

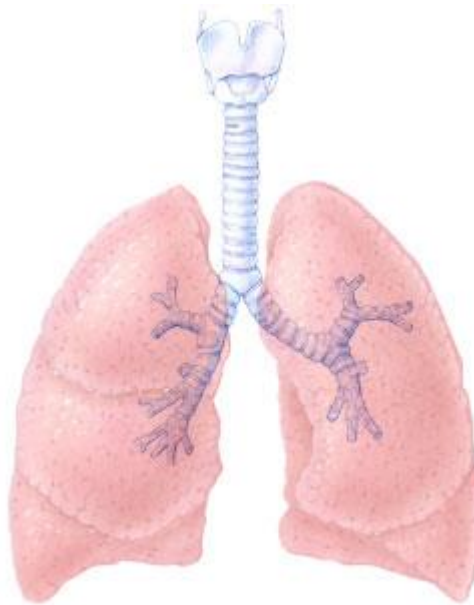


RESPIRATORY THERAPY

**ASSOCIATE OF APPLIED SCIENCE
SCHOOL OF HEALTH PROFESSIONS**

STUDENT HANDBOOK

2025-2026



J. Sargeant Reynolds Community College is an equal opportunity, affirmative action institution providing access to educational and employment opportunities without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability.
Revised Summer 2025

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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 Health Professions => 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.

Nakia C. Austin, DHSc, RRT, RCP
Program Director/Department Chair
J. Sargeant Reynolds Community College
P. O. Box 85622
Richmond, VA 23285-5622
(804) 523-5009
naustin@reynolds.edu

Benny Cherian, MHA-Ed, RRT, RCP
Director of Clinical Education
J. Sargeant Reynolds Community College
P. O. Box 85622
Richmond, VA 23285-5622
(804) 523-5013
bcherian@reynolds.edu

Alicia Jones, MHA, RRT, RCP
Distance Education Coordinator
J. Sargeant Reynolds Community College
P. O. Box 85622
Richmond, VA 23285-5622
(804) 523-5011
ajones@reynolds.edu

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 impact the 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 continue 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;
- TMC High Cut Score;
- Student success on the RRT credentialing exam;
- Student/Program attrition (retention);
- Student/graduate job placement;
- Overall Graduate Satisfaction;
- Overall Employer Satisfaction;
- Total number of program enrollees;
- Total number or program graduates; and
- Maximum Annual Enrollment.

For more information, 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 of 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.

American Association of Respiratory Care (AARC) Mission Statement

The AARC is the foremost professional association promoting respiratory therapists.

American Association of Respiratory Care (AARC) Vision Statement

The AARC advances professional excellence and science in the practice of respiratory care, serving the profession, patients, caregivers and the public.

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.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent, and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family or required by law.
-

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

AARC Cultural Diversity and Inclusion Statement

The American Association for Respiratory Care (AARC) professional community embraces diversity and equity in all its forms, promoting respect, cultural humility, and inclusion in every facet of its mission. The AARC is enriched by the differences and uniqueness found among its diverse members, their patients/clients/customers, and additional stakeholders. The AARC values and embraces equitable opportunity and respect for personal cultural backgrounds to enhance our profession. The AARC accomplishes this by:

- Demonstrating openness to and acceptance of all forms of diversity and multiculturalism including, but not limited to, age, gender and gender identity, race, accessibility, ethnicity, nationality and national origin, ancestry, religious affiliation, sexual orientation, socioeconomic status, political affiliation, physical and mental abilities, veteran and active armed service status, job responsibilities/experience, education, and training.
- Acknowledging the varied beliefs, attitudes, behaviors, and customs of the people that constitute its communities of interest, thereby creating a diverse, equitable, and inclusive professional environment.
- Promoting an appreciation for communication between and understanding among people with varied beliefs and backgrounds.
- Being accessible to all abilities at events and activities.
- Using multicultural and equitable content and gender-neutral references in documents and publications.
- Promoting diversity and inclusion through education and cultural humility in its educational programs.

- Actively recruiting candidates from minoritized groups for leadership and mentoring programs.

An AARC membership application is located on the aarc.org website.

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

The Virginia Society for Respiratory Care (VSRC)

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

The VSRC holds seminars and annual meetings 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
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 must 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.

NBRC Executive Office
10801 Mastin Street, Suite 300
Overland Park, KS 66210

Toll-Free: 888.341.4811

Phone: 913.895.4900

Fax: 913.712.9283

www.nbrc.org

Respiratory Therapy National Credentialing Information

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 of 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 high 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 RRT Examination

1. Be 18 years of age or older.

and

2. Be a graduate of and have a minimum of an associate degree from a respiratory therapy education program supported or accredited by the Commission on Accreditation for Respiratory Care (CoARC).

or

3. Be a CRT for at least four years and have at least 62 semester hours of college credit from a college or university accredited by its regional association or its equivalent. The 62 semester hours of college credit must include the following courses: anatomy and physiology, chemistry, microbiology, and mathematics.

or

4. Be a CRT for at least two years and have earned a minimum of an associate degree from a respiratory therapy education program supported or accredited by the Commission on Accreditation for Respiratory Care (CoARC).

or

5. Be a CRT for at least two years and have earned a baccalaureate degree in an area other than respiratory care and shall have at least 62 semester hours of college credit from a college or university accredited by its regional association or equivalent. The 62 semester hours of college credit must include the following courses: anatomy and physiology, chemistry, microbiology, and mathematics.

or

6. Hold the Canadian Society of Respiratory Therapists (CSRT) RRT credential.

RRT Examination Attempts

Candidates may attempt the Therapist Multiple-Choice and Clinical Simulation Examinations three times, after which the candidates will be required to wait a minimum of 120 days between any subsequent attempt. For the specialty credentialing examinations, including Pulmonary Function Technology, Neonatal/Pediatric Specialty, Sleep Disorders Specialty, and Adult Critical Care Specialty Examinations, candidates may attempt the exam two times, after which the candidate will be required to wait at least 180 days before sitting for the exam again.

Graduates who earn the RRT credential are in high demand nationwide and can help to fill the current shortage of respiratory therapists.

Commission on Accreditation for Respiratory Care

Reynold's Community College's Respiratory Therapy program is fully accredited by the *COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE (CoARC)*. Our CoARC # is 200301. Questions about accreditation issues may be referred to the CoARC or the nearest CoARC-member.

Commission on Accreditation for Respiratory Care
264 Precision Blvd
Telford, TN 37690
817-283-2835
www.coarc.com

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
9960 Mayland Drive, Suite 300
Henrico, VA 23233
www.bhp@dhp.virginia.gov

As costs can change, it is best to check with the state credentialing authority to identify the current cost.

Reynolds Mission, Vision & Values of Reynolds

Vision

Reynolds will be Greater Richmond's most trusted partner for education and a skilled workforce fostering a more just community through social and economic mobility.

Mission

Reynolds delivers an outstanding education with pathways to baccalaureate degrees and high demand careers in a culture where every student belongs.

Values

We value the transformative power of an education.

We value our students and the support they need to reach their educational goals and realize economic mobility.

We value our people and embrace the responsibility to serve all students and create a sense of belonging.

We value our community and work in partnership to address economic inequities and contribute to a diverse and skilled workforce.

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 students 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

- Synthesize theory and clinical practice as measured by the NBRC Clinical Simulation Self-Assessment Exam with a combined score of 232 or higher on decision making and information gathering;
- Apply critical-thinking to the practice of respiratory care as measured by the NBRC Therapist Multiple-Choice Self-Assessment Exam with a score of 92 or higher;
- Demonstrate competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs) through the RTH program courses; 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

John Sentz, DO

Full-time Faculty

Nakia C. Austin, DHSc, RRT, RCP
Program Director, Respiratory Therapy
Reynolds Community College
P. O. Box 85622
Richmond, VA 23285-5622
(804) 523-5009
naustin@reynolds.edu

Benny Cherian, MHA-Ed, RRT, RCP
Director of Clinical Education
Reynolds Community College
P. O. Box 85622
Richmond, VA 23285-5622
(804) 523-5013
bcherian@reynolds.edu

Alicia Jones, MHA, RRT, RCP
Distance Education Coordinator
Reynolds Community College
P. O. Box 85622
Richmond, VA 23285-5622
(804) 523-5011
ajones@reynolds.edu

Adjunct Faculty –Didactic and Laboratory

Aleathea Brown, BSRT, RRT, RCP

Ken-Nisha Tarpley, MHA, RRT, RCP

Demetria Ward, BSRT, RRT, RCP

Respiratory Therapy Advisory Committee Members

Kelly Atkins, RRT, RCP
Sentara Williamsburg Regional Medical Center
Manager of Patient Care Services Respiratory
Care/ Pulmonary Diagnostics & Clinical
Neurology/Sleep Medicine

Tim Bronstetter
Reynolds Community College
Dean of Learning Resource Centers

Anita Damle
2024-2026 RT Student

Lisa Fritts, RRT, RCP
Manager of Respiratory Patient Care
Thrive Skilled Pediatric Care

Deon Gordon
2024-2206 RT Student

Megan Keith, MSc, RRT, ACCS, NPS, RCP
Sentara Rockingham Memorial Hospital
Respiratory Therapy and Pulmonary
Diagnostics Manager

John Sentz, DO
Pulmonary Associates of Richmond
Henrico Doctor's Hospital

Ken-Nisha Tarpley, RRT, RCP
VCU Health System
Adult Respiratory Care Manager

Jessica Weirup, RRT, RCP
Respiratory Therapy Adult Supervisor
Henrico Doctor's-Forrest Campus

Ex-Officio Members

Nakia C. Austin, RRT, RCP
Program Director, Respiratory Therapy
Reynolds Community College

Benny Cherian, MHA/Ed, RRT, RCP
Reynolds Community College
Respiratory Therapy Full-time Faculty Member

Kristi Green
Reynolds Community College
Associate Dean, School of Health Professions

Alicia Jones, MHA, RRT, RCP
Reynolds Community College
Respiratory Therapy Full-time Faculty Member

Patricia, Lawson, PhD, RN
Reynolds Community College
Dean, School of Health Professions

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 submitted online through www.reynolds.edu. All applicants must declare Health Professions CSC (Plan Code 221-190-01) as his/her curriculum plan.

STEP 2

Request official transcripts from any non-Virginia Community College attended. Official transcripts must be electronically sent or mailed directly from the college(s) attended to Reynolds Community College, Registrar's 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

Schedule an appointment with an advisor in Advising Services, developing a course schedule to complete the Health Professions CSC courses towards the Respiratory Therapy program. (All Health Professions CSC 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 a student is interested in the fall 2026 cohort, the Health Professions CSC courses must be completed by the end of the spring 2026 semester.)

The Health Professions CSC includes the following courses:

- English 111
- PSY 230
- PHI 220
- BIO 141 and NAS 2 (co-enrollment)
- BIO 142
- SDV 101
- HLT 105

STEP 4

Students must meet with one of the following Respiratory Therapy faculty members after completing one semester of the Health Professions CSC courses for advising and to discuss the Respiratory Therapy program.

- Nakia Austin-Downtown Campus Room 544
- Benny Cherian, Downtown Campus Room 550
- Alicia Jones, Downtown Campus Room 552

STEP 5

Submit a Respiratory Therapy Packet which consists of 1) Respiratory Therapy application and 2) Unofficial College Transcripts, including courses completed at Reynolds to alliedhealthadmissions@reynolds.edu

STEP 6

Submit application by the February 1 deadline

STEP 7

Complete the Math Admissions Test by April 30.

Accepted applicants will be notified through their college email by June 15th

APPLICATION EVALUATION CRITERIA

1. Completion of the required RT general education courses listed under the Health Professions CSC
2. Minimum GPA of 2.5 –excluding SDV 101 and HLT 105
3. Competitive Admissions – The program evaluates applicants using the highest GPA's from the required RT general education courses listed under the Health Professions CSC
4. Math Admissions Test Completion

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. Documentation of health screenings must be uploaded to the CastleBranch Compliance Tracker by the student. You will receive information about the use of the CastleBranch Compliance Tracker 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 performance as a Respiratory Therapist student.

Validation of freedom from tuberculosis is required annually of all respiratory therapy students through the T-spot blood test, QuantiFERON Gold blood test, IGRA blood test or chest x-ray. Additional requirements may be necessary per clinical site guidelines.

Required Immunizations:

MMR-Two doses of live (MMR) Vaccine and Titer

DTAP-within the past 10 years

Varicella-Two doses and Titer

Hepatitis B-Two-part Heplisav or Three-part Hep B vaccine and Titer

Yearly Flu Shot

Yearly TB Test

COVID-19 Vaccine

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 patients 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 Basic Life Support (BLS) CPR or American Red Cross Basic Life Support (BLS) for the Health Care Provider certification card. Students must also maintain current Healthcare Provider CPR certification throughout the program.

Student Estimated Cost as of June 2025

Tuition \$176.00 per credit	\$12,320.00
Books and Supplies	\$850.00 1 st Semester
	\$100.00 4 th Semester
CB Bridges	\$40.00
Clinical Trac	\$210.00
Self-Assessment Exams	\$300.00
Seminar	\$460.00
Classmate	\$100.00
Identification Badge	\$20.00
Uniform/Shoes/Stethoscope	\$ 175.00
CastleBranch	\$190.00
Physical Exam	\$ Varies
Immunizations and Titers	\$ Varies
Travel to Clinical Agencies	\$ Varies

Total Estimated Cost**\$15,000.00**

(Note: The above costs are approximate and are subject to change.)

Program Accreditation and Practitioner Certification

PROGRAM ACCREDITATION: The Reynolds Community College Respiratory Therapy Program (CoARC #200301) is located in Richmond, Virginia. At the conclusion of the program, students are awarded an Associate of Applied Science in Respiratory Therapy. The program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) (www.coarc.com). CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an 'outcomes based' process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented.

Commission on Accreditation for Respiratory Care
264 Precision Blvd
Telford, TN 37690
817-283-2835

PRACTITIONER CERTIFICATION: 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 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 the RRT (Registered Respiratory Therapist) credential.

After obtaining the minimum Certified Respiratory Therapist (CRT) credential, graduates must apply for a license in the state they are seeking employment. State licensure is a process overseen by the Board of Medicine. Graduates are therefore responsible for licensure requirements and fees for that state. It is also the responsibility of graduates to maintain their credentials CRT or Registered Respiratory Therapist (RRT) through the National Board for Respiratory Care, Continuing Maintenance Program.

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, email finaid@reynolds.edu, or for assistance dial the financial aid phone number (855-874-6682).

RESPIRATORY THERAPY PROGRAM OF STUDY

Health Professions Career Studies Certificate			
COURSE	TITLE	CREDITS	GRADE
First & Second Semesters			
ENG 111	College Composition I	3	
SDV 101	Orientation to Health Sciences	1	
PSY 230	Developmental Psychology	3	
PHI 220	Ethics	3	
(NAS 2) & BIO 141	(Foundations of Life Sciences) & Anatomy and Physiology I	(3) & 4	
BIO 142	Anatomy and Physiology II	4	
HLT 105	Cardiopulmonary Resuscitation (not included in the 69 credits)	1	
Total		19-22	
Respiratory Therapy AAS Program			
First Semester			
RTH 102	Integrated Sciences for Respiratory Care	3	
RTH 110	Fundamental Theory & Procedures for Respiratory Care	3	
RTH 121	Cardiopulmonary Science I	3	
RTH 135	Diagnostic Therapeutic Procedures I	2	
RTH 145	Pharmacology for Respiratory Care I	1	
Total		12	
Second Semester			
RTH 112	Pathophysiology of the Cardiopulmonary System	3	
RTH 131	Respiratory Care Theory & Procedures I	4	
RTH 190	Coordinated Practice in Respiratory Therapy-NCC I, II	4	
Total		11	
Third Semester			
RTH 132	Respiratory Care Theory & Procedures II	4	
RTH 222	Cardiopulmonary Science II	3	
RTH 215	Pulmonary Rehabilitation	1	
RTH 190	Coordinated Practice in Respiratory Therapy.-NCC III	2	
Total		10	
Fourth Semester			
RTH 223	Cardiopulmonary Science III	2	
RTH 226	Theory of Neonatal and Pediatric Respiratory Care	2	
RTH 290	Coordinated Practice in Respiratory Therapy-ACC/NPCC I, II	4	
EMS 165	Advanced Cardiac Life Support (ACLS)	1	
Total		9	
Fifth Semester			
RTH 236	Critical Care Monitoring	3	
RTH 290	Coordinated Practice in Respiratory Therapy ACC/NPCC III, IV	4	
RTH 227	Integrated Respiratory Therapy Skills	2	
Total		9	
Total Minimum Credits for AAS Degree in Respiratory Therapy		69	

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 (3 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 3 hours. Total 5 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 III (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 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 (2 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 10 hours per week.

EMS 165: Advanced Cardiac Life Support (1 cr.)

Prepares for certification as an Advanced Cardiac Life provider. Follows course as defined by the American Heart Association. Advanced Cardiovascular Life Support (ACLS) builds on the foundation of Basic Life Support (BLS) emphasizing the importance of continuous high-quality CPR. The hands-on instruction and simulated cases in this advanced course are designed to help enhance skills in the recognition and intervention of cardiopulmonary arrest immediate post-cardiac arrest acute arrhythmia stroke and acute coronary syndromes. Prerequisite: EMS 100. Lecture 1 hour per week.

HLT 105: Cardiopulmonary Resuscitation (1 cr.)

Provides training in coordinated mouth-to-mouth artificial ventilation and chest compression, choking, life-threatening emergencies, sudden illness, and AED skills for adults, children, and infants. Equivalent to EMS 100. **Lecture Hours:** Lecture 1 hour per week.

MyREYNOLDS, FOLLOW REYNOLDS, CLOSURES, & CONTACT INFORMATION

MyREYNOLDS

MyREYNOLDS is a portal to the web-based Student Information System, Canvas 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.
- **Canvas** is a learning management system used for all courses taught at Reynolds Community College. Professors use Canvas to guide course learning by posting assignments and grades, sharing videos, and providing feedback, etc. Students use Canvas 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 program announcements, registration, financial aid, and student accounts will be shared only through this email account.

Follow Reynolds

Reynolds actively posts information via social media. Stay informed by following us on Facebook, Twitter, YouTube, Instagram, LinkedIn, and Flickr. For a full social media listing, visit <https://www.reynolds.edu/>. Stay up-to date on campus events and check out our Campus Happenings blog at <https://calendar.reynolds.edu/>.

Faculty Availability / Support

Respiratory Therapy faculty will publish their Office and Student Engagement hours on Canvas, Navigate and course syllabi. On demand advising is also provided by the full-time faculty.

Academic Support Services

Academic Support Services (library, computer and technology, advising, counseling, placement services, writing studio, math central) are available Monday through Friday with designated Saturdays at J. Sargeant Reynolds Community College.

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](https://www.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 https://www.reynolds.edu/campus_life/police/emergency_plan/default.html.

Your Contact Information

It is your responsibility to keep this information up-to-date with the Registrar's 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 https://www.reynolds.edu/student_services/forms.html (Form 11-0007) or by visiting Enrollment Services.

COLLEGE AND PROGRAM POLICIES

Nondiscrimination Policy and Contact Information

Nondiscrimination Policy

J. Sargeant Reynolds Community College is an equal opportunity institution providing educational and employment opportunities, programs, services, and activities. Reynolds does not discriminate on the basis of age, color, disability, family medical history or genetic information, military service, national origin, parental status, political affiliation, race religion, sex (including pregnancy and gender identity), sexual orientation, or any other non-merit based factor. Reynolds also prohibits sexual harassment including sexual violence or misconduct.

Contact Information

Students or prospective students who believe they have witnessed or experienced discriminatory conditions or discriminatory acts inclusive of sexual misconduct, sexual violence, sexual harassment of inaccessible conditions should present their concerns to either of the following:

Dean of Students

Dr. Danielle Filipchuk, Dean of Students

College Title IX Coordinator and A.D.A. / Section 504 Compliance Officer

Reynolds Community College

P.O. Box 85622

Richmond, VA 23285-5622

Telephone: (804) 523-5025

Fax: (804) 523-5714

Email: TIX@reynolds.edu / dfilipchuk@reynolds.edu

Physical Location: Parham Road Campus, Georgiadis Hall, Room 200

Nancy Bailey, Accessibility/Disability Coordinator for Students

Telephone: (804) 523-5972

Email: nbailey@reynolds.edu

Downtown Campus, Room 105 - R

Department of Education

Office of Civil Rights

400 Maryland Avenue, S.W.

Washington, DC 20202-1100

www.ed.gov

Employees or prospective employees who believe they have witnessed or experienced discriminatory conditions or discriminatory acts inclusive of sexual misconduct, sexual violence, sexual harassment or inaccessible conditions should present their concerns to:

Cherie Parson, College Equal Employment Opportunity Officer and Accessibility/Disability Coordinator for Employees
Reynolds Community College
P.O. Box 85622
Richmond, VA 23285-5622
Telephone: (804) 523-5877
Fax: (804) 523-5108
Email: EEO@Reynolds.edu / cparson@reynolds.edu
Physical Location: Parham Road Campus, Workforce Development and Conference Center, Suite 121

Annual Public Notice

Reynolds Community College does not discriminate on the basis of race, color, National origin, sex, disability, or age in its programs or activities. Reynolds offers programs in many vocational areas under its open admissions policy. Specifically, Reynolds offers admissions based on selective criteria in Medical Laboratory Technology, Nursing AAS, and Respiratory Therapy through a separate application process that is non-discriminatory. For more information about the application process, contact Enrollment and Student Services at (804) 523-6464.

Inquires related to Reynolds nondiscrimination policies should be directed to:

Dr. Danielle Filipchuk, Dean of Students
College Title IX Coordinator and A.D.A. / Section 504 Compliance Officer
Reynolds Community College
P.O. Box 85622
Richmond, VA 23285-5622
Telephone: (804) 523-5025
Fax: (804) 523-5714
Email: TIX@reynolds.edu / dfilipchuk@reynolds.edu
Physical Location: Parham Road Campus, Georgiadis Hall, Room 200

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 online 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/shp/vccs-jsargeantreynolds/home>. 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 an accommodation should contact the Office of Student Accessibility (OSA) at the Downtown or Parham Road Campuses to schedule an appointment.

Office of Student Accessibility (OSA)

P.O. Box 85622
Richmond, VA 23285-5622
OSA@reynolds.edu

Downtown Campus & Kitchens

(804) 523-5628 | VA Relay 711
Fax (804) 371-3527

Parham Road & Goochland Campus

(804) 523-5290 | VA Relay 711
Fax (804) 371-3527

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. The Registrar's Office maintains the permanent academic record for the student (JSRCC Policy No: 4-38). The following provides an overview of the student record categories.

Enrolled Students

Copies of admissions data and transcripts of currently enrolled students are maintained in the Registrar's Office. The Respiratory Therapy program maintains graduate files i.e. Health Forms, Clinical Evaluation forms (the last several years are on Clinical Trac), academic documentation, and administrative records in locked file cabinets located in the Program Director's office.

Graduates

Names of graduates and transcripts are maintained by Registrar's Office. Graduate files are maintained by the Respiratory Therapy program for five years post-graduation.

Program Records

Program records including college catalogs, self-study reports, program plan, curriculum and annual reports are maintained for a period of five years in the Respiratory Care Program Director's office.

HYFLEX COURSE INSTRUCTION

- Students will participate in HyFlex learning. HyFlex learning allows students weekly flexibility to participate in lectures courses in three formats: face-to-face, Zoom, or online.
- Students taking online instruction should visit the Reynolds Online website at https://www.reynolds.edu/get_started/reynolds-online/default.html for information. This website may also be accessed from the Reynold's Home Page under Get Started then Reynolds Online.
- Students who have not completed the Orientation to Learning Online must do so before starting an online format. This online module may be accessed at <https://www.college2success.com/reynolds/reynolds> or through the Reynolds Online website noted above.
- Completion of Orientation to online learning is required for all online students prior to starting in the A.A.S program for Respiratory Therapy.
- 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 https://www.reynolds.edu/register_for_classes/technology_support/computing_centers.html.
- 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, Canvas. Google Chrome and Mozilla Firefox are the recommended internet browser for full functionality of all materials on Canvas and can be downloaded for free (Google Chrome & Mozilla Firefox and follow the instructions). Contact your instructor immediately if you have difficulty accessing the required materials or would like additional information. See below for Hardware and Software Requirements.
- If you do not have access to a computer, you may apply for a loaner laptop at <https://reynolds.libwizard.com/f/laptoploan>. Loaner laptops are issued on a first come, first serve basis.
- All courses 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.
- Students must abide by college policy Reynolds Usage Of Computers And Computer Information Resources Policy 4-32 at the following site https://www.reynolds.edu/register_for_classes/technology_support/computing_centers.html

Hardware/Software Requirements

Please visit: http://www.reynolds.edu/register_for_classes/technology_support/default.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 the recommended Minimum Specifications for Adequate Performance on a Personally-Owned Computer:

- **Operating System:** Windows 10 Home or greater, or macOS 12.6 (Monterey) or greater
- **Memory:** At least 4 GB (gigabytes) of RAM
- **Networking:** An Ethernet port and Wi-Fi capability
- **Processor:** 2.9 GHz (gigahertz) processor or greater
- **Display:** 1280 x 1084 resolution or greater
- **Hard Drive:** A solid-state hard drive (SSD) with at least 150 GB of free space; can be supplemented with a thumb drive that has at least 32 GB of free space

- **Battery (laptops only):** 6-cell battery
- **Security:** Firewall-enabled with some type of antivirus software installed
- **Software:** Microsoft 365, Respondus LockDown Browser, Adobe Acrobat Reader DC (to view PDF files), and a file backup application* such as Dropbox or Google Drive

* While the VCCS provides students with a couple of different file backup applications -- notably Google Drive and Microsoft OneDrive -- to use with their school Gmail accounts, it is recommended that students also create their own personal accounts with these applications to retain access to their files long after they stop attending a community college.

An external hard drive with at least 128 GB of free space can be substituted for a file backup application if you wish to have offline access to your files.

Other: At least 1 or 2 USB ports

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's Department Chair, Associate 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 for managing CORI and drug screening results. Both the background check and drug screening are 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 whose 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 an 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 an 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 be “within 30 days prior to beginning your rotation.”
2. Use the form provided to order your background check.
3. 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 a participating Patient First office to have your Drug Test done.
4. 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.
5. Do not bring a copy of your results to faculty members in the Respiratory Therapy program. The program does not read or access the details of the background checks and drug test results.
6. Both the background check and drug screening must be completed and documented by a date identified by the program.
7. The cost is \$140.00 (subject to change) and must be paid at the time you order your background check.

PROGRAM POLICIES: ACADEMIC

Please note: Program academic policies apply to all students and faculty regardless of location.

Equivalent Learning Experiences

The program's students have similar course materials, laboratory equipment and supplies, clinical rotations, and academic support services. All lectures are created using PowerPoint and placed on Canvas. Course lectures are recorded and placed on Canvas for all foundational courses that have a laboratory component. The clinical syllabi are identical for all student groups requiring the same competencies (psychomotor, affective and cognitive). All students are required to complete a minimum number of clinical hours. Academic Support Services are accessible to all students. Students have the option of accessing information or seeking assistance via the Student Information System (SIS), the college's website, phone or e-mail communication. The college also provides library services online or in a physical space.

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 students' 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 semester or graduate from the program. The student will need to re-apply to the program.

Re-Entry into Program

Should a student leave the program for any reason and subsequently wish to be readmitted, a new application must be submitted. The students' new application will be reviewed under the competitive admissions process. If a student is readmitted into the program, an objective evaluation will be used to determine placement within the curriculum based on evaluated didactic and laboratory competencies. Students who leave the program for more than three semesters will be required to repeat the program in its entirety, including the background check, drug screen, immunization schedule and titers, physical examination, and a two-step TB test or T-Spot blood test. After two academic failures from the program, a student will not be eligible for re-entry.

Exams and Tests

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

Testing Centers

Students enrolled in the program must use a Virginia Community College Testing Center for proctored testing. Proctored testing ensures the identity of the student and academic honesty. Students must show picture identification to the testing center proctor before being allowed to take any assessment. All belongings (i.e. cell phone, book bag, wallets, purses, coats) must be kept outside the testing area. The instructor will notify the testing center proctor if resources (i.e. notes, a calculator, books or blank scratch paper) can be used while testing. Please be aware certain sites use video recordings to assist with the integrity of the testing area.

Laboratory Evaluations

Students are expected to attend all laboratories at the scheduled times. If a student is absent from a lab, it is the student's responsibility to learn the skill and be prepared for the upcoming laboratory evaluation as scheduled. If a student is absent on evaluation day this will be considered a first attempt. The student must then be prepared to be evaluated the next lab day as a second attempt. Only absences with documentation will allow for instructor review of the missed skill and a make-up first attempt. If a student is late on evaluation day, the student will only be allowed to complete the written portion of the evaluation for the remaining time. Students who do not pass any laboratory evaluation on the second attempt will fail the associated course and will not be allowed to continue into the next semester.

Remediation

Tutoring is offered for all students to improve knowledge and skills. For all lecture courses tutoring is available by the assigned course instructor. For all courses with a laboratory component tutoring is available before or after lab with the laboratory instructor.

Grading Scale

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

Exit Exam

A student must successfully pass the NBRC's Therapist-Multiple Choice Self-Assessment Exam to become a graduate of the AAS degree program. The program allows students two attempts to successfully pass this exam. After two unsuccessful attempts a student will not be eligible for graduation from the program.

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 offers you "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 (Remuneration and Supervision)

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.

CoARC Accreditation Standard 5.09 (Employee/Student Status)

Students must not complete clinical coursework while in an employee status at a clinical affiliate. Students cannot be paid for any activities during educational clinical hours. There must be clear differentiation between clinical time as a student and paid employment.

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 instructor/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 instructors/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 "Clinical Trac" every day you are in clinical.
12. Complete the following in Clinical Trac: daily journal, doctor interaction, clinical instructor/preceptor evaluations, site evaluations, and formative/summative evaluations completed on you by your clinical instructor/preceptor.

As a student you can expect:

1. To be treated with respect by instructors/preceptors.
2. To be given specific assignments.
3. To be evaluated.
4. To be observed by instructors/preceptors, staff and physicians.
5. To be questioned by instructors/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 "Clinical Trac" 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.

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.

Clinical Instructor/Preceptor Role

Clinical instructors/preceptors are responsible for teaching students in the application of respiratory care. The clinical instructor/preceptor supervises, counsels, and evaluates the student's clinical competencies while they are rotating through their clinical affiliate.

It is the instructor's/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 instructor/preceptor will assign students to a clinical area that will enable the student to meet learner objectives. The instructor/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 instructor's/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 instructor/preceptor is the student's liaison between the respiratory department, nursing, physicians, and the college. The instructor/preceptor is there to TEACH, LISTEN, AND OFFER CONSTRUCTIVE CRITICISM.

The Instructor's/Preceptor's Clinical Trac Responsibilities

1. Sign in and out of Clinical Trac every day.
2. Complete 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

CHIPPENHAM HOSPITAL

Street Address
7101 Jahnke Rd
Richmond, VA 23225

HENRICO DOCTOR'S HOSPITAL

Street Address
1602 Skipwith Rd
Richmond, VA 23229

PARHAM DOCTOR'S HOSPITAL

Street Address
7700 E Parham Rd
Richmond, VA 23294

JOHNSTON-WILLIS HOSPITAL

Street Address
1401 Johnston Willis Drive
Richmond, VA 23235

RICHMOND VA MEDICAL CENTER

Street Address
1201 Broad Rock Blvd
Richmond, VA 23224

BON SECOURS SOUTHSIDE MEDICAL CENTER

Street Address
200 Medical Park Blvd
Petersburg VA, 23805

**BON SECOURS MEMORIAL REGIONAL MEDICAL
CENTER**

Street Address
8260 Atlee Rd
Mechanicsville, VA 23116

VCU HEALTH

Street Address
401 N 11th St
Richmond, VA 23298

BON SECOURS ST. MARY'S HOSPITAL

Street Address
5801 Bremo Road
Richmond, VA 23226

PULMONARY ASSOCIATES OF RICHMOND

Street Address
1000 Boulders Parkway Suite 200
Richmond, VA 23235

TriCities HOSPITAL

Street Address
411 W. Randolph Road
Hopewell, VA 23860

Children's Hospital of Richmond at VCU

Street Address
2924 Brook Road
Richmond, VA 23220

CLINICAL SITES FOR RESPIRATORY THERAPY DISTANCE STUDENTS**SENTARA HALIFAX REGIONAL HOSPITAL**

Street Address
2204 Wilborn Ave
South Boston, VA 24592

SOVAH MARTINSVILLE

Street Address
320 Hospital Drive
Martinsville, VA 24115

SENTARA RMH MEDICAL CENTER

Street Address
2010 Health Campus Drive
Harrisonburg, VA 22801

SENTARA CAREPLEX HOSPITAL

Street Address
3000 Coliseum Drive
Hampton, VA 23666

VCU HEALTH COMMUNITY MEMORIAL HOSPITAL

Street Address
125 Buena Vista Circle
South Hill, VA 23970

RIVERSIDE REGIONAL MEDICAL CENTER

Street Address
500 J Clyde Morris Boulevard
Newport News, VA 23601

MARY WASHINGTON HOSPITAL

Street Address
1001 Sam Perry Boulevard
Fredericksburg, VA 22401

SOVAH DANVILLE

Street Address
142 S. Main Street
Danville, VA 24541

AUGUSTA HEALTH

Street Address
78 Medical Center Drive
Fishersville, VA 22939

SENTARA MARTHA JEFFERSON HOSPITAL

Street Address
78 Medical Center Drive
Charlottesville, VA 22911

SENTARA WILLIAMSBURG REGIONAL MEDICAL CENTER

Street Address
100 Sentara Circle
Williamsburg, VA 23188

UVA HEALTH SYSTEM

Street Address
1215 Lee Street
Charlottesville VA, 22908

SPOTSYLVANIA REGIONAL MEDICAL CENTER

Street Address:
4600 Spotsylvania Pkwy
Fredericksburg, VA 22408

VCU Health Tappahannock Hospital

Street Address
618 Hospital Road
Tappahannock, VA 22560

RIVERSIDE WALTER REED HOSPITAL

Street Address
7519 Hospital Drive
Gloucester, VA 23061

Performance Plan for _____

Behavioral/Academic/ Clinical Issues	Activities for Improvement	Plan for Further Action if No Improvement	Date of Re- evaluation	Faculty Signatures	Student Signature

Review/Coaching Log

Date	Details of Discussion / Action

Performance Plan for _____

Student Comments

Student Signature: _____ Date: _____

Faculty Comments

Performance Plan for _____

Faculty Signature: _____ Date: _____

PROGRAM POLICY:
CONFIDENTIALITY & PRIVACY OF PATIENT INFORMATION

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 are 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. "Clean" Shoes
 - Sneakers or other comfortable shoes
6. Socks must be worn at all times
7. Long hair must be pulled and tied back
8. Cologne/perfume is not permitted
9. Extremely long nails, acrylic nails and unusual nail polish colors are not allowed.
10. Scrubs and lab coats are to be clean and wrinkle free.
11. Adherence to the clinical affiliates' policies regarding tattoos and body piercings. Most clinical sites are going to a clean "elbow to hand" policy. Therefore, if you have visible tattoos, you may be required to cover them.

By Virginia **LAW** and in compliance with licensure regulations, name badges must be worn at all times.

**Absolutely
NO exceptions.**

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 hospital's 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 Health Professions 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 Health Professions 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

Students are expected to actively develop their knowledge and hands-on skills during each clinical day. Missing clinical days, arriving late, or leaving early disrupts the learning environment and can compromise patient care. Each clinical course specifies the number of clinical days a student must complete to meet course outcomes.

If a student must be absent from a scheduled clinical day, they are required to contact both faculty assigned to the course and the clinical site (preceptor or department) before the start of the clinical day.

Maximum Allowable Missed Clinical Days:

- Students may miss up to 4 clinical days throughout the program without requiring makeup.
 - A maximum of 2 clinical days can be missed in any single semester without impacting course outcomes.
 - If a student misses 3 clinical days in any semester, they must:
 1. Submit a completed **Petition for Exception to Policy** form to the course faculty via email within 3 business days of the absence. The form can be found on the last page of this handbook.
 2. Attach appropriate documentation for the absence with the petition.
 3. Schedule a meeting with the respiratory therapy faculty assigned to the course by emailing:
 - bcherian@reynolds.edu
 - ajones@reynolds.edu
 - naustin@reynolds.edu

Clinical Absence Notification and Documentation:

- **Excused Absence:**

The petition will be reviewed during the student-faculty meeting to determine whether an exception to the policy is warranted based on the student's individual circumstances. The decision will be communicated to the student in writing. An excused absence will only be granted if the student:

 - Notifies the faculty member promptly.
 - Provides valid documentation.
 - Receives approval for the exception.

Students who are granted an excused absence will be eligible for a makeup day to fulfill the missed clinical hours.

Acceptable Reasons for Absence:

- Personal illness.
- Family member illness.
- Death in the immediate family.

- Military orders.
- Court subpoenas.
- **Unexcused Absence:**
 - Unexcused absences are **not eligible for makeup**.
 - The **first unexcused absence** will result in a **7-point reduction** in the overall course grade.
 - **Subsequent unexcused absences** will lead to dismissal from the program. After the withdrawal deadline, students will receive an “F” for the course.
- **No Call/No Show** for a scheduled clinical day will result in automatic dismissal from the course and an “F” grade for the course.

Tardiness Policy:

- If a student anticipates being late, they must directly notify their clinical instructor or preceptor **before** the scheduled clinical start time via text, phone call, or email. Messages relayed through peers are not acceptable.
- Arriving **more than 10 minutes late** will result in dismissal from the clinical day and will be recorded as an unexcused absence.

Leaving Early:

- Leaving the clinical site early will be counted as an unexcused absence.

Falsification of Documentation:

- Falsifying clinical attendance or documentation will result in immediate dismissal from the course with an “F” grade. (*Examples include clocking in or out at a location other than the designated clinical site.*)

PROGRAM POLICY: IMPAIRED STUDENT

Each student is expected to attend clinical unimpaired by potential side effects from over-the-counter and/or prescription medications. Students need to be aware that even cold and cough medications can impact cognitive and psychomotor function which could impact self as well as patient safety. Any student demonstrating effects of over-the-counter and/or prescription medications will be directed to leave the clinical learning environment. Clinical faculty may identify additional student safety actions which will be implemented. [i.e. alternate transportation home] Each student needs to recognize personal levels of stress and behavioral responses to the classroom and clinical environment that may impact patient safety or individual performance. Changes in cognitive and psychomotor function related to increased stress levels can impact patient safety. Any student demonstrating effects of altered cognitive and/or psychomotor function related to identified stress / anxiety levels will be directed to leave the clinical learning environment. Clinical faculty may identify additional student safety actions which should be implemented.

Each student is expected to adhere to the college's Substance Abuse Policy for Students. Every Respiratory Therapy student is to demonstrate effective client care in every clinical environment unimpaired by the effects of drugs or alcohol. Any Respiratory Therapy student whose performance is impaired by the effects of drugs or alcohol at the college or while representing the college at clinical or other sites may be subject to random drug screen, disciplinary action, including dismissal, and/or referral to an assistance or rehabilitation program at the discretion of the program faculty. Notification of the Dean of Student Services is mandatory. See Reynolds Student Handbook, Code of Conduct.

STUDENT APPEAL OF ACADEMICS AND/OR ADMINISTRATIVE DECISION

STUDENT POLICY NO: 1-12

REVISED DATE: 12/04/2023

I. PURPOSE:

J. SARGEANT REYNOLDS COMMUNITY COLLEGE (REYNOLDS) IS DEDICATED TO AN AFFIRMATIVE ACTION POLICY, WHICH PROVIDES THAT ALL MATTERS RELATING TO PRESENT AND PROSPECTIVE STUDENTS WILL BE HANDLED FAIRLY AND EQUITABLY. UNLESS OTHERWISE SPECIFIED, THIS POLICY PROVIDES A FORUM FOR STUDENTS TO LODGE CHALLENGES TO DECISIONS BY THE COLLEGE THAT ARE CONSIDERED A VIOLATION OF THE STUDENT'S RIGHT WITH REGARD TO FEDERAL OR STATE LAW, OR POLICIES COVERED BY THE STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA (SCHEV), THE VIRGINIA COMMUNITY COLLEGE SYSTEM (VCCS), OR INSTITUTIONAL POLICY OUTLINED IN THE STUDENT HANDBOOK, COLLEGE CATALOG, OR OTHER PUBLICATION. IN THE EVENT THERE IS ANOTHER POLICY WHICH PROVIDES RECOURSE FOR A STUDENT THAT IS RELATED TO THEIR CLAIM, THAT STUDENT WILL BE ADVISED OF THAT PARTICULAR POLICY.

II. PROCEDURE AND/OR PROCESS DEFINITIONS:

ACADEMIC APPEAL: A FORMAL PROCESS THROUGH WHICH A STUDENT CAN CHALLENGE THEIR COURSE INSTRUCTOR AND THE COLLEGE'S ADMINISTRATIVE LEADERSHIP REGARDING THE STUDENT'S FINAL GRADE IN A COURSE. A FINAL COURSE GRADE APPEAL MUST BE BASED ON AT LEAST ONE OF THE FOLLOWING CLAIMS: (1) CAPRICIOUS ACTION ON THE PART OF THE FACULTY MEMBER THAT AFFECTS THE STUDENT'S FINAL GRADE. A CAPRICIOUS ACTION IS DEFINED AS ONE MADE ON A WHIM OR WITHOUT JUSTIFIABLE REASONS. (2) 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. PREJUDICIAL TREATMENT IS DEFINED AS TREATING THE STUDENT LODGING THE FINAL GRADE APPEAL DIFFERENTLY FROM OTHER STUDENTS IN THE COURSE WITH RESPECT TO THE INSTRUCTOR'S APPLICATION OF THE COURSE SYLLABUS. (3) A DOCUMENTED ERROR IN CALCULATING THE STUDENT'S FINAL GRADE.

NON-ACADEMIC APPEAL: A FORMAL PROCESS THROUGH WHICH A STUDENT OR STUDENT GROUP CAN CHALLENGE 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 APPEAL 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, THE VIRGINIA COMMUNITY COLLEGE SYSTEM, FEDERAL OR STATE GUIDELINES, STUDENT GOVERNANCE ISSUES, STUDENT ACTIVITIES, AND OTHER CONCERNS THAT A STUDENT MIGHT PRESENT FOR REDRESS. A NON-ACADEMIC APPEAL MAY BE BASED ON ONE OF THE FOLLOWING CLAIMS: (1) ARBITRARY AND/OR CAPRICIOUS ACTIONS BY A STAFF MEMBER OR ADMINISTRATIVE OFFICE. A CAPRICIOUS ACTION IS DEFINED AS ONE MADE ON A WHIM OR WITHOUT JUSTIFIABLE REASONS. (2) PREJUDICIAL TREATMENT OF A STUDENT BY A STAFF MEMBER OR ADMINISTRATIVE OFFICE. PREJUDICIAL TREATMENT IS DEFINED AS TREATING THE STUDENT LODGING THE NON-ACADEMIC APPEAL DIFFERENTLY FROM OTHER STUDENTS WITH RESPECT TO THE APPLICATION OF THE POLICY ADDRESSING THE

DECISION BEING MADE. (3) AN ADMINISTRATIVE ERROR IN THE APPLICATION OF A POLICY BY A STAFF MEMBER OR ADMINISTRATIVE OFFICE.

STUDENT: ANY PERSON WHO IS OFFICIALLY REGISTERED AT REYNOLDS DURING THE SPECIFIC ACADEMIC SEMESTER OR TERM IN WHICH THE GRIEVANCE OCCURS.

STUDENT APPEALS REVIEW TEAM: AN AD-HOC COMMITTEE ESTABLISHED TO HEAR A LEVEL III GRIEVANCE MATTER. REVIEW TEAM COMPOSITION INCLUDES THE APPROPRIATE PRESIDENT'S CABINET MEMBER, ONE (1) TEACHING FACULTY MEMBER, ONE (1) DIVISION OF STUDENT AFFAIRS REPRESENTATIVE, AND ONE (1) STUDENT.

III. 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 THEY IS APPEALING AND REQUEST TO MEET WITH THE INDIVIDUAL WHOSE ACTIONS THEY IS GRIEVING. IN THE INSTANCE OF AN ACADEMIC APPEAL, THE STUDENT MUST SUBMIT A COPY OF THE GRIEVANCE LETTER TO THE ACADEMIC DEAN 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 APPEALING.
2. THE INSTRUCTOR OR NON-INSTRUCTIONAL PARTY HAS TEN (10) BUSINESS DAYS FROM THE DATE THE WRITTEN APPEAL IS RECEIVED TO SCHEDULE A MEETING WITH THE STUDENT. A COPY OF THE LETTER SHOULD BE FORWARDED TO THE ACADEMIC DEAN AND OFFICE OF DEAN OF STUDENTS. THE ACADEMIC DEAN/ADMINISTRATIVE UNIT SUPERVISOR 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/ADMINISTRATIVE UNIT SUPERVISOR HAS THE DISCRETION TO MOVE TO LEVEL II OR POSTPONE THE MEETING UNTIL THE INSTRUCTIONAL OR NON-INSTRUCTIONAL PARTY IS AVAILABLE. THE ACADEMIC DEAN/ADMINISTRATIVE UNIT SUPERVISOR MUST DOCUMENT THEIR EFFORT TO CONTACT THE INSTRUCTOR OR NON-INSTRUCTIONAL PARTY. THE ACADEMIC DEAN/ADMINISTRATIVE UNIT SUPERVISOR WILL COMMUNICATE THEIR DECISION TO MOVE THE LEVEL I MEETING TO LEVEL II.
3. AT THE LEVEL I MEETING, THE STUDENT MUST CLEARLY PRESENT THEIR CASE REGARDING THE AGGRIEVED ISSUE AND THE RESOLUTION THAT THEY 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 DEAN OF STUDENTS. 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.

4. IF THE STUDENT IS NOT SATISFIED WITH THE DISPOSITION OF THEIR GRIEVANCE AT LEVEL I, THEY MAY CONTINUE TO LEVEL II.

B. LEVEL II

1. THE STUDENT MAY FILE A WRITTEN APPEAL OF THE LEVEL I DECISION WITH THE FACULTY MEMBER'S ACADEMIC 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 RECEIVING THE WRITTEN APPEAL, THE ACADEMIC DEAN/ADMINISTRATIVE UNIT SUPERVISOR WILL SCHEDULE A CONFERENCE WITH THE PARTIES IN AN EFFORT TO RESOLVE THE MATTER (THE ACTUAL CONFERENCE MAY OCCUR AFTER THE TEN [10] BUSINESS DAYS, BUT ITS DATE SHOULD BE ESTABLISHED WITHIN THIS TIME FRAME).

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 ACADEMIC DEAN/ADMINISTRATIVE UNIT SUPERVISOR OR STUDENT MAY REQUEST TO HAVE A SILENT OBSERVER IN THE MEETING. HOWEVER, BOTH THE STUDENT AND THE ACADEMIC DEAN/ADMINISTRATIVE UNIT SUPERVISOR MUST AGREE TO THE SILENT OBSERVER. THE ACADEMIC DEAN/ADMINISTRATIVE UNIT SUPERVISOR WILL PREPARE A REPORT OF THE DISPOSITION OF THE MATTER AND WILL PROVIDE COPIES TO THE STUDENT AND THE INSTRUCTOR OR NON-INSTRUCTIONAL PARTY WITHIN TEN (10) BUSINESS DAYS AFTER THE CONFERENCE. IN ADDITION, A COPY OF THE REPORT AND THE OFFICIAL GRIEVANCE LETTERS (LEVEL I AND LEVEL II) MUST BE FORWARDED TO THE OFFICE OF DEAN OF STUDENTS.

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 CABINET MEMBER. THE APPEAL MUST BE SUBMITTED WITHIN TEN (10) BUSINESS DAYS OF RECEIVING THE DISPOSITION FROM THE DEAN/ADMINISTRATIVE UNIT SUPERVISOR. STUDENTS ARE ENCOURAGED TO CONTACT THE OFFICE OF DEAN OF STUDENTS FOR ASSISTANCE IN DETERMINING THE NAME AND CONTACT INFORMATION OF THE APPROPRIATE PRESIDENT'S CABINET MEMBER. WITHIN TEN (10) BUSINESS DAYS OF RECEIVING THIS

- APPEAL, THE PRESIDENT'S CABINET MEMBER WILL SET A DATE FOR A MEETING WITH 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 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, IN WRITING, BY THE STUDENT AND THE PRESIDENT'S CABINET MEMBER.
 3. THE APPROPRIATE PRESIDENT'S CABINET MEMBER WILL SERVE AS THE CONVENER AND FACILITATOR OF THE STUDENT APPEALS COMMITTEE FOR THE LEVEL III HEARING. THE PRESIDENT'S CABINET MEMBER WILL CHAIR THE HEARING, BUT THEY WILL NOT BE ABLE TO VOTE. IN THE EVENT THE DESIGNATED PRESIDENT'S CABINET MEMBER IS UNABLE TO PARTICIPATE IN THE HEARING DUE TO A CHALLENGE OR CONFLICT OF INTEREST, ANOTHER PRESIDENT'S CABINET MEMBER WILL BE SELECTED TO CONVENE AND FACILITATE THE HEARING.
 4. THE STUDENT APPEALS REVIEW TEAM (SEE DEFINITION IN SECTION II) WILL BE FORMED IN ORDER TO OBJECTIVELY HEAR THE FACTS OF THE APPEAL AND TO RENDER A DECISION.
 - a. ANY STUDENT APPEALS REVIEW TEAM MEMBER ASSOCIATED WITH THE ACADEMIC SCHOOL OR ADMINISTRATIVE UNIT WHERE THE CHALLENGE ORIGINATED WILL NOT BE ELIGIBLE TO HEAR THE APPEAL. IN THE EVENT OF A CHALLENGE TO THE MEMBERSHIP OF THE STUDENT APPEALS REVIEW TEAM BASED ON BIAS, THE TEAM MEMBER BEING CHALLENGED WILL BE REPLACED BY ANOTHER TEAM MEMBER. IF A SUBSTITUTE IS UNAVAILABLE AT THE TIME OF THE HEARING, THE HEARING WILL BE RESCHEDULED.
 - b. THE REVIEW TEAM WILL BE CHOSEN FROM A POOL OF TEAM MEMBERS THAT ARE AVAILABLE TO PARTICIPATE IN THE HEARING. THE AVAILABLE POOL WILL CONSIST OF: ONE (1) FACULTY MEMBER FROM EACH ACADEMIC SCHOOL, TWO (2) DIVISION OF STUDENT AFFAIRS REPRESENTATIVES, AND TWO (2) STUDENT REPRESENTATIVES. MEMBERS ON THIS REVIEW TEAM WILL BE APPOINTED FOR TWO-YEAR TERMS. IN ADDITION, ONE (1) 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 THEM 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 THEY 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 THE STUDENT 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 WILL 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. THE STUDENT 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. THE STUDENT 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. THE CHAIR MAY ASK DISRUPTIVE PERSONS TO LEAVE THE ROOM.
7. THE STUDENT APPEALS REVIEW TEAM WILL DETERMINE THE OUTCOME OF THE MEETING BY A MAJORITY VOTE; THE PRESIDENT'S CABINET MEMBER MAY NOT VOTE. WITHIN TEN (10) BUSINESS DAYS AFTER THE MEETING, THE PRESIDENT'S 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 DEAN OF STUDENTS.

8. THE FINDING OF THE LEVEL III STUDENT APPEALS COMMITTEE IS FINAL.

IV. OTHER INFORMATION:

[REYNOLDS POLICY 1-12, STUDENT APPEAL OF ACADEMIC AND/OR ADMINISTRATIVE DECISIONS](#)

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 C. Austin

Program Director

Date

Benny Cherian

Director of 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 to provide the alternative facility with to make a decision regarding accepting me as a student.

Student Signature

Date

Nakia C. Austin

Program Director

Date

Benny Cherian

Director of Clinical Education

Date



ASSUMPTION OF THE RISK

I agree that as a participant in the Respiratory Therapy AAS degree program, including various clinical facilities (see attached list) associated with Reynolds Community College (the “College”) scheduled for August 1, 2025 to July 31, 2026, 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 risks.

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 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 facilities for my safety or the safety of others, as well as any and all of the college’s and clinical facilities 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 Program Head or School of Health Professions Dean, at which time my visits to or participation in the program will cease.

I further agree that in the event the College facilities incur any loss or damage as a result of my use, my negligence or willful conduct, the College will repair and/or replace damaged or lost property as required to restore it to its condition before the damage or loss, and will invoice me for the cost, due and payable upon receipt. Upon my signature of this form, I accept the College facilities and other College resources described here in the condition existing as of the date of this Agreement, except for only latent, undisclosed defects of which the College has knowledge.

If 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.

_____ <i>Participant's name</i>	_____ <i>Participant's signature</i>
_____ <i>Address</i>	_____ <i>Date</i>

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.

_____ <i>Child's Name</i>	_____ <i>Parent's or guardian's signature</i>
_____ <i>Address</i>	_____ <i>Date</i>

This agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Facsimile and scanned signatures are effective in all respects.

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
 - COVID-19
 - Measles
 - 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. VCU Health
2. Johnston-Willis Hospital
3. Chippenham Hospital
4. Henrico Doctor's Hospital
5. Parham Doctor's Hospital
6. Bon Secours Memorial Regional Medical Center
7. Bon Secours Richmond Community Hospital
8. Bon Secours St. Mary's Hospital
9. Spotsylvania Regional Medical Center
10. Children's Hospital of Richmond at Brook Road
11. Richmond VA Medical Center
12. Riverside Regional Medical Center
13. Mary Washington Hospital
14. Sovah Danville
15. TriCities Hospital
16. VCU Health Community Memorial Hospital
17. Augusta Health
18. Sentara Martha Jefferson Hospital
19. Sentara Careplex Hospital
20. Sentara Williamsburg Regional Medical Center
21. Sentara RMH Medical Center
22. Riverside Walter Reed Hospital
23. Sentara Halifax Regional Medical Center
24. Pulmonary Associates Sleep Disorder Center
25. UVA Health System
26. Sovah Martinsville
27. Bon Secours Southside Regional Medical Center

PROGRAM FORM:
CONFIDENTIALITY & PRIVACY OF PATIENT INFORMATION
STUDENT AGREEMENT

I have received and reviewed the 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

Benny Cherian
BENNY CHERIAN
DIRECTOR OF CLINICAL EDUCATION

DATE

Nakia C. Austin
NAKIA C. AUSTIN
PROGRAM DIRECTOR

DATE

***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.

STUDENT SIGNATURE

DATE

Benny Cherian

DIRECTOR OF CLINICAL EDUCATION SIGNATURE

DATE

PROGRAM FORM: STUDENT VERIFICATION OF REVIEW
2025-2026 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 feels 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

***PROGRAM FORM: STUDENT UNDERSTANDING OF ACADEMIC
SUPPORT RESOURCES***

I, _____ understand Reynolds Community College offers the following Academic Support Resources.

Library Resources (on-site and online)
Computer and Technology Lab
Academic Advising
Counseling Services
Center for Accommodations
Program Based Tutoring
Writing Studio
Math Central

I also understand that if I am a distance learning student access to my local community college Computer and Technology lab is available.

STUDENT SIGNATURE

DATE