



BLACKHAWK Technical College

Respiratory Therapy Program Student Handbook

Blackhawk Technical College

2027-2028

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Blackhawk Technical College is in the process of seeking CoARC accreditation for the Respiratory Care program. However, Blackhawk Technical College can provide no assurance that accreditation will be granted by the CoARC

<https://coarc.com/>

The following requirements are specific to the Respiratory Therapy Program and are supplementary to the Blackhawk Technical College Catalog and the Blackhawk Technical College Student Handbook.

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BTC is an EO/AA educator/employer. For more information, go to blackhawk.edu.

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Welcome to Blackhawk Technical College Respiratory Therapy Program!

The faculty and staff of the Blackhawk Technical College Respiratory Care Program welcome you and congratulate you on taking the next step toward a rewarding career in respiratory care.

Throughout the program, you will have opportunities to apply classroom learning in laboratory, simulation, and clinical settings. As you develop your knowledge and technical skills, you will also strengthen your critical thinking, problem-solving, communication, and patient-care abilities. You will learn to recognize that every patient and clinical situation is unique and requires thoughtful assessment and professional judgment.

Success in respiratory care requires more than clinical knowledge and technical competence. Professionalism, integrity, compassion, teamwork, dependability, and respect for others are essential qualities of an effective healthcare professional. We encourage you to approach each learning experience with dedication and to treat your classmates, instructors, patients, healthcare professionals, and community members with courtesy and respect.

We are committed to supporting your educational journey and look forward to helping you develop the knowledge, skills, and professional values needed to become a competent, compassionate, and successful Respiratory Therapist.

Sincerely,

The Blackhawk Technical College Respiratory Therapy Program Faculty

Blackhawk Technical College Mission, Vision, Values, and Core Abilities

Our Mission

We help you build your future with a flexible education in a supportive environment.

Our Vision

Delivering innovative education to enrich our communities.

Our Values

- **Responsive:** Meeting students when and where they learn best, providing supportive services empowering them to succeed.
- **Collaborative:** Creating critical partnerships, adapting to community needs.
- **Empowering:** Building an inclusive, aligned, and supportive culture, allowing students and employees to develop, grow, and succeed.
- **Strategic:** Optimizing college resources to meet the needs of learners and employers through data-informed decisions and innovative solutions.
- **Process-driven:** Developing transparent, consistent, aligned, and repeatable processes and procedures, focusing on efficiency, accountability, and excellence.
- **Inclusive:** Cultivating a climate in which all students and employees feel welcomed, valued, and included.

Our Core Abilities

The core abilities were developed to define the expectations of all graduates from Blackhawk Technical College programs, unifying all academic divisions and contributing to student success.

Blackhawk has identified five core abilities:

- Think Critically
- Demonstrate Accountability
- Exhibit Respect for All
- Use Technology Skillfully
- Communicate Effectively

Program Vision and Philosophy

Vision

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

Philosophy

The Faculty of the Respiratory Therapy Program believes that:

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

All students and faculty must follow the Respiratory Therapy Program Student Handbook regardless of where instruction occurs. All students will be responsible for following any policy and procedure changes made and will sign the Respiratory Therapy Program Student Handbook Agreement page. All students must also follow the Blackhawk Technical College policies in the College Catalog.

Program Description

The Respiratory Therapy Program prepares the graduate to take an active role in the maintenance and/or restoration of cardiopulmonary homeostasis. The curriculum includes intensive course work in the supporting sciences and general education areas. Classroom instruction is supplemented with learning experiences in the campus laboratory and in area clinical affiliates. Students enrolled in the Respiratory Therapy Program are required to achieve a minimum grade of "B/C" in each Respiratory Therapy course and each required science course.

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

Acceptance into the Respiratory Therapy Program at Blackhawk Technical College indicates that the faculty and staff in the program have chosen to dedicate their time, effort, and expertise to train you to become an allied health practitioner. Your acceptance of our invitation to enter the program indicates that you are committed to becoming a professional in the cardiopulmonary sciences by fulfilling the degree requirements and taking all the appropriate board exams.

Your acceptance also marks the beginning of an intense two-year didactic and clinical preparation to become a competent and caring professional in respiratory therapy. Students in the Respiratory Therapy program must attend full-time. Successful completion of the program demands the fullest commitment of time, effort, and energy from all parties involved. This handbook outlines the specific qualities, attributes and learning strategies required of a successful student in the program and further serves to define resources and references you may need throughout your course of study as well as those you may need in your career as a professional in the cardiopulmonary sciences.

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

Program Outcomes

Upon successful completion of this program, you will be able to:

- Apply respiratory therapy concepts to patient care situations
 - Demonstrate technical proficiency required to fulfill the role of a Respiratory Therapist
 - Practice respiratory therapy according to established professional and ethical standards
-

Respiratory Therapy Curriculum Plan

COURSES TAKEN PRIOR TO PROGRAM ENTRY		CREDITS
501-101	Medical Terminology	3
801-136	English Composition 1	3
806-177	General Anatomy and Physiology	4
806-197	Microbiology	4
Credits		14
SEMESTER 1		
515-111	Respiratory Survey	3
515-171	Respiratory Therapeutics 1	3
515-173	Respiratory Pharmacology	3
515-172	Respiratory Therapeutics 2	3
801-198	Speech	3
Credits		15
SEMESTER 2		
515-175	Respiratory Clinical 1	2
515-174	Respiratory/Cardiac Physiology	3
515-178	Respiratory Clinical 2	3
809-198	Introduction to Psychology	3
Credits		11
SUMMER BETWEEN YEAR 1 AND YEAR 2		
515-176	Respiratory Disease	3
515-179	Respiratory Clinical 3	3
Credits		6
SEMESTER 3		
515-112	Respiratory Airway Management	2
515-113	Respiratory Life Support	3
515-181	Respiratory/Cardio Diagnostic	3
515-182	Respiratory Clinical 4	3
809-196	Introduction to Sociology	3
Credits		14
SEMESTER 4		
515-145	Respiratory Care Review	3
515-180	Respiratory Neo/Peds Care	2
515-183	Respiratory Clinical 5	3
Credits		8
Total Credits		68

Tuition and Fees

2026-27 Tuition & Fees

Standard Tuition

All programs are subject to a uniform fee per credit established by the Wisconsin Technical College System Board and the state legislature. The rate is subject to change. Certain courses and programs are exempt from program fees.

<https://www.blackhawk.edu/Paying-for-College/Tuition-Fees>

- Wisconsin: \$157.45/credit
- Out -of-State: \$236.18/credit

University Transfer Program

- Wisconsin: \$196.05/credit
- Out-of-State: \$294.08/credit

Textbooks

All textbooks are subject to change and are subject to Faculty Preference. Most current editions available in the BTC Bookstore will be used.

1. Eagan's Fundamentals of Respiratory Care
 2. Wilkins' Clinical Assessment in Respiratory Care
 3. Clinical Manifestations and Assessment of Respiratory Disease
 4. Laboratory Exercises for Competency in Respiratory Care
 5. Cardiopulmonary Anatomy & Physiology-Essentials
 6. Rau's Respiratory Care Pharmacology
 7. Ruppel's Manuel of Pulmonary Function Testing
 8. Mechanical Ventilation: Physiological and Clinical Applications
 9. Neonatal and Pediatric Respiratory Care
 10. Respiratory Care Exam Review
-

Accreditation

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

CoARC 1248 Harwood Road

Bedford, TX 76021-4244

817-283-2835 (Office)

<http://www.coarc.com/>

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

Career Description, Credentialing and Licensure

Description of the Career

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

Goals

1. This program is designed to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. Students will be prepared to effectively communicate with the healthcare team and family
3. Students will demonstrate professional and ethical behavior.
4. Students will demonstrate clinical competence in performing essential respiratory skills.
5. Students will be prepared to pass the Respiratory Therapy Examination.

Credentialing

The Respiratory Therapy Examination is newly designed and will be administered by the NBRC (National Board of Respiratory Care) starting in January 2027. The American Association for Respiratory Care, the CoARC, and the NBRC recognize the RRT credential as the “standard of excellence” for respiratory care professionals.

Upon graduation, graduates meet the admission requirements for the Respiratory Therapy Examination administered by the National Board for Respiratory Care (NBRC). The examination is designed to cover the breadth of knowledge and depth of clinical judgement needed to document the competencies of respiratory therapists who achieve CRT and RRT credentials. The exam will have two cut scores that determine whether passing candidates receive credentials as a CRT or as an RRT. Individuals achieving the low-cut score earn the CRT credential, and those who achieve the high-cut score earn the RRT credential. Those who earn the CRT credential must select enough correct responses in the clinical judgement portion of the examination to pass overall. Those who earn the RRT must at least equal the high standard that has been associated with this credential since it began in 1961.

There will be more updates regarding the examination. For more information on NBRC CRT and RRT credentialing, see (<http://www.nbrc.org/>)

Licensure

The CRT and/or RRT credentials are used as the basis for the licensure in all the 50 states, including Wisconsin, which regulate the practice of respiratory care. Students are encouraged and aided by Faculty during the months leading up to graduation to start the application process with the Wisconsin Department of Safety and Professional Services ([DSPS https://dsps.wi.gov/pages/Home.aspx](https://dsps.wi.gov/pages/Home.aspx)) to become a licensed respiratory Therapy (LRT). A felony conviction and some types of misdemeanors may affect a graduate’s ability to sit for the NBRC examinations or attain state licensure. Please contact the DSPS for further details.

Program Requirements

Essential Functions for the Respiratory Therapy Program

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

If a prospective student is or becomes unable to meet the required Essential Functions, the Respiratory Therapy Program, in consultation with Blackhawk Technical College's Access and Accommodations Services (disabilityinfo@blackhawk.edu) in the Student Success Center, Room 2200, will determine on an individual basis whether reasonable accommodations can be made that would permit the student to meet the Essential Functions, thus allowing the student to continue in the program.

Gross Motor Ability:

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

Fine Motor Ability:

- Pick up large and small objects with hands
- Grasp/pinch/squeeze small objects with hands or fingers
- Write clearly and neatly with pen or pencil
- Use a computer
- Twist or turn knobs with hands
- Adequate manual dexterity as to be capable of maintaining sterility

Physical Endurance:

- Stand at client's side during procedure
- Sustain repetitive movements
- Maintain physical tolerance throughout 8-hour shift
- Work and complete tasks at a reasonable pace

Physical Strength:

- Relocate 25 lbs., push/pull/roll 60 lbs.
- Move objects weighing 10-50 lbs.
- Carry equipment/supplies
- Squeeze with hands
- Body Mobility:
 - Twist, bend, stoop, and squat
 - Move quickly
 - Climb ladders/stools/stairs
 - Walk

Hearing:

- Hear faint to normal speaking sounds
- Hear faint body sounds (i.e., breath and heart sounds)
- Hear auditory alarms, telephones
- Hear sounds via stethoscope

Visual:

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

Tactile:

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

Smell:

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

Reading:

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

Arithmetic:

- Read and understand columns of writing, digital displays, and graphic printouts (i.e., flow sheets)
- Calibrate equipment
- Convert numbers to metric

- Tell time and measure time (duration)
- Count rates (i.e., pulses, respiratory rate)
- Use measuring tools (i.e., thermometer, scales)
- Able to perform basic arithmetic functions; add, subtract, multiply, divide, compute fractions, use a calculator and record numbers

Emotional Stability:

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

Critical Thinking Skills:

- Transfer/extrapolate knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solves, prioritize tasks
- Use long- and short-term memory
- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills:

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

Communication Skills:

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

Criminal Background Check

Wisconsin Caregiver Laws § 50.065 and §146.40 Administrative Code chapters DHS 12 & DHS 13 require background checks of persons who provide care for others or have access to people who receive care. This law applies to Blackhawk Technical College Health Sciences Division students, as students complete clinical hours at entities covered by the Wisconsin Caregiver Law. A completed background check as prescribed under Wisconsin's law includes all of the following:

- Completed Background Information Disclosure (BID) form
- Status check of professional licenses and credentials through the Department of Safety and Professional Services
- Nation-wide criminal history search
- Review of Department of Health and Family Services records for any substantiated findings of abuse or neglect, and license restrictions or denials
- Nation-wide healthcare fraud and abuse search
- Tribal court criminal history search, check of relevant military records, and check of county or local records as warranted

The link to complete the background check requirement at Viewpoint Screening may be found at: www.viewpointscreening.com/Blackhawk. Help is available in the Beloit-Janesville and Monroe campus libraries for scanning signed documents in preparation for submission to Viewpoint Screening. All background checks are valid for four years. A student with an outdated background check will need to submit a new one.

Criminal convictions, as well as arrests, investigations and/or pending charges by any governmental agency, may limit a student's ability to participate in clinical courses. Further, a criminal background could have a negative impact on certification examination eligibility and employability in health care facilities.

The following criminal background issues will likely be approved for clinical placements:

- Dismissed crimes.
- One DUI or underage drinking, in any timeframe, if disclosed.
- Misdemeanor or less, single event, 10 years ago with no further issues.

The following criminal background issues will likely prevent assignment to a clinical experience:

- Lack of full disclosure of convictions, with honest descriptions and accountability.
- A pattern of more than three convictions.
- A pattern of convictions within the past 10 years.
- Conviction for a violent crime, including conviction of a reduced charge resulting from a violent crime.
- Convictions for drug related offenses, including theft, sale, and/or possession.
- Convictions for falsification of records.
- Convictions for theft, including shoplifting.
- Convictions of any serious crime within the past 3 years, including disorderly conduct domestic abuse.
- A student provides inaccurate information or falsifies a document(s) related to a background check.

The single most important recommendation is complete disclosure on the Background Information Disclosure (BID) form, even for crimes that have been expunged. Failure to fully disclose and accept accountability may result in losing opportunities such as removal from clinical, simulation, lab or theory courses. Knowingly providing false information or omitting information may result in denial of program entry or dismissal. Citations, arrests, and conviction records occurring in Wisconsin are most frequently found on the Consolidated Court Automated Program (CCAP) website. Open public records laws allow anyone, free of charge, to access rulings on court cases at www.wcca.wicourts.gov.

Once completed, BTC, its employees, and agents will provide a copy of the student's signed State of Wisconsin Background Information Disclosure (BID) form and information obtained from the Caregiver Background Check to assigned clinical affiliation sites. This information will be used in determining eligibility and suitability for clinical placement.

Students are required to report any new or pending charges within 48 hours!

If a student is convicted of a disqualifying offense after completing the program admission process, they must report the conviction to the Director of Clinical Education/Coordinator of Clinical Education and the Program Director. Failure to report this conviction will result in dismissal of the student from the program.

In accordance with Wisconsin law, students are required to notify the appropriate program official (e.g., Respiratory Therapy Program Director or Director of Clinical

Education) no later than the next business day following any investigation or citation by a governmental agency.

Notification must be made by **both telephone and email** to the Respiratory Therapy Program Director at **608-757-7749**. If the call is made after business hours, the student must leave a voicemail message in addition to sending an email.

Failure to provide the required notification by the next business day will result in **permanent removal from the Respiratory Therapy Program**.

Students who are under investigation by any governmental agency may be administratively withdrawn from current nursing classes that involve a clinical or any clinical experience such as simulation until the criminal offense has been processed and a final judgment reached. Students who have not already registered will not be allowed to register for any classes that involve a clinical experience until the criminal offense is resolved. After resolution, the student must notify the appropriate program official with their court documentation. At this point, eligibility for clinical education placement will be re-assessed with input from the program's clinical education affiliates as deemed necessary. All information is kept strictly confidential.

An additional background check may be required. This additional background check would be at the expense of the student.

Drug Testing Policy

All BTC Health and Public Safety programs require a standard 13-panel drug test as part of the health requirements for clinical/externship placement. Program entry is contingent upon participation in initial drug testing, and subsequent for-cause drug testing if necessary. Consequently, a negative result for this drug screen test (no drugs found) is required. As with background checks and all other health requirements, the drug test is performed at the student's expense.

If a student is suspected of being under the influence of alcohol or drugs in the clinical/practicum setting, the clinical affiliate reserves the right to require a for-cause drug test consistent with its institutional policy. For on campus educational activities, BTC policies related to drugs and alcohol are followed.

More details about the process of drug testing (where to be tested, the cost of the test, and results reporting) are disseminated to the students as part of the program onboarding and orientation process.

Program Risks

All Respiratory Therapy students should be aware that the field they are entering does have some special occupational hazards, including potential exposure to potentially hazardous chemicals and contact with infectious diseases. Students will receive instruction in safe handling of hazardous chemicals and standard precautions regarding the use of protective equipment to reduce the risk of blood and body fluid exposures.

Health Requirements/Immunizations

All health history and immunization information, CPR certification requirements, and TB screening requirements must be on file in the student's account with Viewpoint Screening www.viewpointscreening.com/Blackhawk. The student will receive electronic updates when information needs to be renewed or added to their account. The account information must be complete and current prior to beginning clinical experiences in the respiratory therapy program and must be kept up to date through the duration of the respiratory therapy program to attend clinical.

TB Screening

Tuberculosis (TB) screening is required prior to starting clinical courses and repeated every year. The two-step process is required in most cases. The QuantiFERON Gold TB test and chest x-ray are good for 1 year but may not be covered by all insurance companies. Please review the Viewpoint screening requirements for specific information at www.viewpointscreening.com/Blackhawk.

CPR for Health Care Providers

Students are required to complete an **American Heart Association Healthcare Provider Level CPR (BLS)** course which must be kept current throughout the time the student is enrolled in the program. *"Other CPR certification will not be acceptable."*

Influenza Vaccination

During the flu season, all currently enrolled clinical students will be required to obtain the current influenza vaccine by due date determined annually in the fall. Students starting their first clinical course in January should have received the vaccine by December 31. Students unable to receive the vaccination for influenza must notify the Respiratory Program Director, Respiratory Director of Clinical Education & The Respiratory Program Chair to complete a declination form. The clinical sites will then be notified. If the clinical sites do not accept the declination from the student, the student will not be able to continue in the program.

Covid-19 Vaccination Information

We have the obligation to keep students informed of clinical site requirements as guests in their facilities, and clinical sites may require the Covid-19 vaccination.

At this time if you have requested a medical or religious exemption with BTC for the Covid Vaccine, we pass that information on to those facilities that request it, or students are required to fill out specific site exemption form for that facility. Each facility has the right to accept or decline exemption forms based on their policies.

We are finding more and more facilities are becoming stricter with their exemption policies as reimbursement (how they get paid) from Medicare/Medicaid are impacted by vaccination rates. This is out of our control, and we must abide by facility policies.

If your exemption is declined from a facility, this may impact your ability to complete your assigned clinical.

Other Requirements

Before attending clinical, verification of vaccination/immunity to the following disease must be documented: Tetanus, Diphtheria & Pertussis (Tdap), Measles, Mumps & Rubella (MMR), Hepatitis B, and Varicella (chickenpox).

Latex Allergy

The incidence of serious allergic reactions to latex has increased dramatically in recent years. In rare cases, these allergies can be fatal. Health care workers and others who are frequently exposed to products containing latex should be aware of the potential for developing an allergic reaction and individuals who exhibit symptoms of the allergy should be alerted to the need to avoid future exposure to latex products.

Allergy to latex proteins is a medical problem with symptoms similar to those seen in individuals who are allergic to bee venom or cat dander. Reactions on exposure to the allergen are generally acute and may mimic hay fever or asthma, with symptoms such as nasal congestion, hives, or difficulty breathing. The most severe cases can result in anaphylaxis, a potentially fatal reaction that affects many parts of the body at once. Symptoms are usually immediate, progress rapidly, and may include a dangerous drop in blood pressure, flushed skin, difficulty breathing, and swelling of the throat, tongue and nose, and loss of consciousness. Emergency attention should be sought at the first sign of an anaphylactic reaction.

Skin problems, or contact dermatitis, resulting from the use of latex and non-latex gloves are frequently confused with latex allergy. Contact dermatitis is an old problem that is due to frequent hand washing with irritating soaps, skin abrasions from repeatedly donning and removing gloves, or an allergy to one of the chemicals used in the production of rubber gloves. These local skin problems are virtually never a result of true latex allergy.

Students who have or develop a latex allergy while in the respiratory therapy program may find it difficult to complete the program's requirements. A latex-free environment cannot be guaranteed at BTC, nor its health care affiliates. Students with concerns should contact the Respiratory Therapy Program Director and their health care provider to discuss the ramifications of a latex allergy.

If a student experiences symptoms of a latex allergy, he or she is responsible to complete the following:

1. See your doctor for evaluation as soon as possible.
2. Notify the Respiratory Therapy Program Director of documented allergy (written documentation of the allergy from health care provider is necessary) within 3 class sessions and prior to clinical/respiratory lab experience, whichever is the shortest period of time.
3. Sign latex allergy acknowledgement/signature sheet (see the back of the

- handbook).
4. Obtain accommodation equipment from appropriate personnel (instructor, lab personnel, or Academic Support Division).
 5. Retain adequate accommodation equipment for clinical experiences from appropriate source.
 6. Notify each clinical and lab instructor of documented allergy.
 7. Report any indications of allergic symptoms to instructor immediately!

Return to Educational Activities Following Extended Health-Related Absences

Following any extended health-related absence, returning students must provide a Release to Return to Educational Activities (Appendix II) completed by their health provider stating that they may resume educational activities without restriction or with reasonable accommodation. In the case of clinical education activities, return to the clinical assignment may be impacted by policies of that particular institution. Such conditions could include, but are not limited to:

- Surgery
- Hospitalization
- Lifting restrictions
- Other temporary physical restrictions (e.g., crutches, cast, sling, etc.)
- Pregnancy and related conditions.

If the student's physical condition in the classroom, laboratory, or clinical setting is deemed by program faculty or clinical staff as posing a safety risk to classmates, patients, or self, the program reserves the right to excuse the student from that activity.

Pregnancy

BTC views pregnancy as a wellness event and accommodations for a pregnant student will be made. While it is not required that any student declare pregnancy, there are unique hazards in the medical setting for a pregnant student. Consequently, BTC advises that the pregnant student - in consultation with her physician – consider declaring pregnancy. BTC requires that any declaration or un-declaration of pregnancy be in writing, signed and dated by the student, and delivered to the appropriate Dean or program administrator.

Title IX: Pregnant/Parenting Students

BTC will excuse any absences due to pregnancy or any related conditions for as long as a health care provider document that it is necessary to be absent. Upon return to school the student will be reinstated to the status held before the leave.

Consistent with Health Sciences Policies related to absence from clinical education activities, a health care provider's note releasing the student to return to clinical

education activities without restrictions is required. Any student whose medical provider prescribes physical restrictions that affect any of the program's required functional abilities (see appendix II) must notify the respiratory therapy program director and their clinical instructor immediately as restrictions will affect the student's ability to attend clinical.

Students will not be academically penalized due to pregnancy or related conditions and will be provided a reasonable opportunity to make up missed coursework and recover any associated academic credit. All required laboratory and clinical hours must be completed to meet program requirements.

If pregnancy or a related condition prevents a student from completing required laboratory or clinical experiences within the established timeframe, the student may need to withdraw from the Respiratory Therapy Program and re-enter the following year. Prior to re-entry, an academic plan will be developed in collaboration with the Dean of Health Sciences & Public Safety, Administrative Chair, Respiratory Program Director, and Director of Clinical Education. The student must re-enter the Respiratory Therapy Program within one year of withdrawal.

Students can initiate this option by contacting the college's Access and Accommodations Specialist at (608)-757-7796 or disabilityinfo@blackhawk.edu.

For more information, please refer to the document Know Your Rights: Pregnant or Parenting? Title IX Protects You from Discrimination at School (Appendix VII).

Insurance

Health Insurance: All students are required to carry private health (major medical) insurance and provide documentation of coverage to be placed for clinical education activities. If the student's medical insurance expires, or if the insurance carrier or policy changes during the educational program, current documentation must be provided to ensure that clinical education activities are not interrupted. BTC Student Services has information regarding health insurance coverage for students.

Additional information regarding Health Insurance available through BTC is found in the BTC Student Handbook, located at MyBTC as well as the college webpage.

Accident Insurance: All BTC students purchase accident insurance as part of registration fees that provide coverage for all injuries occurring during educational activities.

Professional Liability Insurance: (Optional) All BTC Respiratory Therapy students can purchase professional liability insurance.

Students are only covered by the BTC Professional Liability Policy while performing approved clinical education activities. Consequently, students may not be present at the clinical education setting outside of the assigned clinical hours (make-up time

etc.) without authorization by both the clinical affiliate and a member of program faculty.

Program Policies and Guidelines

Equitable Application of Program Policies and Procedures

The Respiratory Therapy Program at Blackhawk Technical College is a traditional RT program. We can admit up to 10 (approval to increase to 15 is currently under review) students per year, based on our CoARC agreement and available resources. All didactic and laboratory work will take place on the Blackhawk Technical College Campus. Students will be rotated through clinical rotations at area clinical facilities. College and program policies will apply to all students and faculty. In addition, each clinical site will have its own policies that will be followed when students or faculty are practicing at that location.

Admission and Curriculum Requirements

Students seeking admission to and progression within the Respiratory Therapy Program must:

1. Meet all Blackhawk Technical College and Respiratory Therapy Program admission requirements.
2. Be a high school graduate or have completed a GED.
3. Submit an application to Blackhawk Technical College/Respiratory Therapy Program. **Program enrollment is ongoing and follows a rolling admission process.**
4. Complete all required prerequisite courses **before admission into the Respiratory Therapy Program:**
 - Medical Terminology
 - English Composition 1
 - **General Anatomy and Physiology — grade of BC (75%) or higher required**
 - **Microbiology — grade of BC (75%) or higher required**

It is recommended to meet with a **Respiratory Therapy academic advisor no later than the spring semester prior to the anticipated fall program start** to confirm completion of prerequisite requirements, core readiness, and eligibility for program entry.

The curriculum sheet for the Respiratory Therapy Program as well as course descriptions, can be found at this link: <https://catalog.blackhawk.edu/academics/associate-degrees/respiratory-therapy/#academicplantext>

- Respiratory Therapy courses are identified by **515 as the middle three digits of the course number**. These courses are generally offered once per academic year and serve as prerequisites for subsequent Respiratory Therapy courses. Therefore, they must be successfully completed in the required sequence.
- Students must earn **a grade of BC (75%) or higher in General Anatomy and Physiology and Microbiology, as well as in all required Respiratory Therapy (515) courses**. Failure to meet the minimum grade requirement may prevent admission to or progression within the Respiratory Therapy Program.
- Required science courses must be successfully completed during or before the semester in which they appear in the program curriculum. Because these courses may be prerequisites for Respiratory Therapy (515) courses, failure to complete them as scheduled may delay or prevent progression in the program.
- Students must maintain continuous enrollment in the Respiratory Therapy Program and earn a **grade of BC (75%) or higher in all required Respiratory Therapy (515) courses and in General Anatomy and Physiology and Microbiology**. The Respiratory Therapy Program grading scale is used to determine successful progression in these courses and differs from the Blackhawk Technical College-wide grading scale.
- For all other required courses within the Respiratory Therapy Program curriculum, students must earn a grade of C or higher, based on the Blackhawk Technical College-wide grading scale.
- A student who withdraws from or earns below a **BC (75%)** in a required Respiratory Therapy (515) course, General Anatomy and Physiology, or Microbiology will not be eligible to continue in the Respiratory Therapy course sequence. The student may be eligible for re-entry the following academic year in accordance with the **Respiratory Therapy Program Re-Entry Policy**.

Transfer of Credits

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

for advanced standing. Please consult with your assigned advisor if you have questions regarding your courses.

Grading Policy

The **Blackhawk Technical College-wide grading scale** will apply to all required general education courses, except designated science courses. The **Respiratory Therapy Program Grading Scale** will apply to all Respiratory Therapy (RCT) courses, including clinical courses, and to the required science courses, **General Anatomy and Physiology and Microbiology**. A minimum grade of **BC (75%)** is required in these courses for admission to and continued progression within the Respiratory Therapy Program.

Blackhawk Technical College-Wide Grading Scale	
Grade	Percent Attained
A	92.5% - 100%
AB	87.5% - 92.4%
B	79.5% - 87.4%
BC	74.5% - 79.4%
C	69.5% - 74.4%
D	59.5% - 69.4%
F	0% - 59.4%

Respiratory Therapy Program Grading Scale	
Grade	Percent Attained
A	93% - 100%
AB	88% - 92%
B	80% - 87%
BC	75% - 79%
C	NA
D	NA
F	NA

Grades will not be rounded! For example: 74.5% is not rounded to 75% and is not a passing grade to continue in the program.

You have **one week from the date a grade is posted/returned to challenge a grade for an assignment or quiz**. A challenge means requesting a review of grading accuracy or application of the grading rubric (if one was provided), not simply asking for additional points or a retake. After one week, a grade is considered final.

Midterm and Final exams are not returned to students. Students who wish to review or challenge a midterm or final exam grade must contact the instructor withing **48 hours** of the grade being posted to schedule an appointment to review the exam.

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

Academic Misconduct policies here: <https://catalog.blackhawk.edu/student-code-of-conduct/academic-misconduct/>

Late or Missing Assignments, Quizzes or Tests

- All assignments, including laboratory assignments, must be submitted by the beginning of class on the assigned due date, unless an alternative due date or time has been established by the course instructor.
- Assignments submitted after the start of class on the due date will be considered late and will receive a 50% reduction in the total points earned.
- Late assignments must be submitted within one week of the original due date. Assignments not submitted within this timeframe will receive zero (0) points.
- A maximum of three (3) late assignments per course will be accepted. Any additional late assignments beyond the first three will receive zero (0) points.
- More than three late assignments in a course will require the student to meet with the course instructor to discuss academic performance, applicable course consequences, and any required remediation.

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

Rules for taking proctored quizzes/exams (via Respondus LockDown Browser) in the classroom, testing center and/or on Blackboard

- A valid photo ID is required. The photo ID must display your first and last name and should match the name on the test.
- Coats, jackets, or sweaters that button or zip on the front are NOT permitted. If it zips, buttons, or opens in the front, the clothing must be placed in a locker. If you think you will be cold, please wear a sweatshirt or sweater that does not zip up or button up.
- Hats of any kind, hoodies, head scarves, doo-rags, sunglasses, or similar clothing must be removed and placed in a locker.
- Only items specified by your instructor will be allowed in the testing room. All other belongings must be placed in a locker located outside of the Testing Center. The following items are not permitted in the testing room:
 - Handbags, backpacks, messenger bags, and briefcases
 - Food or beverages
 - Cell phones, pagers, smartwatches, iPods, fitness trackers, Bluetooth headsets, and other electronic devices

- Notebooks, laptops, tablets, or e-readers
- USB flash drives or external hard drives
- These items must be placed in a locker due to testing security issues. If you are caught with any of these items in the testing room, your exam will be terminated. Cell phones must be placed on silent or turned off prior to being placed in the locker.

Withdrawal

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

Note: It is the responsibility of the student to withdraw from a Respiratory Therapy course. The students must initiate the withdrawal process according to the procedures, by dropping courses by contacting Enrollment Services. You may have a portion of your tuition and fees refunded if you drop or withdraw from a course. The amount of refund will depend on when you leave the course. Refunds will be in accordance with the state guidelines as outlined in the current Blackhawk Technical College Catalog and the current Student Handbook.

Respiratory Therapy Program Reentry

Any student that has withdrawn from the program in good standing may apply to re-enter the program. Students that withdraw prior to successful completion of the second clinical semester (fall semester of the first year) must apply to the program again under the Waitlist process for entry as a new student. Students that withdraw after successful completion of the second clinical semester may be considered for re-entry at the beginning of the semester of withdrawal in the next academic year. If interested in this option, students should request a formal meeting with program officials 90 days before the semester they wish to re-enter begins. If a student withdrawn in good standing but does not re-enter the program the next academic year, the student must apply using the Waitlist process again.

Any student that has not left the program in good standing by either withdrawal or dismissal must re-enter the program under the terms of the BTC Waitlist process.

Regardless of circumstances, students are only permitted to program reentry one time. This includes those students that re-enter through the process described above, or those that re-enter the program through the Waitlist process.

Classroom/Didactic Attendance, Absences, and Tardiness

Daily attendance is mandatory for all Respiratory Therapy courses. Specific course

assignments may require attendance alterations and will be provided in the syllabus.

Modifications to the course syllabus are subject to change based on the needs of the course/class.

- Absences will be excused if you contact the instructor for any given course, not less than one hour before the start of the course on that day . Failure to do so will result in an unexcused absence. Any student receiving more than one unexcused absence will be required to meet with the course instructor and Program Director to set up an action plan for future attendance.
 - A student who is absent from classroom/didactic (not including lab time) for 12.5% of the scheduled course meetings-typically equivalent to approximately four consecutive class sessions during a fall or spring semester, or proportionally fewer sessions during accelerated or summer terms, and who has not maintained intentional, ongoing communication with the faculty and Program Director (including a documented plan for completing missed work), may be withdrawn from the course.
 - In such cases, the student will be subject to course withdrawal and failure policies.
 - You are expected to be on time for every class or lab. Arriving late or leaving early is unprofessional and disruptive to other students and the instructor. Arriving after the scheduled start time or leaving before the scheduled dismissal time without notifying the course instructor will be documented as one occurrence. **After two occurrences**, the student will have to meet with the course instructor and program director to set up a student success plan for future attendance. **“Repeated tardiness”** in any Respiratory Care course may result in grade penalties, program sanctions, or dismissal. Tardiness is considered chronic if a student arrives five minutes or more late for more than two times per course per semester.
-

Emergency Closing of BTC

Decisions regarding school closing will be made by 6:00 a.m. for day classes and prior to 3:00 p.m. for evening classes. The following list of radio stations is those that BTC contacts in the event of a closing.

All students must sign up for the BTC Safe Alert service/app to ensure receiving any emergency information from BTC.

Radio		Television	
Station	Frequency	Station	Channel
WBEL – AM	1380	WISC	3: Madison
WCLO – AM	1230	WREX	13: Rockford
WZOK – FM	97.5	WMTV	15: Madison
WTSO/Z104	1070 (AM) / 104 (FM)	WTVO	17: Rockford
WGEZ – AM	1490	WIFR	23: Rockford
WMJB – FM	105.9	WKOW	27: Madison
WKEZ – AM	1260 (Monroe)		
Information Related to School Closing can also be Found at www.blackhawk.edu			

In instances of inclement weather that BTC does not close, students are asked to use their best judgment when making the decision to attend didactic or clinical activities. Students may check their phones at clinical during inclement weather to receive information from Safe Alert regarding school closing.

Reporting Absences		
Blackhawk Technical College		
Janesville-Beloit Campus 6004 Prairie Rd., P.O. Box 5009 Janesville, WI 53547 608-758-6900	Health and Human Services Office Respiratory Therapy Program Administrative Assistant Jennifer Glissendorf: 608-757-7692	
Respiratory Therapy Program Faculty and Staff		
Program Director Violet Lara MBA, BSRT, RCP, RRT-NPS Office: (608)757-7749 Email: vlara1@blackhawk.org	Full-Time Faculty-Clinical Coordinator Peter Jaswilko EdD, MSRC, RRT-ACCS-NPS-SDS, RPFT, AE-C Office: Email:	
Clinical Sites (Subject to Change)	Distance	Approximate Travel Time
Aurora Lakeland Hospital W3985 County Rd NN Elkhorn, WI 53121	32 Miles	36 Min
Aurora Medical Center - Summit 365000 Aurora Dr. Oconomowoc, WI 53066	57 Miles	1 Hour
Ascension All Saints Hospital 3803 Spring St. Racine, WI 53405	74 Miles	1 Hour 26 Min
Beloit Memorial Hospital 1969 W. Hart Rd. Beloit, WI 53511	3.6 Miles	8 Min
Beloit Health System: Northpointe Wellness Center 5605 East Rockton Rd. Roscoe, IL 61073	14 Miles	20 Min
Fort Memorial Hospital 611 Sherman Ave. E. Fort Atkinson, WI 53538	29 Miles	38 Min
Froedtert Hospital 900 N 92nd St. Milwaukee, WI 53226	70 Miles	1 Hour 15 Min

Clinical Sites Continued	Distance	Approximate Travel Time
OSF Saint Anthony Medical Center 5666 E State St. Rockford, IL 61107	28 Miles	35 Min
Mercy Health-Javon Bea Hospital-Riverside 8201 E Riverside Blvd. Rockford, IL 61114	23 Miles	30 Min
Mercy Health Hospital & Trauma Center 1000 Mineral Point Ave. Janesville, WI 53548	7.3 Miles	18 Min
SSM Health St. Mary's Hospital 3400 E Racine St. Janesville, WI 53546	7.5 Miles	15 Min
SSM Health St. Mary's Hospital 700 S Brooks St. Madison, WI 535715	47 Miles	50 Min
SSM Health Monroe Hospital 515 22nd Ave. Monroe, WI 53566	37 Miles	50 Min
Stoughton Hospital 900 Ridge St. Stoughton, WI 53589	33 Miles	35 Min
UW Health American Family Children's 1675 Highland Ave. Madison, WI 53792	52 Miles	60 Min
UW Health Swedish American Hospital 1401 E State St. Rockford, IL 61104	25 Miles	45 Min
UW Health East Madison Hospital 4602 Eastpark Blvd Madison, WI 53718	49 Miles	55 Min

Reasonable Accommodations

For students with a documented disability, reasonable accommodations are available. Reasonable accommodations are defined as modifications or adjustments that allow individuals with disabilities to gain equal access and have equal opportunities to participate in BTC's courses, services, activities, and use of the facilities. To be eligible for disability related services/accommodations, students must have a documented disability. This documentation must be provided by a licensed professional, qualified in the appropriate specialty area.

BTC is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of an essential element or function of a program or course. The College is also not obligated to provide an accommodation that poses an undue financial or administrative burden on the College or poses a direct threat to the health and/or safety of others.

Students who receive services from Access and Accommodations must submit new, updated documentation every semester. Accommodations do not carry over from one semester to the next. Plan to submit paperwork before the semester begins or early in the semester to ensure that needed accommodations will be provided. Students are required to schedule testing appointments with the Blackhawk Technical College testing center and communicate the appointment time with the course instructor(s).

American's With Disabilities Act (ADA) Policy

If you have a documented disability and would like information about support services and accommodations, please contact Disability Support Staff at (608)757-7796, e-mail disabilityinfo@blackhawk.edu, or in room 2200 at Central Campus. Please discuss your approved accommodations with faculty during office hours or after class and be sure to allow at least one week to arrange appropriate classroom or testing accommodations. <https://www.blackhawk.edu/Student-Resources/Academic-Support-Tutoring/Disability-Services>

The Americans with Disabilities Act of 1991 (42 U.S.C. 12101, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, colleges of the Wisconsin Technical College System (WTCS) make every effort to ensure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided with information on the functional abilities of a student in the above-named program. In addition, information was given to the students on reasonable accommodations to meet the functional abilities at this time.

Student Code of Conduct and Dismissal from the Program

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

The code of conduct can be found here: <https://catalog.blackhawk.edu/student-code-of-conduct/>

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

- Receiving a less than passing grade of C (<75%) in 2 core Respiratory Courses in one semester
- Code of Conduct violation/Unethical Behavior
- Failure to maintain compliance with the Essential Functions for the Respiratory Therapy Program
- HIPAA violation
- Endangering any patient's life
- Coming to class, lab or clinical under the influence of drugs or alcohol.

All dismissals from the program must be reviewed and approved by the Dean of Health Sciences & Public Safety, Administrative Chair of Allied Health Sciences, and the Program Director of Respiratory Therapy.

Alcohol/Drugs Policy

The use of alcohol and/or drugs during clinical education is prohibited and clinical education affiliates reserve the right to require alcohol/drug testing at the student's expense if circumstances warrant.

- Attending clinical education under the influence of alcohol or drugs is severe clinical grade infraction.

Any student smelling of alcohol while at clinical, regardless of sobriety, will be sent home. Any second occurrence of smelling of alcohol at clinical will result in removal from clinical and failure of the clinical course.

- Attending clinical education smelling of alcohol is moderate clinical grade infraction.

Students may not attend clinical while taking any prescription medication that may impair motor function or judgment.

Smoking Policy

Students that smoke are reminded that ill patients are particularly sensitive to odor. Consequently, students will not smell of smoke while performing clinical education activities.

- Smelling of smoke during clinical education is a minor clinical grade infraction consistent with program dress code policy.

Smoking during clinical education will be in accordance with the smoking policy of that individual institution and smoking students are not granted more frequent or longer breaks/lunch periods than non-smoking students.

- Violation of clinical affiliate smoking policy is a moderate clinical grade infraction.

Use of Electronic Devices

Telephones in the imaging department are for business use only. Students may not make or receive personal calls or use smart devices (including cellphones and smart watches) during clinical hours. Texting and social networking are allowed only during breaks, lunch, or emergencies. Students must not carry cellphones during clinical activities and may use smart watches only to check the time.

- Violation of clinical telephone/smart device policy is a minor clinical grade infraction.

Calculators may be required for course work. Personal digital assistants (PDA's), IPAD's, Tablets or cellular phones cannot be used for calculators. Texting is disruptive and will not be tolerated in class. If caught texting during an organized class discussion or lecture, your phone will be confiscated and returned to you after class. Smart watches are not allowed during exams.

Audio recording is strictly prohibited in the clinical setting; it is a HIPAA violation and may result in termination from the program. It may be used in the classroom if part of an accommodation, but only with the permission of the instructor for that course.

Acceptable RT Program Communication Modes

Students, as well as faculty, should always use their Blackhawk Technical College accounts for email.

The RT Program also uses the Microsoft Teams App for direct messaging between faculty and students. Each class will have an account set up by the faculty for direct messaging. It

is up to the individual faculty members whether students can report absences or tardy's via the Teams app. The app is available for both iPhone and Android.

Social Media Code of Conduct

This code provides Blackhawk Technical College respiratory therapy students with rules for participation in social media, including media hosted by clinical affiliates as well as non-clinical affiliate social media. HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations. The term "social media" includes but is **not limited to** blogs; social networks such as Myspace®, Facebook, YouTube, Threads, Instagram, "X", TikTok, Snapchat, Reddit, Pinterest, LinkedIn, Twitch, Vimeo, Twitter®; podcasts; video sharing such as Apple Podcasts, Spotify, Amazon Music, Pocket Casts, and Overcast; Really Simple Syndication (RSS) feeds; and on-line collaborative information and publishing systems.

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

Guidelines:

- Students must always abide by the Blackhawk Technical College Student Code of Conduct when using or participating in social media. All the policies that apply to the Respiratory Therapy Program apply to our clinical affiliates.
- Students must, always, remain respectful of the clinical affiliates, their patients, visitors, vendors, medical and allied health staff, and former and current employees. Materials may not be posted which are obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, hateful, or embarrassing to another person or entity. Students may not engage in any activity that reflects negatively on a clinical affiliate.
- Students **may not** disclose any confidential or proprietary information regarding any clinical affiliate, its patients, visitors, vendors, medical, nursing, allied health staff, former and current employees including but not limited to, business, medical and financial information; represent that they are communicating the views of any clinical affiliate unless authorized by that clinical affiliate and Blackhawk Technical College; or act in any manner which creates the false impression that they are communicating on behalf of or as a representative of a clinical affiliate.
- Students **may not** use or disclose any patient identifying information of any kind in any social media. This rule applies even if the patient is not identified by name where the information to be used or disclosed may enable someone to identify the patient.

- Students should not participate in online discussions of specific patients, even if all identifying information is excluded. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment may still allow the reader to recognize the identity of a specific individual.
- This policy applies to students when using social media while at a clinical affiliate site and while using social media when away from a clinical affiliate site. This policy does not apply to content that is unrelated to a clinical affiliate, its patients, visitors, vendors, medical and allied health staff, and former and current employees.
- Students are not permitted to use a clinical affiliate logo in any internet posting.
- Students are personally responsible for what they post.
- Students may not establish a clinical affiliate hosted social media site.
- **Violation of this policy will result in corrective action up to and including removal from the program.**

Service Credit

Students are required to complete a minimum of 20 professional credits during their time in the program. These Service Credit points are included in the Evaluation Score for Respiratory Clinical 5 and must be completed prior to beginning the internship in the 4th semester. There will be many opportunities available throughout your time in the program to satisfy this requirement. Examples of professional credit include student involvement in the state and national professional organization, as well as service to the community. This may include visits to local schools to promote respiratory therapy, volunteering at educational or healthcare promotional events, setting up a booth at a school to talk about the impact of smoking/vaping, to name a few.

Attendance at State and/or National Conferences

Students will have the chance to attend the Wisconsin Respiratory Care Conference as a first-year student. Attendance is optional as a first-year student but is a wonderful opportunity for networking, furthering knowledge in the field, and becoming engaged in the WSRC (Wisconsin Society for Respiratory Care). **During the second year of the program, students are required to attend at least one day**, but full attendance is encouraged. The conference is generally held in late April/Early May. ----- Respiratory Therapy club to get funds for students and faculty to attend.

Graduation Requirements

- Complete all 515 didactic, laboratory and clinical courses with a minimum grade of 75% within a 3-year academic calendar timeframe.

- Successfully checked off on all state-mandated clinical skills
- Complete all general study courses required to complete AAS degree
- Complete a minimum 3 hours of community service during program completion
- Attend the NRRCC (North Regional Respiratory Care Conference) or complete an approved project in lieu of attendance
- Completion of mock self-assessment certification/registry exam
- Attend the required two-day comprehensive review seminar in preparation for the NBRC - Respiratory Therapy Examination.
- Complete required licensure paperwork and testing

Self-Assessment Exams

Prior to graduation, you will be required to pass the Self-Assessment Exams (SAE's) (a more formal NBRC assessment used to evaluate readiness for the credentialing examination) for the Respiratory Therapy Examination, according to the national pass rates. The exam(s) are proctored by program faculty. **Fees for the exam(s) are included in your total tuition costs.**

Note: The Self-Assessment Exam(s) is currently for the CRT & RRT level and may be changing into one exam starting in January 2027. Updates will be provided as they become available.

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

Professionalism

Transitioning to Professionalism

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

Professional Decorum

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

As a student, you are expected to:

- Arrive on time, in proper uniform and ready for the task at hand
- Be well-groomed with practiced bodily hygiene
- Dress in the appropriate attire
- Have the needed materials/equipment
- Wear your Identification Badge (on campus and in Hospital)
- Manage time wisely and complete assigned tasks
- Always demonstrate a positive attitude in caring for patients and interactions with peers and health care professionals
- Strive to identify own weaknesses and develop strategies to improve
- Display honesty and demonstrate responsibility for own actions
- Show respect for peers, fellow health care professionals, patients and their families/visitors
- Show compassion for patients and always treat them with dignity
- Always protect patient confidentiality
- Perform all patient care procedures, upholding all medical, legal and ethical standards of the profession (follow AARC Clinical Practice Guidelines and abide by the AARC's Code of Ethics)
- Maintain a positive attitude and contribute to a positive environment for learning
- Maintain a cooperative learning environment

Professional Integrity

As a respiratory therapist, your professional success will be determined in part by your professional integrity. The successful student is one who possesses effective

communication skills, is self-directed and willingly participates in all aspects of the educational process. These students demonstrate great respect for themselves, their professors, and colleagues; they are honest and embrace clinical practice with ethical and moral standards. Furthermore, these students are admired by those with whom they interact for their sympathetic and empathetic standard of care in the clinical setting.

As a student, you are expected to:

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

Professionalism as a Student

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

Student Responsibilities

Students are expected to be familiar with Blackhawk Technical College policies and procedures. Many of the important policies and procedures are on the Blackhawk Technical College website, located at <https://catalog.blackhawk.edu/student-code-of-conduct/>

Students in this program are expected to:

- Take responsibility for their own learning
- Be prepared for class and be an enthusiastic participant during class
- Treat others with tolerance and respect
- Act responsibly and reliably in group work
- Set high standards for all work

AARC Statement of Ethics and Professional Conduct

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

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

- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, beneficial, relationships, and communication with all health professionals. Disregard for the effects of one's actions on others, bullying, harassment, intimidation, manipulation, threats, or violence are always unacceptable behaviors. It is the position of the American Association for Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

Effective: 12/94

Revised: 12/07

Revised: 07/09

Revised: 07/12

Reviewed: 12/14

Revised: 04/15

Revised: 10/21

Educational Leadership

Your proficiency as a respiratory therapist will also be evaluated on your educational leadership. The most successful professionals not only understand and are proficient at the “how” of the tasks in their field but also understand the “why” behind the actions on a fundamental level. It is not enough to memorize the material presented; students must

possess an understanding of the material beyond recall. Such understanding of fundamental procedures and disease processes allows a professional to make the most informed decisions and anticipate realistic outcomes and complications in patient care. Furthermore, health care professionals are expected or required to continue their education after completion of the degree program. In fact, it is now the policy of some hospitals to require continued education (RRT credential, asthma educator, etc.) for advancement. Educational leaders share their knowledge and skills with others (e.g., preceptor, serving on advisory committees, hospital committees, WSRC Board of Directors, or WSRC District representatives).

As a student, you are expected to:

- Master the presented material beyond the recall level
- Demonstrate mastery of the fundamental principles and techniques
- Familiarize yourself with current topics in professional journals (RC Journal, www.aarc.org)

Academic Integrity

Adherence to the standards of academic honesty and integrity are an absolute expectation. It is therefore important that students are familiar with the rules and consequences of academic misconduct.

Failure to comply with BTC academic honesty policies will result in disciplinary action, up to and including dismissal from the program. Please refer to this page on the Blackhawk Technical College website to review all Academic Integrity and Misconduct policies located <https://catalog.blackhawk.edu/student-code-of-conduct/academic-misconduct/>.

Program Support and Resources

Student Hours and Open Lab

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

Helpful Hints for Success

- **Commit Yourself**

You cannot go about learning respiratory therapy in a halfhearted fashion. In order to integrate the many concepts of cardiopulmonary sciences you must be aggressive and be devoted to your studies. This may mean spending less time with family, friends, and co-workers and more time with fellow students, faculty, and patients.

- **Ask Yourself Why**

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

- **Take Responsibility for What You Don't Know**

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

- **Focus on the Material, not on the Exam**

In order to make your time here a rewarding and enjoyable (well, at least less stressful) experience, your goal must be to learn the material, not just pass the exams. The primary purpose of the exams is to get you to study. If you work hard and dedicate yourself to learning the material, the exams will take care of themselves. Do not continually ask, "Do we need to know this for the test?" If you familiarize yourself with everything presented in class, as well as each reference indicated by the instructor, you will do well.

- **Do Not Cram**

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

Additional Opportunities

Mentoring

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

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

Membership in Professional Organizations

Membership in the AARC is critical to ensure a united, strong voice for patient advocacy in the areas of access to services and quality patient care by appropriate health care professionals. The respiratory therapy profession has a national organization called the American Association for Respiratory Care (**AARC**, <http://www.aarc.org>), with an AARC State affiliate in most states. In Wisconsin, the AARC State affiliate is the Wisconsin Society for Respiratory Care (**WSRC**, <http://www.wsrc.online>). Since 1947, the AARC has been committed to enhancing our professionalism as respiratory care practitioners, improving our performance on the job, and helping us broaden the scope of knowledge essential to our success. Your support of the AARC and WSRC is integral to the success of the profession. By joining the AARC, you help gain access and strengthen positions and credibility with lawmakers and administrative agencies. Each of you has the ability to both indirectly and directly strengthen the foundation of the respiratory profession by becoming a member today. The AARC is dedicated to helping you grow and develop as a respiratory care professional. They offer news, authoritative and up-to-date information, and resources, and provide life-long learning through continuing education and career assistance. During the state and national meetings, you will have the opportunity to hear the latest research regarding professions, be introduced to new technology and equipment, and network with other professionals from around the nation.

Membership in the Blackhawk Technical College RT Club—To be established

(Blackhawk Technical College student run Respiratory Therapy Club, which is open to all RT program students. The goals of the club are to promote collaboration between the

first- and second-year students, allow for mentoring by the second-year students and fundraise to help offset some of the conference fees. Membership is not mandatory but is a wonderful way to engage with fellow classmates in both years.)

Student Employment

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

Advisory Board

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

Composition of Advisory Board:

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

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

Additional Policies and Resources

Family Educational Rights and Privacy Act (FERPA)

As of Jan. 1, 2000, Wisconsin Act 128 limits the disclosure and release of student Social Security numbers. In order to comply with Act 128, Blackhawk Technical College assigns a unique identification number to each student. This identification number does not incorporate the student's Social Security number. Blackhawk may collect and report student Social Security numbers for state and federal reporting requirements. Blackhawk procedures are designed to ensure that student Social Security numbers remain confidential.

Definition of Education Records:

FERPA defines an education record as any record that is directly related to a student and is maintained by an institution. Education records are comprised of either “Directory Information” or “Nondirectory Information” data elements. FERPA allows for the release of Directory Information without the written consent of the student, unless the student has requested in writing that such information should not be shared. Any data element not included in the list of Directory Information is Nondirectory Information and cannot be shared without the written consent of the student, unless the release meets the criteria of one of the exceptions outlined in the law.

Directory Information:

Directory Information is defined by each institution. While FERPA allows the release of Directory Information, it does not require it. Blackhawk designates the following items as Directory Information:

- Student name
- Student address and phone number
- Student Blackhawk-assigned email address
- Full-time or part-time status
- Field(s) of study
- Dates of attendance
- Credits earned toward a diploma or degree
- Degrees and awards received
- Photos and videos of students for use in College press releases, publications and websites
- Participation in officially recognized College activities, such as athletics or clubs

Limited Directory:

While the information below is considered Directory Information, Blackhawk may limit its disclosure. Date and place of birth will be released to comply with the Solomon Amendment federal law, which governs the release of information to military recruiters.

Students have the right to request nondisclosure of Directory Information. To request the nondisclosure of Directory Information, students can fill out a Privacy Request Form, which can be found on the Student Resources, Registration and Records

page: www.blackhawk.edu/Portals/0/PDFs/Admissions/Privacy-Request-Form.pdf Forms can be delivered in person or sent via Blackhawk email to: registration@blackhawk.edu.

Health Insurance Portability and Accountability Act (HIPAA)

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

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

Our Diversity Statement

In an effort to provide flexible education and a supportive environment, Blackhawk Technical College aspires to create a climate in which all students, employees and community members feel welcomed, valued and included. To that end, the College strives to use inclusive and accessible practices to create a community of diverse ideas, abilities, cultures and lifestyles.

Instructor Responsibilities

As program instructors, we commit to communicating openly and frequently with students about program classes. We will maintain a professional, safe learning environment adhering to the policies of the college. Students can expect a reply to communication, be it via e-mail, through online discussions, voicemail or in person, within 24-48 business hours and on regular business days.

Technology on Campus

Blackhawk students have access to computer labs at the Beloit-Janesville and Monroe campuses, and open-use computers in the Student Success Center and Health Sciences wing at the Beloit-Janesville campus Central building, and in the Learning Resource Center at the Monroe campus. MyEdChoice classes also have access to laptops for on-site use during class.

Students are welcome to bring their own devices to campus. All Blackhawk facilities are equipped with wireless internet access and all major student systems are internet based. Specialized software is available on virtual desktops. The Library, located in the Student Success Center at the Beloit-Janesville Campus Central building, also operates an equipment loan program where students can check out laptops, hotspots and other devices. The Student Success Center has charging stations and BYOD (bring-your-own-device) stations to dock a laptop and use a full-size monitor, keyboard and mouse.

IT Help Desk support is available during and between semesters and can be reached at 608-757-7711, by email at helpdesk@blackhawk.edu, online at helpdesk.blackhawk.edu, or in room 2506 at the Beloit-Janesville campus Central building.

<https://catalog.blackhawk.edu/student-support-services/computers/>

Accessibility Statement

Blackhawk Technical College believes in an equal opportunity education for all. In addition, we are committed to providing communications that are accessible to the widest possible audience.

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Act (ADAA), Blackhawk Technical College provides accommodations and support services. If you are a person with a disability and would like to discuss accommodations, please contact Access and Accommodations Services at disabilityinfo@blackhawk.edu or stop in the Student Success Center, Room 2200.

Further, we aim to comply with all applicable standards and maintain our pages at the AA-level of accessibility for all users. We are continually working to increase accessibility as technology and needs change. While our pages are monitored regularly, please let us know if you have specific questions or concerns about the accessibility of this website by contacting communications@blackhawk.edu.

Please note that our website may link to other websites that we do not control. These links are provided for convenience and information purposes only. For questions or concerns about accessibility on third-party sites linked to our website, please contact the administrator of that site.

Additional Program-Related Costs to Students

In addition to tuition, textbooks, and standard College fees, Respiratory Therapy students should anticipate the following program-related expenses. Costs listed below are approximate and are subject to change.

Required	Approximate Costs
My Clinical Exchange UW subscription & other subscriptions	\$35 - \$125
Background check	\$68
Drug Screening for certain clinical sites	\$37
Scrubs	\$50 - \$200
Stethoscope	\$50 - \$200
Conference fees	\$100 - \$300
NRP exam fee	\$45
Hospital ID Badges	\$22
State of Wisconsin Licensure fee	\$75
Trajecsys (Clinical Tracking System) 2-year subscription	\$TBD
One-Vision (2 ½ year access)	\$TBD
<u>Strongly Suggested Profession-Related Fees</u>	
AARC student membership	\$25 per year
<u>Post-Graduation Professional Credentialing Costs</u>	
NBRC Respiratory Therapy Examination	\$360

Clinical Education Policies

Overview of Clinical Education

The Blackhawk Technical College Associate Degree Respiratory Therapy Program is committed to providing a comprehensive clinical education experience that is essential to prepare a student for entry into the profession of radiologic technology.

The clinical curriculum is composed of five sequentially linked, competency-based clinical education courses that increase in complexity and requirements.

Objectives of Clinical Education

All Clinical Competency completions that include knowledge, technical proficiency, and behaviors are expected of students prior to graduation from the Respiratory Care program. Clinical competencies will be evaluated utilizing standardized processes and forms at all clinical sites. Trajecsyst Clinical Tracking will be utilized by students, Clinical Preceptors, Director of Clinical Education, and the Program Director.

Structure of Clinical Education

First year competencies are ideally completed during the first year of the Respiratory Care program. If a student is unable to complete a competency on a patient, a simulation may be performed in clinical or in Blackhawk Technical College's lab.

Clinical Policies

Professional dishonesty, which includes unethical behavior in the clinical setting, is also a serious offense within the college community. Ethical agency is a standard of Blackhawk Technical College. Examples of dishonest/unethical behaviors include but are not limited to:

- falsifying documentation
- lying about performance
- failure to self-limit when incompetent to perform a task
- failure to follow procedures according to policy (taking unsafe shortcuts)
- failure to report patient care mistakes to clinical instructor/preceptor
- covering up for the unsafe behavior of another student

- practice as a respiratory student when impaired from drugs or alcohol (Note: students suspected of being impaired from drugs or alcohol will be tested according to the institutional policies of the affiliating clinical facility and Blackhawk Technical College. The student will be responsible for the cost of this testing.)
- any violations of the AARC Code of Ethics for Respiratory Therapists (American Association of Respiratory Care, 2015).

Such violation(s) may result in a delay in completing degree requirements or further disciplinary action by Blackhawk Technical College.

Additional Clinical Requirements

- A means of **transportation** for traveling to various clinical sites provided by the student throughout the entirety of the program.
- **Cardiopulmonary Resuscitation** – the student is responsible for obtaining the Health Care Provider Certificate **before the start of a Clinical Class/Rotation**. Documentation will be provided to the Director of Clinical Education and uploaded into the appropriate tracking system.
- **Health Insurance and Accident Insurance** (please see Program Requirements for more information).

Clinical Dress Code -Full Uniform

- NAVY BLUE scrub pants and top. The top must also completely cover your abdomen when you are reaching over your head
- White or solid-colored T shirt (plain-no writing or images) with no longer than $\frac{3}{4}$ length sleeves may be worn underneath for warmth
- Full and comfortable rubber-soled shoes (no sandals, clogs, crocs, or open-toed shoes). No neon colors or decorative shoes.
- Blackhawk Technical College issued nametag should be displayed on your uniform. Additional identification may be required by hospitals at your cost.
- Stethoscope, watch with a second hand (Exception is the Neonatal Intensive Care Unit, as some hospitals no longer allow any jewelry on the hands and wrists due to infection control concerns), and a small hand-held calculator.

Personal Hygiene

- Your uniform must be clean and well-ironed.

- Long hair must be tied back. Long bangs must be secured with a clip to not to interfere with your vision.
- Hair needs to be neat and clean and not hang around the face or fall forward when providing patient care. Hair should be professional in appearance. Unnatural hair color will not be allowed (green, fluorescent, orange, etc.), and hairstyles (i.e., mohawks, etc.) are prohibited.
- Make-up in all forms, including eye make-up, must be discreet and underplayed.
- Do NOT wear any perfumes, colognes, or fragrances due to patient allergies/sensitivities. **Underarm deodorant is a requirement.**
- No jewelry will be allowed that dangles from the ears/face/neck, or that could place a student at risk of infection resulting from splatters of blood or body fluids. Small (1/2 inch) hoops or stud earrings will be allowed. Gauges must be plugged with a neutral tone.
- Facial piercings/jewelry must be removed during clinical rotations. This includes tongue, eyebrow, lip, nose piercing jewelry, etc. The use of a “band-aid” will not be acceptable over body piercing jewelry.
- Artificial nails are forbidden due to their propensity to harbor bacteria.
- No gum chewing is allowed while in the clinical area. Eating and drinking is allowed only in designated areas.
- Respiratory instructors/preceptors have the right to request students cover up visible tattoos and remove piercings. Students with visible tattoos are responsible for asking their instructors/preceptors about whether they will need to cover the tattoo for each type of clinical experience.
- Students must be in full uniform at the time the clinical rotation is to begin. If dress is not acceptable, the instructor will send the student home, and they may not return until the appropriate uniform is worn. Your grade may drop if you need to be sent home. All clinical hours will need to be made up, and the student will arrange with the clinical site and with the Program Director or Director of Clinical Education approval.

Professionalism in the Clinical Setting

Students are encouraged to have respectful conversations, setting a positive tone; this includes active listening and appreciating diverse perspectives.

In a professional setting, avoid discussing sensitive topics such as religion and politics, as they can lead to controversy and discomfort among colleagues. These types of

conversations are not acceptable in the clinical setting. If someone tries to involve you in these conversations, change the subject by directing the conversation to a more neutral or work-related topic. Keep the focus on patient care and learning.

Foster an environment where everyone feels valued and respected, regardless of their beliefs or background. Demonstrate professionalism and respect in all your interactions, as others may follow your lead.

As a student, you are a guest at all clinical sites, and we deeply value the partnerships we have with these healthcare organizations. It's important to honor the agreements in place and respect their policies during your time there. Think of this experience as an opportunity to make a positive impression—it's like a "job interview." By maintaining professionalism at all times, you can set yourself up for future success in your career.

Ethical Practices

- **Smoking and substance abuse.** As a future Respiratory Therapist, it is not acceptable for any student to leave clinical at any point to go outside of our hospitals to smoke. We, as the faculty of this program, are in complete agreement that smoking is not acceptable due to patient sensitivity to odors and chemicals. We also feel that smoking reflects poorly on our profession. Much like perfumes or colognes, residual smoke on a uniform can be offensive to patients, visitors and fellow health care professionals. To extend this concern further, a student cannot practice in our profession while under the influence of alcohol, drugs or any substance that impairs judgment including prescription drugs. A student suspected to be under the influence of drugs or alcohol in the clinical setting may be required to be drug-tested by the facility. A positive result will result in immediate removal of the student from the program. Any student failing to abide by any of these requirements will be removed from clinic on that day. A meeting with the college's Conflict Management team will be required, which could result in removal from the course and/or program.
- **HIPAA.** The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to ensure confidentiality, integrity, and availability of electronic protected health information.
- It is unethical for any student to be checked off on a clinical skill by anyone other than the Full and Part Time Faculty of the RT Program. Students employed in Student RT or RT

Assistant positions are forbidden from being checked off on any skills while being paid for the job by anyone, including any faculty.

- Unethical behavior/gross misconduct or other serious nonconformance may result in immediate termination from the program.

*****Any student failing to abide by these requirements and policies will be removed from clinic on that day. You will be required to meet with the college's Behavioral Intervention Team (BIT), which could result in removal from the course and/or program. Furthermore, any Unethical Behavior/Gross Misconduct or other serious nonconformance with Program or student handbook policies may result in immediate termination from the program.*****

Withdrawals from clinical may occur for any of the following reasons:

1. Endangering any patient's life
2. HIPAA incident/violation
3. Two performance evaluations with a score less than passing (< 2.0 or < 75%).
4. A final performance evaluation, in any clinical course, with a score less than passing.
5. Code of Conduct violation/Unethical behavior.
6. Behavioral and disruptive issues
7. Failure to meet clinical and Blackhawk Technical College attendance policies.
8. Conviction of a Felony
9. Reporting to a clinical site under the influence of drugs or alcohol

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

1. Receiving a less than passing grade of C (< 75%) in 2 core courses in a given semester
2. Code of Conduct violation/Unethical Behavior
3. Reoccurring behavioral and disruptive issues
4. Failure to maintain compliance with Essential Functions
5. HIPAA violation
6. Endangering any patient's life

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

Program Organization Related to Clinical Practice

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

- First contact: Clinical instructor at affiliate at which complaint occurs
 - Second contact: Respiratory Director of Clinical Education
 - Third contact: Respiratory Program Director
 - Fourth contact: Administrative Chair of Allied Health
 - Last contact: Dean of Health Sciences & Public Safety
-

Clinical Attendance Policy

Attendance at every clinical day is essential for the success of each student. Therefore, we have very strict rules regarding attendance and tardiness that are outlined below. Good work ethics begin by being on time and ready to work for each and every clinical day. This includes arriving in appropriate uniform (including display of ID badge), as well as with a stethoscope, calculator, clinical manual, and review books. Our hospital affiliates are unpaid providers of your clinical experiences. Therapists arrange their patient care workloads to provide you with optimal experience in our field. Your absence or tardiness without notice places unnecessary strain on therapists. It is also very unprofessional behavior that will be noticed by hospital staff! Any “no call-no show” incidents are considered to be very unprofessional behavior that is sure to be noticed by hospital staff. Any occurrence of a “no call-no show” incident requires a meeting with appropriate faculty and the Director of Clinical Education.

Attendance Policy for Respiratory Clinicals

- The orientation day on Day 1 of the course is **REQUIRED** in order for a student to move on to the hospital orientation day. ***Missing Day 1 orientation will result in the student being dropped from the course.***
- Students are highly discouraged from missing the hospital orientation on Day 2 of this course and may be dropped from the course if not in attendance. Instructors do

not have time to orient students to the hospital in subsequent clinical days, and this is also unfair to the other students.

- It is each student's responsibility to arrive at the proper clinical site each day. Failure to do so, even if the student is "on time", will count as a 4-hour absence and be added to the Clinical Days Missed for the semester. Students who show up to the wrong clinical site will be redirected to the proper site, if possible. **All clinical hours will need to be made up.** Students are responsible for contacting and arranging the make-up times with the instructor and the clinical site. The syllabus is subject to change based on course/class needs and/or curriculum alignment changes.

Clinical Absences:

- One full clinical day absence per semester will result in a one-letter grade reduction in the student's clinical course grade, regardless of the reason for the absence.
- A second full clinical day absence per semester will result in another one-letter grade reduction in the student's clinical course grade, regardless of the reason and may result in the student being dropped from the program, regardless of the reason.
- Missing a third full clinical day absence per semester will result in the student being dropped from the program, regardless of the reason.
- Absences carry forward between clinical courses occurring within the same semester.
- Missed clinical days will be allowed on a case-by-case basis and needs the approval of the Respiratory Care Program Director and the Director of Clinical Education. This is not a guarantee of approval and is the decision of the Program director and director of clinical education.
- Any occurrence of a "No call – No show", where the student is absent and never calls in to inform the instructor, is grounds for being dropped from the program.

Policy Example: *Student A has a BC in Respiratory Clinical 2 and incurs one full clinical day absence. In accordance with the Clinical Attendance Policy, the student's clinical course grade is reduced by one letter grade, from a BC to a C. Because a BC (75%) or higher is required to successfully complete all Respiratory Therapy clinical courses, the resulting grade of C does not meet the minimum requirement. Student A would therefore not be eligible to continue in the Respiratory Therapy Program.*

Similarly, if a student's grade remains at or above a BC after the first absence, a second full clinical day absence will result in an additional one-letter-grade reduction. If the resulting course grade falls below a BC, the student will not be eligible to continue in the program.

Regardless of the student's course grade, a third full clinical day absence within the same semester will result in removal from the Respiratory Therapy Program, subject to the exception provisions outlined in the Clinical Attendance Policy.

Tardiness:

- Tardiness can be very disruptive at the start of a clinical shift and therefore will not be tolerated. Tardiness means being even 1 minute late for the start of clinical. Clinical Preceptors pick a patient load based on the number of students they have for a given day. If you aren't on time, and don't notify the Clinical Preceptor, they won't take any patients for you. They may also leave the RT Department very promptly at the start of a shift, which will make it very difficult for you to find your clinical group, especially in the larger hospitals.
- For the 1st Tardy the student:
 - * will receive a warning if the student informs their Clinical Preceptor before the start of the shift.
 - * will incur a 1 letter grade drop if the student didn't inform their Clinical Preceptor before the start of the shift. The student will need to notify the Clinical Preceptor and the Director of Clinical Education at least 1 hour before.
- 2nd Tardy will result in a 1 letter grade drop, or an additional letter grade drop if the Clinical Preceptor wasn't informed, regardless of the reason. The faculty considers this to be chronic tardiness, which will not be tolerated!
- 3rd Tardy may result in the student being dropped from the program.
- Extenuating circumstances may be taken into account solely by the faculty (Respiratory Program Director and the Respiratory Director of Clinical Education) and is not a guarantee that the extenuating circumstance(s) will be accepted.

Attendance Policy for Respiratory Clinical 2-5

- Each student will be allowed one (1) twelve-hour excused absence. A partial twelve-hour day absence will be counted as a whole day. Further clarification, students will be allowed (1) twelve-hour excused absence during each of the 3 semesters of clinical courses. Any absence(s) above the 1 twelve-hour allowed absence will result in your grade dropping by 1 letter grade in the current clinical course and for each additional twelve-hour absence. These absences are carried over to the next clinical course during the semester in which they occur. So, absences (and tardies) occurring in Respiratory Clinical 2 will be carried over to Respiratory Clinical 3. If you are ill and have a physician's note excusing you from clinical, you may not incur the

grade-drop penalty at the discretion of the faculty. However, if there are excessive absences, whether or not excused by physician notes, faculty reserves the right to drop the student from the program, especially if the student is deemed unsafe to practice in clinical due to excessive missed time. See Policy Example of this policy at the bottom of this section.

- It is each student's responsibility to arrive at the proper clinical site each day. Failure to do so, even if the student is "on time" at the clinical site, but late to Respiratory Therapy Department, it will count as a 6-hour absence and be added to the Clinical Days Missed for the semester. Students who show up to the wrong clinical site will be redirected to the proper site, if possible.
- Tardiness will not be tolerated. Any tardiness will affect your grade. Tardy is arriving late for a clinical rotation, even 1 minute late, to the clinical site (waived in an emergency per instructor's discretion). Each incident of being tardy will result in a 6-hour absence recorded in the gradebook. Two tardies during any clinical course will equate to an absence of 12 hours, resulting in an immediate grade drop for your final grade. More than two instances of tardiness will require a meeting with the Director of Clinical Education and may result in the student being given a grade of F for the course, which will result in the student not being able to continue in the program. As with absences, tardies are also carried over to the next clinical course in the semester. Absences beyond 12 hours per clinical course result in the drop of one letter grade in the final grade. The letter grade subsequently will be dropped for each additional 12 hours missed, as per program policy. Also, be aware that any tardiness will be recognized by supervisors & department directors that could be responsible for hiring or not hiring you in the future. Treat every clinical day like you were going to a job interview, as staff will be watching you as possible future employees. Any pattern of behavior that disrupts the clinical education of a student, including chronic tardiness or absenteeism, may lead to a grade of F for the clinical course, which as stated above, will result in the student not being able to continue in the program.

Unavoidable Illness or Tardiness

Illness or tardiness must be called in to the Director of Clinical Education, AND appropriate hospital RT personnel (i.e., Clinical Preceptor) prior to the beginning of your clinical shift. If you are ill or know that you will be late, call the RT Department (see phone numbers provided on your clinical schedule provided by the Director of Clinical Education) for your clinical site and ask for the charge therapist. Inform them of your absence or tardiness. Also, contact your clinical preceptor personally. Calling after the start of the shift will be treated as if no call was made unless there are extenuating circumstances. **Texting your**

absence or tardiness to a classmate is not acceptable. If your call goes to voicemail, please leave a message. Inform them of your absence or tardiness. Email and texting are not currently approved methods to call in sick or late to clinical, unless an exception is made by the primary clinical preceptor at a specific clinical site. **To repeat, having a classmate report your absence or lateness to the clinical preceptor in any manner is not acceptable, and is not professional conduct.**

Teams App

It is up to the individual faculty members whether students can call in absences or tardy's via the Teams app. Full-time faculty may set up text groups in Teams that include all students as well as any part-time instructors, so no one is left out of the communication loop. In addition, the RT department phone numbers for each hospital are always posted on the Clinical Schedule for each Respiratory Clinical 1 – 5 course and should be utilized should Teams not be an option.

Accommodations for Absence due to Disability or Illness

If you are absent due to a documentable disability (pregnancy, surgery, hospitalization, etc.) and if the instructor and clinical coordinator decide that you must make up the missed time, the arrangements should be made by the student with the approval by the Director of Clinical Education. This type of clinical make up time is often done at the end of a semester or during the final exam week. Failure to make up the required time will result in an "Incomplete" in that Respiratory Clinical course. Failure of the student to resolve an "Incomplete" will result in the student being unable to continue on to the next clinical course, and therefore unable to continue in the program.

If the faculty feels that a student has had excessive absences and/or tardies to the point that it affects their ability to safely provide patient care, the student can be removed from the course and possibly terminated from the program, per faculty discretion.

Policy Example: A student in Respiratory Clinical 2 is frequently absent and tardy, missing 1 clinical day totaling 12 clinical hours and being tardy to clinical twice for an additional 12 hours missed per program policy for a total of 24 hours missed. Since there is a one-grade reduction penalty for the first 12 hours missed, another 12 hours missed, for two tardies, will cause another one-grade reduction penalty for a total of two grade reductions, and this will affect the student's final grade for the class including possible dismissal from the Respiratory Therapy Program.

This adds up to 2 letter grade drops. If the student were to receive a grade of B before the grade drops were imposed, the student would then end up with a grade of C (B > BC > C), which would cause the student to drop from the program because the grade is below the

minimum grade of BC (75%) that is required by program policy to continue on. However, if the student received a grade of AB, the grade would drop 2 letters to BC (AB > B > BC), and the student is allowed to continue on to Respiratory Clinical 3. Please note that any unexcused absences or tardies in Respiratory Clinical 3 will incur a letter grade drop. In this example, the student is required to meet with the Respiratory Program Director and Respiratory Director of Clinical Education to discuss penalties and possible remediation due to excessive absences.

Please note, if a student is absent another clinical day or has an additional two tardies, this will total 36 clinical hours altogether, and the student will be dismissed from the Respiratory Therapy Program, regardless of the reason(s).

Shift Scheduling and Parking

The shift scheduling and parking information will be relayed to you on the first day of the semester by the Director of Clinical Education.

Clinical Grading Policy

Several components determine a student's performance and successful completion of a clinical course. These include laboratory skill validations (competencies), clinical performance evaluations, clinical skill competencies, and graded coursework such as quizzes, exams, worksheets, assignments, labs, and presentations.

The following grading methods and minimum standards apply:

- **Laboratory Skill Validations (Competencies):** 5-point competency scale; minimum successful rating of **3 – Meets Expectations, Basic**
- **Clinical Performance Evaluations:** Pass / Pass with Remediation / Fail
- **Clinical Skill Competencies:** Pass / Pass with Remediation / Fail
- **Graded Assignments:** Minimum **75% cumulative average**
- **Quizzes and Exams:** Minimum **75% cumulative average**

Laboratory skill validations and clinical performance are evaluated using different methods. Laboratory skill validations use a 5-point competency scale to assess skill development and readiness for clinical practice. Clinical performance and clinical skill competencies are evaluated as Pass, Pass with Remediation, or Fail based on the

student's ability to meet expected performance standards for their current level of education.

Laboratory Skill Validations (Competencies)

Throughout the Respiratory Therapy Program, students are required to successfully demonstrate selected skills through in-person laboratory skill validations. Each validation is associated with specific course content and provides an opportunity for students to demonstrate competency, receive feedback, and confirm readiness to perform the skill in the clinical setting.

1. Students must successfully complete all required skill validations to pass the course.
2. Skill validations may not be completed before the related course content has been presented.
3. Laboratory skill validations are evaluated using the following scale:
 - **5 – Exceeds Expectations – Ready for Clinical**
 - **4 – Meets Expectations, Advanced – Ready for Clinical**
 - **3 – Meets Expectations, Basic – Ready for Clinical**
 - **2 – Progressing – Needs Remediation – Not Ready for Clinical**
 - **1 – Emerging – Needs Remediation – Not Ready for Clinical**
4. A rating of **3, 4, or 5** constitutes successful completion of the skill validation.
5. A rating of **1 or 2** does not meet the minimum competency standard. Remediation and another validation attempt are required.
6. If a student reenrolls in a course for any reason, all laboratory skill validations (competencies) required for that course must be repeated and successfully completed, regardless of whether the student successfully completed the validation(s) during a previous enrollment. Previous validation results will not carry forward to the repeated course

Validation Attempts and Remediation

1. Students will have a maximum of **three attempts** to successfully complete each skill validation.
2. If a student is unsuccessful on an attempt:
 - The attempt will be documented.
 - The student will receive feedback regarding the identified area(s) of deficiency.
 - Remediation is required before the next attempt.

- The student is responsible for completing the required remediation and preparing for the subsequent attempt.
- 3. A student requiring a **second attempt on two or more skill validations** will be placed on probation.
- 4. Requiring a **third attempt on more than one skill validation** demonstrates a pattern of difficulty meeting required competency standards and **can lead to ultimate failure in the course.**
- 5. Failure to successfully complete an individual required skill validation within the maximum of three permitted attempts will result in a non-passing course grade.

Validation Deadlines

1. All skill validations must be successfully completed by the deadline identified in the course syllabus.
2. If a student anticipates being unable to meet a deadline for a validation, the student **must contact the lab instructor or Respiratory Therapy Program Director prior to the deadline.**
3. Failure to successfully complete a validation by the established deadline will result in probation.
4. Once placed on probation for a missed validation deadline, the student must successfully complete the validation within **one week of the original deadline** or receive a non-passing course grade.
5. An extension of the validation deadline does **not** provide additional attempts beyond the maximum of three attempts permitted for the validation.
6. Skill validations due during **Week 15 (may be sooner if the Skill validations occur during a Summer Session)** must be successfully completed by the end of Week 15. Students who have not successfully completed required Week 15 validations will not be permitted to take the course final examination.

Student Evaluation from Clinical Instructor/Preceptors

Professional, ethical, and safe behavior is expected at all times during class and clinical education.

Students must comply with:

- The **AARC Code of Ethics**
- Blackhawk Technical College policies regarding academic honesty and student conduct
- Respiratory Therapy Program dress and professional behavior requirements
- Policies and procedures of the assigned healthcare agency

- Applicable patient privacy, confidentiality, and safety requirements

Failure to comply with these expectations may result in remediation, clinical probation, removal from the clinical setting, and/or a non-passing clinical course grade depending on the nature and severity of the violation.

Students should not provide care to patients who are relatives or close friends. If a student identifies a patient as a relative or close friend, the student must immediately notify the clinical instructor or preceptor.

Students are expected to demonstrate safe and competent respiratory care appropriate to their current level of education. Students should demonstrate increasing independence and continued competency in previously learned skills as they progress through the program.

Feedback and evaluation may include:

- Ongoing verbal feedback
- Weekly clinical performance evaluations
- Clinical skill competencies
- Verbal questioning
- Assessment of clinical knowledge and critical thinking
- Affective/professional behavior evaluations

course failure will be given if a student does not comply with the AARC Code of Ethics, BTC Honesty Policy, BTC Dress Code, or the health care agency policy and procedures.

Students should not care for patients who are relatives or close friends. Any student who identifies that a patient is a relative or close friend should notify the instructor/preceptor immediately.

Students will demonstrate safe and competent respiratory care to a level that is appropriate for that stage of their education. Verbal feedback will be given throughout the student's clinical experience. An electronic weekly evaluation of the student will be given by the Clinical Instructor/preceptor. Additional evaluation will occur through verbal questioning and skill competency, and affective evaluation. Students will demonstrate progressive independence throughout the program by continuing competency of previous skills.

Weekly Clinical Performance Evaluation

Clinical performance is evaluated as:

- **Pass**
- **Pass with Remediation**
- **Fail**

1. Students will receive an electronic evaluation each week providing feedback regarding their clinical performance and progress.
2. Evaluations will identify areas of strength and areas requiring improvement. Students are expected to use this feedback to address identified areas for improvement.
3. **Pass** indicates that the student is meeting expected clinical performance standards appropriate to their current level of education.
4. **Pass with Remediation** indicates that one or more areas require improvement and that specific remediation or corrective action is required.
5. **Fail** indicates that the student has not demonstrated the minimum required level of safe and competent clinical performance.
6. When a student receives a **Pass with Remediation or Fail**, the clinical instructor/preceptor must discuss the evaluation with the student and notify the Director of Clinical Education.
7. Repeated deficiencies, failure to successfully complete required remediation, unsafe clinical performance, or failure to demonstrate expected progression **can lead to clinical probation and ultimately a non-passing clinical course grade.** feedback on their performance/progress
1. This feedback will identify strengths and/or weaknesses. It is up to the student to make improvements.
2. If the student receives a “1” or “2” in any objective, the instructor/preceptor must give the evaluation in person as well as notify the Director of Clinical Education.

Clinical Skill Competencies

Clinical skill competencies assess the student’s ability to safely and effectively perform respiratory care skills in the patient-care environment.

1. Students must successfully complete the corresponding **laboratory skill validation before completing the clinical skill competency.**
2. Whenever possible, students should have an opportunity to practice a skill in the clinical setting before attempting the clinical competency. Clinical circumstances and available patient-care opportunities may limit practice opportunities.
3. Clinical skill competencies will be evaluated and documented using the applicable skill procedure in **Trajecs**ys.
4. Students are expected to demonstrate knowledge of the fundamental concepts associated with the skill. This may include:
 - Verbal questioning
 - Written quizzes or examinations
 - Clinical reasoning and critical-thinking questions

5. Whenever possible, assessment of fundamental knowledge should occur before completion of the clinical competency. Clinical circumstances may occasionally require the competency to occur before formal verbal questioning.
6. If the student is unable to demonstrate the required knowledge associated with the skill, the competency will not be successfully completed.
7. An unsuccessful competency attempt will be documented in Trajecsyst, including the identified area(s) requiring improvement.
8. The student will receive feedback and must complete any required remediation before another competency attempt.
9. Clinical skill competencies are evaluated as:
 - **Pass** – The student safely and successfully demonstrates the required competency at the expected level for their current stage of education.
 - **Pass with Remediation** – The student demonstrates overall competency but has an identified area or areas requiring additional instruction, practice, or follow-up.
 - **Fail** – The student does not demonstrate the minimum required knowledge, skill, judgment, and/or safety necessary to successfully complete the competency.
10. Students must successfully complete all required clinical competencies to pass the clinical course.

Affective Evaluation

The Affective Evaluation assesses professional behaviors and characteristics expected of a Respiratory Therapy student.

1. At the end of each clinical rotation, the student will receive an Affective Evaluation.
2. If multiple clinical rotations occur during the same semester, a formative evaluation will be completed at the conclusion of each rotation. The evaluation completed during the final rotation of the semester will serve as the final Affective Evaluation for that phase of clinical education.
3. The Affective Evaluation uses a rubric corresponding to the following 5-point scale:
 - **5 – Exceeds Expectations**
 - **4 – Meets Expectations, Advanced**
 - **3 – Meets Expectations, Basic**
 - **2 – Progressing – Needs Remediation**
 - **1 – Emerging – Does Not Meet Expectations**
4. Ratings of **3, 4, or 5** indicate that the student meets or exceeds the expected standard.
5. A final rating of **1 or 2 in any required objective** constitutes a non-passing Affective Evaluation and will result in a non-passing clinical course grade, regardless of the student's overall numerical evaluation score.

Student – Completed Clinical Evaluations

Student feedback regarding clinical education is an important component of program evaluation and continuous improvement.

1. Students are required to complete the following evaluations for each clinical rotation:
 - **Clinical Instructor/Preceptor Evaluation**
 - **Clinical Site Evaluation**
2. Evaluations must be completed within **one week following the end of each clinical rotation**.
3. All required evaluations for the semester must be completed by the date of the clinical course final examination.
4. Failure to complete all required evaluations by the established deadline will result in an **Incomplete** grade for the clinical course until the requirements are satisfied, consistent with Blackhawk Technical College policy.
5. If a student works with more than one clinical instructor/preceptor during a rotation, the student should complete a Clinical Instructor/Preceptor Evaluation for each applicable instructor/preceptor.
6. Students are expected to provide honest, fair, professional, and constructive feedback. Student evaluations are used to identify strengths and opportunities for improvement within the clinical education component of the Respiratory Therapy Program.

SUCCESS WITH VALIDATIONS

- The student will be expected to be in the Respiratory Therapy program scrub uniform and ready to perform their validation. If the student is not in their scrub uniform, they will not be permitted to perform their validation, and it will be marked as a failure for that validation.
- The student will bring the correct supplies and equipment.
- The student will have practiced enough before the validation (**not the day of**) to have a flow and efficient actions with the skill
- Applies all safety principles
- Requires minimal coaching from lab validator
- Follows skill checklist critical elements
- Able to answer critical thinking questions
- Performs within the time frame assigned to the skill

If, in the judgment of the lab validator, the student has demonstrated all these aspects of a skill, the student will pass the validation.

Simulation Experience

Simulation experiences will be integrated into classroom and lab settings. Participants should feel that the simulated experience is a safe environment that encourages active learning and reflection while supporting professional practice. Students are expected to adhere to dress code and clinical requirements while participating in the simulation lab. Participants are expected to demonstrate professional and ethical behavior ensuring confidentiality, providing honest and clear feedback in an effective, respectful manner, and demonstrating mutual respect throughout the simulation learning experience. No food, drink, or ink pens are allowed in the simulation area. Personal electronic devices may only be used during pre-briefing, observation, and post-briefing areas with the permission of the instructor.

Acknowledgment of Student Handbook and Forms

Before beginning the Respiratory Therapy Program, students are required to review the **Blackhawk Technical College Associate Degree Respiratory Therapy Program Student Handbook** and agree to comply with all academic, laboratory, clinical, and program policies. Failure to comply with program policies may result in disciplinary action as outlined in the Student Handbook.

After reviewing the Student Handbook and having all questions clarified, students must complete and upload the following required forms to **ViewPoint**:

- Respiratory Therapy Program Student Agreement/Handbook Acknowledgement
- Occupational Risk Acknowledgement
- Latex Allergy Form

The **Declaration of Pregnancy Form**, when applicable, should be completed and submitted directly to the Program Director.

IMPORTANT: Students should not sign any acknowledgement forms until they have reviewed the applicable policies, had an opportunity to ask questions, and received clarification as needed.

FORMS REQUIRING SIGNATURE

- Handbook Acknowledgement
- Occupational Risk Acknowledgement
- Latex Allergy Form
- Declaration of Pregnancy Form (*when applicable*)

Blackhawk Technical College
Associate Degree Respiratory Therapy Program
Student Agreement

I acknowledge that I have received and reviewed the Blackhawk Technical College Respiratory Therapy Student Handbook and agree to comply with the policies and requirements contained therein, as well as those in the Blackhawk Technical College Student Handbook.

I understand that the Respiratory Therapy Student Handbook is reviewed and updated regularly and that policies and requirements may be revised as needed. Changes will be communicated in writing, which may include publication of an updated Respiratory Therapy Student Handbook. It is my responsibility to review and follow the most current version of the handbook and remain informed of program policies and requirements.

I understand that a minimum grade of B/C (75%) is required in all Respiratory Therapy courses and designated science courses, including the prerequisite courses Microbiology and General Anatomy and Physiology.

I accept responsibility for program-related expenses, including transportation, books and supplies, required uniforms, course fees, Clinical Site fees including badges, and Viewpoint packages and compliance requirements, including, but not limited to, background checks and a 13-panel drug screen.

I understand that failure to comply with Respiratory Therapy Program policies or course requirements may result in disciplinary action, including suspension or dismissal from the program, as outlined in applicable policies.

By signing below, I acknowledge that I have read, understand, and agree to comply with the requirements of the Blackhawk Technical College Associate Degree Respiratory Therapy Program.

Student Name (Print):	
Student Signature:	Date:
Program Director Name (Print):	
Program Director Signature:	Date:

Latex Allergy

The incidence of serious allergic reactions to latex has increased dramatically in recent years. In rare cases, these allergies can be fatal. Health care workers and others who are frequently exposed to products containing latex should be aware of the potential for developing an allergic reaction. Individuals who exhibit symptoms of a latex allergy should be aware of the need to avoid future exposure to latex products.

Allergy to latex proteins is a medical problem with symptoms similar to those seen in individuals who are allergic to bee venom or cat dander. Reactions upon exposure to the allergen are generally acute and may mimic hay fever or asthma, with symptoms such as nasal congestion, hives, or difficulty breathing. The most severe cases can result in anaphylaxis, a potentially fatal reaction that affects many parts of the body at once. Symptoms are usually immediate, progress rapidly, and may include a dangerous drop in blood pressure, flushed skin, difficulty breathing, swelling of the throat, tongue, and nose, and loss of consciousness. Emergency attention should be sought at the first sign of an anaphylactic reaction.

Skin problems, or contact dermatitis, resulting from the use of latex and non-latex gloves are frequently confused with latex allergy. Contact dermatitis may result from frequent hand washing with irritating soaps, skin abrasions from repeatedly donning and removing gloves, or an allergy to one of the chemicals used in the production of rubber gloves. These local skin problems are generally not the result of a true latex allergy.

Students who have or develop a latex allergy while in the Respiratory Therapy Program may find it difficult to complete the program's requirements. A latex-free environment cannot be guaranteed at Blackhawk Technical College or its health care affiliates. Students with concerns should contact the Respiratory Therapy Program Director and their health care provider to discuss the ramifications of a latex allergy.

If a student experiences symptoms of a latex allergy, the student is responsible for completing the following:

1. See your health care provider for evaluation as soon as possible.
2. Notify the Respiratory Therapy Program Director of a documented latex allergy as soon as possible and before participating in any laboratory or clinical experience involving potential latex exposure. Written documentation from a health care provider is required.
3. Sign the Latex Allergy Acknowledgement Form.
4. Notify each clinical and laboratory instructor of the documented allergy.

5. Report any signs or symptoms of an allergic reaction to the instructor and/or clinical instructor immediately.

Policies and information are subject to change during the school year. Complete this form and submit it to the Respiratory Therapy Program Director.

Forms continue on the following pages.

Latex Allergy Acknowledgement

I acknowledge that I have read and understand the Latex Allergy information and requirements contained in the Blackhawk Technical College Respiratory Therapy Student Handbook. I understand the potential risks associated with latex exposure and that Blackhawk Technical College, and its affiliated clinical agencies, cannot guarantee a latex-free environment.

I understand that if I have, develop, or suspect a latex allergy or sensitivity, I am responsible for notifying the Respiratory Therapy Program Director as soon as possible and before participating in any laboratory or clinical experience involving potential latex exposure. Written documentation of a latex allergy from a health care provider is required.

By signing below, I acknowledge that I understand and agree to follow applicable policies and procedures contained in both the Blackhawk Technical College Respiratory Therapy Student Handbook and the Blackhawk Technical College Student Handbook, as well as applicable Respiratory Therapy course syllabi.

Student Printed Name

Student Signature

Date

BLACKHAWK TECHNICAL COLLEGE RESPIRATORY THERAPY PROGRAM Occupational Risk Acknowledgement

Participation in the Blackhawk Technical College Respiratory Therapy Program includes classroom, laboratory, simulation, and clinical experiences that may involve exposure to occupational hazards associated with health care and direct patient care.

Potential occupational risks may include, but are not limited to:

- Blood, body fluids, and bloodborne pathogens
- Communicable and infectious diseases
- Needles, sharps, and other medical equipment
- Hazardous medications, chemicals, gases, and cleaning agents
- Latex and other allergens
- Respiratory secretions, aerosols, and airborne pathogens
- Radiation and other diagnostic or therapeutic procedures
- Physical injury related to lifting, positioning, transferring, or caring for patients
- Other hazards associated with the health care environment

Students are expected to follow all applicable Blackhawk Technical College Respiratory Therapy Program, Blackhawk Technical College, and affiliated clinical agency safety and infection-control practices, including standard precautions, hand hygiene, use of personal protective equipment (PPE), and applicable policies and procedures.

Any occupational exposure, injury, or illness occurring during a classroom, laboratory, simulation, or clinical experience must be reported immediately to the instructor or clinical instructor and managed according to applicable Blackhawk Technical College Respiratory Therapy Program, Blackhawk Technical College, and/or clinical agency procedures.

STUDENT ACKNOWLEDGEMENT

I acknowledge that I have been informed of the potential occupational risks associated with participation in the Blackhawk Technical College Respiratory Therapy Program and understand that these risks cannot be completely eliminated.

I understand that I am responsible for following required safety, infection-control, and exposure-prevention practices and for immediately reporting any occupational exposure, injury, or illness.

By signing below, I acknowledge that I understand and agree to follow applicable policies and procedures contained in both the Blackhawk Technical College Respiratory Therapy Student Handbook and the Blackhawk Technical College Student Handbook, as well as applicable Respiratory Therapy course syllabi and clinical agency requirements.

Student Printed Name	
Student Signature	
Date	

KNOW YOUR RIGHTS
PREGNANT OR PARENTING? TITLE IX PROTECTS YOU FROM DISCRIMINATION AT SCHOOL

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities.

All public and private schools, school districts, colleges, and universities receiving any Federal funds ("schools") must comply with Title IX*

Here are some things you should know about your rights:

Classes and School Activities - your school MUST:

Allow you to continue participating in classes and extracurricular activities even though you are pregnant.

This means that you can still participate in advanced placement and honors classes, school clubs, sports, honor societies, student leadership opportunities, and other activities, like after-school programs operated at the school.

Allow you to choose whether you want to participate in special instructional programs or classes for pregnant students. You can participate if you want to, but your school cannot pressure you to do so. The alternative program must provide the same types of academic, extracurricular and enrichment opportunities as your school's regular program.

Allow you to participate in classes and extracurricular activities even though you are pregnant and not require you to submit a doctor's note unless your school requires a doctor's note from all students who have a physical or emotional condition requiring treatment by a doctor. Your school also must not require a doctor's note from you after you have been hospitalized for childbirth unless it requires a doctor's note from all students who have been hospitalized for other conditions.

Provide you with reasonable adjustments, like a larger desk, elevator access, or allowing you to make frequent trips to the restroom, when necessary, because of your pregnancy.

Excused Absences and Medical Leave - your school MUST:

Excuse absences due to pregnancy or childbirth for as long as your doctor says it is necessary.

Allow you to return to the same academic and extracurricular status as before your medical leave began, which should include giving you the opportunity to make up any work missed while you were out.

Ensure that teachers understand the Title IX requirements related to excused absences/medical leave. Your teacher may not refuse to allow you to submit work after a deadline you missed because of pregnancy or childbirth. If your teacher's grading is based in part on class participation or attendance and you missed class because of pregnancy or childbirth, you should be allowed to make up the participation or attendance credits you didn't have the chance to earn.

Provide pregnant students with the same special services it provides to students with temporary medical conditions. This includes homebound instruction/at-home tutoring/independent study.

**A school that is controlled by a religious organization is exempt from Title IX when the law's requirements would conflict with the organization's religious tenets.*

**Blackhawk Technical College
Associate Degree Respiratory Therapy Program
Student Pregnancy Advising Form**

As stated in the Blackhawk Technical College Respiratory Therapy Program Student Handbook, should the respiratory therapy student, upon suspicion or confirmation of pregnancy, choose to declare pregnancy, a counseling session to discuss options would take place.

This form is to document that _____; a student in the Blackhawk Technical College Respiratory Therapy Program has chosen to declare that she is pregnant.

Please Check after Each of the Following has been Completed:

1. Student completes counseling session with program director and other program faculty as appropriate to discuss health risks, Title IX rights, and academic options.
2. Student completes counseling session with the Radiography Program Medical Advisor to discuss health risks.
3. Student reads and understands Nuclear Regulatory Commission (NRC) Regulatory Guide 8.13 Instruction Concerning Prenatal Radiation Exposure.

At This Time the Student's Options Are:

1. To withdraw from the program in good standing. The student understands that if she withdraws from the program, that she must return to the program at the beginning of the same semester of withdrawal the following year. In accordance with program withdrawal/re-entry policy, if the student does not re-enter the program the following year, she must reapply to the program as a new student.
2. To continue in the program after signing a release. The student understands that by choosing to remain in the program that it is her responsibility to maintain her academic and clinical standing. If she is unable to do so, she may choose to withdraw any time after signing this document.

It is also stated that if the student chooses to remain in the program and delivery occurs during training, the Blackhawk Technical College Respiratory Therapy Program cannot guarantee normal program completion and eligibility for the CST examination.

One of the Two Following Areas Must be Signed By the Student and Respiratory Therapy Program Director	
<i>Part 1: Student Elects to Withdraw from Program</i>	
By signing this document, I acknowledge that I have chosen to withdraw from the Blackhawk Technical College Respiratory Therapy Program in good standing. I also acknowledge that my options, including all questions related to program re-entry, have been explained to me and that any questions have been answered to my satisfaction.	
Student Signature:	Date:
Program Director Signature:	Date:
<i>Part 2: Student Elects to Remain in Program</i>	
By signing this document, I acknowledge that I have chosen to remain in the Blackhawk Technical College Respiratory Therapy Program after confirmation of pregnancy. I also acknowledge that it is my responsibility to maintain acceptable performance both academic and clinical.	
I further acknowledge that the risks of remaining in the program while pregnant have been explained to me to my fullest understanding and that all of my questions have been answered.	
I hereby release Blackhawk Technical College and the BTC Respiratory Therapy Program of all liability for any damages that might occur to me or my child due to the decision to remain in the Respiratory Therapy Program.	
Student Signature:	Date:
Program Director Signature:	Date:
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