TABLE OF CONTENTS

ORIENTATION RESPIRATORY THERAPY.................................................................4
PROGRAM ............................................................................................................5
ACADEMIC REQUIREMENTS FOR GRADUATION........................................6
RESPIRATORY THERAPY GRADUATION ......................................................6
COMPETENCIES .............................................................................................6
Admission, Progression, and Core Performance Standards .............................7
Health Science Core Performance Standards ...............................................8
Table 1 .............................................................................................................8
Health Science General Policy Statements and Procedures............................9
Clinical Accessibility Policy Statement .........................................................9
TRANSFER STUDENTS/ADVANCED PLACEMENT ...................................15
Student Driver’s License & Automobile Liability Policy Statement ................15
Health Insurance Policy Statement ..............................................................16
Social Media Policy Statement ....................................................................16
Background Check and Drug Testing Policy Statement ..................................16
Chemically Impaired Health Science Student Policy Statement ..................17
Procedure for Alleged Chemically Impaired Health Science Student .............18
Casper College School of Health Science: Student Counseling Form .............23
INTRODUCTION .............................................................................................24

The Mission of Casper College .................................................................25
The Vision of Casper College .....................................................................25
The Values of Casper College ....................................................................25
The Goal of Casper College .......................................................................25
RESPIRATORY THERAPY PROGRAM GOALS AND OUTCOMES .............26
FINANCIAL ASPECTS OF THE PROGRAM .....................................................28
CHANNELS FOR CONFLICT RESOLUTION .....................................................33
CURRICULUM ...............................................................................................34
CLASSROOM ATTENDANCE .........................................................................34
VISITORS .........................................................................................................34
SCHOLASTIC EXPECTATIONS .....................................................................34
TEST PROCEDURES .........................................................................................36
CHEATING AND PLAGIARISM .....................................................................36
REINSTATEMENT POLICY ..............................................................................36
Student files ..................................................................................................37
STATE LICENSURE ............................................................................................37
PROFESSIONAL ORGANIZATIONS ............................................................38
PROFESSIONAL BEHAVIOR .........................................................................38
CLINICAL ATTENDANCE ...............................................................................38
ABSENCE POLICY FOR CLINICAL ROTATIONS .......................................39
CONFIDENTIALITY ..........................................................................................40
DRESS CODE POLICY .....................................................................................40
RESPIRATORY LABORATORY .................................................................41

Casper College School of Health Sciences
Respiratory Therapy Program
RULES OF CONDUCT FOR CLINICAL ROTATIONS ................................................................. 41
CODE OF CONDUCT IN THE CLINICAL SITE ........................................................................ 42
DRUG AND ALCOHOL SCREENING POLICY ....................................................................... 42
Student Agreement and Consent ............................................................................................ 43
Immunization and Documentation Requirements .................................................................. 44
LATEX ALLERGY QUESTIONNAIRE .................................................................................... 47
RETURN WITH ENTRANCE HEALTH EXAMINATION FORM ............................................. 47
YES ........................................................................................................................................ 47
Student Handbook Agreement ................................................................................................ 48
Orientation Respiratory Therapy Program

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

There will be two mandatory student orientations. The first orientation involves pre-respiratory therapy students who plan to apply to the program. The second orientation includes students who have been accepted into the program. There will be several offerings of the mandatory orientation for students to attend. The orientations should take approximately 2 hours and will cover the following subjects.

Application to Program (pre-respiratory therapy students)

1. Application Candidate criteria
2. Application Forms
3. Letters needed
4. Application Deadline
5. Selection criteria
6. Program expectations
7. Program Goals
8. Program delivery/ Curricula
9. Financial obligations
10. Tour of facility

Accepted Students-(New Class cohort)

1. Program Goals and expectations
2. Immunizations/vaccinations
3. Health screening and insurance
4. Background check/drug screening
5. Clinical requirements
6. Clinical Scheduling
7. Data Arc Clinical Documentation
8. Student Association Respiratory Care (Campus Club)
9. Financial obligations

Academic requirements for Graduation

Students must:
Contact program faculty member for program application;
Be admitted as a classified student to Casper College before the deadline;
Be 18 years of age or older;
Have completed the following college courses with a minimum GPA of 2.3:
   a. ZOO 2040 - Human Anatomy 3
       ZOO 2041 - Human Anatomy Lab 1
       ZOO 2110 - Human Physiology 4
   b. MATH 1000 - Problem Solving (minimum) 3
   c. HLTK 1200 - Medical Terminology 3
   d. ENGL 1010 - English I: Composition 3
Participate in an observation period and a personal interview (spring semester);
Present evidence of a recent health examination completed by the applicant’s physician after interview.

(Recommended Curriculum)

**General education coursework can be completed from within or outside of the major field of study.**

General Education (Minimum 32 credits)

1. **Exploration and Participation**
   - MATH 1000 - Problem Solving (3CR)
   - PHYS 1050 - Concepts of Physics (4CR)
   - Or
   - CHEM 1005 - Basic Chemistry I (3CR)
   - and
   - CHEM 1006 - Basic Chemistry Laboratory I (1CR)
   - ZOO 2040 - Human Anatomy (3CR)
   - ZOO 2041 - Human Anatomy Lab (1CR)
   - ZOO 2110 - Human Physiology (4CR)

2. **Communication**
   - ENGL 1010 - English I: Composition (3CR)
   - ENGL 1020 - English II: Composition (3CR)

3. **Relationship with the World**
   - U.S. and Wyoming constitutions (3CR)
   - Cultural Environment (3CR)
   - PSYC 1000 - General Psychology (3CR)
   - or
   - SOC 1000 - Introduction to Sociology (3CR)

4. **General Education Electives**
   - Must be chosen from areas 1, 2, or 3 above.

5. **Physical Education**
   - (1CR)

**Major Requirements**

- HLTK 1200 - Medical Terminology (3CR)
- RESP 1500 - Introduction to Respiratory Therapy (3CR)
- RESP 1505 - Cardiopulmonary Anatomy & Physiology (2CR)
- RESP 1507 - Respiratory Therapy I (3CR)
- RESP 1515 - Respiratory Lab I (1CR)
- RESP 1518 - Respiratory Practicum I (3CR)
- RESP 1523 - Respiratory Pharmacology (2CR)
- RESP 1527 - Respiratory Therapy II (3CR)
- RESP 1535 - Respiratory Lab II (1CR)
- RESP 1538 - Respiratory Practicum II (4CR)
- RESP 1545 - Respiratory Pathophysiology (2CR)
- RESP 2500 - Respiratory Specialty Practicum (3CR)
- RESP 2507 - Respiratory Therapy III (3CR)
- RESP 2510 - Respiratory Pediatrics and Neonatology (2CR)
- RESP 2545 - Respiratory Lab III (1CR)
- RESP 2548 - Respiratory Practicum III (4CR)
- RESP 2557 - Respiratory Therapy IV (3CR)
- RESP 2570 - Respiratory Simulations (2CR)
- RESP 2575 - Respiratory Lab IV (1CR)
- RESP 2578 - Respiratory Practicum IV (4CR)
Note: To continue in the Associate of Science Respiratory Therapy Program, a student must maintain a cumulative GPA of 2.3 or better and earn a “C” or better in all respiratory, allied health, and laboratory science courses.

**Respiratory Therapy Graduation Competencies.**

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

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

1. Students may take classes at Casper College as non-degree seeking students, but the faculty recommends that those interested in Health Science programs apply as degree seeking students. This allows the student to take full advantage of formal academic advising.

2. To apply as a degree-seeking student, the applicant must:
   a. Submit a completed Casper College application for admission to Enrollment Services. Available online: www.caspercollege.edu A-Z index
   b. Submit applicable transcripts, immunization records and test scores, see the online catalog for specific eligibility requirements.

3. When the above documents are received, and the applicant is admitted, Enrollment Services Office will invite the applicant to advising and registration.

4. For admission and progression in a Casper College Health Science Program, a qualified individual is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program. All Health Science programs have a competitive selection process, application deadlines and materials, and pre-requisite course work. Please review the department’s online information at www.caspercollege.edu.

5. The Health Science fields are practice disciplines with cognitive, sensory, affective, and psychomotor performance requirement. Based on these requirements, a list of “Core Performance Standards” has been developed. These standards are part of program courses, and some of the standards are more prevalent than others. These standards will be used to assist faculty, the Program Director, and the School of Health Science Dean in determining whether a student meets the essential eligibility requirements for admission and progression in the program. These standards should also be used to assist students in determining whether accommodations or modifications are necessary for the student to meet program requirements. Students who identify potential difficulties with meeting the “Core Performance Standards” must communicate their concerns to the Accommodative Services Counselor as well as the Program Director. Determination is made on an individual basis as to whether a student meets the essential eligibility requirements or whether or not the necessary accommodations or modifications can be made reasonably for participation in the Health Science program.

6. All admitted Health Sciences students are expected to participate in simulation activities and consent to video recording to optimize instruction and learning.

7. Readmission into a Casper College Health Science Program or transfer between Casper College Health Science programs is at the discretion of the faculty and dean. The faculty and dean will base readmission or transfer decisions on the adopted general Health Science “Core Performance Standards” and specific department criteria.
# Health Science Core Performance Standards

## Table 1

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical thinking ability to exercise non-clinical and clinical judgment in a timely manner</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact professionally and therapeutically with peers, faculty, staff, administrators, patients/clients, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication skills sufficient for interaction with peers, faculty, staff, administrators, patients/clients, families, and groups in verbal, nonverbal, and written form</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room, safely perform treatments/procedures and assist patients/clients; lift and transfer patients/clients; manipulate equipment; walk and/or stand for extended periods of time</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor skills sufficient to provide safe and effective patient/client care</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and safely assess health needs</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability with or without corrective lenses sufficient for observation and assessment necessary in safe patient/client care</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment of patient/client</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The ability to understand and demonstrate sufficient respect for others in non-verbal, verbal, and written communication in the classroom, laboratory, clinical settings, in the Casper College community, and in related public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance, and communication has on the health science professional image.</td>
</tr>
</tbody>
</table>
Casper College Health Science programs utilize a variety of health care agencies in the community for clinical experience for the students. If you have been employed in one or more of the agencies and are not eligible for rehire as an employee, the agency may not permit you to participate in the essential clinical component of the program.

Please contact the Human Resources department of the affected agency and request documentation from HR that states the agency’s position on your participation in the clinical component of the program. If you receive a negative response from the agency, you are automatically ineligible to apply. A response indicating you will be permitted to attend clinical in the agency will be given to the program director prior to the selection process for admission to the program. If you are unable to fulfill clinical requirements due to a previous employment issue or another issue(s) and have not complied with the above, you could be denied entry in a Health Science program or be dismissed from program. Some programs do not have clinical assignments until the second, third, or fourth semester; students who are denied clinical accessibility at any time prior to or during a program will be dismissed.
Frequently Asked Questions

- **What do respiratory therapists do?**

  Respiratory therapists evaluate, treat and care for clients with breathing disorders. They work under the direction of physicians to assist in the diagnosis, treatment and management of clients with pulmonary disorders. Respiratory therapists utilize high-tech equipment and practice many types of therapies including: medical gases, medications, aerosols, bronchopulmonary drainage, ventilator support and airway management to help patients breathe easier.

- **Where do respiratory therapists work?**

  Job opportunities for respiratory therapists can be found in hospitals, home health care, air and ground medical transport, and pulmonary laboratories. Most work in hospitals on intensive care, critical care, neonatal and routine floors. There is an estimated 40% increase in the need for respiratory therapists in the coming years.

- **What kind of salary could I expect to earn as a respiratory therapist?**

  A 2012 salary survey reported that the national average annual salary for respiratory therapists with 5 years of experience is approximately $52,870. Pay will vary depending on location, facility and experience.

- **How long is the respiratory therapy program?**

  Our program spans 24 months of continuous education (including two summer sessions). Clinical instruction is conducted in 11 locations throughout Wyoming, Nebraska, and Montana. A neonatal clinical rotation will occur during the last semester of the program in Montana.

- **How to I obtain the admission guide for the Respiratory Therapy program?**

  Call Health Science Academic Assistant at 307-268-2235 and she will send you the admission guide.
Frequently Asked Questions: continued

- **What are the prerequisites for the program?**

  ENGL 1010 English Composition I  
  HLTK 0950 Basic Life Support for Health Care Providers  
  HLTK 1200 Medical Terminology  
  MATH 1000 Problem Solving (minimum)  
  PHYS 1050 Concepts of Physics **OR** CHEM 1005/1006 Basic Chemistry and Lab  
  ZOO 2040/2041 Human Anatomy and Lab  
  ZOO 2110 Physiology

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

- **What do I need to do to apply to the program?**
  
  - Apply to Casper College as a degree seeking student.  
  - Have taken or be enrolled in the courses listed above.  
  - Have a cumulative GPA of 2.3 or better.  
  - Have done 8 hours of observation with a Respiratory Therapist.  
  - Must have a CPR card for healthcare providers.  
  - Complete the application for the Respiratory Therapy program.  
  - Include three letters of recommendation and a letter stating why you want to become a respiratory therapist and turn in with your application to the program.
ARE YOU READY TO APPLY?
Casper College Respiratory Therapy Program
Admissions Checklist
Complete this checklist to find out if you are ready to apply for admission to the Respiratory Therapy Program. If you have any questions, call Doug Neubert at 268-2544 or e-mail at dneubert@caspercollege.edu.

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

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

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

Step Three:
☐ I have a cumulative GPA of 2.3 or greater.
☐ No prior felony convictions – to be eligible to receive a state license. See program director for more information.
☐ I have completed 8 hours of clinical observation.
☐ Three letters of recommendation addressed to Doug Neubert, Respiratory Therapy Program Director.
☐ A letter from you as to why you want to become a respiratory therapist.
☐ Non-Smokers are preferred towards admission into the Respiratory Therapy Program.

If you checked off an ALL these criteria, you are ready to apply!
All application materials need to be submitted before the 1st Monday of April.
Casper College School of Health Sciences
Respiratory Therapy Program

CASPER COLLEGE
RESPIRATORY THERAPY
APPLICATION FOR ADMISSION

PLEASE TYPE OR PRINT
1. Name _____________________________________________
   (Last) (First) (Middle)
2. Home Phone ___________________ Cell Phone ___________________
3. Work Phone ___________________
4. Social Security Number: ______________________
5. Email Address: _________________________________
6. Present Address __________________________________
7. Permanent Address __________________________________
8. HighSchool ______________________________________
   (City) (State)
   Year Graduated _________________________
9. College and/or other post high school education attended:
   __________________________________________
10. Have you applied to Casper College Yes ___ No ___
    (A completed Casper College application must be on file in the Admissions Office before your admission request can be processed).
11. In which courses are you now enrolled?
    __________________________________________
    Where? _______________________

MAIL THIS APPLICATION TO:
Doug Neubert
Casper College
125 College Drive
Casper, Wyoming 82601

Date __________ Signature _______________________

Year applying for Admission__________

A) Please DO NOT apply before you have met the pre-requisites and have a cumulative college GPA \( \geq 2.3 \) (See Checklist provided)

B) Deadline for application and transcripts submission is the first Monday in April.
To: All Respiratory Care Program Applicants

Name: ________________________________

Before you commit considerable resources of time, money and effort in the study of Respiratory Care you should observe Respiratory Therapists in action in a clinical setting. When doing a clinical observation at WMC each student will need to stop by the HR Reception desk (at least 1 week prior to their observation) to complete the Non-Employee Packet and provide required documentation. In addition to completing the packet in HR, they will need to provide:
- A Driver's License
- Immunizations (TB within the last year, MMR, Hep B, and Varicella (or verification of Chicken Pox during childhood)).

After the above is done--call 577-2580... input pager 576... submit your phone # and the respiratory therapy charge therapist will call you back.
...introduce yourself and tell them you would like to schedule an observation shadow.

Date of visit: _________________________
Facility Name: _______________________
Therapists Name/Credentials: ________________________________
TRANSFER STUDENTS/ADVANCED PLACEMENT

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

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

STUDENT DRIVER’S LICENSE & AUTOMOBILE LIABILITY POLICY STATEMENT

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

HEALTH INSURANCE POLICY STATEMENT

Students enrolled in any of the health science programs are required to present proof of health insurance and to maintain personal health insurance for the duration of their program. Students may be required to present proof of health insurance at any time during their program of study.

SOCIAL MEDIA POLICY STATEMENT

Prohibited Recording Device Use, Social Networking Participation, and Public Disclosures of Care

To ensure compliance with both Federal and State patient confidentiality laws, while also maintaining a professional working relationship with our clinical and/or field sites, students are not allowed to utilize photographic, video, audio, or other recording devices (including cell phones) during the course of their instruction or participation in the program unless specifically permitted by instructional staff and affected parties, or as allowed by law. The use of such recording devices is strictly prohibited during all clinical and/or field experiences.

Students are strictly prohibited from including or posting information pertaining to clinical and/or field experiences on social networking websites (such as Facebook, Myspace, or Twitter) or any other type of internet, computer, or technology-based social networking site, electronic bulletin board, blog, wiki, listserv, or equivalent media outlet.

Public scrutiny, criticism, or disclosure of patient care delivered by clinical and/or field site staff/personnel is strictly prohibited, unless such disclosure is required or protected by law. Such disclosures include those made via social networking sites, as well as other traditional means of communication. If a student witnesses care issues at a specific site, such concerns should be directed to their instructor.

A breach of any of these provisions could lead to an immediate dismissal from the program.

BACKGROUND CHECK AND DRUG TESTING POLICY STATEMENT

A. Students enrolled in any of Casper College’s health science programs will participate in clinical experiences in a variety of agencies. Prior to participating in the clinical experiences, students will be subject to that agency’s requirements for a background check, immunizations, and drug testing and drug abuse prevention policies. Students are then subject to the random drug testing policy of that agency.

B. Following graduation, several of the state and/or national licensing or certification (registry) boards, may refuse to allow a graduate to sit for the required exam or issue a
license or certification to a person who has a prior felony conviction or proven history of drug or alcohol abuse. Applicants to whom this applies should consult the program director for further information.

CHEMICALLY IMPAIRED HEALTH SCIENCE
STUDENT POLICY STATEMENT

A. The faculty of the School of Health Science has a professional and ethical responsibility to the student and clients. The faculty requires that health science students provide safe, effective, and supportive client care. To fulfill this purpose, students must be free of chemical impairment during participation in any part of the health science programs including classroom, laboratory, and clinical settings.

B. The faculty defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic misuse or chronic use that has produced psychological and/or physical symptomatology. This health problem must be proactively addressed when identified within the health science student population. Faculty will follow the college’s “Drug Free Campus Policy” as outlined in the Casper College Student Handbook and Annual Campus Security Report. In addition, the health science faculty will intervene with the chemically impaired student as outlined in the established School of Health Science procedure.

C. The appropriate use of legally prescribed drugs and non-prescription medications is NOT prohibited. It is the student’s responsibility to refrain from attending clinical while under the influence of legal prescription or non-prescription medication that adversely affects mental function, motor skills or judgment.

D. A legally prescribed drug means the individual has a prescription or other written approval from a medical professional for the use of that drug in the course of medical treatment. A confirmed positive drug screen resulting from a prescription medication must be verified. Students shall inquire of the prescribing professional whether the drug prescribed has any side effects which may impair the student’s ability to safely perform clinical responsibilities. The misuse of legal drugs while performing clinical responsibilities is prohibited. Students found misusing prescriptions will be referred for a mandatory evaluation and treatment.

E. The health science faculty is cognizant of the various state board recommendations on chemically impaired students who apply for licensure and will communicate this information to students. Faculty recommends that on application for licensure the
PROCEDURE FOR ALLEGED CHEMICALLY IMPAIRED HEALTH SCIENCE STUDENT

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

   A. Notify the director of program of the pending situation.
   B. Remove the student to a private area and provide the opportunity for the student to explain the observed behavior(s)
   C. If on campus, notify security (2688) and request a Breathalyzer or breath strip evaluation.
   D. If client care is involved, relieve the student of the client assignment.
   E. Students suspected of drug or alcohol use will NOT be permitted to return to clinical while awaiting test results, and absence time will accrue. In the event that a student is suspected of illegal drug or alcohol abuse through second hand knowledge, the suspected student may voluntarily submit to a drug and/or alcohol test to further clear any suspicion.
   F. A student’s refusal to submit to drug/alcohol testing will be considered failure to comply with a reasonable request. At that time, the student’s actions would be considered noncompliant with the program policies and would be grounds for disciplinary action, and may result in termination from the program.
   G. The student and director of the program will be notified of results.
   H. Collaborate with the clinical site regarding substance-abuse policies pertaining to student in the clinical setting, if applicable.

2. An information meeting will be scheduled prior to the results of the drug/alcohol testing, or prior to disciplinary action.

3. Information Meeting
   Involved health science faculty, the clinical supervisor (s), the director of the program, and the student review the documentation of the alleged substance abuse and discuss the procedures that will be followed for procedure implementation.
   A. Make student aware of the faculty’s/ supervisor’s allegations.
   B. Review the procedure.
   C. Present documentation concerning student’s behaviors and provides the student with opportunity to discuss the observations.
D. Documentation of the student’s behaviors, faculty’s recommendations for follow-up, the student’s written response to the allegations, and the date and time for the intervention meeting.

E. Documentation is dated and signed by the faculty/supervisor(s), director of the program and the student.

F. Original is placed in student file and copy is given to student.

4. Intervention Meeting

A. Involves faculty/supervisor(s) who identified the problem, appropriate faculty, the student, a student support person, if desired, and the director of program. The purpose of the meeting is to:
   i. Review the student’s behavior and classroom/clinical performance.
   ii. Discuss the policy for impaired health sciences students and its implementation.
   iii. Discuss the academic consequences related to the policy violation.
   iv. Secure the student’s agreement to seek a comprehensive substance abuse evaluation.

B. Documentation is completed that articulates the problem behaviors, any academic consequences, the student’s agreement to seek a professional evaluation for a potential substance abuse problem, and the student’s understanding that failure to abide by the recommended treatment plan will result in dismissal from the program.

C. The director of program provides the student with contact information for the Wyoming Professional Assistance Program (WPAP) so that a professional evaluation can be done.

D. The student may not attend program lecture classes or clinical until a substance abuse evaluation is obtained.

E. If the student refuses to obtain an evaluation, s/he is dismissed from the program.

F. If the student tests positive, the student is dismissed from the program secondary to the student being unable to continue at the clinical site.

G. The student, faculty and the program director sign documentation of the intervention meeting and it is then placed in the student file with a copy provided to the student.

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

Student Grievances

Expression of Student Concerns Statement: An Invitation to Dialog

Purpose:

This statement is to identify the processes through which students may express their concerns, voice complaints, and/or seek resolution of conflicts involving the operations and/or employees of Casper College.
Statement:
Given that one of the standard objectives of higher education is to encourage responsible citizenship through open discussion and the use of effective problem solving strategies, Casper College seeks to improve its operational and employee effectiveness by informing students about how they may enter into a responsible dialog to address issues, express concerns, and/or resolve conflicts with institutional procedures or employee actions. Students have three recognized ways in which they may open a dialog about their area of concern: (1) speak directly with the employee most directly involved with the issue; (2) consult with appropriate supervisory level personnel who oversee the employee or topic involved with the issue; (3) use the relevant established complaint or grievance procedures. Although students are not required to begin at any given point within this feedback/resolution model, it has been our experience that the more directly the students address their issue, concern, or conflict with the person most specifically involved, the more quickly the issue, concern, or conflict can be heard, reviewed, and/or resolved. If students are uncertain as to who, or how, they should begin to address their issue, concern or conflict, they are encouraged to talk with their academic advisor, the information center in the admissions office or the vice president for student services for advice on where and/or how to begin their dialog.

Student Grievances Procedure
Revision Date: June 4, 1997
Reviewed: May 2007
Scope
This procedure pertains to all grievances brought by students against employees of Casper College.
Responsibility
The director of human resources and the vice presidents are responsible for insuring compliance with this procedure.

Procedure
When a student has a grievance against a Casper College employee, arising from actions other than those taken under recognized student disciplinary procedures, the following procedural sequence needs to be used in processing the grievance. Receiving Grievances 1. Students wanting to grieve about the actions of specific college employee(s) need to consult with the appropriate person from one of the following offices within twenty (20) working days from the date of the occurrence: the Casper College Office of the Vice President for Student Services, the Office of the Vice President for Academic Affairs, the Office of the appropriate Academic School Dean, the Office of Human Resources, or the Office of the Vice President for Administrative Services.
2. During the initial interview the person receiving the report will ask the student to complete a student grievance form and gather information as to the nature of the grievance, the identity of the employee(s) involved and the actions taken, thus far, by the student(s) to resolve the grievance.
3. The person receiving the report will alert the student(s) as to the various channels available to her/him for an informal resolution prior to proceeding with the grievance. These aforementioned various channels
include, but are not limited to: (for faculty) direct discussion with the identified faculty member, discussion with the appropriate department chair or dean, discussion with the vice president for academic affairs, or his/her designee; or (for nonteaching professional or classified staff employees) direct discussion with the identified employee, discussion with the appropriate immediate supervisor, discussion with the appropriate administrative level supervisor.

Assessing Grievances Phase:
1. The person receiving the report will have ten (10) working days to conduct an administrative inquiry to determine if the grievance has merit. If the person the investigating the report determines that the grievance does not appear to have merit, and the student filing the grievance does not object, then the proceedings are terminated. However, if the grieving student disagrees with the determination of “no merit,” then, within five (5) working days, the student may request, in writing, that the president, or his/her designee, review the grievance and the information gathered through the administrative inquiry. The president, or his/her designee, will have five (5) working days to make a determination as to the necessity to proceed further with the grievance process.
2. The person receiving the student grievance form report will maintain a record of facts related to the grievance and any administrative inquiry, including, but not limited to: the name of the grieving student(s), a record of the student(s) actions, a record of their own actions following the receipt of the grievance, a list of the persons interviewed during the administrative inquiry, and the involvement of any administrative supervisory personnel, as well as any non-campus resources accessed during the inquiry. This record is to be considered private information, i.e., shared only with those people who have an established need to know, and is to be maintained accurately.

Informal Resolution Phase:
1. If, after inquiry, the student’s grievance is deemed to have merit, the student(s), the employee(s), and the person who received the student grievance form report will meet within five (5) working days to determine potential informal resolution alternatives.
2. If appropriate resolution alternatives are developed, they will be presented to all principles involved within three (3) working days. After one alternative has been agreed upon by all involved parties, a notice of resolution acceptance will be prepared by the appropriate administrative personnel and signed by the grieving student and the College employee(s) involved. Final agreement and implementation of the resolution will be documented by the administrative supervisory personnel.

Formal Hearing Phase:
1. If no informal resolution of the grievance is possible, the grieving student(s) may make a formal written request within three (3) working days to the person receiving the grievance that a formal hearing body be appointed by a vice president who has been minimally involved with the process up to this point.
2. The appointed vice president will institute a hearing body of at least five persons. Two people will be chosen by the grieving student(s), two people will be chosen by the identified employee(s), and one person
will be chosen by the appointed vice president. All members of the hearing body must be currently enrolled students and/or Casper College benefited employees. The appointed vice president will convene the hearing body within five (5) working days and facilitate the selection of a body chair.

3. The hearing body’s meetings will be conducted according to the following guidelines:
   a. Hearings will normally be conducted in private;
   b. Admissions to the hearing shall be at the discretion of the hearing body chair;
   c. The chair will remind all participants and information providers that they are expected to present information in an accurate and truthful manner;
   d. The grieving student(s) and the identified employee(s) may be assisted by any advisor they choose, provided they give prior notice and identity, of the advisor’s presence and identity to the hearing board; however, both parties are responsible for presenting their own case and the advisor(s) are not permitted to speak or participate directly in the hearing body’s meetings;
   e. The grieving student(s) and identified employee(s) may present witnesses, subject to the right of cross examination;
   f. Members of the hearing body have the right to ask clarifying questions of the grieving student(s), the identified employee(s), and witness about presented information;
   g. All procedural questions are subjected to final decision by the hearing body chair;
   h. After hearing and reviewing the pertinent information the members of the hearing body shall develop a resolution for the grievance and the resolution shall be adopted by three of the five appointed hearing body members;
   i. The hearing body shall maintain a tape recording of its proceedings. No record shall be maintained for resolution development and subsequent vote for adoption. The tape recording of the proceedings shall be the college’s. The grievant and/or the employee against whom the grievance has been filled may request copies of the tape, at their own expense, to be made by the college.

4. Once a resolution for the grievance has been adopted, the hearing body chair will present the resolution to the parties involved. The grieving student(s) and the identified employee(s) will have two (2) working days to accept or reject the resolution proposal.

   Upon acceptance by both parties the matter will be forwarded to the convening vice president, who, after consultation with the college’s legal counsel, will finalize the agreement.

5. If the grieving student(s) and/or identified employee(s) reject(s) the proposed resolution, the rejection must be contained in a written and signed statement which rejects the proposed resolution, describes the rationale for the rejection, and requests a review by the president.

6. If a proposed resolution is rejected, a copy of the proposed resolution, the written rejection statement, a copy of the transcript from the proceedings, and any other pertinent information received by the hearing body shall be forwarded to the president or his/her designee. Within ten (10) working days the president, or his/her designee, shall, after consultation with the college’s legal counsel, submit a final resolution proposal which will be implemented to ensure that the institution is in compliance with any legal and/or legislative mandates.
CASPER COLLEGE SCHOOL OF HEALTH SCIENCE: STUDENT COUNSELING FORM

Date:

Student Name:

Attending Faculty:

Class/Clinical Rotation:

1. Underline one or more areas of concern:

   Academic   Performance   Professionalism   Attendance   Other

2. Explanation of the conflict, issue or problem:

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

4. Steps for Resolution:

   A. Goal(s):

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

5. Resources needed:

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

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

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

_____________________________       _______________________________
Student signature                      Faculty signature
INTRODUCTION
Welcome to the Respiratory Therapy Program at Casper College! When you have completed this program, you will have received the necessary information and preparation to sit for both of the National Board of Respiratory Care (NBRC) examinations. You will then be on your way to an exciting career in the field of respiratory therapy.

This handbook has been designed to help guide you through the unique requirements necessary to the respiratory therapy program. Keep this handbook in a safe place and refer to it when questions arise. Always feel free to contact the respiratory therapy faculty with any questions that are not addressed in this handbook.

The respiratory therapy program is a “traditional program” in which respiratory therapy student’s experience respiratory therapy in the same settings. Our educational philosophy is one that incorporates continuity of learning that is sequential in nature starting with lecture, lab, simulation center and clinical sites.

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

With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable Community building and citizenship. The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.

THE VISION OF CASPER COLLEGE

Education for a Lifetime

THE VALUES OF CASPER COLLEGE

In pursuing our Vision and in support of our Mission, Casper College holds the following as the core values guiding our activities:

- Promote personal, professional and academic growth of the entire college community
- Provide open access and affordability
- Enhance a culture of trust, respect, and open communication among all participants
- Encourage diversity of thought, culture and experience
- Plan for the future in a context that reflects flexibility, innovation, tradition and sustainability
- Provide service to community
- Embrace accountability and responsibility
- Foster and maintain an enriching campus environment
- Celebrate and reward excellence

THE GOAL OF CASPER COLLEGE

Casper College will promote Education for a Lifetime by:

- Increasing transferability of coursework and applicability of skills
- Improving retention, graduation, and student success rates
- Enhancing the use of current pedagogies and technologies
- Encouraging excellence in advising and support services for students
- Recruiting, retaining and developing highly qualified faculty, staff, and administrative employees
- Advancing intellectual maturity, vocational proficiency and cultural appreciation through remedial, general and technical education credit and noncredit courses and programs as needed
- Strengthening the college’s ability to meet the current and future needs of the community and state through curricula, program offerings and partnerships
- Increasing diversity within student, faculty and staff populations
- Maintaining a safe environment for all who study, work and visit Casper College
- Utilizing, maintaining and improving college facilities and equipment
- Strengthening the role of the college as the cultural center of the region and as a community resource for social, civic and economic improvement
RESPIRATORY THERAPY PROGRAM GOALS AND OUTCOMES

The respiratory therapy program goal is “to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).”

Our graduates play an important part in the daily life of a respiratory compromised individual. Our practitioners are trained to work in varied areas of respiratory care which range from intensive care to home healthcare. The following are our programs objectives as well as the evaluation systems in which they are measured.

Evaluation of Program Goal and Objectives

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

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

Goal - Upon completion of the program, the graduate should be a competent entry-level respiratory therapist.

Objective - Upon completion of the program, students will demonstrate professional behavior consistent with employer expectations as entry level respiratory therapists as evidenced by future evaluation surveys.

- Graduates will continue to evolve with current and progressive new therapies as they relate to the field of respiratory therapy as demonstrated by continuing education documentation.
- Graduates will demonstrate professional growth and responsibility appropriate for the respiratory therapy provider as evidenced by employer surveys.

Evaluation system -

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

Cognitive Domain

Goal - Upon completion of the program, the graduate should be a competent entry-level respiratory therapist.

Objective - Upon completion of the program, students will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as entry-level respiratory therapists as evidenced by future evaluation surveys.

- Graduates will demonstrate the ability to utilize patient driven protocols to enhance the utilization of healthcare services as evidenced by the satisfaction scores of the employer survey.
- Graduates will provide alternate site therapy to stabilize patients with chronic respiratory disease as evidenced by alternate site employer satisfaction surveys.
- Graduates will provide appropriate education to patients, families and other healthcare providers as evidenced by patient satisfaction scores.
- Graduates will provide testing procedures for patients with respiratory diagnosis as evidenced by employer satisfaction surveys.

Evaluation systems –

- Clinical Simulation Self-Assessment Exam
- Entry Level Multiple Choice Exam –Assessment
- NBRC Clinical Simulation Exam
- NBRC Entry Level Multiple Choice Exam
- Likert Scale of 1-5 Employer Survey
- Likert Scale of 1-5 Graduate Survey
Psychomotor Domain

**Goal** - Upon completion of the program, the student should be a competent entry-level respiratory therapist.

**Objective** - Upon completion of the program, students will demonstrate the technical proficiency in all of the skills necessary to fulfill the roles as an entry-level respiratory therapist as evidenced by future evaluation surveys.

- Graduates will be able to perform respiratory therapy modalities in both the traditional and nontraditional settings as evidenced by employer satisfaction scores.

**Evaluation Systems** –
- Likert Scale of 1-5 Employer Survey
- Likert Scale of 1-5 Graduate Survey

**Job placement**
30% threshold

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

**Attrition**
30% threshold

---

**FINANCIAL ASPECTS OF THE PROGRAM**

Upon acceptance into the program, there are additional expenses that the student will incur. The approximate expenses may include, but are not limited to:
1. Kettering Seminar – Initial exposure to the National Registry Exam material - $300
2. Web-based/tutorial exams - $150
3. Scrubs in the class colors - $20 - $80
4. Stethoscope - $75 - $100
5. Educational Opportunities (which may include WSRC conference) - $700
6. Transportation to and from the clinical sites.
   - This may involve utilization of a personal vehicle beyond the clinical site
   - For out of town rotations, the student is responsible for arranging transportation, meals and lodging. Due to weather students may have to travel earlier or stay later to make it to clinical site.
   - There will be out of state rotations during the duration of the program.
   - Automobile insurance is required by the state for students driving to and from rotations. Current proof of insurance will be required (student file may be audited at any time) that will involve arranging for personal transportation, meals and lodging.
7. Liability insurance is provided for respiratory students through Casper College. Students may also desire to carry additional personal malpractice insurance.
8. Criminal background checks are required prior to beginning the first clinical rotation. $40.00.
9. Health and Medical Care- Casper College requires proof of immunization with MMR prior to the registration of 6 hours of credit or more. Check the Casper College catalog for details. The respiratory therapy program also requires proof of the following prior to program start date.
   - Health Exam
   - Current BLS certification good through May of graduation year (can be taken in summer)
   - MMR vaccination X 2 dates
   - MMR Titer-$91.00
   - Current TB vaccination – Needs to be a 2 step TB test- Free from CC nurse (Monday and Tuesday) (Some clinical site require within 12 weeks of clinical visit)
   - Hepatitis B series (3 shots total) – CC Nurse $30.00 each
   - Hepatitis B Titer (if just starting series this will be done after student is done) $30.00
   - Varicella Titer-$25.00
   - Flu Vaccine yearly-varies
   - Current health insurance policy
   - Drug screen $40.00
   - TDAP- Public Health $50.00
   - Dataarc license fee $60.00 for the 2 year program
10. Textbooks – Approx. $1000.00

Casper College has a Student Health Services office that is maintained in the CC/UW building where a registered nurse is in charge. The services of a licensed MD are available free of charge
to degree seeking students one day a week for a 3 hour period. Student sickness and accident insurance is offered to any student carrying 6 credits or more.

Miscellaneous fees-
AARC student membership- $62.50 1\textsuperscript{st} year and $50.00 2\textsuperscript{nd} year.
SARC- student association for respiratory care dues- $10.00 per year.

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

**Campus Security**
Casper College provides a fast paced, dynamic environment for learning to thousands of students each week. Campus security officers provide a reasonably safe and secure campus for all employees, students and guests. We are on campus 24 hours a day, 365 days a year. Thank you for taking the time to learn more about security and for exploring our website. The next step will be to meet the officers or myself. So feel free to approach any of us or to give us a call. *We are here to help! Location- Student Center, room 204: Phone 268-2688*

**Some of the services we provide include:**
- Vehicle Restarts
- Vehicle Unlocks, (excluding electronic locks)
- Access Assistance
- Escorts
- Assistance in Medical Emergencies

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

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

**Wellness Center,**
Counseling and Student Health Counseling Services
College life is a time of change, growth, and transition. The staff of Casper College Counseling Services is trained to help college students through these times of adjustment and exploration. Our counselors offer a broad range of FREE professional services to currently enrolled students of Casper College or its affiliated schools (UW/CC, UND, Franklin, etc.), and are devoted to helping the Casper College community with any problem or concern that might require professional assistance, such as:

- Personal growth and well-being
- Life and career planning
- Relationships
- Eating disorders
- Stress management
- Testing services
- Test anxiety
- Anxiety
- Depression
- Loss and grief
- Assistance with disabilities
- Anger management
- Alcohol/drug abuse
- Selecting a major and more...

These are just some of the reasons to contact Counseling Services. If you are not sure if our services are right for you, come in and discuss it with our staff. We may be able to help or refer you to someone who can. To make an appointment, come by our office (CC/WYO Student Center, Room ) or simply call us at 268-2267.

**Student Health**
CC/UW Student Center,  • 268-2267
www.caspercollege.edu/1stop/student_health_service

Feeling Sick?
The Casper College Student Health Service office is the CC/UW Student Center where a registered nurse is in charge. Most services are free and available for students with ID cards and include the following:

- Physical exams (check with the director for programs which require physicals)
- Administration of immunizations and allergy shots
- Strep throat testing
- Blood pressure monitoring
- Eye exams
- Urinalysis
- Emergency first aid care
- Office visits
- Coordination of medical care with community resources
- Personal health education programs and consultations (individual and group)

- Three-hour general physician clinic each week
- Women’s specialty clinic each week

Women’s specialty clinic (by appointment) and physician ordered blood testing are done on a sliding/reduced fee basis. Although the service is typically open from 8 a.m.-4 p.m., Monday through Friday, the general physician’s drop-in clinic begins at 5:30 p.m. on Wednesday.

**Office hours:** Academic year: 8 a.m.-5 p.m. Summer: 7:30 a.m.-1 p.m.

**Behavioral Intervention Team**
Mission: To promote the safety and well-being of our college community through education, communication, collaboration and appropriate, timely intervention. To identify, prioritize, track and monitor problematic student behaviors that are potentially harmful to self or others and take such action as deemed appropriate. To help and support via
educational, rather than punitive means, according to an established protocol and transparent procedures. To work together to promote student and community success and development. The Behavioral Intervention Team (BIT) at Casper College exists to address student behavioral concerns which are not consistent with the College’s mission. Valuable lessons have been learned from tragic events at other campuses. Important information about students is often housed in isolated areas and isn’t connected until a tragedy strikes. The BIT serves as the centralized coordinating body for reports, discussion and action regarding students exhibiting behaviors of concern including, but not limited to: threats, aberrant or strange behavior, violent or perceived violent behavior, threats of suicide or violence against others, etc. The BIT also makes recommendations as to whether the best option is for the student to continue at Casper College. The BIT does not preempt any other Casper College department in performing its duties in enforcing policies, practices or managing student situations. In addition, it is the responsibility of the BIT to develop, review, and recommend College policies which address such situations and behavior. The Casper College Behavioral Intervention Team consists of representatives from the Office of the Vice President for Student Services (chair), the Campus Security/Judicial Affairs office, the Counseling Center and the Office of Student Life. Other ad hoc members are consulted as dictated by individual situations. Campus Security or 911 should always be called first in the event of an emergency.

Blood Borne Pathogen Safety
Prior to beginning clinical experience, the Respiratory Care student will have completed instruction in the policy regarding Blood borne Pathogens. This instruction will be in accordance with the OSHA Blood borne Pathogen Disease training standard. Once the clinical experience begins the respiratory care student will abide by the following rules:
• Participate in any clinical affiliate required Blood borne Pathogen training
• Follow the clinical affiliate policy and procedure concerning Blood borne Pathogens.
• Report any exposure to blood borne pathogens to the Director of Clinical Education immediately. If she is not immediately available contact the clinical instructor and the program director.
• Disposable gloves will be worn in all cases when contact with blood and body fluids is anticipated.
• Masks will be worn when it is likely that blood or body fluids could splash in the nose or mouth.
• Eye protection will be worn when a splash of blood or body fluid into the eye is anticipated.
• Blood or body fluid inadvertently coming into contact with the skin should be quickly and thoroughly washed away.
• Students that experience exposure to blood or body fluid will report to their clinical instructor and the Director of Clinical Education and follow clinical exposure protocol.
• Cuts, scratches or other non-intact skin will be covered to avoid blood and body fluids. All of the program’s clinical affiliate policies regarding infection control will be observed.
Inclemently weather and traveling to clinical sites.
All students traveling to clinical sites outside of the city of Casper are encouraged to monitor traveling conditions via the national weather service and WYDOT roads and travel. It is advised that the student take a proactive approach when traveling. This may require you to leave earlier or stay longer at clinical sites to avoid traveling in inclemental weather. If you decide it is unsafe to travel, the clinical hours will be made up or re-assigned. Please do not risk your safety in order to travel to clinical site in inclement weather. To cancel a clinical shift because of travel issues, call the clinical site as well as notifying the DCE as early as possible.

CHANNELS FOR CONFLICT RESOLUTION

Problem 1:

* Student / Instructor

Vice President for Academic Affairs
    ↑
    Dean
    ↑
    Director
    ↑
Advisor/Lab Coordinator
    ↑
    Instructor
    ↑
Student

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

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

Clinical Chain of Command:

Program Director
Clinical Director
Manager of Department at Clinical Site
Charge Therapist
Preceptor/Clinical Instructor
Student

- At any time Clinical Director can be called
- Clinical Director should be emailed about any conflict

Respiratory Therapy Program

**CURRICULUM**

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

**CLASSROOM ATTENDANCE**

Regular attendance, punctuality, and responsibility for class work are three of the most significant factors for success in the program. Students are urged to be present, punctual and prepared for every class assignment. While absences or tardiness may be unavoidable for some acceptable reason, the student should keep in mind that regular attendance is an important factor in judging values. If it is not possible to be at a scheduled class on time, the instructor or clinical supervisor must be notified prior to the beginning of the scheduled period. If more than 10 classroom hours are missed in any course during a semester, you may be dismissed from that course. Courses will start on time, on the hour. Appointments should not be made during class hours.

**VISITORS**

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

**SCHOLASTIC EXPECTATIONS**

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

1. All students must meet scholastic requirements. A grade of C (2.0) or higher must be maintained in all required courses to continue in and complete the program.
2. Individual faculty will provide the student with a syllabus explaining the grading procedure.
3. The student is responsible for submitting all assignments on time.
4. Performance evaluations will normally be completed by the clinical instructor/director at regular intervals. The student should discuss their reaction to the program and their studies honestly with your instructor. In this way, mutual expectations can be understood and realistic goals can be established.
5. Objectives must be met in all courses. Any absenteeism could affect the completion of these objectives. Clinical make-up is difficult to obtain and is a must to complete the course. Clinical make-up will be arranged via the clinical director.

6. If it ever becomes necessary to withdraw from a course, please do not withdraw without a conference with the respiratory faculty/advisor. Proper withdrawal MUST be completed and to avoid receiving an F grade on your transcript. It is the student’s responsibility to make sure withdrawal forms are completed.
7. The instructor of each course will keep students informed of their grade. Students may request a conference with any of the faculty by appointment to verify their standing.

**Monitoring Student Progress while in the Program**

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

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

Students are expected to take examinations at the scheduled time. The only exceptions will be illness and extreme emergency. If possible, notify the instructor of an absence before the examination. Students must make-up the examination at the earliest reasonable opportunity after their return (usually this will be their first day back). The student should make arrangements with the instructor for the test. Each faculty member will establish his/her own policy regarding missed quizzes, late assignments and missed laboratory sessions. If the student fails to take an exam in accordance with this policy, the student will earn a zero for that exam.

CHEATING AND PLAGIARISM

Casper College demands intellectual honesty. Plagiarism or any form of dishonesty associated with the academic process may result in the offender’s failing the course in which the offense was committed. (See Casper College Student Code of Conduct.)

REINSTATEMENT POLICY

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

1. Re-apply as a freshman student in April of the following year.
2. Apply for advanced standing in the program at the level where they left off if a space is available in that class. The second choice involves the following steps in accordance with this policy:
   a. Re-entry into the program must occur within one year.
   b. The student must inform the program director, in writing, of his/her desire to re-enter the program.
   c. Reinstatement requires that the student prove competency up to the level where they will be entering. This involves:
      1. A competency positioning test involving 5-10 exams that the student covered in previous courses. The student must earn an 85% or better to pass.
      2. A written exam covering material from previous courses he/she completed. The student must earn a 75% or better to pass.
Re-entry will not be considered for the following reasons:
   a. Failure of two or more didactic or clinical courses.
   b. Re-applying beyond one academic year of failed grade.
   c. Demonstrated violations of professional ethics and standards of practice.
   d. Not achieving a cumulative college GPA of 2.3 or higher
   e. Space is not available in the class courses.

Student Service Work Policy.

Students with specific prior knowledge, experiences, and skills may assist faculty with lecture and laboratory sessions to share their knowledge and skills. Students are not to be the primary instructor or instructor of record for any component of the curriculum.

Students while at the clinical site obtaining clinical practicum hours are there for educational purposes only. This is defined as gaining experiences to reinforce the competencies and skill sets laid forth by the programs objectives. Respiratory care students must not be substituted for paid staff or in the absence of appropriate paid staff at the clinical sites.

Students shall not receive any paid exchange in regards to clinical practicum time.

STUDENT FILES

There is a file folder for each student containing all hard copy information pertaining to that student (immunizations, college courses, advising actions, etc.). All folders are the property of Casper College. Students may request access to the contents of the folder during office hours when necessary. Folders are stored in a secure location in the Health Science Building office 121 for a minimum of 5 years after graduation. All records will be destroyed in a manner that maintains confidentiality. Each student also has an electronic clinical file which is maintained on Data Arc for a minimum of 5 years, and then permanently deleted.

STATE LICENSURE

In order to practice as a respiratory therapy practitioner graduates must pass the national entry-level exam.

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

The respiratory therapy faculty believes in their professional organizations. As a method of instilling professionalism the students will be encouraged to join the American Association for Respiratory Care, AARC.

PROFESSIONAL BEHAVIOR

A student must demonstrate understanding and acceptance of the professional behaviors listed below in order to complete the required clinical and classroom hours needed for this program. Non-compliance may mean dismissal from the program. Required behaviors include:

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

CLINICAL ATTENDANCE

Scheduling students for clinical rotations is a very difficult process. Students are not allocated any time for sick days, personal problems, etc. in the clinical sites. It is EVERY student’s responsibility if he/she needs to be absent for a clinical day to see about making it up when there are available slots at the site.

Students who are ill for a clinical day must notify (phone call) BOTH the clinical site and the clinical director at least ONE HOUR prior to the beginning of the shift. Students who are ill are a risk to the patients and do themselves no benefit if they are ill during a scheduled clinical rotation.
**ABSENCE POLICY FOR CLINICAL ROTATIONS**

1. The following policy will be in effect for students missing clinical rotations.
2. If a student is sick, they must call in to the site AND to the Clinical Director no less than 1 hour before the rotation is scheduled to start. Calling in less than 1 hour in advance is regarded as a “no call/ no show”.
3. A “no call/ no show” is defined as failure of the student to notify both the Clinical Site and the Clinical Director one hour before a scheduled shift. **The student will be placed on probation at this time.**
4. Notification of the site: If a student is a “no call/no show” twice in any given semester, they will be removed from the program.
5. Students are encouraged to stay home and get well before resuming clinical rotations. If a student will be out more than 2 days, a physician’s note will be required.
6. One occurrence is defined as a cluster of days missed due to an extended illness.
7. Two occurrences are permitted in any one semester with the missed time rescheduled by the Clinical Director and a full letter grade reduction. **The student will be placed on probation at this time.**
8. Three occurrences will result in another letter grade reduction, time rescheduled and student placed on warning for expulsion from the program.
9. Four occurrences in a semester will result in expulsion from the program.
10. Clinical rotations must be made up before the end of the semester. Unless other arrangements are made. No clinical makeup time during finals week.

**Inclement Weather:**

In cases of bad weather the student must use his/her own judgment on clinical attendance. The student should inform the clinical instructor and clinical site of his/her absence at least ONE hour prior to the beginning of the shift. Clinical Hours will still need to be made up before semester end.
CONFIDENTIALITY

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

DRESS CODE POLICY

Professionalism is demonstrated in many ways and one of them is the way that the student presents themselves at the clinical site. The Students represent Casper College at ALL times along with the respiratory therapy profession when they are doing their clinical rotations. The following guidelines WILL be followed at ALL clinical sites unless otherwise informed. If not, the student will be sent home and lose his/her clinical hours for that day.

* Good personal hygiene will be observed at all times
* NO perfume/cologne is allowed
* Hair, including facial hair, will be neat, clean and groomed
* Long hair will be contained to avoid patient contact
* No visible tattoos are allowed
* The only visible piercing allowed are ones in the ear lobe and they will be limited to one per ear
* Earrings will be neat, plain posts with no large hoops or dangles
* Rings will be limited to one per hand with no large settings
* No rings are preferred while doing direct patient care
* Necklaces will be small, neat chains and pendants that don’t come into contact with the patient, however it is recommended not to wear any necklace to clinical site.
* Appropriate undergarments are required
* Scrubs are the only acceptable clothing allowed in the designated colors for the class (1st year = tan top w/black pants and 2nd year = royal blue top w/black pants)
* All clothing will be neat, clean and in good repair
* Name badges/CC ID will be worn at all times. They should be visible and legible.
* Nails will be short, well groomed and clear nail polish only is allowed. Artificial nails are PROHIBITED!
* No gum is allowed in the clinical sites.
RESPIRATORY LABORATORY
Lab time is scheduled for students to learn how to properly use and perform therapies that are common in respiratory care. Equipment is provided for practice and the lab will be open during regular class hours for student use when other classes are not utilizing the room. Because some of the equipment is very expensive, after regular class hours and on weekends and holidays the lab will be available to students only after security has opened the lab. A sign-in list will be posted and students need to sign in and out for any extra time that they spend in the lab. After use, all equipment will be returned to its proper storage place. At the end of each lab session, the lab will be cleaned up before class is dismissed.

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

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

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

**CODE OF CONDUCT IN THE CLINICAL SITE**

- Advocate for the rights of ALL patients
- Maintain confidentiality at ALL times
- Ensure the safety of self, patients, families and staff
- Provide appropriate care in a timely, compassionate and professional manner
- Accept responsibility for personal actions
- Treat each other with respect
- Embrace lifelong learning and professional development
- Collaborate fully with staff and faculty to ensure quality respiratory care
- Encourage staff to mentor students
- Abstain from any substance that might impair your judgment
- Refrain from performing any procedure that you have not been adequately trained on
- Do not tolerate cheating or dishonest behavior

**DRUG AND ALCOHOL SCREENING POLICY**

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

Procedure:

- Students will be notified by Casper College faculty prior to being tested.
- Students must take form of picture identification with them.
- The hospital will provide a consent form that students are required to sign. If they don’t sign this form they will not continue in the program.
Should a student test positive, the department of occupational health will notify the student and the clinical director of the respiratory therapy program.

Please see HEALTH SCIENCES DIVISION POLICY STATEMENT REGARDING THE CHEMICALLY IMPAIRED STUDENT.

---

**STUDENT AGREEMENT AND CONSENT**

As a student at Casper College in the School of Health Science, I understand that per standard precautions and policies at the cooperating clinical sites, I will wear either eyeglass shields or goggles while on clinical rotations to prevent fluid splashes to my eyes. Some examples of situations that would require these precautions would include, but are not limited to: surgical procedures, bronchoscopy, working with hostile patients, drawing blood, suctioning procedures, ventilator circuit changes and cleaning up body fluid spills.

I understand that I must purchase my own protective eye wear.

I understand that I am responsible for this equipment and will replace it before the next rotation if it becomes lost or broken.

I agree to use personal protective equipment per standard precaution policies.
IMMUNIZATION AND DOCUMENTATION REQUIREMENTS

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

☐ Provide documentation after receiving the first of three Hepatitis B vaccinations or if you have already completed the series provide documentation of such. Hepatitis B Titer if series is already completed.

☐ Provide documentation of MMR immunization X 2 and MMR Titer

☐ Complete a 2-step PPD test and provide documentation.

☐ Provide documentation of pertussis and tetanus immunization.

☐ Be sure we have a copy of your current BLS certification on file (may take in summer session) - must keep current until end of May of graduation year.

☐ Provide documentation of the chicken pox vaccine or sign a release form/documentation on health exam of history and Varicella Titer.

☐ Provide a copy of your driver’s license- must keep current and in student file

☐ Complete the latex allergy questionnaire and submit. If you mark “yes” on any question, you need to fill out a release form available from the academic assistant in HS 202.

☐ Provide a copy of your current health insurance

☐ Provide a completed health exam.

☐ Background check and Drug testing will be done during summer semester.

☐ TB mask fitting yearly

☐ Car Insurance-must be kept current and in student file

☐ Flu vaccine- During flu season
### Section I: (To be completed by student)

#### A. Personal Data

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City, State, Zip</th>
<th>Phone(s):</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency Contact:</th>
<th>Relationship:</th>
<th>Emergency Contact Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allergies:</th>
<th>Reaction(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B. Family Health History

<table>
<thead>
<tr>
<th>Family Member who has had:</th>
<th>Mother</th>
<th>Father</th>
<th>Grandparent</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maternal</td>
<td>Paternal</td>
</tr>
<tr>
<td>Cancer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiac Problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypertension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kidney Disorder</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### C. Health History

1. **Childhood Diseases**

<table>
<thead>
<tr>
<th>Disease</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Measles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Illnesses (Present and Past—Circle appropriate illness)**

<table>
<thead>
<tr>
<th>Illness</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol/Drug Abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asthma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cancer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiac Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression/Mental disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating Disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GI Disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headaches/seizures/neuro disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypertension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kidney disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic (incl. back prob.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (explain):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Hospitalizations / Injuries/Surgeries (nature and year)**

4. **Alcohol:**
   - Do you drink alcohol?  □ Yes  □ No
   - How many drinks per week? ______

5. **Tobacco:**
   - Do you use tobacco?  □ Yes  □ No
   - □ Cigarettes – Pks/day ______  □ Chew - #/day ______  □ # of years ______
6. Drugs:
   Do you currently use recreational or street drugs? □ Yes □ No

7. General Health   Good   Marginal   Poor

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

<table>
<thead>
<tr>
<th>Age</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPR</td>
<td></td>
<td>B/P</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td>Right Ear</td>
<td>Left Ear</td>
</tr>
<tr>
<td>Vision</td>
<td>Right Eye</td>
<td>Left Eye</td>
</tr>
<tr>
<td>Urinalysis</td>
<td>Only if symptomatic</td>
<td>Abnormal Finding</td>
</tr>
</tbody>
</table>

Medications currently taking (include OTC and herbal):

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

<table>
<thead>
<tr>
<th>Body Systems</th>
<th>Within Normal Limits</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respiratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiovascular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurologic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Comments: ________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Signature ___________________________ Date ___________________________
# Latex Allergy Questionnaire

**Return with Entrance Health Examination Form**

<table>
<thead>
<tr>
<th>Name_____________________________</th>
<th>Date___________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>HAVE YOU EVER HAD:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Hives?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unexplained rash?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reaction to bandaids/tapes?</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>HAVE YOU EVER REACTED AFTER HANDLING/USING:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Poinsettia plant?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Balloons?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Rubber products?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Clothing with elastic or spandex?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Elastic bandages?</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>HAVE YOU EVER HAD ANY OF THE FOLLOWING SYMPTOMS FOLLOWING A DENTAL APPOINTMENT?</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Itching</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Tearing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fatigue/drowsiness</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sneezing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Runny nose</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>HAVE YOU EVER HAD A REACTION AFTER EATING:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Avocados</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bananas</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Kiwi, Tropical Fruit</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chestnuts</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Student Name Printed: ___________________________________________

Student Signature: _____________________________________________

Date: __________________________________________________________