



2017 -2018

# Cardiopulmonary Care Science Program Policies and Procedure Manual



FLETCHER TECHNICAL COMMUNITY COLLEGE  
CARDIOPULMONARY CARE SCIENCE PROGRAM  
Program Policies and Procedure Manual

**Intent and Purpose**

The purpose of this document is to 1) outline the respiratory therapy program policies and procedures that apply to all students and faculty regardless of instructional setting and 2) keep them in a centralized document. This will make it easier for both future faculty and for the accreditation agency to locate operational information. Prior to the 2015 self-study process for the Commission on Accreditation of Respiratory Care (CoARC), the information was found in a variety of FTCC documents. Therefore, this document is intended to be an important resource for program faculty and key personnel associated with the CPCS program now and in the future.

This document should not be construed to take the place of the FTCC or LCTCS Policy and Procedure manual that is the legal policy and procedure document for the institution.

**Accreditation of Respiratory Therapy Program #200410**

The Commission on Accreditation for Respiratory Care (CoARC) is the sole nationally recognized authority for the accreditation of first professional degree programs in respiratory care. CoARC's mission is to serve the public by promoting high quality respiratory care education through accreditation services.

Accreditation is a status that provides assurance to prospective students, their families and the general public that an institution (or program) meets minimum requirements (i.e., Accreditation Standards) and that there are reasonable grounds to believe the institution (or program) will continue to meet those standards in the future.

CoARC  
1248 Harwood Road  
Bedford, TX 76021-4244  
(817) 283-2835  
(817) 354-8519

The most recent information on CoARC, personnel, and accreditation is located on the website:  
[www.coarc.com](http://www.coarc.com)

**CoARC Required Documentation for Continuing Self Study Resource (CSSR) Program Administration and Sponsorship**

The following segments are organized for the 2015 CoARC Self-Study document.

**Standard 1.04*****a) Assuring that the provisions of CoARC Standards are met***

The program faculty will affirm that the Standards of Accreditation will be met as evidenced by the submission of the Application for Accreditation Services and by completion of the Continuing Self Study Resource (CSSR) including the requested documentation.

***b) Support for curriculum planning, course selection and coordination of instruction by program faculty***

Program personnel will determine the curriculum design based upon accreditation standards, professional scope of practice, and local scope of practice. The Advisory Committee will be included in the review process of the recommendations prior to the Curriculum Committee for changes in pre-requisites, sequencing or level of the course. This review may take place during a regular meeting or with email voting. Changes will be presented to instructional administration and the FTCC Curriculum Committee comprised of members from a wide range of college areas of interest. The committee will make a determination and recommendation to the Vice Chancellor of Instruction who then affirms or denies the recommendation.

Using the faculty master contract as a guide, program personnel will determine the coordination of class assignments each semester.

***c) Appointment of qualified faculty and staff, including key personnel***

The administration, faculty and staff will comprise committees that review applications, conduct interviews and make recommendations for hiring of instructional personnel. The office of the Vice Chancellor will present the selection to the Chancellor who will make the final decision.

***d) Supporting continued professional growth of faculty and staff***

Fletcher Technical Community College will support the cardiopulmonary care science faculty to the same degree as any other faculty members in the institution. The continued professional development fund, typically travel budget, is a budget process that must be justified each year. The Chancellor represents the Instructional Area in budget determinations. Approval for activities requiring reimbursement is included in the documentation for these expenditures. Faculty are given paid time off for attending professional meetings or activities regardless of whether associated expenses are reimbursed.

***e) Maintaining student transcripts.***

The Office of Registrar will maintain all student transcript records as well as certificate and diploma records. This is the office a student would contact to request official transcripts. There is a charge for this service.

***f) Managing and processing applications for admission.***

The Office of Admissions will follow the procedures for all student applications to the college as well as the selected admissions Cardiopulmonary Care Science Program. The Cardiopulmonary Care Science Program personnel will be responsible for determining the requirements for entry to the program. The Office of Admissions will collect the documentation as submitted by applicants toward the admission process and rank the applicants according to the prescribed formulae and conditions. The Program Director for Cardiopulmonary Care Science will correspond with those applicants to inform them of their selection or rejection from the program each year.

***g) Assuring appropriate supervision for students in all locations where instruction occurs.***

The Cardiopulmonary Care Science faculty will be responsible for the appropriate supervision of students in the classroom and laboratory setting. The program faculty will work with the adjunct clinical instructors and clinical agency instructors, who are employees of the agency, to outline suitable experiences and level of supervision during the time of clinic rotations.

***h) Assuring that appropriate security and personal safety measures are addressed for students and faculty in all locations where instruction occurs.***

Fletcher Technical Community College's Office of Security will be responsible for general safety on campus, security of events, and reporting crime on the campus to a public document. Students on campus are held accountable for their own conduct with consequences for violation that are listed in the college catalog. College maintenance and buildings personnel will be responsible for conducting regular fire drills. Human Resources will be responsible for instituting policies according to discrimination, harassment, incident reports and other issues of this nature. The Cardiopulmonary Care Science faculty will instruct students on the safety of the equipment and supplies that fall under this category. The Cardiopulmonary Care Science faculty will instruct students on the use of personal safety barriers and techniques associated with blood-borne pathogens and infectious agents as outlined in universal precautions. Students will follow all agency requirements for health and safety of the patients and personnel while on the premises of the clinical agencies per contractual agreement. If a student or faculty member is injured during clinic, an incident reporting form will be available for FTCC as well as any documentation for the facility.

***i) Granting the degree documenting satisfactory completion of the educational program.***

The Office of the Registrar will house all documents related to granting a degree. Documents are held in paper form for a prescribed period of time, then scanned and kept electronically for the future. There is a charge for replacement diploma if requested by a graduate.

**Standard 3.02**

***The program goals must form the basis for program planning, implementation and evaluation. Program goals with measurable outcomes must be reviewed annually by program personnel to ensure compatibility with the mission of the sponsoring educational institution.***

The mission of Fletcher Technical Community College is an open-admission, two-year public institution of higher education dedicated to offering quality technical and academic programs to the citizens of South Louisiana for the purpose of preparing individuals for employment, career advancement, and lifelong learning.

The mission of the Cardiopulmonary Care Science Program is to prepare students to be productive, responsible, and engaged citizens to meet the healthcare needs of Louisiana and beyond. This is accomplished through quality teaching, research, and service in a personalized, culturally rich and dynamic learning environment. While the program promotes research and appropriate service, teaching is its primary mission. The program is dedicated to continuous quality improvement through systematic assessment and evaluation of program outcomes, processes, and current and former students. Emphasis is placed on producing graduates to function as professionals in various venues wherein the practice of respiratory therapy occurs. The programs of study strive to broaden the scope of practice by teaching students certain components of cardiovascular technology.

The respiratory therapy program goal and standards will be reviewed annually by program personnel to determine alignment with the college mission. The Advisory Committee will review the goal on an annual basis to ensure alignment with the college mission. The last review was June, 2014. The CoARC annual report and response will be reviewed yearly by the Advisory Committee.

***GOAL: Upon completion of the program, the graduate will be a competent advanced level respiratory therapist.***

**Standard A:** Upon completion of the program, the student will have demonstrated the ability to comprehend, apply, and evaluate clinical information relevant to his/her role as a registered respiratory therapist.

**Standard B:** Upon completion of the program, the student will have demonstrated the ability to perform the clinical technical skills relevant to his/her role as a registered respiratory therapist.

**Standard C:** Upon completion of the program, the student will have exhibited the personal behaviors consistent with professional and employer expectations of a registered respiratory therapist.

**Standard 3.09**

***The program must conduct and document evaluations with sufficient frequency to keep students apprised of their progress toward achieving the curriculum competencies, and to allow immediate identification of learning deficiencies and the development of a means for their remediation in a reasonable time frame.***

The program will maintain documents of student progress toward meeting course standards and will keep each student informed of his/her progress in the program. This will occur in a variety of ways. For classroom courses, the use of Joule provides an online method for students to determine current grade status in courses. Students will be instructed to check with the instructor if there is a question about the grade. If the student is not progressing in a satisfactory manner then the student is encouraged to seek out the appropriate faculty member to seek assistance and remediation.

Because the first and second semesters of the program have the majority of the attrition, the faculty have developed strategies to identify individuals who are at risk, and intervene with counseling. In addition to using faculty office hours, the program director is available for group tutoring and review sessions.

**Standard 4.11**

***The program must ensure that course content, learning experiences (didactic, laboratory, and clinical), and access to learning materials are substantially equivalent for each student regardless of location***

The program does not utilize distant or satellite locations. Students will be provided with handouts with most classes and/or posted materials on Joule. Variability is encountered in the clinical setting at any given moment, but the attempt to even out the experiences by the end of the first year center around monitoring the types of activities the students are exposed to and changing hospital locations to give different perspective, activities, equipment, etc. All students will have the same documentation requirements, and frequent contact with the clinical instructors help to equal out the experiences. Instructors contact one another to share information on clinics to help with consistency in clinic experience.

**Standard 5.01**

***Web pages, academic catalogs, publications and advertising must accurately reflect each respiratory care program offered.***

The program will communicate with prospective and current students in a variety of ways. Information on the program is found on the website [www.fletcher.edu](http://www.fletcher.edu), as well as from publications that are refreshed each academic year and distributed by the Admissions office, and the catalog.

**Standard 5.02**

***Published information available to all prospective and enrolled students***

The FTCC college catalog is the location for the following requested information: the accreditation status for the college and program; admission and transfer policies; required academic and technical standards; requirements for program completion; graduation requirements; the academic calendar; policies and procedures for student withdrawal, probation, suspension, and dismissal; policies and procedures for refunds of tuition and fees; and policies and procedures for processing student grievances.

Estimate of tuition, fees and costs; the academic calendar for the semester can be found in the published schedules for registration each semester.

The program requires prior education to enter in the form of pre-requisite courses. The deadline for application is April 17 each year and the pre-requisites can be found in the program brochure, handouts at the cardiopulmonary care science program information sessions, catalog and on the college website.

The program will keep current all information regarding CoARC accreditation and contact information.

**Standard 5.04**

***All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations***

Non-discriminatory policies may be found in the college catalog, college website, master faculty contract, CPCS student handbook. Fletcher Technical Community College is committed to affirmative action, equal opportunities and non-discrimination in compliance with federal and state requirements. In accordance with the institutional non-discrimination policy, the Cardiopulmonary care science program of Fletcher Technical Community College will not discriminate in any of its admissions, educational programs/activities or employment policies or practices on the basis of race, color, religion, national origin or ancestry, age, gender, marital status, disability, genetic information, sexual orientation, height, weight or veteran's status.

**Standard 5.05**

***Appeal procedures must include provisions for academic and non-academic types of grievances and a mechanism for neutral evaluation that ensures due process and fair disposition***

The appeal procedure regarding cardiopulmonary care science class management issues, grades, and clinic policies will follow the same procedure for student complaints as found in the catalog and Cardiopulmonary Care Science Program Handbook and Clinic Policies. The appeal process will start at the classroom instructor level and moves up the administrative structure until it reaches the Vice Chancellor of Academic Affairs who will assemble a small committee of faculty, administrators, and students to review the appeal documents and determine the outcome. If the issue involves academic dishonesty, the Dean of Student Affairs is in place of the Vice Chancellor of Academic Affairs.

**Standard 5.06**

***There must be a faculty grievance procedure made known to all faculty***

The faculty grievance procedure is part of the Fletcher Technical Community College Employee Handbook. The faculty grievance is found on page 19 of the document. The grievance procedure form is found on page 28 of the document. The FTCC Employer Handbook is found on the college website [www.fletcher.edu](http://www.fletcher.edu).

**Standard 5.07**

***All personnel and student policies must be consistent with federal and state statutes, rules, and regulations.***

The cardiopulmonary care science program policies and procedures will be consistent with federal and state statutes, rules and regulations. These program policies are generally developed by the PD and DCE. Input from the medical director, Advisory Committee and Dean of Nursing and Allied Health and occasionally the Vice Chancellor of Academic Affairs, is also considered. For any issue that needing legal clarification, the college attorneys may be consulted using proper communication channels within the institution.

**Standard 5.08**

***Admission of students must be made in accordance with clearly defined and published practices of the institution and program.***

The general college admissions process is clearly stated in the college catalog (Appendix G). The CPCS program falls under the selected admissions category and a second level of admission will be required for these students. Therefore, in addition to the requirements to enter the college, a cardiopulmonary care science student must also meet additional pre-requisites. The criteria for entrance to the Cardiopulmonary Care Science Program will be published on the college website, in the college catalog, in program brochures, and handouts used for the program, as needed.

The following is information as it appears in the documents previously mentioned:

**Cardiopulmonary Care Science****Associate of Science****Admission Checklist and Instructions**

Applicants to the Fletcher's Cardiopulmonary Care Science (CPCS) program must complete and submit the following information in order to apply. ***If at any point, the candidate does not comply with any part of this process, the candidate will not be eligible for the program and will have to re-apply for a future clinical class.*** It is highly recommended that information be submitted together in a professional and organized manner in a folder; NOT in a notebook or binder. It is recommended that you hand-deliver all information including official transcripts. Please make sure official transcripts are left in the sealed envelopes; they will not be accepted if they are opened. All applicants must submit all of the following:

- \_\_\_\_\_ 1. All applicants must be unconditionally accepted to Fletcher. New and returning students (did not attend Fletcher in Fall 2012) must:
  - Complete an admissions application online at [www.fletcher.edu](http://www.fletcher.edu) and pay the \$10 application fee.
  - College Transcripts - If you attended ANY college or university prior to applying at Fletcher, you must submit official transcripts. Transcripts must be submitted even if credit was not granted. You will need to request the college or university send your official transcripts to Fletcher via E-Script or regular mail. If the transcript is hand delivered, it must be sealed by the issuing institution.
  - Official high school transcript or GED test results if applicant obtained a GED. If the applicant graduated from a Louisiana high school in 03-04 school year or afterward, their transcript will be accessed through the statewide student transcript system.



- Proof of immunizations [2 MMR shots (measles, mumps, and rubella), a current tetanus-diphtheria (TD) shot taken within the last 10 years, and a meningitis vaccination]. Proof of registration with Selective Service. This is a mandatory, non-negotiable requirement for all male students ages 18-25.
- Proof of Louisiana residency. A resident is one who has lived in Louisiana for 365 days preceding the anticipated date of enrollment. If the applicant cannot provide proof or is not a Louisiana resident, he/she will be charged non-resident tuition.

\_\_\_\_\_ 2. **SELECTIVE ENROLLMENT:**

Due to accreditation standards, state licensure requirements, and available hospital clinical slots, there is a quota placed on students selected to enter the second (clinical) year of the program. Selection will be based on the application requirements stated below and the following selection criteria:

**Selection Criteria:**

1. Academic GPA and meet the following:
  - a. A minimum GPA of 2.5 in the required support courses and a minimum overall GPA of 2.0.
  - b. Completion of first 44 hours of the curriculum.
2. Position Paper
3. Meet other requirements as outlined in the FTCC catalog and application  
NOTE: Interviews may be conducted as needed to determine final enrollment.

**APPLICATION REQUIREMENTS:**

Complete an “Application for Admissions to a Nursing or Allied Health Programs” and return to the **Department of Nursing** along with required documents by Thursday, April 17, 2014. Required documents are:

- \_\_\_\_\_ 1. Copy of recent official transcripts to include all prerequisite courses (direct from universities – no student copies). Transcripts must be submitted even if credit was not granted. You will need to request the college or university send your official transcripts to you to be submitted with this application. Transcripts must be sealed by the issuing institution.
- \_\_\_\_\_ 2. 1 to 2 page typed position paper explaining your interest and objectives for pursuing degree and career in respiratory care.
- \_\_\_\_\_ 3. Certificate of Criminal Background Verification.

- \_\_\_\_\_ 4. Health care requirements as listed before the Fall Semester:
  - a. TB skin test in the last 3 months (or Chest X-ray if skin test is positive)
  - b. Hepatitis-B Vaccination (documentation of series started, completed, or signed waiver of vaccination)
  - c. Positive Rubella titer or Rubella Vaccination
  - d. Meningitis
  - e. Tetanus/Diphtheria
  - f. Drug screening may be requested at any time during clinical experiences by the affiliate hospital
  
- \_\_\_\_\_ 5. Read and review the Technical Performance Standards specific to a Respiratory Care Practitioner.
  
- \_\_\_\_\_ 6. Signed Cardiopulmonary Care Science – Admission Checklist

**NOTE: Meeting the selection criteria does not guarantee acceptance into the program.**

Please hand deliver your application and supporting documents by Thursday, April 17, 2014 to:

Physical Address: Fletcher Technical Community College  
Cardiopulmonary Care Science  
310 St. Charles St.  
Houma, LA 70360

By signing and submitting this document, I understand that if Fletcher does not receive all required documentation, my application will be considered incomplete and will not be processed. I understand that it is my responsibility to make sure that all information that is submitted to Fletcher is received on time and is complete.

Applicant's Signature: \_\_\_\_\_

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

**FLETCHER TECHNICAL COMMUNITY COLLEGE  
DEPARTMENT OF ALLIED HEALTH  
CARDIOPULMONARY CARE SCIENCE**

**TECHNICAL PERFORMANCE STANDARDS**

Allied Health professionals, such as respiratory care practitioners (RCP's), are an integral component of the health care professions both from a resource and service perspective. To accomplish this, RCP's are exposed to a variety of tasks during their education process that are considered essential duties with accompanying physical demands. These areas are representative of the cardiopulmonary care science curricular presentation and graduate expectations in the work environment.

**Physical Abilities Required for the Respiratory Care Practitioner**

Physical requirements for students entering the Cardiopulmonary Care Science Program at Fletcher Technical Community College and functioning as a Respiratory Care Practitioner upon graduation are presented below.

**Essential Duties:** During the normal course of daily work, a variety of motor, technical, interpersonal, mental, and sensory skills are necessary for respiratory care practitioners. Interpretative skills, interactive and consultative skills, the ability to retrieve, process, and synthesize information about a patient's condition, and the ability to express themselves clearly in both a written and oral format are a must for all students enrolled in the educational program. Manual dexterity, auditory and visual dexterity are equally important in order to assess patients as well as to treat them via various modalities. Respiratory therapists, technicians, and students, are frequently called upon, especially in intensive care settings, to position patients, support them while getting in/out of bed, during ambulation, and assisting nursing staff in sitting them in chairs. Students must, therefore, be able to support a minimum weight of 100 pounds.

1. The respiratory care student must be able to successfully complete the "healthcare provider" level of CPR training as defined by the American Heart Association. **Rationale: This is a minimum requirement of students entering hospitals for clinical experience and employment.**
2. The respiratory care student must be able to lift a minimum of 35 pounds. **Rationale: In order to provide ordered therapy, equipment weighing at least 35 pounds may be needed. In addition, the student must often move or realign a patient before or after therapy has been initiated.**
3. The respiratory care student must be able to push and/or pull a minimum of 100 pounds. **Rationale: In order to provide ordered therapy; equipment, or a human weighing at least 100 pounds may need to be pushed or pulled.**
4. The respiratory care student must be able to hear and read (in English). **Rationale: The student is required to assess vital signs, enter written documentation of delivered therapy and outcomes in the medical record. The student must be able to read physician's orders and other information entered into the medical record in English as part of the minimum required competencies expressed by state and national accreditation and credentialing standards for the profession.**
5. The respiratory care student must be able to reach gas outlets that may be a least five feet from the ground level. In addition, the student must possess enough dexterity to plug in and/or disengage outlets with regulators, meters, reach over objects, and/or manipulate equipment at a distance. **Rationale: Administering pressurized gas to patients is a required activity of a student respiratory care practitioner.**

6. The respiratory care student must be able to go from one destination to another climbing stairs. **Rationale:** While most buildings have elevators, during times of emergencies, students will be required to arrive quickly to assist patients, necessitating the use of stairwells.

In addition, students will be expected to perform the following:

**A. Physical Demands**

- ◆ **High level of frequency** - walking, pushing, lifting, standing, pulling, climbing stairs, stretching, and bending
- ◆ **Moderate level of frequency** - running, reaching, carrying, stooping, visual strain, repetitive motion, and sitting

**B. Working Environments**

- ◆ **High level of exposure** - odors, fumes, and vibrations
  - ◆ **Low level of exposure** - heat, humidity, noise, wetness, cold, dust, sudden temperature changes, and poor lighting

**C. Occupational Safety/Health Risks**

- ◆ **High to moderate level of exposure** - mechanical, radiation, body fluids, chemicals, slippery floors, infectious diseases, body tissues, electrical, blood sharp objects, and aerosolized/airborne substances

**D. Need for Protective Precautions**

- ◆ **High frequency of usage** - latex gloves, goggles, face shield, ambu/resuscitation shield, gowns, and masks
- ◆ **Moderate frequency of usage** - hoods, shoe covers, and one-way valves

**Physical, Cognitive, Psychomotor, and Affective Variables**

Also, the following is a list of physical, cognitive, psychomotor, and affective variables which may impact essential, work related functions of entry-level and advanced-level Respiratory Therapists. These areas are representative of the curricula presentation and may relate to performance outcomes specific to didactic, laboratory, and clinical education in Respiratory Care.

**A. Visual Acuity:**

1. Ability to see all colors of the spectrum
2. Ability to distinguish calibrated markers
3. Ability to identify digital displays and controls in differing lighted environments
4. Ability to determine the depth of instrument placement
5. Ability to read small print on medical instrumentation or containers

**B. Hearing Acuity:**

1. Ability to hear alarms, beepers, and pages
2. Ability to hear and respond to verbal communication in the work setting
3. Ability to distinguish different alarm sounds/tones on medical devices

**C. Physical Ability:**

1. Ability to perform all range of body motions including walking, bending, stretching, reaching, and twisting of the upper and lower back
2. Ability to lift 35 pounds (weight of a small child or small equipment) alone
3. Ability to stand and/or sit for long periods of time
4. Ability to position patients in the bed or transfer them from bed to wheelchair
5. Ability to perform CPR; use of hands for manually compressing resuscitation equipment, and the use of hands and body for performing chest compressions
6. Ability to perform fine motor skills to manipulate precision instruments as well as adjustment and control of dials, touch pads, or keyboards
7. Ability to write legible for required documentation
8. Ability to move swiftly when the situation demands

**D. Communication:**

1. Ability to communicate with physicians, co-workers, other health care workers, the patient, and the patient's family

**E. Mental Stress:**

1. Ability to function appropriately under stress without hesitation using all knowledge and skills required to perform the task at hand
2. Ability to work long hours (8 to 12 hours), adapting to changes in the clinical schedule and/or emergency situations
3. Ability to function as a team member and to follow the appropriate administrative protocol and/or chain of command
4. Ability to review and use patient assessment data in a confidential and professional manner
5. Ability to make quick, life saving decisions

**F. Clinical Behavioral Requirements:**

1. Must be patient, kind, and tactful in dealing with patients and their families
2. Must understand that all information obtained in the clinical facilities is strictly confidential and it is not to be discussed outside the hospital or from unit to unit within the hospital
3. Must attend clinicals a minimum of 24 hours per week (2-12 hour days/3-8 hour days)

**Equal Opportunity and Anti-Discrimination**

Fletcher Technical Community College is an equal opportunity institution and is dedicated to a policy of nondiscrimination in employment or training. Qualified students, applicants, or employees will not be excluded from any course or activity because of age, race, creed, color, sex, religion, national origin, qualified disability, or disability. All students have equal rights to counseling and training. Inquiries regarding compliance with these federal policies may be directed to the College Chancellor.

The College is ethically committed and legally bound not to discriminate against students, faculty, or staff on the basis of their sex, race, religion, national origin, age, marital status, disability, or veteran's status. A member of the Fletcher community who believes that he or she has suffered discrimination by being denied rights assured by federal and state antidiscrimination laws may file a complaint with the Dean of Student Affairs or any other appropriate officer of the College. The complaint will be processed according to the procedure set forth in the *Student Handbook 2012-2014; Grievance Policy, page 17*.

## Disability Services

Fletcher adheres to the Americans with Disabilities Act, and the campus will make reasonable alterations in facilities, services, policies, and practices in order that qualified individuals with disabilities may have access to both employment and training. Students should contact the Office of Student Affairs before attending classes to request these services.

The Office of Counseling and Advising Services is a department within Student Affairs. The purpose, in regards to providing services for Students with Disabilities, is to provide testing and classroom accommodations and referrals for on-campus resources that will ensure students with disabilities the opportunity to receive a college education on a level playing field with their peers. The mission is to empower students with disabilities to competitively pursue higher education.

### **Financial Obligations (not included in tuition and books):**

#### A) Summer #1 (required)

Submit application and criminal background check (\$45-50)

#### B) Fall (required)

- 1) Uniforms (\$50-100)
- 2) Scope (\$40-75)
- 3) Equipment (\$10-25) (glasses, hemostats, scissors)
- 4) Healthcare Provider CPR (\$40)
- 5) Online clinical simulations created for beginning, intermediate and advance students  
Classmate Learning Resources (\$75 one-year subscription)

#### C) Spring

- 1) LSRC State Meeting (Baton Rouge)  
(\$125 room/meals, meeting registration) (optional)
- 2) Advanced Cardiac Life Support (ACLS) (\$80-120) (optional)

#### D) Summer #2

- 1) Completion Miscellaneous (picture, pin, composite picture) (\$25-50)
- 2) LA State Board License fees (\$100+)
- 3) NBRC Exam Fees (CRT \$190) (RRT \$390)

### **Clinical Affiliates: (PROVIDE OWN TRANSPORTATION REQUIRED)**

Houma area:	Terrebonne General Medical Center Ochsner - Leonard J. Chabert Medical Center Pulmonary Home Care, LLC
Thibodaux area:	Thibodaux Regional Medical Center
Morgan City area:	TECHE Regional Medical Center
Raceland area:	Ochsner Medical Center — St. Anne
Galliano area:	Lady of the Sea Hospital
New Orleans area:	East Jefferson General Hospital West Jefferson Medical Center Ochsner Medical Center – Jefferson Ochsner Medical Center - Baptist Ochsner Medical Center — Kenner Children's Hospital

### **Re-admission to the program**

Re-admission to the cardiopulmonary care science program will be on an individual basis and based upon the reason for termination. Persons who leave the program due to academic performance in the classroom in the second or subsequent semesters, or due to health, financial, or other personal reasons will be generally readmitted for the semester when the program or situation arose. Students may also reenter the semester prior to the problem semester with an independent study class in order to refresh skills and improve success. Students having academic difficulty in the first fall semester will need to follow the program application process for a new student including in updated application verification form by the April 17 deadline. Reentry is not automatically guarantee for students who must reapply and is dependent upon the ranking compared to other applicants based on application point accumulation.

Persons having been dismissed for clinical performance reasons may or may not be readmitted based upon the nature of the problem (example: excessive tardiness versus unsafe clinical practice). Upon reentry, the student will be placed on clinical probation resulting in more frequent evaluations and supervision for a minimum of one semester. In the case of pregnancy, illness, or military service, every effort will be made to work with the student to continue the program, if possible, but at the discretion of the program director.

A student wishing to reenter should provide a written request to the program director by March 1 for the summer semester, by July 1 for the fall semester and by November 1 for the summer semester in order to allow for clinical placement.

#### **Standard 5.11**

##### ***The health and safety of patients, students, and faculty associated with the educational activities and learning environment of the students must be adequately safeguarded***

The health and safety of patients, students and faculty in the clinical setting will be a responsibility shared by all parties. Of primary importance is the safety of patients which necessitates a number of requirements in a health curriculum unique to this educational setting. Contracts between Fletcher Technical Community College and the clinical agencies require that students entering the clinical area be in good health, free of communicable diseases, and have recent, specific criteria completed (e.g. TB testing). In addition, documentation of blood titer levels for immunity, injections, declination forms (as necessary), CPR card status, criminal background check, and drug screen results will be included in this file. These files will be shared only with the requesting clinical agency at the time of assignment. Rules and regulations for HIPAA will be followed with these documents. When on the premises of the clinical agency, students will be clearly identified and must follow the dress code as well as health and safety policy and procedures of the agency.

Prior to entering the clinic phase, students will be instructed on asepsis, personal protection barriers, patient isolation conditions, infection and biohazard control and disposal of hazardous waste. The student will be trained and tested on HIPAA information in both first and second year. Review of the procedures for incident reporting and subsequent actions will also be covered during the clinical orientation.

**Standard 5.12**

***Students must not be used to substitute for clinical, instructional, or administrative staff.***

A student may not be substituted for a clinical instructor, instructional faculty or administrative staff while a student. Although there are times when students work together in classroom, lab, or clinic and one student is more advanced when compared to others and leads the group, it should not be interpreted that the student is a substitute for primary faculty.

**Standard 5.13**

***Students must not complete clinical coursework while in an employee status at a clinical affiliate. Students shall not receive any form of remuneration in exchange for work they perform incident to their clinical education coursework and experiences.***

A student's presence in a clinical agency should not be interpreted by the clinic agency or employees in the department as an opportunity to place the student in the role of an employee with an employee's workload. In the instance of an end-of-rotation experience where a student is given a full workload as an exit evaluation, the student will not be left unsupervised, nor will the student be paid during these hours. Although the ultimate goal of the clinic rotation is to prepare a student to assume the duties of a therapist, using a student as an employee substitute on a frequent basis will not be allowed and may be grounds to review the affiliation arrangement. If a clinical agency hires a student to work outside of clinic hours, it will be construed as an arrangement between the student and his/her employer and does not apply to this policy. Students will not be paid during clinical rotation hours regardless of whether the student is an employee of that institution or not.

**Standard 5.14**

***The program must ensure that guidance is available to assist students in understanding and abiding by program policies and practices***

The program faculty will provide guidance to

- 1) prospective students to understand the requirements of the profession and criteria to enter the program;
- 2) newly accepted students to understand the requirements to enter the first semester of the program, including health requirements, criminal background screening, drug screening and attainment of CPR card;
- 3) first semester students as they enter the first professional coursework and must be presented the program policies
- 4) pre-clinical students in the orientation to clinical.

There is a thorough review and reinforcement of program policies found in the student handbook. The student must sign and accept responsibility for receipt of and adherence to these policies. The faculty will assist with interpretation and intent of policies and procedures. Faculty will be available to address concerns students have regarding program policies and procedures, student progress, program completion, personal/social concerns and factors which may interfere with the student's ability to learn. Faculty may refer students to a variety of other campus support services that may include; guidance / counseling, learning assistance lab (tutoring and disability services), financial aid, library and computer support services. The goal of the faculty will be to provide appropriate assistance and resources to keep the student in school.



**Standard 5.16**

***Students must have timely access to faculty for assistance and counseling regarding their academic concerns and problems.***

Cardiopulmonary Care Science program faculty will be available to meet with students, at a minimum, during posted faculty hours. When possible, faculty will meet with students at other times that are mutually available.

The program director is classified as an administrator and does not fall under the faculty contract. However, the program director shall be available to meet with students at anytime he/she is on campus.

**Standard 5.18**

***Records must be securely maintained for student admission, advisement, counseling, and evaluation. Grades and credits for courses must be recorded on the student transcript and permanently maintained by the sponsor in a safe and accessible location.***

The Cardiopulmonary Care Science Program will follow FTCC practice regarding the security of student records pertaining to health information, course grades, program progression, counseling and student correspondence. Student identification numbers will be used in place of social security numbers for purpose of identification and record retrieval. The records will be kept in a secured and locked office area when not occupied by faculty, and accessed by appropriate personnel only. This would include the Dean of Nursing and Allied Health, the administrative assistant, and other faculty, administrators or staff, as appropriate.

Students will not be allowed or have access to sensitive records of other students. These practices will be consistent with standards and guidelines associated with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

**Standard 5.21**

***Program records must be maintained in sufficient detail to document program resources and achievement of program goals and outcomes. These records must be kept for a minimum of five (5) years.***

The Cardiopulmonary Care Science Program will retain student records in either hard copy or electronic format for no less than five (5) years post-graduation for each class. In some cases, student records may be kept longer than five (5) years, for example, if there is belief a legal action may be possible and the statute of limitations for the event has not been reached, or if a disciplinary action resulted in program termination. Student records in the Cardiopulmonary Care Science Program files include: 1) evidence of admission criteria achievement or conditional acceptance; 2) student grades as documented on course grade spreadsheets; 3) records of individual student remediation; 4) records of individual student disciplinary action. The Nursing and Allied Health Division will maintain general sample documents such as syllabi and course documents that contribute to a final grade or course/program completion. Examples of these documents include, but are not limited to, sample copies of exams, quizzes, assignments, skill check-offs. Student records kept by the Office of Registrar include the official transcripts.

