



**RESPIRATORY CARE PROGRAM
STUDENT HANDBOOK
&
POLICY MANUAL**

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INTRODUCTION

With great pleasure, we warmly welcome you on behalf of the dedicated faculty and staff of the Respiratory Care Program at Triton College.

As you embark on this educational journey with us, we are thrilled to guide you through the dynamic and gratifying realm of respiratory care. Our program is designed to equip you with the necessary knowledge and skills to excel in the healthcare profession, contributing to the well-being of individuals across the lifespan.

Our commitment to your success is unwavering, and we strive to foster the qualities essential for a thriving career as a respiratory therapist. You have chosen a profession that is not only vibrant and growing but also inherently rewarding, empowering individuals of all ages and abilities to attain independence and embrace life to its fullest potential.

Upon completing your academic journey, you will enter a world of endless opportunities to impact and enhance the lives of those you will serve. This resource manual serves as a crucial repository of information, offering insights into administration, organization, and education. It is imperative for each student to diligently read and adhere to the guidelines and policies outlined in this manual.

Furthermore, we emphasize the importance of reviewing the college catalog and student handbook, readily available on the college website. The policies contained in these documents apply to the Triton College campus. Should you have any inquiries or concerns about the information presented, we encourage you to contact the Respiratory Care Program Director for clarification and discussion.

Please be advised that the faculty reserves the right to introduce additions or modifications to program policies or the handbook as needed. Rest assured, students will be promptly informed of any such changes. Your dedication to staying informed and engaged in your educational journey is paramount to your success in our Respiratory Care Program.

We look forward to supporting and guiding you as you progress through this enriching educational experience.

Sincerely,

Respiratory Care Program Director

RESPIRATORY CARE DEPARTMENT OFFICIALS

PROGRAM DIRECTOR	
TBA	
DIRECTOR OF CLINICAL EDUCATION	Kelly Lee, BS, RRT, RRT-NPS, CPFT Office: H-141 Phone: 708-456-0300, Ext. 3759 E-Mail: kellylee@triton.edu
MEDICAL DIRECTOR	Rishi Mehta, MD E-Mail: rishi.mehta@va.gov
RESPIRATORY RETENTION SPECIALIST	Tiffany Irby Office: H-133 Phone: 708-456-0300, Ext. 3982 E-Mail: tiffanyirby@triton.edu

HIGHER LEARNING COMMISSION (HLC)

Triton College has been accredited by the Higher Learning Commission since 1972.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411

Phone: 800-621-7440

info@hlcommission.org

DEPARTMENT OF RESPIRATORY CARE PROGRAMMATIC ACCREDITATION

Commission on Accreditation for Respiratory Care (CoARC)

264 Precision Blvd, Telford, TN 37690

817-283-2835

www.coarc.com

CATALOG POLICY

Students enrolled at Triton College in the Respiratory Care Program are accountable for adhering to the rules and regulations outlined in the current Triton College Catalog, Student Handbook, and the relevant Respiratory Care Student Handbook/Policy Manuals. These policies apply to all Triton College campuses unless explicitly stated otherwise. Additionally, students must observe the rules and regulations of each clinical education center, which, despite being situated at different venues, are integral components of the college campus.

The Respiratory Care faculty and Triton College retain the right to modify, remove, supplement, or amend the information, rules, and policies contained herein at any time without prior notice. Such changes will take effect upon determination by the appropriate authorities and will apply to current and prospective students. It is incumbent upon the student to thoroughly review the Triton College catalog, the Student Handbook, and the Respiratory Care Student Handbook/Policy Manual.

Students entering the Respiratory Care Program must fulfill the curriculum outlined in the Triton College catalog effective at the time of program acceptance. Completion of Associate Degree requirements must align with the specifications outlined in Triton College's academic guidelines.

AFFIRMATIVE ACTION

No discrimination shall be practiced in admission to and participation in Triton College's educational programs, financial aid, employment policies, or college activities of any individual as set forth by law. The Affirmative Action Officer will monitor this policy. All inquiries concerning possible violation of this policy will be directed to the Affirmative Action Officer.

NON-DISCRIMINATION POLICY

Triton College reaffirms its commitment not to discriminate based on race, color, religion, sex, national origin, sexual orientation, disability, veteran status, age, or any other basis protected by law in offering benefits, services, and educational and employment opportunities. Discrimination/harassment is inconsistent with the principles and purposes of an academic community. The College community must commit to an environment free from unlawful discrimination, harassment, intimidation, and intolerance. All academic community members should challenge unlawful discrimination and harassment by following the College's *"Internal Complaint Procedures."*

TITLE IX

In accordance with Title IX of the U.S. Department of Education's Education Amendment of 1972, Triton College reaffirms its commitment to affirmative action and offers equal employment and educational opportunities, including career and technical education opportunities, without regard to race, color, religion, sex, national origin, disability, veteran status, age, or any other basis which is protected by law except where such characteristics are bonafide occupational requirements.

PRIVACY ACT-FERPA

Triton College is committed to upholding the principles and standards set forth by the Family Educational Rights and Privacy Act (FERPA). This federal legislation underscores the significance of safeguarding the privacy and confidentiality of student education records. At Triton College, we recognize and respect the rights of eligible students and parents under FERPA, empowering them with the ability to access, review, and, if necessary, correct information contained in their education records.

Our commitment extends to ensuring that educational information is disclosed responsibly and in accordance with FERPA regulations. Triton College acknowledges the importance of controlled and authorized disclosure, with exceptions outlined in the law. This commitment applies across various educational settings, encompassing on-campus activities, classrooms, laboratories, clinical affiliations, and professional conferences.

By aligning with FERPA, Triton College reinforces its dedication to maintaining the confidentiality and security of student records while promoting transparency and compliance with federal privacy laws. Students and parents can trust that Triton College is proactive in fostering an environment that prioritizes the protection of their educational privacy rights.

SECTION I

TRITON COLLEGE OVERVIEW AND STUDENT SUPPORT SERVICES

ABOUT TRITON COLLEGE

Triton College is an institution of higher education dedicated to student success. Located 14 miles from downtown Chicago, the school offers outstanding educational value in a student-centered setting rich in academic and cultural resources, career-oriented learning opportunities, and engaging social activities.

Triton's attractive 110-acre campus features state-of-the-art facilities, thriving arts and athletics programs and a comfortable, friendly atmosphere. Our culturally diverse community of students, faculty and staff collaborates to promote integrity, open dialog, teamwork and mutual respect, while striving for excellence in all that we do.

We empower success in life-changing ways. Our degree and certificate programs feature practical courses and flexible scheduling options. Triton transfer students are readily accepted into colleges and universities nationwide. Career program students learn skills needed to succeed in a highly competitive job market that will allow them to make significant contributions to business and industry. Continuing Education students participate in courses geared toward recreation, personal enrichment, workforce development and lifelong learning.

More than 10,000 students enroll at Triton each year, yet every student receives ample individual attention in small, accessible classes. Our highly qualified faculty combines distinguished academic credentials with valuable real-world experience. Tuition is extremely affordable and financial assistance and scholarships are available.

THE TRITON DIFFERENCE

Triton College is committed to empowering your success in life-changing ways. Our positive learning environment prepares students to effectively compete in our global economy, realize their career aspirations, and achieve personal growth.

ACADEMIC EXCELLENCE

Triton College features small class sizes and a wide range of quality, real-world focused programs that provide a pathway to completing your degree at a four-year university, obtaining a well-paying job, or advancing in your career. Hands-on learning experiences in degree, certificate, continuing education, and adult education programs promote achievement.

ACCOMPLISHED FACULTY

Our faculty brings many years of professional and teaching experience to their classrooms. Placing a priority on engaging students with practical knowledge, faculty members use proven instructional methods to bring content to life. They also participate in ongoing professional development to share successful teaching approaches and best practices that will help students meet and complete course requirements.

EASILY TRANSFERABLE CREDITS

Most four-year institutions around the country accept Triton's college credit courses as transfer credit. You can stay close to home while meeting your general education requirements at Triton, then transfer these credits to another university to complete your degree.

STUDENT-CENTERED ENVIRONMENT

Triton is a vibrant and diverse community that promotes learning and achievement. State-of-the-art facilities, support services, and flexible class scheduling options provide students of all ages with opportunities and resources to excel and gain important skills for succeeding in life. Extra-curricular student clubs, organizations and activities offer many ways to get involved with our unique community on- and off-campus.

EXCEPTIONAL VALUE

When you complete your studies at Triton, you can be confident that you will receive a positive return on your investment. Triton College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, an important distinction that employers look for when hiring prospective employees. Triton's affordable tuition offers significant annual savings compared to other colleges and universities, and financial assistance is available.

GENERAL EDUCATION OUTCOMES

The general education learning outcomes are achieved as a result of successful completion of the general education requirements for any degree program. The outcomes state that upon completion of a degree program, the student should be able to effectively:

- Critical Thinking- Explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Communication-Develop and express ideas in written or oral form.
- Information Literacy-Identify, locate, evaluate, and responsibly use and share information.
- Quantitative Literacy-Analyze and solve quantitative problems from a wide array of contexts.
- Global Learning-Analyze and explore complex global challenges from diverse perspectives.

TRITON'S MISSION, VISION, SHARED VALUES

MISSION STATEMENT

Valuing the individual, educating and serving the community.

VISION STATEMENT

A community with equitable opportunity for growth and success.

SHARED VALUES

Collaboration, Diversity, Integrity, Equity and Excellence.

CAMPUS

Triton's attractive 100-acre campus features state-of-the art facilities, thriving arts and athletics programs, and a comfortable, friendly atmosphere. Our community is culturally diverse, with students, faculty, and staff cooperating to promote the values of integrity, open dialog, teamwork and mutual respect, while striving for excellence in all that we do.

Triton College is conveniently located in River Grove, IL, a suburb just 14 miles northwest of downtown Chicago. Our campus features a comfortable quad where students, faculty, staff and visitors often spend time chatting, studying or relaxing. The campus also features state-of-the art facilities, including electronic classrooms, labs, sports facilities, a well-stocked library, bookstore, art gallery and performing arts center, and the renowned Cernan Earth and Space Center. In addition, many of Chicago's world-class cultural attractions are just minutes away.

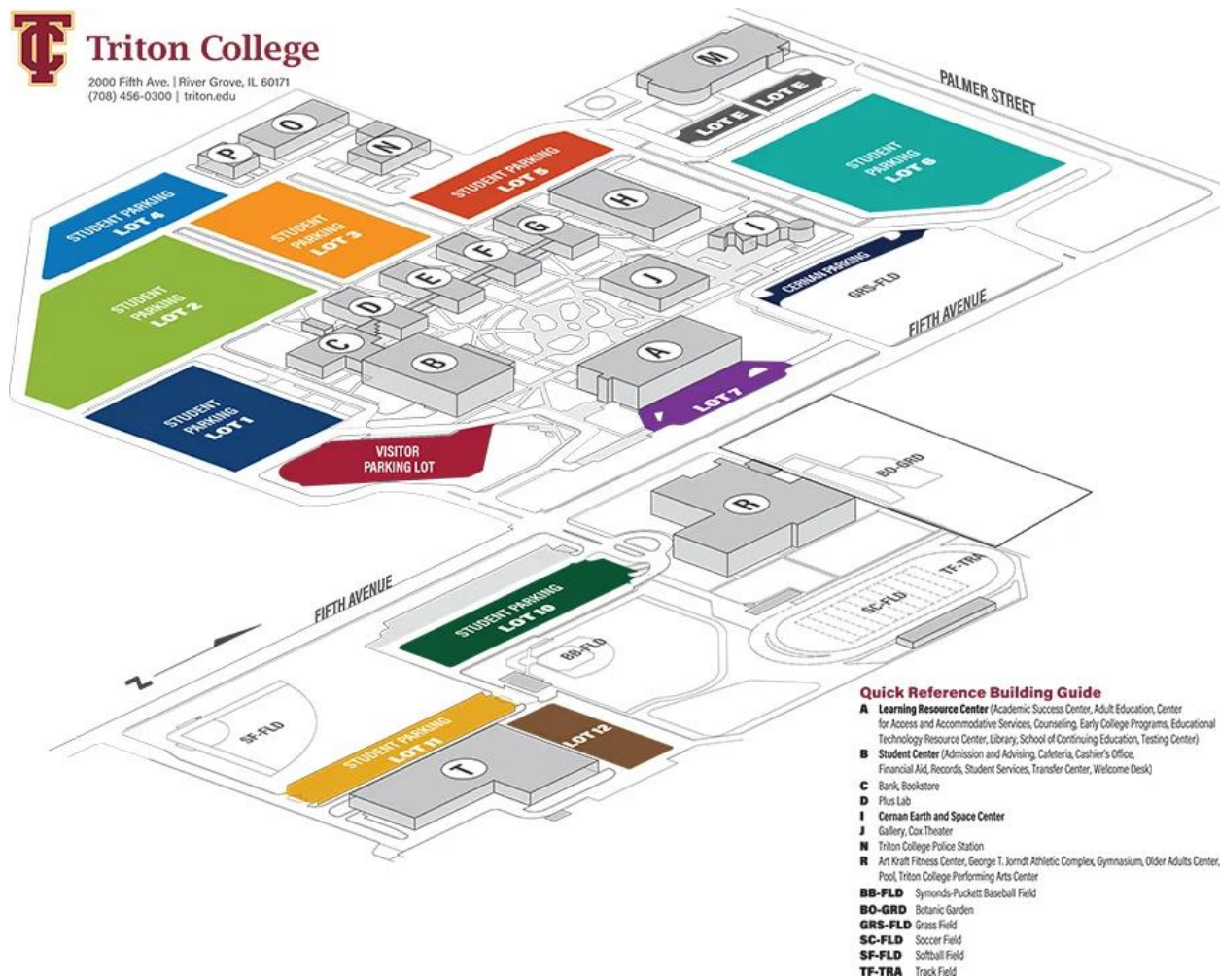
Located three miles north of the Eisenhower expressway (I-290), Triton's campus is easily accessible by car or public transportation. To ensure the safety and security of the entire Triton community, the campus has its own police department, on duty 24 hours a day, seven days a week, 365 days a year. For our students' convenience, Triton also offers classes at several extension centers in the area.

CAMPUS MAP



Triton College

2000 Fifth Ave. | River Grove, IL 60171
(708) 456-0300 | triton.edu



TUITION AND FEES

Triton College strives to offer an affordable college education. Tuition rates are set according to the academic calendar. Our rates are as follows:

Regardless of residency, online/hybrid courses are charged at the in-district rate. Traditional in-person courses will be charged tuition according to the student's residency.

In-District: \$153.00 per credit hour

Out-of-District: \$387.00 per credit hour

Out-of-State/International Visa: \$495.00 per credit hour

The following health career programs are assessed a higher tuition rate:

- Diagnostic Medical Sonography
- Nursing
- Radiologic Technology
- Surgical Technology
- Respiratory Care

Health Career Program - In-District: \$265.00 per credit hour

Health Career Program - Out-of-District: \$478.00 per credit hour

Health Career Program - Out-of-State/International Visa: \$563.00 per credit hour

All fees are non-refundable past published drop dates.

- Student Services Fee: \$7 per credit hour
- Auxiliary Fee: \$1 per credit hour
- Technology Fee: \$6 per credit hour
- Registration Fee: \$2 per credit hour

Total Fees: \$16 per credit hour

Online Credit Course Fee: \$25 per course for online classes only.

Lab Fee: Select courses require special lab or material fees. If applicable, lab fees are indicated at the time of registration and published each semester in the class schedule.

OTHER COSTS

Uniform (Scrubs, Lab Coat, Patch)-\$100

Criminal Background Check-\$72.99

Annual Drug Test-\$67.98

Medical Document Manager-\$19.49

Health Requirements-Varies

Stethoscope-\$100

Scissors/Pen Light-\$15

Trajacsys-\$150

Textbooks-\$1100

TMC Exam-\$190/CSE Exam-\$200

<https://www.triton.edu/admissions-aid/tuition/>

FINANCIAL AID

At Triton College, we take pride in offering an affordable education. While Triton's tuition costs are less than those of most major colleges and universities, individuals and families on a tight budget may still have difficulty meeting their yearly expenses. The purpose of financial aid is to help students and their families bridge the gap between their own resources and the cost of attending Triton College.

Financial assistance may be available to students who are enrolled at Triton for as little as one credit hour. This assistance may be in the form of grants, loans, work on campus or various scholarships. Most of our financial aid programs are based on each student's financial need. Whatever your financial status, we can assist you in affording college.

In-Person Hours

Financial Aid Office

*Student Center - B Building,
Room B-160
(708) 456-0300, Ext. 3155
finaid@triton.edu
Fax: (708) 583-3180*

Fall/Spring Hours:

Monday - Thursday: 8AM-7PM
Friday: 8AM-4PM
Saturday: Closed
Sunday: Closed

Summer Hours:

Monday - Thursday: 8AM-7PM
Friday: Closed
Saturday: Closed
Sunday: Closed

CONTACT FINANCIAL AID SPECIALIST

Financial Aid specialists are assigned based on the first letter of each student's last name.

LAST NAME BEGINS WITH	SPECIALIST	PHONE NUMBER	EMAIL
A - F	LaTanya Walls	(708) 456-0300, Ext. 3531	latanyawalls@triton.edu
G - M	Tania Ginez	(708) 456-0300, Ext. 3321	taniaginez@triton.edu
N - R	Eric Mango	(708) 456-0300, Ext. 3217	ericmango@triton.edu
S - Z	April Sharelis	(708) 456-0300, Ext. 3616	aprilsharelis@triton.edu
Veterans (A - M)	April Sharelis	(708) 456-0300, Ext. 3616	aprilsharelis@triton.edu
Veterans (N - Z)	LaTanya Walls	(708) 456-0300, Ext. 3531	latanyawalls@triton.edu

ADVISING

MISSION STATEMENT

The Academic Advising Department at Triton College proactively supports and empowers students to develop and achieve their educational and career goals.

Advising at Triton College is an interactive partnership between advisors and students. Advisors facilitate a smooth transition for incoming students through course placement, registration, academic planning and assistance with obtaining relevant information and services. Advisors nurture students' academic habits such as goal-setting and attainment, self-awareness, and responsible decision making. Contact advising@triton.edu with questions.

Appointments and Walk-ins require a physical photo ID upon checking in at the Welcome Center

- Online through your [Student Portal](#)
- [Appointments](#) Book an in-person or virtual appointment with an advisor on Mondays, Thursdays or Fridays
- Walk-Ins - Available Tuesdays and Wednesdays from 9AM-4PM. Please check in at the B-Building Welcome Desk
- *The "Virtual Advising Link" please Click [HERE](#).*
- *"Virtual Drop-In" advising sessions available via Black Board Collaborate:*
 - Monday - Thursday: 10:00 a.m. - NOON and 4:00 p.m. - 6:00 p.m.
 - Friday: 10:00 a.m. - NOON
- If you know the COURSE and SECTION number of the class you would like to register for, you may email the Welcome Desk Staff at registration@triton.edu OR Contact the Call Center at 708-456-0300, Ext. 3130

AVAILABLE SERVICES

The advising team offers an array of services designed to assist students in reaching their educational goals.

The following are some of the resources and services the Advising Department provides to students:

- **Class registration:** Assistance with selecting appropriate courses, adding or dropping classes from schedule
- **Academic Planning:** Provide examples and guidance on creating an Academic Plan to help guide you through your time at Triton College. Think of your Academic Plan as a map to help you navigate the courses that you need in order to be successful. Academic Plans are best completed via appointments with your specific advisor.
- **Academic Programs:** Speak with your advisor regarding your program of study, to explore different program opportunities or update your academic program
- **Campus Referral:** Assistance with academic-related issues
- **Waivers/Petitions:** Help with a placement test waiver or general petition
- **Free Workshops & Events:** Offers a variety of workshops and events free of cost for Triton students

COUNSELING AND WELLNESS SUPPORT SERVICES

Triton College Counseling and Wellness Support Services provides students with a safe place to discuss a wide variety of concerns in a confidential setting. Counseling & Wellness Support Services is open in A-106 Monday-Friday, 8AM-4PM. Virtual appointments available Monday-Thursday 4PM-7PM. If you need further assistance you may contact us by emailing counsel@triton.edu, call 708-456-0300, Ext. 3588 visit us in. If you are seeking guidance on academic planning, class schedules, etc. please contact Academic Advising [HERE](#).

MISSION

Triton College counselors value the individual, educating and serving our students by providing mental health and wellness services using a holistic approach.

CONFIDENTIALITY

Respecting your confidentiality is one of the Counseling and Wellness Center's highest priorities. To ensure your confidentiality, counseling records are kept in an electronic database stored in a secured, password-protected environment separate from all other academic records. In order for counselors to discuss any information about you with any individual or agency outside of our center, you must give signed consent. However, there are exceptions to confidentiality to be aware of before beginning counseling.

SERVICES

The Counseling and Wellness Center offers the following services to currently enrolled Triton College students:

- Individual career and education counseling
- Group counseling
- Crisis counseling
- Mental health screening
- Peer support
- Psycho-educational workshops

COUNSELING EXCEPTIONS

These exceptions are:

- If you are in danger of hurting yourself or another, your counselor is obligated to protect you or the other person. Please note that Illinois law mandates that the parents of a minor must be notified.
- If your counselor suspects that a minor or an elderly person is being abused or neglected.
- If we receive a court order to release a copy of your information.
- If you have been reported to the Behavioral Intervention Team (BIT), the counselor will disclose to the BIT that the student has received services.
- If we need to seek legal advice from Triton's policy and legal affairs advisor.
- If the parents of a minor (under the age of 18) request information.

- *Social Networking and Confidentiality:*
Triton counseling staff will not accept friend or contact requests on social networking sites from current students with whom they have professional relationships. This policy exists to minimize the potential for online relationships that could compromise client confidentiality and the privacy of both clients and staff.

MENTAL HEALTH OPTIONAL DISCLOSURE

The State of Illinois offers all college students the opportunity to identify any adult individual(s) who would be notified in the event that you experience a mental health emergency that puts you or others in danger of harm. You are not required to designate a contact. Should you choose to designate someone, it can be anyone over the age of 18 (a parent, relative, sibling, family friend, etc.).

If you wish to designate a contact person, please complete the Student Optional Disclosure of Mental Health Information Form (see below). You will need to login to the [student portal](#) to complete the disclosure form. This information will be stored confidentially and securely. Only Triton College counselors, the dean of student services, and the dean of enrollment services may access these forms.

This form will remain valid until the student revokes authorization by notifying the college in writing that s/he is withdrawing this authorization. Additionally, students wishing to change the name for the designated contact person may do so by submitting a new Optional Disclosure of Mental Health Information Form.

For more information about this act and disclosure, please contact a Triton College counselor at 708-456-0300, ext. 3588.

ADDITIONAL SUPPORT

Perspectives

Crisis counseling is available 24 hours a day through Perspectives, our Student Assistance Plan (SAP). Call or text 800-456-6327.

You may also use the “Live Chat” feature on the [Perspectives Online Portal](#) (username **TR1004**, password **perspectives**).

This is available Monday-Friday 7am-5pm CST.

TimelyCare

Download our new app with [TimelyCare](#)!

- Login with your triton.edu email
- Register
- Fill out a short questionnaire
- Access TalkNow for immediate mental health or a number of medical health professionals

CENTER FOR ACCESS AND ACCOMMODATIVE SERVICES (CAAS)

The mission of the Center for Access and Accommodative Services (CAAS) is to provide campus accessibility and accommodations that foster the development of students' abilities, preparing them to work to their fullest potential to obtain their academic and career goals. CAAS provides a variety of services to help support Triton students, from testing accommodations to study tools and our Skill Enhancement and Employee Development (S.E.E.D. program). Students requesting accommodations need to self-identify with CAAS and provide appropriate documentation of their disability. The process of activating accommodations may take up to two weeks after submitting the required documentation. Accommodations are not retroactive so it is important to apply and activate your accommodations prior to the semester starting.

PLACEMENT EXAMS

Placement exams are not timed; therefore, students are encouraged to take their time and try to obtain the highest score possible.

Students seeking the accommodation of using a calculator for the placement exam must apply for the accommodation at CAAS located in Room A-105 by filling out a Confidential Data form and submitting documentation of their disability and/or medical condition. CAAS staff may not be able to review and approve request the day of the placement exam.

CONFIDENTIALITY

Documentation and records submitted to the CAAS office to determine a student's eligibility for accommodations are kept confidential and within the CAAS office. Records are not disclosed without the student's written permission.

Skill Enhancement and Employee Development (S.E.E.D.) Program

Click [HERE](#) for more information about this program.

CONTACT INFORMATION

All paperwork and forms may be submitted via e-mail, CAAS Mailbox outside of **A-105**, the CAAS office in **A-105** or **Fax (708) 456-0991**. Please do not send disability documentation to other Triton College departments. If we are assisting other callers and miss your call, please leave your full name and phone number so we may return your call.

CAAS Contact Information

(708) 456-0300, Ext. 3917

FAX: (708) 456-0991

Email: caas@triton.edu

CAAS Office Hours

Monday - Thursday: 8:00 a.m. - 6:00 p.m.

Friday: 8:00 a.m. - 4:00 p.m.

Saturday: CLOSED

Sunday: CLOSED

TUTORING AND ACADEMIC SUPPORT

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) is a department of the Division of Academic Success at Triton College whose mission is to promote student success by providing quality support services, resources and programs that aid in the transition of student to college and support the successful retention of student throughout the completion of the degree/certificate. ASC currently provides **in-person** and **virtual tutoring** to registered Triton College students. In-person tutoring is **Room A-100**. Virtual tutoring is in online meetings or chats through the Microsoft Teams app. Students need to be signed in to Teams to meet with a tutor virtually. Academic Success Center Teams is public and is available to all Triton College students.

ASC Contact Information

Location: Room A-100

Phone: (708) 456-0300 Ext. 3341

Email: academicsuccesscenter@triton.edu

Academic Success Center Hours

Monday – Thursday: 8 AM – 5 PM

Friday: 8 AM – 4PM

Saturday: CLOSED

Sunday: CLOSED

TUTORING SERVICES

- *ASC Tutoring by Appointment or Drop-in* - Students can use [TutorTrac](#) to schedule appointments for themselves for one-on-one tutoring, which is available in-person on-campus and virtually via [Teams](#). Appointments can be scheduled at least three hours in advance. We strongly encourage students to schedule an appointment, but drop-in services may be available depending on tutors' availability. To find out if a tutor is available for drop-in service, students can sign into Teams or come in person to **Room A-100**.
- *Writing Assistance by Email* – Writing tutors are also available to assist students, by email, with written assignments in any course taken at Triton College. Paper drafts must be emailed to writingtutoring@triton.edu as an attached Word document (not links), and students should include the professor's directions for the essay assignment.
- [Brainfuse](#) – on-demand, anytime, anywhere eLearning for Triton students
- [Workshops](#) in various topics to help enhance math skills, study skills, and writing skills, and also assist students preparing for TEAS


HOW TO SIGN IN TO TEAMS APP

1. Download the Teams app to your computer or mobile device if you do not have it yet. If you already have Teams, launch or open the app

2. Sign in to Teams with your Triton email username and password
3. Select Academic Success Center and choose the appropriate area for your course
4. Start a conversation by posting your question to let tutors see you in real-time

TUTORTRAC

Students can set up tutoring appointments through TutorTrac. Here's how:

1. Sign in to TutorTrac with your Triton email credentials
2. On the upper-left-hand side of your TutorTrac Homepage, under the icon, , click **Search Availabilities**
3. **Center:** Choose *Academic Success Center*
4. **Section:** Select your course or choose *Writing Support* for help with a writing assignment
5. **Reason:** Choose *Appointment*
6. **Search:** Click *Search* - to view available tutors
7. Select available tutor at your preferred date and time
8. Fill out the form that pops up with the following:
 - Center** - -this will be filled with your Center choice in Step 3
 - Subject** - -this will be filled with your Subject choice in Step 4
 - Reason** - this will be filled with your Reason choice in Step 5
 - Meeting** - choose one: ***In-Person*** (on-campus) or ***Online*** (in Teams)
 - Time** - you can choose ***25 min*** or ***55 min***
9. Click **Save** - to complete setting your appointment

BRAINFUSE

The BrainFuse platform offers on-demand, anytime, anywhere eLearning. Brainfuse HelpNow eLearning is easy, intuitive and engaging for all ages and levels.

Features Include:

- Homework Help - Interact with live tutors in math, science, reading/writing, social studies, PSAT/SAT, ACT, AP and state standardized tests.
- Skills-Building - Choose state-aligned lesson and get real-time help.
- 24-Hour Writing Lab - Submit essays and other forms of writing for constructive feedback.
- Homework Send Question - Submit homework questions for expert guidance.
- Foreign Language Lab - /Spanish-Speaking Support
- Multiple Ways to Learn - Multiple, research-based tools to accommodate all types of learners.
- Thousands of Robust Lessons - Clear explanations and vivid artwork to help users master academic concepts.
- Broad Range of Subjects - Full academic support for your patrons in hundreds of subject areas, including AP subjects, career certifications, GRE, GMAT, and more.

SECTION II

PROGRAM INFORMATION AND ADMISSION POLICIES

RESPIRATORY CARE PROGRAM

RESPIRATORY CARE PROGRAM DESCRIPTION

Respiratory Therapists treat patients with various health conditions, such as asthma, pneumonia, emphysema, cystic fibrosis, heart failure, and lung cancer, among others. Additionally, they address respiratory challenges stemming from traumatic incidents, strokes, cardiac and pulmonary arrests, heart attacks, and premature birth complications.

Respiratory Therapists may be found in acute-care hospital settings, including the emergency room, the intensive care unit, the newborn or pediatric intensive care unit, or the diagnostics laboratory. In addition to general procedures, Respiratory Therapists also monitor and maintain complex life-support systems such as mechanical ventilators. They work with patients of all ages, from premature infants with underdeveloped lungs to senior citizens with advanced chronic pulmonary disease. Outside the hospital setting, Respiratory Therapists may work in sleep disorder clinics, cardiopulmonary rehabilitation centers, nursing homes, and home health agencies. Respiratory Therapists additionally assist with transporting critically ill patients via ambulance or helicopter.

CREDENTIALS AND LICENSURE

Completing the Respiratory Care Program at Triton College meets the educational requirements to apply for the Therapist Multiple-Choice (TMC) Examination offered by the [National Board for Respiratory Care \(NBRC\)](#). Students who achieve a high cut score on the TMC Examination become eligible for the Clinical Simulation Examination (CSE). A passing score on the CSE is required to earn the Registered Respiratory Therapist (RRT) credential. The RRT credential is nationally recognized as the “standard of excellence” for respiratory care professionals.

Once credentialed by the NBRC, you must obtain a license from the regulatory agency in the state where you plan to practice respiratory therapy. If you intend to seek licensure outside of Illinois after completing your program, use the link below to find information on the state or U.S. territory where you wish to be licensed: [List of State Licensure Agencies](#).

RESPIRATORY PROGRAM ACCREDITATION

Triton College Respiratory Care Program, CoARC program number 200664, awarding an AAS degree at Triton College, holds Provisional Accreditation from the [Commission on Accreditation for Respiratory Care \(www.coarc.com\)](#). This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self-Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

PROGRAM GOAL

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

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Associate in Applied Science Degree in Respiratory Care Program the graduate will be able to:

1. Demonstrate understanding of the following aspects of communication skills and interpersonal relationships: verbal, nonverbal, listening, conflict, gender, and diversity.
2. Demonstrate the ability to acquire and evaluate clinical data and modify therapy to achieve therapeutic objectives.
3. Demonstrate the ability to assess the cardiopulmonary status of patients, and implement respiratory care plans.
4. Determine the correct management and maintenance of the artificial and anatomical airway as well as the lung mechanics pertinent to the mechanically ventilated patient.
5. Demonstrate proficient clinical skills by performing prescribed adult, pediatric, and neonatal respiratory care procedures.
6. Demonstrate the skills necessary to set-up, manage, and troubleshoot advanced modes of ventilation.
7. Interpret diagnostics such as arterial blood gasses, capnography, hemodynamic values, hematology, and electrolytes as they apply to the assessment of the care of the critically ill patient.

RESPIRATORY CARE TECHNICAL STANDARDS

1. **Hearing:** Able to hear and understand patients and staff; assess and monitor patient or equipment sounds.
2. **Mobility:** Physical endurance and ability to work effectively in a clinical setting for eight (8) to twelve (12) hours per day performing physical tasks requiring physical energy without jeopardizing patient safety. Mobile and strong enough to support and move patients. Examples include the ability to lift up to 50 pounds and walk to all hospital areas, including stairs.
3. **Visual:** Able to monitor and assess patient and equipment function; to provide safe and effective respiratory care.
4. **Motor Skills:** Be able to perform fine and gross motor skills sufficient to handle equipment and provide safe and effective patient care.
5. **Tactile:** Able to assess patient's response to therapy tactilely. Distinguish textures, degrees of firmness, temperature differences, pulse rate, vibrations, and strength.
6. **Communication:** Applicants and current students must be able to communicate in English effectively and sensitively with patients. In addition, candidates must be able to communicate in English in oral and written form with faculty, allied personnel, and peers in the classroom and laboratory.

7. **Intellectual and Cognitive Abilities:** Applicants and current students must be able to measure, calculate and analyze data. They must make proper assessments, use sound judgment, appropriately prioritize therapeutic interventions, and measure and record patient care outcomes.

Students enrolled in the Respiratory Care Program should be able to meet the established technical standards identified above. The technical standards for the Respiratory Care Program are representative of those found in the Respiratory Therapy profession. Triton College is committed to providing access and equal opportunity for all. Reasonable accommodations are provided for all education services, programs, and activities for individuals with disabilities. Students must be able to demonstrate these abilities with or without reasonable accommodations. Accommodations are determined and provided by the [Center for Access and Accommodative Services \(CAAS\)](#).

GENERAL COLLEGE ADMISSION

Triton College has an open door admission policy for high school graduates and others qualified to enter its programs. After admission, the college provides guidance to help each student determine an appropriate field of study according to individual abilities and interests.

ADMISSIONS OFFICE

The Admissions Office is the first point of contact between a prospective student and Triton College. Our staff can assist any student in the application and enrollment process.

Student Center, B Building, Room B-140

Phone: (708) 456-0300, Ext 3130

Email: admissions@triton.edu

Office Hours

Monday - Thursday: 8 a.m. - 7 p.m.

Friday: 8 a.m. - 4 p.m.

Saturday & Sunday: Closed

For more information on getting started at Triton College, contact your Admissions Representative.

RESIDENCE POLICY

The tuition rate is determined by the student's residence. Residence policy does not apply to international students on a visa. The student must meet the following criteria to be considered a resident of the district:

- Must have occupied a dwelling in the district for 30 days prior to the start of classes
- Must provide a photo ID
- Must demonstrate district residency by providing at least two of the following documents:
 - Illinois driver's license
 - Automobile registration

- Property tax statement
- Lease or purchase agreement
- Utility or telephone bill
- Library card
- Other appropriate dated documentation
- Triton College mail is excluded

Residency documentation should be submitted to the B-Building Welcome Center or registration@triton.edu for address changes or address verifications.

Please contact registration@triton.edu or in-person at the B-Building Welcome Center if you have any questions. Residency holds may only be resolved in-person or by email, and will not be resolved over the phone.

Full Residency Policy can be viewed [HERE](#).

Towns and Villages in Triton's district are listed [HERE](#).

OUT OF DISTRICT RESIDENT EMPLOYED IN DISTRICT

A student who resides outside of the Triton College district, but is employed by a company or organization within the district, will be entitled to in-district tuition rates if the following conditions are met:

1. The student and an authorized agent of the company must complete the In-District Worker Form, verifying that the student is employed at least 35 hours per week. This form can be found in the Records Office, located in B-220, and must be submitted prior to the start of the semester.
2. The student must submit a recent pay stub indicating that he/she is employed at least 35 hours per week by a company or organization within the district or provide other means of employment verification.
3. The student must be employed at least 35 hours per week.
4. A new In-District Worker Form must be submitted each semester, prior to the start of classes, to confirm eligibility.

For more information, please contact the Records Office (708) 456-0300, Ext. 3726.

RESPIRATORY CARE PROGRAM SELECTIVE ADMISSION PROCESS

The Board of Trustees accepts that the fields of Nursing and Allied Health, because of their importance to the welfare of all society, must have selective admission requirements.

Programs identified below have selective admission policies. Specific admission, progression, retention and graduation requirements and/or policies supersede general college policies in the catalog and student handbook.

Allied Health:

Diagnostic Medical Sonography [Degree \(DMS\)](#)

Diagnostic Medical Sonography [Certificate](#)

Vascular Technology in Sonography [Certificate](#)
Ophthalmic Technician [Degree \(OPH\)](#)
Radiologic Technology [Degree \(RAS\)](#)
Respiratory Care [Degree \(RSC\)](#)
Sterile Processing Technician [Certificate \(SPT\)](#)
Surgical Technology [Degree \(SRT\)](#)
Vascular Technology in Sonography (DMS) (*see Diagnostic Medical Sonography*)

Nursing:

Nursing Degree [\(NUR\)](#)
Nurse Assistant Certificate [\(NAS\)](#)

Our health careers selective enrollment programs have implemented rolling admission deadlines and notifications as follows:

- **September 15** - prerequisites must be completed to be considered, along with general education courses required within the curriculum.
- **January 15** - prerequisites must be completed to be considered, along with general education courses required within the curriculum.
- **March 15** - applicants will only be evaluated and considered if seats remain available for fall admission. Radiology has not used this deadline in several years.

****Non-acceptance letters will be sent out during May and June when the program is filled. Be sure to fill out a new health careers application in August to be considered for the following school year if you were not accepted during this admissions schedule.**

SELECTIVE ADMISSION AND APPLICATION PROCESS

Complete the MANDATORY application for Triton College.

In addition to fulfilling the selective admission health program requirements, candidates must complete the following general admission requirements: complete a Triton College application, submit applicable transcripts, take placement exams or demonstrate course equivalency, and complete new student orientation.

Complete the MANDATORY Selective Admission Application for Health Careers.

Attendance at an information session is **ENCOURAGED** to apply for admission to this program. By attending an information session, you will learn what is expected of you as an applicant as well as the functionality of the program. Please register through our form below.

PROGRAM PREREQUISITES

- Must read and write at a college level; can be demonstrated by course equivalency or by meeting all current reading and writing requirements for [RHT 101](#) (Freshman Rhetoric & Composition I) placement;

- MAT 085 (Algebra and Geometry II), or must meet current college Math requirements for completion of MAT 085; and
- AHL 120 (Comprehensive Medical Terminology); and
- BIS 136 (Functional Human Anatomy I) or BIS 240 (Human Anatomy & Physiology I); and
- Chemistry (CHM 110 or CHM 140).

Completion of the Math and Science prerequisites must not be more than five years from the start of the Respiratory Care Program. All prerequisite coursework must be completed with a "C" or higher grade. All test scores must be within the last two years.

Admission is determined by a point system based on a grade point average for college-level prerequisite courses (MAT 085, AHL 120, BIS 136 or 240, and CHM 110 or 140) and previous college academic history. Candidates are required to meet CPR, health, criminal background check with no findings, alcohol breath testing and drug screening requirements before entry into the clinical setting. Students with a positive background check that include any disqualifying conditions, as defined by Federal and State law will not be allowed to enter the program (TITLE 77: PUBLIC HEALTH).

EVALUATING RESPIRATORY CARE APPLICANTS

Points are awarded for the following courses using the grade scale A=4pts, B=3pts, C=2pts, No points for Ds or In-Progress Courses:

- **RHT 101** Freshman Rhetoric & Composition I
- **MAT 085** Algebra and Geometry II
- **AHL 120** Comprehensive Medical Terminology
- **BIS 136** Functional Human Anatomy I or **BIS 240** Human Anatomy & Physiology I (4 credits)
- **CHM 110** Fundamental of Chemistry or **CHM 140** General Chemistry I (4 credits)

These courses must be completed before applying to the program, or your application will be marked ineligible.

Additional Points are assigned as follows:

- Applicants will receive 1 extra point for an A or B grade in BIS 137 or BIS 241
- Applicants will receive 1 extra point for an A or B grade in BIS 222
- Applicants will receive 0.5 extra points for an A or B grade in AHL 109
- 0.5 points will be awarded for having some gen ed courses complete
- 1.5 points will be awarded for having ALL gen ed courses complete

Maximum Points: 24

DISCLOSURE AND BACKGROUND CHECK REQUIREMENTS FOR PROGRAM APPLICANTS

In adherence to ethical and regulatory standards, prospective applicants to the Triton College Respiratory Care Program are required to provide full disclosure of any ticket, citation, summons, arrest, charges, or convictions for misdemeanors or felonies. This information must be submitted in writing to the Program Chairperson before initiating the application process.

Prior to the program application deadline, applicants are advised to seek preapproval information by contacting the Program Chairperson. This step ensures a comprehensive understanding of the program's expectations and requirements before submitting the formal application.

It is crucial to note that certain convictions may result in the denial of a respiratory license and the inability to practice within the field. Specifically, applicants with convictions related to the following offenses will be ineligible for licensure:

1. An offense requiring registration under the Sex Offender Registration Act
2. An offense where the imposed sentence necessitates registration under the Sex Offender Registration Act
3. Involuntary sexual servitude of a minor
4. Criminal battery against any patient in the course of patient care or treatment
5. A forcible felony, contingent upon the date of conviction and release from confinement.

For further details and clarification, applicants are encouraged to refer to the official guidelines provided by the Illinois Department of Financial and Professional Regulation (IDFPR):

[Respiratory Care Practitioner FAQs](#).

Triton College Respiratory Care Program - Admission Checklist

This check list serves to help the student keep track of the admission steps for the Respiratory Care Program.

- ___ Attendance at an information session is required.
- ___ Complete a Triton College Application.
- ___ Complete a Respiratory Care Application.
- ___ Forward official high school/college transcripts to Triton College Records Department.
- ___ Take placement exam if needed/then make an appointment with an academic advisor.

Program Prerequisites

Prerequisites listed below must be completed before the start of the program.

- ___ **RHT 101** (Freshman Rhetoric & Composition)
- ___ **MAT 085** (Algebra and Geometry II), or must meet current college Math requirements for completion of MAT 085
- ___ **AHL 120** (Comprehensive Medical Terminology)
- ___ **BIS 136** (Functional Human Anatomy I) or **BIS 240** (Human Anatomy & Physiology I)
- ___ **CHM 110** (Fundamentals of Chemistry) or **CHM 140** (General Chemistry I)

General Education Requirements

Students awaiting admission to the program are strongly encouraged to complete all other general education requirements prior to entering the program which are required for graduation.

- | | |
|--|-----------|
| ___ AHL 109 (Drug Calculations) | 1 credit |
| ___ BIS 137 (Functional Anatomy II) or BIS 241 (Human Anatomy & Physiology II) | 4 credits |
| ___ BIS 222 (Principles of Microbiology) | 4 credits |
| ___ SPE 101 (Principles of Effective Speaking) | 3 credits |
| ___ General Education/Social and Behavioral Science | 3 credits |
| ___ General Education/Humanities | 3 credits |

**Completion of the Math, Science, and Allied Health courses must not be more than 5 years old. All pre-/co-requisite coursework must be completed with a grade of "C" or better. All test scores must be within the last two years.*

Please note: Completion of prerequisite courses does not guarantee admission to the program. Students not considered accepted into the program or eligible to register for Respiratory Care courses until they respond to their official program acceptance letter.

ADVANCED PLACEMENT POLICY

The Respiratory Care Program at Triton College does not offer advanced placement. Additionally, work experience is not accepted in place of required respiratory care coursework. Prior education credits from an accredited institution will only be accepted if an articulation agreement is in place with the transfer student's previous institution.

TRANSFER CREDITS

Coursework is transferrable to Triton College only if it is equivalent to a course currently offered at Triton and earned at a regionally accredited college or university with a grade of C or better. All science, allied health, and math pre-requisite courses transferred must have a grade of C or better and must not be greater than five years old.

ADMISSION NON-DISCRIMINATION-POLICY

Triton College admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

MATRICULATION STANDARDS

Students are admitted to the program full-time in the Fall semester. The program can accept up to 30 students per academic year.

ACADEMIC PROGRESSION AND RETENTION IN THE RESPIRATORY CARE PROGRAM

Students admitted into the Respiratory Care Program are required to earn a minimum grade of "C" in all major courses. Students earning less than a "C" in any major course will not be allowed to continue in the current rotation of courses, must reapply for admission to the program in a later rotation, and must repeat the course, earning a grade of "C" or higher. No guarantee of readmission is made.

GENERAL REMEDIATION

A grade of less than 75% in a Respiratory Care course indicates a lack of understanding of the fundamental concepts of the course material necessary for progression. Remediation will consist of performing a comprehensive remedial activity that covers the exam material presented. The format of the remediation activity is at the discretion of the course instructor. An official extended Action Plan may also be called for at the discretion of the course instructor. Satisfactory mastery of the material will be decided by the course instructor. Remediation does not include retakes of quizzes or the Final Exam. Students who score higher than 70% may elect to do the remediation work as well.

PROFESSIONAL LICENSURE DISCLOSURE

Completing the Respiratory Care Program at Triton College meets the educational requirements to apply for the NBRC Therapist Multiple Choice (TMC) examination to qualify for the NBRC Certified Respiratory Therapist (CRT) credential. Students who achieve a high cut score on the TMC can apply for the Clinical Simulation Examination (CSE) to qualify for the NBRC Registered Respiratory Therapist (RRT) credential.

This program is designed to meet the educational requirements for respiratory therapists in Illinois. If you intend to seek licensure outside of Illinois after finishing your program, use the link below to find information on the state or U.S. territory in which you intend to be licensed to identify whether Triton's Respiratory Care Program meets, does not meet, or if it has not been determined if it meets the educational requirements for licensure.

[List of State Licensure Agencies](#)

GRADUATION REQUIREMENTS

To initiate the graduation process within the Triton College Respiratory Care Program, it is imperative to duly complete and submit the Graduation Petition Form accompanied by the requisite graduation fee. The submission is to be made at the Cashier's Office, conveniently located in the A Building. The Graduation Petition Form is obtainable at the Welcome Center or can be accessed outside the Admissions & Records Office, both of which are situated in the B Building.

Graduation Requirements for AAS Degree:

1. Successfully fulfill all Respiratory Care Program coursework as delineated in the curriculum, attaining a minimum grade of "C."
2. Attain a minimum grade of "C" in all required related courses, including RHT 101, MAT 085, AHL 120, BIS 136 or 240, CHM 110 or 140.
3. Sustain a minimum GPA of 2.0 throughout the entirety of the program.
4. Adhere to all additional graduation prerequisites as stipulated in the Triton College catalog.

Your adherence to these guidelines ensures a seamless progression toward successfully completing the Triton College Respiratory Care Program and subsequent graduation. Please refer to the educational requirements for an [Associate in Applied Science Degree](#).

SECTION III

PROFESSIONAL STANDARDS AND ACCREDITATION

AMERICAN ASSOCIATION FOR RESPIRATORY CARE (AARC)

The [AARC](#) is the leading national and international professional association for respiratory care. The AARC encourages and promotes professional excellence, advances the science and practice of respiratory care, and serves as an advocate for patients and their families, the public, and the profession of the respiratory therapist.

AARC CODE OF CONDUCT

The American Association for Respiratory Care (AARC) is committed to providing a professional, friendly, safe, and welcoming environment for all participants at its meetings, regardless of gender, sexual orientation, disability, race, ethnicity, religion, national origin, or other protected class.

This Code of Conduct may be revised at any time by the AARC, and the terms are non-negotiable. Your registration for, or attendance at, any AARC event indicates your agreement to abide by this policy and its terms. Unacceptable behavior will not be tolerated during any portion of a meeting or event.

Unacceptable behavior includes but is not limited to:

- Intimidating, harassing, abusive, discriminatory, derogatory, or demeaning speech or actions.
- Harmful or prejudicial verbal or written comments or visual images related to gender, sexual orientation, race, religion, disability, or other personal characteristics, including those protected by law.
- Inappropriate use of nudity and/or sexual images.
- Real or implied threat of professional or financial damage or harm.
- Disruption of presentations during sessions, in the exhibit hall, or at other events organized by AARC throughout the meeting. All participants must comply with the instructions of the moderator and any AARC event staff.
- Presentations, postings, and messages should not contain promotional materials, special offers, job offers, product announcements, or solicitation for services. AARC reserves the right to remove such messages and potentially ban sources of those solicitations.

Reporting Unacceptable Behavior to the AARC:

- If you see, overhear, or experience a violation of the Code of Conduct during an event, you are encouraged to visit the AARC onsite Convention Office in person and report your concerns directly to an AARC staff member. The location of the AARC Onsite Convention Office is listed in your meeting program.
- Alternately, you may relate your concerns and/or ask for help from any AARC staff member at the meeting.
- A final option would be to send an email to the AARC staff at info@aacrc.org outlining the unacceptable behavior you witnessed.

Consequences of Unacceptable Behavior:

- When a report of unacceptable behavior is received in person during an AARC event, the AARC President/CEO and the AARC Executive Director will be informed immediately, and the complaint will be reviewed. If the complaint is found to have merit, the offending party will be asked to leave the meeting without recourse to a refund of registration fee. The information will also be forwarded to the Judicial Committee for further follow-up.
- When a report of unacceptable behavior is received outside of a live event, the complaint will be referred to the Judicial Committee for further investigation and follow-up.

AARC STATEMENT OF ETHICS AND PROFESSIONAL CONDUCT

In the conduct of professional activities, the Respiratory Therapist shall be found 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.
- Seek 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 the 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. Disregard for the effects of one's actions on others, bullying, harassment, intimidation, manipulation, threats, or violence are always unacceptable behaviors. It is the position of the American Association for

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

RESPIRATORY CARE SCOPE OF PRACTICE

Respiratory Therapists are health care professionals responsible for the care of patients with deficiencies and abnormalities of the cardiopulmonary system. The scope of practice crosses all patient, client, resident populations, and care sites. This may include the following settings:

- Short-term acute care/hospital
- Emergency/urgent care
- Long-term acute care
- Sub-acute care
- Skilled nursing facilities
- Physician's offices
- Sleep labs
- Cardiac clinics and labs (e.g., cath labs)
- Hospital outpatient clinics
- Pulmonary clinics
- Respiratory outpatient clinics
- Primary care clinics
- Medical Industry
- Homeless shelters
- Patient's home

The practice of respiratory therapists is under the general direction of a physician (MD/DO). Respiratory therapists execute orders directed by licensed independent practitioners (e.g., physicians, advanced practice clinicians such as physician assistants, nurse practitioners) determined by state licensure laws where applicable. The practice typically focuses on:

- Patients across the age spectrum – neonatal through geriatric.
- Direct/indirect patient observation to include signs, symptoms, and reactions to therapeutic interventions.
- Monitoring of clinical and behavioral responses to respiratory care therapeutic and diagnostic interventions.
- Implementation of cardiopulmonary procedures, medical technology, diagnostic procedures, disease prevention, treatment management, and pulmonary rehabilitation.
- Utilization of protocols, guidelines, pathways, and policies driven by evidence-based medicine, expert opinion, and standards of practice.
- Participation in research to evaluate interventions and technology to determine their ability to define best practices and improve patient outcomes.
- Facilitation and direction of cardiopulmonary rehabilitation programs and the development of disease and care management plans, including but not limited to patient/home care caregiver education (e.g., disease and devices), pulmonary and cardiac rehabilitation programs, utilization of pulmonary disease navigation and/or

telemedicine respiratory therapy consultants.

- Provision of patient and family education activities to promote knowledge and understanding of the disease process, medical therapy, and resources available to assist in the care of the patient.
- Facilitation of health care provider education that may include but is not limited to paramedics, EMTs, nurses, residents, medical students, fellows, and advanced practice providers that may include mentorship of student clinical rotations.
- Support of public education activities focused on the promotion of cardiopulmonary wellness and prevention that is sustainable (e.g., Breathe-zy Community education program, health fairs.)

The responsibilities of a respiratory therapist include, but are not limited to:

1. Performance and collection of diagnostic information
 - a. Pulmonary Function testing
 - b. Interventional diagnostic
 - c. Sleep studies
 - d. Noninvasive and invasive diagnostic procedures
 - e. Blood gas and other pertinent laboratory analysis
2. Patient assessment
 - a. Physical exam
 - b. Diagnostic data interpretation
3. Application of therapeutics to respiratory care
 - a. Medical gas therapy
 - b. Humidity therapy
 - c. High Flow Oxygen Therapy (HFOT)
 - d. Aerosol therapy (both with and without pharmacologic agents)
 - e. Artificial airway insertion, management, and care
 - f. Airway clearance therapy
 - g. Initiation and titration of invasive, non-invasive, and high-frequency (HFOV, HFJV, HFPV, etc.) mechanical ventilation.
 - h. Vascular catheter insertion, management, and care
 - i. Extracorporeal Life Support (ECLS)
 - j. Hyperbaric oxygen therapy
 - k. Cardiology interventions (e.g., ECG, cath labs)
 - l. Lung ultrasound
4. Assessment of therapeutic interventions
5. Disease management of acute and chronic diseases with and without clinical decision support systems.
6. Discharge planning and case management
7. Provision of emergency, acute, critical, and post-acute care, including, but not limited to:
 - a. Patient and environmental assessment
 - b. Diagnostic and therapeutic interventions (including the administration of pharmacologic agents)
 - c. Patient air and ground transport

- d. In-hospital and interhospital transports
- 8. Advanced care/end-of-life planning discussion facilitators.

ILLINOIS SOCIETY FOR RESPIRATORY CARE (ISRC)

[ISRC](#) was formed to encourage, develop and provide educational programs for those persons interested in the field of Respiratory Care. In addition, the goals are to advance the Science, technology, ethics and art of Respiratory Care through appropriate institutes, meetings, lectures, preparation and distribution of a newsletter, and any additional materials and procedures deemed suitable for this purpose.

ISRC is also dedicated to facilitating cooperation between Respiratory Care personnel and the medical profession, allied health professions, hospitals, service companies, industry and other agencies within the state interested in Respiratory Care.

ISRC ORGANIZATIONAL INFORMATION

ISRC leadership is comprised of officers and a Board of Directors. Officer Positions include: President, a President-Elect, Vice President, Secretary, Treasurer and Immediate Past President. Members are part of local chapters which are set-up geographically. Currently there are 6 Chapters. For more information on the ISRC organization, please refer to the [Bylaws](#).

COARC ACCREDITATION

COARC'S MISSION

The mission of the Commission on Accreditation for Respiratory Care (CoARC) is to ensure that high quality educational programs prepare respiratory therapists who are competent in the areas of practice, education, research, and service.

ELIGIBILITY

CoARC accredits degree-granting respiratory care educational programs that have undergone a voluntary process of rigorous peer review and have met or exceeded the minimum accreditation standards set by the CoARC. The CoARC accredits only respiratory care programs offered by institutions accredited by an institutional accrediting agency recognized by the U.S. Department of Education and physically located within the United States or its territories. Students must be located within the United States or its territories during all phases of their education.

THE VALUE OF PROGRAMMATIC ACCREDITATION

Accreditation provides consumer protection, advances and enhances the profession, and protects against compromise of educational quality. Accreditation also requires the continuous improvement of these educational programs as related to resources invested, processes followed, and outcome achieved.

COARC AND CERTIFICATION

Program accreditation by CoARC is necessary in order to be eligible for the National Board for Respiratory Care (NBRC) professional credentialing examinations. A graduate is required to have completed an accredited CoARC program in order to be eligible to take the exams. CoARC accredited programs are quality programs that provide professionally required knowledge and skills, and employment marketability. Graduating from a CoARC accredited program offers employers assurance that you have the expected professional knowledge and skills and have experienced a curriculum that is relevant to today's health care setting.

COARC CONTACT

264 Precision Blvd Telford, TN 37690 USA

Telephone: 817-283-2835

Fax: 817-354-8519

Email: WEBMASTER@COARC.COM

NATIONAL BOARD FOR RESPIRATORY CARE (NBRC)

MISSION

The mission of the National Board for Respiratory Care (NBRC) is to promote excellence in respiratory care by awarding credentials based on high competency standards.

NBRC NATIONAL CERTIFICATION

The NBRC's goal is to aide in protecting and enhancing patient lives by awarding credentials to respiratory therapist who demonstrate excellence, hard work, and dedication to quality. The NBRC credentials respiratory therapist in eight specific areas of respiratory care. These include:

- Certified Respiratory Therapist (CRT)
- Registered Respiratory Therapist (RRT)
- Certified Pulmonary Function Technologist (CPFT)
- Registered Pulmonary Function Technologist (RPFT)
- Neonatal/Pediatric Specialist (NPS)
- Adult Critical Care Specialist (ACCS)
- Sleep Disorders Specialist (SDS)
- Asthma Educator Specialist (AE-C)

Credentials from the NBRC provide graduates with the esteemed recognition they deserve for their hard

work and study, along with ongoing support for continuous professional growth including career and leadership advancement opportunities. NBRC credentials are recognized nationwide in 49 states.

SECTION IV

RESPIRATORY CARE PROGRAM COURSE DETAILS

RESPIRATORY CARE COURSE SEQUENCE

SEMESTER ONE: FALL	
Course	Credits
<u>AHL 109</u> Drug Calculations	1
<u>BIS 137</u> ♦ # Functional Human Anatomy II	4
OR	
<u>BIS 241</u> ♦ # Human Anatomy & Physiology II	4
<u>RSC 102</u> # Introduction to Respiratory Care Profession	1
<u>RSC 104</u> # Cardiopulmonary Anatomy and Physiology	3
<u>RSC 108</u> # Cardiopulmonary Pharmacology	3
<u>RSC 111</u> # Basic Respiratory Procedures	4
Total Semester Credits:	16

Notes: [BIS 137](#) or [BIS 241](#) meets the Mathematics and/or Science general education requirement. [BIS 136](#)♦ and [BIS 137](#)♦ may be substituted by [BIS 240](#)♦/[BIS 241](#)♦ sequence. Students must complete both courses within the same sequence.

SEMESTER TWO: SPRING	
Course	Credits
<u>BIS 222</u> ♦ # Principles of Microbiology	4
<u>RSC 122</u> # Advanced Respiratory Procedures	4
<u>RSC 128</u> # Cardiopulmonary Diagnostics	2
<u>RSC 135</u> # Cardiopulmonary Diseases I	3
<u>RSC 141</u> # Applied Respiratory Care I	1
<u>RHT 101</u> ♦ # English Rhetoric & Composition I	3
Total Semester Credits:	17

Note: Grade of "C" or higher is an IAI requirement for [RHT 101](#)♦ and [RHT 102](#)♦. [BIS 222](#)♦ meets Triton's Biological Sciences general education requirement.

SEMESTER THREE: SUMMER

Course	Credits
RSC 151 # Applied Respiratory Care II	1
RSC 155 # Basic Intensive Respiratory Care	4
Total Semester Credits:	5

SEMESTER FOUR: FALL

Course	Credits
RSC 202 # Cardiopulmonary Diseases II	3
RSC 205 # Advanced Intensive Respiratory Care	4
RSC 207 # Pulmonary Function Testing	2
RSC 214 # Hemodynamic Monitoring	2
RSC 230 # Applied Respiratory Care III	1
Take Credits Humanities	3
Total Semester Credits:	15

SEMESTER FIVE: SPRING

Course	Credits
RSC 235 # Neonatal-Pediatric Intensive Respiratory Care	3
RSC 237 # Long Term Respiratory Care	1
RSC 239 # Advanced Respiratory Care Techniques	2
RSC 245 # Applied Respiratory Care IV	1
RSC 252 # Respiratory Care Board Review	2
SPE 101 ♦ # Principles of Effective Speaking	3
Take Credits Social and Behavioral Science	3
Total Semester Credits:	15

Note: Grade of 'C' or high is an IAI requirement for [RHT 101](#)♦ and [RHT 102](#)♦. Students must complete [RHT 101](#)♦, with [SPE 101](#)♦, or [RHT 101](#)♦ with [RHT 102](#)♦. Students intending to transfer are encouraged to complete all three courses: [RHT 101](#)♦, [RHT 102](#)♦ and [SPE 101](#)♦ to meet university requirements.

Notes: All coursework must be completed with a grade of "C" or higher. Science and AHL program requirements must not be taken more than five years prior to the start of the Respiratory Care program or may be taken while in the program.

Total Program Credits: 68

See Associate in Applied Science Graduation Requirements by

discipline: <https://triton.smartcatalogiq.com/2023-2024/triton-college-catalog/applied-science-programs/associate-in-applied-science-degree-requirements/>

RESPIRATORY CARE COURSE DESCRIPTIONS

RSC 102 # Introduction to Respiratory Care Profession (Credits 1)

Introduction to the history and profession of Respiratory Care, standards of practice, regulating agencies, ethics and legal issues, communication in health care, areas of clinical focus, and employment outlook for a respiratory therapist.

PREREQUISITE: admission to the Respiratory Care Program

RSC 104 # Cardiopulmonary Anatomy and Physiology (Credits 3)

Anatomy and physiology of the cardiac, pulmonary, and renal systems. The mechanisms of homeostatic control for acid/base balance, ventilation, gas transport, circulation, and cardiac electrophysiology.

PREREQUISITE: admission to the Respiratory Care Program

RSC 108 # Cardiopulmonary Pharmacology (Credits 3)

Classification, indications, action, dosage, complications, therapeutic implications and administration, side effects and contraindications of pharmacologic agents utilized in the management of cardiopulmonary diseases.

PREREQUISITE: admission to the Respiratory Care Program

RSC 111 # Basic Respiratory Procedures (Credits 4)

Respiratory care theory, physical assessment, equipment and skill development of procedures required for clinical practice, including vital signs, infection control, body mechanics, respiratory system assessment, patient interviewing, clinical and laboratory data interpretation, noninvasive monitoring of oxygenation, passive hyperinflation, chest physiotherapy, postural drainage, airway clearance therapies, sputum induction, manual ventilation, charting, and oxygen-cylinder safety.

PREREQUISITE: admission to the Respiratory Care Program

RSC 122 # Advanced Respiratory Procedures (Credits 4)

Respiratory care theory, physical assessment, equipment and skill development of procedures required for clinical practice, airway management, airway clearance maneuvers, active

hyperinflation therapies, arterial blood gas puncture and analysis, noninvasive monitoring, spontaneous ventilation assessment, manual ventilation, advanced cardiac life support, and basic mechanical ventilation.

PREREQUISITE: admission to the Respiratory Care Program

RSC 128 # Cardiopulmonary Diagnostics (Credits 2)

Cardiopulmonary diagnostic modalities such as pulse oximetry, transcutaneous monitoring of oxygen and carbon dioxide, capnography, arterial blood gas analysis and quality control, radiologic interpretations, clinical laboratory studies, and indirect calorimetry.

PREREQUISITE: [RSC 102](#), [RSC 104](#), [RSC 108](#), [RSC 111](#)

RSC 135 # Cardiopulmonary Diseases I (Credits 3)

Etiology, pathophysiology, symptoms, signs, diagnosis, and treatment of the most common cardiopulmonary diseases and disorders. The course is designed to provide students with the opportunity to develop informational gathering and decision-making skills in the diagnosis and treatment of patients with cardiopulmonary or related disorders.

PREREQUISITE: [RSC 102](#), [RSC 104](#), [RSC 108](#), [RSC 111](#)

RSC 141 # Applied Respiratory Care I (Credits 1)

The first of four supervised clinical experiences to develop competency in physical assessment, patient interviewing, acquiring and evaluating clinical data, initiating prescribed respiratory care treatments, managing life support activities, evaluating and monitoring patient responses to therapy and modify the prescribed therapy to achieve the desired therapeutic objectives. Instruction, observation and ability to perform patient assessment, arterial blood gases, hemoximetry, pulseoximetry, capnography, transcutaneous monitoring, bedside spirometry, electrocardiography, aerosolized pharmaceutical drug therapy, oxygen prog, aerosol and humidity modalities, airway clearance and mobilization, lung inflation, airway management, manual ventilation, cardiopulmonary resuscitation, and basic positive pressure ventilation.

PREREQUISITE: [RSC 102](#), [RSC 104](#), [RSC 108](#), [RSC 111](#)

RSC 151 # Applied Respiratory Care II (Credits 1)

The second of four supervised clinical experiences to develop competency in performing prescribed therapy and basic mechanical ventilation, evaluating and monitoring patient responses to therapy and modifying the prescribed therapy to achieve the desired therapeutic objectives. Instruction, observation and ability to perform patient assessment, general respiratory care, intensive diagnostic procedures, artificial airway management, and basic management of noninvasive positive-pressure ventilation (NIV), continuous positive airway pressure (CPAP), bilevel positive airway pressure (BiPAP), and basic mechanical ventilation.

PREREQUISITE: [RSC 122](#), [RSC 128](#), [RSC 135](#), [RSC 141](#)

RSC 155 # Basic Intensive Respiratory Care (Credits 4)

Indications, physiologic effects and clinical application of positive pressure ventilation, non-invasive ventilation, airway care, assessment, and patient monitoring.

PREREQUISITE: [RSC 122](#), [RSC 128](#), [RSC 135](#), [RSC 141](#)

RSC 202 # Cardiopulmonary Diseases II (Credits 3)

Etiology, pathophysiology, symptoms, signs, diagnosis, and treatment of the most common neonatal and pediatric cardiopulmonary diseases and disorders. The course is designed to provide students with the opportunity to develop informational gathering and decision-making skills in the diagnosis and treatment of neonatal and pediatric patients with cardiopulmonary or related disorders.

PREREQUISITE: [RSC 151](#), [RSC 155](#)

RSC 205 # Advanced Intensive Respiratory Care (Credits 4)

Management of mechanical ventilation, advanced modes of ventilation, ventilator graphics, non-conventional oxygenation and ventilation strategies, management of patients with atypical lung conditions, problem solving and troubleshooting, ventilator liberation, extubation, and emergency preparedness.

PREREQUISITE: [RSC 151](#), [RSC 155](#)

RSC 207 # Pulmonary Function Testing (Credits 2)

The theories and techniques involved in pulmonary function testing diagnostics. The student will perform and interpret basic and advanced pulmonary function testing.

PREREQUISITE: [RSC 151](#), [RSC 155](#)

RSC 214 # Hemodynamic Monitoring (Credits 2)

Theory and practical application of invasive physiologic monitoring, including hemodynamic monitoring, Swan-Ganz catheterization, cardiac output measurement, and electrocardiography.

PREREQUISITE: [RSC 151](#), [RSC 155](#)

RSC 230 # Applied Respiratory Care III (Credits 1)

The third of four supervised clinical experiences to develop competency in adult, pediatric and neonatal clinical skills, including respiratory care procedures, diagnostics, and mechanical ventilation within the critical care, long-term, and home care environment. Instruction, observation and ability to perform prescribed respiratory care treatments, manage life-support activities, evaluate and monitor patient responses to therapy and modify the prescribed therapy to achieve the desired therapeutic objectives, perform diagnostic studies, rehabilitation, hyperbaric oxygen therapy, provide education for in-patient and home care environment, and perform advanced mechanical ventilation on adult, pediatric and neonatal patients.

PREREQUISITE: [RSC 151](#), [RSC 155](#)

RSC 235 # Neonatal-Pediatric Intensive Respiratory Care (Credits 3)

Physiological and clinical concepts of mechanical ventilation and critical care monitoring of the pediatric and neonatal patient. Invasive and not invasive mechanical ventilation, airway management, resuscitation, monitoring and assessment of pediatric/neonatal patients, techniques for improving ventilation oxygenation, weaning strategies, antenatal assessment, and labor and delivery.

PREREQUISITE: [RSC 202](#), [RSC 205](#), [RSC 207](#), [RSC 214](#), [RSC 230](#)

RSC 237 # Long Term Respiratory Care (Credits 1)

Discussion of the various options available for long term care of the chronic patient with cardiopulmonary disease, including long term care facilities, home care, and cardiopulmonary rehabilitation.

PREREQUISITE: [RSC 202](#), [RSC 205](#), [RSC 207](#), [RSC 214](#), [RSC 230](#)

RSC 239 # Advanced Respiratory Care Techniques (Credits 2)

Advanced specialized procedures and monitoring modalities used for treatment and management of cardiopulmonary diseases and conditions, including specialty medical gasses, sleep studies, thoracentesis, chest tubes management, bronchoscopy, bronchoalveolar lavage, diaphragm electrical activity monitoring, echocardiography, intracranial pressure monitoring, ventricular assist and intra-aortic balloon pump therapies, extracorporeal membrane oxygenation, and continuous renal replacement therapy.

PREREQUISITE: [RSC 202](#), [RSC 205](#), [RSC 207](#), [RSC 214](#), [RSC 230](#)

RSC 245 # Applied Respiratory Care IV (Credits 1)

The last of four supervised clinical experiences to develop competency in adult, pediatric and neonatal clinical skills, including respiratory care procedures, diagnostics, and mechanical ventilation within the critical care, long-term, and home care environment. Instruction, observation and ability to perform prescribed respiratory care treatments, manage life-support activities, evaluate and monitor patient responses to therapy and modify the prescribed therapy to achieve the desired therapeutic objectives, perform diagnostic studies, rehabilitation, hyperbaric oxygen therapy, provide education for in-patient and home care environment, and perform advanced mechanical ventilation on adult, pediatric and neonatal patients.

PREREQUISITE: [RSC 202](#), [RSC 205](#), [RSC 207](#), [RSC 214](#), [RSC 230](#)

RSC 252 # Respiratory Care Board Review (Credits 2)

Comprehensive review and preparation for both Therapist Multiple Choice (TMC) and Clinical Simulation (CSE) board exams.

PREREQUISITE: [RSC 202](#), [RSC 205](#), [RSC 207](#), [RSC 214](#), [RSC 230](#)

SECTION V

GENERAL RESPIRATORY CARE POLICIES AND PROCEDURES

PROFESSIONALISM

Respiratory therapists play a crucial role as essential members of the healthcare team, working under the medical guidance of physicians and collaborating with fellow healthcare providers to treat a diverse range of patients. From premature infants with underdeveloped lungs to elderly individuals battling lung diseases, respiratory care students are expected to uphold high standards of behavior consistently.

To foster the development of professional relationships in both academic and clinical settings, the following guidelines have been established:

1. **Demonstrate Eagerness to Learn:** Act in a manner that reflects a genuine enthusiasm for learning, avoiding distractions unrelated to patient care.
2. **Constructive Questioning:** Engage in intelligent questioning of clinical staff and Triton College faculty, ensuring that questions are constructive and geared towards learning outcomes.
3. **Appropriate Relationships:** Maintain appropriate relationships with clinical affiliate staff and Triton College instructors at all times.
4. **Avoid Distractions:** Refrain from gossiping, needless complaining, smoking (except in designated areas), loud talking, boisterous laughing, or other distracting activities inappropriate in clinical or college settings. Personal conversations should be conducted outside the laboratory, classroom, or clinical sites.
5. **Address Complaints Professionally:** Discuss complaints or grievances with the Clinical Instructor, Director of Clinical Education, didactic instructors, or the Program Director. Hostile attitudes are discouraged, and efforts should be directed towards promoting improvements.
6. **Eliminate Horseplay:** Recognize that horseplay is inappropriate in any environment. Display seriousness and dedication to duties in a dignified manner.
7. **Maintain Security Awareness:** Be vigilant of unauthorized persons in or around healthcare facilities and Triton College campuses, reporting such instances to the appropriate authority immediately.
8. **Uphold Moral Standards:** A student's private and professional life is expected to adhere to the highest moral standards.
9. **Avoid Burdening Others:** Refrain from burdening patients, clinical staff, and faculty with personal problems. Serious issues requiring assistance can be directed to the Program Director or Student Advisor.
10. **Demonstrate Honesty:** Uphold honesty in all aspects. Any attempt to misrepresent facts will result in immediate program dismissal. Misrepresentation can include bribery, deliberate withholding of information, falsification of information, document forgery, plagiarism, cheating, or other forms of academic dishonesty.
11. **Professional Communication:** Maintain a professional relationship with clinical staff and Triton College personnel. Avoid sharing personal contact information, engaging in social media interactions, or communicating beyond a professional level.

THEFT PREVENTION

In order to minimize theft, it is crucial for both employees and students to collaborate. Students are required to store supplies and equipment in approved areas, following maximum-security measures. The presence of excessive amounts of money or valuables at clinical sites or college campuses is discouraged. Triton College and healthcare facilities are not liable for the loss or theft of personal items. Removal of clinical site and college property from the premises is only permitted with written authorization. Any theft by students will lead to immediate dismissal from the program.

GUIDELINES FOR TIPS AND GIFTS

Students are prohibited from accepting money from patients, Triton College employees, or other business associates affiliated with healthcare facilities. Individuals interested in making donations or gifts should be directed to a supervisor or administration. Solicitation of personal gifts or donations by students is strictly prohibited.

WEAPONS POLICY

Firearms, knives, or other weapons are strictly forbidden at all healthcare facilities and Triton College campuses. Violation of this policy or engagement in any form of violence will result in immediate dismissal from the program.

IMPAIRED FUNCTIONING

Maintaining a safe academic environment and ensuring effective, safe patient care is of utmost importance. The presence or use of substances, whether lawful or not, that interferes with student judgment or motor coordination poses an unacceptable risk. The unlawful use, manufacture, possession, distribution, or dispensing of alcohol or illegal drugs, as well as the misuse of prescribed or over-the-counter drugs, is strictly prohibited. If a student appears to be under the influence, faculty or agency personnel may dismiss the student from educational experiences that day and may require blood screening tests. Refusal to submit to such tests will result in immediate program dismissal.

ATTENDANCE AND DIDACTIC POLICIES

Students are expected to attend and participate in all curriculum requirements. Class attendance is a contractual agreement between faculty and students, and failure to attend regularly can affect grades. Absences must be notified to the instructor by 7:30 a.m., and students are responsible for obtaining class notes. Examination makeup policies will be determined by individual instructors. Grade reductions for attendance are outlined, with a maximum number of hours missed not exceeding course credit hours.

STUDENT EMPLOYMENT

Student employment should not interfere with the educational component, and compensation during clinical educational components is strictly prohibited. Students requiring financial assistance should contact the financial aid office, and class schedules should take priority over employment schedules. Under no circumstances are students permitted to receive any form of compensation, including pay, during their clinical educational component.

CURRICULUM POLICY

It is the responsibility of the student to know and to observe the requirements of his/her curriculum and the rules governing academic work and college policies. Triton College advisors are available to assist students; however, the ultimate responsibility for meeting all requirements and deadlines rests with the student.

For information on college policies and procedures, refer to the college catalog or the student handbook. Student handbooks are available online or through the Student Life Office, Room B-240 in the Student Center.

DRESS CODE

Maintaining a professional appearance is essential in the medical field, and Triton College has established guidelines for personal grooming within its Respiratory Care Program:

- Students are expected to maintain a well-groomed appearance at all times.
- Name badges must be worn in clinical sites, with some requiring an additional hospital identification badge.
- Uniforms must be kept neat, clean, and in good repair, displaying the program patch or monogram. They should be worn appropriately on college campuses and clinical affiliate sites.
- **Uniform: black scrubs, white lab coat, and program patch.**
- Proper footwear, adhering to OSHA guidelines, is crucial for safety in laboratory and healthcare environments. Open-toe shoes, flip-flops, heels, or sandals are not permitted. Students must bring a change of shoes during winter months.
- Hospital scrubs, if provided, are not to be taken outside the healthcare facility, and violation of this policy may result in immediate dismissal.
- Jewelry is limited, and excessive perfume, cologne, or makeup is not allowed. Conservative makeup is acceptable.
- Hair must be clean, dry, and kept out of the face. Specific guidelines for hair color are in place, requiring approval from the Director of Respiratory Therapy or Program Director.
- Neat and clean beards are permitted, but they may need to be removed in certain instances to comply with safety standards.
- Acrylic or long fingernails, hats, headgear, and visible tattoos are not allowed, unless covered as per approval from Triton College faculty.
- Headphones are prohibited at clinical sites or in classrooms.

It is important to note that individual clinical sites may have additional stipulations, and all students must adhere to the college, program, and clinical affiliate dress codes. Non-compliance may result in a 10% reduction per infraction in the clinical grade.

SUPPLIES AND ATTIRE FOR LABORATORY AND CLINICAL COURSES

In order to engage in laboratory and clinical courses, students must acquire the following essential items: a stethoscope, a white clinic jacket (lab coat), a scrub set, and a penlight with a pupil gauge. The specified attire for the program includes black scrubs, a white lab coat, and the program patch. In addition, student will need to purchase access to the Trajecsys Report System (\$150 for 24 months).

TEXTBOOKS AND INSTRUCTIONAL SUPPLIES

The course syllabi for each RSC (Respiratory Care Course) comprehensively outline all required textbooks and instructional materials. Additionally, these essential resources, including textbooks and supplies, are conveniently accessible for purchase at the Triton College Bookstore, both on campus and through the online platform.

GRADE SCALE

Given the close patient contact and the significant responsibilities associated with being a respiratory therapist, mastery of academic material and technical competency are imperative. Students entering the Triton College Respiratory Care Program must maintain a grade of "C" or better in each course, as mandated by the curriculum.

In the event that a student receives a grade of "D" or "F" in any course required within the associate degree curriculum, it becomes the student's responsibility to initiate academic counseling. The student should seek guidance from the course instructor, the Respiratory Care Department Chair, and the retention specialist to address the situation appropriately. Students must pass all RSC courses with 75% or higher.

Grading Scale (%)	
93 – 100	A
85 – 92	B
75 – 84	C
68 – 74	D
0 – 67	F
Withdrawn	W

Grades are based on the above grading scale. Grades are not rounded up.

ACADEMIC INTEGRITY

The Triton College Respiratory Program upholds the principles of academic integrity, emphasizing honesty and transparency in scholarly, creative, and communal pursuits. This

commitment extends beyond ethical practices to encompass the avoidance of plagiarism, cheating, and any forms of professional or personal misrepresentation and dishonesty.

Integrity is a fundamental aspect of the values and discussions that define the academic environment, contributing to the cohesion of the academic community and shaping its role in society. Trust and integrity form the bedrock of relationships, both within the campus setting and in the future personal and professional lives of our students.

Students are expected to adhere to the established standards of academic life, conducting themselves with respect for the rights of others. This includes refraining from behaviors that may disrupt the academic community's ability to fulfill its usual functions. Additionally, students are required to observe the standard principles of integrity when preparing essays and taking examinations.

Adherence to reasonable rules of procedure set forth by faculty members or the college is essential. Students must familiarize themselves not only with the performance and intellectual standards of each course but also with the acceptable means of achieving those standards. While students are encouraged to utilize various resources for academic mastery, the instructor evaluates their intellectual achievement and honesty.

ACADEMIC HONESTY

Triton College closely adheres to principles of academic honesty and integrity. The Academic Honesty Policy is designed to inform students and faculty of the expectations and procedures associated with the honest pursuit of a Triton College education. Overall, academic achievement is a product of personal commitment, the investigation of knowledge, and the pursuit of independent and honest work, both in and out of the classroom. All forms of cheating deprive the student of achieving true academic success and are therefore considered severe violations. Furthermore, all incidents of cheating will result in a disciplinary response from college officials. The policy is outlined in the [student handbook](#).

PLAGIARISM

Plagiarism **includes** someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source.
- Using another person's ideas, opinions, or theory, even if wholly paraphrased in one's own words, without acknowledging the source.
- Borrowing facts, statistics, or other illustrative materials that are not common knowledge without acknowledging the source.

- Copying, or allowing another student to copy, a computer file that contains another student's assignment and submitting it, in part or its entirety, as one's own.
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's work.

Plagiarism is stating or implying that another person's work is your own. Plagiarism can range from submitting an assignment you didn't write to omitting key citations. Any action in which you misleadingly claim an idea as your own when it is not could constitute plagiarism. Another type of plagiarism involves copying large chunks of text from one or more original sources and inserting them into the assignment. Therefore, you must research and write about the topic in your own words. Gather information from a wide variety of sources and list all sources. Any time a phrase, sentence, or group of sentences written by someone other than yourself is used in an assignment, it must be contained by quotation marks, and the other writer must be indicated clearly. Please note: Triton College uses plagiarism detection software.

FABRICATION

Fabrication is the use of invented information or the falsification of research or other findings. Examples include, but are not limited to:

- Citation of information not taken from the source indicated. This may include incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report, or another academic exercise of falsified, invented, or fictitious data or information, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information.
- Submitting as your own written work, printing, sculpture, etc., prepared totally or in part by another.

CHEATING

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he/she has not mastered. Examples include, but are not limited to:

- Copying from another student's test, exam, quiz, and/or paper.
- Allowing another student to copy from a test, exam, quiz, and/or paper.
- Unauthorized use of course textbooks or other materials, such as a notebook, to complete a test or other assignment.
- Collaborating on a test, exam, quiz, or other project with any other person(s) without authorization.
- Using or processing specifically prepared materials during a test, such as notes, formula lists, notes are written on the student's clothing, etc., that are not authorized.
- Taking a test for someone else or permitting someone else to take a test for you.

PROHIBITION OF ONLINE HARASSMENT

Harassment is "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose." See 18 U.S.C. § 1514(c).

Harassment includes but is not limited to stalking and uninvited lewd, obscene, profane, and invasive comments. Students who harass other students or faculty members will be punished according to Triton's behavioral policy.

ARTIFICIAL INTELLIGENCE (AI) POLICY

As an academic institution, Triton College places a high value on academic integrity and expects all students to uphold the highest standards of ethical behavior. While Artificial Intelligence (AI) language models, such as ChatGPT, offer a wealth of knowledge and information that can enhance academic assignments by providing insights and suggestions, it is crucial for students not to solely rely on these generated responses. AI programs are not intended to replace critical thinking and research skills, which are essential for academic work. Professors and instructors may utilize plagiarism detection software to identify the use of AI programs in academic assignments.

Any course submission material generated by AI programs, including ChatGPT, must be appropriately cited as a resource for academic submissions. Failure to cite the use of AI, resulting in a finding of plagiarism, will subject the student to academic penalties. These penalties may include failure of the assignment or course, suspension, or expulsion. Alleged violations of academic regulations will be addressed under the Academic Honor Code as published in the Triton College Student Handbook.

Examples of AI Misuse in an Academic Setting:

1. **Substitute for Independent Research and Critical Thinking:** AI programs should not be used as a substitute for independent research and critical thinking. While these programs can offer helpful insights, students must not solely rely on generated responses for their academic work.
2. **Assignments Requiring Original Ideas or Analysis:** Students are expected to use their own creativity and analytical skills for assignments that demand original ideas or analysis.
3. **Ethical or Moral Reasoning Assignments:** AI programs are not equipped to make moral or ethical decisions. Therefore, they should not be utilized for assignments that require ethical or moral reasoning.
4. **Interaction with Human Subjects:** AI is not a substitute for human interaction and cannot provide insights into human behavior or emotions. Therefore, AI should not be used for assignments that involve interaction with human subjects.

STUDENT CONDUCT AND TITLE IX

Students who fail to comply with Triton Community College policies, regulations, and rules will be subject to disciplinary action, including dismissal from the College. Disciplinary hearings will be facilitated through the Dean of Students office or designee. Board policy outlines the student

conduct process and the student portion of the Title IXS policy. More information is also available in the student handbook.

A student accused of violating College policies and/or regulations may be diverted from the disciplinary process if it is determined that the student is suffering from a psychological disorder and, as a result of the psychological disorder, engages or threatens to engage in a behavior which poses a danger of causing physical harm to self or others, or would cause significant property damage or impedes the lawful activities of others.

CLASSROOM BEHAVIOR

Actions and behavior that violate the college's published administrative and academic policies and procedures, and academic records that do not meet the college's Standards of Academic Progress, may lead to student suspension from class or from the college. Students are especially reminded that appropriate classroom behavior is prescribed by the instructor. If an instructor determines that certain behaviors are disruptive or affect the instructional purposes of the classroom, the instructor may impose certain sanctions. These include suspension from the class for the day affected or a three consecutive school day suspension. The latter sanction must be accompanied by a written statement of the incident which must be sent to the Dean of Students. The dean will conduct a hearing to resolve the case and may impose further sanctions, if warranted. In all cases, the student will be informed of all action taken on behalf of the college.

STANDARDS AND PROCEDURES FOR VOLUNTARY AND MANDATORY WITHDRAWAL

Students who fail to comply with Triton College policies, regulations, and rules will be subject to disciplinary action, including dismissal from the College. Disciplinary hearings will be facilitated through the Dean of Student Services office or designee and conducted by the Student Conduct Committee. The Student Conduct Committee will be appointed by the Vice President of Student Affairs and membership will be reviewed annually.

In cases of suspension or dismissal, the decision of the Student Conduct Committee may be grieved through the Student Life Committee. In cases which involve academic concerns, grievances will be initiated with the instructor, department chairperson, and academic dean. The decision of the academic dean is final.

A student accused of violating college disciplinary regulations may be diverted from the disciplinary process if it is determined the student is suffering from a mental disorder, and as a result of the mental disorder:

- engages or threatens to engage in behavior which poses a danger of causing physical harm to self or others, or

- engages or threatens to engage in behavior which would cause significant property damage or impedes the lawful activities of others.

EXIT INTERVIEWS

All students terminating the Respiratory Care Program without completion are required to undergo an exit interview with the Department Chair and/or Program Director. This interview is conducted at the time of dismissal or withdrawal from any required course in the program.

PROGRAM READMISSION

For students seeking readmission to the first semester of the Respiratory Care Program, the following steps must be followed:

1. **Meeting with Department Chair/Program Director:** Students must meet with the Department Chair/Program Director to discuss their desire for readmission.
2. **Reapplication:** Students must reapply for the program.
3. **Evaluation with New Program Applicants:** Readmission applicants will be evaluated alongside new program applicants.

Consideration for readmission beyond the first semester requires additional steps:

1. **Meeting and Letter of Intent:** The student must meet with the Department Chair and/or Program Director and submit a formal Letter of Intent to the Program Director one quarter before the desired readmission date.
2. **Clinical Competencies:** Individuals applying for readmission may need to repeat clinical competencies.
3. **After Two Academic Years:** Those applying for readmission after a period of two academic years must either satisfactorily challenge completed courses via department challenge examinations or repeat appropriate department-specific related courses.

Readmission applicants and program transfers applying to subsequent quarters will be considered on a space-available basis, determined by the instructor/student ratio as recommended by the readmission committee. Priority for readmission will be given to students who withdrew for justifiable reasons, as determined by the readmission committee, and left on good academic standing over students who withdrew failing.

GRIEVANCE PROCEDURES

COMPLAINT AND GRIEVANCE PROCESS

Triton College recognizes the importance of providing avenues for students, employees, or members of the public to express concerns, complaints, or grievances. Our policy strictly prohibits retaliatory actions against any individual reporting, inquiring, testifying, or assisting with an investigation of a complaint. Retaliation for making a good-faith report of potential

college-related legal or policy violations is unacceptable and may result in disciplinary action, including termination or dismissal.

INFORMAL COMPLAINT

An Informal complaint involves an informal allegation, concern, or expression of dissatisfaction regarding a service, policy, procedure, behavior, or outcome. This can be communicated verbally or via email to the responsible College employee or their immediate supervisor. If resolution is not achieved through these channels, a Formal Complaint may be filed.

FORMAL COMPLAINT

A formal complaint is a written allegation stating that an individual has been treated arbitrarily, unfairly, or in ways that violate established laws, rules, policies, or procedures. A formal complaint should be submitted to the Department Chair, and if the complaint is not resolved, a complaint can be forwarded to the Academic Dean. Please see Triton's [Student Handbook](#).

GRIEVANCE

A grievance is a formal allegation of discrimination explicitly involving one's disability or sex. Grievances related to discrimination based on race, national or ethnic origin, religion, age, or any other forms of discrimination (excluding disability or sex) should follow the Formal Complaint process mentioned in the Student Handbook. Triton's [Student Handbook](#)

ADA (SECTION 504) GRIEVANCE

Individuals who believe they have been subjected to discrimination due to a disability should file a grievance with the respective campus's Dean of Academic Area and/or Dean of Students. Detailed procedures and the appeals process are outlined in the Triton's [Student Handbook](#).

Title IX (SEXUAL HARASSMENT, DISCRIMINATION, OR ABUSE)

Those who believe they have experienced discrimination due to sex should notify the respective campus's Title IX Coordinator.

When the respondent is an employee, report to:

Joe Klinger
AVP, Human Resources
Title IX Coordinator
Triton College, Room P-105
(708) 456-0300, Ext. 3743
joeklinger@triton.edu

When the respondent is a student, report to:

Julia Willis
Dean of Students
Deputy Title IX Coordinator
Triton College, Room B-250A
(708) 456-0300, Ext. 3865

juliawillis@triton.edu

Section 504 (of the Rehabilitation Act of 1973) prohibits discrimination based on a disability:

Dominique Dial

Center for Access and Accommodative Services

Triton College

(708) 456-0300, Ext. 3853

dominiquedial@triton.edu

COARC NON-COMPLIANCE POLICY

The Triton College Respiratory Care Program operates under the accreditation of CoARC, adhering to the established guidelines and standards set by this accrediting body. In the event of any alleged violation of these standards or policies, following the outlined procedures for resolution is imperative.

REPORTING TO THE RESPIRATORY CARE DEPARTMENT CHAIR

Individuals with concerns or complaints about CoARC standards or policies should report them to the Respiratory Care Department Chair. The Department Chair will promptly respond to the complaint within ten (10) working days.

GRIEVANCE PROCEDURES

If the findings or resolutions provided by the Department Chair are unsatisfactory, the individual is encouraged to follow the grievance procedures outlined in the Triton College Student Handbook.

CONTACTING THE CHIEF EXECUTIVE OFFICER OF COARC

In the event that the concerns are not addressed at the institutional level, the individual should contact the Chief Executive Officer of CoARC. This can be done electronically or by mail using the following contact information:

Chief Executive Officer

Commission on Accreditation for Respiratory Care

264 Precision Blvd, Telford, TN 37690

Phone: (817) 283-2835

Fax: (817) 354-8519

Email: tom@coarc.com

INVESTIGATION OF NONCOMPLIANCE

IF the complaint indicates circumstances that, if substantiated, would denote noncompliance with CoARC Standards, Policies, or Procedures, the Chief Executive Officer will contact the complainant for additional documentation or corroboration as needed. The resolution process will be handled with diligence to address any potential noncompliance issues.

SECTION VI

LABORATORY POLICIES AND PROCEDURES

LABORATORY INTRODUCTION

The Triton College Respiratory Care Program is dedicated to fostering a secure and educational atmosphere for students engaging in skills and competencies within the laboratory setting. In alignment with this commitment, a set of comprehensive policies and procedures has been established to ensure a safe working environment. These guidelines are rooted in recommendations provided by the National Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA).

SAFETY COMMITMENT

Triton College and the Respiratory Care Program place a paramount emphasis on the safety of both students and faculty. Strict adherence to safety practices in the laboratory is mandatory, and any breach of safety protocols will result in disciplinary action, potentially leading to dismissal from the program.

GENERAL RULES OF CONDUCT

In the laboratory, students operate as a cohesive team, contributing collectively to uphold a clean, organized, and professional environment that enhances the overall educational experience. Students are expected to:

- Abide by all safety regulations outlined by Triton College, CDC, and OSHA.
- Arrive punctually and be prepared to commence work at the designated start of each lab session.
- Exercise careful handling of all equipment.
- Use provided bio-filters when utilizing equipment devices on themselves or others.
- Demonstrate consideration for fellow students, coordinating equipment sharing responsibly.
- Offer assistance to peers in a professional, positive, and encouraging manner.
- Adhere to guidelines for waste disposal (including sharps, biohazard waste, and regular trash)
- Strive for efficiency and accuracy in all skills.
- Acknowledge oxygen as medication and utilize it responsibly.
- Clean up workstations after use and return supplies and equipment to their designated areas.

ACCESS TO THE LABORATORY

While laboratory tasks and assignments are designed to be completed within scheduled sessions, students may need additional practice to master competencies. In such cases, students wishing to utilize the laboratory outside regular hours must notify their instructor or Program Director. The student assumes responsibility for laboratory security during this period, and access to the laboratory is restricted to the student unless authorized by the instructor or Program Director.

Students are expected not to tamper with or use equipment and materials beyond what is necessary for competency completion. Any incidents involving broken equipment or accidents during laboratory use must be promptly reported to the instructor or Program Director.

LABORATORY SAFETY AND HAZARDS

Students enrolled in Triton College's Respiratory Care Program are required to familiarize themselves with the guidelines outlined in the Laboratory Safety and Hazards policy. It is imperative that students adhere to the following steps in case of fire and other hazards:

FIRE POLICY AND PROCEDURE

- In the event of a fire, students must immediately call 911 and subsequently notify the Program Director.
- Employ the RACE acronym:
 - **REMOVE:** Remove anyone from the danger zone.
 - **ALARM:** Activate the fire alarm.
 - **CONTAIN:** Contain the fire by closing doors, etc.
 - **EXTINGUISH:** Use a fire extinguisher if possible.

ELECTRICAL

- Any instances of tingles, shocks, frayed wires, or potential shock hazards must be reported to the instructor and/or Program Director.
- Ensure that all equipment is properly grounded.
- Refrain from attempting to repair equipment while it is still plugged in.

COMPRESSED GASES

- Cylinders of compressed gas must always be secured in a cylinder stand or chained to the wall in accordance with OSHA guidelines.
- Keep valve safety covers in place until pressure regulators or needle valves are ready to be attached.
- Movement of cylinders should be facilitated using dollies, carts, etc., and should never involve carrying, rolling, or dragging.
- Clearly mark empty cylinders to distinguish them from full ones.
- Store cylinders away from heat sources.
- Avoid the use of oil, grease, or lubricants in proximity to valves, regulators, gauges, or cylinder fittings.
- Students who have successfully completed competencies on tank safety are authorized to operate compressed gas when the instructor is not present in the laboratory.

SECTION VII

CLINICAL POLICIES AND PROCEDURES

GENERAL OVERVIEW

The Triton College Respiratory Care Program is designed to facilitate the acquisition of proficiency in the knowledge, insight, and skills necessary for individuals aspiring to become respiratory therapists. Clinical education is pivotal in this process, focusing on developing interpersonal skills crucial for effective patient care and collaboration within the healthcare delivery team.

While classroom education lays the foundation for respiratory care practice, the hands-on training during clinical rotations provides practical and essential knowledge/skills for delivering respiratory care to patients. The program ensures a sequential and comprehensive experience, exposing students to various facets of respiratory care. Emphasis is placed on applying, synthesizing, integrating, critically analyzing, and evaluating theories and concepts in performing procedures.

CLINICAL FACILITIES

Gottlieb Memorial Hospital

701 W North Ave
Melrose Park, IL 60160

Loyola University Medical Center

2160 S 1st Ave
Maywood, IL 60153

Advocate Christ Medical Center

4440 W. 95th Street
Oak Lawn, IL 60453

Lutheran General Hospital

1775 Dempster St
Park Ridge, IL 60068

Ascension Alexian Brothers

800 Biesterfield Rd
Elk Grove Village, IL 60007

University of Illinois Hospital

1740 W Taylor St
Chicago, IL 60612

MacNeal Hospital

3249 S Oak Park Ave
Berwyn, IL 60402

Hines VA Hospital

5000 South 5th Avenue
Hines, IL 60141-3030

Elmhurst Hospital

155 E. Brush Hill Road
Elmhurst, IL 60126

Northwestern Memorial Hospital

251 E Huron St
Chicago, IL 60611, United States

Edward Hospital

155 E. Brush Hill Road
Elmhurst, IL 60126

Kindred Hospital Chicago-Northlake

365 E North Ave
Northlake, IL 60164

Advocate Children's Hospital-Oak Lawn

4440 West 95th St
Oak Lawn, IL 60453

Advocate Children's Hospital-Park Ridge

1775 Dempster St
Park Ridge, IL 60068

Kindred Hospital Chicago-Lakeshore

6130 N Sheridan Rd
Chicago, IL 60660

Kindred Hospital Chicago-North

2544 W Montrose Ave.
Chicago IL 60618

CLINICAL COURSES

The Applied Respiratory Care series at Triton College represents a dynamic and hands-on set of clinical courses meticulously crafted to prepare students for success in real-world healthcare settings as a Registered Respiratory Therapist (RRT). Starting with RSC 141, the first of four supervised clinical experiences, students immerse themselves in developing competency across a broad spectrum of skills, ranging from physical assessment to patient interviewing, clinical data evaluation, and initiating respiratory care treatments. Delivered at local health facilities (clinical affiliate), these courses, including RSC 141, 151, RSC 230, and RSC 245, go beyond traditional classroom learning, providing students with invaluable opportunities to apply their knowledge in actual healthcare environments. As students progress through each course, they gain proficiency in performing prescribed therapy, mastering both basic and advanced mechanical ventilation techniques, and adapting interventions to achieve optimal therapeutic outcomes. The curriculum ensures a seamless learning journey, with prerequisites for each course ensuring that students progressively build expertise, preparing them for the challenges and rewards of a career in respiratory care.

CLINICAL COMPETENCIES OVERVIEW BY COURSE

RSC 141-COMPETENCIES

GENERAL RESPIRATORY CARE/FLOOR THERAPY

- | | |
|--|--|
| <input type="checkbox"/> Active Cycle Breathing Technique | <input type="checkbox"/> Mechanical Insufflation–Exsufflation Device |
| <input type="checkbox"/> Adult CPR Compression* | <input type="checkbox"/> Metered Dose Inhaler |
| <input type="checkbox"/> Adult Manual Ventilation | <input type="checkbox"/> Modified Allen's Test |
| <input type="checkbox"/> Arterial Blood Gas Interpretation | <input type="checkbox"/> Mucus Clearing Adjuncts (i.e. flutter) |
| <input type="checkbox"/> Arterial Blood Gas Sampling | <input type="checkbox"/> Nasopharyngeal Suction |
| <input type="checkbox"/> Autogenic Drainage | <input type="checkbox"/> Noninvasive Ventilator |
| <input type="checkbox"/> Bubble Humidifier | <input type="checkbox"/> Oro/Nasopharyngeal Airway Placement |
| <input type="checkbox"/> Chest Physiotherapy (CPT) | <input type="checkbox"/> Oropharyngeal Suctioning |
| <input type="checkbox"/> Collecting Sputum Samples by Suctioning | <input type="checkbox"/> Patient Assessment |
| <input type="checkbox"/> Cough Techniques | <input type="checkbox"/> Peak Flow Meter |
| <input type="checkbox"/> Dry Powder Inhaler (DPI) | <input type="checkbox"/> Pulse Oximetry |
| <input type="checkbox"/> ECG Placement | <input type="checkbox"/> Small Volume Nebulizer (SVN) |
| <input type="checkbox"/> Handwashing | <input type="checkbox"/> Sputum Induction |
| <input type="checkbox"/> Heated High Flow Nasal Cannula* | <input type="checkbox"/> Suction Tracheostomy |
| <input type="checkbox"/> High flow/Venturi O2 devices | <input type="checkbox"/> Suctioning |
| <input type="checkbox"/> Hyperinflation therapy (i.e. EZPAP) | <input type="checkbox"/> Taking Medical History |
| <input type="checkbox"/> Incentive Spirometry | <input type="checkbox"/> Teaching Forced Expiratory Technique |
| <input type="checkbox"/> Inspiratory Muscle Trainer | <input type="checkbox"/> Tracheostomy Care |
| <input type="checkbox"/> IPPB | <input type="checkbox"/> Transport with Oxygen |
| <input type="checkbox"/> Isolation Procedures | <input type="checkbox"/> Ultrasonic Nebulizer |
| <input type="checkbox"/> Jet Nebulizer (LVN) | <input type="checkbox"/> Using an Oxygen Cylinder |
| <input type="checkbox"/> Low Flow O2 devices | <input type="checkbox"/> Vital Signs |

RSC 151-COMPETENCIES

BASIC INTENSIVE RESPIRATORY CARE

- | | |
|---|--|
| <input type="checkbox"/> Arterial Blood Gas Interpretation | <input type="checkbox"/> Non-Invasive Ventilator Initiation |
| <input type="checkbox"/> Arterial Blood Gas Sampling | <input type="checkbox"/> O2 Therapy to a Patient with an Artificial Airway |
| <input type="checkbox"/> ECG Placement | <input type="checkbox"/> Oropharyngeal Suctioning |
| <input type="checkbox"/> Adult CPR Compression* | <input type="checkbox"/> Oropharyngeal/Nasopharyngeal Airway |
| <input type="checkbox"/> Adult Manual Ventilation | <input type="checkbox"/> Patient Assessment |
| <input type="checkbox"/> Arterial Line Sampling | <input type="checkbox"/> Routine Parameter Change |
| <input type="checkbox"/> Chest X-RAY | <input type="checkbox"/> Routine Ventilator Check |
| <input type="checkbox"/> Endotracheal/ In-line Suction | <input type="checkbox"/> Securing ETT & Cuff Management |
| <input type="checkbox"/> Extubation | <input type="checkbox"/> Spontaneous Breathing Trial |
| <input type="checkbox"/> Humidification during Mechanical Ventilation | <input type="checkbox"/> Suction Tracheostomy |
| <input type="checkbox"/> In-line SVN/MDI | <input type="checkbox"/> Suctioning |
| <input type="checkbox"/> Intubation | <input type="checkbox"/> Taking Medical History |
| <input type="checkbox"/> Manual Ventilation During Transport | <input type="checkbox"/> Tracheostomy Care |
| <input type="checkbox"/> Mechanical Ventilation Initiation | <input type="checkbox"/> Transport Ventilator Set Up |
| <input type="checkbox"/> Monitoring End-Tidal Carbon Dioxide | <input type="checkbox"/> Using an Automated External Defibrillator |
| <input type="checkbox"/> Nasopharyngeal Suction | <input type="checkbox"/> Ventilator-Patient Assessment |
| <input type="checkbox"/> Non-Invasive Ventilator Check | <input type="checkbox"/> Weaning Parameters |

RSC 230/245-COMPETENCIES

ADVANCED CRITICAL CARE

- ☐ Arterial Blood Gas Interpretation
- ☐ Arterial Blood Gas Sampling
- ☐ Arterial Line Monitoring
- ☐ Arterial Line Blood Gas Sampling
- ☐ ECG Placement
- ☐ Adult CPR Compression*
- ☐ Adult Manual Ventilation
- ☐ Arterial Line Sampling
- ☐ Changing a Tracheostomy Tube
- ☐ Chest X-RAY
- ☐ Common Therapeutic Medical Gases
- ☐ Endotracheal/ In-line Suction
- ☐ Extubation
- ☐ Humidification with PPV
- ☐ In-line SVN/MDI
- ☐ Intubation
- ☐ LMA/KING LT/Combitube
- ☐ Manual Ventilation During Transport
- ☐ Mechanical Ventilation Initiation
- ☐ Monitoring End-Tidal Carbon Dioxide

NEONATAL-PEDIATRICS

- ☐ Arterial Line Blood Gas Sampling
- ☐ Arterial Line Monitoring
- ☐ Bag and Mask Ventilation
- ☐ Capillary Blood Sampling
- ☐ Chest Physiotherapy (CPT)
- ☐ Dry Powder Inhaler (DPI)
- ☐ Endotracheal Suctioning
- ☐ Humidification During PPV
- ☐ In-line SVN/MDI
- ☐ Initiation of Nasal CPAP
- ☐ Monitoring End-Tidal Carbon Dioxide
- ☐ Oropharyngeal Suctioning
- ☐ Patient Assessment
- ☐ Pulse Oximetry
- ☐ Routine Parameter Change
- ☐ Routine Ventilator Check
- ☐ Small Volume Nebulizer (SVN)
- ☐ Suctioning
- ☐ Transcutaneous Monitoring
- ☐ Transport Ventilator Set Up

- ___ Nasopharyngeal Suction
- ___ Non-Invasive Ventilator Check
- ___ Non-Invasive Ventilator Initiation
- ___ Oropharyngeal Suctioning
- ___ Oropharyngeal/Nasopharyngeal Airway
- ___ Patient Assessment
- ___ Routine Parameter Change
- ___ Routine Ventilator Check
- ___ Securing ETT & Cuff Management
- ___ Spontaneous Breathing Trial
- ___ Suction Tracheostomy
- ___ Suctioning
- ___ Taking Medical History
- ___ Tracheostomy Care
- ___ Transport Ventilator Set Up
- ___ VAP Prevention
- ___ Ventilator Waveform Analysis
- ___ Ventilator-Patient Assessment
- ___ Weaning Parameters

ACUTE LONG-TERM/REHAB

- ___ Liquid Oxygen System
- ___ Using Home Oxygen Equipment
- ___ Tracheostomy Care
- ___ Changing a Tracheostomy Tube
- ___ Ventilatory Support in Alternative Settings

- ___ Umbilical Artery Catheter Blood Gas Sampling
- ___ VAP Prevention
- ___ Ventilator Circuit Change
- ___ Ventilator Initiation
- ___ Ventilator Waveform Analysis
- ___ Ventilator-Patient Assessment
- ___ Weaning Parameters

DIAGNOSTICS

- ___ ABG Sampling
- ___ Bronchoscopy Assisting
- ___ Capnography
- ___ Electrocardiography
- ___ Performing Flow-Volume Curves
- ___ Performing Forced Vital Capacity Maneuver
- ___ Performing Simple Spirometry
- ___ Six Min Walk Test

COMPETENCY STANDARDS

Following CoARC Standards, students are expected to accomplish a range of competencies, including:

- Acquire and evaluate clinical data
- Assess the cardiopulmonary status of patients
- Perform or assist in the performance of prescribed diagnostic studies such as obtaining blood samples, blood gas analysis, pulmonary function testing, and polysomnography
- Evaluate data to assess the appropriateness of prescribed respiratory care
- Establish therapeutic goals for patients with cardiopulmonary disease
- Participate in the development and modification of respiratory care plans
- Case management of patients with cardiopulmonary and related diseases
- Initiate prescribed respiratory care treatments, evaluate and monitor patient responses to therapy, and modify prescribed therapy to achieve the desired therapeutic objectives
- Manage life support activities
- Initiate and conduct prescribed pulmonary rehabilitation
- Provide patient, family, and community education

- Promote cardiopulmonary wellness, disease prevention, and disease management
- Promote evidence-based practice by using established clinical practice guidelines and evaluating published research for its relevance to patient care

PROGRAM FACULTY DESCRIPTIONS

PROGRAM DIRECTOR

The Program Director oversees all components of the respiratory care program, including organization, administration, review, and policy effectiveness. Responsibilities include administering and organizing the education program, coordinating didactic and clinical education, instructing curriculum units, and supervising faculty.

DIRECTOR OF CLINICAL EDUCATION

The Director of Clinical Education coordinates clinical education, acts as a liaison between clinical affiliates and the college, evaluates clinical effectiveness, reviews and revises the curriculum, provides student counseling, and ensures compliance with accreditation requirements.

CLINICAL PRECEPTOR/STAFF RESPIRATORY THERAPIST

Each clinical affiliate appoints a clinical preceptor, a staff respiratory therapist, dedicated to promoting student achievement. Clinical preceptors undergo specific training and actively participate in promoting student competency. Their responsibilities include active participation in the learning process, evaluating and supervising student performance, and maintaining communication with the Director of Clinical Education.

CLINICAL INSTRUCTOR

Clinical Instructors, employed by healthcare agencies or the college, are responsible for guiding and supervising students in the clinical setting. Their duties include ensuring accreditation standards are followed, evaluating student performance, and maintaining open communication with program leadership.

STUDENT SUPERVISION

At Triton College Respiratory Care Program, it is imperative that students are never utilized as substitutes for qualified respiratory therapists. Direct supervision is mandatory during all clinical assignments, defined as the presence of the Clinical Preceptor, Clinical Instructor, or Director of Clinical Education accompanying students throughout patient care, procedures, and transport, irrespective of the student's level of achievement. Operating equipment or performing therapies without the guidance of qualified Preceptors, Clinical Instructors, or the Director of Clinical Education is strictly prohibited. The overall responsibility for supervision and evaluation

of Respiratory Care students at each clinical facility rests with the Preceptor, Clinical Instructor, and/or Director of Clinical Education.

CONFIDENTIALITY

Maintaining strict confidentiality is paramount in handling information concerning patients or the healthcare facility's business. Students are obligated to adhere to the provisions and regulations outlined in the 1996 Health Insurance Portability and Accountability Act (HIPAA) regarding health information. Disclosures to non-concerned parties or individuals outside the healthcare facility are strictly prohibited.

MANDATORY CRIMINAL BACKGROUND CHECK

Prior to participating in clinical rotations, all students are required to undergo a criminal background check. This step is essential to ensure compliance with program requirements and ethical standards.

It is crucial to note that certain convictions may result in the denial of a respiratory license and the inability to practice within the field. Specifically, applicants with convictions related to the following offenses will be ineligible for licensure:

1. An offense requiring registration under the Sex Offender Registration Act
2. An offense where the imposed sentence necessitates registration under the Sex Offender Registration Act
3. Involuntary sexual servitude of a minor
4. Criminal battery against any patient in the course of patient care or treatment
5. A forcible felony, contingent upon the date of conviction and release from confinement.

For further details and clarification, applicants are encouraged to refer to the official guidelines provided by the Illinois Department of Financial and Professional Regulation (IDFPR): [Respiratory Care Practitioner FAQs](#).

HEALTH REQUIREMENTS

Before admission to any allied health program, students are required to submit appropriate health documentation to Castle Branch. Proof of the ability to perform the necessary skills for effective respiratory care practice is mandatory. Healthcare facilities must adhere to federal guidelines, and students must meet these requirements to gain clinical experience. Students must provide proof of health insurance, negative TB test, hepatitis B vaccine (or waiver if allowed by the clinical affiliate), a physical exam certifying the ability to function in the required capacity, proof of immunizations (MMR, varicella, TDap), current COVID/Flu vaccinations and boosters, CPR (Healthcare Provider-BLS) training, and a negative drug screen.

Students are not permitted to attend clinicals if a required vaccine is not up to date. Any clinical hours missed due to out-of-date vaccines will be rescheduled based on clinical site availability. A criminal background check and drug screen are mandatory for admission. The eligibility of students with previous convictions to attend clinicals is determined by each clinical site. Failure

to meet these requirements may hinder a student's progress in the program, resulting in the inability to complete the required courses.

In cases where a drug screen is positive without a valid prescription, the student may be disqualified from admission. The student has 5 working days upon notification of the drug screen results to provide prescription validation. Students are responsible for the costs associated with any required testing.

CASTLE BRANCH CLINICAL COMPLIANCE

CastleBranch specializes in delivering background screening and compliance management solutions, with a particular focus on education and healthcare. Within the Triton College Respiratory Care Program, CastleBranch plays a crucial role in upholding standards for student compliance.

The services provided by CastleBranch encompass background checks, drug testing, immunization tracking, and other compliance-related solutions. Educational institutions, including healthcare programs, frequently employ CastleBranch to verify that students fulfill specific requirements and adhere to established standards before engaging in clinical or practical experiences.

In the context of healthcare education programs at Triton College, CastleBranch serves as a platform for managing the documentation and verification of student background checks, immunizations, and other essential compliance elements. This process ensures that students entering clinical settings or internships meet the necessary standards and comply with industry regulations.

SETTING UP AN ACCOUNT

Students will place an order using their package code at <https://mycb.castlebranch.com> to register for their new account. If the student has an account already set up from another college/university, they will still need to purchase the specified package for your program. By using the same email as the initial account, this will merge the accounts tracks together.

MEDICAL LIABILITY AND MALPRACTICE INSURANCE COVERAGE

At Triton College, a comprehensive medical liability and malpractice insurance policy is extended to all enrolled students. This essential coverage, integral to each clinical course, is financially supported through student fees. The cost associated with this insurance is seamlessly integrated into the overall structure of the clinical courses, ensuring that students have the necessary protection without additional financial burden.

The coverage encompasses a range of potential liabilities and malpractice scenarios, offering students peace of mind as they engage in their clinical education. Triton College is dedicated to prioritizing the well-being and security of its students, and the provision of insurance reflects the institution's commitment to fostering a safe and supportive learning environment.

STANDARD PRECAUTIONS

At Triton College Respiratory Care Program, we strictly adhere to body substance precautions developed by the Center for Disease Control in all clinical areas and Triton College campus laboratories. Body substances, including oral secretions, blood, urine, feces, wounds, and other drainage, are considered infectious in all cases. Our precautions include the following measures:

HAND WASHING USING A BIOCIDAL AGENT

- Prior to all invasive procedures
- Following contamination with blood or body fluids
- Immediately after gloves are removed

USE OF PERSONAL PROTECTIVE EQUIPMENT

- Gloves (non-sterile) are mandatory to avoid direct contact with body substances, mucous membranes, or non-intact skin.
- Plastic gowns are required when clothing is likely to be soiled by body substances.
- Masks and protective eyewear (glasses) are essential when body substance splashes or splattering is likely.
- N-95 or Hepa masks are necessary in patients' rooms with airborne illnesses such as TB, measles, or COVID.

These precautions are diligently followed to ensure the safety of both healthcare providers and patients, promoting a secure and hygienic environment in our educational and clinical settings.

STUDENT INFECTIOUS DISEASE EXPOSURE PROTOCOL

In the event of a student's exposure to infectious diseases through percutaneous (needle stick or cut) or mucous membrane (splash to eye, nasal mucous, or mouth) contact with blood/body fluids, or cutaneous exposure where the student's skin is chapped, abraded, or otherwise non-intact, the following protocol must be diligently followed:

1. The student must immediately report the exposure to both the Clinical Instructor or Preceptor at the healthcare facility and the program faculty.
2. Complete a health care facility incident report as expeditiously as possible, preferably within 24 hours of the occurrence.
3. **PROTOCOL:**
 1. In accordance with healthcare facility guidelines, the Clinical Instructor or Director of Clinical Education will promptly notify appropriate personnel to assess the relative risk of possible HIV or HBV infection.

2. The student will receive written notification of the patient's infectious history based on facility guidelines. This information will be presented to the treating physician.
3. The student will be presented with two treatment options:
 1. Utilize the Emergency Department at the healthcare facility at a cost to the student.
 2. Seek treatment from an independent physician and/or facility of the student's choice at the student's expense.

NOTE: Refusal of treatment by the student must be documented by the clinical instructor, preceptor, or Director of Clinical Education and noted in the department report. This protocol is designed to ensure immediate and comprehensive response to student exposure incidents, prioritizing their health and well-being in alignment with healthcare facility guidelines and best practices.

STUDENTS WITH INFECTIOUS DISEASE GUIDELINES

It is crucial for students to be aware that certain infectious diseases may induce immunosuppression, increasing susceptibility to infections acquired through patient-student interaction. To ensure the safety of both students and patients, the following precautions should be observed:

1. **GENERAL PRECAUTIONS:**
 - Exercise caution when working with patients diagnosed with contagious diseases.
2. **IMMUNOCOMPROMISED STUDENTS:**
 - Students who are immunocompromised are advised to wear gloves when directly contacting blood, mucosal surfaces, or exposed tissues of patients.
 - Immunocompromised students with oxidative or weeping skin lesions will not be permitted direct patient care contact.
3. **CASE-BY-CASE DETERMINATION:**
 - The decision regarding the exclusion of an immunocompromised student from providing direct care will be made by appropriate college and medical personnel on a case-by-case basis.

These guidelines are implemented to safeguard the health of both students and patients, ensuring a thorough assessment of each situation and the adoption of necessary precautions. It underscores the importance of personalized considerations in determining the level of direct patient care involvement for immunocompromised students.

ATTENDANCE-CLINICAL EDUCATION

Any missed time occurring in Clinical Education must be made up and prearranged with the Clinical Instructor and/or Director of Clinical Education. Students should coordinate and submit a schedule with the Clinical Instructor and/or Director of Clinical Education within one (1) week

of the missed absence to schedule make up time to be completed prior to the quarter end. Failure to submit a schedule for the make-up time and follow this policy will result in a 50% grade reduction in the attendance section of the final clinical grade.

No missed clinical time can be carried over from one quarter to the next unless approved by the Program Director/Department Chair. A 50% grade reduction in the attendance category will result if a student leaves the clinical facility prior to the scheduled time. In the event a student must leave the clinical area prior to the scheduled time, the student must get approval from the Clinical Instructor and/or the Director of Clinical Education. Clinical experience is limited according to scheduled hours. No student can alter their clinical schedule unless approved by the Director of Clinical Education or the Program Director (see Clinical Education Transfers policy).

If a student is going to be absent from a clinical area, he/she must notify the Clinical Instructor/Coordinator and the Director of Clinical Education at a minimum, one hour prior to the scheduled time. NO EXCEPTIONS. Failure to follow this procedure necessitates a 30% grade reduction in the attendance category of the clinical course.

Absence Penalties:

1st occurrence = 10% grade reduction in attendance category

2nd occurrence = 50% grade reduction in attendance category

3rd occurrence = 100% grade reduction in attendance category

TARDINESS

Clinical time missed due to tardiness must be made-up on the day of the occurrence if the clinical facility scheduling permits as determined by the Preceptor, Clinical Instructor or Director of Clinical Education.

Students are expected to be on time for all clinical assignments. In the event a student determines he/she will be tardy, he/she must notify the site first followed by the Clinical Instructor or Director of Clinical Education—NO EXCEPTIONS. The expectation is that the student must clock-in and be in the assigned area at the designated time. Therefore, students should arrive in a timely manner that permits them to put away personal items, clock - in and be in their assigned area by the designated start time. Tardiness is defined as clocking in one minute or more past the designated start time. Tardiness results in a grade reduction.

Beginning with the second occurrence, each tardy will result in a grade reduction. The grade reduction will be as follows:

1st Occurrence – no grade reduction

2nd Occurrence – 30% grade reduction in the attendance category

3rd Occurrence – 60% grade reduction in the attendance category

4th Occurrence – 100% grade reduction in the attendance category

CLINICAL TIME TRACKING

The Triton College Respiratory Care Program mandates that students enrolled in the program must effectively utilize the Trajecsyst online tracking system. Prior to commencing their clinical experiences, students undergo comprehensive training on the Trajecsyst system. Students are required to clock in and out accurately at the clinical affiliate site by employing the Trajecsyst system.

In the event of any circumstances preventing a student from accessing the Trajecsyst system as stipulated, it is imperative for the student to log a time exception, providing a detailed explanation when the system becomes accessible. Notably, any attempt to clock in and/or out of the Trajecsyst system using devices such as cell phones or personal computers, other than the designated clinical site computers, will be considered as falsification and misrepresentation of facts. Such actions are grounds for immediate dismissal from the program.

CLINICAL ASSIGNMENTS POLICY

Clinical assignments for Respiratory Care students are made by the Director of Clinical Education, taking into consideration the following factors:

1. **ACCREDITATION CRITERIA:**
 - Assignments align with accreditation criteria to ensure compliance with educational standards.
2. **FACILITY RESOURCES:**
 - Allocation is based on the resources available at each healthcare facility.
3. **GEOGRAPHICAL PROXIMITY:**
 - Consideration is given to the geographical proximity of clinical sites to facilitate accessibility.
4. **CONFLICT OF INTEREST:**
 - Assignments are made, avoiding conflicts of interest to maintain fairness and integrity.
5. **NO GUARANTEE OF SPECIFIC SITE:**
 - The Department of Respiratory Care does not guarantee any student a specific clinical site.
6. **PROHIBITION ON SELF-ARRANGEMENT:**
 - Under no circumstances should a student find their own site or switch sites with a classmate.
7. **DIRECTOR'S DISCRETION:**
 - The Director of Clinical Education reserves the right to alter clinical assignments based on evolving needs.
8. **ROTATION BETWEEN CLINICAL SITES:**
 - Respiratory Care students will rotate to different clinical sites depending on their scheduled clinical education course.
9. **TRANSPORTATION RESPONSIBILITY:**

- Students are responsible for their transportation to and from the clinical education site.

10. SITE COMPLIANCE AND STUDENT CONDUCT:

- All students must adhere to dress codes, clinical standards, and procedures at the clinical education site.
- Wearing a visible student nametag is mandatory at all times during the clinical education site.

11. SITE REMOVAL AND STUDENT TERMINATION:

- The clinical site reserves the right to remove any student displaying disregard for program or site policies.
- The school retains the right to terminate a student removed from a site for any reason.

This policy ensures fair, transparent, and efficient clinical site assignments while emphasizing student responsibility and compliance with program and site regulations.

CLINICAL EDUCATION TRANSFERS POLICY

To initiate a change in their assigned clinical facility, a student must adhere to the following procedure:

1. SUBMIT A WRITTEN REQUEST:

- Prepare a written request outlining the rationale and justification for the transfer.

2. DIRECTOR AND/OR PROGRAM DIRECTOR REVIEW:

- Submit the request to the Director of Clinical Education and/or Program Director for evaluation.
- Faculty will engage in closed discussion to recommend approval or non-approval.

3. WRITTEN NOTIFICATION:

- The student will be informed in writing about the decision regarding their transfer request.

MEAL/BREAKS POLICY

Meal and break times are incorporated into the scheduled clinical education practice. These breaks are additional to the required daily clinical experience hours.

ELECTRONIC DEVICES POLICY

Students are prohibited from receiving or making personal phone calls or texts while in the clinical area. Personal communication should be restricted to breaks, except in emergencies where the student must excuse themselves to a private area for appropriate handling. Departmental telephones are not to be used for personal calls.

SOCIAL NETWORKING GUIDELINES

Health care professionals must adhere to social networking guidelines to ensure compliance with HIPAA standards. This policy outlines general guidelines for internal and external

communication through social networking, email, text, and other electronic mediums. For any clarifications, consult with faculty or a supervisor.

1. CONFIDENTIALITY:

- Internet postings or communication must not include confidential or personal information about students, faculty, clinical staff, or patients, as protected by HIPAA.
- Business-related information and policies of clinical education centers should not be disclosed publicly through online platforms.

2. DIGITAL RECORDING:

- No electronic digital photography, videotaping, or recording of faculty course lectures or lab activities may be posted on social networking or electronic media sites without prior written authorization from the instructor.

3. PATIENT PRIVACY:

- During school or clinical experiences, refrain from sharing specific patient information on social media platforms.

4. HIPAA VIOLATIONS:

- Avoid mentioning clients/patients in a way that could lead to identification, even without using Protected Health Information (PHI). Consequences for violations are severe.

5. PROFESSIONALISM:

- Posting names of instructors, clinical supervisors/preceptors, comments, or criticism about sites on public social network sites is inappropriate.

6. CLINICAL EXPERIENCES:

- Students should not share posts or photos on social networks related to clinical experiences, including location, clients, diagnosis, treatment, clinical educators, and staff.

7. SUPERVISOR/PRECEPTOR RELATIONSHIP:

- Do not request your supervisor/preceptor to connect on social media during clinical. This avoids potential awkward situations and maintains professionalism. Mutual decisions to connect can be made after the clinical experience.

8. PERSONAL CONTENT:

- Exercise caution in posting content on social networking sites, as potential employers often review them. Search your name on search engines to assess your online presence.

These guidelines aim to uphold the highest standards of professionalism and confidentiality in the digital realm, protecting both individuals and the integrity of the healthcare profession.

CLINICAL COMPETENCY EVALUATION

Clinical competency evaluations are conducted quarterly by the Clinical Instructor and/or Director of Clinical Education. These practical examinations form a permanent part of the student's clinical record and contribute to the overall grade.

- **Passing Grade:**

- A passing grade is essential for each competency evaluated.
- **Re-attempting Competencies:**
 - In the event of a failed competency examination, students are allowed to re-attempt at a later date.
 - All attempts at competency examinations will be averaged to determine the final score.
- **Retesting on Previous Competencies:**
 - At the instructor's discretion, a student may be tested on previously evaluated competencies.
- **Repeat Competencies:**
 - The Program Director and/or Director of Clinical Education may require a student to repeat competencies based on their discretion.

These evaluations are crucial in assessing the student's clinical proficiency and contribute significantly to their academic progress. The opportunity for re-attempting ensures that students have the chance to demonstrate improvement and achieve the required competency standards.

SECTION VIII

STUDENT COMPETENCY EVALUATIONS

CLINICAL EVALUATION OVERVIEW

The evolving complexity of respiratory care procedures and equipment underscores the heightened responsibilities of Respiratory Therapists. Collaborative efforts between Triton College and clinical education sites are imperative to deliver optimal educational opportunities to students. During clinical experiences, students should engage in a comprehensive range of routine procedures. Each student bears responsibility for their performance within this competency-based curriculum.

In pursuit of a systematic approach to clinical education, a robust evaluation system has been developed. This system aims to identify students' strengths and deficiencies, facilitating targeted improvements. Competency-based evaluation serves as a mechanism to monitor students' progression, ensuring their ability to meet specified objectives and demonstrate proficiency.

Evaluation encompasses direct assessments of knowledge and skills in the classroom, while indirect assessments occur throughout the educational journey. The application of skills is evaluated in the Triton College laboratory and during clinical experiences at affiliated sites. The use of a competency-based system is crucial to gauge the proficiency level achieved by each student objectively.

Reinforcement and evaluation of knowledge and skills in the clinical education setting are paramount for maximizing students' clinical effectiveness. Clinical education sites play a pivotal role in designing experiences that bridge the gap between theory and application. Quality supervision within medical facilities is essential for achieving this integration.

The clinical component of Triton College's Respiratory Care Program is integral to the overall curriculum. A thorough understanding of the clinical evaluation system is imperative for all individuals involved in the program. The competency-based evaluations align with guidelines recommended by the National Board of Respiratory Care (NBRC), with additional expectations during classroom and lab studies being encouraged by the program.

DIDACTIC AND CLINICAL COMPETENCY EVALUATION SYSTEM

Students enrolled in the Triton College Respiratory Care Program are required to demonstrate competencies in conjunction with their didactic coursework. Competencies serve as a vital tool to assess the student's understanding of patient care interactions, respiratory care treatment modalities, mechanical ventilation, and specialized testing. Each competency allows students **two attempts** for evaluation, conducted by faculty members of the respiratory care department.

Upon successful completion of a competency, both the student and the faculty member sign the evaluation form, which is then permanently filed in the student's records. In cases where a competency is not successfully passed, the student is required to **repeat the entire course**, impacting the level of Clinical Education they can participate in.

The integration of competencies extends from the classroom to the clinical setting. All competencies completed in the classroom are replicated in the clinical environment, reinforcing the skills acquired in simulated scenarios to real-life patient care.

Methods of Evaluation

- *Didactic Classroom Competencies*
 - Competency Evaluation/Laboratory Skills Assessment
- *Clinical Education Competencies*
 - Competency Evaluation/Clinical Skills Assessment
 - Preceptor Clinical Evaluation/Feedback
 - Patient Case Studies/Care Plans
 - Daily Patient Log

RESPIRATORY THERAPY COMPETENCY EVALUATION

In each term of the Triton College Respiratory Care Program, students undergo evaluation based on a minimum number of clinical competencies. Prior to evaluation, students are required to perform a minimum of two (2) practices in the clinical setting.

Within the clinical education environment, students who have observed, assisted, and satisfactorily performed a specific competency can express their readiness to independently perform the examination under direct supervision for a grade (competency exam). The evaluator conducts a thorough review of the procedure with the student present and completes the Competency Evaluation Form. Intervention by the clinical preceptor or Director of Clinical Education occurs only if patient safety is compromised. Successful completion and attainment of a passing score indicate student competency. A student who does not meet the criteria will continue supervised practice and receive a second attempt. Failure on the second attempt necessitates remediation in the classroom/lab.

Successful completion of all required mandatory and elective competencies, as outlined in the course syllabus for each course, is mandatory. Failure to fulfill these competencies results in a non-passing grade for the class, requiring the student to repeat the course.

Students are not assigned procedures that exceed their educational or clinical experience. They may be requested to perform tasks such as patient transport or other duties relevant to respiratory therapist examinations or department operations, to which they willingly and without hesitation adhere.

KEY POINTS

- The Competency Evaluation/Skills Assessment is crucial for assessing a student's ability to perform each skill adequately. Proper utilization of the form facilitates the identification of a student's problem areas.

- Documentation of repeated procedures is essential for a comprehensive evaluation, recorded on both the student's daily clinical report sheet/log. This practice enables a thorough assessment and highlights specific areas of difficulty over time.

CLINICAL AFFECTIVE EVALUATION

The clinical preceptor and DCE will complete a Clinical Affective Evaluation on each student during their mid-term and final evaluation. The Clinical Affective Evaluation identifies successful demonstration of essential areas of professional behavior and interpersonal skills. These include:

- ✓ PROFESSIONAL CONDUCT
- ✓ COMMUNICATION SKILLS
- ✓ ORGANIZATION SKILLS
- ✓ DEPENDABILITY
- ✓ COOPERATION
- ✓ APPEARANCE
- ✓ JUDGMENT
- ✓ CHART READING
- ✓ INQUISITIVENESS
- ✓ ATTENDANCE
- ✓ OVERALL RATING FOR THIS ROTATION

The Clinical Affective Evaluation aims to reinforce and encourage appropriate student behavior and means to document unsafe or inappropriate behavior. The clinical preceptor and DCE will review the results with the student. Students will complete a mid-term and final evaluation with the DCE. Evaluations are graded only by the DCE and will be reviewed with the student upon completion. Evaluations will focus on the student's affective, psychomotor, and cognitive domains. Student evaluations are included in the course grade.

END-OF-TERM EVALUATION

As each clinical education term concludes, a comprehensive End of Term Evaluation is conducted, involving active participation from students, clinical preceptors, and site supervisors/directors. This evaluation is a reciprocal process, with students providing feedback on both the clinical sites and preceptors, while clinical preceptors/supervisors/directors evaluate the students. The outcome of these evaluations is shared transparently with all parties involved.

The goal of the evaluation is to illuminate the strengths and weaknesses of students and clinical sites, fostering a continuous improvement cycle. Feedback is a key component, emphasizing areas for enhancement or augmentation of the clinical education experience. All evaluation results are communicated not only with the involved parties but also with the program faculty and the program advisory committee. This collaborative approach ensures that the insights

gained from the evaluation process contribute to the ongoing refinement and optimization of the Respiratory Care Program.

Furthermore, the practice of meticulous documentation plays a pivotal role in providing a comprehensive overview of each student's progress and abilities at various stages of their journey within the program. This commitment to documentation underscores the program's dedication to tracking and supporting each student's development throughout their educational tenure. All documents will be stored in Trajecsys.

TRAJECSYS CENTRALIZED CLINICAL RECORDKEEPING

The Trajecsys Report System (**TRS**) is designed to help both you and your supervisors follow your clinical progress. You will be able to record many of the things you do at clinical sites and your supervisors will be able to view them immediately. Your supervisors at each clinical site may be able to review the procedures you report daily, as well as approve your arrival and departure times. They may also file assessments of your performance which you and your faculty will be able to view online. You will also be able to complete evaluations of sites, faculty or courses; some forms, such as absence requests, can also be created if your program has implemented these. Cost is \$150.00 for the entire program.

You will be able to see the same data that you provide to your supervisors in report format. In summary, the Trajecsys Report System will provide you, your faculty, and your clinical supervisors with the ability to quickly understand how you are doing and to identify any areas in which you may need assistance.

As a student, you will keep certain records online. They are:

DAILY:

1) *Clock in and out.* Each day that you go to a clinical site, you are required to file a "Clock in" when you arrive, and a "Clock out" when you leave. You should know exactly when a "Time Exception" should be used also.

2) *File daily log sheets.* These are records of all the procedures in which you participated during the day. You may complete these at different times during the day if you are able and have access to a computer, or you may file them online when you get home.

PERIODICALLY:

3) *File evaluations.* You will be asked to complete evaluations on your supervisors, the faculty, the sites you visit, or other things. Evaluations frequency and manner in which you will complete them will be provided. All evaluations will be found under the menu item "Evaluations". After completion of an evaluation, your identity will always be available to faculty, but may be hidden to site-based employees, or they may not see your evaluations at all. This depends on the choices of your program's administrators.

TRAINING WILL BE PROVIDED DURING RESPIRATORY CARE ORIENTATION

SECTION IX

DIDACTIC AND CLINICAL COMPETENCIES

EVALUATE DATA IN PATIENT RECORD

- PATIENT HISTORY
 - HISTORY OF PRESENT ILLNESS (HPI)
 - ORDERS
 - MEDICATION RECONCILIATION
 - PROGRESS NOTES
 - DNR STATUS
 - ADVANCED DIRECTIVES
 - SOCIAL HISTORY
 - FAMILY HISTORY
 - MEDICAL HISTORY
- PHYSICAL EXAMINATION RELATIVE TO THE CARDIOPULMONARY SYSTEM
- LINES, DRAINS, AIRWAYS
 - CHEST TUBES
 - VASCULAR LINES
 - ARTIFICIAL AIRWAY
- LABORATORY RESULTS
 - CBC
 - ELECTROLYTES
 - COAGULATION STUDIES
 - SPUTUM CULTURE & SENSITIVITY
 - CARDIAC BIOMARKERS
- BLOOD GAS ANALYSIS
- PULMONARY FUNCTION RESULTS
 - SPIROMETRY
 - LUNG VOLUMES
 - DLCO
- 6-MINUTE WALK TEST RESULTS
- IMAGING STUDY RESULTS
 - CHEST RADIOGRAPH
 - CT SCAN
 - ULTRASONOGRAPHY
 - ECHOCARDIOGRAPHY
 - PET SCAN
 - VENTILATION/PERFUSION SCAN
- MATERNAL/PERINATAL/NEONATAL HISTORY
 - APGAR SCORE
 - GESTATIONAL AGE
 - L/S RATIO
- SLEEP STUDY RESULTS
 - APNEA-HYPOPNEA INDEX (AHI)
- TRENDS IN MONITORING RESULTS
 - FLUID BALANCE
 - VITAL SIGNS
 - INTRACRANIAL PRESSURE
 - VENTILATION LIBERATION PARAMETERS
 - PULMONARY MECHANICS
 - PULSE OXIMETRY
 - CAPNOGRAPHY
 - TRANSCUTANEOUS
- CARDIAC EVALUATION/MONITORING RESULTS
 - ECG
 - HEMODYNAMIC PARAMETERS
- DETERMINATION OF A PATIENT PATHOPHYSIOLOGICAL STATE

PERFORM CLINICAL ASSESSMENT

- INTERVIEWING A PATIENT TO ASSESS
 - LEVEL OF CONSCIOUSNESS AND ORIENTATION, EMOTIONAL STATE, AND ABILITY TO COOPERATE
 - LEVEL OF PAIN
 - SHORTNESS OF BREATH, SPUTUM PRODUCTION, AND EXERCISE TOLERANCE
 - SMOKING HISTORY
 - ENVIRONMENTAL EXPOSURES
 - ACTIVITIES OF DAILY LIVING
 - LEARNING NEEDS, FOR EXAMPLE,
 - LITERACY
 - PREFERRED LEARNING STYLE
 - SOCIAL/CULTURAL
- PERFORMING INSPECTION TO ASSESS
 - GENERAL APPEARANCE
 - CHARACTERISTICS OF THE AIRWAY, FOR EXAMPLE,
 - PATENCY
 - MALLAMPATI CLASSIFICATION
 - TRACHEAL SHIFT
 - COUGH, SPUTUM AMOUNT AND CHARACTER
 - STATUS OF A NEONATE, FOR EXAMPLE,
 - APGAR SCORE
 - GESTATIONAL AGE
 - SKIN INTEGRITY, FOR EXAMPLE,
 - PRESSURE ULCERS
 - STOMA SITE
- PALPATING TO ASSESS
 - PULSE, RHYTHM, INTENSITY
 - ACCESSORY MUSCLE ACTIVITY
 - ASYMMETRICAL CHEST MOVEMENTS
 - TACTILE FREMITUS
 - CREPITUS
 - TENDERNESS
 - TACTILE RHONCHI
 - TRACHEAL DEVIATION
- DIAGNOSTIC CHEST PERCUSSION
- AUSCULTATING TO ASSESS
 - BREATH SOUNDS
 - HEART SOUNDS AND RHYTHM
 - BLOOD PRESSURE
- REVIEWING A CHEST RADIOGRAPH TO ASSESS
 - QUALITY OF IMAGING, FOR EXAMPLE,
 - PATIENT POSITIONING
 - PENETRATION
 - LUNG INFLATION
 - PRESENCE AND POSITION OF AIRWAYS, LINES, AND DRAINS
 - PRESENCE OF FOREIGN BODIES
 - HEART SIZE AND POSITION
 - PRESENCE OF, OR CHANGE IN,
 - CARDIOPULMONARY ABNORMALITIES, FOR EXAMPLE,
 - PNEUMOTHORAX
 - CONSOLIDATION
 - PLEURAL EFFUSION
 - PULMONARY EDEMA
 - PULMONARY ARTERY SIZE
 - DIAPHRAGM, MEDIASTINUM, AND OR TRACHEA

PERFORM PROCEDURES TO GATHER CLINICAL INFORMATION AND EVALUATE RESULTS

- 12-LEAD ECG
- NONINVASIVE MONITORING
 - PULSE OXIMETRY
 - CAPNOGRAPHY
 - TRANSCUTANEOUS O₂/CO₂
 - OVERNIGHT PULSE OXIMETRY
- OXYGEN TITRATION WITH EXERCISE
- 6-MINUTE WALK TEST
- PEAK FLOW
- MECHANICS OF SPONTANEOUS VENTILATION
 - VT
 - MV
 - NIF
 - MEP
 - VC
- TEST FOR RESPIRATORY MUSCLE STRENGTH
 - MIP
 - MEP
- BLOOD GAS SAMPLE COLLECTION
 - ARTERIAL DRAW
 - ARTERIAL LINE
 - CAPILLARY STICK
 - VENOUS DRAW
- BLOOD GAS ANALYSIS OR HEMOXIMETRY
- CARDIOPULMONARY CALCULATIONS
 - P(A-A)O₂
 - VD/VT
 - P/F RATION
 - OI
- HEMODYNAMIC MONITORING
- PULMONARY COMPLIANCE AND AIRWAY RESISTANCE
- PLATEAU PRESSURE
- AUTO-PEEP DETERMINATION
- SPONTANEOUS BREATHING TRIAL (SBT)
- APNEA MONITORING
- APNEA TEST
- CPAP/NPPV TITRATION
- CUFF MANAGEMENT
 - ETT
 - TRACH
 - LARYNGEAL MASK
- SPUTUM INDUCTION
- ASSIST: THERAPEUTIC BRONCHOSCOPY
- ASSIST: DIAGNOSTIC BRONCHOSCOPY
- CARDIOPULMONARY STRESS TESTING
- SPIROMETRY
 - LUNG VOLUMES
 - DLCO
- EXHALED GAS ANALYSIS
 - CO₂
 - CO
 - FENO
- SLEEP STUDIES

RECOMMEND DIAGNOSTIC PROCEDURES

- TESTING FOR TUBERCULOSIS
- LABORATORY TESTS
 - CBC
 - ELECTROLYTES
 - COAGULATION STUDIES
 - SPUTUM CULTURE AND SENSITIVITIES
 - CARDIAC BIOMARKERS
- IMAGING STUDIES
- BRONCHOSCOPY
 - DIAGNOSTIC
 - THERAPEUTIC
- BRONCHOALVEOLAR LAVAGE (BAL)
- PULMONARY FUNCTION TESTING
- NONINVASIVE MONITORING
 - PULSE OXIMETRY
 - CAPNOGRAPHY
 - TRANSCUTANEOUS
- BLOOD GAS AND/OR HEMOXIMETRY (CO-OXIMETRY)
- ECG
- EXHALED GAS ANALYSIS
 - CO₂
 - CO
 - FENO
- HEMODYNAMIC MONITORING
- SLEEP STUDIES
- THORACENTESIS

ASSEMBLE AND TROUBLESHOOT DEVICES

- ENSURE INFECTION PREVENTION
- MEDICAL GAS DELIVERY INTERFACE
 - MASK
 - CANNULA
 - HEATED HIGH-FLOW CANNULA
- MEDICAL GAS DELIVERY
 - CONCENTRATOR
 - LIQUID SYSTEM
 - FLOWMETER/REGULATOR
 - GAS CYLINDER
 - BLENDER
 - AIR COMPRESSOR
 - OXYGEN ANALYZERS
- CPAP/NPPV WITH PATIENT INTERFACES
- HUMIDIFIERS
- NEBULIZERS
 - SVN
 - CONTINUOUS
 - ULTRASONIC
 - SPAG
- METERED DOSE INHALERS (MDI)
- DRY POWDER INHALERS (DPI)
- SPACERS/VALVE HOLDING CHAMBERS
- RESUSCITATION EQUIPMENT
 - SELF-INFLATING RESUSCITATOR
 - FLOW-INFLATING RESUSCITATOR
 - AUTOMATED EXTERNAL DEFIBRILLATOR
- MECHANICAL VENTILATORS
 - NEONATAL/PEDIATRIC
 - ADULT
- INTUBATION EQUIPMENT
- ARTIFICIAL AIRWAY
 - ENDOTRACHEAL TUBE
 - TRACHEOSTOMY TUBE
 - OROPHARYNGEAL AIRWAY
 - NASAL AIRWAY
 - LARYNGEAL MASK AIRWAY (LMA)
- SUCTION EQUIPMENT
 - REGULATOR
 - CANISTER
 - TUBING/CATHETER
- BLOOD GAS ANALYZERS
 - POINT-OF-CARE
 - BLOOD GAS
 - HEMOXIMETRY (CO-OXIMETRY)
 - QUALITY CONTROL (QC)
- PATIENT BREATHING CIRCUIT
- HYPERINFLATION DEVICES
- SECRETION CLEARING DEVICES
- PORTABLE SPIROMETER
- TESTING EQUIPMENT FOR PULMONARY FUNCTION
- PLEURAL DRAINAGE
- NONINVASIVE MONITORING
 - PULSE OXIMETER
 - CAPNOMETER
 - TRANSCUTANEOUS
- BRONCHOSCOPE AND LIGHT SOURCE
- HEMODYNAMIC MONITORING
 - PRESSURE TRANSDUCERS
 - CATHETERS
 - ARTERIAL
 - PULMONARY
- PERFORM QUALITY CONTROL PROCEDURES

INITIATE AND MODIFY INTERVENTIONS

MAINTAIN A PATENT AIRWAY

- PROPER POSITIONING OF A PATIENT
- RECOGNITION OF A DIFFICULT AIRWAY
- ESTABLISHING AND MANAGING A PATIENT'S AIRWAY
 - NASOPHARYNGEAL AIRWAY
 - OROPHARYNGEAL AIRWAY
 - ESOPHAGEALTRACHEAL TUBES
 - SUPRAGLOTTIC AIRWAYS
 - ENDOTRACHEAL TUBE
 - TRACHEOSTOMY TUBE
 - LARYNGECTOMY TUBE
 - SPEAKING VALVES
- DEVICES THAT ASSIST WITH INTUBATION
 - ENDOTRACHEAL TUBE EXCHANGER
 - VIDEO LARYNGOSCOPY
- PERFORMING TRACHEOSTOMY CARE
- EXCHANGING ARTIFICIAL AIRWAYS
- MAINTAINING ADEQUATE HUMIDIFICATION
- INITIATING PROTOCOLS TO PREVENT VENTILATOR-ASSOCIATED INFECTIONS
- PERFORMING EXTUBATION

AIRWAY CLEARANCE AND LUNG EXPANSION

- POSTURAL DRAINAGE, PERCUSSION, OR VIBRATION
- SUCTIONING
 - NASOTRACHEAL
 - OROPHARYNGEAL
- MECHANICAL DEVICES
 - HIGHFREQUENCY CHEST WALL OSCILLATION/VIBRATORY PEP
 - INTRAPULMONARY PERCUSSIVE VENTILATION
 - INSUFFLATION / EXSUFFLATION
- ASSISTED COUGH
 - HUFF
 - ABDOMINAL THRUST
- HYPERINFLATION THERAPY
- INSPIRATORY MUSCLE TRAINING

SUPPORT OXYGENATION AND VENTILATION

- INITIATING AND ADJUSTING OXYGEN THERAPY
- MINIMIZING HYPOXEMIA
 - PATIENT POSITIONING
 - SECRETION REMOVAL
- INITIATING AND ADJUSTING MASK OR NASAL CPAP
- INITIATING AND ADJUSTING MECHANICAL VENTILATION SETTINGS
 - CONTINUOUS MECHANICAL VENTILATION
 - NONINVASIVE VENTILATION
 - HIGHFREQUENCY VENTILATION
 - ALARMS
- RECOGNIZING AND CORRECTING PATIENT-VENTILATOR DYSSYNCHRONY
- UTILIZING VENTILATOR GRAPHICS
- PERFORMING LUNG RECRUITMENT MANEUVERS
- LIBERATING A PATIENT FROM MECHANICAL VENTILATION

MEDICATIONS AND SPECIALTY GASES

- AEROSOLIZED PREPARATIONS
 - ANTIMICROBIALS
 - PULMONARY VASODILATORS
 - BRONCHODILATORS
 - MUCOLYTICS / PROTEOLYTICS
 - STEROIDS
- ENDOTRACHEAL INSTILLATION
- SPECIALTY GASES
 - HELIOX
 - INHALED NO

ENSURE MODIFICATIONS ARE MADE TO THE RESPIRATORY CARE PLAN

- TREATMENT TERMINATION
 - LIFE-THREATENING ADVERSE EVENT
- RECOMMENDATIONS
 - STARTING TREATMENT BASED ON PATIENT RESPONSE
 - TREATMENT OF PNEUMOTHORAX
 - ADJUSTMENT OF FLUID BALANCE
 - ADJUSTMENT OF ELECTROLYTE THERAPY
 - INSERTION/CHANGE OF AIRWAY
 - LIBERATING FROM MECHANICAL VENTILATION
 - EXTUBATION
 - DISCONTINUING TREATMENT BASED ON PATIENT RESPONSE
 - CONSULTATION FROM A PHYSICIAN SPECIALIST
- RECOMMENDATIONS FOR CHANGES
 - PATIENT POSITION
 - OXYGEN THERAPY
 - HUMIDIFICATION
 - AIRWAY CLEARANCE
 - HYPERINFLATION
 - MECHANICAL VENTILATION
- PHARMACOLOGIC INTERVENTIONS
 - BRONCHODILATORS
 - ANTI-INFLAMMATORY DRUGS
 - MUCOLYTICS AND PROTEOLYTICS
 - AEROSOLIZED ANTIBIOTICS
 - INHALED PULMONARY VASODILATORS
 - CARDIOVASCULAR
 - ANTIMICROBIALS
 - SEDATIVES AND HYPNOTICS
 - ANALGESICS
 - NARCOTIC ANTAGONISTS
 - BENZODIAZEPINE ANTAGONISTS
 - NEUROMUSCULAR BLOCKING AGENTS
 - DIURETICS
 - SURFACTANTS
 - CHANGES TO DRUG, DOSAGE, ADMINISTRATION FREQUENCY, MODE, OR CONCENTRATION

PROVIDE RESPIRATORY CARE IN HIGH-RISK SITUATIONS

- EMERGENCY
 - CARDIOPULMONARY EMERGENCIES, EXCLUDING CPR
 - DISASTER MANAGEMENT
 - MEDICAL EMERGENCY TEAM (MET) / RAPID RESPONSE TEAM
- INTERPROFESSIONAL COMMUNICATION
- PATIENT TRANSPORT
 - LAND/AIR BETWEEN HOSPITALS
 - WITHIN A HOSPITAL

ASSIST A PHYSICIAN/PROVIDER IN PERFORMING PROCEDURES

- INTUBATION
- BRONCHOSCOPY
- SPECIALIZED BRONCHOSCOPY
 - ENDOBRONCHIAL ULTRASOUND
 - NAVIGATIONAL BRONCHOSCOPY
- THORACENTESIS
- TRACHEOTOMY
- CHEST TUBE INSERTION
- INSERTION OF ARTERIAL OR VENOUS CATHETERS
- MODERATE (CONSCIOUS) SEDATION
- CARDIOVERSION
- WITHDRAWAL OF LIFE SUPPORT

CONDUCT PATIENT AND FAMILY EDUCATION

- SAFETY AND INFECTION CONTROL
- HOME CARE AND RELATED EQUIPMENT
- LIFESTYLE CHANGES
 - SMOKING CESSATION
 - EXERCISE
- PULMONARY REHABILITATION
- DISEASE/CONDITION MANAGEMENT
 - ASTHMA
 - COPD
 - CF
 - TRACHEOSTOMY CARE
 - VENTILATOR DEPENDENT









UTILIZE EVIDENCE BASED PRACTICE

- CLASSIFICATION OF DISEASE SEVERITY
- RECOMMENDATIONS FOR CHANGES IN A THERAPEUTIC PLAN WHEN INDICATED
- APPLICATION OF GUIDELINES, FOR EXAMPLE,
 - ARDSNET
 - NAEPP
 - GOLD

SECTION X

SAMPLE ASSESSMENT TOOLS/FORMS

STUDENT EVALUATION

Student Evaluation		
Subject:	Please select... 	
Site:		
Evaluator Information		
Please provide the information requested below.		
RT Credential	<input type="radio"/> CRT <input type="radio"/> RRT <input type="radio"/> N/A (CRNA)	
Student Clinical Evaluation		
<p>Please add comments if you score of one of the two lowest ratings on any of the items. Please be as detailed as possible as to why the student received a low score so that we may be able to correct it in the future. The comment will be added by clicking the comment bubble at right of the item.</p>		
Clinic Rotation:	<input type="radio"/> Floor Care <input type="radio"/> Critical Care <input type="radio"/> NICU/PICU <input type="radio"/> Long Term Care <input type="radio"/> Ventilator Rotation	
PROFESSIONAL CONDUCT – Appropriate discussions and willingness to do procedures	<input type="radio"/> Frequently causes friction, appears bored and disinterested during clinical rotations, frequently avoids minimal responsibilities <input type="radio"/> Occasionally appears disinterested, makes inappropriate remarks during clinical rotations, occasionally avoids responsibilities <input type="radio"/> Appears interested, makes appropriate and tactful comments, occasionally takes on extra responsibilities <input type="radio"/> Appears enthusiastic, frequently keeps busy <input type="radio"/> Very enthusiastic, tackles heavy workloads and stressful situations with tact and courtesy	
COMMUNICATION SKILLS - Good interaction with staff, and other students	<input type="radio"/> Frequently makes inappropriate remarks <input type="radio"/> Occasionally makes inappropriate remarks <input type="radio"/> Polite, minimal interactions with patients and staff <input type="radio"/> Good interaction with staff, students and preceptor <input type="radio"/> Good interaction with Staff, students and preceptor. Friendly, caring interactions, conscientiously follows up on special situations	
ORGANIZATION SKILLS - Time management and quality of work	<input type="radio"/> Frequently disorganized and unable to complete normal workload <input type="radio"/> Occasionally disorganized and unable to complete normal workload <input type="radio"/> Arranges workload in appropriate sequence and completes all assigned responsibilities <input type="radio"/> Occasionally anticipates special situations and is able to respond appropriately <input type="radio"/> Frequently able to accommodate difficult and changing situations	

DEPENDABILITY - Being on time for clinics

- ☐ Frequently late and/or absent from clinical rotations
- ☐ Occasionally late and/or absent from clinical rotations
- ☐ Usually punctual and rarely absent from clinical rotations
- ☐ Occasionally early for clinical rotations
- ☐ Always on time for clinical rotations

COOPERATION - Helping others

- ☐ Frequently uncooperative, ignores requests for help
- ☐ Reluctant to cooperate, unavailable/unwilling to help
- ☐ Cooperates in an agreeable manner when asked
- ☐ Pleasant and occasionally volunteers to help
- ☐ Frequently observant when help is needed and volunteers

APPEARANCE - Uniform and Supplies

- ☐ Uniform and appearance frequently unprofessional. Supplies frequently missing.
- ☐ Uniform and appearance occasionally unprofessional. Supplies occasionally missing.
- ☐ Uniform and appearance professional; appropriate supplies.
- ☐ Occasionally exceptionally well groomed and professional appearance, with appropriate supplies.
- ☐ Always exceptionally well groomed and professional appearance; always has needed supplies.

JUDGMENT - Making appropriate decisions/Problem solving

- ☐ Frequently makes inappropriate or dangerous decisions which require correction by the preceptor prior to administration
- ☐ Occasionally makes inappropriate decisions which require correction by the preceptor prior to administration
- ☐ Decisions are acceptable on matters of routine nature
- ☐ Reacts logically and appropriately to unusual circumstances
- ☐ Reacts logically and appropriately to stressful situations

CHART READING

- ☐ Frequently unprepared to discuss basic aspects of assigned patient's clinical chart including medications, diagnosis, and medical history.
- ☐ Occasionally unprepared to discuss basic aspects of assigned patient's clinical chart including medications, diagnosis, and medical history.
- ☐ Adequately prepares to discuss basic aspects of assigned patient's clinical chart including medications, diagnosis, and medical history.
- ☐ Consistently prepares to discuss in detail aspects of assigned patient's clinical chart including medications, diagnosis, and medical history.
- ☐ Always able to discuss all pertinent clinical information on the assigned patient within the chart.
- ☐ N/A

INQUISITIVENESS - Willingness to ask questions/Eager to learn

- ☐ Frequently unprepared to discuss basic aspects of assigned patients for clinical rotations
- ☐ Occasionally unprepared to discuss basic aspects of assigned patients for clinical rotations
- ☐ Adequately prepares assigned material to discuss on clinical rotations
- ☐ Occasionally ask questions to the instructors
- ☐ Frequently ask questions to the instructors; pursues more in depth understanding of subject

ATTENDANCE - The student was:

- ☐ Late with no call ahead or pre-excused
- ☐ Late, but called ahead or was pre excused
- ☐ On time but unprepared ☐ On time, prepared
- ☐ Early, prepared and ready to go

Overall Rating for this Rotation


















- ☐ Not able to describe and/or perform any of the clinical skills adequately
- ☐ Able to describe and/or perform only a few of the clinical skills adequately; appears unsure of tasks
- ☐ Able to describe and/or perform all clinical skills adequately with minimal prompting and assistance
- ☐ Able to describe and/or perform all clinical skills adequately without prompting or assistance
- ☐ Able to describe and/or perform all clinical skills perfectly without prompting and in appropriate time interval

Comments on: **Student's Strengths and Weaknesses**











CLINICAL SITE EVALUATION TOOL

Clinical Site Evaluation		
Site:	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	
Instructions		
<p>Please use this grading scale for each item below:</p> <p>1 - Strongly disagree</p> <p>2 - Disagree</p> <p>3 - Acceptable</p> <p>4 - Agree</p> <p>5 - Strongly agree</p> <p>N/A - Not Applicable</p>		
Preparation		
Sufficient classroom and laboratory instruction were provided to adequately prepare me for this rotation	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A	
The hospital and/or preceptor provided adequate orientation to all assigned clinical areas	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A	
Hospital RT staff and other employees were helpful in explaining policies and procedures	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A	
Please add comments about your preparation	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>	
Facilities		
The hospital afforded students the same privileges as staff with regards to parking, place for personal belongings, place for meetings, reading or study space, etc.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A	
The facility personnel (RT Department, Nursing, Physicians, etc.) were cooperative, open and willing to help students by answering questions in furthering their clinical education	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A	
The hospital provided a range in variety of modern equipment and supplies necessary to administer quality care and learn	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A	
The supporting departments (e.g. OR, Cath Lab, Radiology, Therapies) were adequate in scope and accessibility to support student learning	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A	
Please add comments about the hospital	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>	

CLINICAL INSTRUCTOR EVALUATION

Clinical Instructor Evaluation						
Subject:	Please select...					▼
Site:						⬆ ⬇ ⬆
Clinical Instructor						
Acts as a resource person during clinical rotations	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Keeps self available, especially when students are in a stressful situation	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Acts as a good role model for students; exhibits professionalism	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Assists students to apply theoretical knowledge to clinical experiences	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Supervises new experiences for students	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Interacts well with students	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Assists student to develop communication skills through interaction with physicians and other healthcare professionals	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Demonstrates activities and procedures when appropriate	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Provides guidance in new or difficult situations	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Poses stimulating questions	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Demonstrates genuine interest in patients and their care	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Attempts to ensure the selection of appropriate experiences to meet clinical objectives	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Demonstrates a broad and competent grasp of clinical knowledge and procedures	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Communicates clearly and is enthusiastic about teaching	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Selects assignments that are relevant and timely to clinical experience	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Provides positive reinforcement and constructive review of clinical performance including suggestions for improvement	<input type="radio"/> Poor	<input type="radio"/> Weak	<input type="radio"/> Average	<input type="radio"/> Strong	<input type="radio"/> Excellent	
Comments regarding overall experience with this clinical instructor: (specific notes may also be added in comment bubbles at right of any item)						

PHYSICIAN INTERACTION RECORD

Physician Interaction Record - hours		
Site: <input type="text"/>		
Type A: Patient Focused		
Date of Interaction	<input type="text" value="mm/dd/yyyy"/>	
Physician Name	<input type="text"/>	
Number of Hours	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	
Number of Minutes	<input checked="" type="radio"/> :00 <input type="radio"/> :15 <input type="radio"/> :30 <input type="radio"/> :45	
Details of Interaction	<div><div></div></div>	
Type B: Tutorial		
Date of Interaction	<input type="text" value="mm/dd/yyyy"/>	
Physician Name	<input type="text"/>	
Number of Hours	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	
Number of Minutes	<input checked="" type="radio"/> :00 <input type="radio"/> :15 <input type="radio"/> :30 <input type="radio"/> :45	
Details of Interaction	<div><div></div></div>	
Type C: Small Group		
Date of Interaction	<input type="text" value="mm/dd/yyyy"/>	
Physician Name	<input type="text"/>	
Number of Hours	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	
Number of Minutes	<input checked="" type="radio"/> :00 <input type="radio"/> :15 <input type="radio"/> :30 <input type="radio"/> :45	
Details of Interaction	<div><div></div></div>	

Type D: Large Group

Date of Interaction

mm/dd/yyyy

Physician Name

Number of Hours















































☒ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4





























Number of Minutes

☒ :00
 ☐ :15
 ☐ :30
 ☐ :45

Details of Interaction

SAMPLE-COMPETENCY EVALUATION: SMALL VOLUME NEBULIZER (SVN)

Item Name		Score Name	
Preliminary Steps		Acceptable	
Acquires requisition or report			
Obtains appropriate equipment and supplies		Acceptable	
Inspects medical records for precautions / complications		Acceptable	
Verifies physician's order		Acceptable	
Evaluates order for compliance with AARC Clinical Practice Guidelines		Acceptable	
Patient Interaction and Equipment Preparation		Acceptable	
Correctly identifies patient			
Introduces self and identifies department		Acceptable	
Explains procedure to patient and provides patient / family education		Acceptable	
Confirms patient's understanding		Acceptable	
Washes hands and implements Universal Precautions		Acceptable	
Properly assembles equipment and tests equipment function prior to patient application		Acceptable	
Establishes base line peak flow or FEV1 if delivering bronchodilator agent		Acceptable	
Accurately prepares the prescribed medication		Acceptable	
Aseptically injects prepared medication into delivery device		Acceptable	
Activates gas flow and verifies aerosol generation		Acceptable	
Coaches patient to breath normally through the mouth during the treatment with periodic deep breaths to TLC and an inspiratory hold to increase particle deposition to the lower airways; watch patient for signs of hypo/hyperventilation		Acceptable	
Performs baseline physiologic assessment (pulse, breath sounds, peak-flow, dyspnea rating)		Acceptable	
Applies device to patient		Acceptable	
Assesses patient response to therapy during treatment		Acceptable	
Appropriately modifies therapy based upon patient response		Acceptable	
Correctly identifies adverse response to medication		Acceptable	
Adjusts therapeutic procedure per institutional protocol		Acceptable	
Notes changes in peak flow or FEV1 after delivering bronchodilator agent		Acceptable	

Patient Evaluation and Termination of Procedure		Acceptable	
Monitors physiologic parameters before, during and after treatment			
Assesses the therapeutic response / outcomes to treatment		Acceptable	
Terminates treatment and encourages cough / deep breathing		Acceptable	
Takes appropriate action for adverse response and notifies appropriate personnel		Acceptable	
Documentation and Records		Acceptable	
Records procedure and documents outcomes in medical record			
Documents procedure in departmental records		Acceptable	
Documents patient / family education		Acceptable	
Knowledge of Fundamental Concepts (student should be able to answer these questions)		Acceptable	
Identifies indications for aerosol therapy and drug(s) being administered			
Identifies potential complications associated with aerosol administration and drug(s) being administered		Acceptable	
Differentiates particle sizes targeted for the upper vs the lower airway		Acceptable	
Explains what MMAD means in relation to particle sizes being produced		Acceptable	
Identifies the percent of the drug (aerosol) that reaches the target tissue.		Acceptable	
Additional Comments: (enter in text field at right)		Enter	
Student Signature: Student may add signature by attaching a post-submission comment.		Enter	

REMEDIATION FORM

Remediation Form

Subject:

Please select...

Site:

Remediation Form

Reason for remediation:

Action plan to improve skill performance:

Date that remediation was accomplished

mm/dd/yyyy

Comments:

**TRITON COLLEGE
RESPIRATORY CARE PROGRAM
CASE STUDY-CARE PLAN-FORMAT**

PATIENT INFORMATION:

- Age: [Patient's Age]
- Gender: [Patient's Gender]
- Occupation: [Patient's Occupation]
- Medical History: [Patient's Medical History]
- Chief Complaint: [Patient's Chief Complaint]

PRESENTING COMPLAINTS: [Provide a brief description of the patient's current symptoms and concerns, including any relevant details about the onset, duration, severity, and exacerbating or alleviating factors.]

CLINICAL ASSESSMENT:

- Vital Signs:
 - Blood Pressure: [mmHg]
 - Heart Rate: [bpm]
 - Respiratory Rate: [bpm]
 - Temperature: [°F or °C]
- General Appearance: [Describe the patient's appearance, demeanor, and any signs of distress or discomfort.]
- Respiratory Assessment: [Include findings from auscultation, observation of breathing pattern, use of accessory muscles, presence of wheezing or crackles, etc.]
- Cardiovascular Assessment: [Describe the patient's heart rate, rhythm, and any abnormal heart sounds.]
- Neurological Assessment: [Document the patient's level of consciousness, orientation, and any focal neurological deficits if present.]
- Laboratory Findings: [Include pertinent laboratory results such as blood gases, electrolytes, complete blood count, etc.]

MEDICAL HISTORY:

- [List the patient's relevant medical conditions, including any chronic illnesses, previous surgeries, or significant past medical events.]

MEDICATION HISTORY:

- [Document all current medications the patient is taking, including dosage, frequency, and route of administration.]

DIAGNOSTIC TESTS:

- [Summarize any diagnostic tests performed, such as imaging studies, pulmonary function tests, or laboratory investigations.]

ASSESSMENT: [Provide a summary of the patient's condition, including differential diagnoses if applicable, and the primary diagnosis based on the clinical findings.]

PLAN:**1. RESPIRATORY THERAPY:**

- [Specify respiratory interventions such as oxygen therapy, bronchodilator therapy, airway clearance techniques, positive pressure ventilation, weaning, etc.]

2. PHARMACOTHERAPY:

- [Detail the medications prescribed or adjusted for the patient's condition, including doses, routes, and any additional medications needed.]

3. NUTRITIONAL SUPPORT:

- [Outline dietary recommendations and interventions to support the patient's nutritional needs.]

4. FLUID MANAGEMENT:

- [Describe the plan for monitoring fluid intake and output and managing fluid balance.]

5. PATIENT EDUCATION:

- [List topics for patient education, including self-management strategies, medication instructions, lifestyle modifications, and warning signs of worsening symptoms.]

6. FOLLOW-UP:

- [Specify the schedule for follow-up appointments, monitoring, and reassessment of the patient's condition.]

7. DISCHARGE PLANNING:

- [Provide instructions for discharge, including medication reconciliation, referrals to other healthcare providers or services, and discharge instructions.]

8. SOCIAL SUPPORT:

- [Assess the patient's social support network and identify any needs for additional support or resources.]

9. MULTIDISCIPLINARY COLLABORATION:

- [Highlight the importance of collaboration with other healthcare providers involved in the patient's care, such as specialists, nurses, therapists, and social workers.]

10. GOALS:

- [Set specific, measurable goals for the patient's treatment and recovery, addressing both short-term and long-term outcomes.]

Note: Please select a patient from your clinical experience and complete the care plan template accordingly. Ensure to provide thorough and accurate information under each heading to develop a comprehensive plan of care for the chosen patient.

PATIENT DISEASE ANALYSIS INSTRUCTIONS:

In this section, you will have the opportunity to conduct a detailed analysis of the patient's medical conditions. Follow the instructions below to complete the disease analysis for the selected patient:

1. IDENTIFY RELEVANT MEDICAL CONDITIONS:

- Review the patient's medical history and presenting complaints to identify any relevant medical conditions that require further analysis.
- Consider chronic illnesses, acute exacerbations, or comorbidities that may impact the patient's current presentation and overall health status.

2. RESEARCH PATHOPHYSIOLOGY:

- Research the pathophysiology of each identified medical condition, focusing on the underlying mechanisms that contribute to disease development and progression.
- Explore relevant literature, textbooks, and reputable online resources to gain a comprehensive understanding of the pathophysiological processes involved.

3. DESCRIBE CLINICAL MANIFESTATIONS:

- Describe the typical clinical manifestations associated with each medical condition, including common signs and symptoms that may be present in the patient.
- Consider the variability in presentation and severity of symptoms, as well as any potential complications or sequelae that may arise.

4. OUTLINE DIAGNOSTIC CRITERIA:

- Outline the diagnostic criteria used to identify and diagnose each medical condition, including laboratory tests, imaging studies, and clinical assessments.
- Familiarize yourself with the specific criteria and thresholds used to establish a diagnosis, ensuring accurate interpretation of diagnostic results.

5. DISCUSS MANAGEMENT STRATEGIES:

- Discuss the management strategies recommended for each medical condition, including pharmacological and non-pharmacological interventions.
- Explore evidence-based treatment modalities, guidelines, and best practices for optimizing patient outcomes and managing disease complications.

6. ANALYZE INTERPLAY BETWEEN DISEASES:

- Analyze the interplay between the identified medical conditions, considering potential interactions, exacerbating factors, and implications for overall patient management.
- Evaluate how the presence of multiple comorbidities may influence treatment decisions, disease progression, and prognosis.

7. **APPLY CRITICAL THINKING SKILLS:**

- Apply critical thinking skills to synthesize the information gathered and draw meaningful conclusions about the patient's medical condition.
- Consider the patient's unique characteristics, healthcare needs, and potential barriers to effective management when formulating your analysis.

8. **PROVIDE EVIDENCE-BASED RECOMMENDATIONS:**

- Provide evidence-based recommendations for optimizing the management of each medical condition, tailored to the specific needs and circumstances of the patient.
- Support your recommendations with relevant literature, clinical guidelines, and expert consensus statements to justify your proposed approach.

By following these instructions, you will be able to conduct a comprehensive disease analysis for the selected patient, demonstrating your ability to apply theoretical knowledge to real-world clinical scenarios and develop evidence-based recommendations for patient care.

SECTION XI

APPENDIX

ACKNOWLEDGEMENT OF TRITON COLLEGE RESPIRATORY CARE PROGRAM HANDBOOK

By affixing my signature below, I hereby confirm that I have received and meticulously reviewed the Triton College Respiratory Care Program Handbook. I acknowledge understanding the policies, regulations, and associated responsibilities outlined in the handbook. As a student in the program, I am cognizant that the policies and procedures articulated herein may undergo changes as deemed appropriate by program officials. Any approved modifications will be communicated through addenda, which each student is required to incorporate into their handbook.

I recognize the significance of compliance with the established policies, and I am aware that failure to adhere to these policies may result in disciplinary actions, including suspension or dismissal from the Triton College Respiratory Care Program. This acknowledgment underscores my commitment to upholding the standards and expectations outlined in the handbook throughout my tenure in the program.

Student Signature

Date

Print Name

Program Official Signature

Date

Print Name

**TRITON COLLEGE RESPIRATORY CARE PROGRAM
TECHNICAL STANDARDS ACKNOWLEDGEMENT FORM**

Respiratory Care Program

The Technical Standards have been provided to help you understand the physical and behavioral prerequisites necessary to participate in and successfully complete the Respiratory Care Program at Triton College. These standards apply to all students in all facets of the program, regardless of whether accommodations are requested. This includes participation in classroom activities, laboratory work, and clinicals.

It is imperative that you carefully review these technical standards. Once reviewed, please complete the information requested below and submit this form to the Program Director no later than . If you are a student with a documented disability and require reasonable accommodations, please promptly contact the [Center for Access and Accommodative Services \(CAAS\)](#) for guidance on the College's accommodation process.

Adherence to these Technical Standards is not only vital for the successful completion of the Respiratory Care Program but is also essential for ensuring competency in the field of respiratory therapy. Prospective employers typically require demonstration of these skills and capabilities as part of their hiring criteria.

Your signature below signifies that you have reviewed the program's Technical Standards and affirm that you can fulfill these Standards, with or without reasonable accommodation. Non-compliance with the program's essential technical standards may lead to your removal from the program.

PRINT YOUR FULL NAME

SIGN YOUR FULL NAME

DATE