



2014-2015

CARDIOPULMONARY CARE SCIENCE PROGRAM
STUDENT HANDBOOK



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PURPOSE

The purpose of these policies is to provide the student with information specific to the Cardiopulmonary Care Science Program. The policies and procedures contained in this handbook are subject to change without notice at the discretion of the Program Director with the approval of the Dean.

Any changes made will be communicated to students in a timely manner. This information is a supplement, not a substitute for, those present in the College Student Handbook and the FTC College Catalog. It is the student's responsibility to become familiar with all three documents while a student at the College. You are expected to abide by the regulations contained in them.

Your signature at the back of the Handbook indicates that you have read and understand the policies and that you agree to act in accordance with those policies and regulations

Welcome!

We are pleased that you have decided to jump in and dedicate yourself to becoming a Registered Respiratory Therapist through the Cardiopulmonary Care Science Program at Fletcher Technical Community College. The path you have chosen is rigorous, but we believe that you will find that the time and energy you expend will expand your horizons as a healthcare professional.

During your experience here you will apply information from the classroom into the laboratory and clinical setting. You will develop and draw on many skills, from critical thinking to empathy. In the clinical setting every patient, every situation is unique. You can't memorize all the answers, but you will be expected to apply the Cardiopulmonary Care skills that you have learned.

Your professional behavior is also essential. Those qualities—over and beyond the knowledge you gain and the skills you learn—which are essential for your success in school and in your later work as a Registered Respiratory Therapist. In broad terms, you will be expected to demonstrate respect for others, communicate effectively, cooperate with fellow workers, and display the dependability expected of a professional. Give 100% and treat your classmates, instructors, patients, and co-workers as you would like to be treated.

Those who make the most of the program learn early on that the program faculty, clinical staff and instructors, and other college personnel work extremely hard to build a bridge for you to successfully graduate and realize your dream. You can become a Registered Respiratory Therapist and enjoy a rewarding and successful career. It is up to you to be successful; we are here to help you achieve your goals.

DESCRIPTION OF THE PROFESSION

Respiratory therapists are members of a team of health care professionals working in a wide variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. As members of this team, respiratory therapists should exemplify the standards and ethics expected of all health care professionals.

Respiratory therapists provide patient care which includes clinical decision-making and patient education. The respiratory care scope of practice includes, but is not limited to the following basic competencies:

- acquiring and evaluating clinical data;
- assessing the cardiopulmonary status of patients;
- performing and assisting in the performance of prescribed diagnostic studies such as: obtaining blood samples, blood gas analysis, pulmonary function testing, and polysomnography;
- evaluating data to assess the appropriateness of prescribed respiratory care; establishing therapeutic goals for patients with cardiopulmonary disease; participating in the development and modification of respiratory care plans; case management of patients with cardiopulmonary and related diseases;
- initiating prescribed respiratory care treatments, managing life support activities, evaluating and monitoring patient responses to such therapy and modifying the prescribed therapy to achieve the desired therapeutic objectives;
- initiating and conducting prescribed pulmonary rehabilitation;
- providing patient, family, and community education;
- promoting cardiopulmonary wellness, disease prevention, and disease management; promoting evidence-based medicine by using established clinical practice guidelines and evaluating published research for its relevance to patient care.

From the Commission on Accreditation for Respiratory Care's —Accreditation Standards for the Profession of Respiratory Carell (CoARC, 2010).

<http://www.coarc.com/documents/new/2010%20CoARC%20Standards%20Final.pdf>

As a student, you are expected to learn the skills described to become a competent respiratory therapist.

AARC STATEMENT of ETHICS and PROFESSIONAL CONDUCT

In the conduct of professional activities the Respiratory Therapist shall be bound by the following ethical and professional principles. Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Promote and practice evidence-based medicine
- Seek continuing educational opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest, and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, and beneficial relationships with all health professionals.

Effective 12/94 Revised 07/12 For a more detailed description of the expectations for ethical behavior, see

http://www.aarc.org/resources/position_statements/ethics_detailed.html

STUDENT GROUP INFORMATION

Student Cardiopulmonary Care Association

The Student Cardiopulmonary Care Association (SCCA) is composed of all students enrolled in a cardiopulmonary care program at the College.

The purpose of this organization is to aid in the preparation of cardiopulmonary care students for their future profession.

RECOGNITION and AWARDS

Lambda Beta

This is a national honor society for Respiratory Care students. Program personnel nominate students who earn a cumulative grade point average in the top 25% of their professional year cohort and exhibit professional behavior. Categories of membership include Associate and Bachelor degree levels. Students are invited to join Lambda Beta and are eligible to apply for scholarships through the Society.

American Respiratory Care Foundation

The American Respiratory Care Foundation offers scholarships to selected undergraduate students. More information is found at <http://www.arcfoundation.org/awards/>

ACCREDITATION AND PROFESSIONAL REGISTRATION

Professional Registration/Certification

One of the goals of the College is to educate students in their respective health care field so that they are prepared for national certification/registration examinations. Taking these examinations is a graduate's choice and responsibility. The College does not guarantee that a student will pass these examinations, nor is the College responsible for the expenses incurred by a student as a result of the certification/registration process.

The Cardiopulmonary Care Program maintained ongoing national accreditation. This accreditation qualifies graduates to apply for examinations administered by the National Board for Respiratory Care. Graduates first take an entry-level examination. Passing this examination is a requirement in most states to be licensed as a respiratory care practitioner. In Louisiana this is administered by the Louisiana State Board of Medical Examiners (LSBME). After successfully completing of the entry-level examination, the graduate is awarded the credential of Certified Respiratory Therapist (CRT) and is eligible to take both of the Registry (Advanced Practitioner) Examinations. The Registry Examination for Advanced Practitioners consists of two parts, the Written Registry and the Clinical Simulation examinations. Upon successful completion of both examinations, the graduate is awarded the credential of Registered Respiratory Therapist (RRT).

PROGRAM ACCREDITATION

The Fletcher Technical Community College Cardiopulmonary Care Science Program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com).

The Commission on Accreditation
for Respiratory Care (CoARC)
1248 Harwood Road
Bedford, TX 76021-4244
(817) 283-2835

POLICIES and PROCEDURES

ACADEMIC PROGRESSION

Purpose:

To monitor progression of students throughout the program curriculum.

Policy:

Upon acceptance into the Cardiopulmonary Care Science Program, a clinical start date is reserved for the student. To progress in the program a student must maintain a grade of C or above in all courses. If a C is not attained, the course must be retaken when it is offered again.

If a student fails a course (receives less than a grade of C), the student cannot progress in the program until the course is successfully repeated. Because most professional courses are only offered once per year, students are advised that progression may be delayed by as much as one year. Furthermore, when a student is unable to progress with their cohort, they forfeit their clinical position. Therefore, enrollment in subsequent clinical courses will be determined by clinical space availability.

Cardiopulmonary Care Science courses may have additional requisites beyond the grade of C for a course. In addition, the student is expected to attain a score of 80% when all examination scores are averaged (including mid-term and final) at the end of the term. Failure to attain this average will result in failure of the course.

If a student is having difficulty with course content, it is the student's responsibility to contact the instructor for assistance with forming strategies for successful completion of course requirements. However, the student's progress will be assessed at mid-term and if any difficulty is perceived by the instructor, then remediation will be initiated. If the student's final grade is below a C the student will not be allowed to enroll in successive professional course work and will be reviewed, along with other applicants, at the next respective Admissions Committee meeting for a future clinical position.

Procedure:

- Students will inform their academic advisor or collegiate liaison of any mid-term grade of C or below received during a course.
- For any courses not taken at FTCC, students will submit an official transcript of grades to FTCC within four weeks after the start of the next semester.

- Remediation will be documented in the student's permanent advising folder and a copy sent to the Program Director.

FAILURE of TWO PROFESSIONAL COURSES

Purpose:

To halt the progression of students who are not demonstrating satisfactory academic performance necessary for completion of the Cardiopulmonary Care Science Program.

Policy:

Any student who fails two or more Cardiopulmonary Care Science courses will be dismissed from the Program.

Procedure:

- A student who has failed one (or more) Cardiopulmonary Care Science courses in any single term will be dismissed from the Program.
- A student who fails a Cardiopulmonary Care Science course in any subsequent term will be dismissed from the Program

GRADING PROTOCOL

Purpose:

To clarify the grading policies of the Cardiopulmonary Care Science classroom, laboratory and clinical coursework.

Policy:

Students are expected to achieve a score of 80% or above when all Cardiopulmonary Care Science course examinations (including mid-term and final examinations) are averaged at the end of the term, and also to achieve a minimum grade of a 80% (C) for each course.

Procedure:

Students must achieve a minimum of 80% average to successfully complete the course.

- Course grades will be figured by the total number of points that were available in the course for that semester.
- There will **not be any rounding of numerical grades** to the nearest integer.

Prior to the final course grade computation, examinations scores will be averaged to determine if an average of 80% has been met or exceeded.

If the student receives below an 80% average, the grade for the course will be a D or below. Examinations should be taken at the scheduled day and time. Examinations missed prior to mid-term will be completed by mid-term week. No exceptions will be made. Examinations missed after mid-term will be completed prior to final week. No exceptions will be made. A student's failure to comply with this policy will result in a grade of zero for the examination(s) not completed.

Grading for clinical courses include two additional components.

1. Clinical competencies must be completed as required for each clinical course.
2. Students must pass the Affective Behavior evaluation for each clinical course. This includes professional behaviors such as attendance, arrival on time for clinical experiences, and a respectful attitude.

CLINICAL POLICIES AND PROCEDURES

Purpose:

To allow students to become familiar with a variety of requirements in the clinical setting. Students will comply with Policies and Procedures of the College and the assigned clinical site.

Policy:

Students will be provided with Policies and Procedures of the College. An orientation at each clinical site will review the Policies and Procedures, as appropriate.

CLINIC ASSIGNMENT

Purpose:

To facilitate continuity and consistency of patient care.

Policy:

Every student will be assigned with a respiratory therapist or other appropriate health care professional when administering care to clients.

It is the responsibility of the student and the respiratory therapist or other appropriate health care professional to communicate on an ongoing basis which aspects of care will be provided by the student as determined by the course objectives and client requirements. Based on this communication, the student and the respiratory therapist or other appropriate health care professional share the responsibility for assuring that all client care is provided.

The respiratory therapist or other appropriate health care professional is responsible for the provision of supervision of learning experiences for the students. The respiratory therapist or other appropriate health care professional is ultimately responsible for all client care that is given.

Procedure

- At the beginning of each clinical session, each student will confer with the respiratory therapist or other appropriate health care professional regarding client care (e.g., treatments, procedures, and other pertinent information).
- Students will review each client's condition with the respiratory therapist or other appropriate health care professional prior to the end of their assigned clinical experience.

CLINIC ATTENDANCE

Purpose:

To provide information and expectations regarding clinic attendance.

Policy:

Students are required to attend all scheduled clinical sessions. Students will follow designated clinical hours and must notify appropriate personnel of any absence. Failure to attend clinical will result in a decreased course grade. If clinical assignments are not complete, the student will receive a failing grade for the course (extenuating circumstances will be considered).

Procedure:

- Scheduled time during clinical rotations will be provided to the students and clinic staff prior to the start of a semester. Lunch periods and breaks will be determined by the clinic personnel with whom the students are assigned. Students are to stay at the clinical facility during lunch periods and breaks. Students leaving the assigned area during the clinical day must have the approval of the clinic personnel with whom they are assigned.
- Students must notify the clinic personnel and the Clinical Director if they will be late to, absent from, or leaving early from the scheduled clinical experience.
- Students are responsible for their own transportation to assigned clinical sites.
- Students must park in assigned areas. Students are responsible for the cost of parking at a clinical site. The College is not responsible for tickets or violations incurred by the student.

RETURN TO CLINICAL FOLLOWING INJURY/ILLNESS

Purpose:

To determine the student's ability to return to normal clinical activities and to protect the students and patients.

Policy:

Upon return from an absence caused by having surgery, any orthopedic pain/injury including back/neck pain, pregnancy, delivery or a student requesting any restrictions must present documentation from their personal health care provider to the Director of Clinical Education.

Procedure:

- Documentation must indicate the date that the student may return to clinical and any restrictions. Students with physical restrictions may not be allowed to provide patient care. Restrictions will be evaluated on a case-by-case basis depending on the clinical area at the time of the illness/injury.
- Before returning to class/clinical from an absence related to an actual or probable infectious condition including, but not limited to, pink eye, diarrhea/vomiting, rash, draining wounds or influenza, the student must contact and may need to be seen by their personal health care provider at the request of the faculty. The student may also be requested to present documentation from their personal health care provider stating that they are no longer infectious and may return to class/clinical.
- All documentation related to the issues above shall be presented to the faculty to be placed in the student's file.

CLINICAL DRESS CODE

Purpose:

To provide students with a professional dress code in clinic. All students are expected to adhere to the following dress code policy and the policy of clinical sites.

Policy:

All students will arrive at the clinical site dressed in a clean uniform with the proper equipment.

The uniform for Cardiopulmonary Care students consists of:

- White scrub/polo top with the CPCS monogramming with navy scrub pants and white lab coat.

- Clean, comfortable shoes (high heels or opened toed shoes are not allowed as they pose a safety risk)
- College identification badge, name and picture showing

Required equipment includes:

- Stethoscope
- Watch (minutes and seconds visible)
- Calculator (battery backup is recommended)

All students are expected to be well groomed.

- Perfumes or colognes are not allowed (may cause an allergic reaction in hypersensitive patients)
- Long hair must be pulled back and kept in a manner so as not to prevent the student from doing good patient care or to cause contamination of equipment or sanitized areas
- Jewelry and body ornamentation is not allowed (small, non-dangling ear-rings from earlobe are the exception). Any body art must be covered during clinical.
- Fingernails must be kept clean and short, due to infection control procedures (nail polish or false tips are not allowed)

Students must be in compliance with the dress code. If a student is NOT in compliance, he or she will be sent home to correct the problem, and expected to return promptly.

COMMUNICATION GUIDELINES

Purpose:

To provide a clear chain of communication for the student to follow to seek resolution of a problem that may arise in the classroom, laboratory, or clinical setting. As a part of the professional expectations of a student, the student is always encouraged to seek immediate resolution by directly engaging the party involved. When this is not possible, the student is expected to use the following line of communication. If the student feels the need to deviate from this procedure, he or she may do so, but must be able to explain why they did not follow the established procedure.

Policy:

Academic:

- Student should notify the course instructor of the issue or concern to seek resolution.

- If the desired outcome is not reached the student should then report the issue/concern to the Program Director.
- If the issue cannot be resolved at the Program Director level, the Program Director will take the matter to the Dean. The student may take their concern directly to the Dean of Nursing and Allied Health if the issue is with the Program Director.
- The Dean of Student Services will be contacted if the matter is not successfully resolved with the Dean.
- The student has the option of initiating the Judicial Procedures if the student feels that the matter has not been addressed to their satisfaction, refer to the Judicial System in the FTCC Student Handbook for procedures.

Clinical:

- The student should notify the designated clinical instructor/preceptor or a clinical staff member about the situation.
- The clinical instructor/staff will notify the Director of Clinical Education of the situation and whether or not the matter was successfully resolved.

The Clinical Director will schedule a meeting with the student involved, and involve the clinical instructor or department supervisor as necessary. The Program Director will be notified of the issue and the planned steps for intervention. The Program Director will notify the Dean of Nursing and Allied Health in situations requiring further intervention.

*Please note, the Clinical Director, the Program Director and the Dean of Nursing and Allied Health utilize an open door policy in regard to student issues or complaints. You may unofficially seek advice (regardless of the chain of communication) if you are unsure of how to handle the situation.

COMMUNICATION DEVICES: (PERSONAL CALLS, CELL PHONES AND TEXTING)

Purpose:

To support an academic atmosphere free from distractions caused by communication devices.

Policy:

No personal telephone communication should be received or made while in the classroom, laboratory, and clinical area. Departmental telephones may not be used for personal calls.

- Students must turn off cell phones during all educational activities (class, laboratory, and clinical). These devices are disruptive to the educational environment and should only be activated during breaks.
- Failure to do so may result in dismissal from the classroom, lab or clinical site and could result in disciplinary action. Disciplinary action for violations of the student code of conduct (privacy violations, photographing documents or individuals, text-messaging during an exam, etc) range from suspension to dismissal.

CONFIDENTIALITY OF PATIENT RECORDS

Purpose:

To protect the privacy of clients and comply with agency policy.

Policy:

All client information is confidential. Whenever students have access to confidential information, they must follow agency policy in the handling of that information. Whenever it is necessary for a client's plan of care or other confidential information to be taken from the health care institution for educational purposes, all identifying data must be deleted.

Failure to abide by this policy may result in suspension or dismissal from the College.

Procedure:

The student must protect confidential information.

- Written information, such as charting or notes, should not be left in areas that may be seen by other people, computer screens with patient data should be discreetly displayed, and closed when not in use.

- Client information is not to be discussed in areas that may be overheard by others, such as in the hallway, elevators or cafeteria.
- Whenever client information is taken from a unit/agency, students must have the permission of the faculty/staff member and adhere to agency procedure.

COMMUNICATION POLICY

Purpose:

To ensure the privacy of all communications with the College.

Policy:

All students are required to utilize the Fletcher Technical Community College e-mail system for electronic communication with College/Program faculty and personnel. Students are responsible for content of their email communication. Inappropriate material or material in bad taste sent may be subject to disciplinary action as deemed by Program Director. This includes any disrespectful or denigrating comments about another person.

Electronic Communication Etiquette: Students are to use appropriate and professional etiquette when communicating with College faculty or personnel, or any representative of the Program including clinical instructors. This includes, but is not limited to:

- Appropriate salutation or greeting by name (i.e.- Hello, Dr. Smith, Hi Jane, etc)
- Full sentences with appropriate grammar —(no text-message shortcuts or jargon)
- Closure- (i.e.- Thanks, Mary; Regards, Tom)

EMPLOYMENT

Purpose:

To provide a standard for outside employment. Students may be employed outside the classroom and clinical times. Employment within the professional area being studied will not substitute for program clinical time.

Policy:

Outside employment must be arranged to not interfere with program classroom and clinical schedules.

INFORMED CONSENT – Patient consent

Purpose:

To provide a mechanism to ensure patients are informed when students are involved in patient care and to ensure the risk-free right of patients to refuse to participate in clinical education.

Policy:

- Students are to introduce themselves to the patient as a Respiratory Therapy student with Fletcher Technical Community College
- In accordance with the dress-code policy, students are required to wear their scrubs with the identification badge in clear view that identifies them as a Fletcher Technical Community College student.
- If a patient refuses to allow the student to participate in their care, the student is to respond appropriately and respectfully to the patient and seek out the supervising clinical instructor/preceptor, after ensuring that the patient's safety is secured.

MEDICAL ERROR REPORTING

Purpose:

It is a professional obligation to immediately report and actively prevent medical errors. Because students will be working with patients in a health care setting, there is the potential for error, and the possibility of identifying the potential for error. Students have an obligation to report any errors that may have gone unnoticed so that patient safety can be maximized. The purpose of reporting error, in addition to its direct impact on the patient affected, is to develop a plan to prevent such errors in the future.

Policy:

- When a student feels that an error in practice has occurred (whether or not they made the error), it is their responsibility to inform their direct clinical instructor or lab instructor.
- The student is obligated to report the error as soon as reasonably possible to a person in authority.
- If the student fears possible repercussions from reporting the error, they should contact either the Director of Clinical Education or Program Director immediately.

- Depending on the nature of the error committed by the student, a plan for remedial education may be required.

ACCIDENT OR UNUSUAL OCCURRENCE

Purpose:

If a student is involved in an accident or unusual occurrence which may cause actual or potential harm, proper documentation of the accident must be made within 24 hours. The variance reporting form will be filed in the office of the program director (this policy is also located in the College Student Handbook).

Policy:

Protocol for on-campus and off-campus occurrences:

- The student reports any accident or unusual occurrence to the appropriate faculty member, preceptor or designated supervisor, who assists the student in both the reporting and treatment.
- The student receives immediate first aid or medical attention at the site as needed, with the assistance of the faculty member, preceptor or designated supervisor, and will receive information related to the nearest emergency services if necessary.
- The faculty member, preceptor or designated supervisor collects the information related to the accident or occurrence and assists the student in completing the Variance Reporting Form within 24 hours. It is the responsibility of the faculty, preceptor or designated supervisor to have a supply of Variance Reporting Forms.
- The original form accompanies the student when he/she seeks treatment. This form is given to the program director within 24 hour. If necessary, the student will seek further treatment from the provider/agency of their choice.
- The exception is a blood/body fluid exposure which requires immediate treatment (see protocol below). Any costs incurred are the responsibility of the student.
- The student must take the original FTCC Variance Reporting Form to the place of treatment.
- The Program Director and the student complete any other follow-up, as necessary.

PROFESSIONAL CONDUCT

Purpose:

As students in training for a professional field, it is expected that each student will behave in a professional manner at all times.

Policy:

Professional behavior will be part of the student's assessment. Professional conduct includes, but is not limited to, punctuality, respect of other people, their property, and their right to learn. It also includes an appropriate respect for those in authority. As each affiliated clinical site has granted students the privilege of learning in their facility, students are expected to demonstrate professional behavior at all times.

Professional conduct includes:

- **Honesty** – Being truthful in communication with others, including not omitting appropriate information. This includes academic honesty.
- **Trustworthiness** – Maintaining the confidentiality of patient information admitting errors and not intentionally misleading others or promoting self at the patient's expense.
- **Professional Demeanor** – Being thoughtful and professional when interacting with patients and their families; striving to maintain composure under pressure or fatigue, professional stress or personal problems; maintaining a neat and clean appearance and dress in attire that is reasonable and accepted as professional to the patient population served.
- **Respect for the Rights of Others** – Relating to members of the health team in a considerate manner and with a spirit of cooperation; respecting the rights of others, allowing patients and their families to be informed and share in patient care decisions; and respecting patients' modesty and privacy.
- **Personal Accountability** – Participating responsibly in patient care to the best of your ability and with appropriate supervision; undertaking clinical duties and persevering until they are complete; notifying the responsible person if something interferes with your ability to perform clinical tasks effectively.
- **Concern for the Welfare of Patients** – Treating patient and their families with respect and dignity both in their presence and in discussions with others; discerning accurately when supervision or advice is needed and seeking these out before acting; recognizing when your ability to function effectively is compromised and asking for relief or help; not using alcohol or illegal drugs; not engaging in romantic, sexual, or other nonprofessional relationships with a patient, even upon the apparent request of a patient.

SEVERE WEATHER

Purpose:

To inform students of the colleges response to severe weather. The College will be closed during severe weather situations (this policy is also located in the College Student Handbook).

Policy:

- Weather so severe as to endanger student safety or college property may cause the Chancellor or a member of the Emergency Control Committee to close or issue a “lockdown” until conditions improve.
- The college’s Hurricane Emergency Control Committee monitors the National Weather Service, and coordinates with local Office of Emergency Preparedness and Terrebonne Parish School Board. If the Chancellor or another member of the Emergency Control Committee cancels classes, students will be informed.

Procedure:

Announcements concerning disruption in College operations will be:

- Notified via the First Call Alert System
- Sent to Fletcher student e-mails
- Posted on the College Website Page (link below)
<https://www.fletcher.edu>
- Notified by the local media

TECHNICAL STANDARDS OF PERFORMANCE

Purpose:

To determine the physical and emotional abilities of a student in the Department in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991. Students are required to perform respective duties of the profession based on the necessary physical and emotional abilities as well as scholastic achievement. The College will make reasonable accommodation for all students.

Policy:

- Behavior and Social Skills- Possess qualities of compassion, integrity, empathy and interpersonal skills. Possess emotional health necessary to effectively complete professional responsibilities
- Communication- Read, write, speak, hear and observe patients to effectively communicate the patients condition and interact with the patient and other health care individuals.
- Integrative and Quantitative Skills- Problem solve utilizing computation, synthesis and analysis. Visualize and analyze three-dimensional relationships.
- Motor and Functional Abilities- Perform therapeutic and diagnostic procedures. Supply patient and associated services.
- Observation- Use instruments requiring sight, e.g., pulmonary function equipment and mechanical ventilation. Make observations and evaluations. Observe results of treatment and communicate client's response to care.

Responsibility Statement

Please tear out this page and return it to your Program Director within the first week of class.

As a student at Fletcher Technical Community College, I have received a copy of this Cardiopulmonary Care Program Student Handbook and agree to abide by the rights and responsibilities outlined herein. I understand that as new policies are implemented, I will receive notification of those policies and will likewise be held accountable.

Signature

Date