Pueblo Community College

# RESPIRATORY THERAPY STUDENT HANDBOOK

2026-2027


Shawna Tracy, MS,BS-RRT Department Chair/Program Director
shawna.tracy@pueblocc.edu (719) 549-3266

Catherine LaPorte, BAS-RRT Director of Clinical Education -DCE
catherine.laporte@pueblocc.edu (719) 549-3448

Sarah Case, BAS-RRT, RRT-ACCS, RRT-NPS Faculty Instructor
sarah.case@pueblocc.edu (719) 549-3267

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## INTRODUCTION

### Pueblo Community College Vision, Mission, and Core Values

### VISION

Pueblo Community College is the choice for personal and community success.

### MISSION

Pueblo Community College transforms lives of students, enriches communities, and strengthens regional economies. We empower individual achievement by providing inclusive, personalized support and innovative educational opportunities.

### CORE VALUES

Achievement: We embrace a diverse student body attending our institution of higher education and support all individuals in attaining high-quality post-secondary credentials across our academic disciplines. Through our retention efforts across the college, we work to keep students engaged and focused on completing their course work to become highly skilled professionals and gain the most from their educational pursuits to achieve success in the workforce by meeting the demands of a global economy.

Excellence: We embrace continuous quality improvement and innovation in all areas of the institution. We deliver high-quality programs and services that respond to the needs of the communities we serve and prepare students for success in an ever-changing, diverse, and global workplace.

Integrity: We advance our mission ethically and responsibly. We value fair and equitable treatment, participatory decision-making and transparent resource management. We have an organizational culture that inspires high performance and accountability for behaviors, actions, and results in a collaborative spirit.

Respect: We provide a safe, caring, and supportive environment conducive to the success and well-being of students, faculty and staff. We welcome diversity of backgrounds and opinions, recognize individual talents, encourage personal and professional growth, celebrate accomplishments, and honor institutional traditions.

Scholarship: We value and promote student, faculty, and staff scholarship. We strive to create a student-centered learning environment that cultivates critical and creative thinking, problem solving, intellectual inquiry, and global awareness. Through continuing development, we expect faculty and staff to be productive workers, responsible decision-makers, and servant leaders. We believe that scholarships should occur in all organizational levels through knowledge sharing and effective communication.

Teamwork: We believe inclusive cooperative relationships are critical to the vitality and long-term success of our institution. We strategically pursue mutually beneficial partnerships to help students learn and advance other institutional priorities. We encourage active collaboration within and between departments and operational areas. We believe in the importance of nurturing student-to-student and student-to-faculty/staff interactions as a means of promoting student success.

## PCC PROMISE

To always recognize and greet you with a smile.
To listen to you and respond to your needs
To link you to resources to ensure academic success
To respect and value you.
To celebrate your accomplishments and successes.

## ACCREDITATION

### Higher Learning Commission Accreditation

Pueblo Community College is accredited by The Higher Learning Commission and is a member of the North Central Association (www.ncacihe.org, 312-263-0456), 30 North LaSalle Street, Suite 2400, Chicago, IL 60602. In addition, several programs hold approval or accreditation from national and state level associations and agencies.

### Commission on Accreditation for Respiratory Care (CoARC)

The Pueblo Community College Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 264 Precision Blvd, Telford, TN 37690; Telephone: 817.283.2835.

## Division and Program Mission/Philosophy

### Health Professions and Public Safety Division Mission Statement

To provide quality health care and public safety education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.

### Program Mission Statement

To strengthen affiliate leadership, governance, and communication through structured support, best-practice sharing, and professional development that advances respiratory care leadership nationwide.

### Basic Beliefs and Standards

We believe strong affiliate leadership, effective governance, clear communication, and shared best practices strengthen the respiratory care profession and support member success.
We uphold collaboration, accountability, professional development, transparent communication, and continuous improvement to support affiliate leaders and advance organizational excellence.

### Professional Ethics and Conduct

We demonstrate integrity, accountability, respectful collaboration, transparent communication, and commitment to leadership development while supporting affiliates and advancing excellence in respiratory care.

**Student Handbook Provisions**

This Student Handbook (Handbook) contains pertinent information affecting students, current through the date of its issuance. To the extent that any provision of this Handbook is inconsistent with State Board for Community Colleges and Occupational Education Policies (BPs) or Colorado Community College System President's Procedures (SP's), the BPs and SPs shall supersede and control. BPs and SPs are subject to change throughout the year and are effective immediately upon adoption by the Board or System President, respectively. Students are expected to be familiar with and adhere to the BPs, SPs as well as College directives, including but not limited to the contents of this Handbook. Board Policies and System Procedures (https://www.cccs.edu/about-cccs/state-board/policies-procedures/)

*Note: Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract or to guarantee for any term or to promise that any specific process, procedures or practice will be followed or benefit provided by the College. The College reserves the right to modify, change, delete or add to the information in this Handbook as it deems appropriate.*

**Gainful Employment Information**

The US Department of Education requires disclosure of information for any financial aid eligible program that "prepares students for gainful employment in a recognized occupation."

## ACADEMIC STANDARDS AND REQUIREMENTS

### Academic Integrity Statement

Pueblo Community College is committed to providing a superior educational experience for all students who attend the college. Academic integrity and honesty in all educational classrooms and programs are critical in providing this high level of education. Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. For a complete definition of academic dishonesty, see the PCC Student Handbook.

It is the student's responsibility to be aware of the behaviors that constitute academic dishonesty. Academic misbehaviors may have additional College disciplinary sanctions imposed through the Office of Dean of Student Success by the Dean of Students. Disciplinary sanctions for violating the standards of academic integrity may include warning, probation, suspension, or expulsion from the college. Academic sanctions may include failure of the course or the assignment. In limited-entry programs, a student may be dismissed from the program for academic dishonesty. Students may receive both disciplinary and academic sanctions.

### Plagiarism policy

Plagiarizing, cheating, or committing any other form of academic misconduct including, but

not limited to, unauthorized collaboration, falsification of information, and/or helping someone else violate reasonable standards for academic behavior. Students who engage in any type of academic dishonesty are subject to both academic consequences as determined by the instructor and to outcomes as set forth in the Code of Student Behavioral Expectations and Responsibilities Resolution Procedure.

Cheating: The act of using or attempting to use an examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to:

- Using books, notes, or calculators or copying from or conversing with others during examinations (unless such external aids are permitted by the instructor).
- Having someone else do research, write papers, or take examinations for someone else.
- Submitting work completed in one class to fulfill an assignment in another class without prior approval from the instructor(s).
- Stealing, distributing, selling, and buying tests or having someone take an exam on someone else's behalf.

**Fabrication**: The invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to:

- Inventing the data for an experiment.
- Inventing the title and author of a publication in order to use the invented publication as a source.
- Knowingly attributing material to an incorrect source.

**Plagiarism**: The act of using someone else's work without giving proper credit to the original source. The work can be written, artistic, musical, language, symbols, or media. Reusing one's own work without proper citation (or approval of instructor) is also plagiarism.

Aiding and Abetting: It is a violation of this Code to actively assist another in violating the Code or covering up the violation after the fact.

**ACCOMODATION AND SUPPORT SERVICES**

**Notice of Non-Discrimination**

Pueblo Community College is an equal opportunity educational institution and does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504, Age Discrimination Act, and Title II of the ADA. The College has designated the Director of Human Resources as its Affirmative Action Officer with the responsibility to coordinate its civil rights compliance activities and grievance procedures. For information, contact the Director of Human Resources, 900 W. Orman Avenue, telephone and TDD (719) 549-3220; or the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, CO 80204, telephone (303) 844-3417.

**Aviso de no discriminación**

Pueblo Community College (PCC) prohíbe todas formas de discriminación y acoso, inclusive violación de leyes federales y estatales o las políticas educativas 3-120 y 19-60 4 del Consejo Estatal de Colegios Comunitarios y Laborales. El Colegio no discrimina en base al sexo/género, raza, color, edad, credo, origen nacional o étnico, incapacidad física o mental, estado de veterano, estado de embarazo, religión, información genética, identidad de género o orientación sexual en sus prácticas de empleo, programas educativos, o actividades que ofrece el Colegio. PCC tomará medidas apropiadas para asegurar que la falta de conocimientos del idioma inglés no será un impedimento para la inscripción y participación en programas de educación vocacional.

El Colegio ha designado el Vicepresidente de Recursos Humanos como su AA/EEO y Título IX, con la responsabilidad de coordinar las actividades de cumplimiento de los derechos civiles de la universidad y los procedimientos de quejas. Si tiene alguna pregunta, comuníquese con el Vicepresidente de Recursos Humanos, 900 W. Orman Avenue, Central Administration Building, Room 1011, teléfono 719.549.3220, correo electrónico HR.PCC@Pueblocc.edu. También puede comunicarse con la Oficina de Derechos Civiles, Departamento de Educación de los Estados Unidos, Región VIII, Edificio de Oficinas Federales, 1244 North Speer Blvd., Suite 310, Denver, CO 802004; teléfono: 303.844.3417.

**Accessibility Resource Center Information**

**ACCESSIBILITY STATEMENT**:

Students who have a documented disability or who are pregnant or have a pregnancy-related condition, may be eligible to receive accommodations. Please contact the Accessibility Center at 549.3446 or Accessibility@Pueblocc.edu for further information.

It is not the intention of this program to prohibit students from enrolling based upon physical, mental, or emotional ability. This handbook should serve to inform the student that if they are aware of any condition they may have which may interfere with their performance of program requirements, the student shall have the right to request accommodation for such limitations.

**Student Responsibilities**

If you are a student with a disability and you want to request accommodation for your disability, you have the following responsibilities:

- to disclose your disability to an Accessibility Center Advisor.
- to provide PCC with adequate documentation of your disability (for information on what constitutes adequate documentation, see PCC brochure "Documentation and Accommodations")
- to meet with an Accessibility Center Advisor at the beginning of each semester during which you are seeking accommodation to set up appropriate accommodations
- the responsibility to meet the academic and conduct standards in place at PCC

**Sexual Harassment**

Pueblo Community College does not tolerate or condone sexual harassment in any form. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment and may be cause for dismissal from the program. Please refer to the link below for this policy in the PCC Student Handbook:
http://www.pueblocc.edu/StudentServices/StudentHandbook/

Students will be notified by student email of required Title IX Training.

Pueblo Community College does not tolerate or condone sexual harassment or sexual misconduct in any form as stated in the PCC Student Handbook and provided below.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when one or more of the following criteria are met:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or of academic status in course, program, or activity.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic educational decisions affecting such individual.
3. Such conduct is sufficiently severe, persistent, or pervasive to have the purpose for effect of unreasonably interfering with an individual's work/academic performance or creating an intimidating, hostile, or offensive working/learning environment.

Matters having sexual connotation, which arise as part of the legitimate educational curricula and do not exploit students to a private advantage would not violate college policy unless used in an improper manner. Examples of sexual harassment may include, but are not necessarily limited to:

**Physical assault**

Direct or implied threats that submissions to sexual advances will be a condition of employment, work status, promotion, grades, or letter of recommendation

Direct propositions of a sexual nature

Subtle pressure for sexual activity

A pattern of conduct intended to discomfort or humiliate, or both, a reasonable person at whom the conduct was directed that includes one or more of the following:

Touching, patting, hugging, or brushing against a person's body

Remarks of a sexual nature about a person's clothing or body

Remarks about sexual activity or speculation about previous sexual experience

The display in the work or educational arena of sexually suggestive objects or pictures

The College is committed to upholding this policy prohibiting sexual harassment. Violation of this policy may be grounds for dismissal. While it is the purpose of this policy to protect all persons associated with the College from sexual harassment, it shall also be a violation of this policy to knowingly make false allegations of sexual harassment.

Individuals who feel that they have been subjected to sexual harassment and are in need of further information as to the procedures, may contact the Director of Human Resources, 900 West Orman Avenue, Central Administration, Room 112, Pueblo, CO 81004; Phone: 719.549.3220. All matters involving sexual harassment complaints are taken seriously and shall be investigated. Complaints shall remain confidential to the extent possible. Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment, work assignments, or grades.

**Sexual misconduct** includes sexual violence (which includes but is not limited to sexual assault and sexual abuse), dating violence, domestic violence, and stalking. The College will not tolerate any type of sexual misconduct. The College will respond in a firm and judicious manner to all reports of alleged incidents of sexual misconduct. Students who are found to have committed acts of sexual misconduct will be subject to disciplinary actions that can include, but not limited to, College Disciplinary Suspension and College Disciplinary Expulsion.

Alleged victims of sexual misconduct or persons with knowledge of such incidents should file a report immediately with the PCC Department of Public Safety (Student Center, Room 152; phone: 719-549-3355) and/or their local law enforcement agency. All reports made to the College will be thoroughly investigated for possible violations of the PCC Student Code of

## Program Expectations

As the faculty and staff of the Respiratory Therapy Department at Pueblo Community College, we would like to extend a warm welcome to each one of you. Your educational pathway in Respiratory Therapy is a continual journey of personal strength, endurance, experience, and growth. We know that every one of you will prepare yourself, both mentally and physically, for the challenge that lies ahead.

The faculty and the staff are here to guide you in your journey as a student. We encourage you to ask questions, do independent research, and talk with your instructors. We have one common goal, to see each of you complete the rigorous curriculum of the Associate Degree Program in Respiratory Therapy at Pueblo Community College and continue your lifelong journey of patient care education.

**To prepare for this demanding and rewarding profession you will be expected to:**

- Attend all classes and clinical/simulation activities as scheduled in person. (See attendance policies).
- Display behaviors that explore new or different concepts and ideas.
- Comply with Pueblo Community College policies and those specific to the department of respiratory therapy as stated in this handbook.
- Complete all courses with a minimum academic level of "C" (77%), to include completion of all assignments, lab skills, simulations, and clinical hours (approximately 800 hours).
- Accept personal responsibility for requesting extra tutorial assistance with a proactive approach.
- Establish personal priorities that are realistic with time management to meet all curriculum requirements.
- Use the problem-solving process to resolve issues and complaints; accept and profit from constructive criticism.
- Demonstrate behaviors indicative of personal and professional integrity.
- Inform your instructor in a timely manner of any condition which would interfere with or impair your ability to care for an assigned patient.
- Follow the chain of command if an issue arises. The chain of command is as follows:

    1. Student to Student (if the issue is between students or peers)
    2. Instructor (clinical or course)
    3. Department Chair/Program Director
    4. Dean of Health and Public Safety
    5. Vice President of Academic Support

## PROGRAM PHILOSOPHY

The faculty believe that respiratory therapy is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities and populations. To practice effectively, the respiratory therapist must use educated judgment and integrate evidence into practice by critical thinking and clinical reasoning. These skills are also essential when interfacing with the clinical microsystem and the larger healthcare environment to deliver quality, safe, patient-centered care. An understanding of the healthcare organization allows the therapist to exhibit leadership, practice according to ethical, legal and professional/regulatory standards and improve the quality of care for patients, families and communities.

The Respiratory Therapy Program at Pueblo Community College embraces the definition of Respiratory Care as outlined in the American Association of Respiratory Care's Position Statement: AARC Issue Papers, Position Statements, and Guidance Documents - AARC

Definition of Respiratory Care Respiratory Care is the health care discipline that specializes in the promotion of optimum cardiopulmonary function and health and wellness. Respiratory Therapists employ scientific principles to identify, treat and prevent acute or chronic dysfunction of the cardiopulmonary system.

Knowledge and understanding of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and application of technology, enables respiratory therapists to provide patient care services efficiently. As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Critical thinking, patient/ environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, and disease management programs. A variety of settings serve as the practice sites for this health care profession.

## PROGRAM EDUCATIONAL PHILOSOPHY

The educational process is a cooperative effort requiring extensive interaction between students and faculty. Educational experiences are selected and developed by the faculty and are in both the academic and the practice setting, appropriately enhanced by technology were useful. Learning activities include instruction and practice in the application of knowledge and effective performance of respiratory care skills and patient care. Curriculum content is designed to proceed from the simple to the complex and progresses from the known to new material. In addition to acquisition of factual knowledge, course content is designed to promote critical thinking, clinical reasoning and respiratory care judgment along with the incorporation of a caring attitude within an ethical value system

Integrating professional standards, guidelines, and competencies is the basis for the respiratory therapy curriculum. The program curriculum reflects current respiratory therapy based on current practices and healthcare initiatives. The curriculum provides an evidence-based foundation to meet today's healthcare

needs. This is a requirement evidenced in both the Colorado Respiratory Therapy Practice Act and the expectations of the Commission of Accreditation for Respiratory Care (CoARC). The following resources were used in the development of the respiratory therapy curriculum and are continued resources for instruction:

- CoARC
- National Board of Respiratory Care (NBRC)
- American Association of Respiratory Care (AARC)

Program student learning outcomes along with their related competencies reflect the expected knowledge, skills, and attitudes of the graduates of Pueblo Community College's Associate Degree programs preparing graduates as registered respiratory therapists. The associate degree respiratory therapist acknowledges the uniqueness of each individual and practices in accordance with a personal value system and the standards of the Respiratory Therapy Practice Act.

In keeping with sound curriculum design principles, the program student learning outcomes are used to organize the course student learning outcomes. These student learning outcomes will be the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress.

### Program 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.
- Promote and practice evidence-based medicine.
- Seeking continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent, and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.

- Avoid any form of conduct that is fraudulent or creates a conflict of interest and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals.

It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

### Program Definition of Respiratory Care

Respiratory Care is the health care discipline that specializes in the promotion of optimum cardiopulmonary function and health and wellness. Respiratory Therapists employ scientific principles to identify, treat and prevent acute or chronic dysfunction of the cardiopulmonary system. Knowledge and understanding of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and application of technology, enables respiratory therapists to provide patient care services efficiently. As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Critical thinking, patient/environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, and disease management programs.

A variety of settings serve as the practice sites for this health care profession including, but not limited to:

- Acute care hospitals
- Emergency departments
- Urgent care settings
- Sleep disorder centers and diagnostic laboratories
- Long term acute care facilities
- Rehabilitation facilities
- Skilled nursing facilities
- Home health
- Patient transport systems
- Physician offices and clinics
- Convalescent and retirement centers
- Educational institutions
- Medical equipment companies and suppliers
- Wellness centers
- Telehealth providers
- Research
- Insurance companies

## PROGRAM Student Learning Outcomes

Upon successful completion of the **Associate of Applied Science in Respiratory Therapy Degree**, the graduate will:

- Provide safe, quality, patient-centered respiratory therapy in a variety of healthcare settings considering basic research, evidence, and patient preferences as the basis for care. (respiratory care program process, safety and patient-centered care)
- Engage in critical thinking and clinical judgment to make patient-centered care decisions. (critical thinking, clinical decision making and respiratory care program judgment)
- Participate in performance improvement/quality improvement activities to improve patient care. (quality improvement and safety)
- Collaborate with healthcare team members to facilitate effective patient care. (teamwork and collaboration)
- Use information technology to support and communicate the planning and provision of patient care. (informatics)
- Manage care in a variety of healthcare settings for diverse patient populations through the process of planning, organizing, and directing. (leadership, advocacy)
- Function within the scope of practice of the Respiratory Therapy Practice Act incorporating professional, legal, and ethical guidelines. (professionalism, ethical behavior, legal principles, standards of practice)
- Promote a culture of caring to provide support, compassion and culturally competent, holistic care. (caring, holistic care, cultural competency)

**Definitions of Major Concepts Used in the Program Student Learning Outcomes and Competencies**

- **Caring:** The values, attitudes, and behaviors that engender feelings cared for. Promoting health, healing, and hope in response to the human condition.
- **Clinical judgment:** A process of observing, interpreting, responding, and reflecting situated within and emerging from the one's knowledge and perspective. Involving ways in which respiratory therapists come to understand the problems, issues, or concerns of clients and patients, to attend to salient information, and to respond in concerned and involved ways.
- **Clinical microsystem:** A small group of people who work together on a regular basis, or as needed, to provide care and the individuals who receive that care (who can also be recognized as members of a discrete subpopulation of patients).
- **Clinical reasoning:** An iterative process of noticing, interpreting, and responding, with a fine attune to the patient and how the patient responds to the respiratory therapists' actions.

- **Collaboration:** Function effectively within respiratory therapy and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Collaboration also includes communication and partnerships with providers, patients, families, and stakeholders.
- **Critical thinking: Identifying**, evaluating, and using evidence to guide decision making by means of logic and reasoning. Critical thinking is the basis of clinical reasoning, clinical judgment, and clinical problem solving.
- **Cultural competence:** The ability to respect the beliefs, language, interpersonal styles, and behaviors of individuals, families and communities receiving services as well as the health care professionals who provide the services. Culture is the integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and the institutions of racial, ethnic, social, or religious groups.
- **Diversity:** Recognizing differences among persons, ideas, values, and ethnicities, while affirming the uniqueness of each.
- **Ethics:** Involves reflective consideration of personal, societal, and professional values, principles, and codes that shape medical practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care; and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in patient care integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all people.
- **Evidence-based care:** Care that integrates the best research with clinical expertise and patient values for optimum care.
- **Informatics:** The use of information and technology to communicate, manage knowledge, mitigate errors, and support decision making.
- **Information management:** Refers to the processes whereby medical data, information, knowledge, and wisdom are collected, stored, processed, communicated, and used to support the delivery of health care.
- **Integrity:** Representing the dignity and moral wholeness of every person without conditions or limitations; holding oneself accountable for best practices within medicine and personal attributes.
- **Knowledge, skills, and attitudes:** In respiratory care education there are three domains of learning in which faculty engage students. The cognitive domain represents the knowledge needed to carry out the professional roles of the therapist. The skills are the psychomotor activities that are represented by the psychomotor domain. Attitudes represent the beliefs and values about all aspects of the patient and health care that represent the affective domain. The content of each domain is equally important and necessary for the student to fulfill the roles of the professional respiratory therapist.

- **Leadership:** Leadership is defined and evaluated with the following measurement criteria related to the student:
    - Oversee the respiratory care program (patient) care given by others while retaining accountability for the quality of care given to the healthcare consumer.
    - Abides by the vision, the associated goals, and the plan to implement and measure progress of an individual healthcare consumer or progress within the context of the healthcare organization.
    - Demonstrates a commitment to continuous, lifelong learning and education for self and others.
    - Mentor colleagues for the advancement of respiratory care program (respiratory therapy) practice, the profession, and quality health care.
    - Treats colleagues with respect, trust, and dignity.
    - Develop communication and conflict resolution skills.
    - Participate in professional organizations.
    - Communicates effectively with the healthcare consumer and colleagues.
    - Seeking ways to advance respiratory care program (respiratory therapist) autonomy and accountability.
    - Participates in efforts to influence healthcare policy involving healthcare consumers and the profession.
- **Medical Professional judgment: Encompasses** three processes: critical thinking, clinical judgment, and integration of best evidence into practice. Medical Professionals must employ those processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.
- **Patient-centered care:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- **Personal and professional development:** A lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and codes of ethics; (b) give all medical professionals the courage needed to continually improve the care of patients, families, and communities and to ensure the profession's ongoing viability.
- **Professional identity:** Involves the internalization of core values and perspectives recognized as integral to the art and science of respiratory care program. These core values become self-evident as the student/medical professional learns, gains experience and grows in the profession. They embrace

these fundamental values in every aspect of practice while working to improve patient outcomes. Professional identity is evidence in the lived experience of the medical professional, in his or her ways of being, knowing, and doing.

- **Quality improvement:** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Also relates to the improvement of healthcare processes and at the local, state, and federal levels to affect positive outcomes from the impact of economics on healthcare quality.
- **Relationship-based care:** Health care is provided through relationships. The activities of care are organized around the needs and priorities of patients and their families. Relationship-based care depends on a caring and healing environment in which care providers respect the dignity of each patient and each other. Positive interdisciplinary collaboration is a significant predictor of quality care in a relationship-based care environment.
- **Safety:** Minimizes risk of harm to patients and healthcare providers through both system effectiveness and individual performance.

## GENERAL INFORMATION FOR STUDENTS

The educational approach used is a combination of discussion, lecture, technology, and self-directed learning. Time limitations prevent presentation for all the course material within scheduled class periods; therefore, students are expected to utilize the lab, computer lab, specified audio-visual resources, study guides, textbooks, and library material outside of class hours**.** All class schedules may be altered to enhance learning at the discretion of the faculty. Students will be notified verbally and/or in writing of these changes and are responsible for keeping informed and complying with program standards.

Students will have several different instructors with individual teaching styles. Every faculty member holds one or more degrees in respiratory therapy and has significant experience as a practicing professional. Take the opportunity to learn as much as possible from the special skills each person possesses.

### Student Success

To be successful in your academic program you must be committed to the course of study and will need to spend a significant amount of time preparing for class and clinical/simulation assignments. Keep in mind that this is a professional program and attendance is important, just as it will be in the employment for which these courses are designed to prepare you. If your personal situation requires a significant amount of outside employment during school terms, it is strongly recommended that you extend your program.

## STUDENT REQUIREMENTS FOR PROGRAM ADMISSION

### Essential Functions (Appendix A)

At the beginning of the program, each student signs the essential function document that states "I understand the Physical Performance Standards (functional abilities) specific to the occupation of Respiratory Therapy. I have the ability to meet the Physical Performance Standards as specified. Should the student's ability to perform any of the essential functions change at any time during the program, the student must report this to the Program Director as this may affect clinical assignments/program progression.

### Background Checks and Drug Screens

Clinical agencies used during the program require that students successfully complete a background check, child registry, and a urine drug screen. Background checks and urine drug screens must be completed annually while in the program.

If a student is convicted of any criminal offense while enrolled in the program, the program director must be notified. Failure to report will result in dismissal from the program. The degree of offense may affect continuation/reapplication to the program.

## Basic Life Support-CPR Certification

American Heart Association Basic life support certification for health care providers must be current (within 2 years) and proof of completion submitted to the Clinical Director of Education. The only accepted agency for certification is the American Heart Association

## Immunizations

Students are required to comply with the required immunizations for all affiliated clinical sites. All immunizations must be current and up to date. If at any time the student's immunization expires or is not complete, the student will not be permitted to attend and complete their assigned clinical hours. This will result in the student not completing the clinical course, which will result in a failing grade.

If you believe that you have a valid medical or religious reason to decline a vaccination, an exemption form may be available at some clinical affiliated sites. It is required that all students follow the procedures and requirements for each clinical site they are attending. These guidelines are set by the clinical site, and we must follow them as a guest at their facility.

## Safety and Emergency Requirements

Safety videos are studied during the orientation and available @ PCC Safety Tips

PCC Dept. of Public Safety

Student Center, Room 152

Phone: 719.549.3355

Cell: 719.821.6563

## PROGRAM ATTENDANCE POLICIES

In addition to the PCC policies, the program policies are defined below. These policies apply to any scheduled program activity. In accordance with program policies, it is important to keep in mind that the time allotted to cover an extensive amount of learning outcomes limits options for making up missed content. In addition, the fact that patients' lives may be adversely affected by lack of knowledge mandates a strict attendance policy for **ALL** program scheduled learning experiences. Expectations are as follows:

Students are **expected** to attend all scheduled academic, clinical/simulation, and/or laboratory in person for which they are enrolled unless excused by the instructor. Instructors will maintain an official attendance record for all scheduled activities.

Students are **expected** to be prompt in their attendance to all scheduled academic, clinical/simulation, and/or laboratory for which they are enrolled unless excused by the instructor. Arriving more than 5 minutes late for any scheduled event may result in dismissal from the classroom, event or clinical site. If a repeated pattern of lateness is documented the student will receive a written warning and submit a student action plan and could lead to dismissal from the program.

### Excused Absences

Excused Absences are at the discretion of the program faculty or instructor of the course. Make up of time lost either in the clinical or classroom setting will be at the availability of the instructor and/or clinical agency. **Note that if you are absent in the last two weeks of the semester, it may result in an incomplete grade for that course and delay the student's progression in the program.**

While attendance is mandatory, the faculty realize there may be extenuating circumstances in which a student must be absent from clinical/lab/simulation/or a special event. Extenuating circumstances may warrant an excused absence which may include one of the following: a family emergency or an acute onset of an illness or injury or contact of a commutable disease that would pose a health risk to a patient and others. The student may be asked to present proper documentation, depending on the circumstances and the instructor and clinical agency have the right to ask for such. Absences that do not meet the approval from the instructor may result in an unexcused absence.

### Unexcused Absences

As a part of any professional behavior, in the case of an absence the student is **required** to notify the instructor 30 minutes prior to the start of a scheduled class, lab skill, or clinical shift. Clinical absences have additional requirements: the student must notify the clinical site at least 30 minutes before the start time of the scheduled shift. Failure to notify the clinical site **and** the instructor will result in an **unexcused absence.** The student will receive a written warning with a plan of action. A second unexcused absence will result in automatic **program dismissal**.

If a student is absent for a class, scheduled clinical hours, or a laboratory skill day, then it is the student's responsibility to contact the instructor of course with their proposal to make up the missing: assignment, quiz, exam, clinical time, and/or lab skill. There is no guarantee of clinical time rescheduling due to limited availability at clinical sites. It may not always be possible to arrange clinical make-up time prior to the course completion date. The option to make-up missed clinical time will be contingent upon site and instructor availability and require approval from Director of Clinical Education or Program Director. This option will be used with extenuating circumstances and/or pre-approved absences **only**. This option will not be used for unexcused absences or unapproved absences.

### Absence Due to Weather

Campus closure due to weather conditions does not prevent clinicals from being cancelled. However, the students should **not** put themselves into any dangerous weather conditions for traveling to a clinical site and/or campus. If the student perceives that the weather is imposing a threat or is unsafe to travel, the student must contact the Director of Clinical Education or Program Director to discuss the specific incidents for weather concerns 30 minutes prior to the scheduled time.

### Grade Reduction due Absences

An overall grade reduction in the course where the absence or tardy occurs will follow the guidelines below. The grade reduction policy consists of the following for absences:

- Absences of more than 10% of any scheduled course or clinical will result in a grade reduction of 5% from the final grade for that course.
- Absences of more than 15% of any scheduled course or clinical will result in a grade reduction of 10% from the final grade for that course.
- Absences of more than 20% of any scheduled course or clinical will result in a grade reduction of 20% from the final grade for that course.
- 3 tardy (s) that occur in a course will result in a 5% reduction of the overall grade
- One unexcused absence will result in a grade reduction of 10% from the final grade for that course.
- Two unexcused absences will result in a grade reduction of 50% from the final grade for that course.

## ELECTRONIC COMMUNICATION POLICY

- Clinical sites phones **are not** to be used for personal calls.
- All electronic communication devices, including cell phones, must be **silenced** during class, lab skills, and scheduled clinical rotations. Students may use their personal phone **during breaks.**

- Students must **not** use their personal phones in the **patient care areas or units.** If a student does not comply with this policy, then the student will receive a written warning with a plan of action.
- Students must obtain prior permission from the instructor/faculty/all classmates before recording lectures or lab instruction. In no circumstances can the recorded lectures be posted on social media/YouTube. Doing so will result in academic discipline by PCC Policy.
- Students are NOT allowed to take photos or record videos in ANY patient care area. If the student violates this policy, the student will be automatically dismissed due to HIPPA
- All electronic communication must follow netiquette.
- Students must not "check in" on Facebook, Instagram, Twitter, etc. while attending clinical rotation or at a clinical facility.
- Students are prohibited to "check-in" and/or "tag" to anybody on any clinical sites while in their student roles.
- Students must not post anything malicious regarding PCC employees, students, patients, staff members, or clinical facilities.
- Students who engage in cyber bullying will automatically be dismissed from the program.
- Students who post patient names or attendance at a specific clinical site, and/or details about events that occurred during a clinical rotation on social media will result in automatic program dismissal.
- Students are not permitted to take any photos of patient or family members, patient equipment, charts, or any patient care areas. Violation of this policy will result in immediate dismissal from the program.
- Violations to any of the above policies will lead to disciplinary actions including immediate dismissal from the program.

**PROGRAM ADOPTION of: American Nurses Association (Ana) Tips for Using Social Media**

Online social networking facilitates collegial communication among registered nurses and provides convenient and timely forums for professional development and education. It also presents remarkable potential for public education and health guidance, contributing to nursing's online professional presence. At the same time, the inherent nature of social networking invites the sharing of personal information or work experiences that may reflect poorly on a nurse's professionalism. ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. These ANA six essential principles are relevant to all registered nurses and nursing students across all roles and settings.

1. Students must not transmit or place online individually identifiable patient information.

2. Students must observe ethically prescribed professional patient-respiratory care boundaries.
3. Students should understand that patients, colleagues, institutions, and employers.
4. Students should take advantage of privacy settings and seek to separate personal and professional information online.
5. Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Students should participate in developing institutional policies governing online content.

## PROGRAM DISMISSAL

Continuation in the program is conditional upon meeting the following standards:

### Grading Scale

Continuation in the respiratory therapy program requires a minimum grade of "C" (77%) in all courses. The Pueblo Community College Respiratory Therapy Program uses the following grading scale:

90-100 A
83-89 B
77-82 C
69-76 D
68-0 F

### Leave of Absence

A leave of absence is defined as a withdrawal from the program for extreme circumstances which prevent the student from continuing in the program. (For example, medical conditions, personal tragedy, family crisis, financial challenges, etc.). The student must submit a written request for leave of absence and it must be approved by the Program Director. A leave of absence will only be allowed one time. The time limit for a leave of absence is only valid one year from the time it was submitted.

### Academic Failure

When a student has received an academic failure of any course or withdrawals from any course, the student is ineligible to continue in the program or move onto the next semester. See Readmission Policy on next page

### Lab Skill Competencies and Semester Final Competencies

To support patient safety and ensure graduate competency, students must achieve a minimum score of **90%** on all **lab skill competencies** and **semester final competencies** (oral and/or written), as outlined in the applicable grading rubric. Students will receive the grading rubric several weeks before the competency evaluations. All competency checkoffs are based on current standards of practice.

Students who score below **90%** on a lab skill competency or semester final competency will be permitted **one retake** under the following conditions:

1. The instructor will provide remediation and feedback on the specific criteria that resulted in the unsuccessful attempt.
2. The second attempt will assess the same content but will not duplicate the original exam, patient scenario, or questions.
3. The retake must be rescheduled within **24 hours** of the original attempt.
4. The student is responsible for working with the instructor to schedule the retake.
5. If the student does not achieve a score of **90%** on the second attempt, the student will **fail the course**, resulting in an **Academic Failure**.

### RCA 1010 Pharmacology Respiratory Therapy

To progress in the program and register for **RCA 2070 Clinical I**, students must meet the following requirements:

1. **Calculation Exam Requirement**
   Students are required to pass a calculation exam with a score of **85% or higher** before they are eligible to register for **RCA 2070 Clinical I**.

Students may make multiple attempts to achieve a passing score of **85% or higher**. All calculation exams will be administered in a **proctored environment through D2L**.

2. **RCA 1010 Final Exam Requirement**
   Students must also pass the **RCA 1010 Final Exam** with a score of **85% or higher** in order to continue in the program and register for **RCA 2070 Clinical I** during the summer semester.

Failure to meet either requirement may prevent the student from progressing in the program and registering for **RCA 2070 Clinical I**.

### Incomplete Grade

A student may receive an "Incomplete Grade" for any course in the program. An "Incomplete Grade" must follow all the guidelines set forth by the Respiratory Therapy Program and PCC policy for an incomplete. See below:

**PCC "Incomplete Grade" Policy**:

An incomplete ("I") grade indicates, due to circumstances beyond a student's control, he/she is unable to complete all course requirements within the term in which the course was offered, but has **completed at least 75% of the course with a "C" or better** ("D" and "F" grades do not qualify for incomplete grades). Unless an earlier date is listed on the form, the student must agree to complete the requirements by the end of the next full-length term (excluding summer) or the "I" grade will automatically be recorded as an "F" on the student's official college transcript.

At this point, the instructor should have had a discussion with the student concerning their assignments and by when the assignments need to be completed.

Once the student has completed and turned in all of their assignments and a final grade is determined, the instructor will need to submit a Grade Change form to update the final grade. The Grade Change form can be found on the MyPCC portal under Forms.

### Incomplete Grade Clinical Courses

Students cannot continue in the program with an "Incomplete Grade" except for the following courses: RCA 2070 Clinical I, RCA 2071 Clinical II, RCA 2072 Clinical III.

The student will be required to complete the scheduled hours for that clinical course before continuing with the next clinical course schedule. (i.e. complete all required hours from RCA 2070 before beginning clinical hours for RCA 2071)

## READMISSION POLICY

A student may be considered for **one readmission** only following: a voluntary withdrawal from the program, academic failure, or an approved program leave of absence. An exception is noted under Title 1X Guidelines for pregnancy rules. Reference Appendix B

**Readmission is conditional and is not a guarantee**.

### Readmission Requirements

1. Reapply to the program
    - Students seeking readmission must submit a new application.
    - Applications are due June 15th of each academic year.
2. If accepted for readmission, the student must complete the following requirements:
    - Submit a written Academic Success Plan
      The student must develop and submit a written plan to the Program Director.
      The plan must identify the factors that contributed to the student's unsuccessful progress in the program and outline specific corrective actions for improvement.
      The plan may include, but is not limited to:
        - strategies to address academic deficiencies,
        - a study plan to improve academic performance,
        - steps to resolve personal issues that interfered with success, and
        - use of support resources or recommended activities to promote successful program completion.
    - Demonstrate competency
      The student must successfully repeat and pass:
        - all previously completed lab skill competencies, with 90% higher
        - the final clinical competency oral/simulation examination with a minimum score of 90%, and
        - one comprehensive written examination with a minimum score of 77%.

3. Fees and expenses
    - Any course fees requiring annual membership renewal are the responsibility of the student.
    - All costs associated with readmission requirements are the responsibility of the student.
4. Background check, drug screen, and clinical requirements
    - Re-entering students must repeat and pass a criminal background check, drug screen, and any other required clinical compliance requirements at the student's expense.
5. Program capacity
    - Readmission is based on available space.
    - Enrollment is limited to 20 students per cohort.
6. Dismissal and eligibility to reapply
    - Students who have been previously dismissed from the program may not reapply to the Respiratory Therapy Program for three years.
    - A student who has failed or withdrawn from the same respiratory care course twice will be automatically dismissed from the program and will be ineligible to reapply for three years.
7. Academic dishonesty
    - Any documented academic dishonesty will make the student ineligible for readmission.
8. Failed course requirement
    - If readmitted, the student must repeat and pass the course previously failed with a grade of C or higher.

**TRANSFER POLICY**

Respiratory Therapy courses completed satisfactorily (minimum grade of C, clinical "satisfactory" and an overall cumulative 3.0 GPA or higher) may be considered for transfer into the PCC Respiratory Therapy program if the following criteria are met:

- The course was eligible for graduation requirements from the transferring program.
- Transferring program must be accredited by CoARC.
- The student must be able to complete a minimum of fifteen credits from PCC to qualify for graduation.
- The last program course completed should not be more than 1 year prior to the time of enrollment to the PCC Respiratory Therapy Program.
- If the criterion above on a course grade of a "C" is not met, then the course must be taken at PCC.
- Meets all requirements (course competencies, contact hours, credits for lecture/lab/clinical) based on the PCC Respiratory Therapy curriculum.
- The student must write a letter of intent to the Program Director stating the reason for transfer.

- A letter of recommendation from the transferring Respiratory Therapy Program Director emailed to Shawna.Tracy@pueblocc.edu
- Students are **not** eligible for transfer if they have failed and/or withdrawn from courses in another program.
- Students will be given an entrance exam (pass with minimum score of 77%) and skills competency exam (pass with a 90%).
- Any recorded academic dishonesty will prevent admission to PCC Programs.

## EXTRA CREDIT POLICY

Extra credit points given by an instructor can only be applied for or used with an overall course grade of 77% or higher. Extra credit points cannot be used to bring a student to a passing grade in any RCA course. For example, if a student has a current grade of 74%, then student cannot receive the extra credit points to bring him to a passing grade of 77%. The instructor will decide upon the amount of credit points. All extra credit points must be completed before the final week of each semester. All passing grades of 77% or greater must be earned on merit; bonus/extra credit points cannot get a student from an F or D to a passing C. All extra credit points must be offered to all students on the course.

## ACADEMIC - BEHAVIORAL MISCONDUCT

### PCC Code of Conduct

Pueblo Community College Students are expected to adhere to the PCC Student Code of Conduct found in the PCC Student Handbook which defines unacceptable behaviors. Problematic behaviors are further described in this program handbook to clearly define specific behaviors to students and expectations. Students will be held accountable for all behaviors. All violations of behavior will be documented after discussing with the student by faculty/chair and a written summary will be forwarded to Student Services for further investigation and action.

### Program Warning

If a student **demonstrates unsatisfactory performance or behavioral misconduct (academic, clinical/simulation, and/or laboratory)**, a written warning will be issued to the student, and an action plan will be created for the student by the Program Director. The student is required to comply with the action plan to continue in the program. If the student does not comply or agrees to the action plan, then the student will be automatically dismissed from the program.

## Student Plan of Action

A Student Plan of Action is to clearly identify the problem areas that must be corrected, the steps to be taken by the student, and a date resolution. If the criteria set forth in the plan of action is not completed or met, then the student will be automatically dismissed from the program.

## Academic Dishonesty

Academic dishonesty is considered a problematic behavior and may have program sanctions applied that impact the student academically, which indicates the interference or lack of acquiring knowledge and/or skills to achieve the course/program outcomes. Cheating, plagiarism, or other academic dishonesty behaviors may have program/course impacts such as lowering of grade, failure of the assignment/course or other sanctions as described on the program handbook. The due process for academic dishonesty is described in the PCC Student Handbook and may also result in additional College sanction from Student Services.

"Academic dishonesty" is any form of cheating and/or plagiarism which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

PCC's Student Code of Conduct lists, but is not limited to, the following acts of misconduct as acts of academic dishonesty:

Cheating
Fabrication
Facilitating academic dishonesty
Plagiarism
Unauthorized Collaboration
Accessing online test banks

If an instructor determines that an act of academic or clinical dishonesty has taken place, the student(s) will receive a zero for the exam, quiz, lab skill competency or assignment. This may result in a failing grade for the course. If a report of academic dishonesty has occurred, student disposition will be determined following the academic dishonesty procedure outlined in the PCC Student Handbook.

## Behavioral Misconduct

A student may be dismissed from the classroom, skills lab, and clinical sites for any infractions of expected behaviors or lack of professionalism.

- Failure to comply with PCC or Program Student Handbook
- Demonstrating unprofessional and disruptive behavior
- Failure to communicate respectfully with any PCC staff, classmates, and faculty
- Being inattentive and refusing to participate
- Participating in conversations that are distracting from the learning environment
- Computer use unrelated to class
- Leaving class without notifying the instructor

- Nonverbal behaviors that are offensive to others (e.g. rolling eyes, shaking head with disapproval, and unfavorable facial expressions)
- Headphones or earbuds that are distracting from the learning environment
- Personal phones must be placed in silence mode with low vibration to prevent distractions in a learning environment. silent with no vibration. **Students may return calls/messages during breaks and/or after class, outside the learning environment, on a break during clinical rotations, away from patient care areas.**

### Behavioral Misconduct at Affiliated Clinical Sites

Student behaviors of misconduct or unsafe practices may include, but are not limited to:

- Falsifying documentation/reporting such as charting or reporting completion of respiratory care interventions when, in fact, such action was not taken.
- Failure to report an error.
- Failure to perform assigned care.
- Failure to report changes in patient condition to instructor and appropriate staff.
- Assuming responsibilities or performing skills in which the student has not demonstrated competency in the respiratory care laboratory.
- Failure to practice within the scope of the Colorado Respiratory Care Practice Act.
- Violation of confidentiality. (HIPAA)
- Unsafe performance of clinical/simulation practice. (See critical behaviors listed on the clinical evaluation form.)
- Demonstrated physical, mental and/or emotional impairment.
- Abandonment of clinical assignment or patient care.
- Incomplete admission requirements (CPR, immunizations, drug testing, etc.).
- Failure to comply with facility orientation requirements.
- Leaving the assigned unit and/or clinical facility grounds without personally notifying and obtaining permission from clinical instructor.
- Violation of social media guidelines (reference elsewhere in this document)
- Substance abuse. (If suspected, faculty has the right to test for cause.)
- Violation of patients' rights.
- Noncompliance with facility policies and procedures.

- If a student is asked to leave the clinical site due to due misconduct or asked not to return to the clinical site this will result in an immediate dismissal from the program.

**ACTIONS FOLLOWING THE MISCONDUCT**

- The clinical instructor/faculty will complete a Behavioral Incident Form found the PCC website for each behavioral misconduct. BIT Form
- The clinical instructor, faculty, or preceptor will notify the course lead faculty and clinical coordinator the same day that the incident occurs.
- All completed forms will be reviewed with the student
- Behavioral Misconduct immediately results in the student being placed on a program probation with an action plan. If the action plan is not followed or violated, then it will result in automatic dismissal from the program.

### Dismissal from Clinical Site

Dismissal from a clinical site that is requested by the manager or director of the clinical site due to misconduct of any kind or requests the student to not return for scheduled shifts will result in an automatic dismissal from the program. This will require a BIT form to be completed by the DCE or PD.

### Unpreparedness in Clinical or Lab

A student who arrives at class, lab, or clinical **unprepared**, as specified in program/course guidelines, **may be dismissed for that scheduled time.** Students must have all required materials for class, lab, or clinical, this includes following the dress code and personal appearance. If the student does not comply with the requirements they may be dismissed from class, lab, or clinical, which will result in an unexcused absence. The student must schedule an appointment to meet with the course instructor prior to the next scheduled day. The student will receive a written warning and place on a plan of action.

### Unsatisfactory Evaluations

Students will be evaluated daily by preceptors and clinical instructors during scheduled clinical rotations using Trajecsys Evaluation System for the following courses RCA 2070, 2071, and 2072**.** If the student exceeds more than 3 overall unsatisfactory ratings on evaluations, a written warning will be issued and placed on a plan of action. See Appendix D (Clinical Retention Algorithm).

## CLINICAL CURRICULUM

The clinical curriculum consists of three courses that occur over three semesters, RCA 2070 Clinical I, RCA 2071 Clinical II, RCA 2072 Clinical III, for acute and non-acute care of patients.

The respiratory clinical rotations are both varied and individualized to meet the student's needs to prepare the student as an entry level respiratory therapist. Clinical instruction is delivered in two methods preceptorship and PCC Clinical Instructor. The Clinical Curriculum is designed to meet the competencies set by the National Board of Respiratory Care, American Association Respiratory Care, and CoARC. The Program sees clinical rotations as the time when students have the chance to understand

and learn to apply the knowledge and skills gained in the classroom. It is the time where students, through experience, grow in their ability to become a Respiratory Therapist under the guidance of a currently practicing registered or certified respiratory therapist. It is the time when the student sees professionals practicing the concepts and therapy that they have read and heard about in school. The internships may be best described as the "real world" and not the world of academics. The Respiratory Therapy Program feels that these experiences are the most valuable part of a student's education and thus the faculty has spent considerable time choosing the best possible facilities for their students.

The clinical instructors and preceptors MUST hold an NBRC credential of a Certified or Registered Respiratory Therapist.

The clinical affiliate sites do not receive reimbursement from Pueblo Community College for the clinical time and for providing the students' education. It is important that students appreciate and value the clinical affiliates volunteer and donation to our program and students' education. In most cases the students are an additional responsibility of an already busy schedule. The program encourages the students to be understanding of the pressures and workloads placed on preceptors and facilities. Each individual responsible for student training in the facilities is considered an educator in Respiratory Therapy.

All travel, housing, uniform, and immunization expenses are the responsibility of the students. No intentional hardship will be placed on any student, but site availability and a well-rounded internship experience will be the focus of all placements. Students will be allowed the right to request a change after assignments are made based on justifiable reasons, not just personal preference. Changes may be at the discretion of the course instructor based on availability of placements, prior internships, and other factors that may impact the outcomes of the student's experience.

**LATE ASSIGNMENTS**

The following will be implemented for all program courses for late assignments:

- Submission up to 24 hours after due date. The graded assignment will only receive 50% of the score given.
- Submission over 24 - 48 hours of the due date. The assignment will be graded by the instructor with zero points and receive a 2% reduction in the overall grade for the course.
- If a student has a pattern of three late assignments throughout a semester, the student will receive a written warning with the implementation of a plan of action and a 2% reduction for each late assignment.

**TESTING GUIDELINES**

These guidelines are designed to make sure every student gets the same opportunity to demonstrate their knowledge on exams and/or assessments. Testing may be scheduled outside of the regular scheduled class time which may include digitally proctored exams through a learning management

system. Students are responsible for being alert to dates, times and location of exams and/or assessments. You are not guaranteed a make-up exam and/or assessment opportunity. To be considered for a make-up opportunity, a legitimate and acceptable reason will be required with proper documentation of the absence. It is at the discretion of the instructor to allow the student a make-up exam and/or assessment. If the student does not plan with the instructor within 24 hours of the original due date, then the student will not be allowed to make-up the exam and/or assessment. Students who need special accommodation must follow institutional policy for ADA accommodations.

### Exam Misconduct

Exam misconduct will result in written warning with an action plan and a zero on the exam.

- Obtaining improper access to the exam, or a part of the exam, or information about the exam
- Copying or screenshotting an exam
- Leaving the testing environment virtual or in person
- Copying from another student's work or published material
- Attempting to take the Exam for someone else
- Creating a disturbance in a testing area

### CLINICAL INCIDENTS INJURY OR ACCIDENTAL EXPOSURE

A clinical incident is defined as any occurrence that is due to unsafe practices or exposures.

1. Student immediately reports the incident to the clinical instructor or preceptor.
2. Student immediately notifies the Clinical Director of Education.
3. Student will complete all required paperwork for Clinical Affiliate Site and Pueblo Community College. (DCE will assist with this process)
4. Some of the paperwork must be submitted within 4 working days of the incident.
5. Action/follow-up will be determined depending on the severity of the concern.

Students are covered under Worker's Compensation for **clinical** injury and exposure to infectious disease. The student must contact the DCE to fill out a workman's compensation form for PCC, within 24 hours of the incident.

It is recommended that the student carry their own health insurance. Students are ONLY covered by Workers' Compensation for injuries or exposure to infectious disease if it occurs on campus or at a clinical affiliated site.

#### Worker's Compensation and Designated Providers

Information can be found by logging into your myPCCPortal locate the Human Resources section and scroll down to Worker's Compensation. Worker's Compensation Information

In the event of a life or limb-threatening **emergency**:

- Call 911 or go to the nearest emergency medical facility.
- If you are seen after hours or at an emergency room, you must follow up with a PCC designated provider as soon as possible.

For non-emergency work-related injury, accident or illness:

- Report the injury, accident, or illness to the immediate supervisor.
- Call the 24/7 Nurse Triage line (855) 542-4064 and follow the instructions provided.
- Must fill out worker's compensation questionnaire: Worker's Comp Reporting Form

The injured employee/clinical student and the supervisor must report the incident to Human Resources at pcchr@pueblocc.edu.

Injured employee/clinical student/Intern- must report within 4 working days of injury.

Individuals who sustain an injury on campus and are not employed by Pueblo Community College must seek benefits from their personal health insurance.

All treatment must be provided by a designated provider or referred to by the designated provider.

You may not go to your own health care provider and no treatment from your own health care provider will be covered.

**Pueblo Area Locations**

- Concentra Urgent Care (Monday-Friday 8:00 am – 5:00 pm)
  700 W. Abriendo Avenue, Pueblo, CO 81004 Tel (719) 562-6300 Fax (719) 562-6376
- Concentra Urgent Care (Monday-Friday 8:00 am – 5:00 pm)
  4117 N. Elizabeth Street, Pueblo, CO 81001 Tel (719) 545-0788 Fax (719) 545-0787
- Southern Colorado Clinic – Occupational Medicine (Monday-Friday 7:30 am – 6:00 pm)
  3676 Parker Blvd, Suite 220, Pueblo, CO 81008 Tel (719) 553-2207
- Cañon City – Common Spirit Urgent Care (Monday-Friday 8:00 am – 5:00 pm)
  3245 E. Highway 50, Cañon City, CO 81212 Tel (719) 285-2888

Contact Human Resources if you have any questions or require assistance reporting an incident. (719)549-3220




**APPEARANCE AND DRESS CODE**

- The required scrubs will be ordered from our industry partner. (see Program Director)
- Scrubs should be clean and wrinkle free.
- A plain colored short or long sleeve shirt can be worn under the uniform top. If you wear long sleeves, you must be able to push them up to safely perform sterile skills and handwashing.
- Shoes are to be clean and not soiled. NO open toe/open heel shoes are allowed.
- Tattoos may be requested to be covered while at a clinical site depending on the clinical affiliates' policies.
- Any additional dress standards of the health-care agency must be followed.
- Grooming & Cleanliness are essential for the student:
    - Daily bathing is required
    - Use of deodorant
    - Thorough, daily oral hygiene; a mouthwash and/or breath mints are essential if the individual is a smoker or eats food with a strong odor.
    - No perfumed products are to be used, including scented cosmetics, lotions, deodorants, and hair spray.
    - Minimal cosmetics may be used, in accordance with good taste.
    - Hair is to be neat, clean, and off the face. Long hair must be pulled back and secured up and not able to fall forward. Students must comply with any additional agency policies.
    - Students must be clean-shaven or have a well-trimmed beard and mustache.

- If a student is generally a hirsute, they must wear a clean, white, full T-shirt under their uniform top.
- Nails are to be clean and well-trimmed. Artificial nails are not permitted.

- Students should be prepared with stethoscope, trauma shears, student handbook and name badge/picture ID.
- Engagement/wedding rings and small, post pierced earrings may be worn.
- No other visible necklaces or pierced jewelry is permitted (including tongue and nose piercing). In some clinical areas, regulations may be stricter than this policy. Students are responsible for any loss or damage to their engagement or wedding rings.
- All the above dress code policies and only appropriate street clothes are to be worn to **all** sponsored activity, clinical agency, or professional sponsored conferences.

## PROFESSIONAL BEHAVIOR GUIDELINES

Professional behavior is always expected of all students. This is a must for each required activity on or off campus (classroom/lab, on campus, clinical/simulation, workshops, professional meetings, volunteer activities, etc.). Courtesy and respect should be demonstrated in **ALL** forms of communication. All concerns regarding student behavior will be referred to PCC student services.

The student will display a professional work ethic, which includes but is not limited to:

- Following PCC and respiratory therapy department policies as stated in this handbook
- Attending all required activities
- Reading of all memos, designated communication boards, e-mails, or D2L
- Being on time for all required activities
- Being prepared for class, campus lab, checkoffs, clinical/simulation, and other required activities
- Reading and following directions
- Typing all papers as designated by faculty
- As an adult learner, accepting responsibility and accountability for: Own behavior, Own learning and self-development, Seeking help/tutoring per own needs
- Having backup childcare and backup transportation
- Following HIPAA confidentiality and privacy policies
- Being respectful of instructor office hours/contact times by not contacting them outside of normal business hours except in emergencies

### Verbal Communication

**To promote positive, comfortable interactions, the student always:**

- Speaks with appropriate tone and volume of voice, e.g., not curt, rude, nor abrupt.
- Use inoffensive language that is neither slang nor profane.
- Uses choice of words and content of speech appropriate for the emotional climate of the moment, e.g., supportive, empathetic, joyful.
- Makes appropriate overtures to engage in conversation/communication with others.
- Maintains the content and flow of conversation/communication, e.g., displays social and therapeutic finesse.
- Brings conversation/communication to closure politely and hospitably.
- Exhibits courteous telephone manners, e.g., greetings, identification, handling inquiries, taking messages, transferring and placing calls, providing closure.
- Refrain from discussing personal issues and concerns with clients, families, and others in the workplace.
- Discusses client and work-related issues and concerns only with appropriate individuals and in private location.
- Exhibits discretion and restraint in displays of humor.

## Non-Verbal Communication

**To promote positive, comfortable interactions with others, the students always:**

- Exhibits facial expressions that are respectful and appropriate to given situational contexts.
- Uses eye contact that is appropriate, expected, and comfortable for others.
- Use body and head movements that support comfortable communication with others.
- Respects other's personal space regarding position of self during interactions.
- Places self in a non-confrontational position in relation to others during interactions.
- Maintains an erect posture and gait.
- Uses appropriate gestures.
- Demonstrates appropriate and modest positions while standing, walking, and sitting.

## Social Skills

**To reflect a positive and courteous professional image, the student always:**

- Acknowledges and greets others upon arrival, e.g., "good morning", "good afternoon", "hello".
- Makes proper introductions of self to others (clients and other personnel).
- Expresses appropriate social courtesies, e.g., "please", "thank you", "you're welcome", "excuse me", "and pardon me".
- Presents a pleasant demeanor and attitude by being polite, non-threatening, and putting others at ease.

## Respect

**To demonstrate respect and consideration of others, the student always:**

- Addresses all direct and familiar peers by title and last name until requested to do otherwise.
- Acknowledges, greets, and aids those (visitors, other personnel) making inquiries about conducting business.
- Facilitates positive interactions by introducing people to each other, e.g., clients to other personnel, personnel to each other.

## Personal Commitment to the Discipline Professional Values

To demonstrate behaviors consistent with the value of **Non-Malfeasance (To Do No Harm)**, the student always:

- Practices within the parameters of the definition of respiratory care described in the Colorado Respiratory Therapy Practice Act.
- Reports on people in violation of the Colorado Respiratory Therapy Practice Act.
- Reports persons in violation of the physician and osteopathic physician Practice Acts, e.g., practicing in a harmful and negligent manner.
- Recognizes limits your own competence by seeking assistance as necessary.
- Reports own errors and omissions to the appropriate persons.
- Delegates assignments consistent with caregiver abilities.

To demonstrate behaviors consistent with the value of **Beneficence (To Do Good),** the student always:

- Practices within the parameters of the AARC Code of Ethics, e.g., are non-judgmental, protect the client's privacy, safeguards the client, maintains competence, and is responsible and accountable.
- Practices within the AARC Standards of Professional Performance
- Accepts constructive feedback as a means for improving personal growth.
- Supports peers and other personnel.
- Will willingly accept assignments.
- Exhibits adaptability and flexibility.
- Handles stressful situations calmly, constructively, and tactfully.
- Delegates difficult assignments fairly.

To demonstrate behaviors consistent with the value of **Fidelity (Faithfulness To Agreements And Responsibilities)**, the student always:

- Exhibits accountability, i.e., is directly, clearly, and willingly answerable for own actions.
- Serves as a role model for others.
- Keeps commitments to clients, colleagues, and employers.

To demonstrate behaviors consistent with the value of **Veracity (Telling the Truth),** the student always:

- Exhibits honesty in all areas of responsibility.
- Report others who knowingly and willingly mislead, falsify, or otherwise display dishonesty.

## APPENDIX A: DRUGS/ALCOHOL/TOBACCO

The use of drugs classified as "controlled, dangerous substances", unless prescribed by a physician for an identified therapeutic effect, is prohibited. Each student must review PCC Marijuana Policy. Any student suspected of such use will be removed from any classroom/lab/clinical/simulation area and will be required to undergo urine and/or blood tests. If a student demonstrates physical or mental impairment as a result of prescription drug use, they will be removed from the classroom or clinical/simulation area and subject to clinical failure and/or dismissal from the respiratory care program.

All PCC Respiratory Therapy students are required, as part of admission into the programs, to complete drug testing and background and child registry checks which will be conducted by designated agencies as recognized by PCC Health Professions and Public Safety Dean. Students will be responsible for the cost of these screenings. The Department Director or Dean may at their discretion request additional drug screens at the expense of the students. All background, child registry checks, and drug screens will be reviewed by PCC Human Resources.

Drug screens that are **positive** will not be accepted and the student will not be admitted or if already enrolled will be dismissed from the health program. If the drug screen is reported as **dilute**, the student must repeat the drug screen within 24 hours. If a **second dilute** is reported the drug screen will be considered **positive**. Prescriptions not shown at the time of the test or other medications not reported at the drug screen will be considered **positive**.

All agency policies related to drug or random drug testing will be followed.

The use of alcohol or controlled substances will not be condoned in the classroom/lab or clinical/simulation. If at any time a question arises that a student is under the influence, the student will be removed from any classroom/lab/clinical/simulation area and will be required to undergo appropriate testing at student expense.

If the student refuses to submit to testing or if such tests are positive, the student is subject to immediate dismissal. Any expenses incurred are the responsibility of the student.

Tobacco use in any form is prohibited on all Pueblo Community College Campuses. Vaporized cigarettes are also prohibited. Most clinical facilities are “non-smoking campuses”, and students are subject to clinic rules regarding the use of tobacco during clinical and preceptorships. For those who wish to stop using tobacco products, smoking cessation kits/educational aides and programs accessible through the Colorado Quit Line. (1-800-QUIT-NOW)

**APPENDIX B: Essential Functions - Program Requirements**

**Gross Motor Skills**

- Move within confined space
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

**Fine Motor Skills**

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with a pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

**Physical Endurance**

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)

**Physical Strength**

- Push and pull 25 pounds (e.g., position clients)
- Support 25 pounds of weight (e.g., ambulate client)
- Lift 25 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative client
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a client)
- Squeeze with hands (e.g., operate fire extinguisher)

**Mobility**

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

**Hearing**

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)

- Hear in situations when you are not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells

**Visual**

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

**Tactile**

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)
- Detect odors from patients (e.g., foul smelling drainage, alcohol breath, etc.)
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)
- Detect smoke
- Detect gases or noxious smells
- Reading
- Read and understand written documents (e.g., policies, protocols)

**Arithmetic Competence**

- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, and pulse)
- Use measuring tools (e.g. thermometer)
- Read measurement marks (e.g. measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Calculate fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

**Emotional Stability**

- Establish therapeutic boundaries
- Provide clients with emotional support
- Adapt to changing environment/stress
- Dealing with the unexpected (e.g., client going bad, crisis)
- Focus attention on tasks
- Monitor your own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)
- Analytical Thinking
- Transfer knowledge from one situation to another
- Process information
- Evaluating outcomes
- Problem solving
- Prioritize tasks
- Use long term memory
- Use short term memory

**Critical Thinking**

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

**Interpersonal Skills**

- Negotiate interpersonal conflict
- Respect differences in clients
- Establish a rapport with clients
- Establish a rapport with co-workers

**Communication Skills**

- Teach (e.g., client/family about health care)
- Explain procedures
- Give oral reports (e.g., report client's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone

## APPENDIX C: Title IX

**Title IX and Pregnancy Fact Sheet for Instructors – Colorado Community College System**

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

In addition to protecting students, instructors, and staff from discrimination and harassment based upon sex, gender, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy and parental status, including any and all related conditions, such as abortion.

Therefore, it is important for instructors to be aware of their responsibilities should they be notified by a student that she is pregnant:

- Pregnant students must be granted the same accommodation and consideration given to any other student with a temporary medical condition.
- Colleges are obligated to excuse absences and allow for the makeup of work missed due to pregnancy and related conditions, whether school policy allows for this in other cases.
- Students cannot be prevented from participating in classroom or extracurricular activities, nor from returning to class for a predetermined period following childbirth.
- Colleges must provide reasonable adjustments to a student's educational environment, such as a larger desk, or allowing her to take longer/more frequent restroom breaks.
- Instructors may not call unwanted attention to or reveal a student's pregnancy without her consent.

If you are informed that a student is pregnant, contact your Title IX Coordinator immediately.

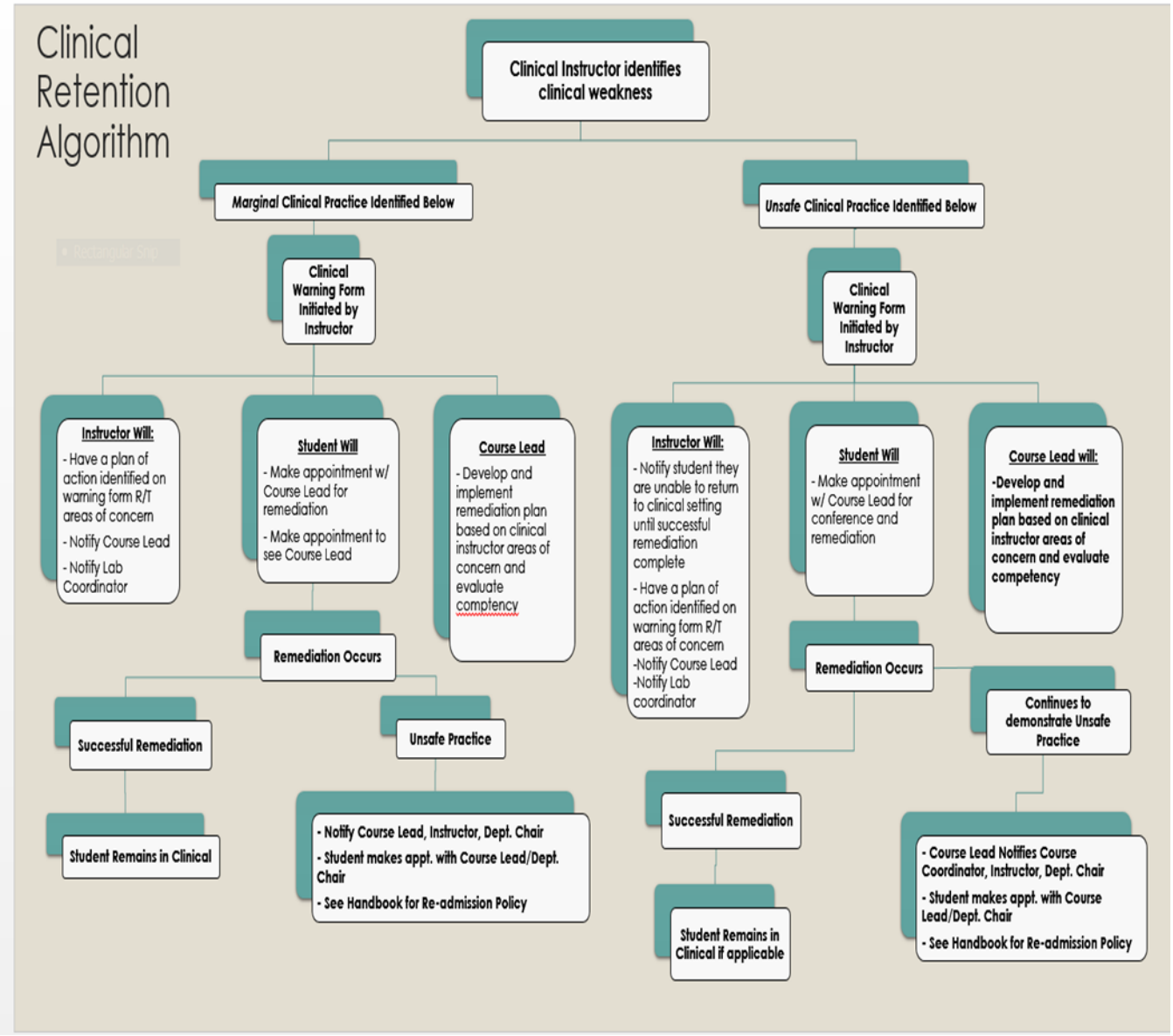
Dana Moss, VP Human Resources

900 W. Orman Ave, Pueblo, CO 81004

719-549-3474 | dana.moss@pueblocc.edu

Pregnant students have the responsibility to notify the college of their status and may only be granted certain accommodation (such as excused absences) for as long as they are medically necessary. However, instructors should not request documentation directly from the student. Maintaining appropriate records is the responsibility of the Title IX Coordinator.

**APPENDIX D: Clinical Retention Algorithm**



**APPENDIX E: PCC Respiratory Therapy Lab Guidelines**

For all skill labs, students will be expected to be in Respiratory Therapy uniform (scrubs) this also includes any skill lab competency checkoffs unless they are instructed otherwise at the discretion of the instructor. Students who are not in compliance with the required attire will be asked to leave the lab. The student may return once the appropriate attire is completed.

**Supplies, Equipment and Resources**

- Respect all lab equipment and do no harm to the mannequins
- Ink pens are not allowed near the mannequins.
- Utilizing recycled supplies or sharing resources may be necessary while practicing.
- Use gloves located in boxes on the walls in each lab room when instructed
- All simulated practice needles are to be covered with needle sheath when not in use.
- Syringes and needles are not to be removed from the lab.
- Lab resource books and supplies must not leave the lab unless prior permission is obtained.
- If equipment or supplies are needed for practice during labs, please contact the instructor.
- Please report any incidents or malfunctions to the instructor immediately.
- Return any unused supplies and equipment to its designated area

**Lab Housekeeping**

During labs, open labs or individual practice PLEASE clean the area and leave the lab in better condition than when you arrived.

- Clean and straighten up before leaving the lab and return lab equipment to its proper destination
- Straighten bed linens and return beds to the lowest position with the side rails up.
- Clean the mannequins if simulated fluids are spilled on or around the mannequin. Remove all simulated supplies from mannequins unless instructed to do otherwise. If simulated fluids are spilled on linens, change the linens or clean it up.
- Wipe up any spills on the floor and on the equipment. Clean up water/simulated blood spots on bedside tables, remove tape from tables or IV poles, etc.
- Return clean equipment to its designated areas.
- Dispose of supplies in proper receptacles.
- All simulated practice needles are to be disposed in sharps containers. Needles and syringes are not discarded in trash containers.
- Please place all chairs under tables or stack chairs in corners.

If the lab is left in a mess or not cleaned up according to the lab guidelines then the last person/group will be required to return to the lab and will clean the lab to the instructor's standard. Anyone ignoring the lab guidelines or abusing the equipment will be asked to leave, leading to an unexcused absence.

Additional lab practices, group practices or individual practices (with an instructor's approval) are to be scheduled with the instructor.

**APPENDIX F: Required Documents for Student Files**

The following records and information required for submission:

- PCC Health Form completed with proper signatures
- ANNUAL TB testing prior to starting clinical rotations
- Current Basic Life Support Card/CPR for health care providers from the American Heart Association.
- COVID Vaccine or Exemption Form
- Proof of Current Flu Shot
- Essential Functions Consent Form
- Student Handbook Consent
- Documentation of Completion for Safety & Blood Borne Pathogens

**ALL RESPIRATORY THERAPY STUDENTS ARE REQUIRED TO HAVE THE RESPIRATORY THERAPY HANDBOOK WITH THEM AT ALL TIMES ESPECIALLY, DURING CLINICAL ROTATIONS.**

**APPENDIX G: Essential Functions**

**Health Professions Division**

I, _____have read and I understand the Essential Functions Form specific to the occupation of Respiratory Therapy and have the ability to meet the Essential Functions as specified.

Signature _____ Date _____

The Americans with Disabilities Act bans discrimination of persons with disabilities and in keeping with this law, PCC makes every effort to ensure quality education for all students. It is our obligation to inform the students of the essential functions demanded by this program and occupation. Students requiring accommodation or special services to meet Essential Functions of the Respiratory Therapy program should contact the Disabilities Resource office 719-549-3446. The required documents must be submitted to the Respiratory Therapy Department Chair.

PCC is an Affirmative Action/Equal Opportunity Institution and complies will all requirements of the Americans with Disabilities Act.

Accommodation for students is made through the Disabilities Resource office. This department works with the program faculty to provide appropriate accommodation for students with disabilities.

## STUDENT HANDBOOK ACKNOWLEDGEMENT AGREEMENT

I, _____ (print full name), acknowledge that I have received, read, and understand the contents of the Student Handbook.

I agree to comply with the rules, policies, and procedures outlined in this handbook, and I understand that it is my responsibility to review and adhere to all information contained within it.

I understand that failure to follow the policies described may result in disciplinary action as described in the handbook.

By signing below, I confirm that I agree to the terms and conditions of this Student Handbook.

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**Student Signature:** _____
**Date:** _____

**Legal Guardian Signature (if applicable):** _____
**Date:** _____