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Welcome to the Respiratory Therapy Program at Tidewater Community College. We sincerely hope you will enjoy your chosen curriculum and will achieve your career goals.

During your pre-acceptance process, you were made aware of the time and effort needed to complete this program. We, your faculty, will do everything we can to help you by providing learning materials and experiences. However, you must take responsibility in the Program by meeting assigned due dates, attending classes, and respecting the policies and procedures of the College and the Respiratory Therapy Program.

This Respiratory Therapy Handbook was developed as one means of assisting you. It can be used together with the College Catalog, TCC Student Handbook, and the RTH Clinical Manual. You are expected to be familiar with all four publications. If, at any time, you need clarification of any policies or procedures of the College or the Program, please let us know.

Welcome!
The Respiratory Therapy Program Faculty
OVERVIEW

In 1972, Norfolk General Hospital, Norfolk, Virginia, in response to the need for trained respiratory therapy practitioners, began a hospital based therapist (entry-level) program for respiratory therapy education. Although this program was primarily established to supply practitioners for Norfolk General Hospital, other area hospitals were allowed to enroll students in the program. Programmatic accreditation through CAHEA and JRCRTE was applied for, and a letter of support was received in 1975. This program never received full accreditation because medical support and enrollment began to decline. Although Norfolk General Hospital had this program in operation in the Hampton Roads area, it did not meet the trained practitioner needs of the community.

In mid-1974, Mr. Doug Swing, from the General Hospital of Virginia Beach, Virginia Beach, Virginia, approached the College administration at Tidewater Community College about having the College offer night courses in respiratory therapy. The intent was to increase training of existing on-the-job trained practitioners working in the community. The part-time program officially began in January 1975.

The College administration realized the great local and national need for respiratory therapy practitioners; therefore, plans were made to offer a full time respiratory therapy program beginning in September 1975.

An Advisory Committee made up of local respiratory therapy technical directors was formed to provide input into the development of the program. Funds were requested to establish a therapist (advanced-level) program, but final appropriations were not adequate for a single-level therapist program; therefore, a therapist (entry-level) program was also instituted.

The first instructors for the program were Mr. Doug Swing and the Program Director from the Norfolk General Program. By this time, the Norfolk General Program was in the process of closing. A full time program director/clinical coordinator was hired in the Fall of 1975. Program accreditation was achieved in 1977.

The Advisory Committee continued to request that the state provide a therapist level program in the community. The College administration again made this request of the State Board of Higher Education. A letter of intent from the Commonwealth of Virginia for a two-year respiratory therapy program was received by the College administration in the Fall of 1977. Final approval for the two year program was given by the State Council of Higher Education in November 1978.

According to the Advisory Committee Minutes from January 1978, Dr. James Baker recommended that the College look at the one plus one program format because of the, "need for upward mobility in the field as well as the need for therapist (entry-level and advanced-level) programs." Several members of the Committee recommended that the College offer a two-year (24 month) therapist (advanced-level) program separate from the existing one year (12 month) therapist (entry-level) program. After considerable discussion and planning, a modified one plus one-curriculum format was submitted to the state for approval. The new program format began in 1980 with full accreditation for both programs being granted in 1982. The change to a modified one-plus-one-program required major curriculum revisions. The modified one plus one format required the first three quarters of both programs (technician and therapist) to be identical and taught together. During the third quarter of the program, the student with faculty assistance, decided either to: (1) complete one additional quarter and graduate as a therapist (entry-level), or (2) complete five more quarters and graduate as a therapist (advanced level).
In the summer, June 1988, the College changed from a quarter system (ten weeks) to the semester system (15 weeks). At the time of this change the program was converted to a true one-plus-one format. All students entering the program completed the therapist (entry-level) curriculum. Students completing the therapist (entry-level) program applied for admission into the therapist (advanced-level) curriculum. Advanced-level therapist students were chosen on the basis of GPA, faculty evaluation, and student interest as demonstrated by the applicants’ narrative application.

In the Fall of 1991, the college changed the curriculum back to a modified one-plus-format. The faculty felt this curriculum prepared a more qualified therapist (entry-level and advanced-level). All students entered the program during the summer semester and the two programs run concurrently during the summer and the fall semesters. At the end of the fall semester students decide if they want to apply for the therapist (advanced-level) tract or complete one additional semester and graduate as a therapist (entry-level). Advanced-level therapist candidates were evaluated on the basis of GPA, faculty evaluation, and student interest as demonstrated by the applicants’ narrative response. These students must have completed four additional semesters before they graduated.

In 2004, according to the changing requirements of the NBRC, climate of the medical community, and support of the advisory committee the request for eligibility for sitting for the NBRC exam became a minimum of an associate degree in applied science with a major in respiratory therapy.

Over the past four years, the curriculum length was systematically reduced to meet organizational and state requirements. In 1991 the program consisted of 91 credits. Due to state mandates the program has been consolidated and trimmed. The current curriculum is 67 credits.

Patient-focused care was instituted in three primary clinical affiliations. At one time decentralization shifted a few clinical assignments; however traditional department structures have re-emerged.

Tidewater Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate in Applied Science Degree.

The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), previously the Joint Review Committee for Respiratory Therapy Education (JRCRTE). Its representatives visit respiratory therapy programs to evaluate applications for accreditation and perform periodic reviews.

The CoARC publishes a listing of accredited respiratory care programs in the United States and can provide other information about the educational system. Programmatic outcomes are performance indicators that reflect the extent to which the goals of the program are achieved and by which program effectiveness is documented. Programmatic outcomes date reported on the CoARC website include:

- 3-year time period being reported;
- CRT credentialing success;
- RRT credentialing success;
- Attrition;
- Job placement;
- Overall Graduate Satisfaction
- Overall Employer Satisfaction
- ON-time Graduation Rate;
- Total number of program enrollees;
- Total number or program graduates;
- Maximum Annual Enrollment.
WHAT IS RESPIRATORY CARE?

What is Respiratory Care?

Respiratory Care is a life-supporting, life-enhancing health care profession practiced under qualified medical direction. This health care professional specialty promotes optimal cardiopulmonary function and health and uses scientific principles to identify and treat acute or chronic dysfunction of the cardiopulmonary system. Respiratory Care also includes:

- Prevention
- Assessment
- Treatment
- Management
- Control
- Diagnostic evaluation
- Education
- Care

The health care profession offers a unique opportunity for the blending of advanced technological patient care.

Simply put, Respiratory Care is the medical science behind caring for you lungs, in sickness and health, in the best way possible.

Who Needs Respiratory Care?

People who need Respiratory Care may have chronic lung problems such as asthma, bronchitis, or emphysema. However, other people who have had heart attacks, been involved in accidents, or born prematurely might also need Respiratory Care. Those who have cystic fibrosis, lung and other types of cancer, or AIDS may also need this special care in order to breathe easier.

Reference: http://www.aarc.org
WHO ARE RESPIRATORY THERAPISTS?

Respiratory Therapist are important, vital members of the health care team, who work in hospitals, skilled nursing facilities, emergency transport center, physician’s offices, home health agencies, specialized care hospitals, medical equipment supply companies, and patients’ homes. All in all, there are about 130,000 Respiratory Therapists practicing in the U.S.

Respiratory Therapists are uniquely trained to treat conditions of the cardiopulmonary system and must at least be graduates of two-year associate degree programs in vocational/technical schools or community colleges. Many respiratory therapists choose to have a four-year or higher degree from a university. Once they have graduated, respiratory therapists are required in many states to earn continuing education credits in order to meet state licensure requirements.

Graduates of accredited respiratory therapy programs sit for the Certified Respiratory Therapist (CRT), Registered Respiratory Therapist (RRT) credential. The National Board for Respiratory Care bestows these credentials on those who complete the rigorous examinations.

*Please see the Commonwealth of Virginia regulations governing the practice of Respiratory Care at: www.dhp.state.va.us/medicine

Respiratory Therapists perform procedures that are both diagnostic and therapeutic. Some of the activities include:

**Diagnosis**
- Obtaining and analyzing sputum and breath specimens. They also take blood specimens and analyze them to determine levels of oxygen, carbon dioxide and other gases.
- Interpreting the data obtained from these specimens.
- Measuring the capacity of a patient’s lungs to determine if there is impaired function.
- Performing stress tests and other studies of the cardiopulmonary system.
- Studying disorders of people with disruptive sleep patterns.

**Treatment**
- Operating and maintaining various types of highly sophisticated equipment to administer oxygen or to assist with breathing.
- Using mechanical ventilation for treating patients who cannot breathe adequately on their own.
- Monitoring and managing therapy that will help a patient recover lung function.
- Administering medications in aerosol form to help alleviate breathing problems and prevent respiratory infections.
- Monitoring equipment and patient responses to therapy.
- Conducting rehabilitation activities, such as low-impact aerobic exercise classes, to help patients who suffer from chronic lung problems.
- Maintaining a patient’s artificial airway, one that may in place to help the patient who can’t breathe through normal means.
- Conducting smoking cessation programs for both hospital patients and others in the community who want to kick the tobacco habit.

Reference: http://www.aarc.org
Tidewater Community College’s Respiratory Therapy Program adheres to the following:

**AARC VISION/MISSION STATEMENT**

The American Association for respiratory Care (AARC) will continue to be the leading national and international professional association for respiratory care. The AARC will encourage and promote professional excellence, advance the science and practice of respiratory care, and serve as an advocate for patients, their families, the public, the profession and the respiratory therapist.

**AARC STATEMENT OF ETHICS AND PROFESSIONAL CONDUCT**

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

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Seek educational opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent and refusal of treatment.
- Divulge no confidential 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 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.
CODE OF CONDUCT

Upon acceptance into the Respiratory Therapy Program, the student enters the Health Professions and has, in effect, been entrusted with the development of respiratory care and with proper provision of services of his fellow man. As a Health Profession, Respiratory Therapy is one of honor and dignity. In our society, medical personnel are entrusted with health, life, and the well-being of humanity. It is an expectation that this trust will be earned and that the pursuit of knowledge, as in the care of patients, will be done to the best of one's ability and with honesty to self and to others.

Integrity and honor are expected of the student; indeed, demanded. This implies the expectation of a high level of performance, of thorough and continued dedication to learning, and of the development of humane attitudes. Ethical standards and appropriate conduct are essentials of the Respiratory Therapy Profession.

A code of conduct for students must be both implicit and explicit. Implicit is the development of those attitudes and behaviors which reflect the dedication of one's energies to the humane understanding and care of others. Explicit are those behaviors which reflect the integrity expected at all levels of the profession.

Violation of the code of conduct, such as cheating, stealing, falsification of records, or improper, insensitive approaches to patients and others are clearly unacceptable. A person who violates the code of conduct shall be subject to dismissal or some lesser disciplinary action as the facts of the situation may warrant, including suspension, probation, loss of privilege, reprimand and warning; and any other sanction determined appropriate by the Respiratory Therapy Program. Convictions in the courts for a felony offense may similarly lead to dismissal from the Program.

Attitude is best affected at a student level and the student is expected to assume both individual and group responsibility for the avoidance of any questions placed upon his/her integrity. Allegations that cannot be resolved by faculty or students on an informal basis should be pursued through the Formalized Grievance Procedure located in the TCC Student Handbook.

REGAN'S 7 RULES OF PROFESSIONAL CONDUCT

1. Always be polite to patients, regardless of the circumstances.
2. Do not discuss the patient's ailments with him.
3. Do not discuss the respective merits of various forms of therapy.
5. Do not discuss the patients or other doctors with the patient.
6. Keep accurate records of patients not performing as directed (not keeping appointments, refusing therapeutic treatment, etc.).
7. Be alert to hazards.

PATIENTS’ BILL OF RIGHTS

The Patient Care Partnership (previously named the Patients’ Bill Of Rights) can be found online at the American Hospital Association’s website: [http://www.aha.org/content/00-10/pcp_english_030730.pdf](http://www.aha.org/content/00-10/pcp_english_030730.pdf)
WHO'S WHO IN THE RESPIRATORY THERAPY PROGRAM

A. MEDICAL DIRECTOR

1. Ignacio Ripoll, M.D.
   Medical Director

B. FACULTY

1. Denise G. Bieszczad, MA, RRT
   Program Director
   Professor
   Phone: 757-822-7412
   Email: dbieszczad@tcc.edu

2. Gary Cross, BS, RRT
   Assistant Professor
   Phone: 757-822-7263
   Email: gcross@tcc.edu

C. ADJUNCT FACULTY/INSTRUCTIONAL ASSISTANTS

1. Susan Davis
2. Jessica Terry
3. Shirley Rich
4. Shawn Price
5. David Grooms
6. Nick Widder

D. ADVISORY COMMITTEE

The advisory committee consists of local individuals who are involved in respiratory care services. Members include hospital representatives, physicians, home care representatives, students, and consumers. List follows.
ADVISORY COMMITTEE FOR THE RESPIRATORY THERAPY PROGRAM

Dean of Health Professions
Tom Calogrides, MS, NREMT-P
Tidewater Community College
1700 College Crescent
Virginia Beach, VA 23453

Bayview Physicians Group
Ignacio Ripoll, MD
Medical Director
6025 Providence Road, Suite 110
Virginia Beach, VA 23464

Bon Secours DePaul Medical Center
James Hughes, RRT
Cardiopulmonary Department
150 Kingsley Lane
Norfolk, VA 23505

Bon Secours Maryview Medical Center
Rich Jackson, RRT
Director
Respiratory Care
3636 High Street
Portsmouth, VA 23707

Chesapeake Regional Medical Center
Dolly Saunders, RRT
Director
Respiratory Care
736 North Battlefield Boulevard
Chesapeake, VA 23327

Chesapeake Regional Medical Center
Brenda Kessler, RRT
Director
Pulmonary Rehabilitation
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Chesapeake, VA 23327

Children’s Hospital of the King’s Daughter’s
Williford Walter, RRT
Director
Respiratory Care
601 Children’s Lane
Norfolk, VA 23507

Children’s Hospital of the King’s Daughter’s
RRT
Respiratory Care
601 Children’s Lane
Norfolk, VA 23507

Hampton Roads Specialty Hospital
Aileen Holgado, RRT
Director
Respiratory Care
245 Chesapeake Avenue
Newport News, VA 23607

Lake Taylor Transitional Care Hospital
Millicent Zanders, RRT
Director
Respiratory Care
309 Kempsville Road
Norfolk, VA 23502

Lincare Home Care
Rob Owens
Manager
5241 Cleveland Street, Suite 107
Virginia Beach, VA 23462

Naval Medical Center Portsmouth
Pete Hinton, RRT
Director
Respiratory Care
620 John Paul Jones Circle
Portsmouth, VA 23708

Riverside Regional Medical Center
David Newcomer, RRT
Director
Respiratory Care
500 J. Clyde Morris Boulevard
Newport News, VA 23601

Sentara Careplex Hospital
Felisa Aycud, RRT
Clinical Specialist
Respiratory Care

Sentara Norfolk General Hospital
Steve Sible, RRT
Manager, RRT
Respiratory Care
ADVISORY COMMITTEE FOR THE RESPIRATORY THERAPY PROGRAM

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Hampton, VA 23666

Sentara Princess Ann Hospital
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Director
Respiratory Care
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Virginia Beach, VA 23456

Sentara Lehigh Hospital
Joanna Hudak, RRT
Director
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830 Kempsville Road
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Sentara Virginia Beach General Hospital
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1060 First Colonial Road
Virginia Beach, VA 23454

Sentara Norfolk General Hospital
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Clinical Specialist
Respiratory Care
600 Gresham Drive
Norfolk, VA 23507

Southampton Memorial Hospital
Kathy McCabe, RRT
Director
Respiratory Care
108 Page Street
Franklin, VA 23851

Sentara Norfolk General Hospital
Administrative Director
Janet Moffett, MA, RRT
Respiratory Care
600 Gresham Drive
Norfolk, VA 23507

Instructor/Graduate 2010
Jessica Terry, RRT
1700 College Crescent
Virginia Beach, VA 23453
Entry into Respiratory Care Professional Practice Program # 200275

PROGRAMMATIC GOAL AND STANDARDS

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

STANDARD A: Cognitive Domain

Upon completion of the Respiratory Therapy Program, all students will demonstrate successful mastery of the cognitive intellect necessary to fulfill the role of a competent entry-level respiratory care practitioner.

EVALUATION OF STANDARD A: Cognitive Domain

- NBRC Therapist Multiple Choice Exam
- NBRC Clinical Simulation Exam
- CoARC Employer Survey (cognitive)
- CoARC Graduate Survey (cognitive)
- Clinical Proficiency Evaluations (cognitive)
- Clinical Simulation on manikins or simulators (cognitive)
- Faculty Assessment of Students Clinical Performance (cognitive)

STANDARD B: Psychomotor Domain

Upon completion of the Respiratory Therapy Program, all students will demonstrate the technical proficiency in all skills necessary to fulfill the role of a competent entry-level respiratory care practitioner.

EVALUATION OF STANDARD B: Psychomotor Domain

- CoARC Employer Survey (psychomotor)
- CoARC Graduate Survey (psychomotor)
- Clinical Proficiency Evaluations (psychomotor)
- Clinical Simulation on manikins or simulators (psychomotor)
- Faculty Assessment of Students Clinical Performance (psychomotor)

STANDARD C:

Upon completion of the Respiratory Therapy Program, all students will demonstrate personal behaviors consistent with professional and employer expectations for a competent entry–level respiratory care practitioner.

EVALUATION OF STANDARD C: Affective Domain

- CoARC Employer Survey (affective)
- CoARC Graduate Survey (affective)
- Clinical Proficiency Evaluations (affective)
- Clinical Simulation (affective)
- Faculty Assessment of Students Clinical Performance (affective)
METHODS OF INSTRUCTION

The Respiratory Therapy faculty teaches all technical courses. The entire content of most courses will be taught by a single faculty member, however, some courses may be taught by more than one faculty member in a "team" approach.

You will receive a course outline for each course.

Course syllabi include:

1. Title and number of the course.
2. General course description.
3. Course placement within the program.
4. General objectives of the course.
5. General education competencies
6. A breakdown of the course content showing subject areas.
7. Methods of evaluating students for the course.
8. Textbooks required.
9. Audiovisual media to be used by the student inside or outside of class time.

The methods of learning in Respiratory Therapy are arranged to allow for teaching and examination of didactic, laboratory, and clinical experiences. Methods of instruction and assignment include:

1. Assigned reading in textbooks, journals, and other references.
2. Assigned use of audiovisual materials in the learning lab.
3. Study of handout materials and diagrams.
4. Lectures and class discussions.
5. Study guides and a behavioral objective lists to help you organize material.
6. Oral presentations, case studies and/or reports.
7. Written papers and journal abstracts.
8. Take-home assignments.
9. Observation of instructor demonstration.
10. Practice of treatment techniques on classmates.
11. Practice of treatment techniques of Manikins.
13. And others not specified.

PORTFOLIO

All students will create a TCC portfolio containing samples of their work from the first semester in the program until graduation. The students will be able to share the completed portfolio with potential employer’s outlying and emphasizing the development of their skills. Assignments chosen will focus and their ability to critical think, problem solve and perform patient assessment.
PROGR.AM CURRICULUM

INCURR Link:
www.tcc.edu

Go to Student tab, then academic programs, go down to Curriculum (i-INCURR); select all TCC Academic Options; go to Respiratory Therapy (181) in list; then select PDF or Word to open the Official Curriculum Guide; then print.

RESPIRATORY THERAPY COURSE DESCRIPTION

RTH 102 Integrated Sciences for Respiratory Care (3 credits)
Integrates the application of mathematics, chemistry, microbiology, physics, and computer technology as these sciences apply to the practice of respiratory care. Lecture 3 hours per week.

RTH 120 Fundamental Theory for Respiratory Care (2 credits)
Presents the theory of basic patient assessment and functional medical terminology. Lecture 2 hours per week.

RTH 121 Cardiopulmonary Science I (3 credits)
Focuses on pathophysiology, assessment, treatment, and evaluation of patients with cardiopulmonary disease. Explores cardiopulmonary, renal and neuromuscular physiology, and pathophysiology. Lecture 3 hours per week.

RTH 123 Cardiopulmonary Science III (2 credits)
Continues the exploration of topics discussed in RTH 121 and 222.

RTH 131-132 Respiratory Care Theory and Procedures I-II (4 credits each)
Presents theory of equipment and procedures used for patients requiring general and critical cardiopulmonary care. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

RTH 145 Pharmacology for Respiratory Care I (1 credit)
Presents selection criteria for the use of and detailed information on pharmacologic agents used in pulmonary care. Lecture 1 hour per week.

RTH 190 Coordinated Practice (1 to 5 credits)
Includes supervised practice in selected health agencies coordinated by the College. Credit/practice ratio maximum of one-to-five hours. May be repeated for credit. Variable hours per week.

RTH 217 Pulmonary Rehabilitation, Home Care, and Health Promotion (2 credits)
Focuses on purpose and implementation of a comprehensive pulmonary rehabilitation program. Explores procedures and approaches used in pulmonary home care. Identifies and discusses major health and wellness programs applicable to cardiopulmonary patients. Lecture 2 hours per week.

RTH 222 Cardiopulmonary Science II (3 credits)
Focuses on assessment, treatment, and evaluation of patients with cardiopulmonary disease. Explores advanced cardiopulmonary, renal and neuromuscular physiology, and pathophysiology. Lecture 3 hours per week.

**RTH 223 Cardiopulmonary Science III (2 credits)**
Continues the exploration of topics discussed in RTH 121 and 222.

**RTH 225 Neonatal and Pediatric Respiratory Procedures (3 credits)**
Focuses on cardiopulmonary physiology, pathology and application of therapeutic procedures in the management of the newborn and pediatric patient. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

**RTH 235 Diagnostic and Therapeutic Procedures II (3 credits)**
Presents the use of multiple diagnostic and therapeutic techniques used in ambulatory and critical care patients. Lecture 2 hours. Laboratory 3 hours. Total 5 hours.

**RTH 236 Critical Care Monitoring (3 credits)**
Focuses on techniques and theory necessary for the evaluation and treatment of the critical care patient. Explores physiologic effects of advanced mechanical ventilation. Prerequisite RTH 132. Lecture 2 hours per week. Total 5 hours per week.

**RTH 290 Coordinated Practice II (3-4 credits)**
Required each semester except Semester I. Includes supervised practice in selected health agencies coordinated by the College. Credit/practice ratio maximum one-to-five hours. May be repeated for credit. Variable hours per week.

**RTH 298 Seminar and Project (1 credit)**
Requires completion of a project or research report related to the student's occupational objective and a study of approaches to the selection and pursuit of career opportunities of the field. May be repeated for credit. Variable hours per week.

**BIO 141 Human Anatomy and Physiology I (4 credits)**
Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Lecture 3 hours. Integrates concepts of chemistry, physics and pathology. Part I and II. Recitation and laboratory 3 hours. Total 6 hours per week.

**BIO 142 Human Anatomy and Physiology II (4 credits)**
Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

**ENG 111 Composition I (3 credits)**
Develops writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. Guides students in learning writing as a process: understanding audience and purpose, exploring ideas of information, composing, revising, and editing. Supports writing by integrating experience in thinking, reading, listening, and speaking. Lecture 3 hours per week.

**HLT 155 Current Issues and Health Care**
Focuses on current issues in the health care industry. Total 2 hours per week.

**Humanities and Social Science Elective**

Eligible courses are listed in the catalog. See your academic advisor or counselor to choose the appropriate course(s).
PROCEDURES FOR ADVANCED STANDING
IN THE RESPIRATORY THERAPY PROGRAM

Presently, there are four (4) methods by which a respiratory therapy student may gain credit for the courses in the curriculum. The mechanisms are:

1. **COURSE ENROLLMENT**: This is the approach that most students utilize to fulfill the coursework required for graduation. Unless previous transferable college credit was given for respiratory therapy courses, the student should enroll in all respiratory therapy courses required in the curriculum. Credit for academic coursework may be obtained by utilizing one or more of the approaches described below.

2. **COURSE WAIVER AND SUBSTITUTION**: Applies to any course not bearing the exact course name and number in the Respiratory Therapy curriculum. This route is available to the student who feels that course work already completed is directly applicable to a course called for in the curriculum. It must be understood that the Academic Dean must approve a “Waiver and Substitution” request. Applicants must discuss any "Waiver and Substitution" request for respiratory therapy courses with the program director. This is not a recommended method to obtain credit for a RTH course but may be useful in the general education area.

3. **CREDIT FOR COURSE**: Applies to any academic course contained in the curriculum for which the student feels he has gained sufficient knowledge. The source of this knowledge can be either previous education or occupational training for which transferable college credit was not awarded. The Academic Dean must approve a “Credit for Course” request. This is not a recommended method to obtain credit for a RTH course.

4. **CREDIT BY EXAMINATION**: Credit by examination is a process by which a person can take an examination to earn college credit for his/her previous experience. These examinations are often referred to as "challenge exams." For non-respiratory therapy coursework challenge examination procedures (including CLEP tests), contact the counseling office at 757-822-7211. There are not any challenge exams available for respiratory therapy courses with the prefix RTH.

See the link below:
https://www.tcc.edu/central-records/course-substitutions.php
PHYSICAL REQUIREMENTS AND TECHNICAL STANDARDS

The Respiratory Therapy Program requires students to attend over 900 hours of clinical training in a hospital or health care facility. The student must possess the physical ability to aide in the lifting and moving of patients; to pull/push and control the movement of machinery, i.e., ventilators and oxygen cylinders; to view digital displays and monitor oscilloscope readouts; to hear audible alarms; to auscultate blood pressure and heart and lung sounds; to perform tasks requiring fine motor control; and to interact effectively with patients and the health care team.

Upon entering the respiratory therapy program applicants are required to have a physical and submit a completed physical form determining that they are in general good health and meet the technical standards required to perform the duties of a respiratory therapist. Please note that a component of the physical is a two-step PPD, tuberculin skin test and documented immunity to childhood diseases or inoculations for those childhood diseases (see physical form) and a criminal background check, all of which is at the students’ expense.

To successfully complete the clinical component of the RT program, the student must be able to perform all of the essential functions of a Respiratory Therapist. Students should possess and be able to:

1. **Manual Dexterity**: Bilateral use of hands or terminal devices that involves coordination and strength.
2. **Sufficient gross and fine motor coordination** to manipulate equipment and accessories, extensive walking, stooping, bending, pushing, pulling, and climbing stairs; lifting requirements: up to 50 pounds (22.7 Kg); pushing requirements: up to 250 pounds (113.6 Kg); and pulling requirements: up to 250 pounds (113.6 Kg).
3. **Sufficient eyesight** to observe patients, read patient records, manipulate equipment and accessories, visually monitor patients in dimmed light via video monitors, evaluate radiographs for quality, and see distinct colors on sonograms.
4. **Sufficient hearing** to communicate with patients and other members of the health care team, monitor patients via audio monitors, and hear background sounds during equipment operations.
5. **Satisfactorily demonstrate effective written and oral communication** abilities sufficient for interaction with others. This includes, but is not limited to, reading, following instructions, and other forms of communication.
   - **Writing**: Ability to communicate effectively in legible written form.
   - **Speaking**: Ability to verbally communicate understandably in English.
   - **Reading**: Ability to read, understand, and follow directions printed in English.
6. **Emotional stability**: Ability to work independently maintaining composure and competence under stressful situations. Be able to function as a supportive member of the health care team to maintain the highest standards of the laboratory in its delivery of patient care.
7. **Interpersonal skills**: Sufficient ability to interact with individuals, families, and other health care professionals from a variety of emotional, cultural, and intellectual backgrounds.
8. **Mobility:** Physical abilities sufficient to move from room to room, maneuver in small places, and stand and walk for extensive periods of time.

9. **Cognitive Abilities:** Ability to be oriented to time, place, and person: organization responsibilities, prioritizing appropriately, and making decisions in a timely manner.

10. **Health Status:** Students, who pose a risk to the health, safety or well-being of patients or other students, whether due to infectious disease or otherwise, may be removed from clinical settings. If a student should contract or be a carrier of any infectious disease whether acute, chronic, active or inactive, it is the student’s responsibility to report this immediately to the course/clinical instructor. Patient well-being, safety and health are the primary concern of all clinical faculties and clinical sites. All clinical sites and clinical facilities, as well as TCC, reserve the right to require medical verification that a student may participate in a clinical setting without posing a risk to the health, safety or well-being of patients, other students or staff.

11. **Satisfactory physical strength and endurance** to move immobile patients to or from a stretcher or wheelchair to the x-ray table, work with arms extended overhead, stand in place for long periods of time, and carry 20-25 pounds while walking.

12. **Satisfactory intellectual and emotional functions** to ensure patient safety and exercise independent judgment and discretion in the performance of assigned responsibilities. Ability to respond appropriately in emergency and high stress patient care situations.

<table>
<thead>
<tr>
<th>Physical Standards</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFT:</td>
<td>F</td>
</tr>
<tr>
<td>up to 50 pounds to assist moving patients</td>
<td>F</td>
</tr>
<tr>
<td>STOOP:</td>
<td>F</td>
</tr>
<tr>
<td>to adjust equipment</td>
<td>F</td>
</tr>
<tr>
<td>KNEEL:</td>
<td>O</td>
</tr>
<tr>
<td>to perform CPR</td>
<td>O</td>
</tr>
<tr>
<td>CROUCH:</td>
<td>F</td>
</tr>
<tr>
<td>to locate and plug in electrical equipment</td>
<td>F</td>
</tr>
<tr>
<td>REACH:</td>
<td>C</td>
</tr>
<tr>
<td>5 ½” above the floor to attach oxygen devices to wall outlet.</td>
<td>C</td>
</tr>
<tr>
<td>HANDLE:</td>
<td>C</td>
</tr>
<tr>
<td>small and large equipment for storing, retrieving, moving.</td>
<td>C</td>
</tr>
<tr>
<td>GRASP:</td>
<td>C</td>
</tr>
<tr>
<td>syringes, laryngoscope, endotracheal tubes.</td>
<td>C</td>
</tr>
<tr>
<td>STAND:</td>
<td>C</td>
</tr>
<tr>
<td>for prolonged periods of time (e.g., delivery therapy, check equipment)</td>
<td>C</td>
</tr>
<tr>
<td>FEEL:</td>
<td>C</td>
</tr>
<tr>
<td>to palpate pulses, arteries for puncture, skin temperature.</td>
<td>C</td>
</tr>
<tr>
<td>PUSH/PULL:</td>
<td>C</td>
</tr>
<tr>
<td>large, wheeled equipment (e.g., mechanical ventilators) 250 pounds.</td>
<td>C</td>
</tr>
<tr>
<td>WALK:</td>
<td>C</td>
</tr>
<tr>
<td>for extended periods of time to all areas of a hospital.</td>
<td>C</td>
</tr>
<tr>
<td>MANIPULATE:</td>
<td>C</td>
</tr>
<tr>
<td>knobs, dials associated with diagnostic/therapeutic devices.</td>
<td>C</td>
</tr>
<tr>
<td>HEAR:</td>
<td>C</td>
</tr>
<tr>
<td>verbal directions</td>
<td>C</td>
</tr>
<tr>
<td>HEAR:</td>
<td>C</td>
</tr>
<tr>
<td>gas flow through equipment</td>
<td>C</td>
</tr>
<tr>
<td>through a stethoscope such as breath or heart sounds</td>
<td>C</td>
</tr>
<tr>
<td>SEE:</td>
<td>F</td>
</tr>
<tr>
<td>patient conditions such as skin color, work of breathing mist flowing through tubing</td>
<td>F</td>
</tr>
</tbody>
</table>

**Frequency Legend**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>occasionally (1-33%)</td>
</tr>
<tr>
<td>C</td>
<td>constantly (67-100%)</td>
</tr>
<tr>
<td>F</td>
<td>Frequently (33-66%)</td>
</tr>
</tbody>
</table>
GENRAL CLINICAL JOB DESCRIPTIONS

• Utilizes the application of scientific principles for the identification, prevention, remediation, research, and rehabilitation of acute or chronic cardiopulmonary dysfunction thereby producing optimum health and functions.
• Reviews existing data, collects additional data, and recommends obtaining data to evaluate the respiratory status of patients, develop the respiratory care plan, and determine the appropriateness of the prescribed therapy.
• Initiates, conducts, and modifies prescribed therapeutic and diagnostic procedures such as: administering medical gases, humidification and aerosols, aerosol medications, postural drainage, bronchopulmonary hygiene, cardiopulmonary airways; performing pulmonary function testing, hemodynamic monitoring and other physiologic monitoring; collecting specimens of blood and other materials.
• Documents necessary information in the patient’s medical record and other forms, and communicates that information to members of the health care team. Obtains, assembles, calibrates, and checks necessary equipment.
• Uses problem solving to identify and correct malfunctions of respiratory care equipment. Demonstrates appropriate interpersonal skill to work productively with patients, families, staff and co-workers.
• Accepts directives, maintains confidentiality, does not discriminate, and upholds the ethical standards of the profession.

CLINICAL WORK POLICY

Students will be appropriately supervised at all times during their clinical experience in coordinated practice. Students will not be substituted for clinical, instructional or administrative staff. Students will not receive any form of remuneration in exchange for work they perform during coordinated practice.

Students who are employed at a clinical affiliate must be aware of the following guidelines: Students must not complete clinical coursework while in an employee status at a clinical affiliate. Students must understand that there is a clear differentiation between clinical time as a student and paid employment.
RESPIRATORY THERAPY PROGRAM CLINICAL AFFILIATES

Chesapeake Regional Medical Hospital ........................................ 210 Bed Community Hospital
Chesapeake, VA

Children's Hospital of the King's Daughter’s .............................. 186 Bed Community Hospital
Norfolk, VA

Bon Secours DePaul Medical Center...........................................Community Hospital
Norfolk, VA

Portsmouth Naval Medical Center .............................................Medical Center
Portsmouth, VA

Sentara Princess Ann Hospital..................................................190 Bed Community Hospital
Virginia Beach, VA

Sentara CarePlex .................................................................194 Bed Community Hospital
Hampton, VA

Sentara Leigh Hospital ............................................................250 Bed Community Hospital
Norfolk, VA

Sentara Norfolk General Hospital .......................................... 569 Bed Medical Center
Norfolk, VA

Sentara Virginia Beach General Hospital ................................274 Bed Community Hospital
Virginia Beach, VA

Lake Taylor Transitional Care Hospital .....................................Rehabilitation
Norfolk, VA

Riverside Regional Medical Center .......................................... 570 Bed Medical Center
Newport News, VA

Bon Secours Maryview .......................................................... 346 Bed Medical Center
Portsmouth, VA

Lincare ....................................................................................... Home Care
The following items include books and software that are required for all students entering the Respiratory Therapy Program beginning May 26, 2015 and are available in the bookstore. The textbooks included on this list are used throughout the program. This is the bulk of your textbook purchases and will be used for the entire six semesters of the program. The Respiratory Program utilizes electronic textbooks in many cases. This is a substantial savings. You are welcome to also purchase a hard back book where you think necessary. The electronic books are bundled and must be purchased through the book store.

**Respiratory Therapy Booklist**  
**May 2015**

<table>
<thead>
<tr>
<th>Course</th>
<th>Author</th>
<th>Title</th>
<th>ISBN</th>
<th>Publisher</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>RTH 102</td>
<td>Chang (Bundled)</td>
<td>Respiratory Care Calculations, 3rd Edition</td>
<td>9781111307349</td>
<td>Cengage</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 102</td>
<td>Wojciechowski (Bundled)</td>
<td>Respiratory Care Sciences An Integrated Approach, 5th edition</td>
<td>9781133594772</td>
<td>Cengage</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 102</td>
<td>Kacmarek</td>
<td>Essentials of Respiratory Care, 4th Edition</td>
<td>9780323027007</td>
<td>Elsevier</td>
<td>Recommended</td>
</tr>
<tr>
<td>RTH 102</td>
<td>Beachey (Bundled)</td>
<td>Respiratory Care Anatomy &amp; Physiology, 3rd Edition</td>
<td>9780323078666</td>
<td>Elsevier</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 102</td>
<td>Beachey</td>
<td>Respiratory Care Anatomy &amp; Physiology Workbook, 3rd Edition</td>
<td>9780323078665</td>
<td>Elsevier</td>
<td>Recommended</td>
</tr>
<tr>
<td>RTH 120</td>
<td>Des Jardins, Burton, (Bundled)</td>
<td>Clin Manif &amp; Assessment Respiratory Disorders, 7th Edition</td>
<td>9780323257271</td>
<td>Elsevier</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 120</td>
<td>Des Jardins, Burton, (Bundled)</td>
<td>Clin Manif &amp; Assessment Respiratory Disorders, 7th Edition</td>
<td>9780323010757</td>
<td>Elsevier</td>
<td>Required</td>
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<tr>
<td>RTH 120</td>
<td>Wilkins, Hodgkin &amp; Lopaz (Bundled)</td>
<td>Lung and heart Sounds Online (UG&amp;AC)</td>
<td>978032080156</td>
<td>Elsevier</td>
<td>Required</td>
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<tr>
<td>RTH 131</td>
<td>Kacmarek, Stoller &amp; Heuer (Bundled)</td>
<td>Egan’s Fund of Resp Care</td>
<td>978032082037</td>
<td>Elsevier</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 131</td>
<td>Kacmarek &amp; Wehrman</td>
<td>Workbook for Egan Fund of Resp care, 10th Edition</td>
<td>978032082020</td>
<td>Elsevier</td>
<td>Recommended</td>
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<tr>
<td>RTH 131</td>
<td>Hinski (Bundled)</td>
<td>Respiratory Care Clinical Competency LAB MANUAL</td>
<td>9780323100571</td>
<td>Elsevier</td>
<td>Required</td>
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<tr>
<td>RTH 131</td>
<td>Cairo, Pilbeam (Bundled)</td>
<td>Mosby’s Respiratory Care Equipment, 9th Edition</td>
<td>9780323096218</td>
<td>Elsevier</td>
<td>Recommended</td>
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<tr>
<td>RTH 131</td>
<td>Custom RT Student Kit</td>
<td>Only Available in the Book Store</td>
<td></td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>RTH 131</td>
<td>Data Arc</td>
<td>Data Arc CD Rom</td>
<td><a href="http://www.dataarc.ws">www.dataarc.ws</a></td>
<td></td>
<td>Required</td>
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### FALL 2nd Semester

<table>
<thead>
<tr>
<th>Course</th>
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<th>Publisher</th>
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<tbody>
<tr>
<td>RTH 132</td>
<td>Cairo</td>
<td>Pilbeam’s Mechanical Ventilation, 5th edition</td>
<td>9780323072076</td>
<td>Elsevier</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 145</td>
<td>Gardenhire</td>
<td>Rau’s Respiratory Care Pharmacology, 8</td>
<td>9780323075282</td>
<td>Elsevier</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 190</td>
<td>Shelledy</td>
<td>Respiratory Care Patient Assess &amp; Care Plan Development</td>
<td>9781449672447</td>
<td>Jones &amp; Bartlett</td>
<td>Required</td>
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</table>

### SPRING 3rd Semester

<table>
<thead>
<tr>
<th>Course</th>
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<th>Title</th>
<th>ISBN</th>
<th>Publisher</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>RTH 235</td>
<td>Aehlert</td>
<td>ECGS Made Easy</td>
<td>9780323089388</td>
<td>Elsevier</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 236</td>
<td>Malley</td>
<td>Clinical Blood Gases, 2nd Edition</td>
<td>9780721684222</td>
<td>Elsevier</td>
<td>Required</td>
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### SUMMER 4th Semester

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<tr>
<th>Course</th>
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<th>ISBN</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>RTH 222</td>
<td>AHA</td>
<td>Handbook Of Emergency Cardiovascular Care 2010</td>
<td>9780874935400</td>
<td>American Heart Association</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 222</td>
<td>AHA</td>
<td>ACLS Study Guide 2010</td>
<td>9780323084499</td>
<td>American Heart Association</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 222</td>
<td>Lippincott</td>
<td>Fluids &amp; Electrolytes Made Incredibly Easy!</td>
<td>139781608312900</td>
<td>Lippincot, Williams</td>
<td>Required</td>
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### FALL 5th Semester

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<tr>
<th>Course</th>
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<th>Title</th>
<th>ISBN</th>
<th>Publisher</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTH 225</td>
<td>Walsh</td>
<td>Neonatal and Pediatric Respiratory Care, 4th Edition</td>
<td>9781455753192</td>
<td>Elsevier</td>
<td>Required</td>
</tr>
<tr>
<td>RTH 290</td>
<td>Scanlan</td>
<td>Comprehensive Respiratory Therapy Exam Guide</td>
<td>9781284029031</td>
<td>Jones &amp; Bartlett</td>
<td>Required</td>
</tr>
</tbody>
</table>

### SPRING 6th Semester

Although there are not books to purchase for this semester. Students are required to purchase:
- HESI TEST
- NBRC SAE TMC
- NRBC SAE CS
FINANCIAL AID

Financial aid is available for students based upon a demonstration of need. The types of aid are explained in the college catalog. If you have a need for financial assistance, contact the Virginia Beach Financial Aid Office at 757-822-7292.

Additional financial assistance is available through scholarships. Scholarship information is posted when available.

LEARNING RESOURCE CENTER

Many of the assignments given in the Respiratory Therapy courses will require the use of the Learning Resource Center. The services offered by the LRC are explained in the college catalog, and each student should become familiar with these. [http://www.tcc.edu/Lrc/index2.htm](http://www.tcc.edu/Lrc/index2.htm)

WRITING CENTER

The student will be utilizing writing skills throughout the program coursework and his/her career as a Respiratory Care Practitioner. For students who may need help in this area, the college offers free Grammar Hotline (757-822-7170), handouts on grammar, punctuation, essay test taking and writing skills, as well as consultation and assistance with organization and rough drafts. The student is encouraged to use the service through the grammar hotline, or the Virginia Beach campus Writing Center, Bayside Building, B-205: phone number: 757-822-7170, or the website:

[https://www.tcc.edu/students/resources/writcent/selresou.htm](https://www.tcc.edu/students/resources/writcent/selresou.htm)
STUDENT FEES

Uniform........................................................................................................................................$50.00
Uniform Shoes .................................................................................................................................$50.00
Lab Coat .........................................................................................................................................$25.00
Bandage Scissors ...........................................................................................................................$10.00
Watch with Second Hand ................................................................................................................$15.00
Books (First Summer Freshmen) .....................................................................................................$1000.00
Self-Assessment Exam (total of three) .........................................................................................$180.00
Criminal/Sex Offender Background Check ..................................................................................$46.00

$1376.00

After Graduation Expenses

NBRC Exam Fee
   TMC...........................................................................................................................................$190.00
   CSE...........................................................................................................................................$200.00

VA State License ..............................................................................................................................$130.00

Kettering Review (Optional) but recommended ............................................................................$325.00

$845.00

TOTAL: $2,221.00

NOTE: Prices are subject to change.
Parking at various clinical sites is not free and is the responsibility of the student.
RESPIRATORY THERAPY LABORATORY USAGE

The laboratory is provided for students to practice skills described during the didactic portion of the program. Students are required to attend a pre-set number of hours in the open lab per month. Typically around 8-hourse per month but the amount may vary and will be set by the professor in charge.

Because much of the equipment in the lab is costly, the policy of the department is to keep the laboratory locked when the faculty is not in the building. The lab will be available to students on weekends and weekdays when it is not occupied by a class, subject to campus security protocols, and following of laboratory rules as determined by the respiratory faculty. Students must request that the guard open the lab and lock the lab. **ALL students** must check in and check out with security when using the lab on weekends. Security will have a list of students that are permitted access to the lab. An individual will be appointed as point-of-contact to open and close the lab.

Only officially registered Respiratory Therapy students will be admitted to the labs. **Please do not bring friends, children or family members, as security will not allow them admittance and the student will be subject to disciplinary action.**

The laboratory is for the students use in the educational process. The faculty requests that you help take care of all equipment by cleaning the lab, by putting equipment away in its proper place, and replacing dust covers when appropriate. Also, the gas tanks and ventilators are to be **turned off** when the last person leaves the lab.

**If these policies are not adhered to by all students, it will be necessary to keep the laboratory closed at all times, unless students are under the direct supervision of a faculty member.**
POLICY ON ATTENDANCE AND ASSIGNMENTS

The Respiratory Therapy faculty believe that the habits and work pattern established while an individual is a student will be reflected in the work setting when the transition is made to respiratory therapy practitioner. Therefore, every effort should be exerted to establish patterns of good attendance, promptness and responsibility. This applies not only to your technical courses, but also to your general education and support courses.

CLASS ATTENDANCE

All respiratory therapy class sessions are necessary and attendance is recorded at each class session. If a student cannot attend a scheduled class, it is the responsibility of the student to make up class work and to contact the instructor to acquire any handouts or assignments they may have missed. Upon missing ten percent of any class sessions, the student will receive a written unsatisfactory attendance warning.

If any student misses greater than 15 percent of class sessions he will receive an automatic "F" in that course and be dropped from the program.

Individual instructors may require more stringent attendance requirements. Please read the appropriate course outlines.

LABORATORY ATTENDANCE

All laboratory sessions are mandatory. If a student must miss a session he must contact the instructor prior to that session. Failure to contact the instructor will result in an unexcused absence and points will be subtracted from the final grade. All laboratory sessions must be made up whether the absence was excused or unexcused, with instructor discretion.

EXAM ATTENDANCE

Students are expected to take quizzes, exams, and tests on the day they are given. A student must call the instructor if an absence is necessary. It is expected that tests, etc. will be taken on or before the next class day. It is the student's responsibility to make arrangements with the instructor to make up tests. Tests are the property of the school/instructor and may not be photographed, copied (in part/in Toto) or taken from the premises. Non-adherence to this policy will be grounds for immediate dismissal. At the instructors’ discretion, tests may be reviewed. Special rules govern this activity and any individual infraction will result in the loss of this privilege by all.

Other specific requirements will be determined by the course instructor and placed in the course outline.

http://www.tcc.edu/students/Attendance.htm

CELL PHONES

Cell phones must be turned off during class, testing and during clinical. Cell phones are not permissible for calculator use.
UNSATISFACTORY ATTENDANCE WARNING

Respiratory Therapy Program

I, ______________________________ have been warned by my instructor that my standing is in danger due to my poor attendance. I have missed the maximum number of weekly class sessions. If I miss additional classes, I understand that the instructor may withdraw me from class, thus recording a grade of "F" for the course.

_____________________________________________  _________________________
(Signature)                                           (Date)

_____________________________________________  _________________________
(Instructor Signature)                                 (Date)
GUIDELINES FOR ASSIGNMENTS

Your instructor may give you specific instructions for written assignments. However, unless specifically instructed otherwise, major papers and reports should conform to the following guidelines:

I. Each written assignment should include a title page giving:
   A. Title of the paper
   B. Student's name
   C. Instructor's name
   D. Course title and/or number
   E. Date assignment is due

II. Written assignments should be on regulation size (8-1/2 x 11) white theme paper, either lined or unlined. Paper torn out of a spiral notebook is unacceptable.

III. Assignments may be handwritten in ink or typewritten providing the method of choice is legible, neat and free from errors.

IV. The writing or typing should be double-spaced and only on one side of the paper.

V. Unless otherwise directed, attachment of pages should be by paper clip, staples or other neat closure, not by folding down a corner or tearing the sheets in some way to make them secure.

VI. The sources of paraphrased statements and direct quotations should be footnoted, or indicated in the text. These sources should also be listed in the bibliography.

VII. Laboratory Exercise sheets are not considered written reports and therefore do not need to follow these guidelines.

All assigned activities are due as scheduled in the course outline or on the lecture schedule. Unless otherwise stated by the individual instructor, reading and audiovisual assignments are to be completed before the class period on the scheduled date. Written assignments, unless otherwise stated are due at the beginning of the class period on the scheduled date. Failure to meet assigned due dates, unless arranged in advance with the instructor, will result in a lowering of the assignment grade or, as stated in each individual course outline. Assignments that are turned in over one week late will receive a grade of zero.

Unless otherwise stated by the instructor, when absent, it is the responsibility of the student to contact the appropriate instructor regarding any assignment due during the student's absence. This includes lab exercises, written papers and reports. If the student fails to do so within one week of the due date, the grade will be recorded as a zero unless otherwise stated in the course outline. Students should contact classmates rather than instructors to obtain notes from classes missed.
The following Respiratory Therapy Policy is inclusive for all respiratory therapy courses. Please read the following, print and sign at the bottom:

- No Talking
- Backpacks are to be placed at the front of the classroom.
- No cell phones.
- No hats, beanies, or caps can be worn during testing.
- Calculators may only be 4 function. No scientific, computer, or graphing calculators can be used.
- Bathroom trips are highly suggested before the test. More than 2 requests per class, per semester will be considered excessive and require a physician’s note ascertaining that the student has a valid medical reason for frequent bathroom trips.
- When choosing a seat, leave at least one chair space between yourself and other students whenever possible.
- Refer all questions to the appropriate testing personnel, not your neighbor.
- No eating or drinking during tests or assessments.
- No gum chewing.
- Cheating or plagiarism in any degree will not be tolerated by the college and will result in NO LESS than a failing grade on the assignment in question.
- Test workstations must remain clear of all personal items. Items specifically allowed by your instructor are an exception.
- Only proctor-issued scratch paper is allowed and this must be turned in to the proctor before leaving the test or assessment with your name on the paper. Chronic forgetfulness will result in counseling and possible academic withdrawal.
- If suspicious behavior is displayed—such as looking down in one’s lap, hands in lap, viewing another student's work, etc.—the proctor may ask the student to stop the behavior.
- It is expected that proper decorum for the classroom/test/assessment environment will be practiced at all times.
- Websites other than the testing site may not be open while testing. Nor should the computer calculator be open.

Please read the following and provide your signature:

“I understand that sharing information with another student(s) during this exam/assessment by talking, looking at someone else’s test or any other form of communication/media will be interpreted as evidence of cheating. I also understand that if I am caught cheating, the minimum result will be no credit (0 points) for this test/assessment. For detailed information see the RTH Student Handbook and TCC Student Handbook.”

____________________________  ______________________  ________________
Print Name                  Signature                  Date
CHEATING AND PLAGIARISM

CHEATING

Cheating is not professional behavior and will not be tolerated. It is the student's duty to inform the instructor whenever a fellow student attempts to cheat. Students caught cheating on any quiz, test, exam, or assignment will be turned over to the appropriate college committee.

If a student submits work other than his own for any course, all parties involved will be turned over to the appropriate college committee.

Student disciplinary policy and procedures for academic misconduct is set forth in the current Tidewater Community College Student Handbook.

Questions about this process should be directed to the Dean of Health Professions, Tom Calogrides.

PLAGIARISM

Plagiarism is the intentional or accidental misrepresentation of another's words or ideas as one's own. The dictionary defines plagiarism as theft.

Students should realize that there are several kinds of plagiarism. These include turning in someone else's essay as one's own, copying verbatim from a source, and failing to provide correct documentation of ideas and wording taken from a source. When in doubt about whether or not to attribute information to a source, students should do so.

Tidewater Community College utilizes a program called Safe Assignment as a tool for preventing plagiarism.

http://www.tcc.edu/students/tcc-student-conduct.php
HONOR CODE

Personal, as well as professional ethics are qualities essential in the practice of Respiratory Therapy, and therefore is expected of each student entering the Respiratory Therapy Program.

We expect each student to demonstrate these qualities and abide by the following Honor Code throughout the course of the program:

1. You will not give nor receive unauthorized assistance from any person, paper or object on any quiz, lab practical, exam, or assignment, which has been assigned as an individual effort.

2. You will use proper documentation of sources or references when paraphrasing statements or using direct quotations of another person(s).

3. You are obligated to help others who are abusing the code by discussing the situation with the offender in a private manner.

4. You are to report offenders in a private manner to the instructor and/or the program director.

Any student suspected of abusing the honor code by an instructor or by reports from fellow students will be confronted in private by the instructor and/or the program director to discuss the problem and which of the following courses of action will be taken in accordance with the College's Disciplinary Procedures as stated in the College and Student Handbook.

1. Any student suspected of giving and/or receiving unauthorized assistance from any person, paper or object on any quiz, lab practical, or assignment or fails to use proper documentation of sources/references in written assignments will receive a grade of zero for the quiz or assignment for the first offense, and the College's disciplinary procedures followed with any subsequent offenses.

2. Any student suspected of giving and/or receiving unauthorized assistance from any person, paper or object on any final exam or assignment will receive a grade of zero for the exam or assignment and the College's disciplinary procedure followed.

3. Any student suspected of changing documentation of student clinical performance will receive a grade of "F" for the course and be discharged from the Respiratory Therapy Program.
GRADING POLICIES

The degree of success in professional courses is important. The minimum passing grade for all respiratory courses is 77 percent.

Awareness of unsatisfactory academic progress is a collaborative effort by the student and instructor. Remedial tactics include but are not limited to additional clinical time (cognitive, psychomotor, and affective); repeat of competencies (cognitive, and psychomotor); additional didactic course work (cognitive); didactic re-testing (cognitive); additional instructor evaluation in the simulation laboratory (cognitive, psychomotor, and affective).

Internally, the Respiratory Therapy program promotes a mentoring system between the freshmen and sophomore cohorts. An open laboratory system is also in place. The open lab provides an opportunity for students to participate in “active” study groups where they can refine their skills and knowledge.

Externally, Tidewater Community College has several programs in place to assist students in being academically successful. These programs include Knowledge is Power; Academic Alert, The Women’s Center; and freshmen orientation. More information on these programs can be accessed on the TCC website or speak to a faculty member.

Respiratory Therapy students are charged with maintaining a "C" grade or better in all courses in the curriculum.

Receipt of a grade lower than a "C" will result in probationary action or dismissal from the program.

"D"

A student receiving a "D" in the program curriculum may be asked to leave the program.

At the program director's discretion and in the presence of unusual and extenuating circumstances, the student may be allowed to continue in the program. If this option is selected, the student must re-take and pass the repeated course with a grade of "C" or better in order to graduate from the program. For RTH classes it requires the student to prove competence in all previously passed RTH classes which will result in a delay in graduation.

"F"

Students who make an "F" in any curriculum course while in the program will be withdrawn from the program. The student will be eligible for re-entry into the next class, depending upon existing re-admission guidelines and circumstances surrounding the grade of “F.” A student discharged from the program for cheating will not be eligible for re-entry.

"I"

Students receiving a grade of incomplete (I) must work with the course instructor to remove this incomplete by the end of the following semester. What constitutes an "I" will be the decision of the course instructor and the program director based on their professional judgment. Failure to remove the "I" grade by the specific time will result in an "F" being recorded and dismissal from the program.
"W"

Except under mitigating circumstances, a student who withdraws from a class after it has been in session for six weeks will receive an "F" grade for that course.

Any student who feels he must withdraw from a course should see the program director immediately. Often, alternate courses of action must be taken in order to prevent the student's failure.

Students who receive a "W" grade in any respiratory class must withdraw from the program itself. A student who withdraws and desires to re-enter the program must repeat the application process.

Students who do not register for, or who withdraw from Respiratory Therapy curriculum courses (but not RTH courses) must have the approval of the program director. Students who do not comply with this requirement may be withdrawn from the program.

GRADING SCALE

The following grading scale will be used in all RTH courses:

A = 93-100
B = 85-92
C = 77-84
D = 69-76
F = 68 and below

FINAL GRADES

Final grade reports are posted and available at the end of each semester utilizing the on-line Student Information System (SIS) program. Final grades are a part of the student's permanent record and will be recorded on the official transcript.

HONOR ROLL

A student who is carrying a minimum of 30 credit hours of education at the college and has a cumulative grade point average of 3.5 or higher will be instated on the honor roll for that semester.

DEAN'S LIST

A student who is carrying a minimum of 12 credit hours and earns a grade point average of 3.2 or greater for that semester will be included on the dean's list.

LAMBDA BETA HONOR SOCIETY

Graduates of the Respiratory Therapist Program are eligible for selection for induction into the Tidewater Community College Chapter of the National Respiratory Therapy Honor Society, Lambda Beta.

DROP/ADD

Drop-add forms may be obtained at the Health Professions Division office (E-113) or in the Records Office/Admissions area. Deadlines exist. Check the calendar early in the semester to learn the date.

WITHDRAWAL
Faculty member’s signature is required for withdrawal from a class. See previous pages for statements regarding ”W” grades and Program Director's approval.

LABORATORY GRADING

Due to the technical nature of our program it will be necessary for each student to demonstrate minimum proficiency in lab procedures for RTH 131, 132, 225, 235, and 236. At the end of each respective semester students will be required to pass a laboratory practical exam. Failure to do so may result in automatic withdrawal from the program and an "F" in that particular course.

While RTH Classes have separate lecture and laboratory sections, student must pass each section of lecture and laboratory with a grade of “C” or higher in order to pass the class.

GRADUATION

GRADUATION REQUIREMENTS:

Students must complete all curriculum requirements to graduate. Application for graduation is to be made during the fall semester. Check the college catalog for the graduation application deadline.

Students who have completed all program requirements and have the appropriate grade point average will be eligible for graduation honors.

The honors based on scholastic achievement are:

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Cum Laude (with honor)</td>
</tr>
<tr>
<td>3.5</td>
<td>Magna Cum Laude (with high honor)</td>
</tr>
<tr>
<td>3.8</td>
<td>Summa Cum Laude (with highest honor)</td>
</tr>
</tbody>
</table>

CLASS PIN

Students may purchase a class pin in the Spring Semester of their graduation year. If the students are active members of the Respiratory Therapy Club, the club may purchase the pins. Only students who are graduating in May can be “pined” at the pining ceremony.

SURVEYS

Annually students will be asked to complete a student survey of their experience that year in the program. These evaluations and surveys help the faculty to improve the program for future students. Also, these surveys play a large role in the program accreditation process. When these surveys are received, please take time to answer all questions accurately and truthfully.

End of Program Survey

Graduates of the program will also be surveyed 6 months to 1 year following graduation.
RESPIRATORY THERAPY COUNSELING

One's success in this program is ensured if his/her approach to each day's assignments is guided by interest and enthusiasm. Every attempt will be made to assist those who have difficulties with material. However, the students must inform the instructor of their problems before any meaningful counseling can be forthcoming.

Being a small program, faculty and students spend a good deal of time together and each student gets to know each member quite well. For questions regarding specific material in the Respiratory Therapy courses, the student should contact the instructor teaching the course. The student can consult with the Director of Clinical Education about any clinical problems that may arise. Should the student wish to consult one of the RTH faculty members regarding a personal problem, you may consult the faculty member with whom you feel most comfortable. Should the student feel dissatisfied with the outcome of a faculty consultation, they should proceed to the Academic Dean of Health Professions.

Each faculty member has posted office hours on the office doors Regional Health Professions Building. Please observe these office hours as much as possible when stopping by to chat or when making an appointment with any of the RTH faculty. As faculty members, we make every effort to meet and talk with you. Faculty members are also available to talk with students by appointment.

Typically Blackboard is utilized for testing and grading purposes so that students have ongoing access to their academic progress. If Blackboard is not utilized a student evaluation will be completed on each student at the midterm of the semester. If the student has questions regarding this evaluation an appointment should be made with the instructor providing the evaluation.

Anytime a student and faculty member formally confers about a problem, it will be documented and signed by each party. If the student disagrees with the counseling session, they may submit a rebuttal, however the student must still sign the counseling session documentation. Signing indicates that the students was made aware of the situation not that they agree with the outcome. A copy of this form follows.

The students will be required to evaluate the faculty at the end of each semester with regard to didactic and laboratory sessions. This evaluation is online and students will be notified through their VCCS Email account when the evaluation process is available.
THE ROLE OF THE PROGRAM DIRECTOR IN COUNSELING

The Respiratory Therapy program director is the academic advisor for students entering the program. The program director also acts as an academic advisor for those students still taking developmental courses to enter the program.

The program director will assist you in the following:

1. Planning the academic schedule - The student will be informed to make an appointment with the program director several weeks before registration.

2. Record - The program director maintains an on-going file of your academic progress. Please inform the program director of changes of address and/or phone number.

3. Scheduling problems.

4. Initiates petitions of waivers and credit for courses for course substitute.

5. Registration changes.

6. General information - Your current academic standing information, transferability of courses, course sequences, and future offerings is available through your academic advisor.

7. Occupational information - The program director may be helpful in providing the student with information about the knowledge and skills needed in the student's area of specialization along with job opportunity information.

8. Graduation - The program director evaluates the student’s credits for graduation, approves your status for graduation, and recommends you for graduation.
EMPLOYMENT AS A RESPIRATORY THERAPIST

Employment prospects for you as a graduate of a nationally accredited, CoArc approved, respiratory therapy program continues to be good despite the current economic state.

You will be informed of openings available at the clinical affiliates of TCC and other area hospitals as you go through the program.

The Respiratory Therapy faculty attempt to maintain a current listing of job openings throughout the country that have been brought to the attention of the school. The Clinical Coordinator may be contacted for further information regarding job opportunities.

The professional journal of the American Association of Respiratory Care (AARC) also lists job openings available throughout the country on their website (www.aarc.org). The Advance Magazine for Respiratory Care is also available on-line (AdvanceforRep@merion.com) and has extensive job listings.

Some students have secured part-time employment during their course work in respiratory therapy at TCC. The faculty recognizes that part-time employment can be helpful academically, as well as economically, to the student. **However, students are cautioned that most individuals find working more than 16 hours per week with the full-time Respiratory Therapy curriculum extremely difficult. The faculty encourages all students to keep part-time working hours to a minimum during your academic career.**

The final semester contains several sessions on preparation of resumes and job interview techniques.
PROGRAM READMISSION POLICY

Tidewater Community College ● Virginia Beach Campus
Health Professions

Students receiving a grade below "C" in any of the required coursework may be dismissed from the Program. If the student wishes to re-enter the program the following year, he/she must complete the following requirements to be considered for readmission:

1. Submit an Application for Readmission into the Health Professions Program at least one semester prior to the beginning of the semester in which he/she desires to re-enter the program.

2. Complete Part IV of the application for Readmission explaining how he/she has resolved those problems, which led to his/her academic difficulty.

3. Re-enroll in and successfully complete (with a grade of "C" or better) the academic course(s) which led to his/her dismissal from the Program.

4. Complete the admissions process, including a personal interview with the Program Director, submission of another Physical Examination, background check and a current CPR certification (if required).

5. If required by the program director, satisfactorily complete testing that demonstrates continued knowledge and skill at the required level.

Since situations for dismissal and re-entry may differ, it is up to the discretion of the Program Director to set the specific criteria for each student's re-admission. The re-entering student will be required to demonstrate satisfactory knowledge and skills on written and/or practical examinations to be allowed to re-enter the program at the point at which the student was dismissed from the program.

In addition, any student who "stops-out" of the program for one year will be required to take clinical the semester before he or she wishes to re-enter the program. During this period, the student will refresh their clinical skills to prepare for re-entry. In the case of prior clinical probation, which may have resulted in the initial withdrawal, the student will be evaluated during the period to ensure that previous clinical problems have been resolved. If it is found that the same infractions are still exhibited, re-entry into the program will be denied. Students must be aware that the time limitation for completion of the program is three years and one semester. This policy only allows a drop out period of one year. Longer periods out of the program will require re-enrollment from the beginning.

It is strongly recommended that the student resume the curriculum sequence the year after withdrawal.

A student who re-enters the program after an academic dismissal, and then receives a grade lower than a "C" in any of the required course work will be dismissed. The student must re-apply to the program as a new applicant and, if accepted, must enroll in the program course work from the beginning of the curriculum sequence. A student re-enrolling in the program for a second time, after voluntary withdrawal, must retake all the curriculum-specific courses, regardless of prior grades received.

Any student with two academic dismissals from the program will not be considered for re-entry as a new or returning student. Any student who has withdrawn from the program may not re-enroll more than one time.

Re-admission to the program is at the discretion of the Program Director and is dependent upon the availability of positions.

A student who has withdrawn from the program may not re-enroll more than two times.

A copy of the Application for Readmission into the Health Professions Program can be found on the following two pages.
HEALTH PROFESSIONS PROGRAM RE-ADMISSION APPLICATION

Tidewater Community College
Virginia Beach Campus
Health Professions Division
1700 College Crescent
Virginia Beach, VA 23453

APPLICATION FOR RE-ADMISSION INTO THE

__ Diagnostic Medical Sonography Program
__ Health Information Technology/Coding Program
__ Medical Laboratory Technician
__ Occupational Therapy Assistant Program
__ Phlebotomy Technician
__ Physical Therapist Assistant Program
__ Radiography Program
__ Respiratory Therapy Program

DATE ______________________

NAME _________________________________________________________

Last First Middle

MAIDEN NAME ______________________________________ Student ID ________________

ADDRESS __________________________________________________________________________

City State Zip

PHONE: __( )______________________/__( )______________________/__( )_____________________

Home Work Cell

SEMMESTER FOR WHICH APPLYING __________________________________________________________________________

Briefly explain why you would like to re-enter the program. (Minimum of 2 sentences)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

I. Related Experience

Have you had any further experience in your chosen career since leaving this program? __Yes __No

Name of Facility ________________________________________________________________

When _____________________________ How many hours per week? __________

II. Are you presently working in the field for which you are requesting re-admission? __Yes __No

If so, how many hours per week? ______________

Other allied health experience ______________________________________________________
III. Please list the courses you have completed since leaving the program.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Semester/Quarter</th>
<th>College/University</th>
<th>Credit Hr.(s)</th>
<th>Grade</th>
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If you were dismissed from the program because of academic problems, please explain what steps you have taken to resolve those problems.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

__________________________________________
Signature

___________________________
Date
PROFESSIONAL ORGANIZATIONS

THE AMERICAN ASSOCIATION FOR RESPIRATORY CARE (AARC)

The AARC is our most important professional organization. The AARC produces and distributes booklets, videos, special news bulletins, a magazine for respiratory practitioners, and a professional journal, to its members every month. These periodicals serve to keep members abreast on professional seminars, conventions, technical innovations, and the health care field in general.

The AARC serves as an excellent source to introduce student affiliates to the many different aspects of Respiratory Therapy as a career. The faculty believes that this is the best way to keep abreast of changes occurring in a dynamic field like Respiratory Therapy.

The AARC represents us on a national level with regard to governmental issues. Application can be obtained on the AARC website.

American Association for Respiratory Care
9425 N. MacArthur Boulevard, Suite 100
Irving, TX 75063-4706
www.aarc.org

THE VIRGINIA SOCIETY FOR RESPIRATORY CARE (VSRC)

The VSRC is our state chapter of the AARC. They represent us in state legislation as well as provide educational meetings and seminars.

Each summer, the VSRC holds a seminar and annual meeting of the state respiratory therapy profession at a Virginia Beach hotel. The meeting features nationally known guest speakers, exhibits of specialty equipment and new innovations, as well as social functions. Students and graduates are encouraged to attend the day and evening activities of your professional society.

Membership in the VSRC is automatic when you join the AARC.

Virginia Society for Respiratory Care
977 Seminole Trail PMB 327
Charlottesville, VA 22901-2824
www.vsrc.org
THE NATIONAL BOARD FOR RESPIRATORY CARE (NBRC)

The official credentialing board for the profession, the NBRC sets standards for the admission of candidates into the credentialing process and offers examinations for respiratory therapy practitioners.

The NBRC's subsidiary offers various practice exams for sale. Purchase of a set number of these exams will be required in the spring semester prior to graduation.

Credentialed practitioners can join the NBRC as a member. As an active member, the practitioner is entitled to a directory listing all active credentialed persons in the U.S. They also receive a copy of the monthly newsletter and special notices, which members of the Trustees write.

National Board for Respiratory Therapy

NBRC Executive Office
18000 W. 105th Street
Olathe, KS 66061-7543

Toll-Free: 888.341.4811
Phone: 913.895.4900
Fax: 913.895.4650

www.nbrc.org

Tidewater Community College’s Respiratory Therapy program is accredited by the COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE (CoARC)

Questions about accreditation issues may be referred to the CoARC or the nearest CoARC-member.

Committee on Accreditation of Respiratory Care
1248 Harwood Road
Bedford, TX 76021-4244
(817) 283-2835
www.coarc.com
RESPIRATORY THERAPY NATIONAL CREDENTIALING

The Registry Examination System was developed to objectively measure essential knowledge, skills, and abilities required of advanced respiratory therapists, and to set uniform standards for measuring such knowledge. Effective January 2015, the name of one the examinations that candidates take to earn the Registered Respiratory Therapist credential changed from the Written Registry Examination to the Therapist Multiple-Choice Examination (TMC). The Therapist Multiple-Choice Examination is designed to objectively measure essential knowledge, skills, and abilities required of entry-level respiratory therapists, as well as determine eligibility for the Clinical Simulation Examination (CSE). The CRT and/or RRT credentials are used as the basis for the licensure in all of the 49 states that regulate the practice of respiratory care.

There are two established cut scores for the Therapist Multiple-Choice Examination. Candidates may become eligible to take the Clinical Simulation Examination by achieving the higher cut score on the Therapist Multiple-Choice Examination. The passing point associated with RRT eligibility is higher than the passing point associated with the CRT credential. Individuals who attempt and pass the Therapist Multiple-Choice Examination at the higher cut score and attempt and pass the Clinical Simulation Examination will be awarded the Registered Respiratory Therapist (RRT) credential.

The Therapist Multiple-Choice Examination consists of 160 multiple-choice questions (140 scored items and 20 pretest items) distributed among three major content areas: Patient Data Evaluation and Recommendations, Troubleshooting and Quality Control of Equipment and Infection Control, and Initiation and Modification of Interventions. Therapist Multiple-Choice candidates will be given three hours to complete the examination.

The Clinical Simulation Examination consists of 22 problems (20 scored items and 2 pretest items). The clinical setting and patient situation for each problem are designed to simulate reality and be relevant to the clinical practice of respiratory care. Candidates will be given four hours to complete the CSE.

If you are planning to take any of the credentialing examinations offered by the National Board for Respiratory Care, Inc. (NBRC), the Self-Assessment Examination provides an excellent opportunity for you to find out in advance how well you will do.

STATE CREDENTIALING

To practice respiratory therapy in the state of Virginia the respiratory care practitioner must complete and submit an application with attached fees to the Virginia State Board of Medicine. The Virginia State Board of Medicine requires verification of professional education in respiratory care,
verification of practice, evidence of passing the national examination, and if licensed in any other jurisdiction, documentation of active practice as a RCP and verification that there has been no disciplinary action taken or pending. Application forms may be requested from the State Board of Medicine at:

Board of Health Professions  
Department of Health Professions  
6603 West Broad Street, 5th Floor  
Richmond, VA 23230-1712  
www.bhp@dhp.virginia.gov

Check with the state credentialing authority to learn the current cost.
OTHER IMPORTANT INFORMATION

HEALTH NEEDS POLICY

Students should have private medical insurance or military medical coverage. The college strongly recommends health insurance. The college does not provide a medical policy for students; therefore, this coverage is the responsibility of the student. All charges as a result of illnesses or injuries incurred from clinical practice will be the student’s responsibility. A helpful website is: http://www.tcc.edu/students/health.htm

STUDENT RECORD POLICY

Complete files are kept on each student in the Program Director’s Office. Although records cannot be removed from the office, students have access to their own personal files.

CPR CARD AND TB TEST

Students must have current CPR card and PPD Tuberculin Test performed annually while attending the program. It will be the responsibility of the student to become recertified in CPR and update the PPD test in the freshman and sophomore year. The initial Tuberculin Test must be a 2-Step PPD. A student who fails to maintain appropriate health and CPR forms will not be allowed in clinical. These requirements must be met by renewal of results each year.

FLU IMMUNIZATIONS

Many of the clinical sites respiratory students attend now require flu shots. The type and number of immunizations depends on the site requirements.

CRIMINAL BACKGROUND CHECK

A criminal background check is mandatory to attend RTH clinical sites. The program utilized is Certified Background. The cost is $46.00.

TELEPHONE

Students are not allowed to use program office or secretaries telephones except in an emergency. Instructor permission must be obtained before using the phone.

It is requested that students not receive phone calls at school.

DRUG TESTING

Students may be required to submit to random drug testing as required by clinical affiliate. Your cooperation and compliance is appreciated and expected.

MALPRACTICE INSURANCE:

Malpractice insurance is provided for the students by the college. Coverage is supplied by Pennsylvania Life and Health Insurance at the rate of approximately $1,000,000 per student.
BREAKAGE OR LOSS

Students are requested to take care of all equipment that is used in the laboratory. If equipment is broken or lost, contact a faculty member immediately. Unauthorized removal of any equipment from the college will result in dismissal from the program.

NBRC ENTRY-LEVEL SELF-ASSESSMENT EXAM

The NBRC has developed a test to aid all respiratory care practitioners in evaluation of their strengths in correcting any deficient areas. The exam covers nineteen respiratory performance areas at three levels of complexity. You receive:

1. A multi page personalized score report which will include; your scores by total and group comparison, your strengths and weaknesses, and your individual responses, as well as the correct responses.

2. Test Companion Book, which contains an explanation for every response possible on the examination and why it was or was not correct.

The respiratory program faculty feels this examination is invaluable for graduating students. Students must purchase exams through the program director in the spring semester of the sophomore year and are required to pass the CRT exam as requisite to graduating.

ADVISORY COMMITTEE

This committee includes all medical and technical directors, consumers, physicians, an administrator, faculty, health care representatives from the community, one freshman student representative and one sophomore student representative. The advisory committee shall assist in the continuing development and evaluation of the program. The committee typically meets one time each year and minutes of meetings shall be taken and maintained.

CHANGE OF NAME, ADDRESS, OR TELEPHONE NUMBER

It is mandatory that a student notify the respiratory therapy faculty of any change in name, in residence address, and/or telephone number.

RECOMMENDATIONS

Any recommendations for improving the program are always welcomed by faculty. The faculty wants the student to receive the best education possible.
INCLEMENT WEATHER

The Respiratory Therapy program follows the inclement weather conditions policy of the college. On clinical days, in the event of inclement weather, when there is a possible change in college attendance policy, do not leave home until you hear from your instructor.

If the clinical coordinator makes the decision to cancel clinical or meet at a later hour, the instructors will be notified. The instructor, in turn, will notify each of their respective students.

When weather conditions make it necessary to cancel classes or close the college, the following notices will be provided through local radio and television stations.

INCLEMENT WEATHER CONDITIONS

When weather conditions make it necessary to delay opening, cancel classes, or close the college, one of the following notices will be provided by the TCC Information Center and local radio and television stations. Please do not call any other college telephone numbers.

You can determine the college’s status by calling 822-1122, checking with the radio or television stations, or the college’s website at: www.tcc.edu

One of the following notices will be provided:

1. Message: The College is closed. The College is closed day and evening for students and staff.

2. Message: The College will open/close at (______). The College will open/close at designated time for students and staff.

3. Message: The College will open at 4:00 p.m. The college will be closed for day classes and day staff, but will open for evening classes and evening staff.

4. Message: Evening classes are canceled. The College is closed for evening student and Classes scheduled prior to the delayed opening time will not meet.

Notices will be provided to the following radio and television stations. Tune in to these stations to learn if "Classes are canceled" or if "The College is closed” or if there will be a "Delayed Opening." No notice means that classes are not canceled and that the college is not closed.

<table>
<thead>
<tr>
<th>Radio Stations</th>
<th>79.0 AM</th>
<th>95.7 FM</th>
<th>93.7 FM</th>
<th>97.3 FM</th>
<th>102.9 FM</th>
<th>85.0 AM</th>
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<tbody>
<tr>
<td>WTAR</td>
<td>WTKR</td>
<td>Channel 3</td>
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<tr>
<td>WLTY</td>
<td>WAVY</td>
<td>Channel 10</td>
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<tr>
<td>WKVC</td>
<td>WVEC</td>
<td>Channel 13</td>
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<td>WGH (Eagle 97)</td>
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<td>WOWI (103 JAMZ)</td>
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<td>WNIS</td>
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</table>

Please do not call the college. Incoming telephone calls tie up lines that need to be used to make decisions and notifications. The radio and television stations listed above will be notified as soon as the administrative decision is made.
SECURITY

TCC Virginia Beach Campus Security phone numbers are:

Main Office: (757) 327-9947

Cell: (757) 327-9900.

The faculty recommends that if the student has not previously signed up for TCC Alert, that they do so. TCC alert can be accessed on the TCC website and is a communication form to notify respective campuses of important information such as campus closings due to inclement weather.
STUDENT REFERENCE REQUEST AND FERPA RELEASE

I request [Denise Bieszczad or Gary Cross] to serve as a reference for me. The purpose(s) of the reference(s) are:

- Application for employment: Yes  No
- All forms of scholarship or honorary award: Yes  No
- Admission to another education institution: Yes  No

The reference may be given orally and/or in writing. I authorize the above person to release information and provide an evaluation about any and all information from my education records at Tidewater Community College, including information pertaining to my education at other institutions I have previously attended that is a part of my education record at Tidewater Community College, deemed necessary by [Denise Bieszczad, and Gary Cross] provide the reference.

References are requested for:

- All Prospective employers: Yes  No
- Specific employers listed below: Yes  No

- All educational institutions to which I seek admission: Yes  No
- Specific educational institution listed below to which I seek admission: Yes  No

- All organizations considering me for an award or Scholarship: Yes  No
- Specific organization listed below considering me for an award or scholarship: Yes  No

I understand further that: (1) I have the right not to consent to the release of my education records; (2) I have a right to receive a copy of any written reference upon request; (3) and that this consent shall remain in effect until revoked by me, in writing, and delivered to the above [Denise Bieszczad, and Gary Cross], but that any such revocation shall not affect disclosures previously made by [Denise Bieszczad, and Gary Cross] prior to the [faculty/evaluator’s] receipt of any such written revocation.

__________________________________________________________________________
Student’s Name (print)  Student’s Signature

Date: __________________________
ACKNOWLEDGMENT OF PROGRAM HANDBOOK

I have received and thoroughly read the Respiratory Therapy Program Handbook. I understand the policies contained therein and the responsibilities to be undertaken.

I understand that failure to comply with the established policies may result in suspension or administrative withdrawal from the program.

I agree to comply with these policies.

______________________________
Student Name (print)

______________________________    ______________
Student Signature                  Date

PROGRAM HANDBOOK DISCLAIMER

This Respiratory Program Handbook is provided to you as a guide and to ensure that you understand the academic and conduct expectations that the College has for you during your enrollment in the program. There is no mutuality between you and the College concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the college. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.

Your signature on this page is simply your acknowledgement that you have received and agreed to read this handbook.

______________________________
Student’s name (printed)

______________________________    ______________
Student’s Signature                  Date