

Department of
Human Services, Rehabilitation, Health
and Sport Sciences

**Associate of Science Degree Program, Respiratory Care Major for
Advanced Level Practitioners**

Respiratory Care Student Handbook

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Students should contact their advisor for office hours.

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About the Respiratory Care Student Handbook

The purpose of this handbook is to provide Clarion University respiratory care majors with information about general information and policies specific to the Associate of Science Degree, Respiratory Care. Respiratory care majors are held accountable for abiding by all policies and procedures of Clarion University as identified in this and other program-specific handbooks, the Undergraduate Catalog, the Student Rights, Regulations, and Procedures Handbook and other handbooks issued by Clarion University pertinent to the student such as Residence Hall Handbooks. Students attending clinical sites maintain their full Clarion University status and are therefore required to abide by all Clarion University policies and procedures although they may not physically be on university grounds. Additionally, students are held accountable for abiding by all policies and procedures of affiliating clinical sites that they attend, as identified in handbooks, manuals, policies and procedures specific to each site.

Policies in this handbook are subject to revision. Students will be informed of any changes, additions, or deletions to the information contained in this handbook via their Clarion student email account and/or the respiratory care listserv.

Accessing the Respiratory Care Student Handbook

An electronic copy of the Respiratory Care Student Handbook may be found on the Student Handbook tab of the respiratory care web page. Students are informed about how to access the electronic version of the Respiratory Care Student Handbook prior to the beginning of classes of the freshman year. All respiratory care majors are responsible for knowing the content of the Respiratory Care Student Handbook.

Students are strongly encouraged to read the entire handbook prior to the start of the fall

semester – particularly sections in the handbook entitled, “About the Student Handbook, General Information, Academic Policies, and General Advising.” Students must read the handbook in its entirety prior to the start of the spring semester of the freshman year. Students are required to print and sign an acknowledgement form (Appendix A) indicating that they have read the handbook. They must then submit this form to the Director of Clinical Education on the first day of class of the spring semester of the freshman year.

Clarion University Contact Information

Clarion University-Venango
1801 West First Street
Oil City, PA 16301
1-877-VENANGO, <http://www.clarion.edu/locations/clarion-university-venango/>

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Amariliz Sanchez
Program Secretary, Allied Health, Medical Imaging and Respiratory Care
217 Frame Hall
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Clinical Site Contact Information

The health care organizations listed below currently serve as clinical sites and specialty rotation sites for respiratory care students: Clinical sites and specialty rotation sites are subject to change.

AHN – West Penn Hospital

4800 Friendship Ave.

Pittsburgh, PA 15237

412-578-5071

Contact Information: Robin Nitkulec, robin.nitkulec@ahn.org

Clarion Hospital

1 Hospital Drive

Clarion, PA 16214

(814) 226-9500

Contact information: Joan Kriebel, (814) 226-1665, jkriebel@clarionhospital.org

DuBois Regional Medical Center

100 Hospital Ave

DuBois, PA 15801

(814) 371-2200, (814) 375-3441 (Department lounge phone)

Contact information: Scott Solnosky, (814) 375-3522, sasolosky@drmc.org

Geisinger Medical Center

100 N. Academy Drive

Danville, PA 17822

(570) 271-6211

Contact information: Kelly Cresci, RRT-NPS, RCP, (570) 214-9408, Pager# 3372,

kjcesci@geisinger.edu

Grove City Medical Center

631 N Broad St Ext

Grove City, PA 16127

(724) 450-7000

Contact information: Karen Rogers, (724) 450-7188, krogers@gcmcpa.org

Heritage Valley Beaver

1000 Dutch Ridge Road

Beaver, PA 15009

(724) 728-7000

Contact Information: Jane Bufalini, (724) 773-8396, jbufalini@hvhs.org

Heritage Valley–Sewickley

720 Blackburn Road

Sewickley, PA 15143
(877) 771-4847
Contact Information: Jane Bufalini, (412) 749-7347, jbufalini@hvhs.org

Meadville Medical Center
1034 Grove St
Meadville, PA 16335
(814) 333-5000
Contact information: Alisha Sheatz, (814) 333-5152, (814) 333-5151 (RC Dept.),
asheatz@mmchs.org

Rainbow Babies and Children's Hospital
11100 Euclid Ave, Mail stop 5005
Cleveland, OH 44106
(216) 844-8447
Contact information: John Gallagher, (216) 844-0189, or pager # 37220

UPMC Horizon: Greenville
110 North Main St
Greenville, PA 16125
(724)589-2100
Contact information: Linda Myers, (724)589-6279, myerslm@upmc.edu

UPMC Horizon: Shenango Valley
2200 Memorial Drive
Farrell, PA 16121
(724) 981-3500
Contact information: Linda Myers, (724) 983-7532, myerslm@upmc.edu

UPMC St. Margaret
815 Freeport Rd.
Pittsburgh, PA 15215
(412) 784-4000
Contact information: Pam Kennedy, (412) 784-4086, kennedypj@upmc.edu
Mark Normile, (412) 784-4086, normilema@upmc.edu

UPMC Northwest
100 Fairfield Drive
Seneca, PA 16346
(814) 676-7600
Contact information: Pete Calenda, (814) 676-7775, calendap@upmc.edu

UPMC Passavant
9100 Babcock Blvd

Pittsburgh, PA 15237
(412) 367-6700
Contact information: Linda Bryner, (412) 367-5428, brynerlm@ph.upmc.edu

UPMC Mercy
1400 Locust Street
Pittsburgh, PA 15219
(412) 232-8111
Contact information: Bob Bizila, (412) 232-8248, bizilarf@upmc.edu

Vantage Home Medical Equipment and Services
1283 Liberty Street
Franklin, PA 16323
Contact information: Jared Wallace, (814) 677-5794, jaredw@vhcn.com

Mission/Vision/Values

Mission of Clarion University of Pennsylvania

Clarion University provides transformative, lifelong learning opportunities through innovative, nationally recognized programs delivered in inclusive, student-centered environments. *Approved by the Council of Trustees, Clarion University, February 16, 2012.*

Vision of Clarion University of Pennsylvania

Clarion University will be a leader in high-impact educational practices that benefit students, employers, and community partners. *Approved by the Council of Trustees, Clarion University, February 16, 2012.*

Core Values of Clarion University of Pennsylvania

Students, faculty, staff and alumni of Clarion University value:

Learning

Accomplishment

Encouragement

Diversity

Civility

Civic engagement;

Public higher education.

Approved by the Council of Trustees, Clarion University, February 16, 2012

General Information

Associate of Science, Respiratory Care Program Overview

Clarion University's Associate of Science in Respiratory Care degree program prepares graduates to assume roles as respiratory care practitioners at the advanced level (RRT-Registered Respiratory Therapist). The program affords students the opportunity to attain a clinical knowledge base in respiratory care as well as a liberal arts education that will aid in their role and function as health care professionals.

Clarion University's respiratory care program is offered at the Venango campus. The 24-month respiratory care program has an academic preparation of one academic year (two semesters) and continues with a 14-month program of clinical study at Clarion University and at accredited affiliated clinical sites. Following completion of 79 credits of course work at Clarion University and at affiliated clinical practicum sites, the student is awarded an Associate of Science degree with a major in Respiratory Care.

Program graduates are eligible to sit for the credentialing examinations administered by the National Board for Respiratory Care (NBRC). Graduates who successfully pass both levels of the NBRC Therapist Multiple Choice Exam and the Clinical Simulation Examination will earn the credentials Registered Respiratory Therapist (RRT) and may work in a variety of health care settings as advanced level respiratory therapists after obtaining state licensure

Overview of Clinical Education

Clinical Education During the clinical phase of the respiratory care program, students will attend classes and clinical practicum five full days per week with some days spent in formal respiratory care classes taught at Clarion University and other days spent at assigned clinical sites. Students will also be required to periodically attend specialty respiratory care rotations at local and regional health care organizations. Significant travel is required of respiratory care students. Reliable transportation is therefore essential and is at the expense of the student. Additionally, some weekend and evening rotations may be required. Several local and regional health care organizations serve as clinical sites for the respiratory care program. Student preference cannot be considered in clinical site placement

Program Goal and Learning Outcomes

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

Objectives: Upon completion of the program the graduate should demonstrate:

1. The ability to comprehend, apply and evaluate clinical information relevant to their roles as registered respiratory therapists.
2. The technical proficiency in all skills necessary to fulfill their roles as registered respiratory therapists

3. Professional behavior consistent with employer expectations as registered respiratory therapists..

Institutional Accreditation

Clarion University is accredited by Middle States Commission on Higher Education
3624 Market Street, 2nd Floor West, Philadelphia, PA 19104 Telephone: (267) 284-5000,
E-mail: info@msche.org Spanish: españolinfo@msche.org

Programmatic Accreditation

Clarion University's respiratory care program holds initial accreditation with the Commission on Accreditation for Respiratory Care (CoARC).
1248 Harwood Road
Bedford, TX 76021-4244
Phone 817-283-2835, Fax: 817-354-8519
www.coarc.com

Equal Educational Opportunity Statement

It is the policy of Clarion University of Pennsylvania that there shall be equal opportunity in all of its educational programs, services, and benefits, and there shall be no discrimination with regard to a student's or prospective student's race, color, religion, sex, national origin, disability, age, sexual orientation/affection, veterans status, or other classifications that are protected under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and other pertinent state and federal laws and regulations. Direct equal opportunity inquiries to Assistant to the President for Social Equity, 207 Carrier Administration Building, Clarion, PA 16214-1232, (814) 393-2000,
<http://www.clarion.edu/about-clarion/offices-and-administration/university-support-and-business/office-of-social-equity/policies-and-compliance/>.

Office of Judicial and Mediation Services

Information about conflict management and resolution may be found on the Office of Judicial and Mediation Services website at <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/>. This web page also provides a link to the Student Rights, Regulations and Procedures Handbook that addresses many topics such as grade appeals, conduct policies, harassment, and campus safety. The link to the handbook is as follows:
<http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf#search=Student%20Rights%2C%20Regulations%2C%20and%20Procedures%20Online%20Handbook%20>.

Resolution of Disputes Related to the Respiratory Care Program

Students wanting to settle disputes related to the respiratory care program should follow the proper chain of command when seeking to resolve issues or disputes related to the respiratory care program. First, students should try to resolve the issue with the faculty member (if applicable). If satisfaction is not realized, the student should contact the Director of Clinical Education or the Program Director. If satisfaction is not realized, the student should contact the Department of Human Services, Rehabilitation, Health and Sport Sciences Academic Chair (Dr. Ray Feroz). If satisfaction is not realized, the student should contact the Dean of the College of Health and Human Services (Dr. Jeffrey Allen). Contact information for these individuals is listed in the introductory section of this handbook.

Confidentiality of Student Records and the Family Educational Rights and Privacy Act (FERPA)

Information about a respiratory care major's academic record and academic progress is not shared with any third party, including parents, spouses, etcetera, unless the student has specifically identified a person by name as indicated on the student's release of information link in MyClarion. For detailed information concerning confidentiality of student records including access and review of student education records maintained at Clarion University, please go to <http://www.clarion.edu/academics/registrars-office/confidentiality-of-student-records/>. Clinical site progress of students may be discussed by respiratory care faculty with clinical preceptors and instructors at the clinical site where the student is completing clinical practicum. No non-clinical academic information is shared with clinical site personnel.

Campus Safety and Eagle Alerts System

It is the intent of Clarion University to provide a safe learning experience for all students. The following information provides instructions for maintaining safety for students, staff, administration, and faculty.

Extreme Emergencies

Fire: Pull fire alarm in any building by exit doors and then leave building OR 2) Press button on outside "blue light" phones and report fire location.

Serious Injury or Medical Crisis: Dial 911 from any campus phone and report injury OR Press button on outside "blue light" phones and report injury.

Criminal Activity: Dial 911 from any campus phone and report activity, OR Press button on outside "blue light" phones and report activity.

Facilities Emergencies:

To call Public Safety to locate the security officer or supervisor on duty at the Venango campus, call extension 2111 or 814-393-2111.

Venango Campus Public Safety Office William Kiehl: 814-676-6591, wkiel@clarion.edu

For water escape, electrical outages, and hazardous conditions:

8:30 am – 4:30 pm Monday through Friday: Dial extension 1000 from any campus phone to reach Venango campus switchboard then report problem.

All other times: Call the Clarion University Boiler House at extension 2394 or 814-393-2394.

Clarion University's Eagle Alerts System notifies individuals by email, website, and telephone and text message in case of emergency. Notification by text message to a cell-phone is optional. Students must sign up and provide their cell phone number in order to be notified. To receive future Eagle Alerts, go to <http://www.clarion.edu/about-clarion/offices-and-administration/public-affairs/marketing-and-communication/emergency-information/eagle-alerts.html> for instructions. For assistance with Eagle Alerts, contact Clarion's Computing Services Help Desk at extension 2640 or via email at helpdesk@clarion.edu.

The Clarion University *Student Rights, Regulations, and Procedures Online Handbook* contains information to help protect student safety including information on recognizing and reporting harassment, description of health risks associated with the use of illicit drugs and abuse of alcohol; description of drugs and alcohol treatment, rehabilitation programs, and sanctions; and explanation of sex-offense policies, procedures, and possible sanctions. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf#search=Student%20Rights%2C%20Regulations%2C%20and%20Procedures%20Online%20Handbook%20>.

For other information about campus safety, please access the links below.

- Campus Police: <http://www.clarion.edu/student-life/public-safety/>
- Active Shooter: <http://www.clarion.edu/about-clarion/offices-and-administration/public-affairs/marketing-and-communication/emergency-information/active-shooter-and-lockdown-procedures.html>
- Medical Emergencies: <http://www.clarion.edu/about-clarion/offices-and-administration/public-affairs/marketing-and-communication/emergency-information/medical-emergencies.html>
- Utility Emergencies: <http://www.clarion.edu/about-clarion/offices-and-administration/university-support-and-business/office-of-emergency-management/>
- Campus Accident Report Form: <http://www.clarion.edu/student-life/public-safety/administrative-forms/CUP-Accident-Report.pdf>
- Safety Referral Form: <http://www.clarion.edu/student-life/public-safety/administrative-forms/safety-referral-form.html>
- Office of Social Equity: <http://www.clarion.edu/about-clarion/offices-and->

[administration/university-support-and-business/office-of-social-equity/](#)

Other Handbook/Resources/References

Besides the Respiratory Care Handbook, respiratory care majors are responsible for knowing and abiding by the policies and procedures published in other materials including those listed below. Students may also reference webpages listed below for additional information about the respiratory care program and Clarion University.

- Clarion University Undergraduate Catalog, <http://www.clarion.edu/academics/catalog-and-class-schedules/UGRD%202018-2019%20Final%20Online%20Version.pdf>
- Clarion University's *Student Rights, Regulations, and Procedures Online Handbook*, <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf#search=Student%20Rights%2C%20Regulations%2C%20and%20Procedures%20Online%20Handbook%20>.
- Policies and procedures of clinical sites that the student is attending. Information and documentation of policies and procedures may be obtained from the clinical preceptor of the clinical site or by inquiring with the Director of Clinical education.
- Clarion University Respiratory Care web page, <http://www.clarion.edu/academics/colleges-and-schools/college-of-health-sciences-and-human-services/department-of-human-services-rehabilitation-and-sports-sciences/respiratory-care.html>
- Graduation information, <http://www.clarion.edu/academics/registrar-office/graduation.html>
- MyClarion, <http://www.clarion.edu/about-clarion/computing-services/myclarion/>
- Office of the Registrar, forms, <http://www.clarion.edu/academics/registrar-office/index.html>
- Helpdesk and Computing Services, 814-393-2640, <http://www.clarion.edu/about-clarion/computing-services/help-desk/>

Center for Academic Achievement and Student Support Services

Respiratory care majors are entitled to all student support services afforded to all Clarion University students. For comprehensive information on the Center for Academic Achievement and student support services, please visit the following webpage:

<http://www.clarion.edu/academics/student-success-center/disability-support/index.html>

Venango Campus Learning Support Center

Respiratory care majors are encouraged to preemptively take advantage of free academic tutoring and other services offered at the Venango campus Learning Support Center (LSC) that is located at 318A and B of Montgomery Hall. The LSC offers numerous services that support the academic success of respiratory care majors. Additional information on the Venango campus LSC may be found at the following link: <http://www.clarion.edu/locations/clarion-university-venango/academics-at-venango/academic-support/>

Personal Counseling

Respiratory care majors, like other health care majors, sometimes face unique stressors and challenges - whether academic, social, or personal at both home and school – that can impede their academic and personal success. Respiratory care majors who are experiences such challenges are encouraged to seek the free confidential counseling services at the Venango campus located at 234 Montgomery Hall. Additional information on counseling services may be found via the following link: <http://www.clarion.edu/student-life/health-fitness-and-wellness/counseling-services/>

Career Services

Respiratory care majors who desire assistance with resume preparation, job searches, interviewing, professional etiquette, or who may be considering other majors or careers may visit the Venango campus Career Services Center located at 230 Montgomery Hall. Additional information on the Career Services Center may be found via the following link: <http://www.clarion.edu/locations/clarion-university-venango/academics-at-venango/career-services.html>.

Clarion Student Email Accounts and Respcare Listserv

Clarion University students are responsible for reading their Clarion University student email and for information disseminated via their Clarion University student email even if the student chooses not to read his/her email messages.

Students are responsible for maintaining their Clarion University email account so that they are able to receive all messages. Students who encounter problems with their Clarion student email accounts should promptly notify the Clarion University Helpdesk by calling extension 2460 or emailing helpdesk@clarion.edu.

All respiratory care majors are included on the respcare listserv. The listserv allows messages to be sent to all respiratory majors by respiratory care faculty, Department of Human Services, Rehabilitation, Health and Sport Sciences Chair, the Dean of the College of Health and Human Services, and the Secretary of the respiratory care program. Information disseminated via the respcare listserv is essential to student progression through the program. It is therefore important that students read messages sent via the respcare listserv, as students are responsible for the information disseminated on the respcare listserv.

Students who do not think they are receiving messages from the respcare listserv should contact the secretary for the Respiratory Care program at 814-393-1207.

Academic Policies

Student Responsibility for Academic Requirements

Provisions in the Clarion University's *Undergraduate Catalog* cannot be considered an irrevocable contract between the university and the student. The university makes every effort to keep information in the catalog current. It must reserve the right, however, to amend any academic, administrative, or disciplinary policies or regulations and to update fees or service charges described in this catalog without prior notice to affected individuals.

Students are held responsible for reading and understanding the academic, administrative, and disciplinary policies or regulations and for understanding general education requirements. They are held responsible for the requirements of a major in effect at the time they officially declare a major. If students change majors, they are responsible for the requirements of the major in effect when they officially change majors.

Handbooks and Clinical Affiliate Policies and Procedures

All respiratory care majors will be notified of how to access the electronic version of the Clarion University Respiratory Care Student Handbook. Students are responsible for knowing the information disseminated in this handbook as well as other Clarion University handbooks and the policies and procedures of each of the clinical affiliates for which they are assigned. Any questions regarding clinical site manuals and policies should be directed to the clinical preceptor of the clinical site.

Admission Policy

Applicants to Clarion University's respiratory care program are required to meet the standard admissions criteria and follow the standard admission process of the University.

Admission to the respiratory care program is also contingent upon vacancy in the program. Students are admitted to the program via rolling admission until full capacity is reached. Once the respiratory care program is full for the current year, students will be admitted to the following year's class if he/she remains qualified. Students may also be offered to be put on a waiting list for the current year's class.

It is strongly suggested that all students admitted to Clarion University for respiratory care complete four documented hours of respiratory care career shadowing with a respiratory therapist in a hospital environment prior to starting the respiratory care program. Career shadowing appointments may be scheduled by calling 814-393-1207. A career shadowing form should be completed and returned to the Department of Human Services, Rehabilitation, Health and Sport Sciences. Career shadowing forms may be obtained by calling 814-393-1207.

Suggested Possible Prerequisites

Students who do not place into the appropriate math level must take Math 050 prior to taking a higher math course. For students in need of Math 050, it is suggested that it be taken prior to starting the respiratory care program in the fall semester. Math 050 cannot be used to meet the requirements of the respiratory care degree program.

Applicants who have not had one year of high school or college biology with a minimum grade of “C” or better within the past five years are strongly encouraged to take a basic biology course such as Clarion’s Basic Biology (BIOL 111) prior to starting the respiratory care program in the fall semester.

Respiratory Care Program Pre-Clinical Requirements

Students admitted to the respiratory care program must satisfy all pre-clinical requirements (see Respiratory Care Program Pre-Clinical Requirements section of this handbook).

Completion of Coursework

All course work for the respiratory care degree program must be completed at the Venango campus of Clarion University.

Transfer Students, Advanced Standing, and Prior Work Experience

External transfer students. Students transferring into Clarion’s respiratory care program must complete a minimum of 30 credits at the Venango campus of Clarion University regardless of credits that transfer in. Additional transfer guidelines as outlined in the Transfer Policy in the Undergraduate Catalog have been established to provide uniformity of transfer standards.

Transference eligibility of general education credits required for the respiratory care program will be determined by the Office of Admissions in conjunction with the Office of the Registrar.

Transference eligibility of respiratory care credits earned at a college or university other than Clarion University (advanced standing) will be determined according to the following criteria:

1. Evaluation of respiratory care credits earned elsewhere will be conducted only for individuals who have made formal application to Clarion University’s respiratory care program.
2. Evaluation of respiratory care courses completed elsewhere will be considered only for credits earned in a respiratory care program that is accredited in good standing by the Commission on Accreditation for Respiratory Care (CoARC).
3. Evaluation of respiratory care credits earned elsewhere will be conducted at the discretion

of the Chair of the Department of Human Services, Rehabilitation, Health and Sport Sciences and respiratory care faculty.

4. The student must be able to provide any requested documentation of course work completed elsewhere. Such documentation may include formal transcripts, formal course descriptions, syllabi, copies of examinations, curriculum plans, copies of text books, letters of recommendation or verification from former instructors, or other documentation as deemed necessary by the evaluating faculty. Inability to provide such documentation to the satisfaction of the evaluating faculty will result in denial of credit evaluation and credit transfer.
5. Evaluation of the student's affective, cognitive, and psychomotor skills relative to the respiratory care course for which the student is seeking to be awarded transfer credits may be requested at the discretion of the evaluating faculty. This may include written examination, oral examination, clinical simulation examination, and other evaluative mechanisms.
6. Credit for respiratory care courses completed elsewhere will be awarded only to individuals who have been formally accepted to Clarion University's respiratory care program and who begin the respiratory care program of study in the fall semester subsequent to the time of acceptance.
7. Credit granted for respiratory care courses completed elsewhere will be good for a maximum of two years from the time credit was granted unless determined otherwise by the Chair of the Department of Human Services, Rehabilitation, Health and Sport Sciences and respiratory care faculty. Students may be required to re-demonstrate knowledge and proficiency via written examination, oral examination, clinical simulation examination, and other evaluative mechanisms. Failure to demonstrate proficiency may preclude the student from continuing in the respiratory care program.
8. Free elective credit in respiratory care may be granted for respiratory care credits earned elsewhere at the discretion of the Department Chair for students who do not meet the aforementioned criteria. All course work required for the respiratory care program must be completed regardless of whether free elective credit in respiratory care is awarded.

Credit for prior work in the field of respiratory care will not be accepted in lieu of required respiratory care courses.

Criminal Background Clearances and Eligibility for NBRC Examinations and State

Licensure

Respiratory therapists must practice the profession of respiratory care in a safe and competent manner. Certain types of criminal activity give cause to question the individual's ability to practice in a safe and competent manner and may therefore preclude the individual from sitting for the National Board of Respiratory Care (NBRC) credentialing examinations and also from obtaining a license to practice respiratory care. *The inability to sit for the NBRC exams and obtain licensure will render an individual unable to practice as a respiratory therapist.*

Clarion University does not make decisions about a student's eligibility to take the NBRC credentialing examinations or to obtain state licensure. *Admission to the respiratory care program in no way implies that a student is eligible to sit for the NBRC credentialing examinations or to obtain state licensure.* It is the responsibility of the student to ensure their eligibility to take the NBRC credentialing examination and to obtain state licensure. *Prior to starting the respiratory care program, students with criminal backgrounds are strongly recommended to do the following:*

1. Carefully review the NBRC's Judicial and Ethics Policies at the following link: <https://www.nbrc.org/?s=judicial+and+ethics+policies> and contact the NBRC directly with any questions or concerns.
2. Carefully review the Application for Licensure as a Respiratory Therapist from the State Board of Medicine (Pennsylvania) that can be found at the following link: <http://www.psrc.net/obtaining-rt-license-for-new-grads> and contact the State Board of Medicine with any questions or concerns. Individuals with a criminal background who plan to practice as a respiratory therapist in states other than Pennsylvania should contact the licensing agency of the state where the appropriate state.

Admission Information for Current/Former Clarion University Students

Current or former Clarion University students wanting to change their major to respiratory care must meet the following criteria:

1. Minimum GPA of 2.0.
2. Passing grades for all math and science courses that are required of the major and that have already been completed
3. Vacancy in the respiratory care program
4. Completion of Change of Status form or Re-Admit Form
5. Satisfactory completion of all pre-clinical practicum requirements (see Respiratory Care Program Pre-Clinical Requirements section of this handbook)

Required Courses and Minimum Grades

Respiratory care majors must earn a minimum grade of “C” in all RESP courses including all clinical courses. Specific grading criteria are contained on course syllabi. Passing grades are required for all general education courses. A minimum QPA of 2.0 is required at all times for all respiratory care majors. Please refer to Appendix B in this handbook to view the list of courses required for the respiratory care program.

Please refer to the Clarion University Undergraduate Catalog for course descriptions as well as pre-requisites and co-requisites for courses. The Undergraduate Catalog may be access via the following link: <http://www.clarion.edu/academics/catalog-and-class-schedules/UGRD%202018-2019%20Final%20Online%20Version.pdf>

How to Address Program Faculty and Personnel

At all times, all students enrolled in the respiratory care program, regardless of age, will address all Clarion personnel associated with the respiratory care program by using proper titles of Mr., Mrs., Miss, Ms., Professor, Doctor, etcetera, unless specifically told otherwise by that individual whom the student is addressing. Program personnel include all respiratory care faculty members, the Department Chair, secretaries, and the Department Dean.

Clarion University Class Cancellation Notification

The academic calendar for the Pennsylvania State System of Higher Education requires a fixed amount of teaching hours and does not allow for snow days. It is the policy of Clarion University to maintain services on a normal basis throughout the year. In some instances, emergencies arise which require the university to determine if it is prudent and reasonable to offer classes or require employees to report to work. Since the university is a residential campus, special consideration will always be given to the fact that a majority of students live on or in close proximity to the campus. This always requires that the university be certain that regular services, outside of classroom instruction, are provided for resident students in the event of an emergency. A list of radio and television stations that are notified in the rare event classes are cancelled or delayed may be found via the following link: <http://www.clarion.edu/about-clarion/offices-and-administration/public-affairs/marketing-and-communication/emergency-information/>

It should be noted that a cancellation or delay of classes at the main campus of Clarion University does not necessarily mean that classes at the Venango campus are also delayed or cancelled. Information concerning class cancellation at the Venango campus may be obtained by dialing 814-676-6591, extension 1200. A recorded message will inform the caller of the status of class sessions. The message is updated as necessary according to conditions affecting class meetings.

Semester Breaks and Vacations

The Respiratory Care Program follows the university academic calendar for the fall and spring semesters that can be found via the following link <http://www.clarion.edu/academics/academic-calendar.html>. Students should refer to the academic calendar published by Clarion University to determine exact dates of semester breaks and holidays.

Summer semester for respiratory care majors typically begins one week after commencement and runs for 12 weeks with a weeklong break in the middle. The Director of Clinical Education will provide students with a schedule for the summer semester as early in the academic year as possible. Respiratory care majors will not be excused from classes or clinical assignments during the summer for vacations. Students are advised to plan vacations around scheduled time off during summer terms.

Content of Course Syllabi

The syllabus of each respiratory care course (RESP) contains written course descriptions, content outlines including topics to be presented, learning outcomes, and evaluation procedures. RESP course syllabi are distributed to students on the first day of classes in each academic term. Students may be directed to the course syllabus in electronic format in Desire to Learn (D2L) in lieu of a printed course syllabus. Access to the course syllabus may also be provided to students in electronic format instead of paper format.

Requirements for Graduation

Requirements for graduation for respiratory care majors include completion of all required course work with a minimum grade of C in all RESP courses and an overall minimum QPA of 2.0. Please refer to Appendix B in this handbook to view the list of courses required for the respiratory care program.

Competencies specific to respiratory care that are required for graduation are incorporated into respiratory care courses and are identified on each course syllabi. The requirement that students earn a minimum grade of “C” in all required respiratory care programs to progress in the program and graduate ensures that all program competencies are met.

Additionally, respiratory care majors must have completed a minimum of 30 credits at the Venango campus. Additional information on University graduation requirements may be found via the following link: <http://www.clarion.edu/academics/registrar-office/graduation.html> .

Requirements for graduation as well as those for various curricula and degree programs may change after student matriculates at Clarion. In most instances, such changes will not be retroactive, although students will have the option to elect to meet the new program requirements, if desired. Exceptions may be necessary when changes in professional certification or licensure standards mandate such changes in requirements or programs. In such circumstances, Clarion University respiratory care majors will be notified via their Clarion University student email account and the respiratory care listserv.

Withdrawal from Program

Respiratory care majors who intend to withdraw from the program must provide written notification of the intent to withdraw to the respiratory care program director, director of clinical education or department chair. The notification must include the effective date of withdrawal, reason for withdrawal, and student signature. Respiratory care majors who do not follow this process of withdrawal will be considered to be actively enrolled in the respiratory care program and the clinical site.

It is the responsibility of the student to notify Clarion's registrar of withdrawal from any courses or the university. Students who intend to withdraw from the respiratory care program should also first consult with Clarion University's Office of Financial Aid for information on how withdrawal may impact financial aid in the present or future academic years.

Appeals and Grievances

Students who wish to appeal grades or have grievances about the respiratory care program should follow the Grade Appeal Process outlined in Clarion University's *Student Rights, Regulations, and Procedures Online Handbook*. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf#search=Student%20Rights%2C%20Regulations%2C%20and%20Procedures%20Online%20Handbook%20>.

Retention/Progression Requirements

The retention/progression policy for the Clarion University Associate of Science in Respiratory Care Program is consistent with that of other two year programs in the university. Respiratory care courses are sequential and must be taken in order. To progress or be retained in the respiratory care program, the student must meet the following requirements.

1. Earn a minimum grade of "C" in all RESP courses which includes passing of all competencies associated with these courses
2. Earn a passing in all required science and math courses as follows:
MATH 050 or Math 110 (if needed as a prerequisite course as demonstrated by math placement exam scores)
MATH 117
BIOL 111 (if taken as a prerequisite course)
BIOL 251/261
BIOL 252/262
BIOL 260
PHSC 111
3. Complete all required courses. Please refer to Appendix B in this handbook to view the list of courses required for the respiratory care program.

4. Attain/maintain a minimum overall QPA of 2.0

A student who does not meet the above standards is dismissed from the respiratory care program and should refer to the respiratory care dismissal and readmission sections of this handbook.

If a student earns an unsatisfactory grade in any of the above courses and wishes to be readmitted to the program, the course must be retaken and passed according to the aforementioned grading criteria.

Student Academic and Clinical Support for Success/Remediation

The following procedures will be followed for students having academic and/or clinical difficulty.

1. Students obtaining less than a “C” on any test in a respiratory care course must sign documentation that their performance did not meet the minimum requirements of the program. The student is encouraged to also schedule a meeting with the appropriate faculty member. At any time, a faculty member may choose to institute a learning contract with a student.
2. Students obtaining a score of “1” in any category of the anecdotal/midterm clinical evaluations must make an appointment to meet with the Director of Clinical Education within one week to initiate a clinical learning contract that contains an individualized plan for clinical success and/or referral for help. A copy of the contract will be given to the student and also to the student’s clinical site. The original will be maintained by the Director of Clinical Education.
3. The student is ultimately responsible for monitoring his/her own performance in all respiratory care courses and for seeking support and remediation.

Dismissal from Program

A student may be dismissed from the respiratory care program for any of the following reasons:

1. Students who refuse any clinical rotation assignment.
2. Students who attempt to coerce respiratory care faculty relative to clinical assignments.
3. Students who do not abide by all policies and processes of affiliated clinical site(s) to which they are assigned, or who exhibit misconduct or negligence at clinical sites at the discretion of the clinical site.
4. Failure to earn a minimum passing grade in all required math and science courses as listed above in the retention/progression section of this handbook, and/or failure to earn a minimal grade of “C” in all RESP courses.

5. Failure to attain a minimum cumulative QPA of 2.0 on a 4.00 scale.
6. Students who refuse substance abuse testing or test positively for illegal substances, refuse a criminal background check, or have committed certain crimes.
7. Misconduct or disciplinary involvement resulting in dismissal from the University (see Clarion University's policy on dismissal from the university in the *Student Rights, Regulations, and Procedures Online Handbook*. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf#search=Student%20Rights%2C%20Regulations%2C%20and%20Procedures%20Online%20Handbook%20>).

A student dismissed from Clarion University is also dismissed from the respiratory care program; however, a student dismissed from the respiratory care program is not necessarily dismissed from the university. A student who is dismissed from the program will be informed in person, if possible, and by letter. The student will also be automatically withdrawn from respiratory care-specific courses. It is the responsibility of the student to register for additional courses of their choosing or to drop additional courses of their choosing and to contact the Office of Financial Aid to determine any impact on loans and grants. The student is strongly encouraged to utilize their academic advisor to assist in problem solving and planning to meet their goals.

Depending on individual circumstances surrounding dismissal from the respiratory care program, students who are dismissed from the program may have the following options:

1. Continue to take required general education courses and reapply to the respiratory care program (see readmission section in the respiratory care section of this handbook).
2. Remain at Clarion University and pursue another course of study.
3. Withdraw from Clarion University.
4. Appeal dismissal (See Clarion University's *Student Rights, Regulations, and Procedures Online Handbook*. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf#search=Student%20Rights%2C%20Regulations%2C%20and%20Procedures%20Online%20Handbook%20>).

Students who withdraw or are dismissed from the respiratory care program must change their major to another major or to undecided. He/she will be assigned an academic advisor external to the Department of Human Services, Rehabilitation, Health and Sport Sciences once the change of major status is processed and the student is coded as another major. If a student seeks and is granted readmission to respiratory care program, he/she will be assigned the respiratory care major status and be assigned a respiratory care advisor.

Students who are dismissed from the respiratory care program and who would like to discuss their dismissal with program faculty must follow the chain of command for resolving issues in the respiratory care program. The student must first speak with the instructor of the course, and then, if they so choose, may speak with the Department Chair and Dean, respectively.

Although being dismissed from the respiratory care program is understandably difficult for students, students are reminded to conduct themselves in a mature and controlled manner while speaking to Clarion University faculty, chairs, directors, deans, etcetera, about their dismissal. Students should not be accusatory, derogatory, or inappropriate. Begging, pleading, weeping uncontrollably, bargaining, or bribing are not appropriate approaches when engaged in conversations to resolve issues. Students who experience undue emotional difficulty or stress related to dismissal from the respiratory care program are encouraged to visit the Venango campus counselor. Information on Venango campus counseling services may be found via the following link <http://www.clarion.edu/student-life/health-fitness-and-wellness/counseling-services/>.

Readmission to Program

Students who have been dismissed or who have withdrawn from the respiratory care program may apply for readmission by sending a request in writing to the program director. Readmission to the respiratory program is based on the professional judgment of the respiratory care faculty and the Department of Human Services, Rehabilitation, Health and Sport Sciences Chair and is contingent upon multiple factors. Respiratory care faculty and the department chair evaluate the student's request for readmission and grant or deny the petition according to the student's general academic history, course grades, clinical evaluations and potential for success.

Additionally, readmission to the respiratory care program is contingent upon space available in the program in relationship to qualifications of other candidates seeking admission to the respiratory care program. Students with stronger academic qualifications will be given preference over students with weaker academic qualifications including GPA, SAT or ACT scores, and individual course grades with more emphasis placed on grades in math and science courses. Students who are dismissed from the program will not be given preference over other candidates because of the dismissed student's prior status as a respiratory care major.

Students wanting to reapply to the respiratory care program must request readmission in writing via their Clarion student email and address the reason for the dismissal or withdrawal and, if applicable, describe measures the student has taken or plans to take to improve academic performance. The request must be sent to the Program Director of Respiratory Care, Chris Harancher- charancher@clarion.edu.

The following criteria apply to students who are seeking readmission to the respiratory care program:

- Students who have been dismissed or who have withdrawn from the respiratory care program for either academic or non-academic reasons may apply for readmission at any time, but must meet the current admission criteria.

- Students who have been dismissed or who have withdrawn from the respiratory care program for any reason are **NOT guaranteed** readmission.
- Only students who have a minimum QPA of 2.0 will be considered for readmission to the respiratory care program. Students applying for fall readmission must have a minimum QPA of 2.0 by the end of the Summer III session that immediately proceeds the fall semester for which they seek readmission. Students applying for spring readmission must have a minimum QPA of 2.0 by the end of the previous fall session that immediately proceeds the spring semester for which they seek readmission. QPA's will not be "rounded up."
- Students readmitted after being unsuccessful in a respiratory care course and/or clinical course, must repeat both the theory and clinical course even if the student did not fail both the theory and clinical course.
- To ensure patient safety, readmitted students **MUST BE RE-EVALUATED** and **DEMONSTRATE PROOF OF CONTINUED COMPETENCE** on all laboratory skills as a contingency of readmission. This includes all competencies in any of the following courses that the student had already taken and passed prior to initial program dismissal/withdrawal:
 - RESP 101
 - RESP 204
 - RESP 205
 - RESP 207
 - RESP 231
- It is the student's responsibility to study and practice ALL competencies (per AARC clinical practice guidelines and DataArc competency resources) on their own time prior to being re-evaluated. The Director of Clinical Education will schedule a time prior to the semester of student readmission to administer competency evaluation by course.
- Re-evaluated students who **DO NOT** pass all the competencies for each previously passed course will be required to re-take that course and its associated clinical course.

Students are sometimes told that they will be considered for readmission to the respiratory care program at a designated future date with specified contingencies that must be met within a noted timeframe. If applicable, contingencies are made known to students in writing and are kept on record in the student file.

Students who meet predefined contingencies are not guaranteed readmission to the program but instead will be considered at the time of potential readmission pending vacancy in the program in relationship to the qualifications of other candidates who wish to be admitted to the program.

Students who do not meet predefined contingencies (if applicable) by the designated timeframe will not be readmitted to the program and are notified in writing.

Students seeking readmission to the respiratory care program after withdrawing for medical reasons must provide to the Department Chair a signed release from their attending physician allowing full return to the respiratory care program with no restrictions. A date of return must be indicated on the release.

If a student is readmitted to the respiratory program, they will be required to repeat any expired pre-clinical requirements and also meet any new pre-clinical requirements as defined by the catalog year of readmission before assigned a clinical site. Students who were placed at a clinical site and then dismissed are not guaranteed the same clinical site upon readmission.

Students will be notified in writing via email and/or letter of the faculty decision regarding readmission.

University Withdrawal, Probation, Suspension, and Dismissal

Students who withdrawal, are suspended, or are dismissed from Clarion University are also dismissed from the respiratory care program. Detailed information on academic standing including academic honesty, academic probation and suspension, and course and university withdrawals may be via the following link: <http://www.clarion.edu/academics/registrars-office/academic-forms/>. The University withdrawal form may be found via the following link: <http://www.clarion.edu/academics/registrars-office/academic-forms/university-withdrawal.pdf>.

Additional information about withdrawals, probation, suspension, and dismissal is located in the *Student Rights, Regulations, and Procedures Online Handbook*. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/rights-regulations-procedures-handbook.pdf#search=Student%20Rights%2C%20Regulations%2C%20and%20Procedures%20Online%20Handbook%20>.

Tuition, Fees, and Other Program Costs

Respiratory care majors will be assessed tuition and fees in the same manner as other Clarion University students. Information on Clarion University tuition and fees including billing, payment options, refunds, and other information may be accessed via the following link: <http://www.clarion.edu/tuition-and-financial-aid/tuition-and-fees/>.

Similar to other health care educational programs, enrolled students will realize costs over and above typical tuition and fees that are charged to all Clarion University students. A list of these estimated costs is included in Appendix C. Please note that costs are estimated and are subject to change.

Costs incurred by prospective or enrolled respiratory care students are not reimbursable or refundable by Clarion University.

Students enrolled in the respiratory care program are required to travel to clinical sites. Significant travel is sometimes involved. Students must have reliable transportation and the ability to travel to their assigned clinical sites. All travel-related costs are at the expense of the student.

General Advising Information

Students may identify their academic advisor by following the instructions at the following link: <http://www.clarion.edu/about-clarion/computing-services/myclarion/docs/MyClarion-View-Advisor.pdf>.

Students who would like to meet with their academic advisor should email the advisor and request to schedule an appointment. Advisors who hold office hours are available for drop in advising to students during posted office hours, but appointments are recommended.

An academic advisor typically communicates to advisees to inform them of concerns that the advisor has relative to the student's academic performance, to offer assistance, and to inform students of helpful services. However, it is the choice of the student whether to heed advice given by an academic advisor unless doing so conflicts with policy of Clarion University, the respiratory care program, or the clinical site that the student is attending. Likewise, it is the responsibility of the student, not the advisor, to make final decisions regarding the student's choices, actions, and behaviors. Additionally, all students are responsible for knowing the major, degree, and university requirements of their respective programs.

Clarion's registrar's web page also contains helpful information, forms, and links including, among other items, the academic calendar, information on the cancellation of classes at the university, drop/add forms, etc. Students are encouraged to access this information at the following web address: <http://www.clarion.edu/academics/registrars-office/index.html>. A QPA calculator may be found at the following web address: <http://www.clarion.edu/academics/registrars-office/gpa-calculator.html>

Several tools are available to students to aid with registration of courses as follows:

- Check sheets specific to allied health programs identify courses that students need for their particular major (may be obtained from the student's academic advisor)
- The Clarion University General Education Guidelines that identify courses that meet elective requirements: <http://www.clarion.edu/about-clarion/leadership/office-of-the-provost/general-education/guidelines-and-flags.html>
- The comprehensive guide for using MyClarion: <http://www.clarion.edu/about-clarion/computing-services/myclarion/docs/MyClarion-Getting-Started-Brochure.pdf>
- Clarion's online Schedule of Classes <http://www.clarion.edu/academics/catalog-and-class-schedules/index.html>

- Undergraduate Catalog <http://www.clarion.edu/academics/registrar-office/documents-and-forms/2013-2015-Undergraduate-Catalog.pdf>
- The “Student Resources” page on the registrar’s web page should be particularly helpful to students: <http://www.clarion.edu/academics/registrar-office/for-students/index.html>

Additionally, information on how to register for courses is provided at workshops that are occasionally offered on both campuses in the fall semester as well as in the Explorations program at Clarion Campus. Students are encouraged to attend these events when they are offered, as it is expected that students will responsibly assume their role in the registration process as addressed in the Clarion University Undergraduate Catalog as follows: *“All students are responsible for knowing the major, degree, and university requirements of their respective programs.”*

Additionally, the following advisor/advisee roles and responsibilities are identified in the Clarion University Undergraduate Catalog: ***Advisor/Advisee Roles and Responsibilities***

Advisee should:

1. Keep in touch with advisor
2. Make and keep appointments; email or call if changing an appointment
3. Come to advising appointments with specific questions in mind
4. Ask about other sources of information
5. Be open about academic work, study habits, academic progress, etc.
6. Build a class schedule which meets necessary academic requirements and is free of time conflicts
7. Make decisions concerning careers, choice of majors, and selection of courses

Advisor should:

1. Teaching faculty should post office hours
2. Keep appointments or call if it is necessary to change or cancel an appointment
2. Provide accurate and specific information
3. Suggest other sources of information
4. Listen and help solve problems
5. Check schedule for appropriate selection of courses
6. Suggest options concerning careers, choice of majors, and selection of courses

Frequently Asked Registration Questions About Advising and Course Registration

Most forms referenced in answer to the following questions may be obtained via the Office of the Registrar’s web page at <http://www.clarion.edu/academics/registrar-office/academic-forms/index.html>

1. Question: How do I know when I’m allowed to register for classes for the next semester?

Answer: Clarion’s Office of the Registrar will send an email message to your Clarion student email account reminding you of your date and time for registration. Your date and time for registration will also be accessible via MyClarion at <http://www.clarion.edu/about-clarion/computing-services/myclarion/docs/MyClarion-View-Enrollment-Dates.pdf> . You are

responsible for checking your MyClarion student account to determine your date and time of registering.

2. Question: When should I register for classes for the next semester?

Answer: You should register for the next semester's courses as soon as you are permitted to do so by the Office of the Registrar (see Question 1). The longer you wait, the more seats in courses get filled and it gets MUCH harder to get into courses you need and/or want. Putting off registering for even a few days makes things harder for you than necessary.

3. Question: Should I make an appointment to see my advisor before I register for classes?

Answer: Yes, this is a very good idea. You should schedule an appointment with your academic advisor BEFORE your scheduled day to register. Keep in mind that advisor's schedule fills up quickly during the spring and fall registration period so schedule advising appointments early.

4. Question: How do I schedule an advising appointment?

Answer: Email your academic advisor to inquire how to schedule an advising appointment.

5. Question: How do I know what classes I need?

Answer: Courses you will need to take are listed on the respiratory care check sheet (check sheets may be obtained from your academic advisor). Any course that is typed on the check sheet indicates that you have no choice but to take that specific course at some point in time (for example, BIOL 251). Anywhere on the check sheet that there is a blank line indicates that you have some choice in the course that you take to meet that particular requirement/elective. Appendix B in this handbook also identifies the list of courses required for the respiratory care program.

6. Question: How do I know what course meets a liberal education elective, an arts and humanities elective, a social and behavioral sciences elective, or a general elective?

Answer: Please refer to the General Education Requirements document that can be found at this link: <http://www.clarion.edu/academics/registrars-office/General-Education-Requirements.pdf>

7. Question: How do I know what a course is about?

Answer: Look up the course in MyClarion or in the Clarion University Undergraduate Catalog. You should either have a hard copy of the catalog, or you may reference the online version of the catalog via the following link <http://www.clarion.edu/academics/catalog-and-class-schedules/>

Once you have accessed the Undergraduate Catalog, look in the index of the catalog for the page number of the academic department that offers the course that you want to know about. Go to that page and then start looking for the specific course. You will see the course description. If the course description doesn't tell you enough about the course, please call the academic department that offers the course. The phone number for the academic department is listed in the catalog on the academic department's main page.

8. Question: How do I know if a course has a pre-requisite?

Answer: Pre-requisites are listed with the course description on MyClarion or in the

Undergraduate Catalog (See Question 7). Pre-requisites are typically identified at the end of the course description.

9. Question: How do I know if a course is being offered?

Answer: You can check if a course is offered via MyClarion.

Be sure to choose the correct semester and the correct campus. The Schedule of Classes will come up in a PDF file. You will see the days and times that the course is offered. Be sure to look at the “class enrollment cap” and “class enrollment total” to determine if the course is closed.

10. How do I get into a closed course?

Answer: There are a few different options to try, but none are guaranteed. Your options are as follows:

1. Email the professor and ask for his/her permission to get into the closed course
2. Call the academic department that offers the course and inquire. Ask if there is a waiting list.
3. Wait until the drop/add period at Clarion University and try to get into the course (admission to a course during drop/add is not guaranteed).

11. Question: What if I can't get into a course that I want?

Answer: You will probably have to choose another course. Or, you could try the steps outlined in Question 10.

12. Question: What if I can't get into a course that I need?

Answer: If you need a course and there is no other semester that you think you will be able to get the course, you should call the academic department that offers the course and explain your situation and see what they advise. You may need to speak to the chairperson of the department. The chairperson of the department is listed in the Undergraduate Catalog on the department's home page. If neither of these strategies works, please contact your academic advisor. Students are not guaranteed seats in courses.

13. Question: Does the sequence of my courses matter?

Answer: Sequence does matter. Your academic advisor will advise you each semester as to the specific courses you will need to register for in the next semester.

14. Question: What math courses do I need?

Answer: You will need Math 117 (Mathematics for Health Science) and possibly Math 050* (Basic Algebra) if indicated by your Clarion University math placement results.

*Math 050 does not count toward the requirements of degree programs at Clarion University, but is required of students for students who place into the course.

15. Question: What kind of courses should I consider for general and free electives?

Answer: Please consult with your academic advisor.

16. What if an elective course that I want conflicts with another course that I need?

Answer: In most cases, you should not drop an important course that you need so that you can take an elective course. For example, you would not drop Anatomy and Physiology because it conflicts with an arts and humanities course - - even if you need the arts and humanities course as an elective. Please consult with your advisor in such circumstances.

17. Question: Who will register me for classes?

Answer: After the first fall semester, you will register yourself online via MyClarion. It's therefore important that you know how to register for courses. Please refer to the MyClarion documentation web page at <http://www.clarion.edu/about-clarion/computing-services/myclarion/docs/MyClarion-View-Enrollment-Dates.pdf>.

18. Question: Why is it a problem to have “holds” on my account?

Answer: Holds on your account will keep you from being able to register for courses for the next semester. The longer you wait to register for courses, the more difficult it will be for you to get the courses that you need and/or want.

Some holds are very easy to get removed such as a Personal Information Form (PIF) hold. This hold may be removed simply by updating your Personal Information Form. Other holds like financial holds may be more complex and could take days or weeks or you to resolve. Even if you THINK you don't have any holds on your account, check in advance of your scheduled day to register anyway. To check for holds, please refer to the MyClarion documentation web page at <http://www.clarion.edu/about-clarion/computing-services/myclarion/docs/MyClarion-View-Holds.pdf>

19. Question: What should I do to prepare for my advising appointment?

Answer:

1. Review the respiratory care check sheet so you know what courses you need and want for the following semester. (Check sheets may be obtained from your academic advisor.)
2. Review the Schedule of Courses to make sure those courses are offered in the next semester and that there are no conflicts of times between the courses you need/want.
3. Write down your tentative scheduling plan and bring it with you to your advising appointment.

Clinical Policies, Procedures, and Information

Scope of Practice, Ethics, Conduct, Diversity and Tolerance

Clarion University's respiratory care program adheres to all guidelines set forth by the American Association of Respiratory Care (AARC). Clarion's respiratory care program has therefore adopted the following statements as a matter of policy: The AARC Statement of Respiratory Care Scope of Practice, Ethics and Professional Conduct Statement, and Cultural Diversity Statement.

Students are expected to adhere to:

□ AARC Statement of Respiratory Care Scope of Practice

Respiratory therapists are health care professionals whose responsibilities include the diagnostic evaluation, management, education, rehabilitation and care of patients with deficiencies and abnormalities of the cardiopulmonary system. The scope of practice includes the application of technology and the use of treatment protocols across all care sites including, but not limited to, the hospital, clinic, physician's office, rehabilitation facility, skilled nursing facility and the patient's home.

The practice of respiratory care encompasses activities in diagnostic evaluation, therapy, and education of the patient, family and public. These activities are supported by education, research and administration.

Diagnostic activities include but are not limited to:

1. Obtaining and analyzing physiological specimens
2. Interpreting physiological data
3. Performing tests and studies of the cardiopulmonary system
4. Performing neurophysiological studies
5. Performing sleep disorder studies

Therapy includes but is not limited to the application and monitoring of the following:

1. Medical gases and environmental control systems.
2. Mechanical ventilator support
3. Artificial airway care
4. Bronchopulmonary hygiene
5. Pharmacological agents related to respiratory care procedures
6. Cardiopulmonary rehabilitation
7. Hemodynamic cardiovascular support

The focus of patient and family education activities is to promote knowledge and understanding of the disease process, medical therapy and self-help. Public education activities focus on the promotion of cardiopulmonary wellness.

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. Actively maintain and continually improve their professional competence, and represent it accurately.
- Perform only those procedures or functions in which they are individually competent and which are within the scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients they care for, including the right to informed consent and refusal of treatment.
- Divulge no confidential information regarding any patient or family unless disclosure is required for responsible performance of duty, 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, and refuse to conceal illegal, unethical or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that creates a conflict of interest, and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.

AARC Statement on Cultural Diversity

- The AARC embraces diversity and multi-culturalism in all of its forms and promotes a professional community established with understanding, respect and cultural competence.

- The AARC is enriched by the unique differences found among its diverse members, their patients/clients, and other stakeholders. The AARC encourages and promotes a culture where personal and cultural backgrounds are utilized effectively to enhance our profession. The AARC accomplishes this by:
 1. Being sensitive to the professional needs of all members of racial and ethnic groups.
 2. Promoting appreciation for, communication between, and understanding among people with different beliefs and backgrounds.
 3. Promoting diversity education in its professional schools and continuing education programs.
 4. Recruiting strong leadership candidates from under-represented groups for leadership and mentoring programs.

Privacy and Confidentiality of Patient Information

Respiratory care students receive formal instruction on the Health Insurance Portability and Accountability Act of 1996 (HIPAA) prior to clinical site assignment. Students are expected to fully comply with HIPAA policy from the time of formal instruction throughout the remainder of the respiratory care program.

Technical Standards

Technical Standards/Essential Functional Abilities Requirement

In addition to being admitted to Clarion University by meeting academic standards, applicants to the respiratory care program must also meet technical standards. Technical standards are the physical, cognitive, and behavioral requirements of the respiratory care program's curriculum and reflect the essential functional abilities necessary to practice as a safe and effective respiratory therapist.

Broad technical standards required of respiratory care majors include:

- Think critically, with sound judgment, emotional stability, maturity, empathy, and physical and mental stamina.
- Learn and function in a wide variety of large and small didactic and clinical settings.
- Communicate effectively, both verbally and in writing, using appropriate grammar, spelling, and vocabulary.
- Immediately comprehend and respond to auditory instructions or requests.
- Think clearly and act calmly and effectively in stressful and rapidly changing situations.
- Perform up to a 12-hour clinical experience in a single 24-hour period.
- Work cooperatively, preserving relationships with other members of the health care team.
- Establish and maintain appropriate and professional emotional and interpersonal boundaries.
- Perform fine and gross motor skills with both hands.

- Apply adequate pressure to stop bleeding.
- Perform cardiopulmonary resuscitation.

***Specific technical standards required of respiratory care majors include:**

Gross Motor Skills

1. Move within confined spaces
2. Sit and maintain balance
3. Stand and maintain balance
4. Reach above shoulders (e.g., IV poles)
5. Reach below waist (e.g., plug electrical appliance into wall outlets)

Fine Motor Skills

1. Pick up objects with hands
2. Grasp small objects with hands (e.g., IV tubing, pencil)
3. Write with pen or pencil
4. Key/type (e.g., use a computer)
5. Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
6. Twist (e.g., turn objects/knobs using hands)
7. Squeeze with finger (e.g., eye dropper)

Physical Endurance

1. Stand (e.g., at client side during surgical or therapeutic procedure)
2. Sustain repetitive movements (e.g., CPR)
3. Maintain physical tolerance (e.g., work entire shift)

Physical Strength

1. Push and pull 25 pounds (e.g., position patients)
2. Support 25 pounds of weight (e.g., ambulate patient)
3. Lift 25 pounds (e.g., pick up a child, transfer patient)
4. Move light objects weighing up to 10 pounds (e.g., IV poles)
5. Move heavy objects weighing from 11 to 50 pounds
6. Carry and move supplies and equipment (e.g. - ventilators and suction machines)
7. Use upper body strength (e.g., perform CPR, physically restrain a patient)
8. Squeeze with hands (e.g., operate fire extinguisher)

Mobility

1. Twist
2. Bend
3. Stoop/squat
4. Move quickly (e.g., response to an emergency)
5. Climb (e.g., ladders/stools/stairs)
6. Walk

Hearing

1. Hear normal speaking level sounds (e.g., person-to-person report)
2. Hear faint voices
3. Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
4. Hear in situations when not able to see lips (e.g., when masks are used)
5. Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual

1. See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
2. See objects up to 20 feet away (e.g., patient in a room)
3. See objects more than 20 feet away (e.g., patient at end of hall)
4. Use depth perception
5. Use peripheral vision
6. Distinguish color (e.g., color codes on supplies, charts, bed)
7. Distinguish color intensity (e.g., flushed skin, skin paleness)

Tactile

1. Feel vibrations (e.g., palpate pulses)
2. Detect temperature (e.g., skin, solutions)
3. Feel differences in surface characteristics (e.g., skin turgor, rashes)
4. Feel differences in sizes, shapes (e.g., palpate artery, identify body landmarks)
5. Detect environmental temperature (e.g., check for drafts)

Smell

1. Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.)
2. Detect smoke
3. Detect gases or noxious smells

Reading

1. Read and understand written documents (e.g., policies, protocols)

Arithmetic Competence

1. Read and understand columns of writing (flow sheet, charts)
2. Read digital displays
3. Read graphic printouts (e.g., EKG)
4. Calibrate equipment
5. Convert numbers to and/or from the Metric System
6. Read graphs (e.g., vital sign sheets)
7. Tell time
8. Measure time (e.g., count duration of contractions, etc.)
9. Count rates (e.g., drips/minute, pulse)
10. Use measuring tools (e.g., thermometer)
11. Read measurement marks (e.g., measurement tapes, scales, etc.)
12. Add, subtract, multiply, and/or divide whole numbers
13. Compute fractions (e.g., medication dosages)
14. Use a calculator

15. Write numbers in records

Emotional Stability

1. Establish therapeutic boundaries
2. Provide client with emotional support
3. Adapt to changing environment/stress
4. Deal with the unexpected (e.g., patient going bad, crisis)
5. Focus attention on task
6. Monitor own emotions
7. Perform multiple responsibilities concurrently
8. Handle strong emotions (e.g., grief)

Analytical Thinking

1. Transfer knowledge from one situation to another
2. Process information
3. Evaluate outcomes
4. Problem solve
5. Prioritize tasks
6. Use long-term memory
7. Use short-term memory

Critical Thinking

1. Identify cause-effect relationships
2. Plan/control activities for others
3. Synthesize knowledge and skills
4. Sequence information

Interpersonal Skills

1. Negotiate interpersonal conflict
2. Respect differences in patients
3. Establish rapport with patients
4. Establish rapport with co-workers

Communication Skills

1. Teach (e.g., patient/family about health care)
2. Explain procedures
3. Give oral reports (e.g., report on patient's condition to others)
4. Interact with others (e.g., health care workers)
5. Speak on the telephone
6. Influence people
7. Direct activities of others
8. Convey information through writing (e.g., progress notes)

**Obtained from the National Council of State Boards of Nursing, Inc., Chicago, IL.*

Individuals wishing to major in respiratory care at Clarion University must be able to perform all aforementioned essential functional abilities with or without reasonable accommodations.

Individuals with a documented disability that precludes them from performing any of the essential functional abilities must determine if reasonable accommodation can be provided.

To request an accommodation, please contact Ms. Christina Hearst, Disability Support Services at (814) 393-1981 or via email at hearst@clarion.edu and present written documentation of your disability. Students must request accommodations in writing prior to application to the respiratory care program. The University is not required to alter the nature or requirements of the respiratory care program for reasonable accommodations that place an undue burden on the university or program.

If a respiratory care major's health changes while enrolled in the respiratory care program so that the essential functions cannot be met with or without reasonable accommodations, the student must withdraw from the respiratory care program but may pursue another course of study at Clarion University.

Pre-Clinical Requirements

Students must meet all physical requirements of a clinical site prior to attending a clinical site. As such, pre-clinical requirements must be satisfied by April 1st of their freshman year. All pre-clinical requirements are at the student's expense and are as follows:

1. Satisfactory physical examination (see paragraph about physical exam below)
2. All required vaccinations and immunizations based on current Center for Disease Control recommendations for health care professionals.
3. Child abuse history clearance
4. Satisfactory results of a screening for illegal drug use
5. FBI fingerprinting and criminal background clearance
6. Current Basic Life Support for Health Care Provider (CPR) certification by the American Heart Association
7. Documentation of health insurance during clinical rotations
8. Documentation of the purchase of an individual malpractice insurance policy in the amount of one million dollars (\$1,000,000.00) for each claim and three million dollars (\$3,000,000.00) in the aggregate (at student's expense). The cost of this 2-year policy is currently under \$100 but is subject to change.

Pre-clinical requirements are subject to change. Refusal to comply with or failure to meet all of the criteria by the first day of the spring semester deadline may result in dismissal from the respiratory care program. Only students who have met the above criteria and have completed all science and general education requirements will be permitted to start the respiratory care clinical practicum. Clinical education typically begins in May.

Students who have been readmitted to the respiratory care program will have to repeat all pre-clinical requirements unless specifically told otherwise by the Director of Clinical Education. This decision by the Director of Clinical Education to waive the obligation for a readmitted student to repeat pre-clinical requirements will be made on an individualized basis.

Any costs incurred to meet the pre-clinical practicum requirements of the respiratory care

program are non-refundable even if a student is dismissed from the program.

Physical Examination. The physical exam must be documented on the Report of Medical History and Physical Examination Form and must be signed and dated by a medical doctor, doctor of osteopathy, certified registered nurse practitioner or a physician's assistant. The physical examination may not be completed more than three months prior to the first day of the first spring semester. The Report of Medical History and Physical Examination Form is available at the College of Health and Human Services or from the Director of Clinical Education.

The physical examination includes a record of immunity to a number of diseases/conditions as demonstrated on the Report of Medical History and Physical Examination Form. Additionally, students must show proof being free of illicit drugs. Other requirements of the physical examination may be added as necessary. The physical examination cannot be completed more than three months prior to the first day of the spring semester when pre-clinical requirements are due.

Student Travel and Transportation

Throughout the 24-month respiratory care program, students will be assigned to home and specialty clinical rotations at affiliated clinical sites in the region. Students are required to have reliable transportation to each clinical site and are responsible for all expenses related to travel and attending clinical rotations.

Health Care Insurance and Health Care Expenses

Respiratory care majors are required to have health care insurance at all times while in the clinical portion of the respiratory care program. At any point in time, students may be asked to provide formal documentation of current health care insurance if asked. Students unable to provide formal documentation of health care insurance upon request may be dismissed from the respiratory care program.

Clarion University and respiratory care clinical affiliates have no responsibility for students' health care expenses including any expenses associated with clinical assignments. Any health related expenses incurred during the course of clinical training are the responsibility of the student.

Clinical Assignments

Assignment of students to clinical sites is made by the Director of Clinical Education. Student preference for assignment to clinical sites cannot be considered. Students are forbidden to try to coerce in any manner the Director of Clinical Education relative to clinical assignment. Clinical site assignment will not be changed. Students who refuse clinical assignments will be unable to complete their clinical courses and will therefore receive a failing grade in the course that will result in dismissal from the respiratory care program.

While at an assigned clinical site, respiratory care majors will follow all policies and procedures

of the clinical site and Clarion University and will display professional, courteous, respectful, and appropriate behavior to all individuals at all times. Inappropriate or negligent behavior, as deemed so by the clinical site or Clarion University respiratory care faculty, may result in immediate removal from the clinical site and dismissal from the respiratory care program.

Orientation to Clinical Site Policy/Procedure Manuals

Within two weeks after their first clinical assignment, students are required to familiarize themselves with policy and procedure manuals of the home clinical site to which they are assigned. Questions regarding these manuals must be directed to the clinical preceptor of the clinical site. In addition, all students will undergo an orientation program provided by the home clinical site to which they are assigned. This orientation shall provide the student with policies and procedures specific to the clinical site including occupational health and safety, emergency conditions and response, incident-reporting, corporate compliance, information management, and other pertinent materials.

The Director of Clinical Education will provide the student with a packet of pertinent information once clinical sites have been assigned. Because each clinical site has different requirements, students will be provided with information specific to the particular clinical site to which he/she is assigned. The student will be required to complete the Clinical Orientation Acknowledgement Form and return it to the Director of Clinical Education before being permitted to enter the clinical environment. The form must also be signed by the clinical preceptor or a Human Resources representative. (Please see Appendix D for the Clinical Orientation Acknowledgement Form).

Personal Appearance, Uniform, and Dress Code Policies

While on clinical assignments, students will represent Clarion University's respiratory care program with pride and responsibility. Appearance reflects greatly on the quality of care, professionalism, and a spirit of service and respect. The dress, grooming, and overall personal appearance of each student help create this environment. Accordingly, students are expected to be neat, clean, and properly groomed in a manner that is safe and appropriate for the health care setting and to reflect a high level of professionalism, competence, and caring.

Students must follow the clinical dress code and uniform policies (see below). Failure to adhere to the dress code, to practice good hygiene, and to behave in a professional manner may result in the student being dismissed from their clinical assignment for the day at the discretion of the clinical preceptor and/or the Director of Clinical Education. Students who are dismissed from their clinical assignment for any of the aforementioned reasons must notify the Director of Education and must make up the missed clinical day.

Uniform Policy

The student will at all times wear:

1. Navy blue scrub top and pants uniform with Clarion University Respiratory Care patch on left shoulder

2. Name tag/ identification
3. White lab jacket (optional). All lab jackets will have the Clarion University Respiratory Care patch on left shoulder
4. Stethoscope with bell and diaphragm
5. Pen
6. Watch with second hand
7. Socks
8. White shoes or sneakers
9. Notepad

Dress Code:

1. At all times, clothing is to be clean, neatly maintained, free of wrinkles and stains, and in good repair.
2. Personal cleanliness and hygiene is expected on a daily basis including but not limited to oral hygiene and use of deodorants.
3. Avoidance of scented products such as cologne, perfume, body lotion, hair spray, soaps in order to protect patients with sensitivities or allergic reactions. If a student smells of smoke, the student will be sent home and will receive an unexcused absence.
4. No gum chewing or use of tobacco products.
5. Hair must be clean and neat at all times. It must be secured to keep away from face and should not come into contact with patients. Facial hair must be neatly trimmed and clean.
6. Fingernails must be trimmed and free from visible dirt. No artificial nails are permitted. Polish must be neat and professional.
7. Jewelry: no facial/body (including tongue, lip, and eyebrow) piercing may be visible with the exception of post earrings. No loose jewelry that may dangle or snag and cause a hazard.
8. Tattoos must be covered so to not be visible.
9. Socks and shoes must be clean. Shoes must be closed-toe. White uniform shoes or sneakers may be worn.

Addressing Clinical Personnel and Patients

At all times, all students enrolled in the respiratory care program, regardless of age, will address all patients over the age of 18 by using proper titles of Mr., Mrs., Miss, Ms., Sister, Father, Professor, Doctor, etcetera unless told otherwise by the individual whom the patient is addressing. **Under no circumstances will students address adult patients using terms of endearment such as “sweetheart, dear, honey, darling, etcetera.”**

Additionally, all students enrolled in the Program personnel respiratory care program, regardless of age, will address all clinical personnel by using proper titles of Mr., Mrs., Miss, Ms., Sister, Father, Professor, Doctor, etcetera, unless told otherwise by the individual whom the patient is addressing.

Cell Phones, Wireless Devices, and Electronic Devices

With the exception of a cell phone, students are not permitted to have any other personal electronic devices including but not limited to i-pads, tablets, pagers, etc., at assigned clinical sites. Students may not carry cell phones on their person in the clinical environment, but must instead turn them completely off and store them.

Students may use cell phones at clinical sites ONLY during their personal time such as scheduled lunches and breaks. Students should be considerate of others when using cell phones during their personal time and find a private area to hold conversations in a discreet manner.

Student Objectives for Professional Behavior

In addition to offering a transition from theory to application of skills, a purpose of clinical education is to teach the student the importance of acceptable work habits and appropriate professional guest relations as a member of a health care team. Students who are achieving professional growth will demonstrate certain observable characteristics desirable in a health care professional.

I. Organizational skills

1. plans ahead
2. conducts procedures systematically and smoothly
3. establishes priorities in sequence
4. maintains a clean, orderly, safe work environment
5. comes to the clinic prepared (has clinical log, pens, name badge, etc.)

II. Relationships with staff and peers

1. maintains open communication, coordinates the day's activities, asks questions, communicates effectively
2. receptive and responsive to constructive criticisms and suggestions
3. willing to assume full share of work and responsibility
4. willing to work with others harmoniously
5. recognizes chain-of-command
6. strives to be pleasant and amicable
7. maintains co-worker's confidentiality and respect; refrains from gossiping

III. Relationships with patients

1. communicates appropriately, effectively, and gives undivided attention to patient
2. provides patient with information about procedures; answers patient's questions
3. attempts to demonstrate empathy or concern for patient's emotional and physical well-being
4. provides patient with a safe and clean environment
5. refers to patient using correct title and surname; uses patient's first name only upon patient request
6. refrains from discussing personal or social activities when performing exams on patients or within ear-shot of patient areas

7. safely guard patient's personal property while in the department and while performing mobile procedures
8. treats patient with respect
9. demonstrates professional behavior at all times

IV. Flexibility

1. makes appropriate choices in stressful or unusual situations
2. maintains control of actions at all times
3. willing and capable of working with all personality types in the health care setting
4. demonstrates sound critical thinking in response to atypical scenarios
5. willing to help as needed

V. Initiative

1. willingly seeks out responsibilities and tasks without persistent prodding
2. shows interest in learning and trying new procedures
3. committed to learning the practice of respiratory care
4. offers assistance to other staff members in performance of respiratory care duties
5. makes effective use of times when patient volume is down

VI. Policy Compliance

Complies with all program policies as outlined in this handbook, the Respiratory Care Student Handbook, all Clarion University Handbooks, and all policies and procedures of the clinical sites to which the student is assigned.

Affective Criteria

Respiratory care students are expected to conduct themselves in the following manner at all times while in the clinical setting:

1. Function safely, effectively, and calmly under stressful situations
2. Maintain composure while managing multiple tasks simultaneously
3. Prioritize multiple tasks
4. Exhibit social skills necessary to interact effectively with patients, families, supervisors, and co-workers of the same of different cultures such as respect, politeness, tact, collaborations, teamwork and discretion
5. Maintain personal hygiene consistent with close personal contact associated with patient care
6. Display attitudes/actions consistent with the ethical standards of the profession.

Students will undergo evaluation an affective evaluation twice each semester during clinical practicum rotations. Evaluation of these criteria serves to assess the professional conduct of the student while in the clinical setting. Evaluation of affective criteria is performed by the respiratory care director/supervisors with input from all clinical staff.

Misconduct, Negligent Behavior and Resultant Dismissal from Clinical Site and/or

Program

In accordance with the policies and procedures of clinical sites with which Clarion University affiliates for the respiratory care program, disciplinary action may be taken against students for acting in a manner that, by generally accepted standards of behavior, is viewed as inappropriate.

The following is a list of behaviors that may result in **immediate dismissal** from a clinical site and from the respiratory care program, as deemed inappropriate by the clinical site preceptor, Director of Clinical Education, or by Clarion University respiratory care faculty, Department Chair, or Dean of the College Health and Human Services.

1. Intoxication or drinking on hospital premises
2. Erratic, inappropriate, questionable, suspicious, or unprofessional behavior
3. Overt threats or acts of personal violence or possession of weapons
4. Unauthorized use or sale of illegal substances
5. Gambling on hospital premises
6. Participating in any activity that could or does lead to disruption of the care of patients
7. Dishonesty such as stealing, cheating or deliberate falsification of records
8. Divulging confidential information of patients, fellow students, technologists, and employees, or by failing to adhere to a patient's rights with regards to their Protected Healthcare Information as defined by HIPAA.
9. Sleeping or the appearance of sleeping during education hours
10. Immoral conduct
11. Insubordination, including refusal to accept appropriate assignments from clinical personnel or use of profane or obscene language toward anyone in public or private conversations.
12. Disorderly conduct on hospital premises
13. Discriminatory actions, attitudes, language, or behavior
14. Any grossly negligent, careless, or willful act that could result in personal injury or personal damage

Clinical sites reserve the right to conduct random, on-the-spot screenings for illegal substances or alcohol of students assigned to the clinical facility. Students who test positively for illegal substances or alcohol will be dismissed immediately from the clinical site and risk permanent dismissal from the clinical site and from the respiratory care program.

Clinical Site Policies and Property

The clinical preceptor or Director of Clinical Education reserves the right to send a student home if the student breaches any hospital-specific policies or procedures. Should the clinical preceptor decide to send a student home, the preceptor will notify the Director of Clinical Education, a clinical Incident Report Form (Appendix F) will be completed, and disciplinary action will ensue. Students sent home for this purpose will be required to make up missed clinical time.

All students borrowing reference material from any hospital library or in possession of any hospital property shall assume total and final responsibility for the condition, return, and replacement of the material or property.

Clinical sites reserve the right to refuse to permit any student to use their facility for clinical

practicum. Students who are dismissed from a clinical site risk dismissal from the respiratory care program.

Clinical Documentation

Falsification of documentation will automatically result in dismissal from the clinical assignment and may result in dismissal from the respiratory care program. The Director of Clinical Education will be notified of such incidences and a clinical incident report will be completed.

Falsification includes, but is not limited to the following: charting a procedure on a patient that was not performed, charting prior to performing the procedure, falsifying information, or forging the Clinical Instructor's signature on clinical paperwork.

Clinical Attendance/Tardiness

Attendance at clinical sites is an essential component of the student's clinical education. Therefore, it is imperative that the student must be in his/her assigned clinical area and prepared for instruction at the scheduled time.

Clinical Absence.

If a student will be absent from *clinical or at any required clinically related activity* due to illness or unavoidable emergency, it is his/her responsibility to follow the proper procedure as follows:

1. **Report the absence to the clinical preceptor** at the clinical site at least 30 minutes prior to the start time scheduled for the clinical assignment.
2. **Notify the Director of Clinical Education** at least 30 minutes prior to the start time scheduled for the clinical assignment.
3. **Log into DataArc and document a SICK DAY** at least 30 minutes prior to the start time scheduled for the clinical assignment.

If the proper procedure is not followed for reporting clinical absences, it will be recorded on a Clinical Incident Form and will be considered an unexcused absence. All absences will be made up prior to the semester's completion. It is the student's responsibility to reschedule any missed clinical time at the convenience of the clinical preceptor and notify the Director of Clinical Education. Failure to complete all required clinical time may result in a failing grade and dismissal from the respiratory care program.

Tardiness.

It is equally important that a student be punctual for clinical assignments. Arriving late is disruptive to the clinical site's ability to provide patient care and reflects poorly on the student and the respiratory care program. **Late is defined as arriving at the clinical site 10 minutes passed the scheduled time.**

If the student finds he/she will be late, they must notify the clinical preceptor immediately. Once the student notifies the preceptor, they must be present at the clinical site within 60 minutes of the scheduled time of clinical. If the student does not notify the preceptor in advance of being

late, he/she will be sent home if more than 30 minutes late and the entire day must be made up. It is preferred that missed clinical time due to lateness be made up that day based on availability of the clinical preceptor.

If a student must leave a clinical assignment early due to illness or emergency, they must consult with the clinical preceptor and notify the Director of Clinical Education prior to leaving.

All missed clinical time must be made up prior to the end of the semester in consultation with the Director of Clinical Education. Clinical time that is not made up prior to the end of the semester will result in a grade of incomplete or failing at the discretion of the Director of Clinical Education.

Clinical Course Corrective Action

In the event that a student behavior requires disciplinary action at the clinical site, the Clinical Course Corrective Action procedure will be implemented.

Policy Statement:

Every student is held to a standard of job performance and professional behavior in the clinical setting which is characterized by commitment, mutual respect, integrity, professional accountability, steady attendance, and compliance with University Policies.

Policy Purpose:

The purpose of this policy is to protect the well-being of patients, visitors, preceptors and medical staff by correcting performance, attendance, and compliance with mandatory programs, at an early stage. The policy provides a documented, equitable, uniform and consistent procedure for handling student disciplinary concerns.

Guidelines:

Progressive corrective steps will be taken to identify and to assist in resolving problems of unsatisfactory conduct or performance. The corrective steps consist of counseling and warnings that are intended to help a student correct and improve his or her conduct. However, depending on the severity of the unsatisfactory conduct or performance, steps of the progressive action process may be omitted, up to and including immediate dismissal from the program.

Corrective Action Steps:

- a. **Step 1 (3 points):** Counseling (verbal written warning)

Counseling (verbal) creates an opportunity for the DCE to bring attention to the existing performance, conduct or attendance issue.

- b. **Step 2 (5 points):** Written Warning (decrease in one letter grade)

The written warning involves formal documentation of the performance, conduct or attendance issues and consequences. Students may be issued a written warning for incidents regardless of point accrual that may or may not lead to a letter grade deduction.

c. **Step 3 (6 points):** Final Written Warning (decrease in one letter grade)

A final written warning is used to address continuing problems where previous action has been ineffective. Depending on circumstance, a single event may be considered serious in nature and result in a final written warning without prior corrective action as per student handbook

d. **Step 4 (7 points):** Dismissal from program/failure of Clinical Course

Faculty will try to exercise the progressive nature of the policy to help students correct their actions and promote student success. Depending on circumstance, faculty reserves the right to combine or skip steps based on nature of offense(s). A student reaching this level has failed to recognize/reform their behavior and is therefore considered unqualified for a professional setting.

Please note that any letter grade decrease (10%) will be deducted from the final calculated grade.

Violation of Attendance Policy

Issue	Definition	Point Value
Absence	Any unscheduled, unapproved absence during a scheduled clinical day. (Absences that extend over consecutive clinical days will result in one point for each shift missed)	1
Tardy	Clocking in greater than 5 minutes after the start of a scheduled clinical day. Student does not provide a legitimate “Time Clock Error” in DataArc.	1/2
Early Exit	Clocking out or leaving the work area prior to the end of a scheduled clinical day (>15 minutes) early without faculty approval. Any unapproved instance where the student does not complete 85% of the clinical day will be considered an Absence and issued a whole point. The student may be written up and have to make up the clinical day.	1/2
Incomplete Time Clock	Forgetting to Clock In or Out on a Scheduled Clinical Day	1/2
Absence on a Day Prior to or Following a Holiday Break	An unscheduled absence on the scheduled clinical day immediately preceding or following a recognized University Holiday break.	2
No Call/ No Show	Failure of student to follow call off protocol in advance of the start of a clinical day. If the student notifies faculty any time	4

	<p>>2 hours after the start of a clinical day, it will be considered a no call/no show, not an absence.</p> <p>Two no call/no shows will result in failure of the clinical course and possible immediate dismissal from the program.</p>	
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Students should follow all existing reporting protocols for tardiness/leaving early/sick days as per syllabus.

Bereavement

Students will be granted an excused three-day leave from clinical practicum if a death occurs in the student’s immediate family. Immediate family includes a parent, step-parent, parent-in-law, spouse, child, stepchild, brother, sister, guardian, or daughter/son-in-law.

Students will be granted a one-day leave from clinical practicum if a death occurs in the student’s extended family. Extended family includes a grandparent, aunt, uncle, brother/sister-in-law, niece, or nephew.

Excused bereavement time will not be granted for any other individual not identified above.

Bereavement leave may be taken any time between the day of death and the funeral. Students will not be granted bereavement leave for funerals or associated events that occur during vacation time, holidays, weekends or other time off in which the student has no clinical educational obligations. A formal obituary from an established newspaper is required as proof of death for all bereavement absences. Students must speak with the Director of Clinical Education prior to missing clinical practicum due to bereavement.

Absences from respiratory care courses due to bereavement is at the discretion of the course instructor. It is the prerogative of the course instructor whether to allow make up exams or assignments for bereavement absences. Students should speak with the instructor prior to being absent for bereavement. All missed clinical days for bereavement, whether for immediate or extended family, must be made up prior to the end of the semester in which bereavement absences occurred. Missed days will be made up at a time that is suitable to the student's clinical site and with the prior approval of the Director of Clinical Education.

Missed Clinical Time

In the event of an unexpected prolonged absence such as serious illness or military deployment, the Director of Clinical Education must be notified as soon as possible. Students who are absent for three or more consecutive days due to illness must provide written documentation from their physician or medical facility verifying illness and readiness to return to their clinical assignment.

Inclement Weather and Clinical Assignments

Individuals in the health care professions are faced with whether-related travel decisions frequently and in most cases are expected to arrive to work safely. *Likewise, the health care student, first and foremost, must be safe and needs to make their own decision regarding traveling to clinical sites in inclement weather.* It is impossible to establish one policy which governs all clinical sites because weather conditions can change rapidly and can differ considerably in various geographical areas.

If it is known ahead of time that Clarion University – Venango campus is closed, all clinical experiences are cancelled and shall be made up on a future date under the direction of the Director of Clinical Education before the end of a semester. The closing of the main campus of Clarion University in Clarion does not indicate that the Venango campus will be closed. If a student has already arrived at a clinical experience prior to formal cancellation of classes at the Venango campus, the student and the Director of Clinical Education shall jointly decide whether the student should remain at the clinical site or to return home.

In the event that the Director of Clinical Education makes the decision to cancel a clinical experience or a student does not attend a clinical assignment because of weather, the student is responsible to make up the missed clinical time. Missed clinical time must be made up before the end of the semester in which clinical time was missed and must be scheduled in advance with the Director of Clinical Education and the clinical site. The Director of Clinical Education will coordinate and verify make up times with the clinical site.

Whether or not inclement weather forces the University to cancel classes at either campus, a student's safety depends on his/her decision of whether local conditions allow safe travel. It is the student's responsibility to communicate with their instructors in the case of absences or tardiness. If a student believes that inclement weather will not allow them to travel safely to an off-campus clinical site assignment they must contact, prior to their clinical start time, the Director of Clinical Education, as well as the clinical preceptor of the clinical site where they were supposed to report for the day.

Absence of Clinical Preceptor

In the event that a clinical preceptor is absent when the student is present at their clinical site, the student, the student must immediately notify the Director of Clinical Education. With the guidance of the Director of Clinical Education, the student will be assigned to another therapist who will serve as the student's preceptor for that day. If no such assignment can be made, the student will be sent home, given an excused absence for that clinical day, and will not be required to make up the day.

Effective Use of Clinical Downtime

Clinical downtime may occasionally occur while students are on clinical assignment. Students are expected to effectively use clinical downtime for further self-directed learning of respiratory care knowledge and skills.

Students are not permitted, however, to excuse themselves from hands-on clinical learning

opportunities because of the desire to complete assignments, study for examinations, etc.

Physician Interaction Policy

Students should seek out physician interaction whenever possible to develop ease in approaching physicians as well as for learning opportunities. A point system has been created to encourage this effort. Students must earn a total of 20 points per semester starting with the Fall semester of the second year. The scoring system is listed below:

TYPE A: Patient Focused

Individual, personal interaction with a physician relating to the management of a particular patient as it pertains to respiratory care. Included are actual procedures with a patient (for example, code blue, bronchoscopy, etc.) Also included are such activities as evaluations, diagnosis, treatment plan, and prognosis of a singular patient. The interaction may also include discussion of indications, contraindications, and hazards associated with prescribed therapeutic procedures and medication for a singular patient.

TYPE B: Tutorial

Individual one-on-one instruction related to clinical medicine or other areas pertinent to respiratory care. Included are activities such as formal or informal discussions, review of research or recent advances in respiratory care, and practical demonstration of procedures or equipment without patient interaction.

TYPE C: Small Group

Formal or informal presentations such as in-service, seminars, continuing education meetings, case presentations, physician's rounds, etc. *It is necessary for the presentation to be small enough for the physician conducting the session to be aware of who is in attendance.*

TYPE D: Large Group

Formal educational experiences such as lectures or papers presented at professional meetings, conferences, seminars, etc. *The size of the meeting would preclude significant audience participation.*

Scoring is as follows:

TYPE A 1 HOUR = 4 POINTS

TYPE B 1 HOUR = 3 POINTS

TYPE C 1 HOUR = 2 POINTS

TYPE D 1 HOUR = 1 POINT

Physician interaction records are to be submitted to the Director of Clinical Education or Clinical Instructor within the clinical documentation system in a designated section unless specified otherwise.

Clinical Safety Procedures

Blood borne pathogen precautions:

The following policy is based upon the guidelines distributed by the Centers for Disease Control and Prevention, Public Health Service, and U.S. Department of Health and Human Services.

Standard Precautions Education – Students are taught standard precautions prior to attending their first clinical practicum rotation. Students may also access current information about standard precautions via the CDC Hotline (1-800-342-AIDS) or via the web at <https://www.cdc.gov/>.

Prevention of HIV Transmission – The Respiratory Care program follows the guidelines prepared by the Centers for Disease Control and Prevention. When the clinical agency in which the student is affiliating has a policy that is more restrictive than the standard precautions, the student shall follow the institution's policy. The students shall always, at minimum adhere to the standard precautions.

Patient Care (Compliance Required) – Respiratory care students cannot refuse to follow standard precaution guidelines. Respiratory care students cannot refuse to care for those with HIV/AIDS disease.

Confidentiality - This policy adheres to the Confidentiality of HIV-Related Information Act (February 27, 1991) which protects individuals from inappropriate disclosure and subsequent misuse of confidential HIV-Related information. The confidentiality of HIV-related information will be protected, as is the case for all health-related information. Testing records are kept separate from academic or employment files. Exposure - Standard precautions are designed to reduce the risk of disease transmission in the health care setting. Students, faculty or staff who believe themselves to be at risk for HIV antibody have an obligation to be tested and receive pre-post counseling. It is the individual's responsibility to pay for these health services.

Standard Precautions

Standard Precautions aim to reduce the risk of disease transmission in the health care setting, even when the source of infection is not known. Standard Precautions are designed for use with all patients who present in the health care setting and apply to:

- Blood and most body fluids whether or not they contain blood
- Broken skin
- Mucous membranes

To reduce the risk of disease transmission in the health care setting, the School Health Sciences requires the use of the following Standard Precautions:

- Wash hand immediately with soap and water before and after examining patients and
 - after any contact with blood, body fluids and contaminated items – whether or not gloves were worn. Soap containing an antimicrobial agent is recommended.

- Wear clean, ordinary thin gloves anytime there is contact with blood, body fluids, mucous membrane and broken skin. Change gloves between tasks or procedures on the same patient. Before going to another patient, remove gloves promptly and wash hands immediately, and then put on new gloves.
- Wear a mask, protective eyewear and gown during any patient-care activity when splashes or sprays of body fluid are likely. Remove the soiled gown as soon as possible and wash hands.
- Handle needles and other sharp instruments safely. Do not recap needles. Make sure contaminated equipment is not reused with another patient until it has been cleaned, disinfected, and sterilized properly. Dispose of non-reusable needles, syringes, and other sharp patient-care instruments in puncture-resistant containers.
- Routinely clean and disinfect frequently touched surfaces including beds, bed rails, patient examination tables and bedside tables.
- Clean and disinfect soiled linens and launder them safely. Avoid direct contact with items soiled with blood and body fluids.
- Place a patient whose blood or body fluids are likely to contaminate surfaces or other patients in an isolation room or area.
- Minimize the use of invasive procedures to avoid the potential for injury and accidental exposure. Use oral rather than injectable medications whenever possible.

When a specific diagnosis is made, find out how the disease is transmitted. Use precautions according to the transmission risk.

If airborne transmission:

- Place the patient in an isolation room that is not air-conditioned or where air is not circulated to the rest of the health facility. Make sure the room has a door that can be closed.
- Wear a HEPA or other biosafety mask when working with the patient and in the patient's room.
- Limit movement of the patient from the room to other areas. Place a surgical mask on the patient who must be moved.

If droplet transmission:

- Place the patient in an isolation room.
- Wear a HEPA or other biosafety mask when working with the patient.
- Limit movement of the patient from the room to other areas. If patient must be moved,

place a surgical mask on the patient.

If contact transmission:

- Place the patient in an isolation room and limit access.
- Wear gloves during contact with patient and with infectious body fluids or contaminated items. Reinforce hand washing throughout the health care facility.
- Wear two layers of protective clothing.
- Limit movement of the patient from the room to other areas.
- Avoid sharing equipment between patients. Designate equipment for each patient, if supplies allow. If sharing equipment is unavoidable, clean and disinfect it before use with the next patient.

Source:

1. Guidelines for Isolation Precautions:
<https://www.cdc.gov/infectioncontrol/guidelines/isolation/index.html>
2. Recommendations for Application of Standard Precautions for the Care of All Patients in All Healthcare Setting:
<https://www.cdc.gov/infectioncontrol/guidelines/isolation/appendix/standard-precautions.html>
3. Clinical Syndromes or Conditions Warranting Empiric Transmission-Based Precautions in Addition to Standard Precautions:
<https://www.cdc.gov/infectioncontrol/guidelines/isolation/appendix/transmission-precautions.html>

Incident Protocol

An “incident” is defined as any happening related to student performance which is not consistent with the educational practices of the respiratory care program, or one in which the safety of an individual is jeopardized. Should an accident or incident occur to a student while in a clinical setting, the student is responsible for completing the following procedure:

- Report the incident as soon as possible to the Director of Clinical Education and clinical preceptor.
- Complete proper documentation required by the clinical site, as advised by the clinical preceptor.
- Seek medical assistance if required. (Medical treatment is at student’s expense.)
- Report to any additional authorities as required.
- Seek follow up treatment as recommended.
- Complete Clarion University Incident Report Form

In addition to the above information, each clinical site will provide training that addresses student exposure to infectious and environmental hazards. This training is required by clinical sites as a pre-requisite to entering the clinical areas.

The Incident Report Form is in Appendix F of this handbook and is also available from the Director of Clinical Education. The student is to fill out the form and return it to the Director of Clinical Education. The following procedures will apply:

1. The Director of Clinical Education will hold a conference with the student concerning the incident and then complete the required portion of the Incident Report Form.
2. The Director of Clinical Education will inform the Program Director and the Chair of the Department of Human Services, Rehabilitation, Health and Sport Sciences of the incident and a determination will be made as to the action to be taken. If deemed necessary, the student will be instructed to make an appointment to meet with the Chair of the Department. After meeting with the student, the Chair of Department will add to the Incident Report Form as appropriate.
3. The Director of Clinical Education, Program Director, and Chair of the Department of Human Services, Rehabilitation, Health and Sport Sciences will evaluate the situation as to whether further action is necessary.
4. Referral to Dean of the Department is at the discretion of the Department Chair.
5. Incident Report Forms are retained by Clarion University's Department of Human Services, Rehabilitation, Health and Sport Sciences in the student file.
6. This incident report procedure is for Clarion University purposes and is separate from any requirements for reporting of the clinical site. The clinical preceptor will advise the student of the proper reporting procedures required by the clinical site.

Clinical Evaluation Process

Students are held responsible for knowing and ensuring that they satisfy all clinical requirements of the respiratory care program.

The student's progression toward clinical competence will be formally evaluated in the laboratory setting first. Upon successful demonstration of skill, the student can perform that skill in the clinical setting under direct supervision. Direct supervision is defined as having a clinical preceptor immediately accessible in the same room as the student. Once the student is competent, successful demonstration of mastery is evaluated in the clinical setting. If the student demonstrates mastery, they may perform that skill without direct supervision.

Laboratory Evaluation. This is a pre-clinical evaluation. Following adequate instruction and practice for a procedure, the student's performance will be evaluated in the laboratory setting.

The student must complete instructor check-offs. It is the responsibility of the student to be prepared for the evaluation session. The student is not permitted to practice a procedure in the clinical setting until he/she has passed the performance evaluation in the laboratory.

Clinical Evaluation. The clinical evaluation process consists of evaluation of the student's performance of a procedure in the clinical setting. It's the student's responsibility to practice clinical skills until confident enough to pass a check-off with the clinical preceptor. The student is encouraged to ask the clinical preceptor for feedback as they are practicing clinical skills, but the preceptor will not approach the student to complete a clinical skill check-off. The student must complete all required check-offs for a clinical skill before they can proceed to the formal clinical evaluation with a clinical preceptor.

When the student feels confident in his/her ability to perform the clinical skill competently, he/she should schedule the clinical evaluation with the preceptor. The clinical preceptor may refuse to evaluate a student if the preceptor is not confident in the student's ability to perform the clinical skill competently. However, a clinical preceptor's willingness to conduct a clinical evaluation for a student should not be construed as the clinical preceptor's endorsement that the student will be successful in the clinical evaluation. Please see Appendix E for the Clinical Evaluation Form.

The Instructor/Evaluator Role. The instructor must perform at least two different roles. These roles involve clinical instruction and evaluation. Clinical instructors provide direct clinical supervision and facilitate learning. As evaluators, the role of the instructor is significantly reduced. Therefore, when the student has scheduled an evaluation session, it is assumed that the student can perform a procedure **without assistance of any kind**. If it becomes necessary for the evaluator to intervene, either to safeguard the patient's welfare or to expedite completion of the procedure, the evaluation session must be repeated after the student has had further practice.

The Student's Role. Before each formal evaluation session, the student should do the following:

- Review the steps of the appropriate competency
- Meet with the instructor to discuss any points of confusion.
- Review the patient's medical record.
- Ensure that all necessary equipment is readily available.
- Be prepared to accept constructive criticism.

Student Substitution for Paid Staff

The purpose of the clinical practicum assignment is so respiratory care students can practice and sharpen their required respiratory care competencies. Under no circumstances are students to be substituted for clinical, instructional, or administrative staff at clinical sites or in didactic or lab courses. If a student feels that he or she has been placed in this situation, the Director of Clinical Education should be notified immediately.

Students who meet established criteria may be chosen to assist faculty members in the laboratory environment, but student assistants do not have instructional primacy or authority.

Breaks and Meals

Breaks and meals during clinical assignments are taken according to the policy at the clinical site and in coordination with the clinical preceptor. Students typically utilize the same dining and lounge facilities as the staff of the assigned clinical site.

Parking

Clarion University respiratory care majors must follow the parking policies and guidelines of all clinical sites to which they are assigned. Parking expenses are the responsibility of the student. Information about parking at clinical sites is available as follows but is subject to change:

- UMPC Passavant- students will use off-site parking with UPMC Passavant shuttle service to the hospital.
- UPMC Northwest: employee lot
- Meadville Medical Center: student will be issued permit for employee lot on Liberty St.
- Clarion Hospital: park at end of lot on upper level
- Rainbow Babies: student can purchase a visitor pass (approximately \$20) that is good for 10 days or park free at distant lot and take a shuttle to the hospital.
- AHN West Penn – Off site lot free of charge to students, includes a shuttle service.
- Dubois Medical center: across street at top of hill
- Heritage Valley, Sewickley Hospital – Students will be issued a pass to park in the hospital's parking garage for a nominal fee.

For information about parking for clinical sites that are not listed above, please see the Director of Clinical Education or the preceptor of the clinical site.

Clinical Site Safety and Emergency Response Plans

While at their assigned clinical practicum site, students will follow the safety protocols of the clinical site as provided to students during their clinical site orientation. Students will follow protocols for all safety matters including, but not limited to Standard Precautions; body mechanics; combative patients; safe handling of substances (material safety data sheets); electrical, fire and other safety precautions related to the physical plant; bomb threats; active shooter emergencies; and other safety matters as identified at clinical site orientation.

All students will follow the instructions of the clinical preceptor or the respiratory care clinical supervisor in situations related to the facility's emergency response plan. In all cases, the student must notify the Director of Clinical education of the situation immediately after the student's safety has been assured.

Clinical time that is missed because of emergency responses will be made up by the student at the convenience of the clinical preceptor and with prior approval of the Director of Clinical

Education.

Gratuities

Many times what students do for patients is perceived by the patient as being above and beyond the call of duty. The patient and/or their family may feel grateful and wish to reward the student. Because the service that health care professionals provide is part of their jobs, students are not permitted to accept gifts or tips of any types from patients and their families. Students may instead suggest to patients and families that instead of gifts or tips, written letters of commendation about the student's performance be sent to Clarion University's Director of Clinical Education.

Conduct at External Events

Respiratory care students attending external respiratory care events such as professional conferences, workshops, and conventions are representatives of Clarion University. As such, students are expected to conduct themselves at all times in a professional, discreet, and respectful manner while attending the event and also during their related stay in a hotel/motel. Public intoxication; erratic, inappropriate, violent, immoral, or unprofessional behavior, language, and actions; disorderly conduct; absence from or sleeping during scheduled event activities; smelling of alcohol; and other offensive behaviors or language are grounds for disciplinary action including loss of future privileges to attend such events or dismissal from the respiratory care program.

Students who are attending events as Clarion University Respiratory Care students are also subject to conduct policies specified in Clarion University Student Conduct Policy. This policy may be accessed here: <http://clarion.edu/about-clarion/policies/cu-policies/clarion-student-code-of-conduct-18-19.pdf>

Employment at Clinical Settings

Respiratory care students may establish an employment relationship with clinical sites where they attend clinical practicum or with other affiliated or non-affiliated clinical sites. The work for pay relationship is completely devoid of Clarion University oversight or involvement. While the student is working, the student is an employee of the clinical site subject to all policies and procedures established by the clinical site. While working, the student will in no way engage in any form of educational activity related to the Clarion University respiratory care program. The student may not perform competency check-offs, practice procedures, evaluations, or other activity required for Clarion's respiratory care program. The student may not represent his/her work for pay activities as activity related to the Clarion University respiratory care program.

Conversely, while respiratory care students are completing their clinical practicum assignments, they may not accept payment or gratuities of any kind for educational activities or time spent at the clinical site.

Appendix A

**Clarion University Respiratory Care Program
Respiratory Care Student Handbook Acknowledgment Form**

I have read the contents of the Respiratory Care Student Handbook and had the opportunity to ask questions. I agree to abide by all program and clinical policies as outlined in this and other department and university handbooks.

I understand that in addition to the cost of tuition and fees related to Clarion University's respiratory care program, I will incur other related costs. Such costs include but are not limited to travel to clinical sites, parking at clinical sites, lodging at distance clinical sites, meals at clinical sites, uniforms, etc.

I also acknowledge that violation of these policies may result in disciplinary action, including dismissal from the respiratory care program.

Changes to any of the policies contained in this handbook may become necessary, as deemed necessary by the Department of Human Services, Rehabilitation, Health and Sport Sciences.

STUDENT'S NAME (please print): _____

STUDENT'S SIGNATURE: _____

DATE: _____

Appendix B

Clarion University Respiratory Care Program Associate of Science, Respiratory Care Curriculum Plan Example*

First Semester (Fall I)	Credits
BIOL 251 & 261 Human Anatomy & Physiology I with Lab	4
PHSC 111 Physical Science Chemistry	3
Math 117 Mathematics for Health Science Majors	3
AH 201 Intro to the Healthcare Environment	2
AH 101 Medical Terminology	3
Semester Total	15
Second Semester (Spring I)	
BIOL 252 & 262 Human Anatomy & Physiology II with Lab	4
RESP 101 Introduction to Respiratory Care	3
BIOL 260 Microbiology	3
ENG 111 Writing II	3
PSY 211 General Psychology	3
Semester Total	16
Third Semester (Summer I)	
RESP 121: Clinical Application of Resp Care I	2
RESP 201 Cardiopulmonary A&P	3
RESP 202 Cardiopulmonary Pathophysiology	2
RESP 203 Cardiopulmonary Pharmacology	2
RESP 231 Intermediate Respiratory Care	3
Semester Total	12
Fourth Semester (Fall II)	
RESP 204 Advanced Respiratory Care	3
RESP 205 Mechanical Ventilation & Critical Care I	3
RESP 206 Selected Topics in Respiratory Care	3
RESP 220 Clinical Application of Respiratory Care II	3
Semester Total	12
Fifth Semester (Spring II)	
RESP 207 Mechanical Ventilation & Critical Care II	4
RESP 208 Neonatal & Pediatric Respiratory Care	3
RESP 221 Clinical Application of Respiratory Care III	5
Semester Total	12
Sixth Semester (Summer II)	
RESP 209 Advanced Cardiac Life Support Prep	2
RESP 210 Advanced Clinical Concepts	3
RESP 211 Case Studies – Clinical Simulations	2
RESP 222 Clinical Application of Respiratory Care IV	5
Semester Total	12

TOTAL CREDITS = 79

*Curriculum subject to change.

Appendix C

Clarion University Respiratory Care Program Respiratory Care Program Estimated Costs*

- Malpractice insurance for 2 years \$68.00
- AHA Healthcare Provider CPR \$50.00
- Fingerprinting and background clearances \$100.00 (including the state of Ohio in the second year)
- Subscription to electronic clinical database \$85.00
- Respiratory supplies lab kit \$200.00
- Physical examination (price set by student's medical provider of choice)
- 10 panel Drug Screen (price set by student's medical provider /laboratory of choice)
- 2-step TB Testing price set by student's medical provider of choice
- Scrubs (2 sets) \$40.00
- Stethoscope \$60.00
- ACLS \$100.00
- Health Insurance (price set by health insurance provider)
- Transportation to clinical sites and parking

*Please note that costs identified above do not include costs of tuition, fees, books, meals, living expenses, etc. While care has been taken to identify all costs associated with the respiratory care program that are not related to tuition, fees, living expenses, etc., there may be random costs that have not been identified on the above list. Costs identified above are estimates and are subject to change without notice. Some costs may be covered by the respiratory care club, but this is not guaranteed.

Appendix D

**Clarion University Respiratory Care Program
Clinical Site Student Orientation Acknowledgement Form**

I have completed orientation at the home clinical site to which I have been assigned and have had the opportunity to ask questions of the clinical preceptor or other clinical site personnel as well as the Director of Education.

Home Clinical Site: _____

Student's Name (please print): _____

Student's Signature: _____

Date: _____

Name of Clinical Preceptor (please print): _____

Signature of Clinical Preceptor: _____

Date: _____

Appendix E

Clarion University Respiratory Care Program Clinical/Semester Evaluation

Student _____ Clinical Site: _____
Date: _____

Directions:

- It is to the student's benefit if you are as honest and constructive as possible.
- Comments and examples are highly valued.
- If you feel that a student deserves an exceptional or unsatisfactory rating in any category, please include specific comments so that we may either recognize the student or create an action plan to maximize his/her potential.

To aid in your ability to evaluate the student(s) as they learn each semester; listed below are the semester courses and skills in which students should be gaining knowledge and prove competent:

Student: 1st or 2nd year

Semester: 1 2 3 4 5

Semester courses:

1st Year Students: Pathophysiology, Pharmacology, CardioPulm, A&P, Intermediate Respiratory Care, & Clinical 1

2nd Year Students: ACLS and EKG, Board prep for TMC & CSE

New Semester Competencies to date: _

1st Year Students: ~CPT, FV, PEP, Bronchial Hygiene~

2nd year Students: ~NA~

****NOTE**** Student can pull up a competency report for you at your request.

Clinical Site Recommendations:

Is this student thriving at this clinical site?

Yes / No

If NO; should the student continue at this clinical site?

Yes / No

If NO; best day and time for DCE to call: _____

*Please email/fax completed evaluation to:
Greg Sambor, DCE Respiratory Care Program
814-676-1267*

Scale: 3 – Exceptional 2.5 Moving toward Exceptional 2 – Satisfactory 1.5 Needs Improvement 1– Unsatisfactory N/O– Not Observed					
1. Knowledge					
3	2.5	2	1.5	1	N/O
Demonstrates superior understanding of concepts, facts and theories specific to the situation and theorizes highly advanced skills correctly. Superior knowledge to pass competencies.	Demonstrates strong knowledge of concepts, facts and theories specific to the situation and theorizes above average skills appropriately. Strong knowledge to pass competencies.	Demonstrates a general knowledge of concepts, facts and theories specific to the situation and theorizes advanced skills appropriately. Sufficient knowledge to pass competencies.	Demonstrates an incomplete understanding of the concepts, facts and theories related to the specific situation. Is moving towards completing theories but knowledge gaps exist. Knowledge deficit; unable to pass competencies with ease.	Demonstrates little or no understanding of the concepts, facts and theories related to the specific situation yet theorizes advanced skills with gaps in knowledge. Evident knowledge deficit; unable to pass competencies.	Not observed
2. Psychomotor/Hands on Ability					
3	2.5	2	1.5	1	N/O
Can perform the skill with confidence, without error and greatly exceeding standards. Seldom requires assistance with highly advanced skills. Students able to pass competencies safely.	Carries out the skill with minimal/slight error and easily meets the accepted standards. Requires minimal assistance with highly advanced skills. Students able to pass didactic competencies safely.	Carries out the skill without significant error and meets the accepted standards most of the time. Requires occasional assistance with highly advanced skills. Students able to pass didactic competencies safely.	Cannot perform the skill without numerous error approaching harming of the patient. Needs ongoing assistance and/or observation with moderate OR highly advanced skills. Struggle to pass didactic student competencies safely	Cannot perform the skill or is in danger of harming the patient. Needs constant or ongoing assistance and/or observation with basic OR highly advanced skills. Unable to pass didactic student competencies safely.	Not observed
Scale: 3 – Exceptional 2.5 Moving toward Exceptional 2 – Satisfactory 1.5 Needs Improvement 1– Unsatisfactory N/O– Not Observed					

3. Dependability					
3	2.5	2	1.5	1	N/O
Never absent Always arrives on time and is always prepared	Absences are rare (<2) with legitimate documented reasons. Appropriate personnel are always notified. Arrives on time and is prepared.	Rarely absent (<2) but informs appropriate personnel Is seldom absent or unprepared, but notifies appropriate personnel	Absent or late repeatedly (>2) but informs appropriate personnel. Absence and lateness is too frequent.	Absent repeatedly (>2) and neglects to inform appropriate personnel. Is frequently late and unprepared	Not observed
4. Self-Direction and responsibility for his/her actions					
3	2.5	2	1.5	1	N/O
Is self-directed and works responsibly. ALWAYS seeks out or creates learning opportunities	Is mostly self-directed and works responsibly. MOST OF THE TIME seeks out or creates learning opportunities	Needs normal amount of supervision and usually accepts responsibility. SOMETIMES seeks out or creates learning opportunities	Requires frequent supervision and is beginning to assume some responsibility. INFREQUENTLY seeks out or creates learning opportunities	Requires frequent or constant supervision and has difficulty assuming responsibility. RARELY seeks out or creates learning opportunities	Not observed
5. Efficient Planning and Time Management					
3	2.5	2	1.5	1	N/O
Plans ahead, always works efficiently and manages time wisely	Plans ahead, works efficiently and manages time wisely most of the time.	Completes assigned tasks, needs occasional direction	Inconsistent in completing tasks, needs improvement in prioritizing work	Inconsistent or rarely completes tasks, needs significant help and direction in prioritizing work	Not observed
6. Oral Communication Skill					
3	2.5	2	1.5	1	N/O
Always communicates in a concise, PROFESSIONAL manner; relating appropriate and complete information; maintains confidentiality. Provides thorough and accurate patient report.	Frequently communicates in a concise, PROFESSIONAL manner; relating mostly appropriate and complete information; maintains confidentiality. Provides thorough and accurate patient report most of the time.	Usually communicates in a thorough manner; ensures confidentiality, may benefit from some mild improvement with professional communication. Able to offer satisfactory patient report with general patient information	Has some difficulty collecting and communicating appropriate information thoroughly and accurately; struggles to maintain confidentiality, requires improvement with professional communication. Struggles to provide accurate or thorough patient report. Information given often lacks accurate and critical patient information.	Has difficulty collecting and communicating appropriate information thoroughly and accurately; fails to maintain confidentiality, requires significant improvement with professional communication. Unable to provide accurate or thorough patient report. Information given frequently lacks accurate and critical patient information.	Not observed
Scale: 3 – Exceptional Observed 2.5 Moving toward Exceptional 2 – Satisfactory 1.5 Needs Improvement 1– Unsatisfactory N/O– Not					

7. Appropriately interacts with patients (courteous, thoughtful, empathetic, displays patience, and non-judgmental).					
3	2.5	2	1.5	1	N/O
Always demonstrates respect, sensitivity and consideration for others, consistently anticipates and attends to patient's and family's needs for comfort and help	Most of the time demonstrates respect, sensitivity and consideration for others, often anticipates and attends to patient's and family's needs for comfort and help	Usually concerned for and supportive of others, reasonably aware of and attentive to patient's and family's needs for comfort and help	Seldom shows concern or interest in others, too often inconsistent in attending to patient's and family's needs for comfort and help	Fails to show concern or interest in others, inconsistent in attending to patient's and family's needs for comfort and help	Not observed
8. Accepts supervision and works effectively with supervisory personnel (accepts constructive criticism and guidance)					
3	2.5	2	1.5	1	N/O
ALWAYS seeks constructive feedback, accepts guidance Changes behavior for personal improvement	Frequently seeks constructive feedback, accepts guidance Looks to improve behavior for personal improvement most of the time.	USUALLY accepts guidance or direction Frequently improves behavior	The ability to accept guidance or direction needs improvement Is defensive or argumentative and struggles to change behavior	RARELY accepts guidance or direction Is defensive or argumentative and unwilling to change behavior Poor behavior is discussed and repeatedly unchanged.	Not observed
9. Confidence in abilities, exercises good judgment and maintains composure in stressful situations					
3	2.5	2	1.5	1	N
Self –confident ALWAYS seeks assistance when appropriate Respects professional boundaries and remains calm in stressful situations	Self –confident most of the time Frequently seeks assistance when appropriate Respects professional boundaries and remains calm in stressful situations most of the time	Recognizes limitations the majority of the time Occasionally seeks assistance when necessary Acts appropriately in stressful situations	Struggles to know when to seek assistance Sometimes oversteps professional boundaries Too often makes inappropriate decisions that are harmful to patient care	Doesn't know when to seek assistance Oversteps professional boundaries Makes inappropriate decisions that are harmful to patient care	Not observed
Scale: 3 – Exceptional Observed 2.5 Moving toward Exceptional 2 – Satisfactory 1.5 Needs Improvement 1– Unsatisfactory N/O– Not Observed					

10. Conducts himself/herself in an ethical and professional manner (displays integrity, sincere and applies discretion).					
3	2.5	2	1.5	1	N/O
<p>ALWAYS exhibits concern for the dignity and welfare of patients and team members</p> <p>Prevents conflict of interest</p> <p>Always takes measures to deal with conflict effectively</p>	<p>Most of the time exhibits concern for the dignity and welfare of patients and team members</p> <p>Frequently Prevents conflict of interest</p> <p>Takes measures to deal with conflict effectively most of the time</p>	<p>Generally, displays concern for dignity and welfare of patients and team members</p> <p>Avoids conflict of interest</p> <p>Recognizes conflicts as they arise</p>	<p>Is somewhat negligent or inconsiderate of patients or team members' dignity or welfare</p> <p>Struggles to identify conflicts of interest</p> <p>Has Provoked conflict in at least one instance</p>	<p>Is negligent or inconsiderate of patients or team members' dignity or welfare</p> <p>Demonstrates conflict of interest</p> <p>Provokes conflict frequently</p>	Not observed
11. Participates in educational activities that enhance clinical performance.					
3	2.5	2	1.5	1	N/O
<p>Readily initiates learning activities and participates willingly in learning activities, without prompting or direction</p> <p>EXCELLENT Work ethic</p>	<p>Initiates learning activities and participates willingly in learning activities, needs very little prompting or direction</p> <p>VERY GOOD Work ethic</p>	<p>Participates willingly in learning activities upon prompting or direction.</p> <p>SATISFACTORY Work Ethic</p>	<p>Participates if prompted or with some encouragement from preceptor to engage in learning activities</p> <p>Work Ethic NEEDS IMPROVEMENT</p>	<p>Participates ONLY if prompted or with encouragement from preceptor or <i>refuses</i> to engage in learning activities</p> <p>UNSATISFACTORY Work Ethic</p>	Not observed
Total Points: _____ POINTS WILL BE TABULATED BY DCE ONLY:	Total Points: _____	Total Points: _____	Total Points: _____	Total Points: _____	
Comments: (Overall comments and comments specific to any rating of exceptional or unsatisfactory)					
Total Points Possible: 33 each eval (Mid & End Sem.)					

Grand Total Column 3 + Column 2 + Column 1 + Column 0 = _____

APPENDIX F

Clarion University Respiratory Care Program Incident Report Form

An incident is any happening related to student performance, which is not consistent with the educational practices of the Respiratory Care Program, or one in which the safety of the individual is jeopardized.

Date of Incident: _____

Student: _____

Level of Student: _____

Educator: _____

DESCRIPTION OF INCIDENT –By the Student

Signature: _____ **Date:** _____

DESCRIPTION OF INCIDENT – By the Faculty Member

Signature: _____ **Date:** _____

Incident Report Form, Continued

OUTCOME OF INCIDENT

REPORT OF STUDENT CONFERENCE

Date: _____

RECOMMENDATION

Date: _____

Reviewed by: _____
Signature

Date: _____

Appendix G

Clarion University Respiratory Care Program Social Media Policy and Acknowledgement

Social Media Policy

Purpose: The Department of Respiratory Care supports the use of social media to reach audiences important to the University such as students, prospective students, faculty and staff. The Department of Respiratory Care's presence or participation on social media sites is guided by university policy. This policy applies to Department of Respiratory Care students who engage in Internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. According to the American Association of Respiratory Care (AARC), distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

General Information: Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, Twitter, Facebook, YouTube, Snap Chat, Instagram, and Myspace, etc.

The intent of this policy is for the protection of sensitive and confidential information. As new technologies and social networking tools emerge this policy may/will need to be updated and revised accordingly. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations. As a respiratory student you will want to represent the University and the School in a fair, accurate and legal manner while protecting the brand and reputation of the institution.

Policy: In your role as a respiratory student it is your responsibility to protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a respiratory student.

- It is expected that during clinical and classes use of electronic devices employed for social media will be used only as authorized by faculty.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. The Department of Respiratory Care recognizes the extensive

use and benefit of cellular phones and other communication devices, beepers, pagers, blackberries, etc. However, use of these devices creates disruption and distraction. The use of these devices is strictly forbidden during class. Please advise those who may need to contact you in an emergency to call the Department of Respiratory Care (814-393-1207). Any messages will be promptly delivered to you. Violation of this policy will result in disciplinary action and/or an unsatisfactory evaluation.

- Use of electronic devices, e.g., computers, notebooks, etc. during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student.
- Be aware of your association with Clarion University of Pennsylvania in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Clarion University's behalf, unless you are authorized to do so in writing.
- HIPPA and FERPA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.

Procedure/Considerations

- There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a Clarion University respiratory student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Respiratory Therapy is one of the most trusted professions in the US. Therefore, respiratory students are preparing for a profession, which provides services to a public that also expects high standards of behavior.
- Respect your audience; please do not assume that everyone agrees with you.
- Adhere to all applicable university privacy and confidentiality policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, slanderous, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

- Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

Consequences

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

By signing this Social Media Policy, I understand and agree to abide by the contents of this policy. I also understand the consequences of potential dismissal from the respiratory program for violating this policy.

Name: _____ Date: _____

Signature: _____

References: The Social Media Policy for Clarion University School of Health Sciences is adapted from Social Media Policy, the Student Handbook of Clarion University, and the Student Handbook of Purdue University of Nursing retrieved from:
https://hilo.hawaii.edu/depts/nursing/social_media_policy.php

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