

Casper College | Respiratory Therapy

2026-2028 Student Handbook Respiratory Therapy Program



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Introduction

This Program Handbook is a compilation of policies and procedures governing all aspects of the Respiratory Therapy Program and serves as a reference and guide throughout professional education.

To ensure students receive the highest quality educational experience in the respiratory care sciences, the Casper College Respiratory Therapy Program has established its curriculum based on the competencies identified by the American Association for Respiratory Care (AARC), the National Board for Respiratory Care (NBRC), The Respiratory Therapy Examination (new starting January 2027), Detailed Content Outlines, and in accordance with the standards approved by the Commission on Accreditation for Respiratory Care (CoARC).

- Respiratory Care students are required to read and be familiar with this material.
 - Current copies will always be available on the Casper College program website.
- Program Structure:
 - The Respiratory Therapy Program combines didactic, laboratory courses, and clinical courses, along with general education requirements.
 - Students may transfer—see the *Transfer Students/Advanced Placement* section for details.
- Course Delivery Options:
 - Courses are offered in person on the Casper College campus or through the Casper College Hybrid Program, which integrates online lecture material with in-person laboratory instruction.
- Clinical Education:
 - This is completed through rotations at approved clinical affiliates under the guidance of respiratory therapists designated as clinical preceptors.
 - Additionally, adjunct clinical instructors at Banner Wyoming Medical Center serve as clinical instructors through their employment with Casper College. (*CoARC Standard 1.06 – Program academic policies must apply to all students and faculty regardless of the location of instruction.*)

Respiratory Therapy Program Goals and Outcomes

The goal of the Casper College Respiratory Therapy Program 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)” through CoARC standards.

- Our graduates play a crucial role in enhancing the quality of life for individuals with respiratory compromise.
- Respiratory Therapy practitioners are trained to provide comprehensive respiratory care across a wide range of healthcare settings, including hospital and intensive care units, home healthcare, sleep laboratories, rehabilitation centers, and durable medical equipment providers. They are skilled in caring for geriatric, adult, pediatric, and neonatal patient populations.

The following sections outline the program’s objectives and the evaluation systems used to measure achievement of these goals:

Job placement: 80% threshold

Enrollment: Full capacity with at least 25 applicants (15 in-person, 10 hybrid)

Attrition: 70% threshold

Respiratory Therapy Graduation Competencies

The following competencies are evaluated throughout the Respiratory Therapy Program. Evaluation is conducted through didactic testing and return demonstrations, in accordance with CoARC Standards (4.04-4.07).

Graduates of the Casper College Respiratory Therapy Program will be able to:

1. Perform cardiopulmonary diagnostic procedures, patient assessments, and develop appropriate respiratory care plans.
2. Administer therapeutic and life support procedures in the management of patients with cardiopulmonary

impairment.

3. Evaluate the appropriateness of prescribed respiratory care and recommend modifications as needed.
4. Select, assemble, check for malfunctions, and ensure the cleanliness and calibration of respiratory care equipment.
5. Maintain ethical and effective relationships with members of the healthcare team.
6. Perform essential elements of patient education.
7. Demonstrate awareness of organizational and management principles related to respiratory care.
8. Perform and interpret results from advanced patient assessment techniques.
9. Assist physicians with specialized cardiopulmonary care procedures.
10. Demonstrate the professional skills and attitudes necessary to maintain technical and clinical competence.
11. Think abstractly, reason logically, and apply problem-solving skills effectively in the practice of respiratory care.

Affective Domain

Goal: Upon program completion, graduates will be competent entry-level respiratory therapists.

Objective: Upon program completion, graduates 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 care, as demonstrated by continuing education documentation.
- Graduates will demonstrate professional growth and responsibility appropriate for the respiratory care 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 program completion, graduates will be competent entry-level respiratory therapists.

Objective: Upon program completion, graduates will be able 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 therapist-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 diagnoses, as evidenced by employer satisfaction surveys.

Evaluation systems

- The Respiratory Therapy Examination
 - *This is an NBRC Examination change beginning in 2027.*
- NBRC Entry Level CRT Credentialing Success Rates
- NBRC Entry Level RRT Credentialing Success Rates
- Likert Scale of 1-5 Employer Survey
- Likert Scale of 1-5 Graduate Survey

Psychomotor Domain

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

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

- Graduates can perform respiratory therapy modalities in both traditional and nontraditional settings, as evidenced by employer satisfaction scores.

Evaluation System

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

Evaluation of Program Goal and Objectives

The following categories are evaluated through surveys of employers, graduates, faculty, and the advisory board to ensure alignment with the program's goals and objectives.

- Advisory Committee
 - Actively develops, promotes, supports, and evaluates the goals of the Respiratory Therapy Program.
- Medical Director
 - Provides effective medical direction and oversight to ensure that current standards of medical practice are maintained within the program.
- Faculty
 - Provides effective instruction in the laboratory, classroom, and clinical settings.
 - Serves as a professional role model for students across the cognitive, psychomotor, and affective domains.
- Physician Input / Physician Interaction
 - Ensures that program graduates can communicate and collaborate confidently and professionally with physicians.
- Support Personnel
 - Provides appropriate and efficient clerical and administrative support for program operations.
- Facilities
 - Provides adequate classroom, laboratory, and office space, as well as appropriate accommodations for instruction and learning.
- Laboratory Equipment and Supplies
 - Ensures students have access to sufficient and up-to-date equipment and supplies to prepare for clinical practice.
- Learning Resources
 - Supports student learning needs through supplemental reading materials, electronic and print references, research access, and computing resources.
- Financial Resources
 - Provides adequate fiscal support for faculty and staff retention, as well as for the acquisition and maintenance of instructional equipment and supplies.
- Clinical Resources
 - Offers a sufficient variety of clinical tasks and procedures to allow students to achieve the program's required clinical competencies.

Accreditation

- Casper College holds institutional accreditation from the Higher Learning Commission (HLC), which serves as a key indicator of the college's overall quality and commitment to educational excellence.
- The Casper College Respiratory Therapy Program (Program Number 200488) is accredited by the Commission on Accreditation for Respiratory Care (CoARC). Website: www.coarc.com
 - CoARC Contact Information: 264 Precision Blvd. | Telford, TN 37690 | Phone: (817) 283-2835
- The material covered in the Respiratory Therapy curriculum is designed to prepare students for employment in the field of respiratory care and to provide the knowledge and skills necessary to successfully complete the NBRC Respiratory Therapy Examination.
 - *Refer to the Casper College catalog for course descriptions and additional program information.*

Frequently Asked Questions

- What do respiratory therapists do?
 - Respiratory therapists evaluate, treat, and care for patients with breathing disorders. They work under the direction of physicians to assist in diagnosing, treating, and managing pulmonary conditions. Respiratory therapists utilize advanced equipment and employ various therapeutic techniques, including the administration of medical gases, medications, aerosols, bronchopulmonary drainage, ventilator support, and airway management, to help patients breathe more easily.
- 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 hospital settings, including intensive care, critical care, neonatal, and general medical floors.
 - The U.S. Bureau of Labor Statistics (2025) projects a 12% increase in the demand for respiratory therapists between 2024–2034, which is considered faster than average for all occupations.
- What kind of salary can I expect to earn as a respiratory therapist?
 - According to the U.S. Bureau of Labor Statistics (August 2025) salary survey, the national average annual salary for respiratory therapists is approximately \$80,450 per year or \$38.68 per hour.
 - Pay will vary depending on location, facility, and experience.
- How long is the Respiratory Therapy Program?
 - The Casper College Respiratory Therapy Program spans 24 months of continuous education, including two summer sessions.
 - Clinical instruction is conducted at various affiliated medical facilities, with a designated number of clinical hours each semester.
 - The program utilizes clinical sites across Wyoming, Nebraska, Colorado, and Montana.
 - Students are required to travel to these locations to complete their clinical requirements.
 - A trauma clinical rotation takes place during the Fall semester of the second year.
 - A neonatal clinical rotation takes place during the Spring semester of the second year.
 - **Hybrid Students:** There are special considerations for clinical rotations – see Sponsoring Clinical Site Specialty Requirements for details.
- How do I obtain the admission guide for the Respiratory Therapy Program?
 - To obtain the admission guide, contact Lupe at (307) 268-2235.
 - She will provide the current admission guide and any additional application details.

Consequences of Criminal Conviction(s)

Upon completion of the Respiratory Therapy Program, graduates should be aware that the National Board for Respiratory Care (NBRC) and/or respective state licensing agencies may deny eligibility for credentialing examinations and/or state licensure to applicants with a history of criminal convictions, chemical dependence, or certain mental health conditions.

- The NBRC has no legal authority over respiratory therapy students until an application for credentialing is formally submitted. Therefore, the NBRC cannot provide an opinion on an individual's eligibility until the application is submitted.
 - Students who believe they may fall into this category should verify their eligibility as early as possible to avoid investing time and resources into a program they may be unable to complete for licensure purposes.
 - Students should notify the Program Director for guidance and will be directed to the appropriate state office or licensing authority for further information.

Are you ready to apply?

Complete the checklist to find out if you are ready to apply for admission to the Respiratory Therapy Program.

<https://www.caspercollege.edu/program/respiratory-therapy/>

If you have any questions, please call Grant Hosking at 307-268-2544 or email him at:

grant.hosking@caspercollege.edu

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

All application materials must be submitted on or before the 1st Monday of April.

Application for Admission

You may download a fillable application form from the Casper College Respiratory Therapy Program webpage at

<https://www.caspercollege.edu/program/respiratory-therapy/>

Requirements for Application Processing

1. Completed every step from the Casper College Respiratory Therapy Program Checklist.
 - Current student, or applied for admission to Casper College
 - Prerequisites completed, or in progress, with a “C” or better
 - Cumulative GPA of 2.3 or greater
 - Three letters of recommendations
 - Personal essay on why you want to be a respiratory therapist
 - Completed 8-hour observation at an approved clinical site
 - Reviewed the handbook and understood the requirements, roles, and responsibilities of the Respiratory Therapy student.
2. Personal Interview
 - Complete a personal interview with program faculty during the spring semester of the application year.
 - Upon completion of all interviews, students will be notified of acceptance or wait-list status.
3. Health Examination
 - Provide evidence of a recent physical examination completed by a licensed physician after the interview and once accepted into the program.

Orientation Respiratory Therapy Program

To ensure clear communication of program requirements and expectations, a mandatory orientation process has been established for all accepted students.

- Orientation Requirement:
 - There will be one (1) mandatory student orientation held prior to the start of the program.
 - The orientation includes all traditional and hybrid students who have been accepted into the program.
 - Traditional students are required to attend in person.
 - Hybrid students may attend via video conference, as assigned by the Director of Clinical Education.
- Duration:
 - The orientation will last approximately two (2) hours.
 - Additional one-on-one time may be assigned, if necessary.
- Topics Covered:
 - Program goals
 - Program expectations
 - Immunization and vaccination requirements

- Health screening procedures
- Health and automobile insurance requirements
- Background check process
- Drug screening policy
- Uploading documents to the shared Google Drive student folder
 - Folder will be assigned at orientation
- Clinical requirements
- HIPAA policies
- Clinical scheduling procedures
- Clinical documentation
- Student Association for Respiratory Care (SARC) – Campus Club
- Financial obligations and responsibilities

Admitted Students

Welcome to the Respiratory Therapy Program at Casper College!

Our educational philosophy is built on a sequential, continuous learning model that progresses from classroom lectures to laboratory skill development, simulation training, and, finally, clinical application.

Upon completion of this program, you will have acquired the knowledge and preparation necessary to sit for the National Board for Respiratory Care (NBRC) examination and complete all required steps for state licensure.

- Graduation and Commencement
 - Pinning and Commencement exercises are held annually in May.
 - Students who have completed or are expected to complete all degree requirements are eligible to participate in the Pinning Ceremony for the Respiratory Therapy Program, followed by Commencement exercises hosted by Casper College.
 - This includes passing the exit exam in Spring 2nd Year.
 - Students are responsible for ensuring that all degree requirements are met.
 - It is recommended that each student complete a degree check to verify timely graduation with their cohort.
- NBRC Credentialing Examinations
 - **Special Note: NBRC is changing its testing design as of January 2027!**
 - After completing the program, graduates are eligible to take the NBRC credentialing exam:
 - A single multiple-choice examination called “Respiratory Therapy Examination” with a low-cut score achieving Certified Respiratory Therapist (CRT) and a high-cut score achieving Registered Respiratory Therapist (RRT).
 - The new applicants' fee is \$360, and \$300 for repeat applicants.
 - Exams are administered through PSI testing centers, and results are provided immediately upon completion.
 - A PSI testing center is located on the Casper College campus, with additional centers available throughout the state, as well as in surrounding states.
 - These credentials are required for state licensure and professional practice.
 - These credentials must be maintained to work as a Respiratory Therapist.
- State Licensure Process
 - Once the CRT and/or RRT credentials have been obtained, graduates must complete the state-specific licensure process in the state where they plan to practice.
 - Each state has its own application and renewal requirements, which can be found on the respective state respiratory care licensure board website.

You are now on your way to an exciting and rewarding career in the field of Respiratory Therapy.

It is truly an exciting time to join the profession, and we wish you great success as you embark on this journey!

Professional Organizations

The respiratory therapy faculty strongly supports active participation in professional organizations as an essential component of professional development.

- To foster professionalism, all students in the Respiratory Therapy Program are required to maintain a student membership in the American Association for Respiratory Care (AARC) for the duration of the program.
 - Membership enrollment is completed during the first fall semester through www.aarc.org.
 - The cost of an AARC student membership is \$25 per year.
 - Students will also register for NextGen RT (a student engagement initiative within the AARC).

Required Casper College Curriculum

General education coursework may be completed either within or outside of the student's major field of study. A minimum of 60 general education credits is required for the Associate of Science in Respiratory Therapy.

<p>1. Reasoning and Inquiry in Science (4CR)</p> <ul style="list-style-type: none"> a. ZOO 2015 – Human Anatomy & Lab b. ZOO 2045 – Human Physiology & Lab c. CHEM 1000 – Intro to Chemistry & Lab* -or- d. PHYS 1050 – Concepts of Physics* <ul style="list-style-type: none"> i. *Special Note: Either Chemistry or Physics 	<p>2. Written Communication (3CR)</p> <ul style="list-style-type: none"> a. ENGL 1010 – English Composition* -or- b. ENGL 1020 – English Composition II* -or- c. ENGL 2005 – Writing in Technology and the Sciences* <ul style="list-style-type: none"> i. *Special Note: One of three required.
<p>3. Math Computation (3CR)</p> <ul style="list-style-type: none"> a. MATH 1000 – Problem Solving 	<p>4. Oral Communication (3CR)</p> <ul style="list-style-type: none"> a. COMM 2010 – Public Speaking
<p>5. US and Wyoming Constitution (3CR)</p> <ul style="list-style-type: none"> a. POLS 1000 – American and WYO Government 	<p>6. Social Science (3CR)</p> <ul style="list-style-type: none"> a. PSYC 1000 – General Psychology* -or- b. SOC 1000 – Sociological Principles* <ul style="list-style-type: none"> i. *Special Note: Either Psychology or Sociology
<p>7. Humanities (3CR)</p> <ul style="list-style-type: none"> a. i.e., Art History, Foreign Language, Music, Theatre <ul style="list-style-type: none"> i. See the course catalog for all options 	<p>8. Fine Art (3CR)</p> <ul style="list-style-type: none"> a. i.e., General Studio Art, Photography, Painting, Ceramics <ul style="list-style-type: none"> i. See the course catalog for all options
<p>9. Health and Wellness (1CR)</p> <ul style="list-style-type: none"> a. i.e., Fitness, Conditioning, Bowling, Yoga, Tennis <ul style="list-style-type: none"> i. See the course catalog for all options 	<p>10. General Education Elective (3CR)</p> <ul style="list-style-type: none"> a. To be chosen from the areas listed above <ul style="list-style-type: none"> i. See the course catalog for all options

Required Respiratory Therapy Program Curriculum

- The Respiratory Therapy Program curriculum follows a structured, sequential design with specific courses and clinical hours assigned each semester.
- **This curriculum is set and cannot be altered or adjusted.**
- Each course must be completed in the designated order with corresponding classes to ensure the progressive development of clinical knowledge, technical skills, and professional competencies required for safe and effective respiratory care practice.
- Clinical experiences are scheduled and assigned by faculty to meet established program and accreditation requirements throughout all clinical locations.
 - **Hybrid Students:** There are special considerations for clinical rotations – see Sponsoring Clinical Site Specialty Requirements for details.
- **Important 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.
- The following is the set program curriculum:
 - If additional classes are needed for the degree, they must not interfere with courses or clinical hour requirements.

Summer 1st Year

RESP 1500	Introduction to Respiratory Therapy • Tues/Wed/Thurs: 10 am-12 pm	(3CR)
RESP 1505	Cardiopulmonary Anatomy & Physiology • Tues/Thurs: 1 pm-3 pm	(2CR)

Fall 1st Year

RESP 1523	Respiratory Pharmacology • Thurs/Friday: 9-9:50	(3CR)
RESP 1507	Respiratory Therapy I • Thurs/Friday: 10-11:15	(2CR)
RESP 1515	Respiratory Lab I *See Laboratory Requirements	(1CR)
RESP 1518	Respiratory Practicum I • Thursdays: 11:45-1:30 • <i>180 Clinical Hours</i>	(3CR)

Spring 1st Year

RESP 1545	Respiratory Pathophysiology • Thurs/Friday: 9-9:50	(3CR)
RESP 1527	Respiratory Therapy II • Thurs/Friday: 10-11:15	(2CR)
RESP 1535	Respiratory Lab II *See Laboratory Requirements	(1CR)
RESP 1538	Respiratory Practicum II • Thursdays: 11:45-1:30 • <i>180 Clinical Hours</i>	(4CR)

Summer 2nd Year

RESP 2500	Respiratory Specialty Practicum • <i>180 Clinical Hours</i>	(3CR)
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Fall 2nd Year

RESP 2510	Respiratory Pediatrics and Neonatology • Mon/Tues: 9-9:50	(3CR)
RESP 2507	Respiratory Therapy III • Mon/Tues: 10-11:15	(2CR)
RESP 2545	Respiratory Lab III *See Laboratory Requirements	(1CR)
RESP 2548	Respiratory Practicum III • Mondays: 11:45-1:30 • <i>240 Clinical Hours</i>	(4CR)

Spring 2nd Year

RESP 2570	Respiratory Simulations • Mon/Tues: 9-9:50	(3CR)
RESP 2557	Respiratory Therapy IV • Mon/Tues: 10-11:15	(2CR)
RESP 2575	Respiratory Lab IV *See Laboratory Requirements	(1CR)
RESP 2578	Respiratory Practicum IV • Mondays: 11:45-1:30 • <i>240 Clinical Hours</i>	(4CR)

Technical & Physical Standards

Casper College Respiratory Therapy students must possess the ability to complete all program requirements, including, but not limited to, those outlined in CoARC Standard 5.02(e).

Students must be capable of performing the following essential physical and technical functions:

- Sitting, standing, walking, pushing, pulling, reaching, squatting, and climbing stairs
- Lifting and/or carrying up to 50 pounds
- Transferring patients on and off beds
- Assisting in rotating patients for care
- Positioning patients appropriately for treatment
- Reaching in forward, lateral, and overhead directions
- Hearing conversations, monitoring equipment, performing auscultations, using telephones, and distinguishing various sounds
- Distinguishing between sharp and dull objects
- Differentiating between hot and cold temperatures
- Distinguishing distances, colors, objects, and people
- Demonstrating accurate depth perception
- Processing and communicating important patient information accurately and promptly

Students must be able to communicate information effectively to the appropriate members of the healthcare team, including, but not limited to, other respiratory therapists, physicians, residents, nurses, laboratory personnel, certified nursing assistants (CNAs), and other hospital staff.

Additional Standards Include:

Time Management	Demonstrates effective time management	Sets reasonable priorities; follows attendance and tardy policies; performs in the practicum setting, manages time effectively to accomplish the requirements of the practicum assignment.
Cultural Competence	Demonstrates respect for diversity factors	Tolerates individual differences; listens to opinions of others; gives others the benefit of doubt
Mobility	Physical abilities sufficient to move from room to room, safely perform treatments, and assist patients	Move around the practicum sites (i.e., hospitals, rehab, physician rounds, etc.); deliver manual treatments; transfer patients; exercise techniques in rehab; administer cardiopulmonary procedures in all sites
Motor Skills	Gross and fine motor skills are sufficient to provide safe and effective respiratory care	Performs treatment techniques using various procedures and equipment, transfers and positions patients. Makes alterations to mechanical ventilators and equipment changes for patients. Delivers appropriate respiratory care for a clinical scenario
Hearing	Auditory ability sufficient to monitor and assess health needs	Hears monitor alarms, equipment alarms, emergency signals, auscultatory sounds, and cries for help
Visual	Visual ability sufficient for observation and assessment is necessary in respiratory care	Observes patient response, assesses the effectiveness of treatment techniques
Tactile	Tactile ability is sufficient for physical assessment	Performs palpation techniques, records vital signs, and detects abnormalities in the musculoskeletal system, cardiac, and pulmonary systems

Professional Behavior Policy

The Respiratory Therapy Program expects students to demonstrate professional behaviors consistent with the standards of the healthcare profession. These behaviors are essential to ensure patient safety, effective teamwork, and successful progression through lecture, laboratory, simulation, and clinical experiences.

Required Professional Behaviors

- **Dress Code Compliance:** Adherence to the Respiratory Therapy Program dress code at all clinical sites and within the simulation center.
- **Attendance and Dependability:** Responsible and dependable attendance, punctuality, and maintenance of confidentiality in all educational settings, including classroom, laboratory, simulation, and clinical environments.
- **Accountability:** Acceptance of responsibility for personal actions, decisions, and learning outcomes.
- **Professional Composure:** Appropriate and constructive management of personal and professional stress or frustration.
- **Constructive Feedback:** Demonstration of the ability to receive, reflect upon, and apply feedback respectfully and effectively.
- **Respectful Communication:** Engagement with peers, faculty, staff, and patients in a respectful manner, free from derogatory language, judgment, or inappropriate behavior.
- **Professional Communication:** Use of appropriate professional verbal, non-verbal, and written communication at all times.
- **Respectful Learning Environment:** Commitment to maintaining a learning environment free from harassment, discrimination, or intimidation, where all students have the right to learn.
- **Professional Respect:** Consistent treatment of all individuals, including classmates, faculty, staff, patients, and families, with dignity, respect, and cultural sensitivity.
- **Legal and Regulatory Compliance:** Adherence to all applicable legal, ethical, and regulatory requirements of clinical practice.
- **Smoking and Vaping Policy:** As future respiratory therapists, students are expected to model healthy behaviors by refraining from smoking or vaping.
 - Students seeking assistance with tobacco or vaping cessation are encouraged to speak with a faculty member, who can provide referrals to appropriate cessation resources.
- ➔ This partnership fosters consistent communication, mutual respect, and shared accountability for upholding high standards of clinical instruction, professional conduct, and student learning outcomes - both at clinical sites and in the classroom.

Required Immunizations and Documentation

- **Hepatitis B Series**
 - Provide documentation after receiving the first of three vaccinations.
 - If the full series has already been completed, submit verification of completion.
 - Provide a Hepatitis B titer if the series has already been completed.
- **MMR (Measles, Mumps, Rubella)**
 - Provide documentation of two (2) MMR immunizations.
 - Submit MMR titer results.
 - Only if no documentation exists of prior immunizations.
- **Tuberculosis (TB) Testing**
 - Complete a two-step PPD test and provide documentation.
 - Clinical sites require a TB test 12 weeks before select clinical rotations.
 - Some sites may require this annually.
 - The Director of Clinical Education will provide the specific date for this to be completed.
- **COVID-19 Vaccination**
 - Provide documentation of COVID-19 vaccination(s).

- *Students seeking an exemption must discuss this directly with the Director of Clinical Education.*
- Tetanus, Diphtheria, and Pertussis (TDAP)
 - Provide documentation of current TDAP immunization within the last 10 years.
- Basic Life Support (BLS) Certification
 - Provide a copy of your current BLS certification (included in program).
 - Certification must remain current through May of the graduation year.
- Varicella (Chickenpox)
 - Provide documentation of the Varicella vaccine and/or titer results.
- Driver’s License
 - Submit a copy of your current driver’s license; it must remain current and on file.
- Automobile Insurance
 - Provide proof of current car insurance; it must remain current and on file.
- Latex Allergy Questionnaire
 - Complete and submit the latex allergy questionnaire.
 - If “yes” is marked – please discuss with your physician or allergist.
- Health Insurance
 - Provide proof of current health insurance coverage; must remain current and on file.
- Health Examination
 - Submit documentation of a completed health exam conducted by Student Health Services or a primary care physician.
- Background Check and Drug Testing
 - Completed during the summer semester and repeated in the second semester before neonatal rotations.
- N-95 Mask Fit Test
 - Completed annually and documented.
- Influenza Vaccine
 - Required annually during flu season.
 - Proof of vaccination must remain current and on file.

Important Note: All documents must be kept on file for both traditional and hybrid students.

Financial Aspects of the Program

Upon acceptance into the program, students will incur additional expenses.

The approximate expenses may include, but are not limited to:

Summer 1st Year	
Fee	Description
\$770	Tuition Fees (\$154/credit - 5 credits, in-state tuition)
Casper College RN: measles titer \$6, mumps titer \$6, rubella \$6	MMR vaccination X 2 dates. MMR Titer <i>(if required)</i> If the Titer is negative, a booster shot will be required, followed by a re-titer.
Casper College RN: Series \$30 Titer(s) \$15	Hepatitis B series (3 shots total) Hepatitis B Titer (If just starting series, this will be done after the student is done.) If the Titer is negative, a booster shot will be required, followed by a re-titer.
Casper College RN: TB tests are \$20 each	Current 2-step TB vaccination - (12 weeks before start of clinicals – the Director of Clinical Education will give you the date to get this done). Additionally, there may be 2-3 more single tests before certain clinical sites.
Covered by Insurance	COVID Vaccines and Booster (Exceptions may be made – speak to the Director of Clinical Education for

	further information)
Public Health \$50	TDAP
Covered by Insurance	Health Examination
\$35	Immunization record keeper (optional)
Variable Cost	Current Health Insurance
Variable Cost	Current Auto Insurance
Provided in the program	BLS Course (if needed)
\$200-\$400	Textbooks

Fall 1st Year

Fee	Description
\$1,386	Tuition Fees (\$154/credit - 9 credits, in-state tuition)
Covered by Insurance	Flu Vaccine yearly
\$50 - \$150	Scrubs in the class colors
\$75 - \$100	Stethoscope
6 months \$20.00 or 12 months \$39.50	My Clinical Exchange (MCE) – (for admittance into hospital systems)
\$150/2-year program (included)	Trajecsys – (for clinical tracking and competency checkoffs)
Casper College RN: \$6	Drug screen before clinical rotations begin
Variable	Criminal background check
\$25	AARC Student Membership
Variable Cost	Current Health Insurance
Variable Cost	Current Auto Insurance
Variable Cost	Transportation to and from the various clinical sites
Variable Cost	Lodging for out-of-town clinical site locations
\$50-100	WySRC Educational Opportunity
\$200-\$400	Textbooks

Spring 1st Year

Fee	Description
\$1,540	Tuition Fees (\$154/credit - 10 credits, in-state tuition)
Variable Cost	Current Health Insurance
Variable Cost	Current Auto Insurance
Variable Cost	Transportation to and from the various clinical sites
Variable Cost	Lodging for out-of-town clinical site locations
\$50-100	WySRC Educational Opportunity
\$200-\$400	Textbooks

Summer 2nd Year

Fee	Description
\$462	Tuition Fees (\$154/credit - 3 credits, in-state tuition)
\$50 - \$150	Scrubs in the class colors (new cohort colors)
Variable Cost	Current Health Insurance
Variable Cost	Current Auto Insurance
Variable Cost	Transportation to and from the various clinical sites
Variable Cost	Lodging for out-of-town clinical site locations

Fall 2nd Year

Fee	Description
\$1,540	Tuition Fees (\$154/credit - 10 credits, in-state tuition)

Covered by Insurance	Flu Vaccine yearly
6 months \$20.00 or 12 months \$39.50	My Clinical Exchange (MCE)
\$25	AARC Student Membership
Variable Cost	Current Health Insurance
Variable Cost	Current Auto Insurance
Variable Cost	Transportation to and from the various clinical sites
Variable Cost	Lodging for out-of-town clinical site locations
\$50-100	WySRC Educational Opportunity
\$200-\$400	Textbooks

Spring 2nd Year

Fee	Description
\$1,540	Tuition Fees (\$154/credit - 10 credits, in-state tuition)
Variable Cost	Current Health Insurance
Variable Cost	Current Auto Insurance
Variable Cost	Transportation to and from the various clinical sites
Variable Cost	Lodging for out-of-town clinical site locations
\$300 (included)	Tutorial Exams web-based
\$400 (included)	Kettering Seminar test preparation
\$200-\$400	Textbooks

Special Notes:

- Transportation to and from Clinical Sites
 - Students are responsible for transportation to and from assigned clinical sites, which may require the use of a personal vehicle.
 - Both out-of-state and out-of-town clinical rotations are a required component of the program.
 - For these rotations, students are responsible for arranging their own transportation, meals, and lodging.
 - Whenever possible, students will be scheduled in pairs to assist with cost-sharing.
 - Due to weather or travel conditions, students may need to travel earlier or remain later to ensure timely arrival at the clinical site.
 - Automobile insurance is required by state law for any student driving to and from clinical rotations.
 - Current proof of automobile insurance must be maintained on file. Student files may be audited at any time.
- Liability Insurance
 - Liability insurance for respiratory therapy students is provided through Casper College.
 - Students may choose to obtain additional personal malpractice insurance at their own expense.
 - Please note that this coverage does not include health or automobile insurance.
- Health and Medical Care
 - Student Health Services, located in the College Center, is staffed by a registered nurse.
 - The services of a licensed physician (MD) are available free of charge to degree-seeking students one day per week for three hours.
 - Refer to the Casper College catalog for additional details.

Traditional & Hybrid Access Policy

The traditional Respiratory Therapy Program allows students to complete lecture and laboratory coursework in person at Casper College, while participating in rotating clinical experiences at affiliated sites.

The hybrid Respiratory Therapy Program allows students to complete lecture coursework remotely while maintaining required in-person participation for laboratory sessions. Clinical experiences are completed at the student's sponsoring site, with additional specialty requirements as outlined in the Sponsoring Clinical Site Specialty Requirements. The following outlines the policies and expectations for traditional and hybrid students.

Admission

- Traditional Students and Hybrid Students must fulfill all application requirements and prerequisites for both Casper College and the Respiratory Therapy Program.
- Traditional students have pre-authorized sponsorship to existing clinical sites.
 - 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.
 - See the Clinical Accessibility Policy Statement for more information in the Health Science Handbook
- Hybrid students must obtain sponsorship approval from an existing CoARC-accredited clinical site with which Casper College already has a contract.
 - If no contract exists, contact the Director of Clinical Education (DCE) to determine if the site can be added as a hybrid location.
 - The contracting process may take up to one year, as all agreements must be reviewed and approved through legal channels; however, there is no guarantee of a clinical site acceptance.
 - An approval letter from the sponsoring site signed by a manager must be included with the student's application.

Lecture

- Traditional students are expected to attend lecture sessions in person in real time.
- Hybrid students are expected to attend class in real time in a quiet, stationary environment with their camera on throughout the entire session via Zoom
 - Students must attend lecture during their personal time and cannot log clinical hours simultaneously.
 - All students - traditional and hybrid - receive the same instruction, learning materials, and access to faculty support.

Examinations

- Traditional students will complete examinations online via Moodle, always using the Respondus LockDown Browser with live proctoring.
- Hybrid students will complete examinations online via Moodle, always using the Respondus LockDown Browser with Zoom proctoring and the camera on.
 - Shutting off the camera during an exam may result in a zero for that assessment.

Laboratory Requirements

1. Mandatory on-campus dates will be provided to the traditional and hybrid student cohort the semester before, approximately 10 days per semester.
 - This is typically the 4th week, the 8th week, the 12th week, and the 15th week of the semester.
 - 1st Year cohorts will attend on Wednesday*/Thursday/Friday.
 - 2nd Year cohort will attend on Monday/Tuesday/Wednesday*
 1. Day 1: Theory review, equipment identification, and skills practice.
 2. Day 2: Continuation of skills practice and competency checkoffs conducted by Casper College faculty and/or Adjunct Instructors.
 3. *Midterms (8th week) & Finals (15th week) will include a day in the Simulation Center on Wednesday of that same week.
 - All laboratory coursework will be conducted in person at the Casper College campus during these dates with both traditional and hybrid students.
2. Each week, instructors will post pre-recorded videos reviewing theory and principles that align with upcoming lab competencies on Moodle.

- Students are required to review all videos prior to on-campus sessions.
 - Hybrid students will have access to most laboratory supplies at their assigned clinical site and/or within the Hybrid Supply Box assigned at the beginning of each semester. *Not all laboratory equipment is available due to cost/size/reasonability, but all reasonable equipment will be provided.*

Clinical Hours

- Traditional and Hybrid students are required to complete a total of 1,020 documented clinical hours, distributed as follows:
 - Summer (1st Year): Lecture only
 - Fall (1st Year): 180 hours
 - Spring (1st Year): 180 hours
 - Summer (2nd Year): 180 hours (clinical only)
 - Fall (2nd Year): 240 hours
 - Spring (2nd Year): 240 hours

Clinical Scheduling

- Traditional students will participate in clinical rotations that the Director of Clinical Education will schedule in coordination with each clinical site.
- Hybrid students will participate in clinical rotations that will be scheduled in coordination with each student's sponsoring remote site.
 - Hybrid students who are required to perform additional requirements per Specialty Requirements will be scheduled by the Director of Clinical Education in coordination with each clinical site.
 - Hybrid students interested in rotating at additional clinical sites must follow the proper approval process, which the Director of Clinical Education will schedule in coordination with each clinical site.
- Approximately half of the required clinical hours should be completed by midterm each semester to ensure consistent progression.
 - Failure to complete hours in a timely manner may result in additional remediation or reassignment.
- Student progress will be monitored via clinical tracking systems (e.g., Trajecsys).
 - If remediation is required, the Director of Clinical Education will meet individually with the student to establish an improvement plan.

Sponsoring Clinical Site Specialty Requirements

The hosting hospital's trauma certification level determines program eligibility and the number and type of required travel clinical hours for Hybrid Students.

- Level I Trauma Center
 - May host hybrid students with the majority of clinical hours completed at the same site.
 - Required Specialty Rotations:
 - Level III NICU/PICU Rotation (Spring, 2nd Year)
 - Five (5) twelve (12)-hour shifts
- Level II Trauma Center
 - May host hybrid students with the majority of clinical hours completed at the same site.
 - Required Specialty Rotations:
 - Level I Trauma Rotation (Fall, 2nd Year)
 - Four (4) twelve (12)-hour shifts
 - Level III NICU/PICU Rotation (Spring, 2nd Year)
 - Five (5) twelve (12)-hour shifts
- Level III Trauma Center
 - May host hybrid students with a substantial portion of clinical hours completed at the same site.
 - **Additional Mandatory Requirement:**
 - Students must complete four (4) shifts per semester at a Level II or higher trauma center,

after completing 1st year (Summer, 2nd Year; Fall, 2nd Year; & Spring, 2nd Year).

- Required Specialty Rotations:
 - Level I Trauma Rotation (Fall, 2nd Year)
 - Four (4) twelve (12)-hour shifts
 - Level III NICU/PICU Rotation (Spring, 2nd Year)
 - Five (5) twelve (12)-hour shifts
- Level IV Trauma Center
 - May host hybrid students with a substantial portion of clinical hours completed at the same site.
 - **Additional Mandatory Requirement:**
 - Students must complete eight (8) shifts per semester at a Level II or higher trauma center, after completing 1st year (Summer, 2nd Year; Fall, 2nd Year; & Spring, 2nd Year).
 - Required Specialty Rotations:
 - Level I Trauma Rotation (Fall, 2nd Year)
 - Four (4) twelve (12)-hour shifts
 - Level III NICU/PICU Rotation (Spring, 2nd Year)
 - Five (5) twelve (12)-hour shifts
- Level V Trauma Center
 - May not host hybrid students for clinical rotations.
 - Students may enroll in lecture courses in the hybrid/online format; however, clinical rotations must follow the same site assignments as traditional students.

Disciplinary Policy

Failure to comply with expected professional behaviors, classroom attendance expectations, laboratory attendance expectations, confidentiality with testing, quizzes, or instructional materials, dress code, clinical site-specific rules, or any of the other outlined program policies and procedures will result in the following three-step disciplinary action process:

- First Offense
 - The student will be required to attend a faculty meeting and complete a Student Success Form.
 - This form serves as a structured plan to identify issues, outline corrective actions, and provide support for improvement.
- Second Offense
 - The student will be placed on professional and/or academic probation and will continue with the Student Success Form process under closer faculty supervision.
- Third Offense
 - The student will be dismissed from the program.

➔ This stepwise disciplinary process is the standard approach for addressing student conduct concerns. However, not all violations are appropriate for progression through each step. In cases where the severity of the issue warrants immediate action, the program reserves the right to bypass the stepwise process and implement immediate dismissal or assign a failing grade that results in dismissal from the program, as outlined in program policies.

Academic Chain of Resolution

Problem Example: Student / Instructor

Chain of Communication (in order):

1. Student
2. Instructor
3. Program Director and/or Director of Clinical Education
4. Dean of Health Science
5. Vice President for Academic Affairs

Channel Direction: ↓ (Proceed downward through the chain as necessary)

- The student may bring a support person (e.g., family member, friend, or peer) to any level of the resolution process for nonverbal personal support.
- At any point in the process, the student may seek advice from Student Services, understanding that Student Services does not have the authority to adjudicate academic issues.
- The Respiratory Therapy Program follows the Casper College Student Grievance Procedure, available in the [Casper College Policy Manual](#).

Clinical Chain of Resolution

Problem Example: Student / Preceptor

Clinical Chain of Command (in order):

1. Student
2. Preceptor / Clinical Adjunct Instructor
3. Charge Therapist
4. Manager of Department at Clinical Site
5. Director of Clinical Education and/or Program Director

Channel Direction: ↓ (Proceed downward through the chain as necessary)

- Students are encouraged to resolve clinical concerns through the chain of command in a professional and timely manner.
- The Director of Clinical Education may be contacted at any time via phone or email for guidance or support regarding a conflict.

Clinical Preceptor / Clinical Adjunct / Director of Clinical Education / Student Interaction

The Clinical Preceptor (employee of the clinical site), Clinical Adjunct Instructor (employee of Casper College), Director of Clinical Education, and student are expected to work collaboratively to ensure the success of the Respiratory Therapy Clinical Education Program.

Visitor Policy

No child or adult visitors are permitted in the classroom during class without the instructor's prior permission.

Student Service Work Policy

Students with prior knowledge, experience, or specialized skills may assist faculty during lectures or laboratory sessions to share their expertise and enhance peer learning.

- Students may assist faculty as part of the learning experience but may not serve as the primary instructor or instructor of record for any component of the curriculum.
- Students participating in clinical practicum rotations are present at clinical sites for educational purposes only.
 - This experience is intended to provide opportunities for students to apply and reinforce the competencies and skill sets outlined in the program's objectives.
- Respiratory Therapy students must not be substituted for paid staff or used in place of appropriate personnel at any clinical site.
 - Students shall not receive compensation or any form of paid exchange for time spent completing clinical practicum hours.

Drug and Alcohol Screening Policy

All Respiratory Therapy students are required to undergo drug and alcohol testing prior to beginning their first clinical rotation, and at any time requested by the Program Director and/or Director of Clinical Education.

Students are also subject to random drug testing throughout the program in accordance with clinical site policies

and in cases of reasonable suspicion of substance use.

Procedure

- Students will be notified by Casper College faculty before being tested.
- Students must present a valid form of photo identification at the time of testing.
- The clinical site will provide a consent form, which students are required to sign.
 - Failure to sign the consent form will result in dismissal from the program.
- If a student tests positive, the Occupational Health Department will notify both the student and the Director of Clinical Education.
 - For further guidance, refer to the Health Sciences Division Policy Statement Regarding the Chemically Impaired Student.

HIPAA Compliance & Confidentiality Policy

Maintaining patient confidentiality is a fundamental ethical and legal responsibility in healthcare, guided by the national standards set by the Health Insurance Portability and Accountability Act (HIPAA). All patients have the right to privacy and to have their medical information protected at all times. Confidentiality ensures that information entrusted to healthcare professionals is disclosed only when necessary to fulfill professional duties. Failure to maintain confidentiality is grounds for immediate dismissal from the Respiratory Therapy Program.

Confidentiality Guidelines

- Patient information must never be discussed in public areas such as cafeterias, elevators, hallways, or other non-secure locations.
- When case discussions are necessary for learning or patient care, they must occur in a secure, private area (e.g., department workroom) and in accordance with HIPAA standards.
- Patient records must not leave the clinical area, except when accompanying the patient during transport.
 - If a student is gathering information for a case study to be presented in class, all patient identifiers must be removed in accordance with HIPAA standards to ensure the patient remains fully unidentifiable and that the information is used solely for educational purposes in the presentation.
- Any item containing patient-identifiable information (e.g., labels, notes, or reports) must be shredded immediately after use.
 - Daily report sheets must be shredded upon completion of each clinical day.

Testing Policy

Students are expected to complete all examinations at the scheduled time. Maintaining testing integrity and adhering to established procedures is essential to ensure fairness and professionalism.

Testing Expectations

- Examinations must be taken as scheduled.
 - Exceptions are permitted only in cases of illness or extreme emergency.
 - Students taking a test early for any reason must sign a confidentiality agreement.
 - Whenever possible, the instructor should be notified in advance of an anticipated absence on a test day.
- Examinations are completed online through a lockdown browser.
 - Proctoring will occur in person or online through Zoom during the entire testing time.
- Students must make up missed examinations at the earliest reasonable opportunity following their return - typically on the first day back.
 - Students are responsible for coordinating with the instructor to arrange the make-up examination.
 - Each faculty member will establish their own policy regarding missed quizzes, late assignments, and missed laboratory sessions, which must be followed accordingly.
 - Failure to take an examination in compliance with these procedures will result in a zero (0) for that exam.

Confidentiality of Examinations, Quizzes, and Instructional Materials Policy

In accordance with Commission on Accreditation for Respiratory Care (CoARC) standards and Casper College academic integrity policies, **all** tests, quizzes, examinations, handouts, study guides, and other instructional or evaluative materials are considered confidential academic materials.

- When such materials are made available for review, they are provided solely for the individual student who completed the assessment and only for the purpose of personal learning and feedback. These materials remain the intellectual property of the Casper College Respiratory Therapy Program.
- Students are strictly prohibited from copying, photographing, recording, reproducing, distributing, or sharing confidential materials in any format. This includes, but is not limited to, sharing materials with:
 - Other students within the same cohort
 - Students in prior or future cohorts
 - Any individual not explicitly authorized by program faculty
- The creation and use of confidential content through third-party or online learning platforms, including, but not limited to, Quizlet, Kahoot, Anki, shared documents, screenshots, cloud storage, or similar tools, is allowed for individual use only; it is expressly prohibited when it is made public or distributed in any way.
- Possession of confidential testing or instructional materials by a student who was not authorized to receive them, regardless of intent or whether the materials are shared, constitutes a violation of academic integrity.
- Violations of this policy are considered serious breaches of professional and ethical standards and may result in disciplinary action up to and including immediate dismissal from the program, consistent with:
 - Program Disciplinary Policy
 - Casper College Academic Integrity Policy
 - CoARC requirements related to ethical conduct, assessment integrity, and fair evaluation practices
- Additionally, the National Board for Respiratory Care (NBRC) maintains strict rules and regulations regarding the use of its practice examinations, credentialing-related testing materials, and preparatory resources. Students are required to comply fully with all NBRC policies governing:
 - Practice examinations
 - Exam preparation materials
 - Test content confidentiality
 - Use, reproduction, or distribution of NBRC-related testing information
 - Any misuse, unauthorized sharing, reproduction, or possession of NBRC practice testing content or information derived from such materials is considered a serious breach of professional ethics and may jeopardize a student's eligibility for national credentialing.

Attendance Policies

Regular attendance, punctuality, and responsibility for coursework are among the most significant factors contributing to student success in the Respiratory Therapy Program.

Students are expected to be present, on time, and prepared for every scheduled class and laboratory. While occasional absences or tardiness may be unavoidable due to acceptable circumstances, students should recognize that consistent attendance is a critical measure of professionalism and reliability.

Classroom Attendance Expectations

- If a student cannot attend class on time, the instructor must be notified prior to the start of the scheduled session.
- If a student misses more than four (4) classroom hours in any course, or eight (8) hours with mitigating circumstances during a semester, they may be dismissed from that course with a failing grade.
- All courses begin promptly on the hour.
 - Traditional students are required to be physically present in the classroom during class time.
 - Hybrid students must be logged in via the designated media platform with **their camera on throughout class.**

- If absence is due to a medical reason, appropriate documentation must be provided.
- Appointments should be scheduled outside of class hours whenever possible.

Laboratory Attendance Expectations

- Mandatory on-campus dates are established; the student must be physically present, attentive, and actively engaged in all scheduled laboratory, simulation, and instructional activities.
- If a student misses more than two (2) laboratory hours, or four (4) hours with mitigating circumstances during a semester, they may be dismissed from that course with a failing grade.
- If absence is due to a medical reason, appropriate documentation must be provided.
- Appointments should not be scheduled during designated laboratory weeks, as these dates are established in advance.

Clinical Attendance Expectations

- Scheduling students for clinical rotations is a complex and carefully coordinated process.
- Attendance is therefore critical to ensure consistency, fairness, and adequate clinical experience for all students.
- Students assigned to clinical sites are not allotted sick days, personal leave, or other absences during scheduled rotations.
 - It is the student's responsibility to arrange make-up time for any missed clinical hours when openings are available at the assigned site with the Director of Clinical Education.

Absence Policy for Clinical Rotations

The following policy applies to all absences from clinical rotations and simulation sessions. Consistent attendance is crucial for meeting program objectives, ensuring patient safety, and upholding professional accountability.

1. Notification of Absence
 - a. If a student is sick or unable to attend, they must call both the clinical site and the Director of Clinical Education no less than 1.5 hours prior to the scheduled start of their shift.
 - i. Calling in less than 1.5 hours in advance will be considered a "no call/no show."
 - ii. A "no call/no show" is defined as failure to notify both the Clinical Site and Clinical Director at least 1.5 hours before a scheduled shift.
 - iii. A first "no call/no show" will result in probation.
 - iv. A student with two (2) no-call/no-shows in one semester, or three (3) total during the program, will be dismissed from the program.
2. Illness and Return to Clinical
 - a. Students must remain home until they are well enough to return safely to clinical rotations.
 - b. If a student is absent for more than two (2) consecutive days, a physician's note will be required before returning.
3. Definition of Occurrence
 - a. An occurrence is defined as a cluster of consecutive days missed due to a single, extended illness.
4. Permitted Absences and Make-Up Requirements
 - a. Two (2) occurrences are permitted per semester.
 - i. Missed time must be made up at twice the number of hours missed, as scheduled by the Director of Clinical Education.
 - ii. The student will be placed on probation at this time.
 - b. Three (3) occurrences within a semester will result in:
 - i. A letter grade reduction in the associated course, and
 - ii. Missed hours rescheduled at twice the number of hours missed.
 - iii. The student will also be placed on warning for program dismissal.
 - c. Four (4) occurrences within a semester will result in dismissal from the program.
5. Clinical Make-Up Policy
 - a. All missed clinical rotations must be made up before the end of the semester, unless alternative arrangements have been approved by the Director of Clinical Education.
 - b. No clinical make-up time will be scheduled during finals week.

Inclement Weather and Traveling to Clinical Sites

In the event of inclement weather, students are expected to use sound judgment when determining whether it is safe to travel to a clinical site. Student safety is the top priority.

- All students traveling to clinical sites outside of Casper are encouraged to monitor travel and weather conditions through reliable sources such as:
 - National Weather Service
 - WYDOT Roads and Travel (Wyoming 511)
 - Nebraska 511
 - MDT 511 (Montana)
 - CDOT Road Conditions (Colorado)
 - These mobile apps and websites provide up-to-date information on road closures and hazardous conditions.
- Students should take a proactive approach to ensure safety when traveling for clinical rotations.
 - This may include leaving earlier than usual or remaining overnight near the clinical site to avoid driving in unsafe conditions.
- If a student determines that travel is unsafe, the missed clinical hours will be made up or reassigned before the end of the semester.
- Do not risk personal safety to attend a clinical rotation during hazardous travel conditions.
- To cancel a clinical shift due to weather-related travel issues, the student must call both the clinical site and the Director of Clinical Education (DCE) at least 1.5 hours prior to the start of the shift - or as early as possible.

Student Progress Policy

All students must remain aware of their progress toward meeting course and program competencies and goals. The following procedures are in place to ensure that students receive timely feedback and adequate support to address any areas of concern or deficiency.

Progress Monitoring Procedures

- Students are required to monitor their academic progress in collaboration with program faculty.
- Program faculty may require additional progress monitoring to ensure compliance with academic and professional standards.
 - Any student who earns less than 78% on an exam in a didactic, lab, or practicum course must complete a Student Success Form (located within the Moodle Shell online submission or printed version)
 - This form facilitates the remediation process and, if necessary, connects the student with a peer or faculty tutor for additional support.
 - The purpose of this process is to ensure that the student can demonstrate improved competency in the course material before attempting the next written examination.
- Any student who fails two or more consecutive exams in a didactic, lab, or practicum course, or whose course average falls below 78%, will be contacted by program faculty to review deficiencies.
 - Faculty will collaborate with the student to create a more thorough Student Success Plan outlining specific strategies for improvement and measurable goals to help the student meet course and program competencies.
- Students in clinical rotations must review their daily evaluations in the clinical tracking system at least weekly to ensure accuracy and awareness of their performance.
 - If discrepancies are noticed, the Director of Clinical Education should be notified immediately.
- As part of RESP 2557, students will develop an individualized educational plan to address any identified or perceived weaknesses in academic knowledge and/or clinical skill performance.
 - This will be presented to ensure improvement in academic knowledge and/or clinical skill performance.

Respiratory Coursework Policy

Students enrolled in the Respiratory Therapy Program are engaged in college-level coursework and are expected to take full responsibility for their study habits and academic performance. The program material is extensive and detailed, and students may encounter challenges.

If difficulties arise, the student is responsible for seeking assistance from the Respiratory Therapy faculty.

Additional academic resources and support are available through the Student Services office.

Academic Standards and Responsibilities

1. All students must meet scholastic requirements.
 - A minimum grade of “C” (2.3 GPA) or higher must be maintained in all required courses to continue and complete the program.
2. Each instructor will provide a course syllabus outlining grading criteria, evaluation methods, and course expectations.
3. Students are responsible for submitting all assignments on time.
4. The Director of Clinical Education, Program Director, Adjunct Instructors, and clinical site preceptors will complete regular performance evaluations of each student.
 - Students are encouraged to discuss their progress openly with instructors to ensure mutual understanding of expectations and to establish realistic academic goals.
5. All course objectives must be met to receive credit for a class.
6. Absenteeism may interfere with meeting course objectives and could jeopardize successful course completion.
7. Missed clinical time must be made up, and there is a mandatory minimum each semester.
 - The Director of Clinical Education will arrange this.
8. If a student finds it necessary to withdraw from a course, they must first schedule a conference with the Respiratory Therapy Program Director and the Director of Clinical Education.
 - Proper withdrawal procedures must be followed to avoid receiving an “F” grade on the transcript.
 - It is the student’s responsibility to ensure all withdrawal forms are completed.
9. Instructors will keep students informed of their grades via the Moodle learning platform. Students may also request an appointment with any faculty member to review their academic standing.

Respiratory Laboratory Policy

Laboratory sessions are designed to provide students with hands-on experience in performing and applying respiratory care therapies commonly used in clinical practice.

Equipment is provided for student use during scheduled lab sessions. The lab will remain open during regular class hours for additional practice when not in use by other classes.

Laboratory Access and Use

- Due to the high cost and sensitivity of laboratory equipment, after-hours access (including evenings, weekends, and holidays) is only permitted after campus security has unlocked the lab.
- A sign-in sheet will be posted.
 - Students must sign in and out for any additional lab time used outside of scheduled class hours.
- If any laboratory equipment is found to be damaged, disorganized, or inoperable following open lab use, and proper notification has not been made to the Program Director or Director of Clinical Education, the lab may be closed to students unless supervised by faculty.

Laboratory Expectations

- After use, all equipment must be returned to its designated storage location.
- At the conclusion of each lab session, students must clean and organize the lab area before leaving.

Clinical Rotations Policy

Students are expected to be thoroughly familiar with and adhere to the following rules of conduct during clinical rotations. These standards reflect the professionalism, accountability, and ethical behavior required of respiratory care practitioners.

- Violations of these rules will be addressed with the student, and the Director of Clinical Education will place the student on probation while the student proceeds through the Disciplinary Policy outlined previously.
 - Please note that the list of conduct violations provides examples but is not exhaustive; concerns will be evaluated on a case-by-case basis as they arise.
 - Additionally, certain infractions may result in immediate dismissal from the program, as outlined. If, during the disciplinary process, the student fails to demonstrate improvement following counseling and remediation, the student will be dismissed from the program.

General Conduct Violations

1. Failure to maintain proper dress, appearance, or hygiene.
2. Disrespect toward supervisors, staff, or fellow students.
3. Refusal to work with an assigned preceptor or in an assigned area.
4. Divulging confidential patient information in violation of HIPAA and program policy.
5. Violation of safety rules or infection control procedures.
6. Failure to maintain professional relationships with patients and/or staff.
7. Use of profanity or inappropriate language.
8. Improper or falsified time clock use.
9. Leaving a clinical site without notifying appropriate staff.
10. Lack of motivation or unwillingness to learn.
11. Frequent conflicts with students, therapists, or staff.
12. Negative or defensive reactions to constructive criticism.
13. Improper conduct within the hospital or clinical setting.
14. Willful destruction, damage, or misuse of hospital or college property.
15. Discourtesy toward the public, patients, staff, or peers.
16. Sleeping during clinical hours or while on duty.
17. Accepting tips or gratuities from patients or families.
18. Failure to complete clinical hours by the end of the semester.
19. Falsification of institutional records, policies, or documentation.
20. Direct disobedience to instructions that jeopardize the safety or well-being of others or property.

Grounds for Immediate Dismissal

The following violations will result in immediate dismissal from the program and a failing grade for the course:

1. Smoking, alcohol use, or drug use at the clinical site.
 - I. This includes the sponsored clinical site student housing facilities.
2. Inappropriate or unprofessional patient contact.
3. Any violation of patient confidentiality, private medical information, or HIPAA standards.
4. Any violation of the confidentiality of examinations, quizzes, and other instructional materials.
5. Refusal of a clinical site to accept or retain a student for clinical rotations.
6. Abuse or inconsiderate treatment of a patient.
7. Theft, dishonesty, or falsification of records.
8. Physical fighting or unauthorized possession of a weapon.
9. Unprofessional or irresponsible behavior deemed unsafe or unethical by the clinical site or program faculty.

Code of Conduct in the Clinical Site Policy

Respiratory Therapy students are expected to uphold the highest standards of professionalism and ethical behavior during all clinical rotations. Each student represents both Casper College and the respiratory care profession and must conduct themselves accordingly.

Standards of Conduct

- Advocate for the rights and well-being of all patients.
- Maintain confidentiality at all times in accordance with HIPAA and program policy.

- Ensure safety for yourself, patients, families, and staff through adherence to established procedures and best practices.
- Provide care that is timely, compassionate, and professional.
- Accept responsibility for your own actions and performance.
- Treat others with respect, including patients, peers, faculty, and healthcare staff.
- Commit to lifelong learning and ongoing professional development.
- Collaborate effectively with staff, preceptors, and faculty to promote quality respiratory care.
- Encourage mentorship by engaging respectfully with staff and preceptors.
- Abstain from substances or behaviors that could impair judgment or performance.
- Refrain from performing any procedure for which you have not been adequately trained or approved.
- Uphold academic and professional integrity: cheating, dishonesty, or unethical behavior is not tolerated.

Clinical Competencies Due by Semester:

Fall (Aug-Dec) - 1st Year	Spring (Jan-May) - 1st Year	Fall (Aug-Dec) - 2nd Year	Spring (Jan-May) - 2nd Year
Isolation Procedure	Securing ETT & Cuff Management	Set up Mechanical Ventilation	Neonatal Only
Patient Assessment	Intubation	Routine Ventilator Check	Patient Assessment
Small Volume Nebulizer	LMA/KING LT/Combitube	ABG Sampling	Oxygen Therapy
Metered Dose Inhaler	Nasotracheal Suctioning	Routine Parameter Changes	Bag and Mask Ventilation
Dry Powder Inhaler	Endotracheal / In-line Suctioning	Transport Ventilator Set up	Initiation of Nasal CPAP
Transporting with O2	Tracheostomy Care	Spontaneous Breathing Trial	Ventilator Set up
Low-flow oxygen devices	Non-invasive Ventilator Set up	Weaning	Transcutaneous Monitoring
High Flow / Venturi Oxygen Devices	Non-invasive Ventilator Check	Pediatric Patient Assessment	
Pulse oximetry	Electrocardiography	Chest X-ray Interpretation	
Aerosol & Humidity	Inline MDI/SVN		
Incentive Spirometry (IS)	Extubation		
CPT			
Coughing Techniques			
Mucus Clearing Adjuncts			

Clinical Competencies Policy

Each semester, students are assigned a specific number of clinical competencies that align with current coursework and clinical objectives. These competencies are designed to ensure mastery of essential respiratory care procedures and skills.

- Competencies will require the use of specialized equipment in both the laboratory and hospital settings.
- The Director of Clinical Education will provide detailed information each semester regarding required competencies and evaluation criteria.
 - A copy of these competencies will be given to each clinical site.
- Once the appropriate equipment and supplies have been obtained, students must perform competency

checkoffs according to the standards listed in the clinical tracking system (e.g., *Trajecsys*).

- These are to be completed at the clinical sites while completing clinical hours.
 - If a student is unable to complete these during their clinical hours, they must speak with the Director of Clinical Education about arrangements to complete, as they must be completed by the end of each semester.
 - If a student is unable to successfully complete a competency check-off, remediation will be conducted with the Director of Clinical Education or an assigned adjunct faculty member until all performance standards are satisfactorily met.

Dress Code Policy

Professionalism is demonstrated in many ways, including how a student presents themselves at the clinical site. Students representing both Casper College and the Respiratory Therapy Program during clinical rotations are expected to maintain a professional appearance at all times.

The following dress code guidelines must be followed at all clinical sites, unless otherwise specified.

Failure to comply will result in the student being sent home and the loss of clinical hours for that day.

Personal Appearance and Grooming

- Always maintain excellent personal hygiene.
- Perfume, cologne, or scented body sprays are not permitted.
- Hair, including facial hair, must be neat, clean, and groomed, and kept in natural hair colors.
 - Facial hair may be required to be shaved for N-95 testing to ensure an appropriate seal.
- Long hair must be secured to prevent patient contact.
- Visible tattoos that may be considered offensive are not permitted.
 - Tattoos should be covered whenever possible in the clinical setting.
 - Because policies vary by site, students are advised to follow the strictest dress standards to avoid confusion.

Jewelry and Accessories

- The only visible piercings permitted are one per earlobe and one small nose stud.
 - Earrings must be plain posts—no hoops, dangles, or decorative styles.
- Rings are limited to one per hand and should have no large settings.
 - No rings are preferred when performing direct patient care.
 - Rubber rings are a great alternative to wear, and the loss of a ring is less likely.
- Necklaces must be small and unobtrusive, ensuring they do not contact the patient.
 - It is recommended that necklaces not be worn at the clinical site.
- Permanent Jewelry
 - These may be permitted but will need to be addressed on a case-by-case basis by the Director of Clinical Education.

Clothing Requirements

- Scrubs are the only acceptable clinical attire and must be in the designated class colors:
 - First-Year Students:
 - Tan scrub top with black scrub pants.
 - Second-Year Students:
 - Royal blue scrub top with black scrub pants.
- Under shirts are allowed under scrub tops, and jackets that are in the same color as the cohort.
- Clothing must be neat, clean, pressed, and in good repair.
- Name badges must always be worn and remain clearly visible and legible.
 - Badges are expected to be worn at the neck level and may not be attached to pockets, waistbands, or pants.
 - This may be either the Casper College Student ID or a clinical site-issued badge.

Nail and Hand Hygiene

- Nails must be short, clean, and well-groomed.

- Only clear nail polish is permitted.
- Artificial nails or nail enhancements are strictly prohibited.

Contracts for Clinical Sites

The Casper College Respiratory Therapy Program maintains clinical affiliation agreements with the following facilities:

<u>Wyoming Hospitals:</u>	<u>Out of State Hospitals:</u>	<u>Clinics:</u>
<ul style="list-style-type: none"> • Banner Wyoming Medical Center <ul style="list-style-type: none"> ○ (Level II) Casper, WY Phone: (307) 995-0187 • Cheyenne Regional Medical Center <ul style="list-style-type: none"> ○ (Level II) Cheyenne, WY Phone: (307) 633-7546 • Campbell County Hospital <ul style="list-style-type: none"> ○ (Level III) Gillette, WY Phone: (307) 689-7464 • Ivinson Memorial Hospital <ul style="list-style-type: none"> ○ (Level IV) Laramie, WY Phone: (307) 755-4489 • Sheridan Memorial Hospital <ul style="list-style-type: none"> ○ (Level IV) Sheridan, WY Phone: 	<ul style="list-style-type: none"> • Billings Clinic <ul style="list-style-type: none"> ○ (Level I) Billings, MT Phone: (406) 435-6041 • Regional West Medical Center <ul style="list-style-type: none"> ○ (Level II) Scottsbluff, NE • St. Vincent Healthcare <ul style="list-style-type: none"> ○ (Level II Adults; Level III NICU) Billings, MT <ul style="list-style-type: none"> ▪ Day Shift Lead (0600–1800): (406) 661-6434 ▪ Night Shift Lead (1800–0600): (406) 661-6435 • St. Mary’s <ul style="list-style-type: none"> ○ (Level II Adults; Level III NICU) Grand Junction, CO Phone: 	<ul style="list-style-type: none"> • WyMC Sleep Lab Casper, WY Phone: (307) 577-2833 • WyMC Pulmonary & Cardiac Rehabilitation Casper, WY Phone: (307) 577-2946 • Dr. Monfre Cardiac Clinic & Surgery Casper, WY Phone: (307) 233-0250

Reinstatement Policy

A student earning a final grade below a “C” in any clinical, laboratory, or didactic Respiratory Therapy course will be ineligible to continue in the program. Students who wish to continue have two options:

1. Reapply as a freshman student during the next application cycle in April of the following year.
2. Apply for advanced standing in the semester that they exited, if space is available in that class.

Re-entry will not be considered for:

- Reapplying after two (2) failed attempts in the program.
- Reapplying beyond one academic year.
- Demonstrated violations of professional ethics or standards of practice.
- Failure to maintain a minimum cumulative GPA of 2.3 or higher.
- If there is no available space in the required class or clinical courses.

Process for Reinstatement with Advanced Standing

Students seeking re-entry through advanced standing must meet the following criteria:

1. Re-entry must occur within one (1) year of leaving the Casper College Respiratory Therapy Program to be considered for advanced standing (placement into the same semester in which the student previously exited).
2. The student must submit a written request to the Program Director expressing their intent to re-enter.

Reinstatement requires that the student demonstrate competency in all material from previously completed courses. This includes:

- A clinical laboratory demonstration exam covering material from all prior laboratory courses.
 - The student must achieve a score of 78% or higher to pass.
- A written examination covering material from all prior lecture courses.
 - The student must achieve a score of 78% or higher to pass.

Once both exams have been passed with a score of 78% or higher, the student may be readmitted to the program, with the expectation that all current course requirements (e.g., simulations, clinical hours, case studies, and examinations) will be completed in full accordance with the Casper College Respiratory Therapy Program Standards.

Transfer Students Seeking Advanced Placement

Students wishing to transfer into the Casper College Respiratory Therapy Program from another institution must meet the following requirements:

1. Timeframe Requirement
 - The student must apply within one (1) year of leaving their previous program.
2. Space Availability
 - Admission for transfer students is contingent upon available space within the program.
3. Accredited Program Requirement
 - The student must be transferring from a CoARC-accredited program.
4. Minimum GPA Requirement
 - Students must have a cumulative GPA of 2.3 or higher.
5. Transcript Review
 - All transcripts must be reviewed by the Casper College Respiratory Therapy Program Director to compare curriculum equivalency.
 - Course syllabi and descriptions may be requested for further evaluation.
6. Letters of Recommendation
 - Two (2) letters of recommendation are required:
 - One from the current program director.
 - One character reference.
7. Personal Interview
 - A personal interview will be conducted with the applicant by a committee consisting of:
 - The Casper College Program Director.
 - The Director of Clinical Education (DCE).
 - A representative from a clinical site.
 - One outside representative.
8. Program Requirements
 - The applicant must meet all Casper College Respiratory Therapy Program requirements, including:
 - Submission of current immunizations and/or appropriate titers.
 - Background check and drug screening.
 - Health examination.
 - Proof of current health and automobile insurance.
 - Completion and acknowledgment of the Respiratory Therapy Program Handbook.
9. Drug and Alcohol Screening

- All transfer applicants are subject to the Respiratory Therapy Program Drug and Alcohol Screening Policy.
10. Competency Verification
- The student may be required to demonstrate clinical and didactic competence in previously completed coursework to determine appropriate placement within the program.

Additional Notes

- If a student cannot fulfill clinical requirements due to previous employment issues or other concerns, and has not complied with the above requirements, they may be denied entry into the Health Science program or dismissed if already enrolled.
- Some programs do not assign clinical placements until the second, third, or fourth semester. Any student denied clinical access at any time before or during the program will be dismissed.
 - If clinical hours were not completed at the required level, the student must fulfill the total clinical hour requirement prior to program completion. This may require the student to complete additional clinical hours each semester to meet program requirements.
 - If clinical hours were previously completed at an advanced level, the student must still meet all established clinical requirements each semester and may not reduce the number of hours.

Student Files

The Respiratory Therapy Program maintains either a hard copy or electronic file(s) for each student to ensure secure record-keeping and compliance with institutional and accreditation standards.

Hard Copy Student Files

- A file folder is maintained for each student and contains all paper documentation related to that student, including:
 - Immunization records
 - College coursework and transcripts
 - Advising notes and actions
 - Other relevant program-related materials
- All student folders are the property of Casper College.
 - Students may request access to the contents of their folder during office hours, as needed.
 - Folders are stored in a secure location in the Health Science Building, Office 121, for a minimum of five (5) years after graduation.
 - After this period, all records are destroyed confidentially to protect student privacy.

Electronic Student Files

- Each student has an electronic clinical file maintained on the program's secure clinical tracking server; these files are permanently deleted upon completion of the program after five (5) years have passed.
- Students also have a personal electronic file stored on the secure Google Drive, labeled with their official Casper College email account (*@mycc.caspercollege.edu*).
 - Only the official college email may be used to access, upload, or edit documents in this file.
 - The student is not permitted to remove any items from this folder, as it contains clinical site admission documents and other college-related paperwork that must remain intact for auditing purposes.
 - This file contains all documentation required for program admission and clinical site compliance, including:
 - Photocopies of driver's license
 - Health insurance card(s)
 - Automobile insurance card
 - Vaccination records, titer documentation, and booster information
 - Health examination form
 - Handbook signed agreements
 - Both the Health Science Handbook and the Respiratory Therapy Handbook

Checklist for Success

This checklist for success is designed to guide students through completing all required program documents. It is available online in your Respiratory Therapy Google Drive Folder and must be completed and submitted electronically within that folder.

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

This checklist for success is due during the **final week of the summer semester** to ensure all requirements are met before the start of the fall semester clinical rotations.

Failure to complete the checklist by the deadline will result in the student being ineligible to attend clinical sites and, therefore, unable to progress in the program.

Exposure Control and Reporting Policy

To ensure the health and safety of all students, faculty, and patients, the Casper College Respiratory Therapy Program adheres to a comprehensive Exposure Control Policy in accordance with the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control and Prevention (CDC) guidelines.

This policy applies to all exposures to bloodborne, airborne, droplet, and contact-transmissible pathogens that occur during clinical or laboratory activities.

General Principles

- Students must complete the required Bloodborne Pathogen and Infection Control Training prior to beginning any clinical experience.
- All students are required to always follow universal and transmission-based precautions while participating in clinical and laboratory activities.
- Clinical affiliate infection control policies and procedures must be followed in addition to Casper College standards.
- Immediate reporting and medical evaluation are mandatory for all exposure incidents.

Definition of Exposure

A significant exposure is defined as any incident in which a student's skin, mucous membranes, or non-intact skin comes into contact with blood, body fluids, or infectious materials through one or more of the following:

1. Bloodborne Exposure:
 - Needle stick or puncture with a contaminated sharp object.
 - Blood or body fluid contact with open skin, mucous membranes, or the eyes, nose, or mouth.
 - Bite wounds involving exposure to blood or saliva.
2. Airborne Exposure:
 - Inhalation of infectious particles or droplets from diseases such as tuberculosis (TB), measles, varicella (chickenpox), or COVID-19 during patient care or aerosol-generating procedures.
3. Droplet Exposure:
 - Contact with respiratory droplets (typically within 6 feet) from patients with infections such as influenza, RSV, pertussis, or meningococcal meningitis.
4. Contact Exposure:
 - Direct contact with infected skin or contaminated surfaces carrying pathogens such as MRSA, VRE, C. difficile, Norovirus, or Scabies.

Immediate Response Steps

1. Perform Immediate First Aid:
 - Wash affected skin thoroughly with soap and water for 5–10 minutes.
 - Flush eyes, nose, or mouth with clean water or saline for 15–30 minutes if contamination occurs.
 - Remove contaminated PPE immediately and perform hand hygiene.
2. Seek Medical Evaluation:
 - Report to the facility's Emergency Department or Employee Health Department for assessment and post-exposure treatment, as directed by the clinical site's infection control policy.
3. Document and Report the Exposure:
 - All exposures must be reported immediately
 1. No later than 24 hours after the incident.

Notification Chain of Command

Following an exposure or suspected exposure, the student must notify the following individuals in this order:

1. Clinical Preceptor
2. Charge Therapist (if applicable)
3. Department Manager

4. Director of Clinical Education (DCE)
5. Program Director
 1. If the DCE is unavailable, contact the Program Director directly.

Preventive Measures and Personal Protection

- Always follow standard precautions and use appropriate personal protective equipment (PPE):
 - Gloves: for all contact with blood or body fluids.
 - Masks and Eye Protection: when splash or spray exposure is possible.
 - N-95 respirator (or higher-level PPE): for patients on airborne precautions.
 - Gown and gloves: for patients on contact precautions.
- Perform hand hygiene before and after all patient interactions.
- Maintain current N-95 fit testing and required immunizations.
- Never perform procedures or enter isolation rooms without appropriate PPE and authorization.

Follow-Up and Documentation

- The student must complete all exposure documentation as directed by the Clinical Site and Casper College's Incident Form.
- Follow-up care and any necessary testing will be completed per the clinical site's exposure control plan and Occupational Health protocols.
- Program leadership will maintain records of all reported exposures in compliance with confidentiality and health privacy laws.

Key Points to Remember

- Act immediately, timely first aid and reporting are essential.
- Always wear appropriate PPE for the situation and infection type.
- Do not attempt to manage an exposure alone; report and follow established protocols.
- All exposures must be reported—no exceptions.
- An [Incident Form](#) must be completed, with the student keeping a copy, and the original submitted to the Director of Clinical Education for filing.

Incident Form

Student: _____

Date: _____

Preceptor: _____

Date of Incident: _____

Agency/Unit: _____

Course #: _____

What type of Incident?

- Medication
- Procedure
- Safety
- Preceptor
- Conflict
- Lifting / Moving
- Other _____

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

Related to that event? Yes No

Explain: _____

Was the incident resolved? Yes No

Explain: _____

Was the Shift Supervisor and Preceptor notified? Yes No

Explain: _____

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

If yes, how _____

Was there remediation done? Yes No (If yes, describe) _____

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

Signature: _____ Date: _____

Latex Allergy Questionnaire

Student Name: _____ Date of Birth: _____

Return with the Entrance Health Examination Form.

1. Are you currently a health care worker? Yes No
2. When you wear or are around others wearing latex gloves, do you get hives, red, itchy, swollen hands within 30 minutes, or "water blisters" on your hands within a day? Yes No
3. Do you wear latex gloves regularly, or are you otherwise exposed to latex regularly? Yes No
4. Has a physician ever told you that you have a latex allergy? Yes No
5. After exposure to latex or rubber products, have you ever had respiratory distress, wheezing, asthma, runny nose, eye irritation, rapid heart rate, or swelling? Yes No
6. Have you ever had an allergic reaction, such as swelling, itching, hives, or other allergic symptoms, after the following:
 - a. After contact with latex or rubber products, such as balloons, erasers, rubber bands, rubber balls, pillows, elastic dressings, bandages, elastic waistbands on underwear Yes No
 - b. After a dental examination or procedure Yes No
 - c. After a vaginal or rectal examination Yes No
 - d. After contact with condoms or a diaphragm Yes No
 - e. After being examined by someone wearing rubber or latex gloves Yes No
7. Have you ever had an unexplained life-threatening allergic reaction, such as breathing problems, tongue and/or face swelling, throat swelling, or difficulty swallowing? Yes No
8. Have you ever had allergies, asthma, hay fever, eczema, or problems with rashes? Yes No
9. Are you allergic to: avocado, apple, pear, celery, carrot, hazelnut, kiwi, papaya, pineapple, peach, cherry, plum, apricot, banana, melon, chestnut, nectarine, grape, fig, passion fruit, tomatoes, or potatoes? Yes No

If you answered yes to any of the above questions, please explain here further:

This questionnaire is intended for screening purposes only. See an allergist or physician for diagnosis.

Entrance Health Examination

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

Casper College Respiratory Therapy Program

First Name:	Last Name:
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Prefer No Answer	DOB:
Street Address:	City, State, Zip Code:
Phone:	Email:
Emergency Contact: Relationship:	Phone:

Section II: Health History *(To be completed by student)*

Do you have, or have you ever had:	Select	One	Do you have, or have you ever had:	Select	One
Head/brain injuries or illnesses <i>(multiple concussions, etc.)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Eye problems <i>(except glasses or contacts)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Seizures/epilepsy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Ear and/or hearing problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Heart disease, heart attack, bypass, or other heart problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chronic (long-term) cough, shortness of breath, or other breathing problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Kidney problems, kidney stones, or pain/problems with urination	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Anxiety, depression, nervousness, or other mental health problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No
GI disorder	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Missing or limited use of arm, hand, finger, leg, foot, toe	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Diabetes or blood sugar problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Bone, muscle, joint, or nerve problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you currently drink alcohol?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, how many drinks per day/week	_____	_____
Have you ever used, or do you now use, tobacco?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, <input type="checkbox"/> Cigarettes <input type="checkbox"/> Chew <input type="checkbox"/> Vape # per day _____	# of years	_____
Have you used an illegal substance within the past two years?*	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Have you ever failed a drug test or been dependent on an illegal substance?*	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<small>Please see Policy on Consequences of Criminal Conviction(s)</small>			<small>Please see Policy on Consequences of Criminal Conviction(s)</small>		
Physical Abilities & Technical Standards:	Select	One	Physical Abilities & Technical Standards:	Select	One
Lift, push, or pull at least 50 pounds	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Tolerate exposure to bodily fluids and infectious diseases	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Stand and/or walk for extended periods of time, including utilizing stairs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Use fine motor skills for equipment operation and performing procedures	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Hear breath sounds, equipment alarms, and verbal communications	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Visually assess patients, equipment, and monitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If yes, please expand, if necessary:

Hospitalizations / Surgeries / Major Injuries (Date & Description):

Medications (including over-the-counter):

Vaccination History: *Please ensure that you have all vaccination records available.*

See Required Immunizations and Documentation for more information and specific instructions.

Section III: Physical Pre-Testing *(To be completed by nurse/office personnel)*

Student Name:	Age:	Date:	Time:
Blood Pressure:	Pulse:	SpO2:	Height:
Weight:	Vision: Right Eye _____ Left Eye _____	Hearing:	Right Ear _____ Left Ear _____

Section IV: Physical Examination *(To be completed by physician/nurse practitioner/physician assistant)*

Body System:	Select	One	Body System:	Select	One
General	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	Abdomen	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal
Skin	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	Genito-urinary system	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal
Eyes	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	Back/Spine	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal
Ears	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	Extremities/Joints	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal
Mouth/Throat	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	Neurological (Reflexes)	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal
Cardiovascular	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	Gait	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal
Lungs/Chest	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	Vascular System	<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal

Discuss any abnormal answers:

I certify that I have examined the above-named student and find them:

- Physically and mentally capable of participating in the Casper College Respiratory Therapy Program without restriction.
- Capable with accommodations (describe below).
- Not medically cleared at this time (explain below).

Restrictions/Accommodations/Comments:

Provider Name (Printed): _____

Provider Signature: _____ Date: _____

Exposure Control Form

As a student enrolled in the Casper College School of Health Science, I understand that, in accordance with standard precautions and infection control policies at cooperating clinical sites, I am required to wear eyeglass shields or goggles during clinical rotations to prevent fluid splashes or airborne particles from contacting my eyes.

Examples of clinical situations requiring eye protection include, but are not limited to:

- Surgical or invasive procedures
- Bronchoscopy
- Working with combative or high-risk patients
- Blood draws or arterial punctures
- Suctioning procedures
- Ventilator circuit changes
- Cleaning or handling spills of body fluids

Acknowledgment

- I understand that I am required to purchase my own protective eyewear.
- I accept responsibility for maintaining this equipment and agree to replace it if lost or damaged prior to my next clinical rotation.
- I agree to use personal protective equipment (PPE) in accordance with standard precaution policies and to uphold all safety and infection control standards while representing the Casper College Respiratory Therapy Program.

Student Name (Print) _____

Signature _____ Date _____

Respiratory Therapy Handbook Agreement

I have read and reviewed the Casper College Respiratory Therapy Program Student Handbook, housed within the School of Health Science, and I fully understand its contents.

I agree to adhere to all policies, procedures, and professional expectations outlined therein and acknowledge that compliance with these standards is a condition of continued participation in the Respiratory Therapy Program.

Student Name (Print) _____

Signature _____ Date _____

School of Health Science Handbook Agreement

As a student in the Respiratory Therapy Program, you are governed by the policies of both the program and the Casper College School of Health Science. In addition to adhering to all policies and procedures outlined in the Respiratory Therapy Student Handbook, you are also responsible for complying with all policies and expectations established by the School of Health Science.

Students are required to thoroughly review the Casper College School of Health Science Student Handbook, which can be accessed at:

<https://www.caspercollege.edu/schools/hs/>

After reviewing the handbook, students must print, sign, and upload **only** the acknowledgment page as a separate document to their Respiratory Therapy Google Drive folder, along with all other required program documents.