treated.

Those who make the most of the program learn early on that the program faculty, clinical staff, instructors, and other college personnel work extremely hard to build a bridge for you to successfully graduate and realize your dream. You can become a Respiratory Therapist and enjoy a rewarding and successful career. It is up to you to be successful; we are here to help you achieve your goals.

In our experience, we have come to know our success is dependent upon your success both in the program and in clinical practice after you graduate; therefore, we look forward to assisting you in your efforts to become a knowledgeable and skilled Respiratory Therapist.

Sincerely,

The Madison College Respiratory Therapy Program Faculty

Madison College Mission, Vision and Values

Mission:

Madison College provides open access to quality higher education that fosters lifelong learning and success within our communities.

Vision:

To be the leader in accessible, affordable education that meets the evolving needs of our diverse communities.

Values:

- Excellence
- Respect
- Commitment to students and diverse communities

Equity and Inclusion Statement

This class will be a safe and affirming learning space for all students, regardless of age, race, ethnicity, citizen status, gender, sex, sexual orientation, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of preferred names and pronouns, and encourage open communication. Students are welcome and encouraged to share any/all viewpoints relevant to course material, and respectful, relevant debate is encouraged, provided all materials for the day can still be covered.

Gender Inclusion Statement

The instructor(s) and students in this course are expected to respect others' identities, names, and pronouns. I will gladly honor your request to address you by your chosen name or gender pronoun. Please advise me of this at any point in the semester so that I may make appropriate changes to my records. If you would like to change your name with the college, do so via the form found at [Student Records](#). If you are corrected after making a mistake or misgendering another student, briefly apologize, correct yourself, and move on. If you feel your identities are not being respected, including by me, I invite you to reach out to me about the issue, in whatever manner makes you comfortable so that I can make every effort to correct the error. If you do not feel comfortable doing so, consider reaching out to other resources like the Office of College Culture and Climate, [Dean of Students Office](#), or [Equal Opportunity and Civil Rights](#).

Madison College is a Safe Space for All

Madison College is committed to providing a safe space for all students, employees and staff. Negative attitudes and fear during the COVID-19 pandemic can lead to [discrimination against people and communities](#). Prejudiced behavior violates our values and our policies and should be reported. If you experience or observe harassment or discrimination, Madison College's [Harassment and Discrimination Policy](#) outlines the procedure for filing a complaint. Madison College does not tolerate discrimination of any type. We strive to provide an educational environment free from harassment.

Students with Disabilities (ADA Statement) and Title IX Pregnancy and Parenting Requirements, updated 12/14/22:

Madison College is committed to creating conditions that empower and support students with disabilities to reach their learning goals. The College ensures equal access to all academic programs and activities by offering qualified students reasonable accommodations and support.

To receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan. Students with questions regarding available accommodations and support should contact Disability Resource Services at 608-246-6716 or email drstransition@madisoncollege.edu (link sends e-mail). If approved for accommodations, please share your accommodation plan with faculty as early as possible. If you feel your accommodation needs are not being met, please inform faculty or Disability Resource Services as soon as possible.

Students must be allowed to take time off school for pregnancy, childbirth, miscarriage, abortion, and recovery for as long as their doctor says is medically necessary. Students with pregnancy-related conditions should submit the [Student Pregnancy Accommodation Request form](#) or contact Disability Resource Services at [608.246.6716](tel:608.246.6716) or drstransition@madisoncollege.edu to make a request for accommodations.

Mental Health Support

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug concerns, feeling down, or loss of motivation. Learn about the free, confidential mental health services available on campus by calling 608-246-6076 or visiting <https://students.madisoncollege.edu/counseling>. For afterhours mental health emergencies, please call the National Suicide Prevention Hotline at 1-800-273-TALK, 911, Madison College Public Safety 608-243-2222, the Center for Suicide Awareness – text the word “Connect” to 741741, and for Dane County residents, Journey Mental Health Crisis Unit 608-280-2600.

Virtual Counseling with BetterMynd

Madison College is partnered with [BetterMynd](#) to offer you access to private online therapy sessions from their diverse network of licensed mental health counselors. Sessions are available during the day, at night, and on the weekends. Please note, BetterMynd is not a crisis service. [BetterMynd](#) also provides free self-help resources and free group workshops to all Madison College students.

Understanding of Program Policies and Procedures

To ensure effective education in the Respiratory Therapy Program, each individual participating in the program must have a full understanding of the responsibility involved. The Respiratory Therapy Student Handbook is designed to provide the student with the necessary information regarding policies, procedures, and expectations in the Respiratory Therapy Program. This handbook is meant to be a guide to assist the student in attaining their goal to become a competent Respiratory Therapist. Revision of the handbook is an ongoing process, and every effort will be made to keep students advised of any changes to the handbook, as well as to minimize the inconvenience such changes might create. The handbook will be posted on the program’s webpage. Students are expected to read the handbook thoroughly. Students will be required to sign an acknowledgement form indicating their understanding of the program handbook. Any questions regarding the handbook should be directed to the program faculty.

Accreditation

The most important goal of the Madison College Respiratory Therapy Program is the graduation of competent Respiratory Care Practitioners in the areas of knowledge, technical skills, and professional behaviors. Using National Board for Respiratory Care (NBRC) exam results as well as student, graduate, employer and faculty surveys, the program strives to continually improve. To document and assist in maintaining high quality education, the Commission on Accreditation for Respiratory Care (CoARC) accredits the program. If you have questions/concerns regarding the program’s accreditation status, you can contact CoARC at:

CoARC
1248 Harwood Road
Bedford, TX 76021-4244
817-283-2835 (Office)
<http://www.coarc.com/>

Information related to the program’s success on NBRC exams, job placement as well as other outcomes can be found at the following link: <https://coarc.com/students/programmatic-outcomes-data/>

Program Description

The Respiratory Care Program prepares the graduate to take an active role in the maintenance and/or restoration of cardiopulmonary homeostasis. The curriculum includes intensive course work in the supporting sciences and general education areas. Classroom instruction is supplemented with learning experiences in the campus laboratory and in area

clinical affiliates. Students enrolled in the Respiratory Care Program are required to achieve a minimum grade of "C" in each Respiratory Care course and each required science course.

The program is 21 months in length and results in graduates receiving an Associate of Applied Science (AAS) degree in Respiratory Therapy upon successful completion of the curriculum.

Program Goals

This program is designed to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

Program Outcomes

1. Upon completion of the program, graduates will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as advanced-level respiratory therapists. Graduates will be competent in the application of problem-solving strategies, clinical decision-making, and patient education in the patient care setting.
2. Upon completion of the program, graduates will demonstrate technical proficiency in all skills necessary to fulfill their roles as advanced-level respiratory therapists. Graduates will be competent to perform all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession
3. Upon completion of the program, graduates will demonstrate personal behavior consistent with professional and employer expectations for advanced-level respiratory therapists. Graduates will be competent in the application of ethical decision-making and professional responsibility. Graduates will be able to function within inter-professional teams and communicate effectively with patients and other members of the health care team, both as individuals and in groups, regardless of their beliefs, languages, and abilities. The ability to communicate effectively to diverse groups is basic to the provision of respiratory care services in a safe and effective manner

Program Vision

It is the desire of the program faculty to continue to develop a Respiratory Care Program whose graduates and faculty enjoy a reputation of excellence.

Program Philosophy

The Faculty of the Respiratory Therapy Program believes that:

- The purpose of the program is to serve students who wish to become Respiratory Therapists; and that by so doing, the program serves the future patients of these students.
- Knowledge, skills, behavior, and attitude are of equal importance in the development of respiratory care practitioners.
- The graduates of the program should possess competence at the level of the advanced practitioner, with appropriate knowledge in the scientific foundation, critical thinking skills, and strong ethical principles.
- The program faculty hold sacred the dignity and worth of all people regardless of race, creed, sex, disadvantage, disability, or social status.

Description of the Career

Respiratory Therapists are members of a team of health care professionals and work in many clinical settings. They evaluate, treat, and manage patients of all ages with respiratory and cardiopulmonary diseases. In addition to performing therapies, Respiratory Therapists are involved in clinical decision-making and patient education. Respiratory Therapists work primarily in hospitals providing and assessing the clinical status of patients and performing diagnostic testing. They may also work in diagnostic labs, such as pulmonary function and sleep labs. Therapists work in emergency rooms, intensive care units and participate in life support procedures including airway care, mechanical ventilation, and resuscitation. In addition to other therapies, they provide the delivery of medication to patients' airways, including patients with asthma, emphysema, chronic bronchitis, and cystic fibrosis. Other employment options for Respiratory Therapists include home care, sales, education, and research.

Credentialing of Respiratory Therapists

The Therapist Multiple-Choice (TMC) Examination and the Clinical Simulation Examination (CSE) are the professional credentialing examinations taken by graduates of CoARC accredited programs to earn the Certified Respiratory Therapist (CRT) credential and Registered Respiratory Therapist (RRT) credential, which are offered by the National Board for Respiratory Care (NBRC). The American Association for Respiratory Care (AARC), the Committee on the Accreditation for Respiratory Care (CoARC), and the National Board for Respiratory Care (NBRC) recognize the RRT credential as the "standard of excellence" for respiratory care professionals. Upon graduation, graduates meet the admission requirements for the TMC Examination administered by the NBRC. Following successful completion of the TMC Examination, one earns the CRT credential and is recognized as a Certified Respiratory Therapist. Passing the TMC Examination with a score above a certain high cut score also makes one eligible to take the Clinical Simulations Examination. Likewise, after successful completion of the CSE, one earns the RRT credential and is recognized as a Registered Respiratory Therapist. The CRT and RRT credential must be earned within three years of completing the respiratory therapy program. Individuals whose three-year time limit has expired must retake and pass the Therapist Multiple-Choice Examination above a certain cut score to reinstate their eligibility for the Clinical Simulations Examination. For more information on NBRC CRT and RRT credentialing, see (<http://www.nbrc.org/>)

Becoming a Licensed Respiratory Therapist

The CRT and/or RRT credentials are used as the basis for the licensure in all the 49 states, including Wisconsin, which regulate the practice of respiratory care (Alaska does not have licensure). Students are encouraged and aided by Faculty during the months leading up to graduation to start the application process with the Wisconsin Department of Safety and Professional Services (DSPS <https://dsps.wi.gov/pages/Home.aspx>) to become a licensed respiratory Therapy (LRT). A felony conviction may affect a graduate's ability to sit for the NBRC examinations or attain state licensure. Please contact the DSPS for further details.

Additional Program-Related Costs to Students

<u>Required:</u>	Approximate costs:
My Clinical Exchange UW subscription	\$35 - \$70
Castle Branch account/background check	\$68
Drug Screening for certain clinical sites	\$45
Scrubs	\$50 - \$200
Stethoscope	\$50 - \$200
Conference fees	\$100 - \$300
NRP exam fee	\$45
Hospital ID Badges	\$22
State of Wisconsin Licensure fee	\$150

Strongly Suggested Profession-Related Fees:

AARC student membership	\$25 per year
NBRC fee – Required for licensure in 2 nd year	\$20 per year

Expectations and Guidelines

Acceptance into the Respiratory Therapy Program at Madison College indicates that the faculty and staff in the program have chosen to dedicate their time, effort, and expertise to train you to become an allied health practitioner. Your acceptance of our invitation to enter the program indicates that you are committed to becoming a professional in the cardiopulmonary sciences by fulfilling the degree requirements and taking all the appropriate board exams. Your acceptance also marks the beginning of an intense two-year didactic and clinical preparation to become a competent and caring professional in respiratory therapy. Successful completion of the Program demands the fullest commitment of time, effort and energy from all parties involved. This section outlines the specific qualities, attributes and learning strategies required of a successful student in the Program, and further serves to define resources and references you may need throughout your course of study as well as those you may need in your career as a professional in the cardiopulmonary sciences.

Transitioning to Professionalism

Your tenure as a student in the Respiratory Therapy Program will be unlike your past educational experiences. Unlike the general curriculum required for most associate degrees, your coursework will be streamlined and specialized to the cardiopulmonary sciences and will traverse classroom examination to demonstration of competency in clinical settings. The most successful graduates from the Respiratory Therapy Program demonstrate a triad of qualities including professional decorum, professional integrity, and educational leadership. The integrated incorporation of these qualities eases the transition from college student to health care professional.

Professional Decorum

First impressions go a long way in determining how one is perceived and treated in the classroom and in the clinic. In order to earn respect on both a professional and personal level, one must project the appearance of a competent professional. Arriving on time or early demonstrates that you understand and respect the importance of your attendance in both the clinic and the classroom. Health care professionals should be well groomed, dressed in the appropriate attire, and prepared for the task at hand whether it be classroom activities (books, assignments, prior readings, etc.) or in the clinic (scrubs, name badge, black pen, stethoscope, etc.). Students should also be respectful of those who may be sensitive to strong odors by limiting the use of scented products (i.e., colognes, lotions, cigarette smoke, etc.). Taken together, these guidelines define the professional decorum expected of each student enrolled in the Respiratory Therapy Program as they pertain to both the classroom and clinical environments.

As a student, you are expected to:

- Arrive on time
- Be well-groomed with practiced bodily hygiene
- Dress in the appropriate attire
- Have the needed materials/equipment
- Wear your Identification Badge (on campus and in Hospital)

Professional Integrity

As a respiratory therapist, your professional success will be determined in part by your professional integrity. The successful student is one who possesses effective communication skills, is self-directed and willingly participates in all aspects of the educational process. These students demonstrate great respect for themselves, their professors, and colleagues; they are honest and embrace clinical practice with ethical and moral standards. Furthermore, these students are admired by those with whom they interact for their sympathetic and empathetic standard of care in the clinical setting.

As a student, you are expected to:

- Utilize effective interpersonal communication skills
- Be self-directed and motivated in your studies and in clinic
- Demonstrate respect for yourself, the faculty and staff, and your peers
- Provide sympathetic and empathetic care

Educational Leadership

Your proficiency as a respiratory therapist will also be evaluated on your educational leadership. The most successful professionals not only understand and are proficient at the “how” of the tasks in their field, but also understand the “why” behind the actions on a fundamental level. It is not enough to memorize the material presented; students must possess an understanding of the material beyond recall. Such understanding of fundamental procedures and disease processes allows a professional to make the most informed decisions and anticipate realistic outcomes and complications in patient care. Furthermore, health care professionals are expected or required to continue their education after completion of the degree program. In fact, it is now the policy of some hospitals to require continued education (RRT credential, asthma educator, etc.) for advancement. Educational leaders share their knowledge and skills with others (e.g., preceptor, serving on advisory committees, hospital committees, WSRC Board of Directors, or WSRC District representatives).

As a student, you are expected to:

- Master the presented material beyond the recall level

- Demonstrate mastery of the fundamental principles and techniques
- Familiarize yourself with current topics in professional journals (RC Journal, www.aarc.org)
- Demonstrate competency in diagnostic and/or therapeutic procedures and patient care

Professionalism as a Student

There are numerous opportunities available for students to develop their professionalism. These include participation in service-learning projects, health fairs, mentoring, membership in professional organizations, attendance at state and national conferences and membership in the Madison College Respiratory Therapy club.

Service-Learning Projects

Students will participate in various service-learning projects during their time in the program. This may include visits to local schools to promote respiratory therapy, help with a health fair, set up a booth at school to talk about the impact of smoking/vaping among other things.

Health Fairs

Students will have opportunities to attend health fairs in local schools and promote healthy lungs and the Madison College RT Program.

Mentoring

By becoming a mentor to your fellow students, you are helping to provide them with the skills necessary to achieve their highest potential and thus strengthening your profession and community. Mentoring can be done silently by setting an example to others, or mentoring can be hands-on through sharing proven study skills, time management, knowledge, and experience with fellow students.

Therapists often give of their time, knowledge, and expertise to the advancement of their profession by becoming clinical instructors/preceptors, unit coordinators, shift supervisors, and managers. They participate in research, provide seminars, perform in-services and develop continuing education.

Membership in Professional Organizations

The AARC (www.aarc.org) is the national professional organization for the respiratory therapy profession, with an AARC State affiliate in most states. In Wisconsin, the AARC State affiliate is the Wisconsin Society for Respiratory Care (WSRC, www.wsrc.online). Since 1947, the AARC has been committed to enhancing our professionalism as respiratory care practitioners, improving our performance on the job, and helping us broaden the scope of knowledge essential to our success. Your support of the AARC and WSRC is integral to the success of the profession. By joining the AARC, you help gain access and strengthen positions and credibility with lawmakers and administrative agencies. Each of you has the ability to both indirectly and directly strengthen the foundation of the respiratory profession by becoming a member today. The AARC is dedicated to helping you grow and develop as a respiratory care professional. They offer news, authoritative and up-to-date information, resources, and provide life-long learning through continuing education and career assistance. During the state and national meetings, you will have the opportunity to hear the latest research regarding the

profession, be introduced to new technology and equipment, and network with other professionals from around the nation.

Attendance at State and National Conferences

Students will have the option of attending the North Regional Respiratory Care Conference as a first-year student. Attendance is optional in this year but is a wonderful opportunity for networking, furthering knowledge in the field and becoming engaged in the WSRC. As a second-year student, attendance of the conference for at least one day is required.

Membership in the Madison College RT Club

Madison College has a student-run Respiratory Therapy Club, which is open to all RT program students. The club's goals are to promote collaboration between the first- and second-year students, allow mentoring by the second-year students of the first-year students, and fundraising to help offset some conference fees. Membership in the club is a requirement in order to receive reimbursement for expenses. Membership is not mandatory but is a wonderful way to engage with fellow classmates.

Helpful Hints for Success

Commit Yourself

You cannot go about learning respiratory therapy in a halfhearted fashion. To integrate the many concepts of cardiopulmonary sciences you must be aggressive and devoted to your studies. This may mean spending less time with family, friends, and co-workers and more time with fellow students, faculty, and patients. Many students find it necessary to decrease work hours to keep up with studies, especially in the program's second year.

Ask Yourself Why

Whenever possible, ask yourself why something is the way that it is, or happens the way that it does. If you are unsure of the answer, ask the instructor. This method will help you remember and integrate material and increase your level of understanding. The beauty of respiratory therapy is that so much of the physiology, pathophysiology, diagnostic techniques, and treatment modalities make sense. If something does not make perfect sense to you, make every effort to see that it does. Do not simply give in and memorize the material.

Take Responsibility for What You Don't Know

If you do not understand something, and you are like most students, you will do one of two things. You can forget about the material, attempt to learn it the day before the test when it is too late, completely botch it on the exam, and then blame the teacher for not explaining it to your satisfaction. Better yet, you can ask the teacher, preferably on the day of the lecture, about the material that you do not understand. The teacher is here to help you, so take advantage of their knowledge. You cannot and must not be afraid of asking questions. You are paying for this, so get your money's worth.

Focus on the Material, not on the Exam

To make your time here a rewarding and enjoyable (well, at least less stressful) experience, your goal must be to learn the material, not just pass the exams. The primary purpose of the exams is to get you to study. If you work hard and dedicate yourself to learning the material, the exams will take care of themselves. Do not continually

ask, “Do we need to know this for the test?” If you familiarize yourself with everything presented in class, as well as each reference indicated by the instructor, you will do well.

Do Not Cram

If you enjoy headaches, then by all means study the material at the last minute. However, if you want to reduce stress in your life, keep up with the material!

Curriculum

Written Communication must be completed or in process when petitioning for the program or during the petitioning semester. The curriculum sheet for the Respiratory Therapy Program as well as course descriptions can be found at this link: <https://madisoncollege.edu/program/respiratory-therapist>

Required Respiratory Therapy courses are designated with a 515 number as the middle three digits. Each of these courses are offered only once a year and are prerequisites for subsequent 515 courses so they must be taken in sequence. Required science courses must be taken in or before the semester they are listed on the curriculum sheet. Many of these are prerequisites for 515 courses so failure to complete them in time may preclude you from continuing in the program. Continuous enrollment (semesters) in the program and a grade of “C” or better in all curriculum courses is required for successful completion of the Respiratory Therapy Program. A student who withdraws from or earns lower than a grade of “C” in a Respiratory Therapy (515) course will be dropped from the Respiratory Therapy Program with the possibility for re-entry into the program the following year. (See the Withdrawal and Re-entry Policy below for more information).

Transfer of Credits

Transfer of course work/credits completed at other colleges or universities will be evaluated when official transcripts are received at the college. All courses completed at other institutions are considered for transfer credit only if they were taken at fully accredited institutions and are equivalent in content and credit value. The transfer credit department will review your transcripts. In addition, your assigned faculty advisor will review your course work and determine if there are courses that should be considered for advanced standing. Please consult with your assigned advisor if you have questions regarding your courses.

Advanced standing for respiratory therapy and science courses must have been completed within 5 years of admission to the Respiratory Therapy Program. Exceptions to this will be made by joint consensus of the program faculty and the School of Health Sciences Dean.

Withdrawal and Re-entry Policy

Any student who receives less than a C in a respiratory therapy course, a required science course or withdraws from the Respiratory Therapy Program may request to reenter the program by contacting the Program Director and completing the following steps. A student may only reenter the program once.

Note: (It is the responsibility of the student to withdraw from a Respiratory Therapy course. The student must initiate the withdrawal process according to the procedures, by dropping all courses through your myMadisonCollege portal or by contacting Enrollment Services.

Step 1: Meet with the Program Director to discuss student status and reenrollment/reentry options (extension agreement). Failure to discuss withdrawal with the Program Director may jeopardize the student’s ability to reenroll/reenter. The student is responsible for following the Madison College Procedure for course/program withdrawal.

Step 2: A written request to the Program Director is required for reenrollment/reentry consideration. All requests are considered on a space-available basis.

Step 3: The student must work with faculty and create an action plan for future success in the program. This plan shows the steps the student will take to overcome the barriers preventing success. For example, a student may be asked to work in an entry-level healthcare position while waiting for reentry to the program or take an entry-level math course to improve their math skills.

Step 4: If approved the student will sign an extension agreement allowing the student to re-enter the program the following year based on space limitations.

Step 5: Students will be required to complete competency testing to determine course placement; remedial work may be required along with auditing courses. Individualized remediation will be determined by the Program Director and faculty recommendations. The student's entire file will be reviewed for the purpose of evaluation for placement in the program.

A student reentering the program will continue in the course sequence but will be required to audit courses necessary to regain competency, keeping in mind fees for auditing courses will apply.

A student that withdraws from the program and does not complete an extension agreement will not be able to reenter the program and must reapply to the program submitting the required application. You will be given credit for the science courses and general electives that you successfully completed since withdrawal.

You should be assured that if you find the course work too challenging that you can make the program 3 years in length. If you need to extend the program, please realize that it is not failure, and many times students have more time to learn by extending the program. We have many successful graduates who completed the program over 3 years. However, you MUST follow Steps 1, 2, 3, 4 and 5 listed above in the Withdrawal/Reenter section.

Auditing Courses

To audit a class, you must meet the following requirements:

- The class MUST be a degree credit class, however program clinical courses cannot be audited. Non-credit, non-degree and enrichment classes also cannot be audited.
- A seat must be available.
- You must meet all enrollment requirements.
- You must declare your intent to audit at the time of registration, which must be prior to the class start date.
- Staff assistance is required to enroll as an audit. You may call the Enrollment Center or visit in person.
- Tuition and fees are not modified except for students 60 years old or older who are eligible for a [Fee Exemption](#).
- You must meet attendance requirements, participate in the classroom work, and complete assignments, but may not participate in examinations/evaluations.
- Audited classes have a final grade of "AU," which is not calculated in your GPA. Audited classes do not:
 - Fulfill admission or enrollment requirements
 - Count towards a student's enrollment status
 - Count towards program certification or graduation requirements
 - Count for financial aid or veteran's educational benefit calculations
 - Factor into satisfactory academic progress for financial aid purposes

Castle Branch

Once admitted to the Respiratory Therapy Program all students must purchase an account from Castle Branch. This account will cost you \$68 and is a one-time fee. This is where your criminal background check, immunization record, drug screening and related documents will be housed during the program. The cost of the account is a one-time fee. The account must be purchased before the program's orientation day in August. You will be informed of the date once you are admitted to the program.

To purchase your account, click on the following link, open the + sign that says Please Select, choose Respiratory Therapy and select <MG89: I need to order a Background Check and Medical Document Manager>.

<https://portal.castlebranch.com/MJ23/package-selection>

The clinical affiliates we use as part of the program have several requirements that you must follow in order to be allowed in their facilities. Below is an overview of what is required. All this information will be kept in your Castle Branch account. It is each student's responsibility to keep their account up to date. Failure to stay up to date with any of the standards will result in removal from any clinical rotation and the chance of dismissal from the program.

Criminal Background Check: Automatically done when you purchase a Castle Branch account. Good for the length of the program. Must be completed by the program orientation day and repeated each summer thereafter as necessary.

Tuberculosis Screening: One of the following is required:

- A 2-step skin test (1-3 weeks apart). This requires a minimum of four doctor visits; dates placed, dates read, and results must be documented.
- Three consecutive annual test results with no more than 12 months between tests and most recent test within the past 12 months.
- QuantiFERON or T-SPOT.TB test results reflecting negative TB status.
- In the case of positive TB test results, a negative (clear) chest x-ray must be provided.

If a student should test positive via TB skin test and has an abnormal chest x-ray confirming active TB, the student will be immediately removed from the program until such a time as the student can prove they no longer have active TB. To return to the program, a letter from the student's physician confirming lack of active TB will be necessary. The student may then reenter the program via the Reentry Policy.

TB testing is an annual requirement, and it is the students' responsibility to keep in compliance with this requirement, which includes having the test done and uploading the results to Castle Branch.

MMR (measles, mumps, and rubella): One of the following is required:

- Two vaccination dates, a minimum of 28 days apart.
- A positive titer lab report for Measles, Mumps, and Rubella. NOTE: If the titer is negative or equivocal, you must document two MMR vaccinations.

Varicella (Chicken Pox) Vaccine: One of the following is required:

- Two vaccination dates, a minimum of 4 weeks apart.
- A positive titer lab report. NOTE: If the titer is negative or equivocal, you must document two vaccinations.

Hepatitis B Vaccine: One of the following is required:

- Documentation of three vaccinations.
- A positive titer lab result. NOTE: if the titer is negative or equivocal, you must complete and document a three-dose vaccine series.
- Note the three-shot series only needs to be started to be in compliance. It does not need to be completed before the start of clinical rotations.

Tetanus/Diphtheria/Pertussis (TDaP) or Tetanus/Diphtheria:

- TDaP or TD booster within the past 10 years.

All the above information must be uploaded to Castle Branch before Oct. 1st in order to remain in the program. ***Failure to complete any of the information will result in removal from the program.***

Influenza (Flu) Vaccine (Seasonal) Required:

- A flu shot administered during the current flu season. The renewal will be set for the start of the next flu season.
- Flu Shots are an annual requirement, and it is the students' responsibility to keep in compliance with this requirement, which includes receiving the shot and uploading the proof to Castle Branch.
- If a student declines required vaccinations, faculty will address at that time.

Current CPR Card (BLS for healthcare providers): All students must have a current healthcare provider BLS card during their entire time in the Respiratory Therapy Program. CPR cards are good for 2 years from the time the class was taken. It is the students' responsibility to find a healthcare provider BLS course and upload the card to Castle Branch before Oct. 1st of the year in which you start the program.

Evidence of Current Health Insurance: Students are required to have current health insurance in order to enter our clinical affiliates. If a student does not have health insurance, Madison College offers coverage for students for minimal cost each semester. Information can be found at the following link: <https://madisoncollege.edu/academics/areas-of-study/health-sciences/health-education-policies>

Drug Screening:

Clinical sites may require students to provide evidence of recent drug screen results prior to attending clinical at their facilities. Students will be notified prior to the start of the clinical course in order to complete this requirement. The student is responsible for any costs associated with processing and evaluation of the drug screen. Any student who refuses to complete a required drug screen or has a positive drug screen result without appropriate physician documentation will not be able to successfully complete the clinical nor progress in the Respiratory Therapy Program. This may result in removal from the program. Repeat of a drug screen is determined by clinical facility requirements.

Faculty Advising:

You will each be assigned a faculty advisor. This will be a member of the Respiratory Therapy faculty who will work with you over the 2 years of the program with any academic or program issues you have. We will ask that you meet with us once per semester to assure that you are on track for completion of courses and to get your perspective on the courses and program.

All faculty members are dedicated to your success in the program. We are also dedicated to the highest quality of care that patients can receive. Therefore, we want to be available to you when you have any questions, comments, or concerns while in the program. Many times, it is just that you need to talk to one of us about something that happened in class, or it may be specific information that you do not understand. Our doors are open, and we ask you to come and

talk to us. There will be times that we have other classes or meetings, but in general, we all have an open-door policy for students. If you need more than 15 minutes to talk, you might need an appointment, but in general, we are always available to you.

Faculty:

Program Director:

Patty Montgomery, BS, RRT
Office 202 G
608-246-6698
pmontgomery@madisoncollege.edu

Director of Clinical Education

Chris Becker, MSE, RRT
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608-246-6167
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Program Faculty:

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Joe Punzel, BS, RRT
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Our goal for all of you is successful completion of this program. The respiratory therapy program staff is truly dedicated to your success and wants you to always feel free to contact us with any questions and concerns.

Program Policies

Equitable Application of Program Policies and Procedures

The Respiratory Therapy Program at Madison College is a traditional RT program. We can admit up to 30 year, based on CoARC recommendations and available resources. All didactic and laboratory work will take place at the Health Education Building, Protective services building or main building on the Truax campus. Students will be rotated through clinical rotations at area clinical facilities. All College and program policies will apply to all students and faculty regardless of their location. In addition, each clinical site will have its own policies that will be followed when students or faculty are practicing at that location.

Grading Policies

The grading scale below is the program grading scale and will be utilized in all program courses and clinical rotations.

A	94-100
AB	90-93
B	85-89
BC	80-84
C	75-79 (minimum requirement to continue in program)
D	70-74
F	<70

Grades will not be rounded, so for example a 74.5% is not rounded to 75% and is not a passing grade to continue in the program.

Point breakdowns, how points are distributed, and grade makeup is determined by each individual instructor and will be covered in individual course syllabi. It is the students' responsibility to track their academic progress in courses throughout the program. When a student has trouble mastering competencies in any course, they are expected to seek help from the instructor for that course. Each student is expected to complete their own work. Any student caught cheating or plagiarizing another's work will be given an F for that work. See Madison College Student Code of Conduct for the colleges' plagiarism/cheating policies. <https://madisoncollege.edu/academic-integrity>

Late or Missing Assignments, Quizzes or Tests

All assignments (including labs) must be turned in at the beginning of class on the day that the assignment is due. Assignments that are turned in within 1 week after the due date will be granted only 50% of the total points earned with a maximum of 3 (three) late assignments accepted. Assignments submitted later than 1 week after the due date will not be accepted. More than 3 late assignments will result in a required meeting with the faculty member.

Guidelines/policies that are more specific are in each class syllabi. If a test is missed due to an absence the test can be retaken for 50% credit unless prior arrangements have been made with the instructor. Again, please refer to the specific class syllabi for guideline/policy.

Classroom Attendance and Timeliness

Attendance is mandatory for all Respiratory Therapy courses. Absences will be excused if you contact the instructor for any given course before the start of the course on that day. Failure to do so will result in an unexcused absence. Any student receiving more than one unexcused absence will be required to meet with the course instructor and Program Director to set up an action plan for future attendance.

You are expected to be on time for every class or lab. Arriving late or leaving early is unprofessional and disruptive to other students and the instructor. Arriving after the scheduled start time or leaving before the scheduled dismissal time without notifying the course instructor will be documented as one occurrence. After two occurrences, the student will have to meet with the course instructor and program director to set up an action plan for future attendance.

Reasonable Accommodations

Students with disabilities who require accommodations can contact the Disability Resource Services to set up any accommodations needed. The DRS information can be found at the following link:

<https://madisoncollege.edu/disability-resource-services>

Student Code of Conduct and Dismissal from the Program

All students are required to follow the Madison College student code of conduct. Failure to do so can result in removal from the Respiratory Therapy Program with no chance of re- entry.

The code of conduct can be found here: <https://madisoncollege.edu/student-rights-responsibilities>

In addition to violations of the college's code of conduct, a student can be dismissed from the program with no chance of re-entry for

- Receiving a grade of less than a "C" (passing grade) in two core Respiratory Therapy Courses in one semester
- Unethical behavior
- Failure to maintain compliance with the Essential Functions for the Respiratory Therapy Program
- HIPAA violation
- Coming to class, lab or clinical under the influence of drugs or alcohol.

All dismissals from the program must be reviewed and approved by the Dean of the School of Health Sciences, Director of Clinical Education, and the Program Director.

Use Of Electronic Devices

1. Cell phone or Smart Watch is not acceptable during lecture, laboratory or clinical sessions. Students may not carry personal cell phones in the hospitals while in clinical unless allowed by your clinical instructor. This ensures patient privacy hospital policies state that photos may never be taken in any patient care areas. Hospital employees have been fired for taking a seemingly harmless photo that unintentionally included patient or family. Students may have a cell phone in a purse, backpack or in a locker, but it must be turned off. Students will be allowed to retrieve messages during breaks and lunchtimes only. Please inform childcare providers of this policy. In some cases the instructor may approve that you carry your phone in light of an extenuating circumstance. Cell phones and smart watches are never allowed to be used during testing.

2. Audio recording is never acceptable in clinical situations. The use of audio recording devices (including cell phones) is prohibited in all clinical settings. This is a violation of HIPAA Privacy Rules.

3. Social Media and HIPAA. HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations. Patient privacy measures taken in any public forum apply to social networking sites as well. Online discussions of specific patients should be avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to which you are referring based upon the context and treatment information. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment may still allow the reader to recognize the identity of a specific individual.

HIPAA

The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The

Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronic protected health information.

Respiratory Therapy Program Code of Conduct Regarding Social Media

This code provides Madison College respiratory therapy students with rules for participation in social media, including media hosted by clinical affiliates as well as non- clinical affiliate social media.

The term "social media" includes but is not limited to blogs; social networks such as Facebook, Instagram, Snapchat, Twitter®; podcasts; video sharing; Really Simple Syndication (RSS) feeds; and on-line collaborative information and publishing systems.

The term "clinical affiliate" includes ANY clinical affiliate used by Madison College for health career education.

Guidelines:

- Students must, always, abide by the Madison College Code of Ethics when using or participating in social media. All the policies that apply to the Respiratory Therapy Program apply to our clinical affiliates.
- Students must, always, remain respectful of the clinical affiliates, their patients, visitors, vendors, medical and allied health staff, and former and current employees. Materials may not be posted which are obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, hateful, or embarrassing to another person or entity. Students may not engage in any activity that reflects negatively on a clinical affiliate.
- Students may not disclose any confidential or proprietary information regarding any clinical affiliate, its patients, visitors, vendors, medical, nursing, allied health staff, former and current employees including but not limited to, business, medical and financial information; represent that they are communicating the views of any clinical affiliate unless authorized by that clinical affiliate and Madison College; or act in any manner which creates the false impression that they are communicating on behalf of or as a representative of a clinical affiliate.
- Students may not use or disclose any patient identifying information of any kind in any social media. This rule applies even if the patient is not identified by name where the information to be used or disclosed may enable someone to identify the patient.
- This policy applies to students when using social media while at a clinical affiliate site and while using social media when away from a clinical affiliate site. This policy does not apply to content that is unrelated to a clinical affiliate, its patients, visitors, vendors, medical and allied health staff, and former and current employees.
- Students are not permitted to use a clinical affiliate logo or Madison College logo in any internet posting.
- Students are personally responsible for what they post.
- Students may not establish a clinical affiliate hosted social media site.
- Violation of this policy will result in corrective action up to and including removal from the program.

Family Educational Rights and Privacy Act (FERPA)

It is the policy of Madison College to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. Section 1232g. Notice is hereby given to Madison Area Technical College students as follows:

It is the intention of Madison College to fully comply with provisions of the above referenced federal law. The administrative procedures to implement compliance may be reviewed during normal business hours in the following campus location: Enrollment Center, Truax Campus.

This law permits the college to make public certain “directory” information about students. It is the intention of the college to do so, as may be appropriate to the normal course of college business and operations. The following information is regarded to be directory type, and some or all of it may be made public: student name, major field of study (program), dates of attendance (by term), enrollment status (full- or part-time), degrees and awards received, participation in officially recognized activities and sports, weight, and height of members of athletic teams and email address.

Any student objecting to his/her directory information being made public must file a Notice of Non-Disclosure with the Enrollment Center, Madison College 1701 Wright St, Madison, WI 53704. The Notice of Non-Disclosure must be filed within ten (10) days after the beginning of each semester.

Study Area Availability

Group study is encouraged and is beneficial to each of you being successful in the program. Students are able to use room 270 in the Health Education Building as study areas when available. Please see one of the program faculty to set up times for group study. There are also several areas in the Health Education Building that can be used as study areas.

Student Hours and Open Lab

Program Faculty take pride in being available to help students outside of regularly scheduled class times. Faculty have scheduled student hours most days and are regularly available to assist students with practicing in the open lab setting. Some faculty have online student hours in the evening. Students are encouraged to take advantage of open lab times to assure they have a firm grasp on the equipment, procedures, and concepts they are expected to know.

Self-Assessment Exams

Prior to graduation, you will be required to pass the Self-Assessment Exams (SAE’s) for the Therapist Multiple Choice Exam (TMC) at the CRT and RRT level, according to the national pass rates. Fees for these exams are included in your total tuition costs.

To assure success on these Self-Assessment Exams, students will review content and take practice exams/computerized clinical simulation exams. Success on these exams leads to higher national pass rates in accordance with the National Board of Respiratory Care (NBRC) and the Wisconsin Department of Safety and Professional Services (DSPS).

Academic Information Disclosure Form

Students may request faculty or staff release academic information to prospective employers. Staff or faculty receiving this authorization from the student are responsible to retain it. The form will expire three years from the start date unless an earlier date is noted on the form.

Student Employment

Several local area hospitals offer Student Respiratory Therapy positions, which can be applied for after completion of the first semester of the program. These offer excellent opportunities to earn money while furthering your knowledge. These positions are not affiliated with the Madison College Respiratory Therapy Program and are solely employment opportunities within the specific hospitals. Student jobs are a great opportunity to further your skills, but your priority must be on school. Absences from class due to student employment will not be tolerated and will be considered an unexcused absence. All the local hospitals understand this and will work with you to ensure that you are able to fully commit to being at school for all your classes. Students are not allowed to function as an employee during clinical time. Students may not engage in work activities and clinical practice simultaneously. The only exception to this policy is if a student is enrolled in an approved apprenticeship program.

Essential Functions for the Respiratory Therapy Program

The Respiratory Therapy Program complies with the American with Disabilities Act (ADA), and consistent with the ADA, the attached Essential Functions list provides the framework to relate functional ability categories and representative activities/attributes to any limitations/deficits in functional abilities. These standards shall be used by the Respiratory Therapy Program to make decisions related to the ability of the respiratory therapy student to perform the essential functions of respiratory therapy.

If a prospective student is or becomes unable to meet the required Essential Functions, the Respiratory Therapy Program, in consultation with Madison College's Disability Resource Services (DRS) (Truax Campus, Main Building, Room C1434, (608) 246-6716), will determine on an individual basis whether reasonable accommodations can be made that would permit the student to meet the Essential Functions, thus allowing the student to continue in the program.

Gross Motor Ability:

- Move within confined spaces
- Sit and stand to maintain balance
- Reach above shoulders and below waist

Fine Motor Ability:

- Pick up large and small objects with hands
- Grasp/pinch/squeeze small objects with hands or fingers
- Write clearly and neatly with pen or pencil
- Use a computer
- Twist or turn knobs with hands
- Adequate manual dexterity as to be capable of maintaining sterility
- Physical Endurance:
 - Stand at client's side during procedure
 - Sustain repetitive movements
 - Maintain physical tolerance throughout 8-hour shift
 - Work and complete tasks at a reasonable pace

Physical Strength:

- Relocate 25 lbs., push/pull/roll 60 lbs.
- Move objects weighing 10-50 lbs.
- Carry equipment/supplies
- Squeeze with hands

Body Mobility:

- Twist, bend, stoop, and squat
- Move quickly
- Climb ladders/stools/stairs
- Walk

Hearing:

- Hear faint to normal speaking sounds
- Hear faint body sounds (i.e., breath and heart sounds)

- Hear auditory alarms, telephones
- Hear sounds via stethoscope

Visual:

- Visually assess clients
- See object up to 20 inches away and see object more than 20 feet away
- Use peripheral vision
- Distinguish color and color intensity
- See emergency lights/lamps

Tactile:

- Feel vibrations (i.e., pulses)
- Feel difference in surface characteristics (i.e., palpate artery/vein)
- Detect client temperature and environmental temperature

Smell:

- Detect odors from client
- Detect smoke, gas, or noxious smells

Reading:

- Read and interpret physicians' orders
- Read and understand written documents
- Read very fine or small print

Arithmetic:

- Read and understand columns of writing, digital displays, and graphic printouts (i.e., flow sheets)
- Calibrate equipment
- Convert numbers to metric
- Tell time and measure time (duration)
- Count rates (i.e., pulses, breathing rate)
- Use measuring tools (i.e., thermometer, scales)
- Able to perform basic arithmetic functions; add, subtract, multiply, divide, compute fractions, use a calculator and record numbers

Emotional Stability:

- Establish therapeutic boundaries
- Provide client with appropriate emotional support
- Adapt to changing environment/stress
- Deal and cope with the unexpected (i.e., crisis, grief)
- Focus attention on task despite distractions
- Perform multiple responsibilities concurrently
- Show appropriate compassion through communications

Critical Thinking Skills:

- Transfer/extrapolate knowledge from one situation to another

- Process information
- Evaluate outcomes
- Problem solve, prioritize tasks
- Use long- and short-term memory
- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills:

- Negotiate interpersonal conflict appropriately
- Respect differences in clients and co-workers
- Establish rapport with clients and co-workers
- Work effectively with physicians, staff, clients, and clients' families

Communication Skills:

- Teach (i.e., client, family, co-worker)
- Speak clearly and distinctly
- Explain procedure
- Interact with others
- Direct activities of others
- Convey information through writing (i.e., progress notes)

Advisory Board

Role and Responsibilities of the Advisory Board:

The program Advisory Board is an advice-giving body assisting the program in meeting the needs of the community in a manner consistent with the college mission. In this context, the committee serves in an advisory capacity to the faculty and administration to ensure the program meets the needs of the community by providing graduates who have the necessary skills and knowledge for success in the workplace.

Composition of Advisory Board:

The Advisory Board shall be comprised of representatives from area employers, community members, former graduates of the respiratory care program, current students in the respiratory care program, college administrators and faculty members who support the curriculum of the respiratory care program. (CoARC also requires a member from the general community.)

Two students from each class will be selected to serve on the program's advisory committee. These representatives will be the liaisons between the class and the advisory committee during their tenure in the program.

Clinical Course Description and Policies

The 5 Respiratory Clinical courses make up a full year of clinical practice. The clinical orientation will provide you with knowledge for safe clinical environment, including PPE and environmental hazards and patient safety. During clinical hours, you will not be substituted for clinical, instructional, or administrative staff. In no incident will students be paid for their clinical time or gain the responsibility of the clinical instructor. You will begin with Respiratory Clinical 1, which will introduce you to many assessment skills and teach you how to apply several forms of routine oxygen and aerosol

therapy. This will be followed by the fall semester clinical courses in your second year (Respiratory Clinical 2 & 3, lasting 8 weeks each), which will consist of clinical on Tuesdays and Thursdays for 8 hours each day. Respiratory Clinical 2 will continue with emphasis on the routine forms of oxygen and aerosol therapy and add hyperinflation therapies, mucous clearance techniques and noninvasive forms of ventilation. In the second quarter of the fall semester, you will begin Respiratory Clinical 3, which will focus on developing your knowledge and skills in intensive/critical care units. While you are entering into intensive respiratory care, you will be studying specific mechanical ventilators and will be able to apply learned concepts in the clinical arena. Finally, during the spring semester Respiratory Clinical 4 will consist of 8 weeks of general intensive care rotations on Tuesdays and Thursdays for 8 hours each day. Students must complete their entire clinical competency skills testing before the end of Respiratory Clinical 4. All your R.T. didactic courses will finish by the 8th week also, so that after that point, you will have only the Internship phase of Respiratory Clinical 5 to complete. At the beginning of the Internship phase, you must complete all required advanced certifications and pass the TMC SAE per clinical course requirements.

The final six weeks of the semester will be the Respiratory Clinical 5 Clinical Internship. The student will spend 32- 36 hours per week in a critical care unit. Typically, this is 3 weeks in an Adult Intensive Care area and 3 weeks in a Neonatal/Pediatric Intensive Care area. During this time, students will perfect their knowledge, technical skills and learn how to manage their time effectively so that upon completion of the program, students are well prepared to handle a typical workload for a new graduate. Student failure in the NRP (Neonatal Resuscitation Program), and therefore failure to earn the NRP credential, may preclude the student from their NICU or PICU rotation during the Internship part of the RT Program, at the discretion of the faculty. The student would instead be allowed to complete all 6 weeks of the Internship in Adult ICU's.

During Respiratory Clinical 1, full or part time faculty will guide you at a single clinical affiliate. You may occasionally be assigned to other staff therapists to watch an interesting therapy that they may be performing. However, the faculty will always perform all your clinical competency testing.

In Respiratory Clinical 2 through 4, you will rotate through the various hospitals in Madison. Each hospital will have one of our full-time faculty assigned to it to act as a primary instructor, who will also coordinate the instruction provided by part-time clinical instructors. At all times that students are in clinical rotations, there will be a Madison College-employed faculty member (full or part-time) responsible for the students. The instructor's responsibilities include coordinating student activities, providing direct student instruction and supervision, and completing student evaluations of performance (through skills testing on respiratory care procedures, as well as with daily and rotational clinical performance evaluations).

In the last six weeks of Respiratory Clinical 5, we use primarily Madison-area hospitals to provide clinical internships for each student, during which time you will be working under direct supervision of a hospital therapist. Students working with patients in the clinical setting will always be working under the State of WI RT License of their instructor or any hospital staff that is working in a preceptor role. Students must always respect this arrangement. Some preceptors will not be as willing to let students do all therapies, while other preceptors will. This is understandable and reasonable given that students are working under each preceptor's license. The student may perform no invasive procedures, specifically arterial punctures and changing of ventilator parameters (except for FiO₂) unless in the immediate presence of a State of WI licensed RCP (Respiratory Care Practitioner). The student shall not leave early on ANY shift during the Internship portion of Clinical Practice 5, despite the staff offering this as being permissible. This does not pertain to illness or prior arrangements.

Lastly, students may be required to undergo drug screening by our clinical affiliates. If a student refuses or fails the screening, there may be inability on the part of the faculty to place the student in clinical facilities, which may result in

the student not being able to complete the required clinical hours mandated by our accrediting body, the CoARC. A deficiency in clinical hours would result in the student not being able to complete the program.

Total Respiratory Clinical 1-5 Credits: 14

Course Format: Face to face in the clinical environment. Occasionally human patient simulator adjuncts are used to supplement clinical practice.

Clinical Affiliates

We have affiliations with the following hospitals where you will do most of your clinical work.

Select Specialty Hospital (Madison)

Unity Point Health - Meriter Hospital (Madison)

UW Health Hospital and Clinics (Madison)

The American Family Children's Hospital (Madison)

St. Mary's Hospital (Madison)

VA Hospital (Madison)

Mercy Hospital (Janesville)

In addition, some clinical experience may be provided at:

UW Health East Madison Hospital (EMH)

Central Wisconsin Center (Madison)

Multiple Rural Hospitals in the surrounding area

Children's Wisconsin (Milwaukee)

Froedtert Hospital (Milwaukee)

Madison College Simulation Hospital (Madison)

Conference Attendance

The Northern Regional Respiratory Care Conference (NRRCC) is a 2–3-day conference, which alternates between Wisconsin Dells, WI and Rochester, MN each year. During the program's second year, students *must* attend for at least one day, but full attendance is encouraged. The conference is usually held in late April/Early May. Attendance as a first-year student is encouraged but not required.

Clinical Dress Code

- HUNTER GREEN scrub pants and top the top must also completely cover your abdomen when you are reaching over your head
- White or solid-colored T shirt (plain-no writing or images) with no longer than $\frac{3}{4}$ length sleeves may be worn underneath for warmth

- Full and comfortable rubber soled shoes (no sandals, clogs, or open-toed shoes)
- Madison College issued nametag should be displayed on your uniform. Additional identification may be required by hospitals at your cost.
- Stethoscope, watch with a second hand (optional, as some hospitals no longer allow any jewelry on the hands and wrists due to infection control concerns) and small hand-held calculator

Note on Personal Hygiene

- Your uniform must be clean and well ironed.
- Long hair must be tied back. Long bangs must be secured with a clip to not interfere with your vision.
- Hair color should be professional in nature. This is the UW Health policy: "Hair should be clean and professional in appearance. Unless prohibited by departmental policy, working conditions, or directives, non-traditional hair color may be allowed if vibrant hair color doesn't cause a distraction for patients and their families. Leaders with advanced notice may require natural hair color for certain meetings or events."
- Do NOT wear any perfumes, colognes, or fragrances due to patient allergies/sensitivities. Underarm deodorant is required.
- No jewelry will be allowed that dangles from the ears/face/neck or that could place a student at risk of infection resulting from splatters of blood or body fluids. Small (1/2 inch) hoops or stud earrings will be allowed.
- Facial piercings must be removed during clinical rotations.
- Artificial nails are forbidden due to their propensity to harbor bacteria.
- Students must be in full uniform at the time the clinical rotation is to begin. If dress is not acceptable, the instructor will send the student home, and they may not return until the appropriate uniform is worn. This will result in the loss of clinical hours, which may cause your grade to drop.

Clinical Attendance

Attendance at every clinical day is essential for the success of each student. Therefore, we have very strict rules regarding attendance and tardiness that are outlined below.

Attendance and punctuality are mandatory. Our hospital affiliates are unpaid providers of your clinical experiences. Therapists arrange their patient care workloads to provide you with optimal experience in our field. Your absence or tardiness without notice places unnecessary strain on therapists. It is also very unprofessional behavior that will be noticed by hospital staff!

Unavoidable illness or tardiness must be called in to the clinical instructor AND hospital R.T. personnel prior to the beginning of your clinical shift. If you are ill or know that you will be late, call the R.T. Department (see phone numbers provided on your clinical schedule) at your clinical affiliate and ask for the charge therapist. Inform them of your absence or tardiness. Also, contact your clinical instructor personally.

Each student will be allowed one eight-hour clinical absence per semester. Clinical 1 is a 13-week rotation that meets every Thursday in a local Hospital. Respiratory Clinical 2, 3, 4 & 5 are all 8-week courses. Any absence(s) above the one eight-hour allowed absence will result in your grade dropping by 1 letter grade for each additional eight-hour absence. We are unable to provide opportunities for students to make up missed clinical time due to the considerable expense that would be incurred by the hiring of additional faculty to monitor individual students in order to make up time. If you are ill, and have a physician's note excusing you from clinical, you may not incur the grade-drop penalty at the discretion of the faculty.

Tardiness will not be tolerated.

A good work ethic begins by being on time to each clinical day and arriving in appropriate uniform, with stethoscope, calculator, clinical manual, and review books. Any tardiness can affect your grade. Two “tardies” during any of the five Respiratory Clinical Practice courses will result in one absence of 8 hours being recorded. Tardy is arriving late for a clinical rotation, even 1 minute late, without prior notification to the clinical site and the instructor. More than two instances of tardiness will require a meeting with the Director of Clinical Education and may result in the student being given a grade of F for the course, which will result in the student not being able to continue in the program. Absences beyond 16 hours per clinical course result in the drop of one letter grade in the final grade. The letter grade subsequently will be dropped for each additional 8 hours missed, as per program policy. Also, be aware that supervisors/department directors that could be responsible for hiring or not hiring you in the future will recognize any tardiness. So, treat every clinical day like you were going to a job interview. Again, they will be watching you as possible future employees. Any pattern of behavior that disrupts the clinical education of a student, including chronic tardiness or absenteeism, may lead to a grade of F for the clinical course, which as stated above, will result in the student not being able to continue in the program.

Accommodations for Absences Due to Disability or Illness

If you are absent due to a documentable disability (pregnancy, surgery, hospitalization, etc.) and if the instructor and clinical coordinator decide that you must make up the missed time, the Director of Clinical Education will make the arrangements. This type of clinical make up time is often done at the end of a quarter or during the final exam week. Failure to make up the required time will result in an "Incomplete" in that Respiratory Clinical course.

Conflict Management Process

If you feel you have been treated unfairly, you should follow the procedures provided by Madison College on the website under Students Rights & Responsibilities – link: <https://students.madisoncollege.edu/academic-integrity> You MUST follow these procedures to assure fair treatment.

Program Organization Related to Clinical Practice

Students should follow this order of communication when dealing with clinically related concerns:

- First contact: Clinical instructor at affiliate at which complaint occurs.
- Second contact: Director of Clinical Education – Chris Becker
- Third contact: Program Director – Patty Montgomery
- Last contact: Dean of School of Health Sciences – Dr. Marissa Tokarczyk

Ethical Practices

Smoking or Substance Abuse: as a future Respiratory Therapist, it is not acceptable for you to leave clinical at any point to go outside of our hospitals to smoke. We, as the faculty of this program, are in complete agreement that smoking is not acceptable due to patient sensitivities to tobacco odors. We also feel that smoking reflects poorly on our profession. Much like perfumes or colognes, residual smoke on your uniform can be offensive to patients, visitors, and fellow health care professionals! To extend this concern further, a student cannot practice in our profession while under the influence of alcohol, drugs or any substance that impairs judgment including prescription drugs. A student suspected to be under the influence of drugs or alcohol in the clinical setting may be required to be drug-tested by the facility. A positive result will result in immediate removal of the student from the program. Any student failing to abide by any of these requirements will be removed from clinical on that day. A meeting with the college’s Conflict Management team will be required, which could result in removal from the course and/or program.

HIPAA - The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronic protected health information.

Unethical Behavior/Gross Misconduct or other serious nonconformance may result in immediate termination from the program.

In summary, withdrawals from clinical ***may*** occur for any of the following reasons

- Endangering any patient's life
- HIPAA incident/violation
- Two performance evaluations with score less than passing (< 2.0 or < 75%).
- Final performance evaluation, in any clinical course, with score less than passing.
- Code of Conduct violation/Unethical behavior.
- Failure to meet clinical and Madison College attendance policies.
- Conviction of a Felony
- Reporting to a clinical site under the influence of drugs or alcohol

Dismissal from the Program with no re-entry opportunity may occur for any of the following reasons

- Receiving a less than passing grade (< C) in 2 core courses in the same semester
- Code of Conduct violation/Unethical Behavior
- Failure of maintain compliance with Essential Functions
- HIPAA violation
- Endangering any patient's life

All terminations must be reviewed and approved by the Dean, Director of Clinical Education, and Program Director.

Respiratory Therapy Program Clinical Grading Policy

There are several areas that determine a student's grade in clinical courses. These are clinical skills testing & clinical performance evaluations completed by clinical instructors, as well as any exams, quizzes, worksheets, labs, assignments or presentations given during the course. Following is the grading emphasis and methodology for these areas:

Clinical Skills Testing: Pass/Pass with Remediation/Fail

Clinical Performance Evaluations: Pass/Pass with Remediation/Fail

Graded Assignments: Minimum grade of 75%

Testing with Quizzes & Exams: Minimum grade of 75%

***The Testing and Assignments points are averaged to determine a letter grade for the course, but *each* must be passed at a minimum grade of C (≥75%).**

Clinical Skills Testing: Students will be required to perform a total of 29 clinical skills/competencies under the direct supervision of an RT Program Clinical Instructor, demonstrating 100% proficiency on each to PASS these competencies, before the beginning of your clinical internship in Respiratory Clinical 5. We have identified 7 of the most common oxygen and aerosol therapy skills that you must complete by the end of the Respiratory Clinical 1 course. The student will be allowed to continue to the next course if they successfully check off on 6 of the 7 required skills. The student may

also proceed on to complete additional skills as time allows. By the end of the Respiratory Clinical 2 there will be an addition of 8 more skills. The student must complete 14 of 15 total skills by the end of this course. The remaining 14 skills must be completed before the end of Respiratory Clinical 4. This will allow students to enter the final 6 week Clinical Internship without having the burden of additional skills testing, as well as assuring our hospital affiliates that our students are checked off/PASS on all 29 required clinical skills.

Clinical Performance Evaluations: The program uses the **Clinical Trac Clinical Management System** for many aspects of our clinical courses. Students are required to use this system, and the cost is part of the program tuition. Students will receive Daily/Weekly Evaluations from Clinical Trac after each clinical day. Students will also receive Summative Evaluations for the end-of-rotation grade. Students must achieve a PASS or PASS with REMEDIATION grade for each Summative Evaluation in order to continue in the program. These evaluations assist us in identifying strengths and weaknesses in a student’s ability to: develop and maintain good interpersonal relationships, solve clinical problems, make clinical judgments, assess patient condition, make appropriate recommendations regarding patient care or the need to modify care to treat physiological disturbances. Each performance evaluation will include the clinical instructor’s recommendation that the student has accumulated adequate knowledge and skills to continue to the next clinical rotation, or will require that the faculty meet with the student to discuss deficiencies and possible options for remediation. Faculty recommendation could include removal from the clinical course.

Students should thoroughly review all of their evaluations in Clinical Trac, then sign and date them. It is your responsibility to discuss any discrepancies over evaluations with the clinical instructor(s) responsible for the affiliate rotation from which the evaluation originated. If you are not satisfied after meeting with that clinical instructor, you may ask to discuss issues with the Director of Clinical Education. If you do not contest your clinical evaluation within 2 weeks of its completion, it can no longer be contested. Thus, your timely review of your evaluations is essential. Important student deficiencies must be addressed and discussed immediately in order to deal with them effectively.

Clinical Grading Rubric: Clinical grading is done on a “**PASS/PASS with REMEDIATION/FAIL**” basis for Daily/ Weekly performance, Summative clinical rotation performance and for skills check offs. Every student will receive a Daily/Weekly Evaluation via the Clinical Trac App after every clinical day, as well as a Summative Evaluation via the Clinical Trac App after each clinical rotation. The Summative Evaluation will be the final grade for the clinical portion of the rotation. Clinical Trac utilizes different rubrics for the Daily/Weekly and the Summative evaluations. The Respiratory Therapy Program has adopted our own version of these rubrics:

	Overall Clinical Grade	
PASS	PASS with REMEDIATION	FAIL
<ul style="list-style-type: none"> • The student meets the overall basic requirements for the level of training. • The student is able to function in a safe and competent manner. 	<ul style="list-style-type: none"> • Performance deficient in several areas but overall meets minimal clinical performance standards. • Student is placed on clinical probation and must achieve a PASS in the next clinical rotation. • A second PASS with REMEDIATION will result in the student failing that clinical course. 	<ul style="list-style-type: none"> • Student's overall performance is below the anticipated level of training. • Student is not able to continue in the program.
	Daily/Weekly Evaluations	
	<i>The program uses the current Daily/Weekly Evaluation sections in</i>	

	<i>Clinical Trac, but changes the numbering to reflect the below:</i>	
3-Acceptable Performance	2-Improving Performance	1-Unacceptable Performance
<ul style="list-style-type: none"> • Skills/knowledge/behavior is appropriate for clinical expectations. • Zero or minimal errors and student can self-correct with minimal instructor intervention 	<ul style="list-style-type: none"> • Skills/knowledge/behavior is appropriate for clinical expectations. • Few to frequent errors that student can self-correct with instructor intervention 	<ul style="list-style-type: none"> • Skill/knowledge/ behavior is inappropriate for clinical expectations. • Frequent errors with limited or no ability to self-correct even with instructor intervention
Final Summative Evaluation		
<ul style="list-style-type: none"> • The Program will use the Summative Evaluation rubric in Clinical Trac as is. Any section that gets a 1 or 2 is required to have specific documentation as to why a 1 or 2 was given. • Rubric score will convert to a letter grade, which will determine PASS/PASS with REMEDIATION/FAIL 	<ul style="list-style-type: none"> • Students who get a C receive a PASS with REMEDIATION grade in the gradebook. • These students are required to meet with faculty to create an action plan to help them be successful in the next clinical course. • A second PASS with REMEDIATION will result in the student failing that clinical course. 	<ul style="list-style-type: none"> • Anyone who gets below a C gets a FAIL in the gradebook and cannot progress in the program. • Anyone who gets an A through a BC gets a PASS in the gradebook.

The RT Program grading scale for the **Summative Evaluation** of our 5 clinical courses is below:

Summative Eval Points	Converted To 4.0	Converted To %	Letter Grade	Final Clinical Grade
24 x 4.0 = 96	4.0	100%	A	PASS
94-95	3.9	99	A	PASS
93	3.85	98	A	PASS
92	3.8	97	A	PASS
90-91	3.75	96	A	PASS
89	3.7	95	A	PASS
87-88	3.6	94	A	PASS
84-86	3.5	93	AB	PASS
82-83	3.45	92	AB	PASS
81	3.35	91	AB	PASS
80	3.3	90	AB	PASS
77-79	3.2	89	B	PASS
76	3.15	88	B	PASS
75	3.1	87	B	PASS
74	3.05	86	B	PASS
72-73	3.0	85	B	PASS

69-71	2.9	84	BC	PASS
67-68	2.8	83	BC	PASS
65-66	2.7	82	BC	PASS
62-64	2.6	81	BC	PASS
60-61	2.5	80	BC	PASS
58-59	2.4	79	C	P w/ R
55-57	2.3	78	C	"Pass
53-54	2.2	77	C	With
50-52	2.1	76	C	Remediation"
47-49	2.0	75	C	P w/ R
44-46	1.9	74	D	FAIL
39-43	1.7	73	D	FAIL
34-38	1.5	72	D	FAIL
30-33	1.3	71	D	FAIL
26-29	1.1	70	D	FAIL
24-25	≤1.0	0-69%	F	FAIL

Policy Example: What follows is a screenshot from the Daily/Weekly Evaluation Attendance section from Clinical Trac. For this rubric example, all "3's" were earned by the student. For the program's rubric, a 3 is **Acceptable Performance**, which is the highest grade the student can get. The program is **not** using the Clinical Trac rubric shown at the top of the screenshot, for which a "3" would mean "Satisfactory/Average" performance.

The RT Program grading scale for the **non-clinical aspects** of the clinical courses is below. These non-clinical aspects are divided into **Testing**, which includes Quizzes & Exams, and **Assignments**, which can include Classmate Simulations, reflection papers, service credits, etc. Students must pass **both** of these parts, Testing and Assignments, **with a minimum grade of 75% on each part.**

Policy Example: A student passes the Assignments part of the course at 95%, but fails the Testing part at 70%. This student will fail the course because they did not pass the Testing part at 75%. The same would hold true if the student passes the Testing part at 95%, but failed the Assignment part at 70%.

4.0 Scale	%	Letter
4.0	100%	A
3.9	99	A
3.85	98	A
3.8	97	A
3.75	96	A
3.7	95	A
3.6	94	A
3.5	93	AB
3.45	92	AB
3.35	91	AB
3.3	90	AB

3.2	89	B
3.15	88	B
3.1	87	B
3.05	86	B
3.0	85	B
2.9	84	BC
2.8	83	BC
2.7	82	BC
2.6	81	BC
2.5	80	BC
2.4	79	C
2.3	78	C
2.2	77	C
2.1	76	C
2.0	75	C
1.9	74	D
1.7	73	D
1.5	72	D
1.3	71	D
1.1	70	D
≤1.0	0-69%	F

***A grade below 75% is not a passing grade**

Clinical Success in the program: To move on to the next rotation, students must: 1) achieve a PASS or PASS with REMEDIATION grade on the clinical rotation summative evaluation, **and** 2) pass the Testing + Assignment portions of the class with a minimum grade of C (≥75%) on each part. (Remember, if the student receives a PASS with REMEDIATION, they will be required to meet with faculty to create an action plan to help them be successful in the next clinical course. A second PASS with REMEDIATION will mean a student cannot continue in the program.)

STUDENTS MUST ACHIEVE A PASSING GRADE OF “C” (≥ to 75%) IN EACH OF THE TWO AREAS OF CLINICAL DESCRIBED ABOVE IN ORDER TO PASS EACH RESPIRATORY CLINICAL COURSE 1-5. Failure to achieve 75% in one part of the course will result in the student receiving a grade of D for the course and will prevent the student from moving on to the next clinical course, even if they achieve 75% or greater in the other part of the course (Quizzes/Final Exam and Clinical Evaluations are the two parts).

Respiratory Clinical 1-5 Scheduling

Any Respiratory Clinical course may contain rotations on both day shifts and evening shifts. The starting times at each of the Madison area hospitals varies slightly but are generally from 6:30 to 2:30 or around that time frame. Please check the Clinical Schedule for correct shift times.

Depending on class size, an evening shift may be used at any of these clinical affiliates. Students will be informed in advance of the need for evening shifts (they would typically run from approximately 3:00 p.m. to 10:30 p.m.).

The students are responsible for finding transportation and parking as necessary on their own. No exceptions will be made in these timeschedules.

The program prohibits a student working a night shift to attend clinical immediately afterward (on the same morning).

Policies are in place to drop a student's grade for excessive absences and/or tardiness. Students who are employed shall be responsible for arranging with their employers so that they can attend their scheduled rotations. Instructors will not be responsible for rearranging the clinical schedule around a student's work schedule.

Clinical Policy for Poor Student Performance

If a student is performing in clinical at a level of competency below what is expected, the Madison College instructor will discuss apparent deficiencies with the student. The student will be informed about what clinical skills must be retested and will set a date for completion. The student must obtain 100% on the retested skills as well as all other clinical objectives in order to successfully complete any clinical course. A student will only have three chances to successfully complete a skill. Failure to be successful may result in a grade of F, and the student may be unable to continue in the program. If the Madison College instructor believes that the student will not satisfactorily complete clinical within the clinical time available, the instructor will, along with the Director of Clinical Education and Program Director, meet with the student. The deficiencies will again be discussed and a plan for correcting the deficiencies will be written and implemented. The student and instructors will sign the written plan and a date for correcting the deficiencies will be decided upon by the instructors. If the student has not corrected the deficiencies within the stated period, the student and the RT Program instructors involved will meet with the Dean of the School of Health Sciences (SoHS) and discuss the situation. It will be decided at this meeting whether the student will be allowed to continue with the clinical course.

During Respiratory Clinical 1, 2, 3 & 4 the student must complete all objectives as specified in the clinical manual at 100% proficiency prior to moving on to the subsequent clinical course. The student must also achieve an average passing score of C ($\geq 75\%$) on clinical evaluations, as well as in the clinical discussion course. A student receiving two clinical performance evaluations with scores below a passing level may be removed from the clinical course.

During Respiratory Clinical 5, the student must have an average passing score on evaluations and, most critically, must be able to efficiently manage the defined (See Internship Clinical Objectives) patient care load in their adult care rotation and their neonatal/pediatric care rotation. Furthermore, failure to be able to manage the defined patient care load safely and efficiently will result in removal from the clinical course.

Removal from or extension of any clinical course requires that the student meet with the clinical instructor(s) involved, Director of Clinical Education, Program Director and SoHS Dean prior to reentry, during which time a written agreement will be drawn up and signed by all.

It is imperative that you act professionally and abide by the Code of Ethics adopted by the American Association for Respiratory Care (see next page). These ethical principles are designed to safeguard the public and contribute to the provision of quality and efficient respiratory care. If a student's performance at any time endangers the life of a patient, the student may be dropped from that clinical practice course and terminated 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 behaviors that reflect 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 the scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients they treat, 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 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 and 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.

Effective 12/94

Revised 12/07

Revised 07/09

Revised 05/14

Revised 05/16

Revised 11/17

AARC Statement on Cultural Diversity and Inclusion

The AARC professional community embraces diversity and multi-culturalism in all of its forms and promotes respect, cultural competence, and inclusion in every facet of its mission.

The AARC is enriched by the unique differences found among its diverse members, their patients/ clients, and other stakeholders. The AARC values and embraces equal opportunity, and promotes the use of personal and cultural backgrounds to enhance our profession. The AARC accomplishes this by:

- Demonstrating sensitivity to all forms of diversity and multiculturalism including, but not limited to: age, gender and gender identity, race, color and ethnicity, nationality and national origin, ancestry, religious affiliation and creed, sexual orientation, socioeconomic status, political affiliation, physical and mental abilities, veteran and active armed service status, job responsibilities and experience, education and training.
- Acknowledging the varied beliefs, attitudes, behaviors and customs of the people that constitute its communities of interest, thereby creating a diverse, multicultural, and inclusive professional environment.
- Promoting an appreciation for communication between, and understanding among, people with different beliefs and backgrounds.
- Accommodating the needs of the physically disabled at events and activities.
- Using multicultural content and gender-neutral references in documents and publications.
- Promoting diversity and inclusion through education and cultural competence in its education programs.
- Actively recruiting candidates from under-represented groups for leadership and mentoring programs.

Effective 12/94

Revised 12/07, 04/13

Reaffirmed 07/10

Revised 07/18

Respiratory Therapy Program Graduation requirements.

- Complete all 515 didactic, laboratory and clinical courses with a minimum grade of 75% within a 3-year academic calendar timeframe.
- Successfully checked off on all state-mandated clinical skills
- Complete all general study courses required to complete AAS degree
- Complete at minimum 3 hours of community service during program completion
- Attend the NRRCC conference or complete in lieu of project
- Completion of mock certification and registry exams
- Attend 2-day NBRC review seminar
- Complete required licensure paperwork and testing

Madison College Respiratory Therapy Program Handbook Verification Form

I, _____, have received and read the **Respiratory Therapy Program Student Handbook**. I completely understand and agree to abide by all policies outlined in the Respiratory Therapy Program Student Handbook. I also understand that this document can and will be used as a reference when questions occur.

In addition, I have read the Rights, Responsibilities and Misconduct procedure sections on the Madison College website, <http://madisoncollege.edu/student-rights-responsibilities>, and agree to abide by the policies and procedures they contain. I also understand that additional Respiratory Therapy policies and procedures are contained in the Clinical Handbook and individual course of studies.

I also understand that:

- A Caregiver Background check using www.castlebranch.com be completed by the program orientation day.
- Have all vaccinations updated and loaded to castle branch by October 1st of the given year
- Maintain current Basic Life Support certification throughout the entire 2-year program
- Maintain annual tuberculosis screening throughout the entire 2-year program
- Have read and can comply with the Essential Functions for Respiratory Therapy found on pages 16-18 of this handbook

Statement of Understanding

The Americans with Disabilities Act of 1900, and the Rehabilitation Act of 1973, prohibits discrimination of persons because of his or her disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to ensure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the essential functions required of a student in the Respiratory Therapy Program and are able to meet those essential functions.

This form is to be completed only after reviewing the:

- Respiratory Therapy Program Student Handbook
- Madison College Right and Responsibilities page
- Essential functions for Respiratory Therapy

Please initial in the space below:

_____ I have read and I understand the Essential Functions specific to a student in the Respiratory Therapy Program found on pages 16-18 of this handbook

_____ I can meet the Essential Functions as outlined in the Respiratory Therapy Student Handbook or have been provided with information concerning accommodations or special services if needed.

Print Student name: _____

Student Signature: _____

Today's Date: _____

Return this form on the program orientation date.