



BACHELOR OF SCIENCE RESPIRATORY CARE PROGRAM

**STUDENT HANDBOOK
2022-2024**

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Dear Student:

Welcome to the Bachelor of Science in Respiratory Care Program!

The profession of respiratory care is stimulating and challenging. It is filled with constant change and responsibility. You have chosen to take the next step in advancing your professional career. This program expands on the training and experience you already hold as a respiratory care practitioner. With this program, you will accelerate your career as you develop self-confidence in the field while you take on roles in leadership. This program, using a project-based pedagogy, will guide and prepare you for careers in hospital management, education, case management, research and further degree advancement.

This handbook will explain the philosophies and policies we utilize in the Respiratory Care Program. Most of all, it informs you of what we expect, and what you can expect of us. The policies and expectations have been developed to support professionals and working adults as they progress through this program.

This handbook is meant to supplement the Skyline College Student Guide Handbook. It is important that the you familiarize yourself with general school policies.

Your time in the program will be what you make it. Your attitude will greatly affect what happens to you during the next two years. No other work is as important as caring for those with health care needs. Make the most of the opportunity. The time and energy you expend should be exciting, informative and rewarding. It should be a time of learning, giving, helping the sick and maturing.

We look forward to facilitating and supporting your educational experience over the next two years.

WELCOME,

Beatriz Qura del Rio

Beatriz Qura del Rio, MHA, BS, RRT-ACCS

College Mission & Program Goals

Mission Statement

To empower and transform a global community of learners.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Values Statement

Education is the foundation of our democratic society.

Program Goal

To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree therapists.

Program Student Learning Outcomes

Upon Completion of Degree requirements, students will be able to:

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care

Outcomes Measurements

Program assess and report annually the following items:

- NBRC Advanced Credentials (NRP, ACCS, RPFT, CPFT)
- Attrition/Retention
- Positive Placement/ Job advancement
- Overall Employer Satisfaction
- Overall Graduates Satisfaction
- On-Time Graduation Rate

CURRICULUM

The program consists of lecture coursework in an online format. Instruction will be provided in synchronous and asynchronous modalities. Students are expected to log into the virtual classroom regularly during the week to complete assigned coursework. Additionally, students will log onto the virtual classroom synchronously four of the nine weeks. These dates are predetermined for each cohort. Students must have a computer that can connect to the internet and to Canvas, the Skyline College learning management system platform.

Courses are paired in nine-week terms with faculty teaching synergistically amongst the two courses. The curriculum is project based with students learning and applying concepts using theoretical and real-world examples. The program will culminate with a capstone project focused in core program curricular areas. Students will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty and community members and are aligned with student area of interest.

TEXTBOOKS AND SUPPLIES

Textbooks may be purchased in the college bookstore or through appropriate online vendors. Some may be used in classes throughout the program. The textbooks in this program form the foundation for your future library of health-related resources. Consider each purchase a good investment.

Expect to spend approximately \$200 to \$300 per term for textbooks.

A PC, MAC, or tablet with videoconferencing and printing capabilities is required to effectively engage and complete assignments and projects. A laptop or desktop computer provides the greatest technical capabilities for accessing applications, participating in the synchronous videoconferencing environment, and effectively completing assignments.

Learning will take place in an online synchronous and asynchronous environment through *Canvas*, Skyline College's learning management system. Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a web browser. You may click on the following link for further information:

<http://www.skylinecollege.edu/onlineeducation/>

In addition, Microsoft Office Suite will be required to complete activities and assignments throughout each course. The San Mateo Community College District offers students a discounted rate through the following URL: <http://foundationccc.org/CollegeBuys>

BS DEGREE PROGRAM & CURRICULUM:

Skyline College is one of 15 community colleges selected by the Board of Governors and the Chancellor's Office of California Community Colleges to offer a Bachelor of Science with a major in Respiratory Care. This is an 8- year pilot program for 15 community colleges across the state to fill a growing workforce demand for college-educated, skilled workers in fields such as health, science and technology increasingly requiring bachelor's degrees.

The Bachelor of Science in Respiratory Care program allow graduates of AS degree Respiratory Care programs and licensed Respiratory Care Practitioners (RCP) a pathway to complete their four-year degree without having to transfer to a four-year college or university. The bachelor degree curriculum provides advanced scope of practice with emphasis on advanced cardiopulmonary pathophysiology, advanced respiratory case management, advanced respiratory neonatal/pediatrics, health education in respiratory care, research methodology, quantitative principles, respiratory care sleep medicine, and respiratory care leadership and management. Increasingly, Respiratory Care Practitioners are taking on responsibilities formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills.

A minimum of 28 units of upper division major course work builds upon the lower division major course work. The degree also includes a minimum of 12 units of upper division general education courses in alignment with California State University guidelines. Students will complete coursework through a capstone project developed in collaboration with faculty and community members that is aligned with student area of interest. The cost of tuition will be \$130 per unit for upper division coursework, much less than at a four-year institution.

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- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach
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Course Learning Outcomes:

COURSE ID: RPTH B10 ADVANCED CARDIOPULMONARY CARE

1. Identify, apply, and evaluate advanced cardiopulmonary diagnostic procedures and medical interventions performed by respiratory care practitioners.
2. Analyze disease-specific treatment options in cardiopulmonary and neurorespiratory care and recommend modifications based on evidence-based practice.

COURSE ID: RPTH B15 SLEEP MEDICINE AND RESPIRATORY CARE

1. Interpret and analyze patient sleep disorders and their characteristics.
2. Identify and apply appropriate tools and strategies for recording physiologic data during sleep studies including the montage and equipment selection, and mechanical and physiologic calibrations.
3. Apply management strategies to titrate continuous positive airway pressure, bilevel positive airway pressure, adaptive servo ventilation, noninvasive positive-pressure ventilation, and supplemental oxygen to achieve optimal outcomes.

COURSE ID: RPTH B20 ADVANCED RESPIRATORY CASE MANAGEMENT

1. Analyze patient case management plans created by the healthcare delivery team to coordinate resources and services necessary to accomplish client goals.
2. Identify and apply strategies for assessing, planning, implementing, coordinating, monitoring, and evaluating options and services to promote quality and cost-effective outcomes.
3. Apply professional practice principles such as confidentiality, legal and regulatory requirements, risk management, interpersonal communication, conflict resolution, and negotiation strategies in the context of the case management process.

COURSE ID: RPTH B30 PRINCIPLES OF HEALTH EDUCATION

1. Apply child and adult learning theory to the creation and delivery of health care related curriculum.
2. Develop a lesson plan that includes outcomes, objectives, content, skills and abilities.
3. Develop an effective assessment tool for assessing lesson plan outcomes.

COURSE ID: RPTH B40 HEALTH CARE RESEARCH DESIGN AND METHODOLOGY

1. Critically review, analyze, and interpret published research.
2. Develop research design, conduct or review a study, critically assess and perform analysis of quality measurement.

COURSE ID: RPTH B50 RESPIRATORY CARE LEADERSHIP AND MANAGEMENT I

1. Articulate a working foundation of leadership practices and theories for leading people and health organizations.
2. Integrate behaviors and actions of successful leaders and develop an individual current or future leadership style.
3. Apply management strategies to various operational procedures and functions of the Respiratory Care department and other related departments.

COURSE ID: RPTH B52 RESPIRATORY CARE LEADERSHIP AND MANAGEMENT II

1. Make inferences and draw conclusion relative to leadership and management skills within the healthcare organization or industry.
2. Integrate the tenets of various theoretical constructs and strategic models to make decisions, solve problems, and develop plans.

3. Distinguish the difference between leadership and management and use that knowledge to make strategic decisions and enhance organizational efficiencies and effectiveness through the development and implementation of plans.

COURSE ID: RPTH B60 ADVANCED NEONATAL AND PEDIATRIC RESPIRATORY CARE

1. Differentiate approaches to care between neonatal/pediatric and adult patients.
2. Distinguish and apply appropriate advanced medical treatments and modalities which can be utilized to appropriately care for neonatal and pediatric patients.

COURSE ID: COUN B10 MULTICULTURAL HUMAN RELATIONS

1. Analyze multiple identities through the lens of intersectionality such as ethnicity, gender, class, sexual orientation, and generational identity.
2. Utilize tools and strategies for intercultural communication and conflict resolution to appropriately work with communities specific to various professional settings
3. Transform theories to practice when addressing systems of oppression that are underlying in their professional settings

COURSE ID: PHIL B10 MEDICAL ETHICS

1. Analyze, compare, and evaluate the strengths and weaknesses of a variety of moral theories or frameworks that could be applied to medical ethics.
2. Interpret and apply moral theories or frameworks to defend a position/thesis on various problems or controversies in medical ethics, e.g., allocation of resources, use of technologies, informed consent, experimentation, medically assisted dying, etc.

COURSE ID: SOCI B10 INTERSECTIONALITY AND CITIZENSHIP

1. Recognize and demonstrate a knowledge of sociological perspectives and theories relating to the social constructs of race and ethnicity in the United States.
2. Appraise the constructs of race and ethnicity in the context of intersectionality (the intersection of identities of race, ethnicity, gender, socioeconomic class, citizenship status).
3. Assess and articulate theories and concepts on race and ethnicity through written and verbal presentation.
4. Evaluate current social issues and debates regarding race and ethnicity through the use of the sociological imagination.

COURSE ID: SOSC B10 PUBLIC HEALTH POLICY

1. Appraise healthcare policy and programs from sociological, political, economic, legal, and ethical perspectives.
2. Summarize and discuss contemporary health policy problems and issues.
3. Develop and evaluate possible solutions to important healthcare problems.

COURSE ID: RPTH B90 RESPIRATORY CARE CAPSTONE PROJECT

1. Draw on multiple sources of analysis, research, and critical thinking across the curriculum to develop address a problem and complete a project.
2. Demonstrate in a final presentation the full breadth of knowledge gained through the Respiratory Care program, focusing on one or more subject areas: cardiopulmonary pathophysiology, case management, health education, research methodology, and/or respiratory care leadership and management.

Bachelor of Science Minimum Entry Requirements:

Student Eligibility:

Students currently enrolled in AS Respiratory Care program Skyline College and intend to continue to BS Respiratory program	New graduates from other programs who have an accredited Respiratory Care program equivalent to an AS Respiratory Care and are California licensure	Respiratory Care Practitioners who have completed an accredited Respiratory Care program equivalent to an AS Respiratory Care and are California licensure
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AND

Complete a minimum 30 units of the CSU General Education pattern prior to program start

Completion of 120 semester units including a minimum of 45 semester units of general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements and applicable 75 major semester units in Respiratory Care.

- Completion of lower division major coursework (or equivalent) to Skyline College CoARC accredited Associate of Science (AS) Degree in Respiratory Care: **(48.5)**
(Coursework completed at another educational institution will need to be evaluated for equivalency)
- General Education Requirements: **(37-39)**
 - o Lower division semester unit pattern IGETC or CSU
 - Area A - English Language Communication and Critical Thinking
 - Area B-Scientific Inquiry and Quantitative Reasoning
 - Area C-Arts and Humanities
 - Area D-Social Sciences
 - Area E- Lifelong Learning
 - Area F – Ethnic Studies

Bachelor of Science Degree Requirements:

The following core courses will be required of all students to receive the Bachelor of Science in Respiratory Care. Classes are to be completed in sequence. A passing grade (C) will be required in all classes. To obtain the Bachelor's Degree, please consult the Skyline College Catalog or your counselor.

Prerequisite lower division major and general education courses (78.5 units)

1st Year – Term 1:

RPTH B10	Advanced Cardiopulmonary Care	3 units
RPTH B20	Advanced Respiratory Case Management	3 units

1st Year – Term 2:

RPTH B30	Principles of Health Education	3 units
COUN B10	Multicultural Human Relations	3 units

1st Year – Term 3:

RPTH B50	Respiratory Care Leadership and Management I	3 units
RPTH B15	Sleep Medicine and Respiratory Care	3 units

1st Year – Term 4:

RPTH B52	Respiratory Care Leadership and Management II	3 units
SOCI B10	Intersectionality and Citizenship	3 units

2nd Year – Term 5:

RPTH B40	Health Care Research Design and Methodology	3 units
PHIL B10	Medical Ethics	3 units

2nd Year – Term 6:

SOSC B10	Public Health Policy	3 units
RPTH B60	Advanced Neonatal Pediatric Respiratory Care	3 units

2nd Year – Term 7:

RPTH B90	Respiratory Care Capstone Project	4 units
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Total major units = 75 lower division major and units

Plus necessary general education courses to obtain the Bachelor of Science degree 120-127 units

PROFESSIONAL ORGANIZATIONS

Professions and their members are represented by organizations that work for the benefit of the profession. Respiratory Care is no exception. Professional organizations exist at the national and state level. The organizations are affiliated and have chapters in each locality.

The organizations main goals are to promote the profession both from within and outside, to provide educational and professional conferences, disseminate information through scientific and professional journals and promote within government the interests of respiratory care professionals.

All students in the program are expected to maintain student membership in these organizations. The mailing addresses for these organizations are:

American Association for Respiratory Care (AARC)
11030 Ables Lane
Dallas Texas 75229
www.aarc.org

California Society for Respiratory Care (CSRC)
1961 Main Street - Suite #246
Watsonville, CA 95076
(888) 730-CSRC (2772) Toll Free
(831) 763-CSRC (2772) Local
(831) 763-2814 (fax)
www.csrc.org

Students are also encouraged to request the following free publications.

RT Magazine
<http://www.rtmagazine.com/>

CREDENTIALING AND LICENSURE

There are two bodies which are involved in you being able to practice as a Respiratory Care Practitioner in California. They are the State of California Respiratory Care Board (RCB) and a peer organization, The National Board for Respiratory Care (NBRC). The state credential is a Registered Respiratory Care Practitioner (RCP) and the national credential is a Certified & Registered Respiratory Therapist (CRT & RRT). To qualify for state licensure, you are required to obtain the higher competency credential RRT.

The NBRC also provides for competency credentials in the following areas:

- Adult Critical Care Specialist
- Certified and Registered Pulmonary Function Technologist
- Neonatal/Pediatric Specialist
- Sleep Disorder Specialist

Other competency credentials available:

- Asthma Educator- Certified
- Chronic Obstructive Pulmonary Disease Educator

Addresses for the two credentialing organizations are:

California Licensing Board
Respiratory Care Board (RCB)
444 North 3rd Street, Suite 270
Sacramento CA. 95811
916-323-9999
www.rcb.ca.gov/

Credentialing Board
National Board for Respiratory Care (NBRC)
18000 W. 105th Street
Olathe, Kansas 66061
888-341-4811
www.nbrc.org

COUNSELING AND FINANCIAL AID

COUNSELING

The Skyline counseling department is available for academic or personal guidance. This department should be used for all class registration, questions on academic requirements and personal guidance. The school also employs a professional psychologist. Students in demanding programs sometimes need professional help to handle stress. Do not hesitate to contact your counselor early. Do not hesitate to talk to the program director or other faculty members.

The counselor assigned to the BSRC program is:

Lorraine DeMello
demello1@smccd.edu
650-738-4424

FINANCIAL AID

Due to the academic demands of the respiratory care program, working may be difficult. The college does recognize that many students may have financial obligations necessitating work. If you are challenged with finances, there are grants and loans that may be available to you. To assess qualification for financial aid support, **please contact the Financial Aid Office.**

Scholarships also exist for respiratory care students. Here is a partial list:

American Association for Respiratory Care
Breathe California – Bay Area
California Society for Respiratory Care
California Thoracic Society
Kaiser Scholarship Foundation and Loan Program
Grove Scholars Program

Please contact the program director for more information regarding scholarships.

ONLINE CLASSROOM BEHAVIOR

STANDARDS OF PROFESSIONAL AND STUDENT BEHAVIOR

As a licensed respiratory care practitioner, the AARC has provided standards in which RCPs conduct themselves. As a BSRC student, these standards will be expected while progressing through the program.

Position Statement



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 education 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 as 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, beneficial relationships and communication with all health professionals. It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

Effective 12/94
Revised 12/07
Revised 07/09
Revised 07/12
Reviewed 12/14
Revised 04/15

Additionally, each student shall abide by policies and procedures contained in Skyline College Student Guide Handbook. This handbook outlines the services available on campus and the general rules and regulations all students are to follow.

<http://www.skylinecollege.edu/studenthandbook/>

<http://catalog.skylinecollege.edu/current/rights-responsibilities/>

It is expected that the respiratory care student acquaint him/herself with this guide. Below is information more specific to the respiratory care student. Students who fail to comply with the College or Program's standards of behavior will be subject to disciplinary action per College/Program policy.

ATTENDANCE

Synchronous and asynchronous class attendance is extremely important for success in the teaching and learning environment for you and your student colleagues. By missing class, you are missing information and interaction that is vital to your success as a Respiratory Care Practitioner. The instructor will clearly define expectations for class attendance in their syllabus. To ensure the greatest participation and accountability, instructors will clearly state synchronous and asynchronous participation within their grading policies. Be on time and prepared to engage during synchronous sessions. Your participation adds greatly to the teaching and learning environment.



- Your camera is to be on during the full session. Be prepared to engage in the same manner and expectation as a face to face classroom sessions.
- Use of headphones or ear buds during the synchronous sessions is advised to help to reduce noise artifact.

If you will be missing class due to circumstances out of your control, it is recommended that you contact your instructor.

ASSIGNMENTS AND PROJECTS

Timely completion of assignments and projects is also important for success in the teaching and learning environment for you and your student colleagues. Many of the assignments are collaborative in nature and require timely and best effort completion for individual, group, and cohort learning. For example, discussion board assignments require timely participation from all students to maximize collaborative learning. Some assignments will be assigned in group format and require students to collaborate as a team. These collaborative assignments and projects mirror professional expectations and will require accountability of all team members. The instructor will define expectations for assignments and projects and attach grading elements to account for these expectations and reflective professional standards. To ensure the greatest participation and accountability, instructors will clearly state assignment/project requirements and account for comprehension, organization, collaboration, and timeliness within their grading policies. We encourage you to facilitate effective communication with your instructor, teammates, and support personnel when you have questions or need clarification with any of these expectations.

RETURNING B.S. DEGREE STUDENT POLICY

We understand that on occasion, students accepted into the BS Degree program may have to take a leave from coursework. Students in the process of completing their Upper Division coursework may return at any time to complete their classes. Please note that you must have completed any required prerequisite classes as stated in the course catalog (e.g. RPTH B40, RPTH B90.)

ACADEMIC RECORD

Applicable academic records are available on a need to know basis to the program director, faculty, counselor, and program services coordinator for evaluation of student academic standing as needed for the program.

ACADEMIC REQUIREMENTS

Grades are not always a full reflection of the quality of respiratory practitioner you will be. They do help program faculty determine which students have retained information necessary to practice safely, hence a minimum grade of "C" is required in all classes.

Options to continue the program for students unable to attain "C" grades will be assessed and developed by the Program Director. The Programs Director's decision regarding a student continuing the program will be based on the following:

1. The student's academic standing, attendance, attitude and behaviors during their involvement with the program.
2. The reason for the student's substandard academic performance.
3. Resolution or potential for resolution for improved student performance.
4. The student success plan must be developed in order to be considered for continued progression.
5. The faculty's judgment on the student's potential to successfully complete program instruction.

Etiquette & Netiquette

You are a Respiratory Care Practitioner even in the virtual environment. Faculty, staff, and student colleagues are expected to practice a professional and supportive attitude even when discourse (difference of opinion or disagreement) manifests.

The netiquette guidelines that govern behavior when communicating on the Internet have become known as netiquette. Netiquette covers not only rules of behavior during discussions but also guidelines that reflect the unique electronic nature of the medium. We must remember that our time online is also someone else's time online and we must respect their time and privacy. In order to communicate effectively and properly in our online environment, we will adhere to the following rules:

1. Avoid typing in all caps. This is the same as shouting and it is not polite to shout.
2. Do not plagiarize. If you use someone else's work, give credit where credit is due.
3. Keep personal information personal.
4. Avoid foul language. Remember this is a professional forum, put your best foot forward.
5. Use effective and appropriate punctuation, grammar, and spelling.
6. Read First. Take the time to read through the questions and assignment before you post and/or ask questions. The answer you seek may be in the reading.
7. Be kind. Although online offers some anonymity, there is a face behind the screenname. Make sure to be respectful in your comments, even if you disagree.

STUDENT RELATIONSHIPS

Program students will share a great many experiences over the course of two years while in the program. Students should not feel competition with each other. Some fellow students may know more about respiratory care, some will know less. No one, including instructors, know it all. All that can be hoped is to help each other, teach each other and learn from each other. Students and faculty work collaboratively in this program to build lasting relationships over the next two years and beyond. As such, students are encouraged to address instructors by their first name. These relationships will serve both in the endeavor to support success while in the program and cultivate a professional community network.

The program also has a Respiratory Care Club which is part of the Student Organizations and Clubs of Skyline College. It is encouraged that students get involved as this provides opportunities for academic growth and for further developing leadership and professional skills that will be of great benefit in becoming effective practitioners.

