



UNIVERSITY *of* NORTH CAROLINA WILMINGTON

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SCHOOL *of* HEALTH AND APPLIED HUMAN SCIENCES



Respiratory Therapy Program

Student Handbook

2021-2022

## PREFACE

The purpose of this Program Student Handbook is to assist in understanding the policies, procedures, and general information specific to the Respiratory Therapy program of the University of North Carolina Wilmington (UNCW). The information in this guide is a supplement to the published current issues of *The University of North Carolina Wilmington Undergraduate Catalogue*, *The University of North Carolina Wilmington Graduate Catalogue*, and the *University of North Carolina Wilmington Code of Student Life*.

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents—except where protected status represents a bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs. (see also: *The University of North Carolina Wilmington Undergraduate Catalogue*).

The *Bachelors of Science in Respiratory Therapy (BSRSP)* at UNCW prepares 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 (RRT). Graduates will be prepared to address the need for healthcare leaders in the field of respiratory care. The BSRSP features two options; a four-year, residential, regular-term instruction option (RTI) and a degree completion option delivered in UNCW's online, accelerated program (OAP) format. These options target two distinct student populations including traditional, four-year residential students seeking entry-level preparation (four-year baccalaureate) and associate degree-prepared RRT's (degree completion).

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## MISSION and VISION

**UNCW Mission Statement:** The University of North Carolina Wilmington, the state's coastal university, is dedicated to the integration of teaching and mentoring with research and service. Our commitment to student engagement, creative inquiry, critical thinking, thoughtful expression, and responsible citizenship is expressed in our baccalaureate and masters' programs, as well as doctoral programs in areas of expertise that serve state needs. Our culture reflects our values of diversity and globalization, ethics and integrity, and excellence and innovation.

**UNCW Vision Statement:** UNCW will be recognized for excellence in everything it does, for its global mindset and for its community engagement.

**CHHS Mission Statement:** The mission of the College of Health and Human Services (CHHS) is to enhance health and quality of life across the lifespan for individuals, families and communities within southeastern North Carolina, and one of the ways we accomplish this mission is through community engagement. We are committed to facilitating and supporting faculty, students and community working together in mutually beneficial ways on issues important to the community and to improve the health and well-being of our communities.

**UNCW Respiratory Program Mission Statement:** Our mission and values align with the mission of the School of Health and Applied Human Sciences: We promote the health and wellbeing of all persons through exemplary preparation of professionals, scholarly activity, and community engagement.

The purpose of the baccalaureate program in respiratory therapy is to prepare students for the scope of practice in the respiratory care profession. In addition, the program is designed to provide a foundation for graduate respiratory therapy education. Through interactions with clients—individual persons, families and communities—and other health care professionals, respiratory therapy graduates will contribute toward meeting the wide-ranging needs of the region, state, and the larger community. The program of study for the Respiratory Therapy as described in this catalogue, is consistent with national accreditation standards outline by CoARC in pursuit of full accreditation.

### **PROGRAM GOALS**

#### **Entry into Practice Program Goals:**

The respiratory therapy program will prepare students to become highly competent respiratory therapists who display professional excellence and integrity. Respiratory care requires not only technical expertise, but also humane, empathetic and professional behavior directed towards patient-centered care. The program prepares graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) domains of respiratory care practice as performed by registered respiratory therapists (RRTs). The program is established to prepare leaders for the field of respiratory care including curricular content with objective related to the acquisition of skills in one or more of the following: management, education, research and advanced clinical practice.

#### **Degree Advancement Program Goals**

The respiratory therapy program will prepare students to become highly competent respiratory therapists who display professional excellence and integrity. Respiratory care requires not only technical expertise, but also humane, empathetic and professional behavior directed towards patient-centered care. The respiratory therapy degree advancement program is designed to provide graduates of entry into practice respiratory therapy degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

The **student learning outcomes** (SLO's) for the program student are as follows:

- Synthesize information from interprofessional healthcare practice to provide effective care for diverse patient populations.
- Comprehend the impact of quality care on patient outcomes with compassion for the patient, family and caregivers.
- Apply skills to deliver respiratory therapy safely in a healthcare setting that promotes patient autonomy, empowerment, and education.
- Analyze patient data to make informed decisions about patient care in an interprofessional setting that is collaborative, culturally sensitive, and adheres to professional standards.
- Synthesize patient data to develop a care plan for patients with comorbid conditions including management of risk reduction, prevention, education and disease management.
- Evaluate the practice of evidence-based medicine within the scope of respiratory care.

**Respiratory Therapy Program Personnel**

**UNCW Respiratory Therapy Program Faculty**

Jamy Chulak, M.S., RRT Program Coordinator Lecturer Veteran’s Hall 2506E Office Phone: (910) 962-0572 Email: chulakj@uncw.edu	Thomas Nietman, M.S., RRT-ACCS Director of Clinical Education Lecturer Veteran’s Hall 2506F Office Phone: (910) 988-1183 Email: nietmant@uncw.edu
Faculty Member #1	Faculty Member #2
Faculty Member #3	Faculty Member #4

**UNCW Respiratory Therapy Program Part-Time Faculty**

Faculty Member #1	Faculty Member #2
Faculty Member #3	Faculty Member #4

**UNCW Respiratory Therapy Program Medical Director**

Dr. Brian Gilmore, M.D. Medical Director Adjunct Faculty New Hanover Regional Medical Center
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**Student Office Hours Policy**

The SHAHS is committed to providing a powerful learning experience highlighted by direct interaction between faculty and students. Office hours are a key mechanism for fostering such interaction. Posting office hours is mandatory and these should be posted in syllabi, near office doors (if an office is provided) and given to the administrative staff to create a master list for the SHAHS website. Posting on the door should be done in at least 18-point font and in ADD compliance. Full-time faculty must have at least 10 office-hours per week across various modalities, but at least 5 hours must be face to face and spread across at least 3-business days. Part-time faculty office hours are determined in consultation with the school director in light of the faculty member’s other professional and personal obligations, and the number of courses taught in a given semester. All faculty (full time and part time) are required to respond to student emails in a timely fashion (i.e., within 48 hours) unless special circumstances apply (e.g., illness, convention attendance, etc.). Responding to student emails is especially important during academic advising and during the course sign-up period.

Student Engagement Hours					
Location	DAY	FROM	TO	# OF HRS. PER WEEK	TOTAL HOURS

## **University Academic Expectations**

In choosing UNCW, you have become part of our community of scholars. We recognize that the UNCW learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The University expects you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Our faculty and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours.

## **Materials Required for Learning**

1. Computer and/or device that can operate our Canvas learning management system
2. Internet access (broadband recommended)
3. *Office 365*: All students have access to Office 365. If you do not have Outlook (mail), Word, PowerPoint, you can download the suite free for both Mac and PC users. [For instructions for downloading the suite, click on this link.](#) The Office 365 suite includes the following: Word, Excel, PowerPoint, OneNote, Access, Publisher, Skype for Business, and OneDrive for Business.

## **UNCW Email Policy**

The UNCW Faculty and Students are required to use their UNCW email for all University business correspondence. This requirement includes electronic correspondence with UNCW personnel and students in the respiratory therapy program. The use of personal or work email accounts for University related business is not permitted.

## **Academic Integrity**

All members of UNCW's community are expected to follow the academic Honor Code. Academic dishonesty in any form will not be tolerated in this program. All academic integrity violations will result in a failing grade for the course and will be reported to the Office of the Dean of Students. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook): [www.uncw.edu/odos/honorcode](http://www.uncw.edu/odos/honorcode). Please be familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Please note it is also possible to plagiarize yourself. If you use your work from a previous class or assignment in this class without proper citation, it is plagiarism (i.e., using the same paper, or substantial portions of the same paper, for two classes or assignments is not acceptable). It is always best to speak to the instructor prior to submitting a paper if there is a question regarding academic integrity.

## **Canvas® Netiquette**

Carefully consider your tone when posting messages to Canvas. Since there are no visual clues, other than the message posted, pay careful attention to the way messages are posted so that messages will not be taken out of context. Also, remember that even if you disagree with another person's idea, opinion or solution, do not attack the person. Simply state that you disagree with the person's idea, opinion or solution, and defend your alternative response with logical, coherent, and non-judgmental statements. Refrain from continuing a discussion that simply rehashes what has already been stated. Please refrain from using "e slang" when posting messages (i.e. "i no unreadin @ home" is not acceptable). Please use complete and coherent thoughts with appropriate punctuation and capitalization. Adhering to guidance on Canvas Netiquette will promote learning and not impact formative and summative assessment negatively. Threaded discussions should be used for comments relative to the topic for discussion only.

## **The UNCW Statement on Diversity in the University Community**

As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents.

## **Zero Tolerance Policy**

UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911. For University or community resources visit: <http://www.uncw.edu/safe-relate/campusResources.htm>

## **Academic/Support Services**

### **Technical Support**

If you have any issues using Canvas or other technical issues, contact the Technology Assistance Center at 910-962-4357 (HELP) or using the ticketing system: <http://www.uncw.edu/itsd/index.html>. Technical issues are not an excuse for a late assignment. You must contact them for assistance within a timely manner. All contact with the TAC is documented and I will contact them if you state you are having technology issues to confirm you have made contact and determine the outcome of your contact. For more information on the TAC, please click the following link: <http://uncw.teamdynamix.com/TDclient/home/>

### **Student Support Services**

The Division of Student Affairs consists of fourteen functional departments, each of which is responsible for providing a variety of student support, service, and educational programs which are accessible to all members of the university community. The staff members are dedicated individuals known for their passion and commitment to implementing programs and services that affect student development over the course of a lifetime. Student Affairs provides excellent delivery of student services that are responsive to student needs and promotes the quality of life and education both inside and outside the classroom. Student Affairs builds institutional traditions and lifelong affiliations through creative programs, vibrant student organizations, and a living/learning environment built on core values and uncompromising principles. Students in the Online Accelerated Program (OAP) for Degree Advancement may experience different support services to meet their needs. The Division is a leader and primary spokesperson for students. [For a complete listing of all student support services, please click this link.](#)

### **Students with Disabilities**

Students with disabilities are responsible for making a timely disclosure of their disability, ensuring that the university is aware of the disabilities that require accommodations. Student should first contact the Disability Resource Center, as it is the only designated campus agency responsible for classroom accommodations.

After providing appropriate documentation of the disability, the student must register with the Disability Resource Center and request accommodations each semester. Once the student is registered, s/he contacts faculty members in each course to provide them with a Faculty Accommodation Letter. This confidential form tells faculty members of the student's necessary and specific course accommodations.

Students are responsible for requesting accommodations in a timely manner so that professors and staff may plan for those accommodations. Students with disabilities are expected to maintain the same responsibility for their education as other students. This includes maintaining the same academic levels, attending class, maintaining appropriate behavior, and providing notification of any special needs. It is the student's responsibility to utilize the services and keep in close contact with the Disability Resource Center.

For additional information, please click the following link: <http://uncw.edu/disability/>. You can contact a representative by clicking on the following link and referring to the contact information for each representative: <http://uncw.edu/disability/about/contact.html>

### **The University Learning Center**

DePaolo Hall, 910.962.7857, [www.uncw.edu/ulc](http://www.uncw.edu/ulc)

The University Learning Center's (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education.

ULC services are free to all UNCW students and include the following:

- Learning Services (University Studies) <https://uncw.edu/ulc/services/index.html>
- Math Services <https://uncw.edu/ulc/services/math/index.html>
- Study Sessions <https://uncw.edu/ulc/services/study-sessions/index.html>
- Supplemental Instruction <https://uncw.edu/ulc/services/si/index.html>
- Writing Services <https://uncw.edu/ulc/services/writing/index.html>
- Tutoring Services <https://uncw.edu/ulc/services/learning/index.html>

The University Learning Center (ULC) utilizes an online appointment system called TutorTrac for all Academic Achievement appointments, Math appointments, Tutoring Services appointments, & Writing Services appointments. Before scheduling your appointment, Review attendance policy <https://uncw.edu/ulc/attendance/index.html> **POLICY**. If you are having trouble with the online appointment system, please call the ULC (910-962-7857).

Schedule an appointment with the ULC here: <https://uncw.edu/ulc/appointments/index.html>

### **Program Admission- (Entry into Practice)**

All students wishing to enter the healthcare profession and major in Respiratory Therapy must meet the minimum criteria for admission and follow the Respiratory Therapy application procedure which includes timely submission of the Respiratory Therapy application. A cohort of 20 students will be accepted annually each fall through a competitive selection application procedures listed below.

Minimum criteria for acceptance into the program include:

- a) 2.5 cumulative GPA at UNCW or transfer institution; and
- b) Completed
  - BIO/BIOB 201 and (or equivalent courses with a “C” or higher)
  - MAT 111 and (or equivalent courses with a “C” or higher)
  - EXS/EXSL 216 or BIO/BIOB 240 (or equivalent courses with a “C” or higher)

### **Application Procedure:**

- Submission of a complete Respiratory Therapy Application.
- You will submit a two-page essay demonstrating understanding of the respiratory profession, why you want to major in respiratory therapy and a plan to complete the University Studies course requirements for graduation
- Copy of your most current degree audit or transcript (need to ensure transcripts have been sent and applied to your degree audit by the time the deadline closes) if you are a transfer student.
- Interview with a Respiratory Therapy Faculty Member(s) if invited to interview.
- Signed Respiratory Therapy Technical Standards.

### **Matriculation Policy- (Entry into Practice)**

Respiratory Therapy courses (RSP) must be completed in the curriculum sequence listed below for on-time graduation. Progression, generally, reflects consistent progress in a student’s academic abilities, evidenced through factors such as the acquisition, retention, and demonstration of essential content with appropriate application in clinical practice; continued self-evaluation of a student’s strengths and weaknesses related to his or her educational goals; and seeking advice and remediation when needed. The table below, illustrates the courses and their sequence recommended during the freshman and sophomore years, followed by the mandatory sequence in Respiratory Therapy during the Junior and Senior years.

**Student progression in the Entry into Practice Program is contingent upon the following:**

1. Students must maintain at least a 2.50 overall GPA and a minimum grade of “C” (2.00) in all core courses.
2. Students found to have been in violation of the university’s Academic Honor Code will be subject to disciplinary action as set forth in the current [Code of Student Life](#).
3. Students found to be in violation of the Respiratory Therapy Program Policies outlined in the Program Student Handbook will be subject to disciplinary action up to and including dismissal from the program.
4. Students found to be in violation of the American Association for Respiratory Care’s [Statement of Ethics and Professional Conduct](#) will be subject to disciplinary action up to and including dismissal from the program.
5. In addition to university studies requirements and Respiratory Therapy requirements, students must take elective courses to satisfy the university requirement of a minimum of 120 hours.

	<b>First Year Semester I</b>	<b>Credits</b>	<b>First Year Semester II</b>	<b>Credits</b>
<b>FRESHMAN</b>	University Studies (SANW: BIO 201)	4 Hrs.	University Studies (SANW: CHM 101)	4 Hrs.
	University Studies (MAT: MAT 111, 112, 151, 152, or 161)	3 Hrs.	PSY 223: Lifespan and Human Development (elective)	3 Hrs.
	University Studies (UHIB: PSY 105: General Psychology)	3 Hrs.	University Studies (LW: PED 101)	2 Hrs.
	University Studies (FYS: UNI 101)	3 Hrs.	University Studies (COMP: ENG 201)	3 Hrs.
	University Studies (COMP: ENG 101)	3 Hrs.	university Studies (elective)	1 Hr.
	<b>TOTAL:</b>	<b>16 Hrs.</b>	<b>TOTAL:</b>	<b>13 Hrs.</b>
<b>SOPHMORE</b>	<b>Second Year Semester III</b>	<b>Credits</b>	<b>Second Year Semester IV</b>	<b>Credits</b>
	<b>EXS 216/EXSL 216: Human Anatomy and Physiology</b>	<b>4 Hrs.</b>	University Studies (UHIB: SOC 220)	3 Hrs.
	<b>OR</b>		University Studies (WLC: 1)	3 Hrs.
	<b>BIO 240/BIOL 240: Human Anatomy and Physiology</b>	<b>4 Hrs.</b>	University Studies (AIL: 1)	3 Hrs.
	University Studies (WLC: 1)	3 Hrs.	University Studies (HPA: 1)	3 Hrs.
	University Studies (AIL: 1)	3 Hrs.	University Studies (LGS: 1)	3 Hrs.
	University Studies (HPA: 1)	3 Hrs.		
University Studies (LDN: 1)	3 Hrs.			
	<b>TOTAL:</b>	<b>16 Hrs.</b>	<b>TOTAL:</b>	<b>15 Hrs.</b>
<b>JUNIOR</b>	<b>Third Year Semester V</b>	<b>Credits</b>	<b>Third Year Semester VI</b>	<b>Credits</b>
	RSP 300: Fundamentals of Respiratory Care	3 Hrs.	RSP 304: Cardiopulmonary Diseases & Diagnostics	3 Hrs.
	RSP 330: Fundamentals of Respiratory Care Lab	1 Hr.	RSP 306: Introduction to Mechanical Ventilation	3 Hrs.
	RSP 301: Cardiopulmonary Anatomy and Physiology	3 Hrs.	RSP 356: Introduction to Mechanical Ventilation Lab	1 Hr.
	RSP 302: Cardiopulmonary Pharmacology	3 Hrs.	RSP 410: Ethical Dilemmas in Healthcare	3 Hrs.
	RSP 303: Patient Assessment	3 Hrs.	CHHS 411: Research and Evaluation Methods in Human Services	3 Hrs.
	RSP 333: Patient Assessment Lab	1 Hr.	RSP 352: Clinical Practice II	2 Hrs.
	RSP 351: Clinical Practice I	1 Hr.		
	<b>TOTAL:</b>	<b>15 Hrs.</b>	<b>TOTAL:</b>	<b>15 Hrs.</b>
<b>SENIOR</b>	<b>Fourth Year Semester VII</b>	<b>Credits</b>	<b>Fourth Year Semester VIII</b>	<b>Credits</b>
	RSP 402: Advanced Techniques in Mechanical Ventilation	3 Hrs.	RSP 412: Cardiopulmonary Rehabilitation and Long-Term Care	3 Hrs.
	RSP 307: Advanced Critical Care Management	3 Hrs.	RSP 403: Healthcare Management and Leadership	3 Hrs.
	RSP 309: Advanced Critical Care Management Lab	1 Hr.	RSP 320: Exam and Career Preparation	3 Hrs.
	RSP 308: Neonatal/Pediatric Respiratory Care	3 Hrs.	RSP 454 Clinical Practice IV	3 Hrs.
	RSP 401: Evidence-Based Practice in Respiratory Care	3 Hrs.	RSP 470: Capstone Project	3 Hrs.
RSP 353: Clinical Practice III	2 Hrs.			
	<b>TOTAL:</b>	<b>15 Hrs.</b>	<b>TOTAL:</b>	<b>15 Hrs.</b>

### **Program Admission- (Degree Advancement)**

Minimum criteria for acceptance into the program include:

- Receive admission to the UNCW through the Office of Admissions
- Produce official transcripts from all post-secondary work
- Earned an associate degree from a CoARC-accredited respiratory therapy program
- Proof of current NBRC RRT credential and be in good standing
- Proof of current and valid respiratory care practitioner state license
- Proof of current BLS/CPR for health care providers certification

### **Matriculation Policy- (Degree Advancement)**

Respiratory Therapy courses (RSP) must begin with RSP 324 and end with RSP 421. The recommended sequence of courses below, shall be considered by the working student, and can be taken in any sequence they prefer. Satisfactory progression and transfer credits necessary to meet university studies requirements are necessary for the degree.

Progression, generally, reflects consistent progress in a student’s academic abilities, evidenced through factors such as the acquisition, retention, and demonstration of essential content; continued self-evaluation of a student’s strengths and weaknesses related to his or her educational goals; and seeking advice and remediation when needed.

**Student progression in the Degree Advancement Program is contingent upon the following:**

1. Students must maintain at least a 2.00 overall GPA.
2. Students found to have been in violation of the university’s Academic Honor Code will be subject to disciplinary action as set forth in the current [Code of Student Life](#).
3. Students found to be in violation of the Respiratory Therapy Program Policies outlined in the Program Student Handbook will be subject to disciplinary action up to and including dismissal from the program.
4. Students found to be in violation of the American Association for Respiratory Care’s [Statement of Ethics and Professional Conduct](#) will be subject to disciplinary action up to and including dismissal from the program.
5. Additional Degree Requirements to satisfy 120 credits for the Bachelor’s in Science for Respiratory Therapy.
  - a. Transfer up to 64 credits from associate degree
  - b. Credit by examination for Registered Respiratory Therapist (RRT) credential at 34 elective credits
  - c. Satisfy University Studies/Electives requirements

TERM I	<b>First Seven Weeks</b>	<b>Credits</b>	<b>Second Seven Weeks</b>	<b>Credits</b>
	RSP 324: Disease Management for Respiratory Therapists	3 Hrs.	RSP 425 Advanced Cardiovascular Pathophysiology	3 Hr.
	RSP 422 Advanced Critical Care Respiratory Therapy	3 Hrs.	RSP 420 Health Law and Ethics	3 Hrs.
	<b>TOTAL:</b>	<b>6 Hrs.</b>	<b>TOTAL:</b>	<b>6 Hrs.</b>
TERM II	<b>First Seven Weeks</b>	<b>Credits</b>	<b>Second Seven Weeks</b>	<b>Credits</b>
	RSP 426 Advanced Pulmonary Physiology	3 Hrs.	RSP 427 Advanced Renal and Endocrine Pathophysiology	3 Hrs.
	RSP 424 Advanced Cardiopulmonary Pharmacology	3 Hrs.	EXS 310 Research Methods in Exercise Science	3 Hrs.
	<b>TOTAL:</b>	<b>6 Hrs.</b>	<b>TOTAL:</b>	<b>6 Hrs.</b>
TERM III	<b>First Seven Weeks</b>	<b>Credits</b>	<b>Second Seven Weeks</b>	<b>Credits</b>
	RSP 423 Healthcare Policy and Administration	3 Hrs.	RSP 432 Subacute Care and Telemedicine in Respiratory Care	3 Hrs.
	RSP 428 Neonatal/Pediatric Critical Care Pathophysiology	3 Hrs.	RSP 421 Information Literacy in Respiratory Care	3 Hrs.
	<b>TOTAL:</b>	<b>6 Hrs.</b>	<b>TOTAL:</b>	<b>6 Hrs.</b>

**ASSESSM**

When applicable and appropriate, summative assessments will be proctored in face-to-face and in online modes. Online modes may require Respondus Lock-Down Browser and Respondus Monitor (or its successor), which requires the use of a student web-camera. Students may experience formative and summative assessments that include in/out of class assignments, discussion boards, papers, quizzes, simulation and examinations. Rubrics may be used for assessment and as a guide for student learning.

**NOTE:** Laboratory Competencies must be satisfactory to successfully complete laboratory course, regardless of grade, to fully participate in clinical practice.

1. Remediation of competency to address area(s) of concern
2. Schedule time to practice with faculty, in lab, the competency and area(s) of concern noted during remediation
3. Schedule time to reattempt competency with laboratory faculty in lab
4. If successful, the competency will be documented as satisfied, but will not replace the grade from the first attempt.
5. If unsuccessful, the student will develop a student remediation plan with faculty to address the competency and/or area(s) of concern.

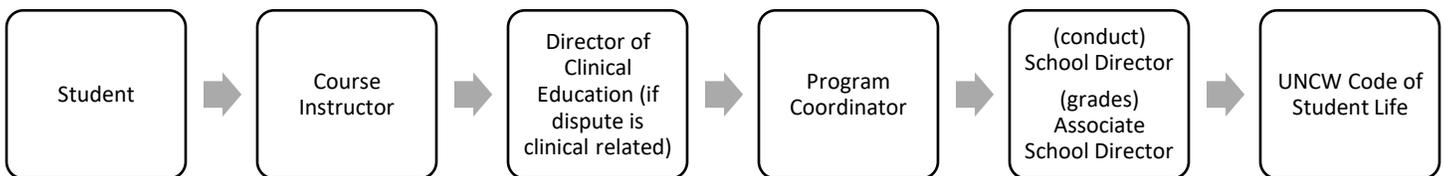
See Appendix C- Student Remediation Plan

## **DISPUTE & RESOLUTION POLICY and PROCEDURE**

The following procedures have been created to assist our students with resolving any disputes or concerns within the program:

Any student who feels he/she has a justifiable academic or non-academic dispute regarding a respiratory therapy instructor, student, or clinic site shall follow the above reporting procedure within the division:

1. If the complaint is regarding didactic/lecture class:
  - a. During normal office hours or by appointment, communicate openly with the issue with the Instructor and try to resolve the problem as soon as possible.
  - b. After discussion with Instructor - If the issue is still unresolved, contact the Program Coordinator to act as a mediator towards the resolution.
  - c. After mediation with the Program Coordinator – – If the issue involves conduct, and is still unresolved, make an appointment with the Director of the School of Health and Applied Human Sciences. If the issue involves grades, and is still unresolved, make an appointment with the Associate Director of the School of Health and Applied Human Sciences
2. If the complaint is regarding clinical rotation:
  - a. During normal office hours or by appointment, communicate openly with the Clinical Instructor and try to resolve the problem as soon as possible.
  - b. After discussion with Clinical Instructor - If the issue is still unresolved, contact the Director of Clinical Education to act as a mediator between all parties (to include reporting and updating the appropriate parties) to find a resolution.
  - c. After mediation with the Director of Clinical Education – If the issue is still unresolved, make an appointment with the Program Coordinator.
  - d. After mediation with the Program Coordinator – If the issue involves conduct, and is still unresolved, make an appointment with the Director of the School of Health and Applied Human Sciences. If the issue involves grades, and is still unresolved, make an appointment with the Associate Director of the School of Health and Applied Human Sciences



NOTE: If a student’s dispute is related to an individual in the above chain of command, then it is advised that the student contact the next person in chain of command or express their concern to the Associate School Director for guidance.

NOTE: Complaints regarding harassment or sexual misconduct do not constitute “disputes” subject to this procedure. Those complaints should be reported immediately to the Director of Title IX and Clery Compliance, or the Office of the Dean of Students, as appropriate.

NOTE: Please be aware that initial communication regarding a student’s performance or academic standing should be between Faculty/Administrators, and the individual student. Students are expected to communicate their own concerns and not defer to others to communicate on their behalf. Legal, ethical, and professional protocol limits the information that can be shared by the faculty with anyone other than the student (FERPA Policy <https://uncw.edu/policies/documents/04150ferpa.pdf>). In the event the student should require additional individuals to be present or in any other manner, the student must sign release form specifically for the individual with whom the information is to be shared.

See Appendix B- Student Conference Form.

If the student is dissatisfied with the academic resolution and decision following their dispute, the student must follow *Student Grievance Policy for the School of Health of Applied Human Sciences*.

### **Procedure for Grade Appeals**

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method, chosen by the faculty member, that is professionally

acceptable, communicated to everyone in the class, and applied to all students equally. However, prejudiced or capricious academic evaluation by a faculty member is a violation of a student's rights and is the valid ground for a grade appeal. An appeal must be made no later than the last day of the next succeeding regular semester. Grades not appealed by that time become permanent.

Prior to the submission of a formal appeal, any student who contests a course grade shall first attempt to resolve the matter with the instructor involved. If the student is uncomfortable reaching out directly to the instructor, they should speak with HAHS Associate Director who will help them develop strategies for approaching the instructor. If a satisfactory resolution has not been reached after the student has approached the issue with the faculty member, the student may appeal the grade in accordance with the procedures outlined below.

1. The student shall present the appeal in writing to the HAHS Associate Director. The student must provide documentation that they have reached out to the instructor to discuss their concerns.
2. The written statement shall limit itself to citations of evidence pertaining to the valid ground for the appeal.
3. By conferring with the student and the instructor, the Associate Director will seek resolution by mutual agreement within five business days of receiving the written appeal from the student.
4. Failing such resolution the Associate Director shall transmit the written appeal to the HAHS Grade Appeals Committee the next business day after the attempt to reach a mutual agreement fails.
5. The HAHS Grade Appeals Committee shall consist of the Associate Director and four faculty members appointed by the Director and shall review and draw a conclusion regarding the appeal within 10 business days of the Associate Director transmitting the appeal to the committee.
6. If the committee affirms the instructor's decision, the Associate Director will notify in writing the faculty member, the student, and the Director as appropriate. The student will be informed that they may appeal further to the CHHS Dean.
7. If the committee supports the student's appeal, it shall prescribe the method by which the student will be reevaluated. The grade resulting from the prescribed reevaluation is final and may not be further appealed.

#### **Procedure for Non-Grade Related Complaints / Appeals:**

Depending on the nature of the appeal, the student should make every effort to resolve the matter with the instructor involved. If the student does not feel comfortable approaching the instructor, then they should proceed to step 1 below.

1. Student-initiated grievances should be reported to the Director by the student with the complaint.
2. The Director will advise the student on matters of policy and rights. If it hasn't already happened, the student will be advised to attempt to seek a satisfactory resolution by speaking directly with the faculty member. A third party can be present if requested either by the student or faculty member. The third party has no active role.
3. If step 2 fails, the student should submit a formal complaint, in writing, to the Director within ten days of receiving information regarding this policy from the Direction in step 1. A copy will be sent to the faculty member the next business day after receiving the complaint.
4. The faculty member will be asked to submit a written statement to the Director and the student describing the circumstances of the incident or circumstance within 5 business days of receiving a copy of the complaint from the Director.
5. Both student and faculty member will have the opportunity to discuss their statement with the Director, and the Director may contact either or both to ask clarifying questions. They may ask for a joint meeting between all three parties.
6. The Director will determine a response to the grievance, which will be conveyed to the student and the faculty member in writing, no more than 10 business days after receiving both written statements.
7. Students may appeal any unfavorable decision or action to the CHHS Associate Dean for Academic Affairs.
8. Note: If a student's grievance is against the Director, they should contact the CHHS Associate Dean for Academic Affairs to initiate the grievance procedure.

## **RE-ENROLLMENT**

Re-Enrollment is an option available to students who (1) have successfully completed at least one semester in the program and (2) who notified the Assistant Dean of Student Success (<https://uncw.edu/chhs/ssc/index.html>) of his/her intent to seek re-enrollment into the program after the student has failed to satisfactorily complete ONE program core course attempt (with a grade of D, F or W). Re-enrollment may only be sought within two consecutive academic terms since the student's exit from his/her last program course.

Due to the limited capacity of the program and sequencing of courses offered, no student is guaranteed re-enrollment in the program at any time. Re-enrollment is approved only when space is available, which may take several terms based on the program. If space becomes available, the Program Coordinator will determine eligibility for re-enrollment into the program based on the totality of the circumstances in his or her sole discretion. Factors that may be considered include, but are not limited to, grade point average; course grades; clinical performance and evaluation; time factor; participation in remediation with course faculty.

### Process for Re-Enrollment:

To seek re-enrollment, the student must contact the Program Coordinator and request re-entry in writing via email one full semester prior to the requested re-enrollment date, or earlier if possible. The email must be sent from the student's UNCW email account and include the following:

- a. Student's name and ID number
- b. Reason(s) for failure or withdrawal
- c. A Success Plan that identifies changes that the student has made to ensure success in the program, if Re-Enrollment is approved. This may include study habits, time involved in outside activities, study partner, family and friends support, etc.

If Program Coordinator approves a student's re-enrollment, re-sequencing must occur at the beginning of a course. If the student is unsuccessful in their second attempt in the course, he/she will not be permitted any further attempts for successful completion and will be administratively withdrawn from the program. If a student is not approved for re-enrollment, the student will be notified and registration into future program courses will be blocked. The Program Coordinator and School Director may make final decisions on re-enrollment due to extenuating circumstances.

## **RE-ADMISSION**

Re-Admission is an option available to students who either voluntarily withdrew, or were involuntarily/ administratively withdrawn, during the first semester of the program. This withdraw must be documented as a "W" designation on the student's academic transcript record.

- A. Process for Re-Admission: Students who withdrew, or were withdrawn, in the first semester of the program may reapply according to the procedures for all applications to the program. Students seeking re-admission must fill out the appropriate paperwork, pay any application fee, and compete for a seat to be in the program again.

Students seeking re-admission have no special status and are not considered enrolled in the program at the time of re-application. There is no guarantee of readmission, and the Program Coordinator may readmit students in their sole discretion. If a student is approved for readmission, the policies and procedures of the college catalog, student handbook, and curriculum in place for the semester in which the student is readmitted will be applicable to the student upon return.

## **ETHICS**

Honesty, fairness, respect, and equity in interpersonal, academic, and professional relationships, and in scholarly activities and research are characteristics of ethical behavior.

*"I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have."* - Abraham Lincoln

Academic integrity is a core value at UNCW and is foundational to ethical behavior. All UNCW students are subject to the [UNCW ACADEMIC HONOR CODE](#). Students are expected to perpetuate a campus culture where each student does his or her own work while relying on appropriate resources for assistance. As such, students enjoy a special trust that they are members of a unique community where one's thoughts and words are attributed correctly and with proper ownership,

and where there is little need for systems to sanction those who cheat. All UNCW students shall commit to the principles and spirit of the Honor Code by adhering to the following pledge:

*“As a student at The University of North Carolina Wilmington, I am committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. I pledge to uphold and promote the UNCW Student Academic Honor Code.”*

Plagiarism is a form of cheating and is a grave violation of UNCW’s Honor Code. The Oxford English Dictionary (OED) defines plagiarism as, “[t]he acts or practice of taking someone else’s work, idea, etc., and passing off as one’s own” (“Plagiarism”). The Respiratory Therapy program faculty understand that the act of plagiarism is often misunderstood by students, however they take both cheating and plagiarism very seriously, and a violation may result in a failing grade for the assignment, a failing grade for the course, or even dismissal from the university. Students are advised to become familiar with what plagiarism is and how to avoid it [AVOIDING PLAGIARISM](#).

## **AMERICAN ASSOCIATION of RESPIRATORY CARE PROFESSIONAL CONDUCT STATEMENT**

In addition to UNCW’s Academic Honor Code, Respiratory Therapy students are expected to adhere to the AARC’s code of ethics and professional conduct which can be viewed here [AARC PROFESSIONAL ETHICS and CONDUCT](#).

### **TOBACCO (Smoking, Vaping, Smokeless Tobacco)**

Tobacco is discouraged for all respiratory therapy students for it doesn’t reflect a wholesome image of the health care profession. Students are prohibited from using tobacco while in uniform or functioning in any capacity as a student therapist. Any student using tobacco or who has an offensive odor of smoke on their person will be dismissed from clinical immediately. It is unhealthy for you, and unsafe for patients who have pulmonary disease. This dismissal will count as a clinical absence.

### **MODE OF COURSE DELIVERY**

Students in the Entry into Practice program will be required to take courses that include lecture, lab and clinical practice. All courses will have a Canvas shell to aid in the delivery of full or partial course content, resources, and assessments. Students in the Degree Advancement program will take 100% of core courses online in an accelerated format, Online Accelerated Program (OAP). Specific technology requirements may apply. Please see the course syllabus and/or program faculty for details.

### **CLASSROOM/LAB POLICIES and CONDUCT**

The faculty at UNCW expects Respiratory Therapy Students to attend all classes for which they have registered. If the student has an unavoidable absence, regardless of the reason, it is his/her responsibility to inform the instructor and to plan to make up all work missed. No absence will relieve the student from academic obligations, so the student must make up all classroom assignments, quizzes, or examinations within the first week of the students return.

Missing more than two classes in a course is considered excessive and will result in your final grade being lowered 5%. Tardiness will not be tolerated. Being tardy two times in a course without a valid excuse will result in an absence. Once students have gone beyond the allowed absences in either his/her regular classes, a conference will be held informing the student that he/she has had excessive absences. This report will also go into the student’s permanent Respiratory Therapy student file.

In the event of extraordinary circumstances (i.e. hurricanes or ice storm), students are to follow the University of North Carolina Wilmington’s adverse weather policy. Additionally, the UNCW RSP faculty highly recommends that all students sign up for the “UNCW Alert” which will notify students of official UNCW emergencies. Students can sign up on the UNCW Department of Environmental Health and Safety website. <https://uncw.edu/seahawksafety/>

North Carolina General Statute 116-11(3a) and UNC policy authorize a minimum of two excused absences each academic year for religious observances required by the faith of a student. Students must submit a request for an excused absence,

within SeaNet, seven days prior to the religious observance. The student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.

## **SIMULATION LEARNING CENTER**

Specific policies and procedures related to the SLC, can be found here [SIMULATION LEARNING CENTER](#).

## **CLINICAL ROTATION POLICIES and EXPECTATIONS**

The respiratory therapy profession is challenging and complex, as is the respiratory therapy curriculum. As in the classroom, the clinical setting should be conducive to learning for all students. Students are required to display high ethical standards and to be respectful and courteous to peers, patients, preceptors, and all members of the healthcare team and staff. Inappropriate behavior, language, discussions, and insubordination will not be tolerated. When on clinical rotation you represent UNCW and all that this representation entails, and you will uphold the standards set forth by the College and the respiratory therapy program. All UNCW and respiratory therapy program rules and regulations apply when at affiliate sites. Potential infractions of this policy could require counsel with the Director of Clinical Education and the Program Coordinator and may result disciplinary action, including removal of clinical site resulting in delay in progression towards degree.

### **Students are expected to:**

1. Attendance in all class and clinical sessions is crucial for success in the UNCW respiratory therapy program and in the profession. The student must be prepared to participate in all discussions and demonstrations as available to maximize the learning experience. Assigned clinical rotations with a preceptor will include participation and practice in general care, critical care to include adult, pediatric, and neonatal intensive care units (ICUs), emergency rooms, and delivery rooms, patient transport, diagnostics, and operating rooms all as available. Faculty will monitor class and clinical attendance (i.e. tardiness and absences) and conduct summative assessments on site recorded in Trajecsys. Clinical times will have some variance due to site requirements, but will mainly consist of one, 12-hour shift per academic week. Any trends in tardiness and absences will be addressed by faculty and consequences of this behavior will be at the discretion of the faculty. Class specific attendance policies will be published in the course syllabus.

- a) Students are expected to be on time and prepared. Three early dismissals and/or tardies from clinical will equate to one clinical absence.
- b) Student may not attend clinical rotations at a site that is unscheduled. If a student is required to make up a clinical rotation, they must work through the director of clinical education to coordinate student rotations with a clinical partner in order to ensure that the faculty, clinical partner and student know when to expect students.
- c) Students may not participate in clinical activities without direct supervision of a clinical preceptor and/or clinical faculty.
- d) In the event of a clinical absence the student is responsible for notifying the affiliating agency prior to the beginning of the shift on the scheduled day. The student must call the department to which they are assigned and report the absence. When calling in, give your name, the name of your instructor (if available), and identify that you are a UNCW student in the Respiratory Therapy Program. Also, identify the person with whom you are leaving the message. You must also call and email the Director of Clinical Education at 910.962.3443 ([nietmant@uncw.edu](mailto:nietmant@uncw.edu)) to notify. If the student fails to call in as described, five (5) points will be deducted from the final grade.

2. Late assignments. Submit all lab and clinical assignments as scheduled in the course syllabi. Late assignments will not be accepted without permission from the instructor and may be subject to point reduction in assignment grade.

- a) Academic assignments and projects are due by the scheduled/published dates.
- b) Assignments may be submitted no more than one week late without approval from your instructor.
- c) Extenuating circumstances include, but are not limited to, personal/family member hospitalization, family member death, a severe weather event, a natural disaster, and an active military situation that prevents timely submission of work. Computer-related issues, internet connectivity, and account blocks are generally not considered extenuating circumstances.

- d) You may request an extension or alternative arrangement, preferably prior to the due date. If your instructor determines that an extension is warranted, they will provide you with the expectations for your submission.

3. Submission and maintenance of all required compliance documentation, new/expiring, during an upcoming academic year in the respiratory therapy program prior to the first day of classes is required. These are always to be kept up to date to allow for participation in clinical rotations and can be updated and maintained in the student's **Castlebranch account**.

These are to include:

- a) Required Immunizations. Students can find information about potentially needed immunizations here

**IMMUNIZATIONS**

1. **Measles, Mumps and Rubella (MMR)**: vaccination with 2 doses of MMR **or** laboratory evidence of immunity.
2. **Chickenpox (Varicella)**: vaccination with 2 doses of varicella vaccine **or** laboratory evidence of immunity.
3. **Hepatitis B (HBV)**: completion of the three-dose vaccination series, completed no later than 6 months from starting the nursing program **or** laboratory evidence of immunity.
4. **Influenza Vaccine**: completion of annual flu vaccine by October 1 of each year **or** completion of "Waiver/Declination of Influenza Vaccination" form due to qualifying medical condition or objection based on religious practice/belief.
5. **Tetanus, Diphtheria, and Pertussis**: Both of the following are required: 3 doses of tetanus/diphtheria toxoid (primary series) **AND** a booster dose of tetanus/diphtheria/pertussis (Tdap). After receiving a single dose of Tdap, subsequent boosters of TD are required at a minimum of every 10 years.
6. **Polio**: documentation of completed primary series. There must be a record of at least 3 vaccinations.
7. **SARS-CoV-2 (COVID-19) Vaccine (FIT TESTING?????)**
8. **TB Screening**:

1. One of the following is required:

- a. for students who have no documentation of TB screening in the previous 12 months: an initial two-step baseline TB Screening with a TST (Tuberculin Skin Test) (A two-step screening involves an initial skin test followed by a repeat skin test in 1-3 weeks if the initial skin test is negative); **or** a single (BAMT) (blood assay for M. tuberculosis); **or**
  - b. for students with documentation of negative TST screening in previous 12 months: single TST upon admission PLUS documentation of single TST screening within previous 12 months; **or**
  - c. for students with history of positive TB screening: upload written documentation of adherence to any prescribed follow-up therapeutic regimen from preferred health care provider PLUS evidence of negative chest X-ray at least one year following initiation of treatment.
2. Renewal date will be set for before the start of classes in the Fall semester for submission of single TST **or** single (BAMT) (blood assay for M. tuberculosis) **OR** for students with past positive results, TB Annual Screening Form documenting an annual tuberculosis screening.
  3. Any TST test result must be recorded in mm of induration.
  4. Students with a history of a positive screening will:
    - a. Adhere to the follow-up/therapeutic regimen or his/her health care provider.
    - b. Submit written documentation of adherence to any prescribed follow-up therapeutic regimen from preferred health care provider.
    - c. Present evidence of negative chest X-ray at least one year following initiation of treatment.
    - d. Submit a completed TB Annual Screening Form documenting an annual tuberculosis screening.
  5. Students with a negative screening on admission will complete an annual TST.

- b) **BLS Healthcare Provider** (CPR certification good for two years) from the American Heart Association.
- c) **Liability Insurance:** fee covered in student fees (price may vary)
- d) **Student Health Insurance:** copy of insurance card, front and back and that shows student name. More information on student health insurance and medical services can be found here [STUDENT HEALTH SERVICES](#).
- e) **Negative 12-panel Urine Drug screen:** report from a National Institute of Drug Abuse (NIDA) approved laboratory, purchased by the student when they create their online credential account. The Panel must include Amphetamines (AMP), Barbiturates (BAR), Benzodiazepines (BZO), Cocaine (COC) Metabolite, Marijuana (THC), Methadone (MTD), Methamphetamine (mAMP), Ecstasy (MDMA), Opiate (OPI), Phencyclidine (PCP), Propoxyphene (PPX), and Oxycodone (OXY). Refer to Urine Drug Screening Policy. Students in the Prelicensure program will be required to complete a urine screening in the first semester of the program and repeated prior to their senior year.
- f) **Completed “Health and Physical Assessment”** signed by a licensed healthcare provider.
- g) **Criminal Background Check (CBC)**
- h) Completion of the following:
  1. **Handbook Acknowledge Form**
  2. **HIPAA Training/Confidentiality Statement**
  3. **Audiovisual Release and Confidentiality Form.** The Audiovisual Release and Confidentiality Form grants permission to the University of North Carolina and the School of Health and Applied Human Sciences, to take and use visual/audio images of students in connection with the activities of the University and School of Health and Applied Human Sciences, including performance in Simulation Learning Center activities. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions
  4. **OSHA and Bloodborne Pathogen Training**

#### **OUT OF COMPLIANCE?**

Students with compliance requirements that are not current, or complete, will not be able to participate in any clinical component of a course and could lead to interruption of program progression. Experiences missed because of expired or unmet compliance items are considered an unexcused absence and the student will not meet the course requirements.

**\*\*If a student is refused access to a clinical site due to criminal background, drug testing, or conduct, they will be dismissed from the program. Each student is required to rotate to all clinical affiliates. Students that feel they may have a past criminal charge that could prevent professional licensure in at least the State of North Carolina must contact the North Carolina Respiratory Care Board ([ncrcb.org](http://ncrcb.org)) and speak with Dr. Bill Croft. Dr. Croft will decide of whether any past criminal history will prevent the student from gaining licensure in North Carolina. The student should get such a determination in writing.**

- 5. Student are not to be released early from their clinical site without consulting the preceptor and Director of Clinical Education or Clinical Instructor unless natural disaster or weather emergency eminent.
- 6. Travel to and from clinical sites are the sole responsibilities of the students and appropriate transportation and planning is required. Students will be required to complete any UNCW forms related to off-campus participation.
- 7. Tobacco products, to include vaping and associated devices, are strictly prohibited at clinical sites and in labs. No exceptions.
- 8. Cell phone use of any sort is strictly banned from use in patient care areas due to privacy concerns. Failure to adhere to this policy item could lead to suspension of academic activities from a clinical site and from the UNCW respiratory therapy program.
- 9. The UNCW respiratory therapy program specific uniform is required for all scheduled labs and clinical rotations unless specified by the Director of Clinical Education. The uniform will have the embroidered UNCW logo, program name, and student name on the front right of the uniform top. The following are outlined as professional standards and have

student and patient safety as their core component. Students who do not follow this professional uniform policy will be asked to leave the clinical area.

- a) Students will participate in clinical practice sites in clean, neat, and appropriately fitting UNCW respiratory therapy uniforms that are in good repair.
- b) Displaying name tag/student ID badges/clinical site ID is required for security and access and must always be worn above the waist and visible.
- c) Required equipment (stethoscope, scissors, hemostats, finger pulse-ox, and protective eye wear).
- d) No jewelry allowed outside of simple wedding band, and one wristwatch for counting seconds.
- e) Hair must be neatly pulled back, off the shoulders and of a “natural color” if applicable.
- f) No facial jewelry is allowed, to include no false eyelashes.
- g) No visual tattoos and if in a visual area appropriate steps must be taken to cover.
- h) No acrylic fingernails. Fingernails should be trimmed and neat and of a natural color if painted.
- i) No heavy fragranced perfumes or colognes
- j) Undershirts are allowed but must be black, white, or UNCW respiratory therapy specific program color. No other undergarments are to be visible.
- k) Shoes that are non-slip, have protected heel/toe (no mesh toe), are black/white in color, and are in clean and good repair are required.
- l) Socks are required and must be in good taste, non-offensive, clean and in good repair
- m) Students with facial hair must be cleanly shaved, or any facial hair must be well groomed and at a length that does not interfere with PPE (personal protection equipment).

### **Student Injuries/Illness During Clinical Rotations**

The respiratory student should contact the Director of Clinical Education to report student injuries, illnesses, etc. requiring emergency care. Student injuries during a clinical rotation shall be reported to the Assistant Dean of Student Success ([chhs@uncw.edu](mailto:chhs@uncw.edu)). Clinical facilities typically provide emergency care, but at the expense of the student. Health insurance coverage is required; therefore, students should always have appropriate information. If a student is injured or ill requiring emergency/medical care, then the “clinical affiliate team member” may activate the appropriate emergency system, or medical escalation policy of the affiliate site, and transport may occur to the nearest emergency department. All costs acquired are the responsibility of the student.

If the student is alert and oriented, the student has the right to refuse care, with the understanding that any further liability is the responsibility of the student.

If illness of the student not requiring emergency care occurs at a clinical rotation, the student must report the incident and occurrence to the DCE immediately. On-site affiliate team member may dismiss a student from an assigned clinical rotation at their discretion for this reason but must contact DCE at time of occurrence or as soon as possible. Student dismissal for illness is also at the discretion of the clinical affiliate management team. In all cases the incident form must be completed.

The faculty member and student are responsible for completing the appropriate Incident Report of the clinical agency and the Incident Report (linked below) for the BSRT program. A copy of both forms must be forwarded to the Director of Clinical Education, who then shares the documentation with the Program Coordinator for review, disposition as appropriate, and filing in school records.

[Incident Report](#) (file opens in new window)

### **Sexual Harassment and Sexual Misconduct Policy**

Sexual harassment is defined as any unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors and/or other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment may occur in a single incident, as well as in persistent behaviors. Persons of any sex and/or gender are protected from sexual harassment, and sexual harassment is prohibited regardless of the sex of the harasser.

The UNCW Respiratory Therapy Program will not tolerate any verbal, nonverbal, or physical behavior that constitutes sexual harassment or sexual misconduct. All University employees who are notified of potential sexual or gender-based misconduct (including sexual harassment) by a student, on or off-campus, must notify the Director of Title IX and Clery Compliance.

In accordance with the UNCW [Code of Student Life](#) Anyone who would like to make a complaint of gender-based/sexual misconduct by a UNCW student or employee should contact the university's Director of [Title IX and Clery Compliance](#), an advocate in the Collaboration for Assault Response and Education ([CARE](#)) Office, University Police, and/or the Office of the Dean of Students.

### **SOCIAL MEDIA USE and PRECAUTIONS**

While social media may have benefits, students should be mindful of the implication in a professional setting that include privacy laws, employability, and practices that diminish people.

1. Faculty, clinical preceptors or supervisors, and current and potential employers may find you on Facebook and other such social media platforms. You should only post pictures and comments you would want such individuals to see and know about you. As a respiratory therapy major at UNCW, you are not only representing yourself, but also the major, UNCW and the profession.
2. Faculty cannot "friend" you on Facebook or "follow" you on other social media outlets, so please do not ask. After you graduate, we would like to keep up with you so if you are so inclined, you can ask us to be your "friend" or to "follow" you on your social media etc.
3. In no way will students be permitted to post to any social media format, or share through any type of media file, text, or writing, confidential information of any sort relating to faculty, students, clinical partners, or patients in a clinical setting. Violation of this rule can result in HIPAA violations, legal action taken against you and/or disciplinary action within the program that could lead to consequences up to and including removal from the program.

### **PROFESSIONAL INFORMATION**

#### *Professional Associations*

In order to practice professional behaviors, students will obtain membership of the professional associations that represent Respiratory Care. This includes the American Association for Respiratory Care (AARC), the North Carolina Society for Respiratory Care (NCSRC) and the Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoGRTE). These professional associations will provide you with access to resources for use within the program that include; scholarships, research articles (opportunities), discounted conferences, credentialing examination discounts, networking opportunities and graduate education support.

#### *Professional Credentialing*

In order to achieve a professional credential, the graduate from an accredited respiratory therapy program must take and pass the National Board of Respiratory Care (NBRC) credentialing examination by attempting the Therapists Multiple Choice Examination (TMC) & Clinical Simulation Examination (CSE). Successful completion of both credentialing examination will distinguish graduates as Registered Respiratory Therapists (RRT). Specialty credentials are available to RRT's as Pulmonary Function Technologists, Sleep Disorder Specialists, Adult Critical Care Specialist, and Neonatal-Pediatric Specialist. A credentialing examination fee is charged for each examination and a discount provided for AARC student members.

#### *Professional Licensure*

Applicants must provide proof of credentialing to obtain a state license which is transferable to most states, with a licensing board, in the United States. A licensure fee is charged with each licensure application and renewal with continuing education requirements between the licensure period.

### **NORTH CAROLINA RESPIRATORY CARE BOARD & PRACTICE ACT**

The North Carolina Respiratory Care Board was established by Act of the General Assembly during its 2000 session, with the passage of the North Carolina Respiratory Care Practice Act (RCPA). The Act is codified at N.C. Gen. Stat. § 90-646 et seq. This report is being submitted at the direction of the Board, and after being approved by the Board at its regular

quarterly meeting on July 9, 2020, to fulfill its duty under N.C. Gen. Stat §93B-2 (a), to submit an annual report addressing the following 11 items, and to submit an annual financial report, (attached), under N.C. Gen. Stat §93B-2 (b)

**APPENDIX – A Entry into Practice Technical Standards Form**

This Letter of Agreement is to be read and signed by every student upon entering the Respiratory Therapy Program at UNCW when they enter the program, and at the beginning of every academic year.

Student Name: \_\_\_\_\_  
(Please Print Clearly)

Student ID Number: \_\_\_\_\_

My signature confirms the following:

1. I have been provided with a copy of the Respiratory Therapy Program Technical Standards Policies, and have read and understand its content, including the technical standards contained therein.
2. I believe that I possess a level of ability to perform all of the technical standards with or without reasonable accommodations; and that I agree to abide by the policies detailed therein.
3. If I believe that I am a qualified student with a disability who requires a reasonable accommodation, I will register with the UNCW Disability Resource Center (DRC) to determine eligibility and will coordinate and cooperate with DRC to document any impairment and to interact with DRC and the university to determine any reasonable accommodation(s). I understand that I must request reasonable accommodations in advance.
4. If I state that I can meet the technical standards with a reasonable accommodation, then the University will determine whether I am qualified and able to perform the essential technical standards with reasonable accommodation, including but not limited to a review of whether the requested accommodations are reasonable, would jeopardize clinician/patient safety, or would fundamentally alter the education process of the student or institution, such as coursework, clinical experiences and internships deemed essential to graduation.
5. Further, I understand that failure to meet these policies and/or to immediately report to my advisor any change in my ability to perform these standards will result in a review of my progression in the Respiratory Therapy Program/Courses and may result in the denial of my admission or a dismissal from the Respiratory Therapy Program/Courses as determined by the Respiratory Therapy Faculty, Director of the School of Health and Applied Human Sciences and appropriate College Administrator representatives.
6. I understand that this signed Letter of Agreement will be placed in my student file and that I am to retain the student copy for my personal files. Technical Standards Letter of Agreement UPDATED: 12/1/2020
7. If selected, I understand that I will need to undergo a criminal background check, drug urinalysis, complete immunization requirements and obtain a Basic Life Support (BLS) certification for Healthcare Professionals (American Heart Association) prior to starting my clinical rotation in respiratory therapy. Certain criminal background offenses may prohibit me from obtaining a respiratory therapy program clinical seat and/or professional practice license. These criminal offenses could have a negative impact and greatly limit my chances of starting/completing the respiratory therapy degree and my future as a practicing and licensed Respiratory Therapist.

I certify that I have read and understand the technical standards for the UNCW Respiratory Therapy program and I believe to the best of my knowledge that I meet each of these standards with or without accommodation. I

understand that if I am unable to meet these standards I will not be admitted or permitted to continue with the program.

## **APPENDIX – B Entry into Practice Technical Standards Form**

This Letter of Agreement is to be read and signed by every student upon entering the Respiratory Therapy Program at UNCW, and at the beginning of every academic year.

Student Name: \_\_\_\_\_  
(Please Print Clearly)

Student ID Number: \_\_\_\_\_

My signature confirms the following:

1. I have been provided with a copy of the Respiratory Therapy Program Technical Standards Policies (pages 2 & 3), and have read and understand its content, including the technical standards contained therein. The examples listed are for clarification and do not represent an exhaustive list of all possible activities. Meeting these technical standards does not guarantee employment in this field upon graduation. Ability to meet the program's technical standards does not guarantee a student's eligibility for any licensure, certification exam, or successful completion of the degree program.

2. I believe that I possess a level of ability to perform all of the technical standards with or without reasonable accommodations.

3. If I believe that I am a qualified student with a disability who requires a reasonable accommodation, I will register with the UNCW Disability Resource Center (DRC) to determine eligibility and will coordinate and cooperate with DRC to document any disability and to interact with DRC, program faculty, and clinical rotation site(s) as applicable, to determine any reasonable accommodation(s). I understand that reasonable accommodations in the academic setting and reasonable accommodations in the clinical setting may differ.

4. If I believe that I can meet the technical standards with a reasonable accommodation, then the University will determine whether the student is qualified and able to perform the essential technical standards with reasonable accommodation, including but not limited to a review of whether the requested accommodations are reasonable, would jeopardize clinician/patient safety, or would fundamentally alter the education process of the student or institution, such as coursework, clinical experiences and internships deemed essential to graduation.

5. I understand that my ability to meet these standards will be assessed during the educational process of this program.

6. I understand that this signed Entry into Practice Technical Standards form will be placed in my student file and that I am to retain the student copy for my personal files. UPDATED: 1/6/2021

7. I certify that I have read and understand the technical standards for the UNCW Respiratory Therapy program, and I believe to the best of my knowledge that I meet each of these standards with or without accommodation. Successful completion of the Respiratory Therapy program is contingent upon my ability to perform all the skills, with or without reasonable accommodations, listed in the document.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SKILLS	DESCRIPTIONS	EXAMPLE
<b>CRITICAL THINKING</b>	The process of actively conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered as a guide to belief and action.	<ol style="list-style-type: none"> <li>1. Must be able to use problem solving skills in clinical situations.</li> <li>2. Must be able to evaluate the effectiveness of respiratory therapy interventions.</li> <li>3. Must be able to apply the scientific method in developing a plan of care for patients.</li> </ol>
<b>VALUE DATA</b>	To make reasonable judgements by considering the importance and benefits of data responsibly.	<ol style="list-style-type: none"> <li>1. Uses mental ability to assess patients' condition, formulate a Plan of Care &amp; select appropriate condition/recovery.</li> <li>2. Uses higher level of mental faculties accompanied by short &amp; long-term memory.</li> <li>3. Performs numerical operations using basic counting, adding, subtracting, multiplying or dividing.</li> <li>4. Perform complex quantitative calculations or reasoning using algebra, geometry, statistics or abstract symbols.</li> </ol>
<b>COMMUNICATION</b>	The ability to communicate effectively with medical personnel, patients, and family using varied means.	<ol style="list-style-type: none"> <li>1. Must be able to communicate effectively with patients, families, and members of the health care team through oral, written, and interpersonal means.</li> <li>2. Must be able to obtain information, describe patient situations, and perceive both oral and nonverbal communication.</li> <li>3. Must be able to speak, comprehend, read and write in English at a level that meets the need for accurate, clear and effective communication (examples include, but are not limited to: giving clear oral reports, reading watches or clocks with second hands, reading graphs, reading and understanding documents printed in English, writing legibly in English).</li> </ol>
<b>PROFESSIONALISM</b>	To act purposefully, effectively and responsibly to reflect a profession and professional person.	<ol style="list-style-type: none"> <li>1. Uses interpersonal skills such as seeing, hearing and speaking to develop positive interactions with patients, families, staff, physicians and/or customers.</li> </ol>
<b>MOTOR FUNCTION AND ENDURANCE</b>	Physical and functional senses must be sufficient enough to provide patient care, monitor and assess health needs, and to maintain a safe environment.	<ol style="list-style-type: none"> <li>1. Must have sufficient strength and mobility to work effectively and safely with patients and carry out related care; examples include but are not limited to: lifting and positioning patients, cardiopulmonary resuscitation, preparation and administration of medications (aerosol, hanging IV bags at shoulder height), reading chest drainage fluid collection devices below bed level, application of pressure to stop bleeding, clearing/opening an obstructed airway, movement from room to room.</li> <li>2. Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts.</li> </ol>

		3. Must be able to respond at a speed sufficient to carry out patient assignments within the allotted time
<b>OBSERVATION</b>	The action of observing something or someone carefully in order to gain information.	<ol style="list-style-type: none"> <li>1. Must be able to observe a patient accurately (examples include, but are not limited to: listening to heart and breath sounds; visualizing the appearance of a surgical wound; detecting bleeding, unresponsiveness or other changes in patient status; detecting the presence of foul odor; palpating the thorax &amp; abdomen; detecting changes in skin color or condition; collect data from recording equipment and measurement devices used in patient care; detect fire in clinical area and initiate emergency action).</li> <li>2. Must be able to detect and respond to emergency situations, including audible alarms (examples include, but are not limited to monitors, call bells, fire alarms, emergency alarms).</li> </ol>
<b>WORKING CONDITIONS</b>	The working environment and existing circumstances affecting labor in the workplace.	<p>Varied frequency of working conditions may include:</p> <ol style="list-style-type: none"> <li>1. Blood Borne Pathogens / Blood or Bodily Fluids</li> <li>2. Communicable Diseases</li> <li>3. Needles/Other Sharp Objects</li> <li>4. X-ray/Radiation</li> <li>5. Computer Monitor</li> <li>6. Confined Spaces</li> <li>7. Dust/Fumes/Gases</li> <li>8. Potential Electric Shock</li> </ol>
<b>PHYSICAL REQUIREMENTS</b>	An aspect of working conditions referencing the environment and circumstances affecting physical aspects of labor in the workplace.	<ol style="list-style-type: none"> <li>1. Very light physical work at desk or counter level with intermittent periods of sitting, standing and walking. May involve data entry, telephone work, or use of various office equipment.</li> <li>2. May involve light physical exertion due to pushing, pulling, carrying, and lifting weights up to 20 lbs.</li> <li>3. Physical exertion involving pushing, pulling, and lifting weights up to 20 lbs. May require prolonged standing and/or walking during which time objects are transported. May require occasional bending, squatting or reaching.</li> <li>4. Hand/eye coordination needed to give injections, use computers, and other equipment.</li> </ol>

## **APPENDIX B: Course Description**

### **Course Descriptions- (Entry into Practice)**

#### **RSP 300 Fundamentals of Respiratory Care**

This course introduces the role of the respiratory care practitioner within interprofessional teams and interacting with diverse populations. This course offers a comprehensive introduction to the respiratory care profession and keeps students up to date with the latest advances and trends in professional practice. Topics include medical gas administration, therapeutic devices, basic patient assessment, infection control, and medical terminology using proper written and oral communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written evaluations.

#### **RSP 301 Cardiopulmonary Anatomy and Physiology**

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, regulation of breathing, oxygen & carbon dioxide transport and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

#### **RSP 302 Cardiopulmonary Pharmacology**

This course covers medications used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations.

#### **RSP 303 Patient Assessment**

This course introduces the role of the respiratory care practitioner during the patient encounter. Topics will include the stages and spaces utilized to promote a positive encounter and the patient interview that promotes patient safety, integrity, and autonomy. Learners will be introduced to skills that support a complete patient examination through the assessment of medical records, physical findings, laboratory data, the chest radiograph, diagnostic and therapeutic interventions. Upon completion, students should be able to demonstrate competence in concepts in patient assessment through written evaluations.

#### **RSP 330 Fundamentals of Respiratory Care Lab**

This course reinforces understanding of the role of the respiratory care practitioner within interprofessional teams and interacting with diverse populations. Activities include medical gas administration, respiratory therapeutics, basic patient assessment, infection control, bronchial hygiene, arterial blood gas analysis and medical terminology using proper written and oral communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapies and procedures through laboratory and simulation evaluations.

#### **RSP 333 Patient Assessment Lab**

This course reinforces the role of the respiratory care practitioner during the patient encounter. Topics will include the stages and spaces utilized to promote a positive encounter and the patient interview. Learners will practice skills that support a complete patient examination through the assessment of medical records, physical findings, laboratory data, the chest radiograph, diagnostic and therapeutic interventions. Physical skills and competencies will be demonstrated through live and virtual lab exercises. Upon completion, students should be able to demonstrate competence in patient assessment and procedures through laboratory and simulation evaluations.

#### **RSP 351 Clinical Practice I**

This course provides supervised entry-level clinical experience via assigned medical facilities. Emphasis is placed on assessment, therapeutic techniques, non-invasive procedures, diagnostics and communication strategies within the scope of practice for respiratory care. Upon completion students should be able to demonstrate, through required performance evaluations, clinical competence and novice proficiency of patient care in an interprofessional setting.

#### **RSP 304 Cardiopulmonary Diseases & Diagnostics**

This course provides emphasis on diagnostic and therapeutic procedures associated with cardiopulmonary disease. Students will investigate the cause of cardiopulmonary diseases and the changes to structure & function of the

human anatomy. Student will differentiate the etiology, clinical manifestations, pathogenesis, lab data and treatment for acute & chronic cardiopulmonary diseases. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written evaluations.

### **RSP 306 Introduction to Mechanical Ventilation**

This course provides students an introduction of acute patient care and managing a critically ill patients on ventilators. Students will explore the indications, contraindications and hazards of invasive and non-invasive ventilation. Emphasis on the review of current approaches to ventilator management, monitoring techniques, graphics and weaning strategies. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures in the intensive care unit through written evaluations.

### **RSP 352 Clinical Practice II**

This course provides continued supervised clinical experience via assigned rotations at medical facilities. Emphasis is placed on assessment, therapeutic techniques, invasive procedures, diagnostics and communication strategies within the scope of practice for respiratory care. Upon completion, students should be able to demonstrate clinical competence in bedside patient care in an interprofessional setting. Students will be evaluated through required performance evaluations that demonstrate appropriate levels of clinical knowledge in the respiratory therapy program.

### **RSP 356 Introduction to Mechanical Ventilation Lab**

This course provides reinforcement of patient care in a critical care setting using mechanical ventilation. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and use of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and critical care procedures through laboratory and simulation evaluations.

### **RSP 410 Ethical Dilemmas in Healthcare**

This course provides an introduction to ethical dilemmas for health care professionals from a legal framework. Topics will include strategies on how to recognize the legal and ethical issues that health care professionals face. Topics are based upon real-world scenarios and dilemmas from a variety of health care practitioners. Upon completion, students should be able to demonstrate competence in ethical and legal concepts through written evaluations.

### **RSP 307 Advanced Critical Care Management**

This course introduces advanced methods of information gathering and decision making for the respiratory care professional. Topics include, cardiovascular & hemodynamic monitoring, special procedures, diagnostic & procedural imaging, laboratory values, disease management in the intensive care unit, pharmacology and nutrition. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written evaluations.

### **RSP 308 Neonatal-Pediatric Respiratory Care**

This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal & pediatric pathophysiology and on the special therapeutic needs of neonates. Upon completion, students will be able to demonstrate competence in these concepts through exams, written and laboratory evaluations.

### **RSP 309 Advanced Critical Care Management Lab**

This course includes advanced information gathering and decision making for the respiratory care professional. Topics include, cardiovascular & hemodynamic monitoring, diagnostic imaging, laboratory values, diseases in the intensive care unit, pharmacology and nutrition. Students will be introduced to management strategies for the newborn and pediatric population. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through laboratory evaluations.

### **RSP 353 Clinical Practice III**

This course provides a supervised clinical experience on the critical care unit of acute care hospitals and an introduction to critical care medicine and mechanical ventilation. Emphasis is placed on assessment, therapeutic techniques, invasive procedures, diagnostics and communication strategies for patients on mechanical ventilation within the scope of practice for respiratory care. Upon completion, students should be able to demonstrate how to provide ventilatory support for critically ill patients in an interprofessional setting while showing compassion and teamwork.

### **RSP 401 Evidence-Based Practice in Respiratory Care**

This course introduces concepts of evidence-based practice in respiratory care. Learners will be able to recognize the hierarchy of evidence and recognize different types of designs used in medical research. Learners will review medical research to identify evidence for current or new standards. Learners will develop a plan to collect and present data for the respiratory therapy capstone course. Upon completion, students should be able to demonstrate how to utilize clinical expertise, unique patient characteristics and best evidence to recognize evidence-based practice.

### **RSP 402 Advanced Techniques in Mechanical Ventilation**

This course reinforces techniques to manage the critically ill patient through an understanding of underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, specialty modes of mechanical ventilation, and techniques related to difficult adult, pediatric and neonatal patients. Techniques related to adjunct therapies and treatments will include the use of ECMO, medical gases, esophageal balloons, prone positioning and recruitment maneuvers. Upon completion, students should be able to demonstrate competence in advanced respiratory therapy concepts and procedures through written evaluations.

### **RSP 320 Exam and Career Preparation**

This course provides preparation and reflection on the scope of practice for respiratory therapy students entering the profession. Emphasis will be placed on competencies listed in the content matrix for both the Therapist Multiple Choice examination (TMC) and Clinical Simulation Examination (CSE). Upon completion, students will develop a portfolio of goals to include professional and academic credentials along with a short- and long-term career plan.

### **RSP 403 Healthcare Management and Leadership**

This course will provide an overview of leadership qualities, and the impact leadership can have on the profession of respiratory care. The student will develop an understanding of the administrative and financial aspects of healthcare management. The student will be introduced to concepts related to strategic planning and healthcare marketing. The student will be introduced to concepts related to managing costs and revenues associated with department management. The student will also learn about human resources, legal, and policy concepts related to outpatient, inpatient, public, and private sectors. Upon completion, the student will demonstrate competence on the internal and external concepts that healthcare leaders and administrators face through written evaluations.

### **RSP 412 Cardiopulmonary Rehabilitation and Long-Term Care**

This course focusses on the role of the respiratory care practitioners within interprofessional teams promoting cardiopulmonary wellness. This course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is placed on the procedures and technologies applied to cardiopulmonary rehabilitation, patient education, and alternatives within respiratory care practice. Upon completion, students should be able to design appropriate respiratory care plans for the home and extended care environments.

### **RSP 454 Clinical Practice IV**

This course provides a supervised clinical experience on the critical care unit of acute care hospitals for adult, pediatric and neonatal patients. Emphasis is placed on assessment, therapeutic techniques, invasive procedures, diagnostics, and communication strategies for patients on mechanical ventilation within the scope of practice for respiratory care. Students will explore the use of adjunct devices and therapies in critical care with a focus on hemodynamic monitoring and instruments. Student rotations may extend to primary care facilities and pulmonary rehabilitation clinics. Upon completion, students should be able to demonstrate how to provide ventilatory support for critically ill patients in an interprofessional setting while showing compassion and teamwork.

### **RSP 470 Capstone Project**

This is the capstone course for the Respiratory Therapy Program and each student will develop and present a final project, which includes a research paper, poster, and community presentation. Students will identify and complete the projects by applying knowledge and skills learned in the program. Students will demonstrate how to utilize clinical expertise, unique patient characteristics and best evidence to recognize evidence-based practice.

## **Course Descriptions- (Degree Advancement)**

### **RSP 324 Disease Management for Respiratory Therapists**

This course provides practicing clinicians a foundation that augments their skills to enable them to competently perform the duties of a pulmonary disease manager. The emerging role of disease managers, among the respiratory therapy profession, is to enhance the quality of life of the patient with chronic disease. Emphasis is placed on essential knowledge of pulmonary diseases, case management, care transition coordination, and elements of behavior for health promotion. Upon completion, students should be able to demonstrate competence through written evaluations.

### **RSP 420 Health Law and Ethics**

This course provides an introduction to health law and ethical dilemmas through a series of case studies. Topics will include strategies on how to recognize the legal and ethical issues that health care professionals face. Topics are based upon real-world scenarios from a variety of health care practitioners. Upon completion, students should be able to demonstrate competence in concepts on health law and ethics through written evaluations.

### **RSP 421 Information Literacy in Respiratory Care**

This course introduces concepts of evidence-based practice in respiratory care. Learners will be able to recognize the hierarchy of evidence and recognize different types of designs used in medical research. Learners will review medical research to identify evidence for current or new standards. Learners will develop a plan to collect and present data for the respiratory therapy capstone course. Upon completion, students should be able to demonstrate how to utilize clinical expertise, unique patient characteristics and best evidence to recognize evidence-based practice.

### **RSP 422 Advanced Critical Care Respiratory Therapy**

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, specialty modes of mechanical ventilation, and techniques related to complex diseases. Techniques related to adjunct therapies and treatments will include the use of ECMO, nitric oxide, prone positioning and recruitment maneuvers. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written evaluations.

### **RSP 423 Healthcare Policy and Administration**

This course introduces healthcare concepts, using a case study approach, of Healthcare Policy and Administration in the healthcare industry. Topics include the role of healthcare management in a delivery system, contrasting management & leadership, organizational behaviors, strategic planning, quality improvement, information technology and finance. Upon completion, the student will demonstrate competence on the internal and external factors that healthcare managers and administrators face through written evaluations.

### **RSP 424 Advanced Cardiopulmonary Pharmacology**

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the efficacious practice of cardiopulmonary medications, that include, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations.

### **RSP 425 Advanced Cardiovascular Pathophysiology**

This course identifies the structure and function of the cardiac pump and cardiovascular system's role in hemodynamics. Emphasis is placed on clinical signs and symptoms of pulmonary disease and respective treatments, protocols and evidence-based practice used in a local context by learners. Upon completion, students should be able to demonstrate competency in these concepts through written evaluation.

### **RSP 426 Advanced Pulmonary Pathophysiology**

This course identifies the anatomy and physiology of the pulmonary system and microcirculation of the lungs. We will review the pulmonary system and pathophysiology associated with lung disease. Emphasis is placed on clinical signs and symptoms of pulmonary disease and respective treatments, protocols and evidence-based practice used in a local context by learners. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written evaluations.

### **RSP 427 Advanced Renal and Endocrine Pathophysiology**

This course identifies the anatomy and physiology of the renal and endocrine systems. We will review the pathophysiology associated with these systems and their impact on the cardiopulmonary system. Emphasis is placed on clinical signs and symptoms of renal and endocrine diseases and respective treatments, protocols and evidence-based practice used in a local context by learners. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written evaluations.

**RSP 428 Neonatal-Pediatric Critical Care Pathophysiology**

This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children in the intensive care unit. Upon completion, students will be able to demonstrate competence in these concepts through exams, written and laboratory evaluations.

**RSP 432 Subacute Care and Telemedicine in Respiratory Care**

This course focusses on the role of the respiratory care practitioners within interprofessional teams promoting cardiopulmonary wellness. This course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is placed on the procedures and technologies applied to cardiopulmonary rehabilitation, patient education, and alternatives within respiratory care practice. Upon completion, students should be able to design appropriate respiratory care plans for the home and extended care environments.

**APPENDIX – C Student Conference Form**

**RESPIRATORY THERAPY- STUDENT CONFERENCE FORM**

**MEETING PARTICIPANTS**

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

**DISPUTE AND RESOLUTION**

- Academic  
 Non-Academic

**ACADEMIC REMEDIATION** (circle all that apply)

<input type="checkbox"/> Yes	<u>Assignment</u>	<u>Examination</u>	<b><u>Final Grade</u></b>
<input type="checkbox"/> No	<u>Homework</u>	<u>Quarter-Term Examination</u>	<b><u>Syllabus</u></b>
Faculty Notes:	<u>Discussion Board</u>	<u>Mid-Term Examination</u>	<b><u>Other:</u></b>
	<u>Lab/Clinic</u>	<u>Final Examination</u>	_____

**NON-ACADEMIC CONSULTATION** (circle all that apply)

<input type="checkbox"/> Yes	<u>Conduct</u>	<u>Attendance</u>	<u>Other</u>
<input type="checkbox"/> No	<u>Behavioral</u>	<u>Tardiness</u>	<u>Clinical Compliance</u>
Faculty Notes:	<u>Ethical</u>	<u>Absences</u>	<u>(background, immunizations,</u>
	<u>Disruptive</u>	<u>Participation</u>	<u>certifications, competencies)</u>
	<u>Harassment</u>	<u>Dress code/Hygiene</u>	<u>Other:</u>
			_____

**DESCRIPTION**

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

**RESOLUTION**

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

- Resolved  
 Unresolved  
 Recommend Review by Associate Director and/or Director

**FACULTY SIGNATURE**

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

**STUDENT SIGNATURE**

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

**APPENDIX – D: Student Remediation Plan**

This form is to be completed when a student has been notified about a deficiency or problems demonstrating laboratory and/or clinical competencies safely. It is to be developed and reviewed with the student and signed by the student, faculty and director of clinical education.

The following presenting problem(s) have been identified. The associated objectives and goals were discussed and agreed upon by all parties involved.

Presenting Concern(s):

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Objectives and Goals:

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This Student Remediation Plan specifies parties involved, responsibilities that each party will perform and the timeframe for completion of these tasks.

Student		Tasks		Deadline Date(s)
Faculty Name(s)		Interventions		Deadline Date(s)

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Director of Clinical Education Signature: \_\_\_\_\_

**APPENDIX – E: Tobacco Free Pledge**

**RESPIRATORY THERAPY TOBACCO FREE PLEDGE**

I, (Print your name) \_\_\_\_\_, as a representative of the Respiratory Therapy program here in the School of Health and Applied Human Sciences, do hereby voluntarily pledge my support of the “Tobacco Free” campus to encourage pulmonary health & wellness. In support of these goals, I hereby pledge that I will, to the best of my ability, refrain the use of tobacco, tobacco products and recreational use of nicotine products (i.e. e-cigarettes) while on campus and in the community representing the College of Health and Human Services in an official capacity so that I might serve as an example and positive reflection of the principles for which the Respiratory Care profession stands. I further pledge that I will, to the best of my ability, encourage all other Respiratory Therapy students to embrace these goals as their own and sign this pledge as a demonstration of their willingness to support the “Tobacco Free” stance in the Respiratory Therapy program and within the community by refraining from the use of tobacco and tobacco products while representing The University of North Carolina Wilmington.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

**APPENDIX – F: Handbook Acknowledgement**

READ THE FOLLOWING STATEMENT BEFORE SIGNING

Verification of Receipt of Respiratory Care Handbook

I, \_\_\_\_\_ received a copy of the Respiratory Therapy Program Student Handbook and understand that I am responsible for the all of the information therein. I agree to abide by all the rules, policies, and procedures of the program and of University of North Carolina Wilmington, and that is it my responsibility to ask a faculty member if there is anything I do not understand or have concerns about.

I am also aware that this handbook is intended as a guide, that policy and procedure described herein may be changed during my participation in the program and that I will be notified of and responsible for any new or modified information.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date