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**PREFACE**

The purpose of this handbook is to inform the respiratory therapy student of the policies of the Respiratory Therapy Program. The handbook is a supplement to the Reynolds College Catalog which is published annually on the Reynolds website. The Respiratory Therapy Student Handbook is available on the Reynolds website under Academic Programs => School of Nursing and Allied Health => Respiratory Therapy. *Please note, students are also responsible for all policies contained in the college catalog.*

This handbook is updated on an on-going basis as needed. When updates are made during the academic year, you will be notified via your college e-mail. If you have any questions regarding the handbook or program policies please feel free to contact one of the people listed below.

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WELCOME TO THE EXCITING FIELD OF RESPIRATORY THERAPY

History and Description of Program

The program originally opened as a Respiratory Technician Program in September 1974 with an enrollment of 17 students. In January 1983, the program became a one-plus-one program – a technician entry-level certificate followed by an advanced practitioner (therapist) career study certificate. The first therapist class graduated in August 1983. In September 1984, the two programs were combined into one eight-quarter diploma program and graduated its first class in August 1986. In August 1988, the program was approved to award the Associate in Applied Science in Respiratory Therapy. In August 1990, the Technician program which was discontinued in September 1984 was reactivated. At the same time, the program became a post-associate degree career study certificate program.

In 2001, the National Board for Respiratory Care (NBRC) changed the title of the entry-level technician from Certified Respiratory Therapy Technician (CRTT) to Certified Respiratory Therapist (CRT). In 2002, the NBRC changed the minimum degree requirement for all respiratory care credentials to the AAS degree. These changes did not have impact Reynolds Respiratory Therapy program because all of the required courses and clinical hours were already incorporated in the curriculum design initiated in 1998.

The program started a distance education offering in 1995 through a three-year grant funded by the Virginia General Assembly. Since 1997 the college and the healthcare agencies and distant communities the program serves have supported the distance delivery. Since the program’s inception it has evolved and survived changes within the respiratory therapy occupation and adapted to changing instruction delivery models and is currently delivered in both face-to-face classroom via the Internet formats. Providing the program via distant learning serves rural and small town areas of Virginia by growing talent within their communities and hopefully improves their healthcare delivery systems.

While some of the changes to the program resulted from mandated requirements from accreditors and credentialing agencies, others were made to ensure access to students and to assist the various communities the program serves. The College and program continues to strive to meet the needs identified by the advisory committee, students, graduates, and employers who hire our graduates.

The program is structured so that the instruction for each competency is an ordered sequence of reading, lecture and/or PowerPoint presentation, instructor demonstration, student laboratory practice, student laboratory demonstration with peer review, student laboratory demonstration with faculty review, student clinical demonstration with faculty review, student clinical performance, student clinical performance evaluation with faculty; and student mentorships in the work environment. Selected patient case studies are prepared by the students on Microsoft PowerPoint and presented to an audience consisting of peers, faculty, and medical directors. The presenter and the audience then discuss the case. Each student is also required to pass a nationally prepared and scored capstone examination currently provided online by the NBRC. All competencies in the matrix
for this exam are taught in the program and are required for entry-level respiratory therapy competencies.

The program uses technology in every way available to improve student accessibility and to facilitate student learning. The Reynolds Respiratory Therapy Program was the first health care program in the Virginia Community College System (VCCS) to be offered in its entirety through distance education technology with labs and clinical experiences offered within the communities it serves.

The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The CoARC publishes a listing of accredited respiratory care programs in the United States. Accreditation requires the program to collect programmatic outcome data which are performance indicators that reflect the extent to the Program achieves identified goals and program effectiveness can be documented. CoARC publishes programmatic outcomes of all accredited programs. Programmatic outcomes data reported on the COARC website include:

- 3-years of data;
- Student success on the CRT credentialing exam;
- Student success on the RRT credentialing exam;
- Student/Program attrition (retention);
- Student/graduate job placement;
- Overall Graduate Satisfaction
- Overall Employer Satisfaction
- On-time (150% of program length) Graduation Rate;
- Total number of program enrollees;
- Total number or program graduates; and
- Maximum Annual Enrollment.

For more information, contact the CoARC at (817) 283-2835 or visit their website at http://www.coarc.com/
PROFESSIONAL ORGANIZATIONS

The American Association for Respiratory Care (AARC)

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

The AARC serves as an excellent source to introduce students to the many different aspects of respiratory therapy as a career and to the role and responsibilities of respiratory therapists. The faculty believes that this is the best way to keep abreast of changes occurring in a dynamic field like respiratory therapy.

Applications can be obtained on the AARC website.

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

The Virginia Society for Respiratory Care (VSRC)

The VSRC is our state chapter of the AARC, represents the profession in state regulations and legislation as well as provides educational meetings and seminars.

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

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

Virginia Society for Respiratory Care
977 Seminole Trail PMB 327
Charlottesville, VA 22901-2824.
www.vsrc.org
The National Board for Respiratory Care (NBRC)

The NBRC is a voluntary health certifying board which was created in 1960 to evaluate the professional competence of respiratory therapists. It is the official credentialing agency for the profession. The NBRC sets the standards for admission of candidates into the credentialing process and provides the credentialing examinations for respiratory therapy candidates and for practicing respiratory therapists.

The NBRC's subsidiary (AMP - Applied Measurement Professionals) offers various practice exams for sale. Purchase of a set number of these exams will be required in the second year of the program prior to graduation.

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

NBRC Executive Office
18000 W. 105th Street
Olathe, KS 66061-7543
Toll-Free: 888.341.4811
Phone: 913.895.4900
Fax: 913.895.4650
www.nbrc.org

Respiratory Therapy National Credentialing

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

There are two established cut scores for the Therapist Multiple-Choice Examination. Candidates may become eligible to take the Clinical Simulation Examination by achieving the higher cut score on the Therapist Multiple-Choice Examination. The passing point associated with RRT eligibility is higher than the passing point associated with the CRT credential. Individuals who attempt and pass the Therapist Multiple-Choice Examination at the higher cut score and attempt and pass the Clinical Simulation Examination will be awarded the Registered Respiratory Therapist (RRT) credential.
The Therapist Multiple-Choice Examination consists of 160 multiple-choice questions (140 scored items and 20 pretest items) distributed among three major content areas: Patient Data Evaluation and Recommendations, Troubleshooting and Quality Control of Equipment and Infection Control, and Initiation and Modification of Interventions. Therapist Multiple-Choice candidates will be given three hours to complete the examination.

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

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

**Admission Requirements for CRT Examination**

- Applicants shall be 18 years of age or older.
- Applicants shall satisfy ONE of the following educational requirements:
  - Applicants shall be a graduate and have a minimum of an associate degree from a respiratory therapy education program 1) supported or accredited by the Commission on Accreditation for Respiratory Care (CoARC), or 2) accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and graduated on or before November 11, 2009.
  - OR
  - Applicants shall hold the Canadian Society of Respiratory Therapists (CSRT) RRT credential.
  - OR
  - Applicants enrolled in an accredited respiratory therapy program in an institution offering a baccalaureate degree may be admitted to the CRT Examination with a "special certificate of completion" issued by a sponsoring educational institution.

**RRT Examination Eligibility – Three-Year Time Limit**

New graduates of accredited advanced-level education programs will have three years after graduation to earn the RRT credential. The Reynolds Respiratory Therapy Program is an advanced-level educational program.

Individuals who do not earn the RRT credential within this time limit will be required to retake and pass the Therapist Multiple-Choice Examination at the CRT cut score to regain eligibility, and any previous passing performance to earn the RRT credential shall be nullified. Following regaining eligibility by taking and passing the Therapist Multiple-Choice Examination at the CRT cut score, the candidate will have another three years to earn the RRT credential. The individual must apply as a new candidate and pay all applicable fees to take the Therapist Multiple-Choice and Clinical Simulation Examinations.
Advanced-level graduates who earn the RRT credential are in high demand nationwide and can help to fill the current shortage of respiratory therapists.

Committee on Accreditation of Respiratory Care

Reynold’s Community College’s Respiratory Therapy program is fully accredited by the COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE (CoARC). Questions about accreditation issues may be referred to the CoARC or the nearest CoARC-member.

Committee on Accreditation of Respiratory Care
1248 Harwood Road
Bedford, TX 76021-4244
(817) 283-2835
www.coarc.org

Commonwealth of Virginia – Board of Health Professions

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

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

As costs can change, it is best to check with the state credentialing authority to identify the current cost.
American Association of Respiratory Care (AARC) Vision Statement

The AARC encourages and promotes professional excellence, advances the science and practice of respiratory care, and serves as an advocate for patients, their families, the public, the profession and the respiratory therapist.

AARC Statement of Ethics and Professional Conduct

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

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Seek educational opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent and refusal of treatment.
- Divulge no confidential information regarding any patient or family unless disclosure is required for responsible performance of duty authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that creates a conflict of interest and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources
REYNOLDS MISSION, VISION & VALUES OF REYNOLDS

Reynolds 2022: Pathways to Prosperity
Helping our Students, Workforce, and Community Thrive

Mission

J. Sargeant Reynolds Community College (Reynolds) provides an accessible, quality education that develops students for success in the workplace, prepares students for successful transfer to colleges and universities, builds a skilled workforce that contributes to regional economic development, and promotes personal enrichment and lifelong learning.

Vision

Reynolds will be the preeminent pathway to the workforce and degree attainment for the greater Richmond region.

Values

Our Students
We promote high academic standards and innovative programs that enable our students to go further and faster in pursuit of their goals.

Our People
We promote a culture of collaboration, hire talented individuals, and invest in their professional and personal growth.

Our Community
We enrich our community through education, leadership, partnerships, and volunteerism.

Our Environment
We create and foster safe, healthy, and inclusive places for learning, teaching, and working.

Approved/Endorsed by College Board – May 7, 2015
MISSION, VISION & VALUES OF THE RESPIRATORY THERAPY PROGRAM

Mission

The mission of the program is to graduate therapists with the knowledge, skills, and values that promote health and wellness of the people and communities we serve.

Vision

To provide a quality education that allows a student to develop their full potential as competent respiratory care practitioners.

Values

The program values life-long-learning and encourages this in our students. We encourage our students to participate in all learning activities in the laboratory, classroom and clinical.

Character: We require honesty, integrity, compassion, dependability and personal responsibility of all of the student’s in the program.

Culture: We celebrate the uniqueness of people from all backgrounds. We provide opportunities for students to learn about the needs of humans from a variety of backgrounds.

Service: We encourage our students to participate in community activities by allowing them to volunteer for areas representing the field of respiratory care.

STUDENT LEARNING OUTCOMES

- Demonstrate competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRT’s) through the NBRC Self-Assessment Exams and program clinical evaluations;
- Apply critical-thinking to the practice of respiratory care as measured by the NBRC Therapist Multiple-Choice Self-Assessment Exam with a score of 94 or higher;
- Synthesize theory and clinical practice as measured by the NBRC Clinical Simulation Self-Assessment Exam with a combined score of 212 or higher on decision making and information gathering; and
- Demonstrate awareness of credentialing, job placement, interviewing, licensure, and professionalism within the field of respiratory care by completing RTH 227-Integrated Respiratory Therapy Skills II.
WHO'S WHO IN THE RESPIRATORY THERAPY PROGRAM

Medical Director

Jamie Hey, M.D.
Medical Director

Full-time Faculty

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Adjunct Faculty –Didactic and Laboratory

John Dever, RRT, RCP
Ruth Dever, RRT, RCP
Alicia Jones, RRT, RCP
Kevin Jackson, RRT, RCP
Pam Adams, RRT, RCP
Jason Knight, RRT, RCP
Bonnie Bond, RRT, RCP
Alicia Biller, RRT, RCP

Michelle Bryant, RRT, RCP
Shannon Roberts, RRT, RCP
Shriyant Patel, RRT, RCP
Judy Combs, RRT, RCP
Larry Wooton, RRT, RCP
Jennifer Cruz, RRT, RCP
Roselove Nunoo-Asare, RRT, RCP
Sharon Stevens, RRT, RCP
Respiratory Therapy Advisory Committee Members

Eli Bartell, RRT, RCP
Respiratory Therapist
Danville Regional Medical Center

Robin Bland, CRT, RCP
Reynolds Respiratory Therapy Graduate

Patricia Booker
Cardiopulmonary Manager
Riverside Walter Reed Hospital

Andrew Carruthers, RRT, RCP
Respiratory Therapist
University of Virginia Health System

John Dever, RRT, RCP-Chair
Respiratory Therapy Adjunct Faculty
Reynolds Community College

Tina Fleming, RRT, RCP
Director, Respiratory Care & Sleep Disorders Center
CJW Medical Center

Paul Fox
Dean, Arts and Science Division
Danville Community College

Deborah Hartman
Allied Health Care Coordinator
Blue Ridge Community College

Jamie Hey, MD
Medical Director
Pulmonary Associates of Richmond

Stan Holland, MS, RRT, RCP,
Director, Pulmonary & Sleep Services
Rockingham Memorial Hospital

Robert Ransome, Jr., Realtor
Re/Max Commonwealth
ADMISSIONS CRITERIA FOR THE RESPIRATORY THERAPY PROGRAM

The steps below must be completed in this sequence.

**STEP 1**
Submit a JSRCC Application for Admission into the college. Admission applications can be delivered to Enrollment Services on any of the three campuses or submitted online through [www.reynolds.edu](http://www.reynolds.edu). All applicants must declare Pre-Respiratory Therapy (Plan Code 221-181-02) and Respiratory Therapy AAS (Plan Code 181) as his/her curricula plans.

**STEP 2**
Request official transcripts from any non-Virginia Community College attended. Official transcripts must be mailed directly from the college(s) attended to Reynolds Community College, Central Admissions and Records Office P.O. Box 85622, Richmond, VA 23285-5622. For courses completed through the Virginia Community College System (VCCS), complete a Request for an Evaluation of a VCCS Transcript (form 11-0036).

**STEP 3**
All applicants must complete the required college placement tests in reading, writing and mathematics. Reading, writing and mathematics tests are waived for students who have already completed college level English and Algebra and general education courses with a “C” or better. Placement tests can be taken at one of the following testing center offices:

- Downtown Campus 700 East Jackson Street
- Parham Road Campus 1651 East Parham Road
- Goochland Campus 1851 Dickinson Road

**STEP 4**
Report to Enrollment Services following placement test completion for interpretation of scores and assistance with developing a course schedule to complete the Pre-Respiratory Therapy courses. (All Pre-Respiratory Therapy courses must be completed by the end of the spring semester in the year the student is seeking admission into the RT program. Example: If you are interested in the fall 2016 cohort, the Pre-Respiratory Therapy courses must be completed by the end of the spring 2016 semester.)

The Pre-Respiratory Therapy CSC includes the following courses:

- English 111
- Social Science Elective
- Humanities Elective
- BIO 141
- BIO 142
- SDV 100
- ITE 115
- Completion through MTE 5 or College Algebra
- RTH 102
- RTH 121

**STEP 5**
After completing 50% of the courses above, students must see one of the following Respiratory Therapy faculty members to for advising and to discuss the Respiratory Therapy program.

- Nakia Austin-Downtown Campus Room 544
- Kathy Massino-Downtown Campus Room 505
- Benny Cherian, Downtown Campus Room 550
**STEP 6**
Complete a Respiratory Therapy Application Packet which consist 1) Respiratory Therapy Application and 2) unofficial college transcripts, including courses completed at Reynolds.

**STEP 7**
Submit application by the February 1 deadline

**STEP 8**
Submit your Respiratory Application Packet to:
Reynolds Community College
Central Admissions and Records
c/o Betsy Edwards
P O Box 85622
Richmond, Virginia 23285-5622

Accepted applicants will be notified of acceptance by the middle of June

**APPLICATION EVALUATION CRITERIA**

1. Completion of all Pre-Respiratory Therapy courses
2. Minimum GPA of 2.5 – While pre-requisite courses are requirement only the Pre-Respiratory Therapy courses are factored into the GPA for the application
3. Competitive Admissions – The program evaluates applicants using the highest GPA’s from the Pre-RTH curriculum excluding SDV 100, ITE 115 and Math

**CONGRATULATIONS YOU’RE ACCEPTED!**

Once accepted into the Respiratory Therapy Program, there are additional requirements that must be met prior to the start of the fall semester.

**Mandatory Orientation**

All accepted respiratory therapy students are required to attend a summer orientation meeting. Your admission letter will include information on the date and time of the orientation meeting.

**Physical Examination Requirement**

Clinical facilities require a health screening. Completion and submission of a physical examination, including immunizations, is required. You will receive these forms during the Respiratory Therapy Program’s summer orientation session required by students accepted into the program. Applicants must be free of any physical or mental condition which might adversely affect their safety, the safety of patients and the performance as a Respiratory Therapist student. Validation of freedom from tuberculosis is required annually of all respiratory therapy students through a blood (T-spot), quantiferon gold blood test or chest x-ray. Additional requirements may be necessary per clinical site guidelines.
Functional Skills Requirement

Students entering the Respiratory Therapy program must possess the following functional skills:

- Sufficient eyesight to observe patients, perform and visualize patient assessments, manipulate equipment, visually read patient records, graphs and test results, including color vision.
- Sufficient hearing to communicate with patient and members of the health care delivery team, monitor patients using electronic equipment, and hear necessary sounds during operation of equipment.
- Satisfactory speaking, reading and writing skills to effectively communicate in English in a timely manner
- Sufficient gross and fine motor coordination to exhibit excellent eye-hand coordination and dexterity so as to manipulate equipment, lift, stoop or bend in the delivery of safe patient care.
- Satisfactory physical strength and endurance to be on one’s feet for extended periods and to move heavy equipment, patients, and supplies. Sitting, walking, bending, and reaching motions are also requirements for respiratory therapists.
- Satisfactory intellectual, emotional, and psychological health and functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned tasks. Time management of multiple priorities, multiple stimuli, and fast paced environments are also required.
- Analysis and Critical Thinking skills are necessary to be a competent, safe respiratory therapist.

Background Check and Drug Screening

Background checks are required of all students prior to entry into any clinical course. Details concerning cost and the vendor will be provided during the summer orientation as well as discussed in greater detail in this handbook. Applicants who do not pass the background check and/or drug screening will not be allowed to enroll in any Respiratory Therapy clinical course. Without completing the clinical component of the program students will not be eligible for student employment or program completion.

CPR Requirement

Students must submit a copy of his/her current American Heart Association Healthcare Provider CPR certification card. Students must also maintain current Healthcare Provider CPR certification throughout the program.

Student Estimated Cost as of September 2015

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<th>Item</th>
<th>Cost</th>
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<tr>
<td>Tuition $155.10 per credit</td>
<td>$11,167.20</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$850.00</td>
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(Note: The above costs are approximate and are subject to change.)
Program Accreditation and Practitioner Certification
The Respiratory Therapy Program is accredited through the Commission on Accreditation for Respiratory Care (1248 Harwood Road, Bedford, TX 76021-4244; (817) 283-2835). Graduates of the AAS Program are eligible to take the Therapist Multiple-Choice Examination administered by the National Board for Respiratory Care, Inc. Successful completion of the Therapist Multiple-Choice Examination will award graduates with the CRT (Certified Respiratory Therapist) credential AND the possibility of becoming eligible to take the Clinical Simulation Examination. Successful completion of the Clinical Simulation Examination will award graduates with the RRT (Registered Respiratory Therapist) credential. After obtaining the minimum CRT credential graduates are eligible to apply for state licensure.

Financial Aid
Students enrolled in the Respiratory Therapy Program are eligible for financial aid. For more information on financial aid, please see the Reynolds website @ www.reynolds.edu or for assistance call the 24/7/365 financial aid phone number (855-874-6682).
# Respiratory Therapy Program of Study

## Pre-Respiratory Therapy Career Studies Certificate

<table>
<thead>
<tr>
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**First Semester**

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**Second Semester**

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<td>RTH 121</td>
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## Respiratory Therapy AAS Program

### First Semester

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<td>RTH 135</td>
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<td>RTH 131</td>
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<td>RTH 226</td>
<td>Theory of Neonatal and Pediatric Respiratory Care</td>
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<td>RTH 290</td>
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**Total Minimum Credits for AAS Degree in Respiratory Therapy** 72
**Course Descriptions for Respiratory Therapy**

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

**RTH 110 Fundamental Theory and Procedures for Respiratory Care (4 cr.)**
Focuses on the development of basic respiratory care skills necessary to enter the hospital environment. Prerequisite: Completion of the Pre-Respiratory Therapy Career Studies Certificate & acceptance into pre-clinical courses. Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

**RTH 112 Pathology of the Cardiopulmonary System (3 cr.)**
Presents pathophysiology of medical and surgical diseases with emphasis upon diseases of the cardiopulmonary system. Prerequisites: Successful completion of all curriculum courses offered during the first semester of the AAS degree in Respiratory Therapy. Lecture 3 hours per week.

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

**RTH 131 Respiratory Care Theory and Procedures I (4 cr.)**
Presents theory of equipment and procedures and related concepts used for patients requiring general acute and critical cardiopulmonary care. Prerequisites: Successful completion of all curriculum courses offered during the first semester of the AAS degree in Respiratory Therapy. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

**RTH 132 Respiratory Care Theory and Procedures II (4 cr.)**
Presents theory of equipment and procedures and related concepts used for patients requiring general acute and critical cardiopulmonary care. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

**RTH 135 Diagnostic and Therapeutic Procedures I (2 cr.)**
Focuses on the purpose, implementation, and evaluation of equipment, and procedures used in the diagnosis and therapeutic management of patients with cardiopulmonary disease. Explores baseline personal health as it relates to the development and recognition of respiratory diseases or disorders. Prerequisite: Completion of the Pre-Respiratory Therapy Career Studies Certificate and acceptance into pre-clinical courses. Lecture 1 hour per week. Laboratory 3 hours per week. Total 4 hours per week.

**RTH 145 Pharmacology for Respiratory Care I (1 cr.)**
Presents selection criteria for the use of, and detailed information on, pharmacologic agents used in pulmonary care. Prerequisite: Acceptance into pre-clinical courses. Lecture 1 hour per week.

**RTH 190 Coordinated Practice in Respiratory Therapy: NCC I (2 cr.)**
Provides supervised on-the-job training to enable students to work directly with patients to practice and refine skills learned in the previous semester’s classroom and laboratory classes. Prerequisites: Successful completion of all curriculum courses offered during the first semester of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.
RTH 190 Coordinated Practice in Respiratory Therapy: NCC II (2 cr.)
Provides supervised on-the-job training to enable students to work directly with patients to practice and refine skills learned in the previous semester’s classroom and laboratory classes. Prerequisites: Successful completion of all curriculum courses offered during the first semester of the AAS degree in Respiratory Therapy. **Laboratory 10 hours per week.**

RTH 190 Coordinated Practice in Respiratory Therapy: NCC Internship (2 cr.)
Provides first-year students an opportunity to practice all non-critical care skills in an acute care setting. The student is paired with an experienced “RRT” and completes 102 hours of non-critical care internship. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. **Laboratory 10 hours per week.**

RTH 215 Pulmonary Rehabilitation (1 cr.)
Focuses on purpose and implementation of comprehensive cardiopulmonary rehabilitation program. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. **Lecture 1 hour per week.**

RTH 222 Cardiopulmonary Science II (3 cr.)
Focuses on assessment, treatment, and evaluation of patients with cardiopulmonary disease. Explores cardiopulmonary, renal, and neuromuscular physiology and pathophysiology. Prerequisites: Successful completion of all curriculum courses offered during the first two semesters of the AAS degree in Respiratory Therapy. **Lecture 3 hours per week.**

RTH 223 Cardiopulmonary Science III (2 cr.)
Continues the exploration of topics discussed in RTH 121 and RTH 222. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. **Lecture 2 hours per week.**

RTH 226 Theory of Neonatal and Pediatric Respiratory Care (2 cr.)
Focuses on cardiopulmonary physiology and pathology of the newborn and pediatric patient. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. **Lecture 2 hours per week.**

RTH 227 Integrated Respiratory Therapy Skills II (2 cr.)
Presents intensive correlation of all major respiratory therapy subject areas reflecting the entry-level and advanced practitioner matrices. Emphasizes assessment, implementation, and modification of therapy to patient response. Prerequisites: Successful completion of all curriculum courses offered during the first five semesters of the AAS degree in Respiratory Therapy. **Lecture 2 hours per week.**

RTH 236 Critical Care Monitoring (3 cr.)
Focuses on techniques and theory necessary for the evaluation and treatment of the critical care patient, especially arterial blood gases and hemodynamic measurements. Explores physiologic effects of advanced mechanical ventilation. Prerequisites: Successful completion of all curriculum courses offered during the first four semesters of the AAS degree in Respiratory Therapy. **Lecture 2 hours. Laboratory 3 hours. Total 5 hours/week.**
RTH 265 Current Issues in Respiratory Care (2 cr.)
Explores current issues affecting the profession of respiratory care. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. Lecture 2 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC I (2 cr.)
Provides supervised on-the-job training. Introduces the student to respiratory critical care, home care, and diagnostic pulmonary functions. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on entry-level critical care skills. Introduces students to adult and pediatric home care and helps them learn to perform diagnostic pulmonary functions. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC II (2 cr.)
Provides supervised on-the-job training. Introduces the student to respiratory critical care, home care, and diagnostic pulmonary functions. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on entry-level critical care skills. Introduces students to adult and pediatric home care and helps them learn to perform diagnostic pulmonary functions. Prerequisites: Successful completion of all curriculum courses offered during the first three semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC III (2 cr.)
Provides supervised on-the-job training. Further develops critical respiratory care clinical skills and critical-thinking skills. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on advanced-level critical care skills. Students also develop skills in hemodynamic monitoring and polysomnography. Prerequisites: Successful completion of all curriculum courses offered during the first four semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC IV (1 cr.)
Supervises on-the-job training. Further develops critical respiratory care clinical skills and critical thinking skills. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on advanced-level critical care skills. Students also develop skills in hemodynamic monitoring and polysomnography. Prerequisites: Successful completion of all curriculum courses offered during the first four semesters of the AAS degree in Respiratory Therapy. Laboratory 5 hours per week.

RTH 290 Coordinated Practice in Respiratory Therapy: ACC/NPCC IV INTERNSHIP (2 cr.)
Provides supervised on-the-job training. Further develops critical respiratory care clinical skills and critical-thinking skills. Students rotate through several critical care units (adult, pediatric, and neonatal) and practice and are evaluated on advanced-level critical care skills. Prerequisites: Successful completion of all curriculum courses offered during the first five semesters of the AAS degree in Respiratory Therapy. Laboratory 10 hours per week.
MyREYNOLDS, FOLLOW REYNOLDS, CLOSURES, & CONTACT INFORMATION

MyREYNOLDS

MyREYNOLDS is a portal to the web-based Student Information System, Blackboard and Student Email accounts. Log in with only one username and password to remember.

- **Student Information System (SIS)** provides you with the ability to register for classes, pay tuition and fees, review financial aid, request a transcript, and view grades.

- **Blackboard** is an online course management system used for both online and face-to-face classes. Professors use Blackboard to post assignments and share feedback. Students use Blackboard to submit assignments, participate in online class discussions and more.

- **Reynolds Email** provides Reynolds students with a college Gmail account. It is important to check student email regularly. Information from Reynolds about registration, financial aid, and student accounts will be shared through this email account.

Follow Reynolds

Reynolds actively posts information via social media. Stay informed by following us on Facebook, Twitter, and YouTube. For a full social media listing, visit reynolds.edu/site/social-dir.aspx. Stay up-to date on campus events and check out our Campus Happenings blog at reynolds.edu/events.

The Reynolds Learning Environment

Reynolds is committed to providing a positive learning environment in which all faculty, staff, and students can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the college have established principles for learning and embracing civility. Learn more at reynolds.edu/learning.

Campus Closures and Emergency Messages

Reynolds campuses may close due to inclement weather or other emergencies. Information about delays or closings can be found on the Reynolds website at reynolds.edu or by calling the Reynolds Information Center at (804) 371-3000. It is strongly recommended that you sign up to receive text message and email alerts at alert.reynolds.edu.

Your Contact Information

It is your responsibility to keep this information up-to-date with the Central Admissions and Records Office. Timely reporting of name and address changes will assist the college in ensuring proper delivery of important notices and announcements. Submit address changes through the Student Information System (SIS) or by visiting Enrollment Services or the Central Admissions and Records Office.
Financial Aid

Students may be eligible to receive financial aid. Financial aid information and policies can be obtained in the Financial Aid Office at the College or on line at the College web site. **Students who receive financial aid have an ethical responsibility to meet all financial aid regulations.** You can check your financial aid status online at [https://mysupport.reynolds.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=vccs_jsarg eantreynolds](https://mysupport.reynolds.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=vccs_jsarg eantreynolds). Additionally, financial aid support is available 24/7/365 via phone or chat at 1-855-6682.

Americans with Disabilities Act

The College is committed to compliance with both the letter and spirit of the Americans with Disabilities Act as well as the Rehabilitation Act of 1973 and other laws protecting the rights of individuals with disabilities. The Office of Student Accommodations assists students with documented disabilities to gain access to Reynolds programs, services, and activities. Their goal is to identify needs and implement services in accordance with the guidelines established by the Vocational Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990.

Students who wish to request accommodations should contact the Office of Student Accommodations [OSA] at the Downtown or Parham Road Campuses to schedule an appointment. Service for Goochland Campus is coordinated through the Parham Road Office.

Services include:
- Registration assistance
- Referral Information
- Placement Testing Accommodations
- Academic Accommodations

*It is the student’s responsibility to identify himself/herself and his/her need for special accommodation with appropriate documentation to the instructor at the beginning of the semester.*

Any student granted testing accommodation will be permitted to complete course exams the day before, on the day of, or the day after the scheduled course exams. Scheduling is coordinated with the course faculty member and the Accommodation Office. It is the program’s goal that no student receiving testing accommodation will have his/her testing time impact participation in classroom activities.

Student Record Policies

Reynolds Community College follows and enforces all federal and state laws protecting the confidentiality and security of student records. The Family Educational Rights and Privacy Act applies to all academic, financial and other student records. The Respiratory Therapy Program maintains records in compliance with the federal, state, and college regulations. Central Records and Admissions maintain the permanent academic record for the student (JSR Policy No: 4-38). The following provides an overview of the student record categories.
Enrolled Students
Copies of admission data and transcripts of currently enrolled students are maintained in Central Records and Admission. The Respiratory Therapy program maintains copies of the Health Form, Clinical Evaluation forms (the last several years are on DataArc), and administrative records are maintained in locked file cabinets in the Program Director’s office.

Graduates
Names of graduates and transcripts will be maintained by Central Records and Admission – by law these must be maintained. Copies of clinical evaluations are on DataArc. Health Forms are maintained for 5 years and then shredded.

Medical Records
Student health forms are kept in the Program Director’s office for 5 years post-graduation.

Program Records
Program records including college catalogs, self-study reports, program plan, curriculum, annual reports and program committee minutes are maintained for a period of five years in the Director of Respiratory Therapy’s office.
**ONLINE/HYBRID COURSE INSTRUCTION**

- Students taking online instruction should visit the college’s distance education website at [http://www.reynolds.edu/get_started/distance_learning/default.aspx](http://www.reynolds.edu/get_started/distance_learning/default.aspx) for training and pretesting. This site may also be accessed from the Reynold’s Home Page under Distance Education.
- It is recommended that students who have not taken the Smarter Measure Test for Distance Learning do so before starting a distant learning course. This test may be accessed at [http://reynolds.smartermeasure.com/](http://reynolds.smartermeasure.com/) or through the Distance Education site noted above.
- Each student should have access to the internet for class resources. If you do not have home internet access, you may visit the school computer labs at [http://www.reynolds.edu/register_for_classes/technology_support/computing_centers.aspx](http://www.reynolds.edu/register_for_classes/technology_support/computing_centers.aspx).
- Students using the computer laboratory must provide their own headphones.
- To take an online course, you must have a computer, high speed connection, an Internet Service Provider, Blackboard. Mozilla Firefox is the recommended internet browser for full functionality of all materials on Blackboard and can be downloaded for free (Google Mozilla Firefox and follow the instructions). Contact your instructor immediately if you have difficulty accessing required materials or would like additional information. See below for Hardware and Software Requirements.
- All course utilize Microsoft Office documents including PowerPoint presentations, videos, web-links, flash animations, and audio/visual presentations. For help and support with any of the features please visit: [http://www.reynolds.edu/register_for_classes/technology_support/default.aspx](http://www.reynolds.edu/register_for_classes/technology_support/default.aspx) or call the Massey Library at (804) 523-5157.
- Students must abide by college policy Reynolds Usage Of Computers And Computer Information Resources Policy 4-32 at the following site [http://www.reynolds.edu/register_for_classes/technology_support/computing_centers.aspx](http://www.reynolds.edu/register_for_classes/technology_support/computing_centers.aspx).
- CDL 001 is Required for all distance learning students prior to starting in the A.A.S program for Respiratory Therapy.

**Hardware/Software Requirements**

Please visit: [http://www.reynolds.edu/get_started/distance_learning/technical_requirements.aspx](http://www.reynolds.edu/get_started/distance_learning/technical_requirements.aspx).

Distance learning courses are accessible through the Internet and you will need a reliable Internet service provider. It is your gateway to access assignments, transmit completed work to the instructor, interact with other students, and receive feedback on your work.

To take a distance learning course you must have:
- A computer with Windows XP, Vista, 7, 8, or Mac OSX (or later) operating system
- A modern Windows or Mac computer with 500 megabytes (MB) RAM or better (1 GB recommended)
- 800 x 600 screen resolution (1024 x 768 recommended)
- 1 gigabyte (GB) of hard drive space (40 GB recommended)
- A reliable Internet connection (broadband recommended)
- A current, secure browser (Internet Explorer, Firefox, Safari, Chrome – two recommended) with cookies enabled
- Standard word processing software (Google Docs can be accessed by VCCS students through your student email)
- Current virus scanning software
- A VCCS student email account (set up for every student automatically)
- CD-Rom drive, sound card and speakers (may be needed for some courses)
- [Additional plug-ins and software](http://www.reynolds.edu/get_started/distance_learning/technical_requirements.aspx) as required for individual courses
Netiquette Statement

During the progression of any online or hybrid course the Netiquette rules below are followed.

All students are expected to:
1. Show respect for the instructor and for students in the class.
2. Respect the privacy of other students
3. E-mail your instructor if you have questions about the course materials, or are experiencing frustrations.
4. If you feel that a student is behaving inappropriately, please send the instructor an e-mail message explaining the situation as soon as possible. The purpose is to allow the instructor the opportunity to handle the situation appropriately without causing interruption in the course.

Students should not:
1. Show disrespect for the instructor or for students in the class.
2. Communicate or facilitate the sending of messages or comments that are threatening, harassing, offensive or inappropriate in the context of the respiratory therapy program.
3. Use inappropriate or offensive language.
4. USE ALL UPPERCASE IN THEIR MESSAGES -- THIS IS THE EQUIVALENT OF SHOUTING!!!

Failure to adhere to the Netiquette statement will result in a meeting between the student and the instructor of the course. Further action may be taken to the Program Head, Assistant Dean, Dean and, if necessary, the Office of Student Affairs. Ultimate resolution may result in the student being removed from the course and potentially removed from the program.
BACKGROUND CHECK AND DRUG SCREEN RESULTS

The clinical facilities where students are placed as part of their clinical coursework in the Respiratory Therapy Program require that all students participate in a Criminal Offender Record Information (CORI) check and Drug Screening. The information below provides guidelines managing CORI and drug screening results. Both the background check and drug screening is coordinated by Castle Branch, Inc. Information on how to request and/or process the background check and drug screening is provided for accepted students during the Respiratory Therapy Program orientation.

The clinical facility reserves the right to refuse and/or reject any student who’s CORI and/or Drug Screening does not meet the facility’s guidelines. Therefore, please be advised that progression through the A.A.S. in the Respiratory Therapy program is specifically conditioned upon a satisfactory CORI/Background check and/or Drug Screen, and acceptance by a clinical provider throughout the curriculum.

CORI Background & Drug Screening Requirements

- Any student who has a 12 month or greater absence from enrollment in a Respiratory Therapy clinical course must repeat the Background Check and Drug Screen before returning to the respiratory program.
- Any student who is placed in a HCA facility and who has a break in enrollment – stops progression – must have a repeat CORI and Drug Screen within 30 days prior to returning to a HCA facility.
- Any student who is unable to complete the clinical portion of any respiratory course due to a change in the background check information, will receive an “F” for the clinical portion of his/her course. This “F” will result in a failing grade for the course. A student who fails the clinical portion of a respiratory course will not progress to the next course. Continuation in the program will not occur until the clinical is offered the following year and enrollment is dependent on space availability.
- Random drug screenings may occur at any point in the program based on agency requirement and/or instructor / agency concerns related to observed behaviors.
- By accepting a student into the A.A.S. in the Respiratory Therapy Program, Reynolds Community College does not represent or guarantee that said student will be eligible for placement in a clinical program.

Positive drug screening test results

Students who test positive on the drug screen will be contacted directly by Castle Branch’s (910-815-3880) medical reviewer. This Company is responsible for the review process of all drug screening laboratory results. Students will be given the opportunity to provide prescription drug information (name of pharmacy, phone number of pharmacy, and prescription number). The medical reviewer will validate the validity and accuracy of the information provided. Verified information will result in a drug screen report being listed as negative for the student. Unverifiable information will result in a drug screen report being listed as positive.
CERTIFIED BACKGROUND TESTING INSTRUCTIONS

1. Do not order your background check or drug screening until the Program identifies a specific time frame. There are some clinical facilities that require the results to be “within 30 days prior to beginning your rotation.”
2. Use the form provided to order your background check.
3. Make sure you order the following package: sr59bgdt
4. The cost is $81.00 (subject to change) and must be paid at the time you order your background check.
5. Drug Screening
   - Approximately 24 hours later you will receive an email that identifies a “Chain of Custody” form. You will need to print this form and bring it to any Lab Corp office to have your Drug Test done.
6. When complete, the school receives an electronic report that provides a red, yellow or green check mark by students’ names. A green check mark means you are clear to go to the clinical facility. If a student has a yellow or red check mark, he/she will be contacted by someone from the Respiratory Therapy Department to discuss potential options.
7. Do not bring a copy of your results in to faculty in the Respiratory Therapy program. The program does not read or access the details of the background checks and drug test results.
8. Both the background check and drug screening needs to be completed and documented by a date identified by the program.
**PROGRAM POLICY: GRADING, EXAM AND TESTING POLICIES**

**Natural Science Course Grades**

Prior to acceptance into the program natural science courses require a “C” or above for entry into the program. The college policy for repeating a course is that a student is allowed to repeat a course one time. After two unsuccessful attempts (F’s) enrollment in a course will require special permission from the student’s advisor and the school Dean for a third attempt. Three attempts at one course is the college limit. Please be advised that financial aid may not pay for a course repeated if the grade was a “D”. Please talk with financial aid to understand how repeating courses may impact your financial aid allocation.

**Respiratory Therapy Course Grades**

The passing grade in all respiratory therapy courses is a “C”. If a student receives a “D” or below in any Respiratory Therapy course they will not be able to progress (enroll) in the next course the following semester. The student will need to re-apply to the program for the following year. Readmission is based on a space available basis. If the student is admitted the course will need to be repeated and a grade of “C” or better will be required before progressing to a clinical rotation.

**Exams, Tests and Laboratory Evaluations**

Exams, tests, laboratory evaluations and quizzes must be taken on the scheduled day. If you are unable to attend on the scheduled day it is your responsibility to call your instructor. You will need to provide documentation for your absence if make-up tests or evaluations are given.

**Laboratory Evaluations**

Students are expected to attend all laboratories at the scheduled times. If a student is absent for a lab, it is the student’s responsibility to learn the performance task and be prepared for the upcoming laboratory evaluation on time. The grading scale for all Respiratory Therapy courses is as follows:

- 93 – 100 = A
- 83 – 92 = B
- 75 – 82 = C
- 65 – 74 = D
- Less than 64 = F
PROGRAM POLICY: BEHAVIORAL EXPECTATIONS

Appropriate classroom, laboratory and clinical behavior is expected of all students. Inappropriate or unacceptable behavior could result in a student not passing a course or dismissal from the program. The JSRCC Student Handbook gives detailed information on behavioral expectations.
**Clinical Information**

**What is Clinical?**

As you begin this semester, you are about to embark on an experience unique to any other in your education. This experience is "Clinical."

Clinical is an opportunity for you to become involved in the direct observation of the patient. It also affords you with "hands on" experience in patient care. This is the time when you must take the skills you have learned in the laboratory, practice and apply them to patient care. It is not a time for you to practice medicine but a time for you to give therapy according to the treatment plan set by the medical care team. You will not only be responsible to the patient but also to every member of the patient care team.

The clinical emphasis is twofold -- one of performance and the other on the integration of different concepts and their applications to patient care. As you begin this assimilation process, you will develop a level of rapport with your patients and co-workers, which will stem from a growing sense of self-confidence. Integration and assimilation will not occur behind books but in the clinical setting by keeping an open eye, open mind, and compassionate heart. Be mindful that the recipients of your care are people whose medical needs must be met to the best of your ethical and professional ability.

**Goals of the Clinical Experience**

1. To give the student the opportunity to develop task-related skills and techniques learned in the laboratory setting while working in the actual patient care environment.
2. To provide an opportunity for the student to integrate learned theory with clinical practice enabling the student to problem-solve and, in this way, assist the physician in treating the patient.
3. To develop an awareness of the patient's rights as an individual considering their psychological, emotional and physical needs.
4. To afford the student the opportunity to develop professionally.
5. To expose the student to a wide variety of clinical experiences and settings.

**CoARC Accreditation Standard 5.09**

As noted elsewhere in this handbook, the Respiratory Therapy Program is accredited by CoARC. CoARC Standard 5.09 outlines specific requirements for clinical experiences.

Students must be appropriately supervised at all times during their clinical education coursework and experiences. Students must not be used to substitute for clinical, instructional, or administrative staff. Students shall not receive any form of remuneration in exchange for work they perform during programmatic clinical coursework. What this means is that respiratory therapy students are not therapists. As such, students must **not** under any circumstance be utilized as a substitute for a paid therapist or staff. Students, in the absence of a paid therapist or staff, are not used as back-ups during clinical rotations. (Source: CoARC Standard 5.09)

The scope of practice for a student is clearly identified as supervised by a licensed professional. Should a student practice outside of the scope of practice, the student may be removed from the clinical and depending on the circumstance the Program may not be able to place the student in another clinical facility.
Regardless of the circumstance, a student who is removed from his/her current clinical placement must provide the program with written permission to discuss the circumstances for clinical removal with another facility. This is necessary to place the student in new clinical placement. When this occurs, the student will be asked to complete a Release of Information form.

Program and Student Clinical Expectations

The Program expects students to:
1. Take responsibility for your own learning.
2. Come prepared-review objectives for the rotation-review critical thinking questions for the clinical skills you will be performing prior to the clinical day.
3. Be respectful and courteous to your preceptor, peers and other hospital employees.
4. Attend the full clinical day and arrive on time.
5. Follow the policies of the clinical affiliate that you are rotating in.
6. Evaluate both positive and negative experiences and observations.
7. Question preceptors and physicians.
8. Attend rounds and lectures that are offered at your clinical affiliate.
9. Utilize your time to maximize learning experiences.
10. Maintain an enthusiastic and positive attitude!
11. **Sign into and out of “DATAARC” every day you are in clinical.**
12. **Complete the following in DATAARC: Daily Logs, preceptor evaluations, site evaluations and validate the affective evaluations completed on you by your clinical preceptor.**

As a student you can expect:
1. To be treated with respect by preceptors.
2. To be given specific assignments.
3. To be evaluated.
4. To be observed by preceptors, staff and physicians.
5. To be questioned by preceptors, staff and physicians.
6. To give report to the next shift of respiratory therapists.
7. To become proficient in giving respiratory care.
8. To have evaluations completed on the “DATAARC” System (Including: competencies, affective evaluations and daily log validations)

*Please remember as noted above, students enrolled in programmatic clinical rotations shall not receive any form of remuneration in exchange for their work. In addition, students shall not be substituted for paid staff and/or used as simply back-ups in the absence of appropriate paid staff during clinical rotations.*

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You are the only one who can take advantage of the clinical opportunity.

**WHAT YOU GET OUT OF YOUR CLINICAL ROTATION IS IN DIRECT PROPORTION TO THE ENERGY YOU PUT INTO IT.**

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Clinical Preceptor Role

Clinical preceptors are responsible for teaching students in the application of respiratory care. The primary clinical preceptor supervises, counsels, and evaluates the student’s clinical competencies while they are rotating through their clinical affiliate.
It is the preceptor’s job to evaluate the following three areas while the students are rotating through the hospital: psychomotor skills, cognitive skills, and the behavioral skills (Affective) necessary to successfully perform Respiratory Care in the clinical environment. All three of these areas are equally important.

The preceptor will assign students to a clinical area that will enable the student to meet learner objectives. The preceptor will evaluate the student on successful completion of a clinical skill and the associated professional behavior/s required of that skill. It is the preceptor’s job to evaluate fairly and impartially. This may mean that a student may be required to perform the clinical evaluation several times to meet the minimal acceptance passing score for that skill. This should not be looked at as punishment but necessary remediation.

*The clinical preceptor is the student’s liaison between the respiratory department, nursing, physicians, and the college. The preceptor is there to TEACH, LISTEN, AND OFFER CONSTRUCTIVE CRITICISM.*

**The Instructor’s DataArc Responsibilities**

1. Sign in and out of DATAARC every day.
2. Do all competency evaluations performed on students.
3. Validate daily logs at the end of each teaching day.
4. Review the affective evaluations with students and have the students validate them after reviewing it with them.
CLINICAL SITES FOR RESPIRATORY THERAPY IN-HOUSE STUDENTS

CHILDREN’S HOSPITAL – VCUMC
Street Address
2924 Brook Rd
Richmond, VA 23220

CHIPPENHAM MEDICAL CENTER (HCA)
Street Address
7101 Jahnke Rd
Richmond, VA 23225

HENRICO DOCTOR’S HOSPITAL (HCA)
FORREST
Street Address
1602 Skipwith Rd
Richmond, VA 23229

HENRICO DOCTOR’S HOSPITAL (HCA)
PARHAM
Street Address
7700 E Parham Rd
Richmond, VA 23294

HENRICO DOCTOR’S HOSPITAL (HCA)
RETREAT
Street Address
2621 Grove Ave
Richmond, VA 23220

JOHNSTON-WILLIS HOSPITAL (HCA)
Street Address
1401 Johnston Willis Drive
Richmond, VA 23235

HUNTER HOLMES McGUIRE VETERAN’S HOSPITAL
Street Address
1201 Broad Rock Blvd
Richmond, VA 23224

MEMORIAL REGIONAL MEDICAL CENTER (BON SECOURS)
Street Address
8260 Atlee Rd
Mechanicsville, VA 23116

VIRGINIA COMMONWEALTH UNIVERSITY (VCU) MEDICAL CENTER
Street Address
401 N 11th St
Richmond, VA 23298
## Clinical Sites for Respiratory Therapy Distance Students

<table>
<thead>
<tr>
<th>Site</th>
<th>Address</th>
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<tbody>
<tr>
<td><strong>Halifax-South Boston Hospital</strong></td>
<td>2204 Wilborn Ave, South Boston, VA 24592</td>
</tr>
<tr>
<td><strong>Memorial Hospital of Martinsville</strong></td>
<td>320 Hospital Drive, Martinsville, VA 24115</td>
</tr>
<tr>
<td><strong>Abingdon Johnston Memorial Hospital (Mountain States Health Alliance)</strong></td>
<td>16000 Johnston Memorial Dr, Abingdon, VA 24211</td>
</tr>
<tr>
<td><strong>Galax Hospital (Twin County Regional)</strong></td>
<td>200 Hospital Drive, Galax, VA 24333</td>
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<tr>
<td><strong>Rockingham Memorial Hospital</strong></td>
<td>2010 Health Campus Dr, Harrisonburg, VA 22801</td>
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<tr>
<td><strong>Sentara Hospital</strong></td>
<td>3000 Coliseum Drive, Hampton, VA 23666</td>
</tr>
<tr>
<td><strong>Carilion New River Valley Medical Center</strong></td>
<td>2900 Lamb Circle, Christiansburg VA 24073</td>
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<tr>
<td><strong>Carilion Roanoke Memorial Hospital</strong></td>
<td>1906 Bellevue Ave Se, Roanoke, VA 24014</td>
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<tr>
<td><strong>University of Virginia (UVA)</strong></td>
<td>1215 Lee Street, Charlottesville, VA 22908</td>
</tr>
<tr>
<td><strong>Spotsylvania Regional Medical Center</strong></td>
<td>4600 Spotsylvania Pkwy, Fredericksburg, VA 22408</td>
</tr>
<tr>
<td><strong>Riverside, Shore Memorial</strong></td>
<td>9507 Hospital Avenue, Nassawadox, Virginia 23413</td>
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<tr>
<td><strong>Walter Reed &amp; Riverside Regional (Newport News)</strong></td>
<td>7519 Hospital Drive, Gloucester, VA 23061</td>
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<td>Behavioral/Academic/Clinical Issues</td>
<td>Activities for Improvement</td>
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Review/Coaching Log

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Performance Plan for ____________________________________________

Student Comments

Student Signature: ____________________________________________ Date: __________________________

Faculty Comments
Performance Plan for ____________________________________________

Faculty Signature: ________________________________________________ Date: ________________________
Dear Student,

As a student who is rotating in various health care settings, you have an ethical and legal duty to keep patient information confidential. Federal law known as the Health Insurance Portability and Accountability Act of 1996 (HIPAA) forbids healthcare providers from disclosing patients’ protected healthcare information, except upon written authorization by the patient or as otherwise permitted by the law. The HIPAA law also addresses and does not allow inappropriate access to patient information.

Under the HIPAA Security and Privacy Regulations, hospitals and other healthcare providers are required to have the capacity to determine who is accessing their patients’ protected healthcare information and to protect the privacy of that information. Failure to maintain patient confidentiality, accessing patient information without a need to do so for your work, or any other violation of policy, will result in immediate dismissal from the Respiratory Therapy Program.

**IMPORTANT:** You are responsible for having a complete understanding of HIPAA

Guidelines:

- Access patient information only if you need that information to do your work.
- Share or discuss patient information only if it is necessary to do your work, and/or complete educational requirements, and only in appropriate locations.
- If there are electronic health records, never share your identification number or password, and log off computer sessions when you will be away from a workstation.
- Follow the health care system and provider's policies on confidentiality and privacy.
- Ensure confidentiality when you handle all protected healthcare information.
- Do not post patient information on social networking sites or Data Arc.
- Do not text or email patient information to others.
- Do not access your personal medical information without consent from the healthcare facility.
Program Policy: Clinical Dress Code

All Students

1. Teal colored scrubs.
2. (Optional) White, teal, or coordinated print lab coat.
3. Picture ID name badge with the following information:
   - Student name
   - JSRCC “Student RCP”
4. Stethoscope
5. Watch with a second hand.
6. "Clean” Shoes
   - Tennis or other comfortable shoes
7. Socks must be worn at all times
8. Long hair must be pulled and tied back
9. Cologne/perfume is not permitted
10. Extremely long nails, acrylic nails and unusual nail polish colors are not allowed.
11. Scrubs and lab coats are to be clean and wrinkle free.
12. Adherence to the clinical affiliates’ policies regarding tattoos and body piercings. Most clinical sites are going to a clean “elbow to hand” policy. If you have visible tattoos, you will be required to wear a hospital provided sleeve.

Program & Clinical Affiliate Policy: Clinical Cell Phone Policy

Cell Phones are not allowed in patient care areas. Some clinical affiliates do not allow cell phones in any area of the hospital. It is essential that you pay close attention to each hospitals’ cell phone policies. Even if you are permitted to bring cell phones into the hospital, you may not keep them with you while taking care of patients. Leave cell phones with your personal belongings and, if needed, check them during breaks.
**Program Policy: Social Media Policy**

The purpose of this policy is to provide guidelines for the appropriate use of, and conduct on, social media sites. Examples of social media include, but are not limited to, blogs, microblogs, wikis, snagit, virtual worlds, Facebook, My Space, YouTube, Twitter and Flickr. Once an individual becomes a student in the Respiratory Therapy Program, his/her public visibility options on social media are changed and he/she is subject to scrutiny by a wider audience, including future employers and other health care employees/peers.

For example, recently, a student in one of the School of Nursing and Allied Health programs responded to a reporter’s blog using profanity. The student’s profile identified him/her as a student at Reynolds in a specific program. A health care worker who had no affiliation with the School of Nursing and Allied Health took offense at the posting/response and took the time to identify and contact the Dean stating this was not the type of public behavior that reflected the professionalism of a health professional.

While neither the program nor School has the right to restrict the privilege of freedom of speech, when a student identifies his/herself as a health occupation student of Reynolds, it reflects not only on the student, but also on Reynolds and on the profession. These perceptions whether justified or not as an accurate reflection of you will persist. Many employers now use Facebook as another source of information on potential employees.

Please consider the following when the urge to share your educational and clinical experience with others via social media.

- Do not post confidential or sensitive information about Reynolds Community College or its community affiliates including patients, other students, faculty or staff. This is a violation of Federal law (HIPAA) and the hospital as well as employees and students face stiff federal fines,
- Do not post comments or use language that could reflect poorly on you, the college, or the Respiratory Therapy Program. Remember, once in print it stays forever, even if you go back and delete, someone else may have saved it,
- Understand that each student who participates in social networking represents himself/herself, and by extension, Reynolds Community College and the Respiratory Therapy Program,
- A student must conduct himself/herself professionally at all times in all social settings, virtual or otherwise,
- Use privacy settings when appropriate,
- A student in the Respiratory Therapy program does not have college permission to use the Reynolds Community College name,
- A student in the Respiratory Therapy Program does not have permission to discuss faculty, clients or other students and depending on the circumstance or context this can be considered a violation of the Student Conduct Policy 1-35 or Behavior Intervention Policy 1-22,
- A student in the Respiratory Therapy Program does not have permission to use images (photographs) of patients, the hospital affiliate, program, college or any faculty or staff; and
Each student must understand, what he/she writes is his/her responsibility, as are any repercussions.

The consequences of violating this policy may include disciplinary action up to and/or including dismissal from the respiratory program.
**PROGRAM POLICY: CLINICAL ATTENDANCE POLICY**

The Attendance Policy for RTH 190/290 courses are as follows:

- If you are going to be absent you must call your preceptor.
- Absence from clinical must be documented.
  - With a valid excuse, you can be up to 1 hour late for clinical without it affecting your clinical day's attendance. (Abuse of this privilege will not be tolerated.) If you are in excess of 1 hour late for clinical, it will be considered an unexcused absence day (whether or not you choose to stay at the clinical site for the day.)
  - If you are going to be late or absent for clinical, YOU MUST CALL YOUR PRECEPTOR!
- The absent days must be verified by a doctor, dentist, court of law, etc.
- Failure by the student to furnish documentation for absences could result in dismissal from the program, unless an exception based on extenuating circumstances is approved by the Director of Clinical Education.
- A no-show / no-call absence will result in a **5-point deduction** from your overall clinical grade for each day.
- Absence from 30% or more of the clinical time may result in withdrawal or failure of the student from the program.
- You may be required to make up days if it is deemed necessary by the instructor and Director of Clinical Education.
- All absences must be placed on the DataArc system.
I. Purpose:
J. Sargeant Reynolds Community College is dedicated to an affirmative action policy that provides that all matters relating to present and prospective students will be handled fairly and equally without regard to race, color, gender, age, political affiliation, religion, disability, national origin, or other non-merit factors.

The appeals policy described below is applicable to academic and non-academic student grievances as well as student complaints of unlawful discrimination or unfair treatment on the basis of:

- Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
- Title IX of Education Amendments of 1972, as amended
- Section 504 of the Rehabilitation Act of 1973, as amended, and regulations implemented by HEW consistent therewith
- Americans with Disabilities Act of 1992
- Provisions of Executive Order Number 11246, as amended by 11375
- Family Educational Rights and Privacy Act of 1974, as amended
- Governor's Executive Order Number One, Virginia Equal Employment Opportunity Plan, effective February 6, 1974
- J. Sargeant Reynolds Community College Catalog
- J. Sargeant Reynolds Community College Student Handbook
- J. Sargeant Reynolds Community College Policy Manual
- Virginia Community College System Policy Manual

II. Definitions:
Academic grievance: a formal process through which a student can appeal through his/her course instructor and the college’s administrative leadership the student’s final grade in a course. A final course grade appeal must be based on at least one of the following claims: capricious action on the part of the faculty member that affects the student’s final grade; prejudicial treatment of the student by the faculty member with respect to the application of the course syllabus, thereby affecting the student’s final grade; or a documented error in calculating the student’s final grade. A capricious action
is defined as one made on a whim or without justifiable reasons. Prejudicial treatment is defined as treating the student lodging the final grade appeal differently than other students in the course with respect to the instructor's application of the course syllabus.

**Non-academic grievance:** a formal process through which a student or student group can appeal a decision made by a staff member representing an administrative office that negatively affects a student/student group's standing with the college. A non-academic grievance may include disputes between a student/student group and an office regarding the interpretation and/or application of the policies and procedures of the college and/or the Virginia Community College System, student governance issues, student activities, and other concerns that a student might present for redress. A non-academic grievance may be based on one of the following claims: arbitrary and/or capricious actions by a staff member or administrative office; prejudicial treatment of a student by a staff member or administrative office; or an administrative error in the application of a policy by a staff member or administrative office.

**Student:** any person who is officially registered at J. Sargeant Reynolds Community College during the specific academic semester or term in which the grievance occurs.

**Student Grievance Committee:** an ad-hoc committee established to hear the Level III grievance matter. Committee composition includes: the appropriate President's Executive Cabinet member, one (1) teaching faculty member, one (1) student affairs representative, and one (1) student.

### III. Policy:

It is the policy of J. Sargeant Reynolds Community College that substantive and procedural due process shall be applied in all matters pertaining to the rights of students. Substantive due process addresses the constitutional rights of the individual and procedural due process is an affirmation of this protection. Every effort will be exhausted to resolve student grievances in an amicable and fair manner.

An academic grievance must be initiated within thirty (30) calendar days after the official last day of instruction (including the exam period) for the semester or term in which the incident occurred. Grievances may be submitted electronically (or by e-mail).

A non-academic grievance must be initiated within thirty (30) calendar days after a decision is made.

In the event that a student is at a distance and is unable to travel to campus to meet, meetings may be facilitated by teleconference.

Students are encouraged to contact the Office of Student Affairs for assistance in understanding this policy. In addition, the Office of Student Affairs will assist students in determining the appropriate person with whom a student must file an appeal, and providing that person's contact information.

### IV. Procedures:

**A. Level I**
1. The student with a grievance must provide in writing a formal letter to the instructor or non-instructional party outlining the grade or decision in which he or she is grieving and request to meet with his or her instructor or person whose actions he or she is grieving. In the instance of an academic grievance, the student must submit a copy of the letter that is being submitted to the instructor to the academic dean of the unit that is responsible for the instructor. In the instance of a non-academic grievance, the student must submit a copy of the letter to the administrative unit supervisor of the person he or she is grieving.

2. The instructor or non-instructional party has ten (10) business days from the date the grievance is received to schedule a meeting with the student. Within five (5) business days after the meeting, the instructor or non-instructional party must provide the student a letter outlining the decision of the meeting. A copy of the letter should be forwarded to the academic dean and Office of Student Affairs. The academic or administrative unit should follow up in order to ensure the meeting is held. In the event the instructional or non-instructional party is unavailable, the academic dean or administrative unit supervisor has the discretion to move to Level II or postpone the hearing until the instructional or non-instructional party is available. The academic dean or administrative unit supervisor must document his or her effort to contact the instructor or non-instructional party. The academic dean or supervisor will communicate his or her decision to move the Level I meeting to a Level II hearing.

3. At the meeting, the student must clearly present his or her case regarding the grieved issue and the resolution that he or she would like to occur. Every reasonable effort should be made by both parties to resolve the matter at this level. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the conference, but both parties are encouraged to make notes as they feel appropriate. Prior to the meeting, the faculty member or student may request to have a silent observer in the meeting. However, both the student and faculty member must agree to the silent observer. If an agreement regarding the appeal is made, a copy of the agreement and other appropriate documentation, including the original grievance letter, must be forwarded to the Office of Student Affairs.

4. If the student is not satisfied with the disposition of his/her grievance at Level I, he/she may continue to Level II.

B. **Level II**

1. The student may file a written appeal of the Level I grievance decision with the faculty or staff member's school dean or appropriate administrative unit supervisor within ten (10) business days after receiving the written decision from the Level I meeting. The written statement provided for Level I describing the issues grieved must be part of the student's written request for the Level II hearing. Within ten (10) business days of receipt of the written grievance, the school dean or administrative unit supervisor will schedule a conference with the parties in an effort to resolve the grievance (the actual conference may occur after the ten (10) business days, but its date should be established within this time frame).
2. The role of the dean/administrative unit supervisor is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, ensure that college policies have not been violated, and render a decision concerning the matter. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the conference, but both parties are encouraged to make notes as they feel appropriate. The dean/administrative unit supervisor or student may request to have a silent observer in the meeting. However, both the student and the dean/administrative unit supervisor must agree to the silent observer. The school dean or administrative unit supervisor, within ten (10) business days after the conference, will prepare a report of the disposition of the matter providing copies to the student and the instructor or non-instructional party. In addition, a copy of the report and the official grievance letters (Level I and Level II) must be forwarded to the Office of Student Affairs.

C. Level III
1. If the student is not satisfied with the disposition at Level II, the student may file a written appeal to the appropriate President’s Executive Cabinet member. The appeal must be submitted within ten (10) business days of the receipt of the disposition from the school dean or administrative unit supervisor. Students are encouraged to contact the Office of Student Affairs for assistance in determining the name and contact information of the appropriate President’s Executive Cabinet member. Within ten (10) business days of receipt of this appeal, the President’s Executive Cabinet member will set a date for a meeting for all parties involved.

2. The actual meeting should occur no later than thirty (30) business days after receipt of the appeal letter by the President’s Executive Cabinet member, unless reasonable circumstances prevent this meeting from occurring. However, any meeting date scheduled or rescheduled beyond the thirty-day time frame must be mutually agreed upon by the student and the President’s Executive Cabinet member.

3. The appropriate President’s Executive Cabinet member will serve as the convener and facilitator of the Student Grievance Committee for the Level III hearing. The President’s Executive Cabinet member will chair the hearing but will not be able to vote. In the event the designated President’s Executive Cabinet member is unable to participate in the hearing due to a challenge or conflict of interest, another President’s Executive Cabinet member will be selected to convene and facilitate the hearing.

4. The Student Grievance Committee (see definition in Section II) will be formed in order to objectively hear the facts of the grievance and to render a decision.
   a. Any Student Grievance Committee member associated with the academic school or administrative unit where the grievance originated will not be eligible to hear the grievance. In the event of a challenge to the membership of the Student Grievance Committee based on bias, the committee member being challenged will be replaced by another committee member. If a
substitute is unavailable at the time of the hearing, the hearing shall be rescheduled.

b. The committee will be chosen from a pool of committee members that are available to participate in the hearing. The available pool will consist of: one faculty member from each academic school, two Student Affairs representatives, and two student representatives. Members on this committee pool will be appointed for two-year terms. In addition, one alternate for each of the above members will be appointed.

5. At the Level III meeting, the student and instructor or non-instructional party may bring one attorney or advisor/counselor. If an attorney or advisor/counselor is to be present, the party retaining him/her must notify the meeting chair at least five (5) business days prior to the Level III hearing or the attorney or advisor/counselor will not be allowed to be present. The attorney or advisor/counselor’s role is as an observer; and he/she may not speak to the committee members, the instructor or non-instructional party, or the student while the meeting is in session. The attorney or advisor/counselor can only speak to the party he or she is representing. If consultation with the attorney is needed, a request for a recess may be asked. The meeting chair can deny requests if it is deemed that they are disrupting the continuity of the meeting. Both parties may bring persons to provide testimony that support their position. Additionally, both parties may have no more than two other persons to attend as observers. Observers shall not testify nor present any evidence.

6. The meeting chair is responsible for collecting all pertinent documents, calling the meeting, distributing documentation, determining the issue(s) of the case to be heard, and conducting the meeting in an orderly, efficient, and equitable manner. He/she will also provide for the audio taping or other recording method of the meeting and may provide a copy to either party upon request. At the beginning of the meeting, the chair will review the issues of the case to the group and establish the procedure by which testimony will be presented. He/she may decide on the length of time needed to explore an issue, set time limits for speakers, and ask for testimony by any person deemed important to the investigation of the facts. The chair may request a campus police officer to be present. Disruptive persons may be asked to leave the room by the chair.

7. The Student Grievance Committee shall determine the outcome of the meeting by a majority vote; the President’s Executive Cabinet member may not vote. Within ten (10) business days after the meeting, the President’s Executive Cabinet member will prepare a report of the disposition of the matter including the determined outcome. Copies of the letter will be provided to the student, the instructor or non-instructional party, and all other parties as appropriate. In addition, a copy of the report and the official grievance letters (Level I, Level II, and Level III) must be forwarded to the Office of Student Affairs.

8. The finding of the Level III student grievance committee is final.

V. Other Information:
See college committees on the college intranet site for potential members of the Student Grievance Committee.
**PROGRAM FORM:**

**STUDENT AGREEMENT TO GRADING, EXAM & TESTING POLICIES**

I, ________________________________, have read, understand, and agree to abide by the grading exam, testing and laboratory evaluation guidelines / policies of the Respiratory Therapy Program at J. Sargeant Reynolds Community College as identified in the Student Handbook.

______________________________
Student Signature

__________________
Date

______________________________
Nakia Austin
Program Director

__________________
Date

______________________________
Kathryn J. Massino
Director, Clinical Education

__________________
Date

**PROGRAM FORM:**

**STUDENT AGREEMENT TO BEHAVIOR & PROFESSIONAL GUIDELINES**

I, ________________________________, have read, understand, and agree to abide by the behavioral and professional expectations of the Respiratory Therapy Program at J. Sargeant Reynolds Community College as identified in the Student Handbook. I understand that a violation of social media or HIPAA may result in dismissal from the clinical site and, potentially, the program. I understand if dismissed from the clinical site, in order to be placed at another site, I will give permission for the Program to disclose the circumstances for the dismissal. I understand this is necessary in order to provide the alternative facility with to make a decision regarding accepting me as a student.

______________________________
Student Signature

__________________
Date

______________________________
Nakia Austin
Program Director

__________________
Date

______________________________
Kathryn J. Massino
Director, Clinical Education

__________________
Date
Reynolds’ Form: Release of Information

In accordance with the Family Educational Rights to Privacy Act (FERPA), J. Sargeant Reynolds Community College protects the personally identifiable information within students’ educational records. FERPA limits the release of educational records, except in those cases where a student provides written authorization. By completing this form, you are authorizing J. Sargeant Reynolds Community College to release information contained within your records.

☐ FALL SEMESTER (Aug - Dec 20) ☐ SPRING SEMESTER (Jan - May 20) ☐ SUMMER SEMESTER (May - July 20)

This release will remain in effect for one semester, or until a date prior to the end of the indicated semester.

Student’s Name: ___________________________________________ EMPL ID: __________________________

Email address: ___________________________________________ Phone number: __________________________

The above named student authorizes J. Sargeant Reynolds Community College to disclose the following information:

☒ Admissions Records ☒ Financial Aid Records ☒ Student Conduct Records
☒ Placement Test Information ☒ Student Financial Records (tuition) ☒ Transcript (Grades)

What information do you want released?

What information do you want released?

Course Information: Semester _____ Course _____ Section _____ ☐ All courses for semester

Enrollment Verification (processed after the last day to drop with a refund)

Semester(s): ☒ Fall Semester _____ ☒ Spring Semester _____ ☒ Summer Semester ______

What information do you want released?

The information will be provided to:

Name and address or name and email address __________________________________________

Relationship to student: __________________________________________________________

I understand that with a written request I can revoke access to my record before the end of the semester indicated. I further understand I can inquire about my record by telephone or email by providing a password.

☒ I am revoking access to my record as of: ___________________________ Password: ___________________________

(Used for telephone or email inquiries)

Student Signature: ___________________________________________ Date: ___________________________

JSRCC-Central Admissions and Records
Post Office Box 85622
Richmond, VA 23225-5622
Telephone: 804-523-5020—Fax: 804-371-3650
Email: admissions@reynolds.edu

JSRCC Form 11-0030 Release of Information form 09-2014
REYNOLDS’ AND PROGRAM’S FORM: ASSUMPTION OF RISK

I agree that as a participant in the Respiratory Therapy AAS curriculum at various clinical facilities (please see attached list associated with J. Sargeant Reynolds Community College (the “College”) scheduled from date of signature to completion of the program, I am responsible for my own behavior and well-being. I accept this condition of participation, and I acknowledge that I have been informed of the general nature of the risks involved in this activity, including, but not limited to the attached activities.

I understand that in the event of accident or injury, personal judgment may be required by a clinical facility or College personnel regarding what actions should be taken on my behalf. Nevertheless, I acknowledge that the College and/or a clinical facility personnel may not legally owe me a duty to take any action on my behalf. I also understand that it is my responsibility to secure personal health insurance in advance, if desired, and to take into account my personal health and physical condition.

I further agree to abide by any and all specific requests by the college and clinical facility for my safety or the safety of others, as well as any and all of the college’s and clinical facility’s rules and policies applicable to all activities related to this program. I understand that the College reserves the right to exclude my participation in this program if my participation or behavior is deemed detrimental to the safety or welfare of others.

In consideration for being permitted to participate in this program, and because I have agreed to assume the risks involved, I hereby agree that I am responsible for any resulting personal injury, damage to or loss of my property which may occur as a result of my participation or arising out of my participation in this program, unless any such personal injury, damage to or loss of my property is directly due to the negligence of the College and/or clinical facility. I understand that this Assumption of Risk form will remain in effect during any of my subsequent visits and program-related activities, unless a specific revocation of this document is filed in writing with the Respiratory Therapy Directory or School of Nursing and Allied Health Dean at which time my visits to or participation in the program will cease.

In case an emergency situation arises, please contact ____________________________ (name) at ____________________________ (phone number).

I acknowledge that I have read and fully understand this document. I further acknowledge that I am accepting these personal risks and conditions of my own free will.

________ I represent that I am 18 years of age or older and legally capable of entering into this agreement.

Participant’s signature ____________________________ Date __________

Address ___________________________________________

If participant is less than 18 years of age, the following section must be completed:

________ My child/ward is under 18 years of age and I am hereby providing permission for him/her to participate in this program, and I agree to be responsible for his/her behavior and safety during this event.

Child’s Name ____________________________ Parent’s or guardian’s signature ____________________________

Address ___________________________________________ Date __________

✓ __ Issuance Approved – Vice President of Finance & Administration
ASSUMPTION OF RISK ADDENDUM

RESPIRATORY THERAPY POTENTIAL RISK

The list below is not inclusive but representative of the potential risks a student may be exposed to in a clinical/laboratory setting.

- Droplet, Airborne and/or Contact Exposure to infectious material such as but not limited to
  - Meningitis
  - Flu
  - Hepatitis
  - Tuberculosis
  - RSV
- Needle Sticks
- Bodily Injury such as but not limited to
  - Back Injury
  - Foot Injury
  - Hand Injury
  - Arm Injury
  - Shoulder Injury
  - Neck Injury
- Radiation Exposure
  Chemical Exposure as defined in the SDS located in the Respiratory Therapy laboratory
CLINICAL AFFILIATES

1. Virginia Commonwealth University Medical Center
2. CJW (Johnston-Willis Campus)
3. CJW (Chippenham Campus)
4. Hospital Corporation of America (Forrest Campus)
5. Hospital Corporation of America (Parham Campus)
6. Hospital Corporation of America (Retreat Hospital)
7. Bon Secours (Memorial Medical Regional Center)
8. Bon Secours (Community Hospital)
9. Bon Secours (St. Mary’s Hospital)
10. Bon Secours (St. Francis Hospital)
11. Children’s Hospital
12. McGuire Veteran’s Hospital
13. Kindred Hospital
14. Pediatric Connection Home Care Company
15. Robert’s Home Care Company
16. Mary Washington Hospital
17. Danville Regional Medical Center
18. John Randolph Medical Center
19. VCUMC Community Memorial
20. Augusta Medical Center
21. Martha Jefferson Hospital
22. Sentara Careplex Medical Center
23. Sentara Williamsburg Medical Center
24. Rockingham Memorial Hospital
25. Riverside Walter Reed Hospital
26. Halifax Regional Hospital
27. Pulmonary Associates Sleep Disorder Center
28. University of Virginia Medical Center
29. Memorial Hospital of Martinsville and Henry County
30. Southside Regional Medical Center
31. Twin County Regional Hospital
32. Roanoke Hospital

LABORATORY LOCATIONS

1. J. Sargeant Reynolds Community College
2. Danville Community College
3. Rockingham Memorial Hospital
4. Wytheville Community College
PROGRAM FORM:
CONFIDENTIALITY & PRIVACY OF PATIENT INFORMATION
STUDENT AGREEMENT

I have received and reviewed all information that I was given about patient privacy and confidentiality. I understand there are rules regarding the use and disclosure of patient protected healthcare information as well as social conversations related to clinical experiences, and I agree to abide by such rules and keep protected healthcare information confidential. I understand there are both educational and legal punishments if I violate this policy. I recognize that I may be immediately dismissed from the Respiratory Therapy Program if I do not comply with this confidentiality and Privacy Agreement.

____________________  __________________________  ______
STUDENT NAME (PRINT)  SIGNATURE  DATE

____________________  __________________________  ______
Kathryn J. Massino  KATHRYN J. MASSINO  DATE
DIRECTOR OF CLINICAL EDUCATION

____________________  __________________________  ______
Nakia Austin  NAKIA AUSTIN  DATE
PROGRAM DIRECTOR
PROGRAM FORM: STUDENT AGREEMENT TO PROGRAM’S POLICY & PROCEDURES

I, __________________________________________, agree that I have read and will abide by the rules stated in the attendance policy and dress code policy for the clinical portion of the Respiratory Therapy Program, at J. Sargeant Reynolds Community College. I also acknowledge that I understand and have read the CoARC accreditation standard (5.0) under the Goals of Clinical Experience section of this document.

__________________________________________  ______________________
STUDENT SIGNATURE                      DATE

__________________________________________  ______________________
DIRECTOR OF CLINICAL EDUCATION SIGNATURE                  DATE
PROGRAM FORM: STUDENT VERIFICATION OF REVIEW
2015-2016 STUDENT HANDBOOK

I, ___________________________ (print name) have read and understand the “Reynolds Community College’s Respiratory Therapy Student Handbook.” The policies contained in the handbook have also been explained to me at orientation and at other times during my educational experience.

I understand that any new or changed policies will be made known to me if and when the administration of the Respiratory Therapy program feel that it is necessary and required by the college and or its’ clinical affiliates.

I understand that violation of the programs’ policies will jeopardize my ability to remain in the program and may result in dismissal. I agree to keep a copy of the “Reynolds Community College’s Respiratory Therapy Student Handbook” for future reference.

____________________________________  ____________
Student signature                       Date