

# Casper College | Respiratory Therapy

**2024-2026**  
Student Handbook  
Respiratory Therapy Program



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## The Mission of Casper College

- Casper College is a public, comprehensive two-year institution with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community

## The Vision of Casper College

- Casper College strives to provide an education for a lifetime that will prepare individuals to thrive and adapt in an ever-changing world.

## The Values of Casper College

- In support of our college and community mission, Casper College holds the following core values:
  - Integrity – Hard work, accountability, trust, open communication, and respect
  - People – Growth, support, personal development, and positive relationships
  - Diversity – Thought, culture, and experience
  - Forward Thinking – Intentional, innovative, and sustainable planning in the pursuit of excellence
  - Community – Partnership and service

## The Goal of Casper College:

- Casper College will promote education for a lifetime by:
  - Community - Strengthen the college's proactive culture that anticipates the needs of the community and state through curricula, program offerings, and partnerships.
  - Quality - Sustain transferability of coursework and applicability of skills. Improve retention, completion, graduation, and student success. Maintain and promote a safe learning and living campus environment.
  - Growth - Manage programs and enrollment to meet the needs of the community and state.
  - Financial - Implement a data-informed decision-making process based on students' success.
  - People - Sustain a culture that encourages and empowers people to voice ideas, thoughts, and opinions. Recruit, develop, and retain qualified employees. Create a supportive environment that promotes lifelong development rooted in critical thinking and reflection

## Casper College's Emergency Response Guide

The Casper College community, including students, should familiarize themselves with Casper College's emergency response guide and sign up for text alerts. Students should follow instructions from faculty and building marshals for drills and emergency events.  
[http://www.caspercollege.edu/security/downloads/CC\\_emergency\\_response\\_guide.pdf](http://www.caspercollege.edu/security/downloads/CC_emergency_response_guide.pdf)

## Student and Faculty Safety

Students enrolled in the Respiratory Care Program at Casper College have access to a variety of student support services.

## Campus Security

Casper College provides a fast paced, dynamic environment for learning to thousands of students each week. Campus security officers provide a reasonably safe and secure campus for all employees, students and guests.

We are on campus 24 hours a day, 365 days a year. Feel free to approach any of us or to give us a call. ***We are here to help! Location- Student Center, room 204: Phone 268-2688***

Some of the services we provide include:

- Vehicle Restarts
- Access Assistance
- Vehicle Unlocks, (excluding electronic locks)
- Escorts
- Assistance in Medical Emergencies

Here is a list of some of the Policies and Programs of our security team.

- Annual Security Report
- Annual Crime/ Incident Statistics
- Annual Fire Safety Report
- Daily Crime Blotter 2014
- Emergency Response Guide
- Material Safety Data Sheets (MSDSs)
- Parking/Traffic Citation
- Student Conduct Code
- Sexual Assault
- National Suicide Prevention Hotline 24/7
- Report a student of concern to the Behavioral Intervention team
- Identity Theft

For a complete listing of campus safety and security offerings visit: [caspercollege.edu/security](http://caspercollege.edu/security)

## Wellness Center

Counseling and Student Health Counseling Services

Union/UW at Casper Building, Room 202 • 268-2267

<https://www.caspercollege.edu/wellness-center/counseling-services/>

- College life is a time of change, growth and transition.
- The staff of Casper College Counseling Services is trained to help college students through these times of adjustment and exploration.
- Our counselors offer a broad range of FREE professional services to currently enrolled students of Casper College or its affiliated schools (UW/CC, UND, Franklin, etc.), and are devoted to helping the Casper College community with any problem or concern that might require professional assistance, such as:
  - Personal growth and well-being
  - Life and career planning
  - Relationships
  - Eating disorder
  - Stress management
  - Testing services
  - Test anxiety
  - Anxiety
  - Depression
  - Loss and grief
  - Assistance with disabilities
  - Anger management
  - Alcohol/drug abuse
  - Selecting a major and more...
- These are just some of the reasons to contact Counseling Services.
- If you are not sure if our services are right for you, come in and discuss it with our staff, we may be able to help or refer you to someone who can.
- To make an appointment, come by our office (Union/UW at Casper Building, Room 202) or simply call us at 268-2267.

## Student Health

Union/UW at Casper Building, Room 202 • 268-2263

<https://www.caspercollege.edu/wellness-center/student-health-services/>

### Feeling Sick?

- The Casper College Student Health Service office is the Union/University Building on the second floor where our registered nurse is in charge.
- Most services are free and available for students with ID cards and include the following:
  - Physical exams (check with the director for programs which require physicals)
  - Administration of immunizations and allergy shots
  - Strep throat testing
  - Blood pressure monitoring
  - Eye exams
  - Urinalysis
  - Emergency first aid care
  - Office visits
  - Coordination of medical care with community resources
  - Personal health education programs and consultations (individual and group)
  - Three-hour general physician clinic each week
  - Women's specialty clinic each week.
    - A women's specialty clinic (by appointment) and physician ordered blood testing are done on a sliding/reduced fee basis.
- Service is typically open from 8-11:30 a.m. and 12:30-4 p.m., Monday through Friday.
  - The general physician's drop-in clinic begins at 5:30 p.m. on Wednesdays during Fall and Spring semesters.

**Office hours:** Academic year: 8-11:30 a.m. and 12:30-4 p.m. Summer: 7:30 a.m.-1 p.m.



## Behavioral Intervention Team

### Mission:

- To promote the safety and well-being of our college community through education, communication, collaboration and appropriate, timely intervention.
- To identify, prioritize, track and monitor problematic student behaviors that are potentially harmful to self or others and take such action as deemed appropriate.
- To help and support via educational, rather than punitive means, according to an established protocol and transparent procedures.
- To work together to promote student and community success and development.
- The Behavioral Intervention Team (BIT) at Casper College exists to address student behavioral concerns which are not consistent with the College's mission.
- Valuable lessons have been learned from tragic events at other campuses.
- Important information about students is often housed in isolated areas and isn't connected until a tragedy strikes.
- The BIT serves as the centralized coordinating body for reports, discussion and action regarding students exhibiting behaviors of concern including, but not limited to:
  - Threats, aberrant or strange behavior, violent or perceived violent behavior, threats of suicide or violence against others, etc.
- The BIT also makes recommendations as to whether the best option is for the student to continue at Casper College.
- The BIT does not preempt any other Casper College department in performing its duties in enforcing policies, practices or managing student situations.
  - In addition, it is the responsibility of the BIT to develop, review, and recommend College policies which address such situations and behaviors.
- The Casper College Behavioral Intervention Team consists of:
  - Representatives from the Office of the Vice President for Student Services (chair).
  - The Campus Security/Judicial Affairs office
  - The Counseling Center and the Office of Student Life.
  - Other ad hoc members are consulted as dictated by individual situations.

**Campus Security or 911 should always be called first in the event of an emergency.**

## Admission, Progression and Core Performance Standards

1. Students may take classes at Casper College as non-degree seeking students, but the faculty recommends that those interested in Health Science programs apply as degree seeking students.
  - a. This allows the student to take full advantage of formal academic advising.
2. To apply as a degree-seeking student, the applicant must:
  - a. Submit a completed Casper College application for admission to Enrollment Services. Available online: [www.caspercollege.edu](http://www.caspercollege.edu)
  - b. Submit applicable transcripts, immunization records and test scores. See the online catalog for specific eligibility requirements
3. When the above documents are received and the applicant is admitted, the Enrollment Services Office will invite the applicant to advising and registration.
4. For admission and progression in a Casper College Health Science Program, a qualified individual is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program.
5. All Health Science programs have a competitive selection process, application deadlines and materials and prerequisite coursework.
  - a. Please review the department's online information at [www.caspercollege.edu](http://www.caspercollege.edu).
6. The Health Science fields are practice disciplines with cognitive, sensory, affective and psychomotor performance requirements.
  - a. Based on these requirements, a list of "Core Performance Standards" has been developed.
    - These standards are part of program courses, and some of the standards are more prevalent than others.
    - These standards will be used to assist faculty, the Program Director and the School of Health Science Dean in determining whether a student meets the essential eligibility requirements for admission and progression in the program.
    - These standards should also be used to assist students in determining whether accommodations or modifications are necessary for the student to meet program requirements.
    - Students who identify potential difficulties with meeting the "Core Performance Standards" must communicate their concerns to the Accommodative Services Counselor as well as the Program Director.
  - b. Determination is made on an individual basis as to whether a student meets the essential eligibility requirements or whether or not the necessary accommodations or modifications can be made reasonably for participation in the Health Science program.
7. All admitted Health Sciences students are expected to participate in simulation activities and consent to video recording to optimize instruction and learning. All learning activities associated with simulation are confidential.
8. Readmission into a Casper College Health Science Program or transfer between Casper

College Health Science programs is at the discretion of the faculty and dean.

9. The faculty and dean will base readmission or transfer decisions on the adopted general Health Science “Core Performance Standards” and specific department criteria.
10. All Health Science students should familiarize themselves with Casper College’s Student Handbook and Student Code of Conduct found online at [www.caspercollege.edu](http://www.caspercollege.edu) as they are responsible for the content and compliance with the policies and procedures.

## Equal opportunity in education and employment

- Please see: [caspercollege.edu/nondiscrimination](http://caspercollege.edu/nondiscrimination) for more information

## Transfer Students/Advanced Placement

Students wishing to transfer into the Casper College Respiratory Therapy Program from other institutions are subject to the following requirements:

1. Space availability.
2. The program the student is transferring from must be CAAHEP accredited.
3. Student must have a 2.3 GPA or higher.
4. All transcripts must be reviewed by the Casper College Respiratory Therapy Program Director to compare curriculum. Syllabi and course descriptions may be requested.
5. Two letters of recommendation: One from the current program director and another as a character reference.
6. A personal interview will be held with the student and conducted by a committee to include the CC program director, CC clinical director, a representative from one of the clinical sites, and another outside individual.
7. The applicant must meet all the requirements of the Casper College Respiratory Therapy Program.
8. The applicant will be subject to the Respiratory Therapy Programs drug and alcohol screening process.
9. The student may be required to prove clinical and didactic competence in areas previously studied to determine appropriate placement level of the applicant.

## Digital Learning Academic Integrity Statement

- Casper College demands intellectual honesty in all courses.
- Only admitted and registered Casper College Students who have been assigned logins and passwords are allowed access to online and hybrid courses.
- These secure logins verify the identity of the student.
- Proven plagiarism or any form of academic dishonesty associated with the academic process may result in course failure, dismissal from a program, or expulsion from Casper College, or other consequences.
  - **See the Casper College Student Code of Conduct for more information on this topic.**

## Cheating and Plagiarism

- Casper College demands intellectual honesty.
- Plagiarism or any form of dishonesty associated with the academic process may result in the offender's failing the course in which the offense was committed.
- This includes clinical time also.
  - See Casper College Student Code of Conduct.

## Health Science General Policy Statements and Procedures School of Health Science Civility Statement\*

Civility comprises a conscious demonstration of mutual respect – for people, for their roles, for their knowledge and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy and patience. It is expressed not only in the verbal and written words we choose, but in our tone, demeanor and actions. All School of Health Science members are responsible for and expected to exemplify and promote civility. The School of Health Science is committed to creating and maintaining a positive learning and professional, working environment. While it is understood that disagreement will, and should, occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption and a climate of civility are important values that we embrace.

\*Adapted from University Libraries Penn State University

## Clinical Accessibility Policy Statement

- Casper College Health Science programs utilize a variety of health care agencies in the community for clinical experience for the students.
- If you have been employed in one or more of the agencies and are not eligible for rehire as an employee, the agency may not permit you to participate in the essential clinical component of the program.
  - Please contact the Human Resources department of the affected agency and request documentation from HR that states the agency's position on your participation in the clinical component of the program.
  - If you receive a negative response from the agency, you are **automatically ineligible to apply**.
  - A response indicating you **will be permitted** to attend clinical in the agency will be given to the program director prior to the selection process for admission to the program.
- If you are unable to fulfill clinical requirements due to a previous employment issue or other issue(s) and have not complied with the above, you could be denied entry in a Health Science program or be dismissed from the program.
- Some programs do not have clinical assignments until the second, third, or fourth semester; students who are denied clinical accessibility at any time prior to or during a program will be dismissed.

## Student Service Work Policy

- Students with specific prior knowledge, experiences, and skills may assist faculty with lecture and laboratory sessions to share their knowledge and skills.
  - Students are not to be the primary instructor or instructor of record for any component of the curriculum.
- Students while at the clinical site obtaining clinical practicum hours are there for educational purposes only.
  - This is defined as gaining experiences to reinforce the competencies and skill sets laid forth by the program's objectives.
- Respiratory care students must not be substituted for paid staff or in the absence of appropriate paid staff at the clinical sites.
- Students shall not receive any paid exchange in regards to clinical practicum time.

## Student Driver's License & Automobile Liability Policy Statement

- Health Science students are responsible for transportation to activities associated with their program of study.
- This typically involves the utilization of a reliable, personal vehicle.
- All admitted Health Science students must provide copies of a valid driver's license and proof of auto insurance card for their personal vehicles.
- The minimum auto insurance requirements for Wyoming or the state in which the vehicle is registered must be met.
- Students must maintain both for the duration of their health science program, and may be asked to present proof at any time during their program of study.
- To remain in compliance with this policy, students must also notify the program director or faculty should their driving or insurance status change at any time during their participation in a Health Science program.
- Health Science students, parents, guardians, heirs and estate release Casper College, and any agent thereof, of any and all legal liability which may accrue and understand that Casper College's insurance program will not cover any loss damage or claims incurred as a result of driving their personal vehicles for requirements and activities associated with their program.
- Health Science students understand and agree that they are wholly responsible for any other person they invited or accepted as a passenger and release Casper College from any and all responsibility and liability for passengers.
- Health Science students who are unable to present a valid driver's license and proof of auto insurance card must sign an additional waiver provided upon request.

## Health Insurance Policy Statement

- Students enrolled in any of the health science programs are required to present proof of health insurance and to maintain personal health insurance for the duration of their

program. Students may be required to present proof of health insurance at any time during their program of study.

## Social Media Policy Statement

- **Prohibited:** Recording Device Use, Social Networking Participation and Public Disclosures of Care. To ensure compliance with both Federal and State patient confidentiality laws, while also maintaining a professional working relationship with our clinical and/or field sites, students are not allowed to utilize photographic, video, audio or other recording devices (including cell phones) during the course of their instruction or participation in the program unless specifically permitted by instructional staff and affected parties or as allowed by law.
- The use of such recording devices is strictly prohibited during all clinical and/or field experiences. Students are strictly prohibited from including or posting information pertaining to clinical and/or field experiences on social networking websites (such as Facebook, Myspace, Instagram, TikTok or Twitter) or any other type of internet, computer or technology-based social networking site, electronic bulletin board, blog, wiki, listserv or equivalent media outlet.
- Public scrutiny, criticism or disclosure of patient care delivered by clinical and/or field site staff/personnel is strictly prohibited, unless such disclosure is required or protected by law.
- Such disclosures include those made via social networking sites, as well as other traditional means of communication.
  - If a student witnesses care issues at a specific site, such concerns should be directed to their instructor.
  - A breach of any of these provisions could lead to an immediate dismissal from the program.

## Background Check and Drug Testing Policy Statement

1. Students enrolled in any of Casper College's Health Science programs will participate in clinical experiences in a variety of agencies. Prior to participating in the clinical experiences, students will be subject to that agency's requirements for a background check, immunizations and drug testing and drug abuse prevention policies. Students are then subject to the random drug testing policy of that agency.
2. Following graduation, several of the state and/or national licensing or certification (registry) boards, may refuse to allow a graduate to sit for the required exam or issue a license or certification to a person who has a prior felony conviction or proven history of drug or alcohol abuse. Applicants to whom this applies should consult the program director for further information.

## Chemically Impaired Health Science Student Policy Statement

1. The faculty of the School of Health Science has a professional and ethical responsibility to the student and clients.

- The faculty requires that health science students provide safe, effective and supportive client care.
  - To fulfill this purpose, students must be free of chemical impairment during participation in any part of the health science programs including classroom, laboratory and clinical settings.
2. The faculty defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants or synthetic designer drugs.
    - Abuse of the substances includes episodic misuse or chronic use that has produced psychological and/or physical symptomatology.
    - This health problem must be proactively addressed when identified within the Health Science student population.
    - Faculty will follow the College’s “Drug Free Campus Policy” as outlined in the Casper College Student Handbook and Annual Campus Security Report.
    - Additionally, the Health Science faculty will intervene with the chemically impaired student as outlined in the established School of Health Science procedure.
  3. The appropriate use of legally prescribed drugs and non-prescription medications is NOT prohibited.
    - It is the student’s responsibility to refrain from attending clinical while under the influence of legal prescription or non-prescription medication that adversely affects mental function, motor skills or judgment.
  4. A legally prescribed drug means the individual has a prescription or other written approval from a medical professional for the use of that drug in the course of medical treatment.
    - A confirmed positive drug screen resulting from a prescription medication must be verified.
    - Students shall inquire of the prescribing professional whether the drug prescribed has any side effects which may impair the student’s ability to safely perform clinical responsibilities.
    - The misuse of legal drugs while performing clinical responsibilities is prohibited. Students found misusing prescriptions will be referred for a mandatory evaluation and treatment.
  5. The Health Science faculty is cognizant of the various state board recommendations on chemically impaired students who apply for licensure and will communicate this information to students.
    - Faculty recommends that on application for licensure the student offers full disclosure of chemical dependence and extent of the treatment received.

### Procedure for Alleged Chemically Impaired Health Science Student

1. The Health Science faculty or clinical supervisor is to gather and document data on behaviors. If the student demonstrates impaired behaviors in the classroom, campus lab or

clinical site the faculty or clinical supervisor will:

- Notify the director of the program of the pending situation.
  - Remove the student to a private area and provide the opportunity for the student to explain the observed behavior(s)
  - If on campus, notify security (2688) and request a drug/alcohol test, at the student's expense, if determined to be necessary. If patient/client care is involved, relieve the student of the client assignment.
  - Students suspected of drug or alcohol use or who display obvious impairment will NOT be permitted to return to class, lab, clinical or fieldwork assignments while awaiting test results and absence time will accrue.
  - In the event that the student is suspected of illegal drug or alcohol abuse through second hand knowledge, the suspected student may voluntarily submit, at his/her expense, to a drug and/or alcohol test to further clear any suspicion.
  - If no obvious impairment is displayed, the student may be allowed to attend lecture or laboratory on campus while awaiting test results at the program director's and/or dean's discretion.
  - The student's refusal to submit to drug/alcohol testing will be considered failure to comply with a reasonable request.
  - At that time, the student's actions would be considered noncompliant with the program policies and would be grounds for disciplinary action and may result in termination from the program.
  - The student and director of the program will be notified of results.
  - The director will collaborate with the clinical site regarding substance- abuse policies pertaining to the student in the clinical setting, if applicable.
  - If the drug/alcohol test is negative, the student will be given an opportunity to make-up clinical or fieldwork absence time.
  - If the drug/alcohol test is positive, the student will not be allowed make- up time for clinical/fieldwork and absence time will continue to accrue.
  - Disciplinary action will be taken and may result in termination from the program.
2. An information meeting will be scheduled prior to the results of the drug/alcohol testing or prior to disciplinary action.
- Information Meeting
    - Involved Health Science faculty, the clinical supervisor(s), the director of the program and the student review the documentation of the alleged substance abuse and discuss the procedures that will be followed for procedure implementation.
    - Make the student aware of the faculty's/supervisor's allegations.
    - Review the procedure.
    - Present documentation concerning student's behaviors and provides the student with opportunity to discuss the observations.



- Documentation of the student's behaviors, faculty's recommendations for follow-up, the student's written response to the allegations and the date and time for the intervention meeting will take place at this meeting.
  - Documentation is dated and signed by the faculty/supervisor(s), director of the program and the student as soon as possible.
  - Original is placed in the student file and a copy is given to the student.
  - If obvious impairment or admission of drug/alcohol use is determined, the information meeting may be bypassed and/or become an intervention meeting.
  - The student will be removed from class, laboratory and clinical assignments.
  - While waiting for drug/alcohol test results or professional evaluation plan, if no obvious impairment is determined, a student may attend lecture or lab at the director's and/or dean's discretion.
3. Intervention Meeting
- Involves faculty/ supervisor(s) who identified the problem, appropriate faculty, the student, a student support person, if desired and the director of the program. The purpose of the meeting is to:
4. Review the student's behavior and classroom/clinical performance.
  5. Discuss the policy for impaired Health Sciences students and its implementation.
  6. Discuss the academic consequences related to the policy violation.
  7. Secure the student's agreement to seek a comprehensive substance abuse evaluation, at his or her expense, and to release the results to the program director and/or dean.
  8. Secure the student's agreement via a FERPA release to allow the program director and/or dean to discuss the student's academics and behaviors with the health care provider whom the student has chosen for the substance abuse evaluation.
  9. Documentation is completed that articulates the problem behaviors, any academic consequences, the student's agreement to seek a professional evaluation, at his/her expense, for a potential substance abuse problem and the student's understanding that failure to abide by the recommended treatment plan will result in dismissal from the program.
  10. The director of the program provides the student with information regarding a professional evaluation, if requested.
  11. The student may not attend program clinical or fieldwork until a professional substance abuse evaluation and plan are obtained.
    - The plan must align with clinical and fieldwork accessibility policies for the program's sites.
      - If the plan does not align with the clinical and fieldwork accessibility policies, the student may be terminated from the program.
      - A student may attend lecture or laboratory if deemed appropriate by the program director, involved faculty, and/or dean.
  12. If the student refuses to obtain an evaluation, s/he is dismissed from the program.
-

13. If the student tests positive, the student is dismissed from the program secondary to the student being unable to continue at the clinical site.
14. The student, faculty and the program director sign documentation of the intervention meeting and it is then placed in the student file with a copy provided to the student.

“Student Grievance Procedure” is available in the Casper College Student Handbook and Datebook if the student believes the allegation(s) regarding chemical impairment and the outcome of the intervention meeting are not justified.

## Casper College School of Health Science: Student Success Form

Date:

Student Name:

Attending Faculty:

Class/Clinical Rotation:

1. Underline one or more areas of concern:

Academic Performance      Professionalism      Attendance      Other

2. Explanation of the conflict, issue or problem:

3. Student: Please rephrase in your own word(s) the area(s) of concern:

4. Steps for Resolution:

Goal(s):

Student: The primary responsibility for bringing your performance to an acceptable level is yours. The behavior contract below is the set of actions you need to take to improve your performance for this class/clinical rotation:

5. Resources needed:

6. The timeframe for meeting the goal and improved performance is:

Your performance in relation to the above issue will be assessed in an on-going manner to ensure sustained performance at an acceptable level in the future.

I agree to this contract and will take the necessary steps to bring my performance to an acceptable level for this class/clinical rotation.

---

Student signature

---

Faculty signature

Health Science Core Performance Standards

<b>ISSUE</b>	<b>STANDARD</b>
Critical thinking	Critical thinking ability to exercise non-clinical and clinical judgment in a timely manner
Interpersonal	Interpersonal abilities sufficient to interact professionally and therapeutically with peers, faculty, staff, administrators, patients/clients, families and groups from a variety of social, emotional, cultural and intellectual backgrounds
Communication	Communication skills sufficient for interaction with peers, faculty, staff, administrators, patients/clients, families and groups in verbal, nonverbal and written form
Mobility	Physical abilities sufficient to move from room to room, safely perform treatments/procedures and assist patients/clients; lift and transfer patients/clients; manipulate equipment; walk and/or stand for extended periods of time
Motor skills	Gross and fine motor skills sufficient to provide safe and effective patient/client care
Hearing	Auditory ability sufficient to monitor and safely assess health needs
Visual	Visual ability with or without corrective lenses sufficient for observation and assessment necessary in safe patient/client care
Tactile	Tactile ability sufficient for physical assessment of patient/client
Professionalism	The ability to understand and demonstrate sufficient respect for others in non-verbal, verbal and written communication in the classroom, laboratory, clinical settings, in the Casper College community and in related public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance and communication has on the health science professional image.

## Frequently Asked Questions

- **What do respiratory therapists do?**
  - Respiratory therapists evaluate, treat and care for clients with breathing disorders. They work under the direction of physicians to assist in the diagnosis, treatment and management of clients with pulmonary disorders. Respiratory therapists utilize high-tech equipment and practice many types of therapies including: medical gases, medications, aerosols, bronchopulmonary drainage, ventilator support and airway management to help patients breathe easier.
- **Where do respiratory therapists work?**
  - Job opportunities for respiratory therapists can be found in hospitals, home health care, air and ground medical transport and pulmonary laboratories. Most work in hospitals on intensive care, critical care, neonatal and routine floors. There is an estimated 23% increase in the need for respiratory therapists in the coming years.
- **What kind of salary could I expect to earn as a respiratory therapist?**
  - May 2021 salary survey reported by the Bureau of Labor and Statistics indicated the national average annual salary for respiratory therapists is approximately \$61,830. Pay will vary depending on location, facility and experience.
- **How long is the respiratory therapy program?**
  - Our program spans 24 months of continuous education (including two summer sessions). Clinical instruction is conducted in 10 locations throughout Wyoming, Nebraska, and Montana. A neonatal clinical rotation will occur during the last semester of the program in Montana.
- **How do I obtain the admission guide for the Respiratory Therapy program?**
  - Call Lupe at 307-268-2235 and she will send you the admission guide.
- **What are the prerequisites for the program?**
  - ENGL 1010 English Composition I
  - HLTK 1200 Medical Terminology
  - MATH 1000 Problem Solving (minimum)
  - ZOO 2015 Human Anatomy
  - ZOO 2025 Physiology

*Students must have completed these courses or be enrolled at the time of application. Midterm grades will be used in the application ranking process if the student has not completed the course by April 6th.*

## Recommended Curriculum

General education coursework can be completed from within or outside of the major field of study.  
General Education (Minimum 32 credits)

<p><b>1. Exploration and Participation</b> MATH 1000 - Problem Solving (3CR) PHYS 1050 - Concepts of Physics (4CR) -or- CHEM 1005 - Basic Chemistry I (3CR)</p> <p style="text-align: center;"><b>and</b></p> <p>CHEM 1006 - Basic Chemistry Laboratory I (1CR) ZOO 2015 - Human Anatomy (4CR) ZOO 2045 - Human Physiology (4CR)</p>	<p><b>2. Relationship with the World</b> U.S. and Wyoming constitutions (3CR) Humanities (3CR) Fine Arts (3CR) PSYC 1000 - General Psychology (3CR) -or- SOC 1000 - Introduction to Sociology (3CR)</p>		
<p><b>3. Communication</b> ENGL 1010 - English I: Composition (3CR) -or- ENGL 1020 - English II: Composition (3CR) -or- ENGL 2005-Technical Writing (3CR)</p> <p style="text-align: center;"><b>and</b></p> <p>COMM 2010- Public Speaking (3CR)</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Physical Education (1CR)</b></p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>General Education Electives</b> Must be chosen from areas 1, 2, or 3.</p> </td> </tr> </table>	<p><b>Physical Education (1CR)</b></p>	<p><b>General Education Electives</b> Must be chosen from areas 1, 2, or 3.</p>
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### Major Requirements

RESP 1500 - Introduction to Respiratory Therapy (3CR)  
RESP 1505 - Cardiopulmonary Anatomy & Physiology (2CR)  
RESP 1507 - Respiratory Therapy I (3CR)  
RESP 1515 - Respiratory Lab I (1CR)  
RESP 1518 - Respiratory Practicum I (3CR)  
RESP 1523 - Respiratory Pharmacology (2CR)  
RESP 1527 - Respiratory Therapy II (3CR)  
RESP 1535 - Respiratory Lab II (1CR)  
RESP 1538 - Respiratory Practicum II (4CR)  
RESP 1545 - Respiratory Pathophysiology (2CR)  
RESP 2500 - Respiratory Specialty Practicum (3CR)  
RESP 2507 - Respiratory Therapy III (3CR)  
RESP 2510 - Respiratory Pediatrics and Neonatology (2CR)  
RESP 2545 - Respiratory Lab III (1CR)  
RESP 2548 - Respiratory Practicum III (4CR)  
RESP 2557 - Respiratory Therapy IV (3CR)  
RESP 2570 - Respiratory Simulations (2CR)  
RESP 2575 - Respiratory Lab IV (1CR)  
RESP 2578 - Respiratory Practicum IV (4CR)

*Note: To continue in the Associate of Science Respiratory Therapy Program, a student must maintain a cumulative GPA of 2.3 or better and earn a "C" or better in all respiratory, allied health and laboratory science courses.*

## Are you ready to apply?

Casper College Respiratory Therapy Program Admissions Checklist Complete this checklist to find out if you are ready to apply for admission to the Respiratory Therapy Program.

If you have any questions, please call Grant Hosking at 307-268-2544 or e-mail at: [grant.hosking@caspercollege.edu](mailto:grant.hosking@caspercollege.edu).

### Step One:

- I have applied for admission to Casper College with a major in pre-respiratory therapy. All transcripts from previous college coursework must be on file in the admissions office.

### Step Two:

As of March of the year you are applying for, will you meet the prerequisites or be currently enrolled and passing with a “C” or better in the following courses?

- ENGL 1010 English Composition I
- MATH 1000 Problem Solving (minimum)
- ZOO 2040/2041 Human Anatomy and Lab
- ZOO 2110 Human Physiology
- HLTK 1200 Medical Terminology

### Step Three:

- I have a cumulative GPA of 2.3 or greater.
- No prior felony convictions – to be eligible to receive a state license.
  - (See Program Director for more information.)
- Three letters of recommendation addressed to Grant Hosking, Respiratory Therapy Program Director.
- A letter from you as to why you want to become a respiratory therapist.
- Non-Smokers and non-vapers are required towards admission into the Respiratory Therapy Program.
- I have reviewed the Respiratory Student Handbook and understand the roles and responsibilities required of me within the program

If you checked off ALL these criteria, you are ready to apply!

**All application materials need to be submitted on or before the 1st Monday of April.**

**CASPER COLLEGE  
RESPIRATORY THERAPY**

Application for Admission

**PLEASE TYPE OR PRINT**

1. Name \_\_\_\_\_ (Last) (First) (Middle)

2. Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

3. Work Phone \_\_\_\_\_

4. Social Security Number: \_\_\_\_\_

5. Email Address: \_\_\_\_\_

6. Present Address: \_\_\_\_\_

7. Permanent Address: \_\_\_\_\_

Year Graduated \_\_\_\_\_

10. College and/or other post high school education attended:  
\_\_\_\_\_

11. Have you applied to Casper College Yes \_\_\_ No \_\_\_

(A completed Casper College application must be on file in the Admissions Office before your admission request can be processed).

12. In which courses are you now enrolled? \_\_\_\_\_

Where? \_\_\_\_\_

13. Type of Application: Traditional \_\_\_\_\_ Hybrid \_\_\_\_\_

MAIL THIS APPLICATION TO:

Casper College

125 College Drive

Casper, Wyoming 82601

Date \_\_\_\_\_ Signature \_\_\_\_\_

Year applying for Admission \_\_\_\_\_

**A) Please DO NOT apply before you have met the prerequisites and have a cumulative college GPA  $\geq$  2.3 (See Checklist provided)**

**B) Deadline for application and transcripts submission is the first Monday in April.**



### Requirements for application processing:

1. Contact program faculty member for program application, or download application online
2. Be admitted as a classified student to Casper College before the deadline
3. Be 18 years of age or older
4. Have completed the following college courses with a minimum GPA of 2.3:
  1. ZOO 2015 - Human Anatomy (4CR)
  2. Human Anatomy Lab (OCR)
  3. ZOO 2025 - Human Physiology (4CR)
  4. Human Physiology Lab (OCR)
  5. MATH 1000 - Problem Solving (minimum) (3CR)
  6. HLTK 1200 - Medical Terminology (3CR)
  7. ENGL 1010 - English I: Composition (3CR)
5. Participate in an 8-hour observation period at a hospital facility
6. Provide three (3) letters of recommendations
7. Complete a personal interview in the Spring semester
8. Present evidence of a recent health examination completed by a physician after the interview.

## Curriculum

- The curriculum meets the requirements of the Commission of Accreditation of Respiratory Care (CoARC.)
  - Address for CoARC is: 1248 Harwood Road, Bedford, Texas 76021-4244.
  - Phone # (817) 283-2835. Website is: [www.CoARC.com](http://www.CoARC.com)
- The material covered is intended not only to prepare the student for employment in the field of respiratory care, but also to provide the necessary information to pass the NBRC entry-level exam, the registry written exam and the clinical simulation exam.
  - *Refer to the Casper College catalog for the list of required courses and their description.*

## Professional Organizations

- The respiratory therapy faculty believes in their professional organizations.
- As a method of instilling professionalism, the students will be required as part of the program to join the American Association for Respiratory Care, AARC with a student membership for the duration of their time in the program

## State Licensure

- In order to practice as a respiratory therapy practitioner, graduates must pass the national entry-level exam.
  - A person who has been convicted of a felony or has a proven drug problem may not be eligible to receive a state license.
    - If a student falls into this category, it is up to him/her to check as soon as possible to verify his/her eligibility before he/she has invested time in the program. Please notify one of the respiratory therapy instructors and the student will be directed to the appropriate state office.

## Respiratory Therapy Program Goals and Outcomes

- The respiratory therapy program goal is “to prepare graduates with demonstrated competence in the cognitive (knowledge, psychomotor (skills, and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs).”
- Our graduates play an important part in the daily life of a respiratory compromised individual.
- Our practitioners are trained to work in varied areas of respiratory care, which range from intensive care to home healthcare.
- The following are our program's objectives as well as the evaluation systems in which they are measured.

## Respiratory Therapy Graduation Competencies

The following competencies will be evaluated during the respiratory therapy program. Evaluation will be measured by means of didactic testing and return demonstration.

1. Performance cardiopulmonary diagnostic procedures, patient assessment and respiratory care plan.
2. Administer therapeutic and life support procedures in the management of patients with cardiopulmonary impairment.
3. Evaluate appropriateness of prescribed respiratory care and recommend modifications where needed.
4. Select, assemble, check correct malfunctions and assure cleanliness and calibration of respiratory care equipment.
5. Maintain an ethical and effective relationship with the health care team.
6. Perform essential elements of patient education.
7. Demonstrate an awareness of organizational and management principles as related to respiratory care.
8. Perform and act on the results of advanced patient assessment techniques.
9. Assist the physician in special procedures of cardiopulmonary care.
10. Demonstrate skills and attitudes needed to maintain professional and technical competence.
11. Demonstrate the ability to think abstractly, reason logically and apply problem solving skills in the practice of respiratory care.

## Affective Domain

- Goal - Upon completion of the program, the graduate should be a competent entry-level respiratory therapist.
- Objective - Upon completion of the program, students will demonstrate professional behavior consistent with employer expectations as entry level respiratory therapists as evidenced by future evaluation surveys.
- Graduates will continue to evolve with current and progressive new therapies as they relate to the field of respiratory therapy as demonstrated by continuing education documentation.
- Graduates will demonstrate professional growth and responsibility appropriate for the respiratory therapy provider as evidenced by employer surveys.

### **Evaluation system**

- 3 on a Likert Scale or 1-5 Employer survey
- 3 on a Likert Scale or 1-5 Graduate student survey

## Cognitive Domain

- Goal - Upon completion of the program, the graduate should be a competent entry-level respiratory therapist.
- Objective - Upon completion of the program, students will demonstrate the ability to comprehend, apply and evaluate clinical information relevant to their roles as entry-level respiratory therapists as evidenced by future evaluation surveys.
- Graduates will demonstrate the ability to utilize patient driven protocols to enhance the utilization of healthcare services as evidenced by the satisfaction scores of the employer survey.
- Graduates will provide alternate site therapy to stabilize patients with chronic respiratory disease as evidenced by alternate site employer satisfaction surveys. – Graduates will provide appropriate education to patients, families and other healthcare providers as evidenced by patient satisfaction scores.
- Graduates will provide testing procedures for patients with respiratory diagnosis as evidenced by employer satisfaction surveys.

### Evaluation systems

- Clinical Simulation Self-Assessment Exam
- NBRC TMC Exam
- Written Registry Self-Assessment Exam
- NBRC Clinical Simulation Exam
- NBRC Entry Level CRT Success rates
- NBRC Written Registry Success rates
- Likert Scale of 1-5 Employer Survey
- Likert Scale of 1-5 Graduate Survey

## Psychomotor Domain

- Goal - Upon completion of the program, the student should be a competent entry-level respiratory therapist.
- Objective - Upon completion of the program, students will demonstrate the technical proficiency in all of the skills necessary to fulfill the roles as an entry-level respiratory therapist as evidenced by future evaluation surveys.
- Graduates will be able to perform respiratory therapy modalities in both the traditional and nontraditional settings as evidenced by employer satisfaction scores.

### Evaluation System

- Likert Scale of 1-5 Employer Survey
- Likert Scale of 1-5 Graduate Survey

**Job placement** 80% threshold

**Enrollment** Full capacity with at least 20 applicants

**Attrition** 40% threshold

## Evaluation of Program Goal and Objectives

The following categories are evaluated by employer, graduate, faculty and advisory board surveys in relation to the program goal and objective.

- **Advisory Committee** -To actively develop, promote, support and evaluate the goals of the respiratory therapy program.
- **Medical Director** -To provide effective medical direction/administration for the program to ensure that current standards of medical practice are met.
- **Faculty**- To provide effective laboratory, classroom and clinical instruction; to be effective examples for students in all three domains.
- **Physician Input/Physician Interaction** -To assure that program graduates can communicate and work with physicians in a confident and professional manner.
- **Support Personnel** - To provide appropriate and effective clerical support for the program.
- **Facilities** - To provide adequate classroom, laboratory, office space and accommodations
- **Laboratory Equipment and Supplies** - To provide students with the equipment and supplies sufficient to prepare them for clinical practice.
- **Learning Resources** - To support student needs for supplemental reading, electronic and print reference materials, research and computing resources.
- **Financial Resources** - To provide adequate fiscal support for the retention of personnel plus the acquisition and maintenance of equipment and supplies.
- **Clinical Resources** - To provide a sufficient variety of clinical tasks and procedures to allow for student mastery of the programs required clinical competencies.

## Introduction

This Program Handbook is a compilation of the policies and procedures that govern all aspects of the Respiratory Care program, and will serve as a reference and guide throughout the professional education. In order to assure our students of the best possible educational opportunity in the respiratory care sciences, the Casper College Respiratory Care program has established its curriculum based on the competencies identified by the American Association for Respiratory Care (AARC), the NBRC Therapist Multiple Choice and Clinical Simulation Examination Detailed Content Outlines, and in accordance with the standards approved by the Commission on Accreditation for Respiratory Care (CoARC).

- Respiratory Care students are required to read and be familiar with this material.
  - Current copies will always be available in the respiratory care classroom, and on the Casper College program website.
- The Respiratory Care Program is a combination of respiratory care didactic and clinical courses as well as general education courses.
  - Students may transfer – see section Transfer Students/Advanced Placement for more details with this.
- The Respiratory Care courses are available on the Casper College campus, or the Casper College Hybrid program which is a mixture of online lecture material and in-person laboratory education.

Clinical education will be completed through rotations at clinical affiliates under the guidance of respiratory therapists designated as clinical preceptors. Additionally, there are adjunct faculty members available at Banner Wyoming Medical Center to precept students as an employee of Casper College. (CoARC Standard 1.06 – Program academic policies must apply to all students and faculty regardless of location of instruction.)

## Welcome

Welcome to the Respiratory Therapy Program at Casper College!

When you have completed this program, you will have received the necessary information and preparation to sit for both of the National Board of Respiratory Care (NBRC) examinations. You will then be on your way to an exciting career in the field of Respiratory Therapy.

Our educational philosophy is one that incorporates continuity of learning that is sequential in nature starting with lecture, lab, simulation center and clinical sites.

It is an exciting time to be a respiratory therapist and we wish you all success as you embark upon this journey.

## Orientation Respiratory Therapy Program

In order to better communicate program requirements and expectations, an orientation process has been developed.

- There will be one (1) mandatory student orientation.
- The orientation includes all traditional and hybrid students who have been accepted into the program.
  - Traditional students are expected to attend in person.
  - Hybrid students may attend online via video conference assigned by the DCE.
- The orientation should take approximately two (2) hours and will cover the following subjects:

### Accepted Students (New class cohort)

1. Program Goals
2. Program expectations
3. Requirements for immunizations/vaccinations
4. Health screening
5. Health and automobile insurance
6. Background check
7. Drug screening
8. Clinical requirements
9. Clinical Scheduling
10. Clinical Documentation
11. Student Association Respiratory Care (SARC - Campus Club)
12. Financial obligations

## Financial Aspects of the Program

Upon acceptance into the program, there are additional expenses that the student will incur. The approximate expenses may include, but are not limited to:

1. Kettering Seminar – Initial exposure to the National Registry Exam material - **\$400** (included)
2. Web-based/tutorial exams - **\$300** (included)
3. Scrubs in the class colors - **\$50 - \$150**
4. Stethoscope - **\$75 - \$100**
5. Educational Opportunities (which may include WySRC conference) **\$700**
6. Trajecsys- **\$150** for the 2-year program (included)
7. My Clinical Exchange - 6 months **\$20.00**/ 12 months **\$39.50**
8. Textbooks – Approx. **\$1000.00**
9. Health Exam (Covered through insurance)
10. Transportation to and from the clinical sites. **Variable Cost**
  - a. This may involve utilization of a personal vehicle beyond the clinical site
  - b. For out of town rotations, the student is responsible for arranging transportation, meals, and lodging.
    - i. Due to weather students may have to travel earlier or stay later to make it to a clinical site.
  - c. There will be out of state rotations during the duration of the program.
  - d. Automobile insurance is required by the state for students driving to and from rotations.
    - i. Current proof of insurance will be required (student file may be audited at any time) that will involve arranging for personal transportation, meal, and lodging.
11. Liability insurance is provided for respiratory students through Casper College. Students may also desire to carry additional personal malpractice insurance. *This does not cover health or vehicles.*
12. Criminal background checks are required prior to beginning the first clinical rotation.
13. During the summer semester of your 2<sup>nd</sup> year, and prior to your neonatal rotation, an additional background check is required Complio - **\$120**
14. Health and Medical Care- Casper College requires proof of immunization with MMR prior to the registration of 6 hours of credit or more. Check the Casper College catalog for details.
  - a. The respiratory therapy program also requires proof of the following prior to program start date.
15. Vaccinations
  - a. MMR vaccination X 2 dates; if negative titer, a booster will be required, and a re-titer
    - i. Casper College RN: measles titer **\$6**, mumps titer **\$6**, rubella **\$6**
  - b. Current TB vaccination – Needs to be a 2 step TB test



- i. Casper College RN: TB tests are **\$20**; Plus, a possible 2-3 more single tests prior to certain clinical sites.
  - c. Hepatitis B series (3 shots total)(If needed)
    - i. Casper College Nurse **\$30** each; if Titer is negative a booster shot will be required, then a re-titer.
    - ii. Hepatitis B Titer (if just starting series this will be done after student is done) **\$15**
  - d. Flu Vaccine yearly- Covered by Insurance
  - e. COVID Vaccines and booster- Covered by Insurance
- 16. Drug screen before clinicals
  - a. Casper College RN: Drug screens are **\$6**
    - i. During the summer semester of your 2<sup>nd</sup> year, and before your neonatal rotation **\$200**
- 17. TDAP- Public Health **\$50**
- 18. Immunization record keeper- **\$35**
- 19. Current health insurance policy - **Variable**
- 20. Casper College has a Student Health Services office that is maintained in the college center where a registered nurse is in charge. The services of a licensed MD are available free of charge to degree seeking students one day a week for a 3-hour period. Student sickness and accident insurance is offered to any student carrying 6 credits or more.
- 21. Miscellaneous fees
  - a. AARC student membership
    - i. 1st Year - **\$25**
    - ii. 2nd Year - **\$25**

## Immunization and Documentation Requirements

Before you can begin your clinical education, you will also need to arrange for the following immunizations. Copies need to be brought in to the Director of Clinical Education so they can be put in your clinical file. Clinical sites will require a TB test yearly during the program and one 12 weeks before some clinicals. We will discuss this during orientation.

- Provide documentation after receiving the first of three Hepatitis B vaccinations
  - If you have already completed the series, provide documentation of such
  - Hepatitis B Titer if the series is already completed.
- Provide documentation of MMR immunization X 2
  - MMR Titer
- Complete a 2-step PPD test and provide documentation
- Provide documentation of COVID vaccinations
- Provide documentation of pertussis and tetanus immunization.
- Be sure we have a copy of your current BLS certification on file (may take in summer session) - must keep current until end of May of graduation year.
- Provide documentation of the chickenpox vaccine or sign a release form/documentation on health exam of history and Varicella Titer.
- Provide a copy of your driver's license- must keep current and in student file
- Complete the latex allergy questionnaire and submit. If you mark "yes" on any question, you need to fill out a release form available from the academic assistant in HS 202.
- Provide a copy of your current health insurance
- Provide a completed health exam.
- Background check and drug testing will be done during the summer semester.
- TB mask fitting yearly
- Car Insurance-must be kept current and in student file
- Flu vaccine- During flu season

## Drug and Alcohol Screening Policy

All respiratory therapy students will be tested for drug and alcohol prior to the first clinical rotation. Students are also subject to random drug testing during the clinical rotations per Banner WyMC policy and for a reasonable suspicion of substance use. Banner WyMC will provide the testing to the student at no cost to the student.

Procedure:

- Students will be notified by Casper College faculty prior to being tested.
- Students must take a form of picture identification with them.
- Banner WyMC will provide a consent form that students are required to sign.
  - If they don't sign this form they will not continue in the program.
- Should a student test positive, the department of occupational health will notify the student and the clinical director of the respiratory therapy program.
  - Please see HEALTH SCIENCES DIVISION POLICY STATEMENT REGARDING THE CHEMICALLY IMPAIRED STUDENT.

## Classroom Attendance

- Regular attendance, punctuality and responsibility for class work are three of the most significant factors for success in the program. Students are to be present, punctual and prepared for every class assignment.
- While absences or tardiness may be unavoidable for some acceptable reason, the student should keep in mind that regular attendance is an important factor in judging values.
  - If it is not possible to be at a scheduled class on time, the instructor or clinical supervisor must be notified prior to the beginning of the scheduled period.
- If more than 4 classroom hours are missed in any course or 8 hours with mitigating circumstances during a semester, you may be dismissed from that course.
- Courses will start on time, on the hour.
  - The students that are a part of the traditional setting, will need to be physically in the classroom during class time
  - The hybrid students that are selected and sponsored will need to be available on the chosen media link, **with camera on**.
- If you cannot make it, documentation must be provided.
- Appointments **should not be made** during class hours.

## Respiratory Laboratory

- Lab time is scheduled for students to learn how to properly use and perform therapies that are common in respiratory care.
- Equipment is provided for practice and the lab will be open during regular class hours for student use when other classes are not utilizing the room.
- Because some of the equipment is very expensive, after regular class hours, on weekends, and holidays the lab will be available to students only after security has opened the lab.
  - A sign-in list will be posted and students need to sign in and out for any extra time that they spend in the lab.
- After use, all equipment will be returned to its proper storage place.
- At the end of each lab session, the lab will be cleaned up before class is dismissed.

## Visitors

- No child or adult visitors will be allowed in the classroom during class without the permission of the instructor.

## Scholastic Expectations

The student is engaged in college level courses and is responsible for their own study procedures. This material is quite extensive and detailed and may present difficulties. If difficulties arise it is the student's responsibility to ask the respiratory faculty for help. The student may refer to Student Services in the Casper College Catalog.

1. All students must meet scholastic requirements. A grade of C (2.3) or higher must be maintained in all required courses to continue in and complete the program.
2. Individual faculty will provide the student with a syllabus explaining the grading procedure.
3. The student is responsible for submitting all assignments on time.
4. Performance evaluations will normally be completed by the clinical instructor/director at regular intervals. The student should discuss their reaction to the program and their studies honestly with your instructor. In this way, mutual expectations can be understood and realistic goals can be established.
5. Objectives must be met in all courses. Any absenteeism could affect the completion of these objectives. Clinical make-up is difficult to obtain and is a must to complete the course. Clinical make-up will be arranged via the clinical director.
6. If it ever becomes necessary to withdraw from a course, please do not withdraw without a conference with the respiratory faculty/advisor. Proper withdrawal MUST be completed and to avoid receiving an F grade on your transcript. It is the student's responsibility to make sure withdrawal forms are completed.
7. The instructor of each course will keep students informed of their grade. Students may request a conference with any of the faculty by appointment to verify their standing.

## Test Procedures

- Students are expected to take examinations at the scheduled time.
  - The only exceptions will be illness and extreme emergency.
    - Students will have to sign a confidentiality agreement if taking the test early for any reason.
  - If possible, notify the instructor of an absence before the examination.
- Students must make-up the examination at the earliest reasonable opportunity after their return (usually this will be their first day back).
- The student should make arrangements with the instructor for the test.
- Each faculty member will establish his/her own policy regarding missed quizzes, late assignments and missed laboratory sessions.
- If the student fails to take an exam in accordance with this policy, the student will earn a zero for that exam.
- Respondus lockdown browser is utilized for testing, additionally Hybrid students are required to be on camera during the testing. Shutting off the camera may result in a zero.

## Monitoring Student Progress while in the Program

It is essential for all students to be aware of their progress toward course and program competencies/goals. Therefore, the following steps will be taken by program students and faculty to assure all students are aware of their progress and have sufficient time to correct deficiencies.

- All students are required to record graded work regularly and monitor their progress with program faculty.
- Program faculty may require additional monitoring to ensure compliance.
- Any student who makes less than a 78% on any exam in a didactic, lab, or practicum course is required to receive remediation with a peer tutor and prove improvement/competency on course material prior to taking the next written examination.
- Any student who fails two or more consecutive examinations in a didactic, lab or practicum or whose course average is less than 78% will be contacted by program faculty to discuss the deficiencies.
- The program faculty will work with the student to create a success plan to assist the student in meeting course/program competencies and or goals.
- All students who are in clinical rotations are required to check their daily evaluations in the clinical tracking system at least weekly.
- As an objective requirement of RESP-2557, students will construct their own educational plan to meet measured or perceived educational/clinical skill performance weaknesses.

## Reinstatement Policy

A student who earns a final grade below a “C” in any clinical or didactic respiratory therapy course will be ineligible to continue in the program. Students have two choices if they wish to continue with the program.

1. Re-apply as a freshman student in April of the following year.
  2. Apply for advanced standing in the program at the level where they left off if a space is available in that class. The second choice involves the following steps in accordance with this policy:
    - a. Re-entry into the program must occur within one year.
    - b. The student must inform the program director, in writing, of his/her desire to re-enter the program.
- Reinstatement requires that the student prove competency up to the level where they will be entering. This involves:
    - A clinical lab demonstration exam covering material from all previous courses he/she completed. The student must earn 78% or better to pass.
    - A written exam covering material from all previous courses he/she completed. The student must earn 78% or better to pass.
      - Once both examinations have been passed at above the 78%, he/she would

be readmitted into the program with the expectations of all requirements of the class per the syllabus (simulation lab, clinical hours, case studies, examinations, etc.) be completed per Casper College Respiratory Therapy Program Standards.

**Re-entry will not be considered for the following reasons:**

- a. Failure of two or more didactic or clinical courses.
- b. Re-applying beyond one academic year of failed grade.
- c. Demonstrated violations of professional ethics and standards of practice.
- d. Not achieving a cumulative college GPA of 2.3 or higher
- e. Space is not available in the class courses.

## Dress Code Policy

- Professionalism is demonstrated in many ways and one of them is the way that the student presents himself or herself at the clinical site.
- The students represent Casper College at ALL times along with the respiratory therapy profession when they are doing their clinical rotations.
- The following guidelines WILL be followed at ALL clinical sites unless otherwise informed. If not, the student will be sent home and lose his/her clinical hours for that day.
  - Good personal hygiene will be observed at all times
  - NO perfume/cologne is allowed
  - Hair, including facial hair, will be neat, clean and groomed, kept in natural hair colors
  - Long hair will be contained to avoid patient contact
  - No offensive visible tattoos are allowed
  - Tattoos should be attempted to be covered in the clinical site
    - While some clinical sites have a more progressive view about such things, some sites are more conservative. We recommend following the stricter policies to avoid confusion.
  - The only visible piercing allowed are ones in the ear lobe and they will be limited to one per ear, as well as a small nose stud
    - Earrings will be neat, plain posts with no large hoops or dangles
  - Rings will be limited to one per hand with no large settings
    - No rings are preferred while doing direct patient care
  - Necklaces will be small, neat chains and pendants that don't come into contact with the patient, however it is recommended not to wear any necklace to the clinical site.
  - Appropriate undergarments are required
  - Scrubs are the only acceptable clothing allowed in the designated colors for the class
    - 1<sup>st</sup> year = tan scrub top with black scrub pants
    - 2<sup>nd</sup> year = royal blue scrub top with black scrub pants
  - All clothing will be neat, clean and in good repair
  - Name badges will be worn at all times. They should be visible and legible.
  - Nails will be short, well-groomed and clear nail polish only is allowed.
    - Artificial nails are PROHIBITED!
  - No gum is allowed in the clinical sites or the simulation center.

## Professional Behavior

- A student must demonstrate understanding and acceptance of the professional behaviors listed below in order to complete the required clinical and classroom hours needed for this program.
  - **Non-compliance may mean dismissal from the program.**
- Required behaviors include:
  - Compliance with the stated respiratory therapy dress code at all clinical sites and simulation center.
  - Responsible and dependable attendance, promptness, and confidentiality demonstrated in the classroom, laboratory, simulation center and the clinical site.
  - Demonstrate the ability to handle personal and professional frustration in the appropriate time and place.
  - Appropriate use of constructive feedback.
  - Demonstrate respectful communication with other students and faculty which will include no derogatory comments, avoidance of judgment and verbalizing feelings constructively.
  - All students have the right to learn in an environment free from any kind of harassment or discrimination.
  - All students are expected to treat each other, staff and patients with dignity and respect.
  - Casper College is a non-smoking facility and as future respiratory therapists, students will set an example for their patients by not smoking and not vaping.
    - If students need help quitting, please see one of the faculty members and they would be glad to refer the student to a smoking cessation program.



## Channels for Conflict Resolution

### **Problem 1:**

\* Student / Instructor

Vice President for Academic Affairs

↑

Dean

↑

Director

↑

Advisor/Lab Coordinator

↑

Instructor

↑

Student

↑ Channel Direction

The student may bring a support person (i.e. family member, friend or peer) for nonverbal personal support to any level of the channels of resolution.

\* At any point in the chain, the student may seek advice from Student Services, with the understanding that Student Services has no authority to adjudicate academic issues. The Respiratory Therapy Program follows the Casper College Student Grievances Procedure available in the Casper College student handbook.

### **Clinical Chain of Command:**

Program Director

↑

Clinical Director

↑

Manager of Department at Clinical Site

↑

Charge Therapist

↑

Preceptor/Clinical Instructor

↑

Student

At any time the Clinical Director can be called or emailed about any conflict.

## Hybrid Access Policy

- **Admission**
  - The hybrid student must fulfill all application requirements and pre-requisites for both Casper College and the Respiratory Therapy Program (See Casper College Website and program web page for details)
  - The student must obtain approval of sponsorship from an existing CoARC approved clinical site in which the program has existing contracts with.
  - Approval letter from site **must** be included with application.
  
- **Lecture**
  - Students will join us traditionally (physically present) in the classroom or remotely real-time via Zoom.
  - All students will experience the same learning with access to the same accompanying materials.
  - It is expected that the student always be in a stationary, quiet room and visible (camera on).
    - All testing will be accomplished online utilizing our Moodle distance education pathway with the Respondus lockdown browser – with live proctoring – camera on at all time. If camera is shut off, a zero may be given for the test.
  
- **Lab**
  1. All lab work will be done on Casper College campus.
  2. Mandatory reporting to campus dates will be given the semester prior for hybrid learners.
  3. Each week, instructors will post pre-recorded videos highlighting theory and principles for the competencies that will be explored during on-campus lab times. Each student will be required to complete the videos prior to on-campus dates.
  4. The hybrid students will come to campus four times a semester. (Total of 10 days on the designated dates)
    - a. Day one will consist of- theory review, equipment identification, and skills practice
    - b. Day two will consist of- continuation of skills practice and competency check off by Casper College faculty.
  
- **Clinical Hours**
  - A total of 1080 hours of clinical time will be documented by the student.
    - Summer 1<sup>st</sup> year – Class only
    - Fall 1<sup>st</sup> year – **180**
    - Spring 1<sup>st</sup> year - **240**
    - Summer 2<sup>nd</sup> year – **180**

- Fall 2<sup>nd</sup> year – **240**
- Spring 2<sup>nd</sup> year - **240**
- Clinical Rotations will be determined and scheduled by our Director of Clinical Education in conjunction with the sponsoring remote sites.
  - Approximately half of clinical hours should be completed each semester by midterm to ensure that the student is getting proper experience and education, as well as to ensure student is on track to complete hours by the end of semester.
    - This will be monitored through clinical tracking (ex. DataArc, Trajecsyst, etc) and if remediation is required, the Clinical Director will schedule with the student on a case-by-case basis.
  - If clinical hours are not being completed in a timely manner, remediation is required, the Clinical Director will schedule with the student on a case-by-case basis.
- The exact number of clinical hours per facility will totally depend upon the number of procedures and competencies that the facility is exposed to in relation to adequate student training volume.
- It is not unrealistic to expect most of the hybrid students' hours to be completed at the sponsoring facility, however this will be addressed based on laboratory check offs, DataArc/Trajecsyst competencies, and grades.
  - It may be recommended/required to switch clinical hours to WyMC with one of our clinical adjunct instructors for more intensive education.
- Clinical hours can also be accomplished through access to multiple clinical sites throughout which our program has an existing clinical contract.
  - If you would like to travel to additional sites, you must follow the proper channels as directed by the Clinical Director.
- **Clinical Site Specialty Requirements**
  - It is a requirement to have clinical site rotations at a **level 2 trauma center** in the same semester as traditional students (typically 2<sup>nd</sup> year Fall semester)
    - Banner Wyoming Medical Center is one of the contracted clinical site located in Casper, WY.
    - Billings Clinic is the other contracted clinical site located in Billings, MT
      - Five (5) twelve (12) hour shifts are required.
        - Shift assignments may be obtained at the above-named facility through clinical director, or, if at non-contracted site written approval must be obtained by the student and given to the clinical director by the last day of previous semester to accommodate scheduling.
  - It is a requirement to have clinical site rotations at a **level 3 NICU/PICU facility** in the same semester as traditional students (typically 2<sup>nd</sup> year Spring Semester)

- St. Vincent's is the contracted clinical site located in Billings, MT.
  - Five (5) twelve (12) hour shifts are required.
    - Shift assignments may be obtained at the above-named facility through clinical director, or, if at non-contracted site written approval must be obtained by the student and given to the clinical director by the last day of previous semester to accommodate scheduling.
  
- **Clinical Competencies**
  - Each semester there will be a set amount of Clinical Competency to be checked off.
  - These competencies require specific equipment in the lab setting as well as in the hospital setting.
  - Once the appropriate equipment and supplies have been obtained, the student must perform the check off by the standards listed in the clinical program system (ex. DataArc, Trajecsys, etc.)
  
- **Clinical Preceptor / Clinical Director / Student Interaction**
  - The student, Clinical Director, and Clinical Preceptors should all work together for the success of the Respiratory Care Clinical Education Program at all clinical sites and in the classroom.

## Clinical Sites

### Contracts for clinicals sites

- Banner Wyoming Medical Center
  - Casper, WY
  - Phone - (307) 577-5522
- WyMC Sleep Lab
  - Casper, WY
  - Phone - (307) 577-2833
- WyMC Pulmonary & Cardiac Rehab
  - Casper, WY
  - Phone - (307)577-2946
- Ivinson Memorial Hospital
  - Laramie, WY
  - Phone - (307)755-4489
- Regional West Medical Center
  - Scottsbluff, NE
  -
- Campbell County Hospital
  - Gillette, WY
  - Phone - (307)689-7464
- Cheyenne Regional Medical Center
  - Cheyenne, WY
  - Phone - (307) 633-7546
- Billings Clinic
  - Billings, MT
  - Phone - (406)435-6041
- St. Vincent Healthcare
  - Billings, MT
  - Day Shift Lead 0600-1800
    - (406) 661-6434;
  - Night Shift Lead 1800-0600
    - (406) 661-6435

## Confidentiality

- Failure to maintain patient confidentiality is grounds for dismissal from the program.
- Confidentiality ensures that the information entrusted to the health care worker is not revealed to others except when necessary to carry out their duties.
  - All patients have the right to have all of their medical records and medical information kept confidential.
- No patient information will be discussed in public areas (such as the cafeteria, elevators, hallways etc.)
- When discussions do take place, be sure that they occur in a secure area (such as the department workroom) and make every effort not to disclose patient names or other identifying features.
- Patient records do not leave the floor except when the patient is being transported.
- **If you have ANYTHING with patient information on it (such as a patient label) IT MUST BE SHREDED-NO EXCEPTIONS!**

## Clinical Attendance

- Scheduling students for clinical rotations is a very difficult process.
- Students are not allocated any time for sick days, personal problems, etc. in the clinical sites.
  - It is **EVERY** student's responsibility if he/she needs to be absent for a clinical day to see about making it up when there are available slots at the site.
  - Students who are ill for a clinical day must notify (phone call) **BOTH** the clinical site and the clinical director at least **1.5 HOURS** prior to the beginning of the shift.
  - **You will find these phone numbers in the clinical site information on Moodle shell.**
  - Students who are ill are a risk to the patients and do themselves no benefit if they are ill during a scheduled clinical rotation.

## Absence Policy for Clinical Rotations

The following policy will be in effect for students missing clinical rotations, as well as, simulations:

1. If a student is sick, they must call in to the site AND to the Clinical Director no less than 1.5 hours before the rotation is scheduled to start.
  - Calling in less than 1.5 hours in advance is regarded as a "no call/ no show".
  - A "no call/ no show" is defined as failure of the student to notify both the Clinical Site and the Clinical Director 1.5 hours before a scheduled shift.
    - **The student will be placed on probation at this time.**
    - If a student is a "no call/no show" twice in any given semester or 3 times

- while in the program, they will be removed from the program.
2. Students are encouraged to stay home and get well before resuming clinical rotations.
    - If a student will be out more than 2 days, a physician's note will be required.
  3. One occurrence is defined as a cluster of days missed due to an extended illness.
  4. Two occurrences are permitted in any one semester with the missed time rescheduled at twice the hours missed by the Clinical Director.
    - **The student will be placed on probation at this time.**
  5. Three occurrences will result in another letter grade reduction, time rescheduled at twice the hours missed and student placed on warning for expulsion from the program.
  6. Four occurrences in a semester will result in expulsion from the program.
  7. Clinical rotations must be made up before the end of the semester unless other arrangements are made. No clinical makeup time during finals week.

### Inclement Weather and Traveling to Clinical sites.

- In cases of bad weather, the student must use his/her own judgment on clinical attendance
- All students traveling to clinical sites outside of the city of Casper are encouraged to monitor traveling conditions via the national weather service and WYDOT roads and travel.
- It is advised that the student take a proactive approach when traveling.
  - This may require you to leave earlier or stay longer at clinical sites to avoid traveling in inclement weather.
- If you decide it is unsafe to travel, the clinical hours will be made up or re-assigned prior to the semester ending.
- Please do not risk your safety in order to travel to a clinical site in inclement weather.
- To cancel a clinical shift because of travel issues, call the clinical site as well as notifying the DCE 1.5 hours prior to the beginning of the shift, or as early as possible.

### Code of Conduct in the Clinical Site

- Advocate for the rights of ALL patients
- Maintain confidentiality at ALL times
- Ensure the safety of self, patients, families and staff
- Provide appropriate care in a timely, compassionate and professional manner
- Accept responsibility for personal actions
- Treat each other with respect
- Embrace lifelong learning and professional development

- Collaborate fully with staff and faculty to ensure quality respiratory care
- Encourage staff to mentor students
- Abstain from any substance that might impair your judgment
- Refrain from performing any procedure that you have not been adequately trained.
- Do not tolerate cheating or dishonest behavior

## Rules of Conduct for Clinical Rotations

Students are expected to know and abide by the following rules of conduct. Violations of the following will be brought to the attention of the student and the DCE will put the student on probation. If no improvement is noted after a discussion with the student, the student will be dismissed from the program.

1. Failure to maintain proper dress, appearance and hygiene
2. Disrespect to supervisors, staff or other students
3. Refusal to work with assigned mentor or in assigned area
4. Divulging confidential patient information
5. Violation of safety rules
6. Failure to maintain professional relationships with patients and/or staff
7. Use of profanity
8. Improper time clock use
9. Walking out of a clinical site without proper notification of staff
10. Unwilling to learn or lack of motivation
11. Frequent conflicts with other students, therapists, or staff
12. Negative response to criticism
13. Improper hospital conduct
14. Willful destruction or misuse of hospital/college property
15. Discourtesy to the public and/or staff
16. Sleeping in the clinical site
17. Accepting tips
18. Failure to complete clinical hours by the end of the semester
19. Falsification of institutional rules, policies or regulations not included above
20. Direct disobedience to orders which directly jeopardizes the health and safety of persons or property.

The following are reasons for immediate dismissal from the program and a failing grade:

2. Alcohol and/or drug use
3. Inappropriate patient contact
4. Refusal of a clinical site to accept a student
5. Abuse or inconsiderate treatment of a patient
6. Theft or dishonesty
7. Fighting or unauthorized possession of a weapon
8. Unprofessional or irresponsible behavior



## Student Files

- There is a file folder for each student containing all hard copy information pertaining to that student (immunizations, college courses, advising actions, etc.).
- All folders are the property of Casper College.
  - Students may request access to the contents of the folder during office hours when necessary.
  - Folders are stored in a secure location in the Health Science Building office 121 for a minimum of 5 years after graduation.
  - All records will be destroyed in a manner that maintains confidentiality.
- Each student also has an electronic clinical file which is maintained on the server used for clinical tracking and then permanently deleted.
  - There is also a student accessible file on the secure Health Science Google Drive, which is labeled with the students' college Gmail account.
  - Only the official college email is to be used to access, add, or edit this file.
  - This will hold all pertinent information for admission to the program and for clinical sites including photocopies of driver's license, health insurance card, car insurance card, vaccination information, titer information, and booster information.

This checklist for success will help guide you through completion of necessary documents (it is available online in your RT Google Drive Folder and must be completed there):

Personal Information									
Name:			Birthday:		Phone Number:		School Email:		Personal Email:
Emergency Contact Name:			Phone Number:		<b>School e-mail will be the ONLY e-mail communication used throughout the program. Be sure you are checking it!</b>				
Program Documents									
Contact Information	Handbook Signature Page	Exposure Control Form	Latex Allergy Questionnaire	Health Exam Form	Health Insurance Card	Auto Insurance Card	Drivers License	Trajecsys	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MCE Imports	MCE Modules	BLS Card	BLS Card Expiration:	Drug Screening	Drug Screen Date:	Tuberculosis Skin Test - Mantoux (PPD) TWO Step			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hepatitis B Vaccination									
1st Dose	Date:	2nd Dose	Date:	3rd Dose	Date:	Tuberculosis Skin Test - Mantoux (PPD) TWO Step			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Titer:		<input type="checkbox"/> Reactive <input type="checkbox"/> Non-Reactive* Date: *Non-reactive requires re-vaccination and redone titer after 6-weeks							
COVID Vaccination									
1st Dose	Date:	2nd Dose	Date:	3rd Dose	Date:	Tuberculosis Skin Test - Mantoux (PPD) TWO Step			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MMR Vaccination					Varicella Vaccination				
1st Dose	Date:	2nd Dose	Date:	Tuberculosis Skin Test - Mantoux (PPD) TWO Step					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Titer:		<input type="checkbox"/> Positive <input type="checkbox"/> Equivocal** <input type="checkbox"/> Negative* Date: *Negative requires re-vaccination and redone titer after 6-weeks. **Equivocal may require booster vaccination							
TDap Vaccination			Influenza Vaccination - 1st Year			Influenza Vaccination - 2nd Year			
<10 Years	Date:	Dose	Date:	Dose	Date:	Tuberculosis Skin Test - Mantoux (PPD) TWO Step			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This checklist for success is due the LAST WEEK of Summer Semester so you will be set to start Fall Semester Clinical Rotations.**  
**If it is not completed, you will be unable to attend clinical sites, therefore will not be able to move forward in the program**

## Blood Borne Pathogen Safety

Prior to beginning clinical experience, the Respiratory Care student will have completed instruction in the policy regarding Blood Borne Pathogens. This instruction will be in accordance with the OSHA Blood Borne Pathogen Disease training standard. Once the clinical experience begins, the respiratory care student will abide by the following rules:

- Participate in any clinical affiliate required Blood Borne Pathogen training
- Follow the clinical affiliate policy and procedure concerning Blood Borne Pathogens.
- Report any exposure to blood borne pathogens to the Director of Clinical Education immediately. If she is not immediately available contact the clinical instructor and the program director.
- Disposable gloves will be worn in all cases when contact with blood and body fluids is anticipated.
- Masks will be worn when it is likely that blood or body fluids could splash in the nose or mouth.
- Eye protection will be worn when a splash of blood or body fluid into the eye is anticipated.
- Blood or body fluid inadvertently coming into contact with the skin should be quickly and thoroughly washed away.
- Students that experience exposure to blood or body fluid will report to their clinical instructor and the Director of Clinical Education and follow clinical exposure protocol.
- Cuts, scratches or other non-intact skin will be covered to avoid blood and body fluids.

**All of the program's clinical affiliate policies regarding infection control will be observed.**

## Exposures

A significant exposure is defined as the following:

1. Any puncture of the skin by a needle or other sharp object that has had contact with patient's blood or body fluids or with fluids infused into the patient.
2. Blood spattered onto mucous membranes (e.g. mouth) or eyes.
3. Contamination of open skin (cuts, abrasions, blisters, open dermatitis) with blood, vomit, saliva, amniotic fluid or urine. Bite wound to providers would be included in this category.

In the event of a Blood borne pathogen exposure or suspected exposure, the following shall be followed:

1. First aid and proper wound cleansing must occur immediately without delay.
  - a. If possible, wound cleansing should be done within seconds of exposure.
  - b. The wound should be flushed with water (and soap if available) for 5-10 minutes.

- c. Eye contamination should be flushed for 15-30 minutes continuously.
2. If you suspect any infectious disease contact has been made, inform the Emergency Room as soon as possible so accommodations can be made.
3. Students are required to notify the following persons of exposures:
  - a. Preceptor;
  - b. Shift Supervisor;
  - c. Department Manager;
  - d. Director of Clinical Education;
  - e. Program Director.

**Any possible exposure MUST be reported soon as possible but no later than 24 hours after the incident.**

Immediate care must be initiated where the incident occurred.

An [Incident Form](#) **must be completed** with the student keeping a copy and the original turned into the Program Director or Director of Clinical Education to be filed.

## Incident Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Agency/Unit: \_\_\_\_\_ Course #: \_\_\_\_\_

### What type of Incident?

- Medication
- Procedure
- Safety
- Preceptor
- Conflict
- Lifting / Moving
- Other \_\_\_\_\_

### If this was a medication or procedure incident, was there a negative patient outcome directly:

Related to that event?  Yes  No

Explain: \_\_\_\_\_

Was the incident resolved?  Yes  No

Explain: \_\_\_\_\_

Was the Shift Supervisor and Preceptor notified?  Yes  No

Explain: \_\_\_\_\_

Was the Program Director / Clinical Coordinator/ Instructor notified?  Yes  No

If yes, how \_\_\_\_\_

Was there remediation done?  Yes  No

If yes describe \_\_\_\_\_

Describe the incident (use back side of sheet if more room is needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Latex Allergy Questionnaire - Return with Entrance Health Examination Form

Name \_\_\_\_\_ Date \_\_\_\_\_

YES	NO	HAVE YOU EVER HAD:	COMMENTS
		Hives?	
		Unexplained rash?	
		Reaction to Band-Aids/tapes?	
YES	NO	HAVE YOU EVER REACTED AFTER HANDLING/USING:	COMMENTS
		Poinsettia plant?	
		Balloons?	
		Rubber products?	
		Clothing with elastic or spandex?	
		Elastic bandages?	
YES	NO	HAVE YOU EVER HAD ANY OF THE FOLLOWING SYMPTOMS FOLLOWING A DENTAL APPOINTMENT?	COMMENTS
		Itching	
		Tearing	
		Fatigue/drowsiness	
		Sneezing	
		Runny nose	
YES	NO	HAVE YOU EVER HAD A REACTION AFTER EATING:	COMMENTS
		Avocados	
		Bananas	
		Kiwi, Tropical Fruit	
		Chestnuts	

If you answered yes to any of these questions please discuss this with your physician.

## Student Agreement and Consent

As a student at Casper College in the School of Health Science, I understand that per standard precautions and policies at the cooperating clinical sites, I will wear either eyeglass shields or goggles while on clinical rotations to prevent fluid splashes to my eyes.

Some examples of situations that would require these precautions would include, but are not limited to: surgical procedures, bronchoscopy, working with hostile patients, drawing blood, suctioning procedures, ventilator circuit changes, and cleaning up body fluid spills.

- I understand that I must purchase my own protective eyewear.
- I understand that I am responsible for this equipment and will replace it before the next rotation if it becomes lost or broken.
- I agree to use personal protective equipment per standard precaution policies.

Student Name (Print) \_\_\_\_\_ Date: \_\_\_\_\_

Signature \_\_\_\_\_

## Student Handbook Agreement

I have read the Casper College Student Handbook for the Respiratory Program housed in the School of Health Science and I fully understand and will adhere to all of the policies presented therein.

Student Name (Print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Casper College Respiratory Therapist

### Entrance Health Examination

**Section I: (To be completed by student)**

A. Personal Data			
Name:			
Address:			
City, State, Zip			
Phone(s):		Email:	
Emergency Contact:		Relationship:	
Emergency Contact Phone:			
Allergies:		Reaction(s)	

B. Family Health History					
Family Member who has had:	Mother	Father	Grandparent		Other
			Maternal	Paternal	
Cancer					
Cardiac Problems					
Diabetes					
Hypertension					
Kidney Disorder					



C. Health History						
1. Childhood Diseases	Yes	No	Immunization			
			Yes	No		
Chicken Pox						
Measles						
Mumps						
2. Illnesses (Present and Past—Circle appropriate illness)						
	Yes	No		Yes	No	
Alcohol / Drug Abuse			Eating Disorder			
Asthma			GI Disorder			
Cancer			Headaches/seizures/neuro disorder			
Cardiac Problems			Hypertension			
Depression/Mental disorder			Kidney disease			
Diabetes			Orthopedic (incl. back prob.)			
			Other (explain):			
3. Hospitalizations / Injuries/Surgeries (nature and year)						
4. Alcohol: Do you drink alcohol? <input type="checkbox"/> Yes <input type="checkbox"/> No  How many drinks per week? _____						
5. Tobacco:  Do you use tobacco? <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Cigarettes – Pks/day _____ <input type="checkbox"/> Chew -#/day _____ <input type="checkbox"/> # of years _____						

<p>6. Drugs Do you currently use recreational or street drugs? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>7. General Health <input type="checkbox"/> Good      <input type="checkbox"/> Marginal      <input type="checkbox"/> Poor</p>

**Section II (to be completed by nurse/office personnel)**

Age _____      Height _____      Weight _____
TPR _____      B/P _____
B/P
Hearing:      Right Ear _____      Left Ear _____
Vision:      Right Eye _____      Left Eye _____
Urinalysis:      Only if symptomatic      Abnormal Finding
Medications currently taking (include OTC and herbal):

**Section III (to be completed by physician/nurse practitioner / physician's assistant)**

Body Systems	Within Normal Limits	Comments
EENT		
Respiratory		
Cardiovascular		
GI		
GU		

Musculoskeletal		
Neurologic		
Psychiatric		
Skin		

This student has the physical and emotional health required for a program in Respiratory. Yes \_\_\_\_ No \_\_\_\_

Comments:

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date