



ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY THERAPY STUDENT HANDBOOK

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Welcome

The Snow College Respiratory Therapy Program faculty and staff are excited to welcome you to our innovative, student-centered program designed to prepare you for success as a Registered Respiratory Therapist (RRT). Training to become a healthcare provider is both rewarding and demanding, and we commend you on your decision to pursue a career in this vital and impactful profession.

The Respiratory Therapy Student Handbook is intended to help you understand your role and responsibilities as a student in the program. It serves as a resource that complements the general student policies outlined in the Snow College Academic Catalog (www.snow.edu/catalog). This handbook contains program-specific policies, procedures, and expectations that guide your educational journey and professional development as a future respiratory care practitioner.

Please note that all policies are subject to change as needed. If any changes occur during the academic year, students will be notified in writing and through verbal communication from program faculty or administration.

Snow College is currently in the process of seeking CoARC accreditation for the AAS Respiratory Therapy Program. However, Snow College can provide no assurance that accreditation will be granted by the CoARC.

Commission on Accreditation for Respiratory Care (CoARC)
264 Precision Blvd
Telford, TN 37690
Phone: (817) 283-2835
Website: www.coarc.com

CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an 'outcomes-based' process. **Programmatic outcomes** are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented.

We are honored to support you on this educational path and are committed to helping you achieve your academic and career goals. Please don't hesitate to reach out with any questions or concerns. The Snow College Respiratory Therapy faculty and staff are here to serve and support you, as well as the healthcare needs of our community.

Kelly Rose
Program Director
Respiratory Therapy Program
Snow College

Snow College Mission Statement

Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Snow College strives to fulfill its mission by:

Honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

Approved by the Snow College Board of Trustees, February 16, 2011, and the Utah State Board of Regents, July 15, 2011

Snow College AAS Respiratory Therapy Program Goals

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

PROGRAM LEARNING OUTCOMES

1. Perform respiratory therapy procedures safely and effectively in diverse clinical settings
2. Apply critical thinking and problem-solving skills to analyze patient data, develop appropriate care plans, and adapt therapeutic interventions to meet the needs of patients across the lifespan in both routine and critical care situations.
3. Exhibit professionalism, ethical behavior, and effective communication skills when interacting with patients, families, and members of the healthcare team.

General Duties and Scope of Practice of a Respiratory Therapist

Respiratory Therapists (RTs) are essential members of the healthcare team who specialize in cardiopulmonary care. They provide both therapeutic and diagnostic services to patients across all age groups in diverse clinical environments. RTs not only perform technical procedures but also play an active role in clinical decision-making, patient education, and interdisciplinary collaboration.

General Duties

Respiratory Therapists perform a wide range of duties, including but not limited to:

- Set up and operate devices such as mechanical ventilators, therapeutic gas administration systems, environmental control devices, and aerosol generators according to treatment parameters.
- Provide emergency interventions, including artificial ventilation, chest compressions, and assistance with cardiopulmonary resuscitation (CPR).
- Determine the type, method, and duration of therapy; interpret physician orders to select appropriate medications and dosages; and implement necessary precautions.
- Monitor patients' physiological responses, including vital signs, arterial blood gases, and lab results; consult with physicians when adverse reactions are observed.
- Read prescriptions, assess arterial blood gases, and review patient data to determine the patient's current condition and needs.
- Collaborate with physicians, nurses, and other healthcare professionals to coordinate and deliver high-quality patient care.
- Ensure compliance with safety protocols and precise adherence to medical orders.
- Maintain accurate and comprehensive clinical documentation, including patient identification and therapy records.
- Inspect, clean, calibrate, and maintain respiratory equipment to ensure safe operation; arrange for repair as needed.
- Educate patients and their families about disease management techniques, such as breathing exercises, inhaled medications, and equipment usage.

Scope of Practice

Respiratory Therapists function under a professional scope of practice that includes technical, cognitive, and interpersonal competencies. The scope includes, but is not limited to:

- Acquiring and evaluating clinical data
- Assessing the cardiopulmonary status of patients
- Assisting with and performing diagnostic procedures such as arterial blood gas analysis, pulmonary function testing, and polysomnography

- Interpreting data to evaluate the appropriateness of prescribed care
- Establishing therapeutic goals for patients with cardiopulmonary diseases
- Contributing to, developing, and modifying individualized respiratory care plans
- Participating in case management for patients with acute and chronic cardiopulmonary conditions
- Initiating, monitoring, and adjusting prescribed respiratory treatments to meet therapeutic goals
- Participating in and administering pulmonary rehabilitation programs
- Providing ongoing education and support to patients, families, and the community
- Promoting cardiopulmonary wellness, disease prevention, and chronic disease management
- Participating in life support activities, including code blue situations and advanced airway management
- Applying evidence-based practices, participating in clinical research, and adhering to clinical practice guidelines
- Staying current with clinical standards and guidelines established by recognized organizations, such as the American Association for Respiratory Care (AARC), American Thoracic Society (ATS), and the American College of Chest Physicians (ACCP)

Respiratory Therapist Technical Standards

Observation

- Accurately observe patients at a distance and close at hand.
- Read charts, graphs, and digital or analog displays.
- Visually assess changes in patient condition, including skin color and respiratory patterns.
- Distinguish normal from abnormal findings during physical assessments and monitor readings.

Communication

- Communicate effectively and sensitively with patients, families, and healthcare teams.
- Read, write, speak, and understand English at a level that ensures safe and effective communication.
- Document clearly and accurately in both written and electronic formats.
- Follow verbal and written instructions promptly.

Motor and Physical Abilities

- Perform respiratory procedures such as airway management, chest physiotherapy, and equipment setup.
- Move and position patients and transport equipment.

- Stand and walk for prolonged periods, bend, reach, lift, and carry up to 50 pounds.
- Respond promptly in emergency situations.

Intellectual and Cognitive Abilities

- Problem-solve, analyze, and interpret data from diagnostic and therapeutic procedures.
- Prioritize tasks and make sound clinical judgments in a fast-paced environment.
- Apply critical thinking and clinical reasoning skills during patient care and decision-making.

Behavioral and Social Attributes

- Demonstrate emotional stability and adaptability to stress in clinical and academic settings.
- Exhibit compassion, integrity, and respect for diverse populations.
- Accept constructive feedback and respond with appropriate behavior changes.
- Comply with ethical standards and professional conduct as outlined by the AARC and NBRC.

Accommodation Policy

Snow College is committed to providing equal access to educational opportunities for students with documented disabilities. Students who believe they may need accommodations to meet these standards must contact the Disability Resource Center (DRC) as early as possible to discuss individual needs and documentation requirements.

Acknowledgment

All students admitted to the Respiratory Therapy Program are required to review and sign a statement acknowledging that they understand and can meet the technical standards outlined in this document, with or without reasonable accommodations.

AARC Statement of Ethics and Professional Conduct¹

In accordance with the “position statement,” *AARC Statement of Ethics and Professional Conduct* from the American Association for Respiratory Care,

“The conduct of the professional activities of all Respiratory Therapists shall be bound by the following ethical and professional principles.”

Therefore, Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Seek educational opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent, and which are within their scope of accepted and responsible practice.

- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty, authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights 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 that 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.

¹ *AARC Statement of Ethics and Professional Conduct*

http://www.aarc.org/resources/position_statements/ethics.html

Respiratory Therapy Program Admission Requirements

To qualify for admission to the Respiratory Therapy Program at Snow College, applicants must meet both academic prerequisites and health documentation requirements as outlined below.

Prerequisite and General Education Requirements

- Cumulative GPA of 3.0 or higher
- A GPA of 2.80 to 2.99 may be considered with a written petition
- A grade of C or better is required in all prerequisite and general education (GE) courses

Required Courses (18 Credits)

- MATH 1030 or higher (GE)
- ENGL 1010 (GE)
- CHEM 1110 (GE)
- BIOL 1610
- BIOL 2320/2325 – Human Anatomy with Lab (Prerequisite)
- BIOL 2420/2425 – Human Physiology with Lab (Prerequisite)

Additional Admission Requirements

Admission to the program is contingent upon submission of satisfactory documentation for the following:

Proof of current immunizations

- Tdap: within the last 10 years
- MMR: 2 doses or proof of immunity by titer
- Varicella: 2 doses or proof of immunity by titer
- Hepatitis B: 2–3 doses depending on the vaccine, plus reactive antibody titer
- TB: One of the following:
 - Two negative 2-step skin tests (two tests two weeks apart)
 - Negative QuantiFERON TB blood test
 - Chest x-ray with normal results
- Influenza: Current season flu shot (September–April); required annually

Note: Immunizations requiring multiple doses must be completed at appropriate intervals. A minimum of four weeks is required between some doses. It is strongly recommended that applicants begin the immunization process as early as possible

Additional documentation

- Drug screening
- Criminal background check
- Physical examination
- CPR Certification: Must be a current *American Heart Association BLS* card and maintained throughout the program

The Respiratory Therapy Program reserves the right to request additional background or drug screenings during enrollment. Admission or continued enrollment may be denied if documentation is not submitted on time or if background/drug screen results are unsatisfactory.

Further details and deadlines will be provided in the official Welcome Letter sent to accepted students.

New Student Orientation

Attendance at the mandatory New Student Orientation is required for all accepted students. Orientation will be held approximately one week prior to the start of the spring semester. Students who do not attend may forfeit their place in the program.

Age Requirement

Students must be 18 years of age by the first day of class. This is a requirement of the affiliated clinical facilities.

Respiratory Therapy Program – Approximate Student Fees*

| Category | Total Cost per Student |
|---|--|
| Exxat (Clinical Tracking + Background Check + Drug Testing) | \$186.00 |
| MyClinicalExchange | \$39.50 |
| RESP 1305 – Equipment and Procedures Lab | \$120.00 |
| RESP 2235 – Critical Care I Lab | \$80.00 |
| RESP 2325 – Critical Care II Lab | \$120.00 |
| RESP 2265 – Neonatal/Pediatric Critical Care Lab | \$150.00 |
| NBRC Self-Assessment Exams | \$120.00 |
| Textbooks (estimated for the entire program) | ~\$1,000.00 |
| Immunizations | \$0 – \$200+ |
| Uniforms per set (at least two sets recommended) | \$30 – \$120 |
| Stethoscope | \$20 – \$600 |
| Health Insurance | <i>Varies based on personal coverage</i> |
| TOTAL (excluding variable/range items) | \$1,815.50 |

*Note: Final costs may vary depending on immunization needs, number of uniform sets, stethoscope choice, and health insurance coverage and are subject to change.

AAS Respiratory Therapy Degree Map

Pre-Application Requirements: Cumulative GPA of 3.0 or higher and a C or better in all Prerequisite and GE Courses. A GPA of 2.80 to 2.99 may be considered with a written petition.

| Prerequisite/GE Courses | | |
|-------------------------|---|--------|
| Course | | Credit |
| Summer Semester | | |
| BIOL 2320-2325 | Human Anatomy with Lab | 4 |
| CHEM 1110 | Elementary Chemistry (Pre-req MATH 0850 or 1010) | 4 |
| ENGL 1010 | Expository Composition | 3 |
| Fall Semester | | |
| BIOL 1610 | Biology I | 4 |
| BIOL 2420/2425 | Human Physiology with Lab (Pre-req BIOL or CHEM 1110) | 4 |
| MATH 1030 or higher | Quantitative Literacy | 3-4 |

Credits 22-23

| Spring Semester 1 Core RT Courses | | |
|-----------------------------------|---|--------|
| Course | | Credit |
| RESP 1150 | Respiratory Care Foundations 1 | 5 |
| RESP 1300 | Respiratory Care Equipment & Procedures | 4 |
| RESP 1305 | Respiratory Care Equipment & Procedures Lab | 2 |
| RESP 1110 | Cardiopulmonary Structure & Function | 2 |
| RESP 1705 | Clinical Rotation I | 2 |

Credits 15

| Summer Semester 2 Core RT Courses | | |
|-----------------------------------|---------------------------------|--------|
| Course | | Credit |
| RESP 2220 | Respiratory Care Foundations II | 3 |
| RESP 2230 | Critical Care I | 3 |
| RESP 2235 | Critical Care I Lab | 1 |
| RESP 2280 | Specialty Respiratory Care | 2 |
| RESP 2725 | Clinical Rotation II | 5 |

Credits 14

| Fall Semester 3 Core RT Courses | | |
|---------------------------------|--|--------|
| Course | | Credit |
| RESP 2260 | Neonatal/Pediatric Respiratory & Critical Care | 4 |
| RESP 2265 | Neonatal/Pediatric Respiratory & Critical Care Lab | 1 |
| RESP 2320 | Critical Care II | 3 |
| RESP 2325 | Critical Care II Lab | 1 |
| RESP 2745 | Clinical Rotation III | 5 |

Credits 14

| Spring Semester 4 Core RT Courses | | |
|-----------------------------------|--------------------------|--------|
| Course | | Credit |
| RESP 2330 | Respiratory Care Seminar | 3 |
| RESP 2610 | Critical Care III | 3 |
| RESP 2615 | Critical Care Simulation | 1 |
| RESP 2775 | Clinical Rotation IV | 5 |

Credits 12
Total Credits 77-78

AAS Respiratory Therapy Program Course Descriptions and Learning Outcomes

RESP 1150 Respiratory Care Foundations I

Credits, Lecture hours, Lab hours: (5:5:0)

Respiratory Care Foundations I introduces essential principles of respiratory care, focusing on the foundational aspects of patient assessment, pathophysiology, pharmacology, and basic diagnostic techniques. It describes underlying disease processes affecting patients. Identifies key pharmacological treatments used in respiratory therapy and applies basic diagnostic tools and techniques for evaluating respiratory function.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Identify abnormal patterns in patients with cardiopulmonary disorders.
2. Explain the pathophysiological processes underlying common cardiopulmonary disorders.
3. Describe the pharmacological agents used in respiratory care.
4. Interpret basic diagnostic tests used in respiratory care.

RESP 1300 Respiratory Care Equipment & Procedures

Credits, Lecture hours, Lab hours: (3:3:0)

This course introduces essential respiratory care equipment and procedures. It explores the principles, functions, and applications of respiratory care devices, focusing on the theoretical foundations required to safely and effectively support patients in clinical settings. Emphasizes respiratory treatment options, patient safety, infection control practices, and the identification and troubleshooting of common equipment issues.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Identify essential respiratory care equipment used in clinical settings
2. Discuss the safe and effective application of respiratory care devices
3. Implement appropriate infection control practices
4. Troubleshoot common equipment-related issues

RESP 1305 Respiratory Care Equipment & Procedures Lab

Credits, Lecture hours, Lab hours: (2:0:4)

Respiratory Care Equipment and Procedures Lab provides students with hands-on experience in using essential respiratory care devices and performing procedures in a lab setting. Engages students in practical exercises and simulations that emphasize the safe and effective

application of respiratory care equipment, patient assessment, patient safety, infection control protocols, and troubleshooting common equipment issues.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Demonstrate proficiency in using essential respiratory care devices in a lab setting.
2. Apply patient assessment techniques to gather relevant clinical data.
3. Implement patient safety protocols and infection control procedures when using respiratory care equipment.
4. Troubleshoot common respiratory care equipment issues in a clinical setting.

RESP 1110 Cardiopulmonary & Renal Structure and Function

Credits, Lecture hours, Lab hours: (2:2:0)

This course provides a detailed study of the anatomy and physiology of the cardiopulmonary system, with particular attention to its integration with renal function. Explores the structure and function of the heart, lungs, and kidneys and how these systems work together to maintain homeostasis. Emphasizes the physiological mechanisms behind respiratory and cardiovascular health and disease.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Describe the structure and function of the heart, lungs, and kidneys and their role in maintaining homeostasis.
2. Explain the physiological mechanisms involved in cardiovascular, respiratory, and renal regulation of blood pressure, fluid balance, and gas exchange
3. Analyze the physiological impact of diseases on the cardiopulmonary and renal systems
4. Compare the normal and pathological states of cardiopulmonary and renal function, emphasizing the body's adaptive responses.

RESP 1705 Clinical Rotation I

Credits, Lecture hours, Lab hours: (2:0:2)

This course provides students with hands-on experience in patient assessment and the application of basic respiratory therapies in a real-world healthcare setting. It includes the use of respiratory devices and basic interventions for patients with cardiopulmonary conditions. This course emphasizes developing skills in patient evaluation, therapeutic techniques, and effective communication with patients and healthcare teams.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Perform patient assessments to gather relevant clinical information.
2. Administer basic respiratory therapies under direct supervision.
3. Use respiratory care equipment safely and effectively in a clinical environment.

4. Communicate effectively with patients and healthcare teams.

RESP 2220 Respiratory Care Foundations II

Credits, Lecture hours, Lab hours: (3:3:0)

This course builds upon Respiratory Care Foundations I and explores advanced diagnostic techniques, pathophysiology, and pharmacotherapy. Develops critical thinking skills with a focus on making informed, evidence-based clinical decisions.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Explain advanced diagnostic techniques used to assess respiratory conditions.
2. Evaluate lab values to determine appropriate patient management actions.
3. Determine advanced pharmacological agents used in the management of respiratory conditions and assess their therapeutic effects.
4. Analyze the pathophysiology of complex respiratory diseases to inform clinical decision-making and patient management.
5. Synthesize information from multiple diagnostic sources to create care plans for patients with cardiopulmonary disorders.

RESP 2230 Critical Care I

Credits, Lecture hours, Lab hours: (3:3:0)

Critical Care I focuses on the principles of non-invasive ventilation, mechanical ventilation, and airway management in critically ill patients. It includes modes of ventilation, patient-ventilator interaction, troubleshooting ventilators, and basic waveform monitoring/analysis. This course also explores airway management techniques, including intubation and tracheostomy care, in emergency, critical care, and long-term care settings.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Explain the principles of non-invasive and invasive mechanical ventilation.
2. Identify various modes of ventilation and their indications.
3. Determine initial mechanical ventilation settings and make changes based on patient data.
4. Troubleshoot common ventilator issues.
5. Explain techniques for effective airway management and tracheostomy care, including related complications.

RESP 2235 Critical Care I Lab

Credits, Lecture hours, Lab hours: (1:0:3)

Critical Care I Lab engages students in hands-on practice and practical application of

mechanical ventilation, airway management, and patient monitoring techniques for critically ill patients in the lab and simulation settings.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Apply appropriate modes of ventilation for simulated patient scenarios.
2. Demonstrate correct setup and adjustment of ventilator settings based on patient parameters.
3. Analyze patient-ventilator interaction to optimize ventilator settings.
4. Perform airway management techniques on simulated patients.
5. Troubleshoot and resolve common ventilator issues.

RESP 2280 Specialty Practice in Respiratory Care

Credits, Lecture hours, Lab hours: (2:2:0)

Explores specialized areas of respiratory care, including durable medical equipment (DME), long-term acute care (LTAC), pulmonary rehabilitation, flight medicine, hyperbaric medicine, and sleep medicine. It teaches the unique respiratory care needs in these diverse settings and emphasizes the role of respiratory therapists in multidisciplinary teams, providing comprehensive care across various healthcare environments.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Discuss the role of respiratory therapists in long-term acute care, pulmonary rehabilitation, and other specialized settings.
2. Explain the respiratory care needs of patients using durable medical equipment (DME) in home and clinical environments.
3. Discuss the challenges and considerations in providing respiratory care during flight medicine and hyperbaric treatments.
4. Explain the principles of sleep medicine, including common sleep tests and their role in diagnosing respiratory disorders.

RESP 2725 Clinical Rotation II

Credits, Lecture hours, Lab hours: (5:5:0)

Clinical Rotation II provides students with hands-on clinical experience as they rotate through general respiratory and intensive care units, gaining practical skills in patient management. Includes diagnostic and therapeutic techniques, mechanical ventilation, and specialty rotations.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Assemble and calibrate various models of mechanical ventilators.
2. Initiate and manage non-invasive and invasive mechanical ventilation techniques.

3. Modify treatment plans based on patient data and clinical assessments.
4. Communicate effectively with respiratory therapists, patients, and other healthcare professionals in various clinical settings.

RESP 2260 Neonatal & Pediatric Respiratory & Critical Care

Credits, Lecture hours, Lab hours: (4:4:0)

This course focuses on the respiratory care of perinatal and pediatric patients, emphasizing the unique anatomical and physiological differences in this population. It includes the study of fetal anatomy and physiology, neonatal resuscitation, management of congenital and pediatric respiratory diseases, and neonatal and pediatric mechanical ventilation.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Describe the anatomical and physiological differences in perinatal and pediatric patients.
3. Examine congenital and pediatric respiratory disorders and their management strategies.
4. Discuss the considerations for neonatal and pediatric mechanical ventilation and its unique challenges.
6. Evaluate the effectiveness of various respiratory care interventions for perinatal and pediatric patients with respiratory disorders.

RESP 2265 Neonatal & Pediatric Respiratory & Critical Care Lab

Credits, Lecture hours, Lab hours: (1:0:3)

The Neonatal and Pediatric Lab complements the theoretical framework established in the Perinatal & Pediatric Respiratory & Critical Care course. Engages students in practical to develop skills in assessing and managing the unique respiratory needs of perinatal and pediatric patients. Emphasizes neonatal resuscitation techniques, management of neonatal and pediatric respiratory disorders, and mechanical ventilation strategies. Includes certification in Pediatric Advanced Life Support (PALS) and Neonatal Resuscitation Program (NRP).

Course Learning Outcomes

By the end of the course, students will be able to:

1. Demonstrate proficiency in neonatal and pediatric resuscitation techniques.
2. Assess cardiopulmonary conditions in perinatal, neonatal, and pediatric patients using appropriate diagnostic tools.
3. Implement treatment strategies for cardiac and respiratory disorders in neonatal and pediatric patients.
4. Modify respiratory care interventions for neonatal and pediatric patients based on patient data.
4. Apply appropriate neonatal and pediatric non-invasive and invasive mechanical ventilation techniques.

RESP 2320 Critical Care II

Credits, Lecture hours, Lab hours: (3:3:0)

This course builds on the knowledge from Critical Care I, focusing on advanced mechanical ventilation strategies and comprehensive adult critical care. It teaches advanced topics such as arterial line insertion, hemodynamic monitoring, and critical care pharmacology. This course emphasizes managing complex patients and implementing evidence-based critical care practices.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Apply advanced mechanical ventilation strategies to manage complex adult patients in critical care settings.
2. Interpret patient data to inform patient management decisions.
3. Discuss advanced-level respiratory care procedures & diagnostic tests.
4. Evaluate critical care pharmacology and its application in the treatment of critically ill patients.
5. Analyze evidence-based practices to enhance the quality of care in adult critical care settings.

RESP 2325 Critical Care II Lab

Credits, Lecture hours, Lab hours: (1:0:3)

This lab course provides students with hands-on and simulation experiences to complement the theoretical knowledge gained in Critical Care II. Focuses on advanced mechanical ventilation techniques, hemodynamic monitoring, and the implementation of critical care pharmacology.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Implement advanced mechanical ventilation strategies in simulated critical care scenarios.
2. Analyze patient data to inform clinical decisions.
3. Demonstrate proficiency in advanced airway management techniques and related procedures.
5. Apply evidence-based practices to optimize patient care in adult critical care settings.

RESP 2745 Clinical Rotations III

Credits, Lecture hours, Lab hours: (5:5:0)

Clinical Rotation III focuses on intensive care units (ICU) and long-term acute care rotations, where students will gain hands-on experience in critical respiratory care. It emphasizes ventilator management, weaning protocols, and the care of intubated and trached patients in the adult, pediatric, and neonatal settings.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Manage non-invasive and mechanical ventilation for patients in critical care settings.
2. Implement weaning protocols for intubated patients.
3. Provide care for trached patients, including airway maintenance and suctioning techniques.
4. Effectively communicate with an interdisciplinary healthcare team.

RESP 2330 Respiratory Care Seminar

Credits, Lecture hours, Lab hours: (3:3:0)

Respiratory Care Seminar prepares students for professional certification exams and the job market. Includes a comprehensive review and test preparation for the NBRC exams, resume building, and interview techniques.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Demonstrate proficiency in all areas of the NBRC national credentialing examination.
2. Develop a professional resume in preparation for future employment in respiratory care.
3. Demonstrate effective interviewing techniques.

RESP 2610 Critical Care III

Credits, Lecture hours, Lab hours (3:3:0)

This course builds upon the knowledge and skills gained in Critical Care II, focusing on comprehensive patient assessment, advanced mechanical ventilation strategies, and specialized care for critically ill patients. Integrates advanced respiratory care concepts into complex clinical scenarios, including the management of high-acuity patients across the lifespan. Emphasizes critical thinking and problem-solving.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Implement advanced mechanical ventilation strategies for managing complex respiratory patients.
2. Integrate evidence-based practices to develop effective care plans for critically ill patients.
3. Analyze advanced patient assessments, including hemodynamic monitoring, ventilator waveform interpretation, and laboratory diagnostics, to guide critical care decision-making.

RESP 2615 Critical Care Simulation

Credits, Lecture hours, Lab hours: (1:0:3)

Critical Care Simulation provides an immersive, hands-on learning experience in critical care

through low and high-fidelity simulation integrated with the principles of evidence-based medicine. Applies knowledge of mechanical ventilation, airway management, and advanced respiratory care in simulated ICU settings. Emphasizes clinical decision-making, teamwork, and crisis management skills under realistic, high-pressure conditions.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Apply current research and clinical guidelines to implement evidence-based care for critically ill patients.
2. Collaborate effectively with healthcare teams in high-pressure scenarios.
4. Demonstrate competency in mechanical ventilation, airway management, and crisis management during simulated ICU scenarios.
5. Evaluate personal performance and decision-making.

RESP 2775 Clinical Rotations IV

Credits, Lecture hours, Lab hours: (5:5:0)

Provides students with another opportunity to rotate through neonatal and pediatric intensive care units (NICU/PICU) as well as adult ICUs. Students will learn to manage critically ill patients, including premature infants and children with complex respiratory disorders, while applying advanced ventilator strategies and patient-centered care techniques.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Manage critically ill patients in neonatal and pediatric intensive care units (NICU/PICU) and adult ICUs.
2. Apply advanced ventilator strategies tailored to the needs of neonates, pediatric patients, and adults with complex respiratory disorders.
3. Evaluate critically ill patients across different age groups.
4. Effectively communicate with an interdisciplinary healthcare team.

AAS Respiratory Therapy Program Policies and Procedures

The Snow College Respiratory Therapy Program aims to support students in the development of professional competencies and attributes through meaningful experiences in both clinical and academic settings. The Respiratory Therapy Student Handbook outlines specific policies and procedures of the program to guide you throughout your course of study. Its purpose is to establish professional standards that govern your progression through the Respiratory Therapy Program. You are responsible for knowing and adhering to the policies outlined in this handbook. *The Respiratory Therapy Program Policies apply to all students and faculty regardless of where instruction occurs (i.e., didactic, laboratory, or clinical).*

External Work & Employment Policy

The Snow College AAS Respiratory Therapy Program is academically and clinically rigorous, requiring substantial time for classes, labs, clinicals, and individual study. Students are expected to prioritize their education and are strongly encouraged to limit external employment to ensure adequate rest, study, and personal wellness.

Key Expectations

- Students must not miss or arrive late to class or clinical assignments due to employment. Work-related absences or tardiness will not be excused and may result in disciplinary action.
- Working a full shift immediately before a clinical assignment is prohibited. Students must have a minimum of 12 hours off-duty prior to any clinical experience.
- Students are not permitted to work night shifts (11 p.m. – 7 a.m.) before class or clinicals. Violations may lead to being sent home and negatively affect clinical performance evaluations.
- Arriving to clinical impaired by fatigue, illness, substances, or medication is grounds for immediate dismissal from the clinical site and may result in disciplinary action.
- Students may not be compensated for clinical experiences that are part of the required curriculum.
- Each student is responsible for evaluating their ability to balance employment with the demanding schedule of the program.

Classroom Etiquette

To maintain a professional and respectful learning environment that supports academic and clinical excellence, all students are expected to follow the guidelines below:

1. Be Punctual

Arrive on time for all classes, labs, clinicals, evaluations, and scheduled activities. Repeated tardiness is disruptive and unprofessional.

2. Come Prepared

Bring required materials, complete assigned readings/pre-class activities, and be ready to actively participate in class and lab activities.

3. Use Professional Language

Refrain from using profanity or inappropriate language at all times—this includes the classroom, lab, clinicals, and any other program-related environments.

4. Respect Others

Demonstrate respect for instructors, classmates, clinical staff, and patients. Avoid disruptive behavior such as side conversations, excessive noise, or monopolizing discussion time.

5. Maintain a Clean Learning Environment

Take responsibility for cleaning up after yourself in classrooms, labs, and simulation spaces. Treat all equipment and shared spaces with care and professionalism.

6. Limit Personal Device Usage

- Cell phones must be silenced and stored away during class, labs, and clinical rotations unless permission is granted for educational use.
- Text messaging, social media, and personal calls are not permitted during instructional time or clinicals.
- Smartwatches and other wearable tech may be used for learning purposes only at the discretion of the instructor. Instructors may ask students to remove or store these devices if misused or during exams.

7. Testing Protocol

Electronic devices, including phones and smartwatches, are not allowed during exams unless explicitly permitted by the instructor. All devices must be removed from the testing area, including the Testing Center or other approved proctoring sites.

8. Children in Class

Children are not permitted in class, lab, seminars, clinicals, evaluations, or examinations.

- Exception: Students with newborns may request a temporary exemption through the Program Director. Prior arrangements must be made before bringing an infant to class, and alternative childcare must be arranged by the time the infant is six

weeks old.

- Students with extenuating circumstances should schedule a meeting with the Program Director to discuss accommodations.

9. Instructor Communication

Contact instructors using their Snow College email address or office phone number. Faculty will respond during office hours or as outlined in their communication policy.

- Do not contact instructors via personal cell phones (calls or texts) unless an emergency occurs or explicit permission has been granted.

10. Email Communication

Students are required to access their Snow College email account regularly. Faculty will use this account to communicate important updates, feedback, and reminders.

11. Professional Conduct

As future healthcare providers, students are expected to uphold the same professional standards in the classroom that are expected in clinical practice—this includes attitude, appearance, communication, and accountability.

Testing Policy

1. Completion Requirement

All examinations must be completed as scheduled to receive a final grade for the course.

2. Test Security

All exams in the Respiratory Therapy program are proctored and must be taken in a designated testing environment, such as a classroom, testing center, or other approved location. Exams may not be removed from the testing area, classroom, or any designated testing site. This includes, but is not limited to, physical copies, notes, screenshots, photos, recordings, or any reproduction of exam content. Any attempt to copy, share, or remove exam materials constitutes academic dishonesty and will be addressed according to the program's academic integrity policy.

3. No Retakes for Higher Scores

Examinations may not be retaken to improve a grade unless specified in the course syllabus.

4. Remediation for Scores Below 74%

Students who score below 74% on any exam are required to complete remediation with the course instructor. Remediation must continue until the instructor validates that the student has achieved at least 74% competency on the tested material.

- Note: The original test grade will remain unchanged.
- Student Responsibility: It is the student's responsibility to initiate remediation in a timely manner.

5. Grading Confidentiality

Students are not permitted to assist with the grading of exams or have access to answer keys or non-proctored test materials.

6. Testing Schedule and Late Exams

Exams must be taken on the assigned date and time.

- Students who take the exam later the same day or on the next school day will receive a 20% deduction from their exam score.
- An additional 20% deduction per day will apply for each subsequent day the exam is delayed.
- Make-up exams are permitted only in exceptional circumstances and must be pre-approved by the course instructor in consultation with the Program Director.

7. Late Test Policy & Extenuating Circumstances

Late exams are subject to the policies outlined in the Respiratory Therapy Student Handbook.

- If a student faces extenuating circumstances, they must contact the instructor as soon as possible.
- The instructor, in collaboration with the Program Director, may approve or deny an extension based on the situation. Abuse of this privilege may result in the denial of future accommodation.

8. Testing Locations

Exams may be administered in Snow College Testing Centers, simulation labs, classrooms, or other approved proctored sites as designated by faculty.

9. Program Exit Examination

All students are required to complete a comprehensive program-level predictor examination (e.g., NBRC TMC Self-Assessment Exam) prior to graduation.

- A course fee will be assessed for this examination.
- Results may be used to guide final remediation and preparation for credentialing exams.

Grading Policy

1. Coursework Requirements

Coursework includes didactic classroom instruction, laboratory skill development, and clinical practice. Competency must be demonstrated in all areas. Failure to achieve competency in any component—didactic, lab, or clinical—will result in failure of the course.

2. Minimum Grade Requirement

A grade of “C” (2.0) or higher must be earned in all AAS Respiratory Therapy courses to continue in the program.

3. **Midterm Academic Standing & Probation**

Students earning below a “C” at midterm will be placed on academic probation.

- Two concurrent probations in different courses may result in dismissal from the program.
- Students on probation must meet with the appropriate course instructor to develop a plan for improvement.

4. **Course Failure and Program Progression**

Due to the sequential nature of the program (courses are only offered once per year), students who do not pass a course with a grade of “C” or better will be dismissed from the program and will not be eligible to reapply.

5. **Dismissal Policy**

Any student dismissed from the Snow College AAS Respiratory Therapy Program will be permanently ineligible for readmission.

6. **Student Responsibility for Academic Standing**

Students not passing coursework are responsible for initiating a meeting with the appropriate instructor as soon as possible to address concerns and explore remediation options.

7. **Course Correction Forms**

Unprofessional, unsafe, or otherwise unacceptable behaviors—as defined in the AAS RT Student Handbook or course syllabi—may result in a Course Correction Form being issued.

- A Course Correction may impact a student’s course grade.
- Three Course Corrections in any one course may result in failure of that course.

8. **Attendance and Absenteeism**

Attendance policies outlined in the AAS RT Student Handbook apply to all classroom, lab, and clinical activities. Excessive absences or unexcused absences may negatively affect your course grade and program standing.

9. **Graduation & Board Eligibility**

To be eligible to take the National Board for Respiratory Care (NBRC) credentialing exams, students must complete an accredited respiratory therapy program and earn a degree (AAS, AS, or BS in Respiratory Therapy).

- The Snow College AAS in Respiratory Therapy requires 77 total credits.
- All prerequisite and co-requisite courses must be completed with a minimum grade of “C” (2.0) to fulfill graduation requirements and remain in good academic standing.

Grading Scale

All courses in the Associate of Applied Science in Respiratory Therapy Program will use the grading scale shown below to determine final course grades.

Please note: The expectations for academic performance in the RT Program are higher than the general Snow College grade scale, reflecting the rigor and responsibility of healthcare education.

| Department Percentage | Letter Grade | Number Grade |
|-----------------------|--------------|--------------|
| 95-100 | A | 4.0 |
| 90-94 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 74-76 | C | 2.0 |
| 71-73 | C- | 1.7 |
| 67-70 | D+ | 1.3 |
| 64-66 | D | 1.0 |
| 61-63 | D- | 0.7 |
| 59-60 | E | 0.0 |

Textbook Responsibility

Students are responsible for purchasing the required textbooks (and the correct edition) for each course, whether in print or web-based format. Some textbooks may be available for rent; however, students should check with the instructor before renting, as certain texts are used across multiple semesters.

Course Assignments

Types of Assignments

Course assignments may include, but are not limited to:

- Case studies
- Discussion posts
- Research papers
- Group or individual presentations
- Clinical documentation and reflections
- Other written or skills-based assessments assigned by instructors

Submission Method

Most assignments will be submitted electronically through Canvas unless otherwise specified by the instructor.

Due Dates & Late Work Policy

Assignments must be submitted by the due date.

- Late assignments will incur a 20% deduction per day
- Assignments more than five days late may not be accepted unless prior arrangements have been made.

Plagiarism Detection – Copyleaks

When plagiarism detection software (e.g., Copyleaks) is used, the acceptable similarity score is 15% or less unless otherwise specified by the instructor. Submissions exceeding this threshold may be penalized or returned for revision.

- File Format for Electronic Submissions
Assignments must be submitted in the format requested by the instructor—typically as a Microsoft Word document (docx), PDF, or other specified file type
- Grade Reporting
Final grades are issued at the end of each semester and will be recorded in the student's permanent academic record.

Assessments

Throughout the Respiratory Therapy Program, you will be regularly assessed on your knowledge, clinical skills, professional behavior, and readiness to enter the workforce as a competent respiratory therapist.

To support your success, the program uses clearly defined and consistent evaluation tools to measure how well you're meeting the learning outcomes and competencies required for graduation. These assessments are designed to:

- Track your progress in knowledge, skills, attitudes, and professional behaviors
- Keep you informed about how you're doing throughout each course and clinical rotation
- Identify any areas where you may need extra support
- Provide timely feedback and opportunities for remediation when needed, so you can stay on track

Evaluations occur frequently enough to give you a clear picture of your development and help ensure you're meeting program expectations every step of the way.

Professionalism and Performance Evaluation

In addition to academic performance, students may be evaluated on the following professional behaviors and in the classroom and clinical performance characteristics:

- Care and respect for program property and equipment
- Demonstration of strong work habits and accountability
- Cooperation with instructors, peers, and healthcare staff
- Effective time management and task prioritization
- Professional appearance and personal grooming
- Skill development and clinical competency
- Organization and preparedness

Attendance and Policy

Due to the intensive, hands-on nature of respiratory therapy education, consistent attendance is essential for developing the knowledge, clinical judgment, and technical skills necessary to provide safe and effective patient care. Students are expected to attend all scheduled classroom, laboratory, and clinical learning experiences, and to arrive on time and prepared. Absences and tardiness may impact a student's ability to meet course objectives and could result in disciplinary action or remediation as outlined in the program handbook.

Students will not be excused from class, lab, or clinicals except in the case of extenuating circumstances. In the event of an unavoidable absence, students must notify the course instructor prior to the scheduled class or lab, and for clinicals, both the instructor and the assigned healthcare facility must be notified. See the weather policy below for additional

guidance.

Classroom Attendance

1. Absences from class may result in the following
 - After two absences from class in a semester, the following grade reductions may apply:
 1. one-third ($\frac{1}{3}$) grade reduction (e.g., from a “B” to a “B-”).
 2. Each additional absence may result in a full letter grade reduction (e.g., from a “B” to a “C”).
 3. Students are encouraged to be in class on time.
 - Three tardies in any one course will be recorded as one absence.

See the Clinical Respiratory Therapy Program Guidelines for the clinical attendance policy

Skills Lab & Simulation Guidelines

During your Respiratory Therapy education, you will spend time in the skills lab to develop and refine essential clinical skills. To ensure a safe and effective learning environment, all students are expected to follow the rules outlined below. You will be assigned to skills lab groups and will have various responsibilities within those groups.

1. **Supplies Access:**
Skills practice supplies are available in the lab. The lab coordinator or instructor will provide items as needed for each session.
2. **Cleaning & Storage:**
All equipment and materials must be cleaned, re-packaged (if applicable), and returned to their designated storage areas after use.
3. **Lab Materials Stay in the Lab:**
No equipment or supplies may be removed from the lab at any time.
4. **Respect for Equipment:**
All supplies and equipment must be handled with care and respect.
5. **Organization:**
Students are responsible for cleaning up after themselves and returning all items neatly to the appropriate shelves or storage areas.
6. **Laundry Protocol:**
Any soiled linens or laundry must be placed in the designated area for cleaning or laundered appropriately after use.
7. **Sharps Safety:**

All needles and sharps must be disposed of in the designated sharps containers, following Standard Precautions at all times.

8. After-Hours Practice:

Students may use the lab outside of scheduled class times only with prior permission from a faculty member or lab coordinator, and all lab rules must be followed.

9. Proper Use of Equipment:

Beds and tables should only be used for practicing procedures—please do not use them for resting or sitting outside of skill activities.

Laboratory Skill Pass-Offs

- **Weekly Skill Pass-Offs**

Each lab course will include a series of required skill pass-offs. These must be competently completed during the week they are assigned and no later than the end of the semester. Pass-offs assess proficiency in essential respiratory therapy procedures and must be demonstrated under instructor supervision in the lab setting.

- **End-of-Term Simulation Pass-Off**

Each lab course will culminate in a comprehensive simulation-based assessment, where students must demonstrate the integration of clinical knowledge, critical thinking, and technical skill in a simulated patient care scenario. Successful completion is required to pass the course.

- **Student Responsibility**

Students are expected to stay on track with all scheduled pass-offs and come prepared for each evaluation. All required lab pass-offs, including the end-of-term simulation, must be successfully completed to receive a passing grade for the course.

- **Remediation Policy**

If a student is unable to pass a skill during the initial evaluation, a remediation plan will be provided. This may include:

- Additional practice time
- Instructor feedback
- A scheduled re-evaluation

Remediation must be completed within the timeframe set by the instructor.

- **Consequences for Incomplete Pass-Offs**

Failure to complete and pass all required skills and simulation assessments by the end of the semester may result in:

- Course failure
- Dismissal from the program

Simulation Guidelines

The simulation lab provides a safe, realistic environment for students to practice clinical decision-making, teamwork, communication, and hands-on skills. To maintain the integrity of this valuable learning space, all students must adhere to the following guidelines:

General Expectations

1. Professionalism is Required at All Times
Treat simulation scenarios as if they are real patient encounters. Professional behavior, communication, and attire (including full clinical uniforms and name badges) are required.
2. Confidentiality Must Be Maintained
Do not discuss specific simulation scenarios, patient information, or student performance outside the lab. Respect your peers and the learning process.
3. Be Prepared
Complete all pre-simulation assignments and reviews. Arrive on time and ready to fully participate.

During Simulation

4. Respect the Equipment and Environment
Simulation manikins and equipment are expensive and fragile. Use all items with care and report any issues or damage immediately.
5. No Food or Drinks
Food and beverages are not allowed in the simulation rooms. Bottled water may be permitted in designated areas only.
6. Remain in Role
Stay in character and treat the manikin as you would a real patient. Practice therapeutic communication and clinical reasoning throughout the scenario.
7. Speak Aloud
Verbalize your assessments, actions, and decision-making so instructors can evaluate your clinical thought process.

After Simulation

8. Debrief Respectfully
Participation in debriefing is mandatory. Be honest, open-minded, and respectful. The goal is growth and improvement, not perfection.
9. Reset and Clean Up
Return all equipment and supplies to their original state. Dispose of used items properly and help reset the room for the next group.

Additional Policies

10. Cell Phones and Smart Devices

Cell phones must be turned off or silenced and kept out of sight unless specifically approved by an instructor for educational purposes.

11. Missed Simulations

Absences from simulation must be communicated *in advance* and will require make-up work or rescheduling at the discretion of faculty.

12. Use of Simulation Outside of Class

Simulation lab access outside scheduled sessions is allowed only with prior approval from faculty or the simulation coordinator.

Clinical Respiratory Therapy Program Guidelines

Clinical education is an essential component of the Respiratory Therapy Program and plays a critical role in preparing students for professional practice. This phase of training bridges the gap between classroom learning and real-world application, allowing students to develop the clinical skills, critical thinking, and professional behaviors required of a competent respiratory care practitioner.

Students will engage in a variety of clinical experiences across multiple healthcare settings. These experiences may include extensive reading, individual and group assignments, self-reflection, active participation in patient care, and the demonstration of specific clinical competencies. Clinical performance is evaluated regularly to ensure progress toward mastery of program outcomes.

Participation in clinical rotations requires adherence to program expectations for professionalism, punctuality, and appropriate attire, as well as compliance with all institutional and affiliate site policies. Students are expected to conduct themselves in a manner consistent with the standards of the respiratory care profession.

This section outlines the policies, procedures, expectations, and evaluation methods that govern all clinical experiences within the program. It is the responsibility of each student to become familiar with and follow these policies throughout their clinical education.

Clinical Scheduling Policy

- **Mandatory Completion:** All assigned clinical hours must be completed. Missed hours must be rescheduled and made up within the same semester.
- **Advance Notification Required:** Students must notify both the clinical agency and faculty in advance of any requested clinical schedule changes.

- **Approval Required:** All clinical hours must be approved in advance by clinical faculty and must be directly tied to specific learning objectives.
- **No Credit for Travel/Class Time:** Travel time to and from clinical sites, as well as classroom time, does not count toward clinical hour requirements.
- **Assigned Locations & Shifts:** Students may be assigned to clinical rotations at any affiliated institution and on any shift, including:
 - Day Shifts: 0600–1830, 0630–1900, 0700–1930
 - Night Shifts: 1800–0630, 1830–0700, 1900–0730

Scheduling Disclaimer

Please do not finalize childcare or work schedules based on the printed semester clinical schedule. Finalized details will be provided at least one month prior to the start of clinical rotations for each semester. Last-minute changes may occur.

Travel Expectations

Students are responsible for their own transportation to and from the Snow College campus, clinical sites, workshops, and program-related events. These experiences are mandatory and essential to the successful completion of the program. All travel-related costs are the responsibility of the student.

Clinical Rotation Sites

Students in the Respiratory Therapy Program may complete clinical rotations at any of the following affiliated healthcare facilities. Placement will vary based on availability, specialty experiences, and individual student scheduling needs.

1. Central Valley Medical Center – Nephi, UT
2. Sanpete Valley Hospital – Mount Pleasant, UT
3. Sevier Valley Hospital – Richfield, UT
4. Gunnison Valley Hospital – Gunnison, UT
5. Mountain View Hospital – Payson, UT
6. Timpanogos Regional Hospital – Orem, UT
7. Utah Valley Hospital – Provo, UT
8. NeuroRestorative – Riverton, UT
9. Intermountain Home Services – Mount Pleasant, Richfield, and Provo, UT
10. The University of Utah Hospital – Salt Lake City, UT
11. Primary Children’s Hospital – Lehi and Salt Lake City, UT

Additional sites may be added as new affiliation agreements are established. Clinical placements are coordinated by the Director of Clinical Education.

Clinical Evaluation & Competency Tracking in EXXAT

The Snow College Respiratory Therapy Program uses EXXAT, a secure, web-based platform, for managing all aspects of clinical education, including:

- Affective evaluations
- Preceptor evaluations
- Site Evaluations
- Clinical hour tracking
- Physician interaction time
- Daily logs
- Competency documentation and verification

Student Responsibilities in EXXAT

- Regularly log into EXXAT to review assigned clinical competencies for each semester.
- Ensure that all required competencies are passed off by an approved facility preceptor during clinical rotations.
- Confirm that competencies are accurately entered and verified in EXXAT by the preceptor.
- Track their clinical hours and ensure timely submission of all clinical documentation as required.

Evaluation Requirements

- Clinical performance evaluations by preceptors must be completed in EXXAT at the midterm and end of each clinical rotation.
- Students must review all evaluations to verify their accuracy and acknowledge feedback.

Completion Requirement

All required competencies and evaluations must be documented in EXXAT by the assigned due dates each semester. Failure to complete and submit these requirements may result in:

- A failing grade in the clinical course
- Delayed progression in the program
- Possible dismissal from the program

General Clinical Policies

1. Students must clock in and out from the clinical site.
2. Make sure your clinical instructor knows where you are during clinical time, and if your assignment has changed from its original arrangement, you must notify them accordingly.
3. Before leaving your clinical site, notify your clinical instructor and ensure they dismiss you from the clinical site and are aware of any incomplete assignments.
4. Each student must document physician interaction time during each clinical rotation. Examples of this may include physician rounds, teaching during invasive and non-invasive procedures, seminars, or formally structured meetings conducted during your clinical rotation. This mandatory requirement is an excellent opportunity to enhance your learning. Notify your clinical instructor so they may help facilitate these educational opportunities. This is your responsibility. Contact with any specific physician should be documented.
5. The notice of privacy practices is a document that explains the confidentiality of patients and that all information is strictly confidential. Breach of confidentiality will result in disciplinary action.
6. Students may not conduct *personal* telephone calls or text during clinical hours.
7. If you become ill or cannot attend your scheduled clinical shift, you must contact the facility at least TWO HOURS before your shift start time. You must also contact the DCE by call or text. All missed clinical time must be made up during that same semester. Arrangements are to be made with the DCE.
8. You should notify the DCE if you become ill during your clinical time to consider the appropriate medical attention and a course of action. You must make up all missed clinical time by making the necessary arrangements with the DCE. You are responsible for costs incurred during treatment.
9. Students will perform the psychomotor skills required of a respiratory therapist. Required proficiency check-off evaluations will be used as an evaluation and grading guide for the psychomotor and cognitive skills during these and all clinical rotations. In addition, being punctual and actively participating each time is required. The dress code is essential as part of your affective behavior documentation. You must bring your school utensils such as a stethoscope, textbooks, notebook, calculator, blunt/bandage scissors, black pen, and school/hospital ID. Please refer to the list of “fundamental materials in this clinical handbook.
10. To ‘pass’ any proficiency, the student must consistently perform the objective according to the accepted procedure standard. Each student must then continue to provide evidence of a ‘passing’ performance on objectives

previously passed. Students who cannot re-demonstrate these safe performances may be re-assessed, suspended, or possibly terminated from the clinical course and/or program.

11. Students who consistently have trouble with their clinical skills must go to the campus lab for remediation. Students failing to master any specific skill and or arrange to complete the necessary hours of clinical time will require academic advisement. They may be required to withdraw from the course.

Clinical Assignment Policy

All clinical assignments, paperwork, evaluations, competency pass-offs, and documentation must be completed and submitted by the assigned due date.

- A 20% deduction per day will be applied to late clinical assignments.
- Failure to submit required clinical work may result in failure of the course, regardless of academic performance in other areas.
- Even if no credit is earned, the late assignment(s) must still be turned in to pass the course.

Clinical Evaluation and Feedback

During clinical rotations, students are assessed regularly to ensure they are developing the knowledge, skills, and professional behaviors required for safe and competent respiratory care. Evaluations cover the cognitive (knowledge), psychomotor (skills), and affective (attitudes/behaviors) learning domains.

Clinical instructors and preceptors use standardized assessment tools to measure progress and provide feedback throughout the rotation. Students receive timely, constructive feedback to support learning, identify strengths, and address areas needing improvement. If a deficiency is identified, a plan for remediation will be developed and implemented promptly, giving students a fair opportunity to succeed and meet graduation competencies.

Clinical Competency Pass-offs

All assigned clinical competencies must be successfully completed during the student's clinical rotations each semester they are assigned. Competencies must be performed under the direct observation of an approved facility preceptor and must be documented in Exxat by the preceptor to be considered valid.

Completion of all required competencies is a mandatory component of the clinical education process. Students cannot pass the associated clinical course unless all assigned competencies for that semester are passed off and entered into Exxat by a preceptor. Failure to complete and document required competencies will result in a failing grade for the clinical course, regardless

of performance in other areas.

Students are encouraged to review their competency requirements early in the semester and work proactively with their clinical instructors and preceptors to ensure timely completion.

General Clinical Competency List

The following is a comprehensive list of expected competencies to be completed during students' clinical rotations. These competencies represent skills that respiratory therapy students must demonstrate proficiency in across various patient care settings. This list is subject to change based on clinical site availability, program curriculum updates, and evolving standards of care.

- ABG (Arterial Blood Gas) Analysis
- Arterial Line Sampling
- Arterial Puncture
- Assisted Cough
- Basic Spirometry
- Bedside Spirometry
- Breath Sounds
- Bronchoscopy Assisting
- Capillary Sampling
- Chest Percussion/Postural Drainage (CPT)
- Chest Physiotherapy and Postural Drainage
- Chest Tube Management
- Chest X-Ray (CXR) Interpretation
- Cuff Pressure Monitoring
- Diffusion Capacity
- DPI Administration
- DPI Education
- ECG
- Endotracheal Suctioning
- Equipment Processing
- Exercise Testing
- Extubation
- Handwashing
- Hemodynamic Monitoring

- High Frequency Chest Wall Oscillation (HFCWO – “the vest”)
- High Frequency Oscillatory Ventilation (HFOV)
- Initiation of Mechanical Ventilation
- Initiation of Neonatal Mechanical Ventilation
- Initiation of Neonatal Nasal CPAP
- Intubation
- Isolation Procedures
- Manual Resuscitation
- MDI Administration
- MDI Education
- Mechanical Insufflation/Exsufflation (Cough Assist)
- Medical Record Documentation
- Medical Record Review
- Metabolic Testing
- Monitoring Mechanical Ventilation
- Monitoring Neonatal Mechanical Ventilation
- Monitoring Neonatal Nasal CPAP
- Nasal CPAP (Neonatal) Initiation
- Non-invasive Positive Pressure Ventilation (NIPPV)
- Oxygen Administration
- Oxygen Blender
- Oxygen Concentrator
- Oxygen Tank Set Up
- Patient Assessment
- Peak Flowmeter
- Plethysmography
- Polysomnography
- Positive Expiratory Pressure (PEP)
- Pulse Oximetry
- Small Volume Nebulizer (SVN)
- Spontaneous Breathing Trial
- Sputum Induction
- Tracheostomy/Stoma Care
- Tracheostomy Tube Changes

- Transcutaneous Monitoring
- Transport Ventilator Set Up
- Ventilator Circuit Change
- Ventilator Waveform Analysis
- Ventilator Weaning
- Vital Signs

Clinical Tardiness and Absence Policy

Clinical Tardies

Tardiness in clinicals is considered unacceptable and reflects unprofessional behavior. It disrupts the clinical environment, impacts learning, and may result in a failing clinical course grade.

Definition of Tardy:

You are considered tardy if you are not in the report room fully prepared (with pen/paper and stethoscope) and/or not clocked into the clinical tracking program from the clinical site by the assigned shift start time.

Example: If your shift begins at 0600 and you clock in at 0601, you are tardy.

Clinical Tardy with Proper Notification (before shift start time)

- 1st tardy: No grade penalty
- 2nd tardy: 5% clinical course grade deduction
- Each additional tardy: Additional 5% deduction + written warning and/or probation

Clinical Tardy without Proper Notification (before shift start time)

- 1st tardy: 5% clinical course grade deduction
- 2nd tardy: Additional 5% deduction + written warning
- Subsequent tardies: Additional 5% deduction + second written warning, probation, and possible dismissal

Excessive tardiness (with or without proper notification) may result in probation or dismissal from the program.

Clinical Absences

All clinical shifts are mandatory. If you must miss a clinical day:

- You must notify the Director of Clinical Education (DCE), your assigned clinical instructor, and the clinical facility at least two hours before your scheduled shift.
- Notifying the clinical site alone is not sufficient.

Definition of Absence:

Missing a full clinical shift OR arriving more than 2 hours late OR leaving more than 2 hours early.

Clinical Absence with Proper Notification

- 1st absence: No grade penalty
- 2nd absence: 10% clinical course grade deduction + written warning
- Each subsequent absence: Additional 10% deduction + written warning, probation, possible course failure, or dismissal

Clinical Absence without Proper Notification (“no call, no show”)

- 1st absence: 10% grade deduction + written warning + probation
- 2nd absence: Grade of “E” in the clinical course, which results in *program dismissal*

All missed clinical time must be rescheduled to receive a passing grade for the course. Make-up days are scheduled at the discretion of the clinical instructor and facility availability.

Leaving the Clinical Site Early

Students must obtain permission from both the clinical preceptor and the Director of Clinical Education (DCE) before leaving the clinical site early. Leaving without approval will be treated as an unexcused absence.

Illness and Communicable Disease Exposure

In the event of illness:

- Report symptoms or communicable disease exposure to your instructor immediately.
- The instructor will determine whether you may remain at the clinical site or must leave.
- If dismissed from clinical due to illness, it will be recorded as an absence and must be made up.
- A physician’s release may be required before returning, depending on the nature of the illness.

Scheduled Clinical Shifts and Changes

Once a clinical shift is scheduled, it is the student’s responsibility to honor it. Students may not reschedule a shift (e.g., from Saturday to Sunday) without direct communication and approval from the Director of Clinical Education (DCE). Hospitals expect students only when scheduled, and failing to show up reflects poorly on both the student and the program.

Weather-Related Absences

If local or state authorities (e.g., Utah Highway Patrol) declare a “major winter storm”, students may not be required to attend class, lab, or clinicals.

- Students must still notify their instructor and, if scheduled for clinicals, inform the clinical site of their absence.
- Any makeup requirements due to weather-related cancellations will be communicated by the instructor.

Compensation for Clinical Work

According to the Commission on Accreditation for Respiratory Care (CoARC), students enrolled in accredited respiratory therapy programs must not receive compensation for clinical experiences that are part of their educational curriculum.

Students should not be used to substitute for clinical, instructional, or administrative staff and must be supervised at all times by a clinician.

Health and Safety Requirements

Immunization Policy

To ensure the safety of students, patients, and healthcare staff, all Respiratory Therapy students must comply with immunization requirements prior to participating in clinical experiences. These requirements may be updated based on clinical site policies.

Required Immunizations:

Tuberculosis (TB): (One of the following)

1. 2-step TST test (two TB tests 1–3 weeks apart)
2. Single TST if a 2-step was done over 12 months ago
3. QuantiFERON Gold blood test – negative result
4. T-Spot blood test – negative result
5. Positive TB result requires chest x-ray with normal findings

Tdap (Tetanus, Diphtheria, Pertussis):

- One dose of Tdap after age 10
- If received over 10 years ago, a Td booster or repeat Tdap is required

Consult your healthcare provider regarding the appropriate option.

MMR (Measles, Mumps, Rubella): (One of the following)

1. Proof of two MMR vaccinations
2. Blood test showing immunity to all three components

Hepatitis B:

1. Three documented Hepatitis B vaccinations
2. Blood test showing “reactive” immunity

Varicella (Chickenpox): (One of the following)

1. Proof of two Varicella vaccinations
2. Blood test confirming immunity

COVID-19:

- Proof of full COVID-19 vaccination or signed exemption

Influenza (Flu Shot):

- Proof of current annual flu vaccination (required each year as updated)

Basic Life Support (BLS) Certification

All students must maintain current Basic Life Support (BLS) certification throughout the program.

Accepted Certifications:

- American Heart Association: BLS for Healthcare Providers

If certification expires before graduation, students must recertify at their own expense.

Snow College offers BLS/CPR courses. Visit www.snow.edu/sbdc for details. Contact the program office with questions about certification options.

Student Insurance Requirements

1. Proof of Health Insurance:
Students must provide a front and back copy of their health insurance card.
2. Accident Insurance:
Snow College provides limited accident insurance coverage, but students must first use their personal insurance. See the Snow College Catalog for details.
3. Malpractice Insurance:
Snow College provides coverage for students participating in clinical experiences. Students may choose to carry additional coverage at their own discretion.

Roles and Responsibilities in Precepted Clinical Experiences

Successful clinical education requires clear expectations and collaboration among students, preceptors, and faculty. The following outlines the roles and responsibilities of each participant during precepted clinical experiences.

Responsibilities of the Preceptor

Preceptors play a critical role in guiding students in real-world clinical settings. They are expected to:

- Provide an orientation to the clinical site at the beginning of the rotation to ensure a smooth transition and efficient use of resources.
- Clearly communicate expectations regarding professional conduct, dress, and behavior.
- Allocate time for routine supervision and instruction, offering guidance on clinical decision-making and reviewing student performance regularly.
- Deliver constructive, timely feedback to support the student's development.
- Foster a respectful and supportive learning environment that encourages questions and curiosity.
- Facilitate appropriate interaction with physicians and other healthcare team members when applicable.
- Complete a daily evaluation and approve any competencies completed by the student in Exxat.

Responsibilities of the Student

Students are expected to uphold the highest standards of professionalism and accountability during all clinical rotations. Responsibilities include:

- Acting professionally in all interactions with preceptors, patients, and healthcare staff.
- Maintaining strict confidentiality of all patient information in accordance with HIPAA and program policies.
- Adhering to all clinical site expectations regarding:
 - Dress code and appearance
 - Behavior and communication
 - Scheduled hours and attendance
- Notifying the preceptor immediately in case of tardiness or absence.
- Practicing respectful, courteous communication with patients, families, and staff.
- Treating the preceptorship as a student-teacher relationship—not an employment or coworker relationship—founded on trust, professionalism, and a willingness to learn.

Responsibilities of Snow College Clinical Faculty

Each student is assigned a Clinical Faculty Member who serves as the liaison between the student, preceptor, and program. Faculty responsibilities include:

- Assisting the student in clarifying learning goals for the clinical experience.
- Providing support and guidance to both the student and the preceptor during the rotation.
- Completing at least one site visit per month that includes both the student and preceptor.
- Being accessible via email and/or phone to address any concerns or provide feedback throughout the semester.
- Reviewing and maintaining documentation of all student evaluations and passed competencies submitted by the preceptor through Exxat.

Supervision

Students must be appropriately supervised at all times during clinical education, coursework, and experiences.

- Students may not be used to substitute for clinical, instructional, or administrative staff under any circumstances.
- Supervision must align with CoARC standards and clinical affiliate expectations to ensure safety and educational quality.

Remuneration

Students are not permitted to receive compensation for any work performed during their programmatic clinical coursework.

- This includes hourly pay, stipends, or other forms of remuneration during clinical rotations.
- Clinical experiences are for educational purposes only and are not to be treated as employment.

Clinical Rotations at Place of Employment

Students may not complete clinical coursework at a facility where they are employed while functioning in their role as an employee.

- Students must be off-duty and not under employee status during clinical hours assigned by the program.

Articles Needed for Clinical Experience

| Required | Recommended |
|------------------------------------|------------------|
| Personal Health Insurance | Pen Light |
| Current Vaccinations/Immunizations | Pocket Notebook |
| Approved Scrubs | Bandage Scissors |
| Stethoscope | Dark Ink Pen |
| Watch with a Second Hand | |

Note: All required items must be brought to each clinical rotation. Failure to do so may result in removal from the clinical site and a make-up assignment.

Medical Release Policy

Students experiencing serious illnesses, injuries, or medical conditions that may impact safety or clinical performance must obtain medical clearance before beginning or resuming clinical or lab activities.

Process:

1. Clinical faculty will consult with the student to assess any restrictions. Additional steps may include:
 - Consultation with the Director of Clinical Education or Program Director
 - Communication with the clinical site regarding site-specific restrictions
 - Assigning an alternate clinical experience if appropriate
 - Granting an incomplete (I) grade in accordance with Snow College policy
 - Counseling the student on options for course or semester withdrawal
2. Students must promptly notify faculty if they experience an acute or worsening condition, such as:
 - Recent surgery
 - Fractures or mobility limitations
 - Infectious conditions
 - Worsening or unstable medical issues, including:
 - Mental health concerns
 - Pregnancy complications
 - Seizures
 - Respiratory or cardiovascular conditions
3. Students may not return to clinical practice until they provide written medical clearance from their healthcare provider. This documentation must be submitted to the clinical faculty prior to re-entry.

Uniform and Grooming Policy

Respiratory Therapy students are expected to maintain a clean, professional appearance at all times during class, clinical, lab, and simulation experiences. This reflects the standards of the profession and helps foster patient and team trust. The following guidelines must be strictly followed.

Clinical Uniform and Grooming Policy

General Grooming

1. Bathe daily and use antiperspirant to control body odor.
2. Maintain clean, brushed teeth. Avoid halitosis (bad breath).
3. Chewing gum is not permitted in clinical or lab settings.
4. Uniforms must be clean and freshly laundered daily.

Students are required to have at least one full uniform (two recommended).

Hair

1. Hair must be clean, neat, and combed.
2. No extreme or distracting styles or colors.
3. Hair longer than shoulder length must be securely tied back, above the shoulders.
4. Hair must not obstruct vision or require constant adjustment.
5. Hair ornaments, ribbons, or scarves must be simple and not excessive.

Facial Hair

1. Closely trimmed beards ($\frac{1}{4}$ inch or less) are allowed if well groomed.
2. No extreme facial hair styles.
3. Moustaches are permitted if neatly trimmed.
4. Students must follow facility policies regarding facial hair, especially in areas requiring tight-fitting PPE.

Uniform Standards

Approved Student Uniform:

1. Orange scrub pants and white scrub top with Snow College patch and RT logo stitching.
2. No colored stitching or piping on pants.
3. A solid white, snug-fitting undershirt (no logos or color) may be worn under the scrub top.
4. Hoodies, sweatshirts, jackets, or sweaters may not be worn over the scrub top in clinical or lab settings.
5. Comfortable closed-toe shoes (clean, intact, no holes, frays, or worn-out soles).
6. Student identification badges must be worn at all times.

7. No hats are permitted.

A Course Correction Form will be issued for any uniform violations.

General Notes

- Uniforms must be wrinkle-free and in good repair.
- Use appropriate thread color for mending; no safety pins or tape.
- Lab coats or patient gowns are not permitted as student uniforms.
- Specialty care areas may require additional uniform considerations.
- Uniform and name badges are required when retrieving patient information or preparing for clinical experiences.
- Students must bring their stethoscope to every lab and clinical shift.

Jewelry

1. Only wedding and engagement rings are allowed.
2. A watch with a second hand is required (simple bands preferred; digital not recommended).
3. One pair of small post earrings (one per ear) is acceptable.
4. No necklaces, chains, bracelets, or anklets.
5. No visible body piercings (including nose, eyebrow, lip, or tongue).

Tattoos

1. While visible tattoos are not required to be covered, it is recommended to do so when appropriate, especially in professional or clinical settings where it may impact patient comfort or perception.
2. If coverage is needed or requested by a facility, acceptable methods include a long-sleeved white undershirt, Band-Aids, or other approved coverings.

Make-Up and Fragrance

1. Makeup must be minimal and conservative.
2. No perfume or cologne is allowed due to sensitivity and patient safety.

Fingernails

1. Artificial nails of any kind are strictly prohibited (including acrylic, gel, dip, press-on, overlays, etc.).
2. Natural nails must be clean, neatly trimmed, and not extend past fingertips.
3. No fingernail polish is allowed.

Classroom Grooming and Attire Policy

While professional scrubs are required in clinical and lab settings, students are permitted to wear street clothes during classroom instruction. However, all students are expected to maintain a clean, professional appearance that reflects the standards of the respiratory therapy profession. This supports a respectful, focused, and professional learning environment.

General Grooming

1. Personal hygiene must be maintained daily, including clean body, hair, and oral hygiene.
2. Avoid strong fragrances such as perfumes or colognes, as they may trigger respiratory sensitivities in others.

Clothing Expectations

1. Street clothes must be clean, modest, and appropriate for an academic environment.
2. No low-cut tops, crop tops, sheer clothing, or clothing with inappropriate graphics/language are permitted.
3. Shorts, skirts, and dresses should be appropriate and professional in length.

Policy Enforcement

Students are required to always follow this Uniform and Grooming Policy in the classroom, clinical, simulation, and lab environments. Failure to comply may result in a written warning or removal from the classroom, lab, or clinical site until corrected.

Drug and Alcohol Policy

The purpose of this policy is to ensure a safe and professional learning environment for students, faculty, patients, clients, and staff at clinical facilities. A drug- and alcohol-free program protects the safety, integrity, and public trust in healthcare education and practice.

Clinical Requirement

Clinical affiliates of the Respiratory Therapy program require all students to complete and pass a drug screen before participating in any clinical rotations. This is mandated in the Clinical Training Affiliation Agreements.

Initial and Ongoing Screening

Accepted Students

- All students accepted into the Respiratory Therapy program must complete a drug and alcohol screen prior to program entry.
- Students are responsible for all costs associated with the initial screening and any subsequent or random screens required during the program.
- Testing must be completed through WorkMed or another site approved by the Program Director.
- Drug screen instructions will be provided upon acceptance into the program.

Prescription Medications

- Students must submit documentation from a licensed healthcare provider for any prescription medications prior to the drug screen.
- Any changes in prescription medications during the program must be promptly reported and documented with the Program Office.
- It is the student's responsibility to use any medication only as prescribed to minimize adverse effects and avoid unintentional positive results.

Positive or Diluted Results

- A positive test result without proper documentation will result in ineligibility for program entry or disciplinary action if already enrolled.
- If a student submits a diluted sample, the test must be repeated at the student's expense.
- A second diluted sample will be treated as a positive result and result in dismissal from the program.
- Refusal to submit to a drug screen will result in forfeiture of program placement or immediate dismissal if already enrolled.

Current Students – Random Testing

- The Respiratory Therapy Program reserves the right to conduct random drug or alcohol testing on any current student.
- Students are responsible for all costs related to these screenings.
- Testing must occur at an approved site and within a designated time frame.
- Failure to comply with the testing timeframe or refusal to test will result in disciplinary action, up to and including dismissal from the program.

Impairment While on Campus or Clinical

- If a student is suspected of being impaired or under the influence of any substance during classroom, lab, or clinical activities, they will be:
 - Required to leave the setting immediately in a safe and non-disruptive manner.
 - Required to complete a drug screen immediately, at their own expense.
- Clinical participation will be suspended until results are reviewed and a determination is made.

Review and Disciplinary Action

- All positive drug screens will be reviewed by the Director of Clinical Education and Program Director.
- Students may not attend clinical rotations during this review.
- Disciplinary action may include:
 - Written warning

- Remediation
- Suspension or dismissal from the program
- If a student is allowed to remain in the program:
 - A clean, accepted drug screen is required before returning to clinicals.
 - The student will be subject to ongoing, unannounced drug screenings.
 - A second positive test result will result in permanent dismissal from the program.

In addition to the above policies, the Respiratory Therapy Program also follows Snow College's Drug and Alcohol Policy. <https://www.snow.edu/offices/wellness/drugs.html>

Exposure Risk Policy

Students are at potential risk for exposure to bloodborne pathogens and other infectious materials during laboratory and clinical experiences.

In the event of exposure:

1. Immediately notify your instructor.
2. Obtain a medical baseline evaluation within 2 hours of exposure (e.g., needle stick or fluid exposure). This is essential for medical intervention and future evaluation.
3. Follow the clinical facility's exposure protocols.
4. Complete the Snow College Accident-Injury-Incident Report within 24 hours. Form available at: <https://snow.edu/offices/safety/incident.html>
5. Follow up with your provider and the program as needed.

All medical costs related to exposure or injury during clinicals are the responsibility of the student.

Promoting a Healthy Academic Culture

Respiratory Therapy education should reflect and model the core values of the profession—compassion, empathy, respect, integrity, and patient-centered care. A healthy academic environment is built on strong relationships between faculty and students, grounded in mutual respect and shared responsibility. Just as in clinical practice, the principles of open communication, collaboration, accountability, and clearly defined expectations form the foundation for a positive and professional academic culture.

Faculty Responsibilities

1. Model Professionalism

Demonstrate caring, empathy, and respect in your actions and interactions so students can learn what professionalism looks like in respiratory therapy practice.

2. **Encourage Open Dialogue**
Create space for honest, respectful conversations with students. Open forums, one-on-one meetings, or class discussions promote trust and understanding.
3. **Establish and Uphold Expectations**
Clearly communicate policies and expectations in syllabi and student conduct codes. Address incivility or unprofessional behavior consistently and constructively.
4. **Offer Support and Encouragement**
Provide meaningful feedback and recognize student strengths. Be an advocate for their growth, both academically and personally.
5. **Promote Wellness**
Encourage stress management, time management, and self-care as essential elements of professional development in respiratory therapy.

Student Responsibilities

As a Respiratory Therapy student, you are expected to uphold the highest standards of professionalism, including:

1. **Engage Fully in Your Learning**
Be prepared, punctual, respectful, and actively engaged in your education and clinical practice.
2. **Maintain Professional Communication**
Avoid negative or derogatory comments about classmates, faculty, or the Respiratory Therapy program in any public or digital forum.
3. **Adhere to Snow College Policies**
Follow the Snow College Student Code of Conduct at all times. (View here: https://snow.edu/catalog/student_rights.html#studentcode)
4. **Communicate Your Needs**
Be proactive in expressing your expectations and challenges respectfully to faculty and staff.
5. **Foster a Culture of Civility**
Work collaboratively with your peers and instructors to create an inclusive, respectful, and supportive learning environment.

“How to Address Student Incivility and Change the Culture in Your Program.” *KeithRN*, 24 Mar. 2016, www.keithrn.com/2016/03/student-incivility/.

Academic Integrity

Students enrolled in the Snow College Respiratory Therapy Program are expected to uphold the highest standards of academic integrity, professionalism, and ethical conduct. In addition to adhering to the Snow College Academic Honesty Policy as outlined in the College Catalog, respiratory therapy students are held to a stricter code of conduct due to the nature of healthcare education and patient responsibility.

Violations of the Student Honor Code listed below demonstrate a breach of trust and personal integrity and may result in disciplinary action, including immediate dismissal from the Respiratory Therapy Program.

Violations Include, but Are Not Limited To:

1. Using unauthorized materials during any exam or quiz.

This includes cheat sheets, digital notes, unapproved calculators, or reference materials not explicitly permitted by the instructor.

2. Copying from or collaborating with another student during testing.

All exams and quizzes are to be completed independently unless specifically designated as collaborative.

3. Plagiarism on written assignments.

Submitting someone else's work, ideas, or content—whether published or unpublished—as your own, without proper citation, is considered academic dishonesty.

4. Providing false information to the college, faculty, or clinical personnel with intent to deceive.

5. Any form of cheating, whether intentional or passive participation, will result in serious consequences. Cheating includes, but is not limited to:

- Using or distributing test bank questions (including current or previous editions)
- Printing, photographing, or taking screenshots of exams or quizzes (including Canvas tests)
- Discussing exam content before all students have completed the exam
- Retaining or failing to return scratch paper or test materials to the instructor
- Talking or communicating with others during an exam
- Submitting someone else's work as your own
- Having another person complete your assignments, quizzes, or tests
- Sharing or receiving unauthorized information about assessments
- Using unapproved online resources (e.g., Quizlet, Course Hero, ChatGPT, etc.) unless explicitly approved by the instructor

Note: If you are aware of academic dishonesty and do not report it, you may also be held accountable.

6. Examination Integrity and Proctoring

All exams must be taken in approved Snow College Testing Centers or designated proctored sites.

- Students may not leave the testing or computer area for any reason during an exam unless explicitly permitted.
- Leaving the exam area without authorization may result in a failing grade or dismissal from the program.

7. Use of Online Study Tools

All online study platforms or group-shared resources (e.g., Quizlet, Anki, Google Docs) must be pre-approved by the course instructor. Unapproved use of these platforms for exams, quizzes, or assignments is considered academic dishonesty.

The integrity of the respiratory therapy profession begins in the classroom and clinical setting. Your honesty and accountability are critical to the trust placed in you by patients, families, instructors, and clinical partners. Violations of this honor code will be reviewed by faculty and program leadership and may result in disciplinary action, including dismissal from the program, even on a first offense.

Academic Integrity and AI

You may use AI programs, e.g., ChatGPT, to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, *it should be cited like any other reference material* (with due consideration for the quality of the reference, which may be poor). The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct.

Professional Conduct Standards for Respiratory Therapy Students

Adapted from the Utah Respiratory Care Practices Act, Administrative Rules, and AARC Code of Ethics.

Respiratory Therapy students are expected to uphold the highest ethical and professional standards, both in the academic setting and during clinical experiences. Behaviors (acts, omissions, or practices) that fail to conform to the accepted standards of the respiratory care profession—and which may jeopardize the health, safety, or welfare of patients—constitute unprofessional conduct. These include, but are not limited to:

Examples of Unprofessional Conduct

1. Failure to Exercise Clinical Judgment or Technical Competence

Performing procedures or making decisions that are inconsistent with safe, evidence-based respiratory care practices for which the student has been trained.

2. Disregard for Institutional or Clinical Policies

Not adhering to defined policies and procedures that safeguard patient safety and promote quality care.

3. Violation of Patient Rights

Failing to protect a patient's dignity, privacy, and autonomy.

4. Breach of Confidentiality

Disclosing patient information without proper authorization, in violation of HIPAA or ethical standards.

5. Verbal, Emotional, or Physical Abuse

Engaging in any form of abusive behavior toward patients, families, faculty, staff, or peers.

6. Performing Procedures Without Proper Authorization or Training

Attempting new or advanced clinical techniques without appropriate education, supervision, and competence verification.

7. Impairment of Performance

Participating in clinical or lab activities while physically or mentally unfit, including under the influence of drugs, alcohol, or due to sleep deprivation.

8. Substance Use in Educational or Clinical Settings

Use or possession of alcohol or illegal substances before or during classroom, lab, or clinical activities is strictly prohibited and grounds for dismissal.

9. Tampering with Medications or Records

Unauthorized handling of medications, narcotics, oxygen supplies, or alteration/falsification of medical records.

10. Falsifying Documentation

Intentionally recording incorrect data or omitting critical information in patient or

academic records.

11. Theft or Misappropriation

Taking any medications, equipment, or personal belongings of a patient, clinical site, or fellow student.

12. Violation of Drug Laws

Breaching state or federal drug laws, whether inside or outside the clinical setting.

13. Intentional Harm to a Patient's Well-being

Committing any act—physical or psychological—that adversely impacts patient safety or welfare.

14. Improper Delegation

Assigning or delegating tasks to others outside their scope of practice, or beyond the student's own authority, in violation of state respiratory care regulations.

15. Abandonment of Clinical Responsibility

Leaving a patient care assignment or simulation scenario without proper handoff or notification.

16. Fraud or Misrepresentation

Engaging in deceit, including during examinations, in documentation, or in program applications or records.

17. Complicity in Unethical or Illegal Acts

Aiding or encouraging others to violate any professional, academic, or legal standards of the respiratory care profession.

Consequences of Unprofessional Conduct

Violation of any of the above may result in disciplinary action, including—but not limited to—a deduction in course grade, suspension, or dismissal from the Respiratory Therapy program.

These expectations are aligned with:

- Utah Respiratory Care Practices Act (Title 58, Chapter 57)
- Utah Administrative Code R156-57
- AARC Statement of Ethics and Professional Conduct

Respiratory Therapy Program Service-Learning Requirement

As part of your professional and personal development, all students enrolled in the Respiratory Therapy Program are required to complete 30 hours of approved service learning by the end of the program.

Service learning provides opportunities to give back to the program and community while developing leadership, communication, and collaborative skills that are essential in the field of respiratory care.

The service learning log template can be found in Appendix C.

Eligible Activities May Include:

- Assisting in the Respiratory Therapy lab (setup, cleanup, peer support)
- Participating in program marketing events (e.g., high school visits, career fairs)
- Volunteering at health fairs or screening events
- Supporting special projects or events hosted by the program
- Assisting faculty or staff with administrative or outreach efforts
- Participating in program-related community service opportunities

Guidelines:

- A total of 30 hours is required prior to graduation.
- Hours may be completed at any point during the program but should be evenly distributed if possible.
- If you are unsure whether an activity qualifies, you must obtain prior approval from the Program Director or Director of Clinical Education.
- A Service-Learning Log must be maintained by the student and submitted each semester to track completed hours and receive credit.

Documentation Requirements:

- Record the date, description of the activity, total hours, and supervising individual (if applicable).
- Obtain signatures or verification from faculty or supervising personnel as required.
- Submit your log to the Program Office or designated online platform at the end of each semester or upon request.

Note: Failure to complete the required service hours may delay graduation and/or affect eligibility for program completion.

Student Advisement, Counseling, Career Services, and Resources

Advising

Students are strongly encouraged to meet with an Academic Advisor regularly to ensure they are on track to meet all Respiratory Therapy program and graduation requirements.

It is the student's responsibility to schedule these appointments.

Official transcripts from all previously attended colleges or universities must be submitted to Snow College before a degree can be awarded.

Academic Advising Contact: Sheila Smith

- Email: Sheila.Smith@snow.edu
- Phone: 435.283.7332
- Office: GSC 240C
- Schedule and appointment:
<https://outlook.office365.com/book/SheilaSmith@snow.edu/>

Counseling and Wellness Services

The Snow College Mental Health Counseling and Wellness Center provides support to students facing emotional, mental health, or situational challenges, including but not limited to:

- Anxiety and depression
- Stress and academic pressure
- Relationship and personal concerns

Faculty may refer students to the Counseling Center if concerns arise during the semester. Students may also self-refer at any time.

Contact Information:

- Phone: 435-283-7136
- Website: snow.edu/offices/wellness

Snow College Career Center

The Snow College Career Center is a valuable resource for students seeking part-time employment, internships, or career guidance both during school and after graduation.

Services offered include:

- Job postings for on-campus and off-campus work
- Resume and cover letter assistance
- Interview preparation
- Career exploration and advising

Visit: snow.edu/offices/career

Financial Aid

The goal of financial aid is to help students afford the cost of education. Financial aid eligibility is determined by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.

Types of federal financial aid may include:

- Grants (do not need to be repaid)
- Work-study opportunities
- Student loans

Financial aid is need-based and will not typically cover all educational expenses, but it is intended to help students meet their financial needs. Snow College does not discriminate on the basis of race, color, religion, sex, age, or other protected categories.

Snow College Financial Aid Office
150 College Avenue, Ephraim, UT 84627
Phone: 435-283-7129
Fax: 435-283-7134
Email: financialaid@snow.edu

Americans with Disabilities Act (ADA) Law

Snow College's responsibilities to individuals with disabilities are mandated by federal laws such as the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. Snow College has a responsibility to provide reasonable accommodations, academic adjustments, or auxiliary aids to qualified students with medical, psychological, learning or other disabilities who voluntarily disclose to the Disability Resource Center (DRC) that they have a disability, provide documentation of that disability, request an accommodation and meet the criteria for receipt of accommodations.

To apply for services, you must contact the ADA Coordinator to set up an in-person appointment.

Ephraim
Greenwood Student Center, Room 241
Coordinator of Disability Services Paula Robison
(435) 283-7321

- If you will need special accommodations, it is your responsibility to contact the ADA coordinator as soon as possible. A letter from the ADA coordinator will need to be given to each of your instructors each semester.
- Your instructor will keep disability-related information confidential, discussing it only with those who have valid, legal reasons to know.
- Instruction, advisement, counseling, and other services will be offered in an accessible environment.

Library Resources

The Snow College Libraries are an essential resource for students enrolled in the Respiratory Therapy Program. They provide access to a wide variety of academic and clinical materials to support your coursework, research, and professional development.

Available Resources

- Extensive online collections of healthcare and respiratory therapy journals, eBooks, and audiobooks—accessible both on- and off-campus <https://www.snow.edu/library/>
- Over 10,000 print items, including textbooks, reference books, and specialty healthcare materials
- Technology and study support, including:
 - Computers and printers
 - Private and group study rooms
 - Copiers and mobile whiteboards
 - 3D printers, large-format printers, and laminators

Library Use Guidelines

- You must follow all library policies related to:
 - Book loans and due dates
 - Reserve materials and periodicals
 - Use of equipment and technology
- Do not mark, damage, or remove pages from any library materials.
- A hold may be placed on your transcript or graduation certificate if you have unreturned items or unpaid fines at the time of program completion.

Library Access

- Your Snow College student activity card gives you borrowing privileges at all academic libraries across the state of Utah.
- Many digital resources are available 24/7 through the Snow College Library website.

Use these resources regularly to enhance your learning experience and to stay current with developments in respiratory therapy and healthcare.

Student Records Policy

The Respiratory Therapy Program maintains academic and clinical records for each student in accordance with Snow College policies and federal privacy laws.

Record Contents

- Academic grades
- Clinical evaluations
- Attendance and performance documentation
- Other relevant academic or program-related records
- Clinical performance evaluations

Access and Privacy

Students have the right to review their educational records under the Family Educational Rights and Privacy Act (FERPA), which is also referenced in the General Education Provisions Act, Section 438 – Privacy Rights of Parents and Students. Requests for access to records must be submitted in writing.

Students may choose to authorize the release of information to outside parties. such as:

- Prospective employers
- Educational institutions (for transfer or continued study)
This requires written permission via a signed consent form, available through the program office.

All student records are handled with strict confidentiality and are used solely for academic and professional purposes as defined by Snow College policies and federal law.

Student Grievance, Due Process, and Resolution

Step 1: Informal Resolution – Instructor Conference

- The student is expected to first address the concern directly with the instructor involved (academic or clinical).
- This should occur within 5 business days of the incident or awareness of the concern.
- The purpose is to clarify misunderstandings, discuss the issue, and seek resolution collaboratively.
- Instructors will document the meeting and any outcomes in writing.

Step 2: Program-Level Review – Program Director

- If the concern remains unresolved, the student may submit a formal written complaint to the Respiratory Therapy Program Director within 5 business days of the instructor meeting.
- **The written complaint must include:**
 - A detailed summary of the concern
 - Steps taken to resolve the issue
 - Supporting documentation (if applicable)
- **The Program Director will:**
 - Review all relevant materials
 - Consult with involved parties
 - Schedule a meeting with the student (if needed)
 - Provide a written decision within 10 business days

Step 3: Division-Level Review – Dean of Business & Technical Education

- If the student disagrees with the Program Director's resolution, an appeal may be made to the Dean of Business and Technical Education.
- The student must submit a written appeal within 5 business days of receiving the Program Director's response.

The appeal must include:

- The original complaint
- The Program Director's decision
- A clear rationale for the appeal
- **The Dean will:**
 - Review documentation and conduct any additional inquiries
 - Meet with the student and/or involved parties if necessary
 - Provide a final written decision within 10 business days
- The Dean's decision is final at the program and divisional levels.

Additional Notes

- **Non-Retaliation:** Students will not face retaliation for submitting a complaint or concern in good faith.
- **Confidentiality:** All complaints will be handled with appropriate confidentiality in accordance with FERPA and college policies.
- **College-Wide Appeal:** If a student believes that institutional policy has been violated or that they have experienced unfair treatment beyond the program level, they may follow the broader Snow College Student Grievance Procedure available through the Office of Student Affairs.

Snow College Academic Policies & Student Rights

The Snow College Respiratory Therapy Program adheres to the institutional academic policies and student rights as outlined in the official Snow College Catalog unless otherwise specified in this program-specific handbook.

Snow College Academic Policies Include:

- Academic Honesty
- Academic Standards Policy
- Academic Credit
- Academic Appeals

Snow College Student Rights and Responsibilities Include:

- Student Right to Know
- Student Code of Conduct
- Student Discipline
- Student Concerns and Appeals

Students are expected to become familiar with these policies and rights, as they form the foundation for academic and behavioral expectations at Snow College.

The Respiratory Therapy Program follows these policies and procedures unless clearly stated otherwise within this handbook. For more information or to review the full policies, visit the [Snow College Catalog](#).

Appendix A: Course Correction Form

Student Name _____

Instructor Name _____

Course _____

A verbal warning was issued to the above-named student on (date) _____ by reason(s) of the following improper conduct, violation of an established rule, unsatisfactory work performance, or other cause as explained below.

☐ **ABSENTEEISM**

☐ **MISCONDUCT/DISRUPTIVE BEHAVIOR**

☐ **TARDINESS**

☐ **INSUBORDINATION**

☐ **UNSATISFACTORY CLINICAL PERFORMANCE**

☐ **OTHER:** _____

☐ **ABUSIVE LANGUAGE**

☐ **IMPROPER DRESS**

☐ **IMPROPER USE OF EQUIPMENT**

Explanation of Violation: _____

Corrective Action Taken: _____

Additional Comments: _____

Student Signature _____ Date: _____

Instructor Signature _____ Date: _____

Nursing Director Signature _____ Date: _____

Appendix B: Midterm Academic Probation Form

Student Name _____

Instructor Name _____

Course _____

This document is to formally notify you that you have been placed on probation due to low grades. According to current documentation, your midterm grade in the class listed above has fallen below the 80% as outlined in, and required by, the Snow College ASN Student Handbook.

Student Action:

I am aware that I must complete the following items as part of the probation process:

- _____
- _____
- _____
- _____
- _____

I will comply with the above requirements to bring my grade up to 80% or higher. I understand that failure to raise my grade to 80% or higher will result in me repeating the course and possible dismissal from the Snow College ASN program. I understand that I am financially responsible for all expenses incurred by me for the present semester.

I understand, that if I have to repeat any course(s), I am financially responsible for the tuition and fees for the repeated course, as well as any required textbooks for the course(s). I understand that this includes any update in the edition of the current textbooks, any changes/additions to the textbooks, and if my textbook subscription will expire while I am repeating the course.

Student Signature _____ Date: _____

Instructor Signature _____ Date: _____

Nursing Director Signature _____ Date: _____

Appendix C: Respiratory Therapy Service-Learning Log

Each Respiratory Therapy student is required to complete 30 hours of approved service learning by the end of the program. This log should be used to track service hours completed throughout the program. Acceptable activities include assisting in the RT lab, attending marketing events, participating in community health outreach, or other approved activities. If you are unsure if an activity qualifies, obtain approval from the Program Director or Director of Clinical Education.

Submit this form each semester, or as requested, with all required signatures to receive credit.

| Date | Description of Activity | Location / Event | Supervising Individual (Name & Title) | Total Hours | Verified by (Signature or Initials) | Approved by Program Director or DCE (Y/N) |
|------|-------------------------|------------------|---------------------------------------|-------------|-------------------------------------|---|
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Appendix D: Consent for Drug Testing and Arrest Notification Forms

Consent Form for Drug Testing

I understand that as a requirement for entering a health science program with an associated clinical component at Snow College, I must submit to a urine drug test. The testing facility will provide the test results to the Director of Clinical Education (DCE). I understand that if the substance test result is positive, the DCE will follow the guidelines listed in the Snow College AAS Respiratory Therapy Handbook Drug and Alcohol Testing Procedure, which may include denial of entrance to the program.

I authorize and give full permission to have the laboratory or other testing facility release all documentation relating to such test to the University and/or any governmental entity involved in a legal proceeding or investigation connected with the test.

I also authorize the release of information concerning the results of such tests to designated University personnel, its clinical partners, to any assistance program to which it may be referred, and to the appropriate licensing boards, if applicable.

I will hold harmless Snow College, its personnel, and any testing laboratory the College might use, meaning that I will not sue or hold responsible such parties for any alleged harm to me that might result from such testing, including loss of the right to participating in the academic program, ineligibility to test for a certification exam, employment or any other kind of adverse action that might arise as a result of the drug test, even if a Snow College or laboratory representative makes an error in the administration or analysis of the test or the reporting of the results. I will further hold harmless Snow College, its personnel, and any testing laboratory the College might use for any alleged harm to me that might result from the release or use of information or documentation relating to the drug and/or alcohol test, as long as the release or use of the information is within the scope of this policy and the procedures as explained in the paragraph above.

I understand that refusal to complete the drug testing process will prohibit me from entering the Respiratory Therapy Program.

I consent to urine drug testing for admission to the Respiratory Therapy Program at Snow College. I understand that this consent form remains in effect during my enrollment.

Print Name: _____ Badger ID: _____

Student Signature: _____ Date: _____

Witnessed by: _____ Date: _____

Disclosure of Legal Convictions & Arrests

I understand that I have 48 hours to report any arrest, criminal conviction, or governmental sanction while enrolled in the Snow College Respiratory Therapy Program to the Program Director and Director of Clinical Education.

I understand that I will be unable to participate in clinical activities until the issue is resolved.

I further agree to, and hereby authorize, the release of my disclosure of a legal conviction and/or arrest to an appropriate representative of the clinical agency for the sole purpose of determining eligibility to participate in clinical activities within the agency.

I understand that failure to report any arrests, convictions, or governmental sanctions within 48 hours will result in my dismissal from the Snow College Therapy program.

I do hereby swear or affirm that I have read and understand the requirements of this procedure. I will comply with the requirements of this procedure.

Print Name: _____ BadgerID: _____

Student Signature: _____ Date: _____

Witnessed by: _____ Date: _____

Appendix E: Student HIPAA Compliance Agreement

Confidentiality about medical or personal information gained concerning a patient during a visit for health care is of the highest priority. It is critical that all Respiratory Therapy Students (RTS) who provide healthcare services honor and support this commitment to strict confidentiality. Failure to do so may result in legal action and serious discipline, including possible removal from all activities associated with the Snow College Respiratory Therapy Program.

Medical/personal information includes the patient's name, treatment(s), diagnosis or other health conditions, and any academic or personal information gained during clinical rotations at Snow College or any affiliated clinical site. Revealing or discussing any portion of the patient's health record or sharing personal or medical information constitutes a breach of confidentiality.

Any information gained about a patient must not be shared with anyone outside of the supervising medical team. RTS should not acknowledge knowledge of any privileged information unless initiated by the patient. Under no circumstances should personal information regarding a patient be shared with third parties. If an RTS is unsure whether information is confidential, it must be treated as protected until cleared by the supervising preceptor.

Agreement to Abide by Health Insurance Portability and Accountability Act (HIPAA) Policy

HIPAA establishes national standards to protect individuals' medical records and health information. As a student, you will have access to privileged and confidential information. During your learning experiences, both verbal and written reports must avoid the use of patient names or other identifying information. Only the minimum necessary information should be disclosed.

Students must inform patients that their information may be used for educational purposes and must adhere to HIPAA policies and procedures of their assigned clinical facility.

By signing this agreement, I, the RTS, acknowledge that I have read and understand this agreement. I commit to protecting patient confidentiality and complying with HIPAA policies. I understand that violation of confidentiality is grounds for immediate dismissal from the program.

RTS Signature: _____ Date: ____/____/20____

Printed Name: _____

Witness Signature: _____ Date: ____/____/20____

Printed Name: _____

Appendix F: Risks and Hazards Waiver

The undersigned hereby acknowledges and agrees to the following statements:

1. I, _____ (herein "participant") expect and intend to participate in the Snow College Respiratory Therapy Program clinical activities beginning _1/6/2025_ and continuing until my program of study is completed, following the execution of this Statement of Understanding and Release.
2. In consideration of the College's sponsorship and direction of the activity, and his/her participation, participant hereby states that he/she has read and fully understands the Risks and Hazards Statement which is included herein and releases and discharges the State of Utah, Snow College, and their officers, agents, employees, and volunteers from any and all claims, damages, losses or injuries connected therewith, including, but not limited to, any loss, damage or injury suffered by participant or others, arising out of activities related to this program.
3. Participant further agrees and understands that during the activity, he/she will be under the direction of the instructor or director approved by Snow College and specifically agrees to comply with all reasonable directions and instructions by the instructor or director during the course thereof.
4. Participant understands and acknowledges that there are specific risks of injury to person and/or property associated with participation in clinical activities, including risks related to: (1) travel hazards, terrain, and weather; (2) potential exposure to communicable diseases, including COVID-19, and bio-hazardous materials; and (3) physical, mental, and emotional demands related to the care or treatment of patients or clients in any clinical setting. The participant specifically assumes the risks associated with such conditions.
5. Participant certifies and represents that if he/she drives a personal vehicle to, from, and/or during the activity, the vehicle must be covered throughout the period of the activity by a motor vehicle liability insurance policy, currently in effect, with limits of coverage and liability that satisfy the requirements of the Utah Motor Vehicle Safety Responsibility Act.
6. Participant understands and acknowledges that Snow College assumes no liability for personal injuries or property damages to participants or third parties arising out of the activity. Participant agrees to indemnify and to save harmless the State of Utah, Snow College and its officers, agents, employees, and volunteers from any claim or liability arising out of the acts or omissions of the participant during any such activity, subject to any limitations or restrictions against such indemnification that are imposed by law.
7. Participant understands and acknowledges that there may be unsupervised times before, during, or after the hours of the sponsored activity. It is understood that during this time, participants will conduct themselves as responsible individuals and adhere to all applicable laws and statutes. Failure to comply may result in physical harm, property loss, or expulsion from the activity. Snow College is not responsible for such acts or any costs resulting from expulsion.

8. The participant hereby understands that he/she shall arrange for appropriate personal health insurance coverage during the period of the activity and will be personally responsible for any medical costs incurred during this activity.

I agree not to use any illegal drugs or alcohol while undertaking this activity with Snow College and to abide by all provisions of the Risks and Hazards Waiver.

In case of emergency contact, _____ at _____.

Date: _____

Print Name Legibly: _____

Participant Signature: _____

Appendix H: Essential Functions Signature Page

The Snow College Respiratory Therapy Program is a rigorous and immersive educational experience designed to prepare graduates for diverse clinical environments. Students must meet essential functions and professional expectations to ensure competence in respiratory care and meet accreditation standards set by the Commission on Accreditation for Respiratory Care (CoARC).

Essential Functions

Students in the program must be able to:

- Assess patients through interviews, physical assessments, clinical data review, and make recommendations for further data collection.
- Perform diagnostic procedures, calculate and interpret results, and conduct quality control.
- Evaluate clinical data to determine appropriate respiratory care, develop care plans, and implement protocols.
- Select, assemble, inspect, and maintain respiratory care equipment.
- Manage setup, calibration, and quality assurance for respiratory and pulmonary function equipment.
- Initiate and adjust therapeutic procedures in various clinical settings.
- Assist physicians during specialized procedures such as bronchoscopy or cardiovascular monitoring.
- Demonstrate professionalism, critical thinking, empathy, initiative, ethical conduct, and dependability.
- Comply with laws, regulations, and the AARC Code of Ethics.
- Maintain confidentiality, document accurately, and communicate effectively with the healthcare team.
- Project a professional image, including appropriate appearance, courtesy, punctuality, and responsibility.

Physical and Cognitive Demands

Students are required to perform physical tasks such as chest compressions, bag-mask ventilation, medication administration, arterial punctures, computer documentation, and rapid emergency response. These activities demand strength, fine motor skills, visual and auditory acuity, and the ability to function under stress.

Accommodations

Students must certify they meet these standards with or without reasonable accommodations. Students seeking accommodations should contact Snow College's Disability Resource Center to determine eligibility and available support. Accommodations must not compromise patient safety or the integrity of the educational process.

Student Certification

I certify that I have read and understand the essential functions and professional expectations for the Snow College Respiratory Therapy Program.

☐ I meet all standards without accommodation.

☐ I believe I can meet the standards with reasonable accommodation and will contact the Disability Resource Center.

Signature of Applicant: _____ Date: _____

Appendix I: Informed Consent for Treatment by Fellow Students Release Form

I understand that the training of a respiratory therapist requires the practice of physical assessments and treatment modalities. Such practice may involve fellow students performing these assessments or treatments on me, and I consent to have these activities performed.

Snow College, its faculty, staff, or representatives shall not be held responsible for any accident or injury that may occur, whether caused by negligence or otherwise. I hereby release Snow College from any liability that may arise as a result of my participation as a subject during the practice of physical assessments and treatment modalities.

Signature: _____ Date: ____/____/20____

Printed Name: _____

Appendix J: Student Handbook Acknowledgment Form

By signing below, I acknowledge that I have received, read, and understand the contents of the Snow College Respiratory Therapy Program Student Handbook. I agree to abide by the policies, procedures, and professional standards outlined in the handbook throughout my time in the program.

- I have received the Snow College Respiratory Therapy Program Student Handbook.
- I have read and understand the policies and expectations described within the handbook, and I accept the responsibilities as a condition of enrollment in the program.
- I understand that professional behavior, academic honesty, and clinical integrity are essential to my success and the safety of patients.
- I acknowledge that I have been made aware of the attendance expectations for all classroom, lab, and clinical activities and that I will adhere to these policies.
- I understand that it is my responsibility to notify both the Director of Clinical Education (DCE) and the clinical site if I will be absent from a clinical shift, and I must do so at least two hours prior to the scheduled start time.
- I understand that failure to pass a required course or clinical component may result in dismissal from the program.
- I acknowledge that plagiarism, cheating, or fraudulent documentation, including falsification of clinical records or charting, may result in immediate termination from the program.
- I understand that I am responsible for remaining informed of any updates or changes to program policies throughout my enrollment.

Name: _____

Date: _____

Signature: _____